

CHAPTER 6

CONCLUSIONS

This chapter presents a summary of the findings addressing the four research questions of the study. The theoretical, methodological, contextual, and pedagogical implications drawn from the results are discussed, followed by the limitations of the study and recommendations for future research.

6.1 Summary of the Findings

The findings from Research Question One revealed that Thai undergraduate students generally believe in the malleability of their language abilities, viewing effort and practice as central to language development. These patterns are likely be influenced by language education in Thailand and the impact of globalization. This belief extended to their foreign language speaking mindset which the students showed weak oriented growth speaking mindset. Underlying this belief, Thai undergraduate students revealed the adoption of short-term oriented effort, the attribution to both talent and effort, vary achievement goals, positive interpretation of failures and mistakes, employ self-learning strategies, and experienced high negative emotions. These patterns reflect the influence of early schooling experience, punitive feedback, exam pressure, the transition of teaching practice from high school to university and individual differences.

Research Question Two identified three key factors influencing Thai undergraduate students' foreign language speaking mindsets. The first factor, emotional outcomes of attribution, captured anxiety and fear associated with speaking tasks. The second factor, motivational process-oriented goals, reflected positive attitudes toward goal-setting and the use of effort and strategies. The third factor, proactive responses in failure situations, involved viewing mistakes as opportunities for practice and strategy adjustment rather than as limitations. These factors suggested the translation of mindset to students' emotion and behavior related to foreign language speaking in Thai EFL context. The findings related to Research Question Three indicated a moderate positive relationship between language mindset and foreign language speaking mindset. Students who viewed language ability as improvable were more likely to believe in the potential for developing speaking skills. However, neither mindset showed a strong association with speaking performance. Qualitative data from

guided journals highlighted that students with a growth mindset valued effort, accepted mistakes as learning opportunities, and employed various self-regulation strategies. Emotional experiences during speaking tasks varied, with students reporting both positive emotions, such as enjoyment, and negative emotions, such as nervousness and insecurity. Feedback was perceived as both a motivator and a source of pressure, influencing students' emotional responses and goal-setting behaviors.

Research Question Four showed modest improvements in foreign language speaking mindset scores following the intervention. While most changes were not statistically significant, notable gains were found in achievement goals, self-regulatory tendencies, and competence-based emotional tendencies. Speaking test scores improved significantly, suggesting that even moderate shifts in mindset may contribute to better language performance. Q-methodology results further supported these findings by identifying three perspectives among students: one emphasizing effort and gradual skill development, another focusing on overcoming perceived talent deficits through self-regulation, and a third highlighting communication apprehension. Participants reported shifts in perspective, moving from a belief in fixed ability to a stronger recognition of the role of effort and practice in language development.

6.2 Implications of the Study

The implications of the study are presented in four subsections regarding each perspective: theoretical implications, methodological implications, contextual implications, and pedagogical implications.

6.2.1 Theoretical Implications

The findings of this study contribute to extending Lou and Noels' (2019a) framework by demonstrating the coexistence of growth-oriented and fixed mindset beliefs among Thai undergraduate students. Evidence from the survey, intervention activities, Q-methodology, and semi-structured interviews indicates that many students simultaneously held growth beliefs while retaining elements of fixed beliefs, such as attributing success to both effort and innate talent. This challenges binary conceptualization of mindset and supports the need for a more hybrid or multidimensional model. The presence of dual attribution aligns with Dörnyei's (2003) theory of learner self-concept, suggesting that learners' explanatory frameworks are shaped by their language proficiency levels and prior learning experiences.

The findings also highlight that different components of the mindset meaning system such as effort beliefs, attribution patterns, achievement goals, beliefs about mistakes and failure, self-regulatory tendencies, and competence-based

emotional tendencies, may function independently. These observations emphasize the necessity of adopting a multidimensional perspective to fully capture the complexity of language learning mindsets.

Persistent negative emotions, including anxiety and fear of judgment, were observed even among students who endorsed growth-oriented beliefs. This pattern suggests a limitation in existing mindset theories, which have often treated emotional experiences as secondary outcomes rather than integral components of the mindset-behavior relationship. Based on these findings, it is proposed that mindset theories should be expanded to explicitly incorporate emotional regulation as a mediating factor between beliefs and performance outcomes. Emotional vulnerability can constrain students' ability to act on growth beliefs, particularly in high-pressure speaking contexts where anxiety disrupts strategic behavior. Therefore, future theoretical models of mindset should integrate emotional regulation mechanisms to more accurately explain how beliefs translate into persistence, engagement, and achievement, especially in affectively demanding tasks such as foreign language speaking.

The results of the confirmatory factor analysis and the Q-methodology findings further indicated that students may adopt both fixed and growth beliefs simultaneously. Students encountering difficulties in foreign language speaking sometimes perceived their abilities as limited, expressing high levels of negative emotion. However, the belief in effort often served as a motivating force rather than a discouragement, encouraging persistence and strategy use. This suggests that fixed beliefs, when reframed alongside effort beliefs, can contribute positively to student motivation in the Thai context.

