

**University of Essex**

**Language Learning Mindsets and Strategies of Chilean Teachers of English**

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## Language Learning Mindsets and Strategies of Chilean Teachers of English

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**Abstract**

According to updated research, the learners' mindset is one of the factors that affect second language learning. Investigations have demonstrated that growth mindsets (the belief that ability can be enhanced by effort) have a positive impact on motivation, learning and academic achievement; therefore educators play a vital role in the development of this mindset. The purpose of this study was to investigate the language learning mindsets of Chilean teachers of English, the strategies that they use to promote language learning mindsets, and the relationship between these two variables. Fifty Chilean teachers of English answered an online questionnaire with closed and open-ended questions, therefore quantitative and qualitative analyses were carried out. Teachers need to have and promote growth language learning mindsets so that students can see that through effort, hard work and the use of proper strategies they can improve their abilities and get to be successful language learners. However, confirming prior research, the results of this study showed that teachers are not good at promoting strategies to develop growth mindsets. Most Chilean teachers of English in this sample have and foster mixed language learning mindsets, a few of them possess growth language learning mindsets; however, most of them do not encourage this mindset among their students, and statistically, there is no relationship between the mindset that they have and the strategies that they promote. These results suggest that teachers need to know more about this theory to implement appropriate strategies to develop growth language learning mindsets.

*Keywords:* second language learning - teachers of English – mindset - language learning mindsets – strategies - effort – abilities

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## **Chapter 1**

### **Introduction**

#### **1.1 Motivation**

The level of English of Chileans is perceived as low, in fact, in the last evaluation taken by the Chilean Ministry of Education, only 24.6 % of the students obtained B1 and A2 levels according to The Common European Framework of Reference for Languages (CEFR) (Agencia de Calidad, 2015). As a teacher of English, I am always looking for methodologies, strategies, activities and tools that help my students to be successful language learners. In this research, I found out a fascinating topic that according to my 7-years' experience as a teacher seems to be proper to help second language learners from Chile to take the best out of them and be able to learn a new language. It is common to listen to Chilean people from different ages and professions to say that learning a new language is just not for them. They blame their ability and sometimes their age as barriers to learning English. Also, I have listened to some teachers of English saying that it is impossible that a language can be learned inside a classroom and believe that students who have been able to learn have done it because of the possibility of travelling and practising the language in real contexts. They do not feel responsible for students' progress and instead blame students' ability and their low social and economic status. All these reasons, have motivated me to find out more about the mindset theory and to investigate about the language mindsets of Chilean teachers of English.

#### **1.2 Theoretical Framework**

According to Dweck (2007, 2010), there are two types of mindsets: fixed and growth. People with fixed mindsets believe that their ability or intelligence cannot be

changed and individuals with growth mindsets think that effort and practice can improve their abilities. Individuals can have different mindsets for different areas (Dweck, Chiu & Hong, 1995; Ryan & Mercer 2012). Mercer & Ryan (2010) and Ryan & Mercer (2011, 2012) have researched language learning mindsets and have defined them. Fixed language mindsets believe that language learning is only possible when people have a natural talent and growth language mindsets believe that abilities for second language learning can be improved through hard work and effort.

Lou & Noels (2016) discovered that it is possible to change individuals' language mindsets and therefore to impact learners' motivation. Also, many studies have discovered that people who have growth mindsets get better academic results (e.g., Blackwell, Trzesniewski, & Dweck, 2007; Dweck, 2000; Good, Aronson & Inzlicht, 2003; Paunesku et al., 2015; Yeager et al., 2016), therefore mindsets have a crucial role in the educational context where the teachers have a vital responsibility in the development of learners' growth mindsets (Dweck 2007, 2008, 2010; Mercer & Ryan 2010; Ryan & Mercer 2011).

### **1.3 Purpose of the Study**

Teachers need to possess as well as to promote strategies that help learners to develop growth mindsets (Dweck 2007, 2008, 2010; Mercer & Ryan 2010; Ryan & Mercer 2011). In Chile, English is a language that the majority of individuals do not dominate and blame to some extent their lack of ability for that (British Council, 2015). Teachers of English are the professionals who have the responsibility of being experts in the second language acquisition theories and methodologies and have to be updated with all the necessary knowledge, tools and strategies to be able to change incorrect beliefs that might prevent people from learning. The role of the teachers is essential; therefore, this research

aims to investigate the language learning mindsets of Chilean teachers of English, the strategies that they use to promote language learning mindsets in their students, and the relationship between their mindsets and their strategies.

#### **1.4 Outline of the chapters**

The first chapter describes the literature review of this research which includes relevant and updated investigations that explain fundamental concepts, how the mindset theory emerged and how the studies have proved the importance of developing growth mindsets in the educational context. Some investigations carried out in Chile are also included to understand the necessity of developing growth language learning mindsets in the learners. Later, criticisms of the theory will be explained, and finally, the research questions for the study will be presented.

Then, in the second chapter, the methodology used to investigate the language mindsets of Chilean teachers of English and the strategies that they use to promote these mindsets in the students will be described. I will refer to the participants, materials, and procedures to understand precisely how the questionnaire was constructed after doing an in-depth research to find appropriate models and questions. I will explain how the data were collected and analysed; and finally, I will demonstrate the quality of the study.

Later on, I will describe the results obtained in this investigation. The findings will allow knowing the teachers' language mindsets, teachers' strategies and the relationship between these two variables.

After that, I will interpret the results in the discussion chapter. I will reflect on the findings, and I will connect the results of this research with previous investigations to find

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similarities and differences. Some recommendations for teachers of English will be suggested taking into account the interpretations of these results.

Finally, the concluding chapter of this dissertation will include a summary of the most relevant aspects of this research including the most significant findings and interpretations to lastly refer to the limitations of this study and advice for further investigations.

## **Chapter 2**

### **Literature Review**

#### **2.1 Introduction**

This chapter aims to inform about the mindset theory research and its importance by including as reference relevant and up to date investigations. First, the origins of the mindset theory will be explained to then move specifically to describe the language learning mindsets. After the central concepts have been defined and explained, investigations that support the importance of the theory in education will be specified referring to the relationship between mindsets and academic achievement, the importance of mindset in the educational context and misunderstanding that can create a false mindset. Then, it will be manifested how cultural issues might influence people's mindsets, and how the Chileans' level of English might be related to the mindsets that they have. Later, some criticisms of the mindset theory will be explained, and finally, the conclusions and the research questions of this study will be presented.

#### **2.2 Mindset Definition**

Mindset is a concept developed by Carol Dweck, an American psychologist who has researched this topic for many years. Dweck (2000) states that there are two types of theories which people can have according to their intelligence: entity and incremental. On the one hand, people who believe that intelligence is fixed hold an entity theory. On the other hand, people who think that intelligence is dynamic possess an incremental theory. Dweck (2007) relates the concepts of the theories of intelligence with mindsets; therefore she claims that there are two types of mindsets: fixed mindset and growth mindset. A fixed mindset possesses the belief that people's intelligence and ability are determined at birth so



intelligence cannot be changed and there is a tendency to elude challenges and failure. In contrast, a growth mindset believes that abilities can be improved through practice, then people possess an immeasurable aptitude to reach their learning goals through perseverance and effort (Dweck, 2007, 2010).

Mindsets are powerful beliefs which can show how people react to mistakes, failure, success and effort. According to Dweck (2007, 2010) and Mueller & Dweck (1998), people who have fixed mindsets believe that they need to prove that they are intelligent without the necessity of effort. Fixed mindset people are afraid of making mistakes and failure because people will see that they are not smart; therefore they tend to choose easier challenges since they prefer to thrive on things that they can do well to prove that they are unique or superior (Dweck 2007, 2010; Mueller & Dweck, 1998). In contrast, people with growth mindsets see mistakes and failure as an opportunity to improve through effort, therefore effort is vital to succeed and learn; for this reason, they tend to choose more difficult challenges to learn and grow (Dweck, 2007; Mueller & Dweck, 1998). As a conclusion, fixed mindsets make people do not fulfil the potential that they have and people with growth mindsets tend to succeed thanks to the effort that they put into the activities (Dweck, 2007).

### **2.3 Language Mindsets**

According to Dweck, Chiu & Hong (1995), an individual can have different theories of intelligence for different domains. People might possess different mindsets for diverse aspects of their lives because mindsets can function separately from one another (Ryan & Mercer 2012). Although mindsets have been extensively investigated in domains related to maths, science and sports, there are only a few investigations particularly related to language learning.

Mercer & Ryan (2010) and Ryan & Mercer (2011, 2012) have described fixed and growth language learning mindsets. Fixed language mindsets believe that outstanding language learning is possible when people have a natural talent or ability which cannot be changed and growth language mindsets think that the abilities for language learning can be developed through effort, practice and hard work. Mercer & Ryan (2010) and Ryan & Mercer (2011) suggest that people might have different language learning mindsets for different language skill domains and aspects of the language; for example, a person can have a growth mindset about writing but a fixed mindset about pronunciation.

Mercer & Ryan (2010) investigated whether university EFL learners believed that foreign language learning success was achievable through hard work or established on natural ability; the results showed that most participants believed that individuals require a mixture of ability and effort for learning a language. Ryan & Mercer (2012) also researched the concept of language aptitude. In this study, participants were asked to reflect on the role of natural talent in language learning, and the results indicated that most of the learners believed in the existence of an innate ability; however all of them expressed that the natural ability is only one component to succeed in language learning (Ryan & Mercer, 2012). Both qualitative studies confirmed the existence of domain-specific mindsets and revealed that language learning mindsets are very complex.

Lou & Noels (2015) created the Language Mindsets Index (LMI), a questionnaire to investigate language learning mindsets and their relations with other motivational variables (cited in Noels & Lou, 2015, p. 43). The LMI was based on Dweck's (1999) research on intelligence and math ability, and Mercer & Ryan's (2010) and Ryan & Mercer's (2012) studies of language learners' beliefs (Noels & Lou, 2015). The LMI consists of three dimensions: fixed and growth beliefs about general language intelligence, second language learning beliefs, and beliefs about the age sensitivity of language learning

(Lou & Noels, 2016; Noels & Lou, 2015). Lou & Noels (2016) explored how language mindsets influence goal orientations and consequently responses to failure and intention to continue learning. Participants were divided into two conditions to compare the effects of incremental and entity theories. The results of this study concluded that it is possible to change individuals' mindsets and therefore to impact learners' motivation. Lou, Masuda & Li (2017) researched decremental beliefs; a new mindset related to the belief that intelligence can be reduced. This investigation showed that decremental beliefs are independent of the increase of ability and maintenance of ability and proposed an alternative trichotomous framework of implicit theories which includes: growth mindset, fixed mindset and decremental mindset.

#### **2.4 Relationship between mindset and academic achievement**

Carol Dweck has developed workshops to develop growth mindsets and enhance academic achievement with adolescents. This age group has been chosen due to at the beginning of adolescence, students pass through a challenging transition; they start to misbehave, their self-esteem decreases, they have to face bigger challenges, they are constantly evaluating themselves, and sometimes they are not worried about learning; moreover students who possess fixed mindsets usually drop their motivation and grades (Blackwell, Trzesniewski, & Dweck, 2007; Dweck, 2007). Even though all life transitions affect people, the change to high-school is notably harder; therefore, it is the most appropriate to test the effects of growth and fixed mindsets (Yeager et al., 2014). In the workshops, students receive training about the malleability of the brain and realise how the brain creates new connections as people learn new things; therefore the more people challenge their mind, the bigger that the connections grow (Dweck, 2007, 2010). After the eight sessions of the growth-mindset workshop, students improve their academic

achievement because they can see that they can change their brains and to use their mind fully (Dweck, 2007, 2010). The workshops were so successful that Dweck created the "Brainology" program so that students can learn about how the brain works through interactive computer modules.

Studies from different areas have tried to prove a relationship between mindset and academic achievement. Many of them have discovered that people who have a growth mindset get better academic results. Dweck (2000) demonstrates through different studies that students' thoughts about their intelligence affect their achievement; for example, students who believe to have a fixed intelligence feel anxious about challenges and blame to some extent their fixed intelligence for their failures. In contrast, students who believe that intelligence is dynamic enjoy challenges and do not take difficulties as failures, in fact, they see them as a normal stage to reach expertise (Dweck, 2000). Good, Aronson & Inzlicht (2003) carried out an experiment in which they discovered that female, minorities, and low-income adolescents, who received training for seeing intelligence as malleable, scored considerably better in standardised tests than students who did not receive the training. Aronson, Fried & Good (2002) discovered that only three sessions about the malleability of intelligence were able to help African American undergraduate students to develop a growth mindset and to improve academically over time. Blackwell, Trzesniewski, & Dweck (2007) after doing a longitudinal field study concluded that the theory of intelligence is a significant predictor of mathematics achievement. Yeager et al., (2014) developed three longitudinal studies from which they found out that fixed-mindset students who suffer from social adversity in their transition to high-school have more possibilities to experience problems related to stress, health and achievement.

Recent investigations have tried to enhance the previous mindset interventions by experimenting with larger samples and including different methodologies which have

found positive results. Previous mindsets interventions demonstrated efficacy in small-scale interventions (e.g., Aronson et al., 2002; Blackwell et al., 2007; Dweck, 2007; Good et al., 2003; Yeager et al., 2014). Paunesku et al. (2015) developed a mindset intervention on a large scale with 1.594 high-school students. They divided the participants into three groups: growth mindset intervention, sense of purpose intervention and both interventions combined. In the growth mindset intervention, students learned about the malleability of the brain and in the sense of purpose intervention students articulated how the hard work at school could help them fulfil their goals in life. All the interventions were effective to help poor performing students to improve their academic difficulties in core academic courses. Yeager et al. (2016) aimed to improve the psychological interventions to foster growth mindsets in students during their transition to high school. They redesigned the methodology used in previous investigations for developing growth mindsets and improved academic achievement. In the original mindset intervention students received the message that hard work was the key to success; besides, in this new intervention, they stressed the importance of finding or changing strategies in order to learn. The new psychological intervention with over 3.000 9<sup>th</sup> grade students resulted more effective in promoting growth mindsets than the previous interventions and improved academic achievement of low-achievement students.

## **2.5 The importance of mindsets in the educational context**

Due to different studies have found a relationship between mindset and academic achievement, the development of growth mindsets has become very popular in educational contexts. Mueller & Dweck (1998) reported that praising students' intelligence instead of hard work debilitates students' motivations and performances. Dweck (2007, 2008, 2010) points out that research has proved that mindsets play a crucial role in education, for

example, mindsets can predict math and science achievement over time, change students' mindsets, increase achievement as well as decrease achievement differences between students.

To develop growth mindsets in the students, it is fundamental that teachers possess this type of mindset. A great teacher needs to have and express verbally that he or she has a growth mindset (Dweck 2007, 2010). Teachers with fixed mindsets believe that they do not have to learn more and only spread their knowledge; they believe that they can get to know their students only looking at their first performance, do not believe in improvement, do not feel responsible for students' achievements, and think that they cannot influence their students (Dweck, 2007). On the other hand, teachers with growth mindsets love learning about what they teach, about themselves, and about life. They teach students to set challenges, love learning, work hard, set high standards for the students and care about every one of them. They guide students, tell them the truth where they are and provide them with the necessary tools to get where they want (Dweck, 2007). For all these reasons, the educational system needs teachers who are convinced that students can improve by hard work and at the same time apply all the necessary tools and strategies to help them to succeed.

The development of growth mindsets has been considered as an essential tool that can be implemented in education; therefore teachers not only need to have growth mindsets but also need to apply them accurately. Dweck (2000, 2007, 2010) states that it is crucial that teachers praise the effort instead of the intelligence. Carol Dweck's investigations (2007) have demonstrated that when teachers praise intelligence or ability, students develop fixed mindsets and do not want to accept challenges because they do not want to be questioned for their talent. Instead, people who are praised for their effort, prefer a challenge to learn. Also, Dweck (2008) highlights that teachers have a crucial role to play

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in this process and recommends different ways that could lead to growth mindsets in the classrooms. For example: teaching the new science of brain plasticity, researching people who have contributed to the humanity due to their passion and dedication, emphasising the importance of challenge, effort and making mistakes, and providing praise and feedback throughout all the learning process and not only at the end of it. Teachers should not label students due to positive and negative labels usually affect students with fixed mindsets. If they are labelled as intelligent, they do not want to accept challenges to continue looking smart; if they are labelled as bad students, they think they will always be like that, then in both cases, the effort is unnecessary for them (Dweck, 2007). It is important that teachers know and apply different strategies to develop growth mindsets in their students effectively.

Yettick, Lloyd, Harwin, Riemer, & Swanson (2016) administrated a survey to more than 600 K-12 teachers in The United States of America. They found out that even though most teachers believe in the potential of growth mindsets and acknowledge a positive relationship between growth mindsets and students' outcomes and behaviours, 20% of them think that they are good at promoting growth mindsets; and only 5% strongly agree with the fact of knowing strategies and solutions to apply with fixed mindsets students. According to this research, teachers do not know what strategies to implement to help students to develop growth mindsets, for that reason, educators need effective training to foster growth mindsets in the schools.

Recently, some authors have contributed to create specific material for teachers who want to apply growth mindsets in their classrooms basing their knowledge on Carol Dweck's research. For example, Brock and Hundley (2016) provide guidance and activities for teachers who want to use the benefits of growth mindsets in their classrooms by giving

different strategies to develop in each month of the year. Moreover, Gershon (2016) offers many procedures, activities and techniques to encourage growth mindsets in the learners.

