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مجلة العلوم الإنسانية

دورية علمية محكمة تصدر عن جامعة حائل

Arcif
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بسم الله الرحمن الرحيم

مجلة العلوم الإنسانية

للتواصل:

مركز النشر العلمي والترجمة

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نبذه عن المجلة

تعريف بالمجلة

مجلة العلوم الإنسانية، مجلة دورية علمية محكمة، تصدر عن وكالة الجامعــــــة للدراسـات العليا والبحث العلمي بجامعة حائل كل ثلاثة أشهر بصفة دورية، حث تصدر أربعة أعداد في كل سنة، وبحسب اكتمال البحوث المجازة للنشر. وقد نجحت مجلــة العلــوم الإنسانية في تحقيق معايير اعتماد معامل التأثير والاستشهادات المرجعية للمجلات العلمية العربية معامل "ارسيف Arcif" المتوافقة مع المعايير العالمية، والتي يبلغ عددها (32) معياراً، وقد أطلق ذلك خلال التقرير السنوي الثامن للمجلات للعام 2023.

رؤية المجلة

التميز في النشر العلمي في العلوم الإنسانية وفقاً لمعايير مهنية عالمية.

رسالة المجلة

نشر البحوث العلمية في التخصصات الإنسانية؛ لخدمة البحث العلمي والمجتمع المحلي والدولي.

أهداف المجلة

تهدف المجلة إلى إيجاد منافذ رصينة؛ لنشر المعرفــــة العلميـــة المتخصصـة في المجـــال الإنسـاني، وتمكـــن الباحثين –مـــن مختلــف بلــدان العـــالم– من نشر أبحاثهم ودراساتهم وإنتاجهم الفكري لمعالجة واقع المشـــكلات الحياتية، وتأســـيس الأطـــر النظريـــة والتطبيقية للمعـــارف الإنسانية في المجالات المتنوعـــة، وفــــق ضوابط وشروط ومواصفات علمية دقيقة، تحقيقا للجودة والريادة في نــر البحث العلـــي.

قواعد النشر

لغة النشر

1- تقبل المجلة البحوث المكتوبة باللغتين العربية والإنجليزية.

2- يُكتب عنوان البحث وملخصه باللغة العربية للبحوث المكتوبة باللغة الإنجليزية.

3- يُكتـب عنـوان البحـث وملخصه ومراجعـه باللغـة الإنجليزيـة للبحوث المكتوبة باللغـة العربيـة، علـى أن تكـــون ترجمـــة الملخـص إلى اللغة الإنجليزيــة صحيحـة ومتخصصة.

مجالات النشر في المجلة

تهتم مجلة العلوم الإنسانية بجامعة حائل بنشر إسهامات الباحثين في مختلف القضايا الإنسانية الاجتماعية والأدبية، إضافة إلى نشر الدراسات والمقالات التي تتوفر فيها الأصول والمعايير العلمية المتعارف عليها دولياً، وتقبل الأبحاث المكتوبة باللغة العربية والإنجليزية في مجال اختصاصها، حيث تعنى المجلة بالتخصصات الآتية:

- علم النفس وعلم الاجتماع والخدمة الاجتماعية والفلسفة الفكرية العلمية الدقيقة.
- المناهج وطرق التدريس والعلوم التربوية المختلفة.
- الدراسات الإسلامية والشريعة والقانون.
- الآداب: التاريخ والجغرافيا والفنون واللغة العربية، واللغة الإنجليزية، والسياحة والآثار.
- الإدارة والإعلام والاتصال وعلوم الرياضة والحركة.

أوعية نشر المجلة

تصدر المجلة ورقياً حسب القواعد والأنظمة المعمول بها في المجلات العلمية المحكمة، كما تُنشر البحوث المقبولة بعد تحكيمها إلكترونياً لتعم المعرفة العلمية بشكل أوسع في جميع المؤسسات العلمية داخل المملكة العربية السعودية وخارجها.

ضوابط وإجراءات النشر في مجلة العلوم الإنسانية

أولاً: شروط النشر

1. أن يتّسم بالأصالة والجدّة والابتكار والإضافة المعرفية في التخصص.
2. لم يسبق للباحث نشر بحثه.
3. ألا يكون مستلاً من رسالة علمية (ماجستير / دكتوراة) أو بحوث سبق نشرها للباحث.
4. أن يلتزم الباحث بالأمانة العلمية.
5. أن تراعى فيه منهجية البحث العلمي وقواعده.
6. عدم مخالفة البحث للضوابط والأحكام والآداب العامة في المملكة العربية السعودية.
7. مراعاة الأمانة العلمية وضوابط التوثيق في النقل والاقتباس.
8. السلامة اللغوية ووضوح الصور والرسومات والجداول إن وجدت، وللمجلة حقها في مراجعة التحرير والتدقيق النحوي.

ثانياً: قواعد النشر

1. أن يشتمل البحث على: صفحة عنوان البحث، ومستخلص باللغتين العربيّة والإنجليزيّة، ومقدّمة، وصلب البحث، وخاتمة تتضمّن النّتائج والتّوصيات، وثبت المصادر والمراجع باللغتين العربيّة والإنجليزيّة، والملاحق اللازمة (إن وجدت).

2. في حال (نشر البحث) يُزوّد الباحث بنسخة إلكترونية من عدد المجلة الذي تم نشر بحثه فيه، ومستلاً لبحثه .

3. في حال اعتماد نشر البحث تؤول حقوق نشره كافة للمجلة، ولها أن تعيد نشره ورقيّاً أو إلكترونيّاً، ويحقّ لها إدراجه في قواعد البيانات المحليّة والعالمية – بمقابل أو بدون مقابل– وذلك دون حاجة لإذن الباحث.

4. لا يحقّ للباحث إعادة نشر بحثه المقبول للنّشر في المجلّة إلاّ بعد إذن كتابي من رئيس هيئة تحرير المجلة.

5. الآراء الواردة في البحوث المنشورة تعبر عن وجهة نظر الباحثين، ولا تعبر عن رأي مجلة العلوم الإنسانية.

