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SOSYAL BİLİMLER ENSTİTÜSÜ

YABANCI DİLLER EĞİTİMİ ANABİLİM DALI

THE RELATIONSHIP BETWEEN FOREIGN
LANGUAGE LEARNERS' GRIT,
MOTIVATION, AND ACHIEVEMENT

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BALIKESİR, 2025

T.R.
BALIKESİR UNIVERSITY
GRADUATE SCHOOL OF SOCIAL SCIENCES

THESIS APPROVAL

The thesis defense examination regarding the master's thesis titled “The Relationship Between Foreign Language Learners' Grit, Motivation, and Achievement” prepared by Gülcan YILMAZ, registered with number 201512553003 in the Department of Foreign Language Education of our graduate school, was held on 17/01/2025 in accordance with the Postgraduate Education and Examination Regulations, and following the answers to the questions asked, this thesis was UNANIMOUSLY / by VOTE MAJORITY accepted by the jury.

Member (Chair) Prof. Dr. Mehmet BAŞTÜRK

Member (Supervisor) Asst. Prof. Dr. Tutku BAŞÖZ

Member Asst. Prof. Dr. Arzu KANAT MUTLUOĞLU

.../.../20..

Approval of the Graduate School

ETHICS DECLARATION

I hereby declare that in this thesis which I have prepared in accordance with the Thesis Writing Rules of Balıkesir University Graduate School of Social Sciences;

- I have obtained the data, information, and documents presented in this thesis within the framework of academic and ethical rules,
- I have presented all information, documents, evaluation, and results in accordance with the rules of scientific ethics and morality,
- I have cited and referenced all of the works I have benefited from,
- I have not made any changes to the data used and the results obtained,
- The work I have presented in this thesis is original and in any other case I accept all loss of rights that may arise against me.

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Gülcan YILMAZ

FOREWORD

Learning a second language is a complicated journey that is influenced by various factors. Recognizing these factors and providing relevant solutions that address the problems of both learners and teachers is an ongoing focus in the field of education. The development of positive psychology within the SLA has raised interest in various non-cognitive factors. Grit, which is accepted as a key component of positive psychology, has been investigated in L2 learning recently and is regarded as a significant psychological factor which predicts L2 success.

There is a growing body of research on L2 grit, L2 achievement, and L2 motivation independently. However, existing research has generally studied these variables separately or in pairs and there is little available literature on the relationships between these three variables. Moreover, despite studies in various L2 learning contexts, L2 grit research in the Turkish EFL context is still at an early stage and there are no studies examining the probable relationships between these learner variables in the Turkish EFL context. Understanding these relationships is essential to recognize non-cognitive attributes in L2 learning and to develop effective language learning strategies. Thus, this study set out to probe the relationships between Turkish EFL learners' L2 grit, L2 motivation, and L2 achievement and to provide a clearer picture of how these factors interact with each other in the EFL context, thereby contributing to the underexplored areas in the literature. It is expected that the study will provide valuable insights for EFL teachers to gain awareness about the existence of L2 grit as a variable that has a major impact on learners' L2 achievement.

First of all, I would like to express my deepest gratitude to my supervisor Asst. Prof. Dr. Tutku BAŞÖZ. She has been a source of motivation throughout the study with her knowledge, expertise, and positive approach. It was a great chance for me to have her as my supervisor.

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GLCAN YILMAZ



ABSTRACT

THE RELATIONSHIP BETWEEN FOREIGN LANGUAGE LEARNERS' GRIT, MOTIVATION, AND ACHIEVEMENT

YILMAZ, Gülcan

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The present study aimed to explore the relationships between EFL learners' L2 grit, L2 motivation, and L2 achievement as well as to determine their perceived levels of L2 grit. The study also investigated the role of L2 motivation and L2 achievement in predicting EFL learners' L2 grit. Moreover, the variance in learners' L2 grit in terms of their grade level, the type of high school that they graduated from, and their self-perceived proficiency in English was examined in the study. The study, which employed a quantitative research design, was conducted with 500 EFL learners studying at a vocational school of a state university in Türkiye in the spring semester of the 2023-2024 academic year. The data collection instrument was a composite survey instrument consisting of two sections. The initial section comprised demographic questions about the participants while the second section was composed of L2 grit and L2 motivation scales. Course achievement, one of the major variables in the study, was assessed through the composite scores of the term. The data were analyzed descriptively via IBM SPSS 21. The results showed that EFL learners have a moderate level of grit for learning English. While grade level and the type of high school being graduated from were found to have no impact on EFL learners' grit for learning English, self-perceived proficiency in English was revealed to exert influence on their passion and perseverance in attaining long-term proficiency in English. The results also demonstrated a positive and statistically significant correlation between L2

grit, L2 motivation, and L2 achievement. The largest statistically significant correlation seemed to exist between L2 grit and L2 achievement, whereas the smallest one was between L2 motivation and L2 achievement. Besides, L2 achievement indicated greater predictive power for L2 grit than L2 motivation did.

Keywords: L2 Grit, L2 Motivation, L2 Achievement, EFL Learners, Individual Difference Variables, Positive Psychology



ÖZET

YABANCI DİL OLARAK İNGİLİZCE ÖĞRENENLERDE AZİM, MOTİVASYON VE BAŞARI İLİŞKİSİ

YILMAZ, Gülcan

Yüksek Lisans, Yabancı Diller Eğitimi Anabilim Dalı

Tez Danışmanı: Dr. Öğr. Üyesi Tutku BAŞÖZ

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Bu çalışma, yabancı dil olarak İngilizce öğrenenlerin yabancı dil öğrenme azim düzeylerini belirlemenin yanı sıra onların yabancı dil öğrenme azmi, yabancı dil motivasyonu ve yabancı dil başarıları arasındaki ilişkileri ortaya çıkarmayı amaçlamıştır. Çalışma aynı zamanda yabancı dil olarak İngilizce öğrenenlerin yabancı dil öğrenme azimlerini yordamada yabancı dil öğrenme motivasyonu ve yabancı dil başarısının rolünü de araştırmıştır. Ayrıca, öğrencilerin yabancı dil öğrenme azimlerinin sınıf düzeyi, mezun olunan lise türü ve algılanmış İngilizce yeterliği açısından değişkenlik gösterip göstermediği de incelenmiştir. Nicel araştırma deseninin kullanıldığı çalışma, 2023-2024 akademik yılı bahar döneminde Türkiye'deki bir devlet üniversitesinin meslek yüksekokulunda öğrenim gören İngilizceyi yabancı dil olarak öğrenen 500 öğrenci ile yürütülmüştür. Veri toplama aracı iki bölümden oluşan karma bir ankettir. İlk bölüm katılımcılarla ilgili demografik sorulardan, ikinci bölüm ise yabancı dil öğrenme azmi ve yabancı dil öğrenme motivasyonu ölçeklerinden oluşmaktadır. Çalışmanın başlıca değişkenlerinden biri olan ders başarısı ise ders döneminin toplam puanlarına göre değerlendirilmiştir. Verilerin analizi IBM SPSS 21 kullanılarak betimsel olarak gerçekleştirilmiştir. Sonuçlar, yabancı dil olarak İngilizce öğrenen öğrencilerin orta düzeyde İngilizce öğrenme azmine sahip olduğunu göstermiştir. Sınıf düzeyi ve mezun olunan lise türünün öğrencilerin İngilizce öğrenme azmi üzerinde bir etkisi bulunmazken,

algılanmış İngilizce yeterliliğinin, öğrencilerin uzun vadeli İngilizce yeterliliğine ulaşma konusundaki tutku ve azimleri üzerinde etkili olduğu ortaya çıkmıştır. Sonuçlar ayrıca yabancı dil öğrenme azmi, yabancı dil öğrenme motivasyonu ve yabancı dil başarısı arasında pozitif ve istatistiksel olarak anlamlı bir korelasyon olduğunu göstermiştir. İstatistiksel olarak anlamlı en yüksek korelasyon yabancı dil öğrenme azmi ile yabancı dil başarısı arasında görülürken, en düşük korelasyon yabancı dil öğrenme motivasyonu ile yabancı dil başarısı arasında görülmüştür. Bunun yanında, yabancı dil başarısı, yabancı dil öğrenme motivasyonuna kıyasla yabancı dil öğrenme azmi için daha büyük bir yordama gücü göstermiştir.

Anahtar Kelimeler: Yabancı Dil Öğrenme Azmi, Yabancı Dil Öğrenme Motivasyonu, Yabancı Dil Başarısı, Yabancı Dil Olarak İngilizce Öğrenenler, Bireysel Farklılık Değişkenleri, Pozitif Psikoloji



To my family...

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ABBREVIATIONS

EFL	: English as a Foreign Language
ESL	: English as a Second Language
SLA	: Second Language Acquisition
L2	: Second Language
ID	: Individual Difference
IDs	: Individual Differences
PP	: Positive Psychology
SPSS	: Statistical Package for Social Sciences
PoE	: Perseverance of Effort
CoI	: Consistency of Interest
DMC	: Directed Motivational Current
L2MSS	: Second Language Motivational Self System
FLE	: Foreign Language Enjoyment
WTC	: Willingness to Communicate
FLA	: Foreign Language Anxiety
CSA	: Core of Self-Assessment
FLPoM	: Foreign Language Peace of Mind
SDT	: Self-Determination Theory

1. INTRODUCTION

1.1. Statement of the Problem

A new trend in educational psychology, termed positive psychology (PP), has paved its way in Second Language Acquisition (SLA) and has recently drawn the attention of many researchers. The rise of PP within the SLA has generated interest in various non-cognitive factors in research concerning L2 learning (Alamer, 2021; MacIntyre & Mercer, 2014; Wang et al., 2021). Regarded as a key component of positive psychology (Seligman, 2011), grit has been considered to be an individual difference (ID) variable which is described by Duckworth and associates (2007) as “perseverance and passion for long-term goals” (p.1087). It has received growing interest from scholars following its introduction by Duckworth and colleagues (2007). They stated that the construct encompasses persistently tackling difficulties, sustaining endeavour and passion over extended periods notwithstanding setbacks, adversity, and periods of stagnation in progress. Grit which is conceptualized as a higher-level construct consisting of two inherent components; perseverance of effort (PoE) and consistency of interest (CoI), represents a blend of commitment and resilience crucial for accomplishing long-term objectives despite obstacles or failures.

Originally introduced within the discipline of personality psychology (Duckworth et al., 2007), the concept of grit has been studied currently as a personality construct from the perspective of SLA. It has been investigated in L2 learning and teaching and proposed as a significant psychological factor for predicting L2 success. Sudina & Plonsky (2021) defined language-specific grit as a specialized form of domain-specific grit which is linked to the academic perseverance of second language learners. This construct has been examined within the realm of L2 learning to explore its effect on learning behaviors and success among L2 learners and it has been found to be strongly linked to achievement in EFL (Akyıldız, 2020; Botes et al., 2024, Elahi Shirvan & Alamer, 2022; Fathi & Hejazi, 2024; Sudina & Plonsky, 2021; Zhao & Wang, 2023).

Past investigations in social psychology have acknowledged grit to be a key predictor of achievement within diverse groups in both academic and non-academic domains. Likewise, educational psychologists have displayed significant interest in the construct of grit and its impact on students' academic success. Research (e.g. Strayhorn, 2014) has consistently shown that learners with higher levels of grit typically perform better than their counterparts in achievement tests. Taking into account the inherent of SLA and the key role of ongoing determination in acquiring an L2, the concept of grit and its connection with L2 proficiency have attained considerable relevance in SLA and researchers (e.g. Khajavy et al., 2021; Teimouri et al., 2022) have recently examined this construct from the aspect of L2 learner psychology.

L2 grit has gained notable attention from SLA researchers concerning its relationship with other ID variables in addition to achievement. This concept has been associated with a range of individual, social, and contextual factors encompassing foreign language enjoyment (FLE) (Fathi & Hejazi, 2024; Hejazi & Sadoughi, 2023; Jin et al., 2024, Teimouri et al., 2022; Zhao & Wang, 2023), L2 motivation (Lee & Hsieh, 2019; Mutlu, 2022; Pawlak et al., 2022a; Pawlak et al., 2024; Teimouri et al., 2022), foreign language anxiety (FLA) (Alazemi et al., 2023b; Heydarnejad et al., 2022; Wang & Ren, 2024; Zhao & Wang, 2023), ideal L2 self (Derakhshan & Fathi, 2024; Ebn-Abbasi et al., 2024; Fathi & Hejazi, 2024; Kırmızı et al., 2023), growth mindset (Derakhshan & Fathi, 2024; Kırmızı et al., 2023; Teimouri et al., 2022), teacher support (Derakhshan et al., 2023; Hejazi & Sadoughi, 2023; Liu et al., 2022), academic emotion regulation (Alazemi et al., 2023; Solhi et al., 2023), second language willingness to communicate (L2 WTC) (Ebn-Abbasi et al., 2024; Teimouri et al., 2022), core of self-assessment (CSA) (Heydarnejad et al., 2022), conscientiousness (Botes et al., 2024), L2 boredom (Pawlak et al., 2022a; Zhao & Wang, 2023), language learning curiosity (Paradowski & Jelińska, 2023; Pawlak et al., 2022b), foreign language peace of mind (FLPoM) (Badiiei et al., 2023), self-efficacy (Derakhshan & Fathi, 2024; Sun & Mu, 2023) academic buoyancy (Ghafouri & Tahriri, 2023; Yang et al., 2024), learner engagement (Jin et al., 2024; Sadoughi & Hejazi, 2023), and academic burnout (Wu et al., 2023).

Numerous studies have emphasized the crucial role of L2 grit in acquiring English as a second language (ESL) and the number of studies on the role of grit in L2 achievement has been increasing lately. Nevertheless, it is remarkable that evidence on the association between L2 grit and L2 motivation remains scarce. While the critical role of L2 motivation in language achievement is well-established (Dörnyei & Ushioda, 2009; Gardner, 1985), the relationship between L2 grit and L2 motivation continues to be under-researched. An increasing amount of research exists on L2 grit, L2 achievement, and L2 motivation independently. Yet, existing research has often examined these variables separately or in pairs and there is little available literature (Elahi Shirvan & Alamer 2022; Feng & Papi, 2020; Teimouri et al., 2022,) on the relationships between these three individual difference variables. Therefore, the interplay between L2 grit, L2 motivation, and L2 achievement requires further investigation. Moreover, despite the studies carried out in numerous L2 learning settings, L2 grit research in the Turkish EFL context is still in its infancy and no single study exists which scrutinizes the probable relationships between these learner variables in the Turkish EFL context.

This study therefore set out to probe the relationships between Turkish EFL learners' L2 grit, L2 motivation, and L2 achievement. It is likely that the present study will provide a clearer picture of how these factors interact with and influence each other in the EFL setting and contribute to the underexplored areas in the literature. Understanding these relationships is crucial for gaining insights into non-cognitive attributes in L2 learning and for developing effective language learning strategies. The study will also offer valuable insights for EFL teachers to gain awareness about the existence of an important learner variable (i.e. L2 grit) that has a considerable impact on learners' whole L2 learning achievement.

