



**Motivation, Anxiety, and Grit as Predictors of Achievement
in Learning English as a Foreign Language**

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**A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of
Master of Arts in Teaching English as an International Language**

Prince of Songkla University

2015

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Thesis Title Motivation, Anxiety, and Grit as Predictors of Achievement
 in Learning English as a Foreign Language

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ชื่อวิทยานิพนธ์	แรงจูงใจ ความวิตกกังวล และความมุ่งมั่น ในฐานะตัวบ่งชี้ความสำเร็จในการเรียนภาษาอังกฤษเป็นภาษาต่างประเทศ
ผู้เขียน	นายอันซอรี ช่างเหล็ก
สาขาวิชา	การสอนภาษาอังกฤษเป็นภาษานานาชาติ
ปีการศึกษา	2557

บทคัดย่อ

งานวิจัยนี้ศึกษาตัวแปรด้านแรงจูงใจ ความวิตกกังวล รวมถึงบุคลิกภาพด้านความมุ่งมั่น ในที่นี้หมายถึง ความความพากเพียรและความตั้งใจจริงให้บรรลุเป้าหมายระยะยาว ในการเรียนภาษาอังกฤษเป็นภาษาต่างประเทศของกลุ่มตัวอย่าง 180 คน ซึ่งเป็นนักเรียนชั้นมัธยมศึกษาปีที่ 6 ปีการศึกษา 2557 ของโรงเรียน มอ. วิทยานุสรณ์ งานวิจัยนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาความสัมพันธ์ระหว่างแรงจูงใจ ความวิตกกังวล และความมุ่งมั่นในการเรียนภาษา 2) ศึกษาความสัมพันธ์ระหว่างแรงจูงใจ ความวิตกกังวล ความมุ่งมั่น และผลสัมฤทธิ์ทางการเรียนภาษาอังกฤษ และ 3) ศึกษาความสามารถในการพยากรณ์ของแรงจูงใจ ความวิตกกังวล และความมุ่งมั่นต่อผลสัมฤทธิ์ทางการเรียนภาษาอังกฤษ เครื่องมือที่ใช้ในการวิจัยประกอบด้วย 1) แบบสอบถามแรงจูงใจในการเรียน 2) แบบสอบถามความวิตกกังวลในการเรียนภาษาต่างประเทศ 3) แบบสอบถามความมุ่งมั่นในการเรียน และ 4) เกรดเฉลี่ย 5 ภาคการศึกษา รายวิชาภาษาอังกฤษของกลุ่มตัวอย่าง ผลการศึกษาพบว่า 1) แรงจูงใจมีความสัมพันธ์กับความวิตกกังวลและความมุ่งมั่นในการเรียนภาษาอังกฤษอย่างมีนัยสำคัญทางสถิติที่ .05 2) แรงจูงใจและความมุ่งมั่นในการเรียนภาษามีความสัมพันธ์กันในเชิงบวกอย่างมีนัยสำคัญทางสถิติที่ .05 ในขณะที่ความวิตกกังวลและความมุ่งมั่นมีความสัมพันธ์กันในเชิงลบอย่างมีนัยสำคัญทางสถิติที่ .01 ในกลุ่มตัวอย่างที่มีผลสัมฤทธิ์ทางการเรียนภาษาอังกฤษสูง 3) ความสัมพันธ์ระหว่างแรงจูงใจและความวิตกกังวลมีความสัมพันธ์กันในเชิงลบอย่างมีนัยสำคัญทางสถิติที่ .01 ในกลุ่มที่มีผลสัมฤทธิ์ทางการเรียนภาษาอังกฤษต่ำ และ 4) ความวิตกกังวลในการถูกประเมินผลเชิงลบ ความวิตกกังวลในการสอบ และแรงจูงใจภายใน เป็นตัวแปรที่สามารถพยากรณ์ผลสัมฤทธิ์ทางการเรียนภาษาอังกฤษของกลุ่มตัวอย่างทั้งหมดได้อย่างมีนัยสำคัญทางสถิติ

คำสำคัญ: แรงจูงใจในการเรียนภาษา ความวิตกกังวลในการเรียนภาษา ความมุ่งมั่น ความสำเร็จในการเรียนภาษา

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Major Program	Teaching English as an International Language
Academic Year	2014

Abstract

The present study explored the three variables of *motivation* and *anxiety* in foreign language learning as well as the personality trait of *grit* - defined as perseverance and passion for long term goals – in learning English as a foreign language. The subjects of the study included 180 Mattayomsuksa 6 students of PSU Wittayanusorn School in academic year 2014. The aims of this study were 1) to examine the relationships between motivation, anxiety, and grit in language learning, 2) to explore the correlations of motivation, anxiety, and grit on English language performance, and 3) to investigate the predictive validity of motivation, anxiety, and grit on English language performance. Three sets of questionnaires were used: *Learning Motivation Questionnaire*, *Foreign Language Classroom Anxiety Questionnaire*, and *Grit Scale*. The subjects' 5-semester English language GPA was used to represent their achievement in language learning. Statistical results revealed the following: 1) overall, foreign language learning motivation was positively and significantly correlated to foreign language learning anxiety and grit, 2) among the high achievers, motivation and grit were significantly and positively correlated, while a significant and inverse relationship between anxiety and grit was found; 3) among the low achievers, the correlation between motivation and anxiety was significant and positive; and 4) *fear of negative evaluation*, *test anxiety*, and *intrinsic motivation* were the significantly powerful predictors in English language learning achievement for all learners.

Keywords: Language Learning Motivation, Language Learning Anxiety, Grit, English Language Achievement

ACKNOWLEDGEMENTS

I would like to gratefully acknowledge my thesis advisor, Assoc. Prof. Dr. Thanyapa Palanukulwong, who kindly and patiently encouraged and supported me through constructive comments, valuable suggestions and guidance. In addition, I am also indebted to my thesis and proposal readers, Dr. Sirirat Sinprajakpol, Assoc. Prof. Dr. Nisakorn Charumanee, and Assoc. Prof. Dr. Adisa Teo for their thoughtful and critical guidance as well as fruitful comments.

My appreciation would be extended to all instructors in the M.A. program in Teaching English as an International Language, Department of Languages and Linguistics, Faculty of Liberal Arts, Prince of Songkla University, Hat-Yai Campus for the knowledge to carry out this research.

Moreover, my grateful thanks are extended to Ms. Sammireh Nagaratnam for kindly proofreading and editing my paper and giving good suggestions, Ms. Putthida Chomchei for her valuable suggestions about statistical data analysis, and Ms. Natrada Rungrujthanachote for offering me friendly and helpful library service.

Finally, my special thanks go to my beloved family, my seniors, my friends, and to other people for their endless patience, encouragement, support, and understanding.

Ansari Changlek

CONTENTS

ABSTRACT	v
ACKNOWLEDGEMENTS	vii
CONTENTS	viii
LIST OF TABLES	x
LIST OF PAPERS	xi
LETTERS OF ACCEPTANCE 1	xii
LETTERS OF ACCEPTANCE 2	xiii
A SYNTHESIS REPORT	
1. Introduction	1
1.1 Rationale	1
1.2 Significance of the Study	5
1.3 Purposes of the Study	5
1.4 Research Questions	5
1.5 Scope of the Study	6
1.6 Definition of Terms	6
2. Literature Review	6
2.1 Motivation in Language Learning	6
2.2 Anxiety in Language Learning	8
2.3 Grit as a Predictor of Success	9
2.4 Related Studies	11
3. Research Methodology	14
3.1 Participants	14
3.2 Instruments	14
3.3 Procedures and Data Collection	15
3.4 Data Analysis	16
4. Results and Findings	16
5. Discussion	23
6. Conclusion and Recommendations	28

CONTENTS (CONTINUED)

REFERENCES	30
APPENDICES	
Appendix A Accepted Manuscript	36
Appendix B Submitted Manuscript	55
Appendix C Questionnaire (English Version)	78
Appendix D Questionnaire (Thai Version)	84
Appendix E Questionnaire Reliability	91
VITAE	95

LIST OF TABLES

TABLE

A SYNTHESIS REPORT

1	The subjects' level of motivation, anxiety, and grit.....	16
2	Correlations between aspects of motivation, anxiety, and grit.....	17
3	Correlations between each aspect of motivation, anxiety, and grit of the high achievers.....	19
4	Correlations between each aspect of motivation, anxiety, and grit of the low achievers	21
5	Regression analysis for English language learning achievement.....	22

MANUSCRIPT 1

1	Correlations between each aspect of motivation, anxiety, and grit of the high achievers	44
2	Correlations between each aspect of motivation, anxiety, and grit of the low achievers	46
3	Regression analysis for English language learning achievement	47

MANUSCRIPT 2

1.1	The subjects' level of motivation, anxiety, and grit.....	65
1.2	Correlations between aspects of motivation, anxiety, and grit.....	66
2.1	Differences of motivation, anxiety, and grit and their aspects of high and Low achievers.....	68

LIST OF PAPERS

This thesis is based on the following papers:

Changlek, A. & Palanukulwong, T. (2015). Motivation and Grit: Predictors of language learning achievement. *Veridian E-Journal*. Graduate School Silpakorn University. Vol. 8 (International), No. 4 (January-June), 2015 (in press)

Changlek, A. & Palanukulwong, T. (2015). It's Grit, not Motivation, that Contributes to Language Learning Success. *Journal of Liberal Arts*. Prince of Songkla University. (submitted manuscript)

1. Introduction

1.1 Rationale

It is undeniable that English is an International Language or a global language for today's world. There are more than 50 countries all over the world using English as an official language (Jenkins, 2003). If English is the only language we know, we can communicate to more than 1 billion people in the world. There are around 300 million people who use English as their native or first language as in the US, Britain, Canada, Australia, and New Zealand, and there are around 720 million people use English as their second language as in India, South Africa, Singapore, and the Philippines (ibid). Again, it is obvious that English has played a crucial role as a medium of communication in every part of the world, including Thailand. English is used in every mean of communication along with the Internet, TV, movies, computer program, academic books, and so on.

Kachru's (1996) three circle model of world Englishes has a clear discussion of the role of English in different parts of the world including Thailand. Thailand is in the Expanding Circle where English is used as a foreign or as a language of wider communication among individuals from different countries. In this way, English is served as an International language in a global sense (McKay 2002). With the coming up of ASEAN Community in the year 2015, Office of the Higher Education Commission, under the Ministry of Education, has set the "Thailand Higher Education Strategy to Prepare for the ASEAN Community by the Year 2015" which includes various strategies and one of them is to develop competency in the English language of Thai students. Thus, according to Crystal (1997, cited in McKay 2002), English language in Thailand reaches the global status because it is given special priority that students at all levels need to learn English as a foreign language.

In Thailand's educational context, English is one of the core subjects at primary and secondary school, and is an elective course in most fields at university level. Thai students learn English from the age of 7, or when they are in the first year of primary school. Their final year in upper secondary level (Grade 12) marks the turning point for their future educational life. They have to sit for university

admission examinations which include various kinds of tests: the Ordinary National Educational Test (O-NET) and the General Aptitude Test (GAT), with English as one of the 8 core subjects tested in both O-NET and GAT. The National Institute of Educational Testing Service (NIETS) has revealed the statistical results of students' English performance on O-NET tests. It shows that students' English scores have been in a critical stage and it has been decreasing since 2007. The average scores on English in the O-NET tests from 2007 to 2010 were 30.93, 30.68, 23.98, and 19.22, respectively. Even though the average scores increased slightly in 2011 and 2012 at 21.80 and 22.13, they were still unsatisfactory. The GAT test, which tests the ability to communicate in English, has also produced low results. In 2011, the average GAT scores were 50.45 and 52.98, and in 2012, 49.07 and 53.63 out of 150 for the first and second round. This indicates that the level of English proficiency among Thai learners is unsatisfactory.

Psychological processes play a vital role in language learning among second language learners that eventually affect their language performances. Since the early 1980s, many language researchers have emphasized the psychological aspects of language learning because they believe in the affective needs and reactions among individuals. A considerable number of studies have been done on the impact of affective factors to the second language acquisition. For years, the language researchers have pointed out the necessity to understand the psychological dimension in language learning. Stevick (1980) views that a successful language learning depends not only on materials, techniques and linguistic analysis but also on what goes inside and between the people in the classroom. Krashen (1982), in his affective filter hypothesis, states that language learners might be interfered by anxiety or boredom which will block or impede the input during the process of learning. Stern (1983: 386) points out that 'the affective component contributes at least as much and often more to language learning than the cognitive skills'. Oxford and Shearin (1996) argue that L2 researchers should consider language learners as whole persons and, therefore, research should pay attention to the intellectual and the social as well as the affective aspect in language learning. For Ehrman and Dörnyei (1998), social factors

and psychological processes at both conscious and unconscious levels have a dominant influence in language learning.

Motivation and anxiety are affective factors in the psychological aspects which have been paid much attention to by language researchers (Dörnyei, 1998; Gardner & MacIntyre, 1991; Horwitz, Horwitz & Cope 1986). In the psycholinguistic dimension, motivation is the most interesting construct in the SLA research because it turns out to be the second best predictors of success in language learning following the aptitude which is a cognitive domain (Skehan 1989, cited in Gass & Selinker 1993). Motivation is one of the most significant factors that influence L2 learning success (Dörnyei 1998). A lot of studies have been carried out to find out the effect of different types of motivation on language learning achievement (Gardner et.al 1987; Spolsky 1989; Gardner et.al 2004; Dörnyei & Ushioda 2011). Gardner (1985, cited in Scarcella & Oxford 1992:51) views that motivation ‘strongly influences the degree to which learners take advantage of opportunities to use the language’. Knowledge of second language can possibly be achieved in learners with sufficient motivation, regardless of aptitude or other cognitive competence (Dörnyei 2001).

Anxiety is another affective factor which has been claimed to affect language learning process. Research in the past three decades has confirmed the existence of language anxiety and its effect on L2 learning (Horwitz, Horwitz & Cope 1986; MacIntyre & Gardner 1991). For Spielberger (1983, cited in Horwitz & Young 1991:27), ‘anxiety is the subjective feeling of tension, nervousness, and worry associated with an arousal of the autonomic nervous system’. In the context of foreign language learning, many studies have been done to find out the relationship between anxiety on the learning process and achievement. As part of the learners’ affective filter, Krashen (1982) states that anxiety might block or impede the input during the process of learning, which might in the long run affect learning achievement. Foreign language anxiety is viewed to be distinct phenomenon and can affect foreign and second language learning (Horwitz, Horwitz & Cope 1986). Horwitz and Young (1991) categorize foreign language anxiety into three dimensions: *communication apprehension*, originated from the learners’ lack of linguistic or communicative

competence; *fear of negative evaluation*, arising when the learners are anxious about others if they would measure them negatively, and *test anxiety*, an apprehension over academic evaluation such as a fear of failure in an exam.

Among a number of personality characteristics investigated in relation to their influence on second language learning such as extroversion, inhibition, risk-taking, self-esteem, empathy and so on, grit has been found recently to be a powerful predictor which is more applicable to individual student success (Duckworth, 2007). Grit is one of the critical factors for success in the 21st century which is really crucial to students' capacity to strive for and succeed at long-term and higher-order goals, and to persevere even when encountering with hardship, setbacks, or adversity throughout schooling and life (U.S. Department of Education, 2013). Duckworth et. al. (2007: 1087) give a clear definition of grit and gritty individuals' trait:

'Grit is perseverance and passion for long-term goals. Grit entails working strenuously toward challenges, maintaining effort and interest over years despite failure, adversity, and plateaus in progress. The gritty individual approaches achievement as a marathon: his or her advantage is stamina. Whereas disappointment or boredom signals to other that it is time to change trajectory and cut losses, the gritty individual stays the course'.

Gass and Selinker (1994) state that it will definitely take a long time to be proficient in the second language since learning it is a long-term project.

Although there has been a good deal of research conducted to investigate the relationship of L2 motivation and anxiety (e.g. MacIntyre et al., 2002; Hashimoto, 2002; Liu & Huang, 2011), there is a gap in the study conducted on the roles of grit on second language performance and its relation to motivation and anxiety in second language learning. Therefore, this present study aimed to investigate the roles of grit on second language learning as well as relationship between motivation, anxiety, and grit in second or foreign language settings.

