



แนวทางการสนับสนุนเพื่อส่งเสริมกรอบความคิดแบบเติบโตด้านการพูดในที่สาธารณะสำหรับนักเรียน  
มัธยมศึกษาตอนปลายที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ

Support Guidelines to Promote Growth Mindsets in Public Speaking for Upper  
Secondary English as a Foreign Language (EFL) Students

ชวิศา อินไย<sup>1</sup> และ ฤดีรัตน์ ชุชนะโชติ<sup>2\*</sup>

Chawisa Inyai<sup>1</sup> and Ruedeerath Chusanachoti<sup>2\*</sup>

บทคัดย่อ

การพูดในที่สาธารณะที่มีประสิทธิภาพเป็นทักษะสำคัญในบริบทของการเรียนการสอนภาษาอังกฤษเป็นภาษาต่างประเทศ อย่างไรก็ตาม นักเรียนจำนวนมากยังคงประสบกับความวิตกกังวลและขาดความมั่นใจ ซึ่งมักได้รับอิทธิพลจากกรอบความคิดของตนเอง งานวิจัยนี้มีวัตถุประสงค์เพื่อ 1) สำรวจความสัมพันธ์ระหว่างการสนับสนุนจากครูและกรอบความคิดด้านการพูดในที่สาธารณะ และ 2) เสนอแนวทางการสนับสนุนเพื่อส่งเสริมกรอบความคิดแบบเติบโตด้านการพูดในที่สาธารณะสำหรับนักเรียนมัธยมศึกษาตอนปลายที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ การวิจัยใช้วิธีวิจัยแบบลำดับขั้นตอนสองระยะ ระยะที่ 1 มีการเก็บข้อมูลเชิงปริมาณจากนักเรียนมัธยมศึกษาปีที่ 6 จำนวน 250 คน จากโรงเรียนรัฐบาลขนาดใหญ่พิเศษ 5 แห่งในกรุงเทพมหานคร ใช้แบบสอบถามและข้อมูลเชิงคุณภาพจากการสัมภาษณ์นักเรียน ระยะที่ 2 เก็บข้อมูลเชิงคุณภาพจากครูและนักวิชาการจำนวน 5 ท่าน และครูชำนาญการพิเศษจำนวน 3 ท่าน ประเมินแนวทางการสนับสนุน วิเคราะห์ข้อมูลเชิงปริมาณโดยใช้สถิติเชิงบรรยายและการวิเคราะห์สหสัมพันธ์เพียร์สัน วิเคราะห์ข้อมูลเชิงคุณภาพโดยใช้การวิเคราะห์แก่นสาระ ผลการวิจัย พบว่า การสนับสนุนทางอารมณ์และการให้การประเมินผลจากครูมีความสัมพันธ์เชิงบวกกับกรอบความคิดแบบเติบโตด้านการพูดในที่สาธารณะอย่างมีนัยสำคัญทางสถิติที่ระดับ .001 ( $r = 0.200$ ) ผลการวิจัย พบว่า แนวทางการสนับสนุนประกอบด้วย 4 องค์ประกอบหลัก ได้แก่ 1) การสร้างความมั่นใจผ่านการให้กำลังใจ 2) การจัดหาทรัพยากรเพื่อพัฒนาทักษะ 3) การชี้แนะผ่านการให้คำแนะนำเชิงสร้างสรรค์ และ 4) การสร้างบรรยากาศการเรียนรู้แบบร่วมมือ แนวทางการสนับสนุนที่พัฒนาขึ้นสามารถนำไปประยุกต์ใช้ในการฝึกอบรมครูและการออกแบบหลักสูตรเพื่อส่งเสริมการพัฒนากรอบความคิดแบบเติบโตและความมั่นใจของนักเรียนด้านการพูดในที่สาธารณะ

**คำสำคัญ :** การสนับสนุนจากครู, กรอบความคิดแบบเติบโต, การพูดในที่สาธารณะ, นักเรียนที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ

Article Info: Received 04 December, 2024; Received in revised form 06 December, 2024; Accepted 24 March, 2025

<sup>1</sup> นิสิตมหาบัณฑิต สาขาวิชาการสอนภาษาอังกฤษเป็นภาษาต่างประเทศ ภาควิชาหลักสูตรและการสอน คณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย

อีเมล : 6588002127@student.chula.ac.th

Graduate Student in Division of Teaching English as a Foreign Language, Department of Curriculum and Instruction, Faculty of Education, Chulalongkorn University Email: 6588002127@student.chula.ac.th

<sup>2</sup> อาจารย์ประจำสาขาวิชาการสอนภาษาอังกฤษเป็นภาษาต่างประเทศ ภาควิชาหลักสูตรและการสอน คณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย

อีเมล : ruedeerath.c@chula.ac.th

Lecturer in Division of Teaching English as a Foreign Language, Department of Curriculum and Instruction, Faculty of Education, Chulalongkorn University Email: ruedeerath.c@chula.ac.th