1.2. Purpose of the Study

The present study seeks to explore the probable relationships between EFL learners' L2 grit, L2 motivation, and L2 achievement. The study also aims at delving into their perceived levels of L2 grit and finding out the role of L2 motivation and L2 achievement in predicting their L2 grit. Besides, the variance in EFL learners' L2 grit

regarding grade level, the type of high school being graduated from, and self-perceived English proficiency is examined in the study.

Concerning the research gap in the relationships between L2 grit, L2 motivation, and L2 achievement, the current study attempts to obtain data which will help to address the research questions below:

1. What are EFL learners' perceived levels of their L2 grit?
2. Does grade level significantly affect EFL learners' L2 grit?
3. Is there any significant difference in EFL learners' L2 grit with regard to the type of high school being graduated from?
4. Is there any significant difference in EFL learners' L2 grit in terms of their self-perceived proficiency in English?
5. What are the interrelationships between EFL learners' L2 grit, L2 motivation, and L2 achievement?
6. To what extent can the variability in EFL learners' perceptions of L2 grit be predicted by their L2 motivation and L2 achievement?

1.3. Significance of the Study

There are several major areas in which the current study might make an original contribution to the research literature. Firstly, there have been few empirical investigations (Elahi Shirvan & Alamer 2022; Feng & Papi, 2020; Teimouri et al., 2022) into the relationships between L2 grit, L2 motivation, and L2 achievement. Additionally, no previous study has probed the probable relationships between these learner variables in the Turkish EFL context. In this regard, this study is assumed to be the first study which examines the interplay between Turkish EFL learners' L2 grit, L2 motivation, and L2 achievement. Secondly, most prior research has explored learners' L2 grit and its relationship to various ID factors within an ESL context. Unlike these studies, the current study will be conducted within an EFL environment. As a result, the findings will provide deeper insights into L2 learning in settings in which learners typically lack opportunities to use English outside the classroom. Lastly, since this is a survey study which will be conducted with numerous EFL

students, the results of the research will be quite generalizable and will offer significant insights for EFL educators and teacher trainers.

1.4. Assumptions of the Study

This study was based on the following assumptions:

1. The sample selected for this study is the representative of the general population.
2. Every participant voluntarily contributes to the study with respect to the aim of the research by signing a consent form.
3. The instruments that will be employed to measure their L2 grit and L2 motivation are suitable for the purpose of the study.
4. The participants answer the questionnaire items honestly and conscientiously.
5. The results of the research accurately reflect the participants' perceptions of their L2 grit and L2 motivation.

1.5. Limitations of the Study

The major limitation of the present research is that all the participants of the study were male. This may pose some limitations to the generalizability of the results to a larger population. Another potential limitation is that the study lacks triangulation of findings. The results were based solely on quantitative data obtained from the questionnaire. Although the participants' responses to the data collection instrument demonstrated high reliability, follow-up qualitative data would enable researchers to shed more light on the reasons behind the participants' responses. Lastly, this study was carried out with only university level learners enrolled in a vocational school of a state university in Türkiye. Therefore, the findings obtained from the current research cannot be generalized to other educational levels.

1.6. Definitions of Terms

The terms listed below have been defined to enhance the comprehension of the concepts in relation to the current study:

Grit: It refers to a combination of perseverance and passion for long-term objectives, representing an individual's sustaining effort and interest through time, notwithstanding challenges and obstacles. It comprises two different dimensions; perseverance of effort and consistency of effort (Duckworth et al., 2007).

Perseverance of effort (PoE): It refers to the determination to overcome challenges in achieving long-term objectives (Duckworth et al., 2007).

Consistency of interest (CoI): It refers to sustained engagement and passion for long-term objectives (Duckworth et al., 2007).

Grit in a second language (L2 Grit): Derived from Duckworth's (2007) conceptualization of "grit," it refers to the perseverance and continued passion for achieving long-term proficiency in a second language (Teimouri et al., 2021).

L2 motivation: It is defined as the driving force behind learning a language and investing time and effort in doing so (Dörnyei, 2009; Gardner, 1985).

Individual differences (IDs): Individual differences refer to “characteristics or traits in respect of which individuals may be shown to differ from each other” (Dörnyei, 2005, p. 1). They are described as unique variations in characteristics, behaviors, and cognitive abilities influenced by genetic, environmental, and developmental factors, encompassing personality traits, intelligence, emotional responses, and social behaviors (Eysenck, 1994).

L2 achievement: L2 achievement refers to an individual's proficiency or competency in a second language, and is often linked to educational outcomes (Dörnyei, 2009). It involves academic mastery of reading, writing, listening, and speaking skills as well as understanding grammar, vocabulary, and cultural nuances, and vary based on the learning context, motivation, and exposure (Dörnyei & Skehan, 2003; Gardner, 1985).

English course achievement: It represents the extent of achievement learners attain to achieve the goals of their English course within a single academic semester.



2. LITERATURE REVIEW

2.1. Theoretical Framework

2.1.1. Individual Differences in Second Language Acquisition

Individual differences (IDs) refer to variations in the characteristics, abilities, and behaviours of individuals, including personality traits, intelligence, emotional responses, and cognitive abilities (Chamorro-Premuzic, 2016). Shaped by genetic and environmental factors, these differences are essential for understanding human behaviour in contexts such as education, work, and social interactions (Chamorro-Premuzic, 2016). Individual differences in Second Language Acquisition (SLA) are defined as various personal traits and characteristics that affect the process in which individuals acquire a second language (Dörnyei & Skehan, 2003). They include cognitive factors such as memory, intelligence, and aptitude and affective factors like motivation, anxiety, and attitudes (Zafar & Meenakshi, 2012). Variations in these factors frequently result in different language acquisition rates, proficiency levels, and learning experiences among language learners (Dörnyei, 2006). Understanding these factors is essential for revealing the underlying reasons that cause certain individuals to acquire a second language more efficiently and effectively than others, which in turn will influence both the learning process and the outcomes achieved (Dörnyei, 2006).

Cognitive differences like working memory capacity and linguistic ability are regarded as major predictors of success in language acquisition. Individuals with higher language aptitude, for instance, are generally reported to acquire linguistic structures more effectively (Dörnyei, 2006). Among affective factors, motivation is stated to affect both the effort that students are eager to put in and their persistent commitment to acquiring a new language (Dörnyei & Ushioda, 2021). Individuals with higher level of motivation typically demonstrate enhanced persistence and success in

acquiring a new language (Gardner, 2010). Learning styles and strategies also influence the language learning outcomes. Some learners favor auditory learning while others thrive in visual information. Employing suitable strategies for learning can also improve the language learning process (Oxford, 1992). Moreover, personality traits influence students' success in acquiring fluency in an L2 (MacIntyre & Gardner, 1994).

Individual differences significantly influence L2 learning outcomes. Key individual differences in SLA include age, motivation, personality, language aptitude, learning strategies, anxiety, learner beliefs and attitudes. Proposed by the Critical Period Hypothesis (Lenneberg, 1967), age significantly impacts second language acquisition (SLA), with younger learners, particularly children, acquiring language more easily and achieving higher proficiency than older learners. L2 motivation is crucial for determining the effort that a learner invests in acquiring an L2. According to Dörnyei (2006), learners who are highly motivated, whether intrinsic or extrinsic, are more likely to achieve greater competence. Personality traits like extraversion, openness, and risk-taking also affect the process of L2 learning, aiding speaking practice and fluency (Dörnyei, 2006; Verhoeven & Vermeer, 2002).

Variations in language aptitude which is defined as the inherent ability to learn a language notably impact SLA. The learning strategies that learners employ to acquire a language, which include memorization, cognitive strategies, or metacognitive strategies including planning, monitoring, and evaluating learning activities, can have an influence on their L2 achievement (Oxford, 1992). It is essential to use these strategies effectively to facilitate L2 acquisition (Oxford, 1992).

Foreign Language Anxiety (FLA), a significant individual difference, can impede language processing and limit practice opportunities. Research indicates that learners with lower anxiety levels generally excel in SLA (Horwitz et al., 1986). Besides, learners' attitudes towards the target language and culture, along with their self-efficacy, influence their L2 learning process. Positive attitudes and high self-belief are typically linked to more effective language acquisition (Kalaja & Barcelos, 2007). Learners' cultural identity and sense of belonging to their own or the target culture can affect SLA. Strong identification with their native culture may lead to identity conflicts, while adopting aspects of the target culture can facilitate learning (Norton,

2000). To conclude, individual differences are interrelated, and their impacts vary among learners. It is this interplay instead of the impact of a single learner variable that accounts for second language learning outcomes (Pawlak, 2012). Thus, understanding these differences and how they relate to each other is essential for educators and learners to optimize the L2 learning process.

2.1.2. Second Language Grit (L2 Grit)

2.1.2.1. General Grit (Domain-general grit)

Grit is a psychological construct that was introduced by Duckworth and her associates (2007) and it is described as the amalgamation of passion and perseverance for long-term objectives, encouraging individuals to remain attached to their commitments (Duckworth, 2016). The concept of grit, which emerged in psychology and is based on the belief that constant effort over a long period of time is a crucial predictor of success, has gained attention in organizational, educational, and personal development settings (Duckworth et al., 2007).

The concept of grit has caused a paradigm shift in the perception of success, enabling researchers to consider perseverance and passion that contribute to long-term success in addition to traditional measures (Duckworth & Quinn, 2009). Grit, which has its roots in positive psychology, belongs to a larger theoretical framework that emphasizes the development of character traits and qualities that are crucial to success and individual well-being (Duckworth & Gross, 2014). Its relationship with theories of self-regulation emphasizes the importance of developing the capacity to overcome difficulties and persevere through challenging situations for a long period (Duckworth & Gross, 2014). According to Eskreis-Winkler and associates (2014), due to their strong sense of affection for their goals, students with great levels of grit display increased motivation, excitement, and involvement in their efforts. Duckworth and Yeager (2015) highlight the important role of grit in predicting L2 achievement, focusing on its potential as a key element of learner motivation, persistence, and overall achievement. As Duckworth and Gross (2014) mention, gritty students are

more successful and productive because they have higher levels of self-control and are more prepared to work hard to achieve their objectives.

Grit is a personality trait that contains two primary components: perseverance of effort (PoE) and consistency of interest (CoI) (Duckworth et al., 2007). The former represents a person's ability to endure, put up significant endeavour to overcome obstacles, and remain dedicated to their objectives. The latter represents a person's capability to sustain a high degree of attention, passion, and interest in long-term goals over long periods. This suggests a deep-seated passion and devotion that sustain despite obstacles or diversions (Duckworth et al., 2007).

Individuals are stated to be capable of enhancing their grit if they focus on four primary ways (Duckworth 2016). The first two steps in the process of growing grit involve developing fascination with a specific talent and then working on improving this talent in any circumstance. The third stage is to remind oneself of their ultimate purpose because a higher degree of purpose is closely connected to a higher degree of grit. The last one is to adopt a growth mindset. It is critical to remember that grit is more essential than talent, and all individuals can improve their perseverance (Duckworth, 2016).

2.1.2.2. Grit in Second Language Learning (L2 Grit)

L2 grit is a domain-specific personality trait described as a mixture of passion and perseverance towards acquiring an L2 (Teimouri et al., 2022). This concept is derived from the broader construct of grit, which encompasses sustained effort and an enduring interest in the pursuit of long-term goals. (Mikami, 2024). Grit has attracted significant attention in SLA research. Research has demonstrated that grit serves a key role in L2 learning especially regarding sustained effort and motivation (Duckworth, 2016). While general grit pertains to perseverance across various domains, L2 grit specifically addresses the challenges and unique experiences associated with second language learning, and this domain-specific nature makes L2 grit more relevant for predicting L2 achievement than domain-general perseverance does (Khajavy et al., 2021).

L2 grit comprises two primary components: perseverance of effort (PoE), which denotes the sustained and consistent effort a language learner exerts in studying a second language even when confronted with challenges and consistency of interest (CoI), which reflects learner's enduring engagement in language learning over time, notwithstanding potential alterations in circumstances or fluctuations in motivation (Sudina et al., 2021). As Wei and associates mention, L2 learners who maintain a long-term interest in acquiring an L2 despite occasional setbacks tend to demonstrate greater advancement in linguistic proficiency since consistency of interest sustains learners' motivation even when confronted with challenges typical of L2 learning.

The significance of L2 grit lies in the fact that it is positively associated with language learning motivation and success, surpassing the relationship of domain-general grit with these two variables (Teimouri et al., 2021). L2 grit entails sustained effort and interest in mastering a language over a long period of time even when faced with difficulties such as low motivation, anxiety, or external pressures (Wu et al., 2024). The distinct relevance and predictive power of L2 grit in L2 learning are different from those of general grit (Teimouri et al., 2021). L2 grit which encompasses the passion and perseverance crucial to long-term success is a vital aspect of the process of acquiring an L2 (Teimouri et al., 2022). Research has shown that grit plays a critical role in various aspects of language acquisition, including motivational intensity and persistence and is effective in predicting long-term language achievement, particularly in challenging learning settings (Pawlak et al., 2022).

The construct of L2 grit is directly associated with both internal factors like emotions and motivation, and external factors including educational environment and cultural context (Jian & Xinli, 2024). Students with greater L2 grit are prone to engage in communication and experience positive emotions during language learning, thereby improving their language proficiency (Lee, 2022). Teacher support and a positive classroom environment are also crucial for enhancing L2 grit, underscoring the significance of both emotional and academic support in nurturing this trait. (Yang et al., 2024).

L2 grit has been shown to vary across cultural contexts, which suggests that cultural factors might have a significant role in how grit manifests and affects L2 learning (Pawlak et al., 2024). To assess L2 grit, researchers have developed L2-

specific grit scales which were adapted from Duckworth's original Grit Scale (2007) to fit the context of SLA (Teimouri et al., 2021). These scales have been validated in numerous studies and have demonstrated a high degree of reliability. Sudina et al. (2021), for instance, developed the L2 Grit Scale and tested its internal consistency in a group of language learners. The results signaled that the scale is a valid and reliable instrument for measuring L2 learners' grit, demonstrating high reliability coefficients for both PoE and CoI. Teimouri et al. (2021) also proposed a language-domain-specific grit instrument for L2 learning which improves its predictive validity and captures differential effects across different languages and domains. It is acknowledged to be a precise instrument to measure indirect discrepancies of grit in the L2 setting and its impact on students' behaviors and L2 success.

2.1.2.3. Individual Difference Variables Affecting L2 Grit

L2 grit, which is described as passion and perseverance for long-term language learning goals, is affected by numerous individual difference variables. Pawlak et al., (2022), for instance, state that learners' L2 grit is often closely related to language learning enjoyment (FLE). They suggest that enjoyment is an essential component of L2 grit among younger learners. The concurrent development of L2 grit and FLE demonstrates that both factors increase in tandem, suggesting that emotional engagement in the learning process enhances perseverance and passion for language acquisition (Elahi Shirvan et al., 2021). Positive emotions like joy are believed to enhance engagement and persistence which are fundamental components of grit in language learners and hence they are assumed to improve long-term learning outcomes (MacIntyre & Gregersen, 2012). In another study, Dewaele and MacIntyre (2016) observed that students who experienced joy and satisfaction during the educational process exhibited greater commitment and persistence. Enjoyment enhances motivation, encouraging learners to interact more profoundly with the subject matter and persist in their efforts despite obstacles. According to Oxford (2016), positive emotions such as joy and enjoyment can improve intrinsic motivation to learn an L2, and motivation driven by enjoyment is related to sustained effort and engagement, both of which are the key traits of gritty learners.

