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The Department of Foreign Language Education

English Language Teaching Program

Master Thesis

**AN INVESTIGATION INTO THE RELATIONSHIP BETWEEN ACADEMIC
MOTIVATION OF HIGH SCHOOL FOREIGN LANGUAGE LEARNERS AND
THEIR MINDSET**

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TEZ ÇALIŞMASI ORJİNALLİK RAPORU

AN INVESTIGATION INTO THE RELATIONSHIP BETWEEN ACADEMIC MOTIVATION OF HIGH SCHOOL FOREIGN LANGUAGE LEARNERS AND THEIR MINDSET başlıklı tez çalışmamın toplam **66** sayfalık kısmına ilişkin, 31/01/2024 tarihinde tez danışmanım tarafından **Turnitin** adlı intihal tespit programından aşağıda belirtilen filtrelemeler uygulanarak alınmış olan orijinallik raporuna göre, tezimin benzerlik oranı **%18** olarak belirlenmiştir.

Uygulanan filtrelemeler:

1. Tez çalışması orijinallik raporu sayfası hariç
2. Bilimsel etik beyannamesi sayfası hariç
3. Önsöz hariç
4. İçindekiler hariç
5. Simgeler ve kısaltmalar hariç
6. Kaynaklar hariç
7. Alıntılar dahil
8. 7 kelimedenden daha az örtüşme içeren metin kısımları hariç

Necmettin Erbakan Üniversitesi Tez Çalışması Orijinallik Raporu Uygulama Esaslarını inceledim ve tez çalışmamın, bu uygulama esaslarında belirtilen azami benzerlik oranının (%30) altında olduğunu ve intihal içermediğini; aksinin tespit edileceği muhtemel durumda doğabilecek her türlü hukuki sorumluluğu kabul ettiğimi ve yukarıda vermiş olduğum bilgilerin doğru olduğunu beyan ederim.

31/01/2024

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BİLİMSEL ETİK BEYANNAMESİ

Bu tezin tamamının kendi çalışmam olduğunu, planlanmasından yazımına kadar tüm aşamalarında bilimsel etiğe ve akademik kurallara özenle riayet edildiğini, tez içindeki bütün bilgilerin etik davranış ve akademik kurallar çerçevesinde elde edilerek sunulduğunu, ayrıca tez hazırlama kurallarına uygun olarak hazırlanan bu çalışmada başkalarının eserlerinden yararlanılması durumunda bilimsel kurallara uygun olarak atıf yapıldığını ve bu kaynakların kaynaklar listesine eklendiğini beyan ederim.

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LIST OF ABBREVIATIONS

EFL: English as a Foreign Language

ELT: English Language Teaching

FM: Fixed Mindset

GM: Growth Mindset

L2: Second/Foreign language

SDT: Self-Determination Theory



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ÖZET

Necmettin Erbakan Üniversitesi, Eğitim Bilimleri Enstitüsü
Yabancı Diller Eğitimi Anabilim Dalı
İngiliz Dili Eğitimi Bilim Dalı
Yüksek Lisans Tezi

YABANCI DİL ÖĞRENEN LİSE ÖĞRENCİLERİNİN AKADEMİK MOTİVASYONLARI İLE ZİHNİYETLERİ ARASINDAKİ İLİŞKİYE YÖNELİK BİR ARAŞTIRMA

Zeliha MERMER

Bu çalışmanın amacı, lisede yabancı dil öğrenen öğrencilerin akademik motivasyonları ile zihniyetleri arasında bir ilişki olup olmadığını araştırmaktır. Çalışma, öncelikle sayısal veri toplamayı içeren nicel bir yöntem kullanmaktadır. Bu çalışmada iki Likert ölçeği kullanılmıştır: Her bir öğrencinin akademik motivasyon düzeyinin çeşitliliğini değerlendirmek için Karcı & Gündoğdu (2018) tarafından geliştirilen "İngilizce Öğrenmeye Yönelik Motivasyon Ölçeği" ve katılımcıların zekâ ve yetenek algılarını ölçmek için Yılmaz (2022) tarafından oluşturulan "Zihniyet Kuramı Ölçeği". Mevcut çalışmada, durumu betimleyecek bir dizi veri toplamak için, araştırmacının tamamen betimsel bulgular üretmek amacıyla gözlemlere ve ölçümlere dayanması gereken deneysel olmayan bir araştırma tasarımı kullanılmıştır (Thompson ve Panacek, 2007). Bu çalışma Şırnak'ın Güçlükonak ilçesindeki Anadolu İmam Hatip Lisesi'nde 11. ve 12. sınıfta öğrenim gören 84 öğrenci ile gerçekleştirilmiştir. Yaşları 15 ile 19 arasında değişen 38 kadın ve 46 erkek katılımcı bulunmaktadır. Toplanan veriler, akademik motivasyon ve zihniyet arasında herhangi bir ilişki olup olmadığını ortaya çıkarmak için SPSS versiyon 25.0 ile analiz edilmiştir. Bu sürecin sonunda, bu çalışmanın veri analizi çeşitli sonuçlar ortaya koymuştur. İlk olarak, lise öğrencilerinin akademik motivasyon düzeyinin yüksek olduğu bulunmuştur (ortalama toplam motivasyon puanı 59.68 ± 11.12 'dir). İkinci olarak, öğrenciler büyüme zihniyetine yönelik bir eğilime sahiptir. Ancak, akademik motivasyon ile cinsiyet arasında anlamlı bir fark bulunmazken, zihniyet ile cinsiyet arasında anlamlı bir fark bulunmuştur. Erkek katılımcılarla karşılaştırıldığında, kadın katılımcıların sabit benlik teorisi puanları önemli ölçüde daha yüksektir ($t(82) = -2.286, p < .05$). Ne yazık ki, bu durum kadınların genellikle değer görmediği ve bakış açılarının bölge çapında yeterince desteklenmediği fikriyle ilişkilendirilebilir. Basitçe ifade etmek gerekirse, coğrafya insanların hayatlarını şekillendirmede ve kaderlerini belirlemede önemli bir rol oynamaktadır. Son olarak, bu çalışmada büyüme zihniyeti ile akademik motivasyon arasında pozitif bir ilişki olduğu bulunmuştur ($p < .05, **p < .01, ***p < .001$).

Anahtar Kelimeler: Akademik Motivasyon, Lise, Dil Öğrencileri, Zihniyet

ABSTRACT

Necmettin Erbakan University, Graduate School of Educational Sciences
Department of Foreign Language Education
English Language Education Program
Master Thesis

AN INVESTIGATION INTO THE RELATIONSHIP BETWEEN ACADEMIC MOTIVATION OF HIGH SCHOOL FOREIGN LANGUAGE LEARNERS AND THEIR MINDSET

Zeliha MERMER

The purpose of this study is to investigate whether there is a relationship between academic motivation of high school foreign language learners and their mindset. The study employs a quantitative method that involves collecting primarily numerical data. Two Likert scales were utilized: "The Motivation Scale Towards Learning English" developed by Karcı & Gündođdu (2018) to evaluate the diversity of each student's academic motivation level, and "The Mindset Theory Scale" created by Yılmaz (2022) to measure the participants' perceptions of their intelligence and ability. To gather a set of data to describe the condition, the current study used a non-experimental research design in which the researcher needs to rely on observations and measurements to produce purely descriptive findings (Thompson & Panacek, 2007). This current study was carried out with 84 students of 11th grade and 12th grade at Anatolian Imam Hatip High School in Güçlükonak, Şırnak. There were 38 female and 46 male participants, with a range in age from 15 to 19. The collected data were analyzed by SPSS version 25.0 to reveal whether any relationship would exist between academic motivation and mindset. At the end of this process, the data analysis of this study presented several results. Firstly, it was found that high school learners' academic motivation level was high (the mean total motivation score is 59.68 ± 11.12). Secondly, the students tended a growth mindset. However, there was no significant difference between academic motivation and gender while there was a significant difference between mindset and gender. Compared to male participants, female participants had substantially higher fixed self-theory scores ($t(82) = -2.286, p < .05$). It is unfortunately relatable to the idea that women are often undervalued and their perspectives are not adequately supported around the region. To put it simply, geography plays a significant role in shaping people's lives and determining their destiny. Finally, there found to be a positive relationship between growth mindset and academic motivation ($p < .05, **p < .01, ***p < .001$).

Keywords: Academic Motivation, High School, Language Learners, Mindset

CHAPTER I

1. INTRODUCTION

This study investigates the level of academic motivation of high school foreign language learners and their mindset type and aims to find out whether there is a relationship between them. In this chapter, first, the statement of the problem and purpose of the study will be explained. Next, research questions and the significance of the study will be presented. Then, assumptions, limitations, and definitions of some key concepts will also be included in this section.

1.1. Statement of the Problem

It has been commonly accepted that learning a second or foreign language (L2, henceforth) has gained popularity over time. People learn a language in a developing and changing environment either out of need or out of curiosity. English is one of the most commonly spoken languages worldwide and is particularly preferred as L2 due to its numerous advantages. For example, learning English develops networking and communication skills, creativity, and self-confidence (Palomo Blázquez, 2018). Also, it is considered essential for future career planning and advanced training, and these are accepted as factors affecting motivation (Kyriacou & Kobori, 1988). Learner motivation, which has been of great interest to L2 experts over the past few decades plays an important role in the language learning process. Dörnyei & Ottó (1998) asserted that motivation lies at the heart of L2 learning. Students who have the motivation to learn a new language can be more eager to actively participate in the learning process because motivation positively affects language learning. In the same vein, Cook (2001) contends that language learning becomes more effective when motivation is high. Hence, it is impossible to deny that motivation has a significant impact on students' language learning.

L2 motivation can be defined as making an effort to learn a language, having the desire to learn, and performing the necessary activities to practice L2 (Gardner, 1985). According to Gardner (1985), L2 motivation consists of three parts: *motivational intensity, the desire to learn, and an attitude toward language learning*. Individuals who possess these three essential components can find the drive to acquire a new language, and with perseverance, eagerness, and regular training, they can achieve success. It has also been accepted by teachers and researchers that motivation is one of the main factors in L2 learning success. Dörnyei &

Hadfield (2014) posit that the academic achievement of learners in L2 is influenced by motivation to a large extent. That is, highly motivated students who expend the effort to study and believe in their abilities are more likely to succeed in L2 environments. This is also supported by Reece & Walker (1997), who stated that underprivileged students who are highly motivated can succeed more than intelligent students who are not well motivated. Thus, it can be said that students' motivation level plays a more pivotal role than their intelligence in L2 success.

The effect of motivation on behavior and academic success is very clear and worth examining. Individuals who do not have enough motivation, cannot reach their goals, even if they have good teachers, remarkable skills, and the appropriate program (Dörnyei & Otto, 1998). That is, motivation is a crucial power that drives individuals to explore new things and continue with their efforts to achieve their goals voluntarily. By activating this power, individuals' academic achievement and academic motivation levels may be increased. It is among the primary responsibilities of educators to make an effort to maximize students' motivation levels and to help them succeed in learning a new language process.

In the language learning process, another key factor is a mindset that leads people to think about themselves (Dweck, 2006). According to Dweck, people's mindsets that cover a fixed, and a growth mindset have a significant impact on language success, career, and interpersonal relationships even if they are not aware of it. Likewise, Bai & Wang, (2020) conducted a study related to the effect of a mindset on self-regulated learning, motivation, and English language learning achievement. It has been found that a growth mindset has more effect on self-regulated learning and the participants' success in learning English is significantly influenced by self-regulation.

According to Ng (2018), there is an interplay between growth mindset and intrinsic motivation and these two concepts positively affect student learning and outcomes. Growth-minded students are open to posing some questions to discover their skills and improve them with hard work, effort, and practice. Self-aware students may have a nice grasp of how to motivate and inspire themselves to learn and acquire information. Those who are intrinsically motivated can use their independent judgment to obtain new knowledge and internalize it with intrinsic factors such as attention, memory, and motivation. Thus, the link between a growth mindset and intrinsic motivation is important for academic performance.

In the first lesson in 2021, in the region, when the researcher of the present study was appointed as an English teacher in Şırnak, it was observed that students had some prejudice about learning a new language. The students believed that learning English was like learning mathematics, consisting only of formulas because they were taught English grammar in elementary and secondary school, rather than the skills of reading, writing, listening, and speaking. Another prejudice was related to the use of English in Türkiye. In the classroom, it was perceived that learning English was a waste of time because there was neither one nor a chance to practice. Additionally, students only had two hours per week to improve their language skills with the teacher, which was not enough to learn and speak English fluently. It was also thought that learning English was very difficult because it was not a language that people could read as easily as they could write, so even if students learned a lot, they would not succeed.

As mentioned above, it has been observed that many students hold biases towards learning English, which must be broken before the beginning of the teaching process. As a researcher, the teacher has noted that these biases may stem from a fixed mindset, which can negatively affect the students' motivation to learn English and their willingness to engage with related material. To effectively motivate students during instruction, it is important to understand their mindsets. Therefore, it is necessary to shed light on student's areas of concern to identify the underlying reasons for their prejudices about language learning.

1.2. Purpose of the Study

There are two types of mindsets namely growth and fixed mindset. In a growth mindset, people believe that their basic abilities can be developed through dedication and hard work whereas people who have a fixed mindset believe their basic qualities such as their intelligence and talent are simply fixed traits (Dweck, 2006). Fixed-minded people think that focusing on their intelligence to develop with effort, hard work or practice is a waste of time. Before the study, the researcher observed that most of the students were towards to fixed mindset because they had some barriers to learning English. Thus, to have a deeper understanding of the learners' background for effective training, the researcher decided to look into the mindsets, and motivation levels of the students. Therefore, the study aims to shed light on these two contexts. The study basically focuses on the academic motivation of high school students, their mindset types, whether there is a relationship between them, and whether students' academic motivation levels and mindset types differ according to gender.

In the present study, 84 junior (11th) and senior (12th) students from Anatolian Imam Hatip High School in Güçlükonak, Şırnak were included. The age range of the group was 15 to 19 years old. The researcher deliberately chose to work with 11th and 12th-grade students for two reasons: First, as non-native speakers of Turkish, 11th and 12th graders have more competence and experience in Turkish compared to 9th and 10th graders. Second, the researcher herself attends the classes of these grades, making it easier for her to observe them in the research process, as part of convenience sampling.

1.3. Significance of the Study

Having a close look at the previous studies, it can be seen that motivation is key to L2 learning (Dörnyei & Ottó, 1998). Students who are motivated to learn a new language may be more ready to actively participate in the learning process because motivation positively influences language learning. It is important to note that achieving high levels of motivation in the classroom results in accomplishment (Moulaert et al., 2004). Similarly, Sürücü & Ünal (2018) claimed that motivation is the most important aspect in determining students' academic success and a teacher plays a critical role in the development of motivation of learners. It is impossible to deny that teachers have a place in students' lives not only with their academic knowledge but also with behaviors, attitudes, beliefs, and mindsets.

Mindset is also a concept that highly affects individuals' lives and their language-learning motivation. Considering the academic process, there are many differences among students. Some students have the potential to succeed in L2 learning while others need to put more effort into learning new languages. According to Dweck & Yeager (2019), this situation is due to the types of mindsets that students have. Mindset Theory (Dweck, 2006) covers a growth mindset and a fixed mindset. According to Dweck, individuals with a growth mindset believe that their basic abilities can be enhanced through dedication and hard work, while those with a fixed mindset hold the belief that language acquisition is an innate ability that cannot be developed through practice or effort. Fixed-minded people also think that their fundamental characteristics, such as their intelligence or skill, are just fixed attributes. They also think that success is only the result of brilliance, not hard work (Dweck, 2015).

As can be seen above, some research has been conducted on academic motivation and mindset separately. However, there has been very little research done on the relationship between the academic motivation of high school learners and their mindset in the ELT field. Regarding the gap in the literature, this present study focuses on this need and sheds light on

whether there is a relationship between high school students' academic motivation and their mindset.

1.4. Research Questions

This study searches for answers to these Research Questions:

RQ1: What are the motivation levels of high school students?

RQ2: What types of mindsets do high school students own?

RQ3: Is there a significant difference between students' academic motivation in terms of gender?

RQ4: Is there a significant difference between students' mindsets in terms of gender?

RQ5: Is there a relationship between high school student's academic motivation and their mindset?

1.5. Assumptions

In this study, it is assumed that:

- All participants frankly and sincerely respond to each item in data collection tools.
- All participants eagerly participate in the study and freely answer the questions.
- Instruments that are used in this study can fairly measure the participants' academic motivation and their mindset.

1.6. Limitations

Two limitations of this study may inhibit the generalizability of results. Firstly, this study is limited to 11th-grade and 12th-grade students who are studying at Anatolian Imam Hatip High School which is located in Güçlükonak, Şırnak in the 2022-2023 Academic Year. Secondly, due to regional conditions, the study used a non-experimental quantitative research design. This is because students in this area do not regularly attend school as they work in various locations throughout Türkiye. As a result, the number of students in a classroom is always changing. Therefore, a non-experimental quantitative research design seemed more appropriate and practical for this study, which is another limitation to consider.

1.7. Definitions of Key Terms

Mindset: A person's assumptions, beliefs, or mental attitudes.

Mindset Theory: "A social-cognitive approach that stems from goals and goal-oriented behavior and relates to individual differences in beliefs and values" (Dweck & Legget, 1988).

Growth Mindset: An approach to life in which people believe that their intelligence, talent, and abilities can be developed with hard work.

Fixed Mindset: An approach to life in which people believe that their intelligence, talent, and abilities are fixed traits and unchangeable.

Motivation: "A psychological construct that refers to the desire and incentive that an individual has to engage in a specific activity" (Loewen & Reinders, 2011:119).

Intrinsic Motivation: "Deals with behavior performed for its own sake to experience pleasure and satisfaction, such as the joys of doing a particular activity or satisfying one's curiosity" (Dörnyei, 2001).

Extrinsic Motivation: An incentive to engage in a specific activity, especially motivation arising from external factors such as the expectation of reward or punishment.

Amotivation: "Reduction in the motivation to initiate or persist in goal-directed behavior" (Barch & Dowd, 2010).

CHAPTER II

2. LITERATURE REVIEW

The main goal of this study is to investigate the relation, if any, between the academic motivation of high school learners and their mindset. First, this chapter will give a theoretical framework on the notions of motivation, academic motivation, and amotivation. The next step will be to analyze implicit theories, mindset, and sub-dimensions of mindset namely growth mindset, and fixed mindset. Each section contains a more detailed look at each concept.

