



## Review article

# On the relationship between second language learners' grit, hope, and foreign language enjoyment



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## ABSTRACT

Positive psychology has recently drawn the attention of many investigators. Three positive constructs, including hope, grit, foreign language enjoyment, and their relationships among foreign language learners, have been reviewed. The positive and significant correlation between learners' enjoyment and grit has been substantiated in earlier studies. However, more investigations are required to investigate the relationship between grittiness, and hope as well as foreign language enjoyment. Moreover, this review provides some pedagogical implications to promote language learning quality and improve the language educational system. Some suggestions for further research are specified to expand the current studies on the relationships between the above-mentioned positive emotional constructs and learners' academic achievement, academic performance, and language skills.

## 1. Introduction

Recently, positive psychology has paved its way in foreign language education [1–5]. Many investigations were concerned with boredom and anxiety as two important negative feelings [6–12]. Positive psychology aims at identifying human characteristics and the way they generate emotive sources to be efficacious in their recurring activities [13]. [14] specified the tenets of positive psychology, namely, positive institutions, positive personality features, and positive emotions. Of these, positive institutions have not been widely investigated. However, the investigations on the constructs of positive personality characteristics and individual, subjective, and group positive emotions have been widely expended [15]. Learners can process language better in their minds by considering their positive emotions, and consciously processing language input which allows them to achieve their goals in language learning [16]. Individuals who pay attention to their positive emotions are more efficient and more engaged [17,18]. [5] enlisted some of the positive emotions, including “empathy, enjoyment, happiness, hope, contentment, optimism, tolerance, flow, love, and mindfulness” (p. 3) [19]. believed that these positive emotional constructs are significant in enhancing teachers' and learners' performance. However, little research has been done on the interrelationships between learners' foreign language enjoyment, hope, and grit, and examining the theoretical justifications among these variables can highlight the importance of research in this field. Moreover, raising learners' awareness of their foreign language enjoyment, hope and grit can validate and develop the field of positive psychology. Also, instructors would have the capability to make their learners improve their positive emotions to foster language learning. The relationship between these variables with their theoretical foundations will be considered in this review (see Table 1).

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## 2. Literature review

### 2.1. Enjoyment

According to Ref. [20], emotion refers to “multifaceted responses to events that we see as challenges or opportunities in our inner or outer world, events that are important to our goals.” (p. 27). However, the introduction of educational positive psychology triggers researchers to investigate the conductive effect of positive emotions in an academic context [21–23]. According to Ref. [24], enjoyment stems from students’ insights about their capabilities and functions in educational activities. The concept of enjoyment has been classified into behavioral, cognitive, emotional, expressional, and psychological features [25]. They indicated that the emotional feature of enjoyment is associated with the students’ feelings and pleasures, and the cognitive aspect is related to students’ positive viewpoint [26]. also regarded enjoyment as the consequence of eagerness.

Foreign language enjoyment is a notion that developed with evolving positive psychology and, more precisely [27],’s broaden and build theory. This type of theory highlights the fact that positive emotional construct, like foreign language enjoyment, can extend learners’ thought-action capability and increase their emotional resiliency and individual resources [28]. Based on broaden and build theory, learners with positive emotional constructs tend to reflect on themselves, attain new educational capabilities, and learn the language efficiently [2]. [29]’s control-value theory provides a basis for the examination of the precedents and consequences of students’ feelings. Moreover, according to this theory, control and value are two influential features of emotions in an educational context [30]. Positive emotions, in control-value theory, stir learners to use their language learning strategies and self-regulate their learning which enhance their learning outcomes [31] Foreign language enjoyment, based on [29]’s control-value theory, is regarded as a positive emotional construct leading to academic achievement [32]. believed that foreign language enjoyment stems from the feeling of controlling the positive outcomes, and the positive evaluation of educational context.

In recent times, some studies have been conducted on the concept of enjoyment in educational environments [2]. scrutinized the effect of students’ enjoyment and apprehension level on educational contexts. Their study revealed that the increase in foreign language students’ enjoyment level is associated with their academic performance and foreign language proficiency. In another study [33], revealed a significant relationship between enjoyment and students’ marks in foreign language contexts [34]. found a significant correlation between learners’ foreign language enjoyment, willingness to communicate and their academic achievement. They argued that their findings confirmed [27]’s broaden-and-build theory as an underlying positive psychology theory. They explained that positive emotions extend learners’ range of awareness and perception, which results in outperformance in foreign language learning.