L2 grit has also been connected to L2 motivation (e.g., Dong, 2024; Dörnyei, 2009; Wu, 2024). Grit has a critical role in language acquisition and motivation often facilitates the development of this trait in learners (Duckworth & Quinn, 2009). Dong (2024) discovered a positive relationship between language learning motivation and L2 grit, which implies that learners exhibiting higher levels of grit show enhanced perseverance, resulting in improved learning outcomes. Dörnyei (2009) and Dewaele (2019) suggest that learners with intrinsic motivation, who engage in language learning for pleasure or personal relevance, often show greater degrees of L2 grit and tend to persist through learning challenges because their motivation is driven by internal satisfaction instead of external rewards. Wu (2024) also found that EFL learners with clear goals and strong motivation display higher perseverance and engagement, which enhances their L2 grit.

Anxiety is another variable that affects L2 grit. Previous studies (e.g., Al-Hoorie, 2018; MacIntyre & Gardner, 1994) have demonstrated a connection between L2 anxiety and L2 grit, highlighting that L2 anxiety, arising from fear of mistakes, social judgment, and negative evaluation, can impede learners' perseverance in language tasks. MacIntyre and Gardner (1994) state that anxiety can negatively impact a learner's grit in L2 learning, reducing confidence and persistence, and potentially affecting their ability to maintain long-term dedication to L2 learning. Moreover, Dewaele and MacIntyre (2014) discovered that learners with high anxiety levels struggle with L2 learning challenges, which in turn reduces their grit and motivation. Another research study (Al-Hoorie, 2018) indicates that anxiety, especially language learning anxiety, impacts academic performance and psychological resilience, risking the long-term commitment necessary for second language acquisition.

L2 grit has also been linked to ideal L2 self. Studies (e.g., Fathi et al., 2024; Lan et al., 2021) on the relationship between the ideal L2 self and L2 grit have consistently shown a positive connection between these two constructs. The study of Fathi and associates (2024) showed that students with a strong ideal L2 self have greater level of grit in their L2 learning journey, which suggests that the motivational power of an idealized self-image drives sustained language effort, particularly over an extended period. Derakhshan and Fathi (2024) further confirmed that the ideal L2 self, mediated by L2 grit, impacted student engagement, highlighting the essential roles of

persistence and motivation in achieving success in language acquisition. Besides, Lan et al. (2021) pointed out that L2 grit can mediate the influence of the ideal L2 self on WTC in an L2, indicating that while ideal L2 self motivates learners to visualize their future accomplishments, it is grit that maintains their long-term efforts and commitment. Research has also displayed that students with a high ideal L2 self demonstrate higher grit as they envision themselves as proficient speakers and link daily efforts to a future goal, promoting long-term dedication to language mastery (Papi & Khajavy, 2021; Teimouri, 2017).

Growth mindset has also been shown to be one of the main factors predicting L2 grit. It has been suggested that developing a growth mindset may significantly enhance a learner's perseverance and passion for acquiring an L2 (Khajavy et al., 2021). Studies (e.g. Fathi et al., 2024) have shown a positive correlation between learners with a growth mindset and their L2 grit levels as a growth mindset encourages the belief that intelligence can improve via exertion, resulting in increased perseverance and resilience. In their study, Sadoughi and Hejazi (2023) revealed that L2 grit plays a crucial role in influencing the connection between academic engagement and growth mindset in language learning since students with a growth mindset are apt to exhibit greater academic perseverance. In another study, Hao (2023) asserted that L2 grit is a key determinant of L2 learning success and that grit is enhanced by learners' growth mindset, whereas those with a fixed mindset are less inclined to persist through difficulties. Similarly, Khajavy and associates (2021) revealed that a growth mindset, reflecting beliefs about language learning ability, predicts perseverance in L2 learning while a fixed mindset negatively impacts the consistency of interest in L2 learning. A growth mindset is considered to impact L2 achievement in a positive way by fostering L2 grit, leading to increased engagement (Derakhshan & Fathi, 2024; Fathi et al., 2024).

Another ID factor that facilitates the growth of L2 grit is willingness to communicate (WTC). The findings of a study conducted by Yao and associates (2024) with Chinese EFL learners indicated a positive correlation between L2 grit and WTC in universities with English-medium instruction. In the study, both L2 grit and FLE were found to be significant predictors of students' WTC. This suggests that perseverance and passion for long-term goals enhance learners' communicative

behavior in L2 contexts (Yao et al., 2024). Fathi and associates (2021) explored the impact of L2 grit and FLA on Iranian EFL students' WTC and they found that higher levels of L2 grit leads to greater WTC despite the existence of L2 anxiety. This shows that learners exhibiting a strong feeling of perseverance in L2 learning are more inclined to engage in communication irrespective of their anxiety levels. Another study (Ebn-Abbasi et al., 2024) scrutinized the effect of L2 grit on WTC together with ideal L2 self and mindset and indicated that L2 grit serves as a significant predictor of WTC, mediated by learners' self-concept and mindset regarding L2 acquisition.

The interplay between language learning curiosity and L2 grit has also been explored in educational psychology. According to a study conducted by Yang and associates (2024), higher curiosity enhances engagement and enjoyment in L2 acquisition, which reinforces L2 grit and makes the learning process more rewarding. Teimouri et al. (2022) probed the broader influence of grit on L2 acquisition and highlighted that curiosity enhances the ability of learners to persist in challenging language tasks, which in turn, fosters their grit. In a recent study (Lin et al., 2024), it was revealed that curiosity, particularly when combined with self-regulation traits such as perseverance, causes creativity and enduring success in L2 learning. In the study, it was suggested that students with higher curiosity may also demonstrate increased persistence in challenging tasks such as L2 learning. Furthermore, pedagogical approaches that foster curiosity and ease anxiety, such as task-based instruction, were found to boost L2 grit. This finding underscores the significance of curiosity in achieving long-term language proficiency (Ismail et al., 2023).

Self-efficacy is another learner variable that has an essential role in L2 grit development. Research (Yang et al., 2024; Zheng et al., 2022) indicates that self-efficacy enhances grit, resulting in an increased perseverance in L2 learning. Zheng and associates (2022) who probed the influence of emotion regulation and self-efficacy on university students' L2 grit, found that self-efficacy significantly enhances L2 grit by helping students to overcome challenges in the process of L2 learning, which in turn, promotes resilience. Recently, the predictive relationship between self-efficacy and L2 grit among learners in China and Iran was investigated and it was concluded that self-efficacy fosters L2 grit and supports learners' ability to overcome challenges (Yang et al., 2024). Likewise, Fathi et al. (2024) emphasized that self-efficacy, along

with a growth mindset, directly influences L2 grit and L2 achievement. Language learners with higher self-efficacy were revealed to be more inclined to maintain effort and interest in L2 learning (Fathi et al., 2024).

All in all, individual differences such as L2 motivation, L2 anxiety, ideal L2 self, growth mindset, WTC, curiosity, and self-efficacy have been proven to influence language learning outcomes considerably (Dörnyei & Skehan, 2003). Motivation, a key factor in language acquisition, significantly influences L2 grit (Duckworth & Quinn, 2009). Higher grit levels enhance perseverance and improve learning outcomes (Dewaele, 2019; Dong, 2024; Dörnyei, 2009; Wu, 2024). Whereas anxiety can negatively impact second language acquisition by reducing confidence, grit, and academic performance, it was reported that learners who have higher grit in learning English experience less anxiety in the EFL classroom and become more adept at managing their foreign language anxiety (Al-Hoorie, 2018; Heydarnejad et al., 2022). Studies (e.g. Derakhshan & Fathi, 2024; Fathi et al., 2024; Teimouri, 2017) have also shown a direct association between ideal L2 self and L2 grit, with students with a high level of ideal L2 self showing greater grit and driving sustained effort and engagement in language. Another variable, growth mindset, positively correlates with L2 grit levels and academic engagement, whereas fixed mindset negatively impacts language learning interest (Hao, 2023; Khajavy et al., 2021). L2 grit and willingness to communicate (WTC) are key factors in enhancing learners' communicative behavior in L2 contexts (Yao et al., 2024). A significant relationship exists between L2 grit and WTC, with increased L2 grit resulting in a higher level of WTC (Fathi et al., 2021; Yao et al., 2024). Furthermore, curiosity enhances engagement, enjoyment, and grit in L2 learning, leading to persistence, creativity, and long-term success in L2 acquisition (Lin et al., 2024; Teimouri et al., 2022). Similarly, self-efficacy significantly enhances L2 grit development (Fathi et al., 2024; Yang et al., 2024; Zeng et al., 2022). To conclude, motivation, ideal L2 self, willingness to communicate, growth mindset, curiosity, and self-efficacy all positively influence L2 grit while anxiety exerts negative influence on L2 grit. As the interplay of various individual differences significantly shapes language learning outcomes, the overall impact of these factors underlines the significance of promoting a supportive learning atmosphere that nurtures these positive traits.

2.1.3. Second Language Motivation (L2 Motivation)

L2 motivation refers to a set of internal and external factors that shape an individual's enthusiasm to learn a second language and is an essential factor influencing success in language acquisition (Dörnyei & Ushioda, 2009; Gardner, 2001). The intricate and diverse aspects of motivation have led to the emergence of numerous theories within the field of SLA. Gardner's socio-educational model (1985), which emphasizes the significance of attitudes and integrative motivation in SLA, is one of the essential theories of L2 motivation. According to Gardner (2001), integrative motivation, which represents a student's eagerness to integrate into the L2 community, plays a crucial role in successful L2 learning. In other words, integrative motivation highlights the importance of cultural integration and positive attitudes towards L2 speakers in achieving successful language learning (Csizér, 2012). Instrumental motivation, which involves language learning for practical benefits like career advancement, is another essential component (Gardner, 2014). Gardner's model of L2 motivation centered on the integrative motive (Root, 1999), which suggests that learners who have integrative orientation invest more energy in acquiring an L2, consequently achieving higher levels of L2 proficiency (Gardner, 2014).

Some theories have been applied to language learning contexts to offer useful insights into how educational practices can boost learners' motivation by addressing fundamental needs. The self-determination theory (SDT), suggested by Deci and Ryan (2013), proposes that human motivation is driven by three critical psychological needs: autonomy, competence, and relatedness. SDT asserts that fulfilling these needs leads to increased intrinsic motivation, which is crucial for effective learning and personal development (Deci & Ryan, 2013). This theory emphasizes that intrinsic motivation originates from internal satisfaction rather than external rewards and that it is a concept that forms the foundation of many contemporary motivational theories in educational psychology. Expanding on SDT, Dörnyei (1994) introduced a three-level framework for conceptualizing motivation in L2 learning by categorizing it into the language level, the learner level, and the learning situation level. This model incorporates the specific challenges encountered in L2 learning, acknowledging that motivation functions differently across these three levels because of the factors such as language-specific attitudes, individual learner beliefs, and situational influences within learning

environments (Dörnyei, 1994). Dörnyei and Otto (1998) further enhanced this understanding using the Process Model of L2 Motivation that conceptualizes motivation as a dynamic and evolving process. This model divides motivation into preactional, actional, and postactional stages, emphasizing how initial learning motivation, persistence during the learning process, and retrospective self-evaluation influence learners' engagement and ultimate success in acquiring a new language (Dörnyei & Otto, 1998). Furthermore, advanced by Williams and Burden (1997), the Social Constructivist Model considers social interactions and cultural context as essential to learning. They posit that motivation is inseparable from the social environment and that learners are motivated by their social context, their relationships with educators and peers, and the collaborative nature of language acquisition (Williams & Burden, 1997). Taken together, these theories serve a thorough understanding of motivation, particularly in L2 learning and demonstrate how intrinsic factors, evolving processes, and social contexts interact to influence motivation and achievement in multiple ways.

The dynamic systems theory incorporates both cognitive and social factors, highlighting the complex, nonlinear interactions between individual differences and environmental influences that shape L2 motivation as it evolves over time (Liu, 2024). Current studies have highlighted the ever-changing and variable characteristics of motivation in learning an L2. As Dörnyei and Ushioda (2009) mention, motivation is not a stable construct but instead a dynamic phenomenon that can undergo changes within time and could be influenced by internal factors like self-perception and external factors like learning environment and social interaction. This dynamic perspective acknowledges that motivation can fluctuate, either increasing or decreasing, depending on various factors and conditions (Dörnyei & Ushioda, 2009).

Other theoretical advancements, such as the L2 Motivational Self System (L2MSS) have expanded the conceptual framework to encompass the learner's self-concept, specifically the ideal and ought-to L2 selves. This theoretical model proposes that language learners are motivated by their future self-perception and societal expectations (Li & Tai, 2024). Building upon Gardner's work (1985), Dörnyei (2014) proposed the L2MSS, which stands out as a leading framework for understanding L2 motivation. It consists of three main components: the ideal L2 self, which reflects the

learner's desires regarding their L2 proficiency; the ought-to L2 self, which represents the expectations of others and obligations perceived by the learner; and the L2 learning experience, which emphasizes situational and environmental impacts on motivation such as classroom dynamics and teaching methods. This theoretical framework has been extensively validated and continues to serve as a robust paradigm for comprehending L2 motivation (Csizér, 2019).

A current theory known as Directed Motivational Current (DMC) has recently emerged, primarily in the domain of SLA. This theory outlines an intense period of goal-oriented motivation that facilitates sustained efforts towards achieving long-term objectives and illustrates how deeply engaging visions can drive learners to enhance their proficiency levels (Muir & Dörnyei, 2013). DMCs are characterized by the interplay of a compelling vision, a structured pathway that reinforces ongoing effort, and positive emotional feedback (Dörnyei et al., 2014). The seminal research by Dörnyei et al. (2014) emphasized that DMCs operate by establishing a motivational path enhanced by feedback processes, which serve to sustain high levels of engagement and emotional fulfillment as learners progress towards their goals. Nevertheless, a comprehensive review study (Jahedizadeh & Al-Hoorie, 2021) indicated that while DMCs effectively energize learners, they may also result in adverse psychological effects, such as stress and burnout if not appropriately managed. The theoretical foundations of DMCs are aligned with vision-oriented motivation frameworks wherein envisioning future success aids in maintaining long-term motivation (Dörnyei et al., 2014). DMCs combine vision with the dynamic systems theory and highlight how such motivational constructs can evolve within educational contexts (Muir & Dörnyei, 2013).

