South Korean Elementary School Students' English Learning Resilience, Motivation, and Demotivation

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Shin, Jiwon and Tae-Young Kim. 2017. South Korean Elementary School Students' English Learning Resilience, Motivation, and Demotivation. *Linguistic Research* 34(Special Edition), 69-96. This study adopted the psychological concept of resilience to discover how English learning resilience is related to motivation and demotivation. English learning resilience is the internal power to overcome difficulties in adverse English learning situations. Although the concept of resilience is important in English learning situations where students' motivation declines as time passes, only a few studies examining this topic have been conducted. The purpose of this study is to discover how English learning resilience is related to motivation and demotivation. A set of questionnaires containing 20 items on English learning resilience, 18 items on motivation, and 25 items on demotivation was provided to 187 grade 6 elementary school students in a city in South Korea. According to the results of descriptive statistics of each construct, optimism was the most salient factor in resilience, and extrinsic motivation and ideal second language (L2) self were the most salient factors in motivation. Additionally, negative attitude toward the L2 learning assessments ranked high among the demotivation factors. Regarding the structural relationship among the three constructs, a confirmatory factor analysis indicated that the constructs were independent. Finally, according to the results of an analysis of the three constructs conducted using the structural equation model, resilience showed a positive impact on intrinsic motivation and ideal L2 self but a negative impact on demotivation. This implies that, in order to increase learners' motivation and reduce their demotivation with the passage of time in English education, it is necessary to make an effort to enhance the level of L2 learners' English learning resilience. **(Chung-Ang University)**

Keywords English learning resilience, motivation, demotivation, structural equation modeling, structural relationship

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1. Introduction

This study investigates elementary school students' English learning resilience, motivation, and demotivation. Previous studies (Kim, 2012; Martin, 2009) have generally indicated that students learning English for the first time in school start with relatively high levels of language learning motivation, but this level of motivation is not maintained. According to Kim (2011), Carreira (2011), and Sung and Padilla (1998), elementary school students' English learning motivation generally declines as they advance to higher grades. Such studies show that elementary school students face lower incentives for English education with time and become increasingly demotivated. Demotivation for English learning in the elementary school years has a negative influence on English learning, which takes place over a long period. As learners grow older, resilience—namely, the power to overcome the stress and difficulties in English learning situations characterized by ever-growing demotivation—becomes increasingly important (Martin, 2002). The ability most important in English education, as well as for adapting well to society, is the internal psychological strength to endure and overcome negative external influences (Rouse, 2001). In other words, learners require resilience that allows them to overcome psychological and social difficulties that they face and to adapt to situations in which they find themselves (Block & Kremen, 1996; Sinclair & Wallston, 2004).

With the introduction of the concept of resilience, academia has attempted to find ways to relate it with education. Previous research has found that resilience alleviates students' academic pressure and lowers stress levels, leading to greater academic success (Martin & Marsh, 2006). For example, Gonzalez and Padilla (1997) found that high school students with higher resilience mostly receive good academic outcomes. Kamali and Fahim (2011) also found that adults with higher resilience have higher abilities to interpret text that contains words that they do not know. These studies indicate that resilience is an important psychological concept in English education, which has a long duration.

Although it is good to have students who are motivated, without resilience academic progress is at risk of being undone in the face of setbacks, stress, or pressure in the school setting (Martin, 2002). It means that motivation cannot be the only reason for students' successful learning. Also, the concept of resilience is a significant factor in students overcoming difficulties in learning situations and

maintaining a long period of English learning. Nevertheless, the concept of resilience was first applied to English learning only recently; there are only a few studies, either domestic or foreign, on resilience and English learning. This study aimed to discover the trends of English learning resilience, motivation, demotivation, and their relationships in grade 6 students who are the most demotivated in elementary school (Kim, 2011). The research questions of this study were as follows:

1. What are the overall characteristics of English learning resilience, motivation, and demotivation in the English learning of elementary school students?
2. What is the structural relationship between English learning resilience, motivation, and demotivation among elementary school students?

2. Literature Review

2.1 Resilience and Academic Resilience

Resilience is a concept related to psychology and the theory of human development and can be defined as a dynamic process encompassing positive adaptation within the context of significant adversity (Luthar, Cicchetti, & Becker, 2000), or individuals' capability to bounce back from adversities and adapt to their environment (Wagnild & Collins, 2009). Resilience is thought to be a complex interaction between individual characteristics and the environment at large (Egeland, Carlson, & Sroufe, 1993) and denotes the ability to grow healthily in spite of experiencing hardships in dangerous situations by adapting well to such situations (Wener & Smith, 1982).

Various components of resilience have actively been investigated in the 21st century. Reivich and Shatté (2002) suggested seven elements of resilience: emotional regulation, impulse control, realistic optimism, causal analysis, empathy, self-efficacy, and reaching out. Emotional regulation is the ability to stay effective under pressure that helps people control their emotion, attention, and behavior. Impulse control is the ability to manage actions, behaviors, and emotion in a realistic way. For example, people who have developed impulse control skills well tend to be high in emotional regulation and reduce the risk of making impulsive decisions. Realistic

optimism is related to belief in the ability to manage difficulties. Resilient people tend to focus on the positive part of their difficulties. Causal analysis is the ability to perceive the causes of their problem exactly. Resilient people are able to objectively explain the good and bad things about problems to find solutions. Empathy is the ability to read other people's cues, such as facial expressions, their tone of voice, etc., relating to their psychological or emotional state. Self-efficacy is the belief in one's own ability to overcome adversity and to solve the problem. Reaching out is the ability to enhance the positive aspects of life to take up new challenges and opportunities.

