Gratitude in Foreign Language Learning

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Abstract
Studies on positive emotions in language learning have increased over the years. However, gratitude, a moral virtue, which may have a novel effect in learning a foreign language, remains underexplored in applied linguistics. This paper aims to know the antecedents of gratitude and its constructs in English as a foreign language context. Nineteen antecedents of gratitude were generated to create a survey questionnaire called Foreign Language Gratitude Scale, a 4-point Likert rating scale. An open-ended question was also added to gain qualitative data. Convenience sampling was used to collect data from 240 undergraduate students. Descriptive statistics results showed that the participants were very grateful in all situations in the survey, specifically for their improved outputs and the corrections initiated by their teachers. Further, principal component analysis was used to explore the underlying dimensions of gratitude. Two factors were elicited – positive reinforcement and language practice. The first factor includes the following grateful situations: encouraging students to do better, appreciating students' output, correcting students' mistakes, using media resources in learning, sharing practical knowledge, providing examples and practices, treating students equally, encouraging language activities, and managing classroom effectively. The grateful situations in the second factor are having fluent English speakers, doing productive activities, providing opportunities, sharing ideas, and having a better output. Other factors coded from the qualitative data include promoting collaborative work, gaining comprehension and knowledge, language success, encouraging productive activities, the teacher acts, and designing out-of-class activities. Finally, implications of results and suggestions for future studies were presented.

Keywords: English as a Foreign Language, Foreign Language Gratitude Scale, gratitude, Principal Component Analysis

Introduction

A class of students in an English foundation course was asked orally to identify persons, agents, or situations that they are grateful, thankful for, or appreciative of when studying a foreign language. Some of the answers identified persons including the teacher, friends, and classmates; technology such as smartphones, projectors, and Google; traits like kindness, helpful, open-minded, friendly, and positive attitude; foreign language class including productive activities, motivating tasks, challenging assignments, collaborative activities, independent learning tasks and many more. It appears that as a foreign language learner, there is so much to be grateful for in English language learning.

In life, the benefits of gratitude have been known as a reinforcer of prosocial behaviors (see Emmons & McCullough, 2004; Froh, Sefick & Emmons, 2007; Wangwang, 2015), and it brings higher life satisfaction and well-being (Ackerman, 2022; Adler, 2002; Adler & Fagley, 2005). In academia, practicing gratitude fostered closer teacher-student relationships (Howells, 2004; Unsworth, Turner, Williams & Piccin-Houle, 2010) and resulted in higher motivation, engagement, and achievement (King & Datu, 2018).

As gratitude may have overwhelming benefits in language education, understanding its constructs in foreign language learning (herein, English) may have implications for language acquisition or learning among students in EFL and ESL speaking contexts. An online search of gratitude and gratitude-related words or phrases such as (1) "gratitude," (2) "gratitude in learning," (3) "gratitude in language learning," and (4) "gratitude in foreign language learning," yielded the following results. The first word in Google Scholar generated more than a million articles, eleven articles for the second, and zero for both third and fourth keywords and phrases. In a more specific database, ScienceDirect, the first keyword yielded 93,412 entries, seven for the second, and none for both third and fourth vital phrases. Gratitude, *per se*, remains underexplored in applied linguistics. Perhaps, it is crucial to know the constructs of gratitude in foreign language learning as it may spiral learner's well-being and overcome negative emotions such as language anxiety, lack of engagement, and demotivation resulting in learner's well-being. Accordingly, gratitude bring happiness (Emmons, 2010), reduces anxiety (Wood, Froh & Geraghty, 2009), and makes us more resilient (Kashdan, Uswatte & Julian, 2006).

The present investigation aimed to explore gratitude among students in English as a Foreign Language (EFL) context. Two study objectives were sought – to know the antecedents of gratitude in foreign language learning and explore its underlying constructs. Therefore, the following research questions are sought - (1) What are the antecedents or specific situations of gratitude in foreign language learning? To what extent do learners feel grateful? (2) What are the underlying dimensions of gratitude in foreign language learning?