Emotions, both positive and negative, also play a significant role in L2 motivation. L2 motivation is influenced by affective factors including anxiety and self-confidence. MacIntyre and Gardner (1994) posited that language anxiety adversely affects L2 learning, whereas increased confidence and positive self-perception of language skills can improve motivation and performance. These emotional factors are intricately associated with learners' perceptions of their progress and competence in language acquisition (MacIntyre & Gardner, 1994). Research has demonstrated that positive emotions like joy and pride, exhibit a strong correlation with increased

motivation in L2 learning, whereas negative emotions like stress demonstrate weaker and inconsistent effects on motivation (MacIntyre & Vincze, 2017).

To conclude, the significance of L2 motivation in language acquisition is crucial as it functions as a complex and dynamic force that drives success in second language learning (Dörnyei & Ushioda, 2009). Research indicates that students with strong integrative or instrumental motivation frequently exhibit higher dedication to and proficiency in L2, driven by either an intrinsic desire for cultural assimilation or external objectives like professional advancement (Dörnyei & Ushioda, 2009; Gardner, 2014). Furthermore, L2 motivation, being an individual characteristic, uniquely interacts with learners' personal, social, and emotional environment, which emphasizes its variability and adaptability across time (Dörnyei & Otto, 1998; MacIntyre & Gardner, 1994). This individual variation underscores the necessity for tailored and supportive learning environments that foster positive emotional responses and that is aligned with learners' personal and social motivations (Deci & Ryan, 2013). Moreover, contemporary theoretical models, such as the L2MSS and DMC, provide valuable insights into how goal-oriented motivation and self-perception influence sustained engagement in language learning. They reflect a comprehensive and evolving understanding of motivation as a key factor in L2 achievement (Csizér, 2019; Muir & Dörnyei, 2013).

2.2. Related Research

2.2.1. Relevant Studies on L2 Grit

Research on the relationship between L2 grit and L2 achievement has become a significant topic in the domain of SLA. Much research has proven a positive correlation between L2 grit and L2 achievement. Students with high a level of L2 grit were found not only to perform better on language exams but also demonstrate greater persistence in improving their language skills such as writing, reading, and speaking (Zhang & Zhang, 2023). According to Alamer (2021), studies using the L2 grit scale have consistently shown that higher grit scores are correlated with better language outcomes. Specifically, learners with high L2 grit scores demonstrated improved

language proficiency, particularly in areas demanding long-term effort such as writing and speaking skills.

Teimouri and associates (2022) highlight how language-specific grit contributes to sustained motivation and achievement above general grit. They demonstrate that L2 grit is a significant determinant of L2 achievement which surpasses the influence of domain-general grit primarily due to its strong relationship with sustained motivation in L2 learning. They also state that learners with higher degrees of L2 grit tend to attain higher levels of proficiency in that L2. Likewise, Botes et al. (2024) maintained that L2-specific grit surpasses domain-general grit in predicting L2 learning outcomes and academic achievement. Moreover, in their study, Jian and Xinli (2024) found that L2-specific grit has a substantial influence on academic performance and learner engagement particularly over extended periods.

Elahi Shirvan and Alamer (2022) who studied the mediating role of L2 grit in the interplay between basic psychological requirements and L2 achievement found that grit enhances language learning outcomes by fostering perseverance in the face of challenges. They discovered that perseverance of effort (PoE), a crucial component of L2 grit, is positively connected with L2 achievement while consistency of interest (CoI) is not an important predictor of students' English course results (Elahi Shirvan & Alamer, 2022). The study conducted by Liu and colleagues (2022) also disclosed that L2 grit, particularly PoE, is a significant predictor of long-term language achievement among high school students, which confirms its long-lasting impact on learners' achievements. Khajavy and Aghaee (2024) mentioned that although several studies failed to demonstrate an obvious link between L2 grit and L2 success, others including their own study revealed a strong positive relationship between them, especially when learners included personal bests in their language learning strategies. Sudina and Plonsky (2021) conducted a study among Russian L2 and L3 learners and the findings demonstrated that sustained effort is a key predictor of achievement in language acquisition. It was found that students with higher grit are more inclined to achieve better proficiency and performance. A comprehensive review by Wang (2024) also confirmed these results. The researcher noted that most empirical studies affirm the strong connection between L2 grit and L2 achievement. In a recent meta-analytic study (Sun & Xu, 2024) on 24 empirical studies carried out from 2017 to 2023, a

positive correlation between L2 grit and L2 achievement was reported, which implies that greater L2 grit correlate with improved L2 performance.

The relationship between L2 grit and L2 motivation has also been explored in some studies (e.g., Feng & Papi, 2020; Teimouri et al., 2022; Wu, 2024). Research has demonstrated that L2 motivation, frequently structured through frameworks like Dörnyei's L2 Motivational Self System, significantly influences L2 grit (Liu, 2024). L2 grit has frequently been related to higher levels of L2 motivation. Teimouri and colleagues (2022) found a positive correlation between L2-specific grit and L2 learners' motivation, which indicates that learners exhibiting higher levels of grit have a greater level of motivation to persist in their language studies. Perseverance of Effort (POE), a crucial component of grit, has been proven to affect persistence and motivational intensity in L2 learning (Feng & Papi, 2020). In their study, Feng and Papi (2020) identified POE as a key determinant of motivational intensity, which shows that sustained effort enhances motivational drive. Recently, Wu (2024) carried out a study on English majors in China and concluded that higher levels of L2 motivation foster greater grit, enabling learners to overcome challenges more effectively than non-English majors who frequently exhibit a deficiency in systematic and persistent efforts. Thus, it was stated that motivational factors can either enhance or hinder grit based on the learner's emotional and cognitive states. In another study (Mei et al., 2024) conducted with Chinese EFL learners, it was revealed that L2 grit is directly associated with L2 motivation. Besides, Chou (2023) who focused on the effect of proficiency in English and L2 grit on learning strategies mediated by expectation of achievement and perceived task difficulty, concluded that L2 grit can predict learners' motivation and performance in language activities.

The interplay between L2 grit, L2 motivation, and L2 achievement has also been an important focus of SLA research. Research conducted by Teimouri and colleagues (2022) revealed a positive correlation between L2 grit and both language learning motivation and achievement and they reported L2 grit as a crucial predictor of L2 achievement. The PoE component of grit is stated to regulate the relationship between future L2 self-guides and motivational intensity, which indicates that L2 grit can transform motivational constructs into persistent L2 learning behaviors and ultimately, achievement (Feng & Papi, 2020). In another study carried out by Pawlak

and associates (2024), it was discovered that domain-specific grit is more strongly correlated with motivation and success than general grit. Chen and colleagues (2021) probed the association between L2 grit, motivation, and L2 achievement among Japanese learners. The study demonstrated that students exhibiting higher L2-specific grit displayed enhanced motivation and superior English language proficiency. As a result, L2 grit was revealed to be significantly correlated with L2 motivation constructs including self-efficacy in reading and listening and was reported to be a predictor of improved performance. Positive self-perception and reduced anxiety in language tasks were revealed to contribute to increased motivation, grit, and achievement.

2.2.2. Relevant Studies on L2 Grit in the Turkish EFL Context

In the Turkish EFL context, there are few studies that focused on EFL learners' L2 grit. Akyıldız (2020), for instance, conducted a study with 252 college learners who received English classes at an English preparation school to scrutinize grit levels in terms of different proficiency levels and determine if there is a relationship between L2 achievement and grit. The findings revealed a positive correlation between grit and exam scores. Participants who reported that they would act in a gritty way in scenarios that are representatives of situations in which learning English serves an aim in consistent with their own interests tended to get higher scores from the exams. Since the area of interest of the learners stimulated them to learn English in a grittier way, they obtained higher exam scores and became more successful EFL learners.

The study of Taşpınar and Külekçi (2018) pointed out the importance of grit in EFL classrooms, particularly regarding goal-setting behaviors and long-term perseverance and emphasized the positive effect of grit on students' L2 achievement. Jalilzadeh and associates (2022) who carried out comparative research on EFL learners' grit in Iran, Türkiye, and Iraq, found significant differences in grit levels across the participants from these nations. Turkish EFL learners were revealed to display lower levels of grit than Iranian learners and a significant observation was that grit levels increase with learners' English proficiency levels irrespective of the learners' native language (Jalilzadeh et al., 2022). This demonstrates that perseverance and passion for language acquisition are essential as students progress in their

linguistic proficiency and suggests that grit is a key determinant of L2 achievement as proficiency increases (Jalilzadeh et al., 2022).

In another study, Kırmızı et al. (2023) explored the relationships between L2 grit, mindsets, and the L2 motivational self-system (L2MSS) and revealed that L2 grit substantially impacts learners' motivational self-system, thereby influencing their perceptions of future language learning identities and their motivation to persevere. Recently, in his biblio-systematic review study, Demir (2024) emphasized a strong relationship between L2 grit and motivation. Solhi and associates (2023) investigated the link between L2 grit, emotion regulation, and boredom coping strategies among Turkish EFL students. Using a sample of 259 students, they discovered that higher grit levels were strongly linked to better coping and enhanced emotion regulation strategies (Solhi et al., 2023). The findings signified that L2 grit significantly affects the emotional and motivational aspects, and the researchers suggested the use of pedagogical approaches that emphasize the significance of fostering grit in L2 contexts (Solhi et al., 2023). It was concluded that grit helped students to maintain motivation and emotional stability in challenging learning situations, which leads to better classroom engagement and persistence despite emotional and motivational difficulties (Solhi et al., 2023).

In sum, little research on L2 grit has been carried out in the Turkish EFL setting. The existing studies have focused on examining the role of grit in English language success or motivation among Turkish EFL learners. For instance, the study of Akyıldız (2020) demonstrated a positive correlation between grit and academic performance in English, with students showing higher grit levels tending to score better on exams. Similarly, Taşpınar and Külekçi (2018) highlighted the significance of grit in goal setting and perseverance, linking it positively to L2 success. A comparative study by Jalilzadeh et al. (2022) revealed that grit levels increased with proficiency, implying that grit is a predictor of language achievement. Another research study (Kırmızı et al., 2023) indicated that L2 grit influences motivational factors, impacting students' perceptions of future language use and their commitment to learning. Additionally, Demir (2024) affirmed the connection between grit and motivation while Solhi et al. (2023) found that high grit levels aid emotion regulation and coping in challenging situations, thereby enhancing engagement. All in all, these

studies accentuate the significance of fostering grit in improving L2 learning outcomes in EFL classrooms.

2.2.3. Gaps in the Literature

Grit, which refers to perseverance and passion for long-term goals (Duckworth et al., 2007), has recently gained attention as a crucial factor in L2 learning. Prior research demonstrates that L2 grit provides a unique understanding of learner persistence, extending beyond general motivational constructs. Grit is also stated to significantly predict L2 achievement (Elahi Shirvan & Alamer, 2022; Khajavy et al., 2020; Teimouri et al., 2021). The literature on L2 grit, while developing, contains various significant gaps that require further investigation.

Firstly, most studies have concentrated on either the direct link between L2 grit and L2 motivation or the one between L2 grit and L2 achievement, leaving a gap in comprehending their combined effect in L2 learning settings. In other words, despite an increasing amount of research into L2 grit, L2 achievement, and L2 motivation independently, existing research has often examined these variables separately or in pairs. There is little available literature (Elahi Shirvan & Alamer 2022; Feng & Papi, 2020; Teimouri et al., 2022) on the relationships between these three individual difference variables. Besides, no single study exists which investigates the probable relationships between these learner variables in the Turkish EFL context. Therefore, a comprehensive study of their triadic relationships is needed to offer a clearer picture of how these variables interact with and influence each other in the EFL context and to expand the body of literature by addressing the gap.

Secondly, as Teimouri et al. (2021) mention, L2 grit positively affects achievement and language learning motivation beyond general grit, yet its unique role in various L2 contexts requires further study. Most of the studies employed domain-general scales (Duckworth, 2007; Sudina et al., 2021) and measured learners' grit globally rather than locally with reference to the setting of L2 learning. Hence, further studies which use a language-domain-specific measure of grit are needed to determine learners' grittiness with respect to L2 learning or L2 use (Teimouri et al., 2022).

Lastly, most research has focused on specific cultural contexts, such as Iranian or Chinese EFL learning settings, resulting in a deficiency in studies examining the functioning of L2 grit across a broader array of cultural and linguistic settings (Wei et al., 2020). Researchers have recommended broadening the research to encompass a greater variety of multilingual and culturally diverse groups. Additionally, Teimouri and associates (2022) pointed out that most of the studies on grit including L2 grit were carried out in Western contexts. Despite the growing agreement on the importance of L2 grit, empirical evidence on the impact of cultural variations on the development of grit in L2 learners from different cultural backgrounds is limited. It is a fact that the impact of L2 grit differs across cultural and educational settings and a restricted amount of research has been carried out within the Turkish EFL setting. The investigations into L2 grit are relatively recent in Türkiye and that is the reason behind the fact that they are very intriguing in the EFL setting. As this construct is deeply influenced by the context, there is a great need to see its interaction with L2 motivation and L2 achievement within the framework of EFL in Türkiye and to contribute to the underexplored areas in the literature.

3. METHODOLOGY

3.1. Research Design

Methods of data gathering that generate numerical data which are subsequently analyzed employing statistical methods are referred to as quantitative research design (Dörnyei, 2007). Quantitative research refers to a systematic and empirical study of observable phenomena using statistical, mathematical, or computational techniques and specifically aims to collect objective and verifiable information (Creswell & Creswell, 2017). Highly regarded for its capacity to provide findings that may be applied to a larger population, the method in question is defined by its systematic approach, using instruments such as surveys and questionnaires to gather data, which are then processed by statistical analysis to derive conclusions or test hypotheses (Creswell & Creswell, 2017). Accordingly, in the current research, a quantitative research design was adopted.

3.2. Setting

The current study was conducted at a vocational school of a state university in Türkiye in the spring term of 2023-2024 academic year. The students study for two years at this vocational school and major in fields such as Business Management, Electrical Technology, Electronic Communication Technology, Computer Technology, Automotive Technology, Mechatronics Technology, Aircraft Technology, and Construction System Technology. English is a compulsory course in all departments. Students receive four hours of English lessons per week each semester. These hours are mainly employed for a primary course that combines all language skills into one lesson. There is no proficiency test at the beginning of the academic year. The goals of the school are to provide learners with a linguistic knowledge and enable them to achieve the needed level of English proficiency in a professional setting. Therefore, all four skills have importance in the curriculum.

Regarding the assessment and evaluation throughout the semester, students take one midterm exam and one final exam. At the end of the academic year, their final grade is calculated using 40% of the midterm exam score and 60% of the final exam score. Students pass the course when their composite score for the term is at least 50 out of 100.

3.3. Participants

In this study, convenience sampling method -a non-probability sampling method in which participants are selected based on certain practical criteria such as geographical proximity, easy accessibility, and willingness to volunteer, was used to select the sample from which the quantitative data were collected. In other words, a convenience sample consists of the participants who are readily available for research (Wallen & Fraenkel, 2013). According to Muijs (2010), this sampling method is one of the most widely employed methods in educational research and is highly efficient in terms of time, money, and effort. This study was carried out with a total of 500 EFL students, 250 of which were first grade students and 250 of which were second grade students studying at a vocational school of a state university in Türkiye in the spring semester of the 2023-2024 academic year and receiving four hours of English classes per week. Demographic information about the participants is given in Table 1.

