



UNVEILING THE RELATIONSHIP BETWEEN THE GRIT OF THAI ENGLISH LANGUAGE
LEARNERS, ENGAGEMENT, AND LANGUAGE ACHIEVEMENT IN AN ONLINE SETTING



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Past research has found that an individual's academic success, including success in English language learning, can be predicted by a person's 'grit'. Grit is a personality trait defined as the combination of perseverance of effort and the consistency of interests. Other than grit, learner engagement is another factor considered to be highly related to levels of academic achievement. However, the paradigm of English language learning has transitioned to online settings. Therefore, it is important to know how students' grit is affected by such a transition. The purpose of this study is to investigate the grit and online engagement of 563 Thai English language learners (ELLs) and to study the relationship between Thai ELLs' grit, learner engagement, and their English language achievement in online settings. Grit scales and online engagement scales were used to collect the data. The present study found that grit positively correlates with language achievement and engagement. Furthermore, it also found that grit is a predictor of language achievement while online engagement demonstrated no predictive value to language achievement. The results are aligned with, and corroborate, the work of Teimouri et al. (2020) suggesting that grit is associated with success in English language learning.

Keyword : Grit, Engagement, Language achievement, Online learning

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TABLE OF CONTENTS

	Page
ABSTRACT	D
ACKNOWLEDGEMENTS.....	E
TABLE OF CONTENTS.....	F
LIST OF TABLES.....	J
LIST OF FIGURES	K
CHAPTER 1 INTRODUCTION	1
Background.....	1
Objectives	6
Research questions	6
Hypotheses	6
Significance.....	7
Scope of the Study.....	7
Theoretical framework.....	7
Variables.....	7
Research framework	8
Definition of terms	8
CHAPTER 2 LITERATURE REVIEW.....	10
1. Second Language Acquisition	10
2. Individual Differences	11
2.1 Language Learning Strategies.....	12
2.2 Agency	12

2.3 Autonomy.....	13
2.4 Self-regulation.....	13
2.5 Self-efficacy.....	14
2.6 Personality.....	14
2.7 Motivation.....	15
3. Grit.....	17
3.1 Definition of grit.....	17
3.2 Grit in the field of education.....	19
3.3 Criticism of grit.....	20
3.4 Related research.....	21
4. Learner Engagement.....	22
4.1 Definition of learner engagement.....	22
4.2 Measuring behavioral engagement.....	24
4.3 Measuring emotional engagement.....	24
4.4 Measuring cognitive engagement.....	25
4.5 Importance of learner engagement to online learning.....	25
4.6 Related research.....	26
5. English Learning in Online Setting.....	27
CHAPTER 3 RESEARCH METHODOLOGY.....	30
Research design.....	30
Population.....	31
Sample.....	31
Research procedure.....	32

Research instruments	33
Development of the questionnaire	33
Validity of research instrument	36
Pilot study	37
Data collection	37
Data analysis	37
CHAPTER 4 Results of the study	40
Quantitative Results	40
1. Demographics	40
2. Thai ELLs' grit scores	41
3. Thai ELLs' engagement scores	46
4. The relationship between Thai ELLs' grit, their engagement, their language achievement in online English learning	53
Qualitative Results	55
Summary	57
CHAPTER 5 CONCLUSION AND DISCUSSION	58
Conclusion	58
Discussion	59
Limitations of the study	62
Implications of the study	63
Suggestions for further research	63
REFERENCES	64
APPENDICES	74

APPENDIX A Grit scale and Engagement scale – English Version..... 75

APPENDIX B Grit scale and Engagement scale – Thai Version..... 82

VITA 89



LIST OF TABLES

	Page
Table 1 Factor and Grit scale items	34
Table 2 Factor and Engagement questionnaire items	35
Table 3 Interpretation of the mean values of Grit score	38
Table 4 Interpretation of the mean values of Engagement score	38
Table 6 Mean and standard deviations of language achievement	40
Table 7 Mean and standard deviation of Grit score	41
Table 8 Results of items on perseverance of effort	42
Table 9 Results of items on consistency of interests	44
Table 10 Mean and standard deviation of Grit score	46
Table 11 Results of items on behavioral engagement	47
Table 12 Results of items on emotional engagement.....	49
Table 13 Results of items on cognitive engagement.....	51
Table 14 Correlations between Grit and Language Achievement	53
Table 15 Correlations between Engagement and Language Achievement	54
Table 16 Correlations between Grit and Engagement	54
Table 17 Multiple Regression results of Grit and Engagement on Language Achievement.....	55

LIST OF FIGURES

	Page
Figure 1 Research framework	8
Figure 2 Grit-O scale and Grit-S scale comparison	18
Figure 3 Research procedure	33
Figure 4 The distribution of the learners' responses to questionnaire items relating to perseverance of effort	43
Figure 5 The distribution of the learners' responses to questionnaire items relating to consistency of interests.....	45
Figure 6 The distribution of the learners' responses to questionnaire items relating to behavioral engagement	48
Figure 7 The distribution of the learners' responses to questionnaire items relating to emotional engagement.....	50
Figure 8 The distribution of the learners' responses to questionnaire items relating to cognitive engagement.....	52

CHAPTER 1

INTRODUCTION

Background

Several studies on Second Language Acquisition (SLA) have been conducted in an attempt to understand what factors determine successful and non-successful foreign language learners in the context of English as a Foreign Language (EFL) (Renandya, 2013; Van Canh & Renandya, 2017; Vibulphol, 2015). It has been continuously reported that Thailand confronts a situation of the low English proficiency level of Thai English language learners (ELLS) as Thailand was ranked at 89 out of 100 countries, with scores of 419 out of 800 and a very low proficiency level in the annual English Proficiency Index (EF, 2020). This represents that Thailand requires more efforts to improve learners' English proficiency.

Several attempts have been made to improve the English proficiency of learners over the past decades. Successful language learning is dependent on multiple facets, e.g., curriculums, teachers, pedagogies, and learners. For instance, curriculums specified in English, e.g., English programs (EP) were developed and applied in public schools nationwide, reflecting the attempt to enhance learners' English proficiency (Kirkpatrick, 2012; Niemted, 2016; Noom-ura, 2013).

Apart from that, another factor leading to increased learners' English proficiency lies with teachers. Teachers are one of the key factors towards successful students' learning (Vibulphol, 2015). Qualified instructors are necessary for the L2 learning process. Several studies attempted to investigate the correlation between teachers' proficiency and their teaching ability in L2 classrooms (Van Canh & Renandya, 2017) and enhance teachers' performance have been found continuously (Jamjuree, 2017; Sitti, Cojorn, & Sonsupap, 2020; Vibulphol, 2015). Nevertheless, the overall English proficiency of learners in Thailand has not reached a satisfying point.

In the past century, SLA research has principally been conducted on teaching methods, teaching techniques, and teaching processes. In the early period of SLA research, a large number of studies focused on developing teaching methods. The focus

was on teaching method comparisons to find the best teaching methods. Better designs of studies were conducted continuously during this period (Ellis, 2012). However, Prabhu (1990) stated that there is no best teaching method. Different teaching methods should be applied to different teaching contexts. He suggested that there are values in every teaching method, and the best method varies depending on teachers' perception. In the Thai EFL context, many Thai teachers have implemented various approaches in their classrooms with the hope of improving learners' language achievement. Even though those efforts have become more visible, the results are not as successful as expected.

Another dimension affecting the success of L2 learning is the learner factors. The influence of psychological factors on learners has been widely explored and investigated. These factors can be categorized into three main dimensions: cognitive, affective, and social, and are believed to affect the learners' English proficiency. Several researchers studied L2 acquisition from distinct theories and perspectives regarding cognitive domains, and socio-cultural domains (Renandya, 2013). Likewise, The affective factor has received much attention from scholars as it relates to the emotional aspects of human behavior, personality factors, and feelings (Brown, 2014).

In the 1970s, the trends of the research shifted to the investigation of individualized instruction. The interest was turned to the learners. The research articles in the 1980s were conducted in the interest of individual differences (IDs), such as attitudes, anxiety, personality, learning styles, and beliefs (Ellis, 2012). Hereafter, Dörnyei (2005) described that IDs are the most consistent predictors of L2 learning success. Many scholars have turned their interest to these non-cognitive traits and constructs (Afflerbach, 2016; Arabski & Wojtaszek, 2011; Dörnyei, 2005; Griffiths & Soruç, 2020; Skehan, 1991). Without learners' efforts, the learning process inclines to be not as successful as expected.

For the past decades, learners' motivation, along with other involving personality traits, has been recognized as an important factor in successful L2 learning and has been widely examined (Griffiths & Soruç, 2020). The concept of motivation has drawn much attention from researchers in the field of SLA. The question "How does motivation play a

role in language learning success?" has been raised since the 1960s (Dörnyei & Ryan, 2015). Motivation has been seen as "a key to learning" (Brown, 2015) and "the key learner variable" (Schmitt & Rodgers, 2019). Motivation-based research from the mid-1970s has been very popular, prompting scholars to undertake more exploration and investigation into this topic. However, previous studies in the field of pedagogy suggest that the theory of motivation remains at a standstill.

However, there is more beyond motivation that could affect learners' proficiency. Grit, a newly proposed construct, has provoked educators' attention. Duckworth, Peterson, Matthews, and Kelly (2007) proposed the concept of grit, a non-cognitive personality trait that can make learning more sustainable and attainable. Grit is a combination of perseverance and passion for long-term goals which are congruent with sustainability. Duckworth et al.'s research was conducted in the field of social psychology. Many cross-sectional studies were done on various groups of participants, different in age, gender, and career. Grit appears to be a predictor of success.

Grit has been studied further in the field of education. Many studies suggest that there is a correlation between learners' grit and their performance (Broghammer, 2017; Duckworth et al., 2007; Duckworth & Quinn, 2009; Lin & Chang, 2017; Strayhorn, 2014). Learners with higher levels of grit trend to higher scores for their academic performance. According to previous research, grit is found to be able to predict learners' achievement.

Furthermore, one facet of grit, perseverance, was suggested by many educators as a significant skill in the intrapersonal domain in the 21st century skills. Perseverance is considered to be one of the competencies that plays an important role in learning situations, work ethics, and life situations and results in the learner's life-long outcomes (Pellegrino & Hilton, 2012). Therefore, the importance of perseverance, a factor of grit, is worth considering in the field of education. Grit concept is also extended specifically to the EFL learning setting.

In SLA, the concept of L2 grit has been explored and appears to influence L2 learners' achievement. Teimouri, Plonsky, and Tabandeh (2020) proposed that L2 grit, a specific form of the personality trait, was related to the learners' language achievement.

Thus, they developed and validated the L2-grit scale to find out the level of learners' grit. The study confirmed that learners with higher levels of L2 grit become more successful in language learning than their classmates with less L2 grit. Furthermore, Wei, Liu, and Wang (2020) conducted similar research to explore the significance of L2 grit in Chinese English-knowing multilinguals. The L2 grit scale they used to collect data was adapted from Teimouri et al's. The result of the study agreed with the work of Teimouri et al., suggesting that multilingual learners who have higher levels of L2 grit have higher levels of proficiency in English.

Due to the sudden change of the world with the coronavirus outbreak, the paradigm of learning and teaching has shifted. The previous version of learning in schools faded and was replaced with new modes of teaching and communicating. Most of the learning processes conducted during the pandemic took place in the online learning setting through digital platforms. Many researchers in the field of education have turned their attention to studying online learning settings (Aguilera-Hermida, 2020; Chen, Jin, Liang, & Liu, 2021; Xie & Huang, 2014; Zheng, Liang, Li, & Tsai, 2018). In online learning settings, new technology enables teachers to provide their learners with lessons despite being socially distanced. Many teaching methods have been developed to serve different purposes. The coming of new technology directly affected the teaching methods, which involved the concept of synchronous and asynchronous learning. Synchronous learning is an interactive learning event when both the teacher and the learners engage in the learning process at the same time. On the other hand, asynchronous learning refers to the process by which the instructor and the students engage in learning at different times (Russell & Murphy-Judy, 2021).

Despite the advances in technology, learning outcomes are still affected by the online learning environment. Online learning is limited by learners' information processing capacity. Cognitive overload can be caused by combinations of learning modalities. Furthermore, learners are limited by their knowledge and confidence in using technology. Additionally, learners may not feel a sense of cognitive engagement or social connection which could negatively result in decreased learning outcomes (Patricia Aguilera-Hermida,

2020). Apart from that, teachers are physically distant from learners. Learners are forced to have less interaction with their classmates and their instructors. Engagement and collaboration between learners and teachers have to be operated through technology. As a result, the learners receive less positive external motivation, forcing them to rely more on themselves.

With the change of learning environment, learners have to be much more independent since external forces, such as teachers, or school systems, are not as prominent in online learning. Successful learning is determined by the perseverance and consistency of interest of the learners.

The researcher first posits a foundational assumption which claims that grit is a predictor of learners' success. Based on this assumption, the researcher then addresses the following questions:

1. To what extent do Thai ELLs demonstrate their grit and their engagement in online English learning?
2. How is Thai ELLs' grit related to their engagement, and their language achievement in an online setting?"

Therefore, the researcher has aimed to study the relationship between Thai ELLs' grit, their online engagement in online English learning and their language achievement. This research was conducted by survey with an explanatory correlational design to study associations among three variables. This study was conducted in the context of Thai ELLs. The English proficiency level of Thai learners is considered to be at a low level (EF, 2021). Thai students study English as a foreign language and as a lingua franca. English learning in Thailand differs from other countries, for instance the Philippines, Indonesia, and Malaysia, where English is considered as a second language. Furthermore, English courses are compulsory for Thai students in primary and secondary schools. As a result, Thai high school students appear to be a good representative of Thai ELLs. This study was conducted in the context of high school students in the country's most prestigious high school, which is ranked the highest for its excellent academic standards. The aim was to see at which level students demonstrate their grit and their engagement in online

English learning and whether their grit is associated with the level of their online engagement and their language achievement in online English courses.

Objectives

1. To investigate Thai ELLs' grit and their engagement
2. To study the relationship between Thai ELLs' grit, their engagement with it, and their language achievement on online settings

Research questions

1. To what extent do Thai ELLs demonstrate their grit and their engagement?
2. How is Thai ELLs' grit related to their engagement, and their language achievement in an online setting?

Hypotheses

1. Thai ELLs' grit is significantly positively correlated with language achievement in an online setting.
2. Thai ELLs' engagement is significantly positively correlated with language achievement in an online setting.
3. Thai ELLs' grit is significantly positively correlated with engagement in an online setting.
4. Grit significantly predicts language achievement in an online setting.
5. Engagement significantly predicts language achievement in an online setting.

Significance

The current work is deemed to be significant as it presents an interdisciplinary study that hopes to integrate the fields of psychology and language learning. This research also unveiled and confirmed the significance of the principle of grit, a non-cognitive trait, which has been confirmed that it affects the successful language learning process. The findings obtained from this study offer a better understanding of the learner engagement especially in the context of language learning. The findings of this study would be beneficial for future experimental research in the field of language learning. The research results presented here can be taken into account when planning and developing language teaching and learning. Greater understanding of grit and learner engagement would help language teachers navigate their learners to be more successful in language learning. Instructors can apply the findings of the research to their teaching methods reinforcing learners to maintain their consistent interest and pursue their long-term goals.

