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Exploring the Relation between Mindsets and Foreign Language Anxiety:
Case Study 1st Year English Students

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DEDICATION

It is without a doubt with the help of Allah we were able to finish this dissertation as needed. Also, I would like to express my sincere gratitude to our parents, friends and family who were a beacon that led our path throughout our journey.

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Abstract

Students' Language Mindsets and Anxiety impact in a way or another their ability to learn a second language. While both Language Mindset and Foreign Language Anxiety have been studied individually, their relationship to each other has yet to be explored. Taking "Mindset" as an influential psychological concept that has had a wide impact on Language and "Anxiety" as a central effective factor to the acquisition and learning of language, this study aimed at investigating the relationship these two share. The findings at the end represent somehow a null correlation between them.

Keywords: Mindset, Foreign Language, Anxiety, Language Mindset, Second Language Anxiety.

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1-General Introduction

In second language learning, it is generally recognized that people tend to find difficulties concerning the four different skills of language. However, one of the most challenging factors that affect the operation of learning a foreign language is Anxiety. This latter remains neglected in many fields of study concerning the learning and acquisition of the second language by non-native speakers and learners in general.

Language often draws upon theories related to psychology to focus on learners' beliefs, emotions and behaviors in general. As well as how people hold different mindsets about different aspects of linguistic skills, which led to the appearance of the well-known domain Language Mindsets.

From this point and to contribute to the understanding of these terms and how they are related to Language and to one another, this research started.

2. Aim and Objectives

The present work attempts to shed the light on the relationship between Language Mindset and Foreign Language Anxiety (if existing) and to explore the different levels of Anxiety measuring based on a very famous scale by the scientist and psychologist "Horwitz" and in the field of Language Mindset "Nigel Mantou Lou" and "Kimberly A. Noels".

3. Problem Statement

Therefore, the research question guiding this investigation is:

Is there a statistical significant correlation between Language Mindset and Foreign Language Anxiety?

In order to answer this question, the following two research hypotheses were suggested to answer the aforementioned question:

H1: Yes, it is a matter of dependency, since the relationship between mindsets and foreign language anxiety is positive, individuals with remaining mindsets and beliefs hold performance goals and learn to achieve, while in the other hand growth mindsets seek knowledge for the challenges and learning itself.

H2: No, it is not a matter of dependency, fixed mindsets and attitudes are coupled by a high self-perception of abilities, they can be hidden, in addition, mindsets are domain specific, which means that people can have a fixed mindset in a learning area but a growth mindset in another.

4. Motivation

In fact, the motive to reach the above mentioned objectives lead the teacher to design an experimental study dealing with first-year students at the University of Tiaret. This study will collect the data from one source, relying on a set of research instruments: "Language Mindset Inventory" by Lou & Noels (2017), and "Foreign Language Classroom Anxiety Scale" by Horwitz (1986). Yet the original scales were used partially since the researcher modified them in order to fit the Algerian Social Cultural settings.

5. Research Structure

This research work is a combination of three chapters, the first chapter presents a theoretical part consisting of both Language Mindset and Foreign Language Anxiety definitions, background, models and their relation to language learning and acquisition, the second chapter is the empirical part, it describes the tools of data collection, the used methodology and the description of both of the scales. The third and last chapter includes the sample, data analysis, results, discussions, observation and the interpretation of the findings. Lastly, based on the findings of the experiments we provided recommendations for future researches and a brief simple conclusion.

Chapter One:

Language Mindset and Foreign Language Anxiety

Chapter One

Mindset and Second Language Anxiety

Introduction

It has been proven that anxiety is one of the most critical barriers to language performance among all the emotional variables for language achievement such as motivation, attitudes, and linguistic aptitude, along with others. All studies examine at one aspect of the learning pattern and the variables associated with it: Mindset.

Researches on mindset focus on how people's ideas about the malleability of human attributes such as language learning predict distinct accomplishment patterns, and as all learners are not the same, their beliefs, behaviors, needs, and skills are vastly different. However, there is one more factor that differentiates learners; their Mindset. Implicit beliefs on the malleability of personal characteristics are referred to as mindset, based on research studies about theories regarding intelligence, achievement and success.

1.1. Mindset

In his study, Dweck (2006) has used the term "mindset" to describe a new notion that makes all the difference in learning and teaching. This new and widely accepted concept proposes that people can have one of two mindsets: fixed or developmental mindset. In particular, Mercer (2012) claims that the mentality in foreign language learning and education "reflects the extent to which a person believes that language learning ability is dependent on some immutable, innate talent or is the result of controllable factors such as efforts and conscious hard work" (p.22).

According to Dweck (2006), a mindset is a person's self-perception or selftheory. A simple illustration of a mindset believes that you are either "intelligent" or "unintelligent". People may have a mindset that is relevant to their personal or professional lives—for example, "I'm an excellent teacher" or "I'm a poor parent". According to Dweck, people's attitudes can affect learning, skill development, personal relationships, and many other aspects of life, whether they are conscious about them or not.

The set of attitudes or beliefs that we possess is referred to as our mindset. Because our attitudes and ideas influence everything we do, feel, think of, and experience, mindset is critical. Our thinking has an impact on our perceptions and how we navigate the world. Although we have a single overarching mindset, it is made of numerous smaller mindsets. Some of these assist us in improving our well-being and achieving success in life, others make it more difficult for us to do so. As a result, cultivating particular attitudes can substantially help us in achieving our objectives, enjoying our lives, and being more successful.

1.1.1. Types of Mindset

Carol Dweck, the Stanford University Psychologist, was the first to suggest the terms "fixed mindset" and "growth mindset" as the two opposite types of mindset. In her book *"Mindset: The New Psychology of Success"*, she expanded on these ideas.

1.1.1.1.   Fixed Mindset

Entity theorists believe that those who hold a fixed mindset possess a stable and unchangeable intellect level because it is an innate capacity. "In a fixed mentality" write Dweck (2005), "people feel their core attributes, such as intelligence or talent, are simply fixed traits." Instead of growing their brains or talent, they waste their time documenting it.

They also believe that talent and not effort, is what leads to success." In other words, pupils with a fixed mindset do not believe they can change or increase their existing intelligence because it is seen as a stable and inborn trait. If they believe they will make mistakes, students ignore challenges or opportunities to learn. (Meller and Dweck, 1998, cited in Dweck, 2008). And instead of correcting the wrong they did, they tend to hide it (Nussbaum and Dweck, 2008) because they are prone to giving up when confronted with difficulties. Furthermore, they are prone to dismissing helpful suggestions or even taking it personally. They do not use feedback to learn since they do not feel they will be successful if they put in enough effort. Instead, they feel that the greater their natural aptitude, the more successful they will be. As a result, they fear failure since it implies boundaries or limits that they cannot easily transcend. Furthermore, kids may feel frightened rather than admired if they see their peers succeed.

In simple words, a fixed mindset believes that intelligence and abilities are unchangeable. Fixed mindset individuals feel that "you either have what it takes to achieve or you don't." They consider competence to be a fixed characteristic that they are born with and cannot improve. "I'm naturally good at playing the guitar", someone with a fixed mindset could say.

1.1.1.2. *Growth Mindset*

Unlike the fixed mindset, those with a growth mindset agree that improvement and determination are the most important factors in shaping one's intelligence (Elliott and Dweck, 1988). Dweck (2015) says that *"In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment. Virtually all great people have had these qualities."* In other words, those who have a growth mindset believe that talent is earned through hard work, and that their

skills can be further enhanced if they are dedicated, perseverant, and well-trained, hence intellect can be improved, They do not agree that everyone is intelligent, but they do believe that everyone can be smarter if they work hard and put more effort toward their goals. Dweck (2015) summarized the differences between the fixed and growth mindset as follows*: "In the fixed mindset, everything is about the outcome. If you fail—or if you are not the best—it is all been wasted. The growth mindset allows people to value what they are doing regardless of the outcome. They are tackling problems, charting new courses, working on important issues. Maybe they haven't found the cure for cancer, but the search was deeply meaningful".*

The study of mindsets leads to the identification of students' sources of motivation and how these motivations can push them to reach their full potential and achieve their goals. Our acts, our lives, and our future world are all shaped by our mindsets. According to research, how people perceive their intellect has a significant impact on their achievement, anxiety level, and resiliency (Dweck, 2008).

1.1.2. Language Learning and Mindset

Based on previous studies, mindsets can be domain-specific, which means a student could have a growth mindset in one domain and a fixed mindset in another. As a result, multiple studies on attitude have been done to expand it to various academic and non-academic sectors (Burnette et al., 2013). Given the domain-specific nature of mentality, some researchers have lately expanded mindset theory to the domain of second language learning, explaining how language mindsets differ from other academic mindsets (Mercer & Ryan, 2009; Lou & Noels, 2017a; Ryan & Mercer, 2012a). Individuals' attitudes on language learning are referred to as language mentality.

