

SAUDI EFL LEARNERS' MINDSETS AND ITS INFLUENCE ON THEIR ATTITUDES TOWARDS ENGLISH LANGUAGE LEARNING

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ABSTRACT

This study aims to investigate the relationship between language learners' mindsets and their attitudes towards learning English in a Saudi context. Language mindsets are learners' beliefs regarding their language abilities, whether their language skills are fixed or cultivable, and they are classified as fixed or growth mindsets (Dweck, 2000). This study uses a mixed-methods approach to explore the relationship between different language mindsets and how they influence learners' attitudes towards English language learning. A questionnaire designed by Lou (2014) is utilized to collect data about learners' language mindsets. Additionally, open-ended questions are offered to students to explore their attitudes towards English language learning. We believe that we have found a clear correlation between learners' mindsets and their attitudes toward learning the English language. From our findings, it is clear that learners who hold a growth mindset show a positive attitude concerning learning the English language, especially valuing practice and training to achieve development. Moreover, students who hold a fixed language mindset have negative attitudes toward learning English, specifically considering difficulties as barriers that lead to anxiety and subsequently avoidance of learning. Overall, this study offered insights for English language learners and teachers on how language mindsets play an important role in the language learning journey.

Keywords: Language learning mindsets, English language learning, growth mindset, fixed mindset, positive attitudes, negative attitudes.

INTRODUCTION

Since the dawn of time, people have differed in the way they see the world and in the way they see themselves. Dweck's theory of mindsets emphasizes that (2000, 2006). Her theory implies that people are divided into two categories regarding their beliefs about their abilities. Some people believe that their qualities are fixed, and they cannot do much to change them (a fixed mindset). While other people believe that their qualities can be cultivated through effort, training, and the help of others (a growth mindset). Dweck's mindset theory gives clear takeaways for educators to use in their classrooms. Teachers should emphasize effort rather than achievement, create a safe environment for leaders to make mistakes, and always remind them that if they are not excellent at something, it simply means that they are not good at it yet, but definitely they can improve. In educational settings, many studies have found that mindset-

based interventions can effectively predict performance, even across cultures (Sisk et al., 2008).

Based on previous studies, individuals with a growth mindset set learning goals such as "becoming smart" and "improving abilities" and consider effort and failure as precious learning opportunities (Dweck & Leggett, 1988; Kamins & Dweck, 1999). By contrast, individuals with a fixed mindset express their desires as "looking smart" and "proving their abilities," and they associate effort and failure with a lack of intelligence or ability (Dweck & Leggett, 1988; Mangels et al., 2006). The new categorizations of mindset provide a new lens for exploring learners' opinions about language learning and, therefore, draw the attention of researchers in educational contexts (Sadeghi et al., 2020; Janudom, 2021; Yao et al., 2021).

SIGNIFICANCE OF THE STUDY

Our knowledge of Saudi English language learners' mindsets is largely based on very limited data. According to Al-Ghamdi, many studies have been conducted to improve learners' motivation to learn a foreign language in the Saudi context. However, most of these studies were based on various motivational factors to promote learners' motivation rather than target their core beliefs about themselves and their abilities in learning another language, which is language mindset (2020). The aim of the research is thus to provide a new perspective for investigating factors that influence language learners progress in Saudi Arabia. The current study takes a new look at Saudi English language learners' mindsets and how they influence their attitudes towards learning English.

OBJECTIVE OF THE STUDY

The current study seeks to investigate the impact of a mindset on Saudi English language learners (ELLs). More specifically, it seeks to explore whether Saudi ELLs hold growth or fixed language mindsets and how that influences their attitudes towards learning English.

RESEARCH QUESTION

Based on what is mentioned above, this study seeks to answer the following question:

- Is there any significant correlation between language learners fixed and growth mindsets and their positive or negative attitudes towards learning the English language?

LITERATURE REVIEW

Mindset is divided into two main attitudes: "growth" and "fixed." The former is recognized as "incremental," meaning that individuals' abilities are malleable and can be improved through effort, whereas the latter is known as "entity," meaning that individuals' attributes are fixed (Dweck, 2000).

