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How L2 Grit and Foreign Language Enjoyment Shape EFL Learners' Classroom Engagement

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Abstract

Classroom engagement depends on learners' willingness to sustain effort and their experiences of participating in learning activities. Drawing on positive psychology and theories of achievement emotions, this study examined the separate and joint associations of L2 grit and foreign language enjoyment (FLE) with classroom engagement among 295 Chinese junior high school EFL learners. The analysis focused on three composite scores: L2 grit, teacher- and atmosphere-related enjoyment, and overall behavioral, agentic, cognitive, and emotional engagement. Descriptive statistics and correlations were retained from the survey report, and a two-predictor ordinary least squares regression was reconstructed from its rounded correlation matrix. Both grit ($r = .785$) and FLE ($r = .706$) were positively correlated with engagement. When entered together, grit ($\beta \approx .564$) and FLE ($\beta \approx .348$) each retained a positive association with engagement, with an approximate model R^2 of .689. Under conventional regression assumptions, both coefficients were statistically significant ($p < .001$). Adding grit beyond enjoyment increased R^2 by approximately .190, while adding enjoyment beyond grit increased R^2 by approximately .073. These findings support examining persistence and classroom enjoyment together when accounting for learners' engagement. However, the cross-sectional self-report design, measurement overlap, and reliance on summary statistics constrain interpretation. The findings suggest that sustained effort and enjoyable classroom experiences deserve joint attention in EFL teaching, while their causal effects require further investigation.

Keywords

L2 Grit, Foreign Language Enjoyment, Classroom Engagement, EFL Learners, Junior High School

1. Introduction

Learning a foreign language requires students to take part in activities whose benefits may emerge only gradually. Learners need to attend to explanations, attempt unfamiliar expressions, respond to feedback, and continue working when communication is difficult. Classroom engagement captures this investment in learning. It includes behavioral participation, cognitive effort, emotional involvement, and learners' proactive contributions to instruction (Fredricks et al., 2004; Finn & Zimmer, 2012; Reeve, 2013). Explaining variation in engagement therefore requires attention both to learners' sustained commitment and to the quality of their classroom experiences.

Positive psychology has encouraged second language acquisition research to consider the personal resources and positive experiences associated with successful involvement in learning (MacIntyre et al., 2019; Wang et al., 2021). Within this perspective, L2 grit and foreign language enjoyment (FLE) offer related but distinguishable accounts of engagement. L2 grit concerns sustained effort and interest in language learning (Teimouri et al., 2022). FLE concerns positive experiences arising from learning and using a foreign language, including interaction with teachers and peers (Dewaele & MacIntyre, 2014, 2016). Grit may help learners maintain participation despite difficulty, whereas enjoyment may make participation rewarding and encourage further involvement.

These relationships have already received empirical attention. Research has examined grit in relation to language performance and willingness to communicate (Wei et al., 2019; Lee, 2020), as well as engagement in online language learning (Kiatkeeree & Ruangjaroon, 2022). Enjoyment has been studied alongside engagement among Chinese university learners (Guo, 2021) and junior high school learners (Zhang et al., 2024). Jin (2024) jointly examined grit and enjoyment using an online convenience sample of 564 Chinese EFL learners and structural equation modeling after confirmatory factor analysis. The present study instead examines reported composite-score correlations for 295 junior high school learners, 91.2% of whom were in Grade 7, surveyed in face-to-face classes. It is positioned primarily as a conceptual replication in this specific classroom context, rather than as the first joint test of the two predictors.

Considering grit and enjoyment simultaneously is necessary because they may share substantial variance. A positive correlation between grit and engagement does not establish how much grit contributes once enjoyment is taken into account, and the same qualification applies to enjoyment. A two-predictor model can distinguish the association each construct retains after adjustment for the other and describe their combined statistical contribution. This distinction is relevant to teaching: persistent effort and positive classroom experiences may both matter without representing interchangeable aspects of learner involvement.

