



## The Roles of Proactive Personality and Foreign Language Grit in Iranian English-as-a-Foreign-Language (EFL) Learners' Burnout

Aram Reza Sadeghi-Beniss  (Corresponding Author)

Department of English Language and Literature, Semnan University, Semnan, Iran.

aramsadeghy@semnan.ac.ir

Erfan Kabirian-Rad 

Department of English Language and Literature, Semnan University, Semnan, Iran.

erfan.kabirian.rad@semnan.ac.ir

### ARTICLE INFO:

Received date:

2025.08.04

Accepted date:

2025.09.21

Print ISSN: 2251-7995

Online ISSN: 2676-6876

### Keywords:

Second Language Burnout, Proactive Personality, Second Language Grit, Iranian English-As-A-Foreign-Language Learners



### Abstract

Teaching and learning have long struggled with burnout, a condition of mental exhaustion. Burnout has turned out to be influenced by several antecedents; the effects of some such as self-efficacy, motivation, and enjoyment have already been addressed, whereas those of others remain to be considered. Due to persistent burnout among students and several unidentified contributing factors, this study investigates how proactive personality and L2 grit impact L2 burnout. The following are hypothesized: 1. proactive personality can negatively predict burnout among Iranian L2 learners. 2. L2 grit can negatively predict burnout among Iranian L2 learners. A total of 613 students, which comprise 315 females and 298 males, studying at various senior and junior high schools in Semnan, Iran, were selected through convenience sampling; they were provided with a questionnaire quantifying how proactive and gritty they are. Subsequently, the data was analyzed using SPSS 22, showing that both proactive personality and grit negatively predict burnout; proactive personality alone explained 6.4% of the variance ( $R^2 = .064$ ), while L2 Grit explained 62.0% ( $R^2 = .620$ ). It can be concluded that higher levels of both antecedents reduce learner burnout.

**Citation:** Sadeghi-Beniss, A.R. & Kabirian-Rad, E. (2025). The Roles of Proactive Personality and Foreign Language Grit in Iranian English-as-a-Foreign-Language (EFL) Learners' Burnout. *Journal of English Language Teaching and Learning*, 17 (36), 233-254. DOI: 10.22034/elt.2025.68443.2811

## **Introduction**

Given the time-consuming and lengthy process of L2 learning, which could potentially impose significant emotional challenges on students (Li, 2020), L2 learners are highly prone to experiencing burnout. Therefore, it is essential to examine the predictors of burnout among L2 learners.

Since a multitude of learner-internal and learner-external factors may affect L2 learners' burnout, this study aims to examine the possible role of personality traits, i.e., generally persistent traits that characterize a person's usual thought, emotion, and behavior patterns. It is noteworthy that although past research has examined the roles of different individual differences in L2 outcomes, personality traits have received less attention vis-à-vis cognitive factors (Wei et al., 2020).

Thus, this research is among the first studies investigating the roles of two personality traits—grit and proactive personality—in L2 learners' burnout.

### **1. L2 Burnout**

According to Schaufeli and Taris (2005), burnout is a syndrome of mental exhaustion that can occur in a variety of professions. In education and specifically in educational psychology, a substantial body of research has examined this undesirable phenomenon among students and teachers (Capone et al., 2019; Madigan & Kim, 2021; Madigan et al., 2023).

In academic settings that are either general education or specialized (e.g., the context of medicine) (Lyndon et al., 2017), a substantial amount of empirical research indicates that student burnout has numerous detrimental effects. To the best of the researcher's knowledge, however, relatively few studies have attempted to examine this crucial phenomenon among students in foreign language contexts thus far (Li, 2020). In fact, in the research literature of applied linguistics, L2 learners' burnout has only recently drawn attention among researchers (Li et al., 2024).

Given the domain-specific nature of burnout, it has recently drawn burgeoning attention in L2 research. Although burnout is common among students, it has received little attention despite the increasing number of studies on various L2 emotions. It has diverse, negative consequences for learning, learner well-being (Song, 2024), and mental health (Li, 2020). The existing research indicates that L2 learners' burnout could be affected by several factors, e.g., self-efficacy, motivation (Ma, 2024), enjoyment, engagement (Zhang et al., 2023), etc.

### **2. Proactive Personality**

The stable psychological propensity of an individual to alter their surroundings is known as proactive personality (Bateman & Crant, 1993). Those who are proactive are more likely to overcome obstacles in their careers effectively (Parker & Sprigg, 1999), take action, look into opportunities, and keep going until significant change occurs (Aryee et al., 2005). They are described as innovators who discover new ways to solve problems (Leavitt & Bahrami, 1988).

This study posits that L2 learners who exhibit more proactive personality traits will be less likely to burn out during their L2 learning process. Previous studies have demonstrated that people who take initiative are more likely to work hard and use a variety of self-regulation strategies when learning (Din et al., 2023).

### **3. L2 Grit**

It takes a lot of effort and time to learn a foreign language, and during that time, students may experience much stress, struggle greatly, and feel powerless (Furnham & Marks, 2013). Indeed, it calls for students' sustained dedication, perseverance, and extra care—all of which are associated with grit. This crucial psychological concept is described as "perseverance and passion for long-term goals" (Duckworth et al., 2007, 1087). In a technical sense, gritty learners who work tirelessly toward goals and sustain interest and effort over years despite setbacks, failures, and disappointments can more successfully overcome challenges, set long-term goals for themselves, and continue to put in consistent effort to become fluent in a foreign language (Duckworth et al., 2007).

Grit, a crucial positive personality trait in education and educational psychology (Duckworth et al., 2007), refers to students' endeavors to exert effort and maintain their interest in the process of learning. Based on a growing corpus of empirical and theoretical studies, grit is a desirable outcome; it is linked to a variety of educational factors, such as motivation (Changlek & Palanukulwong, 2015), achievement goals (Han, 2023), and achievement emotions (Mei et al., 2024), as well as involvement (Hodge et al., 2018). Therefore, it would be advantageous to thoroughly examine the elements that might support students' perseverance in learning foreign languages.

### **4. Statement of the Problem**

The lack of sufficient research on the effect of L2 grit and proactive personality on L2 burnout caused the author to conduct the present study. We aim to investigate whether proactive personality and L2 grit influence L2 burnout.

### **5. Purpose of the Study**

This study's primary goal is to investigate the impact of proactive personality and grit on burnout in second language learners. The findings provide teachers and language centers with valuable implications about the contribution of personality to L2 learners' burnout, which may in turn help design effective interventions for promoting learners' proactive personality and grit.

### **6. Significance of the Study**

Given that learning a second language is a time-consuming and challenging process that can lead to burnout, it is crucial to look into the potential roles of individual differences. Moreover, as few studies have examined this critical phenomenon, the present study assumes added importance. Additionally, personality traits have generally drawn less attention in comparison to other individual difference factors, such as cognitive and emotional factors, in L2 learning.

## 7. Research Hypotheses

The following are the research hypotheses of the study:

1. Proactive personality can negatively predict burnout among Iranian L2 learners.
2. L2 grit can negatively predict burnout among Iranian L2 learners.

## 8. Literature Review

### 8.1. L2 Burnout

Alarcon et al. (2011) examined factors that predict first-year college students' levels of engagement and burnout; this research used the conservation of resources (COR) theory to develop a model for engagement and burnout. The results demonstrate that demands partially mediate the relationship between resources and coping mechanisms, and that resources impact people's coping both directly and indirectly. The association between demands, burnout, and engagement was also partially mediated by coping. The findings also suggest that eliminating maladaptive coping mechanisms and teaching adaptive ones can enhance student engagement and reduce burnout in the classroom. This study did not entirely support the theory since demands had a direct impact on engagement and burnout, and coping was directly impacted by resources.

Duru et al. (2014) used two structural models to investigate the connections between self-regulation, academic achievement, and burnout. The findings demonstrated a positive correlation between academic achievement and self-regulation and a negative correlation with the three burnout dimensions. The findings also demonstrated that academic achievement partially mediated the relationship between cynicism and decreased academic efficacy, while cynicism fully mediated the relationship between emotional exhaustion and academic achievement and decreased academic efficacy. Further investigation showed that self-regulation fully mediated decreased academic efficacy and academic achievement and partially mediated the impact of emotional exhaustion on cynicism. These results imply that self-regulation abilities played a mediating role in the relationship between academic success and burnout.