Yao et al. (2021) investigated high school students' language mindsets. They reported that students can be categorized into three groups based on their complex patterns of language mindsets and their English competence. Growth-mindset students, fixed-mindset students, and slight-growth-mindset students. They argued that students with the highest perceived English competence are those who hold growth language mindsets; follow them are those who hold a slight growth mindset. Also, they stated that students who hold a growth mindset or a slight growth mindset demonstrate mastery responses to difficult situations in learning English as a foreign language. However, the fixed-language mindset of students directly predicts their helpless responses.

In another study, Sadeghi et al. (2020) studied the relationship between learners' language mindset, goal orientation, and responses to failure. They reported that there is a direct relationship between growth, fixed mindsets, and goal orientation. Also, their findings indicated that there is a direct association between learners' mindsets and their responses to failure. They emphasized that having a growth mindset predisposes language learners to exhibit more positive emotions and mastery reactions in response to personal and hypothetical failure scenarios when learning and/or speaking a foreign or second language. Moreover, they emphasized the relationship between a fixed mindset and performance-avoidance goal orientation.

Similar to Sadeghi et al.'s (2020) findings, Janudom (2021) found in his study that learners with a growth mindset tend to show determination toward their long-term goals, which subsequently contributes to their learning achievement. Having a fixed mindset, on the other hand, can eliminate learners' learning persistence and ultimately block learning achievement.

In addition to these studies, Khajavay et al. (2021) discussed learning a second or foreign language and how it is a long journey that involves setbacks and how learners' reactions to these failures differ based on their perceptions of the second language and their ability and effort to learn a second language. They emphasized that grit (perseverance and passion for long-term goals) and language mindset (individuals' perceptions of their language learning ability) are significantly correlated. Their findings indicated that a growth mindset predicts perseverance in effort. A fixed language mindset negatively predicts consistency of interest, and only a growth language mindset positively predicts second language learning achievement.

Studies has focused on language mindsets and their association with anxiety were reported by researchers. Lou and Noels (2020) investigated anxiety and how it can lead to avoiding using the target language. They emphasized that students' language mindsets influence the vicious cycle of language anxiety. They reported that fixed language

mindsets are linked to negative perceptions of language that lead them to avoid contact. However, growth language mindsets promote students' resilience, especially those with low English competence. Also, among those with low English competence, growth language mindsets reduce perceived language-based rejection and encourage communication. More recent evidence (Marlow 2021) showed that growth language mindsets reduce second language-associated anxiety. He argued that learners can reduce foreign language anxiety by shifting from fixed to growth mindsets. He emphasized that learners with stable mindsets experience more foreign language anxiety and perform poorly in language learning.

In the same context, Lou, and Noels (2016) employed a reading and writing activity to shift language learners from fixed to growth mindset. Participants were asked to rate the difficulty level of two articles outlining research evidence in support of brain malleability and write a summary of the articles after reading them. The findings of the study revealed that the growth mindset intervention resulted in the adoption of learning goals and mastery-oriented behaviors in the face of failure, as well as persistence in L2 learning. Lou and Noels (2019) applied the same intervention in another L2 study and discovered that promoting a growth mindset was beneficial in reducing anxiety over failures in intercultural communication. The authors stressed the importance of assisting immigrants in developing awareness of their thoughts and promoting a growth mindset that can encourage them to reassess their previous L2 use experiences and embrace intercultural contacts as opportunities to improve their L2 use and reduced their anxiety.

Papi et al. (2019) discussed language learners' feedback-seeking behavior and how learners' language mindsets determine their behavior towards feedback. They argued that learners with growth mindsets seek feedback from teachers and other resources as a development strategy they use to achieve their learning goals. On the other side, learners with fixed language mindsets do not value the usefulness of feedback monitoring as a source of learning because they do not feel feedback can help them increase their second language learning ability.

Learners with growth mindsets employ some strategies to improve their grammar competency (Zarrinabadi et al., 2021). Pawlak (2012) distinguished four types of grammar learning strategies: metacognitive, cognitive, social, and affective strategies. Metacognitive methods are used to control and supervise grammar acquisition via the processes of planning, organizing, monitoring, and self-evaluating' (Pawlak, 2018, p. 360). Furthermore, cognitive strategies are completely implicated in grammar acquisition and include techniques for comprehending language, developing explicit and implicit grammar knowledge, and dealing with corrective feedback errors. Finally, affective techniques are concerned with self-regulating emotions and motives while learning grammar, as well as how learners deal with their emotions when they fail or succeed. Social techniques, on the other hand, improve the process of grammar learning by interacting and cooperating with teachers and other proficient language speakers. According to Zarrinabadi et al. (2021) learners with a growth mindset use all these grammar strategies to help them improve their grammar competency. To illustrate, learners employ different strategies to develop implicit and explicit grammar, receive corrective feedback appropriately, and seek teacher or peer help with grammar difficulties.