6. النشر في المجلة بتطلب رسوم مالية قدرها (1000 ريال) يتم إيداعها في حساب المجلة، وذلك بعد إشعار الباحث بالقبول الأولي وهي غير مستردة سواء أجيز البحث للنشر أم تم رفضه من قبل المحكمين.

ثالثًا: الضوابط والمعايير الفنية لكتابة وتنظيم البحث

1. ألا تتجاوز نسبة الاقتباس في البحوث (25%).

2. الصفحة الاولى من البحث، تحتوي على عنوان البحث، اسم الباحث أو الباحثين، المؤسسة التي ينتسب إليها– جهة العمل، عنوان المراسلة والبريد الالكتروني، وتكون باللغتين العربية والانجليزية على صفحة مستقلة في بداية البحث. الاعلان عن أي دعم مالي للبحث- إن وجد. كما يقوم بكتابة رقم الهوية المفتوحة للباحث ORCID بعد الاسم مباشرة. علماً بأن مجلة العلوم الإنسانية تنصح جميع الباحثين باستخراج رقم هوية خاص بهم، كما تتطلب وجود هذا الرقم في حال إجازة البحث للنشر.

3. ألا يرد اسم الباحث (الباحثين) في أي موضع من البحث إلا في صفحة العنوان فقط..

4. ألا تزيد عدد صفحات البحث عن ثلاثين صفحة أو (12,000) كلمة للبحث كامل أيهما أقل بما في ذلك الملخصين العربي والإنجليزي، وقائمة المراجع.

5. أن يتضمن البحث مستخلصين: أحدهما باللغة العربية لا يتجاوز عدد كلماته (200) كلمة، والآخر بالإنجليزية لا يتجاوز عدد كلماته (250) كلمة، ويتضمن العناصر التالية: (موضوع البحث، وأهدافه، ومنهجه، وأهم النتائج) مع العناية بتحريرها بشكل دقيق.

6. يُتبع كل مستخلص (عربي/إنجليزي) بالكلمات الدالة (المفتاحية) (Key Words) المعبرة بدقة عن موضوع البحث، والقضايا الرئيسة التي تناولها، بحيث لا يتجاوز عددها (5) كلمات.

7. تكون أبعاد جميع هوامش الصفحة: من الجهات الأربعة (3) سم، والمسافة بين الأسطر مفردة.

8. يكون نوع الخط في المتن باللغة العربية (Traditional Arabic) وبحجم (12)، وباللغة الإنجليزية (Times New Roman) وبحجم (10)، وتكون العناوين الرئيسية في اللغتين بالبنط الغليظ. (Bold).

9. يكون نوع الخط في الجدول باللغة العربية (Traditional Arabic) وبحجم (10)، وباللغة الإنجليزية (Times New Roman) وبحجم (9)، وتكون العناوين الرئيسية في اللغتين بالبنط الغليظ. (Bold).

10. يلتزم الباحث برومنة المراجع العربية (الأبحاث العلمية والرسائل الجامعية) ويقصد بها ترجمة المراجع العربية (الأبحاث والرسائل العلمية فقط) إلى اللغة الإنجليزية، وتضمينها في قائمة المراجع الإنجليزية (مع الإبقاء عليها باللغة العربية في قائمة المراجع العربية)، حيث يتم رومنة (Romanization / Transliteration) اسم، أو أسماء المؤلفين، متبوعة بسنة النشر بين قوسين (يقصد بالرومنة النقل الصوتي للحروف غير اللاتينية إلى حروف لاتينية، تمكّن قراء اللغة الإنجليزية من قراءتها، أي: تحويل منطوق الحروف العربية إلى حروف تنطق بالإنجليزية)، ثم يتبع بالعنوان، ثم تضاف كلمة (in Arabic) بين قوسين بعد عنوان الرسالة أو البحث. بعد ذلك يتبع باسم الدورية التي نشرت بها المقالة باللغة الإنجليزية إذا كان مكتوباً بها، وإذا لم يكن مكتوباً بها فيتم ترجمته إلى اللغة الإنجليزية.

مثال إيضاحي:

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السميري، ياسر. (2021). مستوى إدراك معلمي المرحلة الابتدائية للإستراتيجيات التعليمية الحديثة التي تلبي احتياجات التلاميذ الموهوبين من ذوي صعوبات التعلم. المجلة السعودية للتربية الخاصة، 18 (1): 19– 48.

Al-Samiri, Y. (2021). The level of awareness of primary school teachers of modern educational strategies that meet the needs of gifted students with learning disabilities. (in Arabic). *The Saudi Journal of Special Education, 18* (1): 19-48.

11. يلي قائمة المراجع العربية، قائمة بالمراجع الإنجليزية، متضمنة المراجع العربية التي تم رومنتها، وفق ترتيبها الهجائي (باللغة الإنجليزية) حسب الاسم الأخير للمؤلف الأول، وفقاً لأسلوب التوثيق المعتمد فـي المجلة.

12. تستخدم الأرقام العربية أينما ذكرت بصورتها الرقمية. (Arabic .... 1,2,3) سواء في متن البحث، أو الجداول و الأشكال، أو المراجع، وترقم الجداول و الأشكال في المتن ترقيماً متسلسلاً مستقلاً لكل منهما ، ويكون لكل منها عنوانه أعلاه ، ومصدره – إن وجد – أسفله.

13. يكون الترقيم لصفحات البحث في المنتصف أسفل الصفحة، ابتداءً من صفحة ملخص البحث (العربي، الإنجليزي)، وحتى آخر صفحة من صفحات مراجع البحث.

