



## Identification and building of grit in second language learning at primary level

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### Abstract

The current study investigated the grit level of ESL learners and explored ways and means to develop grit in order to enhance English language proficiency at primary level. So there is a need to identify and build up grit in students as well as in teachers. Quasi experimental research design was adopted in this study. The population comprised the students of grade 5<sup>th</sup> whereas the sample of the study consisted upon 30 students from grade 5<sup>th</sup> by using cluster sampling technique. Data was collected by using grit scale, questionnaire and pre and post-test. The collected statistics revealed that Grit is an emotional characteristic that distinguishes through firmness of passion and based on an individual's passion for a particular long term goal or end state, coupled with a powerful motivation to achieve their respective objective. The 'perseverance of effort' promotes the overcoming of obstacles or challenges that lie on paths to accomplishment, and serves as a driving force in achievement realization. The findings of the current study revealed that spending long time for setting goal is the integral part of grit. Moreover, students with greater IQ sometimes lack grit therefore they quit language learning at any stage and unable to learn second language. On the other side, students with medium IQ mostly achieve their language learning goals because of the presence of grit. The study concludes with the recommendation that grit should be developed among students by proper training of the teachers at primary level.

**Keywords:** grit, firmness of passion, perseverance of efforts, overcoming obstacles, second language learning

### 1. Introduction

Grit is defined as persistence and devotion towards a goal. Research worker and investigator come to the same outcome after studying the life history of prominent and outstanding people. Particularly the persons who were consider extra prosperous and effective in contrast to their contemporary correspondents usually those who possessed the characteristics of above and beyond usual competence. While competence was quite seriously important, these great leaders also possessed enthusiasm, endurance of consideration and struggle.

Individuals high in grit are able to maintain their determination and motivation over long periods despite experiences with failure and adversity. Their passion and commitment towards the long-term objective is the overriding factor that provides the stamina required to "stay the course" amid challenges and setbacks. The notion of grit comes from the psychology. Grit is a non-cognitive skill. Researchers relate this term to the learning of second language. Grit is a passion, long term planning and set back of a student towards learning a second language.

Educationist and administration always have the task to minimize the acquisition differences. According to contemporary study in school days learning of any social skill is a powerful sign to express results from the students than standard learning to express favorable outcome in advance [7]. Grit is the firm determination and strong devotion to a goal or task to get achievement and success in that task. Grit comprises on sustaining objectives or aims. Perseverance and strong determination is a productive practice in which a person overwhelmed indicative difficulties generally in irresolute happenings [1]. According to Duckworth & Quinn

(2009) [4] grit is a better seer of achievement than IQ and other assessments. Duckworth define grit as the quality which leads to moving on energetically towards challenges and keeping up efforts and enthusiasm over years in spite of failing. Duckworth further defines that the persons who are having the grit access success as that they are running a long distance race (Duckworth et. al.2007, p. 1087-1088). Brilliance and inclination were considered to be among the first factors that influence on L2 language learning. However a study was conducted on grown up language learners resulted that inclination for learning a language is not compulsorily essential aspect in learners. Another essential aspect that influences the language learning is mental outlook and inspiration or ambition (Gardner, *et al.* 1959) [5].

Crookes (1991) giving the view that inspiration and ambition are having four main features intended in Maehr (1987) [8] behavioral psychology research that are guidance perseverance persisting inspiration and special interest. Oxford (1994) [10] revealed that inspiration and accomplishment may be related to the learners accepted goals. Therefore they suggested that spent more time on setting goals in second language learning class room. This suggestion for spending long time for setting goal is the integral part of grit. Although some apparent feature of grit have already been consigning alliance to language learners inclination personality traits inspiration and mental outlook but the appraisal of grit is new. Success of individuals and aspects that relate grit to the language learning is of great interest and value for all language teachers (Keegan, 2017) [6].