The present study therefore investigates three focal constructs: L2 grit, FLE, and classroom engagement. It examines their correlations and estimates a multiple regression with grit and enjoyment as predictors of engagement. Because the avail-

able evidence consists of reported survey statistics, the regression is reconstructed from the correlation matrix rather than estimated from individual response records. This approach permits a transparent account of the joint relationship while preserving the limits of the evidence. Throughout the paper, prediction refers to concurrent statistical association; the design does not establish that either predictor causes engagement.

2. Literature Review

2.1. Classroom Engagement in EFL Learning

Classroom engagement describes how learners participate in and invest in educational activities. Fredricks et al. (2004) distinguished behavioral, emotional, and cognitive engagement. Behavioral engagement includes attention, effort, and participation. Cognitive engagement involves strategic investment in understanding and learning. Emotional engagement concerns learners' affective involvement in classroom activities. Reeve (2013) added agentic engagement, which captures students' proactive contributions to instruction, such as expressing preferences, asking questions, and seeking clarification.

These dimensions are relevant to EFL classrooms because visible participation provides only a partial account of learning involvement. A learner may listen attentively without contributing to discussion, or speak frequently without investing in deeper understanding. Teacher support and classroom activities can also interact with learners' participation over time (Skinner & Belmont, 1993; Reeve, 2012). Engagement should therefore be understood in relation to both individual orientations and the learning environment.

The present study uses an overall engagement score incorporating all four dimensions. This provides a broad indicator of classroom involvement but does not establish whether grit or enjoyment is more closely related to a particular dimension. The analysis consequently addresses overall engagement, while treating dimension-specific explanations as questions for future research.

2.2. L2 Grit and Classroom Engagement

Grit was conceptualized as perseverance of effort and consistency of interest in pursuing long-term goals (Duckworth et al., 2007). Perseverance concerns continued effort when progress is difficult; consistency concerns maintaining interest over time. Teimouri et al. (2022) developed a domain-specific approach to these qualities in second language learning. The distinction is useful because a learner's persistence in English may differ from persistence in other activities.

Language learning involves repeated practice, imperfect performance, and delayed improvement. A sustained orientation toward learning may help students continue participating through these experiences. Empirical studies have linked language-related grit with willingness to communicate (Lee, 2020), foreign language performance (Wei et al., 2019), and engagement in online language learning (Kiatkeeree & Ruangjaroon, 2022). Jin (2024) provides evidence directly relevant

to the joint relationship of grit and enjoyment with classroom engagement.

However, grit should not be treated as an unqualified explanation of educational success. Credé et al. (2017) identified substantial overlap with conscientiousness and found that perseverance generally had stronger criterion relationships than consistency of interest. An overall grit score can therefore conceal differences between its facets. The present analysis uses the total L2 grit score because the required facet-level correlations are unavailable; it does not assume that perseverance and consistency contribute equally.

There is also a measurement issue. Sustained effort is part of grit, while effort and persistence during classroom activities are part of engagement. The intended distinction concerns their focus: grit reflects an orientation toward continued language learning, whereas engagement reflects involvement in learning activities. A strong empirical association may nevertheless partly reflect similar item content. This possibility needs to accompany substantive interpretations of grit as a predictor.

2.3. Foreign Language Enjoyment and Classroom Engagement

FLE captures positive emotional experiences associated with learning and using another language (Dewaele & MacIntyre, 2014, 2016). These experiences may arise through progress, manageable challenges, supportive interaction, or a positive classroom atmosphere. Research in Chinese EFL contexts distinguishes personal, teacher-related, and social aspects of enjoyment (Jiang & Dewaele, 2019; Jin & Zhang, 2021). The measure used here focuses on enjoyment associated with teachers and classroom atmosphere, which limits the breadth of the construct represented.

Broaden-and-build theory proposes that positive emotions can expand available thoughts and actions and support the development of personal resources (Fredrickson, 2001). In an EFL classroom, enjoyable experiences may accompany greater willingness to attempt unfamiliar language, explore ideas, and contribute to activities. Control-value theory likewise links achievement emotions with learners' appraisals of learning activities and outcomes (Pekrun, 2006). These perspectives provide a rationale for investigating enjoyment and engagement together without presuming a single causal direction.