14. تدرج الجداول والأشكال- إن وجدت- في مواقعها في سياق النص، وترقم بحسب تسلسلها، وتكون غير ملونة أو مظللة، وتكتب عناوينها كاملة. ويجب أن تكون الجداول والأشكال والأرقام وعناوينها متوافقة مع نظام APA-

رابعاً: توثيق البحث

أسلوب التوثيق المعتمد فــي المجلة هو نظام جمعية علم النفس الأمريكية (APA7)

خامساً: خطوات وإجراءات التقديم

1. يقدم الباحث الرئيس طلبًا للنشر (من خلال منصة الباحثين بعد التسجيل فيها) يتعهد فيه بأن بحثه يتفق مع شروط المجلة، وذلك على النحو الآتي:

أ. البحث الذي تقدمت به لم يسبق نشرة (ورقيا أو إلكترونيا)، وأنه غير مقدم للنشر، ولن يقدم للنشر في وجهة أخرى حتى تنتهي إجراءات تحكيمه، ونشرة في المجلة، أو الاعتذار للباحث لعدم قبول البحث.

ب. البحث الذي تقدمت به ليس مستلا من بحوث أو كتب سبق نشرها أو قدمت للنشر، وليس مستلٌّ من الرسائل العلمية للماجستير أو الدكتوراة.

ج. الالتزام بالأمانة العلمية وأخلاقيات البحث العلمي.

د. مراعاة منهج البحث العلمي وقواعده.

هــ. الالتزام بالضوابط الفنية ومعايير كتابة البحث في مجلة حائل للعلوم الإنسانية كما هو في دليل الكتابة العلمية المختصر بنظام APA7

2. إرفاق سيرة ذاتية مختصرة في صفحة واحدة حسب النموذج المعتمد للمجلة (نموذج السيرة الذاتية).

3. إرفاق نموذج المراجعة والتدقيق الأولّي بعد تعبئته من قبل الباحث.

4. يرسل الباحث أربع نسخ من بحثه إلى المجلة إلكترونياً بصيغة (word) نسختين و (PDF) نسختين تكون إحداهما بالصيغتين خالية مما يدل على شخصية الباحث.

5. يتم التقديم إلكترونياً من خلال منصة تقديم الطلب الموجودة على موقع المجلة (منصة الباحثين) بعد التسجيل فيها مع إرفاق كافة المرفقات الواردة في خطوات وإجراءات التقديم أعلاه.

6. تقوم هيئة تحرير المجلة بالفحص الأولي للبحث، وتقرير أهليته للتحكيم، أو الاعتذار عن قبوله أولياً أو بناء على تقارير المحكمين دون إبداء الأسباب وإخطار الباحث بذلك

7. تملك المجلة حق رفض البحث الأولى <u>ما دام غير مكتمل أو غير ملتزم بالضوابط الفنية ومعايير كتابة البحث في مجلة حائل للعلوم الإنسانية.</u>

8. في حال تقرر أهلية البحث للتحكيم يخطر الباحث بذلك، وعليه دفع الرسوم المالية المقررة للمجلة **(1000) ريال غير مستردة** من خلال الإيداع على حساب المجلة ورفع الإيصال من خلال منصة التقديم المتاحة على موقع المجلة، وذلك خلال مدة خمس أيام عمل منذ إخطار الباحث بقبول بحثه أوليًا وفي حالة عدم السداد خلال المدة المذكورة يعتبر القبول الأولي ملغي.

9. بعد دفع الرسوم المطلوبة من قبل الباحث خلال المدة المقررة للدفع ورفع سند الإيصال من خلال منصة التقديم، يرسل البحث لمحكّمين اثنين؛ على الأقل.

10. فـي حال اكتمال تقارير المحكّمين عن البحث؛ يتم إرسال خطاب للباحث يتضمّن إحدى الحالات التّالية:
   أ. قبول البحث للنشر مباشرة.
   ب. قبول البحث للنّشر؛ بعد التّعديل.
   ج. تعديل البحث، ثمّ إعادة تحكيمه.
   د. الاعتذار عن قبول البحث ونشره.

11. إذا تطلب الأمر من الباحث القيام ببعض التعديلات على بحثه، فإنه يجب أن يتم ذلك في غضون (أسبوعين من تاريخ الخطاب) من الطلب. <u>فإذا تأخر الباحث عن إجراء التعديلات خلال المدة المحددة، يعتبر ذلك عدولا منه عن النشر، ما لم يقدم عذرا تقبله هيئة تحرير المجلة.</u>

12. يقدم الباحث الرئيس (حسب نموذج الرد على المحكمين) تقرير عن تعديل البحث وفقاً للملاحظات الواردة في تقارير المحكمين الإجمالية أو التفصيلية في متن البحث

13. للمجلة الحق في الحذف أو التعديل في الصياغة اللغوية للدراسة بما يتفق مع قواعد النشر، كما يحق للمحررين إجراء بعض التعديلات من أجل التصحيح اللغوي والفني. وإلغاء التكرار، وإيضاح ما يلزم.

14. في حالة رفض البحث من قبل المحكمين فإن الرسوم غير مستردة.

15. إذا رفض البحث، ورغب المؤلف في الحصول على ملاحظات المحكمين، فإنه يمكن تزويده بهم، مع الحفاظ على سرية المحكمين. ولا يحق للباحث التقدم من جديد بالبحث نفسه إلى المجلة ولو أجريت عليه جميع التعديلات المطلوبة.

16. لا تردّ البحوث المقدمة إلى أصحابها سواء نشرت أم لم تنشر، ويخطر المؤلف في حالة عدم الموافقة على النشر

17. ترسل المجلة للباحث المقبول بحثه نسخة معتمدة للطباعة للمراجعة والتدقيق، وعليه إنجاز هذه العملية خلال 36 ساعة.

18. لهيئة تحرير المجلة الحق فـي تحديد أولويات نشر البحوث، وترتيبها فنّياً.

