

## Investigating the Relationship between Emotional Well-being and Grit as Predictors of Saudi EFL Female Students' Foreign Language Achievement

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### Abstract

Research into language learning psychology has shown that personality and psychological traits have influenced learners' academic outcomes. Nevertheless, the literature contains very little research into the positive psychology of language learners and positive constructs such as grit and well-being. Consequently, this study aimed to examine how the psychological factors of well-being and grit impact the academic achievement of foreign language Saudi female learners concerning their age. Thus, this study attempted to determine the possible statistical relationships between grit, emotional well-being, and foreign language achievement for Saudi female EFL learners. To answer this central research question, the data were obtained via an online survey of 84 Saudi EFL female college-level students. Pearson correlational tests and hierarchical regression tests were used for statistical analyses. The findings revealed that: (1) grit had a positive and significant correlation with well-being levels; 2) grit (perseverance of effort-POE) had a significant and positive relationship with well-being; (3) well-being and grit were significant predictors of participants' academic achievement, and (4) older EFL learners had higher grit levels than their younger peers. The results imply that understanding the positive psychology of language learners contributes to helping them to achieve academic success. Based on these findings, several pedagogical implications were suggested.

*Keywords:* emotional well-being, foreign language achievement, grit, positive psychology, Saudi EFL female learners

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## Introduction

The psychology of language learners is a vital area of research in the Second language Acquisition (SLA) field. In the classroom, learners usually experience both negative and positive emotional states (Horwitz, 2017). Learners' emotions, both positive and negative, have been widely studied across different language learning contexts. There have been in-depth investigations into the impact of language learners' negative emotions, for example, stressors and speaking anxiety, on their language performance (e.g., Bagalay, Bayan, Caliboso, & Batang, 2021; Santos, Cunanan, & Mandap, 2021). Conversely, positive emotions have been argued to enhance language learning and promote learner engagement in various learning tasks (Liu & Wang, 2021; MacIntyre, Gregersen, & Mercer, 2019).

Positive Psychology (PP) is "the scientific study of what goes right in life" (Peterson, 2006, p. 4). PP includes certain positive emotions, including well-being, hope, grit, and perseverance, which are vital in language learning (MacIntyre et al., 2019). Seligman and Csikszentmihalyi (2014) stated that the main goals of PP are positive experiences, positive individual traits, and positive institutions. The individual traits of learners and positive emotions seem to be essential factors that influence academic performance in foreign languages (Gabryś-Barker & Gałajda, 2014). Unfortunately, few recent studies have focused on the positive psychology of learners, including optimism, happiness, well-being, hope, empathy, and grit (e.g., Khajavy, MacIntyre, & Hariri, 2021; MacIntyre et al., 2019). However, these positive emotions, grit, and well-being are still not prominent concerns (MacIntyre et al., 2019).

The definition of *grit* is "trait-level perseverance and passion for long-term goals" (Duckworth, Peterson, Matthews, & Kelly, 2007, p. 1087). It also "encompasses one's ability to maintain interests, exert effort, and persist at tasks over long periods" (Duckworth et al., 2007, p. 1087). It has been proved that grit could positively develop learners' academic performance and could help learners to "make positive attributions" and have "a more optimistic growth mindset" (Wei, Gao, & Wang, 2019, p. 2). Grit, therefore, is an important psychological factor requiring further investigation in terms of language learners.

Well-being Theory provides one of the complete models of well-being in context (Seligman, 2011), aiming to flourish individuals' lives and increase their engagement and accomplishment (Seligman, 2011, p. 12). Well-being theory has primarily been investigated within the language teaching field (e.g., Cherkowski & Walker, 2018; Weiland, 2021), more so than in language learning. An unexamined gap the current study attempts to fill is whether language learners who endorse different levels of well-being might differ in their grit levels.

As a result of several research gaps in the existing literature, the current empirical study, therefore, is warranted. First, empirical studies that have examined the relationship between grit and well-being remain scarce, which are both vital for successful foreign language learning, notably learning achievement and performance. Second, few studies have focused on positive psychology as a theoretical framework to appreciate the positive influence of emotions in upholding the emotional stability of learners. Third, several studies have been carried out across a broad range of EFL learners' linguistic and cultural backgrounds (e.g., Aparicio, Bacao, & Oliveira, 2017; Teimouri, Plonsky, & Tabandeh, 2020; Wei et al., 2019). However, few studies

have focused on Arab learners of English, particularly in the context of Saudi Arabia. Therefore, this study investigates the effects of grit and emotional well-being on Saudi EFL undergraduate learners' academic achievement.