2.1. Motivation

Motivation has reflections in all areas of life. Especially in the success stories, the motivation of people who reach their goals without giving up and the success they have achieved is told. In the 15th century, the term "motivation" came to signify the mental condition that propels someone to take action (Online Etymology Dictionary, 2020). Motivation can be defined as the motive that drives people to act. Each person has specific needs and Bursalioğlu (1994) puts forward that motivation arises from these basic needs. In other words, motivation is the state of being directed and activated toward needs to meet them. The meanings added today support the word's original meaning. Generally, according to the definitions, although the contexts are different, the term motivation has been broadly described as the condition of energy and passion that drives someone to work in a certain way to accomplish a particular goal (Akbaba, 2006; Engin, 2020; Özbey & Köyceğiz, 2019).

Motivation is an important force in what people see in their behaviors; it moves them towards a specific goal or purpose, encourages work, and shapes their behaviors. Motivation is a very important concept, especially for students in school life and for employees in business life. It is also closely linked to the teaching and learning process because it provides willingness, unity, and continuity in their working life. It is possible to explain the basic factor of successful teaching and learning with the concept of motivation (Hastings, 1997). However, motivation is not boosted in the same way for all people. Different students are motivated in different ways. For instance, some students may be motivated if the teacher understands their individual needs and prepares lesson plans accordingly. On the other hand, some students may be highly motivated by using technology in the classroom because they find it fun and engaging while others might find non-digital materials like charts, books, maps, and games more interesting

and captivating. Therefore, the same motivation technique may be efficient for people as they have different characteristics.

There are many factors affecting students' motivation in the language learning process. Dörnyei & Otto (1988) highlighted that the teacher's enthusiasm and commitment are critical factors influencing learners' motivation. Barak et al. (2016) asserted that language itself may be viewed as a significant motivator for learners because it enables communication among people and assists learning. People might have new friends and learn about different cultures thanks to foreign languages. This situation motivates people to learn and use a new language in daily life. The learner's belief is another factor that affects the process of learning a second language. When students think that the language learning process is enjoyable, this period will be as thought. It will be a challenging task if they believe that L2 learning is like mathematics consisting of formulas. This situation decreases the interest of individuals in L2 learning (Arslan & Akbarov, 2010). To prevent the decrease to some extent, teachers should be aware that encouraging students to participate in educational activities and supporting their belief in learning a new language can increase their L2 learning interest and academic motivation (Ryan & Deci, 2009).

2.2. Motivation Theories

Motivation has been the subject of many theories. A comprehensive understanding of motivation involves considering multiple perspectives. Integrating elements from behaviorist, cognitivist, and humanistic theories can provide a holistic approach to addressing the complex nature of high school students' academic motivation. Researchers and educators may benefit from adopting a blended approach that combines strategies derived from these diverse theories to support students effectively.

2.2.1. Behaviorist Motivation Theory

According to behaviorists, learning and motivation are highly interrelated. They put forward that learning happens when the learner is exposed to a specific input that has the potential to influence their behavior (Rogti, 2021). In addition, they assert that students take action when they are motivated by external factors such as stars, ribbons, presents, nice words, etc. This is because they receive reinforcements to take action (Schunk, 2009). Learners who have reinforcements are eager to continue their learning processes and behaviors.

For students to achieve their learning goals, it is crucial to motivate them. Abdulasoul (2012) recommended using teaching tools that encourage students' motivation. To achieve this, teachers need to know about their students' backgrounds and utilize tools such as readings, textbooks, multimedia components, and other resources that students enjoy using. These tools can inspire students to come up with new ideas and engage them in the language-learning process. Additionally, various instructional resources created by experts from around the world are simple to use and help students develop their abilities and self-confidence in learning English. Moreover, teachers can use these instructional tools to increase students' motivation and guide them in constructing knowledge and using different learning techniques.

However, the limitation of behavioral theories in explaining motivation by focusing on external motivation factors is neglect of people's internal motivations and mental processes such as thinking, problem-solving, and creating new ideas. A teacher adopting behavioral principles will be neglecting students' mental processes and internal motivation. Therefore, these aspects need to be considered while planning the learning process.

2.2.2. Cognitivist Motivation Theory

Unlike behaviorist motivation theory, the cognitivist view of understanding motivation touches upon cognitive and individual traits (Keblawi, 2009). Cognitive motivation theory suggests that mental processes that cannot be observed directly affect behavior related to internal resources. According to this theory, we are driven to engage in activities that are consistent with our aims and values and motivated to refrain from actions that are incompatible with these goals and values. The cognitive theory of motivation places a strong emphasis on how cognitive functions like perception, memory, and decision-making affect human motivation and behavior.

According to Woolfolk (1998), an individual's beliefs, expectations, values, and objectives play a crucial role in their drive. Regarding academic success, some people may excel more than others due to their personal internal drive, beliefs, and cognitive processes. For instance, those who believe in achieving their goals may be highly motivated by their internal drive, while those who lack confidence in studying and succeeding may struggle. Therefore, individual differences have a significant impact on motivation.

Cognitive theory may be used in education in a variety of ways, such as offering examples, employing mnemonics, and expanding on real-world scenarios (Clark, 2018). Due

to the teacher-centered nature of this approach method, instructors should design lesson plans that allow students to connect new information with their prior knowledge. By doing so, the learning becomes more meaningful and relevant, and students are more likely to succeed. Therefore, teachers should aim to relate the lesson plans to the students' interests and experiences to create a more engaging and effective learning environment.

2.2.3. Humanistic Motivation Theory

Humanistic Motivation Theory focuses on an individual's emotions and motives since the person is considered as a whole. In this theory, an individual is responsible for his behaviors (Burger, 2006). Humanists reject impartial scientific methods to investigate humans. They try to understand subjectivity and touch upon individuals' free will and decisions to realize their potential. Maslow divides motives into two categories: primary motives, which are related to psychological needs, and secondary motives, which are based on the social environment (Selçuk, 1997). Maslow's Hierarchy of Needs Theory is based on humanistic motivation theory, which prioritizes the interests of each individual and maintains that every person has the potential to fulfill their capabilities (Tekke, 2019). This theory emphasizes an individual's needs and the actions required to realize his potential. Below is a description of Maslow's Hierarchy of Needs Theory which represents a humanistic view of motivation:

Maslow's Hierarchy of Needs Theory

People's actions may be motivated by internal or external factors. Maslow's theory makes the interpretation of behaviors clearer. According to his theory, a low-level need begins with the cell's most fundamental requirements. It is not possible to move on to the next level without being met. People who live their lives based on this theory may evaluate events more logically, and rationally, be more healthy in social relations, and be successful in both professional and private lives (Kula & Çakar, 2015).

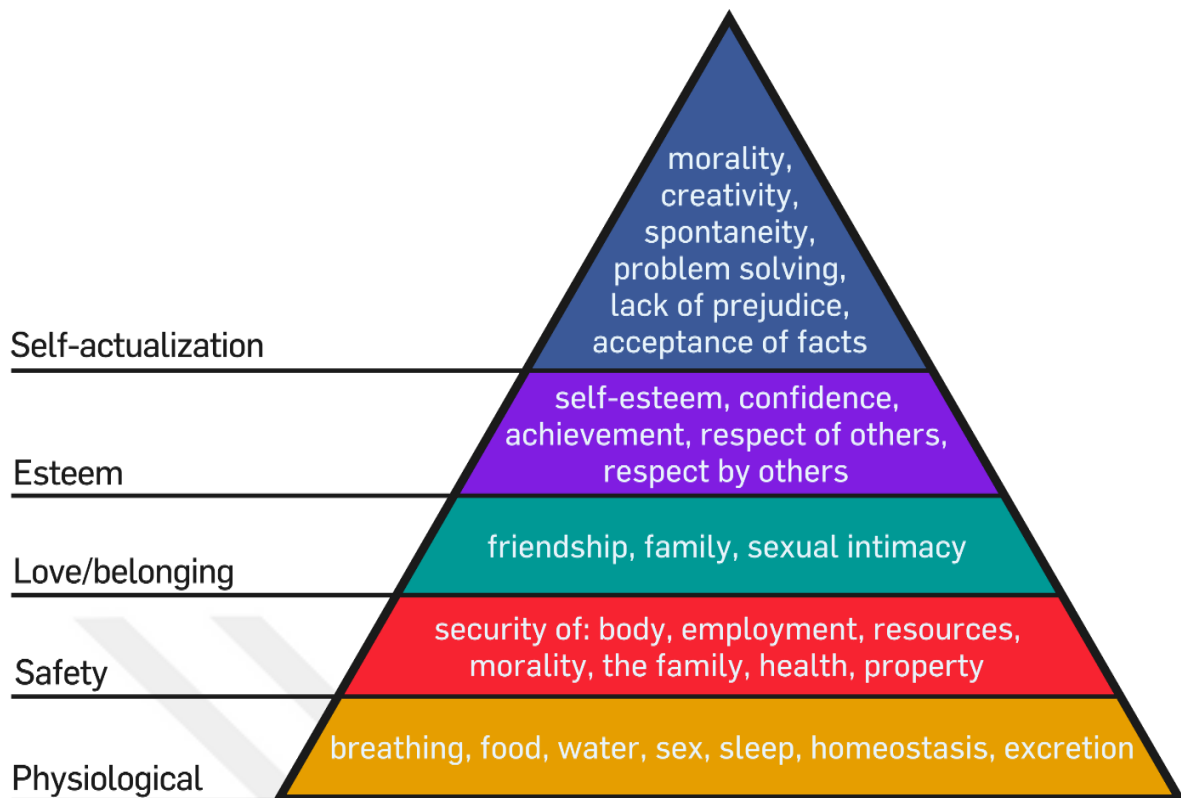


Figure 2.1. Maslow's Hierarchy of Needs (Maslow, 2016).

According to Maslow, needs are the basis of a person's behavior. Another important point in this theory is that needs are formed according to a certain hierarchical order (See Figure 2.1.). That is, unless the needs at a lower level are met at a level that satisfies the living being, the behavior aimed at a higher level will not be achieved. According to Maslow (2001), each need is believed to lead to another need. Meeting a need can increase motivation and excitement.

Educators need to know what people's needs are and which needs cannot be moved to the next step until they are met. A teacher who knows these steps prepares the lesson plan considering students' needs and creates a peaceful environment to complete their needs. According to Akbaba (2006), if a student feels that the framework of the learning program is inappropriate for his or her needs, this will demotivate the learner. Therefore, to increase students' motivation and attention, lesson plans should be tailored to their specific needs.

2.3. Learning and Motivation

There is a strong link between motivation and the learning process because learning is defined as a process that requires conscious and deliberate effort (Niederhauser, 1997). Learning occurs when a student asks for information about any subject. To improve the

academic learning of students, it is crucial for teachers to have a comprehensive understanding of them. This includes knowing their learning styles, personalities, and interests. By having this knowledge, teachers can observe and support their students' learning processes more effectively.

A student's ability to succeed in school depends on their level of motivation which is the force behind effective learning (Morados, 2023). To be motivated, a learner should be willing and enthusiastic to learn. In this way, students might gain a deeper understanding of the subject. The motivation of students to study is affected by several factors. Morados (2023) argues that these factors include students' enthusiasm for the topic, their apprehension about failing, the benefits of the information to them, a general drive to achieve, and their sense of self-worth and self-confidence. These factors can affect the students' learning motivation level, learning process, and success in L2.

Students' motivation affects their participation and contribution in a learning setting. Highly motivated students might take part in activities and be eager to learn without waiting for incentives from others. It can be observed that students are motivated when they pay more attention to the lessons, are interested, do their homework, and study for exams. On the other hand, students who lack motivation do not want to attend lessons, participate in class activities, or focus on related materials that are used during the lesson. Therefore, it might be suggested that students learn and be academically successful when they are motivated enough.

2.4. Academic Motivation

Academic motivation, which is referred to as the generation of the energy required to produce academic works (Bozanoğlu, 2004), affects people's personal development and learning process. People who are motivated academically may have the enthusiasm to do research, improve themselves, go a step further, and learn something new in a short time. People's levels of motivation might vary from one another. Different people may have different levels of motivation as well as different motives that are oriented in different ways. It can be said that motivational orientation is related to the reasons for the action. For example, a student may be motivated to study to get good grades while another student may be motivated by new learning because he thinks it will be beneficial to him. In a nutshell, it can be stated that the nature and focus of motivation are different (Ryan & Deci, 2000).

Academic achievement is also defined as a student's capacity for completing cognitive objectives. In other terms, according to Cevizci (2010), academic success is the degree of competence demonstrated by the student about the program's objectives as a result of a particular course. In this framework, it can be said that motivation plays a crucial role in affecting student's academic performance (Bakar et al., 2010). To be able to keep students motivated, the teacher should know about students' interests, learning styles, and backgrounds and put different teaching methods into practice. According to Bacanlı (2000), the instructor, the classroom climate, and the learning-teaching environment affect student motivation during a lesson.

The teacher is one of the factors that affects students' academic motivation and leads to success. If the teacher motivates the student during the lesson and succeeds in attracting the student's attention, the student participates in the lesson, works hard, practices, and might be successful. To be able to draw students' attention, the teacher should prepare a fruitful lesson plan and arouse curiosity through activities. If outstanding activities are incorporated into the lesson plan, students may feel more motivated academically and take ownership of tasks, leading to increased satisfaction with the lesson. Thereby, to know and apply remarkable activities, teachers should regularly participate in reflective practice and take the subject of updating and improving their educational abilities (AbdulRaheem et al., 2015).

Considering school climate as another factor affecting student motivation, it is crucial to keep control over aspects that contribute to student's ability to achieve and sustain their educational goals. Skiba & Peterson (2001) defined school climate as the emotions that teachers, students, and other staff members have towards the learning environment. It is noticeable that all stakeholders have a positive attitude about the school and students if they have sincere relationships with each other. Students who see this sincerity might come to school and desire to engage in lessons because they are motivated by the school climate that shapes students' attitudes. In such an environment, students feel motivated and finally achieve their goals. However, students who do not have enough motivation experience learning difficulties or exhibit undisciplined behavior (Akbaba, 2006). In this context, motivation serves as the starting point for learning, inspires students, and helps them achieve their objectives in a school environment. So, it can be said that there is a positive connection between motivation and success.

2.5. Theories of Academic Motivation

In the educational process, it may be asserted that when motivation and learning are employed simultaneously and efficiently, the desired success can be achieved more easily. Most of the learning theories provide and specify their theories of motivation. Learning theories clarify how people learn and how they might succeed in this situation. Theories of motivation explain why people learn and how they succeed (Akpur, 2015). Below, there are some theories to benefit from when motivating students throughout their educational life:

2.5.1. Achievement Motivation Theory

McClelland's (1953) research served as the foundation for the development of the Achievement Motivation Theory. This theory focuses on an individual's perceptions of success and failure. The behavior of the individual in achievement motivation theory affects the learning process to a great extent. Lumsden (1994) stated that learner motivation is related to the learner's desire to engage in the learning and teaching process. Students who have enthusiasm to learn new things are interested in lessons and want to participate in activities all the time while students who do not have desire do not want to go to school. This situation leads to success or failure. That is, highly motivated students believe that effort is a successful learning method to improve their competence and performance while students who have low motivation feel that learning is a difficult process that can not be improved with effort or practice.

Crosling et al. (2009) identified learner motivation and teacher effectiveness as the key factors in achieving a successful learning and teaching process. Thus, it is essential to ensure that the students are emotionally, intellectually, and behaviorally engaged in this process. To be able to make students more successful, teachers must be aware of their responsibilities and act accordingly. In a classroom environment, if the teacher gives students some purposeful tasks they are interested in and adjusts the learning environment according to their needs, learners' motivation and success might improve over time.

To keep students motivated, teachers must also be motivated as they have a direct impact on their academic performance (Recepoğlu, 2014). There are several factors that affect teachers' motivation and their job performance. According to Herzberg (1996), the motivational level of an individual is influenced by two categories of factors a) maintenance factors such as salary, interpersonal relations, working conditions, and security; b) motivational factors such as accomplishments, recognition of merits, opportunities for personal growth.

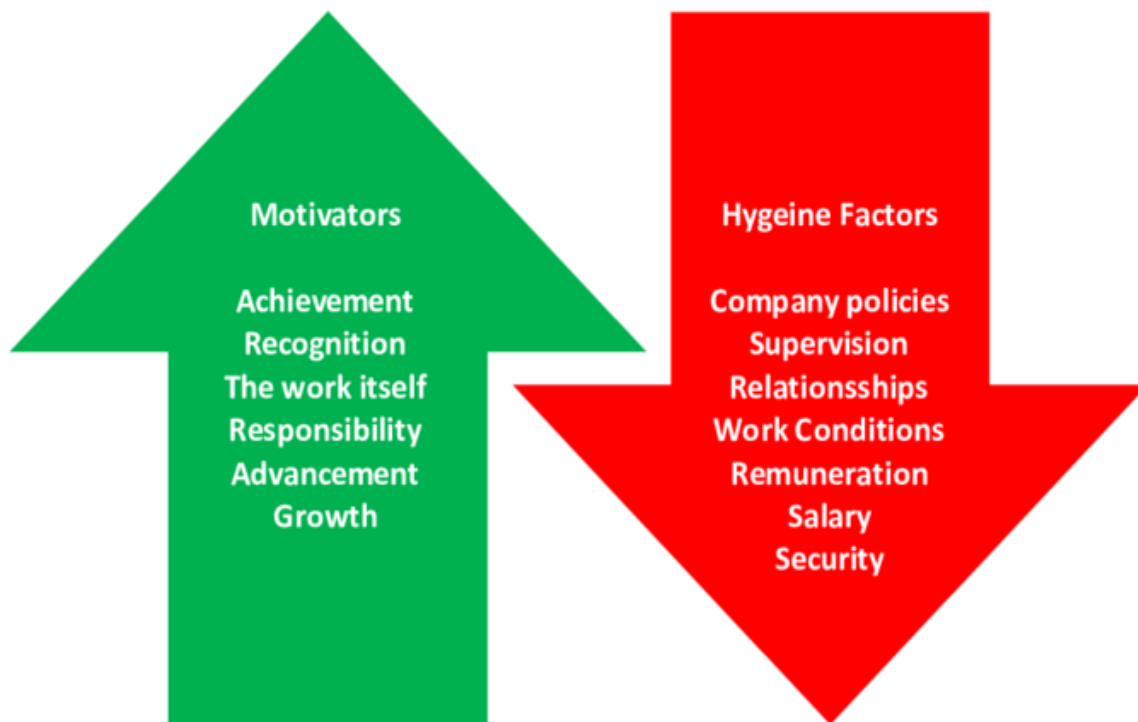


Figure 2.2. Two Factor Theory of Herzberg (EPM, 2018).