1.2 Significance of the Study

It was hoped that the results of this study would prove the importance of psychological factors, especially motivation, anxiety and grit, in second or foreign language acquisition and also would present the factors that could predict the learners' achievement. So, the findings would be relevant and useful information for both language instructors and learners. The outcome could raise an awareness of both parties on the significance of these psychological aspects in L2 learning. Language teachers could learn to instruct a more effective L2 class and design a learning environment that can reduce the degree of anxiety, enhance motivation, and promote the personality trait of grit. The study results would also help language learners be aware and understand the factors that can lead them to success in L2 learning. Furthermore, all parties concerned such as educators, administrators, policy makers, technology designers, parents, and researchers might also make use of the information from this study to promote effective language learning.

1.3 Purposes of the Study

This study aimed to investigate the influence of non-cognitive factors of motivation, anxiety, and grit on English language achievement. Specifically, the study attempted to:

1. examine the relationships between motivation, anxiety, and grit in language learning.
2. explore the correlations of motivation, anxiety, and grit on English language performance
3. investigate the predictive validity of motivation, anxiety, and grit on English language performance.

1.4 Research Questions

1. What are the relationships between motivation, anxiety, and grit in language learning?

2. How do motivation, anxiety, and grit correlate to students' English language performance?
3. Which factor best predicts English language performance?

1.5 Scope of the Study

This study was limited to an investigation of language learning anxiety and motivation, as well as personality trait of grit as predictors of achievement in learning English as a foreign language. The study attempted to find out if these factors have influence on English language performance among Matthayomsuksa 6 students of PSU Wittayanusorn School, Hat Yai, Songkla.

1.6 Definition of Term

English language achievement was reflected in the subjects' English language GPA for 5 semesters: semester 1 and 2 of Matthayom 4, 5 and semester 1 of Matthayom 6.

2. Literature Review

2.1 Motivation in Language Learning

Motivation is universally accepted to play a crucial role in academic learning, and this is particularly true regarding second or foreign language learning (Dörnyei, 2006). From a language point of view, motivation is the combination of efforts plus desire to achieve the goal over learning the language with favorable attitudes towards learning the language (Gardner, 1985).

Many educational psychologists have divided motivation into different types. Gardner and Lambert (1972, cited in Leaver et al., 2005) propose two different types of motivation; *integrative* and *instrumental*. Integrative motivation refers to the motivation that the learners want to learn a foreign language because they wish to become part of a particular society or be accepted by another community whereas instrumental motivation is the motivation that the learners learn a foreign language in order to use it as a tool such as getting a job or fulfilling an academic requirement (Brown, 2000; Leaver et al., 2005).

Later, Gardner and MacIntyre (1991) give a different reference of both integrative and instrumental motivation as a case of orientation. If the learners learn a foreign language in a context of academic or career-related, they will probably be instrumentally motivated, but they will be integratively motivated if they are socially or culturally oriented.

Another classification of motivation derived from Deci and Ryan's (1985) self-determination theory are *intrinsic* and *extrinsic* motivation. This dichotomy views motivation through learners' perspectives. The learners are intrinsically motivated if their desire to learn a foreign language is because of enjoyment or personal satisfaction to do so. An intrinsically motivated activity does not provide apparent reward except the activity itself, and the learners' aims are feelings of competence and self-determination – internally rewarding consequences (Brown, 2000). For extrinsically motivated learners, they learn a foreign language because of outside reasons such as money, job requirement, or passing a test (Leaver et al., 2005). An act of avoiding punishment is also considered to be extrinsic motivation (Brown, 2000).

Noel et al. (2000) propose three subtypes of intrinsic motivation. The first kind is *knowledge*, motivation to do an activity to explore new ideas and knowledge. The second is *accomplishment*, sensations to master a goal or accomplish a task. The third type is *stimulation*, a task or an activity that stimulates enjoyment or excitement to perform it.

Likewise, three other subtypes of extrinsic motivation were also identified by Noel et al. (2000): *external*, *introjected*, and *identified* regulation. The first type can be noticed when an activity is performed to achieve some instrumental ends, such as to gain a reward or avoid punishment. Introjected regulated learners perform an activity because of a self-induced pressure such as for ego-enhancement reasons. Identified regulation motivation refers to the motivation that drives the learner to carry out an activity due to personal reasons such as realizing the importance for attaining a valued goal.

2.2 Anxiety in Language Learning

The role of anxiety in language learning has been explored by many language researchers under the trait and state anxiety framework. *Trait* anxiety, at a global level, is a permanent character trait with a feeling of predictable and general fearfulness and anxiety about many things (Scarcellar & Oxford, 1992; Brown, 2000). At a situational level, learners with *state* anxiety are anxious in response to a particular situation or event (ibid). In the field of language research, state anxiety is viewed to be predictive in second language achievement.

According to Horwitz et al. (1986), Horwitz and Young (1991), there are three different types of anxiety: *communication apprehension*, *test anxiety*, and *fear of negative evaluation anxiety*. Foreign language learners who are shy to speak because they are fearful of or anxious about communicating with people are facing communication apprehension. Test anxiety, or apprehension over academic evaluation, refers to a fear of failure in performing a test. The third anxiety type, fear of negative evaluation, arises when the learners apprehend about others' evaluation on them or expect that others would evaluate themselves negatively. In fact, these three types of foreign language anxiety concerns performance evaluation within an academic and social context.

A question whether anxiety can be helpful is another important issue to take into consideration for a more understanding of its role in foreign language learning. Ralph Norman Haber and his colleague in 1960 propose a distinction between debilitating and facilitative anxiety. Scovel (1978: 139 cited in Larsen-Freeman & Long, 1991) elaborates these two types of anxiety as motivational variables in learning a language. The anxiety is viewed to be facilitative when it motivates the learners to explore the lessons or tasks. In contrast, debilitating anxiety drives the learners to quit or withdraw from the lessons or tasks.

In addition, Lightbrown and Spada (2006) comment that a certain amount of tension can positively affect or even facilitate learning. For instance, the feeling of nervousness before a test or an oral presentation can arouse or activate motivation and focus on success. Gass and Selinker (1994) also view that low level of anxiety can

help learning while high level can hurt it. Oxford (1999) calls the former ‘harmful’ and the latter ‘helpful’ anxiety.

For many students, learning a foreign language can be an anxiety-provoking experience for various reasons. Foreign language anxiety is different from anxiety in other disciplines. It is “a phenomenon related to but distinguishable from other specific anxiety”, (Horwitz, Horwitz and Cope, 1986: 129). Foreign language anxiety is “a distinct complex constructs of self-perception, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of language learning process” (ibid: 128). For Clement (1980), foreign language anxiety is referred to as learners’ complex psychological construct of their feelings, self-esteem, and self-confidence. According to MacIntyre and Gardner (1994), foreign language anxiety occurs in a second or foreign language setting, including speaking, listening, and learning with a feeling of tension and apprehension.

2.3 Grit as a Predictor of Success

Recently, an issue of personality factors that guide students to success both in school and life has been widely discussed, especially among psychologists and educators. They have discovered that those students who tended to be the most successful in their study had a set of characters which those students with high IQ or Scholastic Assessment Test (SAT) score might not have. In other words, IQ or SAT score are not the only factors to predict whether the learners would be successful in their program, some personalities have significantly played a role as well. Among those personalities, grit is being specially highlighted by many educators and institutions, including the U.S. Department of Education (2013). Grit is viewed as one of the most important traits that any individuals should possess to be successful in the 21st Century.

Duckworth et al. (2009: 541) define grit as “a passion and perseverance to accomplish long-term goals whatever the obstacles and no matter how long it may take”. Grit consists of two important traits - being resilient and having consistent interest over a long time (Duckworth et al., 2007). According to the U.S. Department of Education (2013: 15), grit is “perseverance to accomplish long-term or higher-

order goals in the face of challenges and setbacks, engaging the students' psychological resources, such as their academic mindsets, effortful control, and strategies and tactics". At the Annual AASA Convention, MacIntyre (2013) states about his personal anecdotal observation of gifted and talented students that perseverance was the differentiating characteristic of those students and appeared more influential than any cognitive traits. Gritty individuals have an ability to determine how to manage and respond when things go wrong; they are resilient to the setbacks and persevere when faced with the failure (Hoerr, 2013).

Character Educational Partnership (2008, cited in Tough 2012) has categorized characters into two types: moral characters and performance characters. The former embodies ethical values such as fairness, generosity, and honesty, while the latter includes values like effort, diligence, and perseverance. Tough (2012) views that grit is included in the performance characters which can lead individuals to a better performance which will later result in successful goals.

Robert (2009) remarks that grit is the drive that promotes many important skills that pave the way to a successful life such as collaboration, creative thinking, and coping with changes. Dweck (2005, cited in Robert, 2009) comments that grit and effort are the symbols of many creative geniuses who were just ordinary people who become extraordinary motivated with the ability to thrive on obstacles. Furthermore, Dweck (2009) claims that many creative researchers agree that the influential ingredients in creative achievement are perseverance and resilience, which are the two main traits of grit. According to Duckworth et al. (2007, cited in Tough, 2012: 92), volition or a strong will to achieve goals, which is parts of grit, must work together with motivation because volition does not help much if students are not motivated to success, 'and so motivation alone is insufficient without the volitional fortitude to follow through on goals'.

Therefore, this study was set to explore the three psychological variables of *motivation* and *anxiety* and *grit* in foreign language learning. Specifically, the study would examine the relationships between these variables and their relationships to students' achievement.

2.4 Related Studies

2.4.1 Language Learning Motivation and Anxiety

Many studies have been conducted to explore the foreign language motivation and anxiety as well as their relationship regarding learning achievement.

Wong (2010) investigated the motivation orientation for learning English among Hong Kong Chinese upper-secondary students (Form 4 and Form 6). The study was conducted to find out whether the students were more intrinsically or extrinsically motivated, and whether gender plays a role in differential motivation. Results showed that Hong Kong Chinese upper-secondary students had stronger extrinsic motivation than the intrinsic one in learning English. Besides, it was found that female students are more intrinsically motivated while male students possessed stronger extrinsic motivations. The researcher concluded that the extrinsic motivation was caused by public examinations that the subjects had to take for their further education as well as the teachers' encouragement to the students to work harder for the exams.

Tahaineh and Daana (2013) conducted research on Jordanian undergraduates' motivation and attitude towards learning English in EFL context. Two of the eight domains used to achieve the main aim of the study were degree of integrativeness and of instrumentality in learning English. The results showed that the subjects were both integratively and instrumentally motivated. However, their instrumental motivation was higher than the other. It implied that learning English to be part of its culture or be accepted in its community has less impact than students' English language motivation.

Tsai (2013) studied the impact of foreign language anxiety, test anxiety, and self-efficacy among 256 senior high school students in Taiwan with regard to the genders and language proficiency level. The subjects were placed into three proficiency level based on their English scores of the High School Entrance Exam; pre-intermediate, intermediate, and upper-intermediate English language learners. The finding revealed significant differences among foreign language learning anxiety and foreign language test anxiety. The students with the pre-intermediate proficiency levels had higher degree of the anxiety than the intermediate proficient ones. The

participants with intermediate level of proficiency had a higher degree of anxiety than those of upper-intermediate proficient.

Kamarulzaman et al. (2013) explored the relationship between English language anxiety and English language achievement focusing specifically on gifted learners. It was found that language anxiety had a negative correlation with gifted learners' English language performance, indicating that the language anxiety faced by the subjects played a debilitating role in language learning which later had a negative impact on the subjects' English language achievement.

Jain and Sidhu (2013) performed a study on a relationship between anxiety, attitude and motivation of tertiary students in learning English as a second language with regard to discipline, gender and language proficiency. The study revealed that the subjects' anxiety and motivation were negatively correlated, which indicated that the increasing level of anxiety would decrease the level of motivation. In other words, anxiety had negative impact on students' motivation.

In Khodadady and Khajavy's (2013) study on anxiety and motivation in foreign language achievement, the researchers aimed to find out types of motivation that were predictive to students' foreign language anxiety. The results showed that the subjects who had different language motivation, whether extrinsic or intrinsic, showed a different levels and types of language anxiety. For example, the participants with external and introjected motivation subtypes possessed language anxiety in term of communication fear and fear of negative evaluation, the students who had identified motivation subtype showed less language anxiety compared to students who had other subtypes of extrinsic motivation, or intrinsically motivated students, either knowledge or accomplishment subtypes, showed very little anxiety in foreign language learning.

The study by Puengpipattrakul (2007) was to find out whether and how motivation and motivational variable - language anxiety - of the high and low proficiency subjects are related to their English language proficiency. The study showed that the higher proficiency students were intrinsically and integratively motivated, while the low proficiency group were extrinsically and instrumentally motivated. The study also discovered that facilitative anxiety played a role in the

English language learning in the high proficiency students, and debilitating anxiety did exist in the other group.

2.4.2 Grit

Among 6 studies of Duckworth et al. (2007) in attempt to prove the predictive validity of grit, there were three on learning success. In one study, the researchers investigated whether grit was related with cumulative GPA among undergraduate students. The participants responded to the Grit Scale, current GPA, expected year of graduation, gender and SAT score. In this study, SAT score was used to measure general mental ability. The result revealed that grit was correlated with GPA and had a strong predictive validity than SAT score that was used as a proxy for intelligence.

In another study, the researchers expected grit to predict retention over the first tough summer course known as “Beast Barracks”, and long-term performance. The participants responded to the grit questionnaire, Self-control Scale as well as Whole Candidate Score which consisted of SAT score, high school class rank, Leadership Potential Score to admit the cadets. The researchers discovered that of all the variables measured, grit was the best predictor of the cadets’ retention through that difficult summer training.

The other study was a longitudinal study involving 175 finalists in the 2005 Scripps National Spelling Bee. The researchers aimed to investigate if grit played a role for the finalists to reach higher rounds. The data was analyzed after the participants completed the Grit Scale and the measure of self-control, verbal IQ, study time, and how far they reach in the competition. The finding showed that grit was more predictive than other variables. It predicted promotion of the competitors to a higher round in the competition. In other words, gritty spelling bee finalists outperformed the less gritty ones in reaching higher rounds, in part because they spent a longer time to study.

In addition to the latest study, the researcher explored why grittier spelling bee finalists reached higher rounds. They examined three different types of practice employed by the competitors to improve their spelling skill: verbal leisure activities, being quizzed by another person, and solitary deliberate practice. Ericson (2006, cited in Duckworth, 2010) affirmed that the most useful affective activity to improve the

skill is the solitary deliberate practice, but it is considered a more effortful and less enjoyable activity. The study reported that grittier finalists who reached higher rounds engaged more in solitary deliberate practice, and the practice in turn predicted superior spelling performance. This explained why gritty individuals performed better.

From the studies previously discussed, the relationships between motivation and anxiety on second or foreign language acquisition have long been investigated. However, the role of grit in language learning achievement has not been established. Therefore, this study would bridge the gap by exploring the role of grit and its relation to motivation and anxiety.

3. Research Methodology

3.1 Participants

One hundred and eighty Matthayomsuksa 6 students of PSU Wittayanusorn School, Hat Yai, Songkla, in 2014 academic year were selected to participate in the present study. They were stratified according to Hughes' 27% technique based on their English language subject GPA from their Matthayom 4, 5 and the 1st semester of Matthayom 6. Merely the top and bottom 27% scorers were qualified for the study to represent a group of high and low achievers. In all, there were 48 subjects in the high achievement group and 48 in the low group.

3.2 Instruments

Three sets of questionnaires were employed in this study:

3.2.1 *Learning Motivation Questionnaire*, adapted from Language Learning Orientation Scale developed by Noels et al. (2000). The scale consists of 18 items and is divided into two motivation subtypes; 9 items related to intrinsic motivation and 9 items related to extrinsic motivation.

3.2.2 *Foreign Language Classroom Anxiety Questionnaire*, adapted from Horwitz et al. (1986), with 20 items focusing on three dimensions of anxiety: communication apprehension, test anxiety, and fear of negative evaluation.

3.2.3 *Grit Scale*, an 8-item questionnaire developed by Duckworth (2009), measuring two main traits of grit: resilience and consistent interest.

Responses to items on the questionnaires were recorded on a 4-point Likert-type scale ranging from (4) “strongly agree” and (1) “strongly disagree”.

The three sets of instruments were improved based on the feedback and suggestions of the research advisor and committees. Then, they were piloted to the Matthayomsuksa 6 students of PSU Wittayanusorn School, who were not involved in the study, to establish the reliability using Cronbach’s Coefficient Alpha. The reliability of the *Learning Motivation Questionnaire* was .82, that of the *Foreign Language Classroom Anxiety Questionnaire* was .84, and that of the *Grit Scale* was .60.

3.2.4 *The subjects’ English Language GPA*: a 5-semester English language GPA used to represent subjects’ achievement in language learning.