### 1.1 Statement of the Problem

English language learning has gained great importance and considerations in Pakistan at primary level. Primary education is the basis of any education system. Primary education is the foundation for a child to build up his career (Shah, 2003) <sup>[13]</sup>. Schooling English has been an answerable challenge to English teachers. They are following several plans to make it useful for the English language learners to learn it as easily as possible. English has got the great importance for all students from primary education to university level (Tufail, 2015). There are no marvelous procedures and schedule that produced a good proficient English speaker in just few days. It is the essential aspect of the grit that language learning must be a long term goal. To form this ambition more significant and productive it's the part of the instructor to build a reasonable distinguishing and embodying goal (Keegan, 2017) <sup>[6]</sup>. The recent research on grit proposed new and exciting angle to the researcher to explore why some students are more successful than others.

### 1.2 Research Questions

1. What is the existing level of grit of students at primary level?
2. To what extent grit is more important than IQ in learning a second language?
3. How can grit be enhanced in second language learning at primary level?
4. To what extent grit plays vital role in learning a second language?

### 1.3 Significance of the study

There is so much emphasis on learning English language in our country. Schools are quick to adopt strategies to give better output and address student success. Language learning is not a quick fix and silver bullet relating to school reforms. So there is a need to identify and build up grit in our students as well as in teachers. The second is if grit is important than how many students in our schools have grit of learning second language. Such information can inform our practice; this idea of grit raises the issue whether teacher should pay more emphasis on gritty skills like perseverance and passion rather than focusing their efforts to remediation and adjustment to curriculum. This study helps to fill gaps that predict success in their language acquisition process. The researchers deem it necessary to clarify the relationship between individual grit and language acquisition for further development the field of English language learning. If grit is found to play significant role in predicting students' performance in second language learning, this study provide new insights by exploring different methods of enhancing students' level of grit.

## 2. Literature Review

### 2.1 Origin of Grit terminology

Grit is as important as other cognitive skills. Language learner with higher thinking and ideas in all activities of classroom can help to build grit in those students. One poor performance of learners could not discourage them. It is necessary for the learners to set long term goals for learning a language with reasonable framework of attention and duration (Keegan, 2017) <sup>[6]</sup>. Achievement involves more than academic skills moreover education is a gateway to a successful life. Two factors are involved in non-cognitive skills grit that is passion and perseverance. This non cognitive

skill grit shows some promises to your life successes. Individuals with higher degrees of grit may have an increased potential for life success. Life achievement involves more than cognitive skills and requires individuals to have other non-cognitive skills.

Grit is a particular frame that has distinctive outcome in contrast to other traits like self-control. Only Grit anticipates the importance of goal with in the most important goal domain. A goal required more time to attain it. Gritty people think differently about their primary goals. Efforts effects replicated if self-control is used instead of grit. Individuals high in this dimension finish earlier what they start and less discourage by setback on the way to goal completion. Learner high consistency interest and focused on their goal retain their enthusiasm over a long period of time. According to Lindsey (2017) there is a clear dependency of learning accomplishment on grit. Former learning persistency is recognized as a compelling achievement. Postsecondary school student performance is directly related to their previously statistic performances. Four ideas come out for grit. Grit is persuading from one small task to other big goals. It is greatly significant that grit is enhanced through the realization of other success as an example. It is define as firm determination, persisting and commitment. Enabling others decline through anxiety is affected grit.

Grit is an emotional characteristic that distinguishes through firmness of passion and achievement by gone period. Grit feedback of each person may diverge from one another. Area of expertise is being precise or particular. Desire to learn a language is an intricate and complex set up. Acquirements and accomplishments of language learning explained through various acts and attitudes (Dornyei 2005).

According to the psychological definition of the grit, it is considered as a positive, non-cognitive trait of any individual. Those individual those have grit in them are more motivated than others. This personality trait basically based on an individual's passion which make them enthused for a particular long-term goal or end state. Every individual who has grit must be coupled with a powerful motivation to achieve their respective objective. Moreover, in order to achieve their objectives they strive hard and do efforts for overcoming the obstacles and challenges that lie on paths to accomplishment their objectives and long-term goals. Grit serves as a driving force in achievement realization. Additionally, grit is associated concepts within the field of psychology include "persistence", "hardihood", "springiness", "determination", "requirement for attainment" and "scrupulousness".

