

Growth Mindset and EFL Speaking Performance: A Conceptual Perspective from Vietnamese Higher Education

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This study examines the relationship between growth mindset and English as a Foreign Language (EFL) speaking performance in Vietnamese higher education. While prior research has emphasized linguistic and instructional factors, learners' psychological beliefs remain underexplored, particularly in speaking contexts. Using a conceptual approach, the study synthesizes literature from educational psychology and second language acquisition to propose a theoretical framework. The analysis suggests that growth mindset influences speaking performance indirectly through four key mechanisms: self-efficacy, motivation and engagement, anxiety reduction, and willingness to communicate. It also highlights the role of contextual factors, such as classroom practices and assessment systems, in shaping these relationships. This study contributes by integrating growth mindset theory with EFL speaking research and offers pedagogical implications for fostering supportive learning environments, as well as directions for future empirical studies.

Keywords: growth mindset, EFL speaking performance, language learning psychology, higher education

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