Foreign language learners' performance and achievement have been argued to be influenced by their well-being and positive psychology. Thus, there should be direct attention to language learners' psychological health. Understanding language learning psychology could also help learners overcome their negative emotions and thus generate their positive emotions in classroom settings. Although a few studies have examined certain psychological constructs of EFL learners, no studies have been conducted on the relationship between grit and emotional well-being and their interplay effect on language academic achievement among EFL Saudi female undergraduate students. Therefore, this study is the first in this area and could contribute to the current literature on language learning psychology.

The main research objective of the present study was to highlight the importance of positive emotions, focusing mainly on the emotions of grit and well-being for foreign language academic success and achievement for EFL Saudi learners. More specifically, the purpose of this study was to investigate the relationship between grit and emotional well-being, considering their impact on EFL Saudi female undergraduate learners' academic language achievement.

This study aims to answer the following questions:

- 1) What is the relationship between grit and emotional well-being among EFL Saudi female undergraduate learners?
- 2) What is the relationship between grit and emotional well-being as predictors of the academic achievement of EFL Saudi female learners?
- 3) What is the relationship between grit, emotional well-being, and EFL Saudi female learners' age?

This paper is divided into five main sections. The first section gives a review of the current literature in the field. A description of the method, the participants, the instruments, and the data analysis procedures is provided in the second section. The third section presents the main results. The fourth section discusses the main findings and the limitations of this study. Finally, the fifth section presents the main conclusions drawn from this study and suggests several pedagogical implications.

## Literature Review

Positive Psychology is a recent field of study concerned with individuals' well-being (Khajavy et al., 2021; MacIntyre et al., 2019). Seligman and Csikszentmihalyi (2014) are considered pioneers in this field and conducted several empirical studies on how well-being can provide better conditions for individuals in their personal and professional lives. MacIntyre et al. (2019) stated that positive psychology consists of three research areas:

- the impact of positive emotional attitudes on behaviors;
- characteristics of individuals who might have a good life; and
- types of activities that institutions use to increase opportunities for individuals to develop their well-being

### **Well-being**

Well-being is the person's subjective experience of good health, positive emotions, prosperity, and happiness (Khajavy et al., 2021; MacIntyre et al., 2019). It positively impacts the lives of individuals through life satisfaction and their ability to reduce and manage stress. Well-being is classified into social and emotional well-being (i.e., being able to handle stress and deal with stressors) (MacIntyre et al., 2019). Across the world, language learners "engage with languages for reasons related to increased well-being" (MacIntyre et al., 2019, p. 263). Therefore, well-being is an important psychological factor when studying language learning.

Based on the Well-being Theory, Seligman (2011) proposed the Positive emotion, Engagement, Relationships, Meaning, and Accomplishment (PERMA) framework. In this framework, positive emotions include psychological states such as pleasure and comfort. The second construct, engagement, means having a flow state and being absorbed in activities. Relationships involve positive relationships that "give meaning and purpose to life" (Seligman, 2011, p. 17). The term meaning in this framework refers to having a clear purpose in one's life. The term accomplishment refers to achieving goals and feeling competent (Seligman, 2011). Therefore, well-being is crucial in how one flourishes (Seligman, 2011). Pikhart and Klimova (2020) explored the relationship between language learning and well-being among 105 EFL Czech learners. The authors stated that foreign language learning could positively influence well-being, especially among older EFL learners. According to the participants, learning another language expanded their social networks and positively affected their mental health.

### **Grit**

Grit refers to as a higher-order construct (Duckworth et al., 2007). It consists of two primary components: Consistency of Interest (COI) and Perseverance of Effort (POE). The former refers to working hard and maintaining effort even in the face of challenges; the latter refers to maintaining interest even when faced with setbacks and failure (Duckworth et al., 2007). Duckworth et al. (2007) proposed a grit scale consisting of a two-correlated grit factor with twelve items. Subsequently, the two factors were combined to form one grit score for empirical analysis.