As suggested in Figure 2.2., Herzberg categorizes achievement, recognition, the work itself, responsibility, advancement, and growth as intrinsic motivators that propel people for work while he classifies company policies, supervision, relationships, work conditions, remuneration, salary, security as hygiene factors that cover extrinsic needs and these factors might affect teachers' job satisfaction. When taking the teaching profession into account, it is possible to see that the profession is a source of both extrinsic and intrinsic motivation.

2.5.2. Expectancy-Value Theory

This theory was introduced by Victor Vroom in 1964. In this theory, it is assumed that the choices made by individuals are affected by the positive and negative characteristics of their duties. The election is also influenced by the potential outcomes of the decision that will be made. Any decision that must be taken often eliminates one or more choices. Vroom's (1964) expectancy-value theory puts forward that a person behaves by considering the effects of that activity to display behavior. The motivating drive that prompts activity essentially depends on whether the result is desired or unpleasant. However, the result is not the only deciding factor in determining how to behave. The goals, values, and motives of a person also play a significant role in motivating L2 and directing their actions.

Expectancies were described by Atkinson (1957) as people's anticipations that their performance will result in success or failure on a task. In a classroom, motivated students who have anticipation to achieve can pay attention to their courses, listen to their teachers carefully, and fulfill all tasks with great effort. According to Wigfield (1994), the term “individual expectations of success” refers to the student’s expectations for how well they would do in their tasks. Students logically and intentionally decide to engage in academic assignments and activities that have high subjective values and those they anticipate to succeed in.

Student performance may be increased when teachers set activities that students find meaningful and design learning environments based on their decisions. Families and schools should encourage children to participate in a variety of creative and athletic endeavors so they may exhibit their skills. Early successes in a variety of areas provide children the motivation to succeed as adults and develop into highly driven individuals (Aydın, 2010). If children are encouraged and supported, they might be highly motivated to participate in any activity and complete every work with utmost diligence.

2.5.3. Self-Determination Theory (SDT)

The principle of self-determination was developed by Edward Deci and Richard Ryan (2000) as a theory that is focused on the internal processes behind the personality. Self-Determination Theory (henceforth, SDT) brings a different perspective to motivation than previous theories. The SDT categorizes motivation according to the source of activity, whereas earlier theories were focused on the existence or lack of motivation. Motivation does not highlight a single structure. It is not only a matter of having little motivation or a lot of motivation. It is asserted that the quality of motivation (internal vs. external) and its quantity (high vs. low) rely on the forms of motivation and these categories. Additionally, it is noted that many significant outcomes, such as well-being, successful performance, and learning are determined by the type and quality of motivation rather than the overall amount.

According to SDT, there are three basic requirements for well-being. These are *autonomy, competence, and relatedness*. These requirements are common to all people and are essential to their psychological growth. The first fundamental psychological need, *autonomy*, emphasizes that the person feels in control of his activities and can make his own decisions (Deci & Ryan, 2013). *Competence* is the second fundamental psychological need, and it relates to people’s common need to behave successfully in their surroundings (Baumeister & Leary, 2017). The last basic requirement is *to be related*. It symbolizes traits that are present in all

people, such as the desire to connect with others and communicate. While addressing these needs positively affects well-being, failure to meet these needs negatively affects well-being (Deci & Vansteenkiste, 2004).

In the self-determination theory, a child's successful growth is expected to result from healthy psychosocial and cognitive development that happens when they are allowed to act independently and take ownership of their actions (Calp, 2013). It is more likely that students who are motivated by their work want to participate and succeed in any profession. To motivate students, it is crucial to identify what they enjoy and support it more. Within the framework of self-determination theory, Deci and Ryan (1985) classified motivation into three categories: *intrinsic motivation*, *extrinsic motivation*, and *amotivation*.

Intrinsic Motivation

A strong will that propels us to action is motivation. The term “intrinsic motivation” refers to the kind of drive that originates within each of us. In terms of motivation, internal factors are the most crucial. People are intrinsically motivated by curiosity, interest, joy, and belief (Nasser & Shabti, 2010). When someone is intrinsically motivated, they do action because it's entertaining or challenging. Intrinsic motivation is also defined as the doing of an activity for its intrinsic enjoyment instead of being driven by external incentives (Ryan & Deci, 2000). An intrinsically motivated person is eager to learn or do something when the activity is interesting and satisfying for them. With a feeling of curiosity and exploration, learning happens if a person wants to know.

Deci and Ryan (1985) classified intrinsic motivation into three categories: *intrinsic motivation for knowledge acquisition*, *intrinsic motivation for achievement*, and *intrinsic motivation for stimulation*. Three types of intrinsic motivation drive people to engage in activities. The first is intrinsic motivation for knowledge acquisition, which refers to the enjoyment and fulfillment that comes from learning something new. The second is intrinsic motivation for achievement, which is the feeling of satisfaction that comes from trying to achieve or create something. The third is intrinsic motivation for stimulation, which is the pleasure and excitement that comes from participating in an activity. In summary, people have an innate desire to learn, accomplish, and be stimulated.

According to the Self-Determination Theory, intrinsic motivation is the most autonomous type of motivation, and individuals are naturally drawn to it. Instead of

participating in educational activities for the sake of receiving marks or compliments from teachers, students do so for the intrinsic joy and fulfillment they derive from them (Ryan & Deci, 2000). Someone who has intrinsic drive, for instance, could join a sports team and play the game they choose because it excites or fulfills him. In addition, having fun is the key to this type of motivation. Tews et al. (2015) put forward that learner involvement is positively correlated with the fun delivery of instruction. That is, in a classroom setting, students tend to learn better and be more active in the learning process when the teacher incorporates enjoyable activities.

Extrinsic Motivation

Extrinsic motivation is the process of acting in line with an external punishment or reward and the type of motivation that is carried out for an outcome of behavior. The person considers a behavior to be the result of the behavior rather than the activity itself (Deci et al., 1991). In contrast to intrinsic motivation, which comes from inside a person, it is wholly dependent on incentives from outside sources. These might be praise, money, grade, fame, status, etc. Extrinsic motivation focuses on these outside rewards.

Extrinsic motivation is a type of drive that is fueled by external rewards. This type of motivation can last for a person's entire life but can also vary and disappear suddenly. When people are extrinsically motivated, they do things not because they enjoy them or find them satisfying, but because they want to receive something valuable in return or avoid something unpleasant. This type of motivation is effective as long as the rewards or punishments are present, but it loses its power when these external factors are no longer available. For example, a child may go out after finishing his homework. The motivation goal ends when the homework is finished.

According to SDT, extrinsic motivation is not always autonomous and can vary widely in terms of its degree of autonomy. An example of an extrinsically motivated student would complete their schoolwork only out of fear of facing consequences from parents. This student is motivated by a need to complete the task and attain the goal of avoiding punishment. However, external reasons can be internalized through internalization and integration processes, and controlled motivation can become autonomous. This method is predicated on the notion that individuals must internalize and integrate with who they are by planning actions that are inspired by and have major roles in social life (Deci et al., 1991).

Amotivation

Amotivation grounded in self-determination theory (SDT) is a multifaceted concept that aims to describe the dynamic motivation behind accepting or rejecting a task (Ryan & Deci, 2000). Amotivation also refers to the absence or lack of a drive to engage in an activity (Deci & Ryan, 1985). Students are motivated when they show more interest in their lessons while doing activities, doing their homework, and preparing for their exams. A student who lacks motivation may exhibit certain behaviors, such as irregular attendance in classes, inattention during lessons, prioritizing socializing or outside events, failing to seek solutions to problems, and showing indifference towards the lesson. Students who are amotivated lack the drive to participate in any activities, unlike intrinsically and extrinsically motivated students.

According to SDT, amotivation is a type of motivation that possesses the least degree of self-efficacy, autonomy, and control in deciding behavior. This kind of motivation develops when someone believes they are powerless to influence the course of events through their own actions or when they believe they are not capable of carrying out the required tasks safely (Ryan & Deci, 2017). Amotivated students tend to avoid activities that they feel will not benefit them or lack motivation (Ntoumanis et al., 2004). This lack of motivation arises when they fail to see the connection between their actions and the potential outcomes of those actions. Thus, they lack intrinsic or extrinsic motivation to perform a task.

Researchers have noted that several factors can affect amotivation. First, amotivation arises from the belief that an individual cannot influence the results by taking any action, or from the individual's incapacity to carry out the required activities. This kind of motivation is rooted in the belief that one is incapable of doing anything (Ryan & Deci, 2017). Second, amotivation is the state in which an individual does not have an innate interest or the drive to do academic work (Vansteenkiste et al., 2004). Third, school attendance is a concept that encompasses learning, a consistent classroom environment, academic motivation, and students' excitement for learning (Kearney & Graczyk, 2014). Therefore, it can be said that a belief in one's own inability, interest to perform academic work, and school attendance may affect students in terms of amotivation.

2.6. Mindset Theory

Over the last few years, few psychological topics have received as much attention from the general public in recent years as Carol Dweck's theory of "mindsets," which is based on extensive research she conducted as far back as the 1980s. Dweck (1975, 2013), an important

name in the social cognitive motivation research field, defined the latent variable that leads an individual to struggle for success as people's implicit mindset structures, that is, their way of thinking. The beliefs that an individual can develop personality traits such as intelligence, talent, and temperament are called implicit theories or mindset beliefs (Dweck et al., 1995; Haimovitz & Dweck, 2017). They are the unidimensional organization of perceptions and cognitions formed by the individual as a result of experiences related to a phenomenon, event, or situation. When people express their beliefs about a subject, they want to assert that it is the truth. It does not matter whether their opinion on the subject is right or wrong. In that respect, beliefs do not require a scientific correctness condition (Richardson, 1996), but they affect the attitudes and behaviors of the individual. In this framework, Dweck (1986) suggested that some students perceive their capacity as an unchanging personality trait, while some students perceive their ability for thought as a quality that is open to development and can be increased. Based on the results of a series of studies, Dweck and Leggett (1988) stated that these two different belief structures create different perceptions of success, motivational orientation, and learning paths for students.

When empirical studies on this subject are examined in the literature, it has been observed that individuals who think that intelligence and talent can be cultivated show better academic achievement than individuals who believe that intelligence and talent are fixed (Dweck, 2013). In addition, Dweck (2014) conducted a study on the relationship between mindset and math/science achievement. The results showed that those who think that intelligence or ability in maths and science is only a fixed attribute are significantly at a disadvantage, compared to those who think that their talents can be enhanced (a growth mindset). Dweck's (2013, 2014) studies revealed that mindsets are closely related to students' academic achievement levels. The present study investigates whether there is a relationship between academic motivation of high school students and their mindset in terms of language learning. Mindset Theory covers two mindsets: *Growth Mindset and Fixed Mindset*.

2.6.1. Growth Mindset (GM)

In a Growth Mindset (henceforth, GM), people think their most fundamental skills can be improved with commitment and effort; ability and intelligence are only the starting point (Dweck, 2015). She adds that this kind of thinking fosters the resilience and passion for learning needed for outstanding success. Research on GM has been on the rise, particularly in recent years. Many countries around the world have included it in their education policies and

programs thanks to its numerous benefits. In this context, the beliefs of 600,000 adolescent students (15 years old) about the malleability of intelligence from 78 different countries and economies were measured in the 2018 PISA study. In this respect, the research has been a global initiative on GM. 2018 PISA data showed that growth-minded students have better academic performance, have self-efficacy and academic motivation, and have less fear of failure. In the report published in April 2021 (OECD, Sky's The Limit, 2021a), it was stated that the results of the growth mindset in 2018 PISA were significantly consistent with the research findings put forward by Dweck (Gouédard, 2021).

Language attitudes of learners affect how they see effort and learning objectives (Lou & Noels 2016, 2017). Some people have the potential to succeed in L2 learning while others need to put effort into learning new languages. Language learners, who support a growth mindset feel that effort is a successful learning method to improve their competence and learning-process-focused goals. This idea is crucial for directing how individuals interpret and respond to failures in intercultural communication and language classes (Lou & Noels 2016). Thus, instructors may be the ones to encourage students to adopt growth mindsets that will enable them to deal with setbacks (Papi et al., 2019). People with a growth mindset tend to have high motivation and the potential to achieve success by working hard, putting in more effort, and believing in their capabilities (Blackwell et al., 2007).

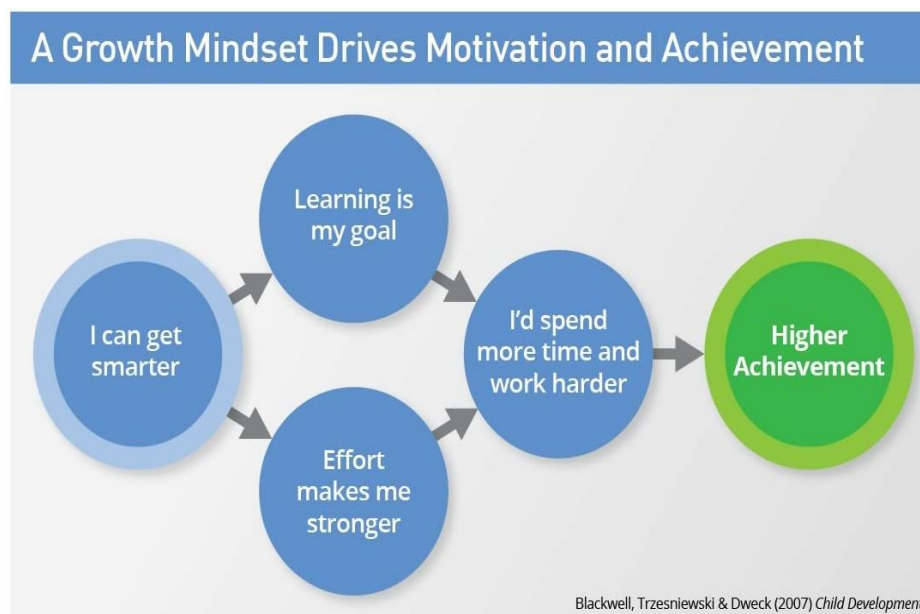


Figure 2.3. The Effect of Growth Mindset on Motivation and Achievement (Blackwell et al., 2007).

Regarding the relationship between a growth mindset and achievement, as seen in Figure 2.3., growth-minded people have some beliefs including “learning is my goal”, “effort

makes me stronger”, “I can get smarter”, and so forth. With these statements, they might intrinsically motivate themselves to fulfill their potential because they believe their basic abilities can be developed with effort and hard work. According to Baker (2004), intrinsically motivated learners tend to show higher achievement. Therefore, it may be claimed that success increases with a growth mindset and motivation.

Various studies on the brain support the advantages of a growth mindset for students and adults as well (Daly et al., 2019; Moser et al., 2011). Daly et al. (2019) emphasized that the growth mindset which was discussed in the context of mathematics is effective in motivation and this is reflected in brain activity. In addition, it can be said that negative feedback may trigger neuronal activity in the brain and decrease motivation, which can be neutralized by growth-minded people (Ng, 2018). Based on these research findings, it is clear that explaining the developmental architecture of the human brain in terms of intelligence, talent, skills, or learning areas would be incomplete. Today, it can be stated very clearly that human beings are proactive participants in determining their destiny. Dweck’s Mindset Theory (1986) provides important evidence for the conclusions made above.

2.6.2. Developing a Growth Mindset

Carol Dweck, in her latest book, *Mindset: The New Psychology of Success* (2006), explains how her studies of children show a person’s mindset may have a significant impact on behavior. It has been observed that individuals with a fixed mindset believe their achievements stem from innate talent and are resistant to facing challenges. Conversely, those with a growth mindset believe that they can develop and acquire new skills through learning. In addition, individuals with a growth mindset tend to be more intrinsically motivated and willingly engage in meaningful tasks. Moreover, Ng (2018) asserted that a growth mindset positively affects intrinsic motivation.

Mindsets can be categorized as “*growth*” and “*fixed*”. In the educational setting, students with a fixed mindset believe that they can not achieve great success in the face of failures or setbacks even if they study hard and put in more effort while those with a growth mindset know that failure is an opportunity to grow and develop in the long term. Teachers often face the challenging task of changing fixed-minded students’ beliefs. It might be possible and helpful to deal with the challenging task with some effective mindset activities that help fixed-minded students adopt a growth mindset.

Dr. Dweck (2006) has asserted that people who have a fixed mindset can change their mindset and shift from a fixed to a growth mindset with some hard work, effort, and practice. In a classroom setting, instructors can help students shift from a fixed to a growth mindset by using specific growth mindset statements as in Figure 2.4. Similarly, students with a growth mindset can also benefit from hearing such statements and improve their mindset. However, changing students' mindsets can be challenging. It might be easier to achieve this goal with the collaboration of the parents.

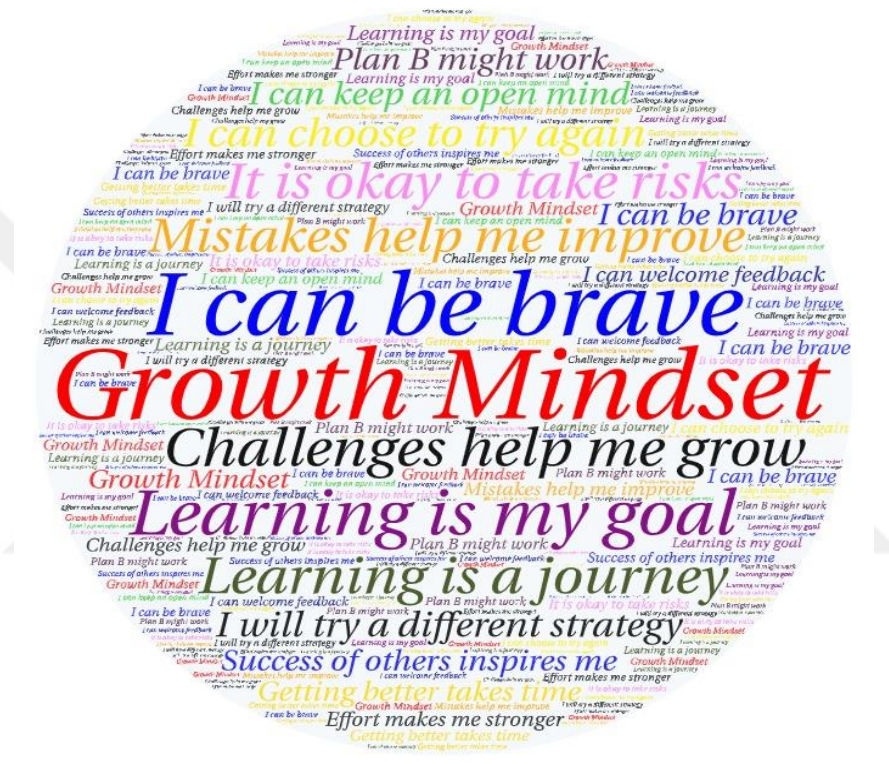


Figure 2.4. Sentences Growth-Minded People Use.

