



Growth Mindset and Arabic Speaking Skills: A Systematic Literature Review Using PRISMA 2020

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ABSTRACT

This study aims to explore the role of a growth mindset in enhancing Arabic speaking skills, with implications for developing more effective learning strategies. Although increasing attention has been given to affective factors in language learning, the literature specifically linking growth mindset to Arabic speaking skills remains very limited. This research employs a Systematic Literature Review approach following the PRISMA 2020 guidelines. Articles were retrieved from Scopus, Google Scholar, and Sage databases within the 2018-2025 timeframe. Out of 642 identified publications, only 27 articles met the inclusion criteria and were further analyzed. The findings indicate that a growth mindset positively contributes to improving students' motivation, self-confidence, and perseverance in speaking skills. In addition, this review reveals a gap in the literature, as most studies still focus on English and Mandarin, while Arabic has not been adequately explored. This study is significant as it provides both theoretical and empirical foundations for developing Arabic language learning strategies based on a growth mindset, while also opening opportunities for further research to test direct interventions in formal educational contexts in developing countries, including Indonesia.

Keywords: Growth Mindset, Arabic Language, Speaking Skills, Foreign Language Learning

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INTRODUCTION

In Arabic language learning, speaking ability is one of the most challenging skills for students, especially for non-native learners (Almelhes, 2024). Although various teaching methods have been implemented, most studies in Arabic language pedagogy place greater emphasis on technical or methodological aspects (Visonà & Plonsky, 2020), while students' psychological and motivational factors, such as a growth mindset, have received relatively less attention. This condition indicates a significant research gap, particularly regarding the relationship between a growth mindset and Arabic-speaking skills (Xu & Zhang, 2025).

A growth mindset is the belief that an individual's abilities, including language skills, can be improved through effort, appropriate strategies, and perseverance (Janudom, 2023). This approach has been proven to enhance motivation, persistence, and self-confidence in

foreign language learning in general (Derakhshan & Fathi, 2024). However, the application and effects of the growth mindset, specifically in the context of Arabic-speaking skills, have not yet been identified, thereby creating limitations in the design of learning interventions based on empirical evidence (Lou & Noels, 2019).

In addition, the current literature indicates that most studies on growth mindset have focused on English or Mandarin (Janudom, 2023; Albalawi, 2018), while Arabic remains relatively underexplored. This limits our understanding of how a growth mindset can be effectively applied to enhance speaking skills in Arabic (Al-Ghamdi, 2020). The absence of a systematic review that integrates these empirical findings also restricts educators' ability to design effective learning strategies grounded in both cognitive and affective psychology (Aldrup et al., 2024).

Based on these facts, this study aims to conduct a systematic literature review on the role of the growth mindset in enhancing Arabic speaking skills. This review is expected to identify research trends, gaps in the literature, and pedagogical implications, thereby providing a stronger foundation for educators and researchers to develop innovative, effective, and communication-oriented Arabic language learning strategies.

Growth Mindset in Language Learning

A growth mindset is the belief that an individual's abilities can be developed through effort, appropriate strategies, and perseverance (Dweck, 2006). In the context of language learning, this mindset has been shown to enhance students' motivation, persistence, and the effectiveness of their learning strategies (Dweck Carol, s., Yeager, David, 2019). Students with a growth mindset tend to be more confident in dealing with mistakes, perceive errors as learning opportunities, and actively engage in communicative practice (Murphy & Gash, 2020).

Challenges in Arabic Speaking Skills

Arabic-speaking skills are often considered the most difficult to master, particularly for non-native learners (Khasawneh & Khasawneh, 2022). Several major obstacles include: affective factors such as speaking anxiety, shyness, and fear of making mistakes (Hanifa, 2018). limited practice opportunities due to the lack of oral interaction in Arabic outside the classroom (Pacheco, 2018). and low motivation, as students are reluctant to communicate without sufficient motivation and self-belief (Amiryousefi, 2018). These challenges highlight the importance of integrating psychological factors, such as a growth mindset, into Arabic-speaking instruction (Derakhshan & Fathi, 2024).