Empirical evidence is consistent with this relationship. Guo (2021) investigated enjoyment and engagement using a sequential mixed-methods design. Zhang et al. (2024) reported a positive enjoyment-engagement relationship among Chinese junior high school learners, and Jin (2024) examined enjoyment as a predictor alongside grit. Broader evidence also links FLE with willingness to communicate and achievement, although those outcomes should not be equated with classroom engagement (Botes et al., 2022).

Enjoyment and engagement may influence one another. Enjoyable participation can encourage further involvement, while participation that leads to understanding or positive interaction can itself be enjoyable. In addition, emotional en-

gagement measures may contain enjoyment-related wording. A positive association between the constructs is consequently compatible with several processes, including reciprocal relationships and overlapping measurement. The present cross-sectional analysis cannot distinguish among them.

2.4. Integrating Grit and Enjoyment

Grit and enjoyment address different aspects of involvement in language learning. Grit emphasizes sustained commitment when effort is required, whereas enjoyment emphasizes the positive experience of learning and participation. Their joint consideration allows an account of engagement that includes both persistence across difficulty and the attractiveness of classroom activity. Positive psychology provides a broad rationale for examining these resources together, while engagement and emotion theories clarify the classroom behaviors and experiences to which they may relate.

The two predictors need not be statistically independent to contribute useful information. Learners who persist may have more opportunities to experience progress and enjoyment; those who enjoy their classes may be more willing to sustain effort. A correlation between the predictors is therefore expected, but it does not establish that one precedes the other. Simultaneous regression examines whether each retains an association with engagement after their shared variance is considered.

This model is additive. It does not test whether enjoyment strengthens or weakens the association between grit and engagement, nor whether specific combinations of high and low scores form distinct learner profiles. Such questions require interaction or profile analyses that cannot be recovered from the available correlation matrix. The present purpose is narrower: to estimate the separate conditional associations and the combined statistical contribution of the two predictors.

2.5. Research Questions and Hypotheses

The study addresses two research questions: 1) How are L2 grit and teacher- and atmosphere-related FLE correlated with overall classroom engagement among Chinese junior high school learners? 2) When considered simultaneously, what associations do grit and enjoyment each retain with engagement, how much variance does their joint model account for, and how much does each predictor add beyond a model containing only the other?

H1: L2 grit is positively associated with classroom engagement after accounting for FLE.

H2: FLE is positively associated with classroom engagement after accounting for L2 grit.

These hypotheses concern mutually adjusted associations. The combined explained variance is also reported, but it is not interpreted as evidence of causal influence or performance in an independent sample.

3. Method

3.1. Research Design and Participants

The study draws on a cross-sectional questionnaire survey of 295 junior high school EFL learners from six intact classes in the Junior High School Department of Leizhou No. 1 Middle School, Zhanjiang, Guangdong Province, China, recruited through convenience sampling. The participating school was Leizhou No. 1 Middle School, specifically its Junior High School Department; the six classes were intact classes from this department that were accessible to the research team and approved by the school for survey administration. Recruitment was conducted at the class level. The research team approached the school and the Junior High School Department, obtained permission to administer the questionnaire during class time, and invited students in the six participating classes to take part; those who provided guardian consent and agreed to participate completed the questionnaire. No students were selected on the basis of their L2 grit, FLE, or engagement scores. Specific class identifiers (e.g., class numbers) were not available in the summary data used for the present study, so the six classes cannot be listed individually here. The questionnaire frequency report records 120 boys (40.7%) and 175 girls (59.3%). Of these students, 269 (91.2%) were in Grade 7, eight (2.7%) in Grade 8, and 18 (6.1%) in Grade 9. All were taking compulsory English courses. The sample is therefore most informative about early secondary learners, particularly Grade 7 students. Because these 295 students were nested within six classes, their observations may not be fully independent. Classroom clustering was not assessed in the available summary statistics, and this unassessed clustering may affect the reported standard errors, confidence intervals, and significance tests.