Literature Review

Psychology of Well-being

Gratitude, as an emotion, is a response from a 'moral agent' either a person or 'non-human sources' (Emmons & McCullough, 2003; Froh, Sefick & Emmons, 2008). In the conceptualization of gratitude as an affective trait, McCullough, Emmons, and Tsang (2002) espoused the

'generalized tendency' of a beneficiary (for example, in the classroom context, the student) to express gratitude to the benefactor (the teacher). Accordingly, the act of grateful disposition involves two steps – encouraging a positive outcome and attributing it to an external source (Weiner, 1986). Thus, a less grateful person may recognize fewer people, fewer aspects of life, and less grateful experiences. For example, in the foreign language classroom, it could be hypothesized that a grateful language learner may recognize teachers, peers, and activities as helpful toward language acquisition, language achievement, or success. In fact, in Oxford's framework of EMPATHICS, she hypothesized that learners with high well-being express their gratefulness to educators, classmates, family, friends, among others (Oxford, 2018). The EMPHATICS, which include nine dimensions, stands for the following: E for emotion and empathy; M for meaning and motivation; P for perseverance, including resilience, hope, and optimism; A for agency and autonomy; T for time; H for hardiness and habits of mind; I for intelligences; C for character strengths; and S for self-factors (self-efficacy, self-concept, self-esteem, self-verification). Oxford hypothesized, for example, that learners with high well-being persevere in their language studies.

To flourish in life, Seligman (2011) developed the concept of PERMA – positive emotions, engagement, relationships, meaning, and accomplishments. Related to this, Fredrickson (2013) introduced the 'broaden-and-build' hypothesis arguing that expressing positive emotions can increase language learners' well-being. In effect, the more grateful learners become, the more they feel better in language learning. In fact, negative emotions, for example, language anxiety, have had adverse effects on confidence in language learning (Horwitz, Horwitz, & Cope, 1986; Liu, 2012; Wu, 2011).

Since gratitude promotes life's well-being, several researchers have indicated the need to develop a more precise and more reliable measurement (Datu & King, 2018; Renshaw & Olinger, 2016). In conceptualizing gratitude, McCullough et al. (2002) used self-report and informant reports. As a result, a rating scale, GQ-6 (Gratitude Questionnaire), was developed and tested. It consists of six items with a 7-point scale, including "I have so much in life to be thankful for," "I am grateful to a wide variety of people," "If I had to list everything that I felt grateful for, it would be a very long list," among others. However, valid, it might be enough to cover specific grateful situations in the foreign language classroom as it covers generalized situations such as being grateful in life, being grateful for things or people, and timeliness of being grateful.

Eight aspects of appreciation were included in Adler and Fagley's (2005) 57-item Appreciation Scale, a 7-point rating scale. It includes "Have" focus (10 items, i.e., "I count my blessings for what I have in this world"), Awe (six items, e.g., "I reflect on how lucky I am to be alive"), Ritual (six items, i.e., "I give thanks for something at least once a day"), Present Moment (seven items, e.g., "I enjoy the little things around me like the trees, the wind, the animals, sounds, light, etcetera"), Self/Social Comparison (5 items, i.e., "When I see someone less fortunate than myself, I realize how lucky I am"), Gratitude (10 items, e.g., "I say please and thank you"), Loss/Adversity (eight items, i.e., "Thinking about dying reminds me to live every day to the fullest"), and Interpersonal (five items, e.g., "I remind myself to appreciate my family"). Like GQ-6, the items cover wide-ranging topics related to life in general and not specific to foreign language learning.

In another measurement, Morgan et al. (2017) proposed four components in their Multi-Component Gratitude Measure (MCGM). Accordingly, it includes conceptions of gratitude, grateful emotions, attitudes toward gratitude, and gratitude-related behaviors. Unfortunately, there has been no foreign language context-specific gratitude measurement to date. Furthermore, given that gratitude in the foreign language context is new, it is of utmost importance to consider students' insights in creating an acceptable measure of gratitude.