Some empirical studies have revealed that grit might have a positive relationship with academic outcomes, achievements, self-efficacy, motivation, engagement, and the willingness to communicate (Akos & Kretchmar, 2017; Aparicio et al., 2017; Lee, 2020; Liu & Wang, 2021; Piña-Watson, López, Ojeda, & Rodriguez, 2015; Usher, Li, Butz, & Rojas, 2018; Teimouri et al., 2020). Wei et al. (2019) focused on grit and foreign language performance amongst 832 middle school students and found that grit positively impacts foreign language performance. The researchers argued that grit has a crucial role in enhancing students' language performance. However, participants' age had no relationship with the grit levels, attributed to the possible homogeneity of the participants (Wei et al., 2019).

Liu and Wang (2021) considered the impact of foreign language enjoyment and anxiety as the primary mediators of grit and Foreign Language Performance (FLP). They found enjoyment was a positive mediator, whereas anxiety was a negative mediator of the correlations between grit and language performance. Based on this evidence, the authors speculated that:

Gritty individuals, when faced with challenges and adversity, tend to maintain motivation and focus more on their long-term goals rather than on their negative emotions. The achievement resulting from motivation and grit will, in turn, lead them to experience more enjoyment in the pursuit of their long-term goals. (p. 7)

Moreover, Liu and Wang suggested that foreign language teachers should foster "students' grit levels for the reason that increased grit levels may improve FLP and positive emotional experience and also have the potential effect of alleviating negative emotions" (p. 8).

Several researchers have considered the effect of grit on specific psychological factors. For example, Teimouri et al. (2020) explored the connection between grit and specific emotional and language outcomes. The researchers concluded that grit could positively be linked to enjoyment, attention, and achievement. However, grit was negatively correlated with language anxiety. Feng and Papi (2020) found that the grit factor of POE was related to second language motivational intensity. Lee (2020) also found that grit influenced 647 Korean EFL learners' willingness to communicate and enjoyment in the classroom.

The studies mentioned above suggest that positive psychology constructs, such as well-being and grit, have an essential role in improving language learning and boosting language learners' linguistic knowledge and performance. However, further studies are required (Dewaele, Chen, Padilla, & Lake, 2019).

## Methods

Since this study attempts to understand the interrelationship between and the effect of grit and emotional well-being on EFL Saudi female learners' academic language achievement, a quantitative research design seems to suit the purpose well. This methodological research design is one of the most practical ways to explore the statistical connections between the variables. It also examines the topic at a general level of analysis, which might allow for generalizations of the findings to the broader population by focusing on large samples (Creswell & Plano Clark, 2011; Dörnyei, 2007). An online survey was used to collect the quantitative data. According to Dörnyei (2007, p. 170), this instrument could allow "to collect a large amount of data in a relatively short time."

## Participants

The study sample comprised 84 EFL Saudi female undergraduate students studying in the English department at King Khalid University in Saudi Arabia. The online survey was posted to the participants from November 2021 to January 2022. Recruitment was based on a snowball sampling method, as this is one of the non-probability sampling forms (Rooney & Ness Evans, 2018). The participants were asked to share the link to the online survey via email with their peers who were college-level EFL students. The link to the survey was also posted on the announcement board on the blackboard. The EFL Saudi female participants' ages ranged from 19 to 28 years old ( $M = 21.35$ ,  $SD = 1.71$ ). The EFL Saudi female participants' first language was Arabic, and they were majoring in English as a foreign language. Grading Point Average (GPA) grades for the participants had a mean score of 4.36,  $SD = .51$ . The minimum GPA score was three, and the maximum was five.

### Research Instruments

The primary method of data collection was an online survey consisting of: (1) The EFL Saudi female students' age; (2) The EFL Saudi female students' GPA grades at their last academic level (their academic achievement); (3) the grit scale; and (4) well-being scale. A detailed description of the major scales is provided below.

#### English Language Achievement

The student's final grades at the end of the semester were obtained to assess their EFL achievement. In addition, they were asked about their academic GPA in the last semester. GPA refers to a 5-point grading score indicating the average score of the students on their courses. The GPA grading system in most Saudi universities has the following grading levels: 4.76–5 (exceptional), 4.51–4.75 (excellent), 4.01–4.50 (superior), 3.51–4 (very good), 3.01–3.50 (above average), 2.51–3 (good), 2.01–2.50 (high pass), 1.01–2 (pass), and 0–1 (fail).