The Role of Growth Mindset in Enhancing Speaking Skills

Research shows that students with a growth mindset are more resilient and persistent in practicing speaking despite making mistakes (Dweck, 2006; Dweck Carol, s., Yeager, David, 2019). They develop effective learning strategies, including self-reflection, peer learning, and repeated practice (Lee & Mori, 2021). They also demonstrate higher motivation and greater participation in Arabic communication (Alhamami, 2025). However, studies that specifically examine the relationship between growth mindset and Arabic speaking skills have not yet been identified, leaving a research gap that needs to be addressed.

Literature Gap and Research Implications

Most studies on growth mindset have focused on English or Mandarin, while Arabic remains underexplored (Oktriyani et al., 2024; Nae, 2023). In addition, no systematic review has yet integrated empirical findings on Arabic-speaking skills and growth mindset (Oruç, 2025). The absence of such a synthesis limits educators' ability to design effective evidence-based learning strategies (Basckin et al., 2021). Therefore, this article aims to

review the existing literature, identify research trends, and highlight the pedagogical implications of applying a growth mindset in Arabic-speaking skill instruction.

METHOD

Research Design

This study employed a systematic literature review to identify, select, and analyze studies that discuss the role of a growth mindset in enhancing Arabic speaking skills. This approach enables a comprehensive synthesis of empirical findings while also identifying existing research gaps. The review process followed PRISMA 2020 (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) to ensure transparency, replicability, and accuracy in literature selection (Page et al., 2021).

Table 1. Literature Search Strategy for Each Database

Database	Keywords	Boolean Language Operators	Search Filter
Scopus	Growth mindset AND Communication skills OR Speaking Skills	End, OR	-Publication Year: 2018 to 2025 -Document Type: Scholarly articles -Language: English -Field of Study: Education, Arabic language
Google Scholar	Growth mindset AND Communication skills OR Speaking Skills	End, OR	-Publication Year: 2018 to 2025 -Document Type: Scholarly articles -Language: English -Field of Study: Education, Arabic language
SAGE	Growth mindset AND Communication skills OR Speaking Skills	End, OR	-Publication Year: 2018 to 2025 -Document Type: Scholarly articles -Language: English -Field of Study: Education, Arabic language

Inclusion and Exclusion Criteria

This study extracted key information from each article that met the criteria, including population, research focus, language, pedagogical approaches, and reported outcomes. Articles aligned with the research objectives were collected and systematically organized through manual recording and screening processes. The evaluation of *“The Role of Growth Mindset in Enhancing Arabic Speaking Skills”* was conducted with reference to critical appraisal guidelines to assess the validity, reliability, and relevance of the included studies. Data were obtained using a structured recording form, taking into account variations in research design relevant to the study’s focus.

