

A Correlational Study on Grit and English Learning Enjoyment of Non-English Major Students

Han Zibing

Guangdong University of Foreign Studies, Guangzhou, 510000, China

Email: 645702999@qq.com**Article History****Received:** 25 July, 2024**Revised:** 19 September, 2024**Accepted:** 5 October, 2024**Published:** 8 October, 2024

Copyright © 2024 ARPG &

Author

This work is licensed under the
Creative Commons Attribution
InternationalCC BY: [Creative
Commons Attribution License
4.0](https://creativecommons.org/licenses/by/4.0/)

Abstract

In the field of second language acquisition, relevant research from the perspective of positive psychology has gained widespread attention in recent years. As one of the essential positive psychological elements, grit has not been studied and explored enough by scholars in the field of SLA. This study aims to explore the correlation between grit and enjoyment using two separate scales and the research objects are non-English major college students. In addition, the correlation between grit and English learning enjoyment will be further studied under the intervention of gender and grade, aiming to widen relevant research on grit in the field of SLA and provide some reference for English teachers and learners to some extent. According to the study results, there is a significant positive correlation between grit and English learning enjoyment, indicating that students with higher grit level also have higher level of English learning enjoyment. And students from different grades have different teacher-related English learning enjoyment level which can cause certain effect to students' grit level.

Keywords: Grit; English learning enjoyment; Positive psychology; SLA.

1. Introduction

In the field of second language acquisition (SLA), the research about factors that affect SLA has always been a hot topic. Since a long time ago, the influence of learners' physiology and psychology, classroom teaching, input, learning strategies and other factors on SLA have been emphasized in the field of SLA (Dai and Shu, 1994). Scholars' main research in the field of SLA has always been focused on learning strategies, individual differences of learners, etc. For instance, some scholars (Li, 2020; Xie, 2015; Yang, 2008) proposed that metacognitive strategies can effectively improve second language learners' learning ability, and emotional factors as well as the learners' thinking pattern of their mother tongue can also cause certain effect to their second language learning process.

In recent years, relevant research from the perspective of positive psychology has become a hot topic in the field of SLA. Grit, as an important trait in positive psychology, has gradually gained attention of scholars. Duckworth *et al.* (2007), first proposed and studied grit and found that it has a positive influence on people's success. In recent years, grit has been explored and studied by more and more scholars in the field of SLA (Alamer, 2021; Chang *et al.*, 2024; Chen *et al.*, 2021; Clark and Malecki, 2019; Liu *et al.*, 2021) etc. However, at present, there are few research on the relationship between grit and other positive psychological factors.

This study aims to investigate the correlation between grit and English learning enjoyment among non-English major students in Shandong Agricultural University from the perspectives of gender and grade. On this basis, this paper intends to provide some insights and suggestions for English teachers and students to in the process of teaching and learning English.

2. Literature Review

Emotions, as one of the core subjects in the field of positive psychology, have gained extensive attention in the past decade. Dewaele and MacIntyre (2014), started to study the foreign language enjoyment and anxiety level of second language learners in SLA. Since then, more and more scholars have begun to pay attention to foreign language enjoyment and anxiety experience of second language learners in different language backgrounds.

2.1. Previous Studies on Foreign Language Enjoyment

Enjoyment refers to a kind of emotion which can be generated when human's needs being satisfied by biological functions or social conditions (Csikszentmihalyi, 1997). Learning enjoyment, as one of the most representative positive emotions (Fredrickson, 1998), has attracted the attention of scholars in recent years. In the

field of SLA, [MacIntyre and Gregersen \(2012\)](#) believed that foreign language enjoyment is not only a pleasant experience and proposed that if a L2 learner can acquire enjoyment in foreign language learning, he can be better aware of the input and thus be able to absorb more knowledge. [Dewaele and MacIntyre \(2016\)](#), also proposed that foreign language enjoyment is a positive emotional response and optimal psychological state in the learning process.

