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L2 Grit and Foreign Language Enjoyment: Arguments in Light of Control-Value Theory and Its Methodological Compatibility

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Positive emotions are regarded as vital constructs in L2 learning. With the advent of positive psychology in SLA, the link between L2 grit and Foreign Language Enjoyment (FLE), as an achievement emotion, has drawn the attention of numerous scholars. However, despite these investigations, what remains is to see to what extent this link can be accounted for by the control and value appraisals of classroom activities and tasks. In other words, what is the matter of debate is how L2 learners' perseverance and consistency of interest during the performance of language tasks and activities can predict their enjoyment when they are in control of, or out of control of these activities and tasks. Given this gap, this conceptual study attempts to argue the need for the investigation of L2 grit and FLE in light of control-value theory (CVT) and its methodological orientation. These arguments can pave the way for future research on this link via the CVT framework and provide pedagogical and methodological implications for investigators, learners, teachers, teacher educators, educational policy-makers, and advisors to raise their awareness of how the proximal determinants of enjoyment in learning a foreign language can be realized in terms of their perseverance of effort and consistency of interest in achievement activities.

Keywords: Emotional Intelligence, Foreign Language Enjoyment, Grit, Negative Emotions, Positive Psychology

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1. Introduction

Language learning has been influenced by learners' thoughts, emotions, and behaviors, which trigger foreign and second language investigators to explore the role of non-cognitive issues in language achievement (Shakki, 2022). More specifically, based on Fredrickson's (2001) broaden-and-build theory, foreign language investigators have acknowledged the importance of feelings in education (MacIntyre & Gregersen, 2012). Also, based on control-value theory (CVT) of emotions, control and value appraisals are two pivotal determining factors of feelings in language learning in the classroom (Shao et al., 2019). Pekrun (2006) showed that emotions are influential factors in foreign language learning performance (Derakhshan & Shakki, 2019b), and the influence exerted by positive and negative feelings are essentially different. Feelings, in control-value theory, inspire students to learn, employ their language learning strategies, self-regulate their learning, and affect their learning success (Pekrun, 2006). This theory says that enjoyment will arise when a person feels that possible outcomes are in his control and consequently has a positive appraisal of his environment (Bieg et al., 2017). Furthermore, Shao et al. (2020) asserted that the control value theory postulates that the positive feelings resulting from accomplishments can encourage students to attempt, to be more creative and flexible in dealing with difficulties, and to regulate them properly.

Conventionally, psychologists have underscored learners' negative emotional states, and they have tried to find some ways to reduce them (Derakhshan et al., 2021). However, when positive psychology turned up, the course of psychology was changed. Recent years have witnessed the growth of positive psychology, as a contemporary approach to foreign language learning (Derakhshan, 2022b; Dewaele & MacIntyre, 2014; MacIntyre et al., 2019; Wang et al., 2021). Many investigations were concerned with negative feelings like nervousness (Aida, 1994; Horwitz et al., 1986; Cheng et al., 1999; Onwuegbuzie et al., 1999; Tran, 2012). However, the beginning of positive psychology illuminates the emotionally optimal occasions and procedures for the attainment of students and educators (Jiang, 2020). Positive psychology aims at identifying human characteristics and how they create emotional affordances for the success of individuals in their

regular affairs (Seligman & Csikszentmihalyi, 2000). The broaden-and-build theory of positive feelings is based on the premise that learners can process language better in their minds by considering their positive emotions, and they can consciously process language input, which allows them to achieve their goals in language learning (Fang & Tang, 2021). In other words, individuals who pay attention to their positive emotions are more efficient and more engaged (Derakhshan, Fathi, et al., 2022; Peterson et al., 2005). Fredrickson (2013) stated that positive emotions include an important issue for expanding individuals' temporary attentional capacities, building their upcoming resources, increasing their malleability in adversative conditions, and building up their creativity concerning problem-solving. Fredrickson (2001) also asserted that the broaden-and-build theory develops an optimistic classroom context in which the instructor is approachable and helpful and he helps learners boost their attention to the exploration of occasions to interact in the target language. MacIntyre and Gregersen (2012) used this theory to explain that students' positive feelings can help them overwhelm their negative feelings during interaction in foreign languages. Their study also showed that positive feelings can foster the capability of students to learn and process foreign languages, and they argued that foreign language enjoyment accelerates the development of students' thought-action repertoire to achieve more in foreign language learning, and it is significantly correlated with the growth of foreign language knowledge. In order to explain the correlation between Chinese learners' foreign language enjoyment and willingness to communicate, Kun et al. (2020) employed the broaden-and-build theory. They contended that positive feelings are regarded as the distinctive variables in learning a foreign language. Positive feelings can lengthen students' attentional span, providing them an opportunity to maintain data for learning. They continued that positive feelings simplify the learning process, which develops learners' problem-solving capabilities. However, they asserted that foreign language enjoyment significantly affects learners' communicative performance in didactic environments.

