

# Investigating the Impact of Resilience on Learners' Motivated Behavior of L2 and Proficiency in English of University Students at Karachi, Pakistan

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## Abstract

This research article investigates the resilience and its various constituting factors and their subsequent relation with Motivated L2 Learning Behavior and English Proficiency among the first year students of two public sector universities of Pakistan. For this quantitative and variables oriented study 260 students were conveniently selected who participated in the study, out of which 152 and 108 were males and females respectively. For data collection of this quantitative study, a five point likert scale Questionnaire ranging from Strongly Disagree to Strongly Agree was employed. The questionnaire comprised 31 items which were further distributed in five dimensions of Resilience (Perceived Happiness, Empathy, Sociability, Persistence and Self Regulation) and Motivated L2 Learning Behaviour as 26 and 05 respectively in order to determine the students' resilience and L2 Motivated Behaviour. Michigan English Language Assessment Battery (MELAB) test was also conducted in order to measure the English proficiency skills of the students. Moreover, the correlation among the independent and dependent variables and the impact of resilience factors on Motivated L2 Behaviour and English Proficiency was analyzed with the help of standard regression analysis. The results revealed that the four dimensions of resilience significantly influenced Motivated L2 Learning Behaviour whereas; three factors of resilience affected English Proficiency as well. The study can help in understanding the concept of resilience and can be applied to other academic disciplines.

## Keywords:

resilience  
behavior  
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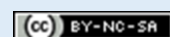
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## Introduction

Educational psychology over the years has thoroughly identified, and investigated the concept of learners' individual differences and reiterate that learners possess many individual features highlighted in the learning process, which affect both the learning way of the learners and the results of that process (Williams & Burden, 1997). For the purpose of identifying such learner traits, EFL/ESL researchers have been paying more attention to investigate the said characteristics which may affect the process, progress and outcome of learning. (Dewaele, 2012) raises a very valid question regarding the variation in struggle and difficulty for attaining the proficiency in second language learning as one group of learners finds it difficult to achieve required competency in English, whereas the other group gets the proficiency in L2 relatively in an easier way.

The difference in the degree of difficulty among different individuals while learning second language (L2) has long been a very familiar topic of discussion in the context of L2 learning because some learners seem to be breezing through while others suffer in the same posed situation. (Dornyei & Skehan, 2003) reinforce the concept of individual difference for achieving second language proficiency in their carried out researches and reveal that IDs can be a valid and reliable forecasting factor in the achievement of L2. Dornyei (2006) states that there are number of studies (Cooper, 2002; De-Raad, 2000; Eysenck, 1994) which provide the evidences regarding significant influence of individual differences on the cognitive process and behavior of the learners and the same has also been researched in the academic perspective (Snow, Como & Jackson, 1996). The research on the individual differences in the context of second language learning (L2) reflects the vital role of L2 learners' psychology in learning phenomenon and its results (Dornyei, 2005; 2009).

Resilience as a learners' psychological aspect has been studied with in various fields like educational psychology and children's development (Toland & Carrigan, 2011; Dent & Cameron, 2003). Resilience is the resisting ability through which one can bounce back to repel stress and regain stability (Werner, 1986; 2004). Resilience refers to an individual trait of fighting adversity in order to retain composure and to hold oneself from collapse (Wolin & Wolin, 1993). Like many learning processes, language learning can be a time taking and difficult phenomenon in which one may come across various hardships especially in acquiring second language (L2). Resilience may likely to be a factor reflecting individual difference which may further enable second language learners to sustain and remain stable while facing difficulties and criticalities in the long process of language learning.

Students are the most significant members of a society as their ability to handle difficult situation both socially and academically is critically vital for their better grooming. Hence, there is an urgent to understand the process and factors that constitute the resilience. Resilience may be an influencing factor for motivated behaviour of second language (L2) learners and their proficiency in the learning of second language (L2). The results of investigating the relationship between resilience, L2 motivated behavior and proficiency in L2 learning of learners may help to explore features of resilience of L2 learners and the relation between learners' resilience, their motivated behavior, and L2 proficiency, therefore, it can be very important for designing resilience fostering programs at different academic levels. There are a few studies which have been carried on resilience in respect of L2 learning and the exceptions are (e.g. Kamali & Fahim 2011; Nguyen et al. 2015; Oxford et al. 2007; Kim & Kim 2016). Moreover, very little attention has been given to this very important aspect in the field of second language learning (L2). This may likely to be pioneering study in the field of second language learning in Pakistani context.

The current research article aims to study resilience and its various dimensions in relation to motivated L2 learning behavior and English Proficiency among the first year students of two public sector universities of

Pakistan. The study identifies the impact of constituting factors of resilience (Persistence, Empathy, Perceived Happiness, Self Regulation and Sociability) on Proficiency in English and Motivated L2 Behaviour.