Scope of the Study

Theoretical framework

The current work takes the concept of grit to study English language learning through examining a concept of grit grown out of the work of several psychologists including Duckworth, Peterson, Matthews, and Kelly (2007). This research also studies the concept of grit in the different learning environments, the online settings. Additionally, this research adopts the concept of learner engagement from Fredricks, Blumenfeld, and Paris (2004) to study learners' engagement during their online English courses. The understanding of the concepts of grit and learner engagement allows the researcher to study the relationship between grit and engagement.

Variables

1. Thai ELLs' grit
2. Thai ELLs' engagement
3. Learners' language achievement

Research framework

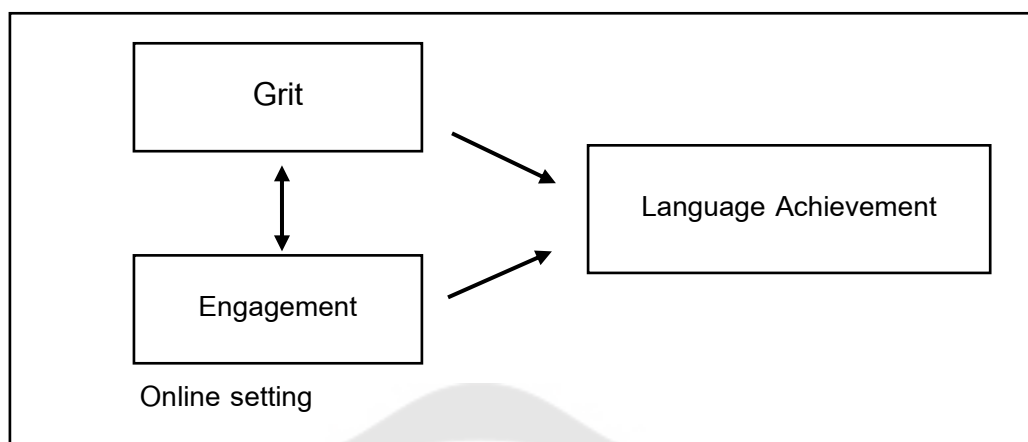


Figure 1 Research framework

Definition of terms

1. Grit refers to a non-cognitive trait comprised of two facets: perseverance of effort and consistency of interest. Perseverance of effort refers to the dedication towards a certain goal. Consistency of interest refers to the persistence of interest towards a long-term goal. Grit is the predictor of successful English learning resulting in sustainable and attainable learning outcomes. Learners with high grit have high English proficiency which can be seen in their grades and show interest in English activities.

2. Engagement refers to the learners' feeling of being involved in their learning. Engagement can be categorized into 3 components. Behavioral engagement refers to the learners' participation and attendance during the class. Emotional engagement refers to the preference, attitudes, emotions of the learners. Lastly, cognitive engagement refers to the concept of commitment and investment e.g., time, energy, and effort which learners put in their learning during the online courses.

3. Thai English language learners (ELLs) in this research refer to high school students in a public school who are Thai native speakers and are currently learning English in a foreign setting.

4. Language achievement refers to Thai ELLs' English proficiency which is reflected in form of their grades in 8 English courses (four Core courses and four Reading and Writing courses) in 4 semesters. The final grades in each course were evaluated based on both formative and summative assessments.

5. Online learning setting refers to the learning environment on which takes place digital platform where the teachers and learners are physically distant and the whole learning process occurs through online platform either synchronously or asynchronously.



CHAPTER 2

LITERATURE REVIEW

This chapter gives an overview of the relevant literature and the main theoretical claims. It is necessary to refer to a wide range of background literature that spans the fields of second language acquisition coupled with psychology, the concept of grit, a non-cognitive construct, learner engagement, and online language learning.

1. Second Language Acquisition

There are many divergent views on second language acquisition. Second language acquisition is defined as the study of learners' L2 knowledge development over time and the causes of its change (Ellis, 2015). Second language acquisition involves the process of learning a language subsequent to the first language and people who are learning the language. The language in the process of learning, whether it is the second, third, or fourth, is known as a second language (Saville-Troike, 2012). L2 acquisition of a non-native language can happen in both second and foreign language contexts.

The difference between a second language and a foreign language involves a setting. The former refers to the language learning taking place in an environment where the language is used as an official language, and the latter refers to a language learning environment where the language is not commonly and widely used in the learners' social context (Ellis, 2015; Saville-Troike, 2012; Yule, 2010). The context of English learning in Thailand is considered a foreign language context. Thai students are learning English as a foreign language (EFL). The current theory has now shifted to English as a Lingua Franca.

English as a lingua Franca is the use of English as a medium in communication. English now performs as shared means of communication among people with different linguistic and cultural backgrounds. Sometimes the concept is also known as International Englishes or Global Englishes (Formentelli, 2017; Smit, 2010). This concept receives a great deal of attention from researchers (e.g., Jenkins, Seidlhofer and,

Smit). The concept of English as a lingua Franca leads to the acceptance of variations of English and renders the terms 'native' and 'native-like' improper (Brown, 2015).

Many individuals face the barriers of L2 acquisition as they were exposed to the L2 in their adolescence or adulthood rather than encountered it as a child. However, some individuals are able to overcome the hardship of L2 acquisition. In recent years, the study of L2 acquisition has been altered from focusing on teachers or teaching methods to focusing on learners (Yule, 2010).

There are several factors that help L2 learners overcome their difficulties and eventually succeed in language learning. In the field of SLA, psychological factors are taken into consideration. There are two main types of psychological factors, which are cognitive, and affective. The factors dealing with the organization, storage, and retrieval of information are called cognitive factors. Intelligence and language aptitude are cognitive factors widely investigated in SLA research. The affective factors include empathy, self-esteem, extroversion, anxiety, attitudes, and more (Brown, 2014; Ellis, 2015). Only affective factors are relevant to the main argument of this thesis. Therefore, the researcher exclusively elaborated on this factor.

2. Individual Differences

Affective factors are believed to be significant for L2 learning. Many researchers have turned their interests to these factors. Individual differences have been most explored in the affective domain. Factors generated by individuals have to be considered when discussing successful in language learning. The interest in the studies of individual learner variables has increased, as the awareness of the role of these factors has been recognized in successful language development (Afflerbach, 2016; Arabski & Wojtaszek, 2011; Dörnyei, 2005; Griffiths & Soruç, 2020; Skehan, 1991).

Individual differences (IDs) include a wide range of factors. As the concept has been broadly explored, numerous factors are mentioned under the concept of IDs. Scholars proposed their own set of factors involved. The constructs which were listed by many researchers include aptitude, intelligence, beliefs, and anxiety. Apart from these constructs, the attention in other constructs such as autonomy, learning strategies,

personality, motivation has increased and the constructs are believed to be principal elements of success in L2 learning (Afflerbach, 2016; Arabski & Wojtaszek, 2011; Dörnyei, 2005; Griffiths & Soruç, 2020; Skehan, 1991).

IDs are significant to successful language learning. For language teachers, being able to recognize learner differences can result in better development of materials, teaching style, instructional strategies, and giving feedback. Teachers are required to provide options for an optimal learning environment for different learners (Griffiths & Soruç, 2020). In addition, during the pandemic of COVID-19, the significance of IDs has been raised since the learning environment has been changed to online settings, and learners are obligated to stay focused on the learning process on their own. A wide range of studies were conducted to explore learners' language learning strategies, autonomy, self-regulation, self-efficacy, personality, and motivation in the context.

2.1 Language Learning Strategies

Learning strategies are a part of IDs. The term, learning strategies, has been variously defined by numerous researchers. The language learning strategies are plans of action selected by learners to pursue and get to the purpose of language learning through experience and study (Griffiths & Soruç, 2020; Oxford, 2017). However, there are dimensions of variation under this term. The question, what a learning strategy is comprised of, was raised by several researchers (Ellis, 2015). Nevertheless, the learning strategies are considered effective and lead to successful language learning. As stated by Griffiths and Soruç (2020), the studies of Green and Oxford (1995) and Griffiths (2003) agreed and confirmed that learning strategies do have a strong correlation with successful language learning.

2.2 Agency

Agency is also a major construct leading to the achievement of language learning. The construct was seen as a means to successful social transformation. Agency is the ability of learners to decide, manage, and proceed to the goals (Brown, 2015). Learners with a high level of agency have the ability to control their path of life. Agency has influenced language learning processes for over a few decades. Learners were considered as agents who knew their behaviors and actions and were able to control their

learning process. Learners acquire their agency when they develop their cognitive and linguistic abilities. The abilities permitted them to operate autonomously. Other principles and constructs including motivation in second language acquisition were framed by the Principle of Agency, the act of choice-making in the acts of self-determination (Brown, 2015).

2.3 Autonomy

Autonomy is also taken into account as one of the IDs. Autonomy in learning is concerned with learners' pursuit of knowledge out of their needs or interests. Holec (1979) described learner autonomy as "the ability to take charge of one's own learning." Learner autonomy consists of several elements: "determining the objectives, defining the contents and progressions, selecting methods and techniques, monitoring the procedure of acquisitions, and evaluating what has been acquired." Furthermore, Gathercole (1990) defined it as the learners' capability of taking charge of learning. Independence was mentioned as an important part of learner autonomy as learners should have the ability to select their own goals, means, learning styles, materials, and tasks. Numerous studies and research were conducted to investigate further on the topic of learner autonomy. Autonomy has been found to have benefits when learning a foreign language (Teng, 2019).

Autonomy is a substantial factor in the language learning process, especially when it occurs in an unfamiliar environment such as an online setting. The importance of autonomy in the online environment was raised in the work of Lee, Pate, and Cozart (2015). It is pointed out that autonomy support is a strategy to improve online students' motivation and engagement. Learners with autonomy are aware of the sense of ownership and responsibility and show behavioral and cognitive engagement.

2.4 Self-regulation

The concept of self-regulation is often involved when mentioning the learner factors. "Self-regulation is one of the key learner strength factors" (Oxford, 2017). The focus of self-regulation is on the systematic regulating behaviors and thoughts. Self-regulation consists of several strategies including "goal-setting; focusing on instruction; organizing, coding, and rehearsing information; managing time and the environment;

using resources effectively; monitoring performance; and seeking assistance” (Oxford, 2017). The most important strategy goes to goal-setting. Oxford (2017) noted that self-regulation is a goal-driven process. Learners attempt to manage and control their efforts to reach their goals. In addition, Oxford (2017) also pointed out that learners with self-regulation frequently show self-efficacy. The aspect that self-regulation and self-efficacy is the desire to achieve goals.

2.5 Self-efficacy

Apart from self-regulation, another construct influencing successful language learning is self-efficacy. Self-efficacy is the perception of people’s capabilities to perform actions with confidence in order to achieve the goals (Oxford, 2017). Self-efficacy has been studied and believed to relate to learners’ success in learning. Learners with high self-efficacy participated persistently in learning while learners with low self-efficacy tended to participate less as they believed they did not own the ability to accomplish (Brown, 2015).

The significance of self-efficacy should be acknowledged as now the learning environment has altered from the traditional in-class setting to an online setting. Successful language learning is highly dependent on the learner’s persistence. Many scholars have conducted research to explore online learning self-efficacy. According to the work of Shen, Cho, Tsai, and Marra (2013), self-efficacy was found to be a predictor of learners’ online learning satisfaction. Prior, Mazanov, Meacheam, Heaslip, and Hanson (2016) also studied the effects of self-efficacy on online learning behaviors. The results of the study suggested that there are positive effects of self-efficacy on learners’ behaviors in an online setting. Moreover, another study on self-efficacy in an online setting was conducted. Hanham, Lee, and Teo (2021) found that self-efficacy has a positive relationship with academic achievement.

2.6 Personality

Personality, as one of the IDs, has long been explored as it has been expected to be an essential part of language learning (Dewaele, 2012; Dörnyei & Ryan, 2015; Griffiths & Soruç, 2020). Personality has been described as “those aspects of an individual’s behavior, attitudes, beliefs, thoughts, actions, and feelings which are seen as

typical and distinctive of that person” by Richards and Schmidt (2010) and “a relatively stable, unchanging and enduring characteristic, rather than transient, which therefore helps to make reasonably accurate predictions about future attitudes and behavior and about what individuals feel, think or behave in particular situations” by Griffiths and Soruç (2020).

Several studies are attempting to investigate the correlation between personality and academic achievement. Personality was found to be a powerful modifying variable in educational research. The use of personality factors is an independent variable in research studies. An adequate amount of evidence was provided in past research that personality factors are associated with the learning process in general and in SLA (Dörnyei, 2005).

Personality also plays an important role when the learning process occurs in an online setting. Shih, Chen, Chen, and Wey (2013) suggested in their paper that personalities influence learner motivation and satisfaction in an online English learning setting. The result of their study suggested that the two traits, extraversion, and conscientiousness, of the Big Five personality traits, were the important traits in predicting motivation and satisfaction. According to the study, more interactive lessons emphasizing on learners’ personality traits are required in order to boost learners’ motivation and satisfaction.

2.7 Motivation

Motivation receives abundant attention as a part of IDs. Studies of motivation have been conducted in the field of psycholinguistics in L2 learning. It was considered a basic and crucial construct leading to successful L2 learning. Dörnyei and Ushioda (2011) defined motivation as the construct that influences an individual to perform an action, make decisions or devote their effort in action. Motivation involves the choice of action, the persistence with the action, the effort devoted to it. As mentioned in their previous work, Dörnyei and Ottó provided the definition of L2 motivation as “In a general sense, motivation can be defined as the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the

cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized and (successfully or unsuccessfully) acted out" (Dörnyei & Ushioda, 2011) while Saville-Troike (2012) defined motivation as the learners' effort made during their L2 development.

From the viewpoint of behaviorism, motivation is referred to as the anticipation of reinforcement. Learners were motivated by the anticipated reward. According to the self-determination theory, motivation was described as the construct coming from the inside and generated by the learners, not from the outer influences (Brown, 2015).

While motivation has been widely studied for a long time, its counterpart, the concept of demotivation has recently come to researchers' attention. Dörnyei and Ushioda (2011) described demotivation as negative influences that nullify existing motivation. L2 demotivation is defined as external and internal factors affecting the diminishing motivation of a target language learning by Song and Kim (2017). Dörnyei and Ushioda (2011) conducted a study interviewing 50 secondary school students and identified nine types of demotivation factors. The essential influence found in the research was from teacher-related factors. Clare, Renandya, and Rong (2019) revealed a similar result in their research. The students' demotivation was affected by two main factors: teacher-related influences and learner-related influences. This represents the fact that the construct such as motivation can grow less.

After decades of exploration and investigation, the interest in motivation has faded and slowly come to a halt. However, the attempt to seek and search for other constructs affecting L2 learning remains. Many scholars convert and expand their attention to newly proposed constructs.

3. Grit

3.1 Definition of grit

Grit is known as a non-cognitive personality. It is important to note that the key concept of grit involves two concepts which are perseverance and passion. Duckworth et al. (2007) defined grit as a combination of perseverance and passion for long-term goals. Grit was described as a non-cognitive trait. The concept of perseverance was defined as the tendency to dedicate energy to a particular goal. Consistency of interest is characterized as long-term consistency of interest for an aim without losing attention to that goal regardless of difficulty and failure (Duckworth et al., 2007). A long-term goal must be meaningful and engaging. The term 'consistency of interest' can be used interchangeably with the term 'passion' by Duckworth and Quinn (2009). Both facets of grit result in success. Perseverance of effort is responsible for achievement despite hardship and consistency of interest involves with the process of successful achievement (Christopoulou, Lakioti, Pezirkianidis, Karakasidou, & Stalikas, 2018).