Wang et al. (2021) categorized positive constructs into well-being, resilience, emotion regulation, grit, academic engagement, loving pedagogy (Wang,

Derakhshan, & Pan, 2022), and enjoyment. Regarding the definition of emotions in SLA, several scholars have defined it from different perspectives (e.g., Scovel, 1978; Schumann, 1994); however, from a CVT perspective, emotions in an L2 context are described as affective practices that are directly associated with language learning activities which are subject to appraisals of these activities (Pekrun & Linnenbrink-Garcia, 2014).

FLE, as an achievement emotion, has recently been linked with L2 grit (e.g., Derakhshan, Dewaele, et al., 2022; Elahi Shirvan et al., 2021; Khajavy & Aghaee, 2022; Lee, 2020; Yang, 2021). However, the interpretation of the findings of these studies, and some possible future studies targeting the link between the two constructs should not neglect how the control and value appraisals of classroom activities can realize the predictive role of L2 grit in the emergence of enjoyment. Since L2 grit has been conceptualized as perseverance and consistency of long-term goals of L2 learning achievement (Teimouri et al., 2020), it is conjectured that L2 learners' appraisal of the value and control of their classroom activities will shape their perseverance and interest in following their long-term goal of L2 achievement and their experience of the positive emotion of enjoyment.

2. Literature Review

2.1 Foreign Language Enjoyment

Positive psychologists have regarded foreign language enjoyment as a positive emotional construct (Wang et al., 2021). Psychologists were commonly involved in learners' and teachers' negative feelings, and they strived to reduce them (Derakhshan et al., 2021). Earlier investigations have highlighted the negative emotional states of language teachers and learners in various educational contexts due to the challenging nature of education (Derakhshan & Shakki, 2019a; King & Ng, 2018). In the context of foreign language education, some investigations have gone through a positive rebirth, and studies shifted their focus from negative emotional states, mainly foreign language anxiety, to positive emotional states (Guo, 2021; MacIntyre et al., 2020). Recently, positive psychologists tried their

best to illuminate the promising educational contexts for the achievement of learners and teachers (Derakhshan & Shakki, 2020b; Jiang, 2020). Thus, the consideration changed from negative emotional states to positive ones, such as resilience, academic engagement, enjoyment, (Wang, Derakhshan, & Rahimpour, 2022), emotional regulation, well-being, grit, self-efficacy, and pedagogical love to develop their performance in instructive environments (Buric & Macuka, 2018; Derakhshan, Greenier, et al., 2022; Wang et al., 2021; Wang, Derakhshan, Azari Noughabi, 2022).