As Pakistan being a developing country, there are various challenging areas which require certain mental and psychological abilities to survive in a competitive and stressful environment, similarly, the same mental toughness and situational addictiveness is required in academic setting as well. The study in the field of resilience is almost three decades old but to the best of researcher's knowledge, no research has been carried out in the area of resilience in Pakistani context. This study is significant because it offers to investigate the importance of resilience and its contribution in shaping and affecting the academic behavior like motivated L2 learning behavior and English Proficiency Skills. Moreover, it is pertinent to mention that through identifying the constituting factors of resilience and determining their relation with motivated L2 behaviour and English proficiency, viable measures for understanding the resilience and its different factors can be taken. In addition, this study opens the ways for future research regarding significance of resilience in other academic areas existing at different educational levels.

The null hypotheses framed for the present study are appended below:

1. **H<sub>0</sub>** Perceived Happiness has no effect on motivated L2 behaviour of the students.
2. **H<sub>0</sub>** Perceived Happiness has no effect on English Proficiency of the students.
3. **H<sub>0</sub>** Empathy has no effect on motivated L2 behaviour of the students.
4. **H<sub>0</sub>** Empathy has no effect on English Proficiency of the students.
5. **H<sub>0</sub>** Persistence has no effect on motivated L2 behaviour of the students.
6. **H<sub>0</sub>** Persistence has no effect on English Proficiency of the students.
7. **H<sub>0</sub>** Sociability has no effect on motivated L2 behaviour of the students.
8. **H<sub>0</sub>** Sociability has no effect on English Proficiency of the students.
9. **H<sub>0</sub>** Self Regulation has no effect on motivated L2 behaviour of the students.
10. **H<sub>0</sub>** Self Regulation has no effect on English Proficiency of the students.

## **Resilience**

The term resilience is defined by (Luthar, Gicchetti & Becker, 2000) as a 'powerful phenomenon reflecting positive adaptation in a situation with substantial toughness. Struggles are the essential part of life and an innate process of making an individual evolve and refine himself by developing resilience (Henning, 2011). Resilience is an outcome oriented process despite challenges to adaptation and development (Masten, 2001). There are two integral aspects of resilience, which are; Coming across significant risk or severe toughness and Achieving encouraging results by adapting to a difficult situation despite facing threats to the process of development (Toland & Carrigan, 2011).

The aforementioned aspects highlight that exposing to threat and risk can only be the first phase of resilience and handling the same successfully by achieving positive results is the complementing phase. (Wright & Masten, 2005) confirm the preceding view and describe that Resilience is significantly considered as the ultimate result of a dynamic processes through which one comes out of a threat and stress posing situation by allowing himself to deal with them effectively.

According to Masten (2001), it all started when a few psychologists and psychiatrists initiated to catch the attentions of scientists towards the process of resilience in kids at a risk suffering from psychopathology and developmental problems because of different circumstances. It therefore, shows that the focus of earlier research studies was on the probable differences among the children at risk. (Werner, 2005) inquires about those children who got through successfully despite facing number of difficulties in their respective lives. Such exhibited resilience by the children is considered as an individual difference which as a defining factor enables them to deal with posed threats and stress in their lives.

## **Resilience in Academic Research**

Educational evaluation and progress of the students can be reflected through their academic achievement which is one of the most significant indicators displaying the learning and the understanding of the learners. Moreover, the achieved results by the learners depict their institutional learning which reciprocally shows academic achievement of the students (Seif, 2001). The situations which breed all sort of challenges,

demands and stress to the individuals including L2 learners, the individuals are required to show the ability which may help them to get out of the adverse situations and achieve positive results in academic and social fields for themselves. For coping up with any stress arising situation successfully, there is a measure to be taken and that is Resilience (Connor & Davidson, 2003). Resilience as a dynamic process reflects adaptive settlement in an adverse scenario (Luthar et al., 2000). Resilience can be interpreted through various definitions that highlight various aspects like process of adaptation, individual traits and dynamics of ecology (Windle, 2010). Resilience in the educational context is the ability to get through in academic challenges despite stress posing situations and surfing barriers which make the path towards success difficult (Benard, 1991; Bryan, 2005). In the wake of such challenges in academic perspective, there is a need of fostering resilience in students for promoting the potential of success in them (Thomsen, 2002; Krovetz, 2008). It is further authenticated that academic achievement happens in the result of possessing resilience despite coming across various barriers and stress as the hampering factors (Benard, 1991; Bryan, 2005).

Abolmaali and Mahmudi (2013) carried out a quantitative study to explore academic achievement of the students at Tehran on the basis of resilience. The data of the study were collected from three hundred and seventy four participants with the help of resilience Questionnaire. The analyzed results of the collected data revealed that academic achievement of the students can positively be predicted on the basis resilience. Kwek et al., (2013) conducted a study to investigate the impact of resilience on academic performance of the students at Australian university with the help of path analysis and the results suggested that academic performance can significantly be predicted on the basis of both resilience.

