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Option: Linguistics

**Investigating the Correlation between EFL Students' Mindset Types
and their Foreign Language Anxiety: Case Study of Second-Year
English Students at the University of 8 Mai 1945, Guelma.**

A Dissertation Submitted to the Department of Letters and English Language in Partial
Fulfillment of the Requirements for the Degree of Master in Language and Culture

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DEDICATION

In the Name of Allah the Most Gracious, the Most Merciful

Peace and Mercy Be upon our Prophet Mohammed

*I dedicate this humble work to the soul of my angel my mother may her
soul rest in peace.*

*To the second mother Allah blessed me with, I love you and I will love you
forever.*

To my backbone, my father.

*To my delightful siblings, my emotional support system who stood by my
side when things look bleak.*

*To HER, and my chosen friends with whom I passed unforgettable and
amazing memories.*

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help in completing the questionnaires.*

ABSTRACT

In the field of learning English as a foreign language, anxiety is one of the psychological phenomena that arises frequently in students. Furthermore, many researchers sought to enrich the fields of psychology and educational psychology with other interesting psychological and internal factors that made a huge concern in the academic contexts. Initially, the present study aims at investigating the correlation between EFL learners' Mindset types and their foreign language learning anxiety. It relies on a quantitative method. A correlational study was conducted and Second year LMD students at the University of 08 Mai 1945- Guelma were selected as the target population, where two questionnaires were administered to the participants. The first questionnaire was an 8-Items version of mindset scale, which is used to determine what type of mindset (Fixed or Growth) the participants have, which is mainly developed by the Psychologist Carol Dweck (2006). The second questionnaire was the Foreign Language Classroom Anxiety Scale (FLACS) developed by Horwitz et al (1986), It was used to predict the learners' foreign language anxiety profile. The quantitative analysis of the collected data demonstrated that the overwhelming majority of the second year LMD students at the department of English are endorsed in a Fixed Mindset. Furthermore, the most significant result confirmed a weak negative relationship between students' Mindset types, and their foreign language anxiety. As a result of these findings, teachers and course designers are advised to consider the promotion's fixed mindset and equip them appropriately to raise students' interest in learning English as a foreign language.

Key Words: Growth Mindset, Fixed Mindset, Foreign Language Anxiety, EFL learners.

List of Abbreviations

FM: Fixed Mindset

GM: Growth Mindset

MM: Mixed Mindset

FL: Foreign Language

FLA: Foreign Language Anxiety

FLACS: Foreign Language Anxiety Classroom Scale

M: Mean

SD: Standard Deviation

EFL: English as a Foreign Language

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ملخص

General Introduction

Foreign language learning is a complex process that involves many elements such as: social factors, learning environment, psychological conditions of learners, and so on. Internal factors that are a component of the learner's personality are involved in these characteristics. Although learning and using a language are essentially collaborative activities that rely on many sorts of interpersonal relationships, the process of learning a foreign language is heavily impacted by the learners' particular personalities and beliefs. Anxiety is one of the psychological conditions or a combination of fears that are frequent in practically all learning areas. In language learning classrooms, language mindsets have been discovered to have a crucial impact on learners' motivation and resilience.

According to Carol Dweck (1995), Mindsets refer to one's beliefs about whether intelligence is malleable, or whether it is largely determined at birth and difficult to change. On the one hand, those who believe in the power of the mind believe that with time and effort, they may increase their learning; this is known as the Growth Mindset. Individuals who choose not to exercise it, on the other hand, believe that their talents are set characteristics that cannot be modified; they revert to safety and never attempt to boost their learning and this is known as the Fixed Mindset.

2. Statement of the Problem

Whenever a student misses class, fails to prepare for class, does homework, or is unable to answer even simple questions regarding the material being covered in class, teachers and instructors may ask why? There could be a variety of reasons for this type of behavior. There has been a significant increase in a study examining potential links between foreign language learning and affective factors in an attempt to better understand why certain EFL learners have more difficulty mastering a target language than others. In the field of educational psychology, there is an increasing interest in what is termed "The Mindsets" which are a set of beliefs that govern our lives and set the

rules that guide our journey, to real success or failure. Therefore, this study investigates the correlation between EFL learners' mindsets and their foreign language anxiety.

3. Aims of the Study

Mindsets as psychological factors that set to take an overwhelming interest in the field of psychology is now taking also a great interest in the field of educational psychology. Where the possible effect or relationship with other concepts and aspects in the field is put to test.

Therefore, the essential goal of this investigation is to sort out the mindset types that Second-year LMD students endorse, their foreign language anxiety profile, then to crystallize the essence of the study which is the correlation between the two aforesaid variables.

4. Research Questions

The current research addresses the following questions:

- 1) -To what extent do students' Mindset types correlate with aspects of Foreign Language Anxiety Scale?
- 2)-What is the Mindset type of second-year LMD students at the department of English, University of 8 Mai 1945, Guelma?
- 3)-What is the level of second-year LMD students 'foreign language anxiety, at the Department of English?

5. Research Hypothesis

It is hypothesized that:

(H₀): There is no relation between students' Mindsets and their Foreign Language Learning Anxiety.

6. Research Methodology and Design

The present dissertation adopts the quantitative design in order to gather in-depth information about the theme under investigation. In addition, the correlational method was followed since it is ideal to the conducted theme.

6.1. Data Gathering Tool

Formulating a deep view of the investigated topic urges the implementation of the questionnaire as an effective data-gathering tool. First, Carol Dweck's Mindset Scale (2006) to identify which type of mindset, a Growth Mindset (GM) or a fixed one (FM) the participants' lean to. Foreign Language Classroom Anxiety Scale (FLCAS), developed by Horwitz et al. (1986), aims at measuring the participants' level of foreign language learning anxiety in classrooms.

6.2. Research Population

Our targeted population is second-year LMD students in the department of English at the University of 8 Mai 1945, Guelma. The promotion is composed of 203 students, and the two questionnaires are answered by 136 participants which provide accurate and beneficial information that help in the conduct of the current research.

6.3. Structure of the Dissertation

This study is divided into two main parts; the first part is prorated into two theoretical chapters, and the second part is devoted to the practical chapter of the study. The first theoretical chapter is entitled The Mindsets; it provides a Literature Review about the Mindsets. However, the second chapter exhibits a theoretical framework about Anxiety and Foreign Language Learning Anxiety. Whereas, the third chapter; which represents the practical part of the study,

entitled the field of investigation, includes the description of the questionnaires and discusses the analysis of the obtained results. In the end, a general conclusion concludes this research.

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CHAPTER ONE

THE MINDSETS

Introduction

A huge chunk of our lives is guided by basic psychological notions about us and our personalities. These notions demonstrate the strength of our beliefs, which we may or may not be conscious of, but they have a significant impact on our goals and whether we can achieve them or not. Those beliefs are termed as "Mindsets" that infiltrate every aspect of our existence, responsible for a lot of what we think as our personality, and they are the source of a lot of what is keeping us from reaching our full potential. Hence, the present chapter aims at clarifying the concept of mindsets. Accordingly, it will review some of the definitions of mindsets along with a focus on some related concepts. Additionally, some other related aspects of the field will be tackled.

1.1. General Overview of Mindsets

The mindsets construct can be traced back to Kelly's (1955) ideas about the role of lay theories in how individuals perceive the self and others (Mercer and Ryan, 2012). In more recent years, the concept of mindsets has been closely related to educational psychology where it was mainly associated and popularized with the works of Carol Dweck, a Professor of Psychology at Stanford University, and widely considered as one of the world's foremost figures in the fields of personality, social psychology, and developmental psychology. As Zhang, Kuusisto, and Terri (2017) stated, "Before the term "Mindset" was proposed, Dweck (2000) utilized the following concepts: implicit theories or implicit beliefs of basic human qualities". "Implicit theories are sometimes also called naïve or "lay" theories because unlike scientific theories, they refer to a person's commonsense explanations for everyday events" (Molden & Dweck, 2006). Therefore,

two types of implicit theories were introduced: Entity theory of intelligence and Incremental theory of intelligence, which were later evolved and conceptualized by Carol Dweck as the fixed mindset and the growth mindset.

1.1. Definitions of Mindset

Dweck (1995) defined Mindset as one's beliefs about whether intelligence is malleable, or it is largely determined at birth and difficult to change. In the same respect, Annie Brock & Heather Hundley defined mindsets as people's implicit beliefs about whether their personal qualities such as intelligence is, by their very nature, God-given talents; they are born with them (2020).

In the educational context, Lou and his colleagues (2016) defined Language learners' mindsets as their beliefs about whether language is a fixed aptitude that is immutable or a malleable capacity that can be developed ..., meaning that those abilities can or cannot by any means grow or be proven. In the same vein, Farrington and his colleagues (2012) defined the academic Mindset as "... beliefs, attitudes, or ways of perceiving oneself in relation to learning and intellectual work that support academic performance". (p. 28)

2.1. Types of Mindsets

People believe that a particular attribute, such as intelligence or personality, is simply fixed, or they can believe that it can be shaped and developed (Dweck, 2017). Accordingly, two types of mindsets were coined; the fixed mindset (Entity theory of Intelligence) and the growth mindset (Incremental theory of Intelligence).

2.1.2. Fixed Mindset

A fixed mindset is the belief in which one's qualities are carved in the stone (Dweck, 2016), those with a fixed mindset believe that their talents and abilities are fixed. They have a certain amount and that's that (Dweck 2017). In other words, people with a fixed mindset believe that their characteristics are unchangeable and they cannot do anything to change or adjust them.

2.2.3. Growth Mindset

According to Carol Dweck, a growth mindset is based on the belief that your basic qualities are things that you can cultivate through your efforts, your strategies, and help from others (2016). In the sense, people with a growth mindset believe that their characteristics are changeable and they can be developed and proved through hard work, practice, and instructions. i.e. what the mind can conceive and believe, the mind can achieve.

The Fixed Mindset

The Growth Mindset



Figure 1: Types of Mindsets.

1.4.1. Intelligence Mindset vs. Personality Mindset

In her research work on the Mindsets, Dweck (2016) distinguished between the Intelligence Mindset and the Personality Mindset. Dweck (2016) noted that "Your "intelligence mindset" comes into play when situations involve mental ability. Your "personality mindset" comes into play in situations that involve your personal qualities—for example, how dependable, cooperative, caring, or socially skilled you are. The fixed mindset makes you concerned with how you'll be judged; the growth mindset makes you concerned with improving". In other words, the mental abilities refer to the core mental actions or processes that one's the brain uses to learn, reason, read, understand, or retain knowledge...etc.

However, intelligence mindset takes place only when students or learners are experiencing difficult situations where it is necessary to use their brains. Regarding the personal qualities, they convene the different attributes or aspects that make the essence of each person and differentiate him from others; for example, how determined, honest, or likable he is. Hence, the personality mindset works where students are involved in situations where they are supposed to reveal their attributes. (As cited in Khames and Khattab, 2021, p.7)

1.4.2. Self-esteem vs. Mindset

Self-esteem is the feeling of being happy with your own character and abilities (Oxford Advanced Learner's Dictionary Press, n.d.). Nevertheless, people with a fixed mindset and who went through terrible experiences and situations tend to see themselves as idiots and complete losers. These people are the same who are fallaciously considered to have low self-esteem. According to Dweck (2016) "They'd see what happened as a direct measure of their competence and worth". Thus, after a failure people with a fixed mindset tend to rebuild their failure by assigning blame and looking for excuses.

Significantly, having low self-esteem contributes to the lack of self-confidence or in worse situations losing it completely. Therefore, the person will be cynical and pessimistic. All and yet, people possessing a fixed mindset tend to maintain a positive self-image and keep on positively believing in themselves even if they fail multiple times in anything they perform, the same as those who possess the growth one. In this respect, Dweck (2016) clarifies as follows: “When they aren’t coping with failure, they feel just as worthy and optimistic—and bright and attractive—as people with the growth mindset”.

1.4.3. Self-efficacy vs. Mindset

In the academic realm, self-efficacy refers to one's belief and confidence in his ability to perform challenging learning tasks and achieve the intended results. In the Mindset framework, self-efficacy was measured during a challenging training course on computers, where students were encouraged to believe that computer abilities were fixed or immovable (entity theory) or can be learned and developed (incremental theory). As time went on, self-efficacy decreased for entity theorists, while it increased for incrementalists. In brief, despite the course remaining challenging, those with a growth mindset became less anxious about computers, and saw the course as an opportunity to improve their talents, even if they made missteps while learning. However, Students who believed their skills were fixed, on the other hand, became irritated and lost confidence as a result of their failures. To elucidate, Dweck and Master (2009) report the following:

"Students with an incremental theory showed less and less anxiety about computers throughout the class, anxiety did not change for students with an entity theory. The students who believed that they could increase their ability viewed the course as an opportunity to improve their skills even if they made

mistakes as they learned, while the students who believed that their ability was fixed became frustrated and lost their confidence as a result of their mistakes".