J. Kim (2011) has amended and supplemented the resilience-measurement factors initially developed by Reivich and Shatté (2002), developing the Korean Resilience Quotient-53 (KRQ-53) and the Young Korean Resilience Quotient-27 (YKRQ-27). J. Kim (2011) has classified the components of resilience largely into self-control, sociality, and optimism. The self-control component contains emotion regulation, impulse control, and causal analysis; the sociality component contains communication, empathy, and self-expansion; and the optimism component contains self-positivity and appreciation.

The concept of resilience entered the field of second language (L2) learning as a new research area. This new concept in education refers to the ability of learners to effectively manage failures in learning, stress, and pressures from studying (Martin, 2002). According to Werner and Smith (1982), English learners with high academic resilience tend to work based on realistic future plans and embrace responsibility for their actions. Thus, learners with high academic resilience tend to be cognitively and academically superior to learners who do not have high academic resilience, and they maintain their learning motivation (Rouse, 2001; Winfield, 1991).

The literature relating to English learning presents the following findings. Johnston (2005), in a study that examined young learners, concluded that while the ability to identify sounds and recognize the alphabet is important in improving reading skills, academic resilience was more important because this provides the strength for young learners not to become frustrated and to continue reading when faced with difficult words in the text (Pajares, 2005; Waxman, Gray, & Padron, 2003). In addition, Martin and Marsh (2006) and Martin, Colmar, Davey, and Marsh (2010) found a positive relation between academic resilience and motivation among high school students. Kim and Kim's (under review) study with EFL pre-service

teachers in South Korea suggested that resilience is related to their ideal L2 self. Despite the increasing importance of resilience in English learning, there is a shortage of existing domestic and foreign literature on elementary school students regarding resilience.

2.2 English Learning Motivation and Demotivation

In order to explain the nature of human motivation, Deci and Ryan (2002) suggested the self-determination theory (SDT). In SDT, motivations for human behavior are classified depending on the degree of internalization (Deci & Ryan, 2002). They proposed the self-determination continuum based on the degree of internalization. At the left end is amotivation, the state of lacking the intention to act. Amotivation is the lack of desire to engage in learning due to the inability or lethargy of the learner in a specific situation (Deci & Ryan, 2002). At the right end of the continuum is intrinsic motivation, the state of doing an activity out of interest and inherent satisfaction. Learners with intrinsic motivation tend to become absorbed in a task because of certain actions, interests, enjoyment, and curiosity for learning. In contrast, learners with extrinsic motivation carry out certain tasks for rewards such as commendations, good grades, and higher positions. Extrinsically motivated behaviors, which are characterized by four types of regulation, fall along the self-determination continuum between amotivation and intrinsic motivation. Extrinsic motivation is defined as motivation that is sourced from the expectations of extrinsically provided rewards (Deci & Ryan, 2002). As stated above, self-determination rises moving from amotivation to intrinsic motivation.

A noticeable trend in L2 learning motivation is the renewed focus on the concept of self. Dörnyei (2005, 2009) proposed a theoretical framework called the L2 Motivational Self-System (L2MSS). This system brings together the concept of possible selves, suggested by Markus and Nurius (1986), and the self-discrepancy theory of Higgins (1987). Key components of the L2MSS include the ideal L2 self, ought-to L2 self, and L2 learning experience. The ideal L2 self is formed by picturing oneself speaking the L2 fluently in the future. For example, one can form a vivid image of one's future self conversing fluently with foreigners. The ought-to L2 self refers to learning that stems from the desire to avoid negative results of L2 learning or to meet expectations. For example, the learner engages in English

learning to either avoid negative results from the failure of education or to fulfill the expectations of others around him or her.

The concept of demotivation, in contrast to the concept of motivation, refers to loss of focus and interest in learning due to external influences (Dörnyei & Ushioda, 2011). In other words, it refers to the phenomenon where the relatively high learning motivation that the learner originally possessed declines because of negative learning experiences, inappropriate instructions by the instructors, poor learning environments, and repeated experience of failure (Lee & Kim, 2015). In addition, Kikuchi (2011) added the notion of internal factors to Dörnyei's definition. Kikuchi states that demotivation refers to specific internal and external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action. Sakai and Kikuchi (2009) provided examples of demotivators such as (1) teachers, (2) characteristics of classes, (3) experiences of failure, (4) class environment, (5) class materials, and (6) learner interests.

In the field of EFL research, elementary school students' English learning motivation and demotivation have been studied. Carreira (2011) studied 3rd grade and 6th grade Japanese elementary school students, discovering that English learning motivation declines as students advance in grade. Domestic studies yielded similar results, with Kim (2011, 2012) concluding that English learning motivation declines as students move to higher grades, beginning from the 3rd grade. To examine the causes of English learning demotivation, Kim and Seo (2012) conducted teacher interviews, concluding that the causes of English learning demotivation were external factors that the learners themselves could not proactively resolve. While there have been numerous attempts to raise the level of motivation of English learning in the field of education, these studies reveal that demotivation in English learning is found in various educational contexts. The results indicate that to overcome English learning, we must not only strive to tackle demotivation in the field of education but also help learners themselves to show their internal strength.