3.3 Procedures and Data Collection

To accomplish the purposes of this study, the following steps were taken:

1. Obtaining the English Language GPA

The 180 subjects’ English language GPA in semester 1 and 2 of Matthayom 4 and 5, and the 1st semester of Matthayom 6 were obtained with a permission of the school authority.

2. Administering the questionnaires

The subjects of the study were asked to respond to the 3 questionnaires; *Learning Motivation Questionnaire*, *Foreign Language Classroom Anxiety Questionnaire*, and *Grit Scale* in the first semester of academic year 2014.

3. All data was analyzed and interpreted.

3.4 Data Analysis

The data was analyzed by computing through Pearson's Correlation in order to find relationships between anxiety, motivation, and grit in language learning. The same statistical analysis was also used to find out how anxiety, motivation, and grit correlate to the subjects' English language achievement. To find out which factors, anxiety, motivation, or grit, best predicts English language achievement, Linear Regression analysis was used in the present study.

4. Results and Findings

Research Question 1: What are the relationships between motivation, anxiety, and grit in language learning?

The data from responded questionnaires was analyzed for means and standard deviations of the subjects' overall *motivation*, *anxiety*, and *grit*, and their aspects.

Table 1: The subjects' level of motivation, anxiety, and grit

Factors	Mean	SD	Interpretation
Motivation	3.370	.3541	High
Extrinsic	3.373	.3751	High
Intrinsic	3.363	.4530	High
Anxiety	2.640	.4018	Average
Communication	2.741	.5309	Average
Test	2.675	.5204	Average
Negative	2.566	.3755	Average
Grit	2.480	.4281	Average
Effort	2.811	.5209	Average
Interest	2.150	.5546	Average

Table 1 shows that the subjects' motivation was 3.37, a high level of motivation in learning English language. Both anxiety ($x = 2.64$) and grit ($x = 2.48$) were at the average level of the rating. The subjects' overall motivation was higher

than their overall anxiety and grit, and their anxiety was higher than their grit in learning English.

The results from the analysis on whether the subjects' overall motivation, anxiety, and grit as well as their aspects were related to each other are summarized in Table 2.

Table 2: Correlations between aspects of motivation, anxiety, and grit

	1	1.1	1.2	2	2.1	2.2	2.3	3	3.1	3.2
1. Motivation		.821**	.882**	.163*	.207**	.090	.123	.147*	.278**	-.034
1.1 Extrinsic			.455**	.099	.110	.057	.088	.114	.197**	-.009
1.2 Intrinsic				.170*	.233**	.085	.118	.139*	.273**	-.042
2. Anxiety					.910**	.776**	.938**	-.109	.105	-.267**
2.1 Commu.						.574**	.781**	-.034	.147*	-.191**
2.2 Test							.619**	-.176**	.043	-.312**
2.3 Negative								-.108	.075	-.237**
3. Grit									.781**	.810**
3.1 Effort										.267**
3.2 Interest										

** . Significant at the 0.01 level (1-tailed). * . Significant at the 0.05 level (1-tailed)

From Table 2, a significant and positive correlation can be seen between the subjects' motivation and anxiety in learning English language ($r = .163$, $p < .05$). The higher the level of motivation the subjects had, the higher the level of their anxiety was likely to be. It is also found that grit and motivation are significantly correlated ($r = .147$, $p < .05$), indicating that the subjects with a high level of grit will also have a high level of motivation.

The correlations in Table 2 show that the subjects' *extrinsic* motivation was significantly and positively correlated with *intrinsic* motivation and *perseverance of effort* ($r = .455$ and $.197$ respectively, $p < .01$). These correlations indicate that the subjects who were extrinsically motivated were likely to exert more effort to achieve

the goal of learning English than those who were not. There were, however, no significant relationships of *extrinsic* motivation with aspects such as *communication apprehension*, *test anxiety*, *fear of negative evaluation*, and *consistence of interest*. This means that in this study these aspects of learning English were not correlated.

Table 2 also demonstrates a significant and positive relationship between *intrinsic* motivation and *communication apprehension* ($r = .233, p < .01$) as well as between *intrinsic* motivation and *perseverance of effort* ($r = .273, p < .01$). This indicates that the subjects who were intrinsically motivated were likely to be anxious when communicating in English. It also shows that the subjects with high *intrinsic* motivation would also have a high level of *perseverance of effort*.

The results show that there were strong, significant, and positive relationships between the difference aspects of anxiety ($r = .910, .776, .938, p < .01$). Moreover, a significant and positive correlation between *communication anxiety* and *perseverance of effort* was found, though quite weak ($r = .147, p < .05$). That is, in their effort to learn English, the subjects were likely to feel uneasy when trying to communicate in English. Interestingly, every aspect of anxiety was significantly and negatively correlated to *consistence of interest*. This means that the subjects who had consistent interests in English language learning did not feel uneasy when communicating in English, taking a test, and being criticized by others and vice versa.

To sum up the findings of the first research question, a significant and positive, though weak, correlation was found between *extrinsic/intrinsic* motivation and *perseverance of effort* under the grit category. Interestingly, the present study also found a significant and negative correlation, though weak, between *communication apprehension*, *test anxiety*, and *fear of negative evaluation* and *consistence of interest*. What is more, a negative correlation between grit and anxiety was found in this study, though not significant.

Research Question 2: How do motivation, anxiety, and grit correlate to students' English language performance?

The results from the analysis on whether the high achievers' overall motivation, anxiety, and grit as well as their aspects were related to each other are summarized in Table 3.

Table 3: Correlations between each aspect of motivation, anxiety, and grit of the high achievers

	1	1.1	1.2	2	2.1	2.2	2.3	3	3.1	3.2
1. Motivation		.808**	.880**	-.196	-.141	-.266*	-.130	.321*	.375**	.183
1.1 Extrinsic			.431**	-.147	-.162	-.184	-.058	.244*	.315*	.111
1.2 Intrinsic				-.179	-.074	-.272*	-.147	.305*	.330*	.200
2. Anxiety					.891**	.583**	.898**	-.350**	-.158	-.439**
2.1 Commu.						.369**	.701**	-.354**	-.160	-.445**
2.2 Test							.311*	-.409**	-.236	-.465**
2.3 Negative								-.173	-.052	-.242*
3. Grit									.856**	.872**
3.1 Effort										.493**
3.2 Interest										

** . Significant at the 0.01 level (1-tailed). * . Significant at the 0.05 level (1-tailed).

From Table 3, the relationship between overall motivation and anxiety type of *test anxiety*, was significant and negative, though quite low ($r = -.266, p < .05$). This indicates that the more motivated the students were, the less anxious they could be in taking a test. It was also found that anxiety and grit were negatively and significantly correlated ($r = -.350, p < .01$), indicating that the high achievers had a low level of anxiety but a high level of grit, and vice versa. However, a significant and positive, though weak, correlation can be seen between the high achievers' motivation as well as all type of motivation – *extrinsic* and *intrinsic* and grit in learning English ($r = .321, .244, .305$ respectively, $p < .05$). That is, the higher the level of motivation the high achievers had, the higher the level of their grit.

A closer look at Table 3 shows that the high achievers' *extrinsic* motivation was significantly and positively correlated with *intrinsic* motivation and *perseverance of effort* ($r = .431, p < .01$ and $.315, p < .05$ respectively). These correlations indicate that the high achievers who were extrinsically motivated were also intrinsically motivated as well as exerted more effort to achieve goals in learning English.

Table 3 also demonstrates a significant and positive, though weak, relationship between *intrinsic* motivation and *perseverance of effort* ($r = .330, p < .05$). It shows that the high achievers who had high *intrinsic* motivation would also had a high level of *perseverance of effort*. Furthermore, the relationship between *intrinsic* motivation and *test anxiety* was found to be negatively and significantly correlated ($r = -.272, p < .05$). That is, the high achievers who had a high level of *intrinsic* motivation would likely be less anxious when taking a test in English.

Findings under each category also demonstrate interesting relationship, for example under anxiety, there were strong, significant, and positive relationships between *communication apprehension* and *fear of negative evaluation* ($r = .701, p < .01$). This suggests that the high achievers having difficulty communicating in English would be fearful of other people criticizing on their English performance. Interestingly, every aspect of anxiety was negatively correlated to all aspects of grit, where *communication apprehension* and *test anxiety* were moderately and significantly correlated to the grit facet of *consistency of interest* ($r = -.445$ and $-.465$ respectively, $p < .01$), while *fear of negative evaluation* had a significant, though weak, correlation with *consistency of interest* ($r = -.242, p < .05$). This means that the high achievers who had difficulty communicating in English, taking tests, and being judged by others on their English had more consistent interest and exerted more effort in learning English and vice versa.

Under grit, there exists a significant and positive correlation between the subjects' *perseverance of effort* and *consistency of interest* ($r = .493, p < .01$). That is, within the high achievers, the more the effort they exerted, the more consistent their interest would be. In brief, the high achievers had high motivation and grit but low anxiety in language learning.

Below is Table 4 which shows the results from the analysis on whether the low achievers' overall motivation, anxiety, and grit as well as their aspects were related to each other.

In Table 4, there was a positive and significant correlation between motivation and anxiety among the low achievers ($r = .439, p < .01$). The likely trend is, the higher the level of their motivation, the higher their anxiety.

Table 4: Correlations between each aspect of motivation, anxiety, and grit of the low achievers

	1	1.1	1.2	2	2.1	2.2	2.3	3	3.1	3.2
1. Motivation		.808**	.896**	.439**	.483**	.352**	.329*	.198	.311*	-.022
1.1 Extrinsic			.462**	.311*	.337**	.216	.258*	.087	.219	-.095
1.2 Intrinsic				.427**	.474**	.367**	.301*	.233	.303*	.038
2. Anxiety					.912**	.813**	.925**	-.101	-.015	-.136
2.1 Commu.						.628**	.744**	.092	.180	-.046
2.2 Test							.671**	-.211	-.124	-.189
2.3 Negative								-.201	-.139	-.158
3. Grit									.748**	.731**
3.1 Effort										.094
3.2 Interest										

** . Significant at the 0.01 level (1-tailed) * . Significant at the 0.05 level (1-tailed)

Relationships between each aspect of motivation, anxiety, and grit are also shown in Table 4. A significant and positive correlation was found between *extrinsic* and *intrinsic* motivation ($r = .462, p < .01$), indicating that the low achievers who were extrinsically motivated were also intrinsically motivated. The findings show that the two aspects of motivation – *extrinsic* and *intrinsic* - were significantly and positively correlated with *communication apprehension* and *fear of negative evaluation* ($r = .337, .474$ respectively, $p < .01$, and $r = .258, .301$ respectively, $p < .05$). In addition, the relationships between *intrinsic* motivation and *test anxiety* were found to be significant and positive, with a weak correlation ($r = .367, p < .01$). These correlations show that as their level of *intrinsic* motivation increased, so did their

level of *test anxiety*. These correlations indicate that although the low achievers who were extrinsically and extrinsically motivated, they tended to feel uneasy when communicating in English and being criticized by others. They also had high level of test anxiety.

Interestingly, under motivation and grit, only *intrinsic* motivation and *perseverance of effort* was significantly and positively correlated, with a weak correlation ($r = .303, p < .05$), indicating that the higher their intrinsic motivation, the higher their effort in language learning.

The findings further revealed that the relationships between all aspects of anxiety were strong and significant. This means that when the low achievers experienced one type of anxiety, they would also suffer from the other types of anxiety.

Research Question 3: Which factor best predicts English language performance?

To answer which factor best predicts English language learning achievement, multiple regressions were performed. To fulfill the function, three variables - *fear of negative evaluation* (NEGATIV), *test anxiety* (TEST), and *intrinsic* motivation (INTRIN) - were regressed onto all the 180 subjects' English language learning achievement i.e. grades of five semesters. The results obtained are presented in Table 4.

Table 5: Regression analysis for English language learning achievement

Variables	Unstandardized Coefficients		t	Sig.	Collinearity Statistics	
	B	Std. Error			Tolerance	VIF
(Constant)	4.247	.372	11.408	.000		
NEGATIV	-.398	.132	-3.023	.003	.608	1.645
TEST	-.265	.096	-2.775	.006	.611	1.636
INTRIN	.186	.086	2.167	.032	.985	1.015
R = 0.457 Adj. R² = 0.195 F = 15.360 Sig. = 0.00						

In Table 5, the model accounted for 19.5% of the variance ($F = 15.36$, $p = 0.00$, $Adj. R^2 = 0.195$). The multiple regression analyses show coefficients from the regression models as well as levels of significance, and that all the coefficients were statistically significant. The table shows that three of the measured variables were included in the models in terms of achievement in English. Among these three variables, *fear of negative evaluation* was the most powerful predictor of the students' English language learning achievement ($\beta = -.398$, $t = -3.023$, $p = .003$), followed by *test anxiety* ($\beta = -.265$, $t = -2.775$, $p = .006$), and *intrinsic motivation* ($\beta = .186$, $t = 2.167$, $p = .032$). *Fear of negative evaluation* and *test anxiety* were negative predictors, whereas *intrinsic motivation* was a positive one. In other words, the subjects who had *fear of negative evaluation* and high *test anxiety* tended to be less successful in language learning. Those who were intrinsically motivated tended to be more successful in doing so.

5. Discussion

This study aimed to investigate the correlation between the three factors, which were motivation, anxiety and grit as well as their facets, in learning English as an international language among 180 Matthayom 6 PSU Wittayanusorn students. Based on the research questions of the study, the findings are discussed as follows.

1. The relationships between anxiety, motivation, and grit in language learning

In the correlation analysis, the study showed that the subjects' motivation and anxiety were positively correlated, even though the level of correlation was low. In other words, if their level of motivation increased, so did their level of anxiety. This result reflects the notion of facilitating anxiety (Oxford, 1999), where, in this context, the students wanted to and enjoyed learning English but were anxious about it. However, to an extent, their anxiety was at a level that they could handle, and this anxiety level could stimulate, challenge and enhance their motivation to learn.

The study further revealed that the correlation between grit and motivation is positive and significant. This means the subjects who were highly motivated would also possess a high level of grit. The finding is consistent with what is mentioned by Dweck (2005, cited in Robert, 2009) that once ordinary individuals are gritty, their level of motivation increases and that they can overcome obstacles they face. Furthermore, to achieve a higher goal, individuals must have both grit and motivation because they work together to drive them to the goal, as suggested by Duckworth et al. (2007, cited in Tough, 2012), that effort or volition alone cannot help much if students are not motivated to succeed, or it is not sufficient for students to have only motivation to achieve the goal without effort.

With regard to the relationships of each aspect of motivation (i.e. *extrinsic* and *intrinsic*), anxiety (*communication apprehension*, *test anxiety*, and *fear of negative evaluation*), and grit (*perseverance of effort* and *consistency of interest*), the subjects' *extrinsic* and *intrinsic* motivation were significantly correlated. That is, if they were extrinsically motivated, they would also be intrinsically motivated. The subjects in this study learned English because they wanted to achieve some instrumental end (*extrinsic* motivation), such as to get a high-paid job in the future or to avoid the guilt of not knowing English. So as Thailand is a country where English is learned as a foreign language, *extrinsic* motivation is dominant among the students. However, the subjects also learned the language because of the enjoyable and personally satisfying aspects of doing so (*intrinsic* motivation).

The results of the study showed a significant and positive correlation between *perseverance of effort* and both *extrinsic* and *intrinsic* motivation. That is, the subjects who learned English, either because of reasons outside or within individuals, were not discouraged by any setbacks; they worked hard on their studies, and also kept a full commitment to it. Especially, the relationship between *intrinsic* and *perseverance of effort* was stronger than the relationship between *extrinsic* and *perseverance of effort*. That is, the more the subjects were intrinsically motivated to learn English, the more effort they would exert to achieve the goal.

A significant and inverse correlation between *consistency of interest* and *communication apprehension*, *test anxiety*, and *fear of negative evaluation* was

discovered in the present study. That is, in the long run, the subjects who had difficulty maintaining their focus, or lost interest (*consistency of interest*) in learning English would also face nervousness in communicating (*communication apprehension*), worry about their tests (*test anxiety*), as well as be anxious of unfavorable judgment from others about their English language performance (*fear of negative evaluation*). On the other hand, *perseverance of effort* was significantly and positively correlated with *communication apprehension*, and positively, but not significantly, correlated with *test anxiety*, and *fear of negative evaluation*. In other words, the subjects tried hard to achieve the goal despite communication uneasiness, pressure in tests, and negative opinions on their English. According to the U.S. Department of Education, (2013), when the students persevere to achieve the goal and encounter setbacks, stress, and anxiety, distraction may be induced, and these factors would later on destructively affect students' long-term retention.