\* Corresponding author

### Abstract

Effective public speaking is a crucial skill in EFL education. However, many students struggle with anxiety and low confidence, often influenced by their mindset. This study aims to 1) explore the relationship between teacher support and mindset in public speaking, and 2) propose support guidelines to promote growth mindsets in public speaking among upper secondary English as a Foreign Language (EFL) students. Using a two-phase sequential explanatory design: Phase 1 collected quantitative data from 250 grade-12 students in five extra-large public schools in Bangkok through a questionnaire and qualitative insights from student interviews, and Phase 2 gathered qualitative data from five teachers and scholars, with three senior professional-level teachers evaluating the support guidelines. Quantitative data were analyzed using descriptive statistics and Pearson's correlation, while qualitative data were analyzed through thematic analysis. Findings revealed a positive and significant correlation between emotional and appraisal support from teachers and a growth mindset in public speaking ( $r = 0.200$ ,  $p = .001$ ). Based on these findings, support guidelines were developed, comprising four key components: 1) building confidence through encouragement, 2) providing resources for skill development, 3) guiding students through constructive feedback, and 4) creating a collaborative learning environment. The proposed guidelines offer actionable strategies that can be integrated into teacher training programs and curriculum design to promote students' growth mindset and confidence in public speaking.

**Keywords:** teacher support, growth mindset, public speaking, EFL students

### Introduction

Effective communication is a crucial skill in the 21st Century, with oral communication playing an important role in English language learning. Public speaking, a key subset of oral communication, is essential for promoting students' confidence, critical thinking, and professional success. However, many Thai upper-secondary EFL students struggle with language anxiety, self-doubt, and limited speaking practice (Nadia & Yansyah, 2018; Raja, 2017). With minimal exposure to English outside the classroom, students often hesitate to speak in front of peers. Public speaking tasks are typically assessment-driven, leading students to focus on avoiding mistakes rather than skill development. Unlike other language skills, public speaking requires fluency and audience engagement, which often intensify learners' anxiety. Despite its integration into English courses, structured training in public speaking remains insufficient. Many students experience high anxiety and fear of negative evaluation, worsened by cultural norms that emphasize face-saving and mistake avoidance (Kurakan, 2021; Tantiwicha & Sinwongsuwat, 2021). These factors contribute to a fixed mindset, where students perceive speaking abilities as innate and unchangeable, leading to low confidence and avoidance of speaking tasks (Dweck, 2016). In contrast, those with a growth mindset believe speaking skills can be developed through effort, practice, and feedback. However, fostering this mindset requires strong teacher support, which is often lacking in large EFL classrooms. While research links mindset to academic achievement, few studies examine how teacher support influences students' mindset in public speaking (Kristensen et al., 2023). Existing

studies focus mainly on emotional support, overlooking instrumental, informational, and appraisal support. Additionally, few people know about how these types of support shape students' mindset and confidence in public speaking.

To address the gaps, this study explores the relationship between teacher support and mindset in public speaking among Thai upper-secondary EFL students. At this stage, advanced public speaking tasks are not only crucial for academic assessments but also essential for higher education and future professional communication. The study aims to develop practical support guidelines integrating multiple types of teachers' support to promote growth mindsets and enhance students' public speaking confidence. By providing instructional strategies designed for Thai EFL students, this study seeks to improve classroom practices and create a more supportive learning environment. The literature review consists of four parts: mindset, public speaking, support, and related studies.

1. Mindset refers to individuals' beliefs about their abilities and potential for growth (Dweck, 2016). According to Dweck's implicit theory of intelligence, individuals with a growth mindset believe that skills and intelligence can be developed through effort and learning. While those with a fixed mindset perceive these abilities as innate and unchangeable (Lou & Noels, 2019). In language learning, mindset plays a crucial role in shaping students' attitudes toward improvement and persistence in overcoming challenges (Sampasivam & Clément, 2014). Mercer and Ryan (2010) emphasized that mindset is domain-specific, meaning an individual may have a growth mindset in one area and fixed mindset in another. In the EFL context, mindset influences students' willingness to engage in speaking activities and their ability to cope with challenges. Students with a growth mindset are more likely to embrace challenges, persist through difficulties, and seek constructive feedback to enhance their speaking skills (Stewart et al., 2017). Conversely, students with a fixed mindset may experience anxiety and avoid opportunities to develop their communication abilities (Gauthreaux, 2015). This avoidance may limit progress in second language acquisition (SLA), where consistent speaking practice and active participation play a crucial role in developing fluency and confidence. Research suggests that fostering a growth mindset in EFL learners can help reduce speaking anxiety by encouraging resilience, risk-taking, and adaptive learning strategies, ultimately supporting more effective language acquisition (Dweck, 2016; Lou & Noels, 2019).