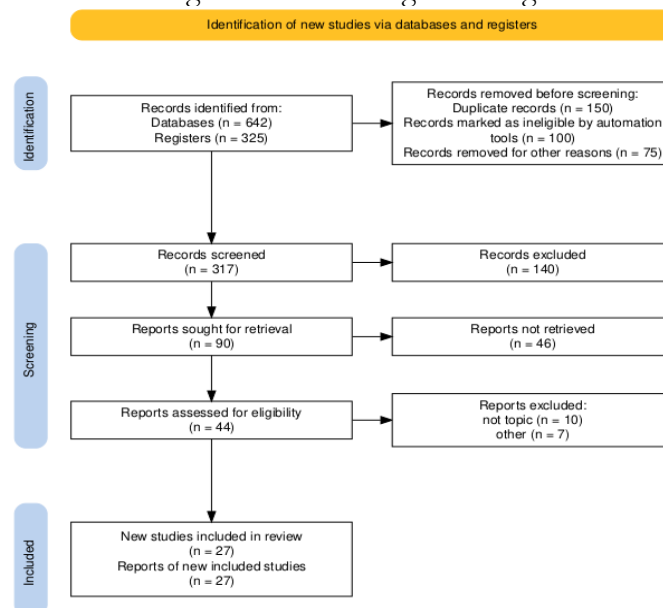
Table 2. Inclusion and Exclusion

Criteria	Inclusion	Exception
Type of article	Scientific research articles published in international journals indexed in Q1-Q3	Non-scholarly journals produce articles such as policy reports, blogs, editorials, or opinion pieces
Language	Only articles written in English were included.	Articles written in languages other than English
Focus research	Studies that examine the relationship between a growth mindset and speaking ability in Arabic or other foreign languages as a comparison	-Articles that do not focus on speaking skills. -Studies that address only theoretical aspects without empirical data. -Duplicate articles or reviews that are not relevant to the topic.
Types of research	This article incorporates quantitative, qualitative, and mixed-method research methodologies, all of which are based on empirical data.	Irrelevant methodologies, such as conceptual studies without empirical data or informal reviews, are commonly found in the articles
Base accessibility	Academic data consisting of articles that are fully available and accessible (open access) or through restricted access	There are articles with restricted access that do not provide full text or only offer an abstract

Data Selection and Analysis Process

The selection process was carried out following the PRISMA 2020 framework, which includes:

Figure 1. PRISMA Flow Diagram summarizing each stage of the selection process.



FINDING

The PRISMA 2020 diagram illustrates the article selection process. At the identification stage, 642 records were obtained from databases and 325 records from registers. Before the screening stage, several records were removed: 150 duplicate records, 100 records deemed ineligible by automation tools, and 75 records for other reasons. As a result, 317 records remained for the screening stage.

At the screening stage, a total of 317 records were reviewed, and 140 records were excluded for being irrelevant. This resulted in 90 reports submitted for full-text retrieval; however, 46 reports could not be obtained, leaving only 44 reports available for eligibility assessment.

At the eligibility stage, of the 44 reports reviewed, 17 were excluded (10 for being off-topic and 7 for other reasons). Finally, 27 new studies were included in the review.

Figure 2. VOSviewer Overlay Visualization

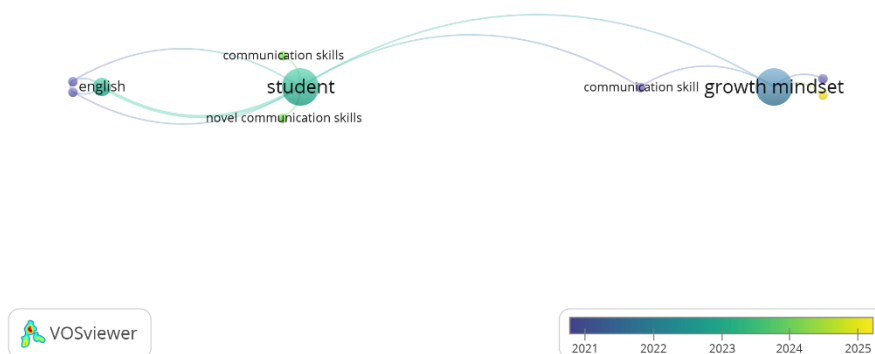


Figure 2. presents the results of an overlay visualization using VOSviewer, which maps the interrelation of keywords across the publication timeline of the articles. The color spectrum, ranging from dark blue to yellow, indicates the chronological progression of research, with yellow representing the most recent research trends.

Based on the network map, the term student serves as a central node connecting several key keywords, such as English, communication skills, novel communication skill, and growth mindset. In the early period (2021-2022), marked in blue, research predominantly focused on communication skills and English language learning as the dominant context. This indicates that the research focus was still centered on the general domain of language skills and the learning process.

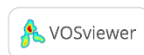
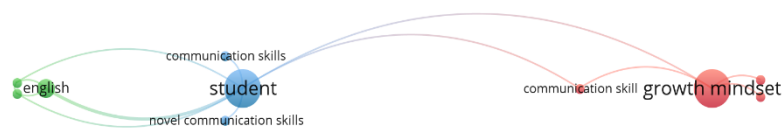
Subsequently, in the 2022-2023 period, represented by a blue-green spectrum, there was a strengthening of research concerning students as the main population. Studies began to link psychological factors with communication skills, for instance, in the topic of novel communication skills, indicating an effort to explore new strategies for developing students' speaking abilities.