Csikszentmihalyi (2014) defined foreign language enjoyment as “good emotional states coming from breaking through homeostatic limits and stretching beyond oneself to accomplish something new or even unexpected, especially in the face of some difficult tasks” (p. 201). According to Dewaele and MacIntyre (2016), foreign language enjoyment is regarded as “a complex emotion, capturing interacting dimensions of the challenge and perceived ability” (p. 216). However, Boudreau, MacIntyre, and Dewaele (2018) stated that this positive emotional construct is characterized as a multidimensional dynamic affective state, and it occurs throughout the achievement in doing tasks. Consequently, Csikszentmihalyi (2008) pointed out that enjoyment is viewed as “a sense of novelty and of accomplishment” (p. 46). Mierzwa (2019) specified that students’ emotions of being efficacious in educational activities as well as making out the subject matters are the characteristics of enjoyment. Also, Dewaele and Alfawzan (2018) declared that the concept of enjoyment embraces dimensions, including intelligent concentration, sharp attention, and perfect challenge, and it is a significant motivation for foreign language education. Furthermore, Hagenauer and Hascher (2014) classified the concept of enjoyment into cognitive, emotional, behavioral, expressional, and psychological aspects. Han and Wang (2021) asserted that the emotional construct underscores feelings, mostly, feeling of satisfaction, and desire experienced during the instructive process. Furthermore, they stated that the cognitive aspect of enjoyment is associated with the positive appraisal of the context. Besides, they argued that the motivational aspect is correlated with students’ competence to feel good by sensitively and physically motivating them, to attempt in foreign language tasks.

Pekrun and Linnenbrink-Garcia (2014) indicated that the concept of foreign language enjoyment stems from two basic theories, including Pekrun's (2006) control-value theory of achievement emotions and Fredrickson's (2001) broaden-and-build theory of positive emotions. Having used Fredrickson's (2001) broaden-and-build theory, MacIntyre and Gregersen (2012) explained the influence of enjoyment on foreign language learning. They argued that enjoyment accelerates the development of students' thought-action inventory to be capable in education, and expedites the growth of language learning. Also, they claimed that CVT is on the premise that feelings of positive achievements can motivate students to make an attempt, to be more creative and flexible in dealing with problems, and regulate themselves properly (see Shao et al., 2020). However, Balaž et al. (2021) used Pekrun's (2006) CVT to validate the position of enjoyment in foreign language learning success. They justified their results by contending that enjoyment significantly motivates activity-focused emotion, which, in turn, significantly affects students' language skills.

The investigations on enjoyment in the SLA domain have been conducted from different perspectives. Emphasizing the contagious nature of this emotion, Talebzadeh, Elahi Shirvan, and Khajavy (2020) highlighted the spread of enjoyment from teachers to their students. They showed that enjoyment was transmitted by teachers to their students through vocalization, movement, posture, and facial expressions. This emotional transmission for the emergence of achievement emotions has also been highlighted by Shao and Parkinson (2021). Regarding the factors contributing to the emergence of enjoyment, Li et al.'s (2018) study revealed that internal and external reasons for having foreign language enjoyment are evident among Chinese EFL learners. They contended that the feeling of having achievement, mainly in challenging tasks, unique experiences, and satisfaction with avoiding problems is the crucial internal reasons for foreign language enjoyment. They maintained that inspiring classroom context, instructor support, peer involvement, and collaboration in performing tasks are the key external reasons for foreign language enjoyment. Likewise, Dewaele et al. (2018) showed a significant correlation between foreign language learners' enjoyment and constructive attitudes towards the foreign language,

language teacher, teacher talk, and the time students spent interacting with educators and classmates. With a focus on the Chinese context, Li et al. (2021) also reported that teachers are considered to have a central role in the advent of Chinese learners' enjoyment and emotional support by establishing a constructive classroom environment. With respect to the predictive variables of FLE, Jiang (2020) also demonstrated that teachers' characters, aspirations, wittiness, amiability, sympathy, and fortitude are significantly correlated with learners' foreign language enjoyment.

Similarly, the findings of Sampson (2020) demonstrated that teachers' conduct and sociability, peer collaboration, students' proficiency level, and their perspectives toward their teachers can significantly affect students' foreign language enjoyment. Jiang and Dewaele (2019) also underscored the significant role of learners' enjoyment in developing teacher's sociability. Also, some recent investigations have considered the dynamic and situated nature of foreign language enjoyment (e.g., Elahi Shirvan et al., 2021a; Elahi Shirvan et al., 2020).

In order to underline the significant influence of positive emotional concepts on foreign language instruction, and to underscore the examinations of teachers' positive experiences and emotions, this review examines the positive emotional constructs, such as L2 grit and enjoyment and their relationship with each other considering CVT.