At present, the relevant research about the correlation between learning enjoyment and language learning has been in its early stage. Many studies have been focused on the influence of foreign language enjoyment on language learning ([Brantmeier, 2005](#); [Campbell and Storch, 2011](#); [Pavelescu and Petric, 2018](#)). According to the current research, the most essential emotions in students' learning process are love and enjoyment. These two emotions can be adjusted through interactions among learners, their family members, educators and individuals who speak English as well as classroom activities and completion of task. [Li et al. \(2018\)](#), first conducted empirical research on Chinese Students' foreign language enjoyment. They first revised the Foreign Language Enjoyment Scale ([Dewaele and MacIntyre, 2016](#)) according to the Chinese cultural background. Later, [Li \(2020\)](#) further explored the relationship between emotional intelligence and academic performance of senior high students and found that foreign language enjoyment has a significant positive correlation with students' academic performance. Moreover, ([Liu et al., 2024](#)) explored the mediating role of English learning Enjoyment of Chinese university students between L2 motivation and informal digital learning of English. They found that the relationship was partially mediated by English learning Enjoyment.

2.2. Previous Studies on Grit

As a positive psychological factor, grit was first put forward by psychologists represented by [Duckworth et al. \(2007\)](#). Defined as perseverance and passion for long-term goals, grit, the noncognitive trait, emphasizes individual's lasting effort towards specific and clear goals through self-regulation and other means from social and psychological perspectives. Grit can also be defined as an individual's "perseverance and passion for long-term goals" ([Duckworth et al., 2007](#)), consisting of two dimensions which are perseverance of effort and consistency of interests.

[Duckworth et al. \(2007\)](#), first found that grit has positive impact on people's success. In recent years, [Clark and Malecki \(2019\)](#) found that grit also has positive influence on teenagers' academic performance and life satisfaction. [Alamer \(2021\)](#), studied the effectiveness of grit scale for L2 learners and its relationship with vocabulary learning. [Liu \(2020\)](#), explored the influence of growth mindset on learning engagement of senior high school students and studied whether grit plays an intermediary role. The results suggested that growth mindset can significantly predict students' grit level and influence learning engagement by the intermediary role of grit. [Hejazi and Sadoughi \(2023\)](#), further studied the role of teacher support and English learning enjoyment in promoting second English learners' grit level, finding that teacher support is a crucial factor influencing grit and learning enjoyment plays a mediating role between the relation of teacher support and L2 grit.

To sum up, it is obvious that the research on the influence of positive psychological factors on L2 learners has gradually gained more attention in the field of SLA in recent years, but there are still little research exploring grit in SLA as well as the relationship between grit and other positive psychological factors. Therefore, this study aims to investigate whether grit and English learning enjoyment have correlational relationship in the English learning process of non-English major students. Meanwhile, it attempts to enrich relevant research on individual differences in SLA from the perspective of positive psychology and propose some corresponding strategies to enhance college students' grit and English learning enjoyment level, providing certain suggestions for English learning and teaching process in college.

3. Research Design

3.1. Research Tools

Two separate scales were used in this research which are combined into one questionnaire (see appendix 1).

The first one is the revised version of 12-Item Grit Scale ([Duckworth et al., 2007](#)) by [Xie et al. \(2017\)](#). This scale is a 5-degree Likert scale and includes 12 items, involving two dimensions which are perseverance of effort and consistency of interests. In this study, by using SPSS 26.0 to test the reliability of the scale, the coefficient of internal consistency of the overall scale is 0.873. The coefficient of internal consistency of the dimension of perseverance of effort is 0.873 and the coefficient of internal consistency of the dimension of consistency of interests is 0.863, indicating that the scale has good reliability. In this study, KMO and Bartlett's Test are carried out on this scale. The results show that KMO is greater than 0.6 and the Bartlett significance is less than 0.05. In the factor analysis, the rotated component matrix shows that the load of each variable on different factors is greater than 0.5, indicating that this scale has good validity (See Table 1 and Table 2 below).

Table-1.

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0.848
Bartlett's Test of Sphericity	Approx. Chi-Square	713.527
	df	66
	Sig.	0.000

Table-2.