As reported by Dweck (2008) and in accordance to her understanding and theory of mindset; language learners with a fixed language mentality believe that language learning is an innate skill, and that to be a good second language learner, one must possess the essential "gift" and "natural aptitude" for it,

Language learners with a growth mindset, on the other hand, think that language learning intelligence is changeable and can be increased by effort and hard work (Mercer & Ryan, 2009; Ryan & Mercer, 2012a). People with a growth mindset consider qualities as more flexible and developable through hard work and effort from a theoretical standpoint (Dweck & Legget, 1986). Furthermore, these individuals have more mastery-oriented goals, which give them with the motivation to persevere in the face of setbacks and maintain their interest even when confronted with difficulties and disappointments.

Mercer and Ryan (2009) did a qualitative study on the mindsets of foreign language learners. They discovered that language learning mindset is a distinct sort of mentality that can be subdivided into sub skills like speaking and reading mindset. Language attitudes may also play a role in goalsetting, strategy implementation, and language learning success. According to their study, it is shown that language mindset is also domain-specific, with both fixed and growing aspects.

Language perspectives may be influenced by a variety of factors, including age and circumstances, as cited by the afore-mentioned scientists.

1.1.3. Language Mindset Inventory

Language mindset inventory is a scale that was developed to measure language-specific mindset by Lou and Noels (2016, 2017a, 2017b) in their studies in the scope of language mindset.

Waller and Papi (2017) also investigated the relationships between implicit theories of writing intelligence and writing motivation and attitudes toward written corrective feedback to make linguistic mentality more explicit. They discovered that a developable mentality of writing intelligence was linked to feedback seeking orientation and writing motivation, whereas a fixed mindset was linked to feedback avoidance and absence to writing motivation.

1.2. Foreign Language Anxiety

The fact that some learners are more successful at learning a foreign language than others despite nearly identical learning conditions; has led to investigations of individual characteristics as predictors of successful foreign language learning. Studies had to recognize that psychological qualities including self-esteem, inhibition, anxiety, risk-taking, and extraversion may play a role in eventual language mastery success (Dörney, 2005).

One of the most widely studied variables in the field of foreign language learning is foreign language anxiety (FLA). As the acceptance of learners' feelings and reflections in the learning process grows within the foreign language teaching and learning community; FLA or Second language anxiety, is one of the most highly examined variables in the field of foreign language learning (Horwitz, 2001).

There are many studies on FLA, which is interdisciplinary by necessity because FLA is a multidimensional and multifactorial construct that represents human complexity. Despite the fact that it is commonly recognized as a mental barrier to foreign language learning and conceptualized as an obvious aspect in foreign language learning, numerous contradictory outcomes have been reached.

As a result, the goal of this part is to summarize the most relevant information and research findings on Foreign Language Anxiety from the beginning of its study in the 1970s until nowadays, as well as to introduce FLA to a broad audience of researchers, learners, and teachers interested in this multifaceted phenomenon.

1.2.1. Anxiety

Anxiety is an important concept in psychology theories. It is defined as a mental and physical condition marked by a variety of emotional, bodily, cognitive, and behavioral symptoms. It is an adaptive response that helps the organism defend, attack, or avoid Anxiety stimuli by mobilizing it. A previous external or internal antecedent or trigger can serve as the stimulus. It is difficult to pinpoint the exact reason of anxiety considering it is influenced by a variety of components; biological, psychological, social, and other. (Doubek & Anders 2013)

Spielberger (1972, p. 482), describes anxiety as *"an unpleasant emotional state or condition which is characterized by subjective feelings of tension, apprehension, nervousness, and worry"*. Scovel (1991, p. 18) adding that *"anxiety is a psychological construct, commonly described by psychologists as a state of apprehension, a vague fear that is only indirectly associated with an object"*.

Anxiety is a state of mind marked by tense feelings, concerned thoughts, and physical changes such as elevated blood pressure. Anxiety disorders are characterized by re-current intrusive thoughts or concerns. They may avoid certain situations because they are concerned. Physical symptoms such as sweating, trembling, disorientation or a rapid heartbeat may also be present.

When anxiety is linked to learning a foreign language, it is referred to as "Second/Foreign Language Anxiety" (FLA) and it refers to the learners' negative emotional reactions to Foreign Language Acquisition (Horwitz, 2001).

FLA can be considered as a permanen t characteristic attribute as well as a transient state brought on by a variety of factors.

1.2.2. Models of Foreign Language Anxiety

Theories of Foreign Language Anxiety (FLA) might help us better understand this phenomenon. The following part will shed light on Foreign Language Anxiety, distinguish between the different models and theories of it and define the historical background of how it appeared in the field of Language Learning.

- Krashen's Affective Filter Hypothesis (1982)

- Horwitz, Horwitz and Cope's Theory of Foreign Language Anxiety.

1.3.2.1 Krashen's Affective Filter Hypothesis (1982)

In the subject of second language acquisition, "Krashen's Affective Filter" is a fundamental   theory. This approach emphasizes the role of emotive elements in the acquisition of a second language, Krashen (1982) states that the affective factors are the emotional variables, which can be translated into: Motivation, Self-confidence, and Anxiety. These factors can have an indirect effect on learning by blocking input from reaching the brain's language acquisition apparatus. To specify more, this hypothesis describes the link between emotional factors and second language acquisition's success or failure. When the affective filter is activated, learners may experience worry, tension, and a lack of self-

confidence, which can lead to failure. Low filters, on the other hand, do not cause anxiety, making it easier for language learners to absorb the input.

The significance of this hypothesis in pedagogy is that it portrays a language teacher in a new light, in which the language instructor may successfully facilitate information and make it accessible in a low-anxiety condition, allowing for the creation of an ideal classroom atmosphere. From a different perspective, a language instructor can reduce students' anxiety by employing tactics such as focusing on the message rather than the form, and not pushing on early production until the teacher believes the pupils are ready. English is projected to improve as a result of using this theory because the more input will be received, the filter will be lower, and students will not be scared to take apart in class exercises and activities.

1.3.2.2 *Horwitz, Horwitz and Cope's Theory of Foreign Language Anxiety:*

In their well-known research, Horwitz, Horwitz, and Cope (1986) defined Foreign Language Anxiety as *"a distinct complex construct of selfperceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of language learning process"* (p. 128). They claimed that Anxiety related to learning a foreign language is a situation-specific form that arises from the uniqueness of foreign language acquisition, rather than a generic worry that has been directed toward learning a foreign language. They demonstrate their idea by observing language learners during the teaching process in language classes, as well as receiving comments from thirty language learners who attended the class. This hypothesis claims that other academic disciplines of study, such as foreign language acquisition, do not have the same level of self-concepts and self-expression, which distinguishes this type of worry from other academic worries.

Moving to learning a foreign language, unexpectedly students who excelled in other courses felt anxious. This notion was embraced by a number of researches, each of which produced data to support it, nine anxiety scales were used by "Maclntyre and Gardner (1989)", to investigate the relationship between anxiety characteristics and several learning measures. Foreign Language Anxiety is significantly linked to Foreign Language Competency, whereas general anxiety is unrelated to foreign language proficiency.

Likewise, Chen and Chang (2004) believed that anxiety of learning a foreign language is a form of situational anxiety. Test features and academic learning history were not shown to be determinants of foreign language anxiety in their study, indicating that foreign language anxiety is a distinct sort of anxiety. These findings backed with the idea that anxiety related to foreign language learning is a distinct sort of anxiety arising from the unique nature of learning a foreign language.

1.2.3. Causes and Factors of Foreign Language Anxiety (FLA)

When considering the cause -as something that causes an effect- and the factor -as something that contributes to the production of an effect-, it is important to recall that, though they are frequently mistaken and treated as synonyms in literature, we should treat the basic causes and affecting elements of FLA separately. And as Anxiety being a natural reaction to a situation that is viewed as frightening and beyond one's ability to deal with or have control over, Guiora (1983) said that foreign language learning is a *"profoundly unsettling psychological proposition"* (p. 8), since it changes the learner's self-concepts.

The findings revealed that the majority of the students had high levels of linguistic anxiety. Furthermore, it appears that certain learners' anxiety reactions may be due to cultural factors (Jones, 2004). In addition, pronunciation has become a major cause of concern for language learners. A rigid and formal classroom atmosphere appeared to be a substantial

factor of the participants' linguistic anxiety. As a result, these perceptions might be seen as a clear indication that teachers should be aware that the language classroom may become a very anxiety-inducing setting for students (Tsui, 1996: cited in Ohata, 2005). As a reason to the need of being more correct and clear in utilizing the target language, the formal language classroom setting was a major source of stress and worry for many language learners.