Many people with highly successful profiles from different backgrounds e.g., professions, and ages have been interviewed in order to study the factor determining people's achievement i.e., grit. Many studies indicated that grit was a necessary personality trait leading to achievement. People who had higher grit trended to be more successful. Grit was found to overlap with achievement aspects of conscientiousness in the Big Five model. The difference is that grit is emphasized more in long-term determination than short-term intense effort. People who had grit work continually towards the long-term and higher-order goal meanwhile maintaining effort and intention in the particular goal over a long period of time even though they had to face difficulties and failures along the way. Grit is also different from the dependability aspects of conscientiousness in self-control. Grit focuses on not only the ability to control oneself but also consistent goals and interests (Credé, Tynan, & Harms, 2017; Duckworth et al., 2007).

The concept of grit was confirmed through a series of studies conducted by Duckworth et al. (2007). The instrument, a scale, was developed to determine individuals' grit. Duckworth et al. (2007) devised a self-report measure of grit known as

the Grit Scale and implemented it in their studies. The 12 items scale was divided into two parts. The first part 'Consistency of Interests' consisted of 6 items and the second part 'Perseverance of Effort' contained 6 items. The two factors were correlated at $r = .45$ and the Grit Scale indicated high internal consistency ($\alpha = .85$). According to their analysis, the two factors were predictive of outcomes equally in most cases. When considering them separately, each factor showed less predictive value. (Duckworth et al., 2007).

Duckworth and Quinn (2009) conducted further studies to develop the Short Grit Scale (Grit-S). In the series of studies, they revised the Original Grit Scale (Grit-O), the 12-item scale, and generated a better version of the Grit Scale called the Grit-S scale. The Grit-S scale contained 4 fewer items. Additionally, they improved the psychometric properties of the scale. Grit-S scale measured the 2 factors which were consistency of Interest and perseverance of Effort. In the studies, confirmatory factor analyses were applied and the results showed that grit is a second-order latent factor. Both facets demonstrated moderate internal consistency and were found to be strongly intercorrelated. According to their research, the Grit-S scale was found to be a more economical measure than the Grit-O. Moreover, as the items were reduced, the predictive validity was not dropped (Duckworth & Quinn, 2009).

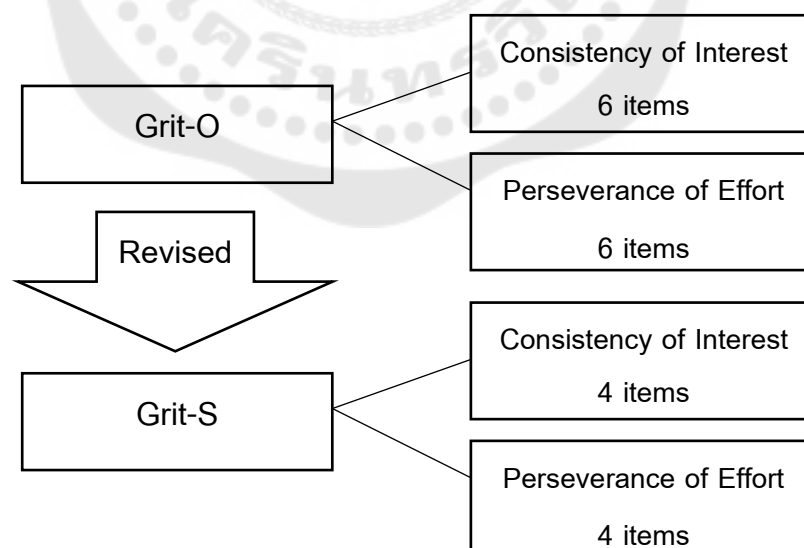


Figure 2 Grit-O scale and Grit-S scale comparison

In 2020, Teimouri et al. (2020) proposed another grit scale called the L2 grit scale developed from Grit-O by Duckworth et al. (2007). The L2 grit scale was specifically developed to measure grit in the context of L2 learning. The scale was developed and tested for its reliability and validity. Due to item-total correlation analysis, some of the items in the L2 grit scale were removed. Only nine items on the scale remained. The result of the reliability test suggested that the instrument was internally consistent.

The models of grit scale that the researcher adopted to collect data in this research came from the combination of 2 grit scales, the Grit-O scale of Duckworth et al. (2007) and the L2 Grit scale of Teimouri et al. (2020). The Grit-O scale, consisting of 12 items, was selected to be used in this research due to its ability to measure learners' grit precisely. However, the Grit-O scale was designed to measure the general domain of grit while the L2 grit scale was specifically developed to measure learners' grit in language learning. On the other hand, the L2 grit scale consisted of only 9 items. Hence, the researcher decided to combine the 2 scales to develop the 12-item scale that is able to measure learners' grit in language learning precisely.

3.2 Grit in the field of education

The interest in grit has increased in the field of education. Grit has a wide range of positive aspects in the field of education. Several studies found a connection between grit and academic performance such as GPAs, SAT scores, and other positive educational outcomes. Grit has also been found an acceptable predictor regarding retention in education (Christopoulou et al., 2018).

Duckworth et al. (2007) found that learners with higher grit have higher grades and scores on tests. Grit, therefore, was believed to be able to predict learners' success. Duckworth et al. (2007) conducted research on students at the University of Pennsylvania to observe their newly proposed construct, grit. The finding suggested that students with higher levels of grit have higher academic performance. Both GPAs and SAT scores were found to be correlated to grit scores. Another research study was conducted at West Point, U.S. military academy Duckworth et al. (2007). The construct,

grit predicted the success of students at the school. Students who obtained higher scores on the grit scale were able to survive the whole course.

3.3 Criticism of grit

The researcher must acknowledge that some people do not wholly accept the view. Most research considers grit as a two-factor construct. However, Credé et al. (2017) analyzed the two facets separately and conducted a meta-analysis. Their study showed that there was a moderate correlation between grit, learning performance and retention and it was found that grit was strongly correlated with conscientiousness. The study revealed that the facet, the perseverance of effort demonstrated variance in academic performance and has stronger criterion validities than the other facet, the consistency of interest. Credé et al. (2017) stated in the research that the grit construct may be dependent on the perseverance of effort primarily. Consistent with the studies of Bowman, Hill, Denson, and Bronkema (2015), Muenks, Wigfield, Yang, and O'Neal (2017), and Wolters and Hussain (2015), grit was found to be a stronger predictor when compared to the other facet, consistency of interest.

However, the results from the studies of Duckworth and Quinn (2009) reported otherwise. Duckworth & Quinn found that the two-factor structure of grit is a second-order latent factor. With confirmatory factor analyses, both perseverance of effort and consistency of interest were found to be strongly intercorrelated and demonstrated internal consistency (Duckworth & Quinn, 2009).

Moreover, a study was conducted in order to study the importance of the construct, grit. Strayhorn (2014) collected data by the Grit-S scale to determine the role of grit in the academic success of Black male students in White institutions. The results of the research suggested that the relationship between grit and academic outcomes is positive. In addition, the finding also supported that grit has the ability to predict achievement in challenging domains. It was found in the study that Black males with a higher level of grit earned higher grades.

Another study on university students was conducted. Broghammer (2017) investigated the non-cognitive variable, grit as a predictor of the grade point average of

first-year college students. Grit-S was applied as the instrument in the research. The results of the research indicated that grit scores were positively related to GPA.

In accordance with Strayhorn, grit was found to be positively associated with academic performance, resilience, and well-being. Lin and Chang (2017) studied the non-cognitive trait, grit of high school students in Taiwan. The findings of the research were consistent with the previous research. Grittier students were found to have greater academic performance and academic satisfaction. Furthermore, Hodge, Wright, and Bennett (2018) carried out a study to analyze the role of grit in a university setting by measuring the grit, engagement, and academic productivity of Australian university students. The result of the study revealed that both perseverance of effort and consistency of interest directly affected engagement, and productivity.

The relationship between the success of L2 learners and grit has been studied in recent years especially in the field of applied linguistics. Lee and Lee (2019) conducted research on the relationship between affective factors and L2 willingness to communicate in in-class out-of-class, and online settings. According to the finding, grit among other affective factors was found to be a significant predictor of students' L2 willingness to communicate. The result of a study revealed that learners who are grittier tended to have put more effort and time into learning English (Lake, 2013). Grit was also found positively correlated and a predictor of, the English language performance of non-English speaking students in China (Wu, Foong, & Alias, 2022).

3.4 Related research

Most related research on L2 grit (Gyamfi & Lai, 2020; Teimouri et al., 2020; Wei et al., 2020) exhibits similar results in that there was a positive relationship between L2 learners' grit and learners' language achievement.

Teimouri et al. (2020) developed the L2 Grit scale to explore its effectiveness and investigate the link between L2 grit and learners' language achievement. The scale was implemented on the participants of Persian L2 learners. The finding suggested that the newly developed L2 grit scale has both reliability and validity

and learners who have L2 grit tend to be more enthusiastic. Therefore, L2 grit was proposed that it related to L2 development.

The study of Wei et al. (2020) was a replication of the research of Teimouri in a different context, the Chinese EFL context. L2 grit scale proposed by Teimouri et al. was employed as the instrument on Chinese EFL learners. The results of the study confirmed the high reliability and validity of the scale as reported in the original research of Teimouri. The results also suggested that Chinese English-knowing multilinguals with high proficiency in English have high L2 grit. In addition, other links among L2 grit (for instance, multilingualism, L2 joy, age, and gender) were found in the study.

Another study was conducted regarding grit in L2 learners in the Thai EFL context (Gyamfi & Lai, 2020). Gyamfi and Lai (2020) designed a scale adjusted from grit scales of Duckworth's to investigate Thai EFL students' grit and factors influencing their grit. The participants of the study are English major students who are considered to have high language achievement. The results suggested a similar outcome to the previous works in that their participants' grit was at an above-moderate level. Moreover, the study found that there were two types of influences: situational and personality influences affecting students' grit. The researchers also highlighted the necessity of improving the level of learners' grit.

4. Learner Engagement

The concept of learner engagement has drawn the attention of scholars in the field of education including language teaching and learning as engagement is claimed to be positively related to levels of academic achievement (Fredricks et al., 2004). The significance of engagement has been previously pointed out, especially in the current online environment, where learners are physically distant from their teachers and their peers (Dixson, 2015).

4.1 Definition of learner engagement

Several researchers and scholars attempted to define the term, engagement. Fredricks et al. (2004) referred to engagement as the idea of commitment and investment. Engagement is seen as the time, energy, thought, and effort that learners

put into their learning (Dixon, 2015). Barkley (2010) suggested a similar definition of engagement as “a process and a product that is experienced on a continuum and results from the synergistic interaction between motivation and active learning.”

Engagement is a construct comprised of 3 components: behavioral engagement, emotional engagement, and cognitive engagement. Even though each component differs in the aspects of intensity and duration, the three dimensions of engagement partly overlap (Zhao, 2018). Behavioral engagement refers to the participation and involvement of learners in both academic and social activities. The second component of learner engagement was emotional engagement which refers to learners' reactions to their teachers, peers, and content which can be either positive or negative. Finally, cognitive engagement refers to the thoughtfulness and willingness to attempt to become proficient at learning (Fredricks et al., 2004).

Behavioral engagement concerns learners' behaviors, principally in terms of participation and involvement in both academic and social activities. Behavioral engagement consists of three characteristics including i) positive conducts e.g. following the rules and not showing signs of disruptive behaviors, ii) involvement in learning and behaviors such as attention, intention, persistence and concentration, and iii) participation in extracurricular activities (Fredricks et al., 2004).

Emotional engagement relates to learners' affective reactions such as fear, satisfaction, interest, boredom, and anxiety. Emotional engagement can be assessed by examining learners' attitudes, emotions, and preferences towards the school, teachers, and tasks. Emotions such as interest and value are included as a part of this construct and interestingly overlap with constructs in motivational research. However, these emotions are less intricate than the constructs in motivational research (Fredricks et al., 2004).

Cognitive engagement can be perceived from two different dimensions. The first view focuses on psychological investment in learning and can be described as a need to accomplish more than the set standard and the affection for challenges. Fredricks et al. (2004) summarized the conceptualization of cognitive engagement as

“flexibility in problem-solving, preference for hard work, and positive coping in the face of failure.” Fredricks et al. (2004) further discussed the second view of cognitive engagement in terms of learning strategies. It was suggested that cognitively engaged learners are inclined to use deep strategies. With deep strategies, the learners can make more mental effort, connect ideas, and accomplish greater comprehension. Fredricks et al. (2004) noted that the term “effort” appears in the context of both cognitive and behavioral engagement; however, definitions differ. From the point of view of behavioral engagement, effort refers simply to the attempt to do the work, whereas effort, as defined in cognitive engagement, is concentrating on learning and mastering the material (Fredricks et al., 2004).

4.2 Measuring behavioral engagement

To measure behavioral engagement, several measuring methods have been applied. Fredricks et al. (2004) suggested that behavioral engagement can be measured by for example, teacher ratings and self-report surveys. The indicators often appear in many measuring instruments including work involvement, attention, effort, participation, and persistence. As summarized in the work of Fredricks et al. (2004), many researchers selected to measure both positive and negative behaviors. For positive behaviors, indicators are completing assignments and following school rules. The behaviors such as the frequency of absences and disturbing other classmates are reported as indicative of disengagement.

4.3 Measuring emotional engagement

Self-report surveys appear to be the most common method used in measuring emotional engagement. Most items on the scales were designed to relate to a variety of emotions connected to school, school tasks, classmates and teachers. Words related to both positive and negative emotions such as delight, unhappiness, boredom, anger, and frustration often appear in the emotional engagement scale. In some research, emotional engagement was measured through students’ work orientation and their orientation toward school. Frequently, the scales for measuring emotional engagement are combined with the scales for measuring behavioral engagement (Fredricks et al., 2004).

4.4 Measuring cognitive engagement

In order to measure cognitive engagement as a psychological investment in learning, numerous researchers have proposed methods to assess the construct. Fredricks et al. (2004) summarized several concepts and theories applied in measuring cognitive engagement. In the work of Connell and Wellborn, assessment of cognitive engagement included problem solving skill, favor for hard work, independent learning styles, and abilities to handle perceived failure and some of the items overlap with the concept of intrinsic motivation. Apart from that, there was another concept applied in measuring a psychological investment in learning. Goal theory was adopted as a method to measure cognitive engagement. The items on the scale concern being committed to understanding the work. Furthermore, Nystrand and Gamoran selected to measure cognitive engagement or as referred to in their work, substantive engagement by assessing the quality of instructional discourse in the context of classrooms (Fredricks et al., 2004).

In measuring engagement, self-report survey measures are commonly chosen as a method to assess learner engagement. Especially in measuring cognitive engagement, self-report methods are considered useful as cognitive engagement cannot be directly observed (Fredricks & McColskey, 2012). The instrument used in the study of Fredricks et al. (2004) was designed to assess learners' goals, metacognition, and effort control.

4.5 Importance of learner engagement to online learning

The nature of online learning settings differs from the traditional in-class setting. Online courses are influenced by technological and digital development. In online learning, learners and teachers are physically distant and the teaching and learning process occurs on the online platforms, oftentimes resulting in a lack of interaction. However, it is reported that interaction plays an important role in learners' motivation and success in online learning settings (Alhih, Ossiannilsson, & Berigel, 2017). It is also pointed out that strong methodology and a sufficient number of opportunities for learners to interact with their teachers and peers are required in order to succeed in online courses

(Marcia, 2012). Therefore, the concept of engagement is suggested to be a factor towards success in online learning.