### 2.2 English and ESL Education

No one can deny the importance of English language; its need is increasing day by day not even a single field is without the use of this language. Our educational system is divided under two sectors including private and public. Elite are higher societies adopt private sector for their children. Syllabus of Cambridge or London is used here. This type of curriculum is considered highly effective for learning English language. English medium private education is highly recommended in Pakistan, as it discriminating the public and government sectors. According to positioning theory teacher vies regarding English language learners are totally different from learner are totally different from the prospective of being one teacher for all student or being a teacher for single subject or for all subject. The educational system of Pakistan can be

distributed into public sector and private sector. Children of elite class in Pakistan are privileged to study in the private sector schools.

The national language (Urdu) is spoken by 98% of the people. Language played a crucial role in the life of any individual. The medium of instruction in state-provided basic education is Urdu. Nevertheless, as in the colonial period a significant part of the elite is educated in English medium schools and subject to British-determined curriculum and assessment. English medium private education carries the highest prestige, and the private sector is dominant in secondary education. It is generally observed that private schools are facilitating learners more as compared to that of private schools. Presents data gathered from parents, teachers and pupils, shows that parents are more willing to send their kids in private schools so that they can learner English language for communication whereas government schools provides less opportunity for them to speak English language. It concludes that extended visits arranged by private schools are socially important, and in any case, inevitable, and that the challenge for educators is to develop meaningful cooperation with parents to maximize the opportunities that they present. Many studies were conducted to examine regular classroom teachers' views of their roles with regard to English language learners (ELLs). Moreover, these studies also investigated the relationship between their teaching approaches and the students' reactions and locating themselves in the classroom. Findings collected from these studies endorse that teachers role varies from situation to situation because at some time teacher is a guide, sometime teacher has to lead the class, and sometime teacher has to become passive in the class so that students can actively participate in the class. This suggests that teachers and students interaction was vary due to teacher role and positions taken in the class. It is classroom dynamic forces that influence teaching and learning forces.

### 2.3 Importance of Grit in attaining success

People who remain persistent in their lives achieve their goals consequently. There are many examples available around us of such influential peoples; Thomas Edison is one among them. He kept on working hard and made many inventions. He says about his perseverance that he never took his failure as a matter of disgrace rather his failure motivated him to do more and work harder. Another very famous and modern Chinese influencer is Jack Ma founder of Ali Baba the commerce company. He openly talks about his failures and how many times he got rejected from several companies and he even failed his college entrance exam thrice. He says that he had firm belief on himself and guides others to remain determinant toward their goals and one day they will be successful. Another well-known figure with grit is Malala Yousafzai a young Pakistani girl who somehow attempted to survive life threatening assassination attack by Taliban and kept on her struggles to promote education for girls and that too while facing hurdles on her way. Her grit made her bag a Nobel peace prize at youngest age. Grit is something very important to be included in students educating strategies as per experiences of the people. A child must be taught about remaining determinant from early ages so that he can follow it during practical years of his life (Sparks, 2011).

### 2.4 Importance of grit in language learning

According to studies, grit is very important in language learning because of course those who learn different language are more successful than those who do not. And learning a new language is not easy at all. One has to be persistent during the process <sup>[14]</sup>. Many mainstream institutes have included grit in their character development programs to promote traits like self-control, social intelligence, gratitude, optimism, curiosity and conscientiousness. Also they are working to test students' aptitude and emotional skills related to grit. Teachers too are thinking about different strategies of teaching about grit in different ways to their students but most important point is that what attitude a student adapts to deal with failure. It is very important for parents as well, while raising their children they should tell them importance of grit for the well-being of their character. Grit in second or foreign language learning is yet to be framed. For language learners getting a strong grip in their foreign language is a long term process which highly requires involvement of grit. Connection of grit to second language has been studied indirectly but researchers have not made any scale to rate the level of grit required during the process. A report of Naiman *et al.* (1978) correlated the aptitude of the person with second language learning and found that their personality traits as well as varying attitudes and motivation. Most important factors having strong impact on second language learning are aptitude and its intelligence. Majority of people don't have themselves and they think that they are not capable enough to learn and digest foreign language. Apart from that learning second language and remembering it forever is another struggle and one of the main components of language learning was grit.