Using structural equation modeling, Vizoso et al. (2019) investigated the relationship between academic burnout, dispositional optimism, coping mechanisms, and academic performance. The results showed that academic burnout and maladaptive coping were directly and favorably correlated, whereas adaptive coping was directly and unfavorably correlated. Furthermore, emotional exhaustion was significantly and negatively predicted by optimism. The last factor that significantly predicted academic performance was academic burnout. In conclusion, the findings show that both optimism and adaptive coping help prevent academic burnout, which enhances academic performance.

In addition to being a significant issue in the workplace, burnout appears to be a growing concern for students, according to recent research. Robins et al. (2017) sought to investigate how students' burnout affects their work burnout as well as the transition from school to the workplace. All aspects of burnout were higher in the study than at work, which defies the hypothesis. Cynicism and work exhaustion were predicted by study exhaustion and cynicism,

respectively. These findings highlight the significance of early intervention for burnout in academic settings to reduce student burnout and prevent future burnout at work.

## **8.2. Proactive Personality**

Kong et al. (2021) examined the prevalence of academic burnout among undergraduate nursing students and the connections between academic burnout, professional self-efficacy, and proactive personality among Chinese nursing students. The results showed that academic burnout was present in 31.5% of nursing students, and inappropriate behavior had the highest subscale score. Academic year, proactive personality, and professional self-efficacy were all negatively connected with academic burnout among nursing students. As a result, Chinese undergraduate nursing students frequently experience academic burnout. This study adds to our understanding of the connections between nursing students' professional self-efficacy, proactive personality, and academic burnout.

According to existing empirical research in academic psychology, students' success and emotional resilience are consequences of proactive personality. Liu et al. (2025) stated that academic success among Chinese undergraduates is highly predicted by proactive personality, with self-efficacy acting as a mediator and perceived social support acting as a moderator; according to the results of the aforementioned study, proactive students make use of both internal and external resources to deal with their academic stress.

Psychological capital, which includes hope, resilience, optimism, and self-efficacy, has appeared to mediate the relationship between proactive personality and performance (Ng et al., 2024). Proactive personalities may therefore aid students in controlling their emotions, staying involved, and overcoming obstacles.

In their bibliographic review, Din et al. (2023) made the case that, in addition to studies on proactive personality in the context of jobs, there is also an increasing amount of research on proactive personality in the context of students, indicating that it serves as a protective buffer against burnout.

## **8.3. L2 Grit**

Grit in a foreign language has been identified as a key indicator of perseverance and emotional stability in second language learning. Language proficiency and burnout symptoms are positively and negatively correlated with grit, respectively; put simply, learners who possess greater grit will be better able to sustain their motivation and cope with language frustrations over time (Teimouri et al., 2022).

Fan et al. (2024) examined the connections between the growth language mindset (GLMS), grit, burnout, and engagement of low- to mid-level high school EFL learners to gain a deeper understanding of how learner beliefs, personality traits, and emotions impact EFL learning. The serial mediation models demonstrate, among other things, that 1) GLMS predicted L2 burnout directly and indirectly through L2 grit, and 2) L2 burnout and L2 grit indirectly influenced L2 engagement, with L2B having more effects than GLB; 2) POE (perseverance of effort) generally had more potent effects than COI (consistency of interest); and 3) L2 burnout exhibited negative associations with GLMS, L2 grit, and L2 engagement and served as a significant mediator in indirect relationships leading to L2 engagement.

Hu et al. (2025) addressed the connection between burnout from learning a foreign language and growth language mindset, using L2 grit as a mediating factor; the findings demonstrated that grit's constituent elements—particularly consistency of interest—are crucial in shielding students from emotional weariness and disengagement. All of these studies show how grit can help EFL learners become more resilient, pursue long-term goals, and be less prone to burnout over time.

## 9. Theoretical Framework

Among the theories existing in the field of education, psychology, and ELT, there are three that correlate with this study.

### 9.1. Maslach Burnout Inventory (MBI)

According to Maslach et al. (2001), the first is called Maslach Burnout Inventory (MBI), comprising three dimensions, i.e., emotional exhaustion, cynicism (depersonalization), and inefficacy (reduced efficacy).

The primary characteristic of burnout and the most overt sign of this complicated syndrome is exhaustion. People most frequently refer to the feeling of exhaustion when they say that they or others are experiencing burnout (Maslach et al, 2001).

Cynicism, also known as depersonalization, is an attempt to distance oneself from service recipients by deliberately ignoring the characteristics that make them interesting and unique; when people are tired and demoralized, they employ cognitive distancing by adopting a cynical or indifferent attitude (Maslach et al, 2001).

Inefficacy, or reduced efficacy, is the tendency to feel incompetent and to assess one's work with other people negatively.

### 9.2. Big Five Personality Framework

Subsequently, proactive personality, as an antecedent of burnout, has to do with taking initiative; in other words, self-regulated learning is more common among students who have a proactive personality, seek feedback, and use flexible coping mechanisms (Bateman & Crant, 1993).

Proactive personality is best described with regard to the Big Five Personality Framework, which according to Major et al. (2006), implies traits such as extraversion (tendency to like people, enjoy being in big groups, and crave excitement and stimulation is known as extraversion), conscientiousness (propensity to be organized, dependable, ambitious, purposeful, and determined), openness to experience (tendency to be emotionally aware, intellectually curious, esthetically sensitive, and imaginatively active.), neuroticism (tendency to feel negative emotions, including disgust, anger, guilt, shame, fear, and sadness), and agreeableness (tendency toward cooperation, trust, and altruism).

According to Andolšek and Salkić (2023), proactive personality tends to be positively correlated with extraversion, conscientiousness, and openness to experience, and agreeableness. In terms of neuroticism, those who exhibit high levels of it are typically less proactive because they are more cautious and nervous (Miller & Lynam, 2006).

Bakker et al. (2006) examined the connection between burnout and the Big Five personality traits; the results suggested that (a) neuroticism is the only personality trait that can predict emotional exhaustion, (b) neuroticism, extraversion, and openness to experience can predict cynicism, and (c) neuroticism and extraversion can predict inefficacy. Furthermore, the association between burnout and the relative number of negative experiences is moderated by some of the fundamental personality traits, indicating that personality traits may help guard against known risks of burnout.

### **9.3. Grit**

In reference to grit, Duckworth et al. (2007) stress that enduring passion and perseverance are essential for success, particularly in challenging endeavors like language learning. Gritty people view success as a marathon, and their endurance is their advantage. While gritty individuals don't change their course, others who are dissatisfied or bored decide to do so.

According to Hu et al. (2025), two components of L2 grit—perseverance of effort (PE) and consistency of interest (CI)—buffer foreign language learners against burnout. Additionally, the importance of learners' interest in preventing or mitigating foreign language learning burnout in EFL contexts is further highlighted by the fact that CI have had a stronger effect than PE.

## **10. Method**

### **10.1. Participants**

The participants were 613 Iranian L2 learners at the elementary proficiency level. They were chosen through convenience sampling from 18 junior and senior high schools in Semnan in winter 2025.

### **10.2. Materials**

The data gathering instruments included a questionnaire seeking students' demographic features (gender and age) as well as three questionnaires evaluating their L2 burnout, L2 grit, and proactive personality. As for the ethical issues, the respondents were assured about anonymity and confidentiality of the collected data. Moreover, their informed consent was obtained.

#### **10.2.1. L2 Burnout**

Li et al.'s (2024) burnout questionnaire was used to measure L2 learners' burnout. There are 10 five-point Likert scale items in this questionnaire measuring different dimensions of burnout, such as exhaustion (four items; e.g., "I feel emotionally drained by my English studies."), cynicism (three items; e.g., "I've become more cynical about the potential usefulness of my English studies."), and reduced efficacy (three items; e.g., "I believe that I don't make an effective contribution to the English classes that I attend."). This scale has been widely utilized for assessing L2 learners' burnout in previous studies and has been shown to possess sufficient construct validity and high reliability (e.g., Cong et al., 2024).