الهيئة الاستشارية

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فهرس الأبحاث

Exploring the Impact of Language Learning Grit and Mindsets on English Language Achievement among Undergraduate Medicine and Engineering Students at Northern Border University

استقصاء تأثير المثابرة والمكونات اللغوية العقلية على تحصيل اللغة الإنجليزية لدى طلاب كليتي الطب والهندسة بجامعة الحدود الشمالية

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Abstract

This study aimed to investigate the correlation between language learning grit, language mindsets, and English language achievement among Medicine and Engineering-majoring undergraduate students. The study employed quantitative research (the descriptive analytical method). The study involved 82 students enrolled at Northern Border University in Saudi Arabia (39) medical students, and (43) engineering students; they were selected via a systematic random sampling technique. Two key instruments were employed in this study: the grit scale to assess grit components (CoI & PoE), and the language mindset inventory to assess language mindsets. English language achievement was evaluated based on the students' final grades of the semester. The results attained demonstrated a significant positive correlation between Consistency of Interest (CoI) and English language achievement suggesting that learners with a sustained interest in language learning tend to perform better. However, Perseverance of Effort (PoE), growth mindset, and fixed mindset did not show significant correlations with language achievement in this group. In contrast, among engineering students, a significant positive correlation was noted between mindset growth on the one hand and English language achievement on the other hand indicating that students who believed in the flexibility of language ability tended to achieve higher language proficiency, while PoE, CoI, and fixed mindset did not exhibit significant correlations with language achievement in this context. Furthermore, higher CoI scores was found to be correlated with improved English language proficiency among medicine students; higher language growth mindsets were associated with better English language achievement among engineering students. The study recommended integrating grit and mindset development in the content.

Keywords: Language Learning Grit, Mindsets, Achievement, Consistency of Interest (CoI), Perseverance of Effort (PoE).

المستخلص

هدفت الدراسة إلى استقصاء العلاقة الارتباطية بين المثابرة في تعلم اللغة، والمكونات اللغوية العقلية، وبين تحصيل اللغة الإنجليزية لدى الطلاب بكليتي الطب والهندسة المنهج الكمي، (المنهج الوصفي التحليلي)، ولقد تبنت الدراسة في 82 طالب في جامعة الحدود الشمالية بالمملكة العربية السعودية بكلية الطب (39) والهندسة (43)، تم اختيارهم بأسلوب العينة العشوائية المنتظمة، واستعانت الدراسة بمقياس المثابرة (استمرار الاهتمام، استمرار الجهد)، ومقياس المكونات اللغوية، واستنادًا إلى درجات الطلاب النهائية في نهاية الفصل الدراسي، تم الاعتماد على درجات التحصيل في اللغة الإنجليزية كمحك للتحصيل، ولقد أظهرت النتائج وجود علاقة ارتباطية موجبة بين استمرار الاهتمام (CoI) والتحصيل اللغوي، بما يشير إلى أن الطلاب الذين لديهم درجة من الاهتمام المستدام بتعلم اللغة يحققون أداءً أفضل، ولكن لم توجد علاقة ارتباطية بين استمرار الجهد (PoE) وبين المكونات اللغوية العقلية مع التحصيل اللغوي لدى عينة البحث، إلا أنه وجد ارتباط إيجابي دال إحصائياً بين النمو العقلي والتحصيل اللغوي باللغة الإنجليزية لدى طلاب الهندسة، بما يشير إلى أن الطلاب الذين يؤمنون بقدرتهم على تطوير مهارات اللغة قد يحققون مستوى أعلى من الكفاءة اللغوية، بينما لم يظهر استمرار الجهد واستمرار الاهتمام والمكونات اللغوية العقلية ارتباطات دالة إحصائياً مع التحصيل اللغوي، كما أشارت النتائج إلى أن ارتفاع درجة استمرار الاهتمام تتنبأ بالنمو اللغوي لدى طلاب الطب، بينما الدرجات المرتفعة من المكونات اللغوية العقلية تتنبأ بالنمو اللغوي لدى طلاب الهندسة، وقد أوصت الدراسة بضرورة تصميم المناهج التعليمية التي تدمج المثابرة والمكونات اللغوية العقلية.

الكلمات المفتاحية: المثابرة في تعلم اللغة، المكونات اللغوية، التحصيل، استمرار الاهتمام، استمرار الجهد.

Introduction:

For a period spanning over fifty years, language acquisition scholars have been engaged in research endeavors elucidating the potential roles of some learner-related factors incorporating - cognitive and non-cognitive - affecting language achievement. As second/foreign language mastery is a protracted undertaking, learners certainly encounter many hindrances and challenges that can impact the academic performance. In addition to such challenges, the individual personality traits or intellectual factors associated with academic learning challenges ought not to be downgraded (Austin, et al., 2010; Sohail, 2013).

Taking this perspective, grit has been underscored to be a pivotal determinant in understanding students' academic learning, particularly in ameliorating students who are unable to cope with formidable demands in science, technology, engineering, and mathematics sectors (Duckworth, et al 2007; Jeon, et al. 2022). Duckworth et al. (2007) depicted grit as determination and enthusiasm for long-term aims. To elaborate, grit can be deconstructed into two lower order elements: 1) Perseverance of Effort (henceforth: PoE) and 2) Consistency of Interest (henceforth: CoI). The first sub-component, PoE, signifies an ability to maintain vigorous effort over an extended duration in the face of challenge or failure (Liu,2022). The second sub-construct, CoI, indicates the capacity to uphold continued interest over a continued period of time notwithstanding confronted challenges or obstacles. (Liu,2022). Both PoE and CoI can noticeably impact achievement because PoE paves the way for mastery attainment despite failure, and CoI is essential to deliberate practice and ultimately mastery achievement (Credé, Tynan, & Harms 2017).

Grit and Motivation:

Grit, as elucidated by Duckworth (2007), is a personality trait that incorporates long-term perseverance and passion for long-term objectives (Duckworth, 2007). Whereas motivation is a broader spectrum encompassing various forces driving goal-directed behavior (Ryan & Deci, 2000). Grit emphasizes persistence and commitment to long-term objectives, while motivation encompasses both short-term and situational factors that impact behavior. Grit is positively related to academic achievement (Akos & Kretchmar, 2017; Denissen, et al., 2007; Teimouri et al., 2020); Nevertheless, there are also a plethora of studies which have yielded inconclusive results exhibiting a correlation between grit and achievement (Bazelais et al., 2016; Ivcevic & Brackett, 2014; Usher et al., 2019; West et al., 2016).