Rotated Component Matrix		
	Component	
	1	2
6	0.832	
9	0.825	
4	0.765	
12	0.739	
10	0.733	
1	0.720	
8		0.838
5		0.813
7		0.794
3		0.773
2		0.708
11		0.573

The second one is the revised version of the Foreign Language Enjoyment Scale (Dewaele and MacIntyre, 2014) by Li *et al.* (2018). This scale is a 5-degree Likert scale, consisting of 11 items, involving two dimensions which are personal foreign language enjoyment and teacher-related foreign language enjoyment. The scale has high reliability (Cronbach's $\alpha = .83$) and validity. Thus, it is a reliable and effective revised scale for foreign language enjoyment study in China (Li *et al.*, 2018). In this study, the reliability is evaluated by SPSS 26.0, the coefficient of internal consistency of the overall scale is 0.904, the coefficient of internal consistency of the personal foreign language enjoyment dimension is 0.914 and the coefficient of internal consistency of the teacher-related foreign language enjoyment dimension is 0.906, indicating that the scale has good reliability. In this study, KMO and Bartlett's Test are carried out on this scale. The results show that KMO is greater than 0.6 and the Bartlett significance is less than 0.05. In the factor analysis, the rotated component matrix shows that the load of each variable on different factors is greater than 0.5, indicating that this scale has good validity (See In the field of second language acquisition (SLA), the research about factors that affect SLA has always been a hot topic. Since a long time ago, the influence of learners' physiology and psychology, classroom teaching, input, learning strategies and other factors on SLA have been emphasized in the field of SLA (Dai and Shu, 1994). Scholars' main research in the field of SLA has always been focused on learning strategies, individual differences of learners, etc. For instance, some scholars (Li, 2020; Xie, 2015; Yang, 2008) proposed that metacognitive strategies can effectively improve second language learners' learning ability, and emotional factors as well as the learners' thinking pattern of their mother tongue can also cause certain effect to their second language learning process.

In recent years, relevant research from the perspective of positive psychology has become a hot topic in the field of SLA. Grit, as an important trait in positive psychology, has gradually gained attention of scholars. Duckworth *et al.* (2007), first proposed and studied grit and found that it has a positive influence on people's success. In recent years, grit has been explored and studied by more and more scholars in the field of SLA (Alamer, 2021; Chang *et al.*, 2024; Chen *et al.*, 2021; Clark and Malecki, 2019; Liu *et al.*, 2021) etc. However, at present, there are few research on the relationship between grit and other positive psychological factors.

This study aims to investigate the correlation between grit and English learning enjoyment among non-English major students in Shandong Agricultural University from the perspectives of gender and grade. On this basis, this paper intends to provide some insights and suggestions for English teachers and students to in the process of teaching and learning English.

2. Literature Review

Emotions, as one of the core subjects in the field of positive psychology, have gained extensive attention in the past decade. Dewaele and MacIntyre (2014), started to study the foreign language enjoyment and anxiety level of second language learners in SLA. Since then, more and more scholars have begun to pay attention to foreign language enjoyment and anxiety experience of second language learners in different language backgrounds.

2.1. Previous Studies on Foreign Language Enjoyment

Enjoyment refers to a kind of emotion which can be generated when human's needs being satisfied by biological functions or social conditions (Csikszentmihalyi, 1997). Learning enjoyment, as one of the most representative positive emotions (Fredrickson, 1998), has attracted the attention of scholars in recent years. In the field of SLA, MacIntyre and Gregersen (2012) believed that foreign language enjoyment is not only a pleasant experience and proposed that if a L2 learner can acquire enjoyment in foreign language learning, he can be better aware of the input and thus be able to absorb more knowledge. Dewaele and MacIntyre (2016), also proposed that foreign language enjoyment is a positive emotional response and optimal psychological state in the learning process.