To develop growth language learning mindsets, EFL teachers also should apply strategies that are more specific to the language learning field. Mercer & Ryan (2010) recommend EFL teachers to discuss with second language learners their beliefs about learning a new language to check whether these beliefs might be preventing them from having a growth mindset and help them to change their wrong conceptions. Teachers might find learners believing that for successful language acquisition, the effort is unnecessary because language acquisition occurs only through natural acquisition in foreign speaking countries, and also learners who might think that learning a language in a classroom allows just low language achievement (Mercer & Ryan, 2010). They suggest not only to talk about EFL learning in general but also to focus on more specific language domains, for example, writing, grammar and pronunciation. According to Ryan & Mercer (2011), teachers have to make students understand that even though going abroad is a good way to put in practice their second language skills, it is not the only way to improve. There are plenty of opportunities to enhance their abilities by studying in their classroom settings through conscious learning situations (Ryan & Mercer, 2011). Teachers have to praise the effort, hard work and personal progress instead of emphasising natural talent (Mercer & Ryan, 2010; Ryan & Mercer, 2011). Furthermore, the effort is effective as long as students know proper strategies to improve their abilities; therefore teachers have to provide students with tools, techniques and strategies so that students' effort can cause improvement (Mercer & Ryan, 2010).



## **2.6 Misunderstanding that can create a false growth mindset**

It is essential that teachers understand fully how to develop growth mindsets or they might fall into the big mistake of developing "false growth mindsets". According to Dweck (2007, 2010), to foster growth mindsets in the classroom, every word and every action send a message to the students. For that reason, teachers have to be extremely careful with the words and attitudes that they have with learners.

The first misunderstanding that can generate false growth mindsets occurs when teachers praise actions that do not help learners to generate growth mindsets. Some people believe that they have to praise the effort without even noticing whether the effort is yielding benefits or not (Dweck, 2007). Teachers do not have to praise students as a consolation prize when they are not learning; to develop a growth mindset, it is important to praise the hard effort that brings good results (Dweck, 2007). Teachers can appreciate students' effort but do not have to overestimate it. It is vital that teachers look for the reasons why the effort is not being productive so that they can guide and provide students with new strategies and tools that can help them in the process of learning (Dweck, 2007). Another misunderstanding is that some teachers think that they have to praise the process and not the outcome. This belief is incorrect because teachers have to praise both things. They have to praise the process and at the same time link that to the outcome so that students can see that the result was possible thanks to the process that helped them to learn (Dweck, 2007).

Other problems occur when educators believe that developing a growth mindset is the students' responsibility or when teachers who know that they can help to promote growth mindsets do not use the correct strategies. For example, some teachers tell students that they can do everything that they want; however do not help them to develop the necessary skills and do not provide them with resources so that they can make progress and

reach their goals (Dweck 2000, 2007). Other teachers blame students for having a fixed mindset. Teachers as educators have the responsibility to create growth mindset environments (Dweck, 2007). Students have to feel that teachers believe that their abilities can grow and that teachers are dedicated to helping them to learn. Teachers' role is helping students thrive and not to find excuses or reasons to say why they cannot learn (Dweck, 2007). Finally, sometimes teachers who have growth mindsets do not foster that mindset in their students; for example, they praise students' intelligence or do not praise the process (Dweck, 2007).

Some studies seem to be linked to this inconsistency. For example, De Kraker-Pauw, Van Wesel, Krabbendam, & Van Atteveldt (2017) focused on the relationship between teachers' mindsets and feedback. The participants were 23 teachers who taught mathematics or Dutch to high-school students. They found out that growth-mindset teachers provided less feedback than fixed-mindset teachers and concluded that teachers who have growth mindsets do not assure to provide growth feedback. Also, in a study developed in the United States, Schmidt, Shumow, and Kackar-Cam (2015) apart from discovering that teachers' role is vital for supporting the Brainology intervention, they found out that growth mindset teachers do not always promote growth strategies. Positive long-term effects were achieved by the students whose teacher was able to encourage growth mindsets in the classroom. The two teachers who participated in this study possessed growth mindsets; however, they differed in the manner they promoted growth mindsets among their students. One of them was able to communicate the growth mindset message effectively, for example, explaining the importance of goals, effort and study strategies. The other teacher was not able to transmit these messages and failed in offering students strategies to deal with the contents they did not understand. In conclusion, these

two studies demonstrate that teachers who possess growth mindsets might not know proper strategies to promote growth mindsets in their students.

It is vital that teachers know what to do as well as what not to do in order to help to foster growth mindsets. The right mindset and the proper teaching allow people to learn beyond their expectations (Dweck, 2007). Therefore teachers' role is crucial to help learners to maximise their potential, believe in themselves and to fulfil their dreams.

## **2.7 Mindsets and cultural issues**

Some authors believe that culture might play a significant role in mindset formation. Investigations from different parts of the globe show that people from different cultures have different types of mindsets. Mercer & Ryan (2012) investigated language learning mindsets in Japanese and Austrian EFL learners and found out that all Japanese learners tended to have a growth mindset and emphasised and valued effort and hard work to triumph while Austrian learners tended to have more varied mindsets. According to Lou et al. (2017), different investigations suggest that North Americans are not as critical and prevented as East Asians and can easily eliminate positive characteristics and identify negative changes. These North American's features allow to see that they might possess beliefs about negative changes; therefore some of them might have decremental mindsets: the belief that intelligence can be lost (Lou et al., 2017).

According to a study developed by the British Council (2015), the factors affecting English language learning in Chile are the following: size and geography, education and English reforms, teacher training, economic development, income inequality, English testing, technology, exposure to English, attitudes and motivations, and employability. Among all of them, attitudes and motivations are the most important conductors and possible impediments to learning English as a second language. According to this

investigation, Chileans are recognised as timid, especially when learning a new language; therefore the low reliance and fear of being embarrassed might decrease their motivation in learning English. From the 1.000 respondents who answered the survey conducted by the British Council (2015), half of them said that they had not learned English and 20% of them said that they could not do it due to their lack of language ability.

Elige Educar (2017) collected data from 1.000 Chilean teachers to know the expectations, assumptions and beliefs that teachers held around the learning process of their students and identified how they could be associated with other aspects of their work. 81.1 % of the teachers agreed or totally agreed that it is possible to have educational achievements even with the students who put up the most resistance, therefore according to this, growth mindsets predominate among Chilean teachers. However, when teachers were asked questions about the potential of their students, it is possible to see more heterogeneity in the results due to almost one-third of the teachers demonstrated to have fixed mindsets. For example, 33 % of the teachers agree or totally agree that talent is the best predictor of learning; 31 % of the participants think that students' intelligence is something that cannot be changed throughout their lives; 28.7% of the teachers believe that in all the classes there is a group of students that will be left behind, no matter what teachers do; also 25. 1% of the participants believe that there are students who, no matter how much effort they put in, they will not achieve the expected level of the class, and finally, 21.1% of teachers believe that when a student does not have the skills to a subject, it is better to low those students' expectations. According to this study, Chilean teachers possess different types of mindsets about the teaching-learning process.

Claro, S., Paunesku, D., & Dweck, C. (2016) investigated the relationship between growth mindsets and the effect of poverty. To carry out this research, they used a data set of all 10<sup>th</sup> graders students in Chile. In 2012, more than 168.000 Chilean students answered

a language and a mathematics test and also they answered a questionnaire that measured their mindsets. The researchers found out that family income, as well as growth mindsets, predicted language and mathematics scores. They also found a relationship between family income and students' mindsets: students from lower-income families were less likely to hold a growth mindset than their wealthier peers. Students with growth mindsets got better results at every socioeconomic level; however, the scores of the poorest students who held growth mindsets were similar to the scores of the richest students who held fixed mindsets. This research suggests that students' mindsets might be able to intensify the socioeconomic effects.

## **2.8 Chileans' level of English**

Chileans' level of English is not clear; however, it is perceived as low. Information about census 2012 shows that 16% of Chileans could speak English. In 2017, according to Education First (EF), in the world's largest ranking of countries by English skills, Chile was classified in the low level and got place number 45 out of 80 countries. A reliable source that measures students' level of English is the result of the tests that have been conducted by the Chilean Government. This evaluation was designed to determine the number of Chilean students prepared to use English as a second language in an autonomous manner as well as to measure the percentage of 11th-grade students able to reach the levels A1, A2 and B1 in The Common European Framework of Reference for Languages (CEFR). The English level of Chilean students is tested when they are in 11th grade, and it has been evaluated on three occasions: 2010, 2012 and 2014. In the first testing, 11% of students passed the exam. The results of the second and third tests are shown in table 1:

Table 1

*English Test Results from Chile*

<b>Year</b>	<b>B1</b>	<b>A2</b>	<b>A1</b>	<b>Below A1</b>
<b>2012</b>	8,2 %	9,6 %	26,8 %	55,4 %
<b>2014</b>	12,6 %	12,0 %	22,3 %	53,2 %

The results of these standardised examinations demonstrate that most of the students do not have a basic level of English. Moreover, in all these evaluations, it is possible to see the dramatic and enormous difference in scores obtained from the students from different socioeconomic backgrounds. For example, in the 2014 results, only 1.5 % of the students who come from the lowest income families got B1 level in contrast with 83.3% of the students who belong to the wealthiest families who obtained the same level (Agencia de Calidad, 2015).

Chileans' low level of English is a problem to which many diverse factors contribute, and Chilean teachers of English are responsible for many of these. One way in which teachers could contribute to improving students' level of English is by promoting growth mindsets in the English classes. In this manner, this research intends to help to find out teachers' language mindsets and to know the strategies that they use in classes since they are vital to help to change students' misbeliefs for learning a new language and can have a positive impact in their learning.

## **2.9 Criticisms**

Most of the mindset investigations have demonstrated that mindsets can change and have found a connection between mindsets and academic achievement, however, some

studies have criticised the methodology used in the interventions. Most of the criticisms refer to the characteristics of the participants, number of participants, lack of post-studies, the limited location of the studies, and lack of research in areas different from maths. Despite all the criticisms, the Chilean context seems to be appropriated to develop growth language mindsets.

According to Kearney (2017), in most of the studies that intend to promote growth mindsets and improve academic achievement, only a particular group of participants got benefits from the growth mindset interventions. Paunesku et al. (2015) concluded that interventions were only useful for students with low results in grade point average (GPA). In addition, in Blackwell et al. (2007) and in Yeager et al. (2014), all the participants were described as underachieving students. Therefore according to these studies, it is possible to suggest that growth mindset interventions are more useful for students with educational disadvantages (Kearney, 2017). However, if the development of growth mindsets is more effective with students who have disadvantages and low results, then, Chilean language learners might benefit from them due to according to Agencia de Calidad (2015), most of the Chilean students have socioeconomic and educational disadvantages as well as low scores in English standardised tests.

Kearney (2017) also determined that all the studies have focused on pupils from seventh grades on, therefore, implementing a growth mindset intervention with students younger than 12 years old will not be based on evidence. Investigations for younger students are needed to check whether the same positive results can be obtained with kids. Although it is true that all the studies have been developed with adolescents or adults, there are logical reasons for selecting these groups. Dweck (2007) explains that mindsets work when people have to face big challenges; for that reason, junior high students or university students have been chosen to research the development of growth mindsets.

Kearney (2017) also found out limitations in the design of the studies due to most studies have insufficient sample size and there is a lack of follow-up in the investigations. Due to this topic is relatively new, further research is needed to check the efficacy of mindset interventions. However, recent studies have tried to tackle this disadvantage and have increased the number of participants; for example, in current successful mindset interventions Paunesku et al. (2015) involved 1.594 students, and Yeager et al. (2016) experimented with over 3.000 participants. Claro et al. (2016) found out that growth mindsets predict academic achievement in a data set of more than 168.000 students. Yeager et al. (2014) carried out three longitudinal studies and found out that fixed mindsets predict stress, health and achievement difficulties.

Kearney (2017) states that most of the studies have taken place in the USA, therefore generalising these findings to other countries must be done with caution because school systems, teachers' methodologies and students' beliefs might be different. However, the only study developed in Chile related to mindset confirms a relationship between mindset and academic achievement, therefore probably Chile is a country where mindset investigations might generate similar results to the findings in the USA.

The investigations that have intended to find a relation between mindset and academic achievement usually measure only math (e.g., Blackwell et al., 2007; Dweck 2007); math and reading (e.g., Good et al., 2003); math, reading and writing (e.g., Aronson et al., 2002); math, English as first language and science (e.g., Paunesku et al., 2015; Yeager et.al, 2016); and math and Spanish as first language (e.g., Claro et al., 2016). Further investigations about the relationship between mindsets and second language achievement are still needed.

Li & Bates (2017) aimed to prove whether mindsets, children's IQ and school performances were linked. The participants were Chinese students between 9 and 12 years



old who were significantly impoverished and possessed a normal range of mindsets. These researchers found out that praising the intelligence did not have an outstanding effect on students' performances; praising the hard work resulted to be connected with motivation instead of beliefs about the malleability of the brain; students' mindsets were not related to their IQ and grades; and finally students with fixed mindsets got better performance than students with growth mindsets. This research replicated Mueller and Dweck study (1998) but found out completely different results; therefore, this research suggests that future investigations replicate studies on mindsets to see if mindsets interventions can impact students positively. According to Chivers (BuzzFeed News, January 14, 2017), Carol Dweck referred to these controversial findings and said that replications of her investigations could fail if researchers do not create the proper conditions: "Replication is very important, but they have to be genuine replications and thoughtful replications done by skilled people. Very few studies will replicate done by an amateur in a willy-nilly way."

As a conclusion, future studies are needed to prove the effectiveness of growth mindsets. Further studies might include participants who possess different characteristics and ages, larger sample sizes, longitudinal studies to test the long-term effects of the mindset interventions; investigations in various locations around the world; and research of different domains, such as second language acquisition. All these considerations are necessary to confirm whether it is worth spending time on developing growth mindsets to help students to overcome difficulties at school.

Although there are criticisms to the theory, investigations have demonstrated that the Chilean context appears to suit some conditions to foster growth mindsets in the students (e.g., Claro et al., 2016; Agencia de Calidad, 2015), therefore to get to know the mindsets and strategies of Chilean teachers of English might be a good start for further investigations of language mindsets in Chile.

## 2.10 Conclusion and RQs

Previous mindset investigations have demonstrated the crucial role that teachers play in the promotion of growth mindsets. Teachers need to have and encourage growth mindsets to help learners to understand that through effort they can improve their language learning abilities. In Chile, the level of English is low, therefore, developing growth language mindsets could be a good strategy to have successful language learners. Due to teachers have a central role, this investigation aims to investigate teachers' mindsets, the strategies that they use to promote language learning mindsets, and the relationship that exists between their mindsets and the strategies that they promote. In order to carry out this investigation, the following research questions will be investigated:

- RQ1: Do Chilean teachers of English have fixed, mixed or growth language learning mindsets?
- RQ2: What strategies do Chilean teachers of English use to develop language learning mindsets?
- RQ3: To what extent are teachers' language mindsets related to the strategies that they use in classes?

## **Chapter 3**

### **Methodology**

#### **3.1 Introduction**

This chapter describes the methodology used in this study as well as the theoretical background that justifies the decisions that I made to choose proper participants, materials and procedures. The following sections provide information about the participants, the construction of the materials, the procedures carried out in the pilot study, data collection and analyses, and finally, the quality of the research.

#### **3.2 Participants**

Although my objective was to recruit 100 participants, 50 teachers of English from Chile participated in this study. According to Dörnyei (2003, 2007), from a statistical point of view, the sample has to include minimum 30 participants, and 50 are required to make sure that the coefficients of the correlations are significant. Therefore 50 participants are considered a good number to investigate. Before answering the questionnaire, participants were provided with a consent form which was previously reviewed and approved on behalf of the Ethics Committee of the University. In the next table, it is possible to see more detailed information about the participants.

Table 2

*Participants who responded to the online questionnaire*

<b>Sex</b>	<b>Age</b>	<b>Experience</b>	<b>Level of English</b>	<b>Type of school</b>	<b>Type of work</b>
Female 43	(21-30) 15	(1-10) 36	A1 1	Public 15	Full-time 34
Male 6	(31-40) 24	(11-20) 7	A2 1	Semi-private 19	Part-time 16
Prefer not to say 1	(41-50) 5	(21-30) 5	B1 2	Private 16	
	(51-60) 4	(31-40) 2	B2 13		
	(61-70) 2	(41-50) 0	C1 19		
			C2 7		
			I do not know 7		

### 3.3 Materials

Questionnaires are one of the most common data collection methods for second language acquisition (SLA) research (Dörnyei 2003; 2007; Wagner 2010). In addition, questionnaires have been used in order to measure people's mindsets in areas different from SLA (e.g., Aronson et al., 2002; Blackwell et al., 2007; Claro et al., 2016; Dweck, 2007; Good et al., 2003; Paunesku et al., 2015; Yeager et al., 2014, 2016), and to measure language learning mindsets (e.g., Lou & Noels 2016; Lou et al., 2017). For those reasons, in this investigation, an online questionnaire was created to identify Chilean teachers of English's language learning mindsets and the types of strategies that these teachers use.

The questionnaire was created in Google Forms, and it was posted online for many reasons. The most important motive was that the participants were in Chile; therefore it would have been complicated to travel from the United Kingdom to Chile only to get the data. In addition, online questionnaires count with a number of benefits, for example, the low costs involved, they can be posted on websites or emailed to the participants so they can answer the questionnaires when it is convenient for them, and finally the data is entered and stored automatically in the web-based survey (Wagner, 2010).