Lately [35], investigated students’ foreign language enjoyment longitudinally, and they found time-based variations in students’ enjoyment level. A recent study by Ref. [36] showed that educators’ actions and openness, peer collaboration, students’ linguistic knowledge, and their approaches to their teachers, can significantly influence learners’ foreign language enjoyment [37]. has suggested that teachers’ behaviors, desire, humor, friendliness, sympathy, and fortitude are strongly correlated with students’ foreign language enjoyment [38]. underscored that students’ enjoyment has a significant relationship with the instructor’s personality traits. Their study revealed that teacher’s sociability was significantly associated with foreign language enjoyment [39]. found that teacher immediacy significantly influences students’ positive emotional constructs like foreign language enjoyment. They stated that teacher immediacy enhances learners’ motivation which, in turn, fosters learners’ foreign language enjoyment. They explained their results by using interpersonal attraction theory, which stated that teachers’ immediacy creates rapport with learners, which improves learner motivation in educational contexts. In another study [40], highlighted the predictive role of attitudes toward the English instructor and English language in developing learners’ foreign language enjoyment and decreasing foreign language anxiety [41]. indicated that instructors are able to provide learners with enjoyment and emotional support by creating a constructive educational context [42]. also pinpointed the transferability of enjoyment from teacher to students. Their investigations showed the transferability of enjoyment from the teacher to the student via gestures, posture, movement, and vocalization.

**Table 1**

Summarized the related studies on the relationship between grit and foreign language enjoyment.

Authors	Design of study	Findings
[28]	Correlation	The findings showed that grit is significantly correlated with foreign language performance Furthermore, foreign language enjoyment acts as a mediator in the correlation between grit and foreign language performance.
[50]	Correlation	L2 grit was significantly correlated with learners’ language learning motivation, achievement, and language-related grit
[89]	Correlation	The results showed that grit and foreign language enjoyment significantly predict willingness to communicate in foreign language.
[35]	Survey	The results demonstrated that L2 grit and foreign language enjoyment were larger at their growth level than their initial level.
[90]	Survey	Findings showed a significant correlation between learners’ grit and enjoyment. Moreover, the results specified that grit significantly predicts learners’ well-being and classroom enjoyment
[91]	Survey	The results revealed that grit, foreign language enjoyment, and foreign language performance were positively correlated with each other.
[93]	Conceptual review	The findings justified the correlation between L2 grit and foreign language enjoyment in light of control-value theory.
[94]	Survey	The results showed that EFL instructors’ mental well-being, resilience, and L2 grit significantly affect their foreign language enjoyment.
[92]	Correlation	The results revealed a positive correlation between a growth mindset and English language performance. The results also showed that this correlation is partially mediated by grit and foreign language enjoyment.

## 2.2. Grit

Grittiness is defined as an individual's aptitude to endure complexities while maintaining the hope for enduring intentions [43]. [44] also asserted that grit refers to "working strenuously toward challenges, maintaining effort and interest over the years despite failure, adversity, and plateaus in progress." (p. 1088). They classified grit into two constituents: stability in interests and perseverance in determination regardless of problems [44]. [45] also underlined these constituents in Grit Scale as a measuring device for grit construct. However [46], underscored that grit, as a dynamic concept, can be teachable, and many instructive establishments are engaged in the elevation of students' grittiness by delivering teaching courses. Grit, as a non-cognitive skill, significantly affects students' educational attainments [47]. [48] underscored the requirement for conceptualizing and determining grit as a domain-specific construct [49].also shed light on this issue, remarking:

"An important conceptual question that should be addressed in further research concerns the domain specificity of grit .... The implicit assumption [in the research community] is that the tendency to pursue long-term goals with passion and perseverance is relatively domain general, but of course, it is possible that an individual shows tremendous grit in her or his professional life but none at all in her or his personal relationships. Similarly, it may be that an individual sees oneself as gritty with respect to a serious hobby but not with respect to one's career .... Our intuition is that respondents [when indicating their grit levels on existing self-report instruments] integrate behavior over domains, but we cannot be sure. Future studies are needed to explore the domain-specific versus domain-general aspects of grit" (p. 173).

Grit includes the notions of resilience, caution, self-discipline, and perseverance, which have formerly been mentioned to be crucial for instructive achievement [50]. In an instructive environment, resilience has been specified as the development of constructive adjustment, despite terrifying conditions, which is considered the foremost component inspiring achievement among students [51]. Moreover [52], in their examination of Chinese and Iranian EFL teachers' resilience, showed some challenging resources decreasing teacher resilience. Their results demonstrated that both Chinese and Iranian EFL instructors realized that personal traits are the primary sources for maintaining instructor resilience. Other issues, together with system-based, environment-based, and process-based features, were considered less challenging for instructor resilience.