1.5. Factors affected by Mindset

1.5.1. Academic Achievement

For many students, the transition from one academic level to another is challenging and it is highly dependent on their academic achievement during the year. In the same line of thought, Zhang and his colleagues noted that "Academic achievement refers to students' academic performance in school, measured mainly by grades" (2017). Academic achievement has been investigated concerning Mindset, which is examined while students are experiencing difficult years. In her academic research on the interplay between mindset and academic achievement. Dweck (2016) assessed students' mindsets during a difficult transition to junior high school. She discovered that the Mindset type of students positively correlates with their school grades. When students were encouraged to adopt a Growth Mindset, their grades soared. Only the students with a fixed mindset showed a decline. To elucidate this point clearly, Dweck (2016) argued that:

"Only the students with a fixed mindset showed a decline. They showed an immediate drop-off in grades, and slowly but surely did worse and worse during the two years. The students with the growth mindset showed an increase in their grades over the two years".

1.5.2. Academic Performance

Various previous studies have shown that students who adhere to an entity theory are less interested in learning, are less keen to put in the effort, and fail to exploit opportunities to learn and improve. However, what does this imply for their actual learning performance? During the academic year, students believing in the entity theory or the fixed mindset frequently perform

worse with time than students who believe in an incremental theory or a growth mindset. In this respect, Blackwell and her colleagues asserted that Students with an entity theory often perform more poorly over time than students with an incremental theory. Seventh graders who entered junior high school with an incremental view of intelligence showed improvement in their math grades over the next 2 years, whereas those of an entity theory did not (2007). In the same line of thought, Dweck and Master (2012) asserted that [... theories of intelligence or mindsets affect the performance of students of all ages in many different areas including complex decision-making and managerial skills].

1.5.3. Failure and Success

In one world, failure is about having a setback (Dweck, 2016), in the world of the fixed mindset failure is a label. Whenever people with an entity theory face a setback they run away, their fixed mindset never shows them the way to real recovery. They don't embrace their deficiencies; they try to find excuses and blamed everybody instead. Properly, Dweck (2017) clarifies as follows:

"We have found over and over that, a fixed mindset does not give people a good way to recover from setbacks. After a failure, fixed-mindset students say things like "I'd spend less time on this subject from now on" or "I would try to cheat on the next test. " They make excuses, they blame others, and they make themselves feel better by looking down on those who have done worse. Everything but facing the setback and learning from it".

In opposition, incrementalists find failure and setbacks as a way of change and they become more motivated to improve. "Those with the growth mindset found setbacks motivating. They're informative. They're a wake-up call"(Dweck, 2016).

However, success is not on a different track, both mindsets interpret success differently. For people holding a fixed mindset, success is about establishing their superiority, pure and simple. Being that somebody who is worthier than the nobodies. While those with a growth mindset found success in doing their best, learning, and improving. (Dweck,2016). In simpler words, success for people with a fixed mindset is about instituting their supremacy and worthiness. Being that someone more deserving than everybody. Those with a growth mindset, on the other hand, found success in getting better, learning and doing their finest to evolve and improve.

1.5.4. Effort

Life is full of challenges, expected and unexpected, and the effort of moving forward while carrying those burdens can be unbearable at times, it is what teach us the necessity of patience, perseverance, and dedication, all of which pave the way to real success. Nevertheless, in academic settings students with differing mindsets perceive efforts from utterly different perspectives. In one respect, those believing in the entity theory or the fixed mindset believe that if the person has inherited talent, he shouldn't have to put in much effort, trying to work hard creates uncertainty about his abilities. As pointed out by Dweck (2017) 'Those with a fixed mindset believe that if you have natural talent, you shouldn't need much effort. In fact, having to work hard casts doubt on your ability. In the sharp contrast, incrementalists or people believing in the growth mindset understand the importance of hard work and significantly appreciate it, they recognize the vital role of effort as it fuels their talent and enables it to blossom gradually. In other words,' Those with a growth mindset know they have to work hard, and they enjoy it. They understand that effort is what ignites their ability and causes it to grow over time (Dweck, 2017).

1.5.5. Ability

In educational settings, it is notable that students are unique individuals with special cognitive and psychological traits, learning styles, interests, potentials...etc. Some students are born with

those special abilities, while others need to work hard to improve them. Correspondingly, it is worth asking, What leads people to succeed or fail in a certain field? What enables certain students to achieve better outcomes in schools rather than others? Students with more of an entity theory of intelligence sees intellectual ability as something of which people have a fixed, unchangeable amount. On the other end of the spectrum, those with more of an incremental theory of intelligence sees intellectual ability as something that can be grown or developed over time (Dweck and Yeager,2012). In brief, students who hold an entity theory believe that ability is immutable and people have an unfixable amount of. However, those who are incremental theorists believe that ability can be cultivated and improved.

1.5.6. Goal Orientation

Individuals' goals constitute the basis through which they interpret and respond to events. Hence, Students with a Growth Mindset have a different goal orientation than those with a Fixed Mindset. On the one hand, entity theorists, embrace performance goals. They are keen to demonstrate their capabilities; their main concern is to look smart. Meanwhile, incremental theorists endorse learning goals, they want to develop their capabilities and their main objective is to become smart, attain new skills, and reaches their full potential. In this respect, Dweck (2000) demonstrates as follows:

"An entity theory, with its idea of fixed intelligence, should make students concerned with showing they're smart and so should foster performance goals. An incremental theory, with its idea of malleable intelligence, should make students concerned with getting smarter and so should promote learning goals".

Moreover, in the entity scheme, they encourage the aversion to demanding tasks owing to fear of failing and stop moving forward. In simpler words, performance-oriented goals foster avoidance of challenging tasks due to anxiety about failure (Dweck & Leggett, 1988). Whereas,

learning-oriented goals cherish challenge as it sustains their learning. As demonstrated by Dweck and Master (2009). In this framework, students embrace challenges because challenges maximize learning.

1.6. Can mindset be changed?

The view you adopt for yourself profoundly affects the way you lead your life? (Dweck, 2016). Accordingly, important questions can be raised such as: Are mindsets fixed or they can simply be changed? And if they can be changed, could people alter their mindsets, and in the same line of thought alter their lives? In this respect, Dweck (2017) asserted that " Mindsets are just beliefs. They're powerful beliefs but they're just something in your mind, and you can change your mind. As you read, think about where you'd like to go and which mindset will take you there". It is worth mentioning again that the way both mindsets are fixed and growth operate is completely different. Those with a fixed mindset believe that their abilities are unchangeable traits. Therefore, those with more of an incremental theory of personality view people's traits as having the potential to change. (Dweck and Yeager, 2012.p.303); meaning that people holding a growth mindset believing in change and adjustment. Many previous studies confirmed the ability to change students' mindsets and they can develop a Growth Mindset, mainly by two steps; the first step is by knowing the diversity between the Fixed Mindset and the Growth Mindset and the second step is by conducting 'Mindset interventions' which are psychological methods can be used to convey to learners that their brains can grow smarter. As illustrated by Brougham and West (2018), Mindset interventions can lead students to change their beliefs about their ability to improve their intelligence and can have an effect on their academic performance.

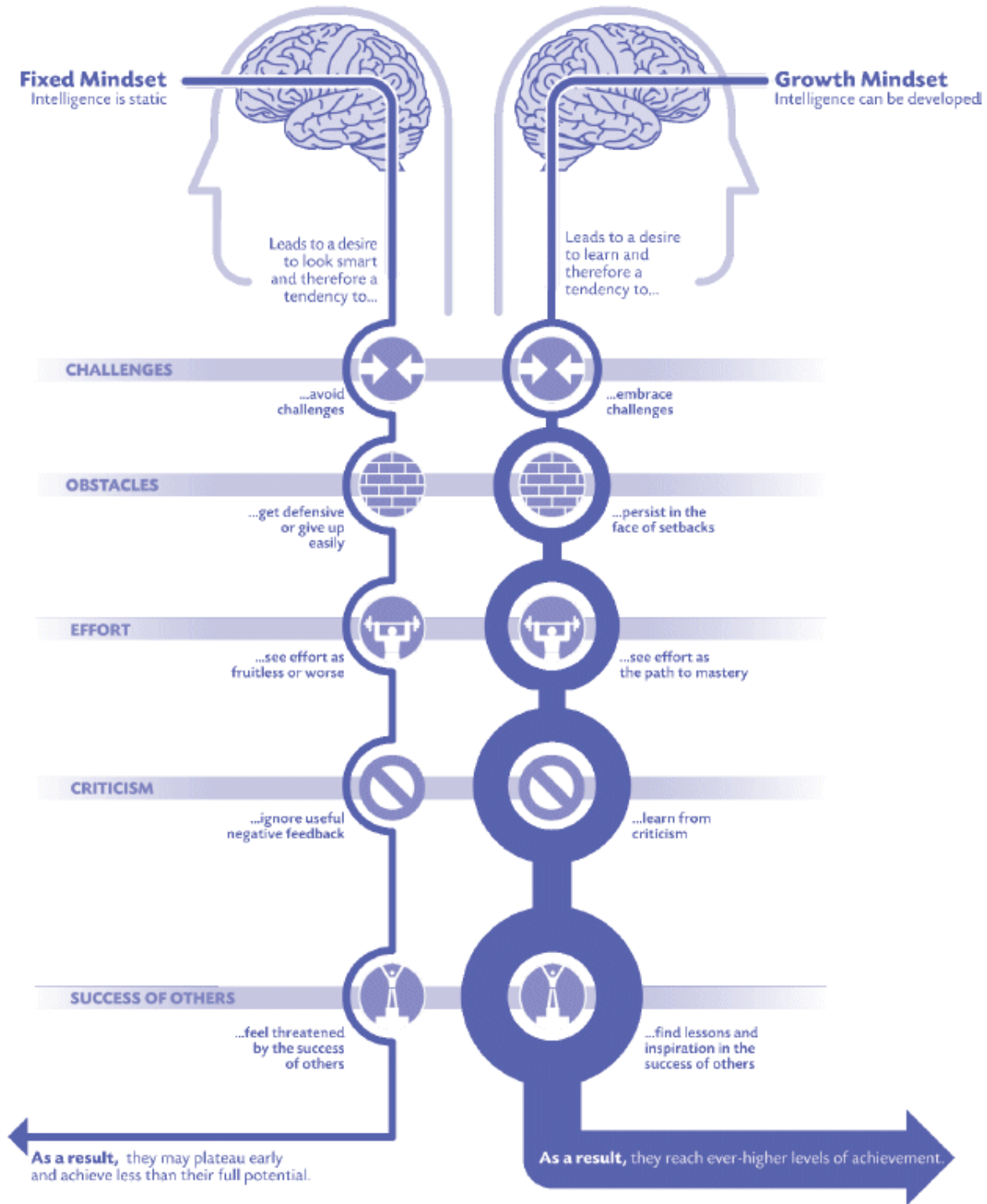


DIAGRAM OF MINDSETS BY NIGEL HOLMS

Figure 2: Diagram of Mindsets by Nigel Holms (as cited in Dweck, 2017)

Conclusion

To conclude, mindsets pervade many aspects of our lives, govern and shape our personalities, and also, they are accountable for the way we perceive ourselves and the way we interpret the world's events. Additionally, they are the horse's mouth of our failure or success and responsible for how we react to both of them.

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CHAPTER TWO

FOREIGN LANGUAGE ANXIETY

Introduction

Over the last three decades, language anxiety has become a major issue in second and foreign language learning research, and it is a topic that generates heated debates. Thus, anxiety is regarded as a major component that influences foreign language learning in a variety of ways. During their learning process, English foreign language students typically experience a significant amount of anxiety. This latter is a significant impediment to learning since it generates mental blocks, a lack of self-confidence, and low self-esteem. Several studies have found a clear correlation between effective elements such as anxiety and students' language learning achievements, performance...etc. Therefore, the present chapter is dedicated to introducing the concept of anxiety, foreign language anxiety along with its types, sources, components, and relationship with some related fields.