Within the realm of language learning, Lake (2013) employed the general grit scale and found that individuals with higher levels of grit exhibit greater willingness to devote time and effort into learning a second language. Also, Changlek and Palanukulwong (2015) investigated the predictive impact of motivation and grit on the achievement of English language among (180) Thai students in secondary schools. These researchers found that motivation and grit had significant and positive correlation among high-achieving learners. Kramer, et al. (2017) delved into predictive feature of grit among (58) Japanese learners of English language as a foreign language. Their findings unveiled a correlation between their participants' vocabulary knowledge and grit. Furthermore, Robins (2019) harnessed the general grit scale to test the impact of grit on retention and academic achievement of online learners of English as a second language in the United States. The results illuminated a significant correlation between grit and the learners' Grade Point Averages (GPAs).

Review of Literature:

Nevertheless, Yamashita (2018) indicated a lack of correlation between PoE and the GPA among a sample of Japanese learners. Wei et al. (2019), utilizing a dataset encompassing 832 Chinese EFL learners at secondary level, pinpointed that universal grit was a noteworthy predictor of proficiency, verifying that participants exhibiting elevated levels of general grit were more likely to outclass in English. Teimouri et al. (2020) discriminated between Second Language (L2) grit and general grit, exhibiting that the former predicted L2 achievement significantly while the latter demonstrated an inability to predict L2 grit. A divergent outcome materialized in Li and Yang's (2021) study displaying that both grit in general and grit in L2 were influential predictors of general and subdomain language proficiency achievements, and the effect sizes of the latter were

Gyamfi and Lai (2020) discerned that grit has played a substantial role in predicting the students' learning achievement. Sudina and Plonsky (2021), in their investigation of the correlation between learning grit and L2 and L3 achievement, underscored that, compared to CoI, the language domain-specific PoE had stronger criterion

validity for learners' achievement. On the other hand, Khajavy and Aghaee (2022) ascertained that PoE could predict L2 achievement when considered in isolation in the analysis but when emotions and personal factors were involved in the analysis, neither CoI nor PoE could predict L2 achievement. Wu, et al. (2022) unveiled that grit is positively correlated with performance in the English language; grit has the most significant effect on the English language performance of (624) students majoring in disciplines other than English at a public university in China who do not primarily use English as their medium of instruction. Within the context of Saudi Arabia, Alqarni, (2022) found that grit was a significant predictor of academic achievement of 84 EFL Saudi female undergraduate students studying in the English department at King Khalid University in Saudi Arabia. Collectively, these findings demonstrated varied results of the correlations between L2 grit and L2 achievement. Consequently, more research is needed on the exact relationship between grit and L2 achievement, especially in Arabic countries.

Another salient domain meriting attention, researchers have targeted their focus toward the emotional states of learners within language learning contexts and their resulting impact on language performance. English learners' emotional state such as mindset has wielded substantial impact over the domain of foreign language learning. The notion of mindset has garnered increasing prominence in language education motivating recent scholarly inquiries into the concepts of language mindsets, specifically relating to beliefs regarding the capacity to learn languages (Lou & Noels, 2017; Mercer & Ryan, 2009; Molway & Mutton, 2019; Papi et al., 2019).

According to Robinson (2017), the term "mindset" encompasses emotional factor that signifies attitudes about their flexibility of astuteness, talents, or capabilities to perform skills. Within the educational contexts, Mercer, and Rayn (2012) elucidated that FL mindset entails the degree to which the learner recognizes that language proficiency is based on a number of inherent and unchangeable aptitude and as an outcome determined by flexible elements such as exertion and deliberate diligence. Dweck et al. (1999, 1988) introduced a comprehensive social Cognitive Model of Achievement Motivation in which beliefs are in the core of the theory. According to the CMAM, learners hold an indirect theory of intelligence or ability focused on one of

two different beliefs or mindsets. The first fixed mindset posits that intelligence is fixed and cannot be improved, while the latter is called growth mindset which refers to the belief that intelligence is amenable and can be improved by effort.

It Is Imperative to elucidate the distinction between language mindsets and confidence or self-efficacy. Although both concepts share a foundation grounded in perceived competence, they diverge fundamentally in their conceptual underpinnings; however, self-efficacy is one's evaluation of one's competence to execute a task, but mindsets are "the beliefs about whether this capacity can be developed" (Lou & Noels, 2019, p. 2). This demarcation underscores that "encouraging students to be confident in learning a language or assuring that they can succeed is not the same as fostering a growth mindset" (Lou & Noels, 2019, p. 5). Lou and Noels (2016) posited that with-growth-mindset-learners perceive their capability as pliable which can be developed through diligence and strategic endeavors, whereas learners with fixed mindset think that their learning capacity is inborn, and it cannot be developed through experiencing in educational experiences. Furthermore, learners' language learning mindsets play a controlling role in determining their assumptions regarding general language intelligence, sensitivity to age-related factors in language acquisition, and capacity for acquiring languages. It is noteworthy that within the realm of applied linguistics, there exists a relative scarcity of studies on language learning mindsets in applied linguistics.

Lou and Noels (2020) discerned a statistically significant correlation between language mindset and the academic achievements among EFL learners. In a parallel vein, Papi et al. (2019) additionally discovered that a significant correlation exists between learners' communication apprehension and language learning mindsets. Haimovitz and Dweck (2017) argued that learners' mindsets are influenced by the collaboration's quality with instructors. Yuksel, et al. (2021) undertook an empirical investigation aimed to explore the correlation between Turkish undergraduate students' language learning mindsets and English language achievement among fourth year students studying mechatronics engineering and business administration at a public university in Turkey. The results of regression analyses exhibited that incremental (positively) and entity mindsets (negatively) have predictive utility in forecasting academic success in the field of engi-

neering. Nonetheless, mindset was not emerged as a statistically significant predictor among students specializing in mechatronics engineering.