Recently, a few investigations about the significant determinants of students' language achievement have been conducted [53]. [54] highlighted the significance of grit in a language educational context. Moreover, their study showed a meaningful correlation between grit, perseverance, and tenacity in language learning achievement. In his study [55], demonstrated a highly positive relationship between grit and attainment. She pointed out that "Integrating more learner reflection with all [L2] classroom activities or assessments can help build grit." (p. 8). In the Chinese instructive environment [28], asserted that grittiness significantly enhances EFL students' linguistic skills [56]. declared that students need a great extent of grit to begin foreign language communication [57]. asserted that grit has a positive correlation with learners' grammar, and speaking overall scores as well as their intention to communicate. Their findings proved the theoretical underpinnings of foreign language grit. They argued that learners with higher levels of grittiness tend to be more cognitively involved in doing tasks in a foreign language environment [58]. found the predictive validity of grit for learners' language performance. His study revealed that language learners with language-related grit in an academic environment tend to be more accomplished in language contexts compared to those with numerous language-unrelated grit besides their language study.

The relationship between learners' emotions and their grittiness has been recently cogitated. Using structural equation modeling [59], found that gritty learners are more likely to overcome their foreign language anxiety in educational contexts. They used Attentional Control Theory to elucidate the relationship between anxiety and grittiness. They argued that Attentional Control Theory can justify the reason for having low levels of grittiness and self-confidence among anxious learners, which result in deficiency in an educational context [60]. also confirmed the relationship between learners' grittiness and motivation. Using broaden-and-build, he argued that a positive and encouraging educational environment makes students show more grittiness in doing tasks. He maintained that expectancy-value theory can also justify this correlation by arguing that learners with a higher level of grittiness are inclined to probe the significance of the task and to promote their intrinsic motivation. Grit and the ideal L2 self have a positive relationship with each other [61]. In another study [62], found that grit and self-confidence have a significant relationship with each other in a language-learning context. They also mentioned that gritty self-confident learners have a greater tendency towards initiating English communication in conventional and online classes.

## 2.3. Hope

Hope is defined as the capability of individuals to envisage a future to which one desires to contribute [63]. [64] pointed out that hope is regarded as "a positive mental state in which the individual specifies clear goals for him/herself, maintains his/her determination and tries alternative paths to defeat setbacks and lead to a positive future" (p. 2) [65]. 's theory is regarded as the prominent theoretical underpinning of the concept of 'hope'. Based on this theory, learners attain their objectives by describing them, planning to accomplish them, and implementing them [66]. [67] pinpointed three elements of hope, including tangible goals, keeping willpower, and trying to find other approaches to surmount numerous barriers in the way of attaining their objectives. They mentioned that the blend of three elements is vital for being successful in life [68]. asserted that hopeful individuals are likely to have high prospects for upcoming events. They usually rely on their capabilities to influence future occasions, and they try to reach their goals. Moreover, hopeful learners demonstrate improved problem-solving capabilities [69], and they are more engaged in the class [70]. [71] underscored the effect of hope on the development of students' learning achievement. However, he asserted that there is a significant

relationship between learners' hope and involvement in a language educational context [72]. maintained that hope is regarded as a fundamental factor in academic achievement and learning. Using Bootstrap analyses [73], showed that hope and academic achievement have a significant correlation with each other. They also maintained that behavioral engagement mediates the correlation between hope and academic achievement [74]. stated that hope significantly predicts grade expectancy and academic achievement [75]. revealed that hope, enthusiasm, inquisitiveness, and love highly are significantly correlated with individuals' desires to engage in academic contexts and their academic satisfaction [76]. have asserted that "the explicit teaching of [hope] should be considered a pivotal element in any intervention aimed at enhancing happiness and life satisfaction in youth" (p. 641) [77]. found that hope is a significant predictor of language performance in highly-manageable situations like school. They mentioned that hope requires necessary learner involvement in reaching goals.