In the context of the global pandemic, Zhao et al. (2021) explored the relationship between learning engagement and growth mindset. They reported that a growth mindset has a positive influence on students' learning engagement. To illustrate, students with a growth mindset display lower event strength and perceived stress, which assist them in maintaining a higher level of learning engagement.

Similarly, Vina et al. (2022) investigated the relationship between the growth mindset of English language students and the challenges they experience during their learning in an online setting. They emphasized that students with a high growth mindset show that factors such as motivation, criticism, environment, and effort play a significant role in their English language learning. They stated that growth mindset and resilience help students persist in the face of adversaries. For instance, students with a high growth mindset perceive criticism as an opportunity to improve their English. Also, they consider effort an essential element in their English language learning. Similarly, the participants reported that motivation pushes them to increase their learning of the English language for future purposes.

METHOD

RESEARCH DESIGN

A mixed-methods research design was utilized to examine the relationship between Saudi L2 learners' mindsets (growth and fixed) and academic achievement in an English language course. A questionnaire (See Appendix A) developed by Lou (2014) was obtained to collect data about learners' language mindsets. It examines three major aspects of the perspective of language learners on their language abilities. The three aspects are beliefs about general

language intelligence, beliefs about second language intelligence, and beliefs about age sensitivity to L2 intelligence. Additionally, open-ended questions were used to explore their attitudes towards English language learning.

PARTICIPANTS

The accessible population for the study was undergraduate students enrolled in English language courses at different Saudi universities (N = 50). Participants ranged in age from 18 to 23 years old. Four males and forty-six females. Their first language is Arabic.

INSTRUMENT

The instrument employed in this study was the Mindsets of Language Learning Scale (MLLS) questionnaire (Appendix A), developed by Lou (2014). It contains 18 items concerning beliefs about the "entity" and "incremental" mindsets. The scale is responded to on a 6-point Likert scale from 'strongly disagree' to 'strongly agree'. The questionnaire was translated into Arabic for its adaptability to Saudi culture (Appendix B). The reliability of the questionnaire was measured using Cronbach's alpha, which turned out to be 0.69, indicating satisfactory internal consistency (Shen, 2011). Additionally, four open-ended questions were included at the conclusion of the questionnaire to explore learners' attitudes towards English language learning.

DATA COLLECTION

The quantitative data about learners' language mindsets was collected from students by the questionnaire MLLS (Lou, 2014), and the qualitative data regarding their attitudes towards English language learning was obtained by four open-ended questions included at the conclusion of the questionnaire for this purpose.

DATA ANALYSIS PROCEDURES

To examine students' language mindsets, quantitative data were analyzed using the constant comparative technique. It involved assembling data, comparing data, interpreting data, and reporting the results. The data was displayed in the form of percentages and frequencies based on the mindsets of learners. To discover learners' attitudes towards English language learning, their responses to the open-ended questions were translated, coded, and interpreted. To identify the correlation between learners' mindsets and their attitudes towards English language learning, individuals' responses were analyzed and reported. The data was then divided into two sections. The first section included the responses that exhibited the students' growth mindset, and those that reflected their fixed mindset were placed in the second section.