Gratitude in Education

Gratitude and its relationships were quantitatively and qualitatively explored. Assessing teachers' gratitude and teacher effectiveness and other variables, Augustine, John and Francis (2017) used a six-item self-report gratitude scale developed by McCullough and colleagues (2002). Among the hypothesis confirmed were as follows: grateful teachers improve their teaching, prepare well before teaching, and strive to know more knowledge of the subject, have positive teacher characteristics, and have better interpersonal relations. The teacher could be an essential source of gratitude in the classroom.

Correlational studies have been done to look at the effect of gratitude on learning. And several studies were found indicating the positive impact of gratitude. For example, in life, McCullough, Emmons and Tsang (2002) inferred that gratitude has a positive effect on affect, well-being, prosocial behaviors, spiritual state, and the big five personality traits such as extraversion, agreeableness, openness, conscientiousness, and neuroticism. In education, gratitude was reported to increase positive affect and improved working relationships (Unsworth et al., 2010); enhanced teacher-student relationships, students and teacher well-being as well as teacher-parent relationships (Howells, 2004); improved affective traits in learning (King & Datu, 2018; Yagciouglu, 2017); higher teacher efficacy (Augustine, John & Francis, 2017); and, increased student academic performance (King & Datu, 2018).

Froh et al. (2008) attempted to determine the relationship between gratitude and behavior and the subjective well-being of an early adolescent population. They reported positive outcomes for children who have so much to be thankful for, including going to school, enjoying school, finding a school enjoyable, feeling good at school, and believing in the learning process. In their experiment, gratitude situations, which were provoked intentionally, resulted in positive outcomes. In the foreign language learning process, gratitude could likely have positive outcomes, such as good grades and good attendance. As the topic is under research in applied linguistics, it is imperative to know the sources of gratitude and then, for example, to explore its correlates with other language variables such as anxiety, motivation, and language performance, among others.

Among Turkish students, Yagciouglu (2017) claimed that students who are appreciative of themselves (for studying) and their teachers (for their efforts) while learning have a higher motivation than other students. Similar to Howells, students' loved attending the activities' and 'enjoyed attending class hours.' Further, students thought that tasks were beneficial. Indeed, Peterson and Seligman (2004) asserted that being appreciative of oneself is beneficial. In another study, King and Datu (2018) found a positive association between gratitude and autonomous motivation, gratitude and engagement, and gratitude and achievement. It would be interesting to

conceptualize gratitude in foreign language education and further explore its relationships with other language learning variables such as language anxiety, motivation, and enjoyment. Although the above variables are not included in the present study, they show how further gratitude could be studied.

Using a case study, Howells (2004) explored the effects of gratitude in student-teacher relationships. In classes where the teacher practices gratitude, students have improved attendance, a higher engagement level, enhanced relationships, and enhanced well-being. In the same vein, teachers reported better well-being, for example, a better rapport with their students. Furthermore, the positive effects of gratitude extend to the community, where the teachers get more connected with parents. Overall, positivity in the learning environment is increased. Howells implores researchers to expand gratitude's conceptual framework in specific contexts, such as foreign language learning or other fields of study, such as applied linguistics. Thus, this paper aims to identify and measure the antecedents or grateful situations and to know the factors of gratitude in foreign language learning.

Recently, an undertaking to recognize positive psychology in language education has gained special attention among notable scholars, including Peter MacIntyre, Tammy Gregersen, Sarah Mercer, Jean-Marc Dewaele, and Rebecca Oxford. For example, Mercer, MacIntyre, Gregersen, and Talbot (2018) proposed combining two disciplines – positive psychology and language education as Positive Language Education (PLE). Accordingly, the PLE framework, which applies to diverse cultural and linguistic contexts, would enhance the learners' well-being alongside developing their linguistic skills. However, though positive psychology is gaining traction in applied linguistics research (Dewaele, Chen, Padilla & Lake, 2019), gratitude remains underexplored in English as a foreign language context to date.