#### 2.4. *The relationship between foreign language enjoyment and hope*

[78] believed that the language learning process is facilitated through enjoyment, hope, and excitement [79]. argued that most studies highlighted the effect of boredom and anxiety as examples of negative emotions on language learning [80]. declared that emotional states have commonly been overlooked by investigators, irrespective of their prominence in our lives [81]. argued that hopeful individuals are expected to be pedagogically successful, which yields a strong sensation of pride and enthusiasm, and enjoyment, while hopeless individuals are unlikely to be successful in loss of self-confidence [82]. approved the positive relationship between learners' self-regulation, hope, pride, and academic enjoyment [83]. has recognized that learner engagement has been improved by positive emotional constructs such as hope and pride. Moreover, he mentioned that enjoyment, and performance can be improved by using appropriate approaches, and learning strategies [84]. declared that learners' language learning enjoyment is significantly affected by their hope. They also stated that higher proficient students are more engaged, and their enjoyment and hope levels increase during education; while learners with low levels of language proficiency tend to have higher levels of apprehension and desperation [85]. provided a variety of approaches, including the use of humor and enjoyable tasks that instructors can employ to lessen communication apprehension and to develop learners' hope and optimism [3]. also asserted that enjoyment and enthusiasm can result in more optimism in doing tasks.

#### 2.5. *The relationship between foreign language enjoyment and grit*

[86] presented positive psychology to foreign language education. They employed the broaden-and-build theory, proposed by Ref. [27], in a language environment. They mentioned that some positive constructs can contribute to learners' acquiring language input. Enjoyment and grits, as two constructs of positive psychology, are critical in language learning and linguistic performance [5]. [87] contended that gritty learners appear to master demanding tasks, and this may lead to classroom enjoyment [28]. explored the impact of grittiness on learners' speaking skills. They provided a self-control model to estimate the role of enjoyment and the educational context in the correlation between grit and language performance. Their study showed a positive correlation between learners' grit and language performance. Moreover, language enjoyment acts as a mediating construct between grit and language performance. Their study also revealed that the classroom environment acts as a moderating variable in the significant relationship between grit and enjoyment. Their study determined that gritted learners outperform in linguistic skills, and they show better foreign language enjoyment [50]. investigated the students' grittiness and several motivational, and language-based concepts. Their study showed that students' grit can significantly influence some emotional and mental constructs, such as enjoyment, attention, intention to communicate, and linguistic proficiency. They also asserted that students' communication apprehension has a negative role in grit. However [88], declared that gritty students in language education, typically appraise their performances and this promotes their involvement and enjoyment in educational contexts. In another study [89], examined the role of students' grit and enjoyment in their intention to communicate. He found out that these positive constructs significantly predicted students' intention to communicate [35]. explored the development of enjoyment and grit longitudinally in contexts. Using the bivariate latent growth curve model, they indicated that learners' foreign language enjoyment level has a parallel growth with L2 grit, and they found a significant correlation between them over time [90]. inspected the association between grit, classroom enjoyment, and well-being among Chinese learners. The study showed that foreign language enjoyment is significantly correlated with grit. The study also suggested that grit significantly predicts classroom enjoyment and learners' well-being [91]. found the mediating role of enjoyment in the correlation between grit and foreign language performance. They asserted that instructors are required to boost learners' grit to enhance foreign language performance since increasing positive emotional experience, based on broaden theory leads to the enhancement of language performance [92]. also underscored the role of a growth mindset in having a higher level of grit as well as foreign language enjoyment in foreign language learning. Using the control-value theory [93], explained the significant role of foreign language grit in the enhancement of foreign language enjoyment. He argued that learners with a higher level of controllability can control their emotions to intensify their enjoyment, and he maintained that the level of controllability set off foreign language students' persistence and attentiveness, which explains the reason for higher foreign language enjoyment in educational contexts. In instructional contexts [94], highlighted the significance of modeling the contribution of resilience, well-being, and L2 grit to foreign language enjoyment. They found that EFL teachers' resilience, well-being, and L2 grit significantly impacted their enjoyment. It was also found that teacher L2 grit was the strongest predictor of enjoyment among Iranian EFL teachers. Although there have been current interests in the investigation of grit and foreign language enjoyment as a positive construct, studies need to be done in contexts from a longitudinal viewpoint through the use of appropriate approaches.