Putwain et al., (2013) carried out a study to investigate the association between resilience and test performance. The results suggested that lower test anxiety and higher test scores had positive association with the resilience and vice versa. The analyzed results revealed that resilience can influence the variation in test performance in either way.

Reis, Colbert and Hebert (2005) carried out a comparative cross case study while using ethnographic method to investigate resilience and the factors constituting resilience among the students who were culturally diverse and academically talented studying in urban schools. The descriptive cross case analysis was used by observing and interviewing 35 students over a span of three years who either achieved or under achieved in different circumstances and the results of the study indicated that 18 out of 35 students had higher achievement because they displayed and developed resilience despite facing various obstacles but managed to cope up with them. The rest of the 17 students underachieved because they could not repel the impact of the same problems while encountering them; hence resilience remained the defining factor both in their achievement and under achievement.

Kamali and Fahim (2011) conducted a study to investigate the role of resilience in relation with critical thinking and reading comprehension in the context of EF/ESL learners. The 25-item Connor-Davidson (2003) scale was used as the data collecting tool to identify the resilience among students. The results suggested that resilience in second language learners makes them more successful readers as they come across various unknown words in written discourse as such unfavorable conditions may create mental unease for those with low resilience. The results therefore suggested positive correlation between resilient individuals and skilled readers. Finally, the analyzed data results revealed that resilience can influence the academic performance of the students.

Kim and Kim (2016) conducted an exploratory study to investigate the constituting factors of resilience in respect of second language learning (L2) and to explore the relationship of those resilience factors with motivated behavior of students and proficiency in English learning. 1620 secondary school students participated in the research study and the data were collected with the help of Questionnaire survey; subsequently analyzed through confirmatory factor analysis and standard regression analysis. Persistence out of the five resilience factors comprising empathy, perceived happiness, persistence, sociability and self regulation displayed the highest influence. The study in general suggested that resilience can be a vital aspect in impacting the motivated behavior of the students and their proficiency in English learning.

In the above reviewed studies, school achievement has been shown as a gauge depicting positive adjustment outcomes (Jew, Green & Kroger, 1999). The students possessing resilience and its concerned attributes were found to be more adaptive and successful in school and academics by achieving better results. The reviewed

studies also suggest that resilience in a student as an individual difference breeds the opportunities for learning success.

## Method

The target audience for the current research was 260 (108 girls, 152 boys) first year students of two public sector universities of Pakistan. The sampling of the study was confined to the students of urban background from Karachi and the majority of them belonged to the lower middle class family settings. The male and female participants for the study were conveniently selected to fill in the English version of the Questionnaire.

A survey Questionnaire comprising 31 items was used (Attached as Appendix "A"). The Questionnaire was adopted from the study of (Kim & Kim, 2016) who initially adapted it from (Shin, Kim & Kim, 2009; Taguchi, Magid & Papi, 2009). The Questionnaire consisted of two parts, part one included twenty six statements on five dimensions of resilience (Perceived happiness, Empathy, Sociability, Persistence, Self-regulation), while part two comprised five statements on motivated behavior in second language (L2). The students were also asked through Questionnaire to share their demographic details i.e their respective gender. Additionally, The Michigan English Language Assessment Battery (MELAB) test was also conducted in order to measure the English proficiency skills of the students. It is a standard test which is conducted to evaluate the students' various skills in English Proficiency. The test included Reading Comprehension, Grammar and vocabulary portions. The English Proficiency test comprised ten Questions from Reading Comprehension, twenty questions from English Grammar and twenty Questions from English vocabulary. The 50 Questions of the English test were allotted 100 points, two points per Question. The obtained grades of the students were reflected as a separate variable under the heading of English Proficiency. A five-point Likert scale, starting from strongly disagree (1) to strongly agree (5) was used to collect the data for the items of resilience and L2 motivated learning behavior. The students were guided by the researcher on filling the relevant items so that the true picture of the constituting elements of resilience and their subsequent relation with L2 motivated behavior and English proficiency could come up.

Resilience with five dimensions (Persistence, Empathy, Perceived happiness, Self-regulation, Sociability) is the independent variable in the current study. Persistence comprises four items, Empathy seven items, Perceived Happiness nine items, whereas both Self Regulation and Sociability consist of three items. Besides, Motivated Learning Behavior and Proficiency in English are dependent variables; the former includes five items while the latter is reflected through grades. In Demography, gender has also been kept as a variable.

In the current research study, the quantitative data collected through Questionnaire (Resilience and L2 Motivated learning behavior) were analyzed with the help of Statistical Package for Social Sciences (SPSS) 22.0. The internal consistency reliability was employed in order to check the validity of the data collected through Questionnaires. Besides, standard factor analysis was employed for the purpose of determining the internal grouping among the items of resilience factors and L2 motivated behavior. Finally, regression analysis was carried out to test the hypotheses and identify the relation between independent (Persistence, Empathy, Perceived happiness, Self-regulation, Sociability) and dependent variables (Motivated L2 learning behavior and English proficiency).