#### Grit

The grit scale (Grit) was developed by Duckworth et al. (2007) and included 12 items. The first six measure POE (perseverance of effort) (e.g., "setbacks do not discourage me"), and the other six measure COI (consistency of interest) (e.g., "new ideas and projects sometimes distract me from the previous one"). The six COI items were reverse coded for larger values to show a higher COI (see Table one).

Table 1. Reliability Estimates and mean scores of the variables

	No of items	Cronbach's $\alpha$	Mean	SD
Total grit	12	.735	3.078	.616
POE	6	.735	3.750	.754
COI	6	.710	2.406	.821
Emotional well-being	23	.923	3.682	.808

Note. COI = consistency of interest, POE = perseverance of effort.

#### Emotional Well-being

PERMA-Profiler scale was adapted from Butler and Kern's (2016) model. This scale consisted of 23 items based on nine factors: 1) positive emotions (3 items; e.g., "In general, how often do you feel positive?"); 2) engagement (3 items; e.g., "In general, to what extent do you feel excited and interested in things?"); 3) relationships (3 items; e.g., "To what extent do you feel loved?"); 4) meaning (3 items; e.g., "To what extent do you generally feel you have a sense of direction in your life?"); 5) accomplishment (3 items; e.g., "How much of the time do you feel you are making progress towards accomplishing your goals?"); 6) negative emotions (3 items; e.g., "In general, how often do you feel anxious?"); 7) physical health (3 items; e.g., "In general, how would you say your health is?"); 8) happiness (1 item; e.g., "Taking all things together, how happy would you say you are?"); and 9) loneliness (1 item; e.g., "How lonely do you feel in your daily life?"). The PERMA profiler (Butler & Kern, 2016) was used to measure the five well-being dimensions. The participants responded on a five-point Likert scale 0 = (never/very bad) to 5 = (always/very good). A total score was calculated by averaging the standardized scores for the first five factors:

positive feelings, engagement, relations, meaning, and accomplishment (see Table one). The other factors were measured as individual constructs (i.e., negative emotions, happiness, and loneliness). The composite variable of all factors parallels the score of the perception of well-being (Butler & Kern, 2016).

### ***Research Procedures***

All survey items were presented in English with their equivalent translation in Arabic to ensure the scales' validity and that the EFL Saudi female participants understood the meaning of all statements. The items were translated into Arabic by a proficient Arabic–English translator and the author. The validity of the survey was also evaluated by two field experts who concurred that it was a valid measure. The survey took about 10 to 12 minutes to complete.

The research design and questionnaire gained ethical approval. The first page of the online survey was Informed Consent. Thus, each participant was informed of what the study was about and reassured of the confidentiality of their responses. No participant was forced or directly encouraged to participate in the survey, and confidentiality and anonymity were ensured. The participants were informed that their information would only be used in beneficial ways. The values of Cronbach's alpha for all scales were good, denoting a solid level of reliability (see Table one).

### ***Data Analysis***

To explore data distribution normality, one-sample Kolmogorov-Smirnov tests were utilised, which indicated that the values for the PERMA, POE, COI, and Grit were normally distributed (PERMA profiler = .96,  $p = .08$ ; POE = .98,  $p = .06$ ; COI = .98,  $p = .06$ ; and Grit = .98,  $p = .15$ ). Parametric statistical tests were then used to analyse the data. For example, Pearson correlations were used to explore the statistical relationships between grit, emotional well-being, academic achievement, and age. The Statistical Package for Social Science (SPSS, version 21) was used in this study.

## **Results**

### ***The Statistical Relationship between Emotional Well-being and Grit among EFL Learners***

Figure one, below, shows that grit is significantly and positively correlated with emotional well-being ( $r = .439$ ,  $p < .0001$ ). These results showed that the EFL learners who self-reported being gritty reported high levels of emotional well-being. The correlation analyses also showed a statistically significant relationship between emotional well-being and POE ( $r = .610$ ,  $p < .0001$ ) (see Table three). However, COI did not significantly correlate with well-being. Pearson correlational analysis showed a significant and positive correlation between POE and the grit score ( $r = .761$ ,  $p < .000$ ), and between COI and grit score ( $r = .803$ ,  $p < .0001$ ).