2.2. Grit and its Relationship with Foreign Language Enjoyment

Grit is regarded as individuals' capability to put up with complications via maintaining the wish for longstanding intentions (Cross, 2014). Duckworth and Duckworth (2016) asserted that grit refers to the vigor one requires to deal with long-term life objectives irrespective of experienced adversities, dissatisfactions, or problems. Grit, as a novel construct, is related to the concepts of enthusiasm and determination to one's aptitude to efficiently reach their purposes. Grit elucidates the reasons for individuals' achievement in approaching their purposes (Duckworth & Duckworth, 2016). According to Duckworth et al. (2007) grit "is a

compound trait characterized by perseverance and passion for long-term goals” (p. 1087). Also, they asserted that grit embraces “working strenuously toward challenges, maintaining effort and interest over the years despite failure, adversity, and plateaus in progress” (p. 1088). They classified this higher-order construct into two constituents: steadiness in interests and perseverance in effort regardless of challenges (Duckworth et al., 2007). Li and Dewaele (2021) defined steadiness in interests as “learners’ ongoing enthusiasm for a long-standing objective regardless of the difficulties, problems, disappointments, dissatisfaction, or hardships they may face” (p. 26). However, they pointed out that persistence in the effort is associated with students’ tendency to devote their continuous efforts to long-standing objectives. Moreover, Karlen et al. (2019) underscored these constituents in Grit Scale as a device for measuring the grit construct. Cohen (2015) also underlined the teachability of grit, and several instructive administrations are engaged in endorsing students’ grit by means of offering instructional agendas.

Teimouri et al. (2020) also mentioned that grit encompasses the notions of resilience, carefulness, self-control, and persistence, which are influential in learner achievement. McCain (2017) also emphasized the role of grit, as a non-cognitive skill, on learners’ cognitive abilities, such as academic achievements. Moreover, Keegan (2017) showed a highly positive relationship between learners’ grit and academic achievement. She pointed out that “integrating more learner reflection with all L2 classroom activities or assessments can help build grit” (p. 8). Wei et al. (2019), in their study in the Chinese educational context, demonstrated that grit is significantly correlated with EFL learners’ writing listening and reading skills. Lee and Drajiati (2019) asserted that students need high levels of grit to begin foreign language interaction. Very recently, Elahi Shirvan et al. (2021b) have addressed L2 grit from a longitudinal perspective and confirmed the factorial structure of L2 grit over time. Regarding the correlates of L2 grit, Teimouri et al. (2020) asserted that grit has a positive correlation with learners’ grammar and speaking overall scores as well as their willingness to communicate. Multiple studies have also shown a positive correlation between grit and self-efficacy (Alhadabi & Karpinski, 2019), and test

emotions (Datu & Fong, 2018).

Numerous investigations have been done on the relationship between learners' grit and foreign language anxiety (e.g., Li & Dewaele, 2021; Sudina & Plonsky, 2021), and burnout (Teuber et al., 2021), as two important negative emotional constructs. Several studies have verified the important positive relationship between grit and self-efficacy (e.g., Alhadabi & Karpinski, 2020; Usher et al., 2019), well-being (Arya & Lal, 2018), motivation (e.g., Changlek & Palanukulwong, 2015; Teimouri et al., 2020), and academic involvement (Nelson & Baltes, 2019). Liu (2021) examined the role of grit in learners' foreign language involvement, by inspecting both backgrounds and the effects of grit. He argued that foreign language learners may exploit tasks or mediations with the purpose of enhancing positive behaviors, such as grit and consistency. He asserted that, within the foreign language contexts, some activities simplifying grit may be organized to encourage students to determine some long-term objectives constructed on their benefits.