### **3.3.1 Construction of the online questionnaire**

The questionnaire was carefully constructed following Dörnyei's recommendations (2003, 2007) about the length, format and anonymity. The questionnaire consisted of four pages and the estimated time to complete it was 10 minutes. The format was simple; then it included a title, general and specific instructions, questionnaire items and a thank you note. It was explained that the questionnaire did not have correct or incorrect answers and that it was anonymous so that the participants could give honest answers. Due to this questionnaire was answered online, participant information sheet and consent form were included at the beginning of the questionnaire (see Participant Information Sheet and Participant Consent Sample in Appendix A).

The ethical approval was developed taking into consideration the guidelines of the University which are consistent with the 1998 Data Protection Act. It was explained that this study aimed to investigate teachers' language mindsets and the strategies that they use in classes.

According to Dörnyei (2003; 2007), questionnaires can measure factual, behavioural and attitudinal questions. This questionnaire included those three types of questions. The first part, addressed personal information which intended to collect factual

data; the second part of the questionnaire measured teachers' beliefs about language learning mindset which is related to attitudinal questions; and the last part, aimed to find out information about the strategies that the participants use to develop language mindsets which is part of behavioural information.

The language learning mindset questionnaire was borrowed from the Language Mindset Index (LMI) created by Lou and Noels. The LMI was created considering Dweck's (1999) research about math intelligence and ability and Mercer and Ryan (2010) and Ryan & Mercer (2012) qualitative investigations about the beliefs of language learners (Noels & Lou, 2015). The LMI evaluates three areas: general language beliefs (GLB: e.g., "To be honest, you can't really change your language intelligence"), second language learning beliefs (L2B: e.g., "It is difficult to change how good you are at foreign languages"), and beliefs about age sensitivity of language learning (ASB: e.g., "How well a person speaks a foreign language depends on how early in life he/she learned it") (Lou & Noels, 2016; Noels & Lou, 2015). Just a few modifications were made to the original LMI. In order to give the participants the possibility of choosing a neutral option in case they did not know what to answer, the option "neither agree nor disagree" was added to the Likert scale. According to Cohen, Manion & Morrison (2007), 5-and 7- point Likert scales including a mid-point are more appropriate to avoid forcing people without an opinion to express ideas that do not represent what they think, know or believe. Therefore, this questionnaire counts with a 7-point Likert Scale from 1 (I strongly disagree) to 7 (I strongly agree).

The strategies questionnaire was developed according to the research of Dweck (2000, 2007, 2010), Mercer & Ryan (2010) and Ryan & Mercer (2011, 2012). Two strategies questionnaires were created. In one questionnaire, participants had to read some strategies and decide how often they used them in classes (a frequency Likert-scale). In the

other questionnaire, participants had to read some strategies and determine to what extent they agreed or disagreed with them (an agreement Likert-scale). The statements were written following Dörnyei's recommendations (2003, 2007): avoiding ambiguous sentences, negative constructions, and double-barrelled questions. Also, positively and negatively worded items were included to prevent acquiescence bias and negative response bias. Both strategies questionnaires were piloted to see which one was proper for the investigation. From the feedback of the 10 participants who answered both questionnaires, 8 of them said that they preferred the agreement Likert-scale, for that reason, this one was chosen to do this research.

The strategies questionnaire was semi-structured. It contained eighteen closed-ended questions (e.g., "I praise students when they seem to have a natural talent for learning English"). Participants responded to these items on a 7-point Likert Scale from 1 (I strongly disagree) to 7 (I strongly agree). Also, two open-ended questions (e.g., "What strategies do you use when you have students who say that they cannot learn English due to their lack of ability?") were created to know the strategies that Chilean teachers of English use to foster growth mindsets.

Dörnyei (2003, 2007) states that open-ended questions allow the participants to have more freedom to express their ideas and provide more substantial information than questionnaires that include just closed-ended questions. Besides, these types of questions are used to find topics that have not been mentioned before (Dörnyei 2003, 2007). Language learning mindsets count with only a few investigations; therefore these open-ended questions might be suitable to expand the knowledge of this area. As Dörnyei (2003) recommends, the open questions were located at the end of the questionnaire to avoid negative consequences, for example, to prevent participants to stop answering the

questionnaire and also because people might put effort in responding the last questions when they know that is the final task.

### **3.3.2 Pilot Study**

Dörnyei (2003, 2007) points out that piloting is vital to construct a suitable instrument. As I mentioned before in section 3.3.1, first, two different strategies questionnaires were piloted to know what strategies teachers use. Ten teachers of English, whose opinion I value, provided comments about the two questionnaires. They answered both questionnaires and said what they thought about them. Most of them replied that they preferred the Likert-scale questionnaire since it was easier to respond and they found out that it was hard to remember the frequency with which they did some activities. After that feedback, the agreement Likert-scale questionnaire was included in the investigation. Finally, the complete questionnaire was piloted in order to receive observations about the different items of the questionnaire. After obtaining that feedback and talking with my supervisor, the format of the answers for the personal information questions was changed to multiple choice questions to give the participants specific options to choose their responses (see Questionnaire Sample in Appendix B).

## **3.4 Procedures**

### **3.4.1 Data collection**

An invitation email including the link to the online questionnaire was sent to 40 email addresses of Chilean teachers of English. Also, it was posted twice a week on Facebook pages related with English Teaching in Chile (see Invitation Email Sample in



Appendix C). The questionnaires were self-administered between May 19th, 2018 and June 30th, 2018.

### **3.4.2 Data analysis**

Quantitative and qualitative data analyses were performed. The quantitative data of the questionnaire were transferred from Google Forms to the Microsoft Excel program. Following the recommendations that Phakiti (2010) provides for data preparation, I checked three times that the data were correctly entered, and after that, I imported the excel sheets to the Statistical Package for Social Science (SPSS) version 25 to code the data into suitable labels to later perform appropriate tests. The open-ended questions were analysed using qualitative coding. In the following sections, the analysis done to answer each of the research questions will be explained.

#### ***3.4.2.1 Data analysis for research question 1***

To calculate the language learning mindsets of the teachers, fixed language learning items were reverse scored, and a mean mindset score was calculated for the eighteen items, with the low end (1) representing a fixed language mindsets and the high end (7) representing a pure growth language mindset. People who strongly disagreed or moderately disagreed with growth mindset items (scored from 1 to 2) were categorised as holding fixed mindsets. People who slightly agreed or disagreed and neither agreed nor disagreed with growth mindset items were classified as having mixed mindsets (scored from 2.1 to 5.9). Finally, people who strongly agreed or moderately agreed with growth mindsets items were categorised as possessing growth mindsets (scored from 6 to 7). This categorisation is similar to recent investigations (see Claro et al., 2016).

It is necessary to check the internal consistency reliability of the questionnaires to calculate to what extent the scores of the items that measure the same thing correlate with each other (Phakiti, 2010). Reliability coefficient varies from 0 to 1 and should be at least .70 to be considered acceptable (Dörnyei, 2003, 2007; Wagner, 2010) Therefore, Cronbach's alpha reliability was high for the whole questionnaire ( $\alpha = .82$ ). Finally, normality tests, as well as descriptive statistics, were performed on the data to know the language learning mindsets of Chilean teachers of English.

#### ***3.4.2.2 Data analysis for research question 2***

To analyse the strategies that Chilean teachers of English use in classes, the SPSS program was used to examine the closed-ended questions. Cronbach's alpha reliability for the entire questionnaire was negative. According to Dörnyei (2007), reliability might be negative because different things are being evaluated. For that reason, the reliability test was applied again, but this time including only the "strategies for developing fixed mindsets" and the coefficient was .76. After that, the reliability test was applied only to "strategies for developing growth mindsets" and the coefficient was .71. Fixed items were chosen for the analysis due to different investigations claim that growth items might create biases due to people tend to incline to these options (see Chiu, Dweck, Tong & Fu, 1997; Claro et al., 2016).

To categorise the strategies that teachers use in classes, the fixed language learning items were reverse scored, and a mean score was calculated for the nine items, with the low end (1) representing strategies that promote fixed language mindsets and the high end (7) representing strategies that promote growth language mindsets. People who scored between 1 and 2 were categorised as developing fixed mindsets. People who obtained between 2.1 and 5.9 points were classified as promoting mixed mindsets. Finally, people who scored

between 6 and 7 were categorised as fostering growth mindsets. After this, normality tests and descriptive statistics were performed to know the strategies that Chilean teachers of English promote in classes.

A qualitative coding was carried out to analyse the open-ended questions. Dörnyei (2007) suggests coding the data in different steps: in the initial coding, highlight and label ideas, and in the second-level coding, list the codes and finally categorise them into broader labels. First, the data were transferred from Google Forms to the Microsoft Word program. Then, I highlighted words and phrases related to strategies that develop growth mindsets, and I wrote a list of possible labels for them. After that, I grouped all the similar ideas into the previous labelled categories. The data were coded and recoded until saturation allowed to include all the relevant strategies. Later, I counted the number of strategies per categories to rank them from the most to the least frequent. I revised the existing literature to find proper labels for the categories and changed some of them to use adequate terminology. For example, participant 19 wrote: “I also tell them that I was once a beginner and that my grades were not so good in English. I tell them that it took me a lot of study and hard work to make it happen”. I had coded that strategy as: “Tell students your personal experiences”, and then I recoded it as: “Talk about your own growth mindset” which is more appealing to the growth mindset theory.

### ***3.4.2.3 Data analysis for research question 3***

Regression and correlation analyses were applied to see whether there was a relationship between the results of the teachers’ mindsets and the strategies that they use. According to Field (2009), to know whether two variables are related, it is necessary to apply correlation; therefore, first I applied this test to check whether there was a significant relation between the variables. Regression analyses check whether one variable can predict

another one (Field, 2009). For that reason, then, I applied regression to see whether the mindsets could predict the strategies that the participants fostered and finally, I applied another regression test, but this time including other variables such as age, experience and English level to see which one was the best predictor of the participants' mindsets.

### **3.4.3 Quality of the research**

Researchers have to demonstrate the effectiveness of their investigations to show the rigour with which their findings have been developed; therefore validity and reliability have to be proved in quantitative as well in qualitative data (Cohen et al., 20007; Dörnyei, 2007). Authors have not got to a consensus of the terminology that has to be used to describe the quality, for that reason, different concepts describe validity and reliability (Cohen et al., 20007; Dörnyei, 2007). I will use some of the terminology and evidence described by Cohen et al. (2007) and Dörnyei (2007) as proper to report first the quality of my quantitative research and later to the qualitative one.

#### ***3.4.3.1 Quality of Quantitative Research***

Cohen et al. (2007) and Dörnyei (2007) state that in quantitative research, reliability checks whether instruments and procedures can provoke the same results in different occasions. According to Bachman (2004), one of the tests that estimate reliability is Cronbach's alpha. As it was described in section 3.4.2, Cronbach's alpha was applied to the language mindset questionnaire as well as to the strategies questionnaire before starting with the analysis of the data.

I will use content validity to support my quantitative data quality which has been described by Cohen et al. (2007) and Dörnyei (2007) as one of the validities used in

research. Content validity refers to the fact that researchers have to assure that the instruments cover the essential aspects of the investigated topic (Cohen et al., 2007). I included the essential elements that I found in previous investigations related to language learning mindsets (e.g., Dweck, 2000, 2007, 2010; Lou & Noels, 2016; Mercer & Ryan, 2010; Noels & Lou, 2015; Ryan & Mercer, 2011, 2012) in the questionnaires. Moreover, due to this issue counts with few investigations I added two open-ended questions to find a more detailed description of the strategies used by the teachers (see section 3.3.1).

### ***3.4.3.2 Quality of Qualitative Research***

One strategy to check reliability and validity in qualitative data is to refer to the procedures that the researcher used during the investigation; for example, peer checking (Dörnyei, 2007). In qualitative studies, it is common to ask colleagues to check some aspects developed by the researcher (Dörnyei, 2007). An inter-coder agreement has to be done to check whether other people agree on the codes used by the researcher (Creswell, 2009), for this reason, the codes were checked by another teacher of English to verify the adequacy of the analysis. My colleague did not count with in-depth knowledge about the studies of mindsets; therefore I asked that colleague to read the participants' answers and to classify them into the labels that I had already established as proper to the mindset theory's terminology. After that, we met and compared the classification of the strategies and realised that we agreed on most of the codes. We just disagreed in classifying the strategies that seemed to refer to two different labels, so together we reread them and separated the ideas that contained two strategies at the same time to provide an accurate description of the strategies used by the participants.

In addition, to demonstrate the validity of the qualitative component, all the steps for data collection, and analysis were described in detail in sections 3.4.1 and 3.4.2.

Validity is essential to check the accuracy with which the researcher codes the data (Maxwell, 1992); for that reason, a sample of the answers given by the participants (Appendix D) and a sample of how I coded the qualitative data (Appendix E) are provided to demonstrate that this research is adequate.

### **3.5 Conclusion**

The methodology has described the different steps used for this investigation. As it was explained, participants, materials and procedures were carefully chosen to produce a reliable research. A qualitative coding was applied to examine the open-ended questions. To analyse the quantitative data, reliability, normality tests and descriptive statistics were performed to show the language learning mindsets of Chilean teachers of English and the strategies that they use. Regression and correlation analyses were applied to see the relation between these two variables.

## Chapter 4

### Results

#### 4.1 Introduction

The results will be presented by answering the research questions of the investigation. Research question 1 will be answered by showing the results of the Language Mindset Questionnaire. Research question 2 will be addressed by showing the results of the Strategies Questionnaire including quantitative and qualitative findings. Research question 3 will be responded by analysing the quantitative outcomes of the Language Mindset Questionnaire and the Strategies Questionnaire.

#### 4.2 RQ1: Do Chilean teachers of English have fixed, mixed or growth language learning mindsets?

The purpose of the Language Mindset Questionnaire was to get to know the language mindsets of Chilean teachers of English. First, in order to check whether the data were normally distributed I applied the normality tests. Table 3 shows the results of Kolmogorov-Smirnov and Shapiro-Wilk test.

Table 3

*Tests of Normality for the Language Mindset Questionnaire*

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Total Mindset Score	,090	50	,200*	,973	50	,299

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

According to Ricci (2005), the Shapiro-Wilk test is the most useful test for samples under 50 (cited in Larson-Hall, 2016, p.109). Due to the sample is in the limit ( $n = 50$ ), I looked at the two tests to check normality. The significance value of the Shapiro-Wilk test is .299, and the significance value of the Kolmogorov-Smirnov test is .200, which demonstrate that the data are normally distributed ( $p > .05$ ). Both tests of normality indicate that the data follow a normal distribution as well as the graphical representation in Figure 1.

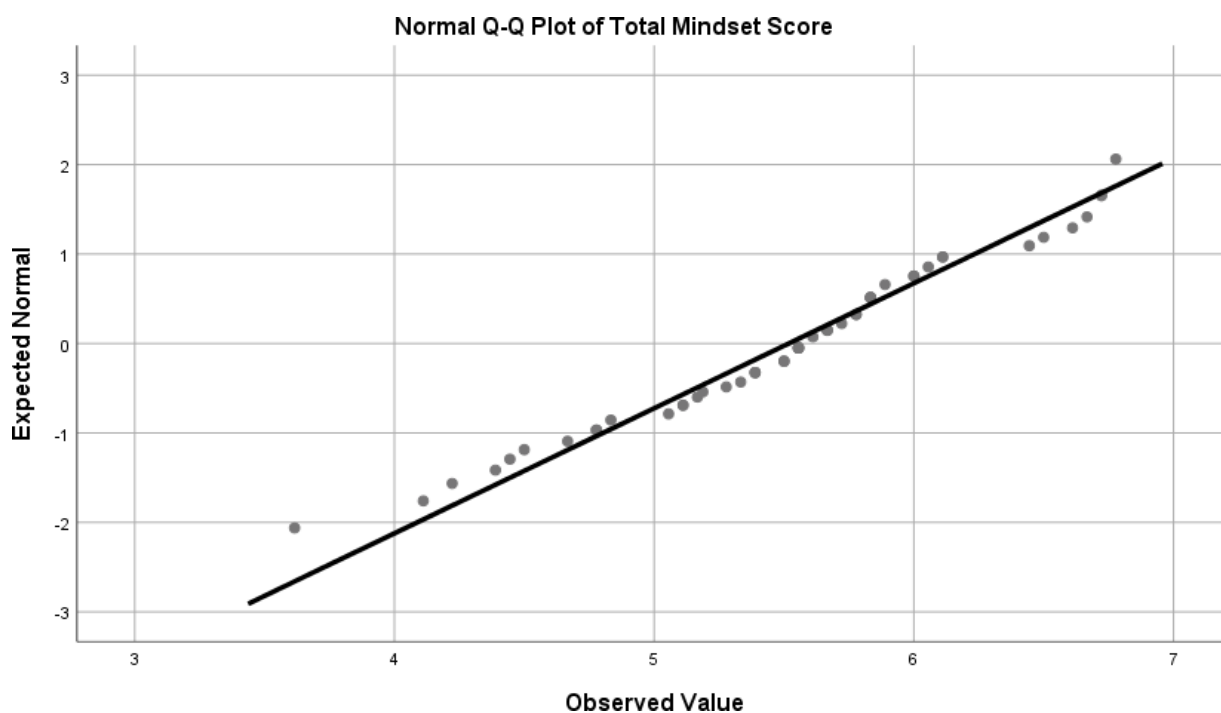


Figure 1. Normal Q-Q Plot for the Language Mindset Questionnaire

Descriptive statistics were performed in order to get to know the mean of the language mindset scores. For the score variable, which is continuous quantitative, central tendency statistics were performed, such as Mean ( $M$ ), minimum and maximum values and standard deviation ( $SD$ ). Table 4 specifies the descriptive statistics for the total score of the participants, and in Appendix F it is possible to see the descriptive statistics for each of the 50 participants.