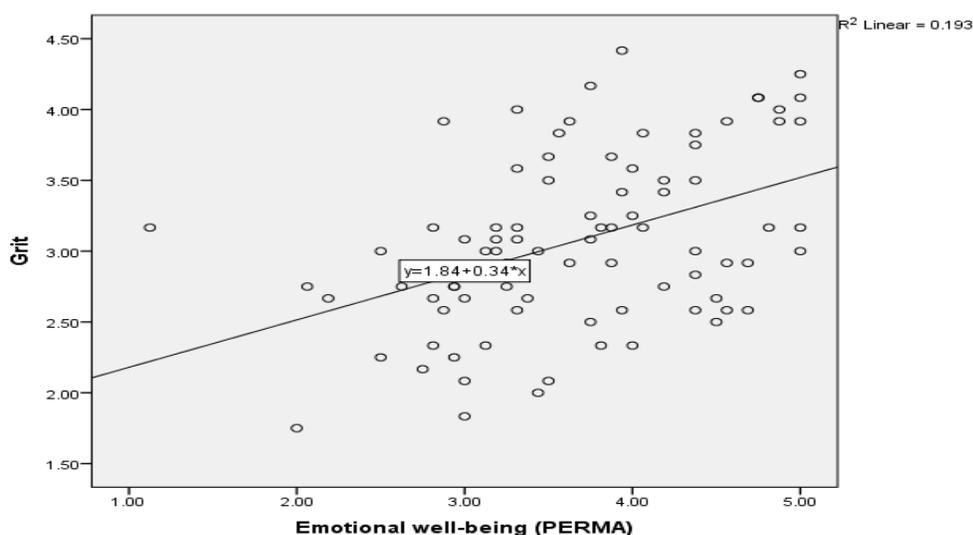


Figure 1. The statistical correlation between grit and well-being

The findings of the Pearson correlational analyses indicated that the two constructs of the PERMA model (negative emotion and physical health) were significantly correlated with grit scores. Specifically, negative emotions were negatively and significantly correlated with grit score ( $r = -.254$ ,  $p < .05$ ). Physical health had a positive and significant correlation with grit score ( $r = .238$ ,  $p = .02$ ). Further correlational analyses showed a significant and negative relationship between negative emotions and POE ( $r = -.238$ ,  $p = .02$ ).

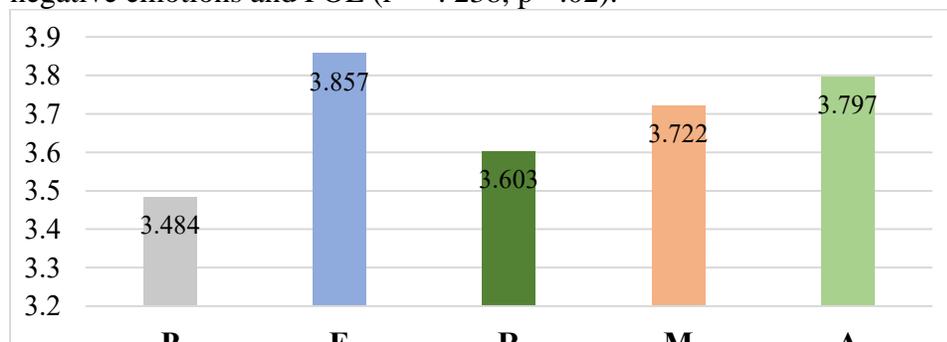


Figure 2. Mean scores of the five factors of the PERMA-Profiler

Figure two shows the mean scores among participants of the constructs of the PERMA-Profiler. The participants reported the highest scores in the dimensions of engagement ( $M = 3.85$ ,  $SD = .783$ ) and accomplishment ( $M = 3.79$ ,  $SD = .769$ ). Conversely, the positive emotion dimension received the lowest mean score among the five dimensions ( $M = 3.48$ ,  $SD = .954$ ). The statistical results will be presented below regarding the possible impact of grit and well-being as predictors of EFL Saudi female students' language achievement.

### ***Grit and Emotional-Being as Predictors of the Participants' EFL Achievement***

Simple linear regression was calculated to determine the effect of grit and well-being as predictors of EFL achievement. A significant regression equation was discovered ( $F(3, 84) = 62.04$ ,  $p < .001$ ). The predictor model accounted for approximately 70% of the EFL achievement

dimension. Age and academic grading scores were slightly significant ( $p < .01$ ). The second model included the effects of grit and well-being scores on EFL Saudi female students' achievement. The results revealed significant effects of both constructs,  $\beta = .244$  and  $.414$ , respectively, all  $ps < .001$  (see Table two). This predictor model accounted for 60.1% of the variance in the EFL achievement.