It may seem difficult to shift from a "fixed" perspective to a "growth mindset," but Dr. Dweck gives below-suggested ideas for parents to help their children develop a growth mindset (Dweck, 2006).

- ✓ **Encouraging kid's efforts:** It is the uniqueness that makes people each unique, both in themselves and others. They are all flawed; they all have their flaws, quirks, and oddities. Their flaws are what make them special. Parents should accept children's different characteristics and encourage them even if they take baby steps to learn something new.

- ✓ **Showing pleasure over their children’s learning and improvement:** It would be a better idea for parents to become happy when their children learn something new and develop themselves.
- ✓ **Focusing on learning and enjoyment:** Parents might start focusing on the words they use, even those in their heads. It might be recommended for them to observe children, and praise their phases of learning to make the learning-teaching process fun.
- ✓ **Teaching children to embrace mistakes and challenges:** Children might be able to make fewer mistakes if they can learn from other people's mistakes. This sometimes helps kids overcome their fear of attempting new things, which is essential for developing a growth mindset.
- ✓ **Giving easy tasks first rather than challenging ones:** It would be a good idea for parents may stop and reframe the scenario in their head if they find themselves afraid in the face of a significant task. Also, they might consider their obstacle as an "opportunity," changing their perspective a little to make it simpler for them to participate.

There are some benefits of having a growth mindset. First, people with a growth mindset see failures as a chance to improve after making mistakes (Wang et al., 2021). For them, all problems or challenges in life can be handled with much more effort. Second, when people who have a growth mindset work hard, their performance might result in high achievement (Blackwell et al., 2007). They focus on how they learn and achieve success. Third, effective learning techniques may help students who are growth-minded, and their grades will improve (Grant & Dweck, 2003). In the light of these benefits, it can be said that having a growth mindset may positively affect not only people’s academic achievement but also their social and emotional attitudes, which highlights the significance.

2.6.3. Fixed Mindset (FM)

In a Fixed Mindset (henceforth, FM), people think that their fundamental characteristics, such as their intelligence or skill, are just fixed attributes (Dweck, 2006). Instead of cultivating them, they waste their time by focusing on the idea that their intelligence or talent can not be changed. They also think that success is only the result of brilliance, not hard work (Dweck, 2015). Dr. Dweck claims that students who carry FM believe that constant and unchanging intelligence is a quality. Also, people with this mindset consider that while they can acquire new things, their core intellectual talents remain fixed (Dweck et al., 1995).

Different opinions on the importance of working might result from one's belief in intelligence. Students who think they are born with intelligence or the ability place little value on work. They believe that those with ability do not need to work hard and that if someone is talented, then working hard will not make a difference. Putting in more effort or working harder will not make them any smarter; and what's worse, it can even lead them to believe that they are not intelligent at all. After a potential setback or failure, they could have this thought process (Blackwell et al., 2007).

Students who have a fixed mindset tend to undervalue the effort and work because they think that before beginning a task, they must possess exceptional talents to finish it. They can even give up without even trying. They frequently pass up learning chances because of their fixed perspective. Therefore, it is not surprising that fixed-minded people do not succeed even if they study hard, and put in more effort because they have some stereotyped thoughts such as “Working hard does not work if people are not intelligent”, “ Failure means it is time to give up”, “Making mistakes is embarrassing”. When faced with difficulties or challenges, they are prone to giving up, and frequently disregarding helpful criticism.

2.6.4. Comparison of a Fixed Mindset and a Growth Mindset

The notion of mindsets has been extensively employed in educational and corporate contexts to comprehend how people handle difficulties, learning, and self-improvement. A growth mindset is often associated with a positive attitude towards education and a greater willingness to face challenges while a fixed mindset is linked to a reluctance to take risks and a tendency to avoid obstacles. To wrap up, people with a GM believe that intelligence and talent are important, but they are only the starting point. By putting in effort, practice, and commitment, they believe that their basic abilities can be strengthened. However, people with an FM believe that their basic qualities, such as their intelligence or talent, are unchangeable. They think that they will not be successful even if they study hard, practice, and put more effort into lessons. Below is the figure that compares two sets of mindsets:

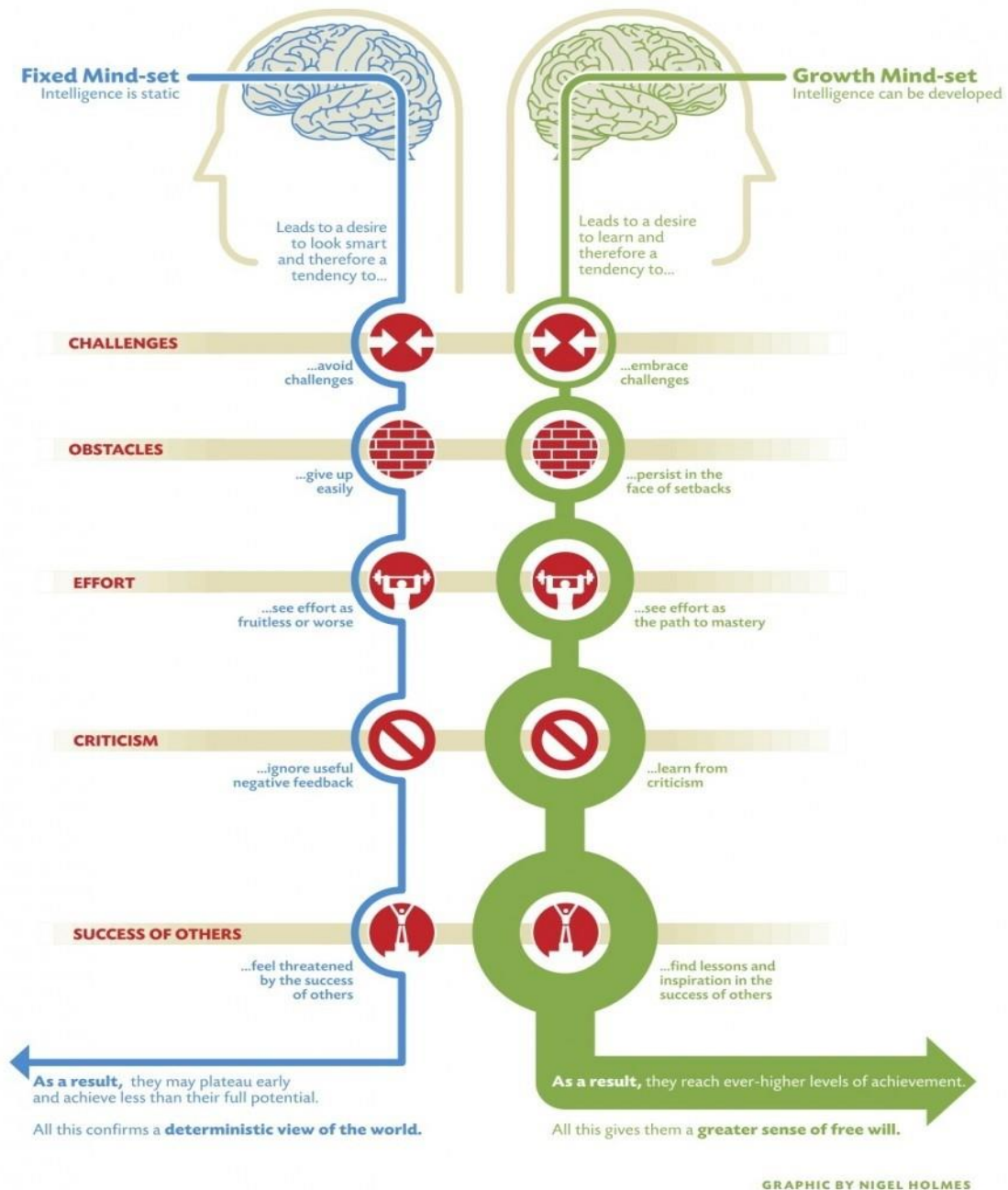


Figure 2.5. Mindset graphic: The New Psychology of Success (Dweck, 2006).

Figure 2.5. compares two sets of mindsets that consist of a fixed mindset and a growth mindset. With a detailed look, it can be clearly understood that anybody is accepted as growth-minded if s/he has a healthy level of intelligence, personality, and perseverance while a person who does not have these basic traits is considered fixed-minded by Dweck, (2006) as illustrated in the graphic above.

2.7. Previous Studies

2.7.1. Previous Studies on Academic Motivation in ELT/ EFL Context

It has become very clear that motivation is crucial in L2 learning. Students who have the motivation to learn a new language can be more eager to actively participate in the lesson and take part in the instructional tasks. In the same vein, when motivation is high, language learning becomes more effective (Cook, 2001) and the academic achievement of learners in L2 is influenced by motivation (Dörnyei & Hadfield, 2014). Therefore, it can be said that students' motivation should be increased to make them succeed in L2. This situation has drawn the attention of researchers, leading to numerous studies on academic motivation. Some studies conducted on academic motivation in the ELT/ EFL context are as follows:

Karatas et al. (2015) conducted a study titled “Predicting of ELT Students' Academic (Language) Achievement: Language Learning Orientation and Autonomous Learning”. The study aimed to determine the prediction level of academic accomplishment for ELT students by utilizing their language learning orientation and independent learning. 183 ELT students made up the research study group; 105 of them were from Yildiz Technical University and 78 were from Yeditepe University in Türkiye. There were significantly more female students than male students who took part in the study. The first through fourth grades were represented among the students enrolled in the English Language Teaching programs at both universities: there were 25 first-graders, 56 second-graders, 63 third-graders, and 39 fourth-graders. To collect data, *the Autonomous Learning Scale (ALS)* and *the Language Learning Orientation Scale (LLOS)* were used at the end of the academic year in 2013–2014. The findings of the study indicated that academic accomplishment and intrinsic motivation are positively correlated, as is the case with autonomous learning and academic achievement.

Özönder (2015) carried out a study titled “Prospective ELT Students' Foreign Language Reading Attitudes and Motivation”. The goal of the study was to look at the motivation and attitudes of potential ELT students about reading foreign languages. The study also investigated the correlation between the participants' academic performance, attitudes, and desire to read foreign languages, as well as any gender-related differences in these factors. The study was conducted in January 2015 at Hacettepe University English Language Teaching (ELT) Department. 104 undergraduate students participated in the study, 76 of them female and 28 of them male, willingly took part in the study. The study employed a quantitative research design, utilizing a survey approach to gather data on the reading attitudes and motivation of the

participants. The participants' gender and cumulative grade point average were also used to collect additional quantitative data. The findings showed that prospective ELT students are motivated and have favorable views toward reading foreign languages. Furthermore, attitudes and motivation in reading foreign languages were positively correlated with academic accomplishment in a statistically significant way. Based on their academic achievement, the results showed that there was no significant difference between the groups' reading motivation and attitudes.

Uysal (2022) conducted a study titled “The Relationship Between Academic Motivation Types and Learning Styles of Pre-Service EFL Teachers”. The purpose of this study was to look into any possible connection between academic motivation and learning preferences of pre-service teachers in English Language Teaching. The study involved 198 pre-service teachers from Alanya Alaaddin Keykubat Institution, a state university in Türkiye. Two research tools: *the Academic Motivation Scale* and *the Learning Styles Inventory III* were used to gather data. The findings showed a substantial correlation between gender and the forms of academic motivation and between gender and the learning preferences of EFL student instructors. However, even though the grade level of pre-service EFL instructors was associated with their motivational types for academic work, there was no connection between their grade level and their learning preferences. Finally, there was a strong relation between pre-service EFL instructors' learning preferences and their academic motivation types.

Masani (2022), in his study, titled “Improving Learners’ Motivation and ELT Achievement through Discovery Learning Model after the COVID-19 Pandemic” aimed to improve the motivation and ELT accomplishment of seventh-grade students following the Covid-19 Pandemic through the use of a scientific method and the discovery learning concept. 16 seventh-grade students participated in this study. To collect data, a variety of tools were utilized, including learning achievement instruments, motivation instruments, and instructor and student observation instruments. This study utilized Classroom Action Research (CAR) and was conducted at SMP 4 Mataram. The research process involved two cycles, which included planning, implementation, observation, and reflection. The study was conducted during the second semester of the 2021-2022 academic year and lasted for four months, from February to May 2022. The results of this study showed that learners' motivation and ELT success may be enhanced with the use of discovery learning.

Bi et al. (2023) carried out a study titled “The Effect of the Flipped Classroom on Reflective Thinking, Academic Self-efficacy, and Achievement Motivation in Language Learners at the Intermediate Level”, which aimed to look at how intermediate-level language learners' success motivation, academic self-efficacy, and reflective thinking were affected by the flipped classroom. Cluster sampling with different stages was used to choose 429 participants. Participants were split into two groups randomly: a control group consisting of 187 students and an experimental group consisting of 187 students. Data were gathered using three surveys: *Hermans Achievement Motivation Scale*, *Foreign Language Self-Efficacy Scale*, and *Reflective Thinking Scale*. In the end, 374 correctly completed surveys were gathered. Taking the findings of this study into consideration, it was seen that the academic self-efficacy, academic motivation, and reflective thinking of EFL learners were all greatly impacted by the flipped classroom model.

Previous Studies Conducted on Academic Motivation in Other Contexts

Motivation is an internal drive that keeps people going in the language-learning process for years, according to Dörnyei (2001). He emphasized that no other component can guarantee a student's L2 achievement without sufficient motivation. Even a less talented but highly motivated student may be more successful than a more intelligent but less motivated student (Gömleksiz, 2002). Therefore, it's important to note that motivation plays a crucial role in successful learning. Numerous studies have been conducted on academic motivation, some of which are as follows:

Hosseini Beidokhti et al. (2022) conducted a study titled “The Correlation Between Academic Satisfaction and Academic Motivation during The COVID-19 Pandemic in Rehabilitation Students”. The goal of this study was to look at how academically satisfied and motivated Ahwaz University of Medical Sciences rehabilitation students were under COVID-19 quarantine. 180 rehabilitation students participated in this cross-sectional analytical investigation. The Persian version of *Harter's academic motivation questionnaire* was utilized online to evaluate academic motivation, while *the Shakurnia et al. (2014) questionnaire* was utilized to evaluate academic satisfaction. The correlation between academic motivation and academic satisfaction was examined using the *Chi-square independence test*, which may also be called Fisher's exact test depending on how sparse the contingency table is. The findings show that academic satisfaction and intrinsic motivation are significantly related, whereas extrinsic motivation and academic satisfaction are not significantly related.

Atasever et al. (2022), in their study titled “ Mediating Effect of Digital Addiction on the Relationship Between Academic Motivation and Life Satisfaction in University Students” aimed to examine if digital addiction had a mediation effect in the connection between life satisfaction and academic motivation. Correlational design was employed in the current study, which was quantitative. The survey included 191 university students who were chosen by convenience sampling. To collect data, *Personal Information, Academic Motivation, Digital Addiction, and Life Satisfaction forms* were used through Google Forms. The results of the study showed that intrinsic and extrinsic motivation and life satisfaction had a positive relationship and significant relation, whereas amotivation sub-dimension and life satisfaction had a negative direct association. In addition, amotivation and digital addiction had a positive direct association, whereas intrinsic and extrinsic motivation had a negative direct relationship.

Ağaoğlu & Şad (2022) conducted a study titled “The Effect of Gamification Applications on University Students’ Academic Success and Motivation in Distance Language Learning”. They aimed to examine the effect of gamification applications used in remote English courses on students' academic achievement and motivation during the COVID-19 pandemic. The sample group was made up of 40 students who started their education at Erzincan Binali Yıldırım University for the 2019-2020 academic year spring term. To collect data, the *Academic Achievement Test, Motivation Scale Towards Learning English, and Focus Group Discussion Form* were used. The findings revealed that, in comparison to the students in the control group, the experiment group's academic performance and motivation were significantly impacted by gamification.

Paricahua Peralta et al. (2022), in their study titled “Academic Motivation and Educational Inclusion in University Students in Return to Attendance” aimed to shed light on the connection between students' perceptions of their engagement in education in exchange for enrollment at university and their desire for academic pursuits. The participants of this study were 3474 students who enrolled in the 2022–2023 academic year's first cycle. *The Educational Motivation Scale and the Inclusion Index* were used to collect data to assess the level and the kind of motivation. The findings indicated that there was a positive and significant association between intrinsic and extrinsic motivation types and the variable of engagement in education, whereas amotivation had a negative but significant correlation.

Florescu et al. (2023) conducted a study titled “Can Dysfunctional Negative Emotions Explain Students' Level of Academic Motivation in Online Learning at University?” aimed to

emphasize the correlation between the characteristics of physically unwell and dysfunctional negative emotions, as well as student's academic motivation levels. 150 students who enrolled in the Socio-Human Sciences Faculty's study programs at Oradea University in Romania made up the study's participants. To obtain data from the participants, various scales were utilized, including *a subscale of physical health from the Inventory of Self-Perceived Well-Being*), *a subscale of dysfunctional-negative emotions from the Emotion Measurement Scale*, and *a questionnaire for assessing the various motivation regulation types in academia*. The results of the study indicated that the level of academic motivation had a moderate impact and was inversely related to the degree of negative dysfunctional emotions, while positively related to physical health.

Abdolrezapour et al. (2023) conducted a study titled “Self-efficacy and Resilience as Predictors of Students’ Academic Motivation in Online Education”. They aimed to look at the connection among online learners' self-efficacy, resilience, and academic motivation. The participants of this study were 120 university students from two state universities in Iran. To collect data, *a self-efficacy questionnaire*, *a resilience questionnaire*, and *a questionnaire on academic motivation* were all employed in this study. The findings indicated that self-efficacy and academic motivation were positively correlated. Additionally, people with stronger self-efficacy and resilience were found to be more motivated to succeed in school. Moreover, the findings of the test demonstrated that resilience and self-efficacy are important predictors of students enrolled in online courses.