From 2023 to 2024, the yellowish-green color indicates a shift in research focus toward the integration of non-cognitive factors, particularly the growth mindset, with communication skills. At this stage, academic attention began to focus on how a growth mindset could influence students' communication performance in a foreign language,

especially English, while also opening opportunities for similar studies in other languages, including Arabic.

The latest trend (2024-2025), indicated by the yellow color, highlights that research on growth *mindset* has increasingly gained attention as a key variable in developing students' communication skills. This suggests that the most recent research direction places greater emphasis on affective and motivational aspects, aiming to overcome psychological barriers in speaking skills. Thus, this visualization map illustrates the evolution of research from a purely linguistic focus toward the integration of psychological factors, such as a *growth mindset*, in language learning.

Figure 3. VOSviewer Network



Visualization

Figure 3. illustrates research trends related to students, communication skills, English, and growth mindset from 2020 to 2025. The clustering of keywords on this map is represented by different colors. In the early period (2020-2021), marked in green, research was largely focused on the topics of English and communication skills. This theme highlights that language skills, particularly English, were the primary focus in the initial studies.

Entering the 2021-2022 period, visualized in blue, research shifted toward the keyword student as the central node of the network. At this stage, students' communication skills and innovative efforts in novel communication skills emerged as important aspects increasingly highlighted by researchers.

Subsequently, between 2022 and 2023 (blue-green), there was an integration of linguistic and psychological factors. The term communication skill emerged as a bridge to the topic of growth mindset, indicating that research began to link communication ability with students' mindsets.

In the most recent period, 2023–2025, marked in red, the growth mindset became the central node, emphasizing the important role of psychological factors in the development of communication skills. This trend indicates that contemporary research no longer focuses solely on technical language proficiency but places greater emphasis on affective and motivational aspects that support students' success in communication.

Thus, this visualization reinforces the urgency of research on the role of a growth mindset in enhancing Arabic speaking skills. It aligns with the need to bridge psychological and pedagogical aspects, ensuring that language proficiency relies not only on technical methods but also on a mindset that supports students' sustained learning.

Figure 4. Density Visualization in VOSviewer

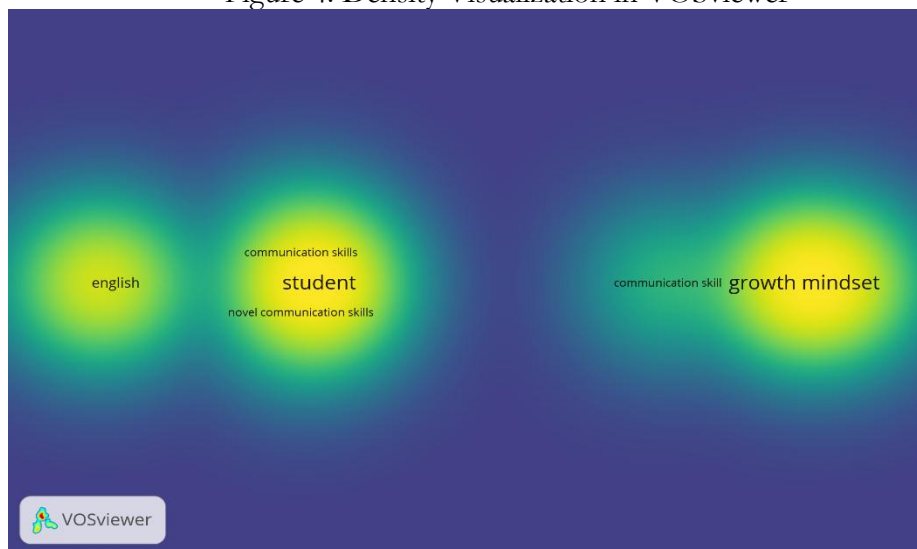


Figure 4. presents a density map of studies on growth mindset, students, communication skills, and English. In the density map, yellow areas indicate regions with higher term concentration, representing areas with stronger frequency of occurrence and connectivity. Meanwhile, blue areas indicate lower concentration.