2.1. Anxiety and Foreign Language Anxiety

2.1.1. Definition of Anxiety

Life is full of emotions that are characterized by nervousness, tension, and stressful thoughts. Those emotions are commonly known as "Anxiety ". Correspondingly, anxiety can be defined as "an uncomfortable feeling of nervousness or worry about something that is happening or might happen in the future, and something that causes a feeling of fear and worry"(Cambridge Online Dictionary of English, 1995). Near at hand, many scholars and psychologists tried and succeeded in defining this phenomenon. According to Scovel (1978), anxiety is defined as" an emotional state of apprehension, a vague fear that is only indirectly associated with an object"(as cited in Horwitz and Cope, 1986). In the same line of thought, Spielberger (1983, p.1) examined anxiety as "the subjective feeling of tension, apprehension, nervousness, and worry associated with an

arousal of the autonomic nervous system" (as cited in Horwitz, 2001). Notwithstanding, all these definitions head to the same spot, that anxiety is a psychological state of dread and worry that is slightly related to an item or a certain event that happened or might happen at any time in the future. In language learning settings, and specifically in regards to foreign language frameworks, Horwitz (2001) defined anxiety as "a feeling of tension apprehension, and nervousness associated with the situation of learning a foreign language" (p. 113); meaning that anxiety is a sense of pressure and strain, in specific situations that necessitate the use of a foreign language. At this point, it is worth noting that there is a distinction between a foreign language and a second language, in the sense that:

[... In a second-language acquisition situation, the language is spoken in the immediate environment of the learner, who has good opportunities to use the language by participating in natural communication situations, whereas in a foreign-language learning situation the language is not spoken in the immediate environment of the learner, although mass media may provide opportunities for practicing the receptive skills. The learner has little or no opportunity to use the language in natural communication situations](Ringbom,1980).

2.2. Anxiety and Language Learning

On and on, researchers, language teachers, and even language learners themselves have been interested in the possibility that anxiety hinders language learning. In this respect, Horwitz pointed out that "perceived intuitively by many language learners, negatively influences language learning and is one of the most highly examined variables in all of psychology and education" (2001, p.113). In the same vein, Arnold, and Brown (1999) prescribed anxiety as "a quite possibly the effective factor that most pervasively obstructs the learning process" (p.8). In their turn, Horwitz and his colleagues (1986) added" anxiety is a distinct complex of self-perception,

beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (p. 128). In brief, it has been confirmed that anxiety plays the role of a perplexing factor that hinders or blocks the learning process. However, anxiety is cited as a common source of self-esteem among language learners, who tend to compare themselves to others or feel competitive or threatened by them. In this respect, Krashen noted "the more I think about self-esteem, the more impressed I am with its impact. This is what causes anxiety in a lot of people. People with low self-esteem worry about what their peers think; they are concerned with pleasing others. And that I think has to do a great degree with anxiety (Krashen, 1986 as cited in Young, 1991, p.427)

As to foreign language learning, anxiety is set to be the most effective predictor of achievement. To elaborate, Horwitz (2001) coined "anxiety has usually been seen to be detrimental to students' learning and achievement in a second and foreign language". Likewise, Macintyre and Gardner claimed [... foreign language anxiety may alter or influence the three main stages of the foreign language learning process; input, retrieval (processing), and output] (1989, p. 252-253). Anxiety in the input stage reflects the learners' apprehension, fear, and stress when encountering new words, phrases, or sentences in a foreign language for the very first time. The level of anxiety at this stage harms the learners' potential and abilities to receive, understand, concentrate, and encode external stimuli. Anxious learners spend more time listening, re-reading, and repeating the same items in the foreign language multiple times. At the retrieval (processing) stage, anxiety reflects how learners' reorder or organize thoughts and ideas in their minds. A high level of processing anxiety may inhibit the learners' ability to easily understand the message or immediately recognize and learn new vocabulary items. Last but not least, the output stage, in this latter anxiety refers to the various difficulties that learners face when producing, interpreting,

or expressing thoughts and feelings in a foreign language through speaking or writing items in that foreign language.

2.3. Types of Anxiety

Psychologists distinguished various categories of language anxiety; facilitating anxiety, debilitating anxiety, and situation-specific anxiety, in addition to trait and state anxiety.

2.3.1. Facilitating Anxiety vs. Debilitating Anxiety

Language anxiety is classified into two main categories facilitating anxiety and debilitating anxiety. Many studies revealed that the former helps learners to perform better in specific situations in the language, whereas the latter affects students and negatively impacts their performance. Hence, William (1983,p.98) asserted that “low anxiety state having facilitating anxiety and high anxiety state having debilitating effect” (as cited in Saidi,2015,p.10); meaning that the distinction between both types lies on the level of anxiety, high anxiety has a debilitating effect, while low anxiety has a facilitating effect. Notwithstanding, Scovel (1978) stated that “anxiety may facilitate the foreign language learning process and it also keeps students on alert” (as cited in Horwitz et al., 1986). Yet, Horwitz (1990) found that anxiety is only helpful for simple learning tasks not for more difficult tones. Regarding performance in the foreign language, many research findings have shown that debilitating anxiety hurts performance, especially when it is linked to speaking and writing tasks (Young, 1986), proficiency test performance (Ganschow, Sparks, Anderson, Javorshy, Skinner, Patton, 1994), and with grades in language courses(Aida,1994), while facilitating anxiety, on the other hand, is beneficial for performance.

2.3.2. Trait and State Anxiety

According to Spielberger (1983, p. 1), trait anxiety refers to” relatively stable individual differences in anxiety-proneness, that is, to differences between people in the tendency to

perceive stressful situations as dangerous or threatening and respond to such situations with elevations in the intensity of their state anxiety reaction”; in the sense that, trait anxiety is the feeling to be anxious is characterized in a person's personality when actually faced with a range of difficult or cautionary situations. Therefore, Individuals with high levels of trait anxiety are generally nervous people lacking emotional stability (Goldberg, 1993). In the sharp contrast, people with low trait anxiety have a stable emotional state and are carefree and tolerant. As for state anxiety, It refers to the current outgrowths or experiences of anxiety. Thus, this anxiety is a momentary emotional state of being nervous that can change in intensity and vary substantially. It has an impact on the emotions, cognition, and behavior of students. As coined by Macintyre(1999)" it refers to also to how a person experiences anxiety". In terms of cognition, when people experience state anxiety, they are more sensitive to what other people are thinking of them (Carver &Scheier, 1986). In other words, an anxious person takes longer to respond because he is preoccupied with what others may say or comment on. Furthermore, anxious people have an active imagination about the audience's negative evaluation. They dwell on failures and seek to escape from real-life situations.

2.3.3. Situation-Specific Anxiety

Situation-specific Anxiety is the most prevalent type of anxiety in the level of learning a foreign language. It is aroused by a specific type of situation or event such as public speaking, test-taking, or class participation (Ellis, 1994). Because each situation is unique, a person may be nervous in one situation but not in another. In the same respect, Endler (1980) asserted that" Studying language anxiety means studying the interaction of the person in the situation producing that anxiety". In other words, this type of anxiety is based on a specific assumption that describes specific types of situations that are more likely to cause anxiety than others. This type of anxiety

varies depending on the situation. The same person may feel anxious in one situation but not in another.

2.4. Components of Foreign Language Anxiety

Foreign language anxiety is a complex and challenging issue and it is difficult to describe its components. Subsequently, Horwitz et al. (1986) coined three components of foreign language anxiety: communication apprehension, test anxiety, and fear of negative evaluation.

2.4.1. Communication Apprehension

Horwitz, Horwitz, and Cope (1986) defined communication apprehension as "a type of shyness characterized by fear of anxiety about communicating with people". In the same line of thought, Dali (1991) asserted that "One of the most studied topics of speech communication is the tendency on part of some people to avoid, even fear communicating orally. In simpler words, communication apprehension is a feeling of nervousness or insecurity labeled by anxiety about communicating with others. Therefore, the majority of research in this area is based on McCrosky's definition of communication apprehension as "an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons"(1977). The research focuses on speaking activities in the EFL classroom as well as the factors that influence students' oral performance. In both situations, communication apprehension is observed when using the mother tongue and a foreign language. It asserts that an active and talkative student in an L1 class may become completely quiet and complacent when speaking a foreign language. Hence, Students who suffer from a high level of anxiety and communicative apprehension, suffer from a lack of competence (Aida, 1994, p. 157), in addition to difficulties in speaking in front of others in or out of the classroom are all outgrowths of communication anxiety.

2.4.2. Test Anxiety

Test anxiety is a type of performance anxiety induced by a fear of failing a test. In this respect, Sarason (1978) defined test anxiety as “the tendency to view with alarm the consequences of inadequate performance in an evaluate situation”. In the same vein, Horwitz et al. (1986) stated that "test anxiety is a type of anxiety stemming from a fear of failure". In the same line of thought, Horwitz, Horwitz, and Cope (1986) added" test anxious students have false beliefs in language learning. These students habitually put impractical demands and themselves and feel that anything less than perfect test performance is a failure. These students are the same who might experience unpleasant moments, fear of poor performance that leads to failure, or stressful evaluative situations with their teachers. In other words, consistent evaluations by the instructor in foreign language classrooms are rather commonplace and even the brightest and more prepared students often make errors (Horwitz et al,1986). All in all, test anxiety is a form of performance anxiety that stems from a fear of failure and evaluative situations, and it can lead to exam failure if it is severe.

2.4.3. Fear of Negative Evaluation

The fear of negative evaluation is highly attributed to the avoidance of some kinds of evaluation situations, where learners expect their peers to evaluate them negatively. As defined by Watson and Friend (1969) the fear of negative evaluation is “the apprehension of others’ evaluations distress, other their negative evaluation avoidance of evaluative situations, and the expectations that others would evaluate one-self negatively” (p. 448). Even if, the fear of negative evaluation seems similar in scope to test anxiety, it differs the fear of negative evaluation is broader. To elaborate, Spolsky (1989) asserted" Although, it is similar to test anxiety, fear of negative evaluation is broader in scope, it is not restricted to test-taking situations (Spolsky, 1989). Fear of negative evaluation extends beyond limited testing situations, such as test anxiety,

to any social evaluative context, such as public speaking. In this respect, Horwitz et al(1986) stated" Fear of negative evaluation is not related only to limited testing situations like test anxiety, but it is related to any social evaluative context such as job interview or speaking in public. In a foreign language context, Students who are afraid of receiving a negative evaluation may adopt an avoidant behavior. This avoidant behavior evolves from either teachers or instructors and peers evaluations. Von Worde added" fear of negative evaluation derives mainly from both teachers and students peers because foreign languages require continual evaluation by the teacher and anxious students may be intensely susceptible to the evaluation of their peers (2003). In brief, high-anxiety students endure a lack of self-confidence in their speaking abilities. Furthermore, anxious students strive to use simple, understandable language in order to avoid negative feedback from teachers and classmates, especially in situations where they are unable to defend their positions when necessary.

2.5. Sources of Foreign Language Anxiety

Many researchers contend that the most noted causes of foreign language anxiety are markedly different. According to language learning anxiety research findings, Young (1991) coined six sources of language anxiety that are mainly related to learners, teachers, and the instructional process. The six sources are personal and interpersonal anxieties, learner beliefs about language learning, instructor beliefs about language teaching, instructor-learner interactions, classroom procedures, and finally language testing.

2.5.1. Personal and Interpersonal Interactions

According to Young (1991), most researchers have highlighted personal and interpersonal interactions as the foremost source of language anxiety (p.427). Low self-esteem is considered one of the most main sources associated with foreign language anxiety. The way one's sees, thinks, and evaluates himself is directly related to language anxiety and a powerful provoking

element to it. In this respect, Krashen (1991) asserted: The more I think about self-esteem, the more impressed I am about its impact. This is what causes anxiety in a lot of people. People with low self-esteem worry about what their peers think; they are concerned with pleasing others. And that I think has to do a great degree with anxiety (As cited in Young 1991, p.427). In brief, students who perceive their foreign or second language ability as low are seen as the expected targets of foreign language anxiety (Young, 1991, p.427); meaning that low self-esteem is linked to anxiety because students with low self-esteem place a high value on what their peers think of them and how they perceive them. As a result, anxiety may arise. The other provoking element to language anxiety is competitiveness. Almost all students keep comparing themselves to their peers, striving to be the best, achieving more and being more successful at all levels. As regards, Bailey (1991) claimed that when learners of a foreign language compare themselves to others or an ideal in this case competitiveness can be associated with anxiety (As cited in Young, 1991, p.427). Some students, on the other hand, welcome competition since it motivates them to participate in classroom activities in order to achieve better results and receive praise from their teachers.