Table 4

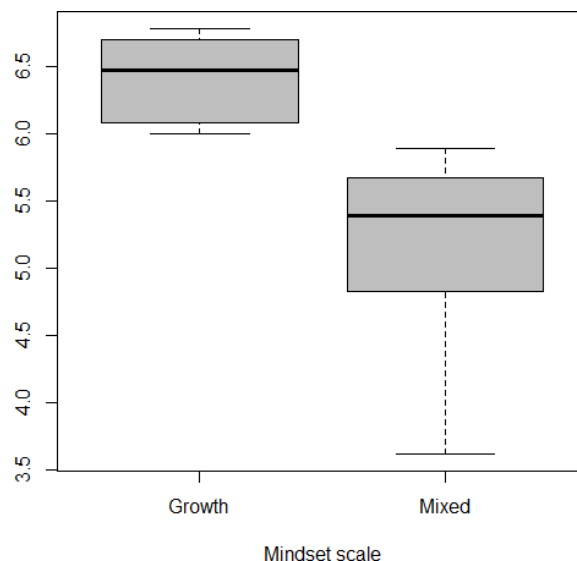
*Descriptive Statistics for the Language Mindset Questionnaire*

	N	Minimum	Maximum	Mean	Std. Deviation
Total Mindset Score	50	3,62	6,78	5,5183	,71530
Valid N (listwise)	50				

Table 4 shows that the lowest score is 3.62 and the maximum score is 6.78. These values seem to suggest that teachers at least have mixed mindsets. This assumption can be corroborated by the average ( $M = 5.52$ ), and its standard deviation ( $SD = 0.71$ ), what indicates that the values obtained by the individuals in this study are close to the average, and only some participants believe that effort is the most important thing needed to learn a new language.

Figure 2 shows the relationship between the Mindset variable and its respective scale levels presented by the teachers. It can be observed that for the mixed mindset category the median value is close to 5.5; which implies that the top 50% presents a score higher than this value and the remaining 50% is less than this value. However, in the case of the growth category, the median has a value close to 6.5; therefore the top 50% has a score higher than this, and 50% of the remaining individuals have a score lower than this value.

Regarding the concentration of the data, it is observed that although growth mindset participants are less in quantity, they present much more homogeneous data, which can be observed by the distance between the box and the whisker plot of each graphic. There is greater diversity in opinions in the mixed mindset group, with respect to the growth mindset group.

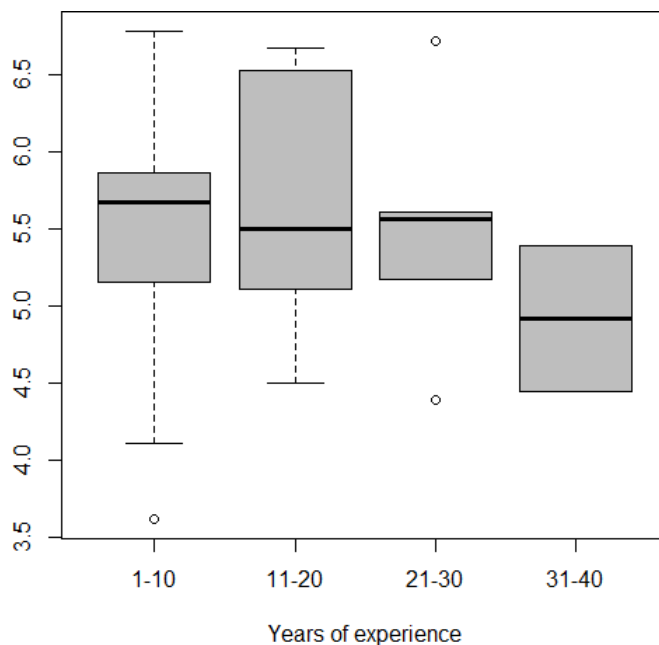


*Figure 2.* Boxplots: Types of Mindsets

Figure 3 shows the relationship between the Mindset variable and the years of work experience presented by the teachers, where it can be observed that each of the ranges of years presents different behaviours. For the range 1-10, it is noticed that there is a presence of atypical data (specifically that close to 3.5), besides that the median is quite close to the 25% higher of the data of the box and the distance between the box and the lower and upper limits is quite broad. For the second range of years of experience (11-20 years), no atypical data are found, but it is observed that this time the median is closer to the lower 25% of the boxplot. For the third rank presented (21-30 years), there is also a presence of atypical data both above and below the limits. Although most of the teachers with these years of experience have mixed mindsets, some of them possess growth mindsets, but the data are more concentrated within the box, where the media is very close to the third quintile. Finally, regarding the highest rank (31-40 years), it can be observed that there is no presence of atypical data, but the data are quite concentrated.

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In summary, the group with the least experience (1-10) has greater diversity in terms of their scores, unlike the more experienced groups (21-30; 31-40) that have more similar beliefs.



*Figure 3.* Boxplots: Type of mindsets per years of experience

As it was explained in section 3.4.2.1, a single score was calculated for each participant to see whether participants had fixed (between 1 and 2 points), mixed (between 2.1 and 5.9 points), or growth mindsets (between 6 and 7 points). None of the 50 participants possessed a fixed mindset (0%), 38 possessed a mixed mindset (76%) and 12 had growth mindsets (24%). In figure 4, it is possible to see the participants' types of mindsets.

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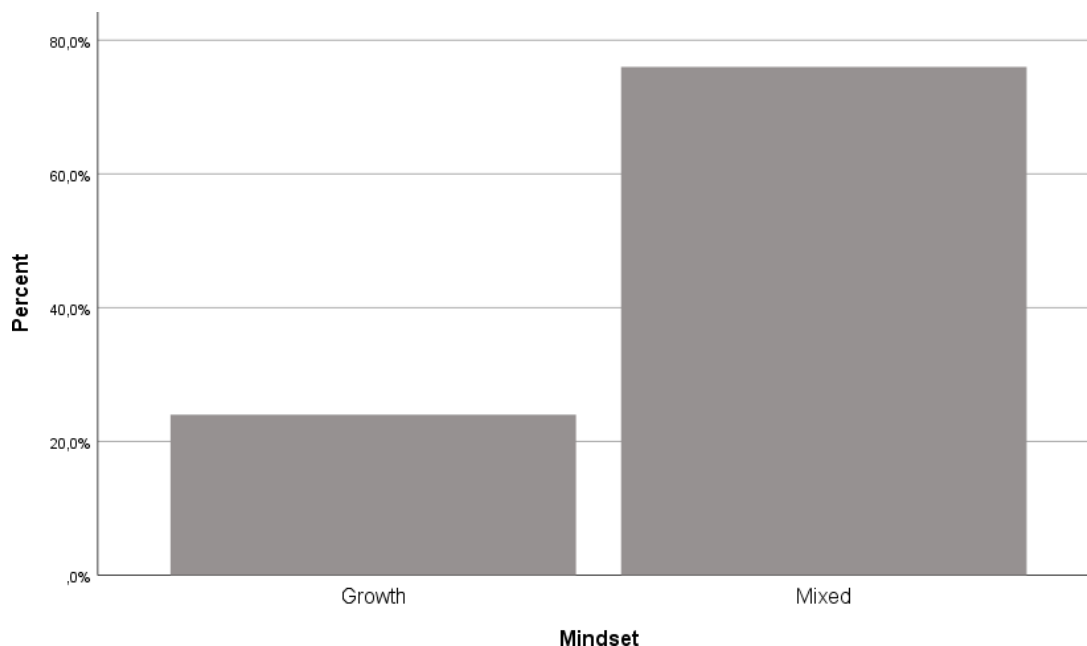


Figure 4. Language Mindsets of Chilean teachers of English

### 4.3 RQ2: What strategies do Chilean teachers of English use to develop language learning mindsets?

#### 4.3.1 Strategies Questionnaire: Close-ended Questions

Normality tests were also applied to the Strategies Questionnaire to check whether the data were normally distributed. The significant value for Kolmogorov-Smirnov was .200 and for Shapiro-Wilk was .806; therefore the two tests confirm the normal distribution of the participants' scores. Table 5 shows the results of the Kolmogorov-Smirnov and Shapiro-Wilk test and figure 3 shows the normal Q-Q plots for this questionnaire.

Table 5

#### Tests of Normality for the Strategies Questionnaire

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Strategies Total Score	,100	50	,200*	,986	50	,806

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

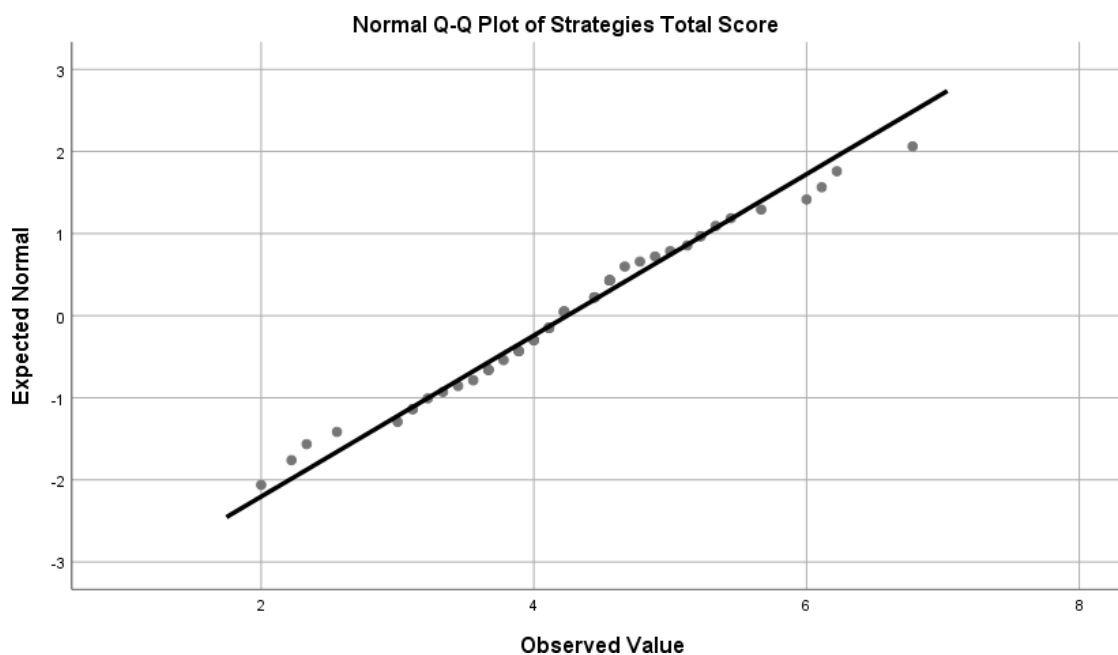


Figure 5. Normal Q-Q Plot for the Strategies Questionnaire

Descriptive statistics were performed in order to get to know the mean of the strategies' scores. The Mean ( $M$ ), minimum and maximum values and standard deviation ( $SD$ ) for the total score of the participants are available in Table 6, and in Appendix G it is possible to find the descriptive statistics for each of the 50 participants.

Table 6

*Descriptive Statistics for the Strategies Questionnaire*

	N	Minimum	Maximum	Mean	Std. Deviation
Strategies	50	1,22	6,00	3,7554	1,01831
Valid N (listwise)	50				

Table 6 shows that the lowest score obtained among the participants of the study is 1.22, and the maximum is 6, which implies that there are teachers who promote fixed strategies. On average, teachers use strategies that foster mixed mindsets which can be

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corroborated by the average ( $M = 3.78$ ) and its standard deviation ( $SD = 1.02$ ). These values indicate that the scores obtained by the individuals in the study are very concentrated around the average.

Figure 6 shows the types of strategies presented by the teachers. In the fixed strategies, the data are quite concentrated, besides it does not have atypical data. In the growth strategies, it is observed that the data are excessively concentrated to the point that the value of the mean cannot be clearly distinguished. Finally, in the mixed strategies, some atypical data are observed on the upper limit of the graph, where the median has a value close to 4 and also, presents the highest interquartile range and distance between the box and the whisker plot of the three options. It could be inferred that the majority of English teachers participating in this study develop strategies that promote mixed mindsets.

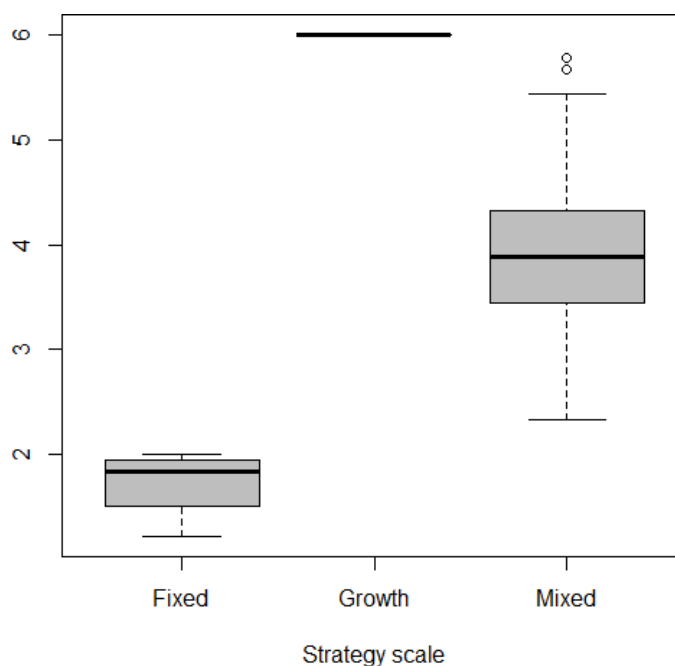
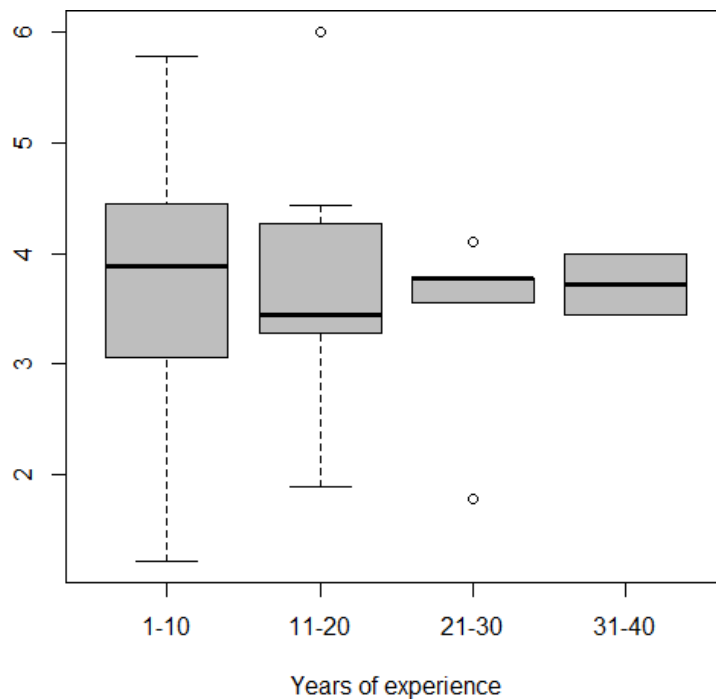


Figure 6. Boxplots: Types of Strategies

In figure 7, it is possible to see the relationship between the strategies and the years of work experience of the participants in this study. For the teachers who have worked between 1 and 10 years, the data are much more dispersed within the box than in the other three cases, but most of them are in a range of values that would define teachers as promoters of mixed language mindsets. In addition, there is not atypical data in the limits of the boxplot, where it can also be observed that the median value is close to 3.8; which implies that 50% of the respondents presented a score lower than that value and the other 50% on it. For those who have between 11 and 20 years of experience, the boxplot shows that there are atypical data and that the median is close to the first quartile, that is to say, those that represent the lowest 25%, which is a bit different to what happens with those who have between 21 and 30 years of work experience. In this group, the data inside the box are quite concentrated; the median is very close to the third quartile, atypical data are observed, both on and under the upper limit, in the latter case, this implies that although this group promotes mixed strategies, there is one that promotes fixed strategies. Finally, it is observed that there are no atypical data for those who have been working as teachers for more than 30 years. The data are quite concentrated between a score of 3 and 4, which implies that this group promotes mixed strategies. The median is approximately in the middle of the box, which implies that 50% has a score higher than the average value and the other 50% is below it.

In summary, regarding the diversity of scores, we have the same behaviour pattern as in the Mindset variable (see figure 3), those with less experience have more divided opinions about the strategies that they have to use than the more experienced groups.



*Figure 7.* Boxplots of Strategies per years of experience

As it was explained in section 3.4.2.2, a single score was calculated for each of the 50 participants to see whether the respondents use strategies that promote fixed (between 1 and 2 points), mixed (between 2.1 and 5.9 points), or growth mindsets (between 6 and 7 points). 4 of them use strategies that promote fixed mindsets (8%), 1 of them apply strategies to foster growth mindsets (2%) and 45 of them promote mixed mindsets (90%). Figure 8 demonstrates the types of strategies that the teachers reported to use in classes.