In order to raise the level of engagement, Dixson (2015) conducted a study to investigate student engagement. It was found that students participating in learning activities were significantly more engaged than students who did not. Learning activities that require interaction from both learner-to-learner and teacher-to-learner, for instance, application activities, discussion forums, and group projects, are proposed to be necessary as a part of learner engagement leading to success in online learning. It is confirmed in the work of Dixson (2015) that engagement strategies are crucial in online learning.

Learner engagement has received much attention from scholars and has been explored in the field of EFL. Dincer, Yeşilyurt S., Noels, and Vargas Lascano (2019) studied the learner engagement of Turkish EFL students and found that engagement was a predictor of achievement in English courses. The importance of learner engagement was also highlighted in the work of Han (2021) who found that learners' language achievement depends on learner engagement.

4.6 Related research

Learner engagement has been widely studied especially in the field of language learning. Lei, Cui, and Zhou (2018) conducted research to study the relationship between learner engagement and their academic achievement. They found that learner engagement was strongly and positively correlated to their academic achievement. Moreover, all of the three components of learner engagement: behavioral, emotional, and cognitive were found positively correlated to academic achievement.

In the context of Thai EFL, Mohandas and Vinitwatanakhun (2020) conducted a study on learner engagement. According to their study, Thai students who participated in the study showed a high level of engagement. High levels of engagement were shown in these elements: class attendance, punctuality, and an interest in learning English.

5. English Learning in Online Setting

Online learning refers to the effort to provide access to learning through technology medium. Online learning was proposed as an improved version of distance learning (Moore, Dickson-Deane, & Galyen, 2011). Technology has become a big part of the English language learning process. The coming of technology has revolutionized many aspects of English teaching and learning.

Several teaching approaches and methods are influenced by the new technology. Numerous technology-related methods have been applied and studied widely (Han & Yin, 2021; Kurucova, Medová, & Tirpakova, 2018; Tan, 2015). E-learning websites, blended learning modes, and multimedia teaching platforms are examples of language teaching methods that were reported to have significance to learners' language achievement. Most of the research suggested the positive aspects of technology in the language learning process and indicated similar results that with the ability to utilize technology properly by both teachers and learners, there is a high tendency for the language learning process to be successful.

Technology not only changes the ways of teaching and learning but also affects the learning environment. As nowadays the world encounters a sudden change due to the pandemic, the traditional strategies of teaching and learning in schools can be no longer applicable. The importance of technology arises. The learning environment of an ordinary actual classroom is shifted into a virtual classroom. Teaching and learning English in the online environment are explored and investigated by many scholars (Cheung, 2021b; O'Dowd, 2021). The effectiveness of synchronous online English lessons using a video-conferencing tool was found positive in the study of Cheung (2021b). Teachers are able to manage to utilize the affordances of the video-conferencing tool effectively and learners show remarkable interactional skills during the lessons.

However, some of the concerns regarding learning online have been pointed out. According to the work of Maqableh and Alia (2021), online learning affects learners' learning experiences and satisfaction. Sun (2014) also studied learner perspectives on online language learning and the participants in the study reported that they confronted

many major difficulties such as time management, collaboration with classmates, maintaining engagement, and upholding motivation. Apart from that, Lin, Zheng, and Zhang (2017a) found in their study that learners' interactions, especially learner-content interaction, affected their satisfaction and perceived progress in online language courses.

Furthermore, research on learners' interaction and engagement can be found continuously (Cheung, 2021a; Li, Sun, & Jee, 2019). Most of the research suggested that the online setting directly affects learners in many dimensions. Li et al. (2019) conducted research on learners' interaction and found that educational technology reduced the potential to engage in the oral production of learners and gave learners fewer chances of practicing target language in a communicative context. These factors such as lack of involvement, lack of engagement, and technology-related difficulties are often mentioned in several studies. Cheung (2021a) mentioned potential obstacles that influence the language learning process. Learners' attention would be affected by the short concentration span and low selective attention skills of young learners. Learners can misuse the devices for other purposes, for example, playing games, or listening to music. Another challenge is the surrounding environment. Learners receive distractions from the surroundings e.g., television sounds. These factors are beyond the control of teachers. This means the responsibility goes to the learners.

In recent studies about online language learning, learner factors have been frequently mentioned. Learners' learning strategies, self-efficiency, self-regulation, and readiness have been widely explored (Hromalik & Koszalka, 2018; Jiang, Meng, & Zhou, 2021; Li et al., 2019; Lin, Zheng, & Zhang, 2017b; Panigrahi, Srivastava, & Sharma, 2018; Yantraprakorn, Darasawang, & Wiriyakarun, 2018). Most of the research pointed in the same direction that learner factors such as learning strategies, self-efficiency, and self-regulation are necessary in the online learning process as they can determine the success of online language learning (Panigrahi et al., 2018).

Jiang et al. (2021) studied the readiness of learners for online flipped learning. It was reported that the factor, technology competence, is not the problematic issue for the language learning process; the concerns lie with the issues of teaching

method preference and communication self-efficacy. The research also found that learners with a positive preference towards online learning are less inclined to suffer from anxiety, self-sabotage, and disengagement.

In consistency with the work of Hromalik and Koszalka (2018), the results of the study highlighted the importance of self-regulation learning strategies in the online setting as it was suggested in the study that learners with a higher achievement on presentational speaking tasks possessed different self-regulated learning strategies. Wang, Shannon, and Ross (2013) also found similar results in their study that self-regulated learning is predictive of learning outcomes and satisfaction in the online setting. It was also suggested in the study that with effective learning strategies, learners are able to increase their level of motivation toward online courses. Furthermore, the significance of learning strategies in online learning was indicated in the study of Lin et al. (2017b). The results of the research suggested that the use of online learning strategies is a predictor of learners' online learning outcomes. The learners who adopted learning strategies in online language learning had higher final grades.

CHAPTER 3

RESEARCH METHODOLOGY

The purpose of this thesis is to investigate Thai ELLs' grit and their engagement in online English learning, to study the relationship between Thai ELLs' grit, their engagement, and their language achievement in online English learning. This study uses descriptive analysis to answer the research questions as to what extent do Thai ELLs demonstrate their grit and their engagement? and how is Thai ELLs' grit related to their engagement, and their language achievement in an online setting? Inferential statistics is also applied to test the hypotheses: Thai ELLs' grit is significantly positively correlated with language achievement on online settings, Thai ELLs' engagement is significantly positively correlated with language achievement on online settings, Thai ELLs' grit is significantly positively correlated with engagement on online settings, grit significantly predicts language achievement on online settings, and engagement significantly predicts language achievement on online settings.

Research design

This research was conducted as quantitative research with an explanatory correlational design. The researcher adopted the survey research design to study an association among three variables consisting of Thai ELLs' grit, their engagement, and their language achievement in an online setting. The researcher selected this research design due to its ability to collect data from a variety of people in the limited time frame. (Dörnyei & Taguchi, 2010) In this research, there were two instruments consisting of i) Grit scale, and ii) Engagement scale. The researcher used a purposive sampling technique to select the participants who represented the entire population in the study. In order to generalize the findings to the population, the researcher used a formula to determine the number of students participating in the study and provided a precise estimate of the sample size.

Population

The population of this study includes 4500 high school, grade 10 to grade 12, students in the academic year 2021 at one of the top 5 prominent public high-schools which has a high ranking in Thailand. The school offered 3 main study programs for its students which consisted of the Science-Math program, the Language-Math program, and the Languages program. All of the students were enrolled in 8 English courses: four English Core courses and four Reading and Writing courses every semester.

Sample

The researcher calculated the size of the sample in this study by using the Taro Yamane formula with a 96% confidence level. According to the school report, there are 4,500 grade 10 to grade 12 students. The researcher selects the sample of the study by using the purposive sampling technique. The participants in this research were 563 grade 11 Thai ELL students in the second semester of the 2021 academic year as determined by the Taro Yamane formula.

The researcher established the selection criteria used in recruiting the participants as follows: i) The participants must be grade 11 students in academic year 2021. ii) The participants must register in 8 English courses in 4 semesters: four English Core courses and four Reading and Writing courses every semester. iii) The participants must be willing to partake in the survey. The sample was from 15 different classrooms regardless of their study programs at one of the top 5 prominent public high-schools which has a high ranking in Thailand.

The researcher selected to conduct the study with grade 11 students for a reason. The school provides education for students for 3 levels: grade 10, grade 11, and grade 12. Grade 11 students experienced one year of the traditional learning setting and study the second year in the online learning setting. With these conditions, the researcher was able to acknowledge the similarity or difference between the students' English performance in different learning environments.

Research procedure

1. After the sample was determined, the researcher developed two scales to examine learners' grit and engagement and the relationship between their grit, their engagement, and their language achievement in online English learning. The first scale was based on the grit scale of Duckworth et al. (2007), and the L2 grit scale of Teimouri et al (2020), while the second scale was developed and based on the concept of learner engagement. (Fredricks et al., 2004)

2. In order to avoid the misunderstandings due to language barriers, the researcher translated the scales from English to Thai for the convenience of the participants.

3. After the scales were designed, their validity was tested by experts. Three experts examined the scales by rating the content validity of the scales. A pilot study was also undertaken to test the reliability of the scales.

4. After revising the scales, the researcher distributed the questionnaire to the participants through their English teachers. The questionnaire was organized and administered via the platform of Google Form for the convenience of the participants during the data collection process. This procedure took one-week to collect data from the participants.

5. When obtaining the data from the questionnaire, the researcher sorted out and analyzed the data to answer the research questions and test the hypotheses. The findings of the study were presented and discussed.

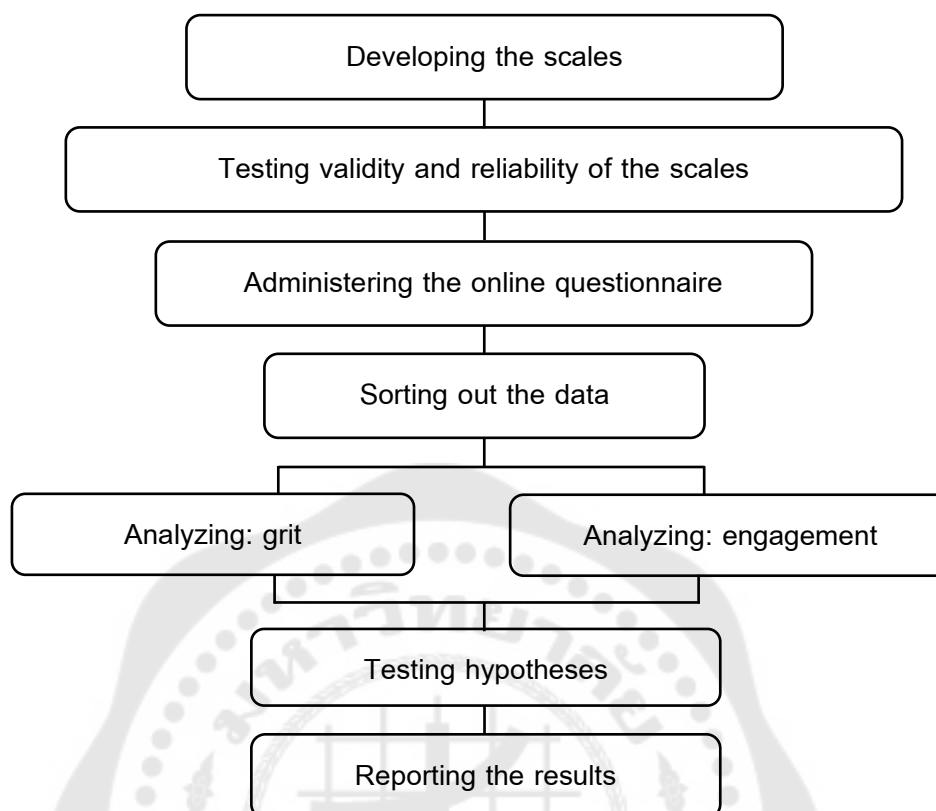


Figure 3 Research procedure

Research instruments

The research instrument used in this research was a four-part questionnaire. The principal instruments in this research were a grit scale and an engagement scale designed to measure learners' grit and their engagement in online English learning.

Development of the questionnaire

A 6-point rating scale was designed to collect the data in this research. The researcher selected an even number of items in the rating scale in an attempt to enhance the ability to distinguish between the levels of learners' grit and engagement. Chomeya (2010) suggested that a 6-point rating scale had a higher ability to discriminate and higher reliability when compared to a 5-point rating scale. In order to avoid the misunderstandings due to language barriers, the researcher translated the scales from English to Thai for the convenience of the participants. The questionnaire was divided into 4 sections.

1. The first part collected basic demographic questions including gender, and grades in English subjects.

2. The second section of the questionnaire containing 12 items was based on a self-report measure of grit-O (Duckworth et al., 2007) and L2-Grit scale (Teimouri et al., 2020) The grit scale consisted of 2 main parts. The first half of the items referred to the perseverance of effort and the second half was concerned with the consistency of interest. All of the items were based on a 6-point rating scale ranging from 1 Not me to 4 Very much like me. The table below demonstrated the indicators of both two facets of grit in each item.

Table 1 Factor and Grit scale items

Factor and Grit scale items
<p>Consistency of interests</p> <p>My interests in learning English change from year to year.</p> <p>I am not as interested in learning English as I used to be.</p> <p>I have been obsessed with learning English in the past but later lost interest</p> <p>I think I have lost my interest in learning English.</p> <p>I often set a goal in learning English but later choose to go after a different goal.</p> <p>I think it is hard to stay focused on learning English because it takes long time to succeed.</p>
<p>Perseverance of Effort</p> <p>I am a diligent English language learner.</p> <p>When it comes to English, I am a hard-working learner</p> <p>I finish whatever English activity I begin.</p> <p>Failing an English test doesn't make me want to give up.</p> <p>I will not let anything to stop me from my progress in learning English.</p> <p>I have achieved a goal in learning English that took years of practice.</p>

3. The third section consisting of 18 items was designed and developed to measure Thai ELLs' engagement in online English learning. The learner engagement scale was divided into 3 parts to measure behavioral engagement, emotional engagement, and cognitive engagement. This section of the questionnaire was also based on a 6-point rating scale ranging from 1 strongly disagree to 4 strongly agree. As the existing engagement questionnaires were not applicable in this research, the researcher was obligated to specifically design the questionnaire based on the concept of learner engagement from Fredricks et al. (2004) for this research. The items in the questionnaire were shuffled with both ordinary items and negative items to cross-check the answers. The table below illustrated the indicators of three dimensions of learner engagement in each item including the items with the negation. (Items with an asterisk * represent the negation.)

Table 2 Factor and Engagement questionnaire items

Factor and Engagement questionnaire items
Behavioral Engagement
I interact with my teacher the whole time during the online English class.
*I lose my attention when learning English online.
I listen attentively to the teacher during online class.
I participate during class discussions by sharing my thoughts/opinions.
I join online English classes on a regular basis.
Emotional Engagement
I feel like there is a "bond" between my teacher and myself.
I enjoy interactive activities during my online classes.
Interactive apps/websites make English lessons more interesting.
*I am uncomfortable interacting with people in my class during online learning.
*I feel that interactive activities are boring and pointless.