At present, the relevant research about the correlation between learning enjoyment and language learning has been in its early stage. Many studies have been focused on the influence of foreign language enjoyment on language learning (Brantmeier, 2005; Campbell and Storch, 2011; Pavelescu and Petric, 2018). According to the current

research, the most essential emotions in students' learning process are love and enjoyment. These two emotions can be adjusted through interactions among learners, their family members, educators and individuals who speak English as well as classroom activities and completion of task. Li *et al.* (2018), first conducted empirical research on Chinese Students' foreign language enjoyment. They first revised the Foreign Language Enjoyment Scale (Dewaele and MacIntyre, 2016) according to the Chinese cultural background. Later, Li (2020) further explored the relationship between emotional intelligence and academic performance of senior high students and found that foreign language enjoyment has a significant positive correlation with students' academic performance. Moreover, (Liu *et al.*, 2024) explored the mediating role of English learning Enjoyment of Chinese university students between L2 motivation and informal digital learning of English. They found that the relationship was partially mediated by English learning Enjoyment.

2.2. Previous Studies on Grit

As a positive psychological factor, grit was first put forward by psychologists represented by Duckworth *et al.* (2007). Defined as perseverance and passion for long-term goals, grit, the noncognitive trait, emphasizes individual's lasting effort towards specific and clear goals through self-regulation and other means from social and psychological perspectives. Grit can also be defined as an individual's "perseverance and passion for long-term goals" (Duckworth *et al.*, 2007), consisting of two dimensions which are perseverance of effort and consistency of interests.

Duckworth *et al.* (2007), first found that grit has positive impact on people's success. In recent years, Clark and Malecki (2019) found that grit also has positive influence on teenagers' academic performance and life satisfaction. Alamer (2021), studied the effectiveness of grit scale for L2 learners and its relationship with vocabulary learning. Liu (2020), explored the influence of growth mindset on learning engagement of senior high school students and studied whether grit plays an intermediary role. The results suggested that growth mindset can significantly predict students' grit level and influence learning engagement by the intermediary role of grit. Hejazi and Sadoughi (2023), further studied the role of teacher support and English learning enjoyment in promoting second English learners' grit level, finding that teacher support is a crucial factor influencing grit and learning enjoyment plays a mediating role between the relation of teacher support and L2 grit.

To sum up, it is obvious that the research on the influence of positive psychological factors on L2 learners has gradually gained more attention in the field of SLA in recent years, but there are still little research exploring grit in SLA as well as the relationship between grit and other positive psychological factors. Therefore, this study aims to investigate whether grit and English learning enjoyment have correlational relationship in the English learning process of non-English major students. Meanwhile, it attempts to enrich relevant research on individual differences in SLA from the perspective of positive psychology and propose some corresponding strategies to enhance college students' grit and English learning enjoyment level, providing certain suggestions for English learning and teaching process in college.

3. Research Design

3.1. Research Tools

Two separate scales were used in this research which are combined into one questionnaire (see appendix 1).

The first one is the revised version of 12-Item Grit Scale (Duckworth *et al.*, 2007) by Xie *et al.* (2017). This scale is a 5-degree Likert scale and includes 12 items, involving two dimensions which are perseverance of effort and consistency of interests. In this study, by using SPSS 26.0 to test the reliability of the scale, the coefficient of internal consistency of the overall scale is 0.873. The coefficient of internal consistency of the dimension of perseverance of effort is 0.873 and the coefficient of internal consistency of the dimension of consistency of interests is 0.863, indicating that the scale has good reliability. In this study, KMO and Bartlett's Test are carried out on this scale. The results show that KMO is greater than 0.6 and the Bartlett significance is less than 0.05. In the factor analysis, the rotated component matrix shows that the load of each variable on different factors is greater than 0.5, indicating that this scale has good validity (See Table 1 and Table 2 below).

Table-1.

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0.848
Bartlett's Test of Sphericity	Approx. Chi-Square	713.527
	df	66
	Sig.	0.000

Table-2.

Rotated Component Matrix		
	Component	
	1	2
6	0.832	
9	0.825	
4	0.765	

12	0.739	
10	0.733	
1	0.720	
8		0.838
5		0.813
7		0.794
3		0.773
2		0.708
11		0.573

Table-3.