Ciaccio (2019) conducted an empirical inquiry which found out that learners' self-efficacy is predicted via growth mindsets. It was asserted that students possessing a growth mindset attribute their unfavorable consequences in language tasks to a perceived flaw in determination. He also debated that those with a growth mindset manifest heightened diligence in the pursuit of their academic responsibilities. Mrazek et al. (2018), in an intricate investigation, demonstrated that learners having a growth mindset are more self-regulated in terms of their cognition and affections. In addition, they ascertained that learners' perceptions of effort exert a discernible impact on their self-regulatory capacities. Zhao et al. (2021) pinpointed that learner academic engagement has a significant correlation with learner mindset. They also confirmed that stress intervenes in the degree of correlation between learning engagement and mindset growth.

Marlow (2021) pinpointed that learners who have the capability to mitigate foreign language anxiety via transforming mindsets from fixed into growth. It was posited that learners with fixed mindsets demonstrate elevated degrees of anxiety when learning a foreign language. Furthermore, recent meta-analyses portrayed significant insights affirming the positive correlation between a growth mindset and academic achievement (Burnette et al, 2013; Sisk et al., 2018). However, both meta-analyses reported a limited correlation between growth mindset and achievement.

Considering these insights, the current study sought to provide considerable contribution to the existing body of knowledge via investigating the correlation between both language grit, mindset, and English language achievement among the colleges of engineering and medicine students in KSA. The study aimed to address the gap in literature and provide an insight considering the factors influencing language achievement. The study addresses both medicine and engineering students, recognizing their varied academic demands and learning environments where grit and mindset are vital for success. By exploring the correlation between language grit, mindset, and English language achievement in these domains, the research aims to enhance our understanding of factors shaping language proficiency and of-

fer insights for tailored educational practices in medicine and engineering settings. Finally, the study sought to depict a number of implications for educational practice in medicine as well as engineering settings.

Purpose and Questions of the Study:

Enhancing language achievement is of considerable importance for both medicine and engineering students. Proficient language learners are empowered with the necessary skills to best comprehend the technical literature of their fields. Moreover, comprehending the factors influencing such a development might significantly impact the curriculum development as well as the teaching-learning process which enables maximizing the learning outcomes. Furthermore, drawing a comparative analysis between the two fields might contribute to reformulating the educational process as such psychological factors are intricately linked to the development of language.

With this in mind, thoroughly investigating the correlation between L2 grit, language mindsets, and English language achievement is the principal aim of the present study. Furthermore, it sheds light on the undergraduate students who enrolled in Medicine and Engineering tackling the long-standing interest in factors influencing language achievement and the challenges faced by language learners. Subsequently, the present study sought to answer the shadowing questions:

1. Do the components of grit (CoI and PoE) correlate significantly with L2 academic achievement?

2. Do the components of language mindsets (fixed mindset and growth mindset) correlate significantly with L2 academic achievement?

3. Do grit and language mindset predict L2 academic achievement?

Research Method:

The present research adopted the quantitative research approach (the descriptive analytical method) seeking to examine the correlation between both grit components (Col and PoE) and language mindsets (fixed and growth mindsets), and L2 achievement. Furthermore, the research sought to explore how grit and language mindsets can predict academic achievement among the study participants.

The participants of the present research (totaling 82 medicine and engineering students) were selected from both the Medicine and Engineering Colleges, Northern Border University, KSA. The participants were randomly selected using the SPSS random distribution formulae. The participants were assigned as follows: 39 medical students and 43 engineering ones. The participants were selected based on practical accessibility and availability; their ages ranged from 19 to 22 years, and their mean age was 20.45 with a standard deviation of 2.32. For attaining the benefit of diversity in language teaching and learning, the participants were 40 males and 42 female students. More importantly, following the ethical conduct, the participants consent was formally obtained prior to conducting the study. Moreover, they were notified that their participation is merely voluntary and their participation, scores, and tasks would not be used except for research purposes. Before data collection commenced, the necessary permits were obtained from the scientific research deanship of Northern Border University.

The collected data was subjected to rigorous examination; the descriptive statistics of the scores obtained from the scales were examined. Kolmogorov-Smirnov Test was judiciously employed to ensure the normal distribution of the data. Based on the result of the Kolmogorov-Smirnov test, the data were normally distributed. Pearson's correlation coefficients were calculated to examine the relationships between variables. Cohen's (1988) criteria were used to interpret the correlations. Accordingly, r≥.10 was a small correlation while r≥.30 was moderate and r≥.50 was large. multiple regression was used to reveal the predictive relationships between variables.

Instruments:

Grit Scale (Duckworth & Quinn, 2009)

Short grit scale (Grit-S) developed by Duckworth and Quinn (2009) was utilized as an instrument for collecting the study data in order to attain the objectives of the present study. The scale encompasses eight items: four items assessing POE (e.g., "Setbacks don't discourage me") and the remaining four items assessing COI. Three additional items were added to enhance the relevance and comprehensiveness of the scale, capturing meticulous aspects of perseverance of effort (POE) and consistency of interest (COI) for a more thorough assessment of grit among

participants: One to POE and two to COI dimension. The participants were given the opportunity to select their responses on a 5-point Likert scale spanning among 1 (strongly disagree) to 5 (strongly agree). Duckworth and Quinn (2009) initially estimated the reliability of grit scale via Cronbach's alpha, obtaining a value of 70,.70, and .56 for total grit, POE, and COI. In terms of the current study, the estimated Cronbach's alpha values were calculated as 0.61 for total grit, 0.76 for POE, and 0.84 for COI.

Language Mindset Inventory (Lou & Noels, 2017):

For language mindset assessment, language mindset inventory was employed (Lou & Noels 2017). This scale comprises 18 items in a way that nine items measure growth language mindset (e.g., "You possess the inherent capacity to significantly enhance the linguistic intelligence over time."), and nine items measure fixed language mindset (e.g., "It is difficult to change how good you are at foreign languages"). Participants were provided with the opportunity to express their responses using a 7-point Likert scale, spanning from 1 (reflecting strong disagreement) to 7 (indicating strong agreement). Lou and Noels (2017) initially assessed the reliability of the LM, revealing high internal consistency with Cronbach's alpha values of approximately 0.78 for fixed mindset, and 0.88 for growth mindset. With this in consideration, the estimated reliability coefficient of the fixed mindset and growth mindset estimated were calculated using Cronbach's alpha with 0.70 and 0.75 respectively.