In past many researches on personality traits and second language learning found positive correlation between second language learning and personality traits. Moreover, learners' personality is one of the common characteristics among successful language learners. In 1978, Naiman *et al.* conducted a researcher, and asked many students to describe their language learning process. Majority of the learners described their experiences and stated similar feeling like frustration, discouragement, and uncertainty during the whole process of learning. After this learners were asked to discuss about how they overcome these feelings, than a large number of them replied that they dealt with these feelings "with persistence" then he concluded his study that a good language learner overcome the obstacles of any type whether linguistically affected or environmental issues. However, these volunteers also stated that it is a long process to overcome the obstacles but grit is the key ingredient which is required to achieve goals. Moreover, Gardner and Lambert (1959) <sup>[5]</sup> stated that gritty people finish their tasks and achieve their goals because another factor that influences the learning of languages is the attitude and motivation of the student towards the English language.

Crookes & Schmidt (1991) argue that the topic of motivation should go beyond discussions of students' attitudes towards language learning. They found that good language learners have a positive attitude towards language learning despite various reasons for learning a language. They cite research on behavioral psychology by Maehr & Archer (1987) <sup>[8]</sup> on the following four characteristics of motivation: direction,

persistence, motivation for determination and level of activity. In addition, Oxford & Shearin (1994) [10] indicate that motivation and performance can be closely related to the objectives accepted by students. Therefore, they recommend spending more time setting objectives in class. It is interesting to note that this goal setting recommendation is also a key element of the grit, namely the pursuit of long-term objectives.

**3. Research Methodology**

**3.1 Research Design**

The strategy for inquiry to this study was quasi-experimental. Quasi-Experimental research is used to capture the quantitative description of students’ level of grit. This research includes collection and analysis of quantitative data. Quantitatively, pre-test was taken from the participants to measure the grit level in the beginning and post-test was taken after ten weeks duration. Quasi-experimental design occupying quantitative research paradigm provides more comprehensive, empirical and accurate answers to the research questions (Creswell, 2014) [2].

**3.2 Sample of the study**

This study was conducted in a government school of district Bahawalpur. Cluster random sampling technique was used to determine the sample of this single group design. 30 students were selected from Grade 5 and they were passed through treatment phase in experimental group. Cluster sampling refers to a type of sampling method when whole cluster of participants are selected as the sample of the study.

**3.3 Data collection tools**

Two different types of data collection tools were used for data collection included grit scale along with pre test and post test. Duckworth & Quinen 2009 set the scales to measures grit. The 30 question survey took the participants near about 30 minutes to complete. A self-report questionnaire was

provided to the participants to scores themselves on 7 point scale 1= not at all like me and 7= very much like me. Researchers involved some teachers through interviews to identify the thoughts, feelings and linkage related to grit and learning of second language. Pre-test was taken in the beginning of the study. Post-test was taken after the treatment of ten weeks duration.

**4. Findings and Discussions**

Test was conducted at two levels in this research study. At first pre-test was conducted to check the status of the students before the experiment and after the experiment post-test was conducted once again than the results of both tests were calculated to find out the difference of experiment on the students achievements. Researchers compared the mean score of the marks of both tests by running paired sample t-test in SPSS. Data showed significant improvement in the grit level and consequently in language proficiency of the experimental group students. Pre-test was taken from 5<sup>th</sup> grade students and after the duration of six months with some instructions given to the teachers post-test was taken and then researcher compared the mean score of both tests results and find the relationship. Grit was used in this research as an independent variable whereas learning a second language is dependent variable and the effect of grit on learning second language is measured through grit scales.

**4.1 Findings obtained from Grit scale**

A grit scale was used to know the students level of grit at different levels. Before starting any experiment researcher get their perspective through questionnaire and later their level of grit was evaluated by using 8-items grit scale. After pre and post-test researcher again was conducted grit test in order to collect information about grit level from the students. The increase in grit scale was checked due to the treatment given to them.