FINDINGS

LEARNERS' LANGUAGE MINDSETS

With the aim of exploring students' mindsets in learning English, an investigation of their mindsets was conducted using the MLLS questionnaire, with the results shown in the following tables. (Table 1) illustrates learners' general beliefs about language learning intelligence

Table1. Beliefs bout general language intelligence (GLB):

Statement	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
1. You have a certain amount of language intelligence, and you cannot really do much to change it.	23.1%	17.3%	26.9%	28.8%	0.1%	3.8%
2. Your language intelligence is something about you that you cannot change very much.	17.3%	13.5%	38.5%	19.2%	5.8%	5.8%

3. To be honest, you cannot really change your language intelligence.	1.9%	15.4%	34.6%	9.6%	1.9%	1.9%
4. No matter who you are, you can significantly change your language intelligence level	0%	1.9%	5.8%	28.8%	32.7%	30.8%
5. You can always substantially change your language intelligence.	0%	0%	7.7%	50%	17.3%	25%
6. No matter how much language intelligence you have, you can always change it quite a bit.	0%	0%	5.8%	48.1%	19.2%	26.9%

The results in Table 1 revealed that the majority of the learners had a growth mindset regarding general language intelligence. In statements one, two, and three, most of the learners disagreed that they have a certain amount of language intelligence and cannot do much to change it. Similarly, statements four, five, and six showed that the majority of learners believe that they can change their language intelligence. Quite large percentages (28.8%, 32.7%, and 30.8%) agreed that they could significantly change their language intelligence levels. 50% slightly agreed that they can always substantially change their language intelligence. 48.1% slightly agreed that no matter how much language intelligence they have, they can always change it quite a bit. The above findings revealed that learners had a growth mindset about general language intelligence.

(Table 2) shows learners' beliefs about second language learning. Their responses varied between growth and fixed mindsets. Statements one, two, and three reflect a fixed mindset.

Table2. Beliefs about second language learning (L2B)

Statement	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
1. To a large extent, a person's biological factors (e.g., brain structures) determine his or her abilities to learn new languages.	1.9%	3.8%	5.8%	40.4%	17.3%	30.8%
2. It is difficult to change how good you are at foreign languages.	7.7%	21.1%	50%	17.3%	1.9%	1.9%
3. Many people can never do well in a foreign language even if they try hard because they lack natural language intelligence.	15.4%	5.8%	40.4%	30.8%	5.8%	1.9%
4. You can always change how your foreign language ability.	0%	0%	5.8%	32.7%	28.8%	32.7%
5. In learning a foreign language, if you work hard at it, you will always get better.	0%	3.8%	0%	23.1%	15.4%	57.7%
6. How good you are at using a foreign language will always improve if you really work at it.	0%	3.8%	3.8%	21.2%	13.5%	57.7%

40.4 % slightly agreed that a person's biological factors (e.g., brain structures) determine his or her abilities to learn new languages. However, 50% slightly disagreed with the statement "It is difficult to change how good you are at foreign languages". Moreover, 40.4% slightly disagreed with the statement, "Many people can never do well in a foreign language even if they try hard because they lack natural language intelligence". Statements four, five, and six present a growth mindset. Large percentages (32.7%, 57.7%, and 57.7%) showed that learners strongly agreed that

learning a foreign language depends on working hard to improve it. The findings indicate that most learners have a growth mindset regarding second language learning.

The study also aimed to identify learners' mindsets about language learning in relation to age sensitivity. (Table 3) displays the results of the findings.

Table 3. Beliefs about age sensitivity and language learning (ASB):

Statement	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
1. How well a person speaks a foreign language depends on how early in life he/she learned it.	3.8%	9.6%	14.4%	28.8%	15.4%	26.9%
2. People cannot really learn a new language well after they reach adulthood.	38.5%	7.7%	32.7%	9.6%	9.6%	1.9%
3. Even if you try, the skill level you achieve in a foreign language will advance very little if you learn it when you are an adult.	21.2%	7.7%	42.3%	17.3%	5.8%	5.8%
4. Everyone could do well in a foreign language if they try hard, whether they are young or old.	3.8%	1.9%	5.8%	30.8%	17.3%	40.4%
5. How well a person learns a foreign language does not depend on age; anyone who works hard can be a fluent speaker in that language.	3.8%	0.1%	5.8%	28.8%	9.6%	51.9%
6. Regardless of the age at which they start, people can learn another language well.	0.1%	1.9%	5.8%	36.5%	3.8%	51.9%

Almost a third of the learners (28.8%) agreed on the importance of learning a language in early childhood. However, learners' responses to statements two, three, four, five, and six reflect that a slightly larger percentage of them believe that they can improve their language abilities regardless of their age. 38.5% strongly disagreed that people cannot learn a new language after they reach adulthood. 42.3% slightly disagreed that the skill level individuals achieve in a foreign language will advance very little if they learn it when they are adults. 40.4% strongly agreed that everyone could do well in a foreign language if they tried hard, whether they were young or old. 51.9% strongly agreed that how well a person learns a foreign language does not depend on age; anyone who works hard can be a fluent speaker in that language. 51.9% strongly agreed that, regardless of the age at which they start, people can learn another language well. The findings depicted that learner had a growth mindset regarding learning languages at any age.