English Language Achievement Scores:

The participants' achievement was assessed via delimiting their final grades of the academic semester. The present study utilized the final grades of the participants as an instrument for gauging their achievement, and several key factors. Initially, the reliance on the final grades provides a comprehensive perspective of the student's performance over a specific period encompassing an assessment of all language skills, namely, listening, speaking, reading, and writing. Furthermore, the final grades are considered a standard measure under the supervision of educational institutions. Most critically, the final grades are considered a standardized measure as they typically based on a plethora of assessments combined such as assignments, exams, projects, and cumulative work making it a convenient instrument for assessing the EFL learners' achievement.

Results of the Study:

Findings related to the correlation scores between the target variables among the medicine students

In the current study, Pearson's correlation coefficient was obtained to determine the correlations between the independent variables that includes PoE and CoI, growth mindset, and fixed mindset and dependent variable that includes L2 achievement among medicine students. The analysis results are demonstrated in table (1).

Table 1.
Statistical findings for PoE, CoI, mindsets, and l2 achievement among medicine students (n=39).

Independent variables	Dependent variable	r	Sig.
PoE		0.25	0.12
CoI	L2 achievement	0.37	0.02
Growth mindset		0.23	0.15
Fixed mindset		0.06	0.73

r: Pearson correlation coefficient

The data presented in the above table (1) illustrated a significant correlation exists between CoI and L2 achievement (rCOI =.38, $p < .05$). However, no significant correlation between PoE, growth mindset, and fixed mindset with L2 achievement was noted. Such results exhibit that consistent interest in language learning positively impacts language learners; however, other factors such as PoE, growth mindset, and fixed mindset did not demonstrate significant correlation with language achievement among the medicine students.

Findings related to correlation coefficients between the target variables among the Engineering students.

The statistical analysis of the results obtained are presented in Table 2.

Table 2.
Statistical findings for PoE, CoI, mindsets, and L2 achievement among Engineering students (n = 43).

Independent variables	Dependent variable	r	Sig.
PoE		0.00	0.76
CoI	L2 achievement	0.03	0.84
Growth mindset		0.36	0.02
Fixed mindset		0.16	0.29

r: Pearson Correlation coefficient

The data displayed in the above table (2) highlighted a significant correlation exists between growth mindset and L2 achievement (r Gr-min =.36, $p < .05$). However, there was no significant correlation between PoE, CoI, and fixed mindset with L2 achievement. Such results reveal that while a growth mindset has a positive impact on language achievement, effort, interest, or a fixed mindset did not demonstrate a significant correlation with L2 achievement among the engineering students.

Findings Related to Regression Analysis

In this study, stepwise multiple regression analysis was employed to determine whether the independent variables are significant predictors of dependent variables among medicine students. The outcomes of this analysis are presented in Table 3.

Table 3.
Statistical findings from stepwise multiple regression analysis (n = 39) among medicine students.

Independent variable	Dependent variable	constant	R	R2	F	β	t	p
CoI	L2 achieve.	92.34	0.37	0.14	6.04*	-.49	2.458	0.02

Stepwise multiple regression analysis results disclosed in Table 3 indicated that the highest beta weight was associated with CoI, where it reached 0.49 (t=2.46, p<0.05), portraying that students with higher score of CoI were expected to attain higher score on English language proficiency. Regarding the Engineering students, the analysis results are presented in Table 4.

Table 4.
Statistical findings regarding stepwise multiple regression analysis among the engineering students (n=43).

Independent variable	Dependent variable	Constant	R	R2	F	β	t	p
Growth mindset	L2 achieve.	78.15	0.36	0.13	6.17*	0.23	2.48	0.02

Stepwise multiple regression analysis results in table 4 indicated that the highest beta weight of growth mindset was 0.23 (t=2.48, p<0.05). Such results imply that students with higher score of language growth mindset was expected to achieve higher score on English language achievement.

Discussion:

Undertaking noncognitive characteristics in academic performance, this study inspected the role of language-specific grit constructs and language mindsets in L2 achievement among a sample of (82) students enrolled in medicine and engineering programs at the Northern Border University.

Regarding the medicine students, the current study results reported that CoI exhibited medium correlation with L2 achievement (r=0.38, p<0.05). Such a conclusion aligns with previous studies (Alamer 2021; Oxford & Khajavy, 2021; Sudina et al., 2020; Teimouri, et al., 2020). The discrepancy between the current study's findings and those of previous research regarding the correlation between CoI and L2 achievement among medicine students warrants careful consideration and critical analysis. While the present study found a medium correlation between CoI and L2 achievement, contradicting previous studies such as Bazelais et al. (2016), Usher et al. (2019), and Kramer et al. (2018), which reported no significant correlation between grit and achievement, as well as Khajavy et al. (2021a) who found a non-statistically significant correlation between grit sub-components and L2 achievement, and Credé et al. (2017) and Teimouri et al. (2020), who highlighted PoE as exhibiting stronger correlations with academic achievement than CoI. This discrepancy could stem from several factors, including differences in sample characteristics, measurement tools used, and contextual variations across studies. Moreover, it prompts a deeper examination of the construct of CoI and its specific manifestation among medicine students, as well as the potential interaction of other variables that may influence the relationship between CoI and L2 achievement within this particular academic context. This calls for

future research to delve into these distinctions and explore the underlying mechanisms driving the observed correlations, thereby contributing to a more comprehensive understanding of the role of CoI in language learning achievement among medicine students.