2.5.2. Learners' Beliefs about Language Learning

Numerous researches proved that EFL learners may have negative thoughts that may interfere with their language learning process. These thoughts can create anxiety. According to Gynan (1989), there are some preferable practices that the learners associated with successful language learning. He stated that some of his learners believe for example that pronunciation is the most valuable element concerning language learning, others believe in vocabulary, grammar, communication with others, traveling abroad and many (as cited in Young, 1991, p.428). In other words, some students prefer pronunciation exercises, while others believe that vocabulary, classroom conjugation, communication, grammar memorization, travel to a country where the

language is spoken, or making friends will assist their language learning. In his turn, Young (1991) stated that language anxiety can be caused by these unrealistic beliefs. He said that most beginners are extremely motivated but this cannot make them sound native-alike speakers. Also, when they think that pronunciation is the most important then this will lead to frustration and stress (Young, p.428). In simpler words, learners have differing perspectives on language practices that they believe are essential to their learning success in either way, whether positively or negatively.

2.5.3. Instructors' Beliefs about Language Teaching

Not only learners can lead themselves to go through language anxiety, however, in some cases the teachers also can provoke and irritate language anxiety. Some teachers think that when they are strict, harsh, and tough with their learners then this will motivate them. Regrettably, this can make the learner more stressed and afraid about expressing what they want freely as well as participating inside the classroom. In EFL contexts, the most common issue among EFL students is not correcting their mistakes by their teacher, but how the teacher corrects the mistakes. Therefore, some instructors believe that rather than assisting their students, they must correct their mistakes in a manner that could be a contributing factor in students' language anxiety. Correspondingly, Young (1991) claimed Instructors who believe their role to correct students constantly when they make any error, who feel that they cannot have students working in pairs because the class may get out of control, who believe that the teacher should be doing most of the talking and teaching, and who think their role is more like drill sergeants than a facilitator's maybe contributing to learner language anxiety (p.428).

2.5.4. Instructor-learner Interactions

Another source of anxiety is the tense relationship that exists between students and their teachers. According to Young (1991, p. 429), the interaction between the teacher and his learners can be influenced by teachers' manners in the classroom. In other words, Teachers' harsh methods of correcting students' mistakes are aforesaid to be an anxiety-provoking element. Furthermore, giving erroneous answers, being in an improper place in front of their classmates, and being stupid or dumb can cause anxiety. Additionally, some students are aware of the significant role that evaluation and correction play in their learning. Hence, their main concern is not with the correction of errors by their teacher, but with the manner in which they are corrected. In simpler words, "when, how often, and, most importantly, how errors are corrected" (Young, 1991, p.429).

2.5.5. Classroom Procedures

As noted by Young (1991) that "the majority of students who suffer from a high level of anxiety is associated with oral activities in which they are obliged to use the language in front of their classmates (p.429); meaning that activities such as oral assignments, tasks, and practices are a prominent source of anxiety in EFL classrooms. In the same vein, Koch and Terrell asserted that more than one-half of their subjects noted that most activities that make them very anxious in their natural learning process is oral presentations which they perform next to the class. Besides, another example of sources that lead to anxiety is oral quizzes when the teacher suddenly calls the student to perform orally and in front of his classmates (1991, as cited in Young, 1991, p.429). In brief, oral classroom tasks, activities, and mostly important classroom presentations are

a yet another example that makes learners anxious,nervous, and unwilling to perform in class as they make them the center of attention.

2.5.6. Language Testing

The different aspects of language testing such as reading or writing can also lead to anxiety. As Young claimed that "anxieties can stem from aspects of language testing" (1991, p.429). Besides, some pupils are more nervous than others when it comes to certain types of language tests. That is, that some types are more stressful and anxiety-inducing than others. Students may also suffer from anxiety if they spend many hours studying the module and anticipate the type of questions that will be asked, but instead, find something else that they have no clue about. Therefore, the test should be a mirror and reflect the type of language being studied.

2.6. Foreign Language Anxiety Psychology, Cognitive and Educational Psychology

The role of foreign language anxiety is becoming increasingly important in the study of foreign language learning. Over the last three decades, in the field of psychology, a large corpus of research has been devoted to researching learners' self-reported anxiety in relation to second/foreign language achievement or performance. Therefore, many researchers have provided a correlation between second/foreign language anxiety and second/foreign language achievement and performance (e.g., Aida, 1994; Gardner et al., 1987; Horwitz, 1986; Ying, 1993; Young, 1986). However, in the fields of cognitive and educational psychology, theory, and research have demonstrated the relative importance of beliefs in learners' anxiety experiences. Anxiety and beliefs have been linked in a variety of ways. Those studies were mainly conducted by (Dweck & Leggett, 1988; Goldberg, 1983; Sarason & Sarason, 1990). Thus, the focus of these exploratory studies was to examine how second/foreign language anxiety was related to two types of learner's beliefs: second/foreign language learning, self-efficacy, and beliefs in the giftedness of second/foreign language learning, both of which are based on a single entity view of intelligence. The connection between the two learners' beliefs was also investigated.

Conclusion

To sum up, anxiety is a complex issue in English as a foreign language learning. Many teachers and psychologists have studied anxiety from various perspectives. This increased concept derives from the significant impact of worry on language learning, where anxiety plays a significant emotional component that influences FL learning both positively and negatively

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CHAPTER THREE

Investigation Analysis and Discussion

Introduction

In this chapter, a full analysis and discussion of the findings is held in order to examine the Correlation between EFL Learners' Mindset Types and their Foreign Language Anxiety. The findings are generated from the two questionnaires introduced. The first questionnaire set as provision for investigating the learners' mindset types whereas the second questionnaire sought to investigate their foreign language anxiety profile.

3.1 Students' Questionnaires

3.1.1 Population of the Study

The sample of the study is 136 Second-year LMD students at the Department of English, University of 8 Mai 1945(Guelma). This sample was mainly chosen by reason of that they are not new to the field, they have already passed one year of a challenging experience which might have changed to a certain level of their beliefs about English as a foreign language and as a major and they might develop some kind of negative feelings about it. It is also worth citing that the Second year is a transitional period full of hardships and challenges, where the learners are keener to be more competitive and ready to engage in these challenges in order to prove themselves in their chosen field. Hence, as stated by Carol Dweck (2016)"Mindsets can be efficacious in challengeable situations"; meaning that mindsets can be measured while students are experiencing a challenging period.

3. 1.2. Sampling Technique

The data collection tool used in this topic was mainly the questionnaire. Since the University of 8 Mai 1945, Guelma was still under the Covid-19 educational program, which relies on distance learning (E-learning), and the students are just present in studies week by week, it was impossible to have access to the whole population of the topic under investigation. Consequently, it was difficult to make face-to-face interactions due to time constraints. Convenience sampling is a sort of non-probability sampling in which a sample is taken from a population group that is close at hand, which made it a suitable technique in this regard. Similarly, the use of questionnaires allowed for the recruitment of nearly all members in a relatively short amount of time.

3.1.3. The Questionnaires Administration

The questionnaires were administered to Second-year students two weeks before passing their final exams, the two questionnaires were distributed to the participants during regular sessions by the researcher himself without any unappealing behaviors that would ensure honesty. The questionnaires were filled out collectively by the participants. Furthermore, it is worth noting that the employed technique, convenience sampling wasn't without flaws. The fact that some individuals participated in the research and others did not leave it vulnerable to the research bias because it reduced the sample's representativeness in addition to the unwillingness to generalize the study results to the entire sample. Furthermore, the investigation was carried out under difficult conditions, which most likely influenced the results. Administration of the data gathering tool, participant absences, and exclusion of some other copies, where some items were left unaddressed and others were not responded adequately. The total sample size is 119, including 79 female and 40 male participants with ages ranging from 19 to 28.

3.2. Description of the Students' Questionnaires

3.2.1. The Mindset Scale

The first questionnaire is the Growth Mindset Scale. This scale was mainly popularized by the psychologist Carol Dweck (2000). It consists of 8 statements ranging from strongly agree (1) to strongly disagree (5), four items positively noted for Growth Mindset (GM) and four items were negatively noted for Fixed Mindset (FM). Students' agreement and disagreement with these 8 items were rated on a 6-point Likert scale. Their agreement and disagreement with the 8 statements indicate whether their efforts are adequate to improve their intelligence and abilities or cannot change and improve how intelligent they are.

Table 3.1

Mindset Scale Scoring Guide

Items (GM)	Coded	Items (FM)	Reversed-Coded
3	1= Strongly disagree	1	6= Strongly disagree
5	2= disagree	2	5= disagree
7	3= Mostly disagree	4	4= Mostly disagree
8	4= Mostly agree	6	3= Mostly agree
	5= Agree		2= Agree
	6= Strongly agree		1= Strongly agree

Table 3.1 illustrates the scoring scale, that is maintained by ranking the items of the Growth Mindset statements (3, 5, 7, and 8) from 1 (strongly disagree) to 6 (strongly agree) (strongly agree). Nevertheless, the Fixed Mindset statements were graded in reverse.

Table 3.2**Mindset Scores and Interpretation**

Range	Mindset Scale
4.00 – Above	Growth Mindset
In between 3 and 4	Mixed Mindset
3.00 – Below	Fixed Mindset

The explanation and interpretations of the Mindset scores are shown in Table 3.2. Higher scale scores (4 and above) signify that the participant has a Growth Mindset, while lower scale scores (3 and below) indicate a Fixed Mindset. Nonetheless, participants with scores between 3 and 4, and who endorse a mixed mindset, were excluded from the study.

3.2.2. The Foreign Language Classroom Anxiety Scale

The second questionnaire is the foreign language classroom anxiety scale. This scale was adopted since it is the best reflection of the theme under investigation that seeks to examine the learners' foreign language anxiety profile. However, in order to measure FLA in academic settings, specifically in EFL classrooms, Horwitz and his colleagues (1986) mainly popularized and developed the foreign language Classroom Anxiety scale (FLACS). The FLACS was designed based on the learners' evaluation of their academic performance. Three performance anxieties were coined: communication apprehension, fear of negative evaluation, and test anxiety. Therefore, it consists of 33 statements assembled about learners' attitudes towards learning a foreign language. These 33 statements are based on the aforementioned anxieties.

Eleven statements delineate students' communication apprehension (statements 1, 4, 9, 14, 15, 18, 24, 27, 29, 30, and 32). Fifteen statements delineate student test anxiety (statements 3, 5, 6, 8, 10, 11, 12, 16, 17, 20, 21, 22, 25, 26, and 28), and finally, seven items delineate students' fear of negative evaluation (Statements 2, 7, 13, 19, 23, 31, and 33). The FLCAS is a scale with responses ranging from "strongly agree" (5 points), "agree" (4 points), "neutral" (3 points), "disagree" (2 points), and "strongly disagree" (1 point). FLCAS scores range from 33 to 165, with higher scores indicating more anxious students and lower levels representing less anxious students. Given that the statements (2, 5, 8, 11, 14, 18, 22, 28, and 32) were stated positively, signifying a non-anxiety situation, the rating will be reversed.

Table 3.3

The Number of items in the FLACS.

Factor	Number of Items
1-Communication Apprehension	11 items
2- Fear of Negative Evaluation	7 items
3-Test Anxiety	15 items

3. Statistical Analysis

A correlational method was required in order to analyze the acquired data. The Spearman RHO Coefficient of Correlation was used to estimate the strength and the direction of the association between EFL students' Mindsets and their Foreign Language Anxiety level. One of the reasons for applying this correlation coefficient is because the Likert scale employed in this study is ordinal; meaning that Spearman RHO is an ordinal coefficient of correlation utilized when the data is ranked, or when the data may not be distributed normally, or the data is from an

ordinal Likert scale, therefore parametric statistics cannot be employed, as it is in this research study. Furthermore, the normality test of distribution was used to ensure the validity of the Spearman RHO. The test shows that the variable Mindset is not regularly distributed (see Figure3). Furthermore, the Spearman correlation coefficient, rho, can range between +1 and -1. A rho of +1 indicates a strong positive rank association, an rho of zero indicates no rank association, and rho of -1 indicates a negative linear rank relationship. The stronger the relationship between the ranks, the closer rho is to 1.

Figure 3.3

Frequency Distribution Scatter Plot of Mindsets



Figure 3.3 shows that the items are positively skewed; the variables are not normally dispersed. As a result, the Spearman RHO coefficient is the best technique to use in this study. Similarly, all analyses were carried out using the Exel spreadsheet and also by using SPSS (Statistical Package for Social Sciences) version 19, and that is a standard computer and the software package used by academics across diverse fields to undertake quantitative analysis on large amounts of data. Furthermore, the data was visually represented in the form of graphs and tables.

3.3.1. The Analysis and Interpretation of the Mindset Scale

3.3.1.1. The Reliability of the Mindset Scale Results

In order to verify the internal reliability of the mindset scale along with the correlation between its 8-items, the SPSS program was used. And the results have shown that the internal reliability measure of the Mindset Scale has an alpha coefficient of .773.