2.7.2. Previous Studies on Mindset in ELT/ EFL Context

According to the Mindset Theory, some people with a fixed mindset believe that intelligence is a fixed concept (Dweck, 2006). For example, when it comes to language acquisition, some individuals hold the irrational belief that they are either born with a natural talent for languages or not. This mindset severely limits their potential for growth and achievement when they lack innate ability. Faced with a challenge, learning becomes difficult and people may give up because they do not see a reason to persevere. Conversely, other individuals believe that the ability to learn languages can be developed and improved with more effort, practice, and determination (Dweck, 2006). They have a growth mindset, which means that when they encounter difficulties, they are more likely to persist because they believe that they can overcome the obstacles. These two outlooks are known respectively as a *fixed mindset*

and a *growth mindset*. This section focuses on studies conducted on the Mindset Theory in the ELT/ EFL context in the literature and some of them are as follows:

Mercer & Ryan (2010) conducted a study titled “A Mindset for EFL: Learners’ Beliefs about the Role of Natural Talent”. The goal of the study was to investigate how the psychological concept of "mindsets" or "implicit theories" functions in the context of learning a foreign language. During the fall semester of 2008, a research study was conducted with first-year EFL students from universities in Austria and Japan. Nine students, including four from Japan and five from Austria, were interviewed using semi-structured questions. The questions were open-ended and focused on the central theme of the study. The findings indicated that mindsets can significantly impact language acquisition, objectives, and success within the ELT framework.

In her study titled "Bridging the Gap: A Study on the Relationship Between Mindset and Foreign Language Anxiety," Altunel (2019) aimed to investigate the correlation between mindset and foreign language anxiety among students in both private and public institutions in Türkiye. The study involved 203 participants from Gazi University and Atılım University and utilized two scales: The Dweck's Mindset Instrument and the Foreign Language Classroom Anxiety Scale. The results of the study showed that there is no significant statistical relation between mindset and foreign language anxiety. Additionally, it was found that EFL learners generally have a moderate level of anxiety and tend to have a growth mindset.

Sadeghi et al. (2020) conducted a study titled “The Relationship Between Iranian EFL Learners’ Language Mindset with Goal Orientation and Responses to Failure”. The purpose of the study was to determine if goal orientation and responses to failure are significantly correlated with linguistic mindset variables (Entity and Incremental). The accessible population for the study comprised senior undergraduate EFL students, both male and female, who were enrolled in Zand University's College of Language and Literature in Shiraz, Iran. The age range of the participants was between 21 and 34 years. From the senior student population, a random sample of eighty individuals was selected for the study. Data were gathered using the *Failure Situation Scale*, the *Goal Orientations Scale*, and the *Mindsets of Language Learning Scale (MLLS) questionnaire*. The results showed a clear relationship between goal orientation and fixed vs growth mindsets. Similarly, it was discovered that there was a clear link between mindset and responses to failure.

Yin et al. (2022) conducted a study titled “Relationship among Self-determination, Growth Mindset, and EFL Students Language Proficiency”. This study's primary goal was to investigate how EFL tertiary students' English language competency in a Chinese learning environment related to their development mindset and self-determination. 444 EFL students from one randomly chosen faculty at a university in Ningxia, China participated in the study. The study used a quantitative research approach, and data came from two primary inventories on the questionnaire and an official CET-4 English language exam. First, there was the Self-Determination Inventory, which had sixteen items. Then, there was the Growth Mindset Inventory, which included twenty validated items. The results showed that there was a significant difference depending on English language competency and that the EFL students' total self-determination was moderate. Also, the EFL students' opinions of the growth mindset were fairly positive. Regarding English language proficiency, no appreciable variations were observed.

Ebn-Abbasi et al. (2023) carried out a study titled “Language Learners’ Mindset and Their Academic Engagement in Online Classrooms: The Mediating Role of Achievement Emotions”. The goal of the study was to look at how learners' language mindset in online classes affected their academic engagement and whether or not achievement emotions acted as a mediating factor. For this study, a total of 428 EFL students answered the survey. Convenience sampling was used to choose participants from eight Tehran-based private English language schools in Iran. To collect data, the Short form of the *Achievement Emotions Questionnaire (AEQ-S)* to assess achievement emotions; the original form of the *Academic Engagement Scale*, and the *Language Mindset Inventory* to evaluate the mindset of the EFL learners were used. The findings showed that the mean levels of growth language mindset and behavioral engagement were high while the mean scores for enjoyment, anxiety, and cognitive, agentic, and emotional involvement in online classes were somewhat below moderate.

Previous Studies Conducted on Mindset in Other Contexts

In the language learning process, mindset is an important component that makes individuals consider themselves (Dweck, 2006). According to Dweck, language proficiency, careers, and interpersonal relationships are all significantly impacted by people's mindsets, whether or not they are conscious of it. These mindsets include *growth* and *fixed* mindsets. It was proposed by Dweck (1986) that whereas fixed-minded students view their capacity as an immutable aspect of their personality, growth-minded students view it as a characteristic that

can be developed and enhanced. Some studies have been conducted on Mindset Theory in various contexts, which are as follows:

Blackwell et al. (2007), in their study titled “Implicit Theories of Intelligence Predict Achievement across an Adolescent Transition: A Longitudinal Study and an Intervention”, aimed to examine the relationship between the theory of intelligence and achievement. The sample of the study consisted of 373 seventh graders at a public secondary school in New York. *The Citywide Achievement Test (CAT)*, a standardized mathematical achievement test were administered during the spring term of sixth grade to gather data. The findings showed that a theory of intelligence that predicted higher mathematics grades and this incremental theory (growth mindset) may be created through strategies that support academic accomplishment.

Baluku et al. (2018), in their study titled “Positive Mindset and Entrepreneurial Outcomes: The Magical Contributions of Psychological Resources and Autonomy”, aimed to fully understand variations in well-being, academic achievement, and intervention efficacy. The study involved 253 participants from Germany and Uganda. The first group of participants comprised 163 young self-employed individuals aged between 18 and 30 who had completed their studies at universities, technical schools, or high schools in Uganda. They answered survey questions using pen and paper. The second group comprised 90 German individuals aged between 19 and 79, who were recruited through online forms. After four months, the data analysis showed that a positive mindset and a sense of autonomy were crucial for entrepreneurial success. The study also found that the pleasure of entrepreneurship reduced the effects of psychological capital, autonomy, and their interaction on commitment.

Li & Bates (2019), in their study titled “You Can’t Change Your Basic Ability, but You Work at Things, and That’s How We Get Hard Things Done: Testing The Role of Growth Mindset on Response to Setbacks, Educational Attainment, and Cognitive Ability” aimed to investigate if adopting a growth mindset can greatly increase children's abilities and improve the academic performance of 624 Chinese children aged 9 to 13. To collect data, *the Praise Cognition Test* consisted of 10 items, followed by *the Failure Test*, which also had 10 items, and *the Post-Failure Measure*. In addition to these tests, *the Learning and Motivation Questionnaire* was used to measure learning and motivation. Taking the findings into consideration, it was seen that there was no correlation found between the mindset of the children and their grades. Beliefs about the adaptability of fundamental skills might not be connected to the capacity to bounce back from setbacks or academic success.

Hacisalihoglu et al. (2020), in their study titled “Enhancing Undergraduate Student Success in STEM Fields through Growth-Mindset and Grit”, aimed to assess the Scientist Life Skills course's results and look into the relationship between learning life skills and academic success. In the Fall of 2019 at Florida A&M University, this research was carried out with first-year students participating in the Scientist Life Skills course offered by the College of Science and Technology. Data was gathered through a variety of assessment instruments for mindset, courage, and critical thinking. The results of this study showed that the Scientist Life Skills course effectively achieved its goal of providing STEM students with valuable skills to help them transition to college and progress in their studies. Additionally, the course's design had a significant impact on students' mindsets, promoting a growth-oriented outlook and improving their critical thinking abilities and grade point averages.

Vechiu et al. (2021) conducted a study titled “Metacognitive Competences and Implicit Theories of Intelligence in Relation with School Achievement”. The purpose of this study was to investigate the relationship between secondary school students' academic success, implicit theories of intelligence, and metacognitive skills. A total of 120 students from different socioeconomic backgrounds participated in the study. *The Implicit Theories of Intelligence Questionnaire* and *the Metacognitive Awareness Inventory* were administered to the participants to gather a set of data. The results showed that students from disadvantaged socioeconomic backgrounds had lower scores on self-reported fixed mindset beliefs and metacognitive competency tests compared to those from higher socioeconomic families.

Kaya et al. (2023) have researched the association between Turkish undergraduate mechatronics engineering students' domain-specific mindset and academic achievement. Fourth-year mechatronics engineering students (n = 68) at a public university in Türkiye are the participants of this study. They were asked to provide their exam scores for courses taught in both English and their first language. Then, the Language Learning Mindset and Maths Mindset inventories were applied to students. The findings showed that there is a positive relationship between a growth mindset and academic success whereas a fixed mindset and success have a negative relation. Simply put, growth-minded students tend to achieve because they motivate themselves easily and begin to work hard. If students study hard and put more effort into learning, it is not surprising that they will be successful.

2.7.3. Previous Studies on Academic Motivation and Mindset

It has been widely accepted that motivation plays a significant role in the language learning process (Al Kaboody, 2013; Gömleksiz, 2002; Dörnyei, 2001). It must be noted that motivation is directly related to learning because learning is a purposeful process that requires effort. According to Dörnyei (2001), motivation is a type of internal drive that leads people to keep going in the language learning process for many years. He added that without sufficient motivation, no other component can guarantee the L2 achievement of a student. Motivation is accepted as a key concept for successful learning and a less talented but academically motivated student may be more successful than a more intelligent but less motivated student (Gömleksiz, 2002).

Mindset is also an important factor in the language learning process. To evaluate the effect of mindsets, it is critical to comprehend what mindset is and when it occurs. According to Wenden (1998), language mindsets are sorts of knowledge that start to emerge at a young age. In addition to that, some researchers asserted that language mindsets improve when interacting with their surroundings (Kalaja et al., 2015). That is, in reaction to interactions with teachers and peers, learners' beliefs on language acquisition are shaped by their learning environment in various situations. For example, in a classroom setting where there are some fixed-minded students, teachers might use some statements to activate them like “You can do it”, “It is not hard to complete this task”, and “Failure is an opportunity to grow”, and so forth. In this way, students can be more motivated, discover their power to learn L2, start to think differently and create a growth mindset (Dweck & Yeager, 2019). To be able to achieve this, teachers should have a growth mindset first and put more effort into making students open to development because teachers' mindset beliefs are crucial for students' academic achievement (Canning et al., 2019). This kind of thinking fosters the resilience and passion for learning needed for outstanding success (Dweck, 2015).

Reviewing the literature, it was seen that numerous studies have been conducted on academic motivation and mindset separately. However, some research papers have recognized the relationship between academic motivation and mindset, leading to new studies being conducted on this topic. Below, the section presents some studies that were conducted on the relationship between academic motivation and mindset.

Von Suchodoletz et al. (2020), in their study titled “Can Mindsets Influence College Students' Motivation to Learn? Findings from the United States and the United Arab Emirates”,

aimed to investigate the benefits of deliberative and practitioner mindsets, and how they apply to people from different cultural backgrounds. It also especially looked at the effects of such attitudes on college students' motivation to learn in the setting of higher education in both the United States of America (US) and the United Arab Emirates (UAE). 327 college students took part in the study, 205 from the UAE and 122 from the US. *The Academic Delay of Gratification Scale* and *Motivated Strategies for Learning Questionnaire* were used to collect data to assess student motivation. The findings revealed that there were variations between students from the US and the UAE in the effects of having a deliberative mindset on their willingness to study; only students in the US sample suffered disadvantages, but no such impact was discovered for students from the UAE.

In their research study entitled "Only a Burden for Females in Math? Gender and Domain Differences in the Relation Between Adolescents' Fixed Mindsets and Motivation", Heyder et al. (2021) aimed to investigate the impact of the belief in innate aptitude in Math or German language arts on gender differences in students' self-concept ability and intrinsic motivation. The study involved 423 female and 447 male 10th-grade German students aged between 14 to 18 years old. The researchers used various scales such as the *Ability Self-concept Scale* to evaluate students' Math and German Language Arts Ability, the *Intrinsic Motivation Scale* to determine their intrinsic motivation level, the *Fixed Mindset Scale* to get a reliable measurement of students' mindsets, the *KRW Test* to assess their math competencies, and *LGV Test* to measure their reading comprehension. The findings indicated that male students had higher self-perceptions of their mathematical competence and intrinsic motivation compared to female students. On the other hand, female students showed more confidence in their language arts abilities and intrinsic motivation. The researchers found that students' mindsets and motivation in German language arts were not related. Furthermore, neither male nor female students had more fixed attitudes in math or language arts. However, a fixed mindset regarding math competence was a poor predictor of intrinsic motivation in math for female students only.

In 2023, Hudig et al. conducted a study entitled "Goalsetting Is Mindsetting: Guided Reflection on Life Goals Taps into the Plasticity of Motivational Mindsets." The study aimed to evaluate and determine whether the goal-setting intervention encourages a positive mindset change. The researchers asked 48 first-year university students aged between 17 and 30 to write goal-setting essays. The findings revealed that students who shifted from having a low-effective mindset to having a socially effective mindset exhibited intrinsic self-directed motives as those

who had stable socially successful mindsets. This study also supported that the beneficial attitude shift already took place during the reflection assignment.

In their research titled "The Impact of Combining SRSD Instruction with a Brief Growth Mindset Intervention on Sixth Graders' Writing Motivation and Performance", Camacho et al. (2023) aimed to explore the effects of an SRSD (Self-Regulated Strategy Development) curriculum on two factors of writing performance: text quality and text length. They also analyzed two motivational variables, namely *self-efficacy* and *implicit theories*. The study involved 191 sixth graders from 11 different courses and their Portuguese language instructors, who participated in a six-week intervention trial. To collect data, writing performance and self-report motivational scales were used to assess the efficacy of the SRSD. A social validity scale was also filled out by students to measure their satisfaction with the treatments. This research demonstrated that a six-week SRSD training program was successful in raising students' self-efficacy for their ability to think and write. In contrast, SRSD and mindset therapies were found to prevent a larger positive effect on motivational beliefs including self-efficacy for conventions, self-efficacy for self-regulation, and implicit theories.

Tan & Levesque-Bristol (2023) conducted a study titled "Understanding Preservice Teachers' Intentions to Enact Autonomy Support: The Combined Perspectives from Self-Determination Theory and Mindset Theory". This research aimed to explore how pre-service teachers plan to encourage autonomy in their future classrooms. Data was gathered from 237 pre-service teachers using several tools, including *the Theory about Intelligence Scale*, *the Index of Autonomous Functioning*, *the Interest/Enjoyment subscale of the Intrinsic Motivation Inventory*, *Beliefs about the Motivating Style Scale*, *Teachers' Motivating Style Scale*, and Field Journals. The results indicated that intentions to implement autonomy support were linked to a growth mindset and autonomous orientation through intrinsic motivation for teaching and attitudes about autonomy support.

Reviewing the literature, it was easily observed that there have been many studies conducted on academic motivation and mindset separately. In English Language Teaching, however, relatively little research has been done on the relationship between high school students' academic motivation and their mindset. With this gap in mind, the present study focused on this need and investigated whether there is a relationship between high school students' motivation and their mindset.

For the present study, the researcher used the Self-Determination Theory (Ryan & Deci, 2017), one of the most significant theories of human motivation, to understand the high school students' levels of motivation. Also, Mindset Theory (Dweck, 2006) was incorporated to learn what types of mindsets students have.



CHAPTER III

3. METHODOLOGY

In this chapter, first, the methodology of the study is presented step by step. Within each section, the research design, setting, participants, instruments, and data collection are covered and finally, data analysis is explained in detail.

3.1. Research Design

This study aims to investigate the academic motivation of high school learners and their mindsets. For this study, a quantitative research design was utilized which involves gathering data in a numerical format and then analyzing it using statistical methods (Dörnyei & Griffee, 2010). Quantitative research design is divided into two sections which consist of experimental and non-experimental. The main objective of this study is to measure the motivation levels and mindset types of participants, using two scales. To achieve this goal, a non-experimental descriptive-survey research design which evaluates a sample at a specific point in time, without making any inferences or claiming any correlations is adopted.

3.2. Setting and Participants

This study was conducted in the Fall Term of the 2022-2023 Academic Year. The participants of the current study were 84 students of Juniors (11th grade) and Seniors (12th grade) at Anatolian Imam Hatip High School where the researcher currently works as an English teacher in Güçlükonak, Şırnak. The ages range from 15 to 19 and the gender profile was 38 females and 46 males. As the researcher is the prior teacher of English to the participants, considering their beliefs, it has been previously observed that they have some prejudice about learning a new language. They used to think of learning English as a matter of memorizing formulas, much like how one learns Math. This was because they primarily focused on English grammar in primary and secondary school, rather than the skills of reading, writing, listening, and speaking. Thus, in this context, some prejudice must be broken about English language learning.

The researcher decided to carry on the present study with 11th and 12th-grade students for two main reasons. First, as non-native speakers of Turkish, these students typically possess more experience and competence in Turkish compared to 9th and 10th graders. Second, the researcher is presently attending classes for 11th and 12th graders, which provides her with convenience in observing and incorporating students into the research process. For the present

study, demographic information form, academic motivation scale, and mindset theory scale were applied in Turkish considering the participants' background and competence in English. To ensure the accurate and meaningful gathering of data, this language preference was designed to make it easier for the participants to express their ideas and feelings. To maintain privacy, it should be emphasized that the participants' names were not included on the demographic information form. To collect data, 84 participants were given a demographic information form consisting of 11 items to fill out within 20 minutes. Collected data from the participants were analyzed using SPSS Version 25.0. to present a frame about the backgrounds of the learners. The demographic information of the participants is presented in Table 3.1.