This visualization positions the growth mindset as one of the main nodes with a high density level, emphasizing that this theme is a key focus in recent studies. Meanwhile, the terms student and communication skills also show significant density, indicating that these two topics are frequently studied together in the context of developing communication skills. The term English appears with medium density, suggesting that English language research remains one of the dominant domains associated with communication skills.

Thus, this density map illustrates that the topics of growth mindset and communication *skills* are strongly interconnected, while the student serves as the main link connecting psychological and linguistic aspects. This visualization provides an overview of the distribution of research focus and highlights the importance of a growth mindset as an increasingly relevant factor in the development of communication skills, including in the context of foreign language learning and Arabic language education.

DISCUSSION

Analysis of the 27 articles that met the inclusion criteria confirms that students with a growth mindset tend to be more confident, persistent, and capable of overcoming speaking anxiety. This aligns with the findings of Derakhshan & Fathi, (2024) and Xu & Zhang, (2025), which shows that a growth mindset contributes to enhancing students' motivation and perseverance in facing linguistic challenges. In other words, the belief that abilities can be improved through effort and appropriate strategies serves as an essential foundation for the development of speaking skills.

Comparison with Previous Studies

Visualization analysis using VOSviewer shows that research on growth mindset initially (2020-2021) still focused on general communication skills, particularly in the context of English. In the 2022-2023 period, studies began linking psychological factors with communication performance, and by 2023-2025, the growth mindset became a central node integrated into the academic discourse. This developmental pattern is consistent with Oruç, (2025), who highlighted the growing attention to the role of language mindsets in language learning. However, this review also reveals a disparity, as Arabic remains rarely

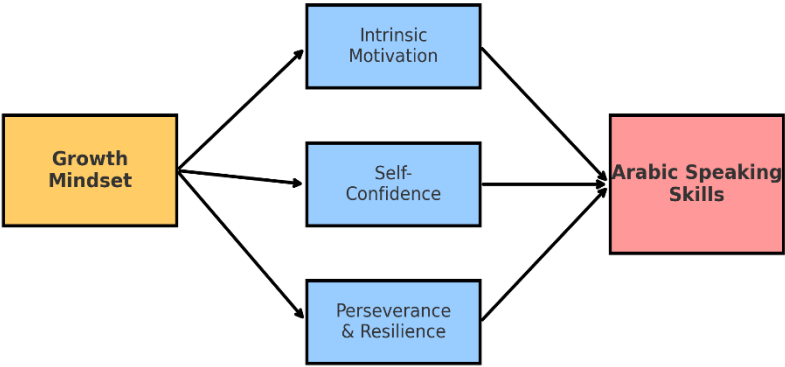
studied, despite non-native learners facing complex affective challenges such as speaking anxiety, shyness, and limited language-rich environments. (Hanifa, 2018; Khasawneh & Khasawneh, 2022).

Research Gaps and the Urgency of the Arabic Language Context

The majority of the analyzed studies focused on English and Mandarin (Janudom, 2023), while Arabic has been relatively neglected. Yet, speaking proficiency in Arabic is highly important, both in academic, religious, and professional contexts, particularly in developing countries such as Indonesia. This research gap highlights the need for empirical studies that specifically examine the role of a growth mindset in overcoming affective barriers and enhancing Arabic speaking skills. Without such research, Arabic language educators lack an empirical foundation for designing learning strategies that systematically integrate affective factors.

Based on the synthesis of the literature review results and the analysis of research trends using VOSviewer, a conceptual framework can be formulated to illustrate the relationship between growth mindset, affective factors, and Arabic speaking skills. This framework visualizes how a growth mindset influences students’ intrinsic motivation, self-confidence, and perseverance, which in turn impacts the improvement of oral communication performance.

Gambar 5. Conceptual Framework: Growth Mindset and Arabic Speaking Skills



As shown in Figure 5, growth mindset functions as the main variable driving the development of three key affective dimensions: intrinsic motivation, self-confidence, and perseverance or resilience. These three dimensions support each other and collectively contribute to the mastery of Arabic speaking skills. Intrinsic motivation fosters an internal drive to continue practicing, self-confidence reduces barriers related to communication anxiety, while perseverance enables students to maintain consistent practice despite facing linguistic challenges (Rhew et al., 2018).