The observed fluctuations in students' mindset orientations, including shifts between growth and fixed profiles, support the conceptualization of mindset as a dynamic, context-dependent construct rather than a stable trait. This perspective aligns with Yeager and Dweck's (2020) emphasis on mindset fluidity and highlights the value of longitudinal research in capturing these temporal variations.

Finally, the weak correlation between growth mindset and speaking performance challenges assumptions that mindset alone directly predicts academic achievement (Blackwell, Trzesniewski, & Dweck, 2007; Drumgoole, 2021; McCutchen, Jones, Carbonneau, & Mueller, 2016). These findings suggest that mindset theories should incorporate mediating variables such as self-regulation strategies, emotional intelligence, and contextual supports to better explain the pathway from belief to performance. The results support Lou, Chaffee, and Noels (2022), who advocate for

holistic models that integrate cognitive, affective, and contextual dimensions in language learning.

These findings support the need to reconceptualize mindset as dynamic, multidimension system that integrates emotional regulation alongside cognitive and motivational components. Including emotional vulnerability and regulation mechanisms can enhance theoretical models by explaining how students' mindset translates or fails to translate into action, particularly in emotionally demanding tasks such as foreign language speaking. In addition to theoretical contribution, the study offers methodological insights which are discussed in the next section.

6.2.2 Methodological Implications

This study offers methodological contributions that can inform future research in the field of foreign language learning and language mindset development. One significant outcome is the development of the Foreign Language Speaking Mindset Inventory (FLSMI), a survey instrument specifically designed to assess learners' beliefs related to speaking in a foreign language. The FLSMI demonstrated strong reliability in the present study and holds potential for application to the context which is similar to the Thai EFL context. Researchers may employ this instrument to investigate speaking mindsets across diverse educational settings and learner populations, facilitating comparative studies that explore commonalities and differences in mindset patterns across cultural and linguistic backgrounds.

In addition to the development of the FLSMI, this study highlights the value of Q-methodology in examining students' domain-specific language mindsets. Q-methodology enabled the identification of shared belief patterns and individual differences, providing a structured yet flexible framework for capturing subjective experiences. Its combination of quantitative and qualitative approaches allowed for a richer understanding of students' motivations, emotional tendencies, and learning strategies. Future research may adopt Q-methodology to design interventions that are more responsive to learners' needs and to further explore the interaction between mindset beliefs, emotional regulation, and learning behaviors.

By integrating both a newly developed mindset inventory and the use of Q-methodology, this study demonstrates the importance of employing multiple methodological approaches to capture the dynamic nature of students' beliefs. These contributions support a more thorough investigation of the factors influencing foreign language speaking development and offer practical tools for advancing research and educational practice in the field of second language acquisition.

The integration of FLSMI and Q-methodology demonstrates the value of using diverse tools to investigate learner mindset from both quantitative and experiential perspectives. This approach provides a replicable and adaptable methodological framework for future research that aims to capture the dynamic of language mindset in various cultural and educational settings. Beyond methodological contribution, it is also essential to consider how the local cultural and educational environment shaped students' mindset. The following section discussed these contextual influences.

6.2.3 Contextual Implications

The findings of this study highlight that mindset development in foreign language learning is closely shaped by cultural and educational contexts. Thai undergraduate students showed both growth-oriented beliefs in effort and persistence, and fixed beliefs in the importance of innate talent. This pattern appeared across survey responses, Q-methodology perspectives, and guided journal reflections. It reflects the influence of Thailand's collectivist culture and exam-driven education system on students' language mindset and foreign language speaking mindset development.

The results also pointed to a strong short-term orientation toward academic success, shaped by high-stakes testing and institutional expectations. Many students focused on achieving immediate goals rather than building long-term communication skills. This pattern aligns with Hofstede's (2001) cultural dimensions, suggesting that learners' beliefs about ability and effort are closely tied to their educational environment.

Emotional challenges were another important finding. Students often reported anxiety, fear of judgment, and discomfort during speaking activities, even when they endorsed growth-oriented beliefs. This was visible in the survey results on emotional outcomes of attribution and in the qualitative data from guided journals. Such emotional tendencies suggest that environmental pressures within the education system contribute to emotional vulnerability among learners.

These findings imply that growth mindset interventions for Thai learners should be carefully adapted to local expectations and sensitivities. Teachers should consider students' need for short-term success and their fear of public evaluation. Reducing performance pressure, normalizing mistakes, and creating supportive classroom environments can encourage students to engage more confidently in speaking tasks.

At the institutional level, educational policies that prioritize standardized testing and teacher-centered approaches may unintentionally discourage risk-taking and strategy use. Integrating mindset principles into curricula that value effort, constructive feedback, and self-regulation could help balance institutional goals with students' individual needs. Creating classrooms that support both academic achievement and emotional safety will be key to helping learners develop more adaptive beliefs about their language learning potential.