Table 1. Information on the Participants' Demographics

Variables	N	%
Age		
18	50	10.0
19	114	22.8
20	149	29.8
21	140	28.0
22	47	9.4
Total	500	100
Grade		
1	250	50.0
2	250	50.0
Total	500	100
Type of High School Graduated		
Anatolian High School	379	75.8
Vocational & Technical Anatolian High	47	9.4
High School of Science	18	3.6
High School of Social Sciences	12	2.4
Other	44	8.8
Total	500	100
Self-Rated English Proficiency Level		
Very poor	29	5.8
Poor	142	28.4
Average	225	45.0
Good	79	15.8
Very good	25	5.0
Total	500	100

All the participants were male. 50 (10 %) participants were at the age of 18, 114 (22.8 %) of them were at the age of 19, 149 (29.8) participants were at the age of 20, 140 (28.0 %) of them were at the age of 21, and there were 47 (9.4 %) participants aged 22. The participants attended high schools with different curricula. 379 (75,8 %)

students graduated from an Anatolian high school, 47 (9,4 %) of them graduated from a vocational and technical Anatolian high school, 18 (3,6 %) of them from high school of science, 12 (2,4 %) of them graduated from high school of social sciences, and 44 (8,8 %) of them graduated from high schools other than the four schools mentioned above. Regarding the self-rated English proficiency levels, 29 (5,8 %) participants rated their proficiency in English as very poor, 142 (28.4 %) of them as poor, 225 (45 %) of them as moderate, 79 (15.8 %) of them as good, and 25 (5.0 %) of them rated their proficiency as very good.

3.4. Instrumentation

In this study, the data were collected through a composite survey instrument consisting of two parts (see Appendix-B, C). Course achievement was another key variable in the present study and it was evaluated based on the overall scores of the semester. Further details about the instrument are provided below.

Questionnaire

The initial section of the questionnaire includes a set of questions concerning the participants' age, grade level, the type of high school that they graduated from, their self-perceived English proficiency level, and English course grade. As shown in the table below, in the following section of the instrument, 19 items are used to determine the learners' L2 grit (item 1-9) and L2 motivation (item 10-19).

Table 2. An Overview of the Questionnaire Items

Scale	Items	Number of Items	Type of Scale
			5-Point Likert Scale
L2 Grit Scale	1-9	9	1=Not like me at all, 2=Not much like me, 3=Somewhat like me, 4=Mostly like me, 5=Very much like me
			6-Point Likert Scale
L2 Motivation Scale	10-19	10	1=Strongly disagree, 2=Disagree, 3=Slightly disagree, 4=Slightly agree, 5=Agree, 6=Strongly agree

In the first nine items, the participants were required to demonstrate how gritty they were to learn English. All the items were measured using a 5-point Likert-type scale ranging from 1 ‘not at all like me’ to 5 ‘very much like me’. In the next ten items, they were required to respond to the statements using a 6-point Likert type scale, selecting a response from 1 ‘strongly disagree’ to 6 ‘strongly agree’. The next section provides a detailed explanation of the scales used in the instrument.

L2 Grit scale

The L2 Grit scale developed by Teimouri and associates (2022) consists of nine items and measures the learners' grit levels in learning a second/foreign language. It is a language-domain-specific grit scale that specifically measures students' grit in L2 learning environments. The scale consists of two subcomponents: consistency of interest (CoI) and perseverance of effort (PoE). CoI measures changes of students' interest during L2 learning and PoE assesses how persistent learners are in achieving their L2 goals (Teimouri et al., 2022). In the scale, perseverance of effort is measured by the items numbered 1,3,5,6,9 and consistency of interest is measured by the items 2,4,7,8. All the items are measured using a five-point Likert-type scale ranging from 1 'not at all like me' to 5 'very much like me'. A higher score from a participant for a situation listed in the questionnaire statements indicates that the participant is acting grittier in that particular situation. That is, higher scores correspond to higher levels of grit. The reference study reported a Cronbach's alpha value of $\alpha = .80$ for the scale (Teimouri et al., 2022).

In order to minimize any potential impact resulting from the participants' low proficiency in English, such as misinterpretation or complete lack of comprehension, and to facilitate the participants' understanding of the statements, the scale was translated into Turkish using translation and back translation procedures (Brislin, 1970). Firstly, the translation of the scale into Turkish was carried out by three different professional majors in English. A Turkish language academic expert reviewed the translations provided by the professionals to ensure the naturalness of Turkish. The next step involved a back translation which was conducted by another group of three translators who held equivalent qualifications. It was conducted from the Turkish version without consulting the initial English version in its original form (Geisinger, 1994). Following that, the two translations were reviewed and integrated into one unified version by two academic experts to ensure equivalency. Afterwards, three expert bilingual raters with at least a Master's degree in English were requested to rate the synonymy between the Turkish and English versions on a 10-point scale. 1 indicates no relationship at all, with 10 being 100% synonymous. The examination of the raters' answers revealed an average score of 9.7/10, which is a high equivalence. In the last phase, a new group of three expert raters who had matching qualifications

evaluated the equivalence between the original English version and the back translated English version. The result of the analysis indicated an average score of 9.3/10, which suggests a satisfactory level of meaning correspondence between them. Therefore, it was reasonable to assume that the Turkish version adequately reflected the content included in the items of the original L2 grit scale. In the current research, the Cronbach's alpha coefficient for the Turkish version of the scale was calculated to be $\alpha = .78$, which is an acceptable reliability coefficient (Büyüköztürk, 2009).

L2 Motivation Scale

The ten-item intended effort scale, one of the subscales of the questionnaire developed by Taguchi et al. (2009), was employed to measure the participants' motivation to learn English. The respondents were instructed to provide answers to the statements using a 6-point Likert-type scale, selecting one response from 1 'strongly disagree' to 6 'strongly agree'. In the reference study (Taguchi et al., 2009), based on the Cronbach's alpha coefficient, the internal consistency of the scale was computed to be $\alpha = 0.83$. Translation and back translation methods were employed to translate the scale into Turkish in order to avoid any misunderstanding. Three expert bilingual raters with at least a Master's degree in English were requested to assess the level of alignment between the Turkish and English versions using a 10-point scale. The examination of the raters' answers provided an average score of 9.5/10, indicating a strong correspondence in meaning. Another set of qualified raters evaluated the synonymy between the initial English version and the English version that was back-translated from Turkish. With an average score of 9.1/10 on a 10-point scale, the level of equivalency was accepted as satisfactory. In this research, a Cronbach's alpha value of $\alpha = .91$ was calculated for the Turkish version of the scale, demonstrating a strong internal consistency for the instrument.

Before the main study, a group of volunteers participated in piloting the survey instrument. The objective was to check for any potential problems with the scales (i.e., L2 grit scale and L2 motivation scale) intended for use in the main study. As a result of the piloting procedure, no difficulties were noted or reported in the administration of the instrument.

3.5. Procedure for Data Collection

Prior to initiating the data gathering procedure, the researcher sought permission from Balıkesir University Ethics Commission (see Appendix D). After the investigation, the commission confirmed that the study adhered to the ethical principles of Balıkesir University, and it was approved to be carried out as planned. Furthermore, approval for data collection was gained from the vocational school where the study was conducted.

The research took place between the 10th and 14th weeks of the spring term of 2023-2024 academic year. The data were gathered during the learners' usual class hours. Considering the ethical issues, the participants were asked to give their consent to participate in the study after being provided with an explanation of its main objectives. The participants were assured that their answers would be kept anonymous and confidential. After clarifying the participants' rights with respect to the study, the researcher provided them with an informed consent form (see Appendix A). The learners who agreed to participate in the study received the questionnaire after signing the consent form. For each class, the survey instrument administration took about 15 minutes. Throughout the process, the researcher was accessible in the classroom in order to clarify any point that the participants might find incomprehensible.

One of the variables in this study was achievement in the English course, which represents the level of attainment that students receive to meet the course objectives in an academic semester. It was assessed based on the composite scores obtained by the end of the academic term. The learners' course achievement scores were calculated using the results of their midterm and final exams, which were gathered from the student affairs division of the vocational school at the end of the academic term.

3.6. Data Analysis

3.6.1. Rationale for the Use of Parametric Tests

A test of normality was conducted employing the Kolmogorov-Smirnov test and Shapiro-Wilk test to find out whether parametric or non-parametric tests would be

more suitable to analyze the available data. The findings indicated that the data were not normally distributed. Both the Kolmogorov-Smirnov test and Shapiro-Wilk test indicated statistically significant values ($p < .05$) for the variables in the study, indicating a non-normal distribution. The results are presented in Table 3.

Table 3. Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
L2 Grit	.074	500	.000	.982	500	.000
L2Motivation	.053	500	.002	.983	500	.000

a. Lilliefors Significance Correction

The initial analysis revealed non-normally distributed data. Nevertheless, according to Pallant (2020), this is common in large samples, and the correct structure of distribution is visible in histograms or normal probability plots (Q-Q plots). Therefore, the Q-Q plot of each variable was examined. It was observed that they indicated a normal distribution with notably straight lines. The following figures show the findings for each variable.

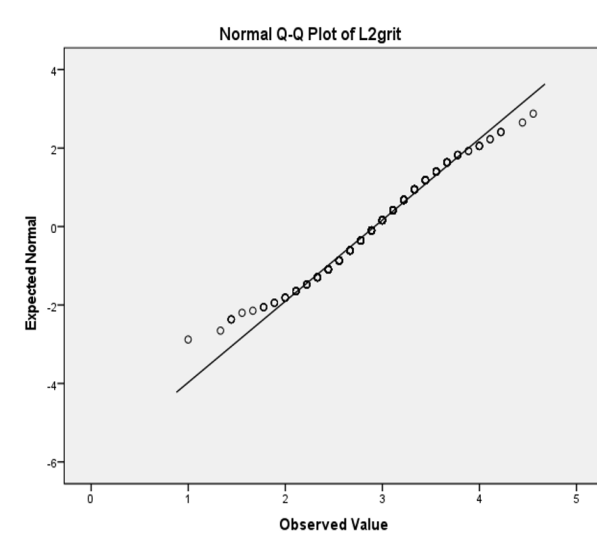


Figure 1. Normal Probability Plots of L2 Grit

The data of the L2 Grit appeared to be normally distributed, as seen by the fairly straight line of scores in Figure 1.

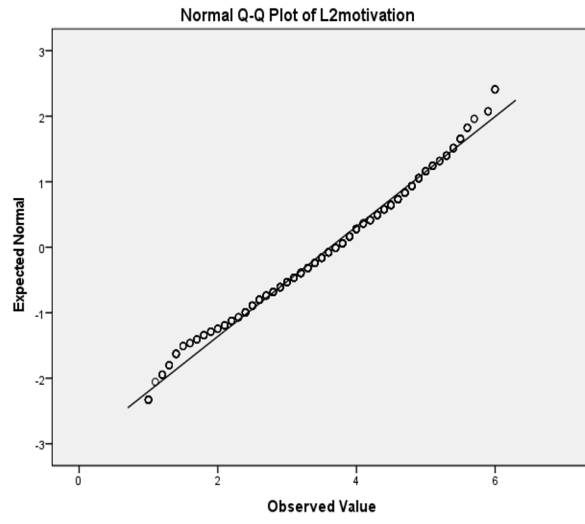


Figure 2. Normal Probability Plots of L2 Motivation

As seen in Figure 2 above, the L2 Motivation data as well seemed to follow a normal distribution with an almost straight line. Thus, even though the numerical results of the Kolmogorov-Smirnov and Shapiro-Wilk tests demonstrated a non-normal distribution, the graphical representations of the Q-Q plots showed a normal distribution for both tests. Furthermore, the skewness and kurtosis values for each variable were between $[-2, +2]$ (for L2 grit, skewness = $-.221$, kurtosis = 1.226 ; for L2 motivation, skewness = $-.235$, kurtosis = $-.564$). Based on the normal probability plots displayed in the figures above and the values of skewness and kurtosis, the researcher decided to use parametric tests instead of non-parametric alternatives.

3.6.2. Tests Employed

The data analysis was performed in compliance with the research questions. The data obtained from the questionnaires were analyzed descriptively via the IBM Statistical Package for the Social Sciences (SPSS) 21. Before the analysis, all the negatively keyed items in the L2 grit scale were reverse-coded. To find an answer to the first research question, descriptive statistics such as frequencies, percentages, mean

scores, and standard deviations were calculated. The next three questions concerning the impact of grade level, self-perceived English proficiency level, and type of high school being graduated from on learners' L2 grit were analyzed through independent samples t-test and one-way analyses of variance, respectively. Pearson product-moment correlation coefficients were calculated to find an answer to the fifth research question and assess the possible relationships between L2 grit, L2 motivation, and L2 achievement. Finally, the last research question was analyzed through simple standard regression analyses which were conducted to determine the extent to which variability in participants' L2 grit can be predicted by L2 motivation and L2 achievement. According to Pallant (2020), to perform regression analysis, a minimum of eight participants for each independent variable and additionally 50 participants were required. As this study two independent variables, 66 participants would be adequate. Thus, the sample size of this study ($n = 500$) was sufficiently large for the regression analysis.

4. FINDINGS AND DISCUSSION

To obtain answers to the research questions of the current study, appropriate statistical tests were performed on the quantitative data. In this chapter, the results of the data analysis for each research question will be provided. The findings will also be discussed in the light of the literature.

4.1. Research Question 1: What are EFL learners' perceived levels of their L2 grit?

The first RQ of the study seeks to understand the learners' perceived levels of their L2 grit. For this purpose, descriptive statistics were employed. In accordance with Kalra (2017) and Wimolmas (2013), the mean scores were classified into three groups through the use of the formula 'maximum value of mean score (5.00) – minimum value of mean score (1.00)/number of categories (3). So, the mean scores which were between 1.00-2.33 were categorized as low L2 grit, those which were between 2.34-3.67 were recognized as moderate L2 grit and those between 3.68-5.00 were accepted to be high L2 grit. Table 4 displays the mean scores and standard deviations of each item in the L2 grit scale.

Table 4. Descriptive Statistics: Mean Scores and Standard Deviations of L2 Grit Scale Items

Item Description	Mean*	SD
1. Ben gayretli bir İngilizce öğrencisiyim.	3.24	1.13
2. İngilizce öğrenmeye olan ilgim yıldan yıla değişir.	3.26	1.21
3. İngilizce söz konusu olduğunda, çalışkan bir öğrenciyim.	3.05	1.15
4. Sanırım İngilizce öğrenmeye olan ilgimi kaybettim.	2.29	1.23
5. İngilizce öğrenmeye karar verdiğimde, bu hedefime ulaşmamı hiçbir şey engelleyemez.	3.51	1.18
6. Hiçbir şeyin beni İngilizce öğrenmedeki ilerleyişimden alıkoymasına izin vermeyeceğim.	3.14	1.17
7. İngilizce öğrenmeye eskisi kadar ilgi duymuyorum.	2.64	1.38
8. Geçmişte İngilizce öğrenme konusunda takıntılıydım ancak son zamanlarda ilgimi kaybettim.	2.54	1.36
9. İngilizcedeki zayıf yönlerimi geliştirmek için çok zaman ve çaba harcarım.	2.58	1.15
Total L2 Grit Score	2.92	.48

* 1.00- 2.33: Low; 2.34-3.67: Moderate; 3.68-5.00: High.