According to survey participants, the more pleasant and informal the language classroom environment is, the less likely it is to cause anxiety. In fact, students in classrooms that follow traditional learning systems are more worried and stressed; on the other hand, in environments that encourage collaborative activities among teachers and students, language learners reported feeling less worried and stressed.

The findings from the previous study support the theory that language anxiety stems from a fear of making mistakes and garnering the scorn of peers for an unknown number of learners (Jones, 2004). In the study of Gregersen and Horwitz (2002) on 'perfectionism', it has been found that the fear of making mistakes is tied to students' need to maintain a favorable image or impression in the minds of other individuals around them.

Studies have mentioned and discussed various causes and factors of FLA: teachers' belief (Cheng, Horwitz, and Schallert, 1999), self-esteem (Yamini and Tahriri, 2006), *"apprehension about others' evaluations, avoidance of evaluative situations, and expectation that others would evaluate oneself negatively"* (Horwitz et al. 1986, p.127). Specifically, people who are afraid of oral communication may also be nervous when asked to speak in a foreign language. Other factors have a role in inducing fear of learning a foreign language. These factors include interpersonal challenges and personality traits such as anxiety of speaking a foreign language and low self-perceived foreign language proficiency.

Researchers such as Bailey et al. (1999), Yamini, and Tahriri (2006) have demonstrated that a learner's self-esteem has a negative relationship with foreign language fear. People who have poor self-esteem are concerned about what other people think of them, which causes them to become anxious.

1.3.4 Consequences of Foreign Language Anxiety

Learning a language is a cognitive activity that involves the encoding, storage, and retrieval of information. In other words, the target language is an alternate communicative instrument, and as with any human encounter, some people may feel anxious.

The clinical symptoms for FLA are the same as for any other type of anxiety, *" sweating, palpitations, trembling, apprehension, worry, fear, threat, difficult concentration, forgetfulness, freezing, going blank, and avoidance behavior"* (Horwitz, Horwitz, & Cope, 1986).

According to the study done by Hashemi & Abbasi (2013), flushing, perspiration, headaches, tension and pain in any part of the body, abnormal verbal behavior. Such as staggered voice, either too fast or too slow speed of speech, rubbing palms, squirming, fidgeting, and playing with hair or clothes, touching objects, stuttering or stammering, poor performance, less eye contact because of reading from a paper or screen while giving a presentation and stuttering were the signs of FLA described by the participants.

FLA can have a variety of effects at any stage of learning. To cope with their fear, students may pretend to be unwell, hide in the back rows, or skip classes during the input stage. Some of them give up, postpone, or avoid studying during the processing step, resulting in freezing or memory lapses during the output stage. Students sometimes claim to know and grasp a foreign language phenomenon, but when it comes to a test or an oral activity in which

multiple foreign language points must be recalled at the same time, they tend to "forget" it. It is highly usual to make chronic morphological, syntax, or spelling problems because of stress (Horwitz, Horwitz, & Cope, 1986).

According to the earlier mentioned studies, FLA -which is common among learners-, influences negatively their acquisition and further performance in a foreign language. Learners are very different and therefore, the signs may differ in their manifestation or severity, some of them would completely forget what they learned and be unable to perform, when some others may need a small hint or motivation to perform with no shown signs of anxiety.

1.4 Conclusion

Researchers face a hurdle in assisting foreign language learners due to the multifaceted character of FLA and the requirement for communication in current language acquisition. Nonetheless, FLA cannot be described in a linear manner; rather, it should be viewed as a complicated psychological phenomenon influenced by a variety of circumstances. Because each person is unique in their personality, the aforementioned characteristics have varying degrees of influence on each learner.

The purpose of the first chapter of the present study was to put more light on the terms concerning mindset, fixed and growth mindsets, to language mindset specifically to foreign language anxiety, its models, causes and consequences.

The objective of this chapter was to define each term and contribute a more systematic data to the knowledge of anxiety in foreign language learning and language mindset, which may be useful in the field of foreign language teaching.

Chapter Two:

Methodology and Data Collection

Chapter Two

Methodology and Data Collection

Introduction

This research extends previous researches on Foreign Language Anxiety and its relation with mindset within language learners. Aiming to test whether there is an existing relationship between Mindset and Second Language Anxiety we examined a more comprehensive set of language anxiety related indicators within the mindset system, as well as the ability of this approach to understand language learners' engagement with different mindsets.

This chapter presents the description of the sample, tools and methods used along with how we collected Data and observed the different studied phenomenon. In addition to, discussing the context & subject of the investigation.

Furthermore, the procedures of data collection, which consists of questions forming the questionnaire, that is the main used tool in the presented paper, administered to first year English students of Ibn Khaldoun University -Tiaret-.

2.1. Key Concepts

Language Mindset (LM) - A learner's beliefs about whether L2 learning abilities are largely innate or able to be improved through effort (Lou & Noels, 2016, 2017, 2019a).

Fixed Mindset - The belief that learning abilities are largely innate; that one is either innately gifted or not in learning in one or several domains (Dweck, 2006; Lou & Noels).

Growth Mindset - The belief that learning abilities can be improved through effort; that strategy and persistence determine learning rather than innate giftedness in one or several domains (Dweck, 2006; Lou & Noels, 2020).

Foreign Language Anxiety - The negative beliefs, feelings, and behaviors students experience as part of the unique process of L2 classroom learning (Horwitz et al., 1986).

Foreign Language Learning - The cognitive process of learning and acquiring a language other than one's native language, both via guided instruction and conscious process, and via subconscious acquisition through natural language acquisition processes (Chen, 2018; Ellis, 2008).

2.2. The sample/Population

Throughout an academic semester, 80 first-year English students participants have studied French as a second language for 10 academic years and English as a third language for 7 years through middle and high school. The questionnaire about mindset and foreign language anxiety was handed to the participants who reported the language they were studying was English, and all the measures below were tailored to refer to that specific language.

2.3. Research Design

In this dissertation which aim is to investigate whether a relationship exists between second or foreign language anxiety (FLA) (English in this study) and language mindset (LMs), two methods are used. The first method is lou& noel's (2017) language mindset inventory (LMI). The second method is, Horwitz's(1986) forigen classroom anxiety scale, by which these two methods will collect data to determine whether a degree of relationship exists between the two.

In order for the data to be collected at one point in a time, this study was cross-sectional rather than longitudinal. Cross-sectional research is ideal when exploring relationships between two variables in a specific field (Spector, 2019). Further, longitudinal risks the reliability of the results, especially if there might be a causal relationship between the variables.

2.4. Research Instrumentations

The study included two survey questionnaire instruments. The first instrument was Lou and Noels's (2017) Language Mindsets Inventory, whose overall score indicates the type of overall language mindset of participants. The second instrument was Horwitz's (1986) Foreign Language Classroom Anxiety Scale (FLCAS) to measure students' foreign language or second language anxiety.

Below are the descriptions of both instruments.

2.4.1. Method One: Lou and Noels' (2017) (LMI)

The goal of this study was to introduce the language mindset inventory and to test the mindsets-goals-responses model, which claims that learners' mindsets influence the language learning goals they set, and that these goals influence how they respond to academic and communication episodes. The LMI's validity and reliability in studies with university-level language students was demonstrated using correlational and factor analyses. Path analyses revealed that more endorsement of an incremental mentality was connected with te objective of learning more about the language. Which in return predicted greater mastery and less helpless responses in failure circumstances, independent of competence level. The goal of exhibiting competence (i.e., performance) was predicted by greater support of an entity perspective. This study took a social-cognitive approach to better understanding of the impact

of second language learners' thoughts on their reactions and emotions in failure circumstances. The study created a psychometrically sound measurement tool for assessing three aspects of language mindsets, and investigated the role of language mindsets on language learning motivation as well as challenging situations in which the second language is used.

The LMI was developed and validated by Lou & Noels (2016, 2017) as a 21-question Likert scale, and later updated to an 18-question version (Lou & Noels, 2019c). The LMI uses a 6-point Likert scale that ranges from Strongly Agree to Strongly Disagree as follows: Strongly Agree = 6, Moderately Agree = 5, Slightly Agree = 4, Slightly Disagree = 3, Moderately Disagree = 2, and Strongly Disagree = 1. The 18 items break into three subscales, measured by six items each. These are general language intelligence beliefs (GLB), second language aptitude beliefs (L2B), and age sensitivity L2 learning beliefs (ASB). The instrument measures whether a participant has an overall growth or fixed language mindset, as well as whether they hold more of a growth or fixed mindset in each individual subscale.

Nine total items reflect growth mindset views, and nine reflect fixed mindsets, with three each in each of the three subscale categories. The combined possible score ranges from 18 points as the lowest score, and 108 as the highest, as long as no items are left blank.