2. The correlations of anxiety, motivation, and grit on English language performance

The high achievers' overall motivation and *test anxiety* were significantly and negatively correlated. In other words, as their level of motivation increased, their level of *test anxiety* decreased. This result is in line with the studies by Jain and Sidhu (2013), Khodadady and Khajavy (2013), and Puengpipatrakul (2007), who found that highly motivated foreign language learners were less anxious in their foreign language class. Furthermore, the result is supported by Gardner et al. (2004); Dörnyei & Ushioda (2011), who proposed that the students who performed well in their foreign language class tended to have higher motivation and lower anxiety than their peers.

On the other hand, the low achievers' motivation and anxiety were positively and significantly correlated, and almost every aspect of anxiety was significantly correlated to both *extrinsic* and *intrinsic* motivation. This indicates that the more motivated the students were, the more anxious they were. In other words, though their motivation was high, their anxiety was also high. Thus, for the low achievers, no matter how high their motivation was, their anxiety tended to adversely affect their

English language achievement. This represented the notion of debilitating anxiety among this group as suggested by Oxford (1999).

Differences were found in terms of anxiety and grit of the high and low achievers. Overall anxiety and grit among the high achievers were significantly and negatively correlated, indicating that the less anxious the high achievers were in learning English, the higher level their grit would be. On the contrary, there was no significant correlation between anxiety and grit among the low achievers. In other words, anxiety and grit were not related in their language learning. According to Gass and Selinker (1994), learning a foreign language is a long process in which the learners will definitely encounter nervousness, anxiety, or stress. These feelings are obstacles and hardships, and if individuals are not gritty enough, they cannot overcome those circumstances which will eventually affect their learning achievements.

The high and low achievers were also different in terms of motivation and grit. Among the high achievers, the correlation between overall motivation as well as its aspects (*extrinsic* and *intrinsic*) and grit were significant and positive. In other words, as their level of *extrinsic* and *intrinsic* motivation increased, so did their level of grit. However, among the low achievers, there was no significant correlation between motivation and grit. In other words, motivation and grit were not related in learning English among the low achievers. The result is consistent with the study by Sharrock (2013) who found that both forms of motivation, especially *intrinsic*, were related to grit among the students participating in an inquiry based science project, creating interactive museum quality exhibits over one semester in a 10th grade chemistry class.

The present study further revealed that both high and low achievers' *extrinsic* and *intrinsic* motivations were significantly correlated. They learned English not only because they enjoyed or felt satisfied to do so, but also because it was useful for their future careers or could improve their grades. However, both *extrinsic* and *intrinsic* motivations of the high achievers showed a positive and significant correlation with *perseverance of effort*. The high achievers had high motivation; they put more effort in learning English. This is not the case with the low achievers. According to Duckworth et al. (2007, cited in Tough, 2012), to achieve higher order goals, one

must not only exert effort but also be motivated, since the effort and motivation work together. Without one another, the goals cannot be achieved. Besides, according to Dweck (2005, cited in Robert, 2009), when individuals are gritty, their motivation increases, and this helps them to overcome, or at least reduce, the obstacles.

An inverse and significant relationship was found between *intrinsic* motivation and *test anxiety* among the high achievers. In other words, as their level of *intrinsic* motivation increased, their level of *test anxiety* decreased. Since the intrinsically motivated learners learned English because of the enjoyment and personal satisfaction, thus they were not apprehensive in academic evaluation even if it concerned their grades.

Finally, the study showed that the high achievers had more consistent interest even when they faced difficulty communicating in English, taking a test, or being criticized by others, while this was not found among the low achievers. It explains the traits of gritty individuals by Duckworth et al. (2007), who stated that even in the face of difficulties or hardship, the gritty individuals, will not lose interest or passion and tend to work harder toward their goals

3. Factors predicting English language performance

Regression analysis was used to examine the predictability of English language achievements by motivation, anxiety and grit. It indicated that *fear of negative evaluation*, *test anxiety*, and *intrinsic* motivation were the three significant predictors of total English learning achievements. The subjects who were more apprehensive about being criticized by other people and anxious in taking a test would be more likely to perform poorer in their English class. Meanwhile, the subjects who were more intrinsically motivated were more inclined to achieve higher goals in their English language learning. This result was consistent with Liu and Huang's (2010) study. They found that *intrinsic* motivation and fear of being negatively evaluated were powerful predictors in learning English as a foreign language.

6. Conclusion and Recommendations

The current study aimed to examine three major psychological factors, together with relevant parameters, in English learning as a foreign language among Matthayomsuksa 6 students at PSU Wittayanusorn School. As elaborated above, in general, this selected group of language learners maintained a high level of motivation but a moderate degree of anxiety and grit.

Regarding the relationship between the three major factors, it was found that motivation positively correlated with anxiety and grit, whereas anxiety negatively correlated with grit. Moreover, the investigation of the parameters of these three major factors further revealed that there was a positive relationship between the *perseverance of effort* and both types of motivation. However, there was an inverse relationship between the *consistency of interest* and all three parameters of anxiety.

The findings from the study revealed that the high achievers' anxiety and grit were found to be significantly and inversely correlated. The higher the level of their grit was, the lower the level of their anxiety was. The high achievers who were more motivated were also grittier in learning English. Among the low achievers, as their level of motivation increased, their level of anxiety also increased. In other words, even though their motivation was high, their anxiety was also high that it negatively affected their language learning achievement. In the regression analysis, it was found that *fear of negative evaluation*, *test anxiety*, and *intrinsic* motivation were most powerful predictors in learning English as a foreign language among all subjects.

Based on the result of this study, foreign language instructors should be aware of the psychological factors of motivation, anxiety, and grit. Specifically, the instructors should provide a learning environment which does not only enhance students' motivation to learn, but also promotes the personality trait of grit. For example, to enhance the motivation, the instructors can give positive feedbacks that encourage students to improve their ability. The task assigned to students should not be too difficult or too easy to reduce anxiety. To promote grit, the instructors should value the students' struggle and efforts to success, and support the belief that people are able to develop and change to become better by learning from setbacks and failures.

The study about the harmful effect of apprehension about negative criticism and worry in taking exam can probably guide instructors to give constructive feedbacks and set a stress-free testing environment with a reduce degree of anxiety.

The results of this study can probably guide English instructors to create or design a highly motivating environment with a reduced degree of anxiety and with an emphasis of the promotion of learners' grit.

Future qualitative interview research is still needed to support these qualitative findings. Moreover, similar research with students at different educational levels should also be conducted.

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Motivation and Grit: Predictors of language learning achievement*

แรงจูงใจและความเพียร ปัจจัยพยากรณ์ความสำเร็จในการเรียนภาษา

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บทคัดย่อ

งานวิจัยนี้นำเสนอการศึกษาปัจจัยทางด้านแรงจูงใจ ความวิตกกังวล และความเพียร ในการเรียนรู้ภาษาอังกฤษเป็นภาษาต่างประเทศ จุดมุ่งหมายคือ 1) เพื่อศึกษาความสัมพันธ์ระหว่างแรงจูงใจ ความวิตกกังวล และความเพียรของนักเรียนที่มีผลสัมฤทธิ์ทางการเรียนภาษาอังกฤษสูงและต่ำ และ 2) เพื่อศึกษาตัวพยากรณ์ด้านแรงจูงใจ ความวิตกกังวล และความเพียรต่อผลสัมฤทธิ์ทางการเรียนภาษาอังกฤษ กลุ่มเป้าหมายคือนักเรียนชั้นมัธยมศึกษาปีที่ 6 จำนวน 180 คน ของโรงเรียน มอ.วิทยานุสรณ์ จังหวัดสงขลา เครื่องมือที่ใช้ในการวิจัยประกอบด้วย 1) แบบสอบถามแรงจูงใจในการเรียน 2) แบบสอบถามความวิตกกังวลในการเรียนภาษาต่างประเทศ 3) แบบสอบถามความเพียรในการเรียน และ 4) ผลสัมฤทธิ์ทางการเรียนภาษาอังกฤษ ผลการศึกษาพบว่า 1) แรงจูงใจและความเพียรในการเรียนภาษามีความสัมพันธ์กันในเชิงบวกอย่างมีนัยสำคัญ ในขณะที่ความวิตกกังวลและความเพียรมีความสัมพันธ์กันในเชิงลบอย่างมีนัยสำคัญในกลุ่มที่มีผลสัมฤทธิ์ทางการเรียนภาษาอังกฤษสูง 2) ความสัมพันธ์ระหว่างแรงจูงใจและความวิตกกังวลมีความสัมพันธ์กันในเชิงลบอย่างมีนัยสำคัญในกลุ่มที่มีผลสัมฤทธิ์ทางการเรียนภาษาอังกฤษต่ำ และ 3) ความวิตกกังวลในการถูกประเมินผลเชิงลบ ความวิตกกังวลในการสอบ และแรงจูงใจภายใน เป็นตัวแปรที่สามารถพยากรณ์ผลสัมฤทธิ์ทางการเรียนภาษาอังกฤษของกลุ่มตัวอย่างทั้งหมด ข้อเสนอแนะจากผลการวิจัยคือ อาจารย์ผู้สอนภาษาต่างประเทศควรจัดสภาพแวดล้อมในห้องเรียนเพื่อเพิ่มแรงจูงใจ ส่งเสริมบุคลิกนิสัยด้านความเพียรและลดความวิตกกังวลในตัวผู้เรียน

คำสำคัญ: แรงจูงใจในการเรียนภาษา ความวิตกกังวลในการเรียนภาษา ความเพียร ความสำเร็จในการเรียนภาษา

Abstract

This present study explored the psychological factors of *motivation*, *anxiety*, and *grit* in learning English as a foreign language. The aims were 1) to examine the relationships between *motivation*, *anxiety*, and *grit* of high and low achievers, and 2) to investigate the predictive validity of *motivation*, *anxiety*, and *grit* on English language achievement. One

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hundred and eighty Matthayom 6 students of PSU Wittayanusorn School, Songkla, responded to three sets of questionnaires: *Learning Motivation Questionnaire*, *Foreign Language Classroom Anxiety Questionnaire*, and *Grit Scale*. The subjects' English language GPA was also used to determine their level of achievement. Statistical results revealed the following: 1) among the high achievers, motivation and grit were significantly and positively correlated, while a significant and inverse relationship between anxiety and grit was found; 2) among the low achievers, the correlation between motivation and anxiety was significant and positive; and 3) *fear of negative evaluation*, *test anxiety*, and *intrinsic motivation* were the significantly powerful predictors in English language learning achievement for all learners. It is recommended that foreign language instructors should design a classroom environment which enhances motivation, promotes the personality trait of grit, and reduces anxiety.

Keywords: Language Learning Motivation, Language Learning Anxiety, Grit, English Language Learning Achievement

Introduction

1. Background of the Study

English is an important foreign language in the Thai context. According to the 1999 Education Act and the subsequent National Education Curriculum implemented in 2002, the English language has been placed "at the forefront of national intellectual development" (Wongsothorn, 2003: 445). Since then, English in the Thai context has shifted from an academic subject of study to the language of communication (Baker, 2012). Thais learn English and use it mainly for communicating in foreign trading, international diplomacy, gaining access to scientific, technological and literacy materials for instance. The role of English is increasing as Thailand is one of the ASEAN founders and English is used, as stated in Article 34 of the ASEAN Charter, as a lingua franca within the ASEAN Community. In fact, English has been employed as an ASEAN working language since 1967 as claimed by McArthur (2002, cited in Nomnian, 2014). Despite this fact, English proficiency among Thais is rated at a very low level as declared by the EF English Proficiency Index (2013) is far from satisfactory. This is consistent with the fact that Thai students' English language performance on the national tests such as the Ordinary National Educational Test (O-NET) or the General Aptitude Test (GAT). The English language mean scores of Thai students on both tests have been in a critical stage for years because they have not reached even half of the total score (NIETS, 2013).

It is widely accepted that psychological factors have played a powerful role in language learning, especially in second or foreign language acquisition. *Motivation* is considered one of the most significant affective factors that influence L2 learning success (Dörnyei 1998). A lot of studies have been carried out to find out the effect of different

types of motivation on language learning achievement (Gardner et.al 1987; Spolsky 1989; Gardner et.al 2004; Dörnyei & Ushioda 2011). Gardner (1985, cited in Scarcella & Oxford 1992:51) views that motivation “strongly influences the degree to which learners take advantage of opportunities to use the language”. Knowledge of a second language can possibly be achieved in learners with sufficient motivation, regardless of aptitude or other cognitive competence (Dörnyei 2001).

Based on the self-determination theory suggested by Deci and Ryan (1989), two types of motivation are categorized: *extrinsic* and *intrinsic*. Individuals perform a specific activity because of internal rewards, such as joy, pleasure, and satisfaction of curiosity which are intrinsically motivated. Even when faced with complicated problems, students who possess *intrinsic* motivation tend to persevere in the task and benefit from their mistakes (Walker et al, 2006). Besides, intrinsically motivated individuals have learning satisfaction and participate in any learning activities in part because they are open to their chosen field and have a good plan based on their interest (Paiwithayasiritham, 2013). Extrinsically motivated individuals, on the other hand, engage in an activity or task because of reasons which are unrelated to the activity itself. These reasons can be the expectation of prizes, good grades, or even a positive feedback (Vansteenkiste et al, 2006).

Another factor in the psycho-linguistic dimension that has been paid much attention to by language researchers is *anxiety*. For many students, learning a foreign language can be an anxiety-provoking experience for various reasons. Foreign language anxiety is different from anxiety in other disciplines; it is “a phenomenon related to but distinguishable from other specific anxiety”, Horwitz, Horwitz and Cope, (1986: 129). Foreign language anxiety is “a distinct complex construct of self-perception, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of language learning process” (ibid: 128). For Clement (1980), foreign language anxiety is referred to as learners’ complex psychological construct of their feelings, self-esteem, and self-confidence. According to MacIntyre and Gardner (1994), foreign language anxiety occurs in a second or foreign language setting, including speaking, listening, and learning with a feeling of tension and apprehension.

Horwitz and Young (1991) categorize foreign language anxiety into three dimensions: *communication apprehension* originating from the learners’ lack of linguistic or communicative competence; *fear of negative evaluation*, arising when the learners are anxious about others who would measure them negatively, and *test anxiety*, an apprehension over academic evaluation such as a fear of failure in an exam. Anxiety is viewed to facilitate if it enhances or motivates the individuals to involve or remain in the activity, whereas, it is considered debilitating when it withdraws the individuals from the task (Scovel, 1978, cited in Larsen-Freeman & Long, 1991).

A personality trait is another remarkable psychological factor which influences second or foreign language acquisition (Cook, 2001). The issue of personality factors that guide students to success both in school and life has been widely discussed, especially among psychologists and educators. They have discovered that those students who tended to be the most successful in their studies had a set of characteristics which even those students with high IQs or SAT scores might not have. In other words, IQ or SAT scores are not the only factors to predict whether the learners would be successful in their programs. Some characteristics play a significant role as well. Among those personality traits, *grit* is being specially highlighted by many educators and institutions, including the U.S. Department of Education (2013). *Grit* is viewed as one of the most important traits that any individual should possess to be successful in the 21st Century (U.S. Department of Education 2013).

Duckworth et al. (2009: 541) define *grit* as “a passion and perseverance to accomplish long-term goals whatever the obstacles and no matter how long it may take”. Character Educational Partnership (2008, cited in Tough, 2012) has categorized characters into two types: moral characters and performance characters. The former embodies ethical values such as fairness, generosity, and honesty, while the latter includes values like effort, diligence, and perseverance. Tough (2012) viewed that *grit* is one of the performance characters which can lead individuals to a better performance, which will later result in successful goals.

Robert (2009) remarks that *grit* is the drive that promotes many important skills such as collaboration, creative thinking, and coping with changes, that pave the way to a successful life. Dweck (2005, cited in Robert, 2009) comments that grit and effort are the symbols of many creative geniuses who were just ordinary people who become extraordinary motivated with the ability to thrive on obstacles. Furthermore, Dweck (2009) claims that many creative researchers agree that the influential ingredients in creative achievement are perseverance and resilience, which are the two main traits of *grit*. According to Duckworth et al. (2007, cited in Tough, 2012: 92), volition or a strong will to achieve goals, which is a part of *grit*, must work together with motivation because volition does not help much if students are not motivated to success, ‘*and so motivation alone is insufficient without the volitional fortitude to follow through on goals*’.

Perseverance of effort and *consistency of interest* are two main traits of *grit* (Duckworth et al., 2007). The former reflects commitment and effort towards one’s goals while the latter reflects focus and dedication to a small set of important goals over a long period of time.