## Results and Discussion

### Reliability

Data reliability has been displayed by applying statistical tests of reliability. The Questionnaire for this study comprised 31 questions which included both dependent and independent variables. Reliability test was applied through SPSS software and according to the limitations; the value of Cronbach's Alpha should be more than 0.5 means 50%. The Cronbach's Alpha value of this study is .722 means 72% and it shows the reliability, internal consistency of the set of items and acceptability of the used scale.

**Table 1**  
**Reliability**

| Variables                       | No of Items | Cronbach's Alpha |
|---------------------------------|-------------|------------------|
| Resilience                      |             |                  |
| Motivated L2 Learning Behaviour | 31          | .722             |

The Resilience includes five dimensions whose impact is separately tested on both the dependent variables i.e Motivated L2 learning behavior and Proficiency in English. Resilience included twenty six (26) items and Motivated L2 behaviour comprised five (05) items, whereas; the results of the MELAB English Proficiency test were also depicted through a single item variable as per the distribution of their 100 points. The accumulative value of Cronbach's Alpha of all the 31 items as mentioned in the above table is .722.

## Factor Analysis

**Table 2. KMO and Bartlett's Test**

|  |         |       |
|--|---------|-------|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy  | .783    |       |
| Bartlett's Test of Sphericity Approx. Chi-Square | 987.636 |       |
| Df   |         | 496   |
| Sig.   |         | 0.000 |

The above table shows two tests that indicate the suitability of the collected and measured data for structure detection. The Kaiser-Meyer-Olkin Measure of Sampling Adequacy is a statistic that indicates the proportion of variance in the variables that might be caused by underlying factors. High values (close to 1.0) generally indicate that a factor analysis may be useful with the data. If the value is less than 0.50, the results of the factor analysis probably won't be very useful. The value of KMO for the variables of this test is .783 which falls under acceptable category and it shows 78.3% variance. The reflected result for the Bartlett's test of sphericity, which is 987.636, suggests that the numbers are higher than 0.05 of and the factor analysis may not be useful with this data.

**Table 3. Rotated Component Matrix**

| Item No        | PH    | EM    | SOC   | PER   | SOC   | MLB   |
|----------------|-------|-------|-------|-------|-------|-------|
| PH1            | .539  |       |       |       |       |       |
| PH2            | .699  |       |       |       |       |       |
| PH3            | .716  |       |       |       |       |       |
| PH4            | .693  |       |       |       |       |       |
| PH5            | .815  |       |       |       |       |       |
| PH6            | .733  |       |       |       |       |       |
| PH7            | .694  |       |       |       |       |       |
| EM1            |       | .733  |       |       |       |       |
| EM2            |       | .577  |       |       |       |       |
| EM3            |       | .774  |       |       |       |       |
| EM4            |       | .525  |       |       |       |       |
| EM5            |       | .693  |       |       |       |       |
| EM6            |       | .699  |       |       |       |       |
| SOC1           |       |       | .752  |       |       |       |
| SOC2           |       |       | .767  |       |       |       |
| SOC3           |       |       | .675  |       |       |       |
| PER1           |       |       |       | .539  |       |       |
| PER2           |       |       |       | .699  |       |       |
| PER3           |       |       |       | .706  |       |       |
| PER4           |       |       |       | .645  |       |       |
| SR1            |       |       |       |       | .577  |       |
| SR2            |       |       |       |       | .774  |       |
| SR3            |       |       |       |       | .577  |       |
| MLB1           |       |       |       |       |       | .774  |
| MLB2           |       |       |       |       |       | .724  |
| MLB3           |       |       |       |       |       | .701  |
| MLB4           |       |       |       |       |       | .788  |
| MLB5           |       |       |       |       |       | .573  |
| Eigenvalues    | 1.425 | 2.451 | 1.785 | 2.654 | 1.635 |       |
| 2.546          |       |       |       |       |       |       |
| Variance%32.25 | 17.52 | 49.25 | 16.52 | 13.25 | 11.52 | 8.325 |
| Cumulative%    | 32.56 | 49.25 | 65.21 | 79.19 | 91.14 |       |
| 100.0          |       |       |       |       |       |       |



The Factor analysis of the data was carried out for appropriate grouping of the question items of the questionnaire. Three out of 31 items (PH8, PH9 and EM7) were found problematic, which were removed before the final statistical analysis of the data, whereas, Eigenvalues, variance % and cumulative % are also reflected in table 3.