2. Public speaking is an essential skill that involves delivering structured messages to an audience for various purposes, such as informing, persuading, and entertaining (Lucas, 2009). It requires key components such as audience analysis, effective delivery, and message clarity (Docan-Morgan & Nelson, 2015). In the Thai EFL context, public speaking poses unique challenges due to cultural norms that emphasize face-saving and avoidance of mistakes, leading to increased anxiety and hesitation in speaking English (Kurakan, 2021). Despite its inclusion in Thailand's Basic Education Core Curriculum (B.E. 2551), Thai students often

struggle with confidence and fluency in public speaking due to limited exposure to real-life speaking situations (Tantiwicha & Sinwongsuwat, 2021). Public speaking anxiety can lead to negative self-perceptions and avoidance of speaking tasks (McCroskey, 1977). Research suggests that fostering a growth mindset in public speaking can help students reframe their anxiety as part of the learning process, thereby improving their confidence and willingness to engage in speaking activities (Stewart et al., 2017).

3. Support refers to aid and encouragement from teachers, peers, and others, significantly impacts academic outcomes and well-being. It encompasses tangible forms, such as resources, and intangible forms, such as emotional support, which can be either received or perceived (Jones & Koerner, 2015). House (1981) identifies four types of support relevant to education including emotional, instrumental, informational, and appraisal.

3.1 Emotional support focuses on encouragement, reassurance, and a sense of belonging. It includes showing empathy, trust, and care through verbal and nonverbal communication, which include expressing understanding of students' feelings, building trust, and offering encouragement to boost their confidence. This type of support is crucial in reducing public speaking anxiety, as it helps students feel safe to take risks and engage in speaking tasks. Without sufficient emotional support, students may struggle with fear of negative evaluation, leading to avoidance behaviors.

3.2 Instrumental support involves providing tangible aid and resources to assist students in learning. Teachers can support students by providing materials, allocating time for practice, and offering hands-on guidance. However, instrumental support alone may not be sufficient if students lack the confidence or motivation to apply the resources effectively. Integrating emotional and appraisal support can enhance its impact.

3.3 Informational support includes offering advice, guidance, and recommendations to help students understand concepts and improve their learning strategies. Teachers can provide tips and study strategies to help students enhance their understanding and performance in public speaking. Despite its importance, informational support is often underutilized, with many studies focusing more on emotional encouragement rather than equipping students with practical speaking strategies.

3.4 Appraisal support focuses on providing feedback, affirmation, and praise to help students evaluate their progress and build self-confidence. Teachers offer constructive feedback, praise students' achievements, and affirm their value to foster motivation and a growth mindset. Well-balanced appraisal support is essential, as overly critical feedback can heighten anxiety, while praise without actionable insights may limit skill development. Effective appraisal support should reinforce progress while encouraging continuous improvement.

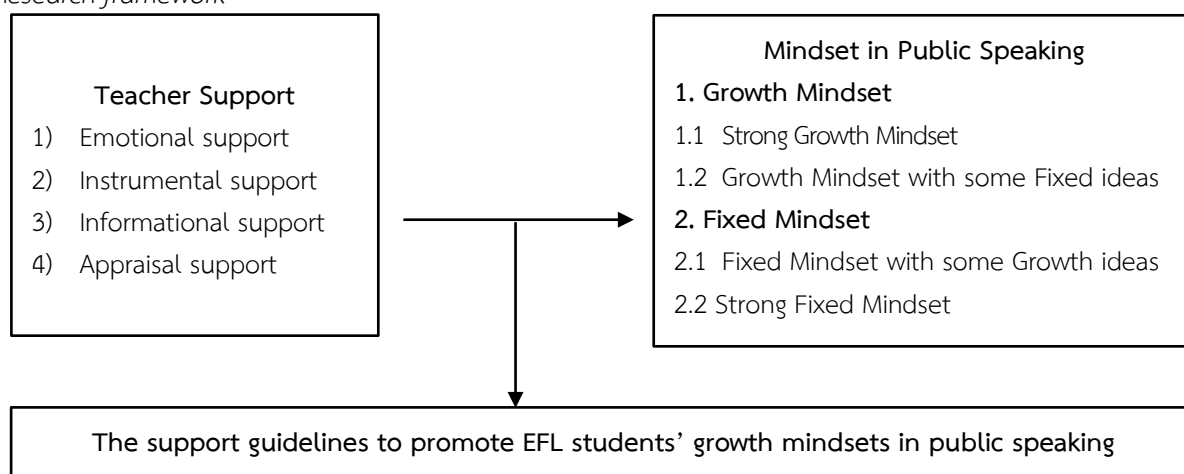
In the context of public speaking, teacher support is essential in helping students overcome anxiety, develop confidence, and adopt a growth mindset (Jennings & Cuevas, 2021).

Research highlights that emotional and appraisal support play a crucial role in reducing students' fear of public speaking and fostering resilience (Sadoughi & Hejazi, 2023). However, previous studies have often focused on emotional support while overlooking other types, such as instrumental and informational support, which are equally important in equipping students with the necessary tools and strategies for effective public speaking (Patrick et al., 2007).