## 2.6. The relationship between grit and hope

Although there has been a growing trend toward the notion of grit, few studies have been done on the relationship between grittiness and hope [95]. Based on positive psychology, hope is a significant factor to study when inspecting psychological grit [96,97]. According to Ref. [98], “grit depends on a different kind of hope. It rests on the expectation that our efforts can improve our future. I have a feeling tomorrow will be better different from what I resolve to make tomorrow better. The hope that gritty people have had nothing to do with luck and everything to do with getting up again.” (p. 169) [99].’s study revealed that grittier learners demonstrate developed educational hopes. Earlier studies have proved a significant relationship between hope, self-efficacy, and grit. For example [96], in their study, employed Hope Scale and Short Grit Scale for measuring Latino college learners’ grit and hopefulness. Their study revealed that hope was significantly correlated with learners’ psychological grit [100]. also found a significant relationship between grit, hope, mindset, and self-directed learning [101]. investigated the relationship between, employment hope, grit, and spirituality. They found out that spirituality is significantly correlated with grit and employment hope acts as a mediator. They argued that the capability of learners to persist in difficult situations can be improved by assuming the occurrence of future positive results. Their study implicated that spirituality and employment hope are aspects that may develop individuals’ grit. In the instructional context [102], stated that the level of hope among EFL instructors raises when they have a positive attitude toward their career, difficulties, and complications. This positive attitude is based on a trusting environment among teachers and colleagues. Therefore, he believed that in a hopeful and trusting educational context, controlling difficulties or being gritty is significantly easier.

The following table summarized the main studies on the relationship between hope and grit.

Authors	Design of study	Findings
[99]	Correlation	Gritty learners tend to be hopeful about graduating from high school
[96]	Survey	Hope and the search for meaning in life are significant predictors of psychological grit.
[100]	Correlation	Hope and grit, as two positive emotional constructs are significantly correlated with a growth mindset and self-directed learning
[12]	Correlation	Spirituality has a positive, significant correlation with grit and that this relationship is partially mediated by employment hope.
[102]	Theoretical review	Trusting educational context can facilitate the development of hope and grit among EFL instructors.

## 3. Implications and suggestions for further research

This review explored the correlations between learners’ foreign language enjoyment, grit, and hope. It implied that instructors can enhance L2 learners’ proficiency by affording emotional support, along with generating positive contexts in classrooms. The literature indicated that gritty learners tend to be more enjoyed in educational contexts. Moreover, in the positive classroom context, grit can significantly affect foreign language enjoyment and foreign language performance. Learners are likely to show more persistence of effort in positive situations [89]. The extent of the correlation between foreign language enjoyment and grit can be specified by other contextual factors including teacher rapport, demanding tasks, classroom environment, learner mindset, and learner engagement. Earlier studies also underscored the role of learners’ appraisal of their performance which leads to both persistence in their effort and an increase in enjoyment. The correlation between these two positive constructs can also be explained by broaden and build and control-value theories. Based on broaden and build theory, an increase in grit as a positive feeling can augment the probability of being successful in educational performance, and the appraisal of this achievement can lead to higher levels of foreign language enjoyment among EFL learners. Based on the control-value theory, learners’ higher level of emotional controllability boosts their foreign language enjoyment and enhances their grittiness. Ideally, this review supports an evolving opinion of positive psychology and its role in contexts. Taking into account the earlier investigations on the correlations between emotional constructs, it should be noted that instructors should help students manage, modify, and regulate their emotions in educational environments. Students’ deficiency in managing their feelings may reduce their enjoyment which may induce teacher educators to practically examine this problem [103].

This review also indicated that hopeful learners tend to have higher levels of grittiness in educational contexts. Regarding hope in educational contexts, investigations denote that it is correlated with problem-solving capabilities, academic engagement, behavioral engagement, academic achievement, mindset, and self-directed learning [69,70,72,73,100]. Similarly, the correlation between grit and hope can be justified by the existence of trust. Trust in the educational context and being hopeful in this context are significantly correlated with the enhancement of grit among individuals. When learners are hopeful, and they trust in their peers and educational environment, they can cope with educational hindrances appropriately and become grittier. The correlation between hope and foreign language enjoyment has also been approved. The earlier studies indicated that hopeful learners tend to have accomplishment in educational contexts, which brings in foreign language enjoyment. This correlation can be justified by considering broaden and build theory. It can be argued that higher levels of hope among learners lead to improvement in educational issues, and the evaluation of this accomplishment can result in higher levels of enjoyment.