Methods

Mixed methods were used to provide numerical and qualitative data to explore the construct of the topic at hand. Since gratitude is in its infancy in applied linguistics, knowing students' insights about gratitude were elicited in the pilot study. These insights were then collated and coded to generate items for a survey questionnaire used in the final study to measure how grateful learners are in English language learning and explore its underlying factors.

The Pilot Study

Thirty students (*n*=30) from English foundation courses voluntarily participated in generating initial items for a survey questionnaire. At this stage, an open-ended questionnaire was distributed to the students. They were told to write as many specific situations as possible for being appreciative, grateful, or thankful in their current English class related to language learning. The main question was – *In your recent English language class, could you identify specific situations that you are grateful or thankful for?*

The insights from the students were coded accordingly. In total, there were 228 statements generated (see Table one below). First, the initial list was recoded based on antecedents to find similar meanings and delete ambiguous statements. Afterward, the coding yielded 84 specific codes.

A list containing 84 codes was resubmitted to the participants to identify common antecedents of gratitude in foreign language learning. Only 27 specific codes received 100 percent agreement. It was then submitted to two raters to assess specific codes with similar meanings for deletion. In the end, only 19 specific codes of antecedents were included as proposed items to answer the first question and create an instrument to measure gratitude in foreign language learning (see Results section, Table three).

Table 1. *Antecedents of grateful situations*

Sample antecedents of grateful situations	Frequency
Provides an opportunity to say something knowing that I am not good	83
Explaining topics that I don't understand	44
Learning communication skills	13
Not asking questions during my presentation	10
Listening to different accents	10
Pursuing to understand the hard thing	9
Being practical in real-life situations	7
Supporting me anything I wanted to learn	6
Providing a comfortable learning space	5
Providing convenient learning	4
Accessing information quickly	4
Giving more time to find answers	3
Requiring students to study a foundation course	3
Selling foods while hungry because of language learning	3
Practicing English language skills every day	3
Selecting teachers who can teach well	3
Providing very good language learning resources	2
Translating unknown words	2
Suggesting things on how to improve my English	2
Having a conducive learning environment	1
Providing grammar points	1
Practicing writing	1
Providing suitable lessons	1
Allowing to post 'my' English	1
Searching answers instantly	1
Practicing on my everyday	1
Providing the opportunity to practice in real-life situations	1
Speaking English in the classroom	1
Providing a thesis writing course in English	1
Searching information online	1
Practicing listening skill	1

Participants

Using convenience sampling, two hundred forty students (*n*=240) from various universities in Thailand partook in the online survey questionnaire from April to August 2020.

Data Collection Instruments

The newly created Foreign Language Gratitude Scale *(*FLGS*)* was distributed. It consists of 19 antecedents and a 4-point Likert rating scale to know the respondents' position. The scores

were interpreted in Table two (see below). At the end of the survey, an open-ended question was asked about the situations they feel grateful or appreciative for in the English language class. They were told to identify agents and antecedents as many as possible.

Table 2. *Scores and interpretations*

Scores	Interpretations
1.00 – 1.75	Strongly disagree
1.76 – 2.50	Disagree
2.51 – 3.25	Agree
3.26 – 4.00	Strongly disagree

Data Analysis

Descriptive statistics was used to compute the means of scores, standard deviations, and percentages of agreements or disagreements. Cronbach Alpha was utilized to calculate reliability. Moreover, principal component analysis and coding of qualitative data were utilized to know the factors of gratitude.

Findings and Discussion

This section answers questions one and two, and their implications are discussed afterward.