Growth mindset items are reverse scored, such that a higher overall score on the instrument indicates a stronger fixed LM, while a lower overall score indicates a stronger growth LM. Within each subscale, scores range from 6 to 36. With reverse scoring of growth items, lower scores likewise indicate a stronger subscale-specific growth mindset, and higher scores a stronger subscale-specific fixed mindset. The LMI design aims to be used to indicate the strength of participants' fixed or growth overall LMs based on their overall score (Lou & Noels, 2017, 2019c). It was also designed such that either all three subscales could be

analyzed, or such that researchers, depending on their needs, could focus on one or two subscales instead of all three (Lou & Noels, 2017, 2019c).

The instrument allows for researchers to measure the overall strength of either the fixed or growth LM held by participants; however, LMs are multidimensional and not only binary, and it is possible for a participant to hold more of a growth LM in one or two subscales, and more of a fixed LM in the other(s). Therefore, this study examined the overall score as one variable against FLA, as well as each subscale score in turn as separate variables against FLA. The LMI, as a new instrument, has not been extensively used so far. However, its originators have provided robust evidence of its validity and reliability. Lou and Noels's (2017) purpose was to test and prove the reliability and validity of the LMI. They further purposed to prove the validity of the MGR model. The paper reported the results of two studies which establish the validity and reliability of the LMI. The first study established evidences of reliability with some evidence of validity; the second study more thoroughly

confirmed and explicated validity.
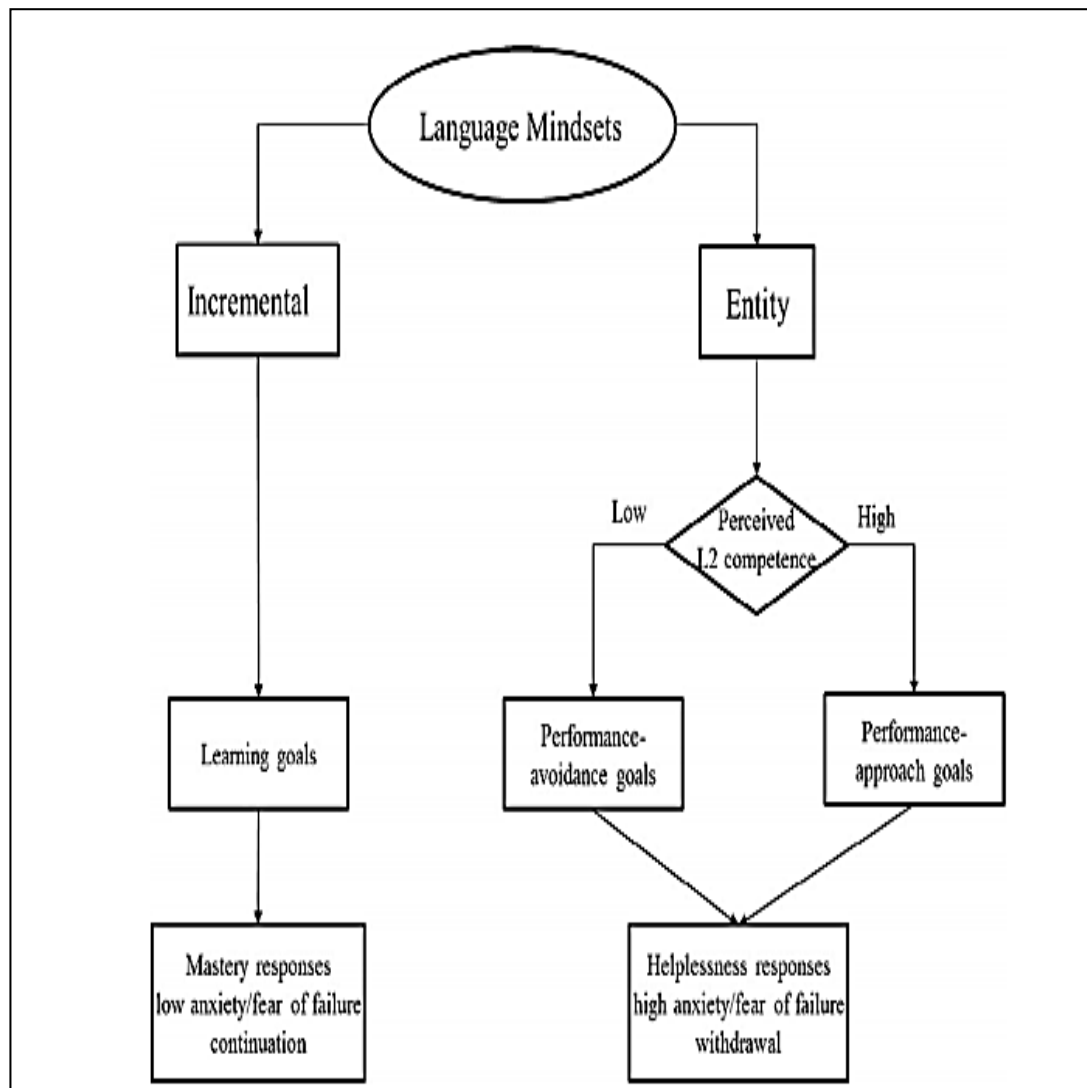
Figure 1: The M—G—R model, from .researchgate.org(2021-2022)

Questionnaire one

The first questionnaire used in the current study is based on the LMI questionnaire; it contained 14 questions regarding our topic "The relationship between mindset and foreign language anxiety". All the 4 questions were by choice; the choices were four as follows: "Strongly Disagree", "Disagree", "Agree" and "Strongly Agree". This method aimed to indicate the type of overall language mindset of the participant and the scores indicates their skill of language mindset, the LMI questionnaire was reformulated to create the current study's questionnaire in a way that helps the study's data collection process; The questions in general introduced the language mindset inventory since mindsets are argued to be important because they have implications for how people respond to different situations (Dweck, 1999; Mercer & Ryan, 2010). During the process of language learning, a first year student may find himself in situations that challenge his capacities. The results obtained from this questionnaire will help define whether the participants have a fixed or growth mindset which will lead eventually to address if their language mindset has an effect on their FLA.

2.4.2. Method Two: Horwitz's (1986) Foreign Language Classroom Anxiety Scale (FLCAS):

Over the last three decades, there has been a growing interest in second and foreign language learning research; it is a topic that has many debates about. Horwitz, Horwitz, and Cope's theory of foreign language anxiety was the first to emphasize the particular nature of FLA, their theory has played a vital role in language anxiety research with a large number of studies using it as the theoretical framework, besides the fact that Horwitz and al.'s theory was based primarily on clinical data and anecdotal evidence. Prior to the introduction of the hypothesis, it was widely accepted that anxiety studies had failed to show a clear link between anxiety and foreign language achievement, Horwitz, Horwitz, and Cope proposed that the

lack of anxiety measurements related to foreign language learning was one explanation for the failure. Only one instrument designed by Gardner, Clement and Smythe (1979), was relevant to FLA, but it was restricted in scope.

The FLCAS was once developed through Horwitz (1986) and Horwitz et al. (1986). The instrument contained 33 questions and makes use of a 5-point Likert scale those levels from Strongly Agree to Strongly Disagree. Responses had been as follows: Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, and Strongly Disagree = 1. Scores on the instrument vary from 33 to 165 points.

 A greater score indicates a greater level of FLA, while a lower score shows a lower level of FLA. Most questions in the instrument are negatively formulated; however 9 questions (Questions: 2, 5, 8, 11, 14, 18, 22, 28, 32) are positively formulated, and should consequently be reverse scored. Horwitz et al. (1986) discovered the FLCAS to be a dependable instrument (α = .93), with an 8-week test-retest reliability of   r = .83 (p < .001). Horwitz, Horwitz and Cope additionally suggested on a range of assemble validity criterion scales which validated high assemble validity. Since 1986, the FLCAS has been used in numerous hundred reviewed studies, which have in flip inspired several meta-analyses and literature assessment articles (Al-Shboul et al., 2013; Horwitz, 2001; Teimouri et al., 2019; Zhang, 2019). The FLCAS, like the LMI, was designed to be used in two or with three of its own subscales, with certain objects pertaining to exceptional aspects of FLA (Horwitz et al., 1986).

However, most research use only the aggregate score in their analyses (Al-Shboul et al., 2013; Teimouri et al., 2019; Zhang, 2019), and so the creator of this study did the same. In fact, the aggregate is the strongest for measuring FLA across varying studies (Zhang, 2019), so it is desirable to the diverse target participant pool.