### 10.2.2. L2 Grit

The participants' grit was measured by Teimouri et al.'s (2022) revised L2 grit scale. This questionnaire comprises nine items that evaluate students' grit in second language acquisition using a five-point Likert scale with two subscales: consistency of interest (CI) (4 items; e.g., "I think I'll remain interested in learning English.") and perseverance of effort (PE) (5 items; e.g., "I put much time and effort into improving my English language weaknesses."). Teimouri et al. (2022) reported high construct validity and reliability for this instrument. Additionally, this questionnaire has been widely used to measure L2 learners' grit by researchers (e.g., Hejazi & Sadoughi, 2023; Sadoughi & Hejazi, 2023).

### 10.2.3. Proactive personality

The L2 learners' proactive personality was assessed using Seibert et al.'s (1999) questionnaire, which has 10 items. All items are based on a five-point Likert scale. The sample items are "I am always looking for better ways to do things," and "I can spot a good opportunity long before others can." The validity and reliability of this measure have been confirmed in previous research (e.g., Dai & Wang, 2023).

### 10.2.4. Cronbach's Alpha Reliability Indices

Table 1 shows Cronbach's alpha reliability indices for the questionnaire. The reliability indices for the questionnaire were .89. It should be noted that Dörnyei and Taguchi (2009), Fryer et al. (2018), Harrison et al. (2021), and Tseng et al. (2006) believe that .70 is an adequate Cronbach's alpha reliability index for an instrument. Based on this criterion, it can be concluded that the questionnaire enjoyed "adequate" reliability indices.

**Table 1.** Reliability Statistics

Cronbach's Alpha	N of Items
.892	33

## 10.3. Procedure

The data was collected online. As for online administration, the link to the questionnaires uploaded in PorsLine was sent to learners via various social media platforms, including Eitaa and Shad. The collected data was then analyzed using SPSS 22.

## 10.4. Data Analysis and Discussion

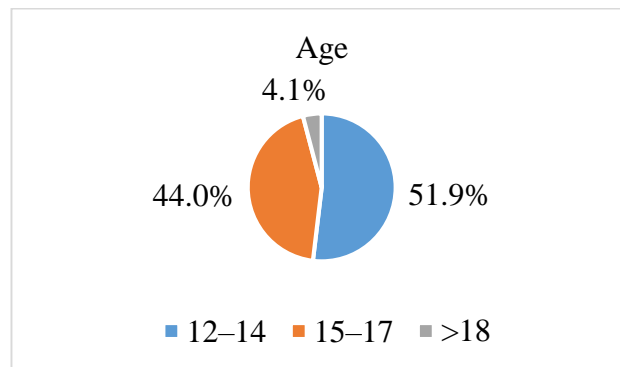
The data are analyzed, patterns are identified, and significant findings from the study are highlighted. This study aimed to ascertain the degree to which burnout among Iranian EFL learners is predicted by proactive personality and foreign language grit.

### 10.4.1. Age Distribution

The participants included 613 EFL learners; they were divided into three age groups: 12-14, 15-17, and 18 or higher. The 613 participants of this study were selected from male and female learners, studying in junior and senior high schools in Semnan, Iran.

The age distribution of the participants is illustrated using a pie chart. Figure 1 displays the participants' age distribution. As can be seen in Figure 1, 4.1 percent of participants were 18 or

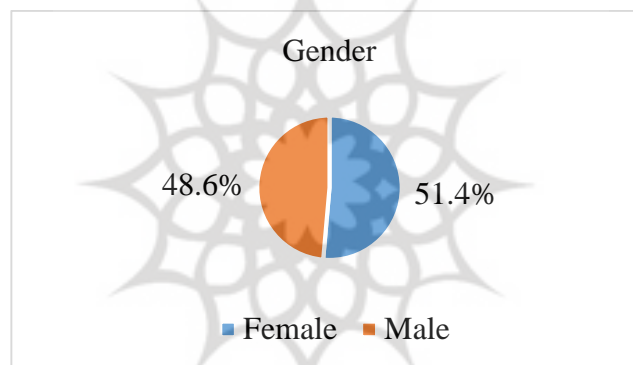
older, 51 percent of participants were between the ages of 12 and 14, and 44 percent of participants were between the ages of 15 and 17.



**Figure 1.** Age Distribution among Participants

#### 10.4.2. Gender Distribution

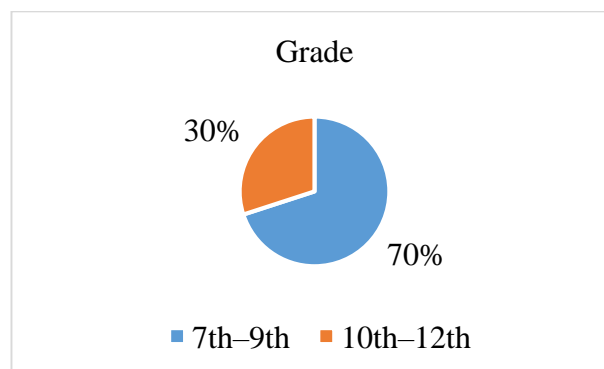
The gender distribution of the participants is also illustrated using a pie chart. Figure 2 displays the participants' gender distribution. As shown in Figure 2, female participants made up 51.4% of the total, while male learners made up the remaining 48.6%.



**Figure 2.** Gender Distribution among Participants

#### 10.4.3. Grade Distribution

The primary distribution of the participants is also illustrated using a pie chart. Figure 3 displays the participants' grade distribution. As shown in Figure 3, 70.0 percent of the participants were studying in 7th-9th grade, and 30.0 percent of the participants were studying in 10th to 12th grade.



**Figure 3.** Grade Distribution among Participants

#### 10.4.4. Testing Assumptions

The statistical technique of Linear Regression was run to investigate the research hypotheses raised in this study. Besides the assumptions of linearity and homoscedasticity, which are discussed when exploring the research hypotheses, these statistical methods assume the lack of any univariate and multivariate outliers and normality of data (Field, 2018; Pallant, 2016; Tabachnick & Fidell, 2019).

First, the data was examined for any significant univariate and or multivariate outliers. Table 2 shows the minimum and maximum values of the standardized scores (z-scores) for proactive personality, foreign language grit, and learners' burnout. As shown in Table 2, the minimum and maximum z-scores for proactive personality, foreign language grit, and learners' burnout were all within  $|z| < 3.29$ , indicating no univariate outliers (Tabachnick & Fidell, 2019). Thus, it was concluded that the present data did not suffer from any univariate outliers.

**Table 2.** Descriptive Statistics for Checking Univariate Outliers

	N	Minimum	Maximum
Zscore: L2 Burnout	613	-1.22947	2.77142
Zscore: Proactive Personality	613	-2.91168	1.67028
Zscore: L2 Grit	613	-2.86191	1.23137

The data was then checked for any significant multivariate outliers, i.e., outliers in a combination of two variables. Lack of any significant multivariate outliers was checked by computing the Mahalanobis Distances (MD) values. As shown in Table 3, the maximum MD value of 13.37 was lower than the critical value of chi-square at the .001 level for three variables, i.e., 16.27 (Tabachnick & Fidell, 2019). Thus, it was concluded that the present data did not suffer from any multivariate outliers.

**Table 3.** Descriptive Statistics for Checking Multivariate Outliers

	N	Minimum	Maximum
Mahalanobis Distance	613	.00034	8.47790
Critical Value of MD	16.27		

Finally, Table 4 shows the skewness and kurtosis indices of normality. Following Bachman (2005), skewness and kurtosis values within  $\pm 2$  is acceptable. Zhu et al. (2019) suggest  $\pm 3$  as a less stringent threshold. The data met both criteria.