On the other hand, grit and enjoyment, as two constructs of positive psychology, are critical in educational environments (Wang et al., 2021). Credé, Tynan, and Harms (2017) stated that gritty foreign language learners are inclined to have higher levels of enjoyment in foreign language learning. Khajavy and Aghaei (2022) used Duckworth and Quinn's (2009) short form of grit scale (Grit-S), and Khajavy, MacIntyre and Barabadi's (2018) foreign language enjoyment questionnaire to elicit EFL learners' emotions. Using confirmatory factor analysis, their study showed that persistence of effort, as a grit component, has a significant relationship with foreign language enjoyment. Teimouri, Plonsky, and Tabandeh (2020) also used Duckworth et al.'s (2007) language-domain-specific grit scale L2-Grit and Teimouri's (2017) four items (six-point Likert-type scale) to assess learners foreign language enjoyment (e.g. *I enjoy speaking English*). Their study showed that gritty learners are passionate about language learning and enjoy their foreign language learning experiences. Wei et al. (2019) explored the impact of grittiness on learners' foreign language performance. They provided a self-control model to estimate the role of

enjoyment and the classroom environment in the correlation between grit and language performance. They employed Duckworth and Quinn's (2009) grit scale and Li et al.'s (2018) Chinese version of the foreign language enjoyment scale. They found out that learners' grit is significantly correlated with language proficiency.

Moreover, language enjoyment is an intervening variable between grit and language performance. Their study also revealed that the classroom environment acts as a moderating variable in the significant relationship between grit and enjoyment. Their study determined that gritted learners outperform in linguistic skills, and they show better foreign language enjoyment. The study of Liu and Wang (2021) revealed that there are positive interrelationships among foreign language performance, foreign language enjoyment, and grit. Their study also showed that anxiety, as a negative emotional construct, is negatively correlated with these three constructs. Moreover, they found the mediational role of foreign language enjoyment and foreign language anxiety in the correlation between grit and foreign language performance. Derakhshan (2021) also stated that gritty foreign language students typically appraise their activities, and they promote their academic involvement and enjoyment.

Elahi Shirvan et al. (2021) explored the development of enjoyment and L2 grit longitudinally in contexts. Using the bivariate latent growth curve model, they indicated that learners' foreign language enjoyment level has a parallel growth with L2 grit, and they found a significant correlation between them over time. Lee (2020) examined South Korean secondary EFL learners' grit, enjoyment, and willingness to communicate. His study showed that L2 grit and enjoyment are associated with a willingness to communicate in educational contexts. Some scholars (Fan & Wang, 2022; Yang, 2021) inspected the association between L2 grit, classroom enjoyment, and well-being among Chinese learners. Those studies showed the significance of the relationship between foreign language enjoyment and grit, and they also proposed that grit significantly predicts classroom enjoyment and learners' well-being. Although there have been current interests in the study of L2 grit and foreign language enjoyment as positive constructs, studies need to be done in contexts from a longitudinal viewpoint through appropriate approaches.

2.3. L2 grit and FLE in light of CVT

Since FLE is an achievement emotion, the established link between enjoyment and L2 grit in the above studies can be interpreted from control and value appraisals of achievement activities, realized in the subdomains of L2 grit, determining the emergence of enjoyment. As noted by Hwang et al. (2017), the influence of achievement emotions should be taken into account in the prediction of language learning processes like effort and interest. From the perspective of CVT, the changing nature of interest due to the context-bound or situational nature of language classrooms might render the classroom activities out of language learners' control. This lack of control, a prominent determinant of enjoyment, might lead to learners' lower levels of enjoyment and further experiences of anxiety. As Elahi Shirvan et al. (2021) indicated, grit and enjoyment are not highly associated at the beginning of a language course, but during the course these two constructs become highly correlated. Regardless of the subconstructs of L2 grit, this finding can be discussed in terms of CVT as well. The weaker link of the two variables at the beginning of a language course can be due to learners' uncontrollability of classroom activities. At the beginning of a course, learners have not established a tight connection with their peers yet, and their expectations with their teachers are not met yet. In this situation, it is natural to see that learners might not have any or less control over their activities or even regard fewer positive values for them. However, when they spend more time together in the class, due to the peer emotional transfer (see Shao & Parkinson, 2021) or emotional contagion (Hatfield et al., 1994) and emotional transmission from teachers to students (Shao & Pekrun, 2021), they allocate more value to their class activities and; as a result, they make more sustained efforts for the achievement of their long-term goals and experience positive emotions like enjoyment.