### Regression Analysis

**Table 4. Regression Coefficient**

| Model    | Unstandardized Coefficients |      | Unstandardized Coefficients |        |      | Collinearity Statistics |       |
|----------|-----------------------------|------|-----------------------------|--------|------|-------------------------|-------|
|          | B                           | SE   | Beta                        | t      | Sig  | Tolerance               | VIF   |
| Constant | 1.315                       | .812 |                             | 1.619  | .107 |                         |       |
| PH       | .207                        | .167 | .083                        | -1.242 | .312 | .840                    | 1.191 |
| EM       | .112                        | .167 | .047                        | .670   | .503 | .785                    | 1.274 |
| SOC      | .063                        | .065 | .060                        | .971   | .333 | .987                    | 1.013 |
| SR       | .107                        | .102 | .068                        | 1.043  | .012 | .895                    | 1.117 |
| PER      | .275                        | .121 | .145                        | 2.264  | .000 | .923                    | 1.084 |

- a. Dependent Variable: PL2  
 b. Predictors, Constant: PH, EM, SOC, SR,PER

**Table 5. Regression Coefficient**

| Model    | Unstandardized Coefficients |      | Unstandardized Coefficients |       |      | Collinearity Statistics |       |
|----------|-----------------------------|------|-----------------------------|-------|------|-------------------------|-------|
|          | B                           | SE   | Beta                        | t     | Sig  | Tolerance               | VIF   |
| Constant | 2.237                       | .449 |                             | 4.981 | .000 |                         |       |
| PH       | .199                        | .092 | .141                        | 2.158 | .032 | .840                    | 1.191 |
| EM       | .267                        | .092 | .195                        | 2.889 | .004 | .785                    | 1.274 |
| SOC      | -.022                       | .036 | -.037                       | -.608 | .544 | .987                    | 1.013 |
| SR       | .224                        | .055 | .251                        | 4.084 | .000 | .895                    | 1.117 |
| PER      | .040                        | .067 | .037                        | .590  | .021 | .923                    | 1.084 |

- a. Dependent Variable: MLB  
 b. Predictors, Constant: PH, EM, SOC,SR,PER

The above table highlights the beta value, co-linearity value, significance value and t stats value of all the variables. The Beta value is a measure of the nature of relationship between variables. If it is positive, a direct relationship exists between variables whereas in case of negative value, inverse relationship exists between the variables. The first regression table 4 indicates positive relationship of all the Independent Variables (Perceived Happiness, Empathy, Sociability, Self Regulation and Persistence) with dependent variable (Proficiency in English). The second regression table 5 depicts positive relationship between dependent variable (Motivated L2 Behaviour) and Independent variables of Resilience (Perceived Happiness, Empathy, Self Regulation and Persistence factors) whereas negative relationship is revealed between dependent variable (Motivated L2 Behaviour) and independent variable of Sociability.

### Impact of Resilience Factors on Proficiency in English and Motivated L2 Behaviour

For determining the impact of Resilience on Proficiency in L2 and Motivated L2 Behaviour of college students of English learning class, Standard Regression test was applied. The results of regression analysis reflected in Tables 4 and 5 depict the numerical presentation of the regression analysis conducted to identify the hypothesized means. In the first regression table 4, apart from Perceived Happiness, Empathy, and Sociability, the remaining two independent variables which include (Persistence and Self-Regulation) displayed statistically significant impact ( $p < 0.05$ ) upon Proficiency in L2. Hence, the two out of five null hypotheses framed to test the impact of Resilience dimensions (Perceived Happiness, Empathy, Sociability, Self Regulation and Persistence) on Proficiency in English were rejected and the remaining three hypotheses failed to reject. In table 5 which presents the statistics regarding the impact of Resilience factors on second dependent variable Motivated L2 learning behavior, out of five independent variables of resilience, four variables including Perceived Happiness, Empathy, Persistence and Self-Regulation showed statistically significant impact ( $p < 0.05$ ) on Motivated L2 Behaviour, whereas, Sociability indicated statistically insignificant impact on Motivated

L2 Behaviour. Hence the four null hypotheses developed for testing the impact on Perceived Happiness, Empathy, Self-Regulation and Persistence were rejected, whereas, one null hypothesis framed to test the impact of Sociability on Motivated L2 Behavior failed to reject.

## Conclusion and Recommendations

This quantitative study was carried out to explore the different dimensions of resilience and their impact on Motivated L2 learning behaviour and Proficiency in English. The results of the study suggested that resilience factors had more impact on students' Motivated L2 learning behavior than English Proficiency. The resilience factors had less direct impact on the skills in English Proficiency. The data for the study were collected from two public sector universities where students from lower middle class were enrolled whose responses in the context of Perceived Happiness may have been affected due to their socio economic background. Moreover, Empathy and Sociability may have been affected due to teacher oriented classroom learning environment in which the role of sociability factor is reduced due to lesser opportunities of interaction among the students. The results of the study hold implications for the researchers to explore the capacity of the students in dealing different adverse situation in general as well as academic life. The results are also pertinent in indicating the situational and environmental problems affecting the sustaining capabilities of the students. The analysis also revealed positive impact of Students' Self Regulation on both Motivated L2 learning behaviour and English Proficiency positive impact, which can pave the way for the researchers to test and investigate the impact of Self Regulation in other educational spheres. In future, a comparative study of public sector and private sector university students may be carried out in order to explore and identify the impact of resilience on their academic learning behaviour.