Table 3.1. Demographic Information of the Participants

Variables		Min-Max	$\bar{X} \pm S$
Age		15-19	16.44±0.883
Variables		N	%
Gender	Male	46	54.8
	Female	38	45.2
Grade	11	53	63.1
	12	31	36.9
Education level (Mother)	Illiterate	47	56.0
	Literate	6	7.1
	Primary School	26	31.0
	Secondary School/High School	5	6.0
Education level (Father)	Illiterate	10	11.9
	Literate	17	20.2
	Primary School	37	44.0
	Secondary School/High School	20	23.8
Family's financial situation	Below the minimum wage	15	17.9
	Minimum wage	26	31.0
	Above the minimum wage	43	51.2
Availability of a study room	Yes	65	77.4
	No	19	22.6
School attendance status	Continuous	71	84.5
	Semi-Continuous	13	15.5

Table 3.1. Cont. Demographic Information of the Participants

Variables		N	%
Sparing time to study English	No time	78	92.9
	1-3 hour	5	6.0
	4-6 hour	1	1.2
Internet access status	Yes	64	76.2
	No	20	23.8
Availability of technological devices at home	Only telephone	47	56.0
	Telephone and Tablet / Computer	37	44.0
Sparing time to study English on technological devices	No time	75	89.3
	1-3 hour	9	10.7

This study included 84 participants, with 38 (45.2%) being girls and 46 (54.8%) being boys. All participants were aged between 15 and 19. 53 (63.1%) participants attended the 11th grade and 31 (36.9%) attended the 12th grade. When the education levels of the parents of the participants were examined, it was seen that the majority of the mothers (56%, n = 47) were illiterate, and the majority of the fathers (44%, n = 37) were primary school graduates. When the financial situation of the participants was examined, it was seen that 15 (17.9%) of them came from families with a financial income below the minimum wage, 26 (31%) at the minimum wage level, and 43 (51.2%) from the families with a financial income above the minimum wage. A majority, 65 (77.4%) of the participants stated that they have a study room. While 71 (84.5%) of the participants were constantly attending school, 13 (15.5%) were semi-persistent. While 78 participants stated that they did not spare time to study English, 5 (6%) participants stated that they shared 1-3 hours, and 1 (1.2%) participant shared 4-6 hours. 64 (76.2%) participants stated that they could access the Internet, while 20 (23.8%) participants stated that they could not access the Internet. 47 participants stated that they only had a telephone at home, while 37 (44%) participants stated that they also had a tablet/computer as well. Participants were also asked how much time they spent on English with technological devices. 75 (89.3%) participants stated that they did not spare time, and 9 (10.7%) participants reported that they spared 1-3 hours.

3.3. Data Collection Tools

In the present study, the *Demographic Information Form*, the *Motivation Scale Towards Learning English* (Karcı & Gündoğdu, 2018), and the *Mindset Theory Scale* (Yılmaz, 2022) were used to collect data. Below, a detailed explanation will be provided.

a) Demographic Information Form:

To determine the characteristics of the research group, some questions such as participants' *age, gender, grade, family education level, family financial status, availability of a study room, school attendance status, sparing time to study English, internet access status, availability of technological devices at home, and sparing time to study English on technological devices* were prepared by the researcher and applied as a Demographic Information Form (See Appendix-A).

b) The Motivation Scale Towards Learning English (MSLE):

The Motivation Scale Towards Learning English was developed by Karcı & Gündoğdu (2018) to measure the motivation levels of the learners. The MSLE consists of 15 items and 4 subscales. The subscales of "Like" have 4 items, "Desire" has 5 items, "Career" has 3 items, and "Talent" has 3 items. The scale is in the form of a 5-point Likert type of 1 (strongly disagree), 2 (slightly agree), 3 (partially agree), 4 (strongly agree), and 5 (totally agree). Items on the scale "I strongly disagree - 1.00-1.80"; "I slightly agree - 1.81-2.60", "I partially agree - 2.61-3.40"; "strongly agree - 3.41-4.20"; "totally agree 4.21-5.00" range from 1, the lowest value, to the highest, 5 in the options. It is obtained by dividing the series width by the number of options. The complete scale's Cronbach Alpha reliability coefficient was found to be .849. The prepared scale explains a 66 percent variance (See Appendix-B). In the present study, Cronbach's alpha internal consistency value for the academic motivation scale was found to be .898.

c) The Mindset Theory Scale (MTS):

The Mindset Theory Scale was created by Yılmaz, (2022) to measure how students perceive their talent and intelligence. This scale consists of 13 items and 2 dimensions in total, and the following parameters: 1 (not suitable at all), 2 (not suitable), 3 (partially suitable), 4 (suitable), and 5 (perfectly suitable). The dimensions of MTS are a growth mindset including belief in improvement and effort; and a fixed mindset including procrastination and belief in permanence. For the fixed mindset dimension, the internal consistency coefficient was determined to be 0.723 and for the growth mindset dimension, it was found to be 0.714 (See

Appendix-C). In the present study, Cronbach's alpha values for internal consistency were found to be .834 for fixed mindset and .711 for growth mindset.

3.4. Data Collection

Before collecting data for the current study, the approval of the Necmettin Erbakan University Ethics Commission was requested. After receiving the necessary approval from the Ethics Commission in September (2022/321, 12.09.2022), the researcher made an appeal to the Şırnak Ministry of National Education to get permission to conduct this study at Imam Hatip High School. In October 2022, upon receipt of the approval, the researcher distributed the Volunteer Consent Form to the participants and the Parent Consent Form to their parents to receive permission for the students to participate in the research. After the permission process was completed, the researcher applied the *Demographic Information Form*, the *Motivation Scale Towards Learning English*, and the *Mindset Theory Scale* to gather information about students' backgrounds, measure their academic motivation levels, and their mindset types.

Firstly, before applying the motivation and mindset theory scales, certain demographic data about participants were acquired with a *demographic information form* prepared by the researcher. Participants were asked several questions about their age, gender, grade, family education level, family financial status, availability of a study room, school attendance status, sparing time to study English, internet access status, availability of technological devices at home, and sparing time to study English on technological devices.

Secondly, the *Motivation Scale Towards Learning English* which was developed by Karcı & Gündoğdu (2018) was distributed to each participant. On the scale, the participants were asked to read each item carefully before ranking. The data collection procedure lasted for 40 minutes and then the researcher scrutinized the data.

Thirdly, the *Mindset Theory Scale* consisting of a 5-point Likert Scale which was developed by Yılmaz, (2022) was given to the participants. After reading the item statements, the students were asked to rank their agreement and disagreement.

3.5. Data Analysis

Upon the completion of the data collection process, there found to be no missing values, and statistical analyses were performed on the data obtained from 84 students. The frequencies, rates, means and standard deviations of the individuals in the groups in terms of different variables were presented with descriptive statistics. The highest values, lowest values, mean

and standard deviation values were calculated for continuous variables, while number and % values were calculated for categorical variables. Skewness and Kurtosis values, histograms, and Q-Q plot values were examined to test whether the data met the normality assumption. The results show that the data set meets the assumption of normality value (the Kurtosis and Skewness values are between -1.5 and +1.5). The T-test for independent groups was used for between-group comparisons, while the t-test for paired groups was used for within-group comparisons. Pearson correlation analysis was used to examine the relationship between the research variables. The internal consistency of the research variables was calculated with Cronbach's alpha internal consistency coefficient. The significance level for all analysis results was set as $p < .05$. In this study, the data were analyzed using SPSS 25 (IBM Corp. Released 2017. IBM SPSS Statistics for Windows, Version 25.0. Armonk, NY: IBM Corp.) program.

Some preliminary analyses were carried out before the analysis of the research questions. The reliability analysis of *Academic Motivation toward English* and the *Mindset Theory Scale* was made and explained in different studies (Karcı & Gündoğdu, 2018; Yılmaz, 2022). Both scales were found quite valid and reliable. However, the reliability of the scales was also checked for the present study. According to the *Mindset Theory Scale*, Cronbach's alpha internal consistency values were found to be (.711 for growth mindset and .834 for fixed mindset), while the *Academic Motivation toward English Scale's* values were found to be .898.

The separation of the groups according to the scores obtained from the scale is as follows: The *Mindset Theory Scale* consists of two values: growth mindset and fixed mindset. A group is labeled as having a fixed mindset when the difference between these two values is negative, and as having a growth mindset when the difference is positive. In other words, groups are categorized by the direction of the difference between the two subgroups - whether it's negative or positive.

Academic Motivation Toward English Scale consists of 15 items and 4 subscales. The subscales of "Like" have 4 items, "Desire" has 5 items, "Career" has 3 items, and "Talent" has 3 items. For the statistical analysis, the mean value is calculated by adding the highest motivation value and the lowest motivation value and dividing by two. To put it another way, as seen in Table 4.1, the highest academic motivation score is 75.00 and the lowest academic motivation score is 15.00. Therefore, the mean score becomes 45.00 when 75.00 and 15.00 are added and divided by two. Students whose total motivation scores were less than 45.00 were classified as having low academic motivation toward learning English while individuals who

scored more than 45.00 were categorized as having high academic motivation toward learning English. There are no specific cut-off points for the other scores. A higher score indicates a greater inclination towards that trait in the individual.



CHAPTER IV

4. FINDINGS

This section supplies the results of the data analysis. Based on the quantitative data that served as the study's guiding principle, the findings of the data were analyzed with SPSS 25.0. For intragroup comparisons, the t-test for paired groups was employed, while the t-test for independent groups was used for intergroup comparisons. Additionally, the relationship between the variables in the research was investigated using Pearson correlation analysis.

4.1. The findings regarding motivation levels of high school students:

RQ1: What are the motivation levels of high school students?

Table 4.1. Participants' Level of Academic Motivation and its Sub-Dimensions

Variables	The Lowest	The Highest	Mean	S	Kurtosis	Skewness	Cronbach Alpha
Aspiration	5.00	25.00	21.32	4.32	-1.348	.953	.836
Appreciation	4.00	20.00	15.42	3.91	-.955	.624	.831
Career	3.00	15.00	12.61	2.35	-1.426	.895	.719
Ability	3.00	15.00	10.33	3.39	-.346	-.770	.814
Motivation	15.00	75.00	59.68	11.12	-1.388	.385	.898

Participants' levels of academic motivation and their sub-dimensions were examined. As seen in Table 4.1., the mean of the *aspiration* variable is 21.32 ± 4.32 , the mean of *appreciation* is 15.42 ± 3.91 , the mean of *career* is 12.61 ± 2.35 , the mean of *ability* is 10.33 ± 3.88 and the mean of *total motivation* score is 59.68 ± 11.12 . Based on these results, it is seen that the motivation mean score of the participants is above average, 59.68. That is, the students' academic motivation level is high. To determine if the data satisfied the normality assumption, Skewness, Kurtosis values, histograms, and Q-Q plot values were analyzed. The results show that the data set meets the assumption of normal distribution and the Kurtosis and skewness values were found to be between -1.5 and +1.5. In terms of *aspiration*, the value of Kurtosis is -1.348 while the value of Skewness is .953. In terms of *appreciation*, the value of Kurtosis is -.955 whereas the value of Skewness is .624. In terms of *career*, the value of Kurtosis is -1.426 and the value of Skewness is .895. In terms of *ability*, the value of Kurtosis is -.346 while the value of Skewness is -.770. In terms of *motivation*, the value of Kurtosis is -1.388 whereas the value of Skewness is .385. For the data set meeting the assumption of normal distribution, the

T-test for independent groups was employed for between-group comparisons, while the t-test for paired groups was used for within-group comparisons (See Table 4.3.).

4.2. The findings regarding mindset types of high school students:

RQ2: What types of mindsets do high school students own?

Table 4.2. Participants' Levels and Participants' Dispositions on the Sub-Dimensions of the Theory of Mindset Scale

Variables	The Lowest	The Highest	Mean	S.D	Kurtosis	Skewness	Cronbach Alpha
Inertia	4.00	20.00	8.76	3.99	.954	.739	.715
Immutability Belief	3.00	15.00	6.12	3.01	.748	-.178	.738
Belief in Development	3.00	15.00	13.73	2.120	-.539	.936	.778
Effort	3.00	15.00	13.61	2.32	-.176	.376	.835
Fixed self-theory	7.00	29.00	14.88	5.85	-.914	.888	.834
Developmental self-theory	13.00	30.00	27.33	3.86	.560	-.741	.711
Self-theory trends	N	%					
Fixed self-theory trends	5	% 6					
Developmental theory trends	79	% 94					

Table 4.2. presents that the mean *Inertia dimension* of the participants is 8.76 ± 3.99 , the mean *immutability belief* is 6.12 ± 3.01 , the mean *belief in development* is 13.73 ± 2.120 , and the mean *effort* is 13.61 ± 2.32 . In addition, the mean of *fixed self-theory* consisting of *inertia* and *immutability beliefs* is 14.88 ± 5.85 and the mean of *developmental self-theory* is 27.33 ± 3.86 when the levels of the participants regarding the sub-dimensions of the *Mindset Theory Scale* are examined. Also, it is seen that the averages of *inertia*, *immutability belief*, and *fixed self-theory* are low while the averages of *belief in development*, *effort*, and *developmental self-theory* are high. In addition, the results show that 5 (6%) participants tend to have a fixed mindset, and

79 (94%) participants tend to have a growth mindset. According to Table 4.2., the data set meets the assumption of normal distribution since the Kurtosis and Skewness values are between -1.5 and +1.5. In terms of *inertia*, the value of Kurtosis is .954 while the value of Skewness is .739. In terms of *immutability belief*, the value of Kurtosis is .748 whereas the value of Skewness is -.178. In terms of *belief in development*, the value of Kurtosis is -.539 and the value of Skewness is .936. In terms of *effort*, the value of Kurtosis is -.176 while the value of Skewness is .376. In terms of *fixed self-theory*, the value of Kurtosis is -.914 whereas the value of Skewness is .888. In terms of *developmental self-theory*, the value of Kurtosis is .560 and the value of Skewness is -.741. For the data set meeting the assumption of normal distribution, within-group comparisons were conducted using the t-test for paired groups, and between-group comparisons were conducted using the t-test for independent groups (See Table 4.4.).

4.3. The findings regarding academic motivation and gender:

RQ3: Is there a significant difference between students' academic motivation in terms of gender?

Table 4.3. Comparison of Participants' Academic Motivation Means in Terms of Gender

Variables	Gender	N	Mean	S.D	% 95 Confidence Range		t	p
					Lower Limit	Upper Limit		
Aspiration	Male	46	21.28	3.28	-1.98	1.81	-.090	.928
	Female	38	21.37	5.37				
Appreciation	Male	46	15.50	3.59	-1.53	1.90	.214	.831
	Female	38	15.32	4.31				
Career	Male	46	12.91	2.00	-.35	1.70	1.316	.192
	Female	38	12.24	2.71				
Ability	Male	46	10.54	3.42	-1.02	1.95	.623	.535
	Female	38	10.08	3.37				
Motivation	Male	46	60.24	8.96	-3.63	6.11	.506	.614
	Female	38	59.00	13.38				

An independent samples t-test analysis was conducted to examine whether the mean academic motivation scores of the participants differed according to gender. As seen in Table 4.3., the mean *aspiration* of the male participants was 21.28 while the female participants' mean *aspiration* score was 21.37. Similarly, the mean *appreciation* score for male participants was

15.50 while female participants had a slightly lower mean *appreciation* score of 15.32. For *career*, male participants had a mean score of 12.91 while female participants had a lower mean score of 12.24. In terms of *ability*, male students had a mean score of 10.54 while female students had a slightly lower mean score of 10.08. Lastly, the mean *motivation* score for male students was 60.24 compared to female students who had a mean *motivation* score of 59.00. The results show that there is no significant difference between the groups in both the averages of the total score of academic motivation and the averages of the sub-dimensions of *aspiration*, *appreciation*, *career*, and *ability* ($p > .05$).

4.4. The findings regarding the relationship between mindset and gender:

RQ4: Is there a significant difference between students' mindsets in terms of gender?

Table 4.4. Comparison of the Means of the Theory of Mindset Scale according to Gender.

Variables	Gender	Mean	S.D.	% 95 Confidence		<i>t</i>	<i>p</i>	
				Range				
				Lower Limit	Upper Limit			
Inertia	Male	46	8.04	3.58	-3.31	.13	-1.837	.070
	Female	38	9.63	4.35				
Immutability Belief	Male	46	5.54	2.87	-2.56	.02	-1.960	.053
	Female	38	6.82	3.07				
Belief in Development	Male	46	13.89	1.80	-.60	1.33	.756	.452
	Female	38	13.53	2.61				
Effort	Male	46	13.59	2.15	-1.06	.97	-.087	.931
	Female	38	13.63	2.54				
Fixed Self-theory	Male	46	13.59	5.61	-5.35	-.37	-2.286	.025
	Female	38	16.45	5.82				
Developmental Self-theory	Male	46	27.48	3.41	-1.37	2.01	.377	.707
	Female	38	27.16	4.38				

Upon examining Table 4.4., trying to find out whether there is a significant difference in the sub-dimensions of the *Mindset Theory Scale* based on gender, it was noted that an

independent samples t-test analysis was performed. According to Table 4.4., the mean *inertia* of the male participants was 8.04 while the female participants' mean *inertia* score was 9.63. Similarly, the mean *immutability belief* score for male participants was 5.54 whereas female participants had a mean *immutability belief* score of 6.82. As for *belief in development*, male participants had a mean score of 13.89 while female participants had a slightly lower mean score of 13.53. In terms of *effort*, male students had a mean score of 13.59 while female students had a slightly higher mean score of 13.63. When it came to *fixed self-theory*, male students had a mean score of 13.59 while female students had a mean score of 16.45. Lastly, the mean *developmental self-theory* score for male students was 27.48 compared to female students who had a mean *developmental self-theory* score of 27.16. Considering the mean scores and the p values ($p = .025 < .05$), the results indicated that a noteworthy distinction was discovered between gender and mindset. On the fixed mindset theory, women scored significantly higher than men ($t(82) = -2.286, p < .05$).

4.5. The findings regarding the relationship between academic motivation and mindset:

RQ5: Is there a relationship between high school student's academic motivation and their mindset?

Table 4.5. The Relationship Between Academic Motivation and Mindset Theory

Variables	Aspiration	Appreciation	Career	Ability	Motivation	Inertia	Immutability Belief	Belief in Development	Effort	Fixed Self- Theory
Aspiration	1									
Appreciation	,662**	1								
Career	,490***	,318**	1							
Ability	,557***	,591***	,162	1						
Motivation	,895***	,856**	,563***	,763***	1					
Inertia	-,073	-,092	-,042	-,368**	-,182	1				
Immutability Belief	-,050	-,008	,081	-,080	-,029	,381***	1			
Belief in Development	,259*	,120	,037	,357**	,260*	-,289**	-,390**	1		
Effort	,170	,202	-,031	,170	,182	-,295**	-,316**	,459***	1	
Fixed Self- Theory	-,076	-,067	,013	-,293**	-,139	,879***	,775**	-,398***	-,364**	1
Developmental Self-Theory	,250*	,190	,003	,306**	,258*	-,342**	-,412***	,845***	,862***	-,446***

$p < .05$, ** $p < .01$, *** $p < .001$.