Moreover, the studies on L2 grit have indicated that mainly PE has been associated positively with language achievement. The negative or low effect of CI on language achievement has been postulated to show the restricted function of CI in the grit studies (see Oxford & Khajavy, 2021; Elahi Shirvan & Alamer, 2022)

since it has low or insignificant associations with lots of variables in the L2 context (e.g. Schmidt et al. 2018; Sudina et al. 2020; Teimouri, Plonsky, and Tabandeh 2020). A tangible point for the low function of CI, as concluded by Oxford and Khajavy (2021) is that grit has low consistency with human development investigation because the psychology of human development perceives a change in interest as a common phenomenon without any serious issue. This means that, in line with Oxford and Khajavy's (2021) findings, due to the situational nature of language classrooms, during a classroom session, new topics might be raised in each session of a language course. Thus, given the fluctuations in the topics introduced in each session, different degrees of value appraisal can be given to classroom activities that influence the level of enjoyment experienced by language learners.

2.4. The methodological arguments around the link between L2 grit and FLE in light of CVT

Regarding the methodological orientation (Derakhshan & Shakki, 2020a) of the correlation between L2 grit and FLE in light of CVT, it is worth noting that the literature of both constructs is replete with methodological innovations which can also be taken into account for the exploration of the link between the two constructs accounted by CVT. This means that despite the recent nomothetic and idiographic approaches used to explore the emerging L2 affective factors such as L2 grit and FLE, how these approaches can be used to deepen our understanding of these variables in light of CVT can be a matter of debate. Since language learners are not ergodic ensembles (Lowie & Verspoor, 2019), the control-value antecedents of the link between the two variables for each individual language learner do not necessarily reflect that of the average.

Thus, the nomothetic approach alone cannot provide deep control-value explanations regarding the link between the two constructs. Instead, the control value explanations for the link between enjoyment and L2 grit require an emic and micro-perspective which can provide insights into the situated nature of this link. For instance, the idiodynamic method can be used to explore how the dynamics of

the two constructs go together in different moments of a classroom session. Via the application of the idiodynamic method (see MacIntyre & Ducker, 2022), moments of controllability and value appraisals can be investigated with more accuracy and the link between the two constructs can be explained in terms of their joint trajectories. This means that any stable joint patterns of L2 grit and FLE can be scrutinized for their underlying value and controllability appraisals. As an example, when it comes to language learning tasks such as speaking, research should address whether the controllability of the task and maintaining a positive value toward it has been stable during the whole moments of doing the task with constant levels of perseverance, interest, and enjoyment. This can be evidenced through the use of the idiodynamic method.

Also, the situation-bound nature of L2 classroom necessities holds an ecological perspective toward the CVT explanations for the bond between the two constructs. Two methods suitable for this aim are ecological momentary assessment and the experience sampling method (see Shiffman et al., 2008 and Larson & Csikszentmihalyi, 1983). The ecological factors accounting for the controllability and value appraisals in the emerging link between the two variables is what the two methods can do. Moreover, the causal mechanisms underpinning the control-value antecedents of the association between L2 grit and FLE can be traced via process tracing (see Bennett & Checkel, 2015). More specifically, through process tracing, the alternative explanations for the control-value accounts of the link between the two variables can be systematically explored.

It should be noted that control-value appraisals for the link between the two constructs in one individual language learner might be different from those of another one. Concerning this inter-individuality, an appropriate method is qualitative comparative analysis (Marx, Rihoux, & Ragin, 2014). Also, given the fact that emotions are contagious (see Shao & Parkinson, 2021), the social network of factors responsible for control-value accounts of the link between L2 grit and FLE can be explored via social network analysis (see Scott, 1988). Thus, to what extent language teachers and peers contribute to the controllability and the maintenance of positive value in the social interaction of language

learners when they experience enjoyment through perseverance and interest can be the focus of social network analysis. Furthermore, language learners, as agents of their language learning process might play a pivotal role in how this process is in their control and how positive values can be shaped. For instance, due to some environmental barriers, they might not be able to enact their sense of agency in controlling classroom activities. However, they might also take advantage of the environmental affordances of the classroom, such as their teachers' self-enhancing and affiliative humor (see Karahan et al., 2019), not only to generate a positive value of the tasks they are doing but also to take control of them. Thus, they might feel positive emotions like enjoyment as they are making a consistent effort while holding their level of interest during their classroom activities. One of the appropriate methods for measuring this sense of agency is agent-based modeling. It should be noted that the ergodicity issue in language learning should not disappoint researchers in the L2 affective domain from using innovative nomothetic methods in their control-value accounts of the link between L2 grit and FLE. Some recent innovative etic methods in the L2 affective domain such as latent growth curve models (see Kruk et al., 2022) and cross-lagged panel designs (see Alamer & Lee, 2021) enable researchers to test how control-value accounts of the link between the two constructs are valid over time.