Cognitive Engagement

I like to join group work activities in my online English classes.

The online class is more engaging than traditional classroom.

I like to answer the teacher's questions in the chat box.

I always complete the tasks even during online learning.

The online class makes me want to learn more about English.

*I practice my English-speaking skill less in online classes.

*During online classes, I think learning English grammar and vocabulary becomes harder.

My English-writing skill is getting better during online learning.

4. Additionally, in the final part, 3 open-ended questions were added to the end of the questionnaire in order to reaffirm the data with the previous sections.

Validity of research instrument

The 6-point rating scale used in this research was developed and adapted from the work of Duckworth et al. (2007). Duckworth's grit scale was found to be internally and externally valid (Duckworth & Quinn, 2009). However, to determine the validity of the research instrument, the scale was examined by three experts from different fields: English Language Teaching, Assessment and Statistics, and Curriculum and Instruction. The three experts validated the scale by using the Item Objective Congruence Index (IOC). The overall mean IOC value of the scale was at 0.90 which is in the acceptable range of 0.50 - 1.00. At the initial stage, the researcher designed the 36-item scale. The first part was adapted from the grit scale of Duckworth et al. (2007). According to the experts' recommendation, the scale was adjusted to a 37-item scale.

Pilot study

Once the research instrument was tested for its validity. The researcher tried it out with 56 grade 10 students who were not the participants in the research in order to determine the reliability. The scale was analyzed using the reliability coefficient Cronbach's alpha. The reliability of the scale was .834. As the Cronbach's alpha value was reported to be higher than 0.7, the research instrument was considered strong enough to be implemented in the research to collect the participants' data.

Data collection

The data of the research were collected in the following procedures. Firstly, the researcher asks for permission from the school to collect students' data. Once permission was granted, the researcher asked for cooperation from grade 11 English teachers to deliver the questionnaire to their learners in the form of a Google Form link. Afterward, the questionnaire was sent to Thai ELLs from 15 different classrooms. Within the questionnaire, the purposes and methodology of the research were explained to participants. All participants acknowledged that the survey was not compulsory but voluntary. The researcher collected and analyzed only completed questionnaires. The incomplete questionnaires were separated. The researcher schedules a one-week time frame for the process of data collection. The data were collected at the end of the second semester of the 2021 academic year.

Data analysis

All the collected data from all the participants were encoded and the participants were referred to as numbers to protect the participants' information. The data from the first part of the questionnaire, the demographic information of the participants, was analyzed and presented in terms of frequency and percentage. Learners' language achievement was presented with descriptive statistics in terms of the mean and standard deviation. In order to answer the first research question, the researcher used descriptive statistics to determine the mean and standard deviation of the scores from the 6-point rating scales, The grit scale and the engagement scale, using the SPSS program. The

scoring system used in distinguishing learners with high grit from learners with low grit was based on the original version used by Duckworth et al. (2007). To calculate the score, the researcher added up all the points from every item and divided them by the number of items, 12. The maximum score was 6, and the lowest was 1. The scores of the items with negation were calculated with the opposite scoring system. The researcher adopted the criteria for interpretation of the mean values from the work of Gyamfi and Lai (2020). The criteria were established by using the interval calculation as shown in Table 3.

Table 3 Interpretation of the mean values of Grit score

Interpretation	Scale	Mean Range
Very low	Not like me at all	1.00-1.83
Low	Not much like me	1.84-2.65
Moderate	Slightly not like me	2.66-3.48
Above moderate	Slightly like me	3.49-4.31
High	Mostly like me	4.32-5.14
Very high	Very much like me	5.15-6.00

To calculate the score of engagement, the researcher conducts a similar procedure with minor changes in the items. Furthermore, the researcher designs the opposite scoring system to calculate the scores of the items with negation. The criteria for interpretation of the mean values are shown in Table 4.

Table 4 Interpretation of the mean values of Engagement score

Interpretation	Scale	Mean Range
Very low	Strongly disagree	1.00-1.83
Low	Disagree	1.84-2.65
Moderate	Slightly disagree	2.66-3.48
Above moderate	Slightly agree	3.49-4.31

High	Agree	4.32-5.14
Very high	Strongly disagree	5.15-6.00

To answer the second research question, Pearson Correlation analyses and a multiple regression analysis were applied to study the relationship between Thai ELLs' grit, their level of engagement, and their language achievement in English learning. Lastly, the open-ended questions were analyzed to reaffirm the results of sections 2 and 3. The data were grouped and explained descriptively.



CHAPTER 4

Results of the study

This chapter provides the findings obtained from the data analysis on Thai ELLs' grit and their engagement. The purposes of the study were the investigation of Thai ELLs' grit and their engagement in online English learning and the relationship between Thai ELLs' grit, their engagement, and their language achievement in online English learning. Therefore, the results of the study were presented in two main parts. The first part was the quantitative results obtained from the scales, and the second part presented the qualitative results collected from open-ended questions.

Quantitative Results

1. Demographics

There were 563 participants in this study. The participants consisted of 173 male participants (30.73%), 358 female participants (63.59%), and 32 not-specified-gender participants (5.68%) who completed the questionnaire. 382 participants (67.85%) were from Science-Math study program while 39 participants (6.93%) were from Language-Math study program and 142 participants (25.22%) were from Languages study program.

Descriptive statistics for learners' language achievement, which are presented in the form of learners' grades, were reported along with the sample sizes, means, and standard deviation in Table 5. Thai ELLs had high language achievement ($M = 3.89$, $SD = .23$)

Table 5 Mean and standard deviations of language achievement

Variable	N	Min	Max	Mean	SD
Language achievement (English GPA)	563	2.69	4.00	3.89	.23

2. Thai ELLs' grit scores

In this section, descriptive statistics were provided to show the extent of Thai ELLs' grit.

2.1 Overall Grit

As shown in Table 6, Thai ELLs had a high level of grit ($M = 4.32$, $SD = .76$). The level of perseverance of effort was rated at a high level ($M = 4.64$, $SD = .78$) while the level of consistency of interests was rated as above moderate ($M = 3.99$, $SD = .98$). The results also suggested that Thai ELLs' grit was rated at a high level due to the level of perseverance of effort. The perseverance of effort was stronger when compared to the other facet. According to the findings, learners can maintain their efforts and pursue their certain goals in learning English despite the online setting. Moreover, the results of the participants' statements acquired from the open-ended questions suggested a similar outcome which showed that Thai ELLs had a high level of grit even when studying online.

Table 6 Mean and standard deviation of Grit score

Variable	Min	Max	Mean	SD
Grit	2.33	6.00	4.32	.76
Perseverance of Effort	1.83	6.00	4.64	.78
Consistency of Interests	1.33	6.00	3.99	.98

2.2 Perseverance of Effort

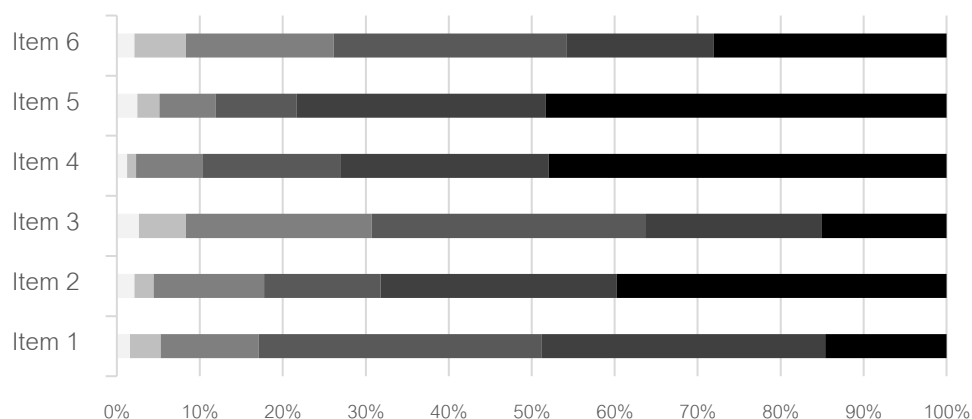
The learners' perseverance of effort in learning English was found at a high level ($M = 4.64$, $SD = .78$). The means and standard deviations of the responses to questionnaire items relating to perseverance of effort are shown in Table 7. Items numbered 1, 2, 4, 5, and 6 demonstrated a high level of perseverance of effort while item 3 showed a above moderate level of perseverance of effort. It was found that Item 4 and 5 were rated higher compared to other items. This finding indicates that Thai ELLs in the study are persistent to their goal despite hardship.

Table 7 Results of items on perseverance of effort

Variable	Mean	SD	Interpretation
1. I am a diligent English language learner.	4.40	1.09	High
2. Failing an English test doesn't make me want to give up.	4.84	1.26	High
3. When it comes to English, I am a hard-working learner.	4.10	1.23	Above moderate
4. I finish whatever English activity I begin.	5.07	1.12	High
5. I will not let anything to stop me from my progress in learning English.	5.07	1.22	High
6. I have achieved a goal in learning English that took years of practice.	4.37	1.34	High

The distribution of learners' responses to questionnaire items relating to perseverance of effort was shown in Figure 4. Over 40% of the learners' responses to 3 out of 6 items fell into the 'Very much like me' section. Moreover, 20% to 30% of the learners' responses to 5 out of 6 items were in the 'Mostly like me' section. These findings corresponded to a high level of learners' perseverance of effort.

learners' responses to items relating to perseverance of effort



	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6
Not like me at all	1.60%	2.13%	2.66%	1.24%	2.49%	2.13%
Not much like me	3.73%	2.31%	5.68%	1.07%	2.66%	6.22%
Slightly not like me	11.90%	13.32%	22.38%	7.99%	6.75%	17.76%
Slightly like me	34.28%	14.03%	33.04%	16.70%	9.77%	28.06%
Mostly like me	34.46%	28.42%	21.14%	25.04%	30.02%	17.76%
Very much like me	14.74%	39.79%	15.10%	47.96%	48.31%	28.06%

Figure 4 The distribution of the learners' responses to questionnaire items relating to perseverance of effort

2.3 Consistency of Interests

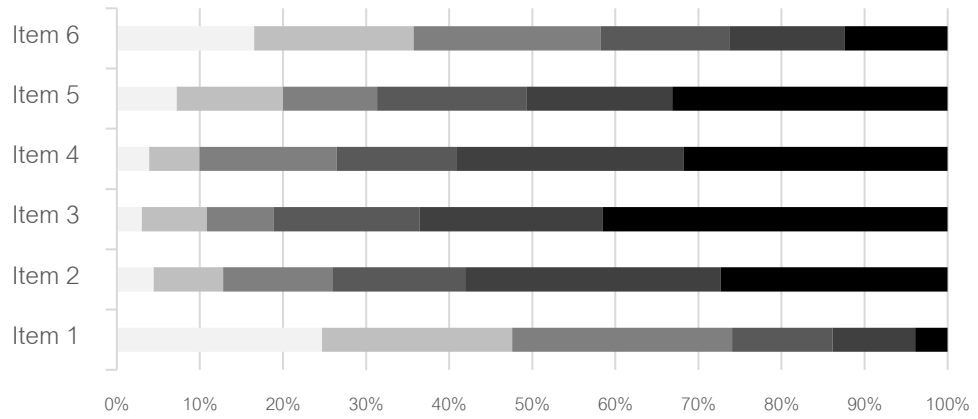
The learners' consistency of interests in learning English was found at a high level ($M = 3.99$, $SD = .98$). Table 8 shows the means and standard deviations of the responses to questionnaire items relating to consistency of interests. As shown in the table, items 2, 3, and 4 showed a high level of perseverance of effort while item number 5 showed an above moderate level of consistency of interests, and items 1 and 6 demonstrated a moderate level of consistency of interests. Item 1 and 2 were reported the lowest among other items which showed that Thai ELLs have the passion for long-term goals and do not lose interest in their goals overtime.

Table 8 Results of items on consistency of interests

Variable	Mean	SD	Interpretation
1. *My interests in learning English change from year to year.	2.71	1.42	Moderate
2. *I am not as interested in learning English as I used to be.	4.42	1.45	High
3. *I have been obsessed with learning English in the past but later lost interest.	4.73	1.42	High
4. *I think I have lost my interest in learning English.	4.51	1.43	High
5. *I often set a goal in learning English but later choose to go after a different goal.	4.30	1.43	Above moderate
6. *I think it is hard to stay focused on learning English because it takes long time to succeed.	3.28	1.61	Moderate

In Figure 5, the distribution of learners' responses to questionnaire items relating to consistency of interests was presented. Over 30% of the learners' responses to 3 out of 6 items fell into the 'Very much like me' section and 20% to 30% of the learners' responses to 4 out of 6 items were in the 'Mostly like me' section. As seen in the figure, the distribution agreed with a high level of learners' consistency of interests.

learners' responses to items relating to consistency of interests



	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6
Not like me at all	24.69%	4.44%	3.02%	3.91%	10.48%	16.52%
Not much like me	22.91%	8.35%	7.82%	6.04%	18.65%	19.18%
Slightly not like me	26.47%	13.14%	7.99%	16.52%	16.52%	22.56%
Slightly like me	12.08%	15.99%	17.58%	14.39%	26.11%	15.45%
Mostly like me	9.95%	30.73%	22.02%	27.35%	25.58%	13.85%
Very much like me	3.91%	27.35%	41.56%	31.79%	48.31%	12.43%

Figure 5 The distribution of the learners' responses to questionnaire items relating to consistency of interests

3. Thai ELLs' engagement scores

In this section, descriptive statistics were provided to show the extent of Thai ELLs' engagement.

3.1 Overall Engagement

Table 9 presents the overall engagement score, the behavioral engagement score, the emotional engagement score, and the cognitive engagement score. As shown in the table, the overall engagement of Thai ELLs was found at a moderate level ($M = 3.46$, $SD = .72$). The level of behavioral engagement was rated at an above moderate level ($M = 3.56$, $SD = 1.04$) and the level of emotional engagement was found to be the highest at an above moderate level ($M = 3.78$, $SD = .91$). Whereas, cognitive engagement was ranked the lowest with a moderate level ($M = 3.19$, $SD = .71$). According to the findings, Thai ELLs express the affection for learning and the ability to control themselves to engage with the lessons. However, they express the least engagement in terms of investment in learning when compared to other components. Even though the overall engagement of Thai ELLs was found at a moderate level, the results of the participants' statements acquired from the open-ended questions suggested a lower outcome. The qualitative data showed that Thai ELLs did not feel engaged with their online lessons.