4. Related studies in which several studies have explored the relationship between mindset, support, and public speaking. Stewart et al. (2017) found that students with a growth mindset in public speaking demonstrated greater confidence, lower anxiety, and higher engagement in speaking tasks compared to those with a fixed mindset. Additionally, Hafifah and Anggraini (2023) highlighted that teacher's support reduces public speaking anxiety and enhances students' motivation and competence in delivering speeches. However, most existing studies primarily focus on general academic mindsets, with limited research on mindsets in public speaking within EFL settings (Kristensen et al., 2023). While some studies suggest that fostering a growth mindset positively impacts speaking confidence, others argue that mindset interventions alone may not be sufficient without consistent instructional and environmental support (Yeager & Walton, 2011). This gap is relevant in Thailand, where public speaking is an integral component of English language learning, yet many students face anxiety and lack confidence when speaking English in front of others. Research indicates that Thai EFL students often struggle with public speaking due to fear of making mistakes, a fixed mindset, and cultural factors that emphasize avoiding failure and saving face (Tantiwicha & Sinwongsuwat, 2021). These challenges highlight the need to promote a growth mindset in public speaking among Thai students. Furthermore, while studies recognize the importance of emotional and appraisal support, fewer have examined the effects of all four types of teacher support on shaping students' beliefs and confidence in public speaking (Patrick et al., 2007). This is particularly important in large EFL classrooms, where individualized support may be difficult to implement. Thus, while existing studies provide valuable insights about the benefits of a growth mindset and teacher support, further research is still needed to understand how support functions within the Thai EFL context.

This study, therefore, explores the relationship between teacher support and mindset in public speaking. It focuses on four types of teacher support and two mindset orientations. Each type of support may influence growth mindset differently, with emotional and appraisal support fostering confidence and resilience, while instrumental and informational support enhance skill development and self-efficacy. A stronger growth mindset is expected to reduce anxiety, increase engagement, and improve public speaking performance. Findings will inform the development of support guidelines to help teachers promote a growth mindset, equipping EFL students with strategies to enhance confidence and speaking proficiency (figure 1).

Figure 1

*Research framework*

### Objectives

- 1) To explore the relationship between teacher support and mindset in public speaking.
- 2) To propose supportive guidelines to promote EFL students' growth mindsets in public speaking.

### Methodology

In participants, there are 3 groups that can be separated into:

Group 1 completed questionnaires to examine the relationship between teachers' support and mindset in public speaking and to assess upper secondary EFL students' mindsets. It comprised of 250 grade-12 students from five extra-large public schools in Bangkok, where public speaking was integrated into the English curriculum. Schools were selected based on their coursework requirements, and participants were recruited through convenience sampling. Eligibility criteria included (1) prior experience in at least three public speaking activities, for example, classroom presentations, speech competitions, and debates, within English courses and (2) meeting the Basic Education Core Curriculum B.E. 2551 indicators, demonstrating the ability to present information, express opinions, and engage in discussions in English. Among the 250 students, mindset assessments were conducted using an adapted version of Carol Dweck's Mindset Instrument (DMI). Based on the assessment, 28 students demonstrated a strong growth mindset. From this subset, six students voluntarily participated in semi-structured interviews to provide insights into their perceptions of teacher support in public speaking contexts.

Group 2 participated in semi-structured interviews to identify effective support strategies for developing practical support guidelines to promote growth mindsets among upper secondary EFL students. It comprised five participants, including two teachers and three scholars/lecturers, with at least ten years of experience in teaching public speaking. Teaching

experience was prioritized over practical public speaking experience as a quantifiable measure of expertise. Participants were recruited through professional networks and referrals. The inclusion of both secondary-level teachers and university scholars ensured diverse perspectives, with teachers offering insights into students' development and scholars providing theoretical and research-based viewpoints.

Group 3 comprised of three senior professional-level secondary school teachers who served as guideline evaluators, assessing the support guidelines developed in this study. With over 10 years of experience in integrating public speaking into English instruction, they evaluated, validated, and refined the guidelines before implementation. Selected from the same educational network as group 2 teachers, they were familiar with the classroom context and curriculum requirements. Their expertise was essential in ensuring the guidelines' practicality and applicability for secondary-level instruction.

In design and instruments, this study employed a two-phase sequential explanatory design, integrating quantitative and qualitative methods to examine the relationship between teacher support and mindset in public speaking and to develop practical support guidelines. Phase 1 used a questionnaire to assess upper secondary EFL students' perceptions of teacher support and mindset, followed by semi-structured interviews with students demonstrating strong growth mindsets to enhance the interpretation of the findings. Phase 2 expanded on these insights through interviews with teachers and scholars, focusing on effective support strategies. Qualitative data contextualized the quantitative results, ensuring that phase 2 themes were aligned with phase 1 findings. Findings from both phases were synthesized to develop practical guidelines to promote students' growth mindsets in public speaking. To gather data, three research instruments were employed: 1) a mindset and support in public speaking questionnaire, 2) semi-structured interview questions, and 3) a support guidelines quality evaluation form. These instruments are detailed as follows:

1) Mindset and support in public speaking questionnaire was designed to explore the relationship between teacher support and students' mindsets in public speaking. It consisted of three sections: (1) demographic information collected essential demographic details, including students' names, schools, genders, contact details, and the frequency of their public speaking experiences, (2) mindset assessment assessed students' beliefs about the malleability of public speaking ability. The questionnaire comprised 20 items adapted from Dweck's Mindset Instrument (DMI), which originally measured implicit theories of intelligence. Given that the original DMI focuses on general intelligence, the items were modified to reflect public speaking by emphasizing effort, improvement, and feedback in public speaking abilities. The scoring criteria classified students into four groups: strong growth mindset, growth mindset with some fixed ideas, fixed mindset with some growth ideas, and strong fixed mindset, and (3) perceptions of teacher support in public speaking assessed students' perceptions of teacher support across four types. It contained 24 items, with six questions for each type of

support. The questionnaire utilized a 4-point Likert scale, which was adopted from Dweck's Mindset Instrument (DMI) to maintain consistency with established mindset research.

2) In semi-structured interview questions the two distinct sets of semi-structured interview questions were developed to address different research objectives and participant groups: (1) student interviews consisted of 8 open-ended questions focusing on students with strong growth mindsets in public speaking, aiming to explore their experiences with teacher support, how they perceived feedback, and what types of support contributed to their confidence and mindset development, and (2) teacher and scholar interviews included 9 open-ended questions designed to gather insights from experienced teachers and scholars regarding effective support strategies to promote students' growth mindsets in public speaking, providing different types of support, and promoting student confidence. These questions were framed to align with the insights gathered from student interviews and data from the mindset and support in public speaking questionnaire, ensuring that responses provided rich qualitative data relevant to the study's objectives.

3) In support guidelines quality evaluation form, the evaluation form was developed to assess the quality and effectiveness of support guidelines. The form consists of two sections: (1) rating section includes 12 statements evaluating the overall effectiveness, clarity, practicality, and four components of the support guidelines. A 5-point Likert scale is used to provide a more detailed assessment of the guideline quality, allowing evaluators to express varying degrees of agreement or necessary modifications, and (2) open-ended suggestions allowed evaluators to provide recommendations, ensuring relevance and practicality for classroom implementation.

The instruments were validated by three experts in English language teaching using the Item-Objective Congruence (IOC) index. The IOC scores ranged from 0.66 to 1, demonstrating strong validity. After validation, the questionnaires and the interview questions were translated into Thai, reviewed by a linguist for accuracy, and piloted with ten students who were not part of the main study. The pilot phase confirmed the clarity, reliability, and practicality of the instruments.

In data collection, data were collected through three instruments across two phases during the first semester of the 2024 academic year in five extra-large public schools in Bangkok. In phase 1, the mindset and support in public speaking questionnaire was conducted as an online survey to assess students' mindsets and perceptions of teacher support, while semi-structured interviews explored their experiences in depth. Phase 2 involved semi-structured interviews with teachers and scholars to gather insights into support strategies for public speaking. Interviews were conducted in Thai to ensure clarity and comfort, lasting approximately 15–20 minutes, and were audio-recorded with participants' consent for accuracy. Additionally, three guideline evaluators provided feedback on the developed guidelines through an evaluation form for refinement and classroom implementation.



In data analysis, this study employed both quantitative and qualitative analysis. Quantitative data from the questionnaire were analyzed using descriptive statistics and Pearson's correlation to examine relationships between teacher support types and mindset in public speaking. Qualitative data from six students with strong growth mindsets, as well as teacher and scholar interviews, were analyzed using thematic analysis to explore how support influenced students' mindsets and to identify effective support strategies. Transcribed data were coded, organized into themes, and synthesized into practical guidelines. To enhance reliability, an intra-rater reliability check was conducted to minimize bias and ensure consistency. The guidelines validation involved descriptive analysis of guideline evaluators' feedback to identify strengths and areas for improvement.

## Findings

The overall correlation between teacher support and mindset in public speaking showed a mild but significant positive correlation with mindset in public speaking ( $r = 0.142$ ,  $p = 0.025$ ), with a moderate effect size ( $\delta = 0.14$ ). Emotional and appraisal supports from teachers were particularly impactful, demonstrating a moderately strong and statistically significant correlation with mindset ( $r = 0.200$ ,  $p = 0.001$ ), both with a moderate effect size ( $\delta = 0.2$ ). While instrumental and informational supports from teachers showed no significant relationship and had small effect sizes, as elaborated. (Table 1)

**Table 1**

*Summary of Correlations Between Teacher Support Types and Mindset in Public Speaking*

Variables	Correlation Coefficient (r) (n=250)	p-value (p)	Effect size ( $\delta$ )	Interpretation (Cohen, 1988)
Mindset - Teacher Support (Overall)	0.142*	0.025	0.14	Moderate
Emotional Support	0.200**	0.001	0.2	Moderate
Appraisal Support	0.200**	0.001	0.2	Moderate
Instrumental Support	0.071	0.266	0.07	Small
Informational Support	0.026	0.678	0.03	Small

Remark: \*  $p < .05$ , \*\*  $p < .01$

These results suggest that while teacher support plays a role in shaping students' public speaking mindset, its impact varies depending on the type of support provided. Emotional and appraisal support, which focus on encouragement, reassurance, and constructive feedback, appear to be more influential in fostering a growth mindset. The non-significant correlations for instrumental and informational support may indicate that while resources and techniques are useful, they do not directly shift students' beliefs about their

public speaking abilities. The correlation results specifically reflect students' perceived amount of support received rather than their satisfaction with or demand for support.