**Table 4.** Skewness and Kurtosis Indices of Normality

	N	Mean		Skewness		Kurtosis	
		Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
L2 Burnout	613	22.2920	.583	.099	-.462	.197	
Proactive Personality	613	56.5122	-.331	.099	-.385	.197	
L2 Grit	613	46.7553	-.710	.099	-.220	.197	
Valid N (listwise)	613						

#### 10.4.5. Investigation of the First Research Hypothesis

*H1: Proactive personality can negatively predict burnout among Iranian L2 learners*

Linear Regression was run to probe the extent to which proactive personality predicted burnout among L2 learners. As shown in Table 5, proactive personality could predict 6.4 percent of L2 learners' burnout ( $R = .254$ ,  $R^2 = .064$ ).

**Table 5.** Model Summary for Predicting L2 Burnout Through Proactive Personality

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.254 <sup>a</sup>	.064	.063	9.67850	1.014

Note. Dependent Variable: Burnout

<sup>a</sup>Predictors: (Constant), Proactive Personality

Table 5 also shows the Durbin-Watson (DW) index of autocorrelation of residuals. Linear Regression requires that residuals, i.e., the differences between observed and predicted data, should not be correlated. The DW index for the present regression model was 1.014, which indicated no concern for autocorrelation. As noted by Field (2018), “values less than 1 or greater than 3 are cause for concern (p. 514).”

**Table 6.** ANOVA for Predicting L2 Burnout Through Proactive Personality

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3938.356	1	3938.356	42.044	.000 <sup>a</sup>
	Residual	57234.375	611	93.673		
	Total	61172.731	612			

Note. Dependent Variable: L2 Burnout

<sup>a</sup>Predictors: (Constant), Proactive Personality

Table 6 shows the results of the ANOVA tests of the significance of regression models for each step. The regression model was statistically significant ( $F(1, 611) = 42.04, p < .001$ ), with proactive personality explaining 6.4% of the variance in burnout ( $R^2 = .064$ ).

**Table 7.** Regression Coefficients for Predicting L2 Burnout Through Proactive Personality

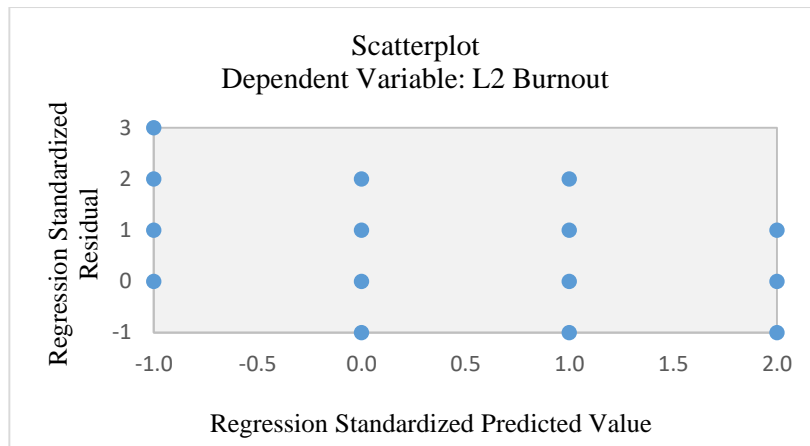
Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1						
	(Constant)	40.045	2.766		14.479	.000
	Proactive Personality	-.314	.048	-.254	-6.484	.000

Note. Dependent Variable: L2 Burnout

And finally, Table 7 shows the unstandardized (b) and standardized (beta) regression coefficients and their t-value. As shown in Table 7, the b value for proactive personality was -.314. That is to say, if L2 burnout increases by one-unit, proactive personality decreases by -.314 units among EFL learners.

The beta value for proactive personality was -.254. That is to say, if proactive personality increases by one standard deviation, L2 burnout decreases by .254 standard deviations. The results of the t-test ( $t = -6.484, p < .001$ ) indicated that proactive personality significantly contributed to L2 burnout. It was thus concluded that proactive personality was a significant negative predictor of L2 burnout, supporting the first hypothesis that proactive personality negatively predicts burnout among L2 learners.

As mentioned earlier, regression analysis, besides normality, has two more assumptions, i.e., linearity and homoscedasticity (homogeneity of variances). These two assumptions were examined through Figure 4. Based on this plot, it can be concluded that the assumption of linearity was retained. The spread of dots did not show any curve pattern. The spread of dots also did not pile up on one side of the plot, leaving a narrow tail at the other end. These results supported the homoscedasticity assumption.



**Figure 4.** Predicting L2 Burnout Through Proactive Personality

**10.4.6. Investigation of the Second Research Hypothesis**

*H2: L2 grit can negatively predict L2 burnout among Iranian L2 learners*

Linear Regression was run to probe the extent to which L2 grit predicted burnout among L2 learners. As shown in Table 8, L2 grit could predict 62.0% of L2 burnout ( $R = .787$ ,  $R^2 = .620$ ).

**Table 8.** Model Summary for Predicting L2 burnout through L2 grit

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.787 <sup>a</sup>	.620	.619	6.16811	1.848

Note. Dependent Variable: L2 Burnout

<sup>a</sup>Predictors: (Constant), L2 Grit

Table 8 also shows the Durbin-Watson index of autocorrelation of residuals. Linear Regression requires that residuals, i.e., the differences between observed and predicted data, should not be correlated. The DW index for the present regression model was 1.848, which indicated no concern for autocorrelation. As noted by Field (2018), “values less than 1 or greater than 3 are cause for concern (p. 514).”

**Table 9.** ANOVA for Predicting L2 burnout through L2 grit

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	37926.913	1	37926.913	996.882	.000 <sup>a</sup>
	Residual	23245.818	611	38.046		
	Total	61172.731	612			

Note. Dependent Variable: L2 Burnout

<sup>a</sup>Predictors: (Constant), L2 Grit

Table 9 shows the results of the ANOVA tests of the significance of regression models for each step. The regression model was statistically significant ( $F(1, 611) = 996.882$ ,  $p < .001$ ), with L2 grit explaining 62% of the variance in burnout ( $R^2 = .620$ ).

**Table 10.** Regression Coefficients for Predicting L2 burnout through L2 grit

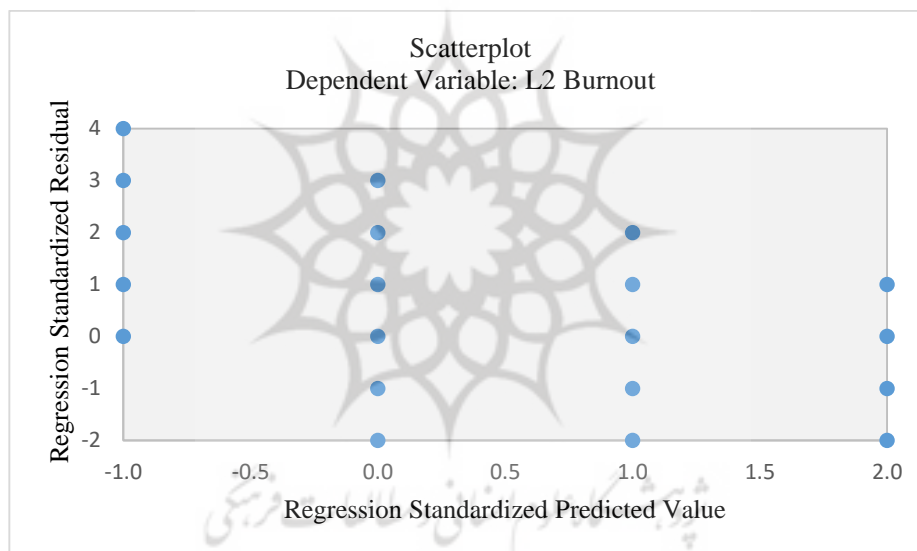
Model	Unstandardized Coefficients		Standardized Coefficients		Sig.	
	B	Std. Error	Beta	t		
1	(Constant)	50.192	.918		54.669	.000
	L2 Grit	-.597	.019	-.787	-31.573	.000

Note. Dependent Variable: L2 Burnout

And finally, Table 10 shows the unstandardized (b), and standardized (beta) regression coefficients and their t-value. As shown in Table 10, the b value for L2 grit was  $-.597$ . If L2 grit increases by one unit, L2 burnout decreases by  $-.597$  units among EFL learners.