These context-specific insights underscore the importance of adapting growth mindset intervention to different cultures and institutional structures. In Thai EFL context, where academic pressure, collectivist norm, and exam-oriented instruction strongly influence student motivation and emotion, culturally responsive interventions are essential. These context-specific findings provide an important foundation for informing classroom practice. The next section presents the pedagogical implications that can guide language instructors in supporting speaking performance and mindset development effectively.

6.2.4 Pedagogical Implications

The findings of this study offer several pedagogical implications for supporting student development in foreign language speaking and fostering growth-oriented learning environments. The results revealed that Thai undergraduate students often experienced persistent anxiety, fear of negative evaluation, and discomfort during speaking activities, even when they endorsed growth-oriented beliefs. Students also demonstrated a tendency to invest effort toward short-term performance goals rather than long-term communication development. These patterns highlight the need for targeted classroom strategies that address both cognitive and emotional aspects of language learning.

Promoting a growth mindset in the classroom requires more than encouraging students to accept mistakes. It involves guiding learners to set incremental goals, providing feedback that emphasizes individual progress, and creating structured opportunities for reflection. Teachers can support mindset development by designing practices that highlight personal improvement and reinforce the belief that speaking ability can be developed through consistent effort and strategy use.

Addressing emotional challenges is also crucial. To reduce anxiety and fear of judgment, educators can introduce low-stakes speaking activities such as short discussions, role-plays, and conversation circles. Group work, peer collaboration, and positive framing of mistakes can help normalize error-making and build communicative

confidence. Additionally, mindfulness practices or brief relaxation techniques before speaking tasks can assist students in managing emotional responses.

Strengthening students' self-regulation skills further supports speaking development. Explicit instruction in metacognitive strategies, including goal setting, self-monitoring, and reflective practices, can promote learner autonomy and resilience. Tools such as self-assessment checklists and structured journal writing can help students monitor their own progress and respond adaptively to challenges.

Feedback practices should be refined to encourage persistence and adaptation. Providing timely, constructive, and specific feedback that emphasizes effort and strategy use can motivate students to adjust their approaches. Incorporating peer and self-evaluation opportunities can reinforce the perception of feedback as a tool for learning rather than as a judgment of ability.

Finally, curriculum design should balance formal and informal speaking activities to create a supportive environment for oral skill development. Structured tasks such as debates and presentations can build students' confidence in academic communication, while informal activities such as spontaneous conversations, real-world simulations, and online discussions can create lower-pressure opportunities for language practice. A curriculum that integrates diverse speaking opportunities across different formats prepares students for authentic communication beyond the classroom.

These pedagogical implications suggest that promoting growth mindset alone is not sufficient to improve speaking performance. Classroom practice must address students' emotional needs, support the development of self-regulation skills, and provide structured, low-anxiety opportunities for speaking. Integrated approach can help students apply mindset principles more confidently in communicative settings.

6.3 Limitations

While the present study provided valuable insights into Thai undergraduate students' language and foreign language speaking mindsets, several limitations should be acknowledged. Firstly, although the Foreign Language Speaking Mindset Inventory (FLSMI) developed for this study demonstrated strong reliability and successfully captured students' emotional experiences related to speaking. It did not include items that directly assessed students' emotion regulation strategy. This perspective is important for understanding learners' emotion mechanism. Secondly, the study used short video-based interventions to promote mindset awareness and motivation. While

this approach showed some positive effects, it also had its limitations, as the results indicated only moderate changes in foreign language speaking. The language mindset intervention was integrated into regular classroom sessions as short warm-up activities lasting approximately 15 to 20 minutes. While this approach ensured consistent exposure to mindset content, it may not have sufficient depth for students to fully internalize or apply the concepts. The duration of the intervention was relatively short. This limited timeframe may have constrained the degree of mindset development possible.

6.4 Recommendations for Future Study

Future research could further enhance the FLSMI by incorporating items that assess emotion regulation strategies. This addition would provide an understanding how students manage affective responses during speaking activities and would offer a more complete view of their coping mechanisms and emotional resilience. This addition could also help researchers identify patterns in how regulation strategies interact with different emotional states and influence speaking performance, providing valuable guidance for instructional practices aimed at strengthening real-time emotion management in speaking-intensive language classrooms.

Moreover, future research could expand the video-based language mindset intervention by developing a series of interconnected brief videos or by incorporating interactive activities to enhance depth and learner engagement. Supplementary materials, such as handouts, quizzes, or discussion prompts, could also reinforce key ideas and foster deeper understanding. Balancing content richness with student attention remains an important consideration for the design of future instructional materials. Future implementations could benefit from providing dedicated, standalone sessions that allow more time for reflection, discussion, and practical activities. Spacing intervention sessions across a longer period may also help promote sustained changes in learners' beliefs and behaviors by supporting deeper engagement with the content. By addressing these areas, future research can further advance understanding of foreign language speaking mindsets, particularly regarding the role of emotional regulation and intervention timing.