3. Implications and Further Research

This conceptual review first reported the findings of the studies on the link between L2 grit and foreign language enjoyment. It then argued this link considering CVT L2 learners with higher levels of grittiness tend to have higher levels of foreign language enjoyment under the influence of their appraisals of the control and value of their classroom activities. There are some implications for investigators, students, teachers, teacher educators, educational policy-makers, and consultants. This review improves the instructive knowledge of investigators interested in students' and instructors' positive feelings. Concerning the earlier studies on the positive relationship between grit and foreign language enjoyment, it is worth noting that students should be assisted to control, adjust, adapt, and

regularize their feelings in instructive settings. Students can regulate their feelings to foster their enjoyment, and this issue can encourage educators to reflect learner emotions in applied classroom environments. The level of controllability and value of classroom tasks and activities trigger language learners' perseverance and interest, which account for their levels of enjoyment in engaging enthusiastically in classrooms. As suggested by Pekrun and Perry (2014), interventions that target the appraisal antecedents of achievement emotions, including perceived control and task values, can raise our awareness of how to improve L2 learners' emotional experiences.

Therefore, both researchers and language teachers can help learners emerge positive feelings through the advancement of their control and value appraisals so that they can spend more time and make more efforts to achieve their long-term language goals. Consistent with Hall et al. (2016) and Harackiewicz and Priniski (2018), some techniques such as attribution retraining and mindset intervention can be used to raise language learners' control of, and value for their classroom activities. These techniques are assumed to enhance their grittiness as well; and consequently, raise their level of enjoyment in the classroom. Students can employ occasions that teachers offer to control their emotions and to persist in their effort in language learning to cope with difficulties in language learning, which can encourage them to be accountable for their learning. More specifically, learners are likely to show more persistence of effort in positive situations (Lee, 2020). In the negative classroom context, grit is not effective in learners' language proficiency. Ideally, this review supports an evolving opinion of positive psychology and its role in contexts.

Instructors can foster learners' resolution to perform perplexing tasks, and this may result in language learning achievement. Individuals can develop their attainments in their lives. Moreover, instructors can integrate grit into foreign language learning environments to promote learners' foreign language enjoyment. Likewise, having awareness of students' emotional intelligence may possibly inspire instructors to make an attempt to convey enthusiasm to foreign language educational environments. Consequently, foreign language teachers need to

interact with students about instructive needs and enquire about their difficulties to develop students' perspectives and enjoyment of involving in instructive environments. They can intensify other positive feelings such as pride, hope, self-efficacy, and well-being, and lessen negative emotions including communication apprehension, disengagement, foreign language anxiety, etc., in their classroom contexts.

Teachers can also enhance learners' grit by modeling it in educational contexts through reading books about gritty individuals and leading them through a think-aloud explicitly about grit. Moreover, they should consider authenticity in their classrooms. Authentic products can make learners improve their work and perseverance. Furthermore, Instructors can question the authentication of their approaches in the reflection of feelings in contexts. Another way to improve learners' grit is to celebrate learners' success. Teachers should value grit by celebrating learners' success in their classroom. Teachers should develop an optimistic mindset among learners. They should help learners discern why particular goals are significant to them. Some technical approaches, such as warming-up activities and brainstorming in educational contexts can also provide the opportunity for the learners to develop their grit. Teachers can support some interactional and technical issues, including projects, lectures, conferences, and workshops to increase learner grit. It is necessary for teachers to foster inspiring and enjoyable language learning activities which build up learners' emotional intelligence and to reduce their foreign language anxiety levels. Thus, the arrangement of enjoyable tasks can assist students in regulating their emotional intelligence and foreign language enjoyment to develop their communicative competence (Habeab Al-Obaydi, 2022).