To date, no psycho-linguistic studies have examined how individual differences in *grit* manifest themselves in foreign language learning anxiety and motivation. Therefore, this present study aimed to investigate the correlations between motivation, anxiety and

grit in learning English as a foreign language among learners with different language achievement.

2. Purposes of the Study

This study aimed to investigate the relationships between psychological factors of *motivation*, *anxiety*, and *grit* on English language achievement. Specifically, the study attempted to:

- 1) examine the relationships between *motivation*, *anxiety*, and *grit* of the high and low achievers,
- 2) investigate the predictive validity of *motivation*, *anxiety*, and *grit* on English language achievement.

Research Methodology

1. Participants

One hundred and eighty Matthayom 6 students of PSU Wittayanusorn School, Hat Yai, Songkla, in 2014 academic year were selected to participate in the present study.

2. Instruments

Three sets of questionnaires were employed in this study, and responses to items on the questionnaires were recorded on a 4-point Likert-type scale ranging from (4) “strongly agree” to (1) “strongly disagree”.

2.1 **Learning Motivation Questionnaire**, adapted from Language Learning Orientation Scale, developed by Noels et al. (2000) with 9 items regarding *intrinsic* motivation and 9 items *on extrinsic* motivation.

2.2 **Foreign Language Classroom Anxiety Questionnaire**, adapted from Horwitz et al. (1986), with 20 items focusing on three dimensions of anxiety: *communication apprehension*, *test anxiety*, and *fear of negative evaluation*.

2.3 **Grit Scale**, an 8-item questionnaire developed by Duckworth and Quinn (2009), measuring two main traits of grit: *perseverance of effort* and *consistent interest*.

2.4 **The subjects’ English Language Achievement**: a 5-semester English language GPA to represent subjects’ achievements in language learning.

3. Procedures and Data Collection

To accomplish the purposes of this study, the following steps were taken:

- 3.1 The 180 subjects of the study were asked to respond to the 3 questionnaires in the first semester of academic year 2014.
- 3.2 English language GPA of the subjects in 5 semesters (semester 1 and 2 of Matthayom 4 and 5, and semester 1 of Matthayom 6) was taken as their English achievement.
- 3.3 The subjects were divided according to 27% technique, namely the top and bottom 27% scorers of English language GPA into high and low achievers. There were 48 students in each group.

** . Significant at the 0.01 level (1-tailed). * . Significant at the 0.05 level (1-tailed).

A closer look at Table 1 shows that the high achievers' *extrinsic* motivation was significantly and positively correlated with *intrinsic* motivation and *perseverance of effort* ($r = .431, p < .01$ and $.315, p < .05$ respectively). These correlations indicate that the high achievers who were extrinsically motivated were also intrinsically motivated as well as exerted more effort to achieve goals in learning English.

Table 1 also demonstrates a significant and positive, though weak, relationship between *intrinsic* motivation and *perseverance of effort* ($r = .330, p < .05$). It shows that the high achievers who had high *intrinsic* motivation would also had a high level of *perseverance of effort*. Furthermore, the relationship between *intrinsic* motivation and *test anxiety* was found to be negatively and significantly correlated ($r = -.272, p < .05$). That is, the high achievers who had a high level of *intrinsic* motivation would likely be less anxious when taking a test in English.

Findings under each category also demonstrate interesting relationship, for example under anxiety, there were strong, significant, and positive relationships between *communication apprehension* and *fear of negative evaluation* ($r = .701, p < .01$). This suggests that the high achievers having difficulty communicating in English would be fearful of other people criticizing on their English performance. Interestingly, every aspect of anxiety was negatively correlated to all aspects of grit, where *communication apprehension* and *test anxiety* were moderately and significantly correlated to the grit facet of *consistency of interest* ($r = -.445$ and $-.465$ respectively, $p < .01$), while *fear of negative evaluation* had a significant, though weak, correlation with *consistency of interest* ($r = -.242, p < .05$). This means that the high achievers who had difficulty communicating in English, taking tests, and being judged by others on their English had more consistent interest and exerted more effort in learning English and vice versa.

Under grit, there exists a significant and positive correlation between the subjects' *perseverance of effort* and *consistency of interest* ($r = .493, p < .01$). That is, within the high achievers, the more the effort they exerted, the more consistent their interest would be. In brief, the high achievers had high motivation and grit but low anxiety in language learning.

Below is Table 2 which shows the results from the analysis on whether the low achievers' overall motivation, anxiety, and grit as well as their aspects were related to each other.

In Table 2, there was a positive and significant correlation between motivation and anxiety among the low achievers ($r = .439, p < .01$). That is, the higher the level of their motivation, the higher their anxiety. It is interesting to find that the correlation between motivation and grit in this group was positive but non-significant, while their anxiety and

grit was inversely but insignificantly correlated. In other words, the increasing level of their motivation would not result in the increase of their grit, while the increasing level of their anxiety would not decrease their level of grit. The low achievers seemed to have high motivation but low grit and high anxiety.

Table 2: Correlations between each aspect of motivation, anxiety, and grit of the low achievers

	1	1.1	1.2	2	2.1	2.2	2.3	3	3.1	3.2
1. Motivation	1	.808**	.896**	.439**	.483**	.352**	.329*	.198	.311*	-.022
1.1 Extrinsic		1	.462**	.311*	.337**	.216	.258*	.087	.219	-.095
1.2 Intrinsic			1	.427**	.474**	.367**	.301*	.233	.303*	.038
2. Anxiety				1	.912**	.813**	.925**	-.101	-.015	-.136
2.1 Commu.					1	.628**	.744**	.092	.180	-.046
2.2 Test						1	.671**	-.211	-.124	-.189
2.3 Negative							1	-.201	-.139	-.158
3. Grit								1	.748**	.731**
3.1 Effort									1	.094
3.2 Interest										1

** . Significant at the 0.01 level (1-tailed). * . Significant at the 0.05 level (1-tailed)

Relationships between each aspect of motivation, anxiety, and grit are also shown in Table 2. A significant and positive correlation was found between *extrinsic* and *intrinsic* motivation ($r = .462$, $p < .01$), indicating that the low achievers who were extrinsically motivated were also intrinsically motivated. The findings show that the two aspects of motivation – *extrinsic* and *intrinsic* – were significantly and positively correlated with *communication apprehension* and *fear of negative evaluation* ($r = .337$, $.474$ respectively, $p < .01$, and $r = .258$, $.301$ respectively, $p < .05$). In addition, the relationships between *intrinsic* motivation and *test anxiety* were found to be significant and positive, with a weak correlation ($r = .367$, $p < .01$). These correlations show that as their level of *intrinsic* motivation increased, so did their level of *test anxiety*. These correlations indicate that although the low achievers who were extrinsically and extrinsically motivated, they tended to feel uneasy when communicating in English and being criticized by others. They also had high level of test anxiety.

Interestingly, under motivation and grit, only *intrinsic* motivation and *perseverance of effort* was significantly and positively correlated, with a weak correlation ($r = .303, p < .05$), indicating that the higher their intrinsic motivation, the higher their effort in language learning.

The findings further revealed that the relationships between all aspects of anxiety were strong and significant. This means that when the low achievers experienced one type of anxiety, they would also suffer from the others types of anxiety. However, the results show that almost every aspect of anxiety and grit were negatively and insignificantly correlated, with a weak correlation. This indicates that, in this study, the low achiever's level of *communication apprehension*, *test anxiety*, *fear of negative evaluation* and grit facets of *perseverance of effort*, *consistency of interest* were not related. Lastly, no significant relationship was found between *perseverance of effort* and *consistency of interest* under grit. In other words, these two facets are not related among the low achievers.

Research Question 2: Which factor, motivation, anxiety, or grit, best predicts English language achievement?

To answer which factor best predicts English language learning achievement, multiple regressions were performed. To fulfill the function, three variables - *fear of negative evaluation* (NEGATIV), *test anxiety* (TEST), and *intrinsic* motivation (INTRIN) - were regressed onto all the 180 subjects' English language learning achievement i.e. grades of five semesters. The results obtained are presented in Table 3.

Table 3: Regression analysis for English language learning achievement

Variables	Unstandardized Coefficients		t	Sig.	Collinearity Statistics	
	B	Std. Error			Tolerance	VIF
(Constant)	4.247	.372	11.408	.000		
NEGATIV	-.398	.132	-3.023	.003	.608	1.645
TEST	-.265	.096	-2.775	.006	.611	1.636
INTRIN	.186	.086	2.167	.032	.985	1.015
R = 0.457 Adj. R² = 0.195 F = 15.360 Sig. = 0.00						

In Table 3, the model accounted for 19.5% of the variance ($F = 15.36, p = 0.00, \text{Adj. } R^2 = 0.195$). The multiple regression analyses show coefficients from the regression models as well as levels of significance, and that all the coefficients were statistically significant. The table shows that three of the measured variables were included in the

models in terms of achievement in English. Among these three variables, *fear of negative evaluation* was the most powerful predictor of the students' English language learning achievement ($\beta = -.398$, $t = -3.023$, $p = .003$), followed by *test anxiety* ($\beta = -.265$, $t = -2.775$, $p = .006$), and *intrinsic motivation* ($\beta = .186$, $t = 2.167$, $p = .032$). *Fear of negative evaluation* and *test anxiety* were negative predictors, whereas *intrinsic motivation* was a positive one. In other words, the subjects who had *fear of negative evaluation* and high *test anxiety* tended to be less successful in language learning. Those who were intrinsically motivated tended to be more successful in doing so.

Discussion

This study aimed to investigate the correlations between three non-cognitive factors of motivation, anxiety, and grit, as well as their aspects in learning English as a foreign language. Particularly, the study focused on the two groups of subjects: the high and low achievers. The findings are discussed based on the research questions of the study as follows.

1. The correlations of motivation, anxiety, and grit of the high and low achievers

The high achievers' overall motivation and *test anxiety* were significantly and negatively correlated. In other words, as their level of motivation increased, their level of *test anxiety* decreased. This result is in line with the studies by Jain and Sidhu (2013), Khodadady and Khajavy (2013), and Puengpipatrakul (2007), who found that highly motivated foreign language learners were less anxious in their foreign language class. Furthermore, the result is supported by Gardner et al. (2004); Dörnyei & Ushioda (2011), who proposed that the students who performed well in their foreign language class tended to have higher motivation and lower anxiety than their peers.

On the other hand, the low achievers' motivation and anxiety were positively and significantly correlated, and almost every aspect of anxiety was significantly correlated to both *extrinsic* and *intrinsic* motivation. This indicates that the more motivated the students were, the more anxious they were. In other words, though their motivation was high, their anxiety was also high. Thus, for the low achievers, no matter how high their motivation was, their anxiety tended to adversely affect their English language achievement. This represented the notion of debilitating anxiety among this group as suggested by Oxford (1999).

Differences were found in terms of anxiety and grit of the high and low achievers. Overall anxiety and grit among the high achievers were significantly and negatively correlated, indicating that the less anxious the high achievers were in learning English, the higher level their grit would be. On the contrary, there was no significant correlation between anxiety and grit among the low achievers. In other words, anxiety and grit were

not related in their language learning. According to Gass and Selinker (1994), learning a foreign language is a long process in which the learners will definitely encounter nervousness, anxiety, or stress. These feelings are obstacles and hardships, and if individuals are not gritty enough, they cannot overcome those circumstances which will eventually affect their learning achievements.

The high and low achievers were also different in terms of motivation and grit. Among the high achievers, the correlation between overall motivation as well as its aspects (*extrinsic* and *intrinsic*) and grit were significant and positive. In other words, as their level of *extrinsic* and *intrinsic* motivation increased, so did their level of grit. However, among the low achievers, there was no significant correlation between motivation and grit. In other words, motivation and grit were not related in learning English among the low achievers. The result is consistent with the study by Sharrock (2013) who found that both forms of motivation, especially *intrinsic*, were related to grit among the students participating in an inquiry based science project, creating interactive museum quality exhibits over one semester in a 10th grade chemistry class.

The present study further revealed that both high and low achievers' *extrinsic* and *intrinsic* motivations were significantly correlated. They learned English not only because they enjoyed or felt satisfied to do so, but also because it was useful for their future careers or could improve their grades. However, both *extrinsic* and *intrinsic* motivations of the high achievers showed a positive and significant correlation with *perseverance of effort*. The high achievers had high motivation; they put more effort in learning English. This is not the case with the low achievers. According to Duckworth et al. (2007, cited in Tough, 2012), to achieve higher order goals, one must not only exert effort but also be motivated, since the effort and motivation work together. Without one another, the goals cannot be achieved. Besides, according to Dweck (2005, cited in Robert, 2009), when individuals are gritty, their motivation increases, and this helps them to overcome, or at least reduce, the obstacles.

An inverse and significant relationship was found between *intrinsic* motivation and *test anxiety* among the high achievers. In other words, as their level of *intrinsic* motivation increased, their level of *test anxiety* decreased. Since the intrinsically motivated learners learned English because of the enjoyment and personal satisfaction, thus they were not apprehensive in academic evaluation even if it concerned their grades.

Finally, the study showed that the high achievers had more consistent interest even when they faced difficulty communicating in English, taking a test, or being criticized by others, while this was not found among the low achievers. It explains the traits of gritty individuals by Duckworth et al. (2007), who stated that even in the face of difficulties or hardship, the gritty individuals, will not lose interest or passion and tend to work harder toward their goals

2. Factors predicting English language learning achievement

Regression analysis was used to examine the predictability of English language achievements by motivation, anxiety and grit. It indicated that *fear of negative evaluation*, *test anxiety*, and *intrinsic* motivation were the three significant predictors of total English learning achievements. The subjects who were more apprehensive about being criticized by other people and anxious in taking a test would be more likely to perform poorer in their English class. Meanwhile, the subjects who were more intrinsically motivated were more inclined to achieve higher goals in their English language learning. This result was consistent with Liu and Huang's (2010) study. They found that *intrinsic* motivation and fear of being negatively evaluated were powerful predictors in learning English as a foreign language.

Conclusion and Recommendations

The current study aimed to investigate the correlations between motivation, anxiety, and grit as well as their aspects in learning English as a foreign language among the high and low achievers. The subjects were 180 Matthayom 6 students of PSU Wittayanusorn School, Songkla. The main findings from the study revealed that the high achievers' anxiety and grit were found to be significantly and inversely correlated. The higher the level of their grit was, the lower the level of their anxiety was. The high achievers who were more motivated were also grittier in learning English. Among the low achievers, as their level of motivation increased, their level of anxiety also increased. In other words, even though their motivation was high, their anxiety was also high that it negatively affected their language learning achievement. In the regression analysis, it was found that *fear of negative evaluation*, *test anxiety*, and *intrinsic* motivation were most powerful predictors in learning English as a foreign language among all subjects.

Based on the result of this study, foreign language instructors should be aware of the psychological factors of motivation, anxiety, and the personality trait of grit. Specifically, the instructors should provide a learning environment which does not only enhance students' motivation to learn, but also promotes the personality trait of grit. For examples, to enhance the motivation, the instructors can give positive feedbacks that encourage students to improve their ability. The task assigned to students should not be too difficult or too easy. To promote the grit, the instructors should value the students' struggle and effort to success, and support the belief that people are able to develop and change to become better by learning from setbacks and failures.

Besides, since anxiety was found to be harmful to the students' achievement, reducing it in learning languages was important, particularly, apprehension about negative criticisms and worry in taking exams were the factors which could affect their language

learning achievements. Finally, intrinsic motivation should be strengthened because it could predict students' language learning achievements.