From a motivational perspective of learning, it is widely acknowledged that individual learning interest serves as intrinsic motivation for pursuing a learning task (Deci & Ryan, 1985). According to Goodman et al. (2011), students with stronger intrinsic motivation tended to concentrate more on learning and continued making effort in learning; as a result, they performed better in academic learning. Furthermore, it is plausible to hypothesize that medicine students' sustained interest - rather than perseverance - is a driving force for learning English college.

Regarding the engineering students, the current study result was aligned with the existing research findings that recorded the positive impact of growth mindset on students' academic achievements (Mouratidis et al., 2017; Sisk et al., 2018; Tarbetsky et al., 2016; Wang et al., 2020). Moreover, the result of the current study corroborated the findings from other studies (Hassanzadeh et al., 2020; Khajavy et al., 2021a, b & Rui & Muthikrishnan, 2019) exhibiting that growth mindset significantly predicts language achievement. This might be attributed to the fact that students who believe that individuals who believe that linguistic proficiency can be enhanced through diligent effort and dedication are more predisposed to invest exertion, embrace challenges, and persist in the face of setbacks. Consequently, this mindset contributes to heightened language attainment.

Such a result might be ascribed to the fact that students who have the belief that capabilities can be boosted through hard work and dedication exert effort, pursue challenging tasks, and persist facing setbacks, which in turn positively affect language proficiency (Bai et al., 2020; Lou and Noels, 2016). According to the control-value of the achievement emotions theory (Pekrun, 2006), individuals who possess a positive outlook on their language learning ability view

their language skills as something under their control. Consequently, they might have more positive emotions as they hold the positive belief that they can improve their skills and achieve their goals by putting in enough effort. In other words, the observed positive correlation between CoI and L2 achievement among medicine students, but not among engineering students, can be explained by the motivational perspective of learning, where sustained interest in language learning serves as an intrinsic motivation for medicine students, contrasting with engineering students who may be driven by different motivational factors inherent to their field. On the other hand, the significant correlation between growth mindset and L2 achievement among engineering students but not among medicine students might be attributed to the inclination of students in engineering programs to believe in the flexibility of language proficiency through effort and dedication, fostering persistence and investment in language learning, while medicine students may have different perceptions of language learning and achievement that are less influenced by growth mindset principles.

Ryan and Mercer (2012) contended that language learners might benefit from the growth mindset as it has a pivotal role in shaping learners approaches to learning, goal setting, and determination of success. We can attribute the significant prediction of growth mindset by L2 achievement considering the broaden-and-build theory (Fredrickson, 2004). This theory assumes that positive emotions not only expand an individual's awareness but also encourage one to cope with negative emotions. A growth mindset helps individuals gain broader perspectives and increase their capacity to absorb new material in language learning. This is also conducive to boosting language learners' resilience and self-esteem (MacIntyre & Gregersen, 2012).

Conclusions and Implications:

This study aimed to investigate the correlation between language learning grit, language mindsets, and English language achievement among Medicine and Engineering-majoring undergraduate students. The findings reinforce the empirical significance of CoI as L2 grit component is crucial in developing EFL achievement. Additionally, this study pictures the strong role of growth mindset in language achievement. It can be concluded that CoI and growth mindset open the doors of learners, particularly university students to work on the problems and overcome language setbacks and failures.

Based on the findings attained by the present study, it is recommended that the language courses be designed to align with the learners' needs and interest as it was revealed that CoI has a significant positive correlation with L2 achievement among medicine students. The materials used in the process of learning ought to be engaging, and real-life language applications should be incorporated to enhance the learners' willingness to learn. Furthermore, the students' mindsets should be promoted as the development of mindset predicts language achievement. Mindset can be promoted through training, workshops, and success stories sharing. Such development necessitates training teachers on effective teaching practices, strategies, and techniques to boost their learners' mindset (Hu, et al. 2022).

The mindset growth principles are in line with learning autonomy and learner-centered learning, which ought to be emphasized in the teaching learning process to enable the students to take responsibility and become more resilient language learners. Moreover, regular assessment implementation and using feedback might help students develop their language skills and become more persistent learners, specifically when encountering a challenge. Another aspect of significance is that curriculum design and development endeavors should incorporate the key elements of both grit and mindset development.

This study proposes some pedagogical implications for language instructors and learners. Regarding the positive impact of CoI on L2 achievement, interventions and programs should be designed to increase passion in the language classrooms. Regarding the positive impact of growth mindset on L2 achievement, an effective intervention based on language mindset should be declared to improve growth mindset among EFL students. Teachers can use some techniques and strategies to improve growth mindset. First, teachers can praise effort rather than ability when students successfully perform a task in the language classroom. For example, a sentence such as "your English speaking is very good because you have tried very hard to learn English" would tend to foster growth mindset. Second, teachers could provide examples of successful language learners as a result of students' hard work for mastery of L2. Finally, growth mindset could be improved by conducting formal workshops and training programs.

Limitations of the Study:

The present study is constrained by some limitations, namely a restricted sample size comprising 82 participants drawn exclusively from only one academic institution and specialized academic disciplines, namely Medicine and Engineering majors at Northern Border University, Saudi Arabia. Such a limitation poses potential challenges to the generalizability of findings beyond the specific context of the study. Moreover, despite the application of systematic random sampling techniques, the demographic homogeneity observed among participants, mainly young adults from a particular cultural background, might introduce biases into the study's outcomes.

Suggestions for Further Research:

Based on the findings obtained in the present study, the research recommends several topics to be further researched in the future. First, it suggests integrating both quantitative and qualitative data strands during data collection and analysis. This integration can be achieved through the use of questionnaires, focus group interviews, and self-reports, facilitating a comprehensive understanding of the target phenomena being investigated. Second, the research advocates for the implementation of intervention studies designed to explore the impacts of training programs aimed at enhancing grit and mindset among EFL language learners. Third, it is suggested investigating the roles of instructors in fostering grit and mindset development among students in disciplines such as medicine and engineering. Additionally, the research recommends examining potential gender differences in the enhancement of grit and mindset and their influence on overall language competence. Finally, it is encouraged to explore the psychological factors that interact with grit and mindset and assessing their impact on language competence.

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