Antecedents of Gratitude in EFL Context

To answer question one, Table three shows two interesting findings: (1) there are 19 antecedents or grateful situations in learning English as a foreign language, and (2) the participants feel very grateful as the 19 antecedents received strong agreements from the participants. The results highlight item 10 receiving the highest mean score of *3.59*, SD=*0.54*, of which students would be grateful when their output becomes better in the foreign language class. Also, the second-highest item was item 3, having *M*=3.58, of which the students are grateful when their mistakes or errors are corrected in the foreign language class.

A reliability test was conducted to establish the reliability of FLGS. As a result, Cronbach Alpha was computed at 0.94, a highly acceptable measurement scale.

Table 3. *Foreign Language Gratitude Scale*

Item	Antecedent of gratitude	M, *SD*	Interpretation
1	I would be thankful when my foreign language output is appreciated.	3.39, *0.54*	Strongly agree
2	I would be appreciative of open-mindedness in the foreign language class.	3.45, *0.50*	Strongly agree
3	I would be grateful if my mistakes or errors were corrected in the foreign language class.	3.58, *0.51*	Strongly agree
4	I would be thankful when foreign language activities are encouraging.	3.48, *0.52*	Strongly agree
5	I would be grateful when I am encouraged to do better in a foreign language class.	3.51, *0.51*	Strongly agree
6	When comprehension is one of the goals of the language lesson, I am thankful for it.	3.48, *0.56*	Strongly agree
7	I would be grateful when I experience a positive impact in my foreign language class.	3.42, *0.56*	Strongly agree

8	I am appreciative of having students who speak fluent English in the language class.	3.46, *0.56*	Strongly agree
9	When productive language activities are done in a foreign language class, I am thankful for them.	3.38, *0.55*	Strongly agree
10	I would be grateful when my output improves in a foreign language class.	3.59, *0.55*	Strongly agree
11	I would be thankful when the foreign language class is managed effectively.	3.51, *0.53*	Strongly agree
12	I would be appreciative of language practice in the foreign language class.	3.51, *0.55*	Strongly agree
13	I would be thankful when advice is provided in a foreign language class.	3.50, *0.52*	Strongly agree
14	I would be appreciative of the examples provided in the foreign language class.	3.47, *0.53*	Strongly agree
15	I would be grateful when foreign language learning opportunities are provided.	3.46, *0.52*	Strongly agree
16	I would be thankful when ideas are shared in a foreign language class.	3.38, *0.52*	Strongly agree
17	I would be appreciative of the practical knowledge shared in the foreign language class.	3.50, *0.53*	Strongly agree
18	I would be grateful when all are treated equally in the foreign language class.	3.53, *0.53*	Strongly agree
19	I would be thankful when media resources are used in a foreign language class.	3.44, *0.56*	Strongly agree

Dimensions of Gratitude in Foreign Language Learning

To know the factors of gratitude, the principal component analysis was used. To establish the reliability of factors, KMO and Bartlett's Test (refer to Table four) was computed at .96, which means superb (Hutcheson & Sofroniou, 1999). It means that the patterns of item correlations were compact and elicited two distinctive and reliable factors (Field, 2005).

Table 4. *KMO and Bartlett's test*

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.961
Bartlett's Test of Sphericity	Approx. Chi-Square	2715.747
	df	171
	Sig.	.000

To answer question two, two factors of gratitude in foreign language learning were deduced, including positive reinforcement and language practice (refer to Table five). The extracted factors accounted for 57.54% of the variance.

The first factor explains 30.96% of the variance, having eleven items with positive loadings of 0.50 and above. It contains specific grateful situations such as students are encouraged to do better, appreciation of their output, their mistakes are corrected, media resources are used in learning, practical knowledge is shared, examples and practices are provided, equal treatment, encouraging language activities, and effective classroom management.

The second factor accounts for 26.58% of the variance and received loadings of 0.50 and above from eight items. It includes grateful situations where fluent English speakers are

appreciated, productive activities and opportunities are provided, ideas are shared, and better output, among others.