3. Method

3.1 Participants

   We conducted surveys on English learning resilience, motivation, and demotivation with 187 grade 6 students at B elementary school, located in a city in South Korea. The survey was conducted over two occasions in June 2016, and the first author conducted both surveys by visiting the target elementary school. Excluding five insincere responses among the 187 surveys, 182 surveys were collected. Table 1 highlights the gender and timing of private English education for the students participating in the study. A total of 51.6% of the students participating in the survey were male, and 48.4% of them were female. A total of 63.2% of the participants had begun their private English education during their kindergarten years; 28.0% in their early elementary school years (grades 1–3); and the remaining 8.8% in their later elementary school years (grades 4–6).

Table 1. Backgrounds of study participants (N=182)

Characteristic	Details	Frequency (No. of students)	Percentage (%)
Gender	Male	94	51.6
	Female	88	48.4
Timing for beginning private English education	Kindergarten	115	63.2
	Grades 1–3 (elementary)	51	28.0
	Grades 4–6 (elementary)	16	8.8

3.2 Measures and Data Collection

   The surveys were constructed using qualitative interviews to examine English learning resilience, motivation, and demotivation of the grade 6 elementary school students. Moreover, pilot interview studies were conducted to collect details for constructing the survey. To construct a survey appropriate for the purpose of this study, we selected two male and two female students who had experience in overcoming hardships in studying English when they thought studying English was difficult, did not enjoy studying English, or had made up their mind not to study English. The students also had the ability to overcome temptation when studying English and thought that they could overcome any difficulties in life. Semi-structured interviews were conducted with these four learners with high

English learning resilience, involving eight questions regarding motivation and demotivation and nine questions on resilience regarding (1) self-control, (2) sociality, and (3) optimism based on previous studies (e.g., J. Kim, 2011; Reivich & Shatté, 2002). The students had the chance to provide their opinions on the questions, and their interviews were recorded and transcribed for data analysis.

Next, a pre-study survey was constructed based on the interview results. The pre-study was conducted with 60 grade 6 elementary school students with similar educational levels to the participants of this study. Five questions with low Cronbach's alpha, showing low internal consistency of the survey questions, were deleted after examining the analysis results of the pre-study.

The final survey for this study was composed of three areas comprising 20 questions on English learning resilience, 18 questions on English learning motivation, and 25 questions on English learning demotivation, with each question answerable on a 5-point Likert scale with Not at all (1 point), Sometimes disagree (2 points), Neither agree nor disagree (3 points), Sometimes agree (4 points), and Definitely agree (5 points). Lastly, we collected basic information on the participants, including questions on their gender and the timing for beginning private English education.

3.3 Data Analysis

The internal consistency of the questions was checked using Cronbach's alpha; the results were 0.937, 0.884, and 0.943 respectively for English learning resilience, motivation, and demotivation. This study was subject to the following analytical processes. For the first research question, we conducted descriptive statistics analysis using IBM SPSS 23 to examine the overall characteristics of resilience, motivation, and demotivation for English learning.

For the second research question, we conducted three types of statistic measures: confirmatory factor analysis, Pearson correlation analysis, and structural model analysis through AMOS 23. To be specific, confirmatory factor analysis was conducted twice to identify the validity of each factor and to examine the relationship among the three factors. The Pearson correlation analysis was conducted to examine the conceptual relationships among the three factors. Lastly, a structural model analysis was performed to comprehensively examine the internal relations of

sub-factors under each of the three factors.

4. Results

4.1 Descriptive Analysis of English Learning Resilience, Motivation, and Demotivation

In order to analyze the aspects of English learning resilience, motivation, and demotivation, a descriptive analysis was conducted. The results are as follows. As shown in Table 2, the average scores of each constituent aspect of English learning resilience were 3.90, 3.53, and 3.53 respectively for optimism, self-control, and sociality, which were all relatively high.

Table 2. Aspects of English learning resilience, motivation, and demotivation

		Mean	SD
Resilience	Optimism	3.90	0.64
	Self-control	3.53	0.70
	Sociality	3.53	0.72
Motivation	Extrinsic motivation	4.12	0.59
	Ideal L2 self	4.06	0.78
	Intrinsic motivation	3.69	0.74
	Ought-to L2 self	3.59	0.76
Demotivation	Negative attitude towards the L2 learning assessments	2.47	0.89
	Negative attitude towards the L2	2.22	0.83
	Mismatch of learning materials	1.88	0.76
	The compulsory nature of the L2 study	1.82	0.75
	Negative attitude towards the L2 community	1.81	0.67
	Reduced self-confidence	1.78	0.69
	Negative influence from instructors	1.75	0.68
	Inadequate school facilities	1.66	0.80

The average scores of each constituent aspect of English learning motivation were 4.12, 4.06, 3.69, and 3.59 respectively for extrinsic motivation, ideal L2 self, intrinsic motivation, and ought-to L2 self, which were all relatively high.

The average scores of each aspect of English learning demotivation were 2.47,

2.22, 1.88, 1.82, 1.81, 1.78, 1.75, and 1.66 respectively for negative attitude towards the L2 learning assessments, negative attitude towards the L2, mismatch of learning materials, the compulsory nature of the L2 study, negative attitude towards the L2 community, reduced self-confidence, negative influence from instructors, and inadequate school facilities, showing relatively lower average scores. These results confirm Kim's (2012) argument that elementary school students' demotivational trend was relatively low compared with junior high and high school students.

4.2 The Structural Relationship among English Learning Resilience, Motivation, and Demotivation

In order to analyze the structural relationship between English learning resilience, motivation, and demotivation, confirmatory factor analysis, a Pearson correlation analysis, and structural model analysis were conducted. The results are as follows.