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Appendix B

Submitted Manuscript

It's Grit, not Motivation, that Contributes to Language Learning Success

ความเพียรกับความสำเร็จในการเรียนภาษา

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บทคัดย่อ

งานวิจัยนี้ศึกษาตัวแปรด้านแรงจูงใจ ความวิตกกังวล รวมถึงบุคลิกภาพด้านความเพียร ในที่นี้หมายถึง ความอดทนและความหลงใหลในเป้าหมายระยะยาว ในการเรียนภาษาอังกฤษ เป็นภาษาต่างประเทศของกลุ่มตัวอย่าง 180 คน มีเป้าหมายเป็นนักเรียนชั้นมัธยมศึกษาปีที่ 6 ปี การศึกษา 2557 ของโรงเรียน มอ. วิทยานุสรณ์ โดยมีวัตถุประสงค์เพื่อ 1) ศึกษาระดับแรงจูงใจ ความวิตกกังวล และความเพียร ในการเรียนภาษาอังกฤษเป็นภาษาต่างประเทศของกลุ่มตัวอย่าง และศึกษาความสัมพันธ์ระหว่างตัวแปรทั้งสาม 2) ศึกษาความแตกต่างของระดับแรงจูงใจ ความวิตกกังวล และความเพียร ระหว่างกลุ่มที่มีผลการเรียนสูงและกลุ่มที่มีผลการเรียนต่ำ เครื่องมือที่ใช้ในการวิจัยประกอบด้วย 1) แบบสอบถามแรงจูงใจในการเรียน 2) แบบสอบถามความวิตกกังวล ในการเรียนภาษาต่างประเทศ 3) แบบสอบถามความเพียร และ 4) เกรดเฉลี่ย 5 ภาคการศึกษา รายวิชาภาษาอังกฤษของกลุ่มตัวอย่าง ผลการศึกษาพบว่าแรงจูงใจมีความสัมพันธ์กับความวิตกกังวลและความเพียรในการเรียนภาษาอังกฤษอย่างมีนัยสำคัญทางสถิติที่ .05 เมื่อพิจารณาด้าน ผลการเรียน พบว่า ระดับแรงจูงใจของทั้งกลุ่มที่มีผลการเรียนสูงและต่ำอยู่ในระดับสูง แต่กลุ่มที่มี ผลการเรียนต่ำมีระดับความวิตกกังวลในการเรียนภาษาอังกฤษสูงกว่ากลุ่มที่มีผลการเรียนสูง อย่างมีนัยสำคัญทางสถิติที่ .01 ($t = 6.186$) และกลุ่มที่มีผลการเรียนสูงมีระดับความเพียรสูงกว่า กลุ่มที่มีผลการเรียนต่ำอย่างมีนัยสำคัญทางสถิติที่ .05 ($t = 2.063$)

คำสำคัญ: แรงจูงใจในการเรียนภาษา ความวิตกกังวลในการเรียนภาษา ความเพียร
ความสำเร็จในการเรียนภาษา

Abstract

The present study explored the three variables of *motivation* and *anxiety* in foreign language learning as well as the personality trait of *grit* - defined as perseverance and passion for long term goals. The aims of this study were 1) to study the subjects' levels of motivation, anxiety, and grit in language learning, and relationships among these factors, and 2) to explore whether motivation, anxiety, and

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grit between high and low achievement groups were different. One hundred and eighty Mattayom 6 students of PSU Wittayanusorn School responded to three sets of questionnaires which were *Learning Motivation Questionnaire*, *Foreign Language Classroom Anxiety Questionnaire*, and *Grit Scale*. The statistical results showed that, overall, foreign language learning motivation was positively and significantly correlated to foreign language learning anxiety and grit. Regarding the level of achievement, the study revealed that the high and low achievers' motivation level was high. However, the low achievers had a significantly higher level of anxiety than the high achievers, while the high achievers had a significantly higher level of grit than the low achievers.

Keywords: Language Learning Motivation, Language Learning Anxiety, Grit, English Language Achievement

Introduction

1. Background of the study

In Thailand's educational context, English is one of the core subjects at primary and secondary school, and is an elective course in most fields at university level. Thai students learn English from the age of 7, or when they are in the first year of primary school. Their final year in upper secondary level (Grade 12) marks the turning point for their future educational life. They have to sit for university admission examinations which include various kinds of tests: the Ordinary National Educational Test (O-NET) and the General Aptitude Test (GAT), with English as one of the 8 core subjects tested in both O-NET and GAT. The National Institute of Educational Testing Service (NIETS) has revealed the statistical results of students' English performance on O-NET tests. It shows that students' English scores have been in a critical stage and it has been decreasing since 2007. The average scores on English in the O-NET tests from 2007 to 2010 were 30.93, 30.68, 23.98, and 19.22, respectively. Even though the average scores increased slightly in 2011 and 2012 at 21.80 and 22.13, they were still unsatisfactory. The GAT test, which tests the ability to communicate in English, has also produced low results. In

2011, the average GAT scores were 50.45 and 52.98, and in 2012, 49.07 and 53.63 out of 150 for the first and second round. This indicates that the level of English proficiency among Thai learners is unsatisfactory.

Psychological processes play a vital role in language learning among second language learners, and these eventually affect their language performances. Since the early 1980s, many language researchers have emphasized the psychological aspects of language learning because they believe in affective needs and reactions among individuals. A considerable number of studies have been done on the impact of affective factors on second language acquisition. For years, language researchers have pointed out the necessity to understand the psychological dimension in language learning. Stevick (1980) viewed that successful language learning depends not only on materials, techniques and linguistic analysis, but also on what goes inside and between the people in the classroom. Stern (1983: 386) points out that 'the affective component contributes at least as much and often more to language learning than the cognitive skills'.

Motivation and anxiety are affective factors in the psychological aspects which have been paid much attention to by language researchers (Dörnyei, 1998; Gardner & MacIntyre, 1991; Horwitz, Horwitz & Cope 1986). In the psycho-linguistic dimension, motivation is the most interesting construct in the SLA research because it turns out to be the second best predictors of success in language learning following aptitude which is a cognitive domain (Skehan 1989, cited in Gass & Selinker 1993). Motivation is universally accepted as playing a crucial role in academic learning, and this is particularly true regarding second or foreign language learning (Dörnyei, 2006). From a language point of view, motivation is the combination of effort plus desire to achieve the goal of learning the language with favorable attitudes towards it (Gardner, 1985).

Deci and Ryan's (1985) self-determination theory classified motivation into *intrinsic* and *extrinsic* motivation. This dichotomy views motivation through learners'

perspectives. The learners are intrinsically motivated if their desire to learn a foreign language is because of enjoyment or personal satisfaction to do so. An intrinsically motivated activity does not provide apparent reward except for the activity itself, and the learners' aims are feelings of competence and self-determination – internally rewarding consequences (Brown, 2000). For extrinsically motivated learners, they learn a foreign language because of outside reasons such as money, job requirements, or passing a test (Leaver et al., 2005). An act of avoiding punishment is also considered to be extrinsic motivation (Brown, 2000).

Anxiety is another affective factor which has been claimed to affect the language learning process. Research in the past three decades has confirmed the existence of language anxiety and its effect on L2 learning (Horwitz, Horwitz & Cope 1986; MacIntyre & Gardner 1991). For Spielberger (1983, cited in Horwitz & Young 1991:27), 'anxiety is the subjective feeling of tension, nervousness, and worry associated with an arousal of the autonomic nervous system'. In the context of foreign language learning, many studies have been done to find out the relationship between anxiety on the learning process and achievement. As part of the learners' affective filter, Krashen (1982) stated that anxiety might block or impede the input during the process of learning, which might in the long run affect learning achievement. Foreign language learning anxiety is viewed as a distinct phenomenon and can affect foreign and second language learning (Horwitz, Horwitz & Cope 1986).

According to Horwitz et al. (1986), Horwitz and Young (1991), there are three different types of anxiety: *communication apprehension*, *test anxiety*, and *fear of negative evaluation anxiety*. Foreign language learners who are shy to speak because they are fearful of or anxious about communicating with people face *communication apprehension*. *Test anxiety*, or apprehension over academic evaluation, refers to a fear of failure in performing a test. The third anxiety type, *fear of negative evaluation*, arises when the learners apprehend others' evaluation on them or expect that others would

evaluate themselves negatively. In fact, these three types of foreign language anxiety concern performance evaluation within an academic and social context.

The question as to whether anxiety can be helpful is another important issue to take into consideration for greater understanding of its role in foreign language learning. Ralph Norman Haber and his colleague in 1960 proposed a distinction between debilitating and facilitative anxiety. Scovel (1978: 139 cited in Larsen-Freeman & Long, 1991) elaborated these two types of anxiety as motivational variables in learning a language. Anxiety is viewed to be facilitative when it motivates the learners to explore the lessons or tasks. In contrast, debilitating anxiety drives the learners to quit or withdraw from the lessons or tasks.

In addition, Lightbrown and Spada (2006) commented that a certain amount of tension can positively affect or even facilitate learning. For instance, the feeling of nervousness before a test or an oral presentation can arouse activating motivation and focus on success. Gass and Selinker (1994) also viewed that low levels of anxiety can help learning while high levels can hurt it. Oxford (1999) called the former 'harmful' and the latter 'helpful' anxiety.

Among a number of personality characteristics investigated in relation to their influence on second language learning such as extroversion, inhibition, risk-taking, self-esteem, empathy and so on, grit has been found recently to be a powerful predictor which is more applicable to individual student success (Duckworth, 2007). Grit is one of the critical factors for success in the 21st century which is really crucial to students' capacity to strive for and succeed at long-term and higher-order goals, and to persevere even when encountering hardship, setbacks, or adversity throughout schooling and life (U.S. Department of Education, 2013). Duckworth et. al. (2007: 1087) gave a crystal clear definition of grit and gritty individuals' trait:

'Grit is perseverance and passion for long-term goals. Grit entails working strenuously toward challenges, maintaining effort and interest over years despite failure, adversity, and plateaus in progress. The gritty individual approaches achievement as

a marathon: his or her advantage is stamina. Whereas disappointment or boredom signals to others that it is time to change trajectory and cut losses, the gritty individual stays the course’.

Gass and Selinker (1994) stated that it will definitely take a long time to be proficient in the second language since learning it is a long-term project.

Grit consists of two important traits – *perseverance of effort* and *consistency of interest* over a long time (Duckworth et al., 2007). According to the U.S. Department of Education (2013: 15), grit is “perseverance to accomplish long-term or higher-order goals in the face of challenges and setbacks, engaging the students’ psychological resources, such as their academic mindsets, effortful control, and strategies and tactics”. At the Annual AASA Convention, MacIntyre (2013) stated about his personal anecdotal observation of gifted and talented students, that perseverance was the differentiating characteristic of those students and appeared more influential than any cognitive traits. Gritty individuals have an ability to determine how to manage and respond when things go wrong; they are resilient to the setbacks and persevere when faced with failure (Hoerr, 2013).

Although there has been a good deal of research conducted to investigate the relationship between L2 motivation and anxiety (e.g. MacIntyre et al., 2002; Hashimoto, 2002; Liu & Huang, 2011), to the best of my knowledge, there has not been any study conducted on the roles of grit on second language performance and its relation to motivation and anxiety in second language learning. Therefore, this present study aims to investigate the roles of grit on second language learning as well as the relationship between motivation, anxiety, and grit in second or foreign language settings.

2. Purpose of the Study

This study aimed to investigate the influence of non-cognitive factors of motivation, anxiety, and grit on English language achievement. Specifically, the study attempted to:

- 1) study the subjects' levels of *motivation*, *anxiety*, and *grit* in language learning and relationships between these factors, and
- 2) explore whether *motivation*, *anxiety*, and *grit* between high and low achievement groups were different.

Research Methodology

5. Participants

180 Matthayom 6 students of PSU Wittayanusorn School, Hat Yai, Songkla, in 2014 academic year were selected to participate in the present study.

6. Instruments

Three sets of questionnaires were employed in this study:

2.1 *Learning Motivation Questionnaire*, adapted from Language Learning Orientation Scale developed by Noels et al. (2000) was used. The questionnaire consisted of 18 items and was divided into two motivation subtypes; 9 items regarding *intrinsic* motivation and 9 items *on extrinsic* motivation. Responses to items on the questionnaire were recorded on a 4-point Likert-type scale ranging from (4) "strongly agree" to (1) "strongly disagree".

2.2 *Foreign Language Classroom Anxiety Questionnaire*, adapted from Horwitz et al. (1986), with 20 items focusing on three dimensions of anxiety: *communication apprehension*, *test anxiety*, and *fear of negative evaluation*. Responses to items on the questionnaire were recorded on a 4-point Likert-type scale ranging from (4) "strongly agree" to (1) "strongly disagree".

2.3 *Grit Scale*, an 8-item questionnaire developed by Duckworth (2009), measuring two main traits of grit: *perseverance of effort* and *consistent interest*. Responses to items on the questionnaire were recorded on a 4-point Likert-type scale ranging from (4) "strongly agree" to (1) "strongly disagree".

2.4 *The subjects' English Language GPA*: a 5-semester English language GPA obtained from PSU Wittayanusorn School authority and used to represent subjects' achievement in language learning.

7. Procedures and Data Collection

To accomplish the purposes of this study the following steps were taken:

7.1 The 180 subjects of the study were asked to respond to the 3 questionnaires in the first semester of academic year 2014.

7.2 English language GPA of the subjects in semester 1 and 2 of Matthayom 4 and 5, and the 1st semester of Matthayom 6 was taken as their English language learning achievement.

7.3 All data was analyzed as follows:

7.3.1 The data from all subjects' responses to the questionnaire was analyzed.

7.3.2 The subjects were stratified according to Hughes's 27% technique, merely the top and bottom 27% scorer of English language GPA from their Matthayom 4, 5 and the 1st semester of Matthayom 6 were qualified for the study to represent each group of high and low achievers.

7.4 The findings were interpreted.

8. Data Analysis

To answer the first research question, the questionnaire using the four point rating scales ranging from 4 (strongly agree) to 1 (strongly disagree) was analyzed for means and standard deviations of the subjects' overall motivation, anxiety, and grit and their aspects. Criteria for the rating scale interpretation of the mean scores were: 1.00-

1.99 (Low), 2.00-2.99 (Average), 3.00-4.00 (High). The data then was analyzed by computing through Pearson's Correlation in order to establish relationships between motivation, anxiety, and grit in language learning. To answer whether there were any differences in motivation, anxiety, and grit between the high and low achievers, an independent sample *t*-test was applied.

Results and Findings

Research Question 1: What are the subjects' levels of motivation, anxiety, and grit and the relationships among these factors?

The data from responded questionnaires was analyzed for means and standard deviations of the subjects' overall *motivation*, *anxiety*, and *grit*, and their aspects.

Table 1.1 shows that the subjects' motivation was 3.37, a high level of motivation in learning English language. Both anxiety ($x = 2.64$) and grit ($x = 2.48$) were at the average level of the rating. The subjects' overall motivation was higher than their overall anxiety and grit, and their anxiety was higher than their grit in learning English.

Table 1.1: The subjects' level of motivation, anxiety, and grit

Factors	Mean	SD	Interpretation
Motivation	3.370	.3541	High
Extrinsic	3.373	.3751	High
Intrinsic	3.363	.4530	High
Anxiety	2.640	.4018	Average
Communication	2.741	.5309	Average
Test	2.675	.5204	Average
Negative	2.566	.3755	Average
Grit	2.480	.4281	Average
Effort	2.811	.5209	Average
Interest	2.150	.5546	Average

A closer look at each aspect of these factors shows that the subjects' *extrinsic* and *intrinsic* motivations were not significantly different ($x = 3.37$ and 3.36 respectively, $t = .342$), both at the high level. Every aspect of anxiety was at the average level. However, the subjects' *communication apprehension* was at 2.74 which was slightly higher than their *test anxiety* and *fear of negative evaluation* ($x = 2.67$ and 2.56 respectively). In term of grit, *perseverance of effort* appeared to have a higher mean score than *consistence of interest* ($x = 2.81$ and 2.15 respectively).

The results from the analysis on whether the subjects' overall motivation, anxiety, and grit as well as their aspects were related to each other are summarized in Table 1.2.

From Table 1.2, a significant and positive correlation can be seen between the subjects' motivation and anxiety in learning English language ($r = .163$, $p < .05$). That is, the higher the level of motivation the subjects had, the higher the level of their anxiety. It is also found that grit and motivation are significantly correlated ($r = .147$, $p < .05$), indicating that the subjects with a high level of grit will also have a high level of motivation. On the other hand, the correlation analysis shows a negative correlation, though not significant, between anxiety and grit ($r = -.109$). This indicates that the less anxious the students are, the grittier they are.

Table 1.2: Correlations between aspects of motivation, anxiety, and grit

	Motivation	Ext.	Int.	Anxiety	Comm.	Test	Neg.	Grit	Effort	Inter.
Motivation	1	.821**	.882**	.163*	.207**	.090	.123	.147*	.278**	-.034
Extrinsic		1	.455**	.099	.110	.057	.088	.114	.197**	-.009
Intrinsic			1	.170*	.233**	.085	.118	.139*	.273**	-.042
Anxiety				1	.910**	.776**	.938**	-.109	.105	-.267**
Commu.					1	.574**	.781**	-.034	.147*	-.191**
Test						1	.619**	-.176**	.043	-.312**
Negative							1	-.108	.075	-.237**

Grit		1	.781**	.810**
Effort			1	.267**
Interest				1

** . Correlation is significant at the 0.01 level (1-tailed).

* . Correlation is significant at the 0.05 level (1-tailed)

The correlations in Table 1.2 show that the subjects' *extrinsic* motivation was significantly and positively correlated with *intrinsic* motivation and *perseverance of effort* ($r = .455$ and $.197$ respectively, $p < .01$). These correlations indicate that the subjects who were extrinsically motivated exerted more effort to achieve the goal of learning English than those who were not. There were, however, no significant relationships of *extrinsic* motivation with aspects such as *communication apprehension*, *test anxiety*, *fear of negative evaluation*, and *consistence of interest*. This means that in this study these aspects of learning English were not correlated.