Table 5. *Principal component analysis*

Item	Component	
	Positive reinforcement	*Language practice*
I am encouraged to do better	0.79	
My mistakes or errors are corrected	0.73	
Media resources are used	0.69	
Practical knowledge is shared	0.67	
Examples are provided	0.66	
All are treated equally	0.64	
Foreign language activities are encouraging	0.61	
Language practice is provided	0.58	
Class is managed effectively	0.55	
My output is appreciated	0.51	
Open-mindedness in the class	0.50	
Having students who speak fluent English		0.81
Productive language activities are done		0.78
I experienced a positive impact		0.74
Advice is provided		0.62
Opportunities are provided		0.58
Comprehension is one of the goals of the language lesson		0.56
Ideas are shared		0.54
My output becomes better		0.50

Another six factors were deduced from an open-ended question in the survey questionnaire (see Table six). These factors include promoting collaborative work, gaining comprehension and knowledge, encouraging out-of-class activities, the teacher acts, doing productive activities, and language success. Sample antecedents of grateful situations were also elicited and were shown in the table below. Notably, the teacher was mentioned as one of the agents of gratitude in the classroom.

Table 6. *Other factors of gratitude*

Factor	Antecedents of grateful situations
Collaborative work	(1) Doing activities with friends (2) Helping friends (3) Doing activities with friends (4) Teamwork (5) Have fun in class
Comprehension and knowledge	(6) People understand me (7)Understanding English (8) Get some knowledge (9) Can listen to my friends
Out-of-class activities	(10) Recording video clips (11) No homework is given
Teacher acts	(12) Teacher's kindness (13) Teacher cares for the students (14) Teacher praise my language ability

Productive activities	(15) Can speak English
	(16) Not afraid of making mistakes
	(17) Teacher dares students to speak English
	(18) Speaks better English
	(19) Using English to talk to a foreigner
	(20) Being able to tell a story
	(21) Being able to converse
	(22) Using English
	(23) Able to present
	(24) Able to exchange ideas
	(25) Speaking with the teacher
	(26) Presenting in front of the classroom
Language success	(27) Passing the exam

Based on the results, a greater understanding has been gained in the exploratory study of gratitude in the foreign language context. Therefore, the antecedents, factors of gratitude in foreign language learning, and agents of gratitude are of particular importance.

The antecedents offer essential insights into how gratitude can be promoted in English language learning and understand the construct of gratitude in the EFL context. As earlier investigations indicated that gratitude increases prosocial behaviors in life, promotes motivation, enhances relationships, among others (see Ackerman, 2022; Augustine et al., 2017; Froh et al., 2008; Howells, 2004; King & Datu, 2018; Wangwang, 2015), the list of antecedents could lead to improve language learning. This is evident with the two factors elicited in the factor analysis, including positive reinforcement and language practice. Through positive reinforcement, learners may become more motivated and interested in learning English. Moreover, the students' speaking skills may improve significantly by providing language practice. The two factors are related to the results of the coded qualitative data, for example, productive activities. With the constructs found in this study, gratitude can be defined as the state of being thankful, grateful, or appreciative in learning a foreign language (herein, English), including but not limited to the antecedents related to positive reinforcement and language practice.

In the present context of the study, the results indicated high levels of gratitude among the participants. This could be explained by the cultural and religious background of the Thais. As gratitude is embedded in the Thai education system and religious places (Wangwang, 2015), Thais are expected to reciprocate pleasant emotional experiences with gratitude. The antecedents list could then be used to promote positive language learning experiences enhancing well-being in language learning but not necessarily on better language performance.