Table 2. Hierarchical regression Model for predicting EFL achievement

Model		B	Std. E	$\beta$
1	(Constant)	3.54	2.44	
	Age	.251	0.09	.242**
	Academic level	.262	.122	.219*
2	(Constant)	2.23	1.571	
	Age	.028	.059	.025
	Academic level	.166	.071	.122*
	Well-being	.051	.089	.244**
	Grit	.712	0.71	.414***

Note: B = Unstandardized Coefficients;  $\beta$  = Beta (standardised regression coefficient); (\* $p < .05$ . \*\* $p < .01$ . \*\*\* $p < .001$ ).

Table two, above, shows that the grit score significantly predicted EFL achievement ( $B = .71$ ). Similarly, the other independent variable, well-being, significantly and positively predicted EFL achievement ( $B = 0.51$ ).

**The Relationship between Emotional Well-being, Grit, and Age**

Interestingly, Table three shows that EFL learners' age was significantly and positively related to grit levels ( $r = .374$ ,  $p < .001$ ), of the POE ( $r = .238$ ,  $p < .01$ ), and of the COI ( $r = .344$ ,  $p < .001$ ). These results indicate that older EFL learners appear to have higher levels of grit than younger learners. However, there was no significant link between age and emotional well-being.

Table 3. Pearson correlational analysis between grit, POE, COI, age, and well-being

		1	2	3	4	5
1. Grit	Pearson Correlation	1	.439**	.761**	.803**	.374**
	Sig. (2-tailed)		.000	.000	.000	.000
2. Emotional well-being	Pearson Correlation	.439**	1	.610**	.099	.050
	Sig. (2-tailed)	.000		.000	.370	.649
3. POE	Pearson Correlation	.761**	.610**	1	.224*	.238*
	Sig. (2-tailed)	.000	.000		.041	.029
4. COI	Pearson Correlation	.803**	.099	.224*	1	.344**
	Sig. (2-tailed)	.000	.370	.041		.001
5. Age	Pearson Correlation	.374**	.050	.238*	.344**	1
	Sig. (2-tailed)	.000	.649	.029	.001	

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

\* Correlation is significant at the 0.05 level (2-tailed).

Overall, the results indicated a significant positive relationship between the two psychological constructs (i.e., grit and emotional well-being) among the EFL Saudi female

participants. More specifically, emotional well-being was significantly and positively related to POE's grit factor. Moreover, the results indicated a significant impact of grit and emotional well-being as predictors of the EFL Saudi female students participating in this study. The statistical analysis, furthermore, showed a significant impact of the EFL Saudi female participants' age on their levels of grit and both factors of COI and POE. In other words, older EFL Saudi female students seemed to be gritters, to maintain efforts and interests even when facing challenges and failure than younger female participants. The findings of this study are discussed below.

## Discussion

To deepen our knowledge of the psychological traits of EFL learners, exploring the positive psychology of EFL learners is necessary (Khajavy et al., 2021; MacIntyre et al., 2019). Therefore, the present study sought to assess the possible relationships between well-being and grit for EFL female college-level learners in Saudi Arabia. By answering the first research question, the finding suggested significant and positive associations between the two positive psychological variables of grit and emotional well-being. This finding concurs with previous research into the role of grit in other positive factors such as motivation (Feng & Papi, 2020; Teimouri et al., 2020), willingness to communicate (Lee, 2020), and foreign language enjoyment (Liu & Wang, 2021). However, no studies have focused on the association between these two positive psychological constructs (i.e., grit and emotional well-being). Therefore, this study adds to the previous evidence on the significance of investigating the influence of grit and illuminating the interplay of different positive factors on the language achievement of learners.

More detailed analyses of the quantitative data indicated that well-being was positively and significantly linked to the grit construct of POE but not COI. The results indicate that learners who sustain efforts even when faced with challenges may have higher levels of well-being and good physical health. However, the ability of learners to maintain interest over time appears unrelated to their well-being. This contradiction could be because maintaining interest over time might be influenced by other personal or cognitive factors, including individual language learning strategies, cognitive styles, knowledge, and confidence, or external factors such as classroom environments (Dewaele et al., 2019).