The author of this cutting-edge learn about asked for permission to use the FLCAS on December 30, 2020 of Elaine K. Horwitz and got permission to use it on January 1, 2021 (see Appendix C).
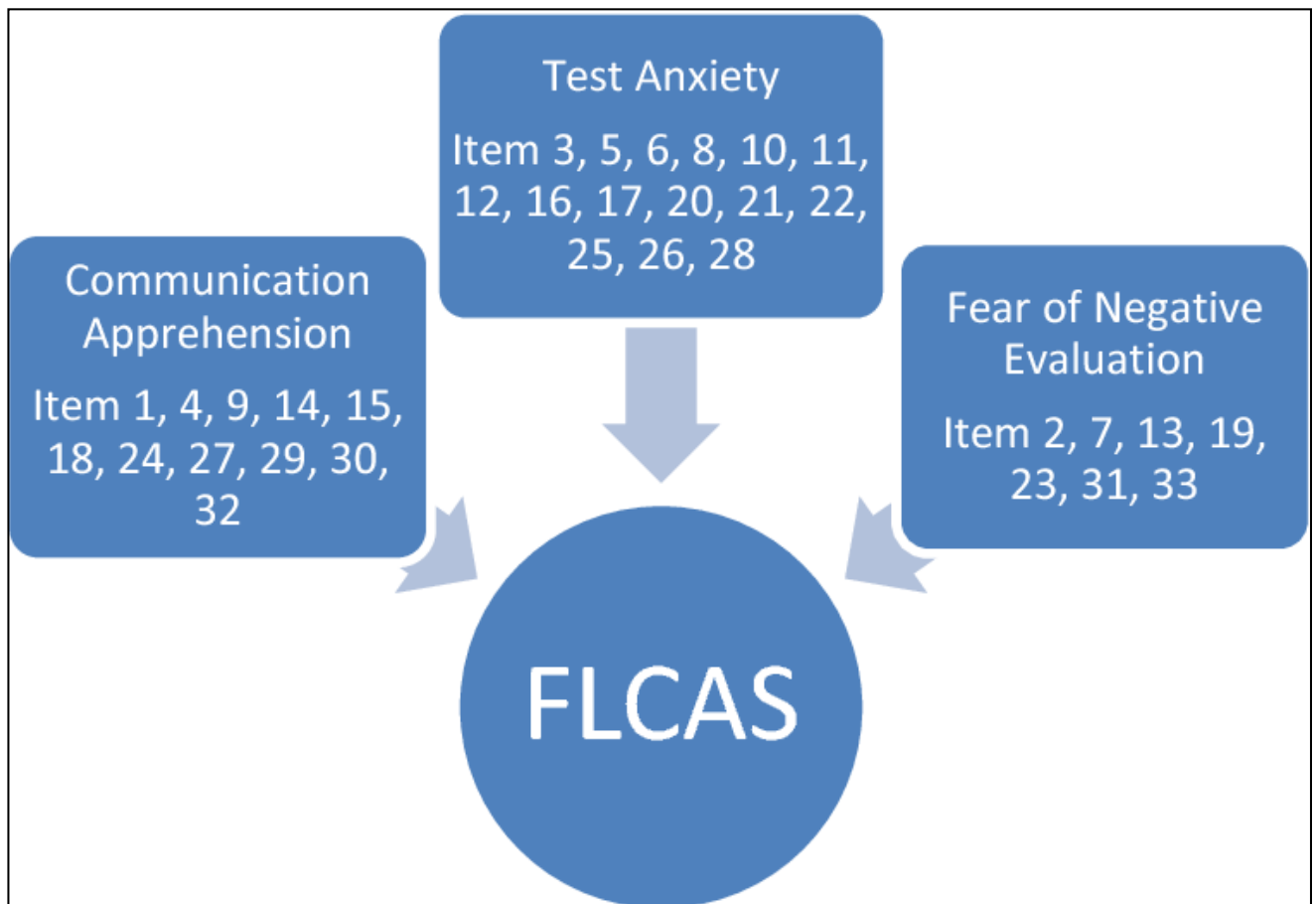
Figure 2:Foreign Language Classroom Anxiety Scale, from semanticscholar.org(2021-2022)

Questionnaire Two

The second questionnaire used in this study was based on the FLCAS instrument; the scale contained 21 items using a four-point scale, which extends from: "Strongly Disagree" to "Strongly Agree". The aim of this scale is to measure students' self-report concerning anxiety. This latter is assumed to be affected by numerous factors such as language mindset.

Foreign language anxiety (FLA) comes from being afraid to try something new or fear that it will be difficult or make the learner looks stupid; many learners certainly experienced discomfort while learning a foreign language, which was not acquired in early childhood. The FLCAS was the major constituent for the present research paper's questionnaire.

2.5. Application to the current study

The findings of this study are relevant to the current study because they demonstrate the potential influence of LMs in language classrooms. Students' FLA will very surely decrease if they can establish growth LMs, but their academic performance and classroom achievement would almost certainly increase. If instructors confront FLA straight on, they can create a less likely environment for it to spread. Furthermore, research suggest that the sentiments of L2 teachers toward their students influence their classroom conduct (Pettit, 2011), Teachers' ideas about their students' talents, as well as the feedback they offer, can affect or even modify students' LMs to grow or decrease (Lou & Noels, 2020b). This indicates that instructors with a fixed view of LMs in general, and those with a fixed view of their students' LMs in particular, may be promoting fixed LMs in the classroom rather than creating conditions for growth LMs to thrive. Students may be able to enhance success and experience less FLA in the L2 classroom if teachers can both improve their perspective on

their students' capacity and build development LMs in their students, according to the current study.

The majority of mindset theory research has concentrated on proving that students' attitudes actually affect their academic performance. They also wanted to show that mindset intervention, or teaching instructors and students how to cultivate growth mindsets, improve performance. The majority of research have backed up these conclusions, sparking interest in applying mindsets theory to L2 learning. While LM theory is a relevant and fertile study subject since it begins with the recognition that L2 learning is a domain different from content learning, a few academics have made the mistake of applying general mentality theory to language learning and performance, including FLA.

2.6. Research Procedures

In order to conduct the present research, we collect Data from different resources and focus on observing the studied phenomenon within the chosen settings (Ibn-Khaldun University-Tiaret, during the academic semester 2021-2022). Approval to conduct the study was taken from the university's administration. The questionnaire and the scale additionally covered demographics questions to gather information such as participants' gender, age and language level. The researcher, with Department Head approval, distributed the questionnaire and collected Data from the population, which was in this case First year students since they in general confront such issues of Anxiety and Fear of learning.

2.7. Conclusion

Mindset research and L2 learning research have mainly coexisted, with only the recent introduction of LM research signaling the right application of mindset theory to language acquisition. There is a disconnect between studying LMs and their relevance to several L2 learning indicators, including FLA. To fill this void, the author devised a research to assist widen the scope of LM literature by investigating their association to FLA. To that goal, the author conducted a thorough literature study, gave summaries of pertinent theoretical frameworks, and linked material. The researcher synthesized this research throughout to highlight the importance of his work in furthering understanding of L2 learning and LMs in the field of L2 research.

Chapter Three:

Findings, Discussions and

Data Analyses

Chapter Three

Data Analyses and Discussion

3.1. Analysis of the Used Tools

In most studies, the questionnaire is the most commonly used data collection instrument. It consists of a collection of written items in various formats. This tool was chosen because it covers a large number of informants, it is standardized, and it is simple to analyze because it provides numerical data to the researcher.

The questionnaire used in this study is designed for 80 first year English students at the University of Ibn Khaldoun–Tiaret- to see whether there is a correlation /relationship between the participants' language mindsets and FLA.

The current study used one of the most commonly used tools for assessing FLA, the "Foreign Language Classroom Anxiety Scale (FLCAS)" developed by Horwitz et al. (1986). This instrument's items include four factors: Lack of confidence in speaking English in class, Fear of speaking in public, Anxiety about not understanding everything taught in class, Helplessness and negative attitude toward the English class. (Ziash, Suleimenova. Speaking Anxiety in a Foreign Language Classroom in Kazakhstan - Scientific Figure on the website Research gate). For more details about the modified version of the FLCAS, see Appendix (   ).

The second instrument involved in this study was the scale "Language Mindset Inventory" (LMI) which was created by Lou and Noels (2016, 2017) as a scale to assess language learners' mindsets, the 18-item scale has three subscales that they hypothesize to represent a fixed, growth, and adaptive mindset. (C.f. Appendix)

3.2. Graphical Presentation of the Collected Data

The data collected during the process of the investigation the research question will presented in a form of Graphs and tables.