Table 1.2 also demonstrates a significant and positive relationship between *intrinsic* motivation and *communication apprehension* ($r = .233$, $p < .01$) as well as between *intrinsic* motivation and *perseverance of effort* ($r = .273$, $p < .01$). This indicates that the subjects who were intrinsically motivated were likely to be anxious when communicating in English. It also shows that the subjects with high *intrinsic* motivation would also have a high level of *perseverance of effort*.

The results show that there were strong, significant, and positive relationships between the difference aspects of anxiety. Moreover, a significant and positive correlation between *communication anxiety* and *perseverance of effort* was found, though quite weak ($r = .147$, $p < .05$). That is, in their effort to learn English, the subjects were likely to feel uneasy when trying to communicate in English. Interestingly, every aspect of anxiety was significantly and negatively correlated to *consistence of interest*. This means that the subjects who had consistent interests in English language learning did not feel uneasy when communicating in English, taking a test, and being criticized by others and vice versa.

To sum up the findings to the first research question, the subjects were highly motivated and moderately anxious and gritty in learning English language. Moreover a significant and positive, though weak, correlation was found between *extrinsic/intrinsic* motivation and *perseverance of effort* under the grit category. Interestingly, the present study also finds a significant and negative correlation, though weak, between *communication apprehension*, *test anxiety*, and *fear of negative evaluation* and *consistence of interest*. What is more, a negative correlation between grit and anxiety was found in this study, though not significant.

Research Question 2: Are there any differences in motivation, anxiety, and grit between high and low achievers?

To determine whether motivation, anxiety, and grit, and their aspects between high and low achievement groups were significantly different, the mean scores of their responses to the items asking about motivation, anxiety, and grit in the questionnaire were calculated and compared by using sample *t*-test as shown in Table 2.1

The results in Table 2.1 show that there was no significant difference in overall motivation between the high and low achievement groups. In other words, the high and low achievers all had the same level of motivation in English language learning. However, there was a significant difference in the overall anxiety between the high and low achievers ($p < .01$). The low achievers had a higher level of anxiety in English language learning than the high achievers. The findings show a similar pattern in grit. A significant difference was found despite its weak difference ($p < .05$). This suggests that the high achievers had a higher level of grit than the low achievers.

Table 2.1: Differences of motivation, anxiety, and grit and their aspects of high and Low achievers

High Achievers (N=48)	Interpretation	Low Achievers (N=48)	Interpretation	<i>t</i>	<i>p</i>
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	Mean	SD		Mean	SD			
Motivation	3.422	.3169	High	3.302	.3672	High	1.702	.092
Extrinsic	3.444	.3341	High	3.340	.3684	High	1.443	.153
Intrinsic	3.405	.4109	High	3.263	.4876	High	1.534	.128
Anxiety	2.397	.3163	Average	2.833	.3710	Average	6.186**	.000
Comm.	2.503	.4593	Average	2.954	.5301	Average	4.459**	.000
Test	2.328	.4162	Average	2.869	.4641	Average	6.019**	.000
Negative	2.362	.3233	Average	2.745	.3254	Average	5.789**	.000
Grit	2.518	.4495	Average	2.349	.3478	Average	2.063*	.042
Effort	2.724	.5059	Average	2.734	.4766	Average	0.104	.918
Interest	2.312	.5347	Average	1.963	.4641	Low	3.415**	.001

** . Significant at the 0.01 level (2-tailed)

* . Significant at the 0.05 level (2-tailed)

The findings from Table 2.1 reveal that there is a rather strong and significant difference in every aspect of anxiety between the low and high achievers ($p < .01$). The low achievers were more anxious when they communicated, took a test as well as they were stressed when others judge them negatively in English language class. The results further showed that the high and low achievers were significantly different in *consistence of interest* ($p < .01$). That is, the high achievers were likely to have more consistent interest in learning English than the low achievers.

Despite the fact that no significant differences in *extrinsic* and *intrinsic* motivation were found between the high and low achievers, the levels of *extrinsic* and *intrinsic* motivation of the high achievement group were higher than that of the low achievers.

In brief, the findings of the second research question demonstrate that there was a significant difference between the high and low achievement group in overall anxiety and grit, but not in overall motivation. The high achievement group had a significantly higher level of all dimensions in anxiety and grit in the facet of *consistence of interest* than the low achievement group.

Discussion

This study aimed to investigate the correlation between the three factors, which were motivation, anxiety and grit as well as their facets, in learning English as an international language among 180 Matthayom 6 PSU Wittayanusorn students. Based on the research questions of the study, the findings are discussed as follows.

1. The Subjects' level of motivation, anxiety, and grit and the relationship between these factors

One hundred and eighty subjects' levels of motivation in learning English were found to be at the high level. In other words, the subjects were highly motivated to learn English. Moreover, it is also shown that the subjects had high *extrinsic* and *intrinsic* motivation. This can explain that they learned English not only because of outside reasons, such as to get a good job, and personal development through learning English, but also the enjoyment and pleasure of doing so, such as the pleasure in experiencing the improvement in their use of English, or satisfied feeling in finding new things such as English-speaking people's ways of life.

In the correlation analysis, the study shows that the subjects' motivation and anxiety were positively correlated. In other words, as their level of motivation increased, so did their level of anxiety. This result reflects the notion of facilitating anxiety (Oxford, 1999), where, in this context, the students wanted to and enjoyed learning English but were anxious about it. However, to an extent, their anxiety was at a level that they could handle, and this anxiety level could stimulate, challenge and enhance their motivation to learn.

The study further reveals that the subjects' anxiety and grit were negatively, though insignificantly, correlated. This showed that the more anxious the students were in learning English, the lower their level of grit would be. In other words, the students who had high anxiety in language learning were less gritty than their peers. Since learning a second or foreign language is a long-term project and it will take a long time to succeed, (Gass and Selinker, 1994), the students would definitely encounter the feeling of

nervousness, pressure or tension over time. These are all considered as setbacks and adversity and that if individuals cannot overcome them, it means they are not gritty enough to achieve their goals.

Moreover, the correlation between grit and motivation is positive and significant. This means the subjects who were highly motivated would also possess a high level of grit. The finding is consistent with what is mentioned by Dweck (2005, cited in Robert, 2009) that once ordinary individuals are gritty, their level of motivation increases and that they can overcome obstacles they face. Furthermore, to achieve a higher goal, individuals must have both grit and motivation because they work together to drive them to the goal, as suggested by Duckworth et al. (2007, cited in Tough, 2012), that effort or volition alone cannot help much if students are not motivated to succeed, or it is not sufficient for students to have only motivation to achieve the goal without effort.

With regard to the relationships of each aspect of motivation (i.e. *extrinsic* and *intrinsic*), anxiety (*communication apprehension, test anxiety, and fear of negative evaluation*), and grit (*perseverance of effort and consistency of interest*), the subjects' *extrinsic* and *intrinsic* motivation were significantly correlated. That is, if they were extrinsically motivated, they would also be intrinsically motivated. The subjects in this study learned English because they wanted to achieve some instrumental end (*extrinsic* motivation), such as to get a high-paid job in the future or to avoid the guilt of not knowing English. So as Thailand is a country where English is learned as a foreign language, *extrinsic* motivation is dominant among the students. However, the subjects also learned the language because of the enjoyable and personally satisfying aspects of doing so (*intrinsic* motivation).

The results of the study show a significant and positive correlation between *perseverance of effort* and both *extrinsic* and *intrinsic* motivation. That is, the subjects who learned English, either because of reasons outside or within individuals, were not discouraged by any setbacks; they worked hard on their studies, and also kept a full

commitment to it. Especially, the relationship between *intrinsic* and *perseverance of effort* was stronger than the relationship between *extrinsic* and *perseverance of effort*. That is, the more the subjects were intrinsically motivated to learn English, the more effort they would exert to achieve the goal.

A significant and inverse correlation between *consistency of interest* and *communication apprehension*, *test anxiety*, and *fear of negative evaluation* was discovered in the present study. That is, in the long run, the subjects who had difficulty maintaining their focus, or lost interest (*consistency of interest*) in learning English would also face nervousness in communicating (*communication apprehension*), worry about their tests (*test anxiety*), as well as be anxious of unfavorable judgment from others about their English language performance (*fear of negative evaluation*). On the other hand, *perseverance of effort* was significantly and positively correlated with *communication apprehension*, and positively, but not significantly, correlated with *test anxiety*, and *fear of negative evaluation*. In other words, the subjects tried hard to achieve the goal despite communication uneasiness, pressure in tests, and negative opinions on their English. According to the U.S. Department of Education, (2013), when the students persevere to achieve the goal and encounter setbacks, stress, and anxiety, distraction may be induced, and these factors would later on destructively affect students' long-term retention.

2. The differences in motivation, anxiety, and grit between the high and low achievers.

The present study shows a strong and significant difference in the anxiety between the high and low achievers. The low achievers had a significantly higher level of anxiety than the high achievers. This study is consistent with the studies by Tsai (2013), and Kamarulzaman et al. (2013) which found that the students who performed well in their foreign language class were less anxious than those who did not do well. Based on the Affective Filter Hypothesis (Krashen, 1982), being anxious during

the process of learning might disrupt or interfere with the input which would later affect learning achievements.

Moreover, the results of this study revealed that there was a significant difference in terms of grit between the high and low achievers. The high achievers had significantly higher levels of grit than the low achievers. This is in line with the study by Duckworth et al. (2010) which found that grit played a role for finalists to reach higher rounds and the grittier finalists outperformed the less gritty ones. According to Tough (2012), grit is the personal characteristic that can lead individuals to a better performance which will finally result in achieving higher goals. Besides, Hoerr (2013) stated that successful students are those who are grittier than their peers in part because they know how to handle failures and setbacks.

Under each aspect of the three factors, the low achievers showed a significantly higher level in every dimension of anxiety (*test anxiety, fear of negative evaluation, and communication apprehension*, from highest to lowest difference in order) than the high achievers. This demonstrates the debilitating role of anxiety of the low achievers' English language learning in that it negatively affected their achievement. Besides, the results show that the high achievers possessed an average level in every aspect of anxiety, which means the anxiety occurring in this group played a facilitative role because it enhanced their achievement. As suggested by Lightbrown and Spada (2006), students' learning can be positively affected if some amount of anxiety or tension occurs. What is more, *consistency of interest* between the high and low achievers was found to be significantly different where the high achievers' level of *consistency of interest* was average while the low achievers' was low. However, there was no significant difference in *perseverance of effort* between the high and low achievers; both were average. It can be explained that since learning English in Thailand's educational context is a long process and the subjects of this study who were Matthayom 6 students whose English language GPA from Matthayom 4 to 6 was one of the GPA subjects that would be calculated as scores for university entrance, the students needed a consistent interest

and stuck to their goal, and also stayed focus on their English language learning, three years in this context, to achieve the higher outcome.

Conclusion and Recommendation

The current study aims to examine the level of motivation, anxiety and grit as well as the correlations of these factors in learning English as an international language among Matthayom 6 PSU Wittayanusorn students. The major findings from the study revealed that the subjects had high motivation and they were moderately anxious and gritty in learning the language. It was also found that motivation positively correlated with anxiety and grit, whereas an inverse correlation between anxiety and grit was found. Besides, under each aspect of the three variables, the study revealed that the grit facet of *perseverance of effort* positively associated with both *extrinsic* and *intrinsic* motivation while *consistence of interest* inversely related to all aspects of anxiety.

The study further found that there was no significant difference in motivation for both high and low achievers: their motivation was high. The low achievers had a significantly higher level of anxiety than the higher achievers, while the high achievers had a significantly higher level of grit than the low achievers. Moreover, on taking a closer look at each aspect of these factors, it could be seen that the high achievers were less anxious in communicating in English, taking English language tests, and in others' evaluation on their English language. The study also shows that the high achievers had significantly more consistent interest than those who did not do well in English language class, but both groups had the same level of *perseverance of effort*. Finally, there was no significant difference in *extrinsic* and *intrinsic* motivation between the two groups.

Accordingly, the language instructors should be aware of the significance of the three psychological aspects: motivation, anxiety, and grit. The results of the study can probably guide the instructors to create or design a learning environment that can reduce the degree of anxiety, maintain or enhance motivation, and promote the personality trait of grit.

Future research could be conducted in qualitative methods by applying an interview to confirm the quantitative results. The level of motivation, anxiety, and grit as well as the relationships between these factors in higher level students, such as at undergraduate level could also be explored.

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Appendix C

Questionnaires

(English Version)

Language Learning Motivation

Instructions: The following section contains a number of reasons why one might study English language. Please tick (✓) in the column that reflects your opinions. Your information will be kept strictly confidential. Remember that there are no right or wrong answers, since many people have different opinions.

Statement	4 Strongly Agree	3 Agree	2 Disagree	1 Strongly Disagree
1. In order to get a more prestigious job later on.				
2. In order to have a better salary later on.				
3. Because I have the impression that it is expected of me.				
4. Because I would feel ashamed if I couldn't speak to my friends from the second language community in their native tongue.				
5. Because I would feel guilty if I didn't know a second language.				

Statement	4 Strongly Agree	3 Agree	2 Disagree	1 Strongly Disagree
6. To show myself that I am a good citizen because I can speak a second language.				
7. Because I choose to be the kind of person who can speak more than one language.				
8. Because I think it is good for my personal development.				
9. Because I choose to be the kind of person who can speak a second language.				
10. For the enjoyment I experience when I grasp a difficult construct in the second language.				
11. For the satisfaction I feel when I am in the process of accomplishing difficult exercises in the second language.				
12. For the pleasure I experience when surpassing myself in my second language studies.				
13. Because I enjoy the feeling of acquiring knowledge about the second language community and their way of life.				
14. For the satisfied feeling I get in finding out new things.				
15. For the pleasure I experience in knowing more about the second language community and their way of life.				
16. For the “high” I feel when hearing foreign languages spoken.				
17. For the “high” feeling that I experience while speaking in the second language.				
18. For the pleasure I get from hearing the second language spoken by native second language speakers.				

Foreign Language Classroom Anxiety

Instructions: The following section contains a number of statements of how you feel about learning English language. Please tick (✓) in the column that reflects your opinions. Your information will be kept strictly confidential. Remember that there are no right or wrong answers, since many people have different opinions.

Statement	4 Strongly Agree	3 Agree	2 Disagree	1 Strongly Disagree
1. I never feel quite sure of myself when I am speaking in my foreign language class.				
2. I don't worry about making mistakes in language class.				
3. I tremble when I know that I'm going to be called on in language class.				
4. It frightens me when I don't understand what the teacher is saying in the foreign language.				

Statement	4 Strongly Agree	3 Agree	2 Disagree	1 Strongly Disagree
5. It wouldn't bother me at all to take more foreign language classes.				
6. I keep thinking that the other students are better at languages than I am.				
7. I am usually at ease during tests in my language class.				
8. I start to panic when I have to speak without preparation in language class.				
9. I worry about the consequences of failing my foreign language class.				
10. It embarrasses me to volunteer answers in my language class.				
11. I often feel like not going to my language class.				
12. I don't feel pressure to prepare very well for language class.				
13. Language class moves so quickly I worry about getting left behind.				
14. I feel more tense and nervous in my language class than in my other classes.				
15. I get nervous and confused when I am speaking in my language class.				
16. When I'm on my way to language class, I feel very sure and relaxed.				
17. I get nervous when I don't understand every word the language teacher says.				

Statement	4 Strongly Agree	3 Agree	2 Disagree	1 Strongly Disagree
18. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.				
19. I am afraid that the other students will laugh at me when I speak the foreign language.				
20. I would probably feel comfortable around native speakers of the foreign language.				

Grit Scale

Instructions: Please respond to the following 8 items. Be honest – there are no right or wrong answers.

Statement	4 Strongly Agree	3 Agree	2 Disagree	1 Strongly Disagree
1. New ideas and projects sometimes distract me from previous ones.				
2. Setbacks don't discourage me.				
3. I have been obsessed with a certain idea or project for a short time but later lost interest.				
4. I am a hard worker.				
5. I often set a goal but later choose to pursue a different one.				