4.2.1 The Relations among English Learning Resilience, Motivation, and Demotivation

Confirmatory factor analysis was performed to examine the validity of each factor prior to evaluating the measurement model to identify the relationships between the factors. Guided by Brown (2015), we deleted the items with low squared multiple correlation scores and high residual scores among items. The measurement model analysis was done using the final 12 items on English learning resilience, removing 8 items from the initial 20 items; the final 13 items on English learning motivation, removing 5 items from the initial 18 items; and the final 12 items on English learning demotivation, removing 13 items from the initial 25 items. In the item deletion process, items regarding inadequate school facilities and negative attitude towards the L2 learning assessments were removed. As shown in Table 3, the results of the analysis demonstrated satisfactory goodness of fit. RMR score below .05 is ideal but below .08 can be accepted (Hu & Bentler, 1998). Also, AGFI and NFI scores can be influenced by the sample size (Bentler,

1990).

Table 3. Results of the confirmatory factor analysis

	CMIN/DF	RMR	GFI	AGFI	CFI	NFI	RMSEA
(criterion measure)	≤ 3.0	≤ .05	≥.09	≥.09	≥.09	≥.09	≤ .10
Resilience	1.897	.052	.903	.852	.939	.891	.078
Motivation	2.018	.059	.915	.869	.931	.874	.075
Demotivation	2.658	.046	.915	.830	.931	.897	.096

Note: CMIN/DF= ratio of chi-square to model degrees of freedom, RMR= root mean square residual, GFI= goodness of fit index, AGFI= adjusted goodness of fix index, CFI= comparative fit index, NFI= normed fit index, RMSEA= root mean square error of approximation.

In the next stage, to examine the conceptual clarification between the constructs, we used the measurement model to examine the relationships between English learning resilience, motivation, and demotivation, as well as their goodness of fit (see Figure 1). We are able to validate the explanatory power of each factor by examining the goodness of fit of the measurement model through confirmatory factor analysis using AMOS. Higher goodness of fit indicate that the mutual clarity between the three concepts of English learning resilience, motivation, and demotivation is very high; hence, the construct validity is high.
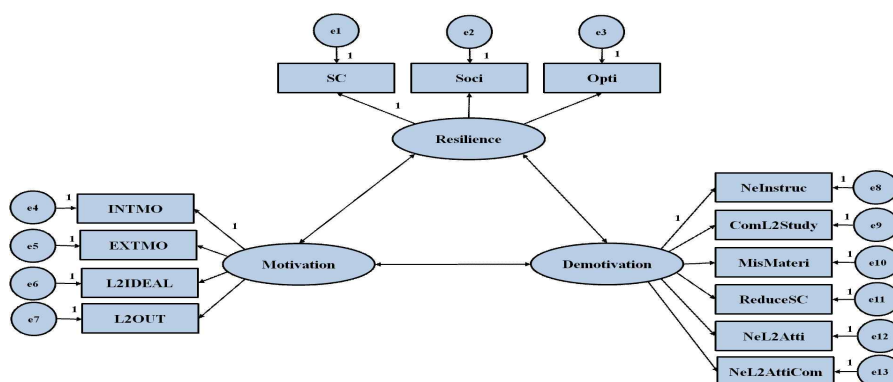
Note: INTMO= Intrinsic motivation, EXTMO= Extrinsic motivation, L2IDEAL= Ideal L2 self, L2OUT= Ought-to L2 self, SC= Self-control, Soci= Sociality, Opti= Optimism, NeInstruc= Negative influences from instructors, ComL2Study= The compulsory nature of the L2 study, MisMateri= Mismatch of learning materials, ReduceSC= Reduced self-confidence, NeL2Atti= Negative attitude towards the L2, NeL2AttiCom= Negative attitude towards the L2 community

Figure 1. The measurement model

The results of evaluation of the measurement model are shown in Table 4. The factor loading values are all larger than 0, and the critical ratio (C.R.) of these estimates are all larger than 2. In case of standardized factor loading, the values exceed 0.5 for all variables, indicating highly valid explanatory powers.

Table 4. Evaluation of the measurement model

	Measurement variable	Factor loading	Standardized factor loading	Standard error	Critical ratio	Square multiple correlations
Resilience	Self-control	1.000	.880	-	-	.775
	Sociality	.818	.857	.053	15.367	.735
	Optimism	.795	.878	.050	16.035	.771
Motivation	Intrinsic motivation	1.000	.827	-	-	.683
	Extrinsic motivation	.687	.595	.085	8.048	.354
	Ideal L2 self	.914	.783	.081	11.302	.613
	Ought-to L2 self	.692	.544	.095	7.257	.296
Demotivation	Negative influence from instructors	1.171	.805	.123	9.495	.648
	The compulsory nature of the L2 study	1.078	.646	.137	7.847	.417
	Mismatch of learning materials	1.443	.826	.149	9.683	.682
	Reduced self-confidence	1.389	.869	.138	10.076	.756
	Negative attitude towards the L2	1.380	.698	.165	8.341	.487
	Negative attitude towards the L2 community	1.000	.663	-	-	.440

* These are scores where the sample statistics are set to 1.