3.2.1. Personal Information of the Sample

In this part, we present the sample population in the form of tables, bar graphs, and pie charts, with the purpose of giving a more detailed information about the participants engaged in this study.

a. Item1: Sex
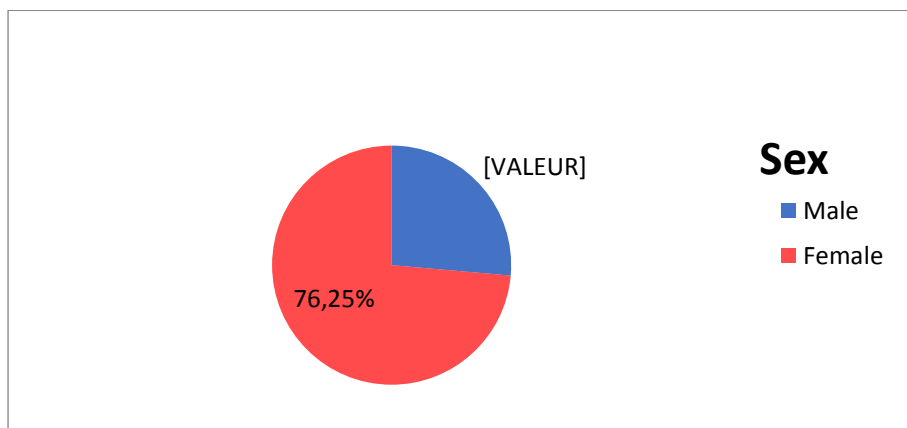
Figure 3: Graph of Respondents' Sex

To begin with, the graph 3.1 shows the population's sex, it indicates the research included a sample of 80 subjects including sixty-one females (61) which represents 76.25% whereas 23.75% males. It is remarkable that the distribution of the two genders is imbalanced. It might be due to the fact that females are more often present than males.

b. Item2: Spoken Languages

Examinees were questioned about the languages they master beside "English" and sue regularly and they reported speaking other languages as follows:

Language	Number	Percentage
Arabic	80	100%
French	56	70%
Tamazight	17	21,25%
Others	8	10%

table 1:Respondents' spoken Languages

c. Item3: Linguistic Competence & Level of English

Participants reported being either "Bad", "Average" or "Good" at English as a foreign language. Concerning Arabic language, all 80 participiants were 100% good at it. French language 70% of the participants spoke French above average in total of 56 students. Tamazight only 21,28% of the participants spoke it in total of 17 students. It indicates that they have a bad level. While only 10% in total of 8 students skope other languages.
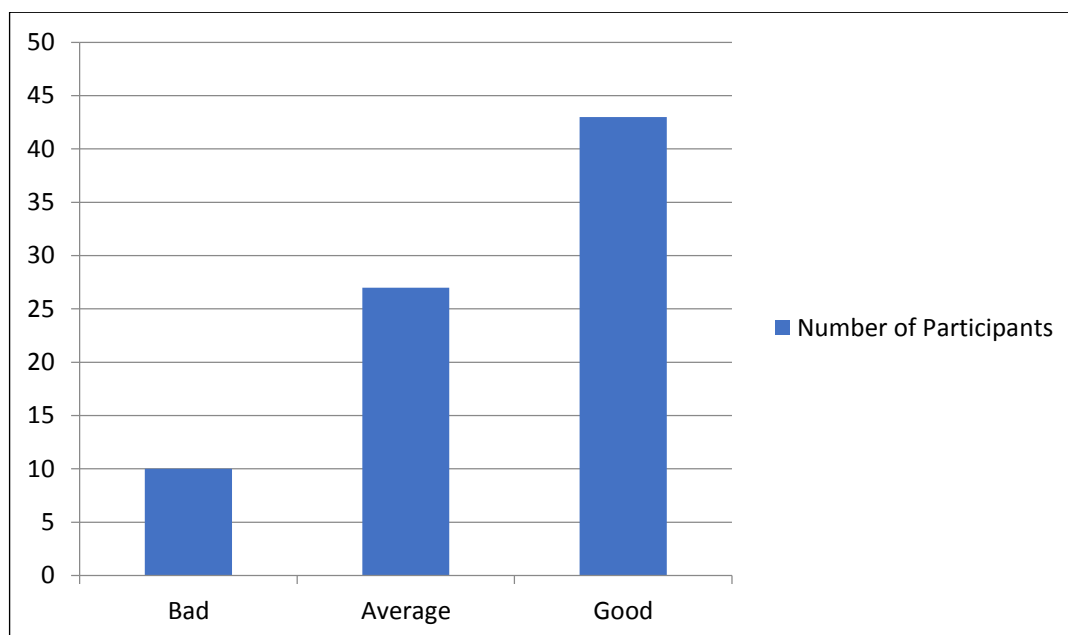
Figure 4:Graph of Respondents' Linguistic Competence and English Level

From graph 3.2, we can observe that 55% of the respondents reported having a good level at English, while 32.5 % have an average level (26 of the population). The 10 participants reported being bad at the language representing only 12.5% of the whole sample. Regarding the graph, we may say that we had a balanced population, which included three different levels at the language (English Language in this case).

3.3. Research Findings

The present study tested the strength of the relationship between the two variables: Mindset and Second Language Anxiety. The questionnaires were given to 80 participants using the two instruments of LMI and FLCAS; the findings and results of these latters are discussed further down.

3.3.1. LMI Results

Starting from the fact that the LMI questionnaire was designed to see whether the participants hold a fixed or a growth mindset, the 14 questions' options were « Strongly Disagree », « Disagree », « Agree », and «Strongly Agree». Agreeing that we have predicted that both mindset and foreign language anxiety seem to have a correlation, the scale and questionnaire used should be given scores to facilitate the investigation of their relationship. From this point, the score 52 has been taken as the score of perfection for growth mindset measure, and the participants having this score are classified as highly capacity of self-esteem development leading to a growth mindset, on the other hand, having a scale that is lower than 26 indicated participants with fixed mindsets. The score 26 is believed to be the mean representing the average level of mindset; which is named in previous researches « Mixed mindset » (Dweck, 2006). The results were as the following table demonstrates.

Score	0-26	26-52	
Participants	25	55	∑= 80
%	31.25	68.75	100

table 2:The LMI results

Category	Number of Participants	Percentage (%)	Mean (M)
Low	23	28.75	21.87
Average	2	2.5%	26
High	55	68.75%	40.72

table 3: Language Mindset Capacity in LMI

Discussion

The data in Table (2) shows individual differences in language mindset capacity in the "Language Mindset Inventory Test". The measurements were observed to range between 14 and 48. Dividing the score from the LMI test into two different categories, results in having two different scopes. Obtaining a score between (0-26) indicates a fixed mindset, on the opposite, the category ranging from (26-52) indicates a growth mindset. The table indicates a variance of the respondents scores concerning the LMI task. The examinees with a Growth Mindset score appear to be 55 individual representing the percentage of 68.75% of the whole population, while the respondents holding a Fixed Mindset tend to be 25, which is 31.25%.

The data table (3) shows the number of each category: low and high, in addition to the two participants who got the average level of LM measure (in terms of responses from each question). In section 1, 23 participants (28.75%) are in the low category and 55 participants are in the high category that indicates a growth mindset with a percentage of 68.75%.

The average of the LM scores indicates a tendency toward growth mindsets, as we divide the total number of scores on the number of the participants (80) we find an average of 35.06 (mean).

3.3.2. Distribution of the LMI scores

The distribution of scores helps provide the tendency of the scores and to which score they relate and refer to the most.

M = 35.06

N = 80
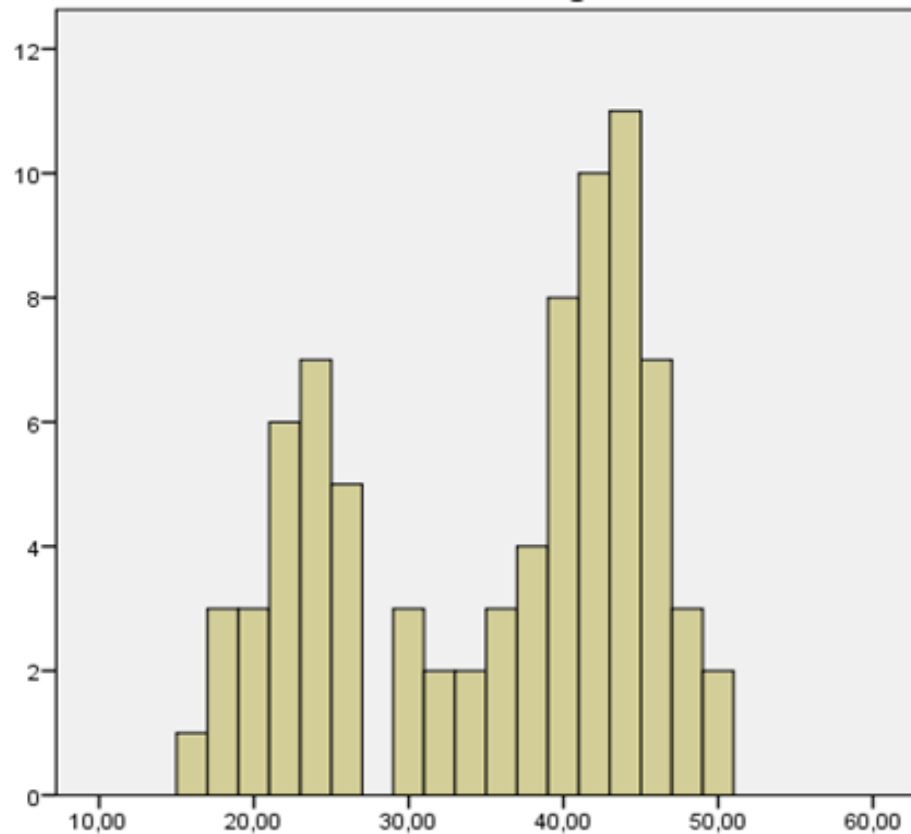
Figure 5: Graph of the Distribution of LMI scores from SPSS