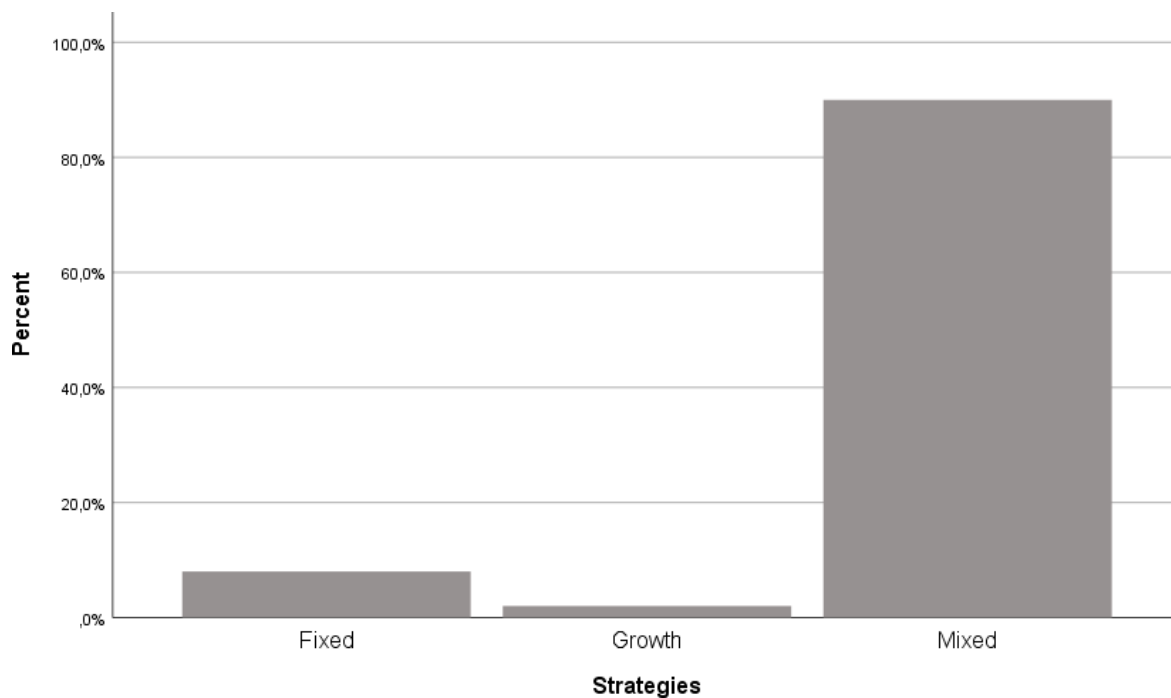


Figure 8. Strategies used by Chilean teachers of English

#### 4.3.2 Strategies Questionnaire: Open-ended Questions

Language learning mindsets count with a few investigations which have collected data about beliefs related to language learning (e.g., Lou & Noels, 2016; Lou et al., 2017; Noels & Lou, 2015; Mercer & Ryan, 2010; Ryan & Mercer, 2011, 2012). In this study, qualitative data were collected in order to explore the strategies that teachers use to promote growth language learning mindsets.

##### 4.3.2.1 Strategies to fight against people who believe to have lack of ability

Mercer & Ryan (2010) and Ryan & Mercer (2012) investigated the role of language ability and found out that most second language learners believed in the existence of a specific ability to learn languages. According to Dweck (2000, 2007, 2008, 2010), teachers' role is vital to promote growth mindsets, for that reason, in this study participants

were asked: What strategies do you use when you have students who say that they cannot learn English due to their lack of ability?

Forty-seven of the study participants answered this question. Table 7 shows the strategies that Chilean teachers of English use to demonstrate that ability can increase. They have been ranked from the most to the least frequent.

Table 7

*Strategies for students who say they do not have the ability to learn English*

1. Explain the importance of practice, hard work and effort (19)
2. Use diverse teaching strategies (9)
3. Praise the effort (5)
4. Explain all people have the ability to learn a second language (3)
5. Talk about your own growth mindset (3)
6. Provide examples of other people with growth mindsets (2)
7. Set achievable micro-goals (2)
8. Check students' learning strategies (2)
9. Welcome mistakes (2)
10. Provide examples to make students realise they have already been able to learn(2)
11. Tell students to identify their strengths and weaknesses (2)
12. Explain that every person learns at his/her own pace: (2)
13. Embrace the word YET: (1)
14. Find out your students' mindsets (1)
15. Praise the process and not the final outcome (1)
16. Provide scaffolding (1)
17. Explain that learners can have different proficiency for the different language skills (1)
18. Tell students about the importance of exposure to L2 (1)
19. Encourage students to find a purpose for learning English (1)
20. Include tasks at students' proficiency level (1)
21. Explain the importance of compromise (1)
22. Tell students to appreciate their progress (1)
23. Love your students (1)

Participants showed to use different strategies to convince their students that ability is not static. As it can be seen in table 6, the most frequent strategy used by participants was to explain the importance of practice, hard work and effort as it was clearly stated by Participant 38:

I always tell them to try harder, it will be difficult at the beginning but if they continue working and study harder they can have the ability. <sup>1</sup>

The second most frequent strategy was to use diverse teaching techniques.

Participants described various manners in which they present the contents using diverse materials and techniques so that all the students with different types of abilities, interests and learning styles can learn. For example, Participant 3 stated:

I try to simplify the contents to them through visual material or maybe, using physical response in order that they learn or try to understand through movements.

Praising the effort was the third most common strategy mentioned by some Chilean teachers. Participant 24 explained why it is essential to highlight students' work:

I try to encourage them to give a chance and, as soon as they get better results, I praise them in order to achieve a better sense of initiative and competence on them.

The fourth most used strategies were to explain that all people have the ability to learn a second language and to talk about your own growth mindset. Participant 19 gives a good example of how to talk about your own growth mindset to motivate students to do the same:

I also tell them that I was once a beginner and that my grades were not so good in English. I tell them that it took me a lot of study and hard work to make it happen.

The fifth place is occupied by seven strategies which were mentioned twice by the participants. I will refer to four of them:

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<sup>1</sup> All the participants' answers have been kept as the original.

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1. To set achievable micro-goals, Participant 9 wrote:

I start with activities that may be a little simpler so I can start building a sense of achievement. I also go through the activities step by step or divide activities into smaller ones ...

2. To check whether students are using correct strategies:

I check their learning strategies, most of the times they don't have strategies.  
(Participant 20)

3. To welcome mistakes is a strategy used by Participant 42:

I usually say they are doing just fine, learning English is a long term achievement. We have always a chance to make mistakes and learn from them.

4. To tell students to identify their strengths and weaknesses is a strategy that helps students to be aware of what they need to practice harder. Participant 23 pointed out this situation:

I explained to them that learning a new language is about practising 4 linguistic skills, so maybe we have to recognise what of them are failing to practice on it and what of them are the best for them to continue improving.

Finally, twelve strategies were mentioned only once. I will mention three of them:

1. Participant 32 is aware of the impact of the word *yet* and stated:

Sometimes I also say 'You cannot do this YET' letting them know that they will achieve it eventually.

2. Participant 31 described as a strategy to find out your students' mindsets:

I also try to investigate what his/her perception of learning English is and why he/she says so.

3. To praise the process and not the final outcome. Participant 44 stated:

I don't care about marks but about the abilities he/she is improving.

#### ***4.3.2.2 Strategies to fight against age concerns***

According to Mercer & Ryan (2012), second language learners believe that second language acquisition depends not only on ability but also on other variables that can influence people's mindsets, such as the age. Therefore, in this study, the following question was asked to the teachers: What do you say to students who believe that they cannot learn a new language because they started learning English when they were older?

Forty-seven participants responded to this question. In table 8, it is possible to see the strategies that teachers use to convince students that languages can be learned at any age. They have been ranked from the most to the least frequent strategies.

Table 8

#### *Strategies for students who believe that they are too old to learn English*

1. Explain that people can learn a second language at any age (12)
2. Explain the importance of practice, hard work and effort (12)
3. Provide examples of people who have learned English as adults (7)
4. Talk about your own growth mindset (6)
5. Teach about the malleability of the brain (4)
6. Explain that they can achieve everything as long they have willingness (3)
7. Explain the advantages of being older (2)
8. Explain that communication is the most important goal (2)
9. Help students to find strategies to learn (1)
10. Use research to explain people can learn at any age (1)
11. Find a purpose to learn English (1)
12. Take away barriers to learn (1)

The most frequent strategies were to explain that people can learn a second language at any age and to explain the importance of effort. For example, Participant 33 showed how it is possible to highlight that age is not an obstacle for learning:

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I tell them that languages can be learned at any age. And I show them a few things that I have been learning about other languages as an adult.

Also, Participant 17 explained that through effort learners are able to learn at any age:

I tell them that it's a process that will take more or less time depending on how hard they work on it.

Seven participants mentioned that they used as a strategy to provide examples of people who have learned English as adults:

I make them see that all people have the ability to learn no matter the age and I give them some examples of famous people who they admire and let them see that they have learn English in their adulthood (Participant 12).

The third most used strategy was to talk about your own growth mindset. Six teachers explained that they demonstrate through their own experiences that a second language can be learned at any age:

I told them my experience as a language learner. I started learning English when I was 18 years old, and I started from zero to get a proper level. It was difficult in comparison to my classmates at university (who had a vast experience with the language), but it required a lot of effort, patience and help from my teachers and classmates (Participant 31).

Four participants claimed as a strategy to teach about the malleability of the brain. For example, Participant 14 said:

I tell them that our brain is like clay, which changes when we work it out. That is to say, they can learn a new language if they make an effort and practice. The more they practice the better.

Three teachers stated that they tell students that they can achieve everything as long as they have willingness:

Age doesn't matter, all that really matters is how much you want learn English and what you will be willing to do to achieve that (Participant 41)

One of the sixth most frequent strategies was to provide examples of some advantages of learning as adults:

I also explain that learning something new when you're older can help prevent at some degree some brain conditions such as Alzheimer's disease. (Participant 25)

Two participants manifested as a strategy to explain that communication is the most important goal. They seem to have and be promoting growth language mindsets; however, one of them also implies to have a fixed mindset for pronunciation:

I tell them that unless they lived in an English speaking country when they were children, it's highly unlikely that they will pronounce as a native speaker. However, I explain to them that the objective is to communicate, and that's possible even if their pronunciation is not perfect. (Participant 19)

Finally, four strategies were mentioned only once. One of them is to help students to find strategies to learn:

I try to help my students to find strategies that help them learn, either as a group or individually. So they can practise more outside the classroom if they want to (Participant 1).

#### ***4.3.2.3 Conclusion of qualitative results***

In summary, qualitative data allowed to see that in general Chilean teachers of English tend to promote growth language mindsets. Many participants explained that the effort is a crucial element to succeed in language learning and some of them were able to provide strategies with more concrete examples that might generate a better impact in the development of growth mindsets.

#### 4.4 RQ3: To what extent are teachers' language mindsets related to the strategies that they use in classes?

In order to know what is the relation between the participants' mindsets and the strategies that they promote, the results obtained from the Language Mindset Questionnaire and the Strategies Questionnaire described in detail in sections 4.2 and 4.3 were analysed.

Table 9

*Summary of participants' mindsets and strategies*

Questionnaire	Fixed	Mixed	Growth
Language Mindset	0%	76%	24%
Strategies	8%	90%	2%

Table 9 shows that most participants possess and promote strategies that develop mixed language learning mindsets; however, some participants do not promote the language learning mindset that they have. Figure 9 shows the strategies promoted by the 12 participants that hold growth mindsets.

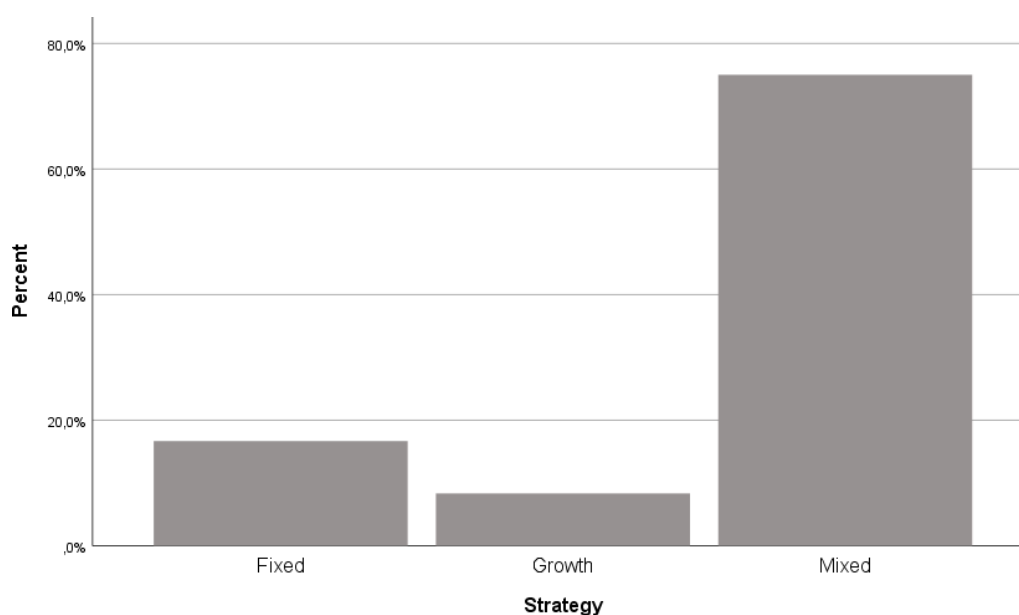


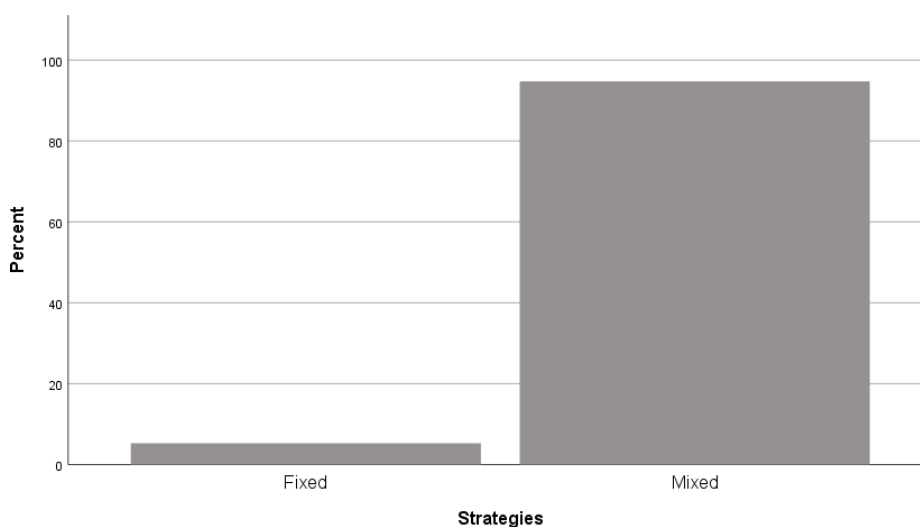
Figure 9. Strategies used by growth mindsets teachers



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Figure 9 demonstrates that only one teacher (8.3 %) promotes growth mindsets. Almost all these participants promote a different type of mindset; 2 of them (16.7 %) promote fixed mindsets, and 9 of them (75 %) promote mixed mindsets.

Figure 10, shows the types of strategies promoted by participants who have mixed mindsets. 38 participants (76 %) promote mixed mindsets, 36 of them promote the same mindset (94.7 %), and 2 of them promote fixed mindsets (5.3 %).

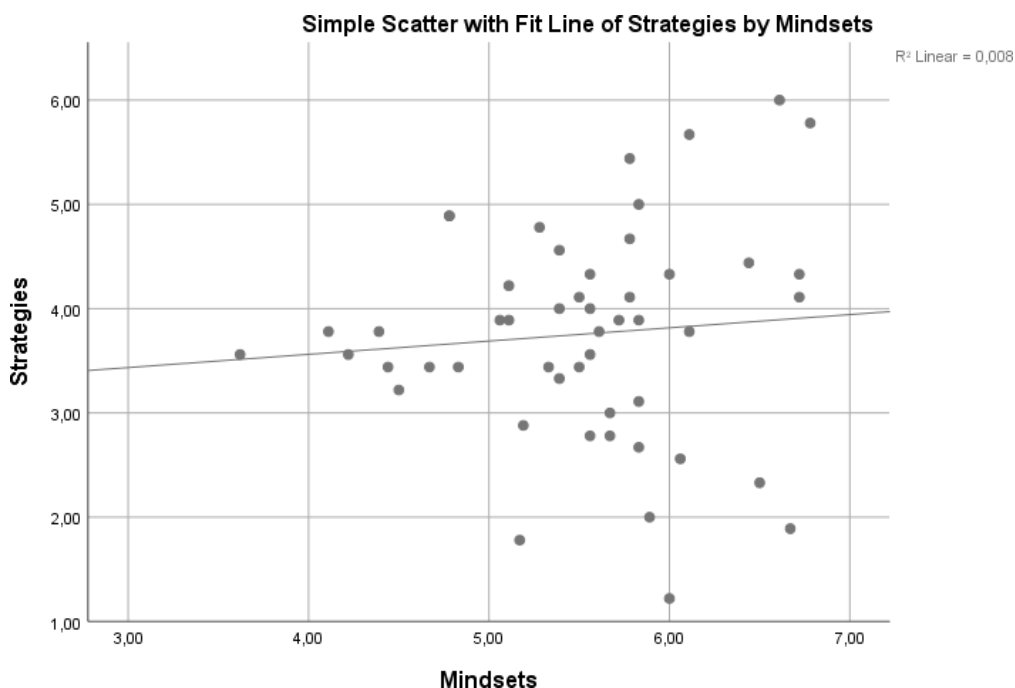


*Figure 10.* Strategies used by mixed mindset participants

I tried the correlation between the participants' mindsets and strategies. Field (2009) states that it is accurate to use Pearson's correlation when the data are interval and are normally distributed. The variables meet these requirements (see figures 1 and 5), therefore this correlation was used for analysis. However, no significant relationship was found between the participants' mindsets and the strategies that they promote [ $r = .09$ ,  $n = 50$ ,  $p = .54$ ]. This means that these variables are not related what can also be observable in figure 11 where it is possible to see that the shape of the data does not follow a straight line; therefore the two variables do not show a strong relationship. As the participants'

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mindsets score gets higher (growth mindset participants), the more that the participants' strategies score vary.