Table 5, indicating the goodness of fit of the measurement model, shows that the conceptual clarity between the three factors is clear. The scores for CMIN/DF (below 3.0), RMR (below 0.5), CFI, NFI (over 0.9), and RMSEA (below 1.0) were all found to be reasonable for accepting the measurement model. However, considering

that the GFI (over 0.9) and AGFI (over 0.9) scores can be influenced by the nature of the sample and the sample size, CFI scores that are independent of the nature and number of the sample are recommended (Bentler, 1990). Thus, it can be concluded that the conceptual distinction between the three factors through the confirmatory factor analysis is established and that the conceptual validity between resilience, motivation, and demotivation is high.

Table 5. The goodness of fit of the measurement model

Measurement model goodness of fit
CMIN/DF= 2.469, RMR=.039, GFI=.889, AGFI=.829, CFI=.941, NFI=.906, RMSEA=.090

4.2.2 The Correlation among English Learning Resilience, Motivation, and Demotivation

To examine the relationship between English learning resilience, motivation, and demotivation, we conducted correlation analysis among the variables. First, we examined the correlation between English learning resilience and motivation and concluded that there is a positive correlation between each sub-factor (see Table 6).

Table 6. Correlation between English Learning resilience and motivation

	Intrinsic motivation	Extrinsic motivation	Ideal L2 self	Ought-to L2 self
Self-control	.622**	.384**	.589**	.369**
Sociality	.631**	.341**	.563**	.336**
Optimism	.715**	.448**	.641**	.350**

*$p<.05$, **$p<.001$

It was found that the correlation between intrinsic motivation and all sub-factors of English learning resilience was relatively high. In addition, the correlation between the resilience sub-factors and ideal L2 self was found to be high. However, the correlations of the resilience sub-factors with extrinsic motivation and ought-to L2 self were found to have relatively lower correlation coefficients compared to other motivation sub-factors.

Table 7 shows the correlation between English learning resilience and demotivation. We concluded that there is a negative correlation between English

learning resilience and the sub-factors of demotivation.

Table 7. Correlation between English learning resilience and demotivation

	Negative influence form instructors	Mismatch of learning materials	The compulsory nature of the L2 study	Reduced self-confidence	Negative attitude towards the L2	Negative attitude towards the L2 community
Self-control	-.382**	-.483**	-322**	-.520**	-.428**	-.458**
Sociality	-.373**	-.470**	-.273**	-.511**	-.426**	-.426**
Optimism	-.414**	-.549**	-.289**	-.546**	-.550**	-.519**

*p<.05, **p<.001

We concluded that the resilience sub-factors had a relatively strong negative correlation with mismatch of learning materials, reduced self-confidence, negative attitude towards the L2, and negative attitude towards the L2 community. The correlation levels were relatively lower for correlations between resilience sub-factors and negative influence from instructors and the compulsory nature of the L2 study.

Table 8 shows the analysis results of the relationship between English learning motivation and demotivation. The analysis results showed that there is a negative correlation between sub-factors of English learning motivation and demotivation.

Table 8. Correlation between English learning motivation and demotivation

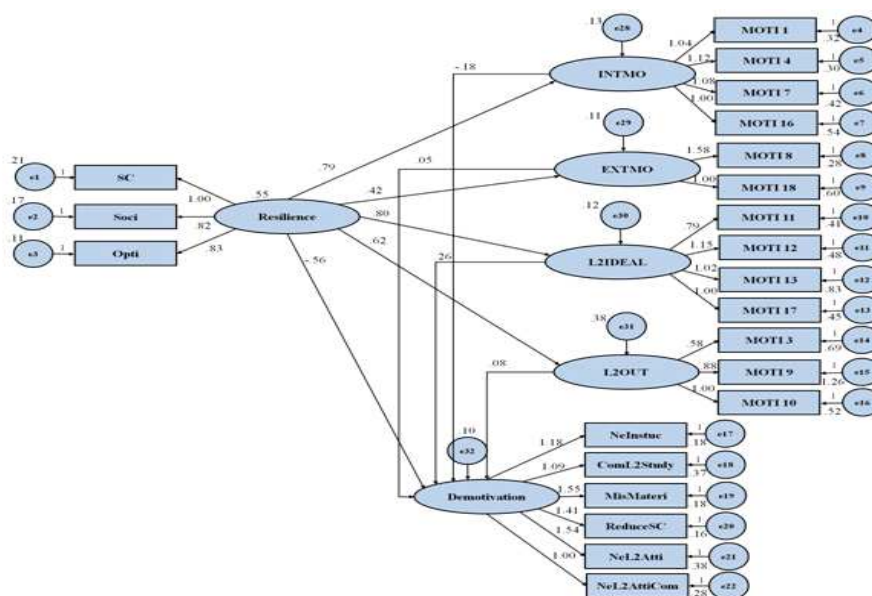|	Negative influence from instructors	Mismatch of learning materials	The compulsory nature of the L2 study	Reduced self-confidence	Negative attitude towards the L2	Negative attitude towards the L2 community
Intrinsic motivation	-.401**	-.487**	-.363**	-.475**	-.531**	-.462**
Extrinsic motivation	-.269**	-.233**	-.070	-.249**	-.259**	-.307**
Ideal L2 self	-.284**	-.312**	-.128	-.327**	-.294**	-.486**
Ought-to L2 self	-.106	-.212*	-.159*	-.149*	-.209*	-.147*

*p<.05, **p<.001

Among the sub-factors of English learning motivation, intrinsic motivation

showed relatively strong negative correlation with all demotivation sub-factors. Meanwhile, the correlations between extrinsic motivation, ideal L2 self, and ought-to L2 self with all demotivation sub-factors were found to be lower. In addition, for a few factors between motivation and demotivation, no significant negative correlation was found. This result underpinned the previous study (Kikuchi, 2015) which insisted that motivation and demotivation were not completely contrary concepts.