The qualitative findings confirmed the statistical results by emphasizing the importance of emotional support and constructive feedback in fostering students' confidence and mindset in public speaking. Many students highlighted that teachers' encouragement and reassurance helped them overcome anxiety and believe in their potential for improvement. For example, a student shared, *"I always feel nervous before speaking, but when my teacher tells me, 'It's okay, just do your best,' I feel a little more confident. It helps me believe I can improve."* Similarly, constructive feedback was crucial in helping students view mistakes as part of the learning process rather than as failures. A scholar explained, *"When teachers give feedback like, 'This part was clear, but try slowing down to make it even better,' students don't feel discouraged. They start seeing their mistakes as something they can fix."* In contrast, some students expressed that instrumental and informational support were helpful for skill development but did not directly impact their confidence or mindset. Another student explained, *"Watching videos of good speakers is helpful, but it doesn't make me feel more confident. I need encouragement to believe I can do the same."* These findings suggest that instrumental and informational support must be accompanied by emotional support and constructive feedback to effectively contribute to students' mindset development.

To bridge this gap, this study developed support guidelines that synthesize insights from the literature review, interview data, and study findings to promote a growth mindset in public speaking. The guidelines provide practical strategies across four key components:

- 1) Building confidence through encouragement: Teachers should normalize mistakes, offer personalized encouragement, and emphasize the value of effort. After a speech, reassure students by saying, *"Making mistakes is okay; it's part of learning. Every time you try, you're getting better."* Before a presentation, build their confidence with, *"I know this is tough, but I believe in you. You've practiced, and you're ready to do your best."* During practice, remind students that progress matters more than perfection: *"You don't have to be perfect today. What matters is that you're improving with practice."*

- 2) Providing resources for skill development: Teachers should introduce model examples, provide structured frameworks, and encourage the use of visual aids. After watching a TED talk, guide students by asking, *"Let's watch this clip and see how the speaker uses pauses to emphasize key points,"* helping them analyze effective techniques. Offer structured support by providing sentence starters such as, *"Start your speech with, 'Today, I will discuss...' or 'The main idea is...' to guide your audience through your points."* Additionally, recommend visual aids to enhance clarity, saying, *"Mind maps can help you break your speech into sections, making it easier to explain your points step by step."*

- 3) Guiding through constructive feedback: Teachers should balance positive feedback with suggestions, personalize feedback for each student, and incorporate peer

feedback. After a presentation, provide constructive feedback by saying, *"Your introduction was engaging. Next time, try to vary your tone to keep the audience's attention."* When reviewing a speech, highlight strengths and areas for improvement, such as, *"Your visuals were great, and now let's focus on making your explanations more detailed to strengthen your overall delivery."* Encourage peer feedback by modeling a structured approach, saying, *"When giving feedback, start with what you liked and then suggest one thing they can improve. For example, 'Your ideas were clear, and next time, you could speak louder to make an even stronger impact.'"*

4) Creating a collaborative learning environment: To create a supportive learning environment, teachers should organize peer practice activities, encourage group presentations, and promote peer encouragement. Pair students for practice and provide clear instructions, such as, *"Work with your partner to practice your introduction. Give each other feedback on clarity and confidence."* Introduce collaborative projects that foster teamwork, saying, *"In your group, decide who will present which section and practice supporting each other to make the presentation flow smoothly."* Encourage a positive atmosphere by promoting peer support, reminding students, *"Cheering each other on helps everyone feel more confident. When you say, 'You can do it,' to a friend, it makes a big difference."*

The support guidelines were evaluated by three guideline evaluators to ensure their practicality and comprehensiveness. Using descriptive analysis, mean scores were calculated to assess strengths and areas for improvement. The guidelines were rated as "Excellent," with specific strengths in providing emotional support, practical skill development resources, and fostering collaboration in classrooms. While feedback strategies were rated "Very Good," evaluators suggested incorporating more personalized examples. Additionally, a recommendation to include mind maps for idea organization and confidence-building was integrated to further enhance the guidelines applicability.