The growth of students’ grittiness and willpower to cope with difficulties in language learning can be regarded as one of the pedagogical implications of this review. Instructors can foster learners’ resolution to perform perplexing tasks and this may result in language learning achievement. Individuals can develop their attainments in their lives. It has commonly been assumed that teaching learners strategies to enhance their grit should be considered an important approach in the EFL context. It is proposed that EFL teachers boost their students’ grit by making it a motto in educational contexts, and they should assign much time to grit enhancement in their tasks. For instance, EFL instructors’ rapport with their learners contributes them to recognize the fact that their ongoing language



learning determinations are significant, and consequently, EFL instructors can require learners to determine some practicable, comprehensive, and definite long-term objectives for their education with the convincing time frame in mind. One appreciated approach to teaching EFL learners to cope with frequent complications in language learning is to employ the strategy of 'wish, outcome, obstacle and plan' [104]. Another grit-building plan is incorporating critical with different thinking into tasks, activities, or assessments. Furthermore, EFL instructors need to keep high expectations over educational and communicative environments and encourage their students to keep on and preserve.

The implication of this review specified that learners' foreign language enjoyment and grit can increase during language learning. The examination of the related studies can arouse teachers, school principals, and pedagogical policymakers to brood over students' grittiness, hope, and foreign language enjoyment. Moreover, learners' increased hopefulness, enjoyment, and grittiness may motivate instructors to be more engaged in language classrooms. The earlier studies suggested that the emotional constructs, including foreign language enjoyment, hope, and grittiness can affect language learning achievement and teachers' use of the methodology. Instructors can trigger foreign language enjoyment and communication apprehension in classrooms. Furthermore, teacher educators who monitor teachers and evaluate their academic proficiency can employ the implications of the earlier studies by regarding instructors' way of providing classroom enjoyment and their relationship with the learners. This review principally entails the consideration of teachers' affective support and attention for the improvement of the learners' motivational and emotional states. Instructors can question the authentication of their approaches in the reflection of feelings in contexts. The pedagogical policymakers can create some courses that help students increase their hope and grit for language learning and strengthen their academic engagement. Material developers can provide supplementary materials, tasks, and activities for the improvement of learners' foreign language enjoyment and grittiness. Finally, the causal knowledge of the learners' grit, hope, and enjoyment gets advisors to advance programs to reinforce the influence of these constructs on the educational performance of learners.

A number of recommendations for future research are given in this review. Future investigations can compare various scales of measuring learners' grittiness. A longitudinal study can also be done to follow up on the learners' English proficiency scores and the effect of their grittiness on them. Moreover, further research is required to investigate learners' grit in different education, geographical, national, and cultural contexts. Studies should be conducted on the effect of learners' grit on their mindset. Further studies can concentrate on the time-based covariance of foreign language grit and enjoyment in longitudinal designs. Future research should certainly further test if different sub-categories of foreign language grit have any influence on learners' foreign language learning achievement. In addition, studying the association between grit and shyness in an educational setting might prove an important area for future research.

The influence of instructors' educational methodologies on foreign language learning enjoyment can be examined in the upcoming future. Investigators argued that Digital Video Games can also increase learners' enjoyment and engagement [97,105]. Further research on the role of video games in the development of students' hope and grittiness is warranted. Furthermore, further research is needed to confirm the effect of learners' gender on their enjoyment. Likewise, the association between students' grittiness, hopefulness, and enjoyment and their emotional intelligence in foreign language learning environments is required to be examined for future work. Upcoming research could examine the role of students' enjoyment and grit in working memory. Furthermore, the effects of students' enjoyment and hope in the improvement of language skills should be thoroughly regarded. Additionally, the reciprocity of the relationship between students' enjoyment and apprehension should be recommended in the future. The influence of students' foreign language learning enjoyment on instructors' engagement can also be examined.

Further studies should be carried out to explicate the connection among foreign language learners' hope, optimism, engagement, emotional intelligence, and their linguistic skills. Moreover, the relationship between learners' hope and their academic performance is another issue that needs to be explored. The relationship between learners' hope as a positive psychology construct and some negative emotional factors such as anxiety and boredom is important to be considered. Resilience as an important construct of positive psychology is required to be reflected and its relationship with hope needs to be considered. Interesting research questions for future research can be derived from studying learners' extroversion and introversion and their relationships with grit, hope, and enjoyment. Numerous variables such as third language knowledge, years of residence in a foreign country, educational background, and their relationship with learners' grit, hope, and foreign language enjoyment should be considered for the future. Online education has changed educational approaches during the COVID-19 pandemic [106]. Upcoming examinations should investigate learners' hope, grit, and their foreign language enjoyment in face-to-face and virtual environments to clarify the way environments may influence students' positive emotions.

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No data was used for the research described in the article.

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The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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