4.2.3 Structural Equation Modeling among English Learning Resilience, Motivation, and Demotivation

To examine the relationship between English learning resilience, motivation, and demotivation, we analyzed the structural equation model. All variables with unidimensionality confirmed through confirmatory factor analysis were set as the covariance.

Note: SC= Self-control, Soci= Sociality, Opti= Optimism, INTMO= Intrinsic motivation, EXTMO= Extrinsic motivation, L2IDEAL= Ideal L2 self, L2OUT= Ought-to L2 self, NeInstruc= Negative influences from instructors, ComL2Study= The compulsory nature of the L2 study, MisMateri= Mismatch of learning materials, ReduceSC= Reduced self-confidence, NeL2Atti= Negative attitude towards the L2, NeL2AttiCom= Negative attitude towards the L2 community

Figure 2. The initial model

   The measurement model was constructed by inserting all questions (except those that were not assigned to variables through confirmatory factor analysis) into the measurement variables. Specifically, we inserted the sub-factors of resilience and demotivation into the measurement variables by merging the factors; as for motivation, we inserted each sub-factor as a latent variable. The initial goodness of fit for Figure 2 was CMIN/DF= 2.308, RMR= .066, GFI= .812, AGFI= .763, CFI= .878, NFI=.806, RMSEA= .085, which did not meet the goodness of fit standards; hence, we had to revise the measurement model.

   Table 9 shows the analysis of the causal relationships in the initial model. The table indicates that not all sub-factors of motivation had statistically significant influences on demotivation, and therefore, the path was deleted or modified.

Table 9. Parameter estimation and tests for statistical significance for initial structural equation modeling

Path	Unstandardized coefficient	Standardized coefficient	SE	CR
Resilience → Intrinsic motivation	.790	.850**	.089	8.920
Resilience → Extrinsic motivation	.421	.680**	.091	4.636
Resilience → Ideal L2 self	.798	.864**	.086	9.304
Resilience → Ought-to L2 self	.668	.627**	.103	6.501
Resilience → Demotivation	-.556	-.906*	.191	-2.916
Intrinsic motivation → Demotivation	-.181	-.274	.108	-1.682
Extrinsic motivation → Demotivation	.054	.055	.114	.474
Ideal L2 self → Demotivation	.256	.385	.139	1.838
Ought-to L2 self → Demotivation	.082	.142	.065	1.254

*$p<.05$, **$p<.001$

Furthermore, we removed extrinsic motivation and ought-to L2 self with low correlations with resilience. These removals were based on the results of previous studies that suggested that learners with extrinsic motivation and ought-to L2 self strive for positive results but are easily frustrated by environmental difficulties in the learning process (Covington & Omelich, 1991; Martin, Marsh, & Debus, 2001). Such results of previous studies indicated that resilience, extrinsic motivation, and ought-to L2 self are unrelated.

The goodness of fit indices of the final measurement model were as follows: CMIN/DF=1.585, RMR= .048, GFI= .901, AGFI= .863, CFI= .965, NFI=.912, RMSEA= .057. This confirmed the appropriateness of the structural equation model for showing the relationship among English learning resilience, motivation, and demotivation.

The results of the three causal relationships shown in Table 10 indicated statistically significant influences in all paths. First, the influence of resilience on intrinsic motivation was 8.582 (p=.000), which was statistically significant at a 99% confidence level. This indicates that higher resilience leads to higher intrinsic motivation. The influence of resilience on ideal L2 self was 8.902 (p=.000), which was statistically significant. This indicates that higher resilience also leads to higher ideal L2 self. The influence of resilience on demotivation was -7.205 (p=.000), which was statistically significant. This indicates that higher resilience leads to lower demotivation. Ultimately, it was found that resilience had a positive influence on the motivation factors of intrinsic motivation and ideal L2 self, and a negative influence on demotivation. The final model of this study is shown in Figure 3 below.

Table 10. Parameter estimation and tests for statistical significance for the final structural equation modeling

Path	Unstandardized coefficient	Standardized coefficient	SE	CR
Resilience → Intrinsic motivation	.812	.864**	.095	8.582
Resilience → Ideal L2 self	.790	.838**	.089	8.902
Resilience → Demotivation	-.440	-.680**	.061	-7.205