3.2. Measures

The three scales considered here initially comprised 32 items and contained 31 retained items after one grit item was removed. They formed part of a broader questionnaire. L2 grit and FLE items used a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree), whereas classroom engagement items used a four-point response scale ranging from 1 (not at all true of me) to 4 (completely true of me). Two experienced EFL teachers translated the original English items into Chinese and back-translated them to check semantic equivalence. The analysis uses overall composite scores, with higher scores indicating more of each measured construct.

L2 grit. An adapted version of the L2 Grit Scale (Teimouri et al., 2022) assessed perseverance of effort and consistency of interest. The original scale contained five perseverance items and four negatively worded consistency items. One consistency item concerning changes in interest from year to year was removed after the original item analysis indicated that it did not function as intended. The retained scale contained eight items (five perseverance and three consistency items), with consistency items reverse-scored as appropriate. The composite L2 grit score

was computed as the mean of the eight retained items after reverse scoring, so that higher scores indicate greater L2 grit. Reported Cronbach's α was .877 for the total scale, .915 for perseverance, and .820 for consistency. These reliability estimates and the deletion decision were carried forward, not recalculated or newly selected in the present analysis.

Foreign language enjoyment. Six items assessed teacher- and atmosphere-related enjoyment, drawing on the work of Dewaele and MacIntyre (2014) and Jiang and Dewaele (2019). Item content concerned the teacher's friendliness and the classroom's positive atmosphere. Reported Cronbach's α was .934 for the overall scale, .951 for the teacher facet, and .868 for the atmosphere facet. The resulting score represents classroom-oriented enjoyment rather than all possible personal and social experiences of FLE.

Classroom engagement. Seventeen items assessed behavioral engagement (four items), agentic engagement (five items), cognitive engagement (four items), and emotional engagement (four items). The measures drew on work by Skinner and Belmont (1993), Fredricks et al. (2004), and Reeve (2013). Item content included attentive listening, asking questions, relating new material to existing knowledge, and enjoying the learning of new material. Reported Cronbach's α was .968 for the overall scale, with subscale values ranging from .922 to .937. The outcome in the regression is the overall engagement composite.

3.3. Survey Procedure and Available Data

According to the source manuscript, trained teachers supervised questionnaire completion in class. Students were informed that participation was voluntary, responses were anonymous, and the information would be used for research. Confidentiality assurances, varied item order across sections, and reverse-keyed grit items were used as procedural safeguards against common method bias (Podsakoff et al., 2003).

The original survey report describes 295 valid questionnaires, with no missing values, out-of-range responses, or straight-lining across the original questionnaire. The questionnaire frequency report contains 295 responses within the stated categories for each focal item, consistent with complete item counts. However, these aggregate counts do not permit independent checking of respondent-level screening, straight-lining, or the original data-cleaning procedures. The reported correlations refer to the same sample of 295 students, as confirmed by the study author. No new participants, observations, or response values were added.

3.4. Ethics and Consent

Consent for the students' participation was obtained from their guardians, and the students were informed about the survey. Participation was voluntary, responses were anonymous, and students were informed that the information would be used for research.

4. Results

4.1. Descriptive Statistics and Reliability

Table 1 presents the descriptive statistics and reliability estimates reported for the three focal measures. Mean scores were 3.578 for L2 grit, 4.088 for FLE, and 2.756 for engagement. Internal consistency estimates were .877, .934, and .968, respectively. These estimates describe consistency among the items, but do not by themselves establish that the constructs are empirically distinct.

Table 1. Reported descriptive statistics and internal consistency.

Variable	Items	M	SD	Skewness	Kurtosis	α
L2 grit	8	3.578	.757	−.322	.165	.877
Foreign language enjoyment	6	4.088	.805	−1.288	2.557	.934
Classroom engagement	17	2.756	.736	−.201	−.424	.968

N = 295. Values are retained from the source survey report. Items denotes the retained item count; M = mean; SD = standard deviation; α = Cronbach's alpha. All three measures used five-point response scales.