*Figure 11.* Scatterplot of the relation between participants' language mindsets and strategies

After that, I applied two regression models to check whether the participants' types of mindsets or other variables that I collected in the questionnaire, such as the participants' age, experience and English level could predict the strategies that the teachers possess.

Table 10 compares the two regression models that were applied to explain the behaviour of the Strategies variable using some explanatory variables determined to achieve this effect.

In Model A, Mindset is presented as the explanatory variable, which is not statistically significant for the purpose of explaining the behaviour of the explained variable, because the  $p$ -value is higher than .05 ( $p = .54$ ), being only significant to this

value the intercept, so in the first instance this model could be discarded for explanatory purposes of the response variable. The model is presented as follows:

$$\text{Strategies} \sim \text{Mindset}$$

In model B, Mindset is again presented as the explanatory variable, but accompanied by the categorical variables age, experience and English level. It can be observed through the  $p$ -value parameter that none of the explanatory variables manages to explain the behaviour of the response variable Strategies since  $p$ -values are higher than .05. Only the intercept value is significant ( $p = .01$ ), so in the first instance, this model could be discarded to explain the response variable. The model is presented as follows:

$$\text{Strategies} \sim \text{Mindset} + \text{Age} + \text{Experience} + \text{English.Level}$$

Also, the parameters of the goodness of fit of each of the models, such as  $p$ -value and adjusted  $R^2$ , demonstrate that in both cases the  $p$ -value is greater than .05 and the values of the adjusted  $R^2$  are too small. For those reasons, it is not possible to pose the idea that the explanatory variables in their entirety could explain in a significant proportion the fluctuations of the response variable, considering that the minimum acceptable value to explain the model is 0.7, and both models present negative values.

Table 10

*Regression Models using strategies as the dependent variable*

Parameter	Model A				Model B			
	$\beta$	SE	<i>t</i>	<i>p</i>	$\beta$	SE	<i>t</i>	<i>p</i>
(intercept)	3,05	1,13	2,68	0,01*	4.41	1.59	2.78	.009***
Mindset	5,12	0,20	0,62	0,54	-0.09	0.29	-0.32	.752
Age 31-40					-0.17	0.40	-0.43	.667
Age 41-50					1.99	1.37	1.45	.157
Age 51-60					-1.16	1.51	-0.77	.449
Age 61-70					-0.91	1.49	-0.61	.544
Experience 11-20					0.22	0.77	0.28	.783
Experience 21-30					-2.17	1.57	-1.38	.177
Experience 31-40					1.25	1.89	0.66	.514
English. Level B2					-1.11	0.91	-1.23	.228
English. Level C1					0.42	0.59	0.72	.476
English. Level C2					-0.07	0.43	-0.17	.865
N	41				41			
Adjusted R-squared	-.0127				-.0732			
F-Statistic	.3853				.7271			
<i>p</i> -value	.5377				.6933			

In conclusion, the language mindsets are not a statistically significant predictor for the strategies. This has also been verified in the presence of the groups generated by age, experience and English proficiency. It has been evaluated if the groups affect the average scores of both scales, but the results show that they do not generate such differences. Statistically, both variables are not related; therefore, it might be possible to deal with them independently.

#### 4.5 Conclusion

According to the results of the Language Mindset Questionnaire, most of the Chilean teachers of English in this sample have mixed mindsets as well as the quantitative

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results of the Strategies Questionnaire, also showed that most of the participants promote mixed language learning mindsets in their students. Qualitative data demonstrated that many teachers of English tend to promote that effort is vital to learn a second language; however, only some of them use more convincing strategies to foster language learning mindsets in the classrooms. Finally, even though most of the participants have mixed mindsets and promote mixed mindsets, statistically these variables are not related.

## **Chapter 5**

### **Discussion**

#### **5.1 Introduction**

In the discussion section, first, I will interpret the results by answering each of the research questions. I will answer the questions referring to the results found in the investigation, and later I will explain how the findings are related to prior research. Finally, I will give some recommendations for developing language learning mindsets in the classroom mostly based on the previous work of Dweck (2007, 2008, 2010, ) Mercer & Ryan (2010), Ryan & Mercer (2011, 2012), and some of the results of the open-ended questions collected in this research.

#### **5.2 Interpretation of the results**

##### **5.2.1 RQ1: Do Chilean teachers of English have fixed, mixed or growth language learning mindsets?**

According to this research, most Chilean teachers of English have mixed language learning mindsets (see figure 4). These results are somewhat similar to the findings from the investigation carried out by Elige Educar (2017). They collected data from 1.000 Chilean teachers and found out that educators have different types of mindsets. Approximately 30% of the participants showed to have fixed mindsets; for example, these teachers believe that talent is the best predictor of learning; think that students' intelligence is something that cannot be changed; and believe that in all the classes there is a group of students that will be left behind (see section 2.7 for more details). In the study developed by Elige Educar (2017), participants had to read some statements and say how strong they agreed or disagreed with them on a 5-point Likert scale. Participants who totally agreed or

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agreed were categorised as having fixed mindsets, participants who totally disagreed or agreed were classified as having growth mindsets, and participants who said neither agree nor disagree with the statements were not categorised in any mindset. Even though this survey does not refer to mixed mindset, it is possible to see heterogeneity in the results, what suggests that in general Chilean teachers believe that ability and effort are both important for learning. As a conclusion, it seems that Chilean teachers of English from this study, similar to what Chilean teachers who teach different areas of knowledge, believe that ability and effort are essential to succeed at learning.

This result also seems to some extent similar to the findings of Mercer & Ryan (2010) and Ryan & Mercer (2012). In both investigations, they found out that second language learners believe that among other factors, ability and effort play a role in language learning. Chilean teachers of English are language learners as well; therefore, they can be put into this category; however, according to Dweck (2000, 2007, 2008, 2010) teachers have to be able to believe that effort is the most crucial factor for language learning and develop growth language learning mindsets in their students.

This finding seems to be related to an investigation developed by the British Council (2015) to identify the factors that affect English language learning in Chile. The results of this investigation demonstrated that 20 % of the participants reported that they had not learned English due to their lack of language learning ability. These beliefs might have been influenced by their teachers of English who, according to this study, tend to believe that ability is a factor that affects language learning.

## **5.2.2 RQ2: What strategies do Chilean teachers of English use to develop language learning mindsets?**

### *5.2.2.1 Quantitative Data*

According to the quantitative data, most teachers of this sample promote strategies that develop mixed mindsets in the students (see figure 8). This means that the participants foster strategies which imply that in their classes they praise students' natural talent as well as their effort. Different investigations suggest that educators have to develop only growth mindsets (e.g., Dweck 2000, 2007, 2008, 2010; Mercer & Ryan 2010, Ryan & Mercer 2011, 2012), in consequence, the participants are not promoting proper strategies in the students.

### *5.2.2.2 Qualitative Data*

In the open-ended questions, educators demonstrated to know strategies that promote growth mindsets; however, most of them seemed to be unaware of beneficial strategies suggested by authors who are experts in the mindset field (e.g., Dweck 2007, 2008, 2010; Mercer & Ryan 2010; Ryan & Mercer 2011, 2012). Only some of them use strategies to demonstrate through concrete examples and research that ability can always increase as long as they try hard and use correct strategies for learning.

#### *5.2.2.2.1 Strategies for students who say they do not have the ability to learn English.*

According to the results presented in section 4.3.2.2, Chilean teachers of English use strategies to promote growth mindsets (see table 7). Strategies numbers 1, 3, 4, 5, 6, 8, 9, and 13 have been described by Dweck (2000, 2007, 2008, 2010) as key to encouraging



growth mindsets. In addition, Dweck (2000, 2007) states that apart from promoting and believing in the importance of hard work, teachers have to provide all the necessary tools and try different strategies to help students to succeed; therefore, strategies number 2,7,10, 11, 12, 16, 18, 19, 20, 21, 22 and 23 are proper to help to develop growth mindsets. The most frequent strategy mentioned by the participants (explain the importance of effort) has been strongly recommended by Dweck (2007, 2008, 2010). However, it is important to point out that the rest of the strategies were mentioned only on a few occasions by the participants.

Dweck (2000, 2007, 2008); Mercer & Ryan (2010) and Ryan & Mercer (2011) point out that praising the effort is crucial to develop growth mindsets and this strategy was mentioned five times. Also, according to Dweck (2000, 2007, 2010), teachers not only need to have a growth mindset but also they have to make students see that they possess growth mindsets; therefore talking about your own growth mindset is an important strategy which was mentioned only by three people.

Dweck (2007, 2008) recommends seeing mistakes as a normal part of the learning process. Besides, Dweck (2000, 2007) and Mercer & Ryan (2010) point out that educators have to empower students to believe that as long as they want something and work hard for it, they can achieve all that they propose; nevertheless this is only possible when teachers help students to find the correct strategies to improve their skills. In spite of seeing mistakes as a normal part of the learning process and checking students' learning strategies are crucial strategies, they were only mentioned twice.

Embracing the word YET and finding out your students' mindsets were some essential strategies that were named only once by the participants. Dweck (2007) explains how the word "yet" can change the complete meaning of a sentence and advises teachers to use it as much as possible. Mercer & Ryan (2010) highlight that it is vital that teachers ask

students about their beliefs related to language learning to help them to change their mind in case they have fixed mindsets.

Praising the process and not the final outcome, at first sight, seems to be a positive strategy, however, according to Dweck (2007) this is a misunderstanding that leads to creating a "false growth mindset". Teachers have to praise the process and connect that to the results; in this manner, students can understand that good results are possible for the process they went through.

#### *5.2.2.2.2 Strategies for students who believe that they are too old to learn English*

Strategies number 2, 3, 4, 5 and 9 have been described by Dweck (e.g., 2000, 2007, 2008, 2010) and Mercer & Ryan (e.g., 2010, 2011) as key to promoting growth mindsets (see table 8). Also, teachers have to help to eliminate their students' incorrect beliefs about language learning (Mercer & Ryan, 2010); therefore strategies number 1, 7 and 10 might be useful to change misbeliefs for learning a second language. Finally, strategies number 6, 8, 11 and 12 seem proper to help to develop growth mindsets due to according to Dweck (2000, 2007) teachers can try different strategies to foster this mindset in the students.

However, similar to what happened in section 5.2.2.2.1, only strategies number 1 and 2 are mainly used by the participants, and many other important strategies were mentioned only by a few teachers. Dweck (2008) highlights that one of the strategies that teachers can use is to research about people who have contributed to the society due to their commitment and hard work. Strategies numbers 3 and 10 are somehow related to this strategy. Seven participants mentioned that they used as a strategy to provide examples of people who have learned English as adults and only one participant manifested to research about people who can learn at any age. Teaching about the malleability of the brain has been the most frequent intervention used in investigations to foster growth mindsets (e.g.,

Aronson, Fried & Good, 2002; Blackwell, Trzesniewski, & Dweck, 2007; Dweck, 2007; Good, Aronson & Inzlicht, 2003; Paunesku et al., 2015; Yeager et al., 2014, 2016), nevertheless only four participants reported to use this as a strategy.

### ***5.2.2.3 Conclusion of research question 2***

In conclusion, quantitative and qualitative data suggest that Chilean teachers of English of this sample need training to learn more strategies that help to develop growth mindsets in the students. This finding is similar to the results found by Yettick et al. (2016). They applied a survey to over 600 K-12 teachers in 2016 in the USA and found out that even though most teachers believed in the potential of growth mindsets only 20% of them thought that they were good at promoting growth mindsets; and only 5% strongly agreed with the fact of knowing strategies and solutions to apply with fixed mindsets students. Even though this research evaluated strategies by directly asking the teachers about them, they got to the same conclusion: educators need effective training to foster growth mindsets.

### **5.2.3 RQ3: To what extent are teachers' language mindsets related to the strategies that they use in classes?**

The results of this study showed that most Chilean teachers of English have and promote mixed mindsets in their students, therefore in general, teachers foster the same mindsets that they have. However, most of the teachers who have growth language mindsets do not promote strategies to develop this type of mindset (see figure 9). Also, correlation and regression test results showed that statistically participants' mindsets and strategies are not related (see section 4.4).

One possible explanation for this could be that some of the teachers who possess growth language learning mindsets might be using incorrect strategies in classes. According to Dweck (2007), Kraker-Pauw et al., (2017) and Schmidt et al., (2015), some teachers have growth mindsets, but do not foster strategies to develop this mindset in their students. Several misunderstandings can create a false growth mindset (see section 2.6), therefore it is possible that some teachers intend to promote growth language learning mindsets, but do not use the proper strategies that can cause an impact in the students. For that reason, teachers who do not know suitable and specific strategies to promote growth mindsets might foster strategies that consider that the natural talent is essential for language learning.

### **5.3 Implications and Recommendations for teachers of English**

Dweck (2000, 2007, 2008, 2010) states that it is crucial that teachers possess and promote growth language learning mindsets. Most Chilean teachers of English in this sample do not have and do not promote strategies to develop growth mindsets in their students; therefore it is vital that teachers fully understand this theory so that they can maximise the learning of a second language.

First of all, it is essential that teachers understand that they need to have growth language learning mindsets to help their students to believe that they are all able to learn through hard work and effort. Moreover, they have to know proper strategies to help students to develop this type of mindset and learn. Taking into consideration Dweck (2007, 2008, 2010, ) Mercer & Ryan (2010), Ryan & Mercer (2011, 2012) studies as well as some of the qualitative findings from this research, the following lists show some recommendations that can be used by English teachers to help to develop their own growth language learning mindsets and strategies to foster them in their students.

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Recommendations to develop your own growth language learning mindset:

- Love learning about what you teach.
- Take care of each of your students and guide them.
- Feel responsible for your students' performances.
- Set high standards for your students.
- Do not judge students for their first performances.
- Believe in improvement.
- Believe that you can influence your students.
- Believe that a second language can be learned in a classroom.

Strategies to develop growth language learning mindsets in the students:

- Find your students' language learning mindsets to change incorrect beliefs of second language learning.
- Talk about language learning in general and also about different language learning domains (e.g., pronunciation, grammar, vocabulary, reading, writing, listening, and speaking).
- Explain the importance of practice, hard work and effort.
- Praise the effort instead of the ability.
- Praise the effort only when it is yielding benefits.
- Praise the effort and the final outcome.
- Teach about the malleability of the brain.
- Talk about your own growth mindset.
- Welcome mistakes.
- Embrace the word YET.

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- Tell students to identify their strengths and weaknesses.
- Check students' learning strategies.
- Teach students to set challenges, work hard and love learning.
- Provide all the necessary tools and strategies to help your students to succeed.
- Research about people who have contributed to the humanity due to their passion and dedication.
- Provide praise and feedback throughout all the learning process and not only at the end of it.
- Do not label learners as good or bad students.
- Avoid expressing that people need to go abroad to be successful language learners.
- Explain that people can learn a second language at any age.
- Provide examples of people who have learned English as adults (people whom your students admire, for example, famous actors, singers, scientists, etc.).
- Explain the benefits of learning as adults (e.g., people can decrease the possibilities of suffering from Alzheimer).

#### 5.4 Conclusion

The results of this investigation are somehow related to other studies that have demonstrated that some teachers do not have growth mindsets and do not promote strategies that develop growth mindsets. For example, Elige Educar (2017) discovered that Chilean teachers believe that ability and effort affect learning. Yettick et al. (2016) detected that most teachers do not know strategies to promote growth mindsets. Dweck (2007), Kraker-Pauw et al., (2017) and Schmidt et al., (2015) claim that teachers might not promote the mindset that they have. For all these reasons, it is essential that teachers

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receive training that helps them to develop their own growth mindsets as well as to promote them by using proper strategies like the ones suggested in section 5.3.

## **Chapter 6**

### **Conclusion**

#### **6.1 Introduction**

This research will be concluded presenting an overview of the dissertation by highlighting the principal results and implications of the study, Later, the limitations of this research will be explained, and finally, some suggestions for further research will be presented to broaden the investigations of language learning mindsets.

#### **6.2 Overview of the dissertation**

This study aimed to get to know the language learning mindsets and strategies that Chilean teachers of English use in their classes, therefore the following research questions were investigated:

- RQ1: Do Chilean teachers of English have fixed or growth language learning mindsets?
- RQ2: What strategies do Chilean teachers of English use to develop language learning mindsets?
- RQ3: To what extent are teachers' language mindsets related to the strategies that they use in classes?

In order to answer the research questions, an online questionnaire was created and responded by a total of 50 Chilean teachers of English. The questionnaire contained three parts: personal information, language learning mindset questionnaire and strategies questionnaire that included closed and open-ended questions.

