

# Review On Foreign Language Resilience And Its Pedagogical Implications

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**Abstract.** Foreign language learning is closely related to foreign language teaching. Studies on resilience in foreign language learning have significant and positive implications for learners and teachers. This paper discusses foreign language resilience and its pedagogical implications based on the existing literature. Its primary contents include some features of foreign language resilience, the classification of foreign language resilience research in Chinese and foreign literature, its value as a dynamic structure, individual and social product, and its practical guiding significance in foreign language teaching. In the final part, the limitations of this paper and the corresponding research prospects are also put forward.

**Keywords:** Foreign language resilience; pedagogical implications; foreign language learning

## 1. Introduction

Positive Psychology has been used in foreign language learning and teaching at home and abroad. It is a theoretical discipline that extends from positive emotions and emphasizes the beneficial effects of positive emotions (Fredrickson, 2004). In recent years, part of the emerging research on positive psychology has focused on Foreign Language Enjoyment(FLE). For example, McIntyre and Gregson (2012) explained the basic meaning of FLE and believed that it could help learners establish adequate foreign language learning resources. In addition, the influence of foreign language resilience on foreign language learning and teaching should not be ignored because foreign language resilience is a theory under the framework of positive psychology, which is a psychological extension of positive psychology in foreign language learning.

Moreover, like FLE, foreign language resilience can also guide learning and teaching. Resilience was first developed from a physical concept into social and personal psychological research in the 1970s and 1980s (Li Yu, Guo Jidong, 2020). Murphy & Moriarty (1987) first proposed the concept of resilience in psychology. Afterward, Masten & Coatsworthin (1995) interpreted "resilience" as a kind of ability in nature. In the academic context, academic resilience is clearly defined as students' ability to deal effectively with academic setbacks, stress, and study pressure (Martin, A. J, 2002). By studying the features of foreign language resilience and its role as a product of individuals and society, this paper can provide theoretical guidance for foreign language learning and teaching and help foreign language learners and foreign language teachers improve their abilities. Based on the existing literature and comparing features of mental resilience, this paper summarizes features of foreign language resilience.

## 2. Features of Foreign Language Resilience

It is found that these features are closely related to foreign language learning environments and individuals. Therefore, starting from these two main factors, I have summarized the following elements of foreign language resilience: 1. Practicality; 2. Dominance; 3. Universality; 4. Difference.

Practicability is usually reflected in applying foreign language resilience as an ability in foreign language learning. Wagnild and Young (1990) studied and analyzed the learning situation of older women and believed that resilience could play a role in people's courage to overcome difficulties when faced with complex cases. Later, Chen and Padilla (2019) analyzed and investigated the factors affecting participants' foreign language learning resilience by collecting information from

questionnaires collected from Chinese foreign language learners. They find that foreign language resilience also has intense creativity and can play an essential mediating role in foreign language learning.

Dominance is mainly reflected in the complex foreign language learning environment, in which background conditions are the main factors affecting foreign language resilience. Masten and Reed (2002) used a series of robust statistics to show the characteristics of resilience in the learning environment. They produced clear graphs of resilience in different states and strengths in different environments to support their conclusions. Foreign language learning background is the main factor because foreign language resilience can be generated in the interaction between the subject and the specific environment. In addition, in developing foreign language resilience, foreign language resilience will pursue a balance dominated by the foreign language learning environment. Generally, the strength of foreign language resilience will change with the foreign language learning environment. Because the foreign language learning environment is complex, systematic, and dynamic, foreign language learners often take measures passively in the changeable foreign language environment.

Universality reflects that foreign language resilience still exists in every foreign language learner, even in different environments or individuals. Chapel and Castello (2010) and Bernard confirmed this feature by proposing the hypothesis that language learning takes place in different learning environments is presented. The response model of foreign language learners is established, and language resilience is studied through data collection and calculation. However, Goldin-Meadow (2005) proposed that foreign language resilience is a language attribute in individuals and is regarded as a part of genes through research on children's language resilience in learning. Later, Zhou Haiming and Ma Bingyun (2016) combine psychological resilience with social psychology to investigate the impact of self-esteem on college students' psychological toughness, arguing that resilience is an innate human potential that exists in everyone, regardless of their environment or individual circumstances.