The FLE scores showed a negatively skewed distribution (skewness = −1.288), consistent with responses concentrated toward the higher end of that measure. The engagement mean was lower than the grit and enjoyment means, but differences across scales should not be treated as differences on a common psychological metric. Composite skewness and kurtosis also do not establish the distribution of regression residuals, which could not be inspected here.

4.2. Correlations among the Three Variables

L2 grit was positively correlated with classroom engagement (r = .785, $p < .001$), and FLE was also positively correlated with engagement (r = .706, $p < .001$). Grit and enjoyment were positively correlated with each other (r = .634, $p < .001$). These values, reproduced in Table 2, indicate that learners reporting more sustained commitment and more enjoyable classroom experiences also tended to report greater engagement.

Table 2. Reported correlations among the three focal variables.

Variable	1	2	3
1) L2 grit	—		
2) FLE	.634***	—	
3) Classroom engagement	.785***	.706***	—

N = 295. Values are the Pearson correlations reported in the source manuscript. ***$p < .001$. The diagonal is omitted.

The correlation between the predictors means that the two bivariate relation-

ships cannot be interpreted as separate contributions to engagement. The simultaneous regression therefore examines how each association changes when the other predictor is included.

4.3. Joint Prediction of Classroom Engagement

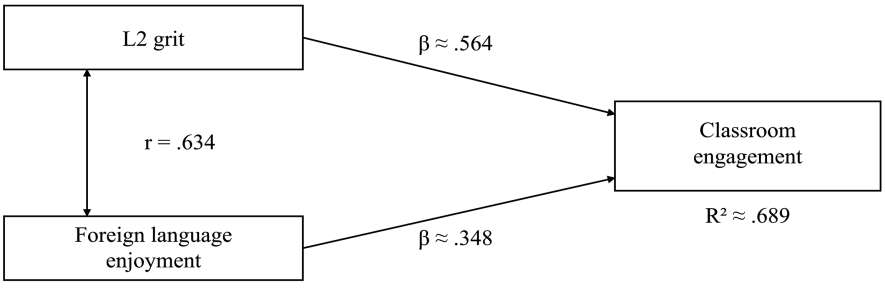
The reconstructed regression accounted for approximately 68.9% of the variance in engagement ($R^2 \approx .689$; adjusted $R^2 \approx .687$). Under conventional ordinary least squares assumptions, the overall model was statistically significant, $F(2, 292) \approx 323.13$, $p < .001$. Both predictors retained positive coefficients when entered together (Table 3).

Table 3. Reconstructed two-predictor regression of classroom engagement.

Predictor	β	SE	95% CI for β	t	*p*
L2 grit	.564	.042	[.481, .647]	13.36	<.001
FLE	.348	.042	[.265, .431]	8.25	<.001

N = 295; residual df = 292. All regression statistics are reconstructed from rounded correlations and are approximate. β = standardized coefficient; SE = conventional standard error of β; CI = confidence interval. Confidence intervals and *p* values assume independent observations and homoskedastic linear regression errors. $R^2 \approx .689$; adjusted $R^2 \approx .687$; $F(2, 292) \approx 323.13$, $p < .001$. These are unadjusted estimates: classroom clustering was not assessed and may affect the standard errors, confidence intervals, and significance tests.

For grit, the standardized coefficient was approximately .564 (95% CI [.481, .647], $p < .001$), supporting H1 under the stated assumptions. For enjoyment, the coefficient was approximately .348 (95% CI [.265, .431], $p < .001$), supporting H2. Thus, a one-standard-deviation difference in grit was associated with approximately .564 standard deviations in engagement at a fixed enjoyment score; the corresponding association for enjoyment was approximately .348 standard deviations at a fixed grit score. These estimates describe differences between learners at one time, not changes caused by an intervention.