The results of the language learning mindset questionnaire showed that most teachers of this sample have mixed mindsets, as well as the close-ended questions from the



strategies questionnaire demonstrated that most of these teachers promote strategies to develop mixed mindsets. By comparing the results of these two questionnaires, it was possible to see that in general most teachers have and encourage strategies that develop mixed language learning mindsets and some participants do not foster the type of mindset that they have, especially the ones that have growth mindsets. Also, statistically the participants' mindsets and strategies are not related. The open-ended questions aimed to know what specific strategies teachers use with learners who say that cannot learn because they do not have ability or because they are too old to learn a second language. The answers of these questions allowed to see that although the participants use strategies that promote growth mindsets, most of them reported knowing only a few and showed to have lack of knowledge of more efficient strategies that help to encourage growth language learning mindsets.

The results are in some way similar to different studies developed not only in Chile but also in other parts of the world. For example, the results of the mindset questionnaire are to some extent similar to a study developed by the Chilean organisation *Elige Educar* (2017) who demonstrated that Chilean teachers consider that ability and effort are essential to learning. Also, the findings are related to the results found by the British Council (2015) since they identified that some Chileans believe that they have not learned English for their lack of ability what according to this study, this might have been influenced by teachers of English who think that ability is vital to language learning. Mercer & Ryan (2010) and Ryan & Mercer (2012) reported that language learners believe that ability and effort are factors that affect second language learning. The results of the strategy questionnaire were similar to a study developed by Yettick et al. (2016) in which most teachers acknowledged that they did not know strategies to foster growth mindsets. Finally, the relationship found between teachers' mindsets and the strategies that they apply are somehow related to some

investigations which explain that growth mindsets teachers might use strategies that do not promote their own mindset (e.g., Dweck, 2007; Kraker-Pauw et al., 2017; Schmidt et al., 2015).

Even though the results are somehow related to other studies' findings, they are far from being the optimal according to the discoveries of outstanding researchers in this field (e.g., Dweck 2007, 2008, 2010; Mercer & Ryan 2010; Ryan & Mercer 2011, 2012). These investigations strongly recommend that teachers need to have and promote growth mindsets; therefore it is necessary that teachers receive training to change their mindsets into growth and get to know different strategies that encourage growth language learning mindsets in the students.

### **6.3 Limitations**

The first limitation of this study was the sample size. The size of my sample was too small to generalise. It would have been nice to have count with more participants to have been able to gather more data and have a broader view of the language learning mindsets and strategies that Chilean teachers of English have and promote in the Chilean students.

Also, I would have loved to have interviewed the participants to get deeper and richer qualitative data about the strategies that they use to promote growth language learning mindsets. I could have asked more questions according to their answers so that participants could have explained in more detail their answers. Mercer & Ryan (2012) suggest to investigate language learning mindsets through qualitative studies; therefore it would have been nice to have had more time to gather more information and contribute to the field.

#### **6.4 Recommendations for further studies**

Taking into account the limitations of this study, I would suggest to include more participants to be able to proportion inferential statistics. Language learning mindsets should be investigated with more depth to realise people's thoughts and beliefs, so I would advise to include more qualitative data tools, such as interviews. Finally, I would also suggest that participants' mindsets should be categorised using only fixed items due to according to the literature, growth items tend to cause bias among the participants (see Chiu, Dweck, Tong & Fu, 1997; Claro et al., 2016).

Apart from investigating teachers' language learning mindsets and strategies, it might be interesting to examine the relationship between growth language learning mindsets and academic achievement. To investigate this, a good idea might be to create a strategic plan to develop language learning mindsets in the students and check whether developing growth language learning mindsets can have an impact on achievement as it has been proved in other investigations with mathematics and first language principally (e.g., Aronson et al., 2002; Blackwell et al., 2007; Dweck 2007; Good et al., 2003; Paunesku et al., 2015; Yeager et al.; 2016; Claro et al., 2016).

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## Appendix A

## Participant Information Sheet and Consent Form

- The aim of this study is to investigate the relationship between Chilean students' growth mindset and their English academic achievement as well as how teachers' language mindsets and its implementation can be related to these results.
- You are being invited to participate in this study because Chilean teachers of English can provide relevant information about their knowledge and influence on language learning mindsets.
- The study requires participants to answer a questionnaire with open and closed-ended questions.
- Your participation in this study is strictly voluntary and refusal to participate will not result in any disadvantage in any way to you in the future.
- Participants will not directly benefit from the study, but findings may possibly lead to promote growth language learning mindsets to improve English academic achievement.
- By participating in this study, the utmost care will be taken that no harm to your psychological well-being, physical health values or dignity will be affected.
- You have the right to withdraw from this study at any time and your information destroyed if you wish.

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- Your privacy will be respected at all times and all information collected will be anonymous and remain completely confidential. Any personal data will be coded using a number, so no data can be linked to your identity. All data will be treated as personal under the 1998 Data Protection Act, and they will be secured electronically in my own laptop which contains a secure password.
- Your words may be quoted in publications, reports, web pages, and other research outputs.
- My supervisor will have access to the data.
- If you have a question about the ethical nature of this study, please contact the researcher, or the research study supervisor.

Thank you for taking part in this research study.

### Participant Consent Form

Project Title: Growth mindset and English Academic Achievement

Instructions: Read each of the statements and then initial each box if you agree with them.

#### 1. Taking Part

I have read and understood the participant information sheet.

I have been given the opportunity to ask questions about the project.

I agree to take part in the project. Taking part in the project will involve answering a questionnaire with open and closed-ended questions.

I understand that my taking part is voluntary; I can withdraw from the study at any time and I do not have to give any reasons for why I no longer want to take part.

**2. Use of the information I provide for this project only**

I understand my personal details such as name and email address will not be revealed to people outside the project.

I understand that my words may be quoted in publications, reports, web pages, and other research outputs.

---

Name of participant [printed]

Signature

Date:

---

Researcher [printed]

Signature

Date:

## Appendix B

## Questionnaire Sample

**Part 1: Personal Information**

## 1. Gender

Female

Male

Prefer not to say

## 2. How old are you?

21-30

31-40

41-50

51-60

61-70

## 3. Years of experience as a teacher of English

1-10

11-20

21-30

31-40

41-50

## 4. What's your level of English?

A1

A2

B1

B2

C1

C2

I do not know

## 5. In what type of school do you work?

Public

Semi-private

Private

## 6. What type of work do you have?

Full-time job

Part-time job

**Part 2: Implicit theory of language intelligence scale**

Instructions: Below there are a number of statements about language intelligence.

Language Intelligence is the capacity to use spoken and written language, your native language, and perhaps other languages, to express what's on your mind and to understand other people. People with high language intelligence display a facility with words and languages. They are typically good at reading, writing, telling stories.

Please rate how much you personally agree or disagree with these statements. There is no right or wrong answer. I am interested in your ideas.

1	2	3	4	5	6	7
Strongly disagree	Moderately disagree	Slightly disagree	Neither agree nor disagree	Slightly agree	Moderately agree	Strongly agree

**2.1 Beliefs about general language intelligence (GLB):**

7. You have a certain amount of language intelligence, and you can't really do much to change it.

8. Your language intelligence is something about you that you can't change very much.

9. To be honest, you can't really change your language intelligence.

10. No matter who you are, you can significantly change your language intelligence level.

11. You can always substantially change your language intelligence.

12. No matter how much language intelligence you have, you can always change it quite a bit.

**2.2 Beliefs about second language learning (L2B):**

13. To a large extent, a person's biological factors (e.g., brain structures) determine his or her abilities to learn new languages.

14. It is difficult to change how good you are at foreign languages.

15. Many people can never do well in foreign language even if they try hard because they lack natural language intelligence.

16. You can always change your foreign language ability.

17. In learning a foreign language, if you work hard at it, you will always get better.

18. How good you are at using a foreign language will always improve if you really work at it.

**2.3 Beliefs about age sensitivity and language learning (ASB):**

19. How well a person speaks a foreign language depends on how early in life he/she learned it.

20. People can't really learn a new language well after they reach adulthood.

21. Even if you try, the skill level you achieve in a foreign language will advance very little if you learn it when you are an adult.

22. Everyone could do well in foreign language if they try hard, whether they are young or old.

23. How well a person learns a foreign language does not depend on age; anyone who works hard can be a fluent speaker in that language.

24. Regardless of the age at which they start, people can learn another language well.



**Part 3: Strategies Questionnaire**

Instructions: Read the following statements and decide how strongly you agree or disagree with them.

1	2	3	4	5	6	7
Strongly disagree	Moderately disagree	Slightly disagree	Neither agree nor disagree	Slightly agree	Moderately agree	Strongly agree

25. I praise students for their effort, as a consolation prize, when they do not do well.
26. I praise students when I see that their effort is yielding benefits.
27. I praise students when they seem to have a natural talent for learning English.
28. I praise students when they try hard for learning English.
29. I praise my students' intelligence when they are the first in finishing the activities.
30. I praise my students' effort when they are the first in finishing the activities.
31. I praise students' intelligence when they get a good mark in the first test of the school year.
32. I praise students' effort when they get a good mark in the first test of the school year.
33. If a student gets a bad mark in the first test of the school year, I tell him/her that he/she has ability so, the next time he/she will surely have a better mark.
34. If a student gets a bad mark in the first test of the school year, I tell him/her that he/she needs to study harder for the next test.
35. If a student does not do his/her homework, I tell him/her that he/she could have done it easily because he/she is very smart.

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36. If a student does not do his/her homework, I tell him/her that they need to practice to learn.

37. If a student gets a bad mark, I tell him/her that he/she is intelligent so the next time he/she will do better.

38. If a student gets a bad mark, I tell him/her that he or she needs to evaluate how he/she studied for the test.

39. If a student thinks that he/she cannot learn English because they do not have ability, I agree with him/her because not all the people have ability for learning a second language.

40. If a student thinks that he/she cannot learn English because they do not have ability, I disagree with him/her and explain that all people can learn if they want to and make an effort.

41. If a student thinks that his/her pronunciation is not good, I tell him/her that it is fine because only young learners can have a good pronunciation.

42. If a student thinks that his/her pronunciation is not good, I tell him/her if they practice really hard they can improve it.

\*Growth items: 26 – 28 – 30 – 32 – 34 – 36 – 38 – 40 - 42

\*Fixed items: 25 – 27 – 29 – 31 – 33 – 35 – 37 – 39 - 41

**Open-ended questions:**

43. What strategies do you use when you have students who say that they cannot learn English due to their lack of ability?

44. What do you say to students who believe that they cannot learn a new language because they started learning English when they were older?

## Appendix C

## Invitation Email Sample

Dear colleagues,

I am writing to you to request your help to answer the following questionnaire which is aimed to measure the delivery of non-conventional tools (mindsets) within traditional education. They are not often evaluated in our work, but they represent an important part of the academic formation of our students. For that reason, it is important to continue deepening this field of research that allows an integral valuation of our pedagogical work.

The estimated time to complete the questionnaire is 10 minutes. All information collected will be anonymous and remain completely confidential.

Please click on the following link to access the online questionnaire:

[https://docs.google.com/forms/d/e/1FAIpQLSfvRrfsiHD2c0rnssDrUlz0FCJEocITLXtkuUPE\\_hkDQcyKpQ/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSfvRrfsiHD2c0rnssDrUlz0FCJEocITLXtkuUPE_hkDQcyKpQ/viewform?usp=sf_link)

Thank you in advance for your time and good disposition.

## LANGUAGE LEARNING MINDSETS AND STRATEGIES OF CHILEAN TEACHERS OF ENGLISH

Estimados colegas,

Solicito su ayuda para responder el siguiente cuestionario el cual está orientada a medir la entrega de herramientas no convencionales (mindsets) dentro de la educación tradicional, las cuales no son muchas veces valoradas en nuestro trabajo pero que representan una parte importante de la formación académica de nuestros alumnos. Es por ello que es importante seguir profundizando en este campo de investigación ya que permite una valoración integral de nuestro trabajo pedagógico.

El tiempo estimado para completar el cuestionario es de 10 minutos. Toda la información recopilada será anónima y permanecerá completamente confidencial.

Haga clic en el siguiente enlace para acceder al cuestionario en línea:

[https://docs.google.com/forms/d/e/1FAIpQLSfvRrfsiHD2c0rnssDrUlz0FCJEocITLXtkuUPE\\_hkDQcyKpQ/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSfvRrfsiHD2c0rnssDrUlz0FCJEocITLXtkuUPE_hkDQcyKpQ/viewform?usp=sf_link)

Agradecimiento de ante mano su tiempo y buena disposición.

## Appendix D

Answers given by the participants

**Answers given to question 43: What strategies do you use when you have students who say that they cannot learn English due to their lack of ability?**

P1: I show my students simple examples that prove how much they have already learned in little time and practice. These examples can be through a short conversation, games, songs, voc/grammar activities and so on. I try to explain that motivation and effort are keys to learn anything not only a language. And that it is ok if they feel like that but it is not their fault. I want my students to have fun even if they have a hard time dealing with learning English. In every class, I try to create a low stressed atmosphere so they can feel that it is ok to make mistakes because any learner makes mistake. But eventually, they will correct themselves and no longer make those mistakes. As they succeed in some (mistakes) they will be dealing with new ones.

P2: Everyone can learn a new language if s/he wants to do it but it requires commitment.

P3: I tell sts that there is no lack of ability in learning a foreign language. I try to simplify the contents to them through visual material or maybe, using physical response in order that they learn or try to understand through movements.

P4: I motivate them and give them the opportunity to participate more in the class. Give them protagonism and congrats for their work.

P5: I told them they keep trying and practicing.

P6: If there is a cognitive issue, I try to low the expectation to understanding instead of speaking or writing.

P7: Lots of scaffolding exercises and extra work after class

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P8: I tell them they can do it if they study hard and pay attention yo classes.

P9: I start with activities that may me a little simplier so I can start buiding a sense of achievement. I also go through the activities step by step or divide activities into smaller ones, and I always tell them that they are capable of learning English.

P11: I tell them that my dad learnt when he was already a grown up. Even when he doesn't have a great pronunciation, he worked hard for it. Also, my sisters and I learnt with him, which was really fun and my mom doesn't speak in English, but she understands the language. When she tries to speak she sounds like the actress Sofia Vergara and she is happy because even when she says she is not good at it, she tries hard and does communicate in other language.

P12: I tell them that everybody has the ability to learn, they just need to practice and believe in what they have achieve so far.

P14: I tell them that they have to put more effort into their learning because they are all able to learn yet not at the same pace.

P15: It difficult that a student answer about “ Having the ability” but when they say that they can't learn I use to say Never give up, and the strategies is only practice.

P16: I tell them to first find some motivation (a movie, a TV show, a band, etc) and watch, read or listen to those things in English. I tell them they need to keep trying, and do not feel demotivated if it seems hard at first. Do not give up immediately.

P17: I encourage them to practice more. I use TPR to reassure their understanding. I use a lot of positive reward.

P18 I work with mass media elements (songs, videos, advertisements, video-games) to show them they already know english words or short phrases.

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P19: It's always effective when you work individually with them. If my explanation is only addressed to that single student, then s/he is more likely to make sense of it. I sometimes ask them whether they think that the student with the best grades in the class is better than them. They usually answer "no", and then I ask him why that student does better than him. They reflect a little bit and most of the time the answer is the same: "because he studies and pays attention". I also tell them that I was once a beginner and that my grades were not so good in English. I tell them that it took me a lot of study and hard work to make it happen. Finally, I ask them how they learned Spanish; they come to the conclusion that it's because of exposure. So I ask them "do you read in English at home?", "do you look new words up?", "do you listen to music in English?"

P20: I check their learning strategies, most of the times the don't have strategies

P21: I usually make them see that evrybody has the abilities but they haven't practiced enough to develop them. I tell them that he or she is probably in one of the first levels of that ability and that this can be improved.

P22 I encourage them to try AND hiee them strategies for self-learning

P23: I explained to them that learning a new language is about practicing 4 linguistic skills, so maybe we have to recognise what of them are failing to practice on it and what of them are the the best for them to continue improving.

P24: I try to encourage them to give a chance and, as soon as they get better results, I praise them in order to achieve a better sense of initiative and competence on them. P25: I make them understand and appreciate whatever progress they have made. I give them small steps to follow toward a greater goal, and make them realize they can do much better than what they thought they could, but at their own pace. Each individual has his/her own skills, preferences and timing.

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P26: Apps like kahoot or socrative

P27: I tell them that they can learn English or any other language because they had the ability to learn their mother tongue.

P28: I use appealing material involving all the abilities of the language. I show them videos, music, pictures about topics I know they like.

P29: I explain my own situation. I listened to music when I was a child and I started to make connections between the lyrics and the meaning in Spanish

P30: I tell them that we all have the ability to learn English and that they have to practice everyday to improve their level.

P31: I always try to talk to them about their strengths and I always highlight what they have done well so far. I also try to investigate what his/her perception of learning English is and why he/she says so. Finally, I try to come up with different activities that highlight each student's multiple intelligence (musical, kinesthetic, visual, interpersonal, linguistic, intrapersonal, mathematical, etc.)

P32: First I tell them that we all can learn anything if we want to and work hard for it. Then I ask them "How do you say \_\_\_(word in Spanish)\_\_\_\_\_in English?" I tend to ask for words or phrases that I know they know but that they are not aware of, so then they realize that they do know some words and can improve from that point on. Sometimes I also say "You cannot do this YET" letting them know that they will achieve it eventually.

P33: When a student says that he/she is not good at English, or that they do not know anything about it, I show them that they know many things starting from very basic things up to building one sentence. Or I try to make them tell me "what did I just say?" after acting one sentence. When they realize they have the knowledge or the ability to infer but they only need a "bridge" to connect what they know, they get back on track.