The responses in the open questionnaire highlighted teachers, friends, as well as activities as agents of gratitude in the foreign language learning context. This fits with the conceptualization of 'moral agents' as persons and non-human sources (see Emmons & MuCullough, 2003; Forh, Sefick & Emmons, 2008). Such finding is essential to note as previous studies confirmed that being grateful, thankful, or appreciative enhances academic-related processes (Howells, 2015; Froh et al., 2008). Future studies would be interesting to explore its relationships with other language learning variables. Like in positive psychology, teachers play crucial roles (as a mentor, a leader, a designer, and an adviser) to promote positive emotions and how gratitude is provoked in the

language learning process. Since teachers play a significant role in students' academic lives, promoting gratitude could positively impact teachers themselves, students, activities, the learning atmosphere, positive emotions, and relationships (see Augustine et al., 2017; Howells, 2004; King & King & Datu, 2018). It would be essential to explore the effects of gratitude as evoked by the teacher in the foreign language classroom, for instance, motivation and or demotivation.

Implications for Language Teaching

Promoting gratitude in teaching a foreign language (e.g., English) has potential positive impacts on the language learning process. As an agent of gratitude, teachers may consider the list of gratitude antecedents to serve as guidelines on how they can provoke learners' gratitude. For instance, teachers may need to praise students' work (to provoke self-appreciation), promote collaborative activities (to share or brainstorm ideas), and work in pairs (to encourage peer feedback), among others.

Though students tend to be grateful for error corrections, teachers must carefully consider how corrections should be given. In Asian culture, losing face could lead to negative language learning experiences, resulting in anxiety episodes and demotivation. Teachers may find the 'right' time and ways to correct errors when giving feedback. Instead of face-to-face in-class feedback, the teacher may opt for individual sessions and focus on dealing with mistakes.

Future Research Directions

Future research may consider FLGS, a survey questionnaire designed to measure gratitude in foreign language learning contexts. The result of the reliability test showed a highly reliable instrument. However, succeeding research can explore the underlying constructs in other contexts. Currently, FLGS is the only measure to offer insights concerning the conceptual understanding of gratitude in foreign language learning.

Unlike previous studies in psychology and education, where gratitude has been established to promote well-being in life, the effects of gratitude in language learning can be explored in future studies. Thus, it would be possible for future research to establish directional or bidirectional relationships between gratitude and language performance, gratitude and language learning behaviors, gratitude and language learning strategies, gratitude, and metacognitive strategies, among others. In addition, future research could also explore the depth of antecedents by considering qualitative-driven frameworks.

Conclusion

This study aimed to (1) know the antecedents of gratitude in the foreign language classroom and (2) know the factors of grateful situations. In this exploratory study, 19 antecedents were used to create FLGS, and various factors of grateful situations were elicited. The underlying constructs of gratitude were known, such as positive reinforcement and language practice. Other grateful situations were also deduced. As gratitude may have potential benefits for foreign language learning, future studies may continue to explore this 'moral' construct and its effects on other emotions in language learning, language achievement or success, among others.

About the Author

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Appendix A
Foreign Language Gratitude Scale

Item	Antecedent of gratitude	SD	D	A	SA
1	I would be thankful when my foreign language output is appreciated.				
2	I would be appreciative of open-mindedness in the foreign language class.				
3	I would be grateful if my mistakes or errors were corrected in the foreign language class.				
4	I would be thankful when foreign language activities are encouraging.				
5	I would be grateful when I am encouraged to do better in a foreign language class.				
6	When comprehension is one of the goals of the language lesson, I am thankful for it.				
7	I would be grateful when I experienced a positive impact in my foreign language class.				
8	I am appreciative of having students who speak fluent English in the language class.				
9	When productive language activities are done in a foreign language class, I am thankful for them.				
10	I would be grateful when my output improves in a foreign language class.				
11	I would be thankful when the foreign language class is managed effectively.				
12	I would be appreciative of language practice in the foreign language class.				
13	I would be thankful when advice is provided in a foreign language class.				
14	I would be appreciative of the examples provided in the foreign language class.				
15	I would be grateful when foreign language learning opportunities are provided.				
16	I would be thankful when ideas are shared in a foreign language class.				
17	I would be appreciative of the practical knowledge shared in the foreign language class.				
18	I would be grateful when all are treated equally in the foreign language class.				
19	I would be thankful when media resources are used in a foreign language class.				