Boxes represent observed composite scores. Arrows show the specified regression relationships, not established causal directions. β and R^2 are approximate calculations from the rounded correlations; r is the reported predictor correlation. Both regression coefficients have conventional $p < .001$ under the assumptions stated in the note to Table 3.

Figure 1. Joint associations of L2 grit and enjoyment with engagement.

The VIF was approximately 1.67 for each predictor, indicating that their correlation did not make the observed-score regression numerically unstable. This result does not address overlap between predictor and outcome measures. The grit coefficient was numerically larger, but a formal comparison of the two coefficients was not undertaken. **Figure 1** summarizes the estimated associations.

5. Discussion

5.1. L2 Grit and Sustained Classroom Involvement

The results indicate a positive relationship between L2 grit and engagement that remains after accounting for classroom enjoyment. This pattern is consistent with the idea that learners who maintain effort and interest are more likely to remain involved in English learning activities, even when those activities are demanding. It also accords with research connecting grit with engagement in language learning (Kiatkeeree & Ruangjaroon, 2022; Jin, 2024).

The conditional association helps clarify what the bivariate relationship alone cannot show. Grit's association with engagement was not fully accounted for by its correlation with enjoyment. The reconstructed model therefore supports considering sustained commitment alongside learners' positive classroom experiences. However, the result does not identify which grit facet is most informative. The general grit literature cautions against assuming that consistency of interest and perseverance are equally predictive (Credé et al., 2017), and the available composite statistics do not resolve that issue here.

Measurement overlap is a further qualification. Learners who describe themselves as working hard in English may also endorse engagement items about classroom effort. Some of the association could therefore arise because the measures capture closely related behaviors or a general tendency to give favorable self-descriptions. The finding supports further study of persistence and engagement with more distinct indicators; it does not establish grit as an independent causal driver of classroom behavior.

5.2. Enjoyment and the Experience of Participation

FLE retained a positive association with engagement after grit was included. This suggests that teacher- and atmosphere-related enjoyment contains information about classroom involvement beyond learners' reported persistence. The result is consistent with research on enjoyment and engagement in Chinese EFL contexts (Guo, 2021; Zhang et al., 2024) and with their joint examination alongside grit (Jin, 2024).

Broaden-and-build theory offers one interpretation: positive classroom experiences may be associated with a wider willingness to explore, communicate, and participate (Fredrickson, 2001). Control-value theory also places emotions within learners' engagement with academic activities (Pekrun, 2006). These theoretical accounts help explain why enjoyment deserves attention, but the present regression does not test the processes proposed by either theory.

The operational definition of FLE matters. Because the measure emphasizes teachers and classroom atmosphere, its coefficient should not be generalized to every aspect of enjoyment, such as private satisfaction with personal progress. Enjoyment may also follow engagement: taking part successfully can make a lesson more rewarding. The positive coefficient is compatible with either direction and with reciprocal development. In addition, enjoyment-related wording within emotional engagement may contribute to the observed association.

5.3. Understanding the Joint Contribution

The two-predictor model places sustained commitment and enjoyable classroom experience within the same account of engagement. Both conditional coefficients remained positive. Grit uniquely added approximately 19.03 percentage points of explained engagement variance beyond enjoyment, while enjoyment added approximately 7.26 percentage points beyond grit. The shared portion was approximately .4259, or 42.59 percentage points of total outcome variance. Together, the unique and shared portions account for the model's R^2 of .6888. This decomposition substantiates the additional information supplied by each composite without treating their bivariate correlations as independent effects.

The approximately 68.9% explained variance is large for an observed-score model, but it describes the sample used to produce the correlation matrix. It is not an estimate of how accurately the model will predict a new group of learners. Strong correlations may reflect meaningful links among the constructs alongside overlapping item content, shared response tendencies, and unmeasured classroom conditions. Neither the size of R^2 nor the small conventional p values resolves these alternatives.