Table 3.4

The Internal Reliability of the Mindset Scale

Cronbach's Alpha	N of Items
.773	8

Table 3.5**Mindset Scale Validity**

	N	%
Valid Cases	119	100%
Excluded ^a	0	0
Total	119	100%

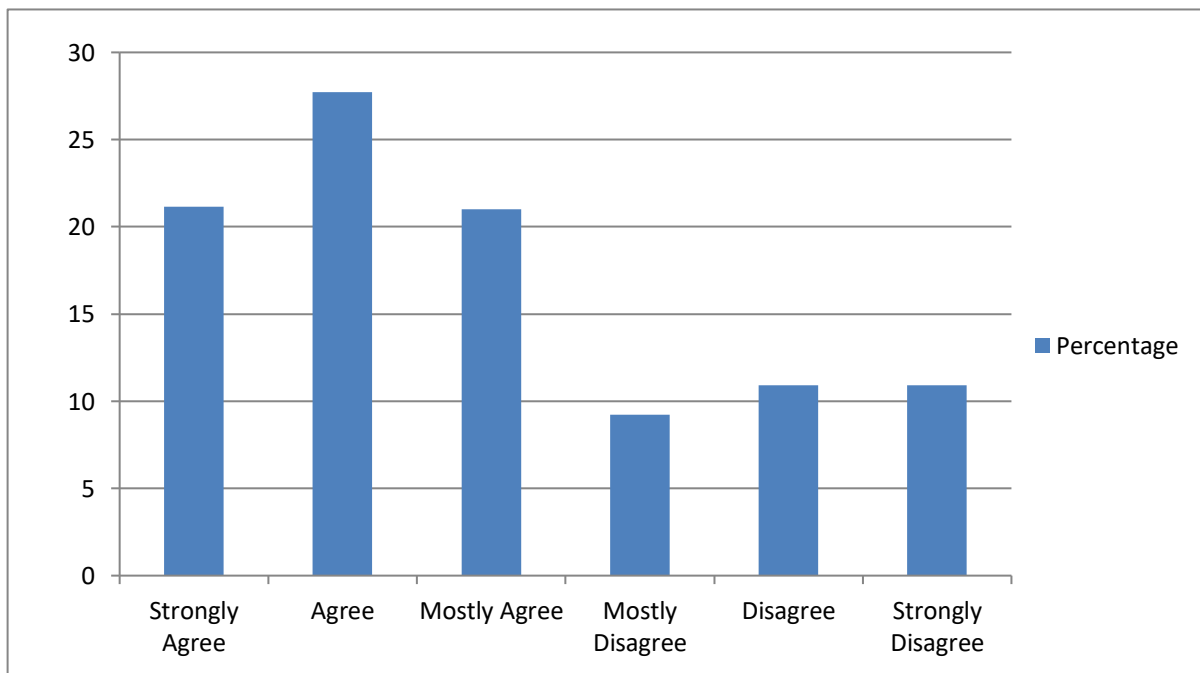
Case Processing Summary

3.3.2. The Analysis and Interpretation of the Mindset Scale Questionnaire Results

Item 1: You have a certain amount of intelligence, and you can't really do much to change it

Figure 3.4

Informants' Responses on Item 1



From the results stated in the figure 3.4, it is apparent that the majorities of the students (27.73 %) sees and agree that the amount of intelligence they have cannot be changed by any means.

Hence, (20.16%) of the students strongly agree on the previous claim and asserted that the amount of intelligence they have cannot be altered. In the sharp contrast, (10.92%) of the participants disagree and strongly disagree with the claim asserting that their intelligence can be altered. However, almost a quarter of the participants (21.01%) declared that they mostly agree and (9.24%) stated that they mostly agree with the belief that their intelligence is unchangeable. Notwithstanding, the massive majority seem to agree on the assumption that their intelligence is something fixed and cannot do anything about it.

Item 2: Your intelligence is something about you that you can't change very much.

Figure 3.5

Informants' Responses on Item 2

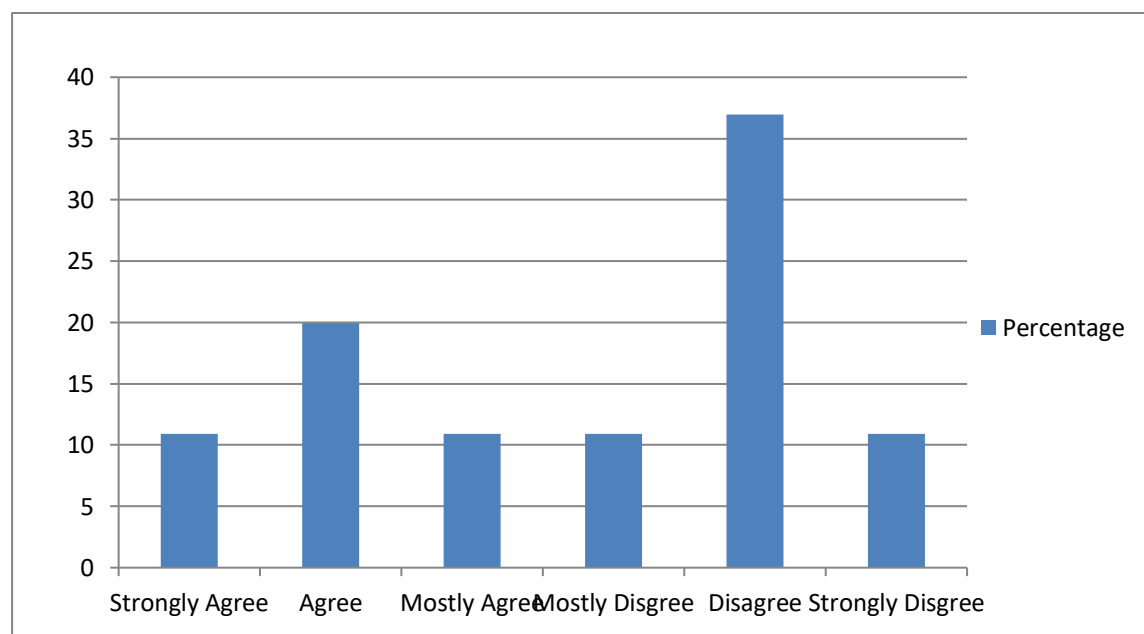


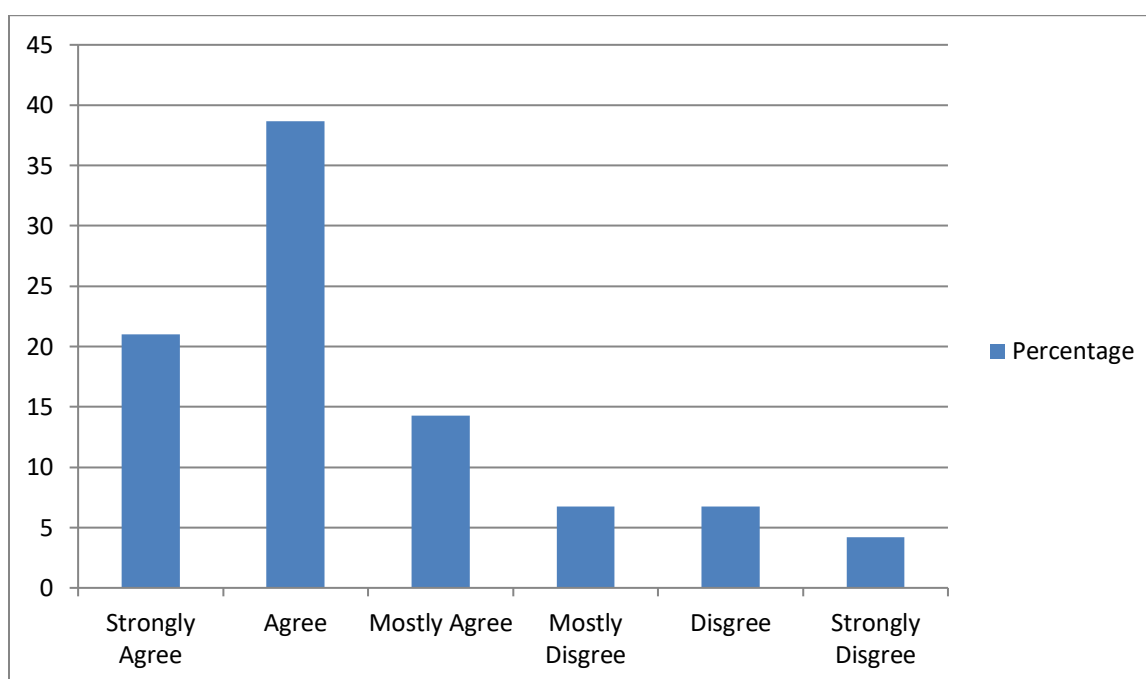
Figure 3.5 proposes that the massive majority of students (36.97%) disagree with the belief that 'Your intelligence is something about you that you can't change very much. While (19.32%) of the participants leaned toward the option agree and asserted that their intelligence is stable and there is no door open for change. In the same regard, (10.92%) of the students asserted that they

strongly agree and mostly agree with the belief, the same proportion (10.92%) also declared that they strongly disagree and mostly disagree with the claim. The participants are divided into two teams who asserted on the assumption with agree and disagree on the belief that intelligence is a natural attribute and they cannot change it that much.

Item 3: No matter who you are, you can significantly change your intelligence level.

Figure 3.6

Informants 'Responses on Item 3

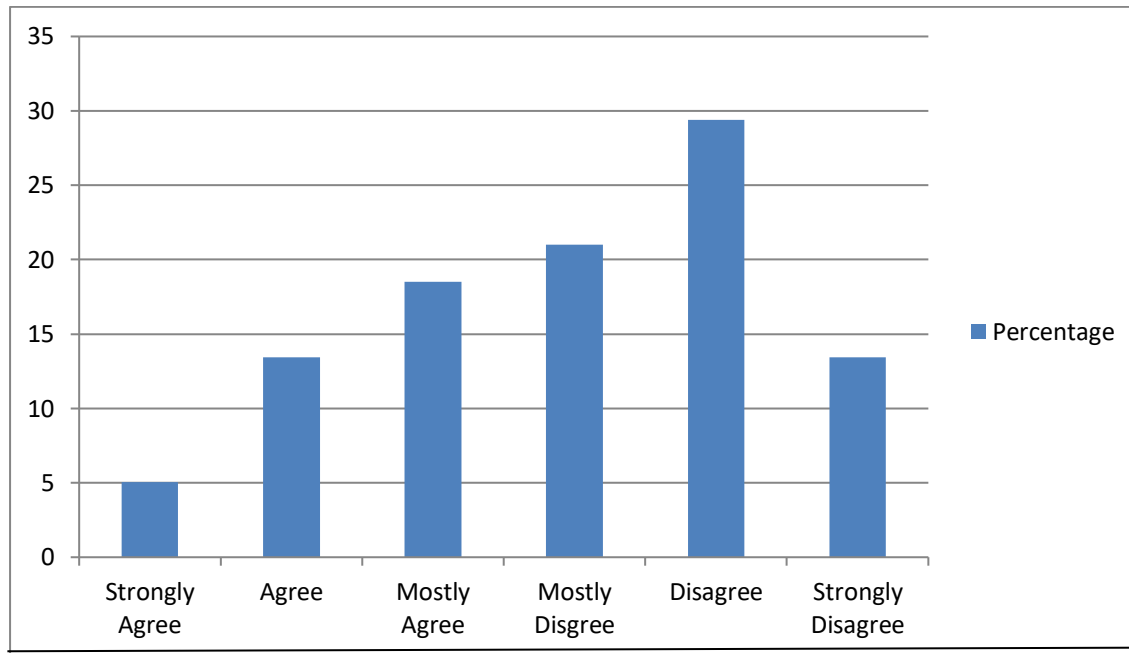


According to figure 3.6, the massive majority of the students (38.06%) agree with the statement, while (21.01%) declared that they strongly agree with the claim. Whereas, (14.29%) of the participants opted for the option of mostly agree, a minority of the Participants (6.72% disagree, and 4.20% strongly disagree) with the statement, and according to them, their intelligence level is fixed and stable, and they cannot do much about it. Yet, another (6.72%) placed themselves in the middle of the scale, stating that they mostly disagree with the assumption stating that they significantly cannot change the level of intelligence they have.