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0.838
Bartlett's Test of Sphericity	Approx. Chi-Square	993.299
	df	55
	Sig.	0.000

Table-4

Rotated Component Matrix		
	Component	
	1	2
18	0.873	
14	0.866	
15	0.814	
13	0.776	
17	0.738	
22	0.738	
16	0.718	
23	0.618	
21		0.940
20		0.919
19		0.830

5.2. Data Collection

The subjects consist of 121 non-English major students from different disciplines in Shandong Agricultural University. Data was collected in the form of random surveys through online questionnaire which were combined by grit scale and foreign language enjoyment scale. The research data collection took 7 days and 121 copies of valid questionnaires were collected altogether. At the same time, the purpose of the study was clearly illustrated at the beginning of the questionnaire in order to ensure the accuracy of data. Subjects' backgrounds were also surveyed through the questionnaire, including students' gender, grades and disciplines in order to further analyze and process the data that were collected (see appendix 2).

6. Results

6.1. Analysis of Current Situation of Grit and English Learning Enjoyment

In order to understand the characteristics of subjects' grit and English learning enjoyment, SPSS 26.0 was used to conduct descriptive statistics and normal distribution test for each variable. The results are shown in Table 5 below.

Table-5.

Variables	N	Mean	Std. Deviation	Median	Mode	Minimum	Maximum	Skewness (Std. Error)	Kurtosis (Std. Error)
English Learning Enjoyment	121	3.47	0.77	3.45	4	1.73	5.00	.088 (.220)	-.414 (.437)
Grit	121	3.43	0.70	3.33	3	1.00	5.00	-.289 (.220)	2.178 (.437)

According to the collected data of the grit scale and English learning enjoyment scale, the subjects' level of grit and English learning enjoyment are located in the upper middle region (average 3.43 and 3.47 respectively), indicating that the subjects have good level of grit and English learning enjoyment. In the meantime, the standard deviation, minimum and maximum values in table above also show the individual differences in the level of grit and English learning enjoyment.

6.2. Variation Analysis of Demographic Variables of the Subjects

Based on the mean value, this study used independent samples test and One-Way ANOVA to compare the differences of gender and grade in each dimension and overalls in grit scale and foreign language enjoyment scale. The statistics are shown in [Table 6](#) and [Table 7](#) below.

Table-6.

	Male	Female	T	P
Personal foreign language enjoyment	3.08±1.10	3.22±0.82	-0.700	0.486
Teacher-related foreign language enjoyment	4.17±0.83	4.32±0.57	-1.081	0.283
Foreign language enjoyment scale	3.38±0.91	3.52±0.68	-0.882	0.381
Perseverance of effort	3.59±1.00	3.49±0.68	0.637	0.525
Consistency of interests	3.36±1.09	3.31±0.71	0.232	0.817
Grit scale	3.47±0.93	3.40±0.51	0.464	0.644

*P < 0.05 indicating that there is a significant difference.

Table-7.

	Freshman	Sophomore	Junior	F	P
Personal foreign language enjoyment	3.16±0.83	3.17±0.98	3.17±0.97	0.003	0.997
Teacher-related foreign language enjoyment	4.34±0.61	4.43±0.60	4.05±0.77	3.861	0.024
Foreign language enjoyment scale	3.48±0.69	3.52±0.78	3.41±0.83	0.217	0.806
Perseverance of effort	3.66±0.69	3.44±0.93	3.54±0.76	0.679	0.509
Consistency of interests	3.18±0.81	3.46±0.93	3.29±0.84	1.025	0.362
Grit scale	3.42±0.60	3.45±0.86	3.41±0.59	0.35	0.965

*P < 0.05 indicating that there is a significant difference.

According to the results of independent samples test, there is no significant difference between genders in the overall and various dimensions of grit scale and foreign language enjoyment scale ($p > 0.05$), which means gender difference has no significant influence on the grit and English learning enjoyment level of non-English major students in the process of English learning. The results of One-Way ANOVA indicates that there is significant difference between different grades in the dimension of teacher-related foreign language enjoyment ($p = 0.024$) and there is no significant difference between grades in the overall and other dimensions of grit scale and foreign language enjoyment scale ($p > 0.05$). That is, grade differences only have an impact on the dimension of teacher-related foreign language enjoyment and have no influence on the overall grit scale and foreign language enjoyment scale and other dimensions.

6.3. Correlation Analysis between Grit and English Learning Enjoyment

Pearson correlation analysis in the SPSS 26.0 was used in this study and the results are shown in [Table 8](#) below.