The beta value for L2 grit was  $-.787$ . If L2 grit increases by one standard deviation, L2 burnout decreases by  $-.787$  standard deviations. The results of the t-test ( $t = -31.57$ ,  $p < .05$ ) indicated that L2 grit significantly contributed to L2 burnout. It was thus concluded that L2 grit was a significant negative predictor of L2 burnout, thus supporting the second hypothesis that L2 grit negatively predicts L2 burnout.

As mentioned earlier, regression analysis, besides normality, has two more assumptions, i.e., linearity and homoscedasticity (homogeneity of variances). These two assumptions were examined through Figure 5. Based on this plot, it can be concluded that the assumption of linearity was retained. The spread of dots did not show any curve pattern. The spread of dots also did not pile up on one side of the plot, leaving a narrow tail at the other end. These results supported the homoscedasticity assumption. Homoscedasticity was confirmed via the Breusch-Pagan test ( $p > .05$ ), supporting the scatter plot's visual interpretation.



**Figure 5.** Predicting L2 Burnout Through L2 Grit

#### 10.4.7. Combined Effects of Proactive Personality and L2 Grit on L2 Burnout

The previous sections examined the individual effects of Proactive Personality and L2 Grit on L2 Burnout using separate linear regression analyses. Proactive Personality alone explained 6.4% of the variance ( $R^2 = .064$ ), while L2 Grit explained 62.0% ( $R^2 = .620$ ). To assess their combined and unique contributions, a multiple regression analysis was conducted with both predictors entered simultaneously using the Enter method in SPSS. The following tables present the results.

Table 11 specifies the predictors included in the multiple regression model. L2 Grit and Proactive Personality were both entered simultaneously using the Enter method, with no variables removed. The dependent variable is L2 Burnout.

**Table 11.** Variables Entered/Removed

Model	Variables Entered	Variables Removed	Method
	L2 Grit, Proactive Personality	.	Enter

Note. Dependent Variable: L2 Burnout. All requested variables entered.

Table 12 summarizes the model's fit. The multiple correlation coefficient ( $R = .789$ ) indicates a strong relationship between the predictors and L2 Burnout. The  $R^2$  value (.622) shows that 62.2% of the variance in L2 Burnout is explained by L2 Grit and Proactive Personality together. The Adjusted  $R^2$  (.621) is nearly identical, suggesting robust model fit. The standard error of the estimate (6.15717) measures prediction error. The Durbin-Watson statistic (1.831) confirms no autocorrelation of residuals, as it falls between 1 and 3.

**Table 12.** Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
	.789 <sup>a</sup>	.622	.621	6.15717	1.831

Note. Dependent Variable: L2 Burnout

<sup>a</sup> Predictors: (Constant), L2 Grit, Proactive Personality

Table 13 tests the overall significance of the regression model. The F-statistic ( $F(2, 610) = 501.798$ ,  $p < .001$ ) shows that the model is statistically significant, meaning L2 Grit and Proactive Personality together reliably predict L2 Burnout.

**Table 13.** ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
1					
Regression	38047.147	2	19023.574	501.798	.000 <sup>a</sup>
Residual	23125.583	610	37.911		
Total	61172.731	612			

Note. Dependent Variable: L2 Burnout

<sup>a</sup> Predictors: (Constant), L2 Grit, Proactive Personality

Table 14 details the contribution of each predictor. For L2 Grit, the unstandardized coefficient ( $B = -0.610$ ,  $SE = 0.020$ ) indicates that a one-unit increase in L2 Grit reduces L2 Burnout by 0.610 units, with a standardized coefficient ( $\beta = -0.805$ ,  $t = -29.995$ ,  $p < .001$ ) showing strong significance. For Proactive Personality, the unstandardized coefficient ( $B = 0.059$ ,  $SE = 0.033$ ) suggests a 0.059-unit increase in L2 Burnout per unit increase, but it is not significant ( $\beta = 0.048$ ,  $t = 1.781$ ,  $p = .075$ ).

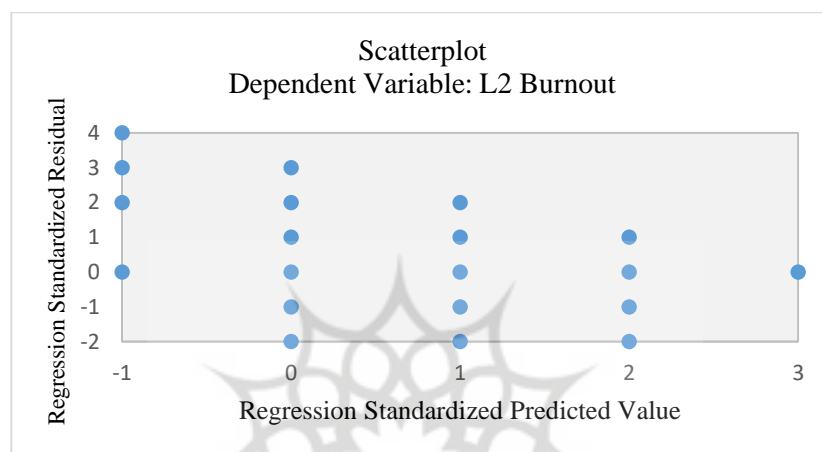
**Table 14.** Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1						
(Constant)	47.481	1.777			26.722	.000
Proactive Personality	.059	.033	.048		1.781	.075
L2 Grit	-.610	.020	-.805		-29.995	.000

The multiple regression analysis provides evidence that L2 Grit is a strong negative predictor of L2 Burnout, explaining 62.2% of the variance when combined with Proactive Personality. The non-significant contribution of Proactive Personality ( $p = .075$ ) contrasts with its modest zero-order correlation with L2 Burnout ( $r = -0.254$ ), suggesting that L2 Grit largely subsumes its predictive power. These findings support the second hypothesis (H2) that L2 Grit negatively predicts L2 Burnout but only partially support the first hypothesis (H1), as Proactive

Personality does not contribute significantly when controlling for L2 Grit. The model's robustness, high explanatory power, and adherence to regression assumptions underscore its reliability for informing educational strategies to reduce burnout among EFL learners.

As mentioned earlier, regression analysis, besides normality, has two more assumptions, i.e., linearity and homoscedasticity (homogeneity of variances). These two assumptions were examined through Figure 6. Based on this plot, it can be concluded that the assumption of linearity was retained. The spread of dots did not show any curve pattern. The spread of dots also did not pile up on one side of the plot, leaving a narrow tail at the other end. These results supported the homoscedasticity assumption. Homoscedasticity was confirmed via the Breusch-Pagan test ( $p > .05$ ), supporting the scatter plot's visual interpretation.



**Figure 6.** Standardized Residuals vs. Standardized Predicted Values for L2 Burnout

## Conclusion

### Summary of the Findings

The research addressed whether or not 1. proactive personality can negatively predict burnout among Iranian L2 learners, and 2. L2 grit can negatively predict burnout among Iranian L2 learners. The purpose of the study was to determine how proactive personality, L2 grit, and L2 burnout are related. The following sections provide a summary of the results.

#### *Proactive Personality and L2 Burnout*

Proactive personality was found to be a modestly negative predictor of burnout, explaining 6.4% of the variance. According to this, more proactive students are marginally less likely to burn out, which is consistent with earlier studies that found a link between proactivity and resilience and adaptive coping in educational environments (Bateman & Crant, 1993; Parker & Collins, 2010).

#### *L2 Grit and L2 Burnout*

The results obtained from the questionnaires indicate that students' persistence in learning a second language has a significant impact on burnout levels. A noteworthy 62 percent of the variances in students' burnout levels were explained by grit, which is a clear sign of its protective function. According to this, students who demonstrate consistent effort and remain resilient in the face of difficulties are much less likely to experience fatigue or become

demotivated. These findings support earlier studies showing that grit is an essential protective factor against academic burnout (Duckworth et al., 2007).

### **Synthesis of the Findings**

Overall, both L2 grit and proactive personality are found to play important roles in lowering L2 burnout among language learners, according to the study's overall findings. The adverse predictive effects imply that learners are less likely to experience emotional fatigue linked to L2 burnout if they take charge of their education and exhibit consistent passion for language learning.