## Conclusion

This study explored the relationship between teacher support and mindset in public speaking among Thai EFL students. While teacher support contributed to a growth mindset, the overall correlation was weak, suggesting that mindset in public speaking may be influenced by additional factors beyond teacher support alone. Emotional and appraisal support had the strongest influence, with emotional support helping to reduce anxiety and enhance self-efficacy, while appraisal support fostered growth through constructive feedback (Jennings & Cuevas, 2021). These findings align with previous research highlighting their role in building student confidence and resilience (Sadoughi & Hejazi, 2023). In contrast, instrumental and informational support showed no significant correlation with mindset, which diverges from some studies that highlight their role in skill development. One possible explanation is that instrumental support, such as multimedia tools and structured exercises, may not be as

impactful unless explicitly scaffolded and integrated into speaking tasks (Cui et al., 2022). Similarly, Wu et al. (2019) mentioned that informational support provides public speaking strategies and anxiety management techniques. However, its impact may depend on opportunities for guided practice and reinforcement (Yeager & Dweck, 2012). Without structured application, students may struggle to translate these resources into meaningful improvements. Qualitative findings confirmed the importance of emotional and appraisal support, as students valued encouragement and constructive feedback as the most meaningful teacher support strategies. Encouragement helped reframe public speaking as a skill that could be developed through effort, aligning with self-efficacy theory (Bandura, 1997). Constructive feedback clarified areas for improvement and supported a growth-oriented learning process. These findings are consistent with research emphasizing the role of formative assessment and positive reinforcement in enhancing public speaking confidence (Mercer & Ryan, 2010). However, students with a fixed mindset may avoid challenging speaking tasks due to perceived limitations, increasing anxiety and reducing opportunities for skill development, which reduces the effectiveness of teacher support. Given that Thai students often face anxiety due to cultural factors such as face-saving and fear of making mistakes, the need for emotional and appraisal support may be particularly pronounced in this context (Tantiwicha & Sinwongsuwat, 2021). This highlights the importance of adapting mindset-based teaching approaches to align with students' cultural background and learning experiences. Despite these contributions, the study has certain limitations. The sample was restricted to upper-secondary EFL students in large public schools in Bangkok, limiting generalizability to other educational contexts. The cross-sectional design captures only a snapshot of students' experiences, and reliance on self-reported data introduces potential biases. Additionally, the study focused exclusively on individual monologue presentations in English, excluding other public speaking formats such as debates or group discussions, which might influence the relationship between support and mindset differently.

## Recommendations

### Implications of the Study

This study offers insights for teachers, curriculum developers, and policymakers in Thai EFL contexts. The strong influence of emotional and appraisal support on students' growth mindsets underscores the need for teacher training that integrates both linguistic accuracy and confidence-building strategies. Given Thai students' high anxiety in oral English tasks, teachers should adopt progressive speaking exercises, such as practice rounds before formal presentations, and balanced feedback methods that encourage improvement without discouraging participation. Curriculum design should incorporate formative feedback sessions and mindset-awareness activities to normalize challenges in public speaking. Structured peer feedback in small groups can enhance collaboration and reduce speaking anxiety. At the

policy level, teacher evaluations should assess how educators incorporate growth mindset strategies in English-speaking instruction, such as providing formative feedback, encouraging self-reflection, and guiding students in setting personal learning goals. National EFL curricula could integrate mindset-based learning principles by incorporating scaffolded speaking activities, self-assessment tools, and explicit instruction on effort and improvement to ensure public speaking instruction fosters both skill development and student confidence.

### Recommendations for Future Research

Future research should involve larger and more diverse student samples, particularly from smaller and rural schools, to explore how classroom contexts influence the relationship between support and mindset in public speaking. Longitudinal studies could examine the long-term effects of support on mindset development. Additionally, studies should assess the impact of various types of support during different stages of public speaking, such as preparation, delivery, and reflection, to identify the most effective approaches.

### References

- Bandura, A. (1997). *Self-Efficacy: The exercise of control*. W.H. Freeman and Company.
- Cohen, J. (1988). *Statistical power analysis for the behavioral sciences (2nd Ed.)*. Lawrence Erlbaum Associates.
- Cui, M., Hua, J., Shi, X., Yang, W., Geng, Z., Qian, X., & Geng, G. (2022). Factors associated with instrumental support in transitional care among older people with chronic disease: A cross-sectional study. *BMC Nursing*, 21(1). <https://doi.org/10.1186/s12912-022-01014-w>
- Docan-Morgan, T., & Nelson, L. (2015). The benefits and necessity of public speaking education. In T. Docan-Morgan (Ed.), *Public speaking for the curious* (pp. 1–16). The Curious Academic.  
[https://www.researchgate.net/publication/332974615\\_The\\_Benefits\\_and\\_Necessity\\_of\\_Public\\_Speaking\\_Education](https://www.researchgate.net/publication/332974615_The_Benefits_and_Necessity_of_Public_Speaking_Education)
- Dweck, C. S. (2016). *Mindset: The new psychology of success*. Random House.
- Gauthreaux, E. E. (2015). *Effect of specific feedback on growth mindset and achievement* [Master's thesis, Louisiana State University and Agricultural and Mechanical College]. LSU Digital Commons. [https://repository.lsu.edu/gradschool\\_theses/3259](https://repository.lsu.edu/gradschool_theses/3259)
- Hafifah, G. N., & Anggraini, R. D. (2023). Factors influencing students speaking skills: Social support and speaking anxiety. *UNNES-TEFLIN National Conference*, 5, 294–301.  
<https://proceeding.unnes.ac.id/utnc/article/view/2618>
- House, J. S. (1981). *Work stress and social support*. Addison Wesley.
- Jennings, C., & Cuevas, J. A. (2021). Teacher impact on student growth mindset. *Perspectives In Learning*, 9(1), 23–38. <https://csuepress.columbusstate.edu/pil/vol19/iss1/4>
- Jones, S. M., & Koerner, A. F. (2015). Support types. *The International Encyclopedia of Interpersonal Communication*, 1–9. <https://doi.org/10.1002/9781118540190.wbeic166>