Table-8.

	Personal foreign language enjoyment	Teacher-related foreign language enjoyment	Perseverance of effort	Consistency of interests	Foreign language enjoyment scale	Grit scale

Personal foreign language enjoyment	R	1					
Teacher-related foreign language enjoyment	R	.392**	1				
Perseverance of effort	R	.579**	.410**	1			
Consistency of interests	R	.215*	.177	.385**	1		
Foreign language enjoyment scale	R	.975**	.586**	.609**	.233*	1	
Grit scale	R	.470**	.348**	.820**	.844**	.498**	1

*.indicating $P < 0.05$, **.indicating $P < 0.01$.

According to the results in the table, there is a significant positive correlation between grit and English learning enjoyment ($R = .498^{**}$), indicating that students with higher English learning enjoyment level also have higher level of grit. Moreover, the analysis results show that there also exists a significant positive correlation between the dimension of personal foreign language enjoyment and the perseverance of effort and consistency of interests dimension ($R = .579^{**}$, $R = .215^{**}$), showing that the higher the personal foreign language enjoyment level students have, the higher their perseverance of effort and consistency of interests level are. Also, there is a significant positive correlation between teacher-related foreign language enjoyment dimension and perseverance of effort dimension ($R = .410^{**}$), but no correlation between the dimension of teacher-related foreign language enjoyment and dimension of consistency of interests ($R = .177$), indicating that students with higher teacher-related foreign language enjoyment level have higher perseverance of effort level. However, students' teacher-related foreign language enjoyment level has no direct influence on their consistency of interests.

7. Discussion

7.1. The Current Situation of Grit and English Learning Enjoyment

According to the results and analysis of the current situation of the subjects' grit and English learning enjoyment level, most subjects have medium and high degree of grit and English learning enjoyment level.

The average grit score of the participants (3.43) is higher than the results of medical and health sciences students (3.28) and lower than the outcome of general college students (3.76), (Chang *et al.*, 2024; Wong *et al.*, 2024), which suggests that discipline is an essential factor that influences grit level. There also exist large individual differences of grit, indicating that there is a need to invent programs catering for all abilities to strengthen grit.

In this study, the average English learning enjoyment score was recorded as 3.47, which is lower than the finding of the research examining English as a foreign language (EFL) learners's learning enjoyment level (3.49) at a university in Iran (Rezazadeh and Zarrinabadi, 2023). This finding suggests that the participants in this study may have lower English learning enjoyment score than their peers in Iran. This may be due to cultural factors that influence the level of English learning enjoyment. Thus, it is essential to implement programs based on different cultural background to improve English learners' learning enjoyment.

7.2. Correlation Between Grit and English Learning Enjoyment

This study aimed to investigate the correlation between grit and English learning enjoyment in Chinese college students. The results revealed that there is a significant correlation between these two factors, which are aligned with recent studies proving that positive correlations do exist between positive psychological elements and grit in EFL students (Derakhshan and Fathi, 2024; Hejazi and Sadoughi, 2023). The findings indicate the need for more targeted strategies to enhance students' grit level by improving their learning enjoyment. Additionally, there is a significant difference between grades in the dimension of teacher-related foreign language enjoyment. This can enlighten us to propose teacher-based strategies according to different grades, which highlights the role of teachers' support to help students to sustain their interest in English learning.

Specifically, significant difference between the dimension of personal foreign language enjoyment and perseverance of effort as well as consistency of interests was found in this study, suggesting that personal motivation is the key to boost students' grit level. This finding is in agreement with a previous study reported that positive psychological capital has strong influence on grit (Chang *et al.*, 2024). Thus it is essential to develop educational programs to improve students' personal learning enjoyment in order to enhance their grit level.

A significant difference between the dimension of teacher-related foreign language enjoyment and perseverance of effort was also discovered, which again proves the positive influence of teacher in the process of grit

enhancement. Considering the fact that English learning enjoyment of EFL learners is closely related to teachers, it is the teachers' duty to pay attention to learners' emotional needs and to employ learning activities to stimulate their learning interest and enjoyment, which can help to enhance their grit level, which is aligned with Hejazi and Sadoughi (2023).