When Table 4.5. regarding the relationship between the academic motivation of high school learners and their mindset examined, it can be seen that Pearson correlation analysis was conducted to investigate the relationship between them. The results show that there is no significant relationship between career and ability ($p > .05$), which are sub-dimensions of motivation. Still, there are positive and significant relationships between total score and other variables ($p < .05$). There is a positive and significant relationship between the fixed self-theory and its sub-dimensions inertia and immutability beliefs. Similarly, there is a positive and significant relationship between developmental self-theory and its sub-dimensions of developmental beliefs and effort ($p < .05$). On the other hand, there is a negative and significant relationship between developmental self-theory and fixed self-theory. As a result, academic motivation and growth mindset were shown to be positively correlated ($p < .05$, $**p < .01$, $***p < .001$).

CHAPTER V

5. DISCUSSION

This study investigated the academic motivation and mindset types of high school foreign language learners. Another aim of the study was to check the relationship between the level of academic motivation of students and their mindset.

5.1. Discussion

Throughout the discussion part, research findings will be explored in line with the Research Questions of the present study. There will be a brief recapitulation of the present study's findings for each research question and the findings will be contrasted with those of other studies in the relevant literature.

This research seeks to investigate the following research questions:

RQ1: What are the motivation levels of high school students?

RQ2: What types of mindsets do high school students own?

RQ3: Is there a significant difference between students' academic motivation in terms of gender?

RQ4: Is there a significant difference between students' mindsets in terms of gender?

RQ5: Is there a relationship between high school student's academic motivation and their mindset?

5.1.1. Discussion of the RQ1: *What are the motivation levels of high school students?*

The first research question of the study was "*What are the motivation levels of high school students?*". The motivation levels of participants were examined using the *Motivation Scale Towards Learning English* and the data were analyzed with the SPSS software (version 25). Based on the findings, it was determined that high school foreign language learners' academic motivation level was (59.6811.12) overall (See Table 4.1.). The finding demonstrated that the participants' mean scores are above average, in other words, their motivation level is high. In line with the findings of the present study, the motivation level of the students was also found to be high by some other researchers (Abdolrezapour et al., 2023; Huang et al., 2016; Saraçoğlu, 2020).

However, Esra & Sevilen (2021) carried out a study on student motivation in online education. The results indicated that online education has a negative effect on students' motivation due to a lack of social interaction. This finding is in line with the study conducted by Lin et al. (2017). They found that students' extrinsic and intrinsic motivation was lower in online education than in face-to-face education. They attributed this finding to students' less interaction with peers and teachers in online courses.

In the light of the findings obtained from the studies, it can be said that various factors impact students' academic motivation, including the participants and the context of the study. That is, different results can be obtained when the study group, setting, and measurement tools are changed.

5.1.2. Discussion of the RQ2: *What types of mindsets do high school students own?*

The second research question was “*What types of mindsets do high school students own?*”. The data related to the second problem were obtained through the *Mindset Theory Scale* and then were analyzed by using SPSS software (version 25). According to the results, it was observed that the participants' averages of *immutability belief*, *fixed self-theory*, and *inertia* were low, but their averages of *effort*, *belief in development*, and *developmental self-theory* were high. 5 (6%) participants have a fixed mindset while 79 (94%) participants have a growth mindset (See Table 4.2.). That is, the participants in the current study had a strong tendency toward a growth mindset.

In line with the findings of the present study, it was found that students tended to have a growth mindset by some other researchers (Calo et al., 2019; P'Pool, 2012). In the P'Pool study, uncertainty has been assigned to the remaining 14.4% and no participant has been classified in the undecided category. Also, Altunel (2019) conducted a study on the relationship between mindset and anxiety. In that study, 64% of them were found to have a growth mindset, compared to 18.2% who have a fixed mindset, showing that their percentages match this study's proposed percentages. However, Gunnarsdóttir (2021) conducted a study on growth vs. fixed mindset with 130 university students. The findings of the study showed that 53.1% (N = 69) of the participants had a more fixed mindset, while 46.9% (N = 61) of individuals had a growth mindset.

In the present study, while 79 (94%) individuals have a growth mindset, 5 (6%) people tend to have a fixed self-theory. It can be concluded from the findings above that EFL students

may have begun to develop more growth mindsets toward language learning with the help of their teachers, peers, or just by themselves with their desire, effort, or determination, and even more could be encouraged to have a growth mindset.

5.1.3. Discussion of the RQ3: *Is there a significant difference between students' academic motivation in terms of gender?*

The third research question was “*Is there a significant difference between students' academic motivation in terms of gender?*”. The data related to the question was collected through the *Motivation Scale Towards Learning English* and then the data were analyzed by using the SPSS software (version 25). The research results showed that there is no significant difference between the two factors (See Table 4.3.). In line with the findings of the present study, some other researchers supported this finding indicating that there was no significant difference between the degrees of academic motivation, and gender among students (Şahin & Çakar, 2011; Keklik & Keklik, 2012).

Contrary to these findings, Günaydın et al. (2022) conducted a study on the association between university students' academic motivation and sense of family belonging during the COVID-19 Pandemic. In the study, they found that extrinsic motivation, intrinsic motivation, and total academic motivation were all greater among the female participants than the male ones. It was observed that male participants scored higher on amotivation. In line with these findings, Ergin & Karataş (2018) discovered that gender and academic motivation had a significant relationship. In addition to these studies, Khesht-Masjedi et al. (2019) did research with teenagers on the relationship between age, gender, anxiety, depression, and academic achievement. It was seen that girls had greater levels of autonomous motivation and internal control compared to boys.

In the light of these studies, it can be concluded that despite the misbelief and prejudice that girls in the Eastern Region of Türkiye would have lower academic motivation, gender was not found to be related to academic motivation. Women who do not have much time to study are often seen as caregivers, and emotional and domestic helpers, while men are identified with strong, decisive, and leadership roles. These roles stem from the cultural and social structure of society. In contrast, the motivation of female participants might be explained by the urge to be powerful, especially in underdeveloped societies.

5.1.4. Discussion of the RQ4: *Is there a significant difference between students' mindsets in terms of gender?*

The fourth question was “*Is there a significant difference between students' mindsets in terms of gender?*”. The data concerning the issue were gathered using the *Mindset Theory Scale* and analyzed with the SPSS software (version 25). The findings revealed that there is a significant difference between the two variables (See Table 4.4.). Contrary to males, females' fixed-mindset scores were higher ($t(82) = -2.286, p .05.$). This finding is in line with a study conducted on how gender variations in fixed mindset are influenced by the learning environment in a Korean sample (Kim et al., 2023). Also, Macnamara & Rupani (2017) carried out a study related to the relationship between mindset and intelligence and they found that women have significantly more fixed mindsets than men. In addition to these studies, in the research which is on the relationship between mindset and anxiety published in 2019, Altunel found that women are more likely than males to have a fixed mindset. This suggests that a fixed intelligence attitude is more prevalent in female students than in male students.

However, when other studies are examined in the literature, this result might exactly change. For instance, Spinath et al. (2003) put forward that women are more growth-oriented than males are. Yan et al. (2014) conducted a study on habits and beliefs. In their research, they deduced that similar mental models of intelligence exist in male and female participants.

As suggested by the studies, it may be said that there is a relationship between mindset and gender. Women who have some roles in the Eastern Region of Türkiye such as shouldering the burden of life with great devotion, baking bread, milking sheep, preparing winter provisions, taking care of their children and siblings, and meeting their needs tend to have a more fixed mindset. On the other hand, men are often associated with strength, overconfidence, and leadership roles. As a result, women who lack support from their families often struggle with low self-esteem, lack of self-belief, and the courage to express themselves. Therefore, it is not surprising that females have a more fixed mindset contrary to males.

5.1.5. Discussion of the RQ5: *Is there a relationship between high school students' academic motivation and their mindset?*

In the current study, the fifth research question of the study was “*Is there a relationship between high school students' academic motivation and their mindset?*”. The data on students' academic motivation and mindset were collected through the *Motivation Scale toward Learning English* and the *Mindset Theory Scale* and then the data were analyzed using the SPSS software

(version 25). According to the findings of the study, there found to be a positive relationship between academic motivation and a growth mindset (See Table 4.5.). To put it another way, individuals who have a growth mindset are highly motivated to learn lessons and be successful in many facets of their lives. When the body of research on the subject is examined, it is seen that few studies specifically address this connection and assert that motivation and mindset are significantly correlated. In 2007, Blackwell et al. conducted a study with junior high school students on the relationship between a growth mindset and motivation. They found that students are motivated and have academic success when they are taught a growth mindset. A growth mindset teaches students that intelligence is not a fixed characteristic and it may be developed with hard work, effort, and challenging tasks. This finding is in line with a study conducted on growth mindset and motivation with secondary school students (Bedford, 2017). He investigated what factors influence students' motivation and if a growth mindset approach boosts students' enthusiasm to learn science. The findings showed that task value, self-efficacy, and self-regulation are the motivating qualities that students lack. The program which indicates the need to develop a growth mindset approach to education makes science applicable to daily life. That is, students are motivated to learn and achieve if they have a growth mindset. The findings on academic motivation and mindset supported the present study's finding indicating the relationship between two variables.

Considering the previous studies and the present study, it can be observed that a person with a growth mindset is more likely to have high academic motivation. Growth-minded people believe that with hard work, practice, and effort they can succeed in any field they want and this motivates them. They are more likely to embrace challenges, persist in the face of setbacks, and view effort as a path to mastery. Therefore, it is not unexpected that there is a positive correlation between academic motivation and a growth mindset.

6. CONCLUSION AND SUGGESTIONS

6.1. Conclusion

This study mainly focused on academic motivation of high school foreign language learners and their mindset. First, studies on academic motivation and mindsets in the ELT context were reviewed. Then, the development and benefits of a growth mindset were presented, and the scope of the study was extended. After that, data were collected with the *Demographic Information Form*, *Theory of Mindset Scale*, and *Motivation Scale for Learning*

English, and the data were analyzed using SPSS Statistics for Windows program version 25.0. Finally, a discussion, conclusion, and suggestions for further research are presented.

The sample of this study consists of 84 students studying in the 11th and 12th grades at Anatolian Imam Hatip High School in Güçlükonak, Şırnak. The ages of the students ranged from 15 to 19, 46 of which were male, and 38 were female. To collect data, first, the researcher used a demographic information form to provide a background frame of the participants such as age, gender, grade, family education level, family financial status, availability of a study room, school attendance status, sparing time to study English, internet access status, availability of technological devices at home, and sparing time to study English on technological devices.

For quantitative data collection, one demographic information form and two scales were used with different purposes: First, the researcher used a *Demographic Information Form* to gather some demographic information about participants before applying the motivation and mindset theory scales. Participants were asked several questions about their age, gender, grade, family education level, family financial status, availability of a study room, school attendance status, sparing time to study English, internet access status, availability of technological devices at home, and sparing time to study English on technological devices. Second, *The Theory of Mindset Scale* developed by Yılmaz (2022) to measure people's perceptions of ability and intelligence was used. Third, *The Motivation Scale Toward Learning English* developed by Karcı and Gündoğdu (2018) to determine how different the academic motivation level of each student was applied. Then, the collected data were analyzed using SPSS Statistics for Windows program version 25.0.

The obtained data were used to answer the research questions respectively: RQ 1: *What is the motivation level of high school students?* As a result of the analysis of the mean scores, it was concluded that the motivation levels of the candidates were high with the mean total motivation score of 59.68 ± 11.12 (See Table 4.1.). RQ 2: *What kind of mindsets do high school students have?* According to the findings obtained from the data, high school students mostly have a growth mindset with the mean of the growth mindset theory of 27.333.86, while the mean of the fixed mindset theory is 14.885.85 (See Table 4.2.). RQ 3: *Is there a significant difference between students' academic motivation in terms of gender?* According to the findings of the study, no significant difference was found between high school students' academic motivation and their gender (See Table 4.3.). RQ 4: *Is there a significant difference between students' mindsets in terms of gender?* There found to be a significant difference between the

two variables. Compared to males, females scored significantly higher on the fixed mindset theory ($t(82) = -2.286, p < .05$ See Table 4.4.). RQ 5: *Is there a relationship between academic motivation and the mindset of high school students?* There found to be a positive relationship between academic motivation and a growth mindset ($p < .05, **p < .01, ***p < .001$) (See Table 4.5.). That is, individuals with a growth mindset tend to have higher academic motivation.

In conclusion, the participants showed high levels of motivation. They primarily have a growth mindset. When taking students' academic motivation and gender into consideration, there found to be no significant relationship between the two variables. However, there was a significant relationship between mindset and gender. That is, females tend to have more of a fixed mindset because they are not supported and encouraged by their families in the Eastern Region of Türkiye. A positive relationship between academic motivation and a growth mindset was also found. Growth-minded students have a high level of academic motivation because they have self-esteem and self-belief to study and succeed.

6.2. Suggestions

6.2.1. Suggestions for Educators, and Further Studies

The present study employed a quantitative research design due to the regional conditions (Güçlükonak, Şırnak). Students go to work in different parts of Türkiye and do not attend school regularly. In the classroom environment, the number of students is constantly changing. Thus, it was more practical and applicable to carry out the present study as a non-experimental quantitative research design. However, further studies might focus on an experimental study design because readers and participants could benefit more from it and improve themselves in this way. Participants might develop their mindset over time if they have a fixed mindset in which they believe intelligence, talent, and other qualities are innate and unchangeable. Additionally, growth-minded participants who believe that abilities are not innate but can be developed through effort, hard work, or practice can improve their mindset, as well.

Another suggestion would be, considering the experimental application process, to recommend instructors to measure students' mindset type at the beginning of the Academic year to be able to create an efficient classroom environment where students' needs are taken into account. After the data collection and data analysis procedure, for the ones who are mostly fixed-minded, it might be efficient to embed growth mindset activities in lesson plans and assign homework to make students' mindsets more open to development while students who are already growth-minded may be supported to join in growth mindset activities and give them

opportunities to express themselves better. Group activities also work to improve students' mindset because they feel more relaxed, and express themselves well when working in a group. Thus, they may learn to work together and help each other's mindsets develop.

In addition, the researcher carried out this study with Imam Hatip High School students in Şırnak. Other studies might be conducted with primary, and secondary schools or universities in different cities. Therefore, it may be inferred that doing the research with participants from different cities may produce different findings to be generalized. In addition, in the present study, the researcher used two instruments namely 1) The Motivation Scale Towards Learning English (MSLE) was developed by Karcı & Gündoğdu (2018) and 2) The Mindset Theory Scale (MTS) was created by Yılmaz, (2022) to get necessary data. Thus, different instruments might be used to measure the intervention process such as interview forms or prepared tests including expressions of growth or fixed-minded people used to measure participants' mindsets.

Moreover, researchers might use a new plan of action or technique to create the circumstances. It could be more efficient to induce the circumstances using several tools, such as movies, audio materials, games, enjoyable activities, or reading materials. When the activities used are diversified, students will both participate more voluntarily and learn by having fun during the study process, which will provide chances for motivation & growth mindsets.

Finally, in the present study, there found to be a relationship between academic motivation and growth mindset. Educators might benefit from training that focuses on this relationship, and improve themselves to a great extent. In addition, exercises related to a growth mindset could be employed to keep students engaged in the classroom. In this way, students might improve their academic motivation and mindset in accordance.

GENİŞLETİLMİŞ TÜRKÇE ÖZET

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Yabancı Diller Eğitimi Anabilim Dalı
İngiliz Dili Eğitimi Bilim Dalı
Yüksek Lisans Tezi

YABANCI DİL ÖĞRENEN LİSE ÖĞRENCİLERİNİN AKADEMİK MOTİVASYONLARI İLE ZİHNİYETLERİ ARASINDAKİ İLİŞKİYE YÖNELİK BİR ARAŞTIRMA

Zeliha MERMER

Bu çalışma temel olarak akademik motivasyon ve sabit zihniyet (fixed mindset) ile büyüme zihniyetini (growth mindset) kapsayan iki zihniyet setine odaklanmıştır. Sabit zihniyete sahip olan kişiler, zekâları veya yetenekleri gibi temel özelliklerinin sadece sabit nitelikler olduğunu düşünürler. Bunları geliştirmek yerine, zamanlarını zekâlarının veya yeteneklerinin değişmeyeceği konusunda yorum yaparak harcarlar. Büyüme zihniyetine sahip kişiler, en temel becerilerinin çok çalışma ve çaba ile geliştirilebileceğini düşünür; onlar için yetenek ve zeka sadece başlangıç noktasıdır. Bu araştırmada ilk olarak, ELT bağlamında akademik motivasyon ve zihniyetler üzerine yapılan çalışmalar incelenmiştir. Daha sonra, büyüme zihniyetinin geliştirilmesi ve faydaları ayrıntılı olarak sunulmuş ve çalışmanın kapsamı metodolojiyi de içerecek şekilde genişletilmiştir. Son olarak, tartışma, sonuç ve gelecekte yapılacak araştırmalar için öneriler sunulmuştur.

Katılımcıların İngilizce öğretmeni olan araştırmacı, öğrencilerin İngilizce öğrenme konusunda bazı önyargılara sahip olduklarını gözlemlemiştir. Öğrencilere ilkökul ve ortaokulda okuma, yazma, dinleme ve konuşma gibi temel beceriler yerine İngilizce dilbilgisi öğretildiği için İngilizce öğrenmenin formüllerden oluşan matematik öğrenmek gibi olduğuna inanmaktadırlar. Derste yapılan aktivitelere, konuşma etkinliklerine katılmak istemeyen öğrenciler İngilizce öğrenmenin çok zor olduğunu, öğrenseler dahi başarılı olamayacaklarını düşünmektedirler. Öğrencilerin bir diğer önyargısı ise İngilizcenin Türkiye'de kullanımıyla ilgilidir. Hayatlarında pratik yapacakları bir ortam ya da kişi olmadığı için İngilizce öğrenmenin çok önemli olmadığını savunmaktadırlar. Bununla beraber, bir hafta içinde sadece iki saat İngilizce dersleri olan öğrenciler dil becerilerini geliştirmek için bu zamanın yeterli olmadığını iddia etmektedirler. Bu nedenle 11 ve 12.sınıf öğrencileri İngilizce öğrenmeyi zaman kaybı olarak görmektedirler. Yani, öğrencilerin İngilizce öğrenimi konusunda kırılması gereken bazı önyargıları var. Araştırmacı atandığı okulda böyle bir durumla karşılaşınca öğrencilerin

zihniyet yapıları ve akademik motivasyonları arasında ilişki olup olmadığını araştırma düşüncesi bu çalışmanın problem cümlesini oluşturmuştur.