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## Appendix "A"

### Resilience Questionnaire

#### Perceived Happiness

- 1 I am satisfied with my life.
- 2 The conditions of my life are satisfactory.
- 3 I have most of the things that I find important in my life.
- 4 If I write down all of the things that I feel grateful for, there will be a long list.
- 5 I am sure that everything will be fine even in difficult situations.
- 6 I think my hard work always pays off.
- 7 When I look around me, there are few things that I feel grateful for.
- 8 I find it a good attitude to believe that "I can solve any difficult problems."
- 9 I have few things to feel grateful for.

#### Empathy

- 10 When people are sad, angry, or embarrassed, I can find out what they are thinking about.
- 11 I can recognize how people feel by their facial expressions.
- 12 When my friends are angry, I readily find out the reason for that.
- 13 I am aware of what is wrong in most circumstances.
- 14 I can lead conversations well in accordance with a specific atmosphere or interlocutor.
- 15 When I think of something, I know how it affects my feelings.
- 16 I am good at finding the right words for what I would like to express.

#### Sociability

- 17 I have few friends to talk to with an open mind.
- 18 I have few friends to help each other out.
- 19 I think most of the people that I regularly meet would come to dislike me.

#### Persistence

- 20 When I have a problem, I try to solve it after reflecting on the cause of the problem.
- 21 I first contemplate diverse possible solutions to a problem in order to solve it
- 22 I can break through any distractions when having important things to do immediately.
- 23 I easily give up when things go wrong.

#### Self Regulation

- 24 I believe that I am able to control my emotions when having difficulties.
- 25 I can regulate my feelings when having discussions with my family or friends regarding sensitive social issues.
- 26 I am aware of what I am thinking no matter how hard the situation is.

### Motivated L2 Learning Behaviour Questionnaire

- 27 If English teachers assign more homework, I willingly do it.
- 28 If another English class is offered, I would like to take it.
- 29 I often reflect on what I have learned in English classes.
- 30 I am determined to push myself to learn English.
- 31 If English were not taught in school, I would try to obtain lessons in English somewhere else.

## Appendix "B"

### MELAB ENGLISH TEST

#### (Part – 1, Reading)

#### Example:

Read the passage, and then answer the questions using the information in the passage. Although it is only about the size of a pinhead, the flea can jump ten inches, hundreds of times its own height. It is the flea's lack of wings, as well as its long legs, that allow it to reach such heights.

Q. Why is the flea able to jump very high?

- a. It lacks wings and long legs.    b. It is the size of a pinhead.  
c. It has long legs and no wings.    d. Its wings are very strong.

### This passage is about mirages

A mirage is a type of image that appears to be real but actually is not. In literature and cinema, mirages are often represented to be the very object a character most wishes would be there water in a desert, or land when lost at sea. However, mirages are not just products of our eager imaginations. In fact, a mirage is a special type of projected image of a distant object.

Mirages are commonly referred to as illusions, but in fact, they are classified as optical phenomena, not optical illusions: it is possible to take a picture of a mirage. When light passes from warm air into colder air (or vice versa) it bends, creating a refracted image. For example, this happens when light passing through cool air reaches hot pavement. To a viewer, it will appear as though water is shimmering on the road; but in fact, the "water" is a reflection of the blue sky.

Mirages can be one of two types, inferior or superior. With an inferior mirage, the air above is cooler than the surface below, as in the pavement example. On the other hand, a superior mirage occurs when the air above is warmer than the surface below, creating a mirage that appears above the actual object. One of the more famous examples is the *fata morgana*. Often said to look like castles, *fata morgana* occur when light passes through warm air and refracts against cool water, creating a hovering image above the water that can appear to sailors to be a castle or other sign of land. In the early 1900s, explorers once ventured far into the Arctic Ocean, only to discover that they were chasing after a *fata morgana*.

#### Questions:

1. Why does the author mention the possibility of taking a photograph of a mirage?
  - a. to explain why mirages are not considered phenomena
  - b. to show how mirages can be used to create art
  - c. to illustrate those mirages is not illusions
  - d. to give an example of what a mirage looks like
2. In the second sentence of paragraph 2, what does the word it in the phrase it bends refers to?
  - a. the air
  - b. a mirage
  - c. light
  - d. an image
3. What is the difference between an inferior mirage and a superior mirage?
  - a. how complex they are
  - b. how often they occur
  - c. what they are made of
  - d. where they appear
4. What is a *fata morgana*?
  - a. a famous structure
  - b. a large castle
  - c. a type of mirage
  - d. a type of ship
5. What were the explorers mentioned in the final paragraph hoping to find?
  - a. a land mass
  - b. a *fata morgana*
  - c. a special type of mirage
  - d. a warmer climate

### This passage is about dams

Dams occur frequently in nature through the action of beavers, ice, landslides, or fallen trees, but most impoundments are due to humans attempting to control the flow of a river and direct it for use as a source of water or energy for agriculture, industry, and homes. It was once believed that damming rivers was harmless, but other studies have revealed the extensive damage caused by dams. As a result, environmentalists have begun to make attempts at restoring waterways by removing them.