*p<.05, **p<.001
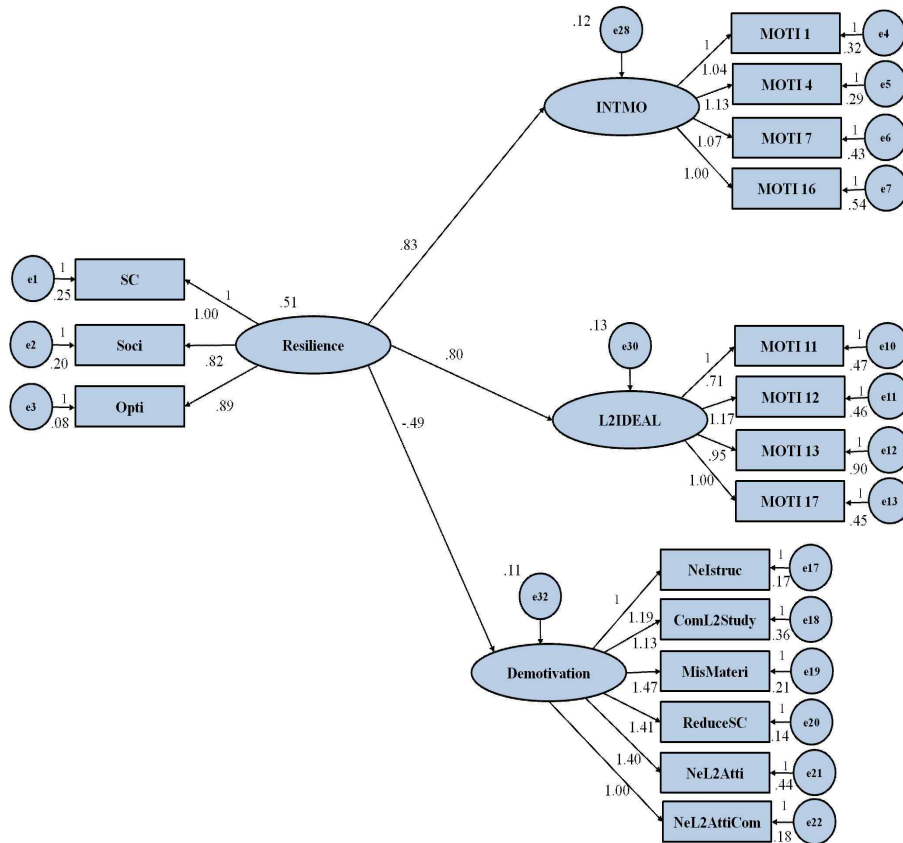
Note: SC= Self-control, Soci= Sociality, Opti= Optimism, INTMO= Intrinsic motivation, L2IDEAL= Ideal L2 self, NeInstruc= Negative influences from instructors, ComL2Study= The compulsory nature of the L2 study, MisMateri= Mismatch of learning materials, ReduceSC= Reduced self-confidence, NeL2Atti= Negative attitude towards the L2, NeL2AttiCom= Negative attitude towards the L2 community

Figure 3. The final model

5. Discussion

This study sought to examine the internal structure of English learning resilience, motivation, and demotivation among grade 6 elementary school students, as well as the conceptual clarity of, and interrelationships among, the three factors.

5.1 What Are the Overall Characteristics of English Learning Resilience, Motivation, and Demotivation in the English Learning of Elementary School Students?

The results of the descriptive analysis showed optimism ranked highly among the resilience factors, with self-control and sociality showing the same average scores. This indicates that optimism is a strong driving factor in the English learning resilience of elementary school students. This confirms the results of the existing study, that optimism is the major factor in reducing academic stress among elementary school students (Kim, Kwak, & Lee, 2016).

Among the English learning motivation factors, key motivations for grade 6 elementary school students included extrinsic motivation from rewards and expectations of rewards, as well as dreaming about the ideal picture of the self using English. These match the results of Carreira (2012) and Lee and Kim (2015), who studied grade 3–6 elementary school students. These results suggested that it is important to provide ample rewards through various activities and encouraging learners to picture themselves using English fluently in the future.

On the other hand, the average scores of demotivation factors were relatively low. Among demotivation factors, the average score of the negative attitude towards L2 learning assessments was slightly higher. This indicates that the negative assessment of the learner's English skills or comparisons with friends around them can be major factors in driving demotivation. These results are in line with the results of Kim and Seo (2012), who concluded that the differences in English skills between students could lead to the demotivation of students. This indicated that the assessment of learners should consider individual differences which focus on the learning process and not solely on the result. This idea is supported by the concept of dynamic assessment. According to Azarian, Nourdad, and Nouri (2016), dynamic assessment helps elementary school students to reduce language anxiety and to develop a positive attitude toward assessment and learning. Yang and Qian (2017) found that dynamic assessment builds up learners' confidence and has a positive impact on their achievement. Moreover, the negative attitude towards the L2 learning was found to be the second highest among the demotivation factors, which is in line with the results from Lee and Lee (2011). In studying grade 5–6 elementary school students on the factors that demotivated them, Lee and Lee found that a negative

attitude towards English education was the second highest factor. These results indicate that excessive comparisons with peers by their English levels and negative attitude towards the L2 learning can be major factors driving demotivation.

5.2 What Is the Structural Relationship Between English Learning Resilience, Motivation, and Demotivation among Elementary School Students?

The structural equation modeling we conducted confirmed that there are conceptual causal relations between English learning resilience, motivation, and demotivation. We examined the correlation between these three factors and found that English learning resilience was highly correlated with intrinsic motivation and ideal L2 self. These results correspond with previous studies. Chang (2004) concluded that highly resilient learners had higher levels of interest and satisfaction in learning, indicating that there is a positive correlation between resilience and intrinsic motivation. In addition, the results support Martin and Marsh's (2006) research which suggested that academic resilience has a positive effect on enjoyment of school life and class participation. Moreover, the positive correlation between resilience and ideal L2 self is also in line with other existing studies where highly resilient learners are goal-oriented for their positive future and have high communication skills and accountability for their actions (Werner & Smith, 1982). Moreover, English learning resilience also had a negative relationship with demotivation. This indicates that higher resilient learners show aspects of low demotivation in English learning and is in line with existing study (Rouse, 2001) that concluded higher resilience leads to the sustaining of learning motivation.