### **Implications**

The results of this study have two implications for second language education policymakers, curriculum developers, and teachers.

Initially, the small but noteworthy correlation between proactive personality and decreased burnout emphasizes the importance of helping students develop proactive attitudes. A language learning environment that includes opportunities for self-initiated action, goal-setting, and problem-solving may help students become more resilient against academic fatigue.

L2 grit also predicts burnout, which is important because it is predictive of persistence and sustained passion for language learning success. In this way, interventions that help students develop grit (e.g., goal commitment, reflection on progress, etc.) can help students achieve better academic performance.

### **Suggestions for Further Study**

- **Additional psychological variables**: To obtain a more thorough understanding of what prevents or escalates burnout among L2 learners, future research should look at additional psychological variables.
- **Experimental and longitudinal designs**: Use intervention-based or longitudinal research to establish causal links between burnout, grit, and proactive personality, and to evaluate the long-term effects of specific programs or training in these domains.
- **Inclusive populations**: As for determining the generalizability of the current findings, it is recommended to consider learners from different contexts, such as countries, ages, and proficiency levels.

## References

- Alarcon, G. M., Edwards, J. M., & Menke, L. E. (2011). Student burnout and engagement: A test of the conservation of resources theory. *Journal of Psychology: Interdisciplinary and Applied*, 145(3), 211–227. <https://doi.org/10.1080/00223980.2011.555432>
- Andolšek, J., & Salkić, A. (2023). Embracing the digital age: The impact of proactivity and big five personality traits on employee development. *Dynamic Relationships Management Journal*, 12(1). <https://doi.org/10.17708/DRMJ.2023.v12n01a04>
- Aryee, S., Srinivas, E. S., & Tan, H. H. (2005). Rhythms of life: Antecedents and outcomes of work-family balance in employed parents. *Journal of Applied Psychology*, 90(1), 132–146. <https://doi.org/10.1037/0021-9010.90.1.132>
- Bachman, L. F. (2005). *Statistical analyses for language assessment* (J. C. Alderson & L. F. Bachman, Eds.). Cambridge University Press. <https://doi.org/10.1017/CBO9780511667350>
- Bakker, A. B., Van Der Zee, K. I., Lewig, K. A., & Dollard, M. F. (2006). The relationship between the Big Five personality factors and burnout: A study among volunteer counselors. *The Journal of Social Psychology*, 146(1), 31–50. <https://doi.org/10.3200/SOCP.146.1.31-50>
- Bateman, T. S., & Crant, J. M. (1993). The proactive component of organizational behavior: A measure and correlates. *Journal of Organizational Behaviour*, 14, 103–104. <https://doi.org/10.1002/job.4030140202>
- Capone, V., Joshanloo, M., & Park, M. S. A. (2019). Burnout, depression, efficacy beliefs, and work-related variables among school teachers. *International Journal of Educational Research*, 95, 97–108. <https://doi.org/10.1016/j.ijer.2019.02.001>
- Changlek, A., & Palanukulwong, T. (2015). Motivation and grit: Predictors of language learning achievement. *Veridian E-Journal, Silpakorn University (Humanities, Social Sciences and Arts)*, 8(4), 23–38.
- Cong, Y., Yang, L., & Ergün, A. L. P. (2024). Exploring the relationship between burnout, learning engagement and academic self-efficacy among EFL learners: A structural equation modeling analysis. *Acta Psychologica*, 248. <https://doi.org/10.1016/j.actpsy.2024.104394>
- Dai, K., & Wang, Y. (2023). Investigating the interplay of Chinese EFL teachers' proactive personality, flow, and work engagement. *Journal of Multilingual and Multicultural Development*. <https://doi.org/10.1080/01434632.2023.2174128>
- Din, S. U., Khan, M. A., Farid, H., & Rodrigo, P. (2023). Proactive personality: A bibliographic review of research trends and publications. *Personality and Individual Differences*, 205. <https://doi.org/10.1016/j.paid.2022.112066>
- Dörnyei, Z., & Taguchi, T. (2009). *Questionnaires in second language research: Construction, administration, and processing*. Routledge. <https://doi.org/10.4324/9780203864739>
- Duckworth, A. L., Peterson, C., Matthews, M. D., & Kelly, D. R. (2007). Grit: Perseverance and passion for long-term goals. *Journal of Personality and Social Psychology*, 92(6), 1087–1101. <https://doi.org/10.1037/0022-3514.92.6.1087>
- Duru, E., Duru, S., & Balkis, M. (2014). Analysis of relationships among burnout, academic achievement, and self-regulation. *Educational Sciences: Theory & Practice*, 14(4), 1274–1284. <https://doi.org/10.12738/estp.2014.4.2050>
- Fan, N., Yang, C., Kong, F., & Zhang, Y. (2024). Low- to mid-level high school first-year EFL learners' growth language mindset, grit, burnout, and engagement: Using serial mediation models to explore their relationships. *System*, 125, 103397. <https://doi.org/10.1016/j.system.2024.103397>

- Field, A. (2018). *Discovering statistics using IBM SPSS statistics*. Sage Publications.
- Fryer, L. K., Larson-Hall, J., & Stewart, J. (2018). Quantitative methodology. In A. Phakiti, P. De Costa, L. Plonsky, & S. Starfield (Eds.), *The Palgrave Handbook of Applied Linguistics Research Methodology* (pp. 55–77). Palgrave Macmillan. [https://doi.org/10.1057/978-1-137-59900-1\\_3](https://doi.org/10.1057/978-1-137-59900-1_3)
- Furnham, A., & Marks, J. (2013). Tolerance of ambiguity: A review of the recent literature. *Psychology*, 4(9), 717–728. <https://doi.org/10.4236/psych.2013.49102>
- Han, C. (2023). Structural relations among achievement goals, perceptions of classroom goals, and grit. *Current Psychology*, 42, 16687–16697. <https://doi.org/10.1007/s12144-022-02891-9>
- Harrison, V., Kemp, R., Brace, N., & Snelgar, R. (2021). *SPSS for psychologists*. Bloomsbury Publishing. [www.ibm.com/legal/copytrade.shtml](http://www.ibm.com/legal/copytrade.shtml).
- Hejazi, S. Y., & Sadoughi, M. (2023). How does teacher support contribute to learners' grit? The role of learning enjoyment. *Innovation in Language Learning and Teaching*, 17(3), 593–606. <https://doi.org/10.1080/17501229.2022.2098961>
- Hodge, B., Wright, B., & Bennett, P. (2018). The role of grit in determining engagement and academic outcomes for university students. *Research in Higher Education*, 59(4), 448–460. <https://doi.org/10.1007/s11162-017-9474-y>
- Hu, X., Song, L., & He, Y. (2025). Modeling the relationships between growth language mindset, L2 grit, and foreign language learning burnout. *BMC Psychology*, 13(1). <https://doi.org/10.1186/s40359-025-02952-1>
- Kong, L.-N., Yang, L., Pan, Y.-N., & Chen, S.-Z. (2021). Proactive personality, professional self-efficacy and academic burnout in undergraduate nursing students in China. *Journal of Professional Nursing*, 37(4), 690–695. <https://doi.org/10.1016/j.profnurs.2021.04.003>
- Leavitt, H. J., & Bahrami, H. (1988). *Managerial psychology: Managing behavior in organizations*. The University of Chicago Press. <https://doi.org/10.1177/017084068800900416>
- Li, C. (2020). Emotional intelligence and English achievement: The mediating effects of enjoyment, anxiety and burnout. *Foreign Language World*, 1, 69–78.
- Li, C., Zhang, L. J., & Jiang, G. (2024). Conceptualisation and measurement of foreign language learning burnout among Chinese EFL students. *Journal of Multilingual and Multicultural Development*, 45(4), 906–920. <https://doi.org/10.1080/01434632.2021.1931246>
- Liu, D., Lin, Y., Jin, Y., Li, Z., Fu, K., & Yang, R. (2025). Impacts of proactive personality on students' academic achievement: A moderated mediation model. *Frontiers in Psychology*, 16. <https://doi.org/10.3389/fpsyg.2025.1596032>
- Lyndon, M. P., Henning, M. A., Alyami, H., Krishna, S., Zeng, I., Yu, T. C., & Hill, A. G. (2017). Burnout, quality of life, motivation, and academic achievement among medical students: A person-oriented approach. *Perspectives on Medical Education*, 6(2), 108–114. <https://doi.org/10.1007/s40037-017-0340-6>
- Ma, Y. (2024). The impact of academic self-efficacy and academic motivation on Chinese EFL students' academic burnout. *Learning and Motivation*, 85. <https://doi.org/10.1016/j.lmot.2024.101959>
- Madigan, D. J., & Kim, L. E. (2021). Does teacher burnout affect students? A systematic review of its association with academic achievement and student-reported outcomes. *International Journal of Educational Research*, 105. <https://doi.org/10.1016/j.ijer.2020.101714>