Therefore, English learning enjoyment, one of the most essential positive psychological elements, is examined as a significant factor influencing grit of EFL learners in Chinese university, which implying that grit level can be improved by increasing EFL learners' English learning enjoyment in order to help them increase their academic engagement and achieve their long-term goals (Chang *et al.*, 2024; Chen *et al.*, 2021; Wong *et al.*, 2024).

8. Conclusion

This study explores the current situation of grit and English learning enjoyment of non-English major students in Shandong Agricultural University and explores their correlational relationship. The results suggest that there is a significant positive correlation between grit and English learning enjoyment. This finding not only enrich relevant research on grit, but also provide empirical support for the study in SLA from the perspective of positive psychology. At the same time, the findings provide a reference for the improvement of English teaching and learning, emphasizing the importance of personal motivation in the English learning process, and also suggesting the essential role of teachers, which can be helpful to the improvement of students' and teachers' enjoyment and emotional experiences. In the future, this research can be further studied to discuss the effective methods to improve students' grit and English learning enjoyment through empirical research and offer more insights for the relevant research in the field of SLA.

References

- Alamer, A. (2021). Grit and language learning: Construct validation of 12-grit scale and its relation to later vocabulary knowledge. *Educational Psychology*, 41(5): 544-62.
- Brantmeier, C. (2005). Nonlinguistic variables in advanced second language reading: Learners' self-assessment and enjoyment. *Foreign Language Annals*, 38(4): 494-504.
- Campbell, E. and Storch, N. (2011). The changing face of motivation: A study of second language learners' motivation over time. *Australian Review of Applied Linguistics*, 34(2): 166-92.
- Chang, J., Bae, E. J. and Joung, J. (2024). The influence of positive psychological capital and mindset on grit among nursing students: A cross-sectional survey. *Journal of Korean Academy of Psychiatric and Mental Health Nursing*, 33(3): 296-303.
- Chen, X., Lake, J. and Padilla, A. M. (2021). Grit and motivation for learning English among Japanese university students. *System*, 96(1): 1-34.
- Clark, K. N. and Malecki, C. K. (2019). Academic grit scale: Psychometric properties and associations with achievement and life satisfaction. *Journal of School Psychology*, 72(1): 49-66.
- Csikszentmihalyi, M. (1997). Happiness and creativity. *The Futurist*, 31(5): 8-12.
- Dai, W. D. and Shu, D. F. (1994). Some important factors affecting foreign language acquisition: One of a series of articles on foreign language teaching theories. *Journal of Foreign Languages*, 4(4): 1-10.
- Derakhshan, A. and Fathi, J. (2024). Grit and foreign language enjoyment as predictors of EFL learners' online engagement: The mediating role of online learning self-efficacy. *The Asia-Pacific Education Researcher*, 33(4): 759-69.
- Dewaele, J. M. and MacIntyre, P. D. (2014). The two faces of Janus? Anxiety and enjoyment in the foreign language classroom. *Studies in Second Language Learning and Teaching*, 4(2): 237-74.
- Dewaele, J. M. and MacIntyre, P. D. (2016). *Foreign language enjoyment and foreign language classroom anxiety: The right and left feet of the language learner*. Positive Psychology in SLA. 236-51.
- Duckworth, A. L., Peterson, C., Matthews, M. D. and Kelly, D. R. (2007). Grit: Perseverance and passion for long-term goals. *Journal of Personality and Social Psychology*, 92(6): 1087-101.
- Fredrickson, B. L. (1998). What good are positive emotions? *Review of General Psychology*, 2(3): 300-19.
- Hejazi, S. Y. and Sadoughi, M. (2023). How does teacher support contribute to learners' grit? The role of learning enjoyment. *Innovation in Language Learning and Teaching*, 17(3): 593-606.
- Li (2020). Emotional intelligence and English achievement: The mediating effects of enjoyment, anxiety and burnout. *Journal of Foreign Languages*, 41(1): 69-78.
- Li, Jiang, G. and Dewaele, J. M. (2018). Understanding Chinese high school students' foreign language enjoyment: Validation of the Chinese version of the foreign language enjoyment scale. *System*, 76(5): 183-96.
- Liu (2020). Grit learning engagement: A chain mediation analysis. *Journal of Shanghai Educational Research*, 39(9): 18-23.
- Liu, Fang, F. and Teng, R. (2021). Research on 12 grit: Review and prospects. *Foreign Languages Research*, 38(5): 50-54+112.
- Liu, Zhang, Y. and Zhang, R. (2024). Examining the relationships among motivation, informal digital learning of English, and foreign language enjoyment: An explanatory mixed-method study. *ReCALL*, 36(1): 72-88.
- MacIntyre, P. D. and Gregersen, T. (2012). Emotions that facilitate language learning: The positive-broadening power of the imagination. *Studies in Second Language Learning and Teaching*, 2(2): 193-213.
- Pavelescu, L. M. and Petric, B. (2018). Love and enjoyment in context: Four case studies of adolescent EFL learners. *Studies in Second Language Learning and Teaching*, 8(2): 73-101.