By answering the second research question on the possible effect of grit and well-being as predictors of EFL Saudi female learners' academic language achievement, the findings indicated both psychological constructs' significant and positive effect on the learners' academic achievement. Crucially, these findings imply that learners with grit have high levels of emotional well-being and may be able to use more language learning strategies and better manage their time (Lee, 2020). These abilities may help learners make notable progress in their language learning process (Aparicio et al., 2017). This study, thus, contributes to the previous literature by highlighting the importance of well-being as a psychological factor in boosting the academic achievement of EFL learners. These findings reveal the importance of practicing effective strategies for emotional well-being management and coping with setbacks and failures during language learning.

The third research question explored the possible relationship between grit, emotional well-being, and EFL Saudi female learners' age. The findings indicated that learners' age

significantly impacted their levels of grit and the two grit constructs: POE and COI. This finding reveals that older learners display a higher level of grit than their younger peers. Thus, levels of grit and the perseverance of efforts or maintenance of interest over time might increase by age; in other words, grit is more likely to be age sensitive. However, this finding does not concur with some previous studies that did not find any significant impact of age on grit levels (Wei et al., 2019). This finding may be attributed to the participants' diverse academic grades at different academic levels and ages in this present study. The impact of age on grit suggests that older learners may be more experienced in learning from their setbacks and failures than younger learners who might perceive language learning as a more significant challenge.

As with any research, some areas can be improved. Firstly, the findings are based on a cross-sectional analysis, which only provides statistical correlations between the independent variables (age, well-being, and grit) and a dependent variable (academic achievement). Consequently, this study cannot provide statistical evidence for the variables' causal relationships. Secondly, the sample only included a small group of participants with one cultural and linguistic background (i.e., Arabic). Thus, the findings cannot be generalized to other linguistic contexts or EFL learners from different cultural backgrounds. Moreover, this study focused on only two individual traits, well-being, and grit, so other individual internal factors may exist that determine academic performance. Finally, the current findings do not reveal how grit and well-being relate to other variables that predict academic achievements, such as motivation (Feng & Papi, 2020) and a willingness to communicate (Lee, 2020).

### **Pedagogical Implications**

There are several suggested pedagogical implications based on this study. First, foreign language instructors should be aware of the psychological factors of well-being and personality traits such as grit. Therefore, secondly, they should attempt to enhance their students' emotional well-being by promoting the importance of grit to maintain student efforts during their language learning. Third, language teachers should focus more on less gritty students and try to adopt teaching styles or strategies to strengthen their personality traits positively. Fourth, language teachers should provide students with feedback so that the learner can freely express their emotions or concerns about their language learning progress and academic achievement. Moreover, to promote grit, language teachers should value the effort learners put in to succeed.

Fifth, language learners should examine their personality traits and explore how their efforts can be sustained and how they can maintain a personal interest in the language classroom. Learners could also attend short courses on developing personality traits and learn how to overcome negative emotions. In addition, it would be helpful for language learners to adopt various cognitive, psychological, and practical strategies that can enhance and develop their well-being management. Developing well-being management can develop their skills and overcome negative feelings likely to emerge from setbacks and failures experienced during language learning. Finally, language learners with low levels of grit should understand that people develop and change over time by learning from their setbacks and failures.

## Conclusion

This empirical study investigated the possible link between two critical psychological constructs – grit and emotional well-being – and their possible impact on EFL Saudi female college-level students' academic language achievement, considering their age. The findings of this study suggest that the two positive constructs of well-being and grit appear to influence foreign language learners' academic language achievement. In particular, the findings suggest that older learners might exhibit higher levels of grit than young learners, contributing to their increased study efforts. The findings of this study support the idea that positive psychology is vital for language learners and could develop their language learning progress. This study suggests that EFL learners with high levels of well-being and grit may be more persistent in overcoming learning difficulties and eventually succeed in language learning.

## Recommendations

Future research should test the relationship between these variables and assess their effect on achievement through well-being or grit. Additional longitudinal research is required to examine the possible effects of grit on academic achievement over a long time, considering the changes in grit levels among different learner age groups. Other empirical studies could focus on the influence of classroom interventions on the students' grit levels. Qualitative research could also contribute to understanding the effects of other personal or linguistic factors that may relate to language learning success or performance.

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