As presented in the table above, the participants' overall L2 grit mean score was revealed to be moderate ($M=2.92$, $SD=.48$). All items, except for item four, indicated a moderate mean value. Item five had the highest L2 grit mean score ($M = 3.51$, $SD = 1.18$), showing that the participants were somewhat gritty to reach their goal once they had decided to learn English. Item two had the second highest mean value ($M = 3.26$, $SD = 1.21$), which indicated that the learners' interests in EFL learning were prone to change from year to year. The mean value of item one was also remarkable ($M = 3.24$, $SD = 1.13$), presenting the participants to some extent as diligent L2 learners. As for the mean value of item six ($M = 3.14$, $SD = 1.17$), it suggested that the EFL learners exhibited a medium level of passion and perseverance when it came to making progress in learning English. As can be understood from the mean value ($M = 3.05$, $SD = 1.15$) of item three, the participants are somewhat hard-working EFL learners. As the mean value of item seven indicated ($M = 2.64$, $SD = 1.38$), the participants stated they have not lost their interest in learning English. The mean score for item nine revealed that ($M = 2.58$, $SD = 1.15$) they were not very gritty in putting time and effort into improving their weaknesses in English. Considering the mean score of item eight ($M = 2.54$, $SD = 1.36$), it can be stated that the participants have not lost interest in learning English recently and they are still moderately obsessed with learning English. Item four which has the lowest mean score ($M = 2.29$, $SD = 1.23$) also showed that EFL learners had not lost their interest in learning English.

As aforementioned, the participants' overall L2 grit mean score was revealed to be moderate. This result is in line with that of Yao and associates (2024) who also found that learners possess a moderate degree of L2 grit. A similar finding was also reported by Dong (2024) who conducted a study with 205 students taking general English classes at the university. This result is further consistent with that reported by Ebn-Abbasi et al. (2024), Lee (2020), Alamer (2021), Ebn-Abbasi & Nushi (2022), and Wang & Ren (2024) who reached the conclusion that L2 learners have a moderate level of passion and perseverance in achieving long-term proficiency in an L2. However, the result of the present study does not support some prior research that reached high mean scores. Liu et al. (2023), for instance, obtained a rather high grit mean score with 1319 high school students. A possible explanation for this high L2

grit score might be the different educational levels of the participants and the size of the sample.

Further contradictory findings that show high grit scores are those of Feng and Papi (2020), Yang et al. (2024), Botes et al. (2024), and Khajavy et al. (2021). Several factors may explain these differences. Firstly, the participants of this study consisted only of male students, whereas studies with high L2 grit mean scores included both male and female participants. Secondly, this inconsistency may be due to the fact that previous studies were carried out in different countries and the participants in each study had a different first language. Lastly, the discrepancy between the results of the present study and those of the former research with high mean scores may be attributed to differences in learners' motivation for L2 learning. Considering that establishing a specific objective can enhance L2 grit, it is remarkable that the participants of this study are EFL learners, and they do not pursue English language learning for professional purposes in contrast to the participants in earlier studies (Teimouri et al., 2022).

4.2. Research Question 2: Does grade level significantly affect EFL learners' L2 grit?

An independent sample t-test was employed to find out if the grade level of the participants significantly affect their L2 grit. The participants are split up into two independent groups: 1st grade learners and 2nd grade learners. Both groups equally consisted of 250 participants. The findings of the independent sample t-test are presented in the table below.

Table 5. The Effect of Grade Level on EFL Learners' L2 Grit

	Grade	N	Mean	SD	MD	t	df	Sig.
L2 Grit	1	250	2.91	.48				
	2	250	2.92	.48	0.0102	.236	498	.813

As seen in the table, the findings revealed no statistically significant difference between 1st graders ($M = 2.91$, $SD = .48$) and 2nd graders [$M = 2.92$, $SD = .48$; $t(498) = .236$, $p = .813$] in terms of their L2 grit. Given the very small effect size (eta squared = .0001), it can be suggested that grade had no significant effect upon the students' perceived levels of L2 Grit.

These findings are consistent with those of Zawodniak et al. (2021), who also pointed out that the differences in the L2 grit mean scores of 1st and 2nd graders were small and not statistically significant. Zawodniak and associates (2021) stated that these results were not surprising since the students were English majors who had consciously chosen to master the language for future professional purposes. Furthermore, to remain in the program, the participants must exhibit superior proficiency in all language skills and subsystems, regularly assessed through intensive course components and challenging end-of-year exams.

While similar results were obtained, the sample group in the current research differed from the sample group of Zawodniak et al. (2021) in that the participants were English majors and had a professional purpose for the future. However, both sample groups were comparable in terms of the academic performance required in their challenging end-of-year exams, taking into account that the participants in this study were required by school regulations to retake all the courses of that semester if they failed even a single course, which may explain why their grit for second language learning remained consistent throughout the two academic years.

4.3. Research Question 3: Is there any significant difference in EFL learners' L2 grit with regard to the type of high school being graduated from?

The current study also attempted to investigate if there was any significant difference in the students' L2 grit in terms of the type of high school that they graduated from. In this respect, the mean scores of five high school types were compared using one-way analysis of variance. Descriptive statistics (mean scores and standard deviation) for the five groups can be seen in Table 6.

Table 6. The Results of the Descriptive Statistics (ANOVA)

Type of high school	N	Mean	SD
Anatolian High School	379	2.91	.48
Vocational&Technical Anatolian High	47	2.95	.40
High School of Science	18	3.03	.52
High School of Social Sciences	12	2.75	.65
Other	44	2.92	.45
Total	500	2.92	.48

As seen in the table, 18 graduates of science high school had the highest levels of grit with a mean value of 3.03 (SD = .52), while 12 graduates of social sciences high school had the lowest mean score (M= 2.75, SD = .65). The mean score for 47 vocational and technical high school graduates' grit levels was 2.95 (SD = .40) while the one for 379 Anatolian high school graduates' grit levels was 2.91 (SD = .48). Finally, the mean value for the grit levels of the students who graduated from schools other than these four schools was 2.92 (SD = .45).

Table 7. L2 Grit Differences with Regard to the Type of High School Being Graduated from

	Sum of Squares	df	Mean Square	F	Sig.*
Between Groups	.598	4	.150	.639	.635
Within Groups	115.946	495	.234		
Total	116.544	499			

* $p < .05$

The results revealed that all high school types, despite having different means, ultimately represented a moderate mean value. The findings of the one-way ANOVA displayed no significant difference at the $p < .05$ level in learners' L2 grit level for the five high school groups [$F(4, 495) = .63, p = .635$]. Thus, it can be concluded that

there was no difference in the learners' L2 grit levels concerning the type of high school that they graduated from.

It seems possible that these results are due to the fact that even though the number of English lesson hours varies across the types of high schools from which the participants graduated, the English curriculum is similar in all types of high schools since English is a compulsory course. Thus, this may have resulted in the participants developing similar levels of L2 grit. Another possible explanation for this could be that at the vocational school of the university where the current study was carried out, irrespective of their prior proficiency in English, each student was provided with the opportunity to start from the beginner level and address the deficiencies that they could not overcome in high school. This opportunity may have reduced the influence of participants' high school type on their grit to learn English, potentially enabling them to attain similar levels of L2 grit.

4.4. Research Question 4: Is there any significant difference in EFL learners' L2 grit in terms of their self-perceived proficiency in English?

This RQ aimed to explore whether there was any significant difference in EFL learners' L2 grit in accordance with their self-perceived proficiency level. In this regard, the mean scores of five self-perceived proficiency levels were compared via one-way analysis of variance. Descriptive statistics for the five groups are presented in table 8.

Table 8. L2 Grit Differences in Terms of Self-Perceived Proficiency in English

Self-perceived proficiency in English	N	Mean	SD
Very poor	29	2.54	.56
Poor	142	2.77	.46
Moderate	225	2.97	.44
Good	79	3.03	.42
Very good	25	3.29	.54
Total	500	2.92	.48

As presented in the table, the participants from all proficiency levels displayed a moderate level of L2 grit. 25 participants rated their English proficiency as very good and this group had the highest L2 grit mean score ($M= 3.29$, $SD = .54$). 29 of the participants rated themselves as very poor in English proficiency. The mean value of their L2 grit level was 2.54 ($SD = .56$), which was the lowest one among the five groups. 79 of the participants rated their proficiency in English as good with a mean score of 3.03 ($SD = .42$) while 225 who rated themselves as moderate in English proficiency had a mean score of 2.97 ($SD = .44$). Of the participants, 142 thought that they had a poor English proficiency and they had a mean score of 2.77 ($SD = .46$). Therefore, considering the mean values of the participants' L2 grit levels and their self-perceived proficiency levels, a significant difference can be assumed in their L2 grit in terms of their self-perceived proficiency in English.

Table 9. Analysis of Variance: L2 Grit Differences in Terms of Self-Rated Proficiency Levels

	Sum of Squares	df	Mean Square	F	Sig.*
Between Groups	12.428	4	3.107	14.772	.000
Within Groups	104.116	495	.210		
Total	116.544	499			

* $p < .05$

As illustrated in Table 9, the findings of the one-way analysis of variance also suggested that there was a statistically significant difference at the $p < .05$ level in L2 grit scores for the five self-rated proficiency groups [$F(4, 495) = 14.77$, $p = .00$]. The effect size, computed using eta squared was .10, implying that the real difference in mean scores between the groups was moderate (Cohen, 1988).

This result reflects that of the study carried out by Teimouri and associates (2022) who discovered that the students with greater grit perceive themselves as more proficient in English, reflecting the confidence fostered by their perseverance. This finding also seems to accord with that of Badiei et al. (2023) who showed that L2 grit

and perceived English proficiency are moderately connected. This highlights that students' perseverance and passion in L2 learning correspond with their confidence in L2 proficiency. A possible explanation for these similar findings might be that EFL students with high L2 grit levels welcome challenges and practise more. Thus, this enhances their language abilities and self-efficacy, which in turn, affects their self-rated L2 proficiency. It may be that gritty learners are more inclined to persist in language challenges and preserve their efforts, resulting in improved language skills and higher perceived proficiency in English.

Although the result of the fourth RQ is broadly consistent with earlier research, it differs from that of Akyıldız (2020) who found that L2 grit score shows no significant difference across proficiency levels. This inconsistency may be attributed to variations in contextual factors that influence L2 grit and perceived proficiency in English. This discrepancy may also be accounted for by the fact that grit is not a stable trait and varies depending on external factors. The participants of the current research have been placed in supportive educational settings such as English club activities, book reading activities, and self-study activities, which may have fostered grit and differentiated it across self-perceived proficiency levels, whereas the participants of the study conducted by Akyıldız (2020) may have been in environments in which factors such as teaching quality and resources had a greater impact than individual grit, thus reducing the observable effect of L2 grit.

4.5. Research Question 5: What are the interrelationships between EFL learners' L2 grit, L2 motivation, and L2 achievement?

The relationships between L2 grit, L2 motivation, and L2 achievement were examined through Pearson product-moment correlation coefficient. To guarantee no violation of the assumptions of normality, linearity, and homoscedasticity, preliminary analyses were performed. Correlation coefficients are presented in the Table below.

Table 10. Pearson Product-moment Correlations between the Variables

Variable	1	2	3
1. L2 Grit	1		
2. L2 Motivation	.446**	1	
3. L2 Achievement	.542**	.390**	1

** Correlation is significant at the 0.01 level (2-tailed).

As understood from the table, there was a positive and statistically significant correlation between all the variables. There was a large and positive correlation between L2 grit and L2 achievement ($r_{(500)} = .542, p < .01$), indicating a rather strong relationship between the two variables. A medium and positive correlation was found between L2 grit and L2 motivation ($r_{(500)} = .446, p < .01$). Furthermore, a medium and positive correlation was revealed between L2 motivation and L2 achievement ($r_{(500)} = .390, p < .01$). To sum up, the strongest statistically significant correlation in the research was evident between L2 grit and L2 achievement ($r_{(500)} = .542, p < .01$) while the smallest emerged between L2 motivation and L2 achievement ($r_{(500)} = .390, p < .01$).

The most significant finding is that there were positive correlations between all the variables, with L2 grit demonstrating the strongest association with L2 achievement. These statistically significant correlations indicate that these factors are interrelated. This result is in line with that of Teimouri and associates (2022) who also revealed a positive correlation between L2 grit, L2 motivation, and L2 achievement, emphasizing L2 grit as a key determinant of L2 achievement. A similar finding was stated by Pawlak et al. (2022) who demonstrated that domain-specific grit is more strongly correlated with L2 learning motivation and success than general grit. In accordance with this result, the study of Feng and Papi (2020) also showed that L2 grit can transform motivational constructs into persistent language learning behaviors and, ultimately, L2 achievement. Besides, this result corroborates the ideas of Chen and associates (2021), who suggested that students exhibiting higher L2-specific grit display enhanced motivation and superior English language proficiency.

Consistent results across various studies mentioned above reinforce the value of L2 grit in successful L2 learning. A potential explanation for this consistency might be that unlike general grit, which applies to any domain, L2 grit specifically addresses perseverance and passion in second language acquisition. This focus on L2 grit closely aligns with the motivational and behavioral demands of language learning, offering a more direct link to L2 outcomes (Pawlak et al., 2022; Teimouri et al., 2022). It seems possible that L2 grit bridges the gap between motivation and consistent effort, transforming language learning motivation into persistent behaviors essential for L2 achievement. Furthermore, despite differing cultural or linguistic contexts, it is intriguing that the present study and the related studies conducted so far converge on similar findings. This implies that L2 grit universally has a vital role in L2 learning outcomes irrespective of external factors.

4.6. Research Question 6: To what extent can the variability in EFL learners' perceptions of L2 grit be predicted by their L2 motivation and L2 achievement?

A simple standard regression analysis was conducted to reveal to what extent the variability in EFL learners' L2 grit can be predicted by their L2 motivation and L2 achievement. The findings signified that L2 motivation significantly contributed to the prediction of L2 grit, $R^2 = .43$, $F(1, 498) = 123.94$, $p < 0.05$. To put it differently, L2 motivation explained 43% of the variance in the students' L2 grit. The results of the simple standard regression analysis performed to measure the prediction power of L2 achievement on L2 grit indicated that L2 achievement also significantly contributed to the prediction of L2 grit, $R^2 = .50$, $F(1, 498) = 207.30$, $p < 0.05$, explaining 50% of the variance in learners' L2 grit.

The regression analysis elucidated significant findings concerning the impact of L2 motivation and L2 achievement on L2 grit among EFL learners. While both factors significantly predicted L2 grit, L2 achievement demonstrated greater predictive power (50% explained variance) compared to L2 motivation (43% explained variance). The findings indicate that achievement may play a slightly more significant role in cultivating grit than motivation may play, possibly because concrete achievements reinforce language learners' dedication and perseverance.