The study primarily provides a conceptual replication of the positive joint associations reported by Jin (2024), focused on a predominantly Grade 7 classroom sample. Jin reported a larger structural coefficient for enjoyment, whereas grit had the larger numerical coefficient here. That contrast does not establish a substantive difference between populations: the samples, operational definitions, and analytic models are not directly equivalent, and no cross-study coefficient comparison or measurement-invariance test was conducted. The present eight-item grit and classroom-oriented enjoyment composites therefore support a context-bounded description, not a claim that grit is universally the stronger predictor or the better intervention target.

6. Pedagogical Implications

The findings provide a rationale for attending to both sustained effort and the experience of classroom participation. Teachers can support persistence by connecting manageable learning tasks with longer-term goals, offering opportunities to revise unsuccessful work, and helping students identify strategies for continuing when they encounter difficulty. Keegan (2017) discusses approaches to building grit in language learning. In practice, support for persistence should include

clear instruction and feasible next steps; simply urging disengaged students to try harder may overlook task difficulty or barriers to participation.

The enjoyment association also directs attention to interaction and classroom atmosphere. Respectful feedback, cooperative activities, and meaningful opportunities to use English may make participation more inviting. These practices are consistent with the classroom-oriented understanding of enjoyment described by Jiang and Dewaele (2019). The aim is not to remove challenge, but to create conditions in which students can engage with challenge without unnecessary embarrassment or discouragement.

The joint pattern suggests combining these priorities within the same learning activities. For example, a communicative task can allow repeated attempts and revision while also encouraging supportive peer interaction. Learners can be invited to ask questions, suggest topics, and express preferences, providing opportunities for agentic engagement (Reeve, 2013). Such approaches address participation as something teachers and learners help shape together, rather than as a fixed personal quality.

These implications remain proposals informed by theory and correlational evidence. The survey did not test teaching interventions, establish an optimal balance between effort and enjoyment, or estimate effects on specific engagement dimensions. Classroom evaluations should therefore examine observable participation, task completion, and learning processes alongside students' reported experiences. A larger regression coefficient should not, by itself, determine which teaching practice receives priority.

7. Conclusion

This study examined how L2 grit and foreign language enjoyment relate to classroom engagement among 295 Chinese junior high school EFL learners. A two-predictor regression reconstructed from the reported correlations showed positive conditional associations for both grit ($\beta \approx .564$) and enjoyment ($\beta \approx .348$), with approximately 68.9% of engagement variance accounted for jointly. Grit added approximately 19.03 percentage points beyond enjoyment, and enjoyment added approximately 7.26 percentage points beyond grit; approximately 42.59 percentage points were shared. These results offer a conceptual replication of a positive joint pattern within the specified measures and sample, rather than evidence of a new causal mechanism or a demonstrated difference from prior populations.

These findings place sustained effort and enjoyable classroom experience at the center of the study's account of engagement and support considering both together in EFL teaching and research. Interpretation nevertheless remains limited by the cross-sectional self-report design, uncertain construct separation, a predominantly Grade 7 convenience sample from one school, rounded summary data, and unassessed clustering within the six classes, which may affect the conventional uncertainty estimates. Although the administered items and composite means can now be checked against the questionnaire frequency report, the deletion rationale for

one grit item came from the item analysis reported in the source manuscript; however, the specific numerical basis for that analysis was not available for the present study. More distinct measures, fully documented recruitment, and longitudinal or intervention evidence are needed to establish how these relationships develop.

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Author Contributions

Conceptualization, Xiaoping Mai and Chunyan Hu; methodology, Xiaoping Mai; software, Chunyan Hu; validation, Xiaoping Mai and Chunyan Hu; formal analysis, Xiaoping Mai; investigation, Chunyan Hu; resources, Chunyan Hu; data curation, Chunyan Hu; writing—original draft preparation, Xiaoping Mai; writing—review and editing, Xiaoping Mai; visualization, Chunyan Hu; supervision, Xiaoping Mai; project administration, Xiaoping Mai; funding acquisition, Xiaoping Mai. All authors have read and agreed to the published version of the manuscript.

Conflicts of Interest

The authors declare no conflicts of interest regarding the publication of this paper.

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