Statement	4 Strongly Agree	3 Agree	2 Disagree	1 Strongly Disagree
6. I have difficulty maintaining my focus on projects that take more than a few months to complete.				
7. I finish whatever I begin.				
8. I am diligent.				

Appendix D

Questionnaires

(Thai Version)

แบบสอบถาม

แบบสอบถามนี้จัดทำขึ้นเพื่อสอบถามแรงจูงใจ ความวิตกกังวล และความเพียรของนักเรียนกับ
ผลสัมฤทธิ์ ในการเรียนภาษาอังกฤษ

คำชี้แจง: โปรดตอบแบบสอบถามตามความเป็นจริง ทั้งนี้ คำตอบที่ได้จากแบบสอบถามจะถูกเก็บ
เป็นความลับ และไม่มีผลกระทบใดๆ ทั้งสิ้นต่อตัวนักเรียนเองและผลการเรียนในรายวิชาใดๆ ของ
นักเรียน

โปรดกรอรายละเอียดต่อไปนี้

เลขประจำตัวนักเรียน.....

ชั้น มัธยมศึกษาปีที่ 6/.....

โรงเรียน มอ.วิทยานุสรณ์.....

แบบสอบถามแรงจูงใจในการเรียนภาษาอังกฤษ

ข้อ	ข้าพเจ้าเลือกเรียนภาษาอังกฤษเนื่องจาก...	ระดับความคิดเห็น			
		4 เห็นด้วย อย่างยิ่ง	3 เห็นด้วย	2 ไม่เห็นด้วย	1 ไม่เห็นด้วย อย่างยิ่ง
1.	ข้าพเจ้าต้องการจะมีงานที่ดีทำในภาคหน้า				
2.	ข้าพเจ้าต้องการจะได้ทำงานที่มีเงินเดือนสูงๆ				
3.	ข้าพเจ้ารู้สึก่ววิชาภาษาอังกฤษเป็นวิชาที่ข้าพเจ้าถูกคาดหวังว่าข้าพเจ้าจะต้องเรียน				
4.	ข้าพเจ้าจะรู้สึกอับอายถ้าไม่สามารถพูดภาษาอังกฤษกับเพื่อนชาวต่างชาติได้				
5.	ข้าพเจ้าจะรู้สึกผิดถ้าไม่มีความรู้เกี่ยวกับภาษาอังกฤษเลย				
6.	ข้าพเจ้าต้องการแสดงให้เห็นว่าข้าพเจ้าเป็นพลเมืองที่ดีเพราะสามารถพูด				

ข้อ	ข้าพเจ้าเลือกเรียนภาษาอังกฤษเนื่องจาก...	ระดับความคิดเห็น			
		4 เห็นด้วย อย่างยิ่ง	3 เห็นด้วย	2 ไม่เห็นด้วย	1 ไม่เห็นด้วย อย่างยิ่ง
	ภาษาอังกฤษได้				
7.	ข้าพเจ้าอยากเป็นบุคคลที่พูดได้มากกว่า หนึ่งภาษา				
8.	ข้าพเจ้าคิดว่าการเรียนภาษาอังกฤษเป็น การพัฒนาตนเองที่ดี				
9.	ข้าพเจ้าอยากเป็นบุคคลที่พูด ภาษาอังกฤษได้				
10.	ข้าพเจ้าอยากสนุกกับประสบการณ์เมื่อ เจอความท้าทายในการเรียน ภาษาอังกฤษ				
11.	ข้าพเจ้าอยากพึงพอใจ เมื่อข้าพเจ้า สามารถทำแบบฝึกหัดที่ยากๆ ในวิชา ภาษาอังกฤษได้				
12.	ข้าพเจ้าอยากมีความสุขจากการที่ ความสามารถทางภาษาอังกฤษของ ข้าพเจ้าดีขึ้น				
13.	ข้าพเจ้ารู้สึกสนุกเมื่อได้เรียนรู้วิถีชีวิต และวัฒนธรรมของผู้ที่พูดภาษาอังกฤษ				
14.	ข้าพเจ้าอยากประสบความสำเร็จที่พึง พอใจเมื่อได้เรียนรู้สิ่งใหม่				
15.	ข้าพเจ้าอยากมีความสุขเมื่อพบว่าได้ เรียนรู้เพิ่มมากขึ้นเกี่ยวกับวิถีชีวิตและ วัฒนธรรมของผู้ที่พูดภาษาอังกฤษ				
16.	ข้าพเจ้าต้องการมีความรู้สึกที่ดีเมื่อได้ ยินคนพูดภาษาอังกฤษ				
17.	ข้าพเจ้าต้องการมีความรู้สึกที่ดีเมื่อ ข้าพเจ้าได้พูดภาษาอังกฤษ				
18.	ข้าพเจ้าต้องการมีความสุขเมื่อได้ยิน เจ้าของภาษาพูดภาษาอังกฤษ				

แบบสอบถามความวิตกกังวลในการเรียนภาษาอังกฤษ

ข้อ	ข้อความ	ระดับความคิดเห็น			
		4 เห็นด้วย อย่างยิ่ง	3 เห็นด้วย	2 ไม่เห็น ด้วย	1 ไม่เห็น ด้วยอย่าง ยิ่ง
1.	ข้าพเจ้าไม่เคยรู้สึกมั่นใจเลยเมื่อต้องพูดภาษาอังกฤษในห้องเรียน				
2.	ข้าพเจ้าไม่รู้สึกกังวลเมื่อใช้ภาษาอังกฤษผิดๆในห้องเรียน				
3.	ข้าพเจ้ารู้สึกสั่นเมื่อรู้ว่าจะถูกเรียกให้ตอบในห้องเรียนภาษาอังกฤษ				
4.	ข้าพเจ้ารู้สึกกังวลเมื่อไม่เข้าใจในสิ่งที่ครูพูดเป็นภาษาอังกฤษ				
5.	ข้าพเจ้ารู้สึกเฉยๆหากต้องเรียนภาษาต่างประเทศอื่นเพิ่ม				
6.	ข้าพเจ้าคิดอยู่ตลอดว่านักเรียนคนอื่นเก่งภาษาอังกฤษมากกว่าข้าพเจ้า				
7.	ข้าพเจ้ามักจะรู้สึกสบายๆขณะที่ทำข้อสอบภาษาอังกฤษ				
8.	ข้าพเจ้ารู้สึกตกใจเมื่อต้องพูดภาษาอังกฤษโดยไม่มีโอกาสเตรียมตัว				
9.	ข้าพเจ้ารู้สึกกังวลกับผลกระทบที่เกิดจากการที่ข้าพเจ้าสอบตกในรายวิชาภาษาอังกฤษ				
10.	ข้าพเจ้ารู้สึกเขินอายในการอาสาตอบคำถามในห้องเรียนภาษาอังกฤษ				
11.	ข้าพเจ้ามักจะรู้สึกไม่อยากเข้าเรียนภาษาอังกฤษ				

ข้อ	ข้อความ	ระดับความคิดเห็น			
		4 เห็นด้วย อย่างยิ่ง	3 เห็นด้วย	2 ไม่เห็น ด้วย	1 ไม่เห็น ด้วยอย่าง ยิ่ง
12.	ข้าพเจ้าไม่รู้สึกกดดันที่ต้องเตรียมตัวให้ดีก่อนเข้าเรียนภาษาอังกฤษ				
13.	ข้าพเจ้ารู้สึกกังวลว่าเรียนไม่ทันคนอื่นเนื่องจากวิชาภาษาอังกฤษดำเนินไปเร็วมาก				
14.	ข้าพเจ้ารู้สึกเครียดและกังวลกับวิชาภาษาอังกฤษมากกว่าวิชาอื่น				
15.	ข้าพเจ้ารู้สึกกังวลและสับสน เมื่อกำลังพูดภาษาอังกฤษในห้องเรียน				
16.	ข้าพเจ้ารู้สึกมั่นใจและผ่อนคลายขณะที่กำลังจะเข้าเรียนวิชาภาษาอังกฤษ				
17.	ข้าพเจ้ารู้สึกกังวลเมื่อไม่เข้าใจทุกคำที่ครูพูดภาษาอังกฤษพูด				
18.	ข้าพเจ้ารู้สึกว่ากฎต่างๆที่ต้องเรียนรู้เพื่อพูดภาษาอังกฤษมีมากเกินไป				
19.	ข้าพเจ้ากลัวว่าคนอื่นจะหัวเราะเยาะเมื่อข้าพเจ้าพูดภาษาอังกฤษ				
20.	ข้าพเจ้าไม่รู้สึกรอคอยได้พบเจอกับเจ้าของภาษาอังกฤษ				

แบบสอบถามความพึงพอใจในการเรียนภาษาอังกฤษ

ข้อ	ข้อความ	ระดับความคิดเห็น			
		4 เห็นด้วย อย่างยิ่ง	3 เห็นด้วย	2 ไม่เห็น ด้วย	1 ไม่เห็น ด้วยอย่าง ยิ่ง
1.	ความคิดและสิ่งใหม่ๆ บางครั้งดึงดูดความสนใจของข้าพเจ้าจากสิ่งที่ข้าพเจ้ากำลังทำอยู่				
2.	อุปสรรคและความล้มเหลวไม่ทำให้ข้าพเจ้าท้อถอย				
3.	ข้าพเจ้าจะจดจ่ออยู่กับเป้าหมายหนึ่งๆเป็นระยะเวลาสั้นๆ และมักจะสูญเสียความสนใจไปในที่สุด				
4.	ข้าพเจ้าเป็นคนเรียนหนัก				
5.	ข้าพเจ้ามักจะชอบวางเป้าหมาย แต่เปลี่ยนแปลงเป้าหมายนั้นๆ ในเวลาต่อมา				
6.	ข้าพเจ้าไม่ค่อยอดทนต่อการจดจ่ออยู่กับงานใดงานหนึ่งที่ต้องใช้เวลาหลายๆเดือน จึงจะสำเร็จ				
7.	หากข้าพเจ้าเริ่มทำอะไรแล้ว ข้าพเจ้าจะลงมือทำงานสำเร็จ				
8.	ข้าพเจ้าเป็นคนขยันหมั่นเพียร				

Appendix E

Questionnaire Reliability

Reliability

***** Method 1 (space saver) will be used for this analysis *****

RELIABILITY ANALYSIS - SCALE (ALPHA)

		Mean	Std Dev	Cases
1.	A1	3.7667	.4302	30.0
2.	A2	3.5333	.6288	30.0
3.	A3	3.4000	.7701	30.0
4.	A4	3.0000	.8710	30.0
5.	A5	3.1333	.7761	30.0
6.	A6	2.8667	.8604	30.0
7.	A7	3.8000	.4068	30.0
8.	A8	3.6000	.5632	30.0
9.	A9	3.9000	.3051	30.0
10.	A10	3.5000	.5724	30.0
11.	A11	3.3667	.6687	30.0
12.	A12	3.5333	.5074	30.0
13.	A13	3.3667	.5561	30.0
14.	A14	3.3000	.5960	30.0
15.	A15	3.3000	.6513	30.0
16.	A16	3.0000	.6433	30.0
17.	A17	3.4000	.5632	30.0
18.	A18	3.1667	.5307	30.0
			N of	

Statistics for Mean Variance Std Dev Variables
 SCALE 60.9333 31.0299 5.5704 18

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Alpha if Item Deleted
A1	57.1667	28.9023	.4200	.8126
A2	57.4000	27.0069	.5550	.8033
A3	57.5333	28.6713	.2141	.8257
A4	57.9333	29.2368	.1098	.8363
A5	57.8000	28.1655	.2746	.8218
A6	58.0667	26.7540	.3972	.8145
A7	57.1333	28.6713	.5034	.8098
A8	57.3333	28.3678	.3908	.8128
A9	57.0333	29.2057	.5249	.8118
A10	57.4333	27.1506	.5955	.8020
A11	57.5667	26.1161	.6536	.7966
A12	57.4000	28.6621	.3884	.8132
A13	57.5667	28.2540	.4173	.8115
A14	57.6333	28.1713	.3957	.8125
A15	57.6333	28.1713	.3521	.8151
A16	57.9333	28.2023	.3533	.8150
A17	57.5333	26.3264	.7589	.7934
A18	57.7667	27.4264	.5976	.8029

Reliability Coefficients

N of Cases = 30.0 N of Items = 18
 Alpha = .8205

Reliability

***** Method 1 (space saver) will be used for this analysis *****

RELIABILITY ANALYSIS - SCALE (ALPHA)

		Mean	Std Dev	Cases
1.	B1	2.7333	.7397	30.0
2.	B2	2.5667	.7279	30.0
3.	B3	2.5000	.8200	30.0
4.	B4	2.9333	.6915	30.0
5.	B5	2.2667	.9444	30.0
6.	B6	3.1333	.8193	30.0
7.	B7	2.6667	.8023	30.0
8.	B8	2.8333	.8339	30.0
9.	B9	3.1667	.6477	30.0
10.	B10	2.8667	.7303	30.0
11.	B11	2.0000	.7878	30.0
12.	B12	2.2333	.7739	30.0
13.	B13	2.4667	.8604	30.0
14.	B14	2.2000	.9965	30.0
15.	B15	2.4000	.7701	30.0
16.	B16	2.3333	.7581	30.0
17.	B17	2.9333	.6915	30.0

18.	B18	2.8667	.7303	30.0
19.	B19	2.8667	.9371	30.0
20.	B20	2.2000	.8469	30.0
N of				
Statistics for	Mean	Variance	Std Dev	Variables
SCALE	52.1667	63.7299	7.9831	20
Item-total Statistics				
	Scale	Scale	Corrected	Alpha
	Mean	Variance	Item-	if Item
	if Item	if Item	Total	Deleted
	Deleted	Deleted	Correlation	
B1	49.4333	55.9092	.6576	.8240
B2	49.6000	60.8000	.2114	.8424
B3	49.6667	54.2989	.7248	.8196
B4	49.2333	58.6678	.4327	.8337
B5	49.9000	68.2310	-.3457	.8712
B6	49.0333	56.9299	.4957	.8305
B7	49.5000	56.9483	.5069	.8300
B8	49.3333	56.3678	.5324	.8287
B9	49.0000	63.1034	.0201	.8483
B10	49.3000	55.8724	.6709	.8236
B11	50.1667	56.4195	.5652	.8275
B12	49.9333	66.8230	-.2918	.8627
B13	49.7000	53.7345	.7337	.8185
B14	49.9667	52.0333	.7445	.8158
B15	49.7667	54.0471	.8027	.8169
B16	49.8333	54.9023	.7346	.8203
B17	49.2333	58.1161	.4871	.8316
B18	49.3000	62.6310	.0489	.8486
B19	49.3000	56.7000	.4359	.8334
B20	49.9667	57.4126	.4363	.8332
Reliability Coefficients				
N of Cases =		30.0	N of Items = 20	
Alpha = .8410				

Reliability

***** Method 1 (space saver) will be used for this analysis *****

RELIABILITY ANALYSIS - SCALE (ALPHA)

		Mean	Std Dev	Cases
1.	C1	1.8000	.4842	30.0
2.	C2	2.9333	.5833	30.0
3.	C3	2.4667	.6288	30.0
4.	C4	2.1000	.7120	30.0
5.	C5	2.2333	.8172	30.0
6.	C6	2.3333	.7112	30.0
7.	C7	2.9000	.6074	30.0
8.	C8	2.1333	.5074	30.0

N of

Statistics for	Mean	Variance	Std Dev	Variables
SCALE	18.9000	6.9207	2.6307	8

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Alpha if Item Deleted
C1	17.1000	6.0931	.2481	.5841
C2	15.9667	5.6885	.3206	.5644
C3	16.4333	5.4264	.3751	.5471
C4	16.8000	5.9586	.1310	.6243
C5	16.6667	4.7126	.4341	.5207
C6	16.5667	4.7368	.5421	.4841
C7	16.0000	6.7586	-.0655	.6647
C8	16.7667	5.4264	.5232	.5175

Reliability Coefficients

N of Cases = 30.0

N of Items = 8

Alpha = .6017

VITAE

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Bachelor of Human Sciences in History and Civilization	International Islamic University Malaysia	2010

Scholarship Awards during the enrollment

Scholarship supported by Graduate School, PSU, Hatyai Campus

Scholarship supported by Liberal Arts, PSU, Hatyai Campus

List of Publications

Changlek, A. & Palanukulwong, T. (2015). Motivation and Grit: Predictors of language learning achievement. *Veridian E-Journal*. Graduate School Silpakorn University. Vol. 8 (International), No. 4 (January-June), 2015