Table 9 Mean and standard deviation of Grit score

Variable	Min	Max	Mean	SD
Engagement	1.56	5.33	3.46	.72
Behavioral Engagement	1.00	6.00	3.56	1.04
Emotional Engagement	1.20	6.00	3.78	.91
Cognitive Engagement	1.50	5.00	3.19	.71

3.2 Behavioral Engagement

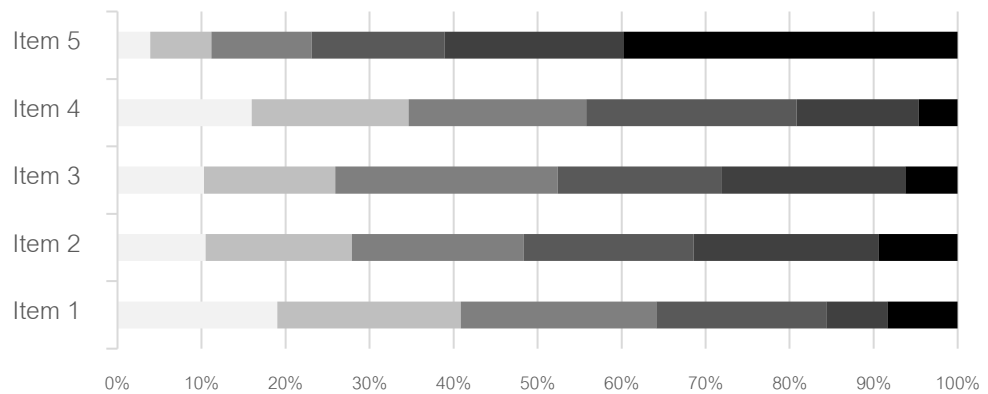
Regarding behavioral engagement, Table 10 presents the means and standard deviations of the responses to questionnaire items relating to behavioral engagement. The level of behavioral engagement was rated at an above moderate level ($M = 3.56$, $SD = 1.04$). Item number 3 demonstrated a high level of behavioral engagement and item number 2 was reported as an above moderate level while items number 1, 3, and 4 showed a moderate level of behavioral engagement. Item 5 was rated remarkably high. This indicated the ability of self-control even when placed in an online setting.

Table 10 Results of items on behavioral engagement

Variable	Mean	SD	Interpretation
1. I interact with my teacher the whole time during the online English class.	3.00	1.49	Moderate
2. *I lose my attention when learning English online.	3.54	1.50	Above moderate
3. I listen attentively to the teacher during online class.	3.46	1.41	Moderate
4. I participate during class discussions by sharing my thoughts/opinions.	3.17	1.43	Moderate
5. I join online English classes on a regular basis.	4.63	1.48	High

The distribution of learners' responses to questionnaire items relating to behavioral engagement was demonstrated here (Figure 6). Over 20% of the learners' responses to 3 out of 5 items fell into the 'Agree' section and 20% of the learners' responses to 3 out of 5 items were in the 'Slightly agree' section. This distribution coincided with an above moderate level of learners' behavioral engagement.

learners' responses to items relating to behavioral engagement



	Item 1	Item 2	Item 3	Item 4	Item 5
Strongly disagree	19.01%	10.48%	10.30%	15.99%	3.91%
Disagree	21.85%	17.41%	15.63%	18.65%	7.28%
Slightly disagree	23.27%	20.43%	26.47%	21.14%	11.90%
Slightly agree	20.25%	20.25%	19.54%	25.04%	15.81%
Agree	7.28%	22.02%	21.85%	14.56%	21.31%
Strongly agree	8.35%	9.41%	6.22%	4.62%	39.79%

Figure 6 The distribution of the learners' responses to questionnaire items relating to behavioral engagement

3.3 Emotional Engagement

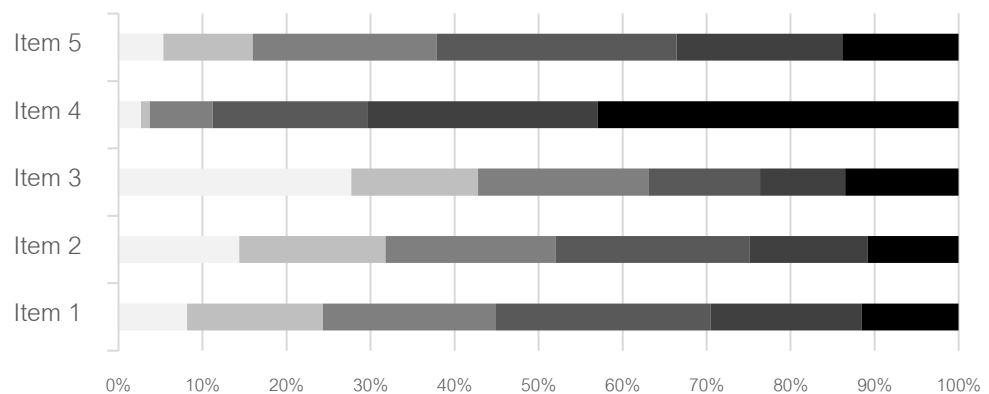
As to emotional engagement, the means and standard deviations of the responses to questionnaire items relating to emotional engagement were shown in Table 11. The level of emotional engagement was found to be the highest at an above moderate level ($M = 3.78$, $SD = .91$). Items number 4 showed a high level of emotional engagement and item number 1 and 5 were rated as above moderate. Meanwhile, items number 1, 3, and 4 showed a moderate level of emotional engagement. Even though the emotional engagement was reported at an above moderate level, item 4 was found to be the highest which could be inferred that Thai ELLs do not enjoy interactive activities. This finding indicated that online learning affected their eagerness in learning.

Table 11 Results of items on emotional engagement

Variable	Mean	SD	Interpretation
1. I feel like I am a part of the learning process even when studying online.	3.64	1.45	Above moderate
2. I enjoy interactive activities during my online classes.	3.37	1.54	Moderate
3. *I am uncomfortable interacting with people in my class during online learning.	3.04	1.74	Moderate
4. *I feel that interactive activities are boring and pointless.	4.96	1.20	High
5. I feel that interactive apps/websites make English lessons more interesting.	3.88	1.37	Above moderate

Figure 7 presents the distribution of learners' responses to questionnaire items relating to emotional engagement. Over 15% of the learners' responses to 3 out of 5 items fell into the 'Agree' section and 20% of the learners' responses to 3 out of 5 items were in the 'Slightly agree' section. This distribution corresponded to an above moderate level of learners' emotional engagement.

learners' responses to items relating to emotional engagement



	Item 1	Item 2	Item 3	Item 4	Item 5
Strongly disagree	8.17%	14.39%	27.71%	2.66%	5.33%
Disagree	16.16%	17.41%	15.10%	1.07%	10.66%
Slightly disagree	20.60%	20.25%	20.25%	7.46%	21.85%
Slightly agree	25.58%	23.09%	13.32%	18.47%	28.60%
Agree	17.94%	14.03%	10.12%	27.35%	19.72%
Strongly agree	11.55%	10.83%	13.50%	42.92%	13.85%

Figure 7 The distribution of the learners' responses to questionnaire items relating to emotional engagement

3.4 Cognitive Engagement

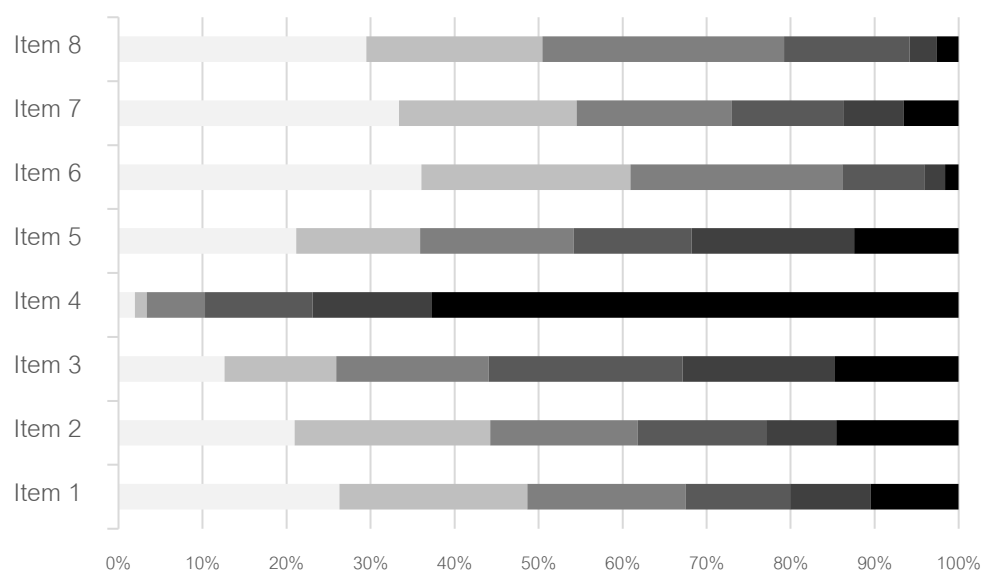
Considering the cognitive engagement, in Table 12, the means and standard deviations of the responses to questionnaire items relating to the cognitive engagement were presented here. Cognitive engagement was ranked the lowest with a moderate level ($M = 3.19$, $SD = .71$). Item number 4 showed a high level of cognitive engagement and item number 1 and 5 were rated as above moderate. Meanwhile, items number 1, 3, 4 showed a moderate level of cognitive engagement. Item 1, 6, 7 and 8 were reported as being low when compared with other items. This indicated the differences in the learning styles of Thai ELLs during online classes.

Table 12 Results of items on cognitive engagement

Variable	Mean	SD	Interpretation
1. I like to join group work activities in my online English classes.	2.88	1.65	Moderate
2. I engage in online classes no less than traditional classes.	3.10	1.69	Moderate
3. I like to answer the teacher's questions in the chat box.	3.65	1.58	Above moderate
4. I always complete the tasks even during online learning.	5.24	1.19	Very high
5. *I think learning English grammar and vocabulary becomes harder in online classes.	3.33	1.71	Moderate
6. The online class makes me want to learn English more.	2.23	1.20	Low
7. *I practice my English-speaking skill less in online classes.	2.59	1.55	Low
8. My English-writing skill is getting better during online learning.	2.49	1.29	Low

The distribution of learners' responses to questionnaire items relating to cognitive engagement was shown in Figure 8. 15% to 25% of the learners' responses to 7 out of 8 items fell into the 'Slightly agree' section and over 20% of the learners' responses to 5 out of 8 items were in the 'Slightly disagree' section. This distribution agreed with an above moderate level of learners' cognitive engagement.

learners' responses to items relating to cognitive engagement



	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8
Strongly disagree	26.29%	20.96%	12.61%	1.95%	21.14%	36.06%	33.39%	29.48%
Disagree	22.38%	23.27%	13.32%	1.42%	14.74%	24.87%	21.14%	20.96%
Slightly disagree	18.83%	17.58%	18.12%	6.93%	18.29%	25.22%	18.47%	28.77%
Slightly agree	12.43%	15.28%	23.09%	12.79%	14.03%	9.77%	13.32%	14.92%
Agree	9.59%	8.35%	18.12%	14.21%	19.36%	2.49%	7.10%	3.20%
Strongly agree	10.48%	14.56%	14.74%	62.70%	12.43%	1.60%	6.57%	2.66%

Figure 8 The distribution of the learners' responses to questionnaire items relating to cognitive engagement

4. The relationship between Thai ELLs' grit, their engagement, their language achievement in online English learning

To answer the second research question and test the hypotheses of the study, Pearson Correlation analyses and a multiple regression analysis were used.

4.1 Correlation between Thai ELLs' grit score and language achievement

A Pearson Correlation analysis was used to examine the correlation between Thai ELLs' grit and language achievement. It was found that Thai ELLs' grit was above moderately and positively correlated with their language achievement, $r = .345$. Furthermore, the relationship was found significant, $p < .001$ (Table 13).

Table 13 Correlations between Grit and Language Achievement

		Grit	Language achievement
Grit	Pearson Correlation	1	.345*
	Sig. (2-tailed)		<.001
	N	563	563
Language achievement	Pearson Correlation	.345*	1
	Sig. (2-tailed)	<.001	
	N	563	563

4.2 Correlation between Thai ELLs' engagement score and language achievement

Another Pearson Correlation analysis was conducted in order to investigate the correlation between Thai ELLs' engagement and language achievement. The Pearson's correlation coefficients showed a significant but low positive correlation between engagement and language achievement, $r = .128$, $p < .01$. (Table 14)

Table 14 Correlations between Engagement and Language Achievement

		Engagement	Language achievement
Engagement	Pearson Correlation	1	.128*
	Sig. (2-tailed)		.002
	N	563	563
Language achievement	Pearson Correlation	.128*	1
	Sig. (2-tailed)	.002	
	N	563	563

4.3 Correlation between Thai ELLs' grit score and engagement score

The correlation between Thai ELLs' grit and engagement was examined by the Pearson Correlation analysis. The result showed that Thai ELLs' grit was significantly correlated with their engagement score, $r = .412$, $p < 0.1$ as presented in Table 15. There was a above moderate and positive correlation between Thai ELLs' grit and engagement. It should be noted that there were some similarities in the items that measured both variables.

Table 15 Correlations between Grit and Engagement

		Grit	Engagement
Grit	Pearson Correlation	1	.412*
	Sig. (2-tailed)		<.001
	N	563	563
Engagement	Pearson Correlation	.412*	1
	Sig. (2-tailed)	<.001	
	N	563	563

4.4 Regression analysis of Thai ELLs' grit score, engagement score and language achievement

Moreover, to examine whether grit and engagement were predictors of Thai ELLs' language achievement, a multiple regression analysis was completed. The results of the regression indicated that the model explained 34.6% of the variance ($R^2 = .119$) and that the model was a significant predictor of language achievement, $F(2, 560) = 37.96, p < .01$. It was found that only grit significantly predicted language achievement ($B = .106, p < .01$). However, engagement did not significantly predict language achievement ($B = -.005, p = .69$). (Table 16)

Table 16 Multiple Regression results of Grit and Engagement on Language Achievement

Variable	B	SE	β	<i>t</i>	<i>p-value</i>
Constant	3.448	.057		60.056	< .001
Grit	.106	.013	.352	8.093	< .001
Engagement	-.005	.014	-.017	-.396	.693

Qualitative Results

To confirm the results regarding learners' grit, the participants' statements acquired from the open-ended questions were presented to support the positive relationship between grit and language achievement. Some example quotations are provided below:

"I believe that online learning does not affect my goals in English learning. My goals in English learning depend on me, not the platform."

"I do not lose the interest in learning English at all. Although I can't concentrate very well in online learning, I continue to study English outside the class in my own time."

"I am always interested in English, so I do not think online learning affects my interest in English learning."

“I do not think my interest in English becomes less. Although I might participate less in English class, I spend a lot of time practicing English on my own such as learning English from Netflix or songs.”

“I might lose my interest in the English class but I still enjoy learning English from YouTube, songs, and movies.”

Even though the results suggested that there is a low positive correlation between engagement and language achievement, the qualitative data collection from the open-ended questions can suggest that Thai ELLs do not positively engage in their online classes. Some example quotations are provided below:

“During online classes, I did not see my teachers and my classmates at all! I did not interact with them at all!”

“I cannot discuss with my friends during online classes. Although it is possible to ask questions in class, sometimes I lack the confidence. If I ask something, the whole class will turn their focus to me. It is not the same as when I was in a traditional classroom. Then, I can walk directly to the teacher and ask questions.”

“It is very difficult to do groupwork in online learning. Some people do not participate in groupworks because of their poor connection to the internet or their lack of interest.”

“I felt more enthusiastic when I studied in a traditional classroom. In online classes, I think my interaction with others decreases.”

“I feel less engaging during my online classes especially when I study with native teachers. I do not have the courage to answer questions in class because when I do, everyone will turn off their microphone and listen attentively. It makes me feel uneasy.”

The qualitative data obtained from open-ended questions both supported the quantitative results from the statistical analyses and suggested different results. The qualitative results confirmed the positive correlation between Thai ELLs' grit and their language achievement. However, it was also found that the qualitative data provided a different argument on the positive correlation between Thai ELLs' engagement and their language achievement. The quantitative data suggested that there was a slight, yet

positive correlation between the learners' engagement and their language achievement; however, most of the participants' statements concerning their engagement in their online classes pointed in the negative direction.