The Manatawny Creek in Pennsylvania is an example of a successful restoration. The dam on this creek created numerous problems. It blocked migratory fish from returning to their breeding grounds, leading to severe declines in population. It also contributed to water quality problems, such as dissolved oxygen levels becoming too low to support aquatic life. Sediment accumulated due to stagnant flows within the dam pool. The dam altered nutrient cycles and disrupted temperature patterns. The course of the creek's stream channel became erratic. But after the dam was removed, the stream channel was stabilized, and vegetation was planted along the banks to provide a transition zone between the water and land. Several years later, based on the increased presence of pollution-sensitive macro invertebrate populations, it was determined that significant segments of the watershed had been restored.

The cost of such restoration projects is high, but it is often significantly less than the cost of dam maintenance and compliance with environmental regulations, such as the construction of fish ladders to allow migratory fish to bypass dams.

But decommissioning a dam, especially a large one, should not be undertaken lightly. Sediment removal is usually the most costly and technically intensive aspect of decommissioning. Experts advise gradual reductions in the amount of water held back by the dam in order to transport sediment out of the dam pool without harming sensitive downstream habitat or releasing accumulated contaminants into fisheries or water supplies.

#### Questions:

6. Why does the author mention beavers?
  - a. to argue that natural dams are not harmful
  - b. to show that not all dams are made by people
  - c. to give an example of animals affected by a dam
  - d. to illustrate why dams should be removed
7. What is the purpose of most impoundments?
  - a. to expand the size of a dam
  - b. to block water for human use
  - c. to manage environmental damage
  - d. to restore the flow of a river
8. In the final sentence of paragraph 1, what does the word them refer to?
  - a. environmentalists
  - b. waterways
  - c. attempts
  - d. dams
9. In the eighth sentence of paragraph 2, what does the stream channel was stabilized mean?
  - a. The stream began to follow a regular course.
  - b. Water in the stream moved at a lower speed.
  - c. The stream stopped flowing into the transition zone.
  - d. Sediment was placed along the stream banks.
10. How did scientists determine that part of the Manatawny Creek watershed was restored to health?

- a. Numbers of certain plant species increased.
- b. Temperature levels of the watershed dropped.
- c. Levels of certain organisms increased.
- d. Water levels rose within the watershed.

(Part – 2, Grammar)

Choose the option that best completes the sentence.

11. This is the first time this new musical piece \_\_\_\_\_ in public.
  - a. to be performed
  - b. has been performed
  - c. will be performing
  - d. will have been performing
12. Even after reading the manager's directions, \_\_\_\_\_ unclear how the staff was supposed to proceed.
  - a. it was
  - b. what was
  - c. that was
  - d. these were
13. Dropping course \_\_\_\_\_ the instructor's permission.
  - a. was possible if not for
  - b. was not possible except
  - c. is not possible unless
  - d. is not possible without
14. "I'm not sure about this current business plan." "Well, to be honest, \_\_\_\_\_ options."
  - a. none is any good
  - b. there being no better
  - c. it's no good as
  - d. there aren't any better
15. Each machine \_\_\_\_\_ large number of different parts.
  - a. makes up the
  - b. is to make up the
  - c. is made up of a
  - d. is making up a
16. We \_\_\_\_\_ the date of the party, but we learned that June 10 is okay for everyone.
  - a. where going to change
  - b. where going to be changed
  - c. are going to be changing
  - d. will have changed
17. \_\_\_\_\_ fifty more copies of the book, we could have filled all of the orders immediately.
  - a. We only had printed
  - b. Only had we been printing
  - c. If we had only printed
  - d. If only were we printing
18. \_\_\_\_\_ to our staff last month.
  - a. There was additions
  - b. It has been additions
  - c. Additions were
  - d. Additions have been
19. We \_\_\_\_\_ about thirty pages to read for our historical linguistics class last week.
  - a. have been assigning
  - b. have been assigned by
  - c. assigned to
  - d. were assigned
20. Samuel's adviser warned \_\_\_\_\_ on the expedition \_\_\_\_\_ unprepared.
  - a. for him to go
  - b. him against going
  - c. him off
  - d. that going
21. The editors of the journal are asking its reader's \_\_\_\_\_ be taken to improve its quality.
  - a. what steps can
  - b. the steps will
  - c. for the steps can
  - d. that the steps to
22. The committee \_\_\_\_\_ change the policy now or wait \_\_\_\_\_ until next year.
  - a. decides whether or not
  - b. decides on whether
  - c. might whether decide to
  - d. will decide whether to
23. The fact that Peter is so friendly and entertaining \_\_\_\_\_ him to all my parties.
  - a. as to inviting
  - b. that I'm inviting
  - c. makes me want to invite
  - d. I'm going to invite
24. Due to the hurricane, the scientists \_\_\_\_\_ their research on Louisiana flora.
  - a. were unable to have completed
  - b. were unable to complete
  - c. are being unable to complete
  - d. are unable to have completed
25. "I'm worried the new product designs won't be done on time." "They'll get done \_\_\_\_\_."
  - a. in another one way
  - b. one or other way
  - c. one way or another
  - d. one other way
26. Demanding customer's \_\_\_\_\_ companies to improve their services.
  - a. constantly challenge
  - b. challenge constantly
  - c. are a constant challenge that
  - d. are a constant challenging of
27. Ms. Stern is the first donor who \_\_\_\_\_ a contribution of over \$1,000.
  - a. is so generous as making
  - b. is being generous for making
  - c. has been generous enough to make
  - d. was generous that she makes
28. \_\_\_\_\_ the impression given by her writing, the poet lived a calm and uneventful life.
  - a. In contrast,
  - b. On the contrary,
  - c. The contrast to
  - d. Contrary to
29. He spoke \_\_\_\_\_ that I'm sure they'll vote for his plan.