Araştırmada verileri elde etmek için nicel bir araştırma stratejisi kullanılmıştır ve bu da ağırlıklı olarak sayısal veri sağlayan veri toplama tekniklerini gerektirir. Nicel araştırmalar için deneysel ve deneysel olmayan tasarımlar bu iki gruba girer. Bu çalışma, deneysel olmayan betimsel-anket araştırması olarak yürütülmüştür. Çalışmaya başlamadan önce öğrencileri daha iyi tanımak için araştırmacı demografik bilgi formu kullanmıştır. Bu sayede katılımcıların yaş, cinsiyet, sınıf, aile eğitim düzeyi, ailenin maddi durumu, çalışma odasının varlığı, okula devam durumu, İngilizce çalışmaya zaman ayırma durumu, internet erişim durumu, evde teknolojik cihazların varlığı ve teknolojik cihazlarda İngilizce çalışmaya zaman ayırma durumu hakkında bilgi sahibi olunmuştur.

Şırnak'ın Güçlükonak ilçesindeki Anadolu İmam Hatip Lisesi'nde 11. ve 12. sınıfta okuyan 84 öğrenci bu araştırmanın çalışma grubunu oluşturmuştur. Yaşları 15 ile 19 arasında değişen öğrencilerin 46'sı erkek, 38'i kızdır. Bu çalışmada veri toplamak için iki tane Likert tipi ölçek kullanılmıştır. 1) "Zihniyet Kuramı Ölçeği", kişilerin yetenek ve zekâ algılarını ölçmek için Yılmaz (2022) tarafından, 2) "İngilizce Öğrenmeye Yönelik Motivasyon Ölçeği" ise her bir öğrencinin akademik motivasyon düzeyinin ne kadar farklı olduğunu belirlemek için Karcı ve Gündoğdu (2018) tarafından geliştirilmiştir. Katılımcılara sırasıyla 40 dakika süre verilerek ölçekler dağıtılmıştır. Ölçekte kullanılan tüm maddeler ile ilgili açıklamalar araştırmacı tarafından detaylı bir şekilde yapılmıştır. 40 dakika sonunda veriler kontrol edilerek toplanılmıştır. Daha sonra araştırmacı SPSS programının 25.0 sürümünü kullanarak toplanan verileri analiz etmiştir.

Elde edilen veriler sırasıyla araştırma sorularına cevap aramak için kullanılmıştır: 1) *Lise öğrencilerinin motivasyon düzeyleri nedir?* Ortalama puanların analizi sonucunda, adayların motivasyon seviyelerinin yüksek olduğu sonucuna varılmıştır (toplam motivasyon puanı ortalaması 59.68 ± 11.12 'dir). 2) *Lise öğrencileri ne tür zihniyetlere sahiptir?* Verilerden edinilen bilgilere göre, lise öğrencileri çoğunlukla büyüme zihniyetine (growth mindset) sahiptir (Gelişme zihniyet teorisi ortalaması 27.333.86 iken, sabit zihniyet teorisi ortalaması 14.885.85'tir). 3) *Öğrencilerin akademik motivasyonları ile cinsiyetleri arasında anlamlı bir fark var mıdır?* Araştırma bulgularına göre, lise öğrencilerinin akademik motivasyonları ile cinsiyetleri arasında anlamlı bir fark bulunamamıştır. 4) *Öğrencilerin zihniyet yapıları ile cinsiyetleri arasında anlamlı bir fark var mıdır?* İki değişken arasında anlamlı bir fark vardır.

Erkeklerle karşılaştırıldığında, kadınların sabit zihniyet teorisinden elde ettikleri puan önemli ölçüde daha yüksektir ($t(82) = -2.286, p < .05$). Çalışmanın son araştırma sorusu, 5) *Lise öğrencilerinin akademik motivasyonları ile zihniyetleri arasında bir ilişki var mıdır?* Akademik motivasyon ve büyüme zihniyeti arasında pozitif yönlü bir ilişki vardır ($p < .05$, $** p < .01$, $*** p < .001$). Yani, büyüme zihniyetine sahip olan bireylerin akademik motivasyonları, derse karşı olan ilgileri daha yüksektir.



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APPENDICES

APPENDIX-A: Demographic Information Form

Sevgili Öğrenciler;

Katılacağınız bu çalışma, “An investigation into the relationship between academic motivation of high school foreign language learners and their mindset” başlıklı lise öğrencilerinin akademik motivasyonlarını ve zihniyet türlerini araştırmak amacıyla Necmettin Erbakan Üniversitesinde yapmakta olduğum yüksek lisans tezim için oluşturulmuştur. Lütfen maddelerde bulunan ifadelerden size uygun olanları (X) işareti koyarak belirleyiniz. Cevaplarınızın gizli tutulacağından dolayı değerlendirmelerinizi içtenlikle ve sizi tam olarak yansıtacak şekilde yapmanızı rica ederim. Çalışmadan elde edilecek bilgiler sadece bilimsel yayın sürecinde kullanılacak olup kesinlikle üçüncü kişi ya da kurumlar ile paylaşılmayacaktır. Lütfen anket formuna her soru için sadece bir tane işaretleme yapınız ve **İSMİNİZİ YAZMAYINIZ**. Çalışmaya katılımınız, ilginiz ve desteğiniz için teşekkür ederim.

Zeliha MERMER
Yüksek Lisans Öğrencisi

Anket No:

1. Yaşınız?

2. Kaçınıcı sınıfa gidiyorsunuz?

1. ()11. Sınıf

2. ()12. Sınıf

3. Cinsiyetiniz?

1. ()Erkek

2. ()Kadın

4. Anne ve babanın eğitim durumu nedir?

Anne: 1. ()Okuryazar değil 2. ()Okuryazar 3. ()İlkokul 4. ()Ortaokul /Lise 5. ()Yüksekokul ve üzeri

Baba: 1. ()Okuryazar değil 2. ()Okuryazar 3. ()İlkokul 4. ()Ortaokul / Lise 5. ()Yüksekokul ve üzeri

5. Evde kendinize ait bir çalışma ortamınız var mı?

1. ()Evet

2. ()Hayır

6. Maddi durumunuz nedir?

1. ()2000-2999

2. ()3000-3999

3. ()4000-4999

4. ()5000 ve üzeri

7. İngilizce çalışmaya günlük kaç saat ayırıyorsunuz?

1. ()Vakit ayırmıyorum

2. ()1-3

3. ()4-6

8. Bulduğunuz yerde internete erişim sağlayabiliyor musunuz?

1. ()Evet

2. ()Hayır

9. Evinizde teknolojik cihaz var mı? (tablet, bilgisayar, cep telefonu vs)

1. ()Evet

2. ()Hayır

Cevabınız Evet ise lütfen açıklayınız:

10. Teknolojik cihazlarda İngilizce çalışmaya günlük kaç saat vakit ayırıyorsunuz?

1. ()Vakit ayırmıyorum

2. ()1-3

3. ()4-6

11. Okula devam durumunuz nedir?

1. ()Sürekli devamlı

2. ()Yarı Devamlı

Açıklayınız.....

**APPENDIX-B: The Motivation Scale Towards Learning English (Karcı & Gündođdu
2018)**

Sevgili öğrenciler;

Aşağıda bulunan ifadelerden size uygun olanları (X) işareti koyarak belirleyiniz.

İNGİLİZCEYE ÖĞRENMEYE YÖNELİK MOTİVASYON	Tamamen katılıyorum	Büyük Ölçüde Katılıyorum	Kısmen Katılıyorum	Çok Az Katılıyorum	Hiç Katılmıyorum
1.İngilizce'yi akıcı bir şekilde konuşmak isterim.					
2.İngilizce konuşan arkadaşlar edinmek isterim.					
3.İngilizce konuşan biriyle iletişim kurmak isterim.					
4.İngilizce konuşulan ülkelere seyahat etmek isterim.					
5.İngilizce derslerine katılmaktan zevk alırım.					
6.İngilizce derslerinde öğrendiğim konular eğlencelidir.					
7.İngilizce derslerini kaçırmak istemem.					
8.İmkanım olsa okul dışında da İngilizce dersi alırım.					
9.İngilizce ders konuları ilgi çekicidir.					
10.İngilizce dersi iş bulmam için gereklidir.					
11.İngilizce öğrenmek kariyerim açısından yükselmemi sağlayacak.					
12.İngilizce öğrenmenin yurt dışında da iş bulmama yardımcı olacağına inanıyorum.					
13.İngilizce iletişim konusunda yetenekli olduğumu düşünüyorum.					
14.Etkili İngilizce iletişim konusunda yeterli olacağıma inanıyorum.					
15.Derste öğretilenleri anlama konusunda yetenekli olduğuma inanıyorum.					

APPENDIX-C: Mindset Theory Scale (Yılmaz, 2022)

<p>Sevgili öğrenciler aşağıda sizin kendinize yönelik düşüncelerinizle ilgili bir dizi durum verilmiştir. Bu durumların sizin düşüncelerinize uygunluğunu 5 ile 1 arasındaki puanlama ölçeğine göre cevaplandırınız. 5= Benim düşüncelerime çok uygun, 4= Benim düşüncelerime uygun, 3= Benim düşüncelerime kısmen uygun, kısmen değil, 2= Benim düşüncelerime uygun değil ve 1= Benim düşüncelerime hiç uygun değil puanlama sistemine göre cevaplandırınız. Lütfen düşüncelerinize uygunluğu ne olması gerektiği gibi değil, sizin düşüncelerinizi göz önünde bulundurarak cevaplayınız. Lütfen her bir maddeyi diğerlerinden ayrı tutunuz.</p>	Benim düşüncelerime çok uygun	Benim düşüncelerime uygun	Benim düşüncelerime kısmen uygun, kısmen değil	Benim düşüncelerime uygun değil	Benim düşüncelerime hiç uygun değil
1. Zekâ seviyemin değişmeyeceğine inanırım.					
2 Yeni şeyler yapmak ve öğrenmek için kendimi zorlarım.					
3. Bazı şeyleri farklı şekilde yapabilirim ama birçok önemli özelliğimi değiştirebileceğimi düşünmüyorum.					
4. Bir iş yaparken kendimi tehdit altında hissederim.					
5. İnsanların sahip olduğu zekanın, değiştiremeyeceği özelliklerinden birisi olduğunu düşünürüm.					
6. Zekâmı geliştirmek elimdedir.					
7. Bende stres yarattığı için yeni şeyler denemekten kaçınırım.					
8. Hatalarımdan dersler almaya çalışırım.					
9. Yeni şeyler öğrenebilirim ama sahip olduğum zekâyı değiştirebileceğimi zannetmiyorum.					
10. Zeki olan insanın bile zekâsını geliştirebileceğine inanırım.					
11. Zekâmı geliştirmek için çabalamanın boşuna olduğunu düşünürüm.					
12. Çevremdeki insanların başarılarından bir şeyler öğrenmeye çalışırım.					
13. Zekâ seviyemi önemli ölçüde artırabilirim.					

APPENDIX-D: Ethics Committee Approval



NECMETTİN ERBAKAN ÜNİVERSİTESİ SOSYAL VE BEŞERİ BİLİMLER BİLİMSEL ARAŞTIRMALAR ETİK KURULU BAŞKANLIĞI ETİK KURUL KARARI

Etik Kurul Toplantı Tarihi/Sayısı ve Karar No	Tarih : 12/09/2022 Toplantı Sayısı:09 Karar No :2022/321
Araştırmanın Başlığı	Yabancı Dil Öğrenen Lise Öğrencilerinin Akademik Motivasyonları ile Zihniyetleri Arasındaki İlişkiye Yönelik Bir Araştırma. An Investigation into the Relationship between Academic Motivation of High School Foreign Language Learners and Their Mindset.
Sorumlu Araştırmacı	Dr. Öğr. Üyesi Emine Eda ERCAN DEMİREL
Yardımcı Araştırmacı	Lisansüstü Öğrenci Zeliha MERMER
Etik Kurul Kararı	11078 sayılı başvuru değerlendirilmiş olup, başvuru ile ilgili Etik Kurul tarafından “Uygun” kararı verilmiştir.

ASLI GİBİDİR

12/09/2022

ETİK

Dr. Öğr. Üyesi Mustafa AYDIN
Başkan Yardımcısı

APPENDIX-E: Şırnak Ministry of Education Approval



T.C.
ŞIRNAK VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : E-61543340-604.01.01-61624416
Konu : Tez Çalışması (Zeliha MERMER)

21.10.2022

GÜÇLÜKONAK KAYMAKAMLIĞINA
(İlçe Millî Eğitim Müdürlüğü)

İlgi : Valilik Makamının 19.10.2022 tarih ve 61372229 sayılı onayı.


Valilik Makam onayı ekte gönderilmiş olup, Necmettin Erbakan Üniversitesi Eğitim Bilimleri Enstitüsü, İngiliz Dili Eğitimi Anabilim Dalı yüksek lisans programı 21830401012 numaralı Öğrencisi, Zeliha MERMER'in (T.C. Kimlik No: 36097880102) "**An Investigation Into The Relationship Between Academic Motivation Of High School Foreign Language Learners And Their Mindset**" adlı tez çalışması kapsamında, Müdürlüğünüze bağlı Anadolu İmam Hatip Lisesi Müdürlüğünde öğrenim gören öğrencilere yönelik, anket yapılması uygun değerlendirilmiştir. Gerekli kolaylıkların sağlanması ve bilgilendirmelerin yapılması hususunda;





Gereğini rica ederim.

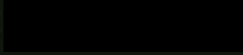

Mirza TETİK
Vali a.
İl Millî Eğitim Müdürü

Ek: İlgi onay ve ekleri (33 sayfa)





APPENDIX-F: Permission of Using the Mindset Theory Scale (Yılmaz, 2022)


Araştırma Ölçek İzni Gelen Kutusu 

 **Zeliha M...** 16.07.2022   

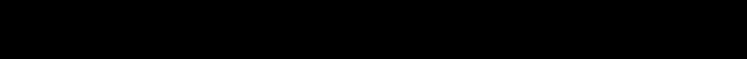
Alicılar:  

Merhaba Hocam, iyi günler. Necmettin Erbakan Üniversitesi İngilizce Öğretmenliği bölümünde Yüksek lisans öğrencisiyim. Tez yazma sürecimde "Zihniyet ve Motivasyon" konusunu lise öğrencileriyle çalışacağım. Araştırma sürecimde geçerlik ve güvenilirlik sizin tarafınızdan yapılmış Türkçeye uyarladığınız Zihniyet Teorisi Ölçeğini sizin de izniniz olursa kullanmak istiyorum.
Saygılarımla
İyi çalışmalar

 **Ercan Yil...** 20.07.2022   

Alicılar: ben 

Zeliha Hanım geliştirdiğim Zihniyet Teorisi Ölçeğini çalışmanızda kullanabilirsiniz. Kolaylıklar

Zeliha Mermer 
Tem 2022 Sal, 18:13 tarihinde şunu yazdı:
Merhaba Hocam, iyi günler. Necmettin Erbakan Üniversitesi İngilizce Öğretmenliği bölümünde Yüksek lisans öğrencisiyim. Tez yazma sürecimde "Zihniyet ve Motivasyon" konusunu lise öğrencileriyle çalışacağım. Araştırma sürecimde geçerlik ve güvenilirlik sizin tarafınızdan yapılmış Türkçeye uyarladığınız Zihniyet Teorisi

APPENDIX-G: Permission of Using the Motivation Scale Towards Learning English
(Karcı & Gündođdu, 2018)

EK-1

İNGİLİZCE ÖĞRENMEYE YÖNELİK MOTİVASYON ÖLÇEĐİ

Sevgili Öğrenciler;

Bu ölçek, Adnan Menderes Üniversitesi Yabancı Diller Yüksekokulu İngilizce hazırlık öğrencilerinin İngilizce öğrenmeye yönelik motivasyon düzeylerini belirlemek amacıyla hazırlanmıştır. Bu çalışmanın amacına ulaşabilmesi, siz sevgili öğrencilerin ölçek sorularına vereceđi cevapların tarafsız, içten ve doğru olmasına bağlıdır. Lütfen hiçbir soruyu yanıtızsız bırakmayınız. Anket formuna isim yazmanıza gerek yoktur. Sizden elde edilecek veriler, yalnızca bilimsel amaçlar doğrultusunda kullanılacak ve herhangi bir kişi veya kuruma verilmeyecektir. Bu nedenle her maddeyi dikkatlice okuyarak cevaplamanız büyük önem taşımaktadır. Ölçeđi cevaplayarak araştırmaya yapacağınız katkı için şimdiden teşekkür ederim.

Canay Karcı Aktaş

KİŞİSEL BİLGİLER

Fakülte/Bölüm:

Cinsiyet: Erkek () Kadın ()

Hazırlık sınıfını : Zorunlu olarak alıyorum () İsteđe bağlı olarak alıyorum ()

İNGİLİZCE ÖĞRENMEYE YÖNELİK MOTİVASYON	Tamamen Katılıyorum	Büyük Ölçüde Katılıyorum	Kısmen Katılıyorum	Çok Az Katılıyorum	Hiç Katılmıyorum
1. İngilizce'yi akıcı bir şekilde konuşmak isterim.					
2. İngilizce konuşan arkadaşlar edinmek isterim.					
3. İngilizce konuşan biriyle iletişim kurmak isterim.					
4. İngilizce konuşulan ülkelere seyahat etmek isterim.					
5. İngilizce derslerine katılmaktan zevk alırım.					
6. İngilizce derslerinde öğrendiğim konular eğlencelidir.					
7. İngilizce derslerini kaçırmak istemem.					
8. İmkânım olsa okul dışında da İngilizce dersi alırım.					
9. İngilizce ders konuları ilgi çekicidir.					
10. İngilizce dersi iş bulmam için gereklidir.					
11. İngilizce öğrenmek kariyerim açısından yükselmemi sağlayacak.					
12. İngilizce öğrenmenin yurtdışında da iş bulmama yardımcı olacağına inanıyorum.					
13. İngilizce iletişim konusunda yetenekli olduğumu düşünüyorum.					
14. Etkili İngilizce iletişim konusunda yeterli olacağıma inanıyorum.					
15. Derste öğretilenleri anlama konusunda yetenekli olduğuma inanıyorum.					

Not: Referans gösterilmek kaydıyla araştırmacılar bu ölçeđi, ayrıca bir izin alınmaksızın kullanabilirler.