**Table 1:** New ideas and projects sometimes distract me from previous one

Level	Formula	1	2	3	4	5	Mean Score	Std. D
Pre-test	%	40%	27%	27%	3%	3%	2.0333	1.06620
	f	(12)	(8)	(8)	(1)	(1)		
Post-test	%	6%	6%	6%	65%	17%	3.7667	1.04000
	f	(2)	(2)	(2)	(19)	(5)		

Table 1 shows the comparison between the scores of pre and post grit scale. Grit scale was used to check the impact of grit in language learning and its impact on the students’ achievements. The above mention table and graph showed the frequency and percentage at pre and post both levels.

Moreover, mean score at pre level was 2.0333 and stander deviation is 1.06620 whereas the mean score at post level is 3.7667 and stander deviation is 1.04000. Moreover, the comparison between pre and post level shows that there is positive improvement in the level of grit.

**Table 2:** Setbacks don’t discourage me

Level	Formula	1	2	3	4	5	Mean Score	Std. D
Pre-test	%	33%	3%	30%	13%	20%	2.8333	1.53316
	f	(10)	(1)	(9)	(4)	(6)		
Post-test	%	3%	3%	33%	50%	10%	3.6000	.85501
	f	(1)	(1)	(10)	(15)	(3)		

Table 2 shows the comparison between the scores of pre and post grit scale. Grit scale was used to check the impact of grit in language learning and its impact on the students’ achievements. The above mention table and graph showed the frequency and percentage at pre and post both levels.

Moreover, mean score at pre level was 2.8333 and stander deviation is 1.53316 whereas the mean score at post level is 3.6000 and stander deviation is .85501. Moreover, the comparison between pre and post level shows that there is positive improvement in the level of grit.

**Table 3:** Obsessed with certain idea for a short time but later lost interest

Level	Formula	1	2	3	4	5	Mean Score	Std. D
Pre-test	%	43%	26%	17%	7%	7%	2.0667	1.22990
	f	(13)	(8)	(5)	(2)	(2)		
Post-test	%	7%	10%	13%	30%	40%	3.8667	1.25212
	f	(2)	(3)	(4)	(9)	(12)		

Table 3 presents the comparison between the scores of pre and post grit scale. Grit scale was used to check the impact of grit in language learning and its impact on the students' achievements. The above mention table and graph showed the frequency and percentage at pre and post both levels.

Moreover, mean score at pre level was 2.0667 and stander deviation is 1.22990 whereas the mean score at post level is 3.8667 and stander deviation is 1.25212. Moreover, the comparison between pre and post level shows that there is positive improvement in the level of grit.

**Table 4:** Work hard

Level	Formula	1	2	3	4	5	Mean Score	Std. D
Pre-test	%	33%	27%	20%	10%	10%	2.3667	1.32570
	f	(10)	(8)	(6)	(3)	(3)		
Post-test	%	7%	10%	7%	10%	66%	4.2000	1.32353
	f	(2)	(3)	(2)	(3)	(20)		

Table 4 presents the comparison between the scores of pre and post grit scale. Grit scale was used to check the impact of grit in language learning and its impact on the students' achievements. The above mention table and graph showed the frequency and percentage at pre and post both levels.

Moreover, mean score at pre level was 2.3667 and stander deviation is 1.32570 whereas the mean score at post level is 4.2000 and stander deviation is 1.32353. Moreover, the comparison between pre and post level shows that there is positive improvement in the level of grit.

**Table 5:** Set a goal but later choose to pursue a different one

Level	Formula	1	2	3	4	5	Mean Score	Std. D
Pre-test	%	7%	10%	53%	20%	10%	3.1667	.98553
	f	(2)	(3)	(16)	(6)	(3)		
Post-test	%	7%	7%	7%	23%	56%	4.1667	1.23409
	f	(2)	(2)	(2)	(7)	(17)		

Table 5 discusses the comparison between the scores of pre and post grit scale. Grit scale was used to check the impact of grit in language learning and its impact on the students' achievements. The above mention table and graph showed the frequency and percentage at pre and post both levels.

Moreover, mean score at pre level was 3.1667 and stander deviation is .98553 whereas the mean score at post level is 4.1667 and stander deviation is 1.23409. Moreover, the comparison between pre and post level shows that there is positive improvement in the level of grit.