Item 4: To be honest, you can't really change how intelligent you are

Figure 3.7

Informants' Responses on Item 4

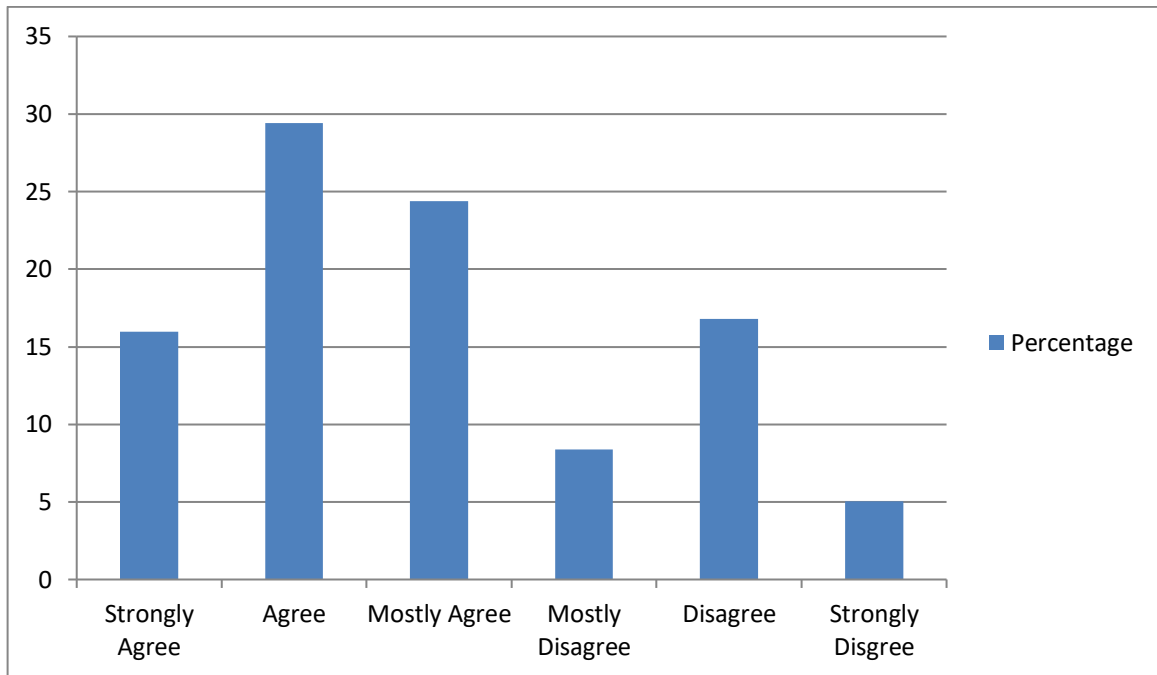


According to the results shown in figure 3.7, it is apparent that more of a quarter of the participants declared that they disagree with the claim stating that ' To be honest, you can't really change how intelligent you are ', (14.45%) strongly agree while (21.01%) of them mostly agree with the claim. Therefore, (13.45%) agree, (5.04%) strongly agree with the statement.

Item 5: You can always substantially change how intelligent you are

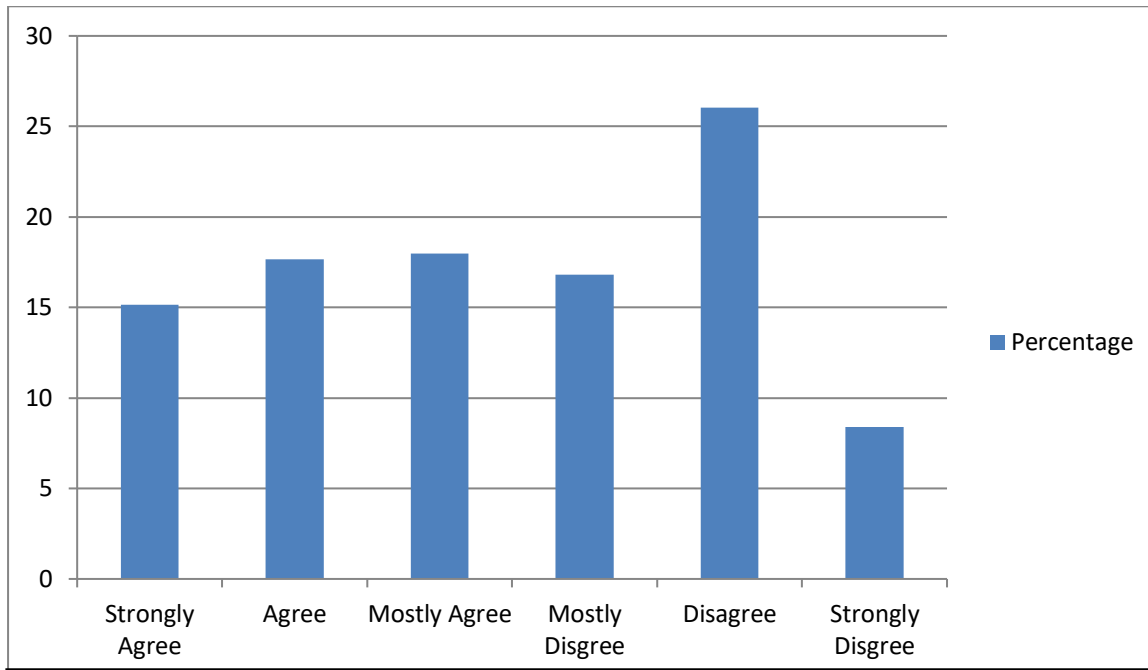
Figure 3.8

Informants' Responses on Item 5

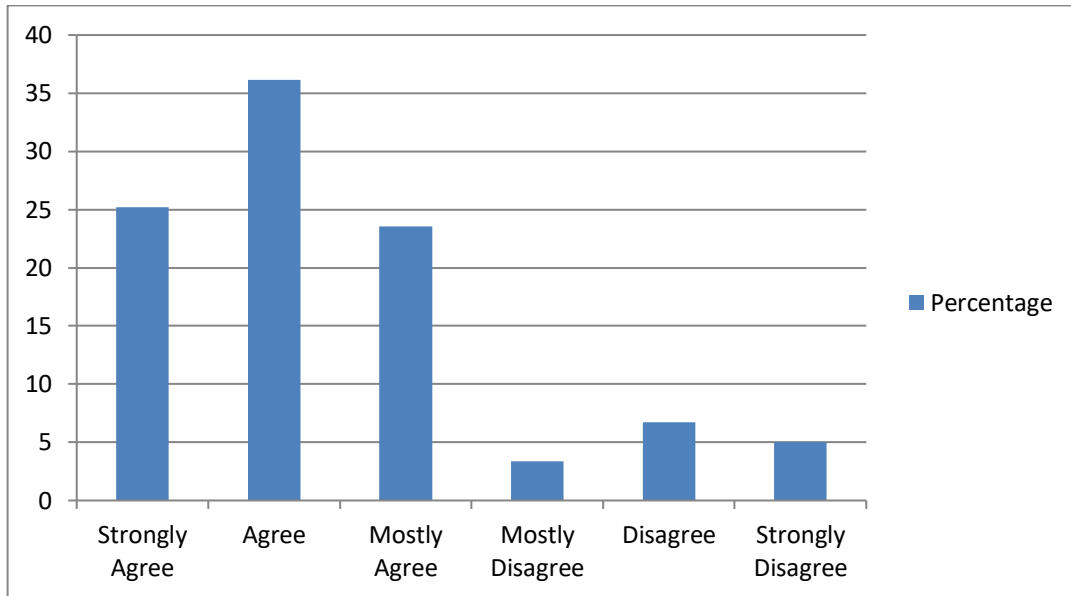


The results obtained from figure3.8 reveal that (29.41%) of the participants agree that they cannot do anything about their basic intelligence, they have a certain amount and that is that. While, 40.34% of the participants (15.97% strongly agree, 24.37% mostly agree with the claim). Therefore, 35.25% of the participants (8.40% mostly disagree, 16.81% disagree, and 5.04% opted for strongly disagree) and declared that the amount of intelligence they have, they can change it under some given circumstances.

Item 6: You can learn new things, but you can't really change your basic intelligence

Figure 3.9*Informants' Responses on Item 6*

The results presented in figure 3.9 proposed that more than a quarter of the students (26.05%) disagree with the claim that they can change their intelligence, 16.81% mostly disagree, 8.40 % strongly agree with the assumption. Yet, 48.75% of the participants (15.13% strongly agree, 17.65% agree, and 15.79% mostly agree) and asserted that they can alter the amount of intelligence they have.

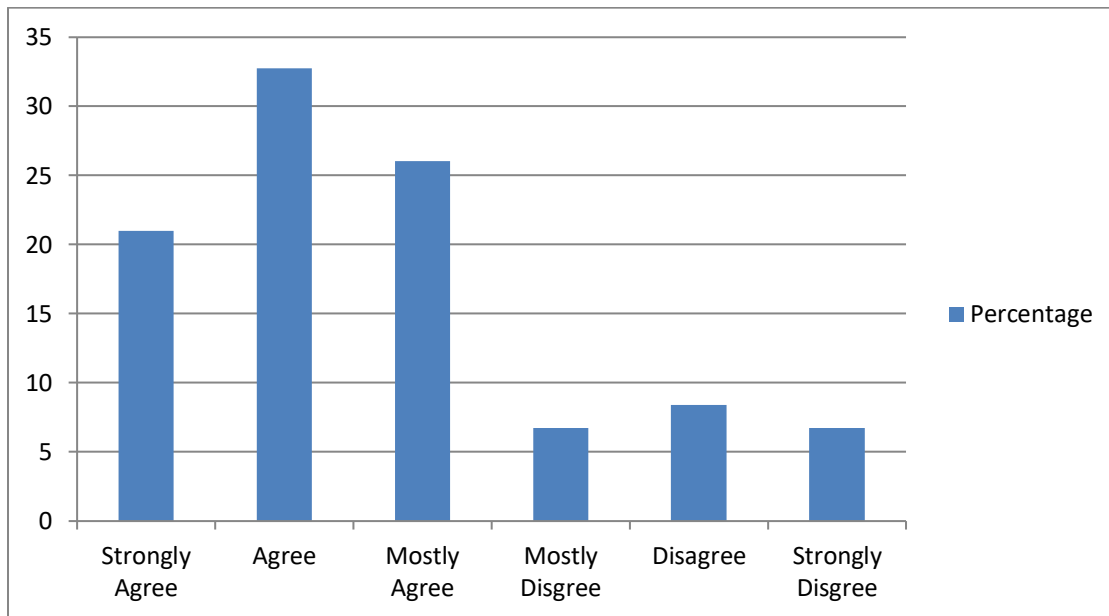
Figure 3.10*Informants' Responses on Item 7*

Unexpectedly, 64.87% of the participants (25.21 % strongly agree, 36.13% agree, and 23.53% mostly agree) declared that they can adjust the intelligence they have a bit despite the amount they possess. Moreover, only 15.12 % (3.36% mostly disagree, 6.72% disagree and 5.04% strongly agree with the assumption).

Item 8: You can change even your intelligence level considerably.

Figure 11

Informants' Responses on Item 8



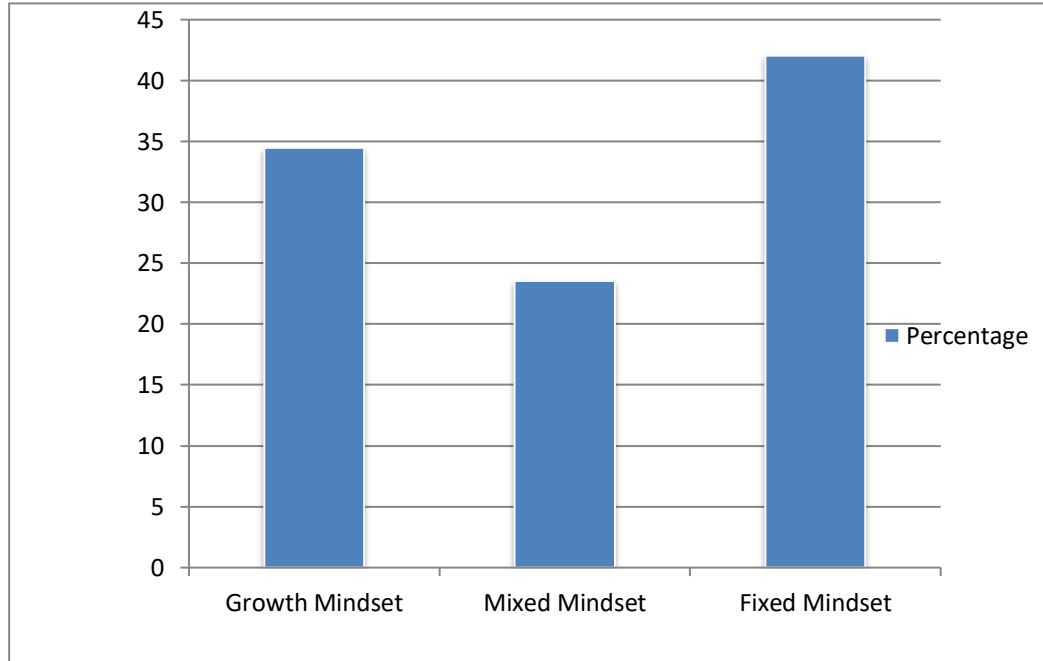
According to the results shown in figure 3.11 the massive majority of the participants 79.81% represented by 85 of the students strongly agree, agree, and mostly agree with the assumption stating that 'You can change even your basic intelligence level considerably'. In contrast, only 21.84% of the participants represented by 26 students leaned towards (6.72 % mostly agree, 8.40% disagree, and 6.72% went with strongly disagree). After analyzing the 8-items, the final step is yet to come, which is determining which type of mindset the participants endorse.