- a. so convincingly                      b. so convinced  
 c. such conviction                      d. very convincingly
30. Brazil, \_\_\_\_\_ biodiversity, is home to more than one-third of the world's plant and animal species.  
 a. for the great                              b. with its great  
 c. as having great                        d. being such great

**Part – 3, Vocabulary)**

**Choose the word that best completes the sentence.**

31. During her presentation, Sandra tried to \_\_\_\_\_ confusion by using visual aids.  
 a. minimize                                  b. deteriorate  
 c. subside                                      d. miscalculate
32. Due to the \_\_\_\_\_ use of the Internet, people nowadays have access to larger amounts of information.  
 a. outward                                      b. precise  
 c. widespread                                  d. irresistible
33. According to the doctor's \_\_\_\_\_, the problem was minor.  
 a. advocacy                                    b. objective  
 c. diagnosis                                    d. technique
34. Dust and leaves \_\_\_\_\_ around the plaza moments before the storm began.  
 a. tossed                                        b. blended  
 c. swirled                                        d. escaped
35. The Conestoga wagon was \_\_\_\_\_ suited for hauling freight over rough roads.  
 a. ideally                                        b. incompletely  
 c. optionally                                    d. reluctantly
36. The results of the study were not widely \_\_\_\_\_ until the lead researcher won several awards.  
 a. publicized                                    b. imparted  
 c. uncovered                                    d. signified
37. Police officers can stop drivers for a number of traffic \_\_\_\_\_, such as speeding or running a red light.  
 a. abuses                                        b. accidents  
 c. damages                                      d. violations
38. The researcher's findings \_\_\_\_\_ Dr. Lee's theory by proving that both of her major assumptions were inaccurate.  
 a. synthesized                                    b. discredited  
 c. disciplined                                    d. realized
39. Although Margaret was upset about not getting a promotion, she was \_\_\_\_\_ by the raise that her boss gave her.  
 a. consoled                                      b. deserved  
 c. respected                                      d. resolved
40. The federal government has \_\_\_\_\_ over the lake but not the islands to the north.  
 a. jurisdiction                                    b. participation  
 c. declaration                                    d. sponsorship
41. When writing a research paper, you must include proper \_\_\_\_\_ to refer to ideas from previous research.  
 a. attributes                                      b. citations  
 c. notifications                                    d. endorsements
42. Richard \_\_\_\_\_ himself to his room until he finished writing his essay.  
 a. enforced                                        b. mandated  
 c. confined                                        d. blocked
43. Hearing her favorite song from high school made Sue feel \_\_\_\_\_ for the past.  
 a. nostalgic                                      b. memorable  
 c. timely                                         d. expectant
44. Professor Jones was \_\_\_\_\_ of her student's excuse for submitting a late assignment.  
 a. incapable                                      b. controversial  
 c. disagreeable                                    d. skeptical
45. The board of directors decided to build the new factory in the \_\_\_\_\_ of the old one.  
 a. sphere                                         b. convenience  
 c. vicinity                                        d. verge
46. Tom does outstanding work in the laboratory, but he doesn't have the \_\_\_\_\_ to be an effective supervisor.  
 a. livelihood                                      b. temperament  
 c. advancement                                    d. limitation
47. Raymond \_\_\_\_\_ between working in the New York and San Francisco offices on a weekly basis.  
 a. substitutes                                    b. alternates  
 c. averts                                         d. diverts
48. Making the \_\_\_\_\_ from being a student to working fulltime can sometimes be difficult.  
 a. alteration                                      b. modification  
 c. transition                                      d. variation
49. The memo \_\_\_\_\_ employees that their salaries would \_\_\_\_\_ not be affected by the budget problems.  
 a. reassured                                      b. inspired  
 c. supported                                      d. motivated
50. In a formal debate it is necessary to provide evidence for anything you \_\_\_\_\_.  
 a. persuade                                        b. assert  
 c. moderate                                        d. intend