**Table 6:** Difficulty to maintain focus

Level	Formula	1	2	3	4	5	Mean Score	Std. D
Pre-test	%	10%	13%	57%	13%	7%	2.9333	.98027
	f	(3)	(4)	(17)	(4)	(2)		
Post-test	%	3%	7%	3%	24%	63%	4.3667	1.06620
	f	(1)	(2)	(1)	(7)	(19)		

Table 6 shows the comparison between the scores of pre and post grit scale. Grit scale was used to check the impact of grit in language learning and its impact on the students' achievements. The above mention table and graph showed the frequency and percentage at pre and post both levels.

Moreover, mean score at pre level was 2.9333 and stander deviation is .98027 whereas the mean score at post level is 4.3667 and stander deviation is 1.06620. Moreover, the comparison between pre and post level shows that there is positive improvement in the level of grit.

**Table 7:** Finish whatever I begin

F	Formula	1	2	3	4	5	Mean Score	Std. D
Pre-test	%	10%	20%	30%	13%	27%	3.2667	4.1667
	f	(3)	(6)	(9)	(4)	(8)		
Post-test	%	3%	3%	17%	27%	50%	1.33735	1.05318
	f	(1)	(1)	(5)	(8)	(15)		

Table 7 presents the comparison between the scores of pre and post grit scale. Grit scale was used to check the impact of grit in language learning and its impact on the students' achievements. The above mention table and graph showed the frequency and percentage at pre and post both levels.

Moreover, mean score at pre level was 3.2667 and stander deviation is 4.1667 whereas the mean score at post level is 1.33735 and stander deviation is 1.05318. Moreover, the comparison between pre and post level shows that there is positive improvement in the level of grit.

**Table 8: Diligent**

Level	Formula	1	2	3	4	5	Mean Score	Std. D
Pre-test	%	27%	27%	13%	17%	17%	2.7000	4.3333
	f	(8)	(8)	(4)	(5)	(5)		
Post-test	%	0%	0%	13%	40%	47%	1.46570	.71116
	f	(0)	(0)	(4)	(12)	(14)		

Table 8 demonstrates comparison between the scores of pre and post grit scale. Grit scale was used to check the impact of grit in language learning and its impact on the students’ achievements. The above mention table and graph showed the frequency and percentage at pre and post both levels. Moreover, mean score at pre level was 2.7000 and stander deviation is 4.3333 whereas the mean score at post level is 1.46570 and stander deviation is .71116. Moreover, the comparison between pre and post level shows that there is positive improvement in the level of grit.

**4.2 Interpretation of research questions**

**4.2.1 What is the existing level of grit of students at primary level?**

The current study found that although it is the essential aspect of the grit that language learning must be a long term goal but primary students lack in term of “grit”. No such concept of grit is found among the primary students. English has got the great importance for all students from primary education to university level (Tufail, 2015). Schooling English has been an answerable challenge to English teachers. Moreover, there are no marvelous procedures and schedule that produced a good proficient English speaker with just a blink of eye. Therefore, many research studies found several plans to make it useful for the English language learners to learn English as a second language as easily as possible because language learning is not a short or quick process it must take time. Learning second language and to achieve native like proficiency some characteristics are needed to be developed on the behalf of the students that they must build in themselves so that they can achieve long term goals. These characteristics and attributes included: motivation, aptitude, positive attitude, willingness to communicate and also a firm determination which is known as “Grit”.

**4.2.2 To what extent grit is more important than IQ in learning a second language?**

The findings of the current study revealed that spending long time for setting goals is the integral part of grit. Moreover, students with grater IQ sometimes lack grit therefore they quit language learning at any stage and unable to learn second language. In contrast to this students with medium IQ mostly achieve their language learning goals because of the presence of grit. It is also found that grit is consigned in alliance to language learners’ inclination personality traits inspiration and mental outlook but the appraisal of grit is new. Success of individuals and aspects that relate grit to the language learning is of great interest and value for all language teachers (Keegan, 2017) [6]. According to Duck worth and Quinn (2009) grit is a better seer of achievement than IQ and other assessments. Duckworth defines grit as the quality which leads to moving on energetically towards challenges and keeping up efforts and enthusiasm over years in spite of failing. Duckworth further defines that the persons who are having the grit access success as that they are running a long distance race (Duckworth *et al.* 2007, 1087-1088). Oxford and Scarcella (1992) reveal that inspiration and

accomplishment may be related to the learners accepted goals. Therefore they stressed to spend more time on setting goals in second language learning class room.