The graph 3.3 shows that the scores of the LMI are gathering around the two values 24 and 42, whixh indicates a result that says the participants holding a Fixed mindset had the score 24 mostly. On the other hand the participants holding a growth mindset shared the score 42 which is also assumed to be close to the mean or average of the high level or category of LM measurement.

3.3.3. FLCAS Results

The FLCAS "Foreign Language Classroom Anxiety Scale" just as the LMI was designed based on the original scale with some modifications to fit the Algerian Socio-cultural environment. The scale as mentioned previously included 21 questions with four options: "strongly agree, agree, disagree, and strongly disagree". The highest score was assumed 84 points, with an average of 42. After Data were input into the Statistical Package

for Social Sciences (SPSS) tool for analysis. Since the score 42 represents the mean or average, participants with a score higfher than 42 considered highly anxious while those with a lower score than 42 are considered people with less anxiety.

The level of Anxiety in relation with Language means people who have problems learning a foreign language or struggles while the process of requiring it. The scores were divided into three different sections; high, average and low and we calculated each section's mean and sum ($\sum$). The Data will be shown in the tables down below.

Score	0-42	42-84	
Participants	6	74	$\sum$= 80
%	7.5%	92.5%	100

table 4:of the FLCAS Scores

Category (FLCAS)	Number of Participants	Percentage (%)	Mean (M)
Low	6	7.5%	38.83
Average	0	0%	00
High	74	92.5%	53.70

table 5: Foreign Language Anxiety levels in FLCAS

Discussion

The table 3.4 illustrates the number of participants holding scores below and above the average (42). It is remarkable that most of the students claim to have a high level of Anxiety including fear to learn something new and feeling judged or watched in the language classroom. According to the table students with a high level of FLA (Foreign Language Anxiety tend to represent a percentage of 92.5% which is a very high percentage. On the other

side we noticed students claiming they have no difficulties while learning the second language or at least a very low level of FLA represent only a level of 7.5% including only 6 participants.

The second table (3.5) represents the mean of each category; low level of Anxiety with a mean M= 38.83. The high level section represents the high level of Anxiety with a mean of M= 53.70 which is so far from the Average score (42). No participants were included in the average section.

Calculating the mean of the FLCAS scores means collecting the score of every single participant and dividing it by the total number of students (80); and this led to a value of 52.46. The scores and their distribution will be presented in a form of a graph.

3.3.4. Distribution of the FLCAS scores

The representation of FLCAS scores distribution in a form of a grtaph with the help of the SPSS helps us to define and explain around what value the scores center.

M = 52.46

N = 80
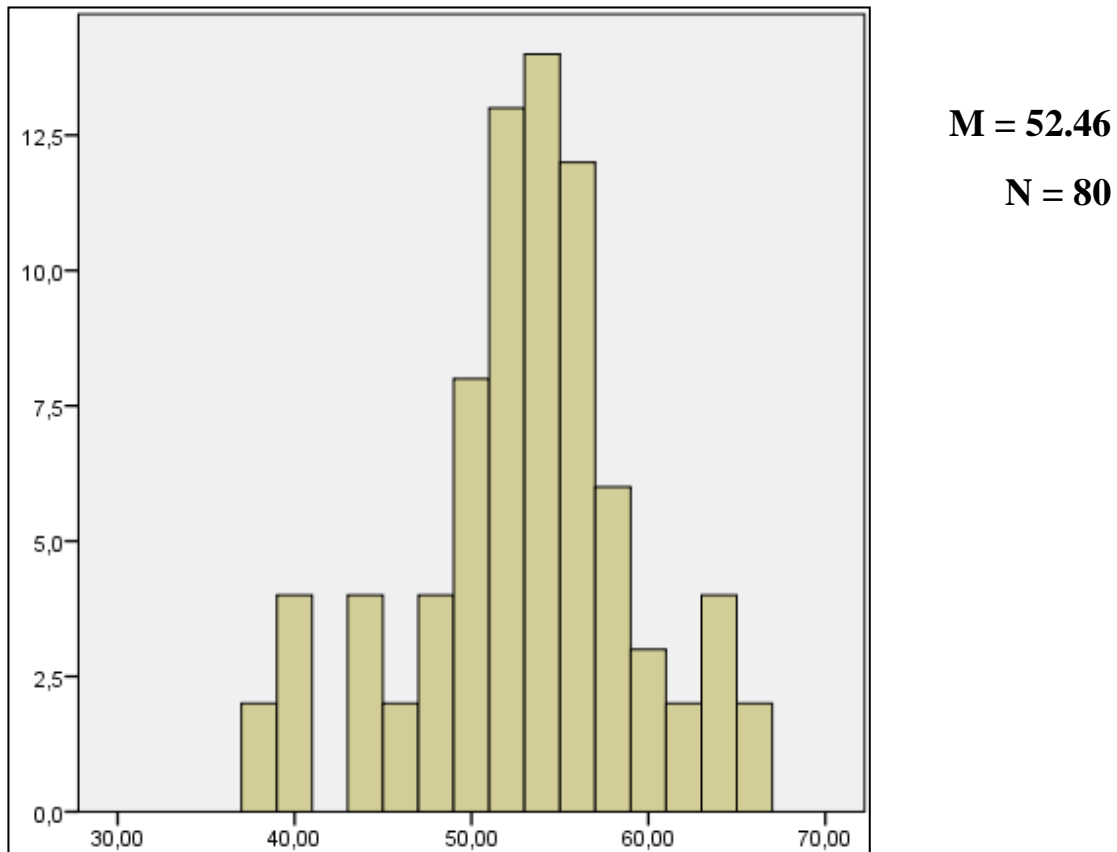
Figure 6:Graph of the Distribution of the FLCAS scores

The graph 3.4 represent a very predictable result that the scores are mostly gathering in the high section above the score (42). The scores seem to go all to the score 52 as the mean confirms (M=52.46).

3.4. General Discussion

The data were first examined to test the distribution and verify if they were normally selected and measured. Next, the researcher created using the SPSS a Scatterplot to present the two different variables within one graph (graph 3.5). The purpose of this quantitative correlational study was to discover whether a relationship exists between LM (language mindset) and FLA (foreign language anxiety) for university L1 students at Ibn-Khaldoun Uiversity-Tiaret.

a. Alternative hypothesis :

The first alternative hypothesis stated that there would be a statistically relationship between the two research variables (LM and FLA). The SPSS bivariate linear regression analysis between total FLA and total LM resulted in Pearson's $r = 0.076$ which is a very close to zero. This r-value represents a very weak correlation between FLA and LM. Therefore the first alternative hypothesis will be rejected since the value of the r is soo low and represent no correlation between LM and FLA. Results are summarized in the following table (table 3.6).