Table 3.6**The Frequency of Participants' Mindset Type**

	Frequency	Percentage	Valid Percentage	Cumulative percentage
GM	41	34.45	34.45	34.45
MM	28	23.53	23.53	48.72
FM	50	42.02	40.02	100.0
Total	119	100.0	100.0	

Figure 3.12

The percentage of Participants' Mindset Type



The aforementioned results apparent in table 3.6 and figure 3.12 propose the frequency and the percentage of the participants' mindset types. As the result elucidates, a great number of the

participants almost half of them (42.02%) represented by 50 students are considered to have a fixed mindset, while (34.45%) of the participants personified by 41 of the participants are set to have a growth mindset. Furthermore, 28 of the participants (23.53%) among 119 leaned towards the mixed(undecided) mindset, where they believe in malleability and adjustment under the conditions of hard work and practice.

As for the second part of the current investigation, which is dedicated to investigating the EFL learners' foreign language anxiety profile. Many questions have been raised; whether there is a direct link between the learners' mindset types and their foreign language anxiety level or not. Hence, the next part will aid in answering these questions.

3.3.2.The Analysis and Interpretation of the FLACS Questionnaire Results

3.3.2.1.The Reliability of the FLA scale Results

Horwitz (1986) claimed that the internal dependability measure of FLCAS has an alpha coefficient of.93. Other research that used the FLCAS obtained good consistency scores as well. In one investigation, Aida (1994) found that the FLCAS had an internal reliability of.94.

Table 3.7

The Internal Reliability of the FLACS

Cronbach's Alpha	N of Items
.89	33

Table 3.8**Descriptive Statistics of Communication Apprehension**

	N	Range	Minimum	Maximum	Mean	SD
1. I never feel quite sure of myself when I am speaking in my foreign language class.	119	5	1	5	3.06	1.446
4. It frightens me when I don't understand what the teacher is saying in the foreign language	119	5	1	5	2.97	1.554
9. I start to panic when I have to speak without preparation in language class.	119	5	1	5	3.09	1.474
14. I would not be nervous speaking the foreign language with native speakers.	119	5	1	5	3.34	1.601

15. I get upset when I don't understand what the teacher is correcting.	119	5	1	5	3.13	1.556
18. I feel confident when I speak in foreign language class.	119	5	1	5	3.59	1.677
24. I feel very self-conscious about speaking the foreign language in front of other students	119	5	1	5	3.35	1.597
27. I get nervous and confused when I am speaking in my language class.	119	5	1	5	2.74	1.638
29. I get nervous when I don't understand every word the language teacher says.	119	5	1	5	2.71	1.683
30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	119	5	1	5	3.14	1.589
32. I would probably feel comfortable around native	119	5	1	5	3.71	1.781

speakers of the foreign language						
Total	119	55	11	55	34.83	17.596

The results shown in table 3.8 elucidate the descriptive statistics of the communication apprehension. CA is a form of awkwardness accompanied by worry about communicating with others. The participants' responses varied between 11 and 55, resulting in a range of 55, which is to a certain point acceptable considering that the diversity between the smallest and largest values is, in some way, implying the dispersion between the total numbers of values, which is much more ideal with a Standard Deviation of 17.596. This later makes it apparent that the values are not overly distributed from the mean (34.83), suggesting that learners have some kind of fear of communicating with other people.

Similarly, Table 3.16 itemize that the highest mean (3.71) corresponds to item 32, which indicates that the students apparently would feel less anxious around native speakers of English. Nonetheless, item 29 has the lowest mean (2.71), indicating that, students probably feel anxious around their non-native teachers when they do not understand every word they say.

Table3.9**Descriptive Statistics for Fear of Negative Evaluation**

Statements	N	Range	Minimum	Maximum	Mean	SD
2. I don't worry about making mistakes in language class.	119	5	1	5	3.24	1.595
7. I keep thinking that the other students are better at languages than I am.	119	5	1	5	2.94	1.400
13. It embarrasses me to volunteer answers in my language class.	119	5	1	5	2.97	1.442
19. I am afraid that my language teacher is ready to correct every mistake I make.	119	5	1	5	2.76	1.320
23. I always feel that the other students speak the foreign language better than I do.	119	5	1	5	2.76	1.434
31. I am afraid that other students will laugh at me when I speak the foreign language.	119	5	1	5	2.34	1.574
33. I get nervous when the language teacher asks questions which I haven't prepared in advance.	119	5	1	5	3.11	1.459
Total	119	35	7	35	20.12	10.224

Table 3.9 proposes the descriptive statistics of the second component of the foreign language anxiety which is the fear of negative evaluation. This latter refers to the avoidance of certain types of evaluation situations in which learners expect their peers to judge and assess them

negatively. In the aforementioned table, it is apparent that the participants' answers range from 7 to 35.00, resulting in a range of 35.00, which is smaller than the aforementioned scale, communication apprehension; this means that the fear of negative evaluation dataset can be said to have small variability in comparison to Communication Apprehension dataset, as demonstrated by a Standard Deviation of 10.224. The mean in this dataset is 21.985, which is near at hand to the mean of communication apprehension. This demonstrated that students are to some extent dreadful of the assessment and the evaluation they might have from their peers or instructors. All the means of this component are considerably close. In other words, the students pay attention to how their peers see and evaluate them, and have dreadful thoughts that their classmates might perform in classrooms better than them.

Table 3.10**Descriptive Statistics for Test Anxiety.**

Statements	N	Range	Minimum	Maximum	Mean	SD
3. I tremble when I know that I'm going to be called on in language class.	119	5	1	5	2.96	1.481
5. It wouldn't bother me at all to take more foreign language classes.	119	5	1	5	3.53	1.726
6. During language class, I find myself thinking about things that have nothing to do with the course.	119	5	1	5	4.08	1.853
8. I am usually at ease during tests in my language class.	119	5	1	5	3.49	1.635
10. I worry about the consequences of failing my foreign language class.	119	5	1	5	3.53	1.734
11. I don't understand why some people get so up-set over foreign language classes	119	5	1	5	2.68	1.504
12. In language class I can get so nervous I forget things I know.	119	5	1	5	3.39	1.608
16. Even if I am prepared for language class, I feel anxious about it.	119	5	1	5	2.87	1.471
17. I often feel like not going to my language class.	119	5	1	5	3.18	1.671
	119	5	1	5	3.16	1.528

20. I can feel my heart pounding when I'm going to be called on in language class.	119	5	1	5	2.79	1.329
21. The more I study for a language test, the more confused I get.	119	5	1	5	2.88	1.464
25. Language class moves so quickly I worry about getting left behind.	119	5	1	5	2.60	1.343
26. I feel more tense and nervous in my language class than in my other classes.	119	5	1	5	3.43	1.638
28. When I'm on my way to language class, I feel very sure						
TOTAL	119	75	15	75	44.57	1.985

As shown in Table 3.10, learners' responses range from 15.00 to 75.00, resulting in a range of 75.00 with a standard deviation of 21.985, which is higher than that of the preceding data (see Tables 04 and 05); a clear signal of increased dispersion between the total number of values and the mean. Also, it is worth mentioning that the component of test anxiety is said to have the largest variability among the two aforementioned components. Correspondingly, learners have this sort of performance anxiety caused by fear over failing a test. Yet, the aforesaid data elucidates that the component of fear of negative evaluation is the component with the lowest mean in comparison to the other components, meaning that the students influenced by how they look to their peers and instructors and effected by the evaluation and judgments they receive from them but not as much as the two other components.

Table3. 11**Participants' level of foreign language anxiety and its sub-dimensions**

	Mean	Standard Deviation
Communication Apprehension	3.10	1.599
Fear of Negative Evaluation	2.87	1.460
Test Anxiety	3.20	1.465
Foreign Language Anxiety (FLA)	3.09	1.508

As per descriptive statistics, the mean score for foreign language anxiety (M= 3.09, SD= 1.508) is somewhat higher than the mid-point (3.00) of a 6-point Likert Scale, Thus, students' foreign language anxiety was determined to be moderate (M= 3.09, SD= 1.508) as "students with averages around 3 should be considered slightly anxious" (Horwitz, 2008). In terms of its sub-dimensions, the participants appeared to have the highest mean value in the sub-dimension of test anxiety (M= 3.20, SD= 0.465), indicating that test anxiety was the most common type of moderate anxiety in foreign language classes. Communication (M= 3.06, SD= 0.94) was next (M= 3.10, SD= 1.599) 1.599), with the results indicating that participants in foreign language classrooms had some communication apprehension. Finally, the sub-dimension of fear of negative evaluation produced the lowest mean score (M= 2.87, SD= 1.460), indicating that fear of negative evaluation was not as common in the foreign language classrooms as the other two types of anxiety.

3.4. Correlational Statistics Analysis and Interpretation

A specialized statistical process was required after the descriptive statistics supplied a general inadequate understanding of the responses. Moreover, to determine the link between the variables under investigation, Spearman-Brown correlation coefficients (Rho) were determined. The main question of the theme under investigation is addressed by the aforementioned process.

3.4.1. Mindset and Foreign Language Anxiety

Table 3.12

Correlation between Students' Mindset Types and their Foreign Language Anxiety

			Mindset Types	FLA
Spearman's rho	Mindset Type	Correlation Coefficient	1000	-0.42*
		Sig.(2-tailed)		0.110
		N	119	119
FLA		Correlation Coefficient	-0.42*	1000
		Sig.(2-tailed)	0.110	
		N	119	119

Table 3.13**Spearman-Brown Correlation Coefficients of the Variables.**

	Communication Apprehension	Test Anxiety	Fear of Negative Evaluation	Foreign Language Anxiety (FLA)
Mindset Correlation	-0.42	-0.44	0.20	-0.42
P	0.560	0.598	0.823	0.578

The correlation coefficients between mindset, foreign language anxiety, and its 3 components of communication apprehension, test anxiety, and fear of negative evaluation were found to be very near to zero, as shown in Table 3.21. The findings revealed a weak negative relationship between students' mindset and their level of foreign language anxiety ($\rho = -.042$, $p=.57$, >0.05) with its 3 components of ($\rho = -.044$, $p=.598$, >0.05), test anxiety ($\rho = -.040$, $p=.578$, >0.05) of communication apprehension, and a weak positive relationship between mindset and fear of negative evaluation ($\rho = .020$, $p=.823$, >0.05). ($p>0.05$). Overall, no statistical relationship was seen between learners' mindset and their level of foreign language classroom anxiety.

3.5. Discussion of the Findings

The main purpose of the theme under investigation was mainly to investigate whether there is a link or any kind of relationship between mindset and foreign language anxiety among Second-year EFL learners at the University of 8Mai 1945, Guelma. All in all, the findings revealed that there was no significant link between the two variables. To put it another way, the level of FLA

experienced by EFL learners was not related to whether they had a Fixed or Growth Mindset. The limited number of studies that sought to investigate this theme and this relationship has found that there is actually a significant association between the two variables, but according to these findings, individuals who endorse more fixed mindsets experience higher anxiety. Taking this into account, the findings of this research study contradict the findings of the previous investigations. However, it is important to note that, unlike the current study, previous studies did not directly evaluate the existence of a major relationship between mindset and FLA; however, the sort of anxiety they focused on was different (Northrop, 2014 as cited in Altunel,2019). Thus, the disparity in results obtained between the current study and the other aforementioned studies could be attributed to the fact that they attempted to investigate the relationship between mindset and anxiety, rather than specifically foreign language anxiety. The study also attempted to determine the level of foreign language anxiety among EFL learners. Based on the findings, it is concluded that EFL learners' language anxiety is moderate. The same results were also proposed by Mesri (2012), who found that in one of his studies that individuals' anxiety levels were also moderate. As noted by Horwitz “Students with averages around 3 should be considered slightly anxious, while students with averages below 3 are probably not very anxious. Students with average 4 and above are probably fairly anxious” (2008). In this regard, the current study attributes the first and most common type of language anxiety to test anxiety, which has a negative link with tests and exam grades. This found that EFL students were anxious, nervous, or concerned about an impending exam. It was followed by fear of communication and, lastly, fear of negative evaluation. The fact that test anxiety was discovered to be the most common type of language anxiety may be due to EFL learners frequently being exposed to a variety of evaluation methods such as tests, quizzes, essays, posters...etc, which are undeniably necessary components of foreign language learning.