The results of this study indicate that resilience has a positive influence on intrinsic motivation and the ideal L2 self, and a negative influence on demotivation. Many existing studies (e.g., Crookes & Schmidt, 1991; Kim & Kim, 2014) asserted that intrinsic motivation and ideal L2 self have positive influences on the level of achievement of English learning. These findings confirm that the intrinsic motivation and ideal L2 self, positively influenced by resilience, have a positive influence on English proficiency. These support that the concept of resilience needs to have a stronger emphasis and come to the fore in the field of English education, in which students have experienced English learning demotivation. In addition, focusing on

improving learners' internal power to overcome difficulties in learning situations should be made as a more pertinent issue.

6. Conclusion

This study examined English learning resilience, motivation, and demotivation for grade 6 elementary school students and the relationships between the three constructs. Our findings are summarized as follows. In English learning resilience, optimism was a strong driving factor, and among motivation factors, extrinsic motivation and ideal L2 self were salient. In English learning demotivation, having a negative attitude towards the L2 learning assessments and a negative attitude towards the L2 were dominant factors.

In addition, confirmatory factor analysis to examine the relationship between English learning resilience, motivation, and demotivation indicated that the conceptual clarity between the three constructs was clear. Our correlation analyses of the three factors indicated that the correlation between resilience, intrinsic motivation, and ideal L2 self was very high. Moreover, it was found that resilience was negatively correlated to demotivation. Our analysis of the structural equation model indicated that resilience had a positive influence on the intrinsic motivation and ideal L2 self among the motivation factors, and a negative influence on demotivation.

The results of this study indicated the importance of introducing the concept of resilience in English learning and nurturing it for elementary school students who may fall prey to demotivation as time passes. Especially, nurturing optimism, including self-confidence and belief in oneself, would be beneficial (Carver & Scheier, 2001; Martin, 2002; Moon, 2013). In a similar vein, Smith and Hoy (2007) who studied elementary school students suggested that optimism positively impacts academic achievement. In the present study, among the three factors of resilience, optimism was the highest positively correlated to intrinsic motivation and ideal L2 self. Moreover, optimism was the most negatively correlated to demotivation. These results imply that encouragement from those around the learner is important in nurturing emotional confidence so that learners believe that they can successfully complete the tasks at hand. Learners must also continue to have successful experiences to strengthen their self-efficacy and to foster optimism. To be specific,

teachers and parents need to encourage learners to believe in themselves and to enhance the capability to attain learning goals and get involved in decision-making (Hoy, Tarter, & Hoy, 2006). Also, teachers have to provide various ways for students to choose and complete their tasks.

Despite the above considerations, this study has the following limitations. First, as we only examined grade 6 elementary school students, it may be difficult to expect similar results when studying learners of different school grades. Follow-up studies should examine the relationship among English learning resilience, motivation, demotivation, and achievement of elementary school students, as well as the difference in the influence of resilience on English learning motivation, demotivation, and achievement among learners in elementary schools, middle schools, high schools, and universities.

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Appendices

Interview question samples on motivation and demotivation factors for English education

	Question
Motivation & demotivation	When did you start studying English?
	Were you ever happy or sad when studying English?
	Have you ever felt that you did not want to learn English because you were annoyed or had difficulties in English?

Interview question samples on resilience factor for English education

	Question
Self-control	What do you do when you are stressed from studying English?
	What do you do when there is a difficult vocabulary or a question when you are studying English?
Sociality	What do you do when your friend has troubles with their English learning?
	Do you have friends that you can get help from when you face difficulties with English?
Optimism	What do you feel when you see a problem that is too difficult in your English class? Do you believe that you can solve it if you try hard enough?
	Are you satisfied with the current English class? Do you think English is important to you?

Survey question sample on motivation for English education

	Question
Intrinsic motivation	I think English is fun.
	I am interested in the English language.
Extrinsic motivation	I study English to do things I want to do in the future.
	I learn English because it is globally accepted.
Ideal L2 self	I want to become someone who talks fluently with foreigners.
	I am happy when I see my English skills improve.
Ought-to L2 self	People will respect me when I speak good English.
	I want to speak good English because someone close to me, or someone that I look up to, speaks good English.

Survey question sample on demotivation for English education

	Question
Negative influence from instructors	I think the teacher's explanations are too difficult.
	The way that the teacher teaches English does not fit me well.
Inadequate school facilities	There are too many people in my English class and I cannot focus.
The compulsory nature of the L2 study	I have a hard time engaging in compulsory activities during class.
	There is too much homework in English and it is hard.
Mismatch of learning materials	The sentences in the English textbook are long and difficult.
	The material in the English textbook is boring.
Reduced self-confidence	I am not interested in my English class.
	I lose confidence when English class comes around.
Negative attitude towards the L2	I find reading and grammar for English difficult.
	I find writing and speaking English difficult.
Negative attitude towards the L2 community	I don't like people who use English as their first language.
	I am not interested in the cultures of countries whose first language is English and I do not want to come in contact with them.
Negative attitude towards the L2 learning assessments	I am annoyed or offended by friends who are either better or worse than me in English.
	I feel annoyed when I look at myself with poor English skills even though I have tried hard to learn English until now.

Survey question sample on resilience for English education

	Question
Self-control	I try to find solutions for difficult vocabulary or problems that I come across when studying English.
	I try to think of fun ways of memorizing English vocabulary.
Sociality	I help other friends who have difficulties studying English.
	I have friends who can help me with difficulties in studying English.
Optimism	I believe that I can solve difficult English problems, no matter how difficult they are.
	I try to stay positive even though studying English may be difficult.

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