- Madigan, D. J., Kim, L. E., Glandorf, H. L., & Kavanagh, O. (2023). Teacher burnout and physical health: A systematic review. *International Journal of Educational Research*, 119. <https://doi.org/10.1016/j.ijer.2023.102173>
- Major, D. A., Turner, J. E., & Fletcher, T. D. (2006). Linking proactive personality and the Big Five to motivation to learn and development activity. *Journal of Applied Psychology*, 91(4), 927–935. <https://doi.org/10.1037/0021-9010.91.4.927>
- Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001). Job burnout. *Annual Review of Psychology*, 52, 397–422. <https://doi.org/10.1146/annurev.psych.52.1.397>
- Mei, Y., Yan, Y., & Shen, Y. (2024). How regulatory focus associates with Chinese EFL learners' L2 grit: The mediating effects of achievement emotions. *SAGE Open*, 14(2). <https://doi.org/10.1177/21582440241243201>
- Miller, J. D., & Lynam, D. R. (2006). Reactive and proactive aggression: Similarities and differences. *Personality and Individual Differences*, 41(8), 1469–1480. <https://doi.org/10.1016/j.paid.2006.06.004>
- Ng, L. P., Choong, Y. O., Kuar, L. S., & Teoh, S. Y. (2024). Proactive personality and academic performance among undergraduate students: The mediating role of psychological capital. *SAGE Open*, 14(3). <https://doi.org/10.1177/21582440241282185>
- Pallant, J. (2016). *SPSS survival manual*. NSW. Australia: Allen & Unwin. <https://doi.org/10.4324/9781003117452>
- Parker, S. K., & Collins, C. G. (2010). Taking stock: Integrating and differentiating multiple proactive behaviors. *Journal of Management*, 36(3), 633–662. <https://doi.org/10.1177/0149206308321554>
- Parker, S. K., & Sprigg, C. A. (1999). Minimizing strain and maximizing learning: The role of job demands, job control, and proactive personality. *Journal of Applied Psychology*, 84(6), 925–939. <https://doi.org/10.1037/0021-9010.84.6.925>
- Robins, T. G., Roberts, R. M., & Sarris, A. (2017). The role of student burnout in predicting future burnout: Exploring the transition from university to the workplace. *Higher Education Research and Development*, 37(1), 115–130. <https://doi.org/10.1080/07294360.2017.1344827>
- Sadoughi, M., & Hejazi, S. Y. (2023). Teacher support, growth language mindset, and academic engagement: The mediating role of L2 grit. *Studies in Educational Evaluation*, 77. <https://doi.org/10.1016/j.stueduc.2023.101251>
- Schaufeli, W. B., & Taris, T. W. (2005). The conceptualization and measurement of burnout: Common ground and worlds apart. *Work and Stress*, 19(3), 256–262. <https://doi.org/10.1080/02678370500385913>
- Seibert, S. E., Crant, J. M., & Kraimer, M. L. (1999). Proactive personality and career success. *Journal of Applied Psychology*, 84(3), 416–427. <https://doi.org/10.1037/0021-9010.84.3.416>
- Song, Y. (2024). Assessing the interactions between learning enjoyment, motivation, burnout, and grit in EFL students: A mixed-methods approach. *BMC Psychology*, 12. <https://doi.org/10.1186/s40359024-02303-6>
- Tabachnick, B. G., & Fidell, L. S. (2019). *Using multivariate statistics*. Pearson Education.
- Teimouri, Y., Plonsky, L., & Tabandeh, F. (2022). L2 grit: Passion and perseverance for second-language learning. *Language Teaching Research*, 26(5), 893–918. <https://doi.org/10.1177/1362168820921895>

- Tseng, W. T., Dörnyei, Z., & Schmitt, N. (2006). A new approach to assessing strategic learning: The case of self-regulation in vocabulary acquisition. *Applied Linguistics*, 27(1), 78–102. <https://doi.org/10.1093/applin/ami046>
- Vizoso, C., Arias-Gundín, O., & Rodríguez, C. (2019). Exploring coping and optimism as predictors of academic burnout and performance among university students. *Educational Psychology*, 39(6), 768–783. <https://doi.org/10.1080/01443410.2018.1545996>
- Wei, R., Liu, H., & Wang, S. (2020). Exploring L2 grit in the Chinese EFL context. *System*, 93. <https://doi.org/10.1016/j.system.2020.102295>
- Zhang, X., Wang, J., & Ke, X. (2023). An investigation into academic burnout, enjoyment and engagement in EFL learning among Chinese junior high school students. *Frontiers in Psychology*, 14. <https://doi.org/10.3389/fpsyg.2023.1292772>
- Zhu, X., Raquel, M., & Aryadoust, V. (2019). Structural equation modeling to predict performance in English proficiency tests. In *Quantitative Data Analysis for Language Assessment Volume II* (pp. 101–126). Routledge. <https://doi.org/10.4324/9781315187808>



## Appendix: Questionnaire

سلام!

این پرسشنامه به بررسی تأثیر برخی عوامل روانشناختی بر یادگیری زبان انگلیسی می‌پردازد. زمان مورد نیاز برای تکمیل این پرسشنامه تنها ۵ دقیقه است، و پاسخ‌های شما به ما کمک می‌کند تا درک بهتری از چالش‌ها و انگیزه‌های زبان‌آموزان داشته باشیم. پاسخ‌های شما کاملاً محرمانه خواهد ماند و فقط برای اهداف تحقیقاتی استفاده می‌شود. لطفاً به تمامی سوالات با دقت پاسخ دهید و نظر واقعی خود را بیان کنید.