Eventually, the percentage of EFL learners who endorse a fixed or growth mindset and who endorse a mixed mindset (undecided) was also explored in this study. To some extent, the current study's findings contradict Dweck's Theory of Motivation (2006). As Dweck stated (1999), "While people may vary greatly as to how much they are inclined toward a fixed theory [i.e., mindset] or a growth theory [mindset], roughly 40% seemed more inclined toward a growth theory and 40% seemed more inclined toward a fixed theory. The other 20% were undecided." When the statistics are examined, it is clear that 23.53 percent of EFL learners are undecided, which is quite similar to the percentage stated by Dweck (2006). However, 34.45 percent of them have a growth mindset, while 42.02 percent have a fixed mindset, showing that their percentages are not quite equivalent to Dweck's proposed percentages. Altogether, contrary to expectations, the current study's subjects exhibited a strong inclination towards the fixed mindset. From the aforesaid data, it is apparent that almost the majority of Second-year students at the University of 8Mai 1945, Guelma hold a fixed mindset, but the fixed beliefs they have about their abilities could be changed throughout a variety of ways such as perseverance and hard work.

Conclusion

Ultimately, the aforesaid results confirmed that there is no significant relationship between EFL learners' mindset types and their foreign language anxiety profile. Hence, it was affirmed that holding a Growth or a Fixed mindset has no relationship with the level of anxiety the learners have.

General Conclusion

The present study sheds some light on the students' mindset types and their foreign language anxiety level. It aimed at exploring the relationship between EFL learners' mindsets and their foreign language anxiety. Notwithstanding, the main aim of the study was to offer insights on how the students' Mindset, beliefs about whether their qualities are fixed or changeable is the primary driver that increases their anxiety in learning English as a foreign language. As an outcome, the correlational research method was used to achieve the aforementioned goal. This was actually achieved through the use of two questionnaires: the Mindset scale questionnaire was used to identify the Mindset type that the participants possessed, and the FLACS questionnaire, which was used to investigate foreign language anxiety that the participants have. Next, the Spearman coefficient of correlation was determined using SPSS version 19 to investigate the relationship between the two variables under examination, in addition to Excel spreadsheet to calculate some equations and draw some tables. All in all, the null hypothesis was proven, and the correlation between EFL students' mindset types and their foreign language anxiety was not eccentric.

Pedagogical Implications

Anxiety is considered to be one of the most frequent psychological conditions in the field of learning and teaching a foreign language, in this case, the English language. Educational psychology sought to shed the light on other internal factors that might influence the process of learning a foreign language. Mindsets or the beliefs that learners hold toward their abilities that are related to learning or the amount of intelligence they have is of new interest to educational psychologists. However, the theme under investigation aimed at investigating the association between EFL learners mindset types and there foreign language anxiety level. The findings of this study revealed that there was no significant association between the mindset endorsed by

EFL learners and their FLA level. As a result, assuming that students with a growth mindset are more apprehensive and anxious than those with a fixed mindset or likewise may mislead teachers, thus educators should analyze these two psychological aspects separately. Furthermore, when preparing courses, lesson plans, and materials, instructors and institutions should be aware that there is no link between having a fixed or growth mindset and FLA level, and they should equip their students accordingly.

Limitations of the Study

Furthermore, the current study had quite a several limitations. Firstly, the limited number of participants may have influenced the study's findings, and because it was conducted at the level of the English department at Guelma University, the findings cannot be generalized; they are only relevant to the respective university. Secondly, it is possible that some of the students' opinions and thoughts were not totally truthful and fully honest. It would have been more useful to use the interview with participants to gain more accurate feedback to increase credibility and trustworthiness. Thirdly, time constraints were a genuine issue in this study; more time would have resulted in more reliable results. Moreover, there was limited access to online references and no papers or books related to mindsets at the library level, which posed a significant challenge to the research procedure. It is down to future researchers to determine whether the results of the study may be extended to other universities. Additionally, the current study investigates the correlation between mindset and foreign language anxiety. As there is a vacuum in the literature on mindset, it is proposed that researchers undertake additional studies on the relationship between mindset and other variables such as motivation, academic performance, self-esteem...etc

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Appendix

Dear students,

You are kindly requested to answer the questionnaires below, which is part of a research work for accomplishing a Master's Degree in Language and Culture in English as a foreign language. The questionnaire aims at investigating the correlation between EFL learners' mindset types and their foreign language anxiety. In this respect, your answers will be used only to serve research purposes. Thank you in advance for your cooperation.

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Informant's Information

Age: Sex: Male Female

The Mindset Scale

The first questionnaire aims at gaining some information about what type of mindset do you have; growth or fixed? And to identify which type of learner you are, the one who believes in development or the one who believes in stability. To answer these questions, put a tick (✓) or a cross (x) in front of the chosen answer.

Definitions of terms

Mindset: One's belief about his/her qualities and characteristics (intelligence, talent...)

Fixed Mindset: One's belief that his/her personal qualities are fixed traits.

Growth Mindset: One's belief that his/her personal qualities can be changed and improved.

Statement	Strongly Agree	Agree	Mostly Agree	Mostly Disagree	Disagree	Strongly Disagree
1- You have a certain amount of intelligence, and you can't really do much about it.						
2- Your intelligence is something about you that you can't change very much.						
3- No matter who						

you are, you can significantly change your intelligence level.						
4- To be honest, you can't really change how intelligent you are.						
5- You can always substantially change how intelligent you are.						
6- You can learn new things, but you can't really change your basic intelligence						
7- No matter how much intelligence you have, you can always change it a bit.						
8- You can change						

even our intelligence level considerably.						
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The Foreign Language Anxiety Scale

Dear students,

You are kindly invited to tick the response you consider more appropriate for each statement to investigate your foreign language learning anxiety profile.

Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. I never feel quite sure of myself when I am speaking in my foreign language class.					
2. I don't worry about making mistakes in language class.					
3. I tremble when I know that I'm going to be called on in language class.					
4. It frightens me when I don't understand what the teacher is saying in the foreign language					
5. It wouldn't bother me at all to take more foreign language classes.					
6. During language class, I find myself thinking about things that have nothing to do with the course.					
7. I keep thinking that the other students are better at languages than					

I am.					
8. I am usually at ease during tests in my language class.					
9. I start to panic when I have to speak without preparation in language class					
10. I worry about the consequences of failing my foreign language class.					
11. I don't understand why some people get so up-set over foreign language classes.					
12. In language class I can get so nervous I forget things I know.					
13. It embarrasses me to volunteer answers in my language class.					
14. I would not be nervous speaking the foreign language with native speakers.					
15. I get upset when I don't understand what the teacher is correcting.					
16. Even if I am prepared for language class, I feel anxious about it					
17. I often feel like not going to my language class.					
18. I feel confident when I speak in foreign language class.					
19. I am afraid that my language teacher is ready to correct every mistake I make.					

20. I can feel my heart pounding when I'm going to be called on in language class.					
21. The more I study for a language test, the more confused I get.					
22. I don't feel pressure to prepare very well for language class.					
23. I always feel that the other students speak the foreign language better than I do.					
24. I feel very self-conscious about speaking the foreign language in front of other students					
25. Language class moves so quickly I worry about getting left behind.					
26. I feel more tense and nervous in my language class than in my other classes.					
27. I get nervous and confused when I am speaking in my language class.					
28. When I'm on my way to language class, I feel very sure and relaxed.					
29. I get nervous when I don't understand every word the language teacher says.					
30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.					

31. I am afraid that other students will laugh at me when I speak the foreign language.					
32. I would probably feel comfortable around native speakers of the foreign language.					
33. I get nervous when the language teacher asks questions which I haven't prepared in advance.					

Résumé

Dans le domaine de l'apprentissage de l'anglais comme langue étrangère, l'anxiété est l'un des phénomènes psychologiques qui surviennent fréquemment chez les étudiants. De plus, de nombreux chercheurs ont cherché à enrichir les domaines de la psychologie et de la psychologie de l'éducation avec d'autres facteurs psychologiques et internes intéressants qui ont suscité une énorme préoccupation dans les contextes académiques. Initialement, la présente étude vise à étudier la corrélation entre les types d'état d'esprit des apprenants EFL et leur anxiété d'apprentissage des langues étrangères. Cette étude repose sur une méthode quantitative. Une étude corrélationnelle a été menée et les étudiants de deuxième année LMD à l'Université du 08 Mai 1945- Guelma ont été sélectionnés comme population cible, au moyen de laquelle, deux questionnaires ont été administrés aux participants. Le premier questionnaire était une version à 8 éléments de l'échelle d'état d'esprit, qui est utilisée pour déterminer le type d'état d'esprit fixe ou de croissance des participants, qui est principalement développé par la psychologue Carol Dweck. Le deuxième questionnaire était l'échelle d'anxiété en classe de langue étrangère (FLACS) développée par Horwitz et al (1986), et il a été utilisé pour prédire le profil d'anxiété des apprenants en langue étrangère. L'analyse quantitative des données recueillies a démontré que la majorité écrasante des étudiants LMD de deuxième année du département d'anglais sont approuvés dans un état d'esprit fixe. De plus, le résultat le plus significatif a confirmé une faible relation négative entre les types d'état d'esprit des étudiants et leur anxiété vis-à-vis des langues étrangères. À la suite de ces constatations, il est conseillé aux enseignants et aux concepteurs de cours de tenir compte de l'état d'esprit fixe de la promotion et de les équiper de manière appropriée pour louer l'intérêt des étudiants pour apprendre l'anglais comme langue étrangère.

Mots clés : état d'esprit de croissance, état d'esprit fixe, FLA, apprenants EFL.

ملخص البحث

في مجال تعليم اللغة الانجليزية كلغة أجنبية يعد القلق من الظواهر النفسية التي تظهر بشكل متكرر عند الطلبة علاوة على ذلك سعى العديد من الباحثين إلى إثراء مجالات علم النفس وعلم النفس التربوي بعوامل نفسية وأخرى داخلية مثيرة للاهتمام وأخذت حيزا منه أيضا في السياقات الأكاديمية في البداية. تهدف الدراسة الحالية إلى التحقق من العلاقة بين أنواع عقلية متعلمي اللغة الانجليزية وقلقهم بهذا الشأن تعتمد هذه الدراسة على طريقة كمية حيث تم إجراء دراسة ارتباطيه و تم اختيار طلبة 8ماي 1945.قائمة ليكونوا الفئة المستهدفة ليتم بعد ذلك تم توزيع استبيانين على المشاركين. كان الاستبيان عبارة عن إصدار مكون من ثمانية عناصر من قياس العقلية والذي يستخدم لتحديد نوعية لعقلية ثابتة كانت أم تنمو التي يمتلكها المشاركون والذي تم تطويره بشكل أساسي بواسطة عالمة النفس كارول دواك إما الاستبيان الثاني كان عبارة عن مقياس القلق في الفصل الدراسي الذي طوره هورويتز وآخرون و تم استخدامه للكشف عن ملف القلق الخاص بطلبة قسم سنة ثانية لغة انجليزية. أظهر التحليل الكمي للبيانات التي تم جمعها أن الغالبية العظمى من طلاب السنة الثانية الإنجليزية معتمدون على العقلية ثابتة. علاوة على ذلك، أكدت النتيجة الأكثر أهمية وجود علاقة سلبية ضعيفة بين عقلية الطلبة وقلقهم من اللغة الأجنبية. نتيجة لهذه النتائج، يُنصح المعلمون ومصممي الدروس بمراعاة العقلية الثابتة للمتمرسين وتحفيزهم بشكل مناسب لتدريج اهتمامهم بتطور مهاراتهم بتعلم اللغة الانجليزية كلغة أجنبية.

الكلمات المفتاحية: العقلية الثابتة، عقلية النمو، اللغة الأجنبية، متعلمي اللغة الأجنبية.