LEARNERS' ATTITUDES TOWARDS ENGLISH LANGUAGE LEARNING

The study also aimed to investigate learners' positive and negative attitudes towards learning English and its association with their fixed or growth mindset. Four open-ended questions were asked to explore their attitudes. General codes were elicited from learners' responses to open-ended questions. For learners who hold growth mindsets toward language learning, they emphasized the importance of practicing, reading, and listening. They signified the importance of effort, training, perseverance, and hard work when learning L2. That reflected a positive attitude toward L2 learning. On the other hand, learners who hold fixed language learning mindsets highlighted frustration and anxiety as barriers to language learning. These barriers lead students toward avoidance and negative attitudes toward L2 learning. Moreover, specific codes and sample statements are shown in the tables below (see Table 4, 5, 6 & 7).

Table 4. *Questions 1. Do you have an interesting way to learn English? If your answer is yes, what is it?*

Growth Mindset	Fixed Mindset
I play video games with native speakers.	No
I Watch English videos, tv shows, and movies.	
I Read short stories.	

I read books.
I communicate with native speakers.
I listen to English songs and podcasts.
I watch movies and programs without translation to improve my language.

In (Table 4) Participants' responds to the first open-ended question varied based on their mindsets. Those who hold growth mindset shared some strategies they use to enjoy the process of L2 learning. For example, playing video games, watching movies, listening to English songs, and reading stories. These strategies shared the characteristics of practicing, consistency, and enjoyment. On the contrary, those who hold fixed mindset replayed with "no" indicating that they do not use any interesting strategy to develop L2.

To investigate learners' persistence in the face of difficulties the second open-ended question was asked. (See table 5).

Table 5. *Question 2. If you face difficulties when learning English, how do you feel? And how do you behave?*

Growth Mindset	Fixed Mindset
I do not focus on difficulties, and I keeps learning.	I feel frustrated.
When I face difficulties in reading, for example, I increase reading hours.	I feel shy and I keep silence.
I keep trying and I do not give up.	I became anxious.
I look for new resources to learn.	I sleep and relax my head, I definitely feel frustrated.
I change my learning ways.	
I feel like I need to learn more than usual.	
I repeat the words appropriately to make sure I memorize them.	
I identify difficult vocabulary, repeat reading and writing them until the stage of mastery.	
I want to learn more.	
I look forward others' help.	

Information shown in (table 5) revealed that participants with growth mindset perceive difficulties as a learning opportunity that push them to learn more. For example, individuals' responses showed that they seek more learning resources (*I look for new rescues to learn*) and some increase their learning practices (*When I face difficulties in reading, for example, I increase reading hours*) and (*I need to learn more than usual*). Furthermore, some participants seek help of others (*I look forward others' help*). On the other side, participants with fixed mindset expressed their frustration and anxiety when they face difficulties. Subsequently this leads them to avoid L2 learning.

The third open-ended question was asked to elicit general beliefs about language, especially at early stages of learning. (Table 6) shows the difference between growth and fixed mindset regarding early stages of L2 learning.

Table 6. *Question 3. What is your advice for a beginner English learner?*

Growth Mindset	Fixed Mindset
Enjoy learning a new language and do not give up.	The best thing is to learn a new language at a young age.
Keep listening and your language will improve.	
Speak more and do not be shy.	
Learning a language is about practicing.	
Read stories.	
Keep listening.	

Data shown in (table 6) clarified that individual with growth mindset emphasized the importance of consistency and practice in learning second language (*keep listening and your language will improve*), (*speak more and more and do not be shy*) and (*learning is about practicing*). By contrast, individuals with fixed mindset limited L2 learning to the early years of human life (*the best thing is to learn a new language at a young age*).

Many people believe that the best way for L2 learning is through the direct interaction with the native speakers and by living in their communities. (Table7) revealed participants answers regarding this conception.