The results of the present study contradict those of Mikami and Shiozawa (2024), who found that L2 motivation accounts for 59.3% of the variability in L2 grit, indicating a strong predictive relationship while L2 achievement accounts for 12.3% of the variability in learners' L2 grit, indicating a moderate explanatory power. A plausible explanation for this discrepancy between the two studies may be that L2 motivation functions as a broader and a more consistent determinant of grit. Motivation is a critical factor as it drives learners to engage in behaviors that enhance their L2 grit, which subsequently mediates the relationship between perseverance, passion, and language achievement (Mikami & Shiozawa, 2024).

The outcomes gained from this study are also in contrast to those of Fathi and Hejazi (2024) who observed that 15.21% of the variability in learners' L2 grit can be predicted by their L2 achievement. This rather contradictory result, which indicates that L2 achievement moderately contributes to shaping learners' L2 grit, might be accounted for by the fact that L2 achievement alone does not constitute the sole determinant of grit as additional personal, contextual, and motivational variables also exert a significant influence on grit. In contrast to the current study, the study of Teimouri and associates (2022) demonstrated that L2 achievement explained 7.84% of the variability in learners' perceptions of L2 grit, which suggests a weak predictive power and implies that academic performance in L2 learning settings is not a key determinant of L2 grit. In agreement with the results of the study of Teimouri et al. (2022), Botes et al. (2024) also reported that L2 achievement explained only 7.29% of the variance in learners' perceptions of L2 grit.

All in all, it can be concluded that the current research identified L2 achievement as a key predictor of L2 grit, whereas earlier studies (Botes et al., 2024; Fathi & Hejazi, 2024) posited that its role is secondary. These differences can be explained in part by cultural factors, educational factors, or measurements of achievement. In certain environments, L2 motivation may exert a more significant influence due to varying pedagogical approaches or cultural values in education. Differences in study populations might also explain this disparity since learners with high intrinsic motivation may exhibit L2 grit without substantial achievement.

5. CONCLUSION AND SUGGESTIONS

5.1. Conclusion

5.1.1. Summary of the Study

The present study was carried out to probe the relationships between Turkish EFL students' L2 grit, L2 motivation, and L2 achievement as well as to determine their perceived levels of L2 grit. In addition to exploring the interactions among these concepts, it also aimed at revealing the role of L2 motivation and L2 achievement in predicting their L2 grit. Furthermore, the study examined the variance in learners' L2 grit in terms of grade level, type of high school being graduated from, and self-perceived proficiency in English. It was expected that the outcomes gained from the current study would offer insights into non-cognitive attributes in L2 learning, help L2 instructors to plan their classes with more awareness of the issues examined in this study, and help EFL educators and teacher trainers to recognize the significance of L2 grit in enhancing EFL learners' L2 success.

The study employed a quantitative research design. Convenience sampling method, a non-probability method where participants are picked considering practical criteria like geographical proximity, accessibility, or willingness to volunteer, was used to collect the data. The study was conducted with 500 EFL learners studying at a vocational school of a state university in Türkiye during the spring semester of the 2023-2024 academic year.

The data collection tool employed in the study was a composite survey instrument comprising two sections. The first section comprised demographic questions about the participants' age, grade level, the type of high school being graduated from, self-rated English proficiency, and English course grade. The second

part consisted of nineteen items assessing the participants' L2 grit (items 1-9) and L2 motivation (items 10-19). For the first nine items (Teimouri et al., 2022), the participants indicated their grit in learning English using a five-point Likert scale ranging from 1 (not at all like me) to 5 (very much like me). To minimize the impact of participants' low English proficiency such as misinterpretation and to facilitate comprehension, the scale was translated into Turkish through translation and back-translation procedures. In the next ten items, participants responded to statements on a six-point Likert scale (Taguchi et al., 2009) ranging from 1 (strongly disagree) to 6 (strongly agree). This scale was also translated into Turkish using translation and back-translation methods to prevent misunderstanding. The reliability and validity of the scales were approved. Before the main study, the survey instrument was piloted on volunteers to identify any issues with its clarity, wording, or instructions. The pilot study revealed no difficulties with the administration of the questionnaire. Course achievement was another variable examined in this study. It represents the level of success EFL learners achieve in meeting the objectives of their English course at the end of the semester. The students' course achievement scores were derived from their performance in midterm and final exams with the data provided by the student affairs division of the vocational school.

Preliminary analyses were conducted to confirm that the assumptions of normality and linearity were satisfied. The data gained from the questionnaire were subjected to descriptive analysis using IBM SPSS 21, with negatively keyed items in the L2 grit scale reverse coded beforehand. Descriptive statistics (frequencies, percentages, and mean scores) were computed. The effects of grade level, the type of high school being graduated, and self-perceived English proficiency on learners' L2 grit were examined using independent samples t-test and one-way analyses of variance respectively. Pearson product-moment correlation coefficients were used to examine the relationships between L2 grit, L2 motivation, and L2 achievement. Lastly, a simple standard regression analysis was performed to determine the extent to which variability in EFL learners' perceptions of L2 grit could be predicted by their L2 motivation and L2 achievement.

The major findings of the present study are as follows:

1. The first RQ of the study sought to explore EFL learners' perceived levels of their L2 grit. The participants' overall L2 grit mean value was found to be moderate, which suggests that they had a moderate level of passion and perseverance for learning English.

2. The second RQ investigated whether grade level significantly affects EFL learners' L2 grit. The findings revealed no statistically significant difference between the grit scores of first graders and second graders, indicating that grade level had no impact on EFL learners' passion and perseverance for learning English.

3. The third RQ attempted to probe whether there was any significant difference in EFL learners' L2 grit concerning the kind of high school they graduated from. The results suggested that there was no statistically significant difference between the five types of high school groups concerning their L2 grit levels. Thus, it was suggested that the type of high school being graduated from does not exert any influence on the participants' perseverance and sustained passion in achieving long-term proficiency in English.

4. The next RQ investigated if there was any significant difference in the participants' L2 grit in accordance with their self-perceived proficiency in English. The results of the one-way analysis indicated a significant difference between the five self-rated English proficiency groups with regard to learners' L2 grit level. It was seen that learners with higher levels of L2 grit were more likely to perceive themselves as more proficient in English, which highlights that confidence develops through their passion and perseverance for learning English.

5. The fifth research question in the current research discussed the interplay between EFL learners' L2 grit, L2 motivation, and L2 achievement. The findings signified a positive and statistically significant correlation between all variables. L2 grit was mostly correlated with L2 achievement and then L2 motivation. There was a large positive correlation between L2 grit and L2 achievement, indicating a strong relationship between the two variables. A medium positive correlation was found between L2 grit and L2 motivation. Furthermore, a medium positive correlation was found between L2 motivation and L2 achievement. Thus, the strongest statistically

significant correlation in the study was evident between L2 grit and L2 achievement, whereas the smallest one was found between L2 motivation and L2 achievement.

6. The purpose of RQ6 was to investigate to what extent the variability in EFL learners' L2 grit could be predicted by their L2 motivation and L2 achievement. As a result, while both factors significantly were found to predict L2 grit, L2 achievement demonstrated greater predictive power compared to L2 motivation. Therefore, it can be suggested that L2 achievement plays slightly more significant role in enhancing learners' passion and perseverance for learning English.

5.1.2. Pedagogical Implications of the Study

The results of this particular study offer some practical teaching implications that could be valuable for EFL instruction and developing learners' grit to learn English. First of all, it was revealed that EFL students exhibited a medium level of L2 grit which requires reinforcement. Educators and curriculum designers should foster reflective practices such as documenting personal progress in learning English, engaging in self-assessment activities, and participating in peer feedback sessions and facilitate learners' internalization of grit (Duckworth, 2016). Establishing realistic goals by segmenting English learning into manageable milestones can also maintain long-term engagement. Aligning tasks with learners' interests can reduce disengagement, even for those with lower grit levels (Oxford, 2016).

The current study has also clearly indicated no significant difference in EFL learners' L2 grit across grade levels, which implies that grit is not influenced by study year in EFL contexts and highlights the importance of early grit-oriented interventions. Thus, educators should foster learners' persistence from the outset and provide consistent motivational support across grades to sustain their L2 grit (Wolters & Hussain, 2015). Another key outcome of this study that might offer inspirational implications in the realm of foreign language education is the significant relationship between learners' L2 grit and their self-perceived proficiency in English. It may be suggested that students' confidence in their English capabilities enhances their passion and perseverance for learning English. In this regard, EFL educators could enhance learners' confidence through formative assessment, constructive feedback, and self-assessment opportunities. (Zimmerman, 2002).

The study also offers new insights into the strong associations between L2 grit, L2 motivation, and L2 achievement, which necessitates integrative pedagogical approaches addressing all three variables. Game-based learning elements, for instance, can enhance both students' L2 motivation and their achievement in learning English, which in turn, will promote their EFL grit. Targeted, adaptable interventions by educators may facilitate the development of L2 grit, potentially enhancing motivated behavior, learning outcomes, and L2 proficiency. Educational practitioners and curriculum developers should prioritize interventions that reinforce perseverance and consistent interest in language learning through goal setting, fostering a growth mindset, providing consistent feedback, and creating a supportive environment that emphasizes gradual progress (Pawlak et al. 2024). Grit in L2 learning critically connects broader positive self-concepts with specific interest and motivation in learning English, providing a framework for understanding how general psychological traits influence language learning behaviors and outcomes (Chen et al., 2021). Therefore, instructors and curriculum designers should consider implementing strategies that strengthen these constructs to promote well-being and effective L2 learning.

The outcomes of the study support the hypothesis that adopting a dynamic systems theory approach to motivation is essential for fostering students' persistence in achieving L2 proficiency. It is reasonable to assume that generating more comprehensive insights into the mechanisms underlying the influence of motivation on L2 grit would be beneficial (Liu, 2024). Educators should endeavor to encourage and assist their students in becoming learners with a growth focus, characterized by an orientation towards positive outcomes (Mei et al., 2024). They may enhance students' L2 grit through several strategies such as employing educational tools designed to develop grit, assigning challenging, semester-long language projects which require continuous effort, and fostering growth mindsets by emphasizing effort over innate abilities.

The evidence from this research implies that L2 grit is positively correlated with L2 motivation, encouraging educators to incorporate grit enhancing activities into language learning. Thus, another important practical implication is that educators can foster grit among L2 learners by encouraging their motivation to learn English. They

can inspire learner achievement by showing examples of gritty professionals or help learners by sharing their own L2 learning experiences (Solhi et al., 2023). EFL programs should integrate interactive activities in digital learning environments to nurture perseverance and sustained interest in L2 learning (Demir, 2024). EFL educators can foster L2 grit through setting attainable goals for their students, engaging them in consistent practice, and providing them with opportunities for self-reflection. These activities not only support EFL learners in developing grit as a personality trait but also cultivate positive feelings and a persistent mindset towards L2 learning (Solhi et al., 2023).

Overall, this study strengthens the idea that emphasizing consistent efforts is crucial for achieving long-term language learning goals (Alamer, 2021). Educators should develop strategies to promote both passion and perseverance for L2 learning, highlight the significance of sustained interest throughout the challenging L2 learning process, and motivate EFL learners to perceive obstacles as essential components of their journey toward L2 proficiency. There is, therefore, a definite need for educators to encourage their students to embrace challenges as chances for development and to establish realistic long-term objectives, and maintain consistent progress despite difficulties (Liu et al., 2022). It is an indisputable fact that L2 grit is a vital factor that influences EFL learners' capacity to succeed and meet the challenges of today's world. Therefore, it is vital for instructors to gain a deeper understanding of this non-cognitive trait and to create language learning settings that promote the development of this affective individual difference variable which is based on positive psychology.

5.1.3. Limitations of the Study

The most important limitation of this research stems from the fact that all the participants were male. Thus, the results might not be generalizable to mixed-gender or female-only groups. This limitation emphasizes the need for caution in applying the findings to broader contexts. Another potential limitation is that the study lacked triangulation of data from different sources. The findings were derived solely from the quantitative data which were obtained using a questionnaire. Although the participants' responses demonstrated high reliability, follow-up qualitative data like interviews and observation could provide further insight into the reasons behind the participants'

responses. Finally, this study was restricted by its scope, which involved only tertiary level students from a vocational school at a state university in Türkiye. Therefore, the results obtained from the current study cannot be generalized to other educational levels.

5.2. Suggestions

Some suggestions that may shed light on future research can be proposed. Initially, the results of this study are based only on quantitative data. Supporting the findings of quantitative data with those of qualitative one would deepen our understanding of the relationships between L2 grit, L2 motivation, and L2 achievement. Secondly, this study was conducted with only tertiary level students from a vocational school at a state university in Türkiye. Further research should expand the scope of the study beyond university students to include primary, secondary, or high schools, thereby enhancing its generalizability. Moreover, as L2 grit can be regarded as a context-specific ID variable, the study might be repeated with participants from diverse cultural and socioeconomic backgrounds in different L2 learning settings.

Another limitation of this study was the absence of female participants. Therefore, further research needs to be carried out with both male and female EFL learners to explore potential gender differences in L2 grit. Including participants of different genders would also improve the generalizability of the findings, enabling them more applicable to the broader population of EFL learners. Another fruitful area for further work could be to examine the effect of EFL teachers' L2 grit on students' motivation, achievement, and overall learning outcomes. Additionally, exploring how language teachers' awareness and management of students' emotions influence classroom dynamics and L2 grit development would be valuable. Lastly, the issue of the role of teaching strategies on fostering learners' grit in L2 learning contexts is an intriguing one which could be usefully explored in further research.

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APPENDICES

Appendix-A: Informed Consent Form

GÖNÜLLÜ KATILIMCI ONAM FORMU

Dr. Öğr. Üyesi Tutku BAŞÖZ danışmanlığında Gülcan YILMAZ tarafından yürütülen “Yabancı Dil Olarak İngilizce Öğrenenlerde Azim, Motivasyon ve Başarı İlişkisi” başlıklı **araştırmaya** davet edilmiş bulunuyorsunuz. Bu araştırmaya katılıp katılmama kararını vermeden önce, araştırmanın neden ve nasıl yapılacağını bilmeniz gerekmektedir. Bu nedenle bu formun okunup anlaşılması büyük önem taşımaktadır. Eğer anlayamadığımız ve sizin için açık olmayan şeyler varsa, ya da daha fazla bilgi isterseniz sorabilirsiniz. Bu çalışmaya katılmak tamamen **gönüllülük** esasına dayanmaktadır. Çalışmaya **katılmama** veya katıldıktan sonra herhangi bir anda çalışmadan **çıkma** hakkında sahipsizsiniz. **Çalışmayı yanıtlamanız, araştırmaya katılım için onam verdiğiniz** biçiminde yorumlanacaktır. Size verilen **formlardaki** soruları yanıtlarken kimsenin baskısı veya telkini altında olmayın. Bu formlardan elde edilecek bilgiler tamamen araştırma amacı ile kullanılacaktır.