۱. جنسیت:	مرد <input type="checkbox"/>	زن <input type="checkbox"/>			
۲. سن:					
۳. متوسطه	اول <input type="checkbox"/>	دوم <input type="checkbox"/>			
۴. پایه	هفتم <input type="checkbox"/>	هشتم <input type="checkbox"/>	نهم <input type="checkbox"/>	دهم <input type="checkbox"/>	یازدهم <input type="checkbox"/>
۵. من در مطالعه زبان انگلیسی، از نظر ذهنی خسته شده‌ام.	کاملاً مخالفم <input type="checkbox"/>	مخالفم <input type="checkbox"/>	نظری ندارم <input type="checkbox"/>	موافقم <input type="checkbox"/>	کاملاً موافقم <input type="checkbox"/>
۶. وقتی صبح از خواب بیدار می‌شوم و از اینکه باید یک روز دیگر را با مطالعه زبان انگلیسی در مدرسه بگذرانم، احساس خستگی می‌کنم.	کاملاً مخالفم <input type="checkbox"/>	مخالفم <input type="checkbox"/>	نظری ندارم <input type="checkbox"/>	موافقم <input type="checkbox"/>	کاملاً موافقم <input type="checkbox"/>
۷. مطالعه زبان انگلیسی یا حضور در کلاسهای آن، برای من واقعاً سخت است.	کاملاً مخالفم <input type="checkbox"/>	مخالفم <input type="checkbox"/>	نظری ندارم <input type="checkbox"/>	موافقم <input type="checkbox"/>	کاملاً موافقم <input type="checkbox"/>
۸. احساس می‌کنم مطالعه زبان انگلیسی، مرا فرسوده کرده است.	کاملاً مخالفم <input type="checkbox"/>	مخالفم <input type="checkbox"/>	نظری ندارم <input type="checkbox"/>	موافقم <input type="checkbox"/>	کاملاً موافقم <input type="checkbox"/>
۹. از زمان ورودم به دبیرستان، علاقه‌ام به مطالعه زبان انگلیسی کمتر شده است.	کاملاً مخالفم <input type="checkbox"/>	مخالفم <input type="checkbox"/>	نظری ندارم <input type="checkbox"/>	موافقم <input type="checkbox"/>	کاملاً موافقم <input type="checkbox"/>
۱۰. اشتیاقم نسبت به مطالعه زبان انگلیسی کاهش یافته است.	کاملاً مخالفم <input type="checkbox"/>	مخالفم <input type="checkbox"/>	نظری ندارم <input type="checkbox"/>	موافقم <input type="checkbox"/>	کاملاً موافقم <input type="checkbox"/>
۱۱. نسبت به مفید بودن مطالعه زبان انگلیسی، بدبین‌تر شده‌ام.	کاملاً مخالفم <input type="checkbox"/>	مخالفم <input type="checkbox"/>	نظری ندارم <input type="checkbox"/>	موافقم <input type="checkbox"/>	کاملاً موافقم <input type="checkbox"/>
۱۲. من فکر می‌کنم نمی‌توانم در کلاس‌های زبان انگلیسی، مشارکت مؤثری داشته باشم.	کاملاً مخالفم <input type="checkbox"/>	مخالفم <input type="checkbox"/>	نظری ندارم <input type="checkbox"/>	موافقم <input type="checkbox"/>	کاملاً موافقم <input type="checkbox"/>
۱۳. وقتی به اهدافم در مطالعه زبان انگلیسی می‌رسم، احساس انگیزه نمی‌کنم.	کاملاً مخالفم <input type="checkbox"/>	مخالفم <input type="checkbox"/>	نظری ندارم <input type="checkbox"/>	موافقم <input type="checkbox"/>	کاملاً موافقم <input type="checkbox"/>
۱۴. در کلاس زبان انگلیسی، اعتماد به نفس ندارم تا بتوانم تکالیف و تمرین‌ها را به‌درستی انجام دهم.	کاملاً مخالفم <input type="checkbox"/>	مخالفم <input type="checkbox"/>	نظری ندارم <input type="checkbox"/>	موافقم <input type="checkbox"/>	کاملاً موافقم <input type="checkbox"/>
۱۵. من همیشه به دنبال راه‌های جدیدی برای بهبود زندگی خود هستم.	کاملاً مخالفم <input type="checkbox"/>	مخالفم <input type="checkbox"/>	تا حدودی مخالفم <input type="checkbox"/>	نظری ندارم <input type="checkbox"/>	تا حدودی موافقم <input type="checkbox"/>
۱۶. هر جا که بوده‌ام، نیرویی قدرتمند برای ایجاد تغییرات سازنده بوده‌ام.	کاملاً مخالفم <input type="checkbox"/>	مخالفم <input type="checkbox"/>	تا حدودی مخالفم <input type="checkbox"/>	نظری ندارم <input type="checkbox"/>	تا حدودی موافقم <input type="checkbox"/>
۱۷. هیچ چیز هیجان‌انگیزتر از این نیست که ایده‌هایم به واقعیت تبدیل شوند.	کاملاً مخالفم <input type="checkbox"/>	مخالفم <input type="checkbox"/>	تا حدودی مخالفم <input type="checkbox"/>	نظری ندارم <input type="checkbox"/>	تا حدودی موافقم <input type="checkbox"/>

۱

۱۸. اگر چیزی که دوست ندارم را ببینم، آن را اصلاح می‌کنم. کاملاً مخالفم □ مخالفم □ تا حدودی مخالفم □ نظری ندارم □ تا حدودی موافقم □ موافقم □ کاملاً موافقم □
۱۹. مهم نیست که احتمال موفقیت چقدر است؛ اگر به چیزی باور داشته باشم، آن را محقق خواهم کرد. کاملاً مخالفم □ مخالفم □ تا حدودی مخالفم □ نظری ندارم □ تا حدودی موافقم □ موافقم □ کاملاً موافقم □
۲۰. من از ایده‌هاییم دفاع می‌کنم، حتی در برابر مخالفت دیگران. کاملاً مخالفم □ مخالفم □ تا حدودی مخالفم □ نظری ندارم □ تا حدودی موافقم □ موافقم □ کاملاً موافقم □
۲۱. من در شناسایی فرصت‌ها مهارت دارم. کاملاً مخالفم □ مخالفم □ تا حدودی مخالفم □ نظری ندارم □ تا حدودی موافقم □ موافقم □ کاملاً موافقم □
۲۲. من همیشه به دنبال راه‌های بهتری برای انجام کارها هستم. کاملاً مخالفم □ مخالفم □ تا حدودی مخالفم □ نظری ندارم □ تا حدودی موافقم □ موافقم □ کاملاً موافقم □
۲۳. اگر به ایده‌های ایمان داشته باشم، هیچ چیز نمی‌تواند مانع تحقق آن شود. کاملاً مخالفم □ مخالفم □ تا حدودی مخالفم □ نظری ندارم □ تا حدودی موافقم □ موافقم □ کاملاً موافقم □
۲۴. من می‌توانم فرصت‌های خوب را خیلی زودتر از دیگران شناسایی کنم. کاملاً مخالفم □ مخالفم □ تا حدودی مخالفم □ نظری ندارم □ تا حدودی موافقم □ موافقم □ کاملاً موافقم □
۲۵. من هر کاری انجام می‌دهم تا در یادگیری زبان انگلیسی پیشرفت کنم. کاملاً مخالفم □ مخالفم □ تا حدودی مخالفم □ نظری ندارم □ تا حدودی موافقم □ موافقم □ کاملاً موافقم □
۲۶. من یک زبان‌آموز کوشا هستم. کاملاً مخالفم □ مخالفم □ تا حدودی مخالفم □ نظری ندارم □ تا حدودی موافقم □ موافقم □ کاملاً موافقم □
۲۷. حالا که تصمیم به یادگیری زبان انگلیسی گرفته‌ام، هر کاری می‌کنم تا به این هدف برسم. کاملاً مخالفم □ مخالفم □ تا حدودی مخالفم □ نظری ندارم □ تا حدودی موافقم □ موافقم □ کاملاً موافقم □
۲۸. من زمان و تلاش زیادی را برای بهبود نقاط ضعف خود در یادگیری زبان انگلیسی صرف می‌کنم. کاملاً مخالفم □ مخالفم □ تا حدودی مخالفم □ نظری ندارم □ تا حدودی موافقم □ موافقم □ کاملاً موافقم □
۲۹. در یادگیری زبان انگلیسی، من یک زبان‌آموز سخت‌کوش هستم. کاملاً مخالفم □ مخالفم □ تا حدودی مخالفم □ نظری ندارم □ تا حدودی موافقم □ موافقم □ کاملاً موافقم □
۳۰. علاقه‌ام به یادگیری زبان انگلیسی، حفظ خواهد شد. کاملاً مخالفم □ مخالفم □ تا حدودی مخالفم □ نظری ندارم □ تا حدودی موافقم □ موافقم □ کاملاً موافقم □
۳۱. من به یادگیری زبان انگلیسی علاقه دارم. کاملاً مخالفم □ مخالفم □ تا حدودی مخالفم □ نظری ندارم □ تا حدودی موافقم □ موافقم □ کاملاً موافقم □
۳۲. فکر می‌کنم [همیشه] به یادگیری زبان انگلیسی علاقه‌مند خواهم ماند. کاملاً مخالفم □ مخالفم □ تا حدودی مخالفم □ نظری ندارم □ تا حدودی موافقم □ موافقم □ کاملاً موافقم □
۳۳. من مثل گذشته، به یادگیری زبان انگلیسی علاقه‌مند هستم. کاملاً مخالفم □ مخالفم □ تا حدودی مخالفم □ نظری ندارم □ تا حدودی موافقم □ موافقم □ کاملاً موافقم □