Difference reflects foreign language resilience among different foreign language learners. Each person has a different response-ability to foreign language learning difficulties and additional measures to be taken, which leads to the difference in foreign language achievement among foreign language learners. According to the current research, the differences are mainly reflected in gender differences, school adaptation, values, self-knowledge, interest in foreign language learning, adaptability of English teachers, and adaptability of teaching content.

### **3. Foreign Language Resilience as Dynamic Structure**

Foreign language resilience is a multidimensional dynamic structure. Wagnild and Young (1990) selected qualified samples to fill in the questionnaire and analyzed the results that in the case of foreign language learning disabilities, foreign language resilience can quickly recover to a dynamic balance in a short time. Similarly, Shin & Kim (2017) provided a questionnaire for students in South Korea about foreign language resilience and foreign language motivation, analyzed the survey results, and concluded that foreign language resilience is a dynamic intrinsic strength to overcome foreign language learning difficulties. It can be seen from the above that foreign language resilience, as a dynamic structure, can be reflected when the subject suffers from foreign language barriers.

As a dynamic structure, foreign language resilience can also be reflected in the subject's emotional regulation of foreign language learning. Ergün & Dewaele (2021) used online survey tools, filled in questionnaires, analyzed resilience scales, and learned that foreign language learners and foreign language teachers could dynamically adjust their emotions in foreign language learning or teaching to promote everyday foreign language learning.

The theoretical basis of foreign language resilience as a dynamic structure is based on theoretical analysis. For example, Richardson (2002) concluded by reviewing the literature that the essence of

foreign language resilience is a process from maladaptation to adaptation in foreign language learning dilemmas. In the following year, Connor and Davidson drew the conclusion through scale data analysis that foreign language resilience is a process of repeated integration caused by breaking the original conditions. Other studies have shown that foreign language resilience can often dynamically change with adverse factors (Kim T Y, Kim Y, Kim J Y, 2018). As a product, foreign language resilience is also reflected in the dynamic integration of social and psychological characteristics (Cervone D, Peake P K, 1986). So if we can grasp the feature of foreign language resilience as a dynamic structure, we will be better able to manage and enhance our foreign language resilience.

#### **4. Foreign Language Resilience as a Product of Individuals and Society**

From the perspective of individuals, foreign language resilience can be understood as a factor promoting the development of foreign language learning and an individual's ability. Based on practice, it emphasizes the ability of individuals to reflect and repair complex difficulties actively. As a product of individual language learning, foreign language resilience is also influenced by many factors. Rutter (1987) created an analysis using questionnaires and found that self-esteem and interpersonal confidence were the main factors affecting resilience. In addition, Wagnild and Heather (1993), based on an analysis of the Resilience Scale, discovered that foreign language resilience is also seen as a kind of self-belief, which mainly emphasizes individuals' perception of their foreign language proficiency. Foreign language resilience is also a personality trait that can mitigate adverse external influences. As a product of individuals, by studying the effects of resilience on second language learners, Kim T Y and Kim Y K suggest that foreign language resilience has a robust protective ability, which can directly guide individuals to respond to foreign language learning, avoid the psychological trauma brought by foreign language learning in the unfavorable environment of foreign language learning, and at the same time show strong individual adaptability. For individuals, Rutter based on the protective factors of resilience in the face of adversity, pointing out that the more robust the resilience, the more substantial the ability to perceive happiness, socializing, and self-regulation, the stronger the foreign language resilience. Compared with human development, foreign language resilience is a relatively independent concept. As a product of individuals, foreign language resilience and human development interact and promote each other.

From a social perspective, foreign language resilience is a social product. One of the most basic conditions for foreign language resilience is the complex foreign language learning environment. Different foreign language teaching environments have different influences on individual foreign language resilience, and the same educational environment can also cultivate different degrees of foreign language resilience. Many factors affect foreign language learners' normal foreign language learning activities in the social context. For example, social factors such as parents' marital happiness, family education, family communication mode, teachers' teaching, school learning environment, and social academic pressure. Interpersonal characteristics and social support all influence foreign language resilience. A good family environment, school learning environment, and good classroom atmosphere can make foreign language learners adapt to the difficulties in foreign language learning.