**4.2.3 How can grit be enhanced in second language learning at primary level?**

The recent research builds grit among second language learners and identifies the grit role in learning a language. Utilizing the integrated approach this study is conducted at primary level to identify the grit role. This study also found that a teacher at primary level has the ability to builds that grit in student to get the given results. This research evaluate the interventions on grit aimed to increase the likelihood that at risk with a realistic time framed in mind how a student become more successful achiever in learning a second language than others. To form this ambition more significant and productive it’s the part of the instructor to build a reasonable distinguishing and embodying goal. The recent research on grit proposed new and exciting angle to the researcher that why some students are more successful than others. (Keegan, 2017) [6] and the findings of the study revealed that students who were grittier are achiever of success while learning second language whereas those who were less gritty are unable to achieve their language learning goals.

**4.2.4 To what extent grit plays vital role in learning a second language?**

The findings of present study affirm that some students are more successful than others besides they are having the same mental state; it is because of the presence of the Grit. It is also found when teacher develop grit in primary students their achievements graphs increases which make them successful while learning second language. In learning second language grit plays a vital role because grit is the firm determination and strong devotion to a goal or task to get achievement and success in that task. Second language learning is not an easy task but it is time consuming and lots of efforts are required not only on the behalf of teacher but also on the behalf of the students. Therefore, it is necessary for the students to be grittier because grit comprises on sustaining objectives or aims, perseverance and strong determination is a productive practice in which a person overwhelmed indicative difficulties generally in irresolute happenings. It can be stated that in order to overcome the difficulties and problem which were faced by the learners during the whole process of second language leaning, students should be taught to be grittier.

**5. Conclusions**

The educational system of Pakistan is divided into public sector and private sector. Children of elite class in Pakistan are privileged to study in the private sector schools. These elite schools mostly use Cambridge or London University O/A levels systems. These systems use their own curriculum which was specially design to achieve the language learning objectives. Moreover, the syllabus is designed to teach all the four skills of English language. In contrast to this the

government schools are trying hard to adopt English medium instructions at primary level. But they are still unable to match the current status established by private schools. Moreover, the students feel hesitate to speak English language in front of others and even teacher avoid to speak English language with students. Moreover, appropriate methodologies were not adopted for proper teaching of English language by government teachers. English language learning is a complex task and it requires different strategies not only on the behalf of students but also for teachers as well. Therefore, it is necessary for the teachers to adopt such strategies for teaching English language that are easily adoptable for the students. Moreover, students should also adopt those strategies through which they can easily learn second language.

The current study was conducted for the identification and building of grit among the second language learners at primary level and the study found that grit is the perseverance and the passion towards the long-term goals. The study found that some students learn second language quickly whereas some quit it without achieving their goals of achieving proficiency in second language. It is because some students feel the ownership of their goals and have passion for what they want to achieve. Grit is what that forces them to work till the achievement of their goals and grit involves pursuing them to achieve the goals that they chose to achieve. At primary level students were less gritty towards acquiring second language but teachers were guided and trained in such a way that they can enhance grit in the students. *Stamina and grit are two sides of the same coin, yet in the reading classroom, to take hold, they each depend upon a high degree of student's grit towards second language. Grit is developed by understanding that struggle is normal, needed, and helpful for growth towards goals. Student's interest and passions were achieved with the grit and it is a natural part of the process of language learning when students actually want to finish their language goals.*

*To sum up the whole discussion, the study found that primary schools students were less gritty at first and they feel difficulty in learning English language. Therefore, some of the students quit language learning with the passage of time but when they were taught second language with new and innovative style their success rate in language learning was increased. Students were given instructions with the help of their teachers about being grittier and teachers make them grittier as the results of grit scale shows. Those students who could not perform well in English classes were now determined to achieve their language learning goals. They showed enthusiasm towards their language achievements.*

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