Araştırmayla İlgili Bilgiler:

- Araştırmanın Amacı: Yabancı dil olarak İngilizce öğrenenlerde azim, motivasyon ve başarı ilişkisini ortaya koymak
- Araştırmanın Nedeni: Tez çalışması
- Araştırmanın Öngörülen Süresi: 20.05.2024- 07.06.2024
- Araştırmaya Katılması Beklenen Katılımcı/Gönüllü Sayısı: 500

Çalışmaya Katılım Onayı:

“Yukarıda yer alan ve araştırmadan önce gönüllüye / katılımcıya verilmesi gereken bilgileri gösteren Aydınlatılmış Onam Formu adlı metni kendi anadilimde okudum ya da bana okunmasını sağladım. Bu bilgilerin içeriği ve anlamı, yazılı ve sözlü olarak açıklandı. Aklıma gelen bütün soruları sorma olanağı tanıdı ve sorularıma doyurucu cevaplar aldım. Çalışmaya katılmadığım ya da katıldıktan sonra çekildiğim durumda, hiçbir yasal hakkımdan vazgeçmiş olmayacağım. Bu koşullarla, söz konusu araştırmaya hiçbir baskı ve zorlama olmaksızın gönüllü olarak katılmayı kabul ediyorum. Bu metnin imzalı bir kopyasını aldım.”

Katılımcının (Kendi el yazısı ile)

Adı-Soyadı:.....

İmzası:

(Varsa) Velayet veya Vesayet Altında Bulunanlar İçin;

Veli veya Vasisinin (kendi el yazısı ile)

Adı-Soyadı:.....

İmzası:

Appendix-B: Questionnaire (TURKISH)

YABANCI DİL ÖĞRENME AZMI VE YABANCI DİL ÖĞRENME MOTİVASYONU ANKETLERİ

1. BÖLÜM

Yaş:

Sınıf:

1 2

Mezun Olunan Lise Türü:

- Anadolu Lisesi
 Mesleki ve Teknik Anadolu Lisesi
 Fen Lisesi
 Sosyal Bilimler Lisesi
 Diğer

İngilizce Yeterlilik Seviyesi (Kendi değerlendirmenize göre):

Çok zayıf Zayıf Orta İyi Çok iyi

Genel Not Ortalaması:

İngilizce Dersi Dönem Sonu Notu:

2. BÖLÜM

Değerli öğrenciler,

Bu çalışmanın amacı katılımcıların yabancı dil öğrenme azimlerini ve yabancı dil öğrenme motivasyonlarını belirlemektir. Lütfen her bir maddede yer alan ifadeyi dikkatlice okuyarak, size en uygun olduğunu düşündüğünüz seçeneği işaretleyiniz. Ankette yer alan ifadelerin doğru ya da yanlış cevabı yoktur. Lütfen her ifade için **TEK bir yanıt veriniz ve hiçbir maddeyi BOŞ bırakmayınız.**

Lütfen her bir maddede yer alan ifadeyi dikkatlice okuyarak **1'den (bana hiç benzemiyor) 5'e (bana çok benziyor)** kadar olan seçenekler arasında size en uygun olduğunu düşündüğünüz seçeneği yuvarlak içine alınız.

1 = Bana hiç benzemiyor

2 = Bana benzemiyor

3 = Bana az benziyor

4 = Bana benziyor

5 = Bana çok benziyor

		Bana hiç benzemiyor	Bana benzemiyor	Bana az benziyor	Bana benziyor	Bana çok benziyor
1.	Ben gayretli bir İngilizce öğrencisiyim.	1	2	3	4	5
2.	İngilizce öğrenmeye olan ilgim yıldan yıla değişir.	1	2	3	4	5
3.	İngilizce söz konusu olduğunda, çalışkan bir öğrenciyim.	1	2	3	4	5
4.	Sanırım İngilizce öğrenmeye olan ilgimi kaybettim.	1	2	3	4	5
5.	İngilizce öğrenmeye karar verdiğimde, bu hedefime ulaşmamı hiçbir şey engelleyemez.	1	2	3	4	5
6.	Hiçbir şeyin beni İngilizce öğrenmedeki ilerleyişimden alıkoymasına izin vermeyeceğim.	1	2	3	4	5
7.	İngilizce öğrenmeye eskisi kadar ilgi duymuyorum.	1	2	3	4	5
8.	Geçmişte İngilizce öğrenme konusunda takıntılıydım ancak son zamanlarda ilgimi kaybettim.	1	2	3	4	5
9.	İngilizcedeki zayıf yönlerimi geliştirmek için çok zaman ve çaba harcarım.	1	2	3	4	5

Lütfen her bir maddede yer alan ifadeyi dikkatlice okuyarak **1'den (kesinlikle katılmıyorum)** **6'ya (kesinlikle katılıyorum)** kadar olan seçenekler arasında size en uygun olduğunu düşündüğünüz seçeneği yuvarlak içine alınız.

1 = Kesinlikle katılmıyorum

2 = Katılmıyorum

3 = Biraz katılmıyorum

4 = Biraz katılıyorum

5 = Katılıyorum

6 = Kesinlikle katılıyorum

		Kesinlikle katılmıyorum	Katılmıyorum	Biraz katılmıyorum	Biraz katılıyorum	Katılıyorum	Kesinlikle katılıyorum
10.	Gelecekte üniversitede veya başka yerde bir İngilizce dersi açılırsa, bu dersi almak isterim.	1	2	3	4	5	6
11.	Gelecekte bir İngilizce kursu açılırsa, bu kursu almak isterim.	1	2	3	4	5	6
12.	İngilizce öğrenmek için çok çalışıyorum.	1	2	3	4	5	6
13.	İngilizce öğrenmek için çok çaba harcamaya hazırım.	1	2	3	4	5	6
14.	İngilizce öğrenmek için elimden geleni yaptığımı düşünüyorum.	1	2	3	4	5	6
15.	İngilizce çalışmaya çok zaman harcamak isterim.	1	2	3	4	5	6
16.	Diğer tüm konulardan daha çok İngilizce çalışmaya odaklanmak isterim.	1	2	3	4	5	6
17.	Sınıf arkadaşlarımla karşılaştırdığımda İngilizceye nispeten daha sıkı çalıştığımı düşünüyorum.	1	2	3	4	5	6
18.	Öğretmenim tüm sınıfa isteğe bağlı bir ödev verseydi, bunu yapmak için kesinlikle gönüllü olurdum.	1	2	3	4	5	6
19.	Zorunda olmasam bile İngilizce öğrenmek isterim.	1	2	3	4	5	6

Appendix-C: Questionnaire (ENGLISH)

L2 GRIT AND L2 MOTIVATION INSTRUMENTS

PART I

Age:

Grade:

1 2

Type of High School Graduated:

- Anatolian High School
- Vocational and Technical Anatolian High School
- High School of Science
- High School of Social Sciences
- Other

Self-Rated English Proficiency Level:

Very poor Poor Average Good Very good

GPA:

English Course Grade for This Term:

Part II

Dear students,

The aim of this study is to determine the participants' grit and motivation to learn a foreign language. Please read each item carefully and mark the option that you think is most appropriate for you. There are no right or wrong answers to the statements in the questionnaire. Please give **ONE answer for each statement and do not leave any item UNMARKED.**

Please read each statement carefully and then circle the option that best indicates the extent to which the statements reflect you. Please mark your response by circling the number to the right of each statement ranging from **1 (not like me at all)** to **5 (very much like me)**.

- 1 = Not like me at all 2 = Not much like me
 3 = Somewhat like me 4 = Mostly like me
 5 = Very much like me

		Not like me at all	Not much like me	Somewhat like me	Mostly like me	Very much like me
1.	I am a diligent English language learner.	1	2	3	4	5
2.	My interests in learning English change from year to year.	1	2	3	4	5
3.	When it comes to English, I am a hard-working learner.	1	2	3	4	5
4.	I think I have lost my interest in learning English.	1	2	3	4	5
5.	Now that I have decided to learn English, nothing can prevent me from reaching this goal.	1	2	3	4	5
6.	I will not allow anything to stop me from my progress in learning English.	1	2	3	4	5
7.	I am not as interested in learning English as I used to be.	1	2	3	4	5
8.	I was obsessed with learning English in the past but have lost interest recently.	1	2	3	4	5
9.	I put much time and effort into improving my English language weaknesses.	1	2	3	4	5

Please read each statement carefully and indicate how much you agree or disagree with it by selecting a number from **1 (strongly disagree) to 6 (strongly agree)**.

1 = Strongly disagree

2 = Disagree

3 = Slightly disagree

4 = Slightly agree

5 = Agree

6 = Strongly agree

		Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
10.	If an English course was offered at university or somewhere else in the future, I would like to take it.	1	2	3	4	5	6
11.	If an English course was offered in the future, I would like to take it.	1	2	3	4	5	6
12.	I am working hard at learning English.	1	2	3	4	5	6
13.	I am prepared to expend a lot of effort in learning English.	1	2	3	4	5	6
14.	I think that I am doing my best to learn English.	1	2	3	4	5	6
15.	I would like to spend lots of time studying English	1	2	3	4	5	6
16.	I would like to concentrate on studying English more than any other topic.	1	2	3	4	5	6
17.	Compared to my classmates, I think I study English relatively hard.	1	2	3	4	5	6
18.	If my teacher would give the class an optional assignment, I would certainly volunteer to do it.	1	2	3	4	5	6
19.	I would like to study English even if I were not required.	1	2	3	4	5	6

Appendix-D: Ethics Committee Approval

T.C.
BALIKESİR ÜNİVERSİTESİ
SOSYAL VE BEŞERİ BİLİMLER ARAŞTIRMALARI ETİK KURULU
ONAY BELGESİ

Balıkesir Üniversitesi Sosyal Bilimler Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı Yüksek lisans programı öğrencisi Gülcan YILMAZ'ın Dr. Öğr. Üyesi Tutku BAŞÖZ'ün danışmanlığında yürüttüğü "**Yabancı Dil Olarak İngilizce Öğrenenlerde Azim, Motivasyon ve Başarı İlişkisi**" başlıklı tez çalışması için bilimsel etik kurul onay belgesi talebi kurulumuzca değerlendirilmiş ve etik açıdan uygun bulunmuştur. 03.05.2024

Kurul Başkanı
Prof. Dr. Bayram ŞAHİN

(Katılmadı)
Prof. Dr. Elif ÇİMEN
Üye

Prof. Dr. Serhan KARAMAN
Üye

Prof. Dr. Salim ÇONOĞLU
Üye

Prof. Dr. Uğur GÜRGAN
Üye

Doç. Dr. İbrahim Murat BİCİL
Üye

Doç. Dr. Nuri Berk GÜNGÖR
Üye

Appendix-E: Permission to Use the L2 Grit Scale

Dear Gülcan,

You have my permission to use the L2 grit scale in your thesis.

Best,

--

Dr. Yasser Teimouri,
Assistant Professor in Applied Linguistics,
Department of Foreign Language Education,
Boğaziçi University
<https://yasserteimouri.com/>



GÜLCAN YILMAZ

8:02 (Paz) , 15:40

🔔 Tümünü yanıtla | v

Dear Mr. Teimouri,

I'm a M.A. student in ELT department of Balıkesir University, Turkey. In my M.A. thesis entitled as "**The Relationship between Foreign Language Learners' Grit, Motivation, and Achievement**", I would like to use the "**L2 Grit Scale**" that you (2022) developed and used in the study entitled as "**L2 grit: Passion and perseverance for second-language learning**".

My supervisor Dr. Tutku BAŞÖZ wants me to get in contact with you because my university requires me to get an approval from you. Could I please use your scale in my thesis?

I'm looking forward to receiving your kind response.

With my best regards

Gülcan YILMAZ

Appendix-F: Permission to Use the L2 Motivation Scale



Tatsuya Taguchi

17.03 (Paz) , 18:01
GÜLCAN YILMAZ ✉

🔄 Tümünü yanıtla | 5

Dear Gülcan Yılmaz,

Thank you for your email and interest in my paper. Please feel free to use the questionnaire for your study. I wish you successful research.

With best wishes,
Tatsuya Taguchi

----- Original Message -----

From: "GÜLCAN YILMAZ"

To:

Date: 2024/03/14 ㉞ 06:52

Subject: Approval Letter

Dear Dr. Taguchi,

I'm a M.A. student in ELT department of Balıkesir University, Turkey. In my M.A. thesis entitled as "**The Relationship between Foreign Language Learners' Grit, Motivation, and Achievement**", I would like to use the "**Criterion measures assessing the learners' intended efforts toward learning English**" that you (2009) developed and used in the study entitled as "**The L2 motivational self system amongst Chinese, Japanese, and Iranian learners of English: A comparative study**".

My supervisor Dr. Tutku Başöz wants me to get in contact with you because my university requires me to get approval from you. Could I please use your scale in my thesis?

I'm looking forward to receiving your prompt response.



Mostafa Papi
17.03 (Paz) , 06:52
GÜLCAN YILMAZ

Tümünü yanıtla

Hi Gulcan, You have my permission to use that questionnaire. I have also developed new scales (Papi et al., 2019) which you can download and use if you want: <https://mostafapapi.com/>

All the best,
Mostafa Papi
PhD | Associate Professor
Second & Foreign Language Education | School of Teacher Education
College of Education | Florida State University

850.644.0370

From: GÜLCAN YILMAZ
Sent: Wednesday, March 13, 2024 5:47 PM
To: Mostafa Papi
Subject: Approval Letter

Dear Dr. Papi,
I'm a M.A. student in ELT department of Balikesir University, Turkey. In my M.A. thesis entitled as "**The Relationship between Foreign Language Learners' Grit, Motivation, and Achievement**", I would like to use the "**Criterion measures assessing the learners' intended efforts toward learning English**" that you (2009) developed and used in the study entitled as "**The L2 motivational self system amongst Chinese, Japanese, and Iranian learners of English: A comparative study**".

My supervisor Dr. Tutku Başöz wants me to get in contact with you because my university requires me to get approval from you. Could I please use your scale in my thesis?



Michael Magid

14.03 (Per) , 04:24

GÜLCAN YILMAZ

🔄 Tümünü yanıtla | v

Dear Gulcan,

Yes, that's fine with me.

Best regards,
Michael Magid

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...



GÜLCAN YILMAZ

14.03 (Per) , 00:50

🔄 | v

Dear Dr. Magid,

I'm a M.A. student in ELT department of Balıkesir University, Turkey. In my M.A. thesis entitled as **"The Relationship between Foreign Language Learners' Grit, Motivation, and Achievement"**, I would like to use the **"Criterion measures assessing the learners' intended efforts toward learning English"** that you (2009) developed and used in the study entitled as **"The L2 motivational self system amongst Chinese, Japanese, and Iranian learners of English: A comparative study"**.

My supervisor Dr. Tutku Başöz wants me to get in contact with you because my university requires me to get approval from you. Could I please use your scale in my thesis?

I'm looking forward to receiving your prompt response.

With my best regards

Gülcan YILMAZ