- Rezazadeh, M. and Zarrinabadi, N. (2023). Examining need for closure and need for cognition as predictors of foreign language anxiety and enjoyment. *Journal of Multilingual and Multicultural Development*, 44(2): 83-95.
- Wong, R. S. Y., Teh, C. P. W., De Mel, W. P. A., Kil, Y. E., Ting, M. K. H. and Osman, M. K. M. (2024). Grit and optimism predict academic performance among medical and health sciences students at a Malaysian University: A cross-sectional study. *Education in Medicine Journal*, 16(3): 157-72.
- Xie (2015). On learners' individual differences and the second language teaching. *Journal of Hebei University of Engineering*, 17(3): 100-02+29.
- Xie, Wang, Z. and Zhao, J. L. (2017). Reliability and validity test for 12-Item Grit Scale in Chinese adults. *China Journal of Health Psychology*, 25(6): 893-96.
- Yang, A. Y. (2008). Metacognitive strategies in second language acquisition. *Foreign Language Research*, 31(4): 132-34.

Appendix 1: Questionnaire (translated version)

This questionnaire is a 5-degree Likert scale, which is a scale of 1 “strongly disagree” to 5 “strongly agree”. Please kindly tick the answer that best represents your reaction to each statement.

1. I have overcome major challenges before. 1 2 3 4 5
2. New ideas and projects can get in the way of what I want to do. 1 2 3 4 5
3. My interests change from year to year. 1 2 3 4 5
4. Difficulties cannot discourage me. 1 2 3 4 5
5. I would become obsessed with one idea for a short time and then lose interest. 1 2 3 4 5
6. I am a hard-working student. 1 2 3 4 5
7. I often set up goals but then change my mind and go on to accomplish different goals. 1 2 3 4 5
- It is difficult for me to sustain my interest in tasks that often take months to finish. 1 2 3 4 5
8. As long as I start to do something, I can finish it. 1 2 3 4 5
9. I once spent years accomplishing a goal. 1 2 3 4 5
10. Every few months I become interested in something new. 1 2 3 4 5
11. I am diligent. 1 2 3 4 5
12. I am not tired of learning English. 1 2 3 4 5
13. I enjoy learning English. 1 2 3 4 5
14. In the process of learning English, I have learned some interesting things. 1 2 3 4 5
15. I am proud of my English scores in class. 1 2 3 4 5
16. English learning atmosphere is very good. 1 2 3 4 5
17. It is very fun to learn English. 1 2 3 4 5
18. English teachers always encourage us to learn. 1 2 3 4 5
19. English teachers are always friendly. 1 2 3 4 5
20. English teachers always support us. 1 2 3 4 5
21. There is a good English learning atmosphere around me. 1 2 3 4 5
- We have a close English study group. 1 2 3 4 5

Appendix 2: Research Subjects

		Number	Percentage
Gender	Male	46	38.0%
	Female	75	62.0%
Grade	Freshman	30	24.8%
	Sophomore	46	38.0%
	Junior	45	37.2%
Discipline	Sciences	33	27.30%
	Agriculture	47	38.80%
	Management Science	41	33.90%