#### **5. Pedagogical Implications of Resilience in Foreign Language Learning**

To provide more feasible measures for foreign language teaching, it is of great significance to conclude the sustainable development of foreign language teaching from the perspective of foreign language resilience combined with foreign language teaching environment, teaching subjects, and the educated. Students and teachers should start to improve foreign language learning ability and teaching ability effectively.

Foreign language resilience is featured by practicality, usually reflected in the subject's ability to cope with foreign language resilience. Studies have shown that learning can influence and develop foreign language resilience. Therefore, it is necessary to cultivate foreign language learners' foreign language learning abilities. There are many ways to acquire foreign language resilience, including peer foreign language activities and directed learning. Similarly, cultivating learners' optimism is another critical factor in improving foreign language resilience for foreign language resilience.

In addition, teachers' foreign language ability, foreign language quality, and teaching skills are also essential aspects because they are one of the direct sources of foreign language knowledge for students. Therefore, the formation and development of teachers' foreign language teaching concepts are critical to students' foreign language learning. Teachers should strengthen their guiding role and design more exciting classes for students. At the same time, teachers should also pay attention to accumulating their own teaching experience and choosing more suitable methods for students to learn foreign languages to organize the classroom. For example, modern educational technology can be flexibly applied to foreign language teaching, and learners' motivation adjustment and strategic awareness are cultivated. What is more, teachers should pay attention to the integration and utilization of foreign language teaching resources, the construction of high-quality classrooms, and the unified quality training of foreign language teachers.

Because of the dominance of foreign language resilience, it is not enough to just provide students with emotional and psychological support for foreign language learning because creating an environment suitable for foreign language learning is an interactive process; learners and teachers need to work together. It requires an excellent interactive relationship to promote. So it is also necessary to flexibly establish communication channels with students to understand their foreign language learning needs. Communication channels between teachers and students can be enriched by various means. For example, discussion sessions can be set up in class, and homework can be assigned appropriately after class.

Foreign language learners show universality in foreign language learning. It means that every foreign language learning individual has the primary conditions to produce resilience, so how to guide learners to correctly develop and view their strength and apply it to foreign language learning is essential. Teachers are responsible for directing and correcting students' deviant awareness of foreign language learning and building up students' confidence in foreign language learning. Moreover, teachers should also encourage students to face difficulties in foreign language learning and find their own goals.

Since the difference in foreign language resilience, teachers also need to establish a supportive relationship with students and help students with different learning effects and different learning levels break through barriers in foreign language learning and achieve exemplary learning achievements. Besides, foreign language learning results can be tested adequately so that students and teachers can check and correct themselves. Foreign language educators also need to give timely feedback to foreign language learners in foreign language learning to let the students further understand their shortcomings. According to their foreign language learning features, students can further understand their weaknesses and know how to improve their foreign language proficiency.

## **6. Deficiencies and Future Research Prospects**

This paper elaborates on the existing literature's features, classifications, applications, and prospects of foreign language resilience. However, this paper still has some limitations due to the lack of assumptions and empirical analysis in relevant parts. The feasibility of teaching measures also needs further practical discussion. The conclusions based on existing studies need to be enriched by corresponding questionnaires or the establishment of a corpus to get more convincing results. There is insufficient theoretical research on foreign language learning resilience, most of which focuses on "resilience" alone. For example, Werner E.E. proposed the specific concept of resilience in 1989, and Later Masten A.S. (2001) studied and analyzed the characteristics of

resilience. There has been little research on the use of resilience in other ways. There is excellent potential for further research on foreign language resilience, and more efforts should be made.

The study of foreign language resilience has many important implications. First of all, it has guiding significance for the future study of learners' learning of a language other than their mother tongue from linguistics and psychology. Secondly, it can also explore the ability of learners to deal with language learning difficulties in complex situations in a more comprehensive way. Last but not least, the research on foreign language resilience can also provide more academic support for foreign language teachers and foreign language workers in terms of theoretical knowledge and give the feasibility of research direction for training diverse language talents.

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