- Kristensen, S. M., Jørgensen, M., Meland, E., & Urke, H. B. (2023). The effect of teacher, parental, and peer support on later grade point average: The mediating roles of self-beliefs. *Psychology in the Schools*, 60(7), 2342–2359.  
<https://doi.org/10.1002/pits.22865>
- Kurakan, P. (2021). Anxiety in English oral presentations of Thai EFL engineering students. *Thaitesol Journal*, 34(2), 67–92. <https://so05.tci-thaijo.org/index.php/thaitesoljournal/article/view/256486>
- Lou, N. M., & Noels, K. A. (2019). Language mindsets, meaning-making, and motivation. In M. Lamb, K. Csizér, A. Henry, & S. Ryan (Eds.), *The palgrave handbook of motivation for language learning* (pp. 537–559). Palgrave Macmillan. [https://doi.org/10.1007/978-3-030-28380-3\\_26](https://doi.org/10.1007/978-3-030-28380-3_26)
- Lucas, S. E. (2009). *The art of public speaking (10<sup>th</sup> Edition)*. McGraw Hill.
- McCroskey, J. C. (1977). Oral communication apprehension: A summary of recent theory and research. *Human Communication Research*, 4(1), 78–96.  
<https://doi.org/10.1111/j.1468-2958.1977.tb00599.x>
- Mercer, S., & Ryan, S. (2010). A mindset for EFL: Learners' beliefs about the role of natural talent. *ELT Journal*, 64(4), 436–444. <https://doi.org/10.1093/elt/ccp083>
- Nadia, H., & Yansyah, Y. (2018). The effect of public speaking training on students' speaking anxiety and skill. *Proceeding of the 65th TEFLIN International Conference*, 65(1), 227–232. <https://ojs.unm.ac.id/teflin65/article/view/6276/3615>
- Patrick, H., Ryan, A. M., & Kaplan, A. (2007). Early adolescent' perceptions of the classroom social environment, motivational beliefs, and engagement. *Journal of Educational Psychology*, 99(1), 83–98. <https://doi.org/10.1037/0022-0663.99.1.83>
- Raja, F. (2017). Anxiety level in students of public speaking: Causes and remedies. *Journal of Education and Educational Development*, 4(1), 94–110.  
<https://files.eric.ed.gov/fulltext/EJ1161521.pdf>
- Sadoughi, M., & Hejazi, S. Y. (2023). Teacher support, growth language mindset, and academic engagement: The mediating role of l2 grit. *Studies in Educational Evaluation*, 77, 101251. <https://doi.org/10.1016/j.stueduc.2023.101251>
- Sampasivam, S., & Clément, R. (2014). 3. The dynamics of second language confidence: Perspective and interaction. In S. Mercer & M. Williams (Eds.), *Multiple perspectives on the self in SLA* (pp. 23–40). Multilingual Matters.  
<https://doi.org/10.21832/9781783091362-004>
- Stewart, C. O., McConnell, J. R., Stallings, L. A., & Roscoe, R. D. (2017). An initial exploration of students' mindsets, attitudes, and beliefs about public speaking. *Communication Research Reports*, 34(2), 180–185. <https://doi.org/10.1080/08824096.2016.1270821>
- Tantiwicha, K., & Sinwongsuwat, K. (2021). Thai university students' problems of language use in English conversation. *Learn Journal: Language Education and Acquisition Research*

- Network*, 14(2), 598–626. <https://so04.tci-thaijo.org/index.php/learn/article/view/253282>
- Wu, J.-J., Khan, H. A., Chien, S.-H., & Lee, Y.-P. (2019). Impact of emotional support, informational support, and norms of reciprocity on trust toward the medical aesthetic community: The moderating effect of core self-evaluations. *Interactive Journal of Medical Research*, 8(1), 1–12. <https://doi.org/10.2196/11750>
- Yeager, D. S., & Dweck, C. S. (2012). Mindsets that promote resilience: When students believe that personal characteristics can be developed. *Educational Psychologist*, 47(4), 302–314. <https://doi.org/10.1080/00461520.2012.722805>
- Yeager, D. S., & Walton, G. M. (2011). Social-psychological interventions in education: They're not magic. *Review of Educational Research*, 81(2), 267–301. <https://doi.org/10.3102/0034654311405999>