		LMI_Total	FLA_Total
LMI	Pearson Correlation	1	.076
	Sig. (two-tailed)		.504
	N	80	80
FLCAS	Pearson Correlation	.076	1
	Sig. (two-tailed)	.504	
	N	80	80

table 6:Correlation between Total FLA and Total LM

b. Null hypothesis

The second null hypothesis suggests that there would be no significant correlation between the two-research variable (LM and FLA). Since the value of *r* Pearson correlation was 0.076, then there is no statistical correlation and that means the null hypothesis is accepted and confirmed.
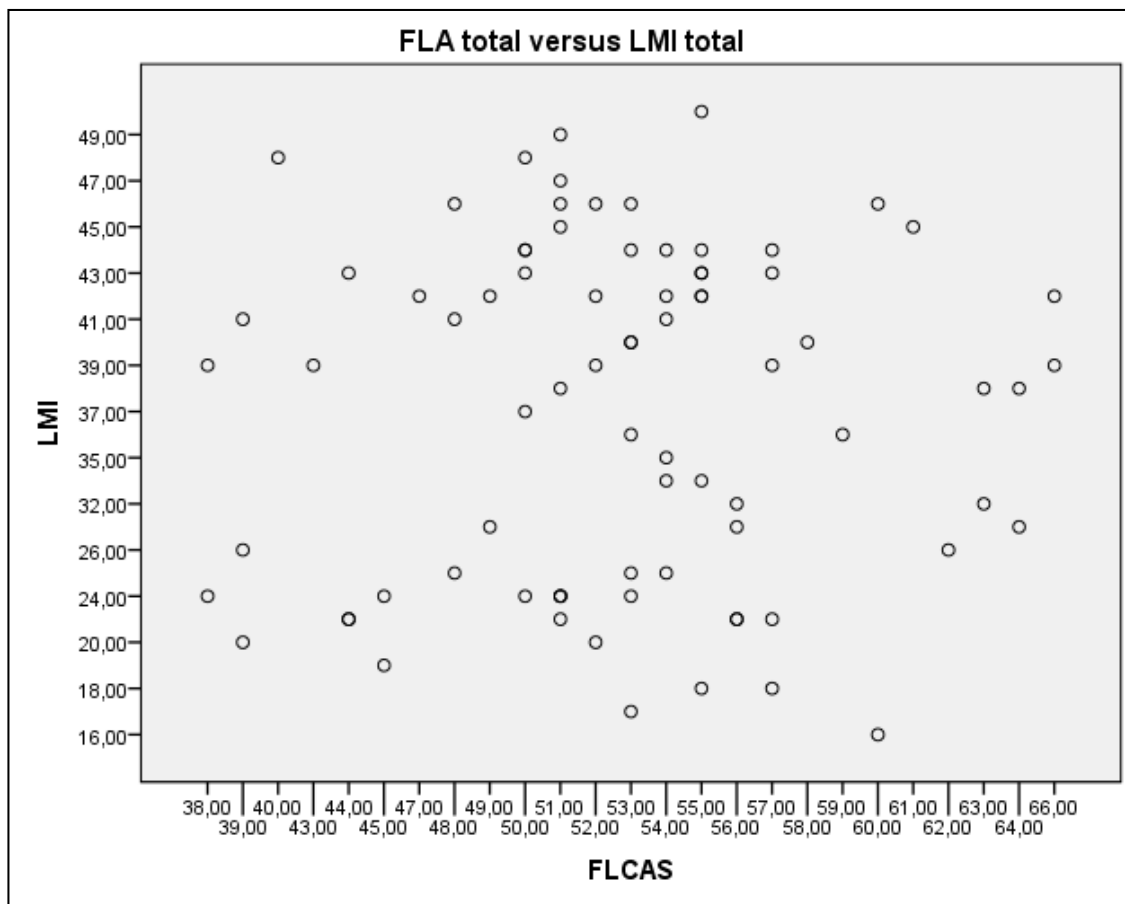
Figure 7: Graph of FLA Total versus LMI Total

3.5. Results

The current research aimed to find an answer to the question: "Is there a statistical significant correlation between the language mindset and the Foreign Language Anxiety?" Students in the sample are highly anxious, based on the average of their FLA scores, Horwitz (2020) describes an average item score of 42 (total score divided by the number of items, 21),

as slightly anxious. The FLA Questionnaire used in this study was as mentioned based on Horwitz's FLCA Scale, the total score of the participants was 4197 divided by the number of the examinees (80) gives us an average FLA score of 52,46 which was illustrated in graphs and tables above. In other words, the majority of students in this study's sample suffers FLA in the FL (English) classroom.

The average of the LMI scores suggest what type of mindset the participants hold (Growth and Fixed). The data collected demonstrate that the average of LMI in this study was 35.06. The majority of students hold a growth mindset (55 participant) while 23 holds a fixed type of mindset.

To conclude with, the research question asked whether FLA predicts the type of mindset, a person holds. The results indicate that No, there is no statistically significant correlation between the Foreign Language Anxiety and Language Mindset (r (80) =0.076). Students with growth or fixed mindset both suffer from FLA and experience the anxiety in language classroom. In this current study, 92.5% of students registered a high level of Anxiety (FLA).

3.6. Limitations

This study was carefully planned and conducted, and the applied methods and tools were picked based on the needs and the problems of the chosen sample. As any other research, this dissertation faced some limitations and suffered problems for validity. The first problem the researcher confronted was having acess to the different tools and scales, as well as the fact that some of the questions cannot identify the type of mindset a student have since we are nowadays familiar with the term "mixed mindset". Moreover, the study's sample was not large and diverse which makes the process of Generalization almost impossible. Future researchers could consider these points for a more valid and reliable data.

3.7. Implications

The main general objective of this investigation study is to examine whether a correlational relationship exists between the two variables (Language Mindset and Foreign language Anxiety), through a well-designed study. The results endorse the idea that there is no relationship or effect between the variables and that even students holding a growth type of mindset could experience Anxiety as a factor assessing the process of learning a foreign language. The only possible explanation could be that those with a growth mindset unlike the ones with a fixed mindset manage the anxiety and could handle it to a given level.

3.8. Recommendations for future studies

Both Language Mindsets and Foreign language Anxiety should be introduced to teachers same as to the learners to identify the problems and come with solutions; these following recommendations may help both; teachers and learners in the classroom and help motivate future studies.

- Conduct multiple regression analysis including other variables, such as linguistic background, gender, study experience and many others.
- Collect data at different times and compare them.
- Use the exact Scales of FLA and LMI with no modifications.
- Introduce learners to FLA and normalize the fact of being afraid and anxious to learn a foreign language.
- Motivate students to test their personalities and get to know their type of mindset.

3.9. Conclusion

This chapter was analytical and completely devoted to the procedures and analysis of the collected data, in addition to the interpretation of the results. The researcher aim at presenting an answer for the research question, and clarify the different issues underlying the research topic. The last part of the research included the research limitation and recommendations for future researches who are interested in the field of Mindset and FLA.

<u>General Conclusion</u>

General Conclusion

The objective underlying this work was to explore the relationship between "Language Mindset" and "Foreign Language Anxiety". The researcher conducted an experimental correlational study in the English section of Ibn-Khaldun University, Tiaret. The word starts with presenting a historical background of the different research variable and the different theories and models.

Considering the research problem, we raised the following question: is there a statistical significant correlation between Language Mindset and Foreign Language Anxiety? And we proposed two hypotheses: Null and Alternative.

In order to provide the reader with maximum quantity of information, we discussed the theories in a chronological order respecting the critics and the various advantages and disadvantages of every theory.

As a second step to answer the question, we moved to the step of collecting data from the chosen sample, which was the L1 students. The obtained results/findings showed that the level of foreign language anxiety could not define the type of mindset. Because of the small size of the sample, it is ethical to mention that the limitations of the study were various and some gaps appeared to be a chance for more future researches in the field of Mindset and Anxiety as factors underlying the FL learning.

It is with no doubt worth saying that this work will be a base for researchers to rely on and start new more detailed and valid studies.

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Summary

Students' Language Mindsets and Anxiety impact in a way or another their ability to learn a second language. While both Language Mindset and Foreign Language Anxiety have been studied individually, their relationship to each other has yet to be explored. Taking "Mindset" as an influential psychological concept that has had a wide impact on Language and "Anxiety" as a central effective factor to the acquisition and learning of language.

Keywords: Mindset, Foreign Language, Anxiety, Language Mindset, Second Language Anxiety.

Résumé

L'état d'esprit linguistique et l'anxiété des élèves ont un impact d'une manière ou d'une autre sur leur capacité à apprendre une langue seconde. Bien que Language Mindset et Foreign Language Anxiety aient été étudiés individuellement, leur relation l'un avec l'autre n'a pas encore été explorée. Prenant «l'état d'esprit» comme un concept psychologique influent qui a eu un large impact sur le langage et «l'anxiété» en tant que facteur efficace central pour l'acquisition et l'apprentissage du langage.

Mots-clés : état d'esprit, langue étrangère, anxiété, état d'esprit linguistique, anxiété liée à la langue seconde.

الملخص

تؤثر عقليات الطلاب اللغوية وقلقهم بطريقة أو بأخرى على قدرتهم على تعلم لغة ثانية. بينما تمت دراسة كل من عقلية اللغة وقلق اللغة الأجنبية بشكل فردي ، إلا أن علاقتهما ببعضهما البعض لم يتم استكشافها بعد. أخذ "العقلية" كمفهوم نفسي مؤثر كان له تأثير واسع على اللغة و "القلق" كعامل مركزي فعال في اكتساب اللغة وتعلمها.

الكلمات المفتاحية: العقلية ، اللغة الأجنبية ، القلق ، عقلية اللغة ، قلق اللغة الثانية.