Teacher educators who observe instructors and evaluate their academic proficiency can exploit earlier studies by regarding instructors' way of providing classroom enjoyment and their relationship with the learners. This review principally entails the consideration of teachers' affective support and attention for the improvement of the learners' motivational and emotional states. Teaching with videos, attending to the students' remarks and difficulties, and giving feedback can stimulate learner enjoyment. Besides, teacher educators can utilize

earlier investigations by attending the teachers' interpersonal behaviors, compassion, and friendly relationship with the learners (Derakhshan, 2022a; Xie & Derakhshan, 2021), which may affect learners' positive emotional constructs, such as grit, foreign language enjoyment, and emotional intelligence. They can organize workshops and deliver some strategies to teachers to enhance learners' grit and emotional intelligence. Teacher educators can evaluate and certify the efficiency of instructors' approaches in students' foreign language enjoyment in EFL contexts. This review implies that teacher educators should have a positive attitude towards instructors and students, and they ought to arrange efficient and stimulating instructional methodologies, which can trigger students' motivation for language learning and foreign language enjoyment in the educational context. Teacher educators ought to offer elbow support to improve students' grit and emotional intelligence in both online and conventional instructions. They should improve self-confidence and proficiency among in-service instructors to attract students' attention and involve them in the learning process.

The review of literature can motivate policymakers to ponder learners' grittiness and foreign language enjoyment. Policymakers can develop programs that contribute learners to increasing their grit for language learning and strengthening their academic engagement. They are able to provide support for students and create an environment where students can join in in positive behaviors. They can hold academic workshops to help teachers increase engagement among learners. Finally, the causal knowledge of the learners' grit, emotional intelligence, and enjoyment help consultants to make programs to intensify the consequence of these variables on learning performance at school.

Future investigations can compare various scales of measuring learners' grittiness. A longitudinal study can also be done to follow up the learners' English proficiency scores and the effect of their grittiness on them. Moreover, further research is required to investigate learners' grit in different education, geographical, national, and cultural contexts. Studies should be carried out on the relationship between grit and learners' mindset. Further studies can concentrate on the time-based covariance of foreign language grit and enjoyment in longitudinal

designs. Future studies should be done on the effect of different sub-categories of foreign language grit on learners' foreign language learning achievement. Other studies can also be done on the relationship between grit and shyness in foreign language learning.

The influence of instructors' educational methodologies on foreign language learning enjoyment can be studied in the future. Investigators argued that Digital Video Games can also increase learners' enjoyment and engagement (Quick et al., 2012; Wang & Guan, 2020). Studies should be done on the effect of video games on increasing learners' hope and grittiness. Moreover, future research can highlight gender's effect on language learners' enjoyment. Also, the relationship between learners' grittiness, hopefulness, and foreign language enjoyment and their emotional intelligence experienced in foreign language learning contexts can be inspected for the future. Future studies can explore the effects of enjoyment and grit on the working memory of learners. Furthermore, the effects of learners' enjoyment and hope on enhancing language skills should be considered in detail. Moreover, the reciprocity of the relationship between learners' enjoyment and apprehension should be studied in the future. The effect of student foreign language learners' enjoyment on instructors' engagement can also be examined.

Further studies should be carried out to elucidate the relationship among emotional intelligence, hope, optimism, and foreign language learners' engagement, and their linguistic skills. Another aspect of positive psychology, namely, resilience, needs to be considered and its relationship with emotional intelligence requires to be studied. Upcoming investigations may involve the investigation of personality traits including learners' extroversion, introversion and their emotional intelligence and enjoyment. Numerous variables such as third language knowledge, educational experiences in abroad, and educational background and their relationship with learners' grit, emotional intelligence, and foreign language enjoyment should be considered for the future. Online language learning has altered educational methods throughout the COVID-19 pandemic (Wang & Derakhshan, 2021). Forthcoming studies should shed light on learners' emotional intelligence, grit, and their foreign language enjoyment in traditional and virtual contexts to clarify how these contexts may influence learners' positive affectivity.

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