Summary

This chapter presents the findings of the study concerning the investigation of Thai ELLs' grit and their engagement in online English learning and the relationship between Thai ELLs' grit, their engagement, their language achievement in online English learning. The results were analyzed by using descriptive statistics, Pearson Correlation analyses and a multiple regression analysis.

The findings reported that Thai ELLs' participating in the study have a high level of grit in online English learning. The first facet of grit, perseverance of effort was found at a high level while the second facet, consistency of interest was found at an above moderate level. Regarding the level of engagement, Thai ELLs have a moderate level of engagement in online English learning. Both behavioral engagement and emotional engagement were reported at an above moderate level. Meanwhile, cognitive engagement was rated at a moderate level.

Furthermore, the results of the analyses also suggested that grit was positively correlated with learner language achievement, and engagement was slightly positively correlated with learner language achievement. Furthermore, grit was also found to be positively correlated with their engagement. However, only grit was found to be a predictor of their language achievement which was supported by the qualitative data obtained from open-ended questions.

CHAPTER 5

CONCLUSION AND DISCUSSION

This chapter presents the conclusion of the findings of the study. The analyzed data were discussed to answer the research questions. In addition, the limitations, implications and suggestions for further research were presented, respectively.

The purposes of this study are as follows:

1. To investigate Thai ELLs' grit and their engagement
2. To study the relationship among Thai ELLs' grit, their engagement with it, and their language achievement in an online setting

The hypotheses of the study are presented below:

1. Thai ELLs' grit is significantly positively correlated with language achievement in an online setting.
2. Thai ELLs' engagement is significantly positively correlated with language achievement in an online setting.
3. Thai ELLs' grit is significantly positively correlated with engagement in an online setting.
4. Grit significantly predicts language achievement in an online setting.
5. Engagement significantly predicts language achievement in an online setting.

Conclusion

This study revealed the relationship between grit, engagement, and language achievement in online settings. The finding suggested that learners with grit do not demotivate when placed in difficult situations. Gritty learners can maintain their efforts and pursue certain goals in English learning. The results of the study also provided evidence that even though the paradigm of English learning has transitioned to an online setting, learners' grit continued to stay at a high level in accordance with the definition of grit by Duckworth et al. (2007) that grit involves working toward challenges and maintaining effort despite difficulties. This indicates that grit can be viewed as a bridge crossing to

successful language learning. Grit is assumed to allow learners to sustain their learning in different circumstances which leads to success. Grit can drive their learning and help them find ways to become resilient. In this paper, the researcher argue that grit is the main predictor for successful language learning. Therefore, it is vital to employ proper coaching and instruction to improve the level of Thai ELLs' grit and encourage learners to persist and maintain effort toward their goals. Teachers should build a long-term goal in English learning for students and design perseverance-oriented activities.

Even though the learners' language achievement was found at a high level. The learner engagement was found to be affected by the online settings. It was found that the learners felt less engaging during their online classes. In the online learning setting, learners were compelled to be independent. Therefore, a high level of learners' language achievement was possibly explained by the learner factors. Learners' learning styles, motivation, or personality traits such as grit could be taken into account for a high level of language achievement. However, learner engagement still plays an important role in language learning, especially in classroom settings. The learners seemed to be more in need of engaging and interacting activities during their online classes.

Discussion

The researcher examined the relationship between variables and drew inferences about the possible effects among them. Grit of Thai ELLs in online settings was found to be at a high level. This finding also agreed with the work of Gyamfi and Lai (2020). They studied the grit of Thai EFL learners and found a similar results that the participants in the study showed an above-moderate level of grit. However, there was a difference in the backgrounds of the participants of both studies. In the study of Gyamfi and Lai (2020), the participants were undergraduates majoring in English, but in this current study, the participants were high-school students with high levels of academic achievement. As for the reason that grit was rated at a high level, the nature of the research sample is needed to be taken into account. The participants of this research were from one of the top 5 prestigious public high schools and grit is a predictor of success. As a result, successful

learners are more likely to be grittier. This may suggest that gritty learners were more likely to be accomplish in their study despite the change of learning setting, an online setting.

In this study, the researcher also found that grit was moderately and positively correlated with language achievement, $r = .345$, $p < .01$. The finding suggested that the first hypothesis which is 'Thai ELLs' grit is significantly positively correlated with language achievement in an online setting' is true. These findings were consistent with the work of Duckworth et al. (2007) in the field of social psychology. In the work of Duckworth, it was found that grittier undergraduates in an elite university outperformed their less gritty classmates. Furthermore, in the field of language learning, the findings likewise were consistent with the work of Teimouri et al. (2020). Teimouri et al. (2020) found that grit in English learning was positively related to their language achievement. This finding suggested that even when placed in a new learning setting which was in an online learning setting, learners with a high level of grit can keep their language achievement at a high level. As can be drawn from the findings, learners with high grit are prone to have a high level of language achievement.

Additionally, the present study revealed that grit is a predictor of language achievement ($R^2 = .119$, $F = 37.96$, $p < .01$). The result of the study showed that the hypothesis which is 'grit significantly predicts language achievement on online settings' is true. This finding was consistent with Duckworth et al. (2007) and Wei et al. (2020) who conducted the study in the Chinese EFL context. Wei et al. also found that grit was significantly predictive of language achievement. It can be inferred that grit is a personality trait that can lead to accomplishment. Learners with a high level of grit tends to become successful when learning languages despite the learning environment. This study provided the evidence that grit remains a predictor of language achievement even when the learning setting has shifted to the online setting.

In addition, the present study showed that grit was positively associated with engagement ($r = .412$, $p < .01$). The finding indicated that the third hypothesis which is 'Thai ELLs' grit is significantly positively correlated with engagement on online settings' is true. To elaborate, grit scales and engagement scales share some similarities in the items.

As for an item relating to consistency of interest, the item, "I think I have lost my interest in learning English." was closely similar to a behavioral engagement item, "I lose my attention when learning English online." Moreover, an item relating to the perseverance of effort which was "I finish whatever English activity I begin." was related to a cognitive engagement item, "I always complete the tasks even during online learning."

Furthermore, the present study also found a moderate level of engagement among Thai ELLs who participated in the study. According to the findings, both behavioral engagement and emotional engagement were reported at an above moderate level. The results were aligned with the work of Mohandas and Vinitwatanakhun (2020). Mohandas and Vinitwatanakhun (2020) found that the behavioral engagement of the learners in their study was at a high level due to the following components: class attendance and punctuality. The findings in this present study also reflected the learners' ability to control and manage themselves and their affection for learning. However, cognitive engagement was found to be the lowest among the three components. As the learning process occurred in an online setting, it caused the changes in learning styles. The learners were forced to become familiar with the new paradigm of learning. This might be the explanation for a moderate level of cognitive engagement. One aspect which should be taken into consideration is that the research instrument implemented in this study were 6-point rating scale. The data obtained from 6-point rating scale might offer different results when compared to the classic 5-point rating scale. Another point is that in this study the data were acquired from the learners in an online setting. This might be the explanation for a non-high level of engagement among Thai ELLs.

The researcher also found a low positive correlation between engagement and language achievement ($r = .128, p < .01$). The hypothesis which is 'Thai ELLs' engagement is significantly positively correlated with language achievement in online settings, was found to be true according to the result of the study. However, the results contradicted the previous research of Lei et al. (2018). Lei et al. (2018) found a moderately strong and positive correlation between engagement and academic achievement in a traditional classroom setting. This suggested that the transition of the learning

environment affected the correlation between learner engagement and academic achievement. The influence of learner factors such as grit, motivation, or self-control might be more dominant when the learning process occurs in an online setting. Since in an online setting, a number of uncontrollable obstacles may arise during the class e.g., the instability of the internet connection and a short span of concentration. (Chen et al., 2021) These difficulties may lead to a less engaging classroom.

Moreover, the current study found that engagement was not a predictor of language achievement ($B = -.005, p = .69$). This result of the study suggested that the hypothesis which was 'engagement significantly predicts language achievement in an online settings' was rejected. These findings suggested counterfactual results. There are alternative explanations that might have contributed to the relationship. From the qualitative data, the researcher gathered that learners who participated in the study had less affection toward online settings which was reflected in lower engagement in online settings. When considering each item in detail, it was found that the learners do not feel engaged cognitively. Due to the limitations of the online setting, learners were unable to partake in learning activities which led to a loss in their engagement.

Limitations of the study

The present study has some limitations. Firstly, the data in the current study were collected from high school students, from one of the top 5 prestigious public high schools, ranked the highest for its excellent academic level in Thailand. The majority of the participants' language achievement is considered to be at a high level when compared with the national standard. As a result, the findings in this present study cannot be generalized to all Thai ELLs. The data obtained from the participants in this present study may not be the best representative of general Thai high school students. Secondly, the research instrument used in this study was a self-report questionnaire. The self-report instruments have a vulnerability to social desirability bias. A multimethod approach to measuring grit and engagement is preferable.

Implications of the study

Several recommendations for English language learners and teachers arise from the results of the study. Grit as a predictor of success plays an important role in the field of language learning. The findings obtained from this study offer a better understanding of the personality construct, grit which is believed to affect the language learning process. Greater understanding of grit would help language teachers navigate their learners to more successful language learning. Instructors can apply the findings of the research to their teaching methods reinforcing learners to maintain their consistent interest and pursue their long-term goals as life-long learning. Teachers should find various teaching strategies and techniques, and organize learning activities to support learners' grit as it leads to success in language learning. The importance of English learning should also be highlighted, promoted and blended in the learning activities. Teachers should encourage learners, raise awareness of the importance of English and guide them to set their long-term goal in English learning which could lead to the increase in their grit.

Suggestions for further research

This study revealed several suggestions for future studies. First, as mentioned in the limitation section, the language achievement of the participants is considered to be at a high level when compared with the national standard. It would be interesting to further explore different groups of participants, to gather a better representative of general Thai high school students. Secondly, it would be more beneficial to conduct further research to investigate other data collection methods, for instance, interviews in order to increase the extent of the qualitative data and to decrease the vulnerability to social desirability bias of a self-report questionnaire. Lastly, this study could also be extended to an experimental one to measure the level of L2 learning achievement in relation to grit and engagement.

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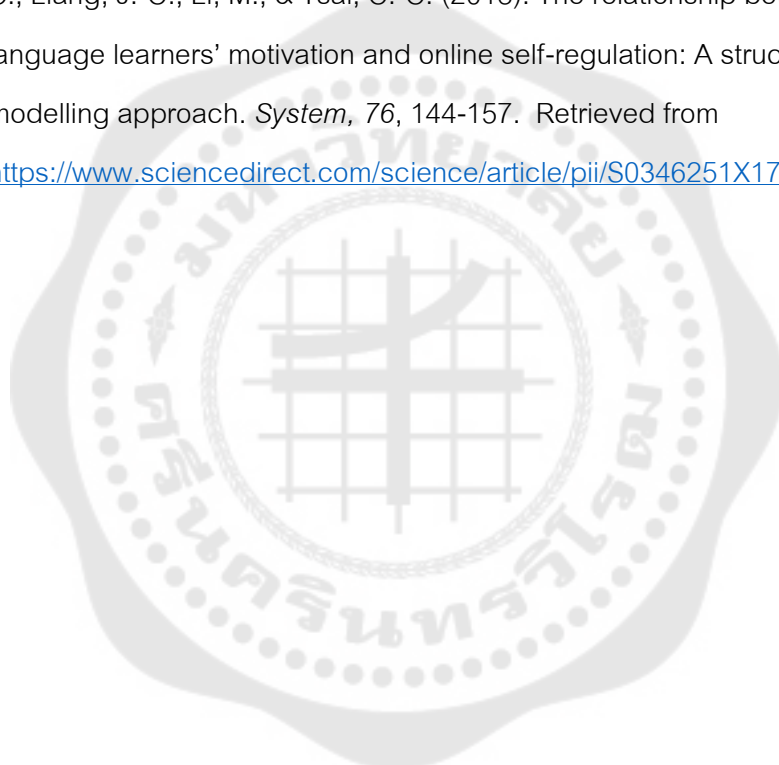
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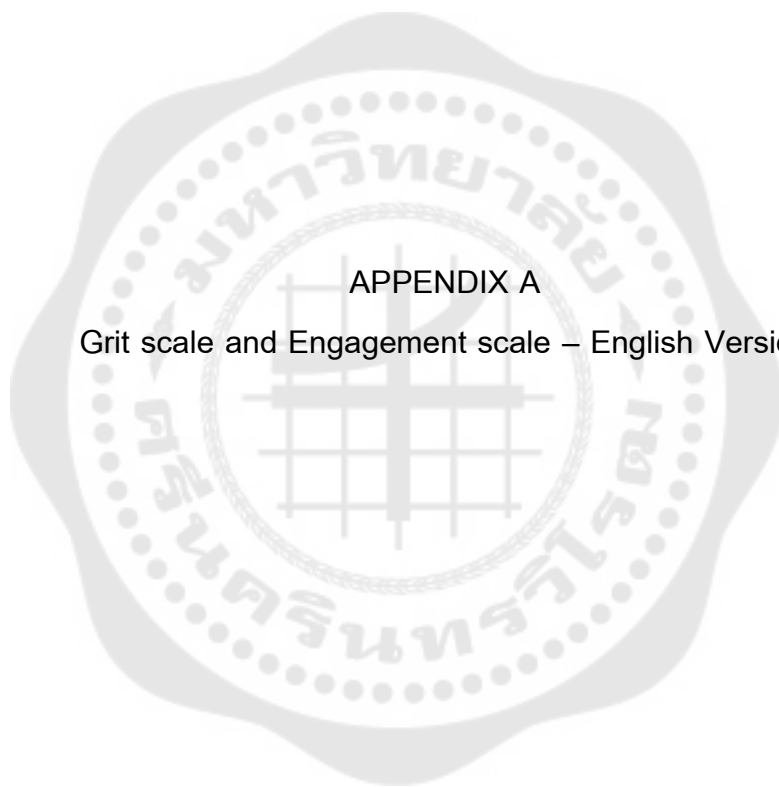
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APPENDICES



APPENDIX A

Grit scale and Engagement scale – English Version

Grit scale and Engagement scale

This questionnaire was developed to study learners' grit and online engagement in online learning settings. This study is a part of a master thesis in the field of linguistics, faculty of humanities, Srinakharinwirot University. This questionnaire contains 4 parts with 37 questions. The questionnaire requires approximately 20 minutes to complete.

Please answer the questions that represent you the most. Note that the responses you provide are completely anonymous and confidential. Your responses will only be used for this research. Your participation will be highly appreciated.

Direction: This questionnaire consists of 4 parts:

Part I General information

Part II Grit scale

Part II Online engagement scale

Part IV Open-ended questions

Part I General information

1. Gender

- Male
- Female
- Not specified

2. English Grades (Core Course & Reading and Writing Course)

Grade 10

Semester 1 - Core Course _____ Reading and Writing Course _____

Semester 2 - Core Course _____ Reading and Writing Course _____

Grade 11

Semester 1 - Core Course _____ Reading and Writing Course _____

Semester 2 - Core Course _____ Reading and Writing Course _____

3. Do you usually do activities involving English in your daily life (e.g., watching movies/TV shows, listening to music, and reading books)?