This framework emphasizes that teaching Arabic speaking skills is not sufficient through technical-methodological approaches alone; it also requires attention to psychological and affective factors. Accordingly, a growth mindset can be positioned as a psychological foundation supporting students’ success in developing communicative skills. Furthermore, this framework provides a theoretical basis for future empirical research to examine the effectiveness of growth mindset-based interventions in Arabic language learning across various educational levels.

Theoretical Implications

These findings reinforce several language learning theories. First, in line with Krashen's Affective Filter Hypothesis (Wang, 2020), A growth mindset has the potential to reduce emotional barriers (Kroeper et al., 2022), allowing language input to be more easily processed and internalized. Second, within Vygotsky's Zone of Proximal Development framework, students with a growth mindset are more receptive to guidance from teachers and peers, making social interactions more effective in supporting speaking skills (Daneshfar & Moharami, 2018). Third, Self-Determination Theory emphasizes intrinsic motivation as a key factor in learning (Gilal et al., 2019), and a growth mindset strengthens this motivation because students believe that their effort will lead to skill improvement (Sukklang & Wilang, 2025). The integration of these three perspectives underscores that the growth mindset is not only a psychological construct but also a theoretically and pedagogically relevant factor across various language acquisition models (Ou et al., 2024).

Practical Implications

From a pedagogical perspective, the results of this review provide concrete guidance for Arabic language teachers. First, teachers need to cultivate a classroom culture that supports a growth mindset, where mistakes are viewed as learning opportunities rather than permanent failures. Second, teachers can provide constructive feedback that emphasizes students' effort, strategies, and progress, rather than focusing solely on final outcomes. Third, speaking activities can be designed around collaboration, such as group discussions, role-plays, or peer dialogues, allowing students to practice in a safe and supportive environment. Fourth, integrated mindset interventions, such as learning reflections or brief training on a growth mindset, can help foster students' resilience in facing communication challenges. These strategies align with the recommendations of Lou & Noels, (2020), which emphasizes the need for language learning approaches that integrate both cognitive and affective aspects.

Limitations and Directions for Future Research

Although this review provides a comprehensive overview, several limitations should be noted. First, the number of studies directly investigating Arabic-speaking skills is very limited, so the generalizability of the findings still relies on research in English and Mandarin. Second, most of the selected studies employed quantitative designs with university student populations, which underrepresents secondary education levels and non-formal learning contexts. Third, this review has not explored in depth the variations in pedagogical approaches for implementing the growth mindset. Therefore, future research should be directed toward:

Future research should focus on mindset intervention experiments in Arabic language classrooms, conducted through quasi-experimental designs or classroom action research. Longitudinal studies are also needed to assess the long-term impact of a growth mindset on speaking skills. Additionally, mixed-methods approaches can combine quantitative and qualitative data to provide a deeper understanding of the interaction between psychological, pedagogical, and linguistic factors. Cross-cultural studies are likewise essential to examine how the growth mindset functions in Arabic language learning contexts across different countries with diverse socio-cultural backgrounds.

CONCLUSION

This systematic literature review confirms that a growth mindset plays a crucial role in supporting speaking skills in foreign language learning. The analysis shows that a growth mindset positively contributes to students' intrinsic motivation, self-confidence, and

perseverance, which in turn enhance oral communication performance. However, significant research gaps remain in the context of Arabic language learning, particularly regarding empirical studies linking a growth mindset to speaking skills. Therefore, further studies through interventions, longitudinal research, or mixed-methods approaches are needed to examine the effectiveness of growth mindset-based interventions in improving Arabic speaking skills. Pedagogically, these findings suggest that Arabic language teachers should foster a classroom culture emphasizing process, effort, and strategy, rather than solely outcomes. Integrating a growth mindset into instructional design can effectively reduce affective barriers, strengthen student resilience, and ultimately enhance communicative competence in Arabic.

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