Table 7. *Question 4. Do you think that not being in an English-speaking community is a barrier to learning the language?*

Growth Mindset	Fixed Mindset
No because we can learn on the internet.	Yes, because we lack communication with native speakers.
It is not easy to learn English outside the language community, but it is not a huge barrier.	
I do not think so.	

Learners beliefs regarding the importance of the direct interaction with native speakers to improve L2 differed based on their mindsets. Those who hold growth mindset reported that it is not inescapable barrier, and they can overcome it through the use of online learning (*we can learn on the internet*). However, those who hold fixed mindset reported that they consider it as a barrier because they lack communication with native speakers.

DISCUSSION

The key reason for conducting the current study is to explore the different language mindsets (growth and fixed) and how they influence learners' attitudes toward English language learning. More specifically, it aims to identify whether learners' positive and negative attitudes toward learning the English language are associated with their fixed and growth mindsets or not.

The results revealed that there is a significant positive correlation between learners' mindsets and their attitudes toward English language learning. Hence, a positive correlation is found between a growth mindset and positive attitudes toward English language learning. Similarly, a clear association between a fixed language mindset and negative attitudes toward English language learning is observed.

Learners who hold a growth mindset perceive second or foreign language learning as a long journey that requires determination and perseverance in the face of challenges. Ultimately, they capitalize on effort and hard work to achieve their goals. Thus, our findings suggest that learners with a growth mindset show positive attitudes toward English language learning. They specifically identify practice and training as fundamental aspects of successful L2 development.

In contrast, learners who hold a fixed language mindset believe that mastering a second or foreign language requires a special talent and happens only at an early age. Our results suggest that there is a significant correlation between a fixed language mindset and negative attitudes toward English language learning. Students with a fixed language mindset tend to have anxiety and frustration when facing difficulties while learning L2. It leads them to avoid performance and feel helpless when faced with challenges.

The findings of our study agree with those of Lou (2014), who showed that mindsets can influence different kinds of responses in the context of language learning. Also, the results are in line with Kannangara et al. (2018), who mentioned that learners with a growth mindset tend to have higher levels of grittiness and significantly higher levels of resilience and self-control.

These results are in harmony with those of Sadeghi et al. (2020), who examined the relationships between mindset (growth and fixed) and goal orientation. They reported that adopting a growth mindset makes language learners more likely to react more positively and with a sense of mastery when faced with real or imagined failure circumstances while studying and/or utilizing foreign or second languages. He also noted that there was a correlation between a fixed mindset and an avoidance of performance.

Similar findings were reported in studies conducted by Horwitz (1999), Mercer, and Ryan (2010), who maintained that learners with a growth mindset had a greater intention to persist in L2 study and mastery responses. A relatively more fixed-minded learner showed more helpless and anxious responses to challenges and failure.

Our findings support previous findings in the literature by Janudom (2021), who stated that learners with a growth mindset tend to show determination toward their long-term goals, which subsequently contributes to their learning achievement. Alternatively, a fixed mindset leads to negative attitudes, can eliminate learners' learning persistence, and ultimately blocks learning achievement.

CONCLUSION

The study aimed at identifying the extent to which learners' mindsets influence their attention toward English learning. From the findings of the study, it is evident that learners who hold a growth mindset show a positive attitude concerning learning the English language, especially valuing practice, and training to achieve development.

Furthermore, students who hold a fixed language mindset show negative attitudes toward learning English, specifically considering difficulties as barriers that lead to anxiety and subsequently avoidance of learning.

IMPLICATIONS OF THE STUDY

Overall, pedagogically, the findings of this study imply valuing the importance of language mindsets and their influence on students' attitudes toward L2 learning. In other words, students' certain beliefs direct their behavior toward learning. Ultimately, teachers should support students in obtaining a growth mindset by providing supportive feedback that emphasizes effort and persistence.

Teachers can gradually change the student's fixed mindset toward a growth mindset. Giving students honest critical feedback in the form of "not yet" and demonstrating that the teacher is not giving up on them demonstrate the teacher's perseverance. When a teacher puts "not yet" instead of a number grade when a student fails an exam, learners do not feel guilty because they know they are expected to pass the next time (Dweck, 2010).

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