Yes

No

4. How frequently do you typically spend time on English related activities? Check the box that best applies for you.

Once or twice a semester

Once a month

Once a week

Two or three times a week

Daily

Not applicable

5. What English related activity do you enjoy doing? Check the box(s) that best applies for you.

Watching movies / TV series / Netflix

Playing games

Reading books

Taking English courses

None of the above

Part II Grit scale

No.	Items	Not like me at all	Not much like me	Slightly not like me	Slightly like me	Mostly like me	Very much like me
1.	I am a diligent English language learner.						
2.	Failing an English test doesn't make me want to give up.						
3.	My interests in learning English change from year to year.						
4.	I am not as interested in learning English as I used to be.						
5.	When it comes to English, I am a hard-working learner.						
6.	I have been obsessed with learning English in the past but later lost interest.						
7.	I finish whatever English activity I begin.						
8.	I think I have lost my interest in learning English.						
9.	I will not let anything to stop me from my progress in learning English.						
10.	I often set a goal in learning English but later choose to go after a different goal.						

11.	I have achieved a goal in learning English that took years of practice.						
12.	I think it is hard to stay focused on learning English because it takes long time to succeed.						

Part III Engagement scale

No.	Items	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
1.	I interact with my teacher the whole time during the online English class.						
2.	I like to join group work activities in my online English classes.						
3.	I lose my attention when learning English online.						
4.	I listen attentively to the teacher during online class.						
5.	I participate during class discussions by sharing my thoughts/opinions.						
6.	I feel like I am a part of the learning process even when studying online.						
7.	I enjoy interactive activities during my online classes.						

8.	I engage in online classes no less than traditional classes.						
9.	I like to answer the teacher's questions in the chat box.						
10.	I always complete the tasks even during online learning.						
11.	I think learning English grammar and vocabulary becomes harder in online classes.						
12.	I am uncomfortable interacting with people in my class during online learning.						
13.	The online class makes me want to learn English more.						
14.	I feel that interactive activities are boring and pointless.						
15.	I join online English classes on a regular basis.						
16.	I practice my English-speaking skill less in online classes.						
17.	I feel that interactive apps/websites make						

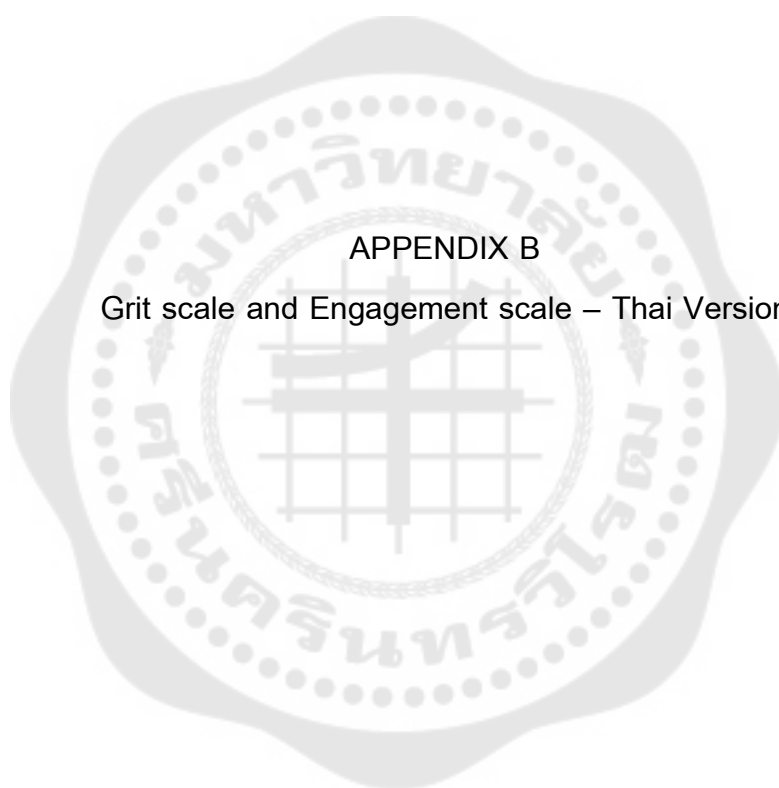
	English lessons more interesting.						
18.	My English-writing skill is getting better during online learning.						

Part IV Open-ended questions

1. Do you think studying online makes you feel more or less interested in learning English? How?

2. Do you usually finish all the projects or assignments you started when you study online?

3. Is completing assignments when studying online different from when you go to school? How?



APPENDIX B

Grit scale and Engagement scale – Thai Version

แบบสอบถามเรื่อง Grit และ Engagement

แบบสอบถามฉบับนี้จัดทำขึ้นเพื่อทำการศึกษาวิจัยเกี่ยวกับ Grit และ Engagement ของผู้เรียนภาษาอังกฤษบนช่องทางการเรียนออนไลน์ ซึ่งเป็นส่วนหนึ่งของปริญญาโท สาขาภาษาศาสตร์ คณะมนุษยศาสตร์ มหาวิทยาลัยศรีนครินทรวิโรฒ โดยแบบสอบถามฉบับนี้ประกอบด้วยคำถาม 4 ส่วน จำนวน 37 ข้อ ดังนี้ ใช้เวลาในการตอบประมาณ 20 นาที

เนื่องจากแบบสอบถามประกอบด้วยคำถามหลายส่วน จึงขอความกรุณาให้ท่านพิจารณาตอบตามความรู้สึกของท่านให้มากที่สุด โดยข้อมูลและคำตอบทั้งหมดจะถูกปกปิดเป็นความลับ และจะนำมาใช้ในการวิเคราะห์ผลการศึกษาค้นคว้าครั้งนี้โดยออกมาเป็นภาพรวมของการวิจัยเท่านั้น จึงไม่มีผลกระทบใดๆต่อผู้ตอบหรือหน่วยงานของผู้ตอบ เนื่องจากไม่สามารถ นำมาสืบค้นเจาะจงหาผู้ตอบได้ ท่านมีสิทธิ์ที่จะไม่ตอบคำถามข้อใดข้อหนึ่ง หากท่านไม่สบายใจหรืออึดอัดที่จะตอบคำถามนั้น หรือไม่ตอบแบบสอบถามทั้งหมดเลยก็ได้ โดยไม่มีผลกระทบต่อการทำงานใดๆของท่าน ท่านมีสิทธิ์ที่จะไม่เข้าร่วมการวิจัยก็ได้โดยไม่ต้องแจ้งเหตุผล

ผู้วิจัยหวังเป็นอย่างยิ่งว่าจะได้รับความร่วมมือในการตอบแบบสอบถามและขอขอบคุณในความร่วมมือของท่านมา ณ โอกาสนี้ด้วย

คำชี้แจง: แบบสอบถามฉบับนี้มีทั้งหมด 4 ตอน

ตอนที่ 1 แบบสอบถามข้อมูลทั่วไป

ตอนที่ 2 แบบสอบถามเกี่ยวกับ Grit

ตอนที่ 3 แบบสอบถามเกี่ยวกับ Engagement

ตอนที่ 4 แบบสอบถามปลายเปิด

โปรดอ่านคำชี้แจงในการตอบแบบสอบถามในแต่ละส่วนอย่างละเอียด

ตอนที่ 1 แบบสอบถามข้อมูลทั่วไป

1. เพศ

- ชาย
- หญิง
- อื่นๆ _____
- ไม่ประสงค์ที่จะระบุ

2. ผลการเรียนรู้รายวิชาภาษาอังกฤษ (เกรด) (วิชาภาษาอังกฤษและวิชาภาษาอังกฤษอ่าน-เขียน)

ชั้นมัธยมศึกษาปีที่ 4

ภาคเรียนที่ 1 - รายวิชาภาษาอังกฤษ _____ รายวิชาภาษาอังกฤษอ่าน-เขียน _____

ภาคเรียนที่ 2 - รายวิชาภาษาอังกฤษ _____ รายวิชาภาษาอังกฤษอ่าน-เขียน _____

ชั้นมัธยมศึกษาปีที่ 5

ภาคเรียนที่ 1 - รายวิชาภาษาอังกฤษ _____ รายวิชาภาษาอังกฤษอ่าน-เขียน _____

ภาคเรียนที่ 2 - รายวิชาภาษาอังกฤษ _____ รายวิชาภาษาอังกฤษอ่าน-เขียน _____

3. แผนการเรียน

วิทยาศาสตร์-คณิตศาสตร์

ภาษา-คณิตศาสตร์

ภาษา-ภาษา

4. คุณใช้เวลาทำกิจกรรมที่เกี่ยวข้องกับภาษาอังกฤษ (เช่น ดูหนังและซีรีส์ภาษาอังกฤษ, เน็ตฟลิกซ์, ฟังเพลงภาษาอังกฤษ หรืออ่านหนังสือภาษาอังกฤษ) ในชีวิตประจำวันของคุณหรือไม่

ใช่

ไม่ใช่

5. คุณใช้เวลาในการทำกิจกรรมที่เกี่ยวข้องกับภาษาอังกฤษบ่อยครั้งแค่ไหน โปรดเลือกคำตอบที่ตรงกับตัวคุณ

หนึ่งหรือสองครั้งต่อภาคเรียน

หนึ่งครั้งต่อเดือน

หนึ่งครั้งต่อสัปดาห์

สองถึงสามครั้งต่อสัปดาห์

ทุกวัน

ไม่มีคำตอบ

อื่นๆ

6. กิจกรรมใดเกี่ยวกับภาษาอังกฤษที่คุณชื่นชอบ โปรดเลือกคำตอบที่ตรงกับตัวคุณ (เลือกตอบได้มากกว่า 1 ข้อ)

ดูหนัง / ซีรีส์ / เน็ตฟลิกซ์ ภาษาอังกฤษ

- เล่นเกมภาษาอังกฤษ
- อ่านหนังสือภาษาอังกฤษ
- เรียนภาษาอังกฤษ
- ฟังเพลงภาษาอังกฤษ
- อื่นๆ

ตอนที่ 2 แบบสอบถามเกี่ยวกับ Grit

ข้อ	ข้อความ	ไม่ใช่ฉันเลย	ไม่เหมือนฉัน	ไม่ค่อยเหมือนฉัน	ค่อนข้างเหมือนฉัน	เหมือนฉันมาก	เหมือนฉันมากที่สุด
1.	ฉันเป็นนักเรียนที่มีความอดทนในการเรียนภาษาอังกฤษ						
2.	การสอบตกไม่ทำให้ฉันยอมแพ้ในการเรียนภาษาอังกฤษ						
3.	ความสนใจในการเรียนภาษาอังกฤษของฉันเปลี่ยนแปลงได้เสมอ						
4.	ฉันไม่สนใจเรียนภาษาอังกฤษเท่าที่เคยเป็น						
5.	ฉันเรียนวิชาภาษาอังกฤษอย่างขยันขันแข็งเสมอ						
6.	เมื่อก่อนฉันเคยหลงใหลในการเรียนภาษาอังกฤษ แต่เลิกสนใจในภายหลัง						
7.	ฉันทำงานที่เกี่ยวข้องกับภาษาอังกฤษจนเสร็จทุกครั้ง						
8.	ฉันสนใจในการเรียนภาษาอังกฤษน้อยลง						

9.	ฉันจะไม่ยอมล้มเลิกต่อการเรียนภาษาอังกฤษ						
10.	ฉันมักจะตั้งเป้าหมายในการเรียนภาษาอังกฤษ แต่ภายหลังก็เปลี่ยนเป้าหมาย						
11.	ฉันประสบความสำเร็จในการเรียนภาษาอังกฤษ เพราะฉันฝึกฝนมาอย่างยาวนาน						
12.	ฉันคิดว่าการเรียนภาษาอังกฤษเป็นเรื่องยากและใช้เวลานานกว่าจะสำเร็จ						

ตอนที่ 3 แบบสอบถามเกี่ยวกับ Engagement

ข้อ	ข้อความ	ไม่เห็นด้วยอย่างยิ่ง	ไม่เห็นด้วย	ไม่ค่อยเห็นด้วย	ค่อนข้างเห็นด้วย	เห็นด้วย	เห็นด้วยอย่างยิ่ง
1.	ฉันพูดคุยได้ตอบกับครูอย่างสม่ำเสมอเรียนขณะเรียนภาษาอังกฤษออนไลน์						
2.	ฉันชอบทำงาน/กิจกรรมกลุ่มขณะเรียนภาษาอังกฤษออนไลน์						
3.	*ฉันหมดความสนใจในการเรียนภาษาอังกฤษ ขณะเรียนออนไลน์						
4.	ฉันตั้งใจฟังครูสอนเสมอตอนที่เรียนภาษาอังกฤษออนไลน์						
5.	ฉันมีส่วนร่วมในการอภิปรายและแสดงความคิดเห็นในชั้นเรียนขณะเรียนภาษาอังกฤษออนไลน์						
6.	ถึงแม้ว่าจะเรียนออนไลน์ ฉันก็ารู้สึกเป็นส่วนหนึ่งของการเรียน						

7.	ฉันชอบกิจกรรมที่ได้โต้ตอบขณะเรียนภาษาอังกฤษออนไลน์						
8.	ฉันมีส่วนร่วมในการเรียนภาษาอังกฤษออนไลน์ไม่น้อยกว่าในชั้นเรียนปกติ						
9.	ฉันชอบตอบคำถามของครูในวิชาภาษาอังกฤษผ่านกล่องข้อความ (Chat box)						
10.	ฉันมักจะทำงานวิชาภาษาอังกฤษเสร็จเสมอแม้ว่าจะเรียนออนไลน์						
11.	*ฉันคิดว่าการเรียนไวยากรณ์และคำศัพท์ภาษาอังกฤษยากขึ้นเมื่อต้องเรียนออนไลน์						
12.	*ฉันรู้สึกไม่สบายใจต่อการพูดคุยโต้ตอบกับผู้คนในชั้นเรียนขณะเรียนภาษาอังกฤษออนไลน์						
13.	การเรียนออนไลน์ทำให้ฉันอยากเรียนภาษาอังกฤษมากขึ้น						
14.	*ฉันรู้สึกว่ากิจกรรมภาษาอังกฤษที่ต้องพูดคุยโต้ตอบน่าเบื่อและไม่มีประโยชน์						
15.	ฉันเข้าเรียนภาษาอังกฤษอย่างสม่ำเสมอขณะเรียนออนไลน์						
16.	*ฉันได้ฝึกฝนทักษะการพูดภาษาอังกฤษน้อยลงขณะเรียนออนไลน์						
17.	ฉันรู้สึกว่าการเรียนภาษาอังกฤษน่าสนใจมากขึ้นเมื่อได้ใช้						

	โปรแกรม/แอปพลิเคชัน/เว็บไซต์ที่ ได้โต้ตอบ						
18	ทักษะการเขียนภาษาอังกฤษของ ฉันดีขึ้นเมื่อเรียนออนไลน์						

ตอนที่ 4 แบบสอบถามปลายเปิด

1. คุณคิดว่าการเรียนออนไลน์ทำให้คุณรู้สึกสนใจเรียนภาษาอังกฤษมากขึ้นหรือน้อยลง
อย่างไร

2. คุณมักจะทำหน้าที่ได้รับมอบหมายในวิชาภาษาอังกฤษจนเสร็จหรือไม่ในขณะที่เรียน
ออนไลน์

3. การทำงานขณะเรียนออนไลน์แตกต่างจากขณะที่เรียนในชั้นเรียนปกติหรือไม่ อย่างไร

VITA

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