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P34: I always promote students to be honest with themselves and reflect on their strengths and weaknesses and tell them how I used to suck at PE but it didn't stop me from doing sports, enjoy trekking and boxing. Also I highlight the different abilities within English proficiency (productive, receptive skills, pronunciation, expressive writing, higher comprehensive skills) Some students are really good at speaking some others prefer to read and are really good at it.

P35: I look for activities that I know will be at students' level of proficiency to enhance their confidence. I also try to focus on different areas that students find difficult so that students notice that it is a matter of practice.

P37: I've tried different strategies the best has been talk about English language in their hobbies or favorite activities, like video games or music.

P38: I always tell them to try harder, it will be difficult at the beginning but if they continue working and study harder they can have the ability.

P39: You can do it let's keep on trying!

P40: I always encourage them to do better next time. I tell them they will probably have to work harder but if they want to achieve it they'll do it. It all depends on you.

P41: That she/he have to try harder. Anyone can learn a second language if you work hard. I always praise my students efforts.

P42: I usually say they are doing just fine, learning English is a long term achievement. We have always a chance to make mistakes and learn from them.

P43: I tell them that if they continue practicing they can do well. Everything comes with a little effort behind.

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P44: I don't care about marks but about the abilities he/she is improving. Best strategy ever is to love your children, take care of them as a complete person. When you can do that connecting link, everything is possible and, of course, she is going to love learning English!!

P45: I say they need to practice more. I give examples of other people experience about learning English, even my own experience at the university and say nothing is impossible, is only practice and compromise

P46: I look for apps that can help them in order to motivate their interest in Learning English

P47: I make them see the way they can effectively use English in their every day and future jobs situations, so they can realize that when giving significancy to the usage of the language, it is easier to learn it and see how usefull it is.

P48: I persuade them that they can do it if they spend more time studying.

P49: I try to make them think that everyone can learn it and if the student is really interested I take time to help him/ her in everything during the class or after lesson's time.

P50: I give examples of how well we do things for which we may not have natural ability

**Answers given to question 44: What do you say to students who believe that they cannot learn a new language because they started learning English when they were older?**

P1: I did it. So they can. I show them the example of immigrants at any age. Maybe as they become older, teachers have to force activities in class so the students realise the real purpose in a real context of the use of English. I try to help my students to find strategies that help them learn, either as a group or individually. So they can practise more outside the classroom if they want to. It also depends on the stage the learner is living. A teenager is a world different from a young Adult. Just because other aspects in their lives are interfering in the learning process not because they cannot because they are old as a condition

P2: No matter how old you are, if you want to you can do it.

P3: I always tell students that they can do everything that they want. There is no excuse of age for not learning.

P4: I tell them that with practise and effort can accomplish anything.

P5: I didn't have this situation in class. They only argue about the difficult and they are aware of their classmates jokes if they make a mistake.

P6: There is a bigger challenge, but you can still learn, you only need more practise.

P7: I do not have those kind of students, but if I did I would tell them with a lot of effort and willingness they will be able to do it

P8: It is never too late to learn

P9: I tell them that learning a language is, indeed, easier when you learn it being younger but they are no less capable of doing it so.

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P11: Just what I said before, my parents are the best example and they are proud of the fact that they can communicate with foreign people, not perfectly, but they do.

P12: I make them see that all people have the ability to learn no matter the age and I give them some examples of famous people who they admire and let them see that they have learn English in their adulthood.

P14: I tell them that our brain is like clay, which changes when we work it out. That is to say, they can learn a new language if they make an effort and practice. The more they practice the better.

P15: I say that I learn very old too.

P16: I tell them that it is not true. I truly learned English at university, and I know people who have learn a new language later in life.

P17: I tell them that if they can speak their mother language, they can speak English. I tell them that it's a process that will take more or less time depending on how hard they work on it

P18: I usually point out the advantages of being older in english language learning, e.g they can learn faster, the wider range of topics they can work with. They're able to participate in a variety of pcedures and dynamics in class.

P19: I tell them that unless they lived in an English speaking country when they were children, it's highly unlikely that they will pronounce as a native speaker. However, I explain to them that the objective is to communicate, and that's possible even if their pronunciation is not perfect. I encourage them by saying that I am a teacher of English myself, and that does not mean that I know everything, but I can communicate perfectly, so the objective is accomplished. I also make them reflect on their knowledge about Spanish. They do not know all of the words, yet that does not make them less able to communicate.

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P20: They have to practise, because practise makes you perfect.

P21: I tell them that that is not true. I give them the example that if they move off to an English speaking country they will probably speak that language after a time of total immersion. That's natural and it doesn't depend on age. It will be a little bit more difficult maybe but you will achieve that goal.

P22: I tell them cases of precious student who learned English evento when they were over 50 years old

P23: I explained to them that learning is a never ending process, regardless age, gender or other factor.

P24: I haven't had students saying that. However, if I have them in the future, I will show/explain them a research saying the opposite.

P25: I explain how the human brain is always learning, and ideally I make them learn something they didn't know before. I also explain that learning something new when you're older can help prevent at some degree some brain conditions such as Alzheimer's disease.

P26: If you want it you can do it

P27: I tell them they can learn with practice and perseverance.

P28: I would say that if you really want something you just have to make an effort and try harder.

P29: I tell them they need to do a research about what they like in order to get more information, but now in English

P30: I say that everybody has the ability to learn a second language, and it is just a matter of how much time and effort you put on practicing the language.

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P31: I told them my experience as a language learner. I started learning English when I was 18 years old, and I started from zero to get a proper level. It was difficult in comparison to my classmates at university (who had a vast experience with the language), but it required a lot of effort, patience and help from my teachers and classmates. In the end, I always tell them that I deeply understand them and I try to cheer them up by getting to know them and by creating a good relationship between us.

P32: I tell them that they have to work a little bit more than their peers, but that doesn't mean they they won't learn.

P33: I tell them that languages can be learned at any age. And I show them a few things that I have been learning about other languages as an adult.

P34: I tell them that in summers I teach old foreign students (some of them retired) who want to speak Spanish and they all learn, some faster than others but little by little everyone do it if they have motivation and make an effort

P35: I tell them that although it will be difficult, it is not impossible to learn a new language being an adult and that even though they think they need to sound like a native speaker of the language, it is not essential. I would also tell them that with practice and hard work they can accomplish great things and that they need to think about what really motivates them towards learning that language.

P37: I taught to adults for a short term and they learnt a lot, so I can tell that real stories, all people can learn if they want to, the issue is how much effort they could do..

P38: The age is not important when you want to learn something new. Everything is possible if they try.

P39: Change your negativity age is not important

P40: I tell them they are completely wrong.

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P41: Age doesn't matter, all that really matters is how much you want learn English and what you will be willing to do to achieve that.

P42: Languages are made to learn them, no Matter when or how.

P43: I tell them that it's all in their heads. If they build a wall in the learning of a new language of course it's going to be difficult, but if they manage to pass that barrier they will be able to learn and improve much better and faster.

P44: I teach children so they would never say such a thing. However, a long time ago I taught adults in an Institute. They were so eager to learn they never told me they couldn't do so. If it happened to me I would encourage them to learn how to comunicate a message not to be the perfect in any skill.

P45: As I said before, my own experience of learning English when I was already an adult (I learned real English skill when I was studying at the university). I had to study more than my classmates who had really good English (they all come from very good private schools, I studied at a public school) but at the end of the major, I was one of the best students. It's compromise and hard work

P46: Everyone can lean something if it try Hard

P47: The first example is telling them my story; a person who at high-school did not do very well at English, but when deciding English was going to be the basis for my future as a teacher, hard work, precticing and comitment give everybody the opportunity to learn not nly a new language but anything you want to learn in your life.

P48: I explain them that If you really want something ,you can get it

P49: I tell them that anyone can learn everything because the brain never stops learning

P50: I explain how the human brain is designed to keep on learning indefinitely.

## Appendix E

## Coded Answers

43. What strategies do you use when you have students who say that they cannot learn English due to their lack of ability?

<p><b>1. Explain the importance of practice, hard work and effort (19)</b></p>	<p>P1: "I try to explain that motivation and effort are keys to learn anything not only a language."</p> <p>P5: "I told them they keep trying and practicing."</p> <p>P6: "... and extra work after class."</p> <p>P8: "I tell them they can do it if they study hard and pay attention yo classes."</p> <p>P12: "I tell them that everybody has the ability to learn, they just need to practice and believe in what they have achieve so far."</p> <p>P14: "I tell them that they have to put more effort into their learning because they are all able to learn ..."</p> <p>P15: "I use to say Never give up, and the strategies is only practice."</p> <p>P16: "... I tell them they need to keep trying, and do not feel demotivated if it seems hard at first. Do not give up immediately."</p> <p>P17: "I encourage them to practice more."</p> <p>P21: "I usually make them see that evrybody has the abilities but they haven't praticed enough to develop them. I tell them that he or she is probably in one of the first levels of that ability and that this can be improved."</p> <p>P30: "I tell them that we all have the ability to learn english and that they have to practice everday to improve their level."</p> <p>P32: "First I tell them that we all can learn anything if we want to and work hard for it."</p> <p>P35: "I also try to focus on different areas that students find difficult so that students notice that it is a matter of practice."</p> <p>P38: "I always tell them to try harder, it will be difficult at the beginning but if they continue working and study harder they can have the ability."</p> <p>P39: "You can do it let's keep on trying!"</p>
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	<p>P40: "I always encourage them to do better next time. I tell them they will probably have to work harder but if they want to achieve it they'll do it. It all depends on you."</p> <p>P41: "That she/he have to try harder. Anyone can learn a second language if you work hard."</p> <p>P43: "I tell them that if they continue practicing they can do well. Everything comes with a little effort behind."</p> <p>P45: "I say they need to practice more."</p>
<p><b>2. Use diverse teaching strategies</b> (9)</p>	<p>P3: "I try to simplify the contents to them through visual material or maybe, using physical response in order that they learn or try to understand through movements"</p> <p>P4: "I motivate them and give them the opportunity to participate more in the class. Give them protagonism and ..."</p> <p>P17: "I use TPR to reassure their understanding"</p> <p>P18: "I work with mass media elements (songs, videos, advertisements, video-games) to show them they already know english words or short phrases."</p> <p>P19: "It's always effective when you work individually with them"</p> <p>P26: "Apps like kahoot or socrative."</p> <p>P31: "Finally, I try to come up with different activities that highlight each student's multiple intelligence (musical, kinaesthetics, visual, interpersonal, linguistic, intrapersonal, mathematical, etc.)"</p> <p>P37: "I've tried different strategies the best has been talk about English language in their hobbies or favorite activities, like video games or music."</p> <p>P46: "I look for apps that can help them in order to motivate their interest in Learning English."</p>
<p><b>3. Praise the effort</b> (5)</p>	<p>P4: "... and congrats for their work."</p> <p>P17: "I use a lot of positive reward."</p> <p>P24: "I try to encourage them to give a chance and, as soon as they get better results, I praise them in order to achieve a better sense of initiative and competence on them."</p> <p>P31: "I always try to talk to them about their strengths and I always highlight what they have done well so far."</p> <p>P41: "I always praise my students efforts."</p>

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<p><b>4. Explain all people have the ability to learn a second language (3)</b></p>	<p>P3: “I tell sts that there is no lack of ability in learning a foreign language”</p> <p>P9: “... and I always tell them that they are capable of learning English”</p> <p>P27: “I tell them that they can learn English or any other language because they had the ability to learn their mother tongue.”</p>
<p><b>5. Talk about your own growth mindset (3)</b></p>	<p>P19: “I also tell them that I was once a beginner and that my grades were not so good in English. I tell them that it took me a lot of study and hard work to make it happen.”</p> <p>P34:”... and tell them how I used to suck at PE but it didn't stop me from doing sports, enjoy trekking and boxing.”</p> <p>P45: “I give examples of other people experience about learning English, even my own experience at the university and say nothing is impossible, is only practice and compromise.”</p>
<p><b>6. Provide examples of other people with growth mindset (2)</b></p>	<p>P11: “I tell them that my dad learnt when he was already a grown up. Even when he doesn't have a great pronunciation, he worked hard for it. Also, my sisters and I learnt with him, which was really fun and my mom doesn't speak in English, but she understands the language. When she tries to speak she sounds like the actress Sofia Vergara and she is happy because even when she says she is not good at it, she tries hard and does communicate in other language”</p> <p>P19: “I sometimes ask them whether they think that the student with the best grades in the class is better than them. They usually answer ‘no’, and then I ask him why that student does better than him. They reflect a little bit and most of the time the answer is the same: ‘because he studies and pays attention.’”</p>
<p><b>7. Set achievable micro-goals (2)</b></p>	<p>P9: “I start with activities that may me a little simplier so I can start buiding a sense of achievement. I also go through the activities step by step or divide activities into smaller ones ...”</p> <p>P25: “I give them small steps to follow toward a greater goal”.</p>
<p><b>8. Check students' learning strategies (2)</b></p>	<p>P20: “I check their learning strategies, most of the times the don't have strategies”</p> <p>P22: “I encourage them to try AND hice them strategies for self-learning”</p>
<p><b>9. Welcome mistakes (2)</b></p>	<p>P1: “I try to create a low stressed atmosphere so they can feel that it is ok to make mistakes because any learner makes mistake”</p>

## LANGUAGE LEARNING MINDSETS AND STRATEGIES OF CHILEAN TEACHERS OF ENGLISH

	P42: "I usually say they are doing just fine, learning English is a long term achievement. We have always a chance to make mistakes and learn from them."
<b>10. Provide examples to make students realise they have already been able to learn (2)</b>	<p>P32: "Then I ask them 'How do you say_(word in Spanish)_in English?' I tend to ask for words or phrases that I know they know but that they are not aware of, so then they realize that they do know some words and can improve from that point on."</p> <p>P33: "When a student says that he/she is not good at English, or that they do not know anything about it, I show them that they know many things starting from very basic things up to building one sentence. Or I try to make them tell me "what did I just say?" after acting one sentence. When they realize they have the knowledge or the ability to infer but they only need a "bridge" to connect what they know, they get back on track."</p>
<b>11. Tell students to identify their strengths and weaknesses (2)</b>	<p>P23: "I explained to them that learning a new language is about practicing 4 linguistic skills, so maybe we have to recognise what of them are failing to practice on it and what of them are the the best for them to continue improving."</p> <p>P34: "I always promote students to be honest with themselves and reflect on their strengths and weaknesses."</p>
<b>12. Explain that every person learns at his/her own pace: (2)</b>	<p>P14: "... they are all able to learn yet not at the same pace"</p> <p>P25: "...and make them realize they can do much better than what they thought they could, but at their own pace. Each individual has his/her own skills, preferences and timing".</p>
<b>13. Embrace the word YET: (1)</b>	P32: "Sometimes I also say 'You cannot this YET' letting them know that they will achieve it eventually."
<b>14. Find out your students' mindsets (1)</b>	P31: "I also try to investigate what his/her perception of learning English is and why he/she says so."
<b>15. Praise the process not the final outcome (1)</b>	P44: "I don't care about marks but about the abilities he/she is improving".
<b>16. Provide scaffolding (1)</b>	P7: "Lots of scaffolding exercises"

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<p><b>17. Explain that learners can have different proficiency for the different language skills (1)</b></p>	<p>P34: “Also I highlight the different abilities within English proficiency (productive, receptive skills, pronunciation, expressive writing, higher comprehensive skills) Some stusents are really good at speaking some others prefer to read and are really good at it.”</p>
<p><b>18. Tell students the importance of exposure to L2 (1)</b></p>	<p>P19: “Finally, I ask them how they learned Spanish; they come to the conclusion that it's because of exposure. So I ask them ‘do you read in English at home?’, ‘do you look new words up?’, ‘do you listen to music in English?’”</p>
<p><b>19. Encourage students to find a purpose to learn English (1)</b></p>	<p>P16: “I tell them to first find some motivation (a movie, a TV show, a band, etc) and watch, read or listen to those things in English.”</p>
<p><b>20. Include tasks at students’ proficiency level (1)</b></p>	<p>P35: “I look for activities that I know will be at students' level of proficiency to enhance their confidence.”</p>
<p><b>21. Explain the importance of compromise (1)</b></p>	<p>P2: “ Everyone can learn a new language if s/he wants to do it but it requieres commitment”</p>
<p><b>22. Tell students to appreciate their progress (1)</b></p>	<p>P25: “I make them understand and appreciate whatever progress they have made”</p>
<p><b>23. Low expectations for students with cognitive problems (1)</b></p>	<p>P6: “If there is a cognitive issue, I try to low the expectation to understanding instead of speaking or writing”.</p>
<p><b>23. Love your students (1)</b></p>	<p>P44: “Best strategy ever is to love your children, take care of them as a complete person. When you can do that conecting link, everythng is posible and, of course, she is going to love learning English!!”</p>

44. What do you say to students who believe that they cannot learn a new language because they started learning English when they were older?

<p><b>1. Explain that people can learn a second language at any age. (12)</b></p>	<p>P2: “No matter how old you are, if you want to you can do it.”</p> <p>P3: “I always tell students that they can do everything that they want. There is nonexcuse of age for not learning.”</p> <p>P8: “It is never too late to learn.”</p> <p>P9: “I tell them that learning a language is, indeed, easier when you learn it being younger but they are no less capable of doing it so.”</p> <p>P12: “I make them see that all people have the ability to learn no matter the age...”</p> <p>P21: “I tell them that that is not true. I give them the example that if they move off to an English speaking country they will probably speak that language after a time of total immersion. That's natural and it doesn't depend on age. It will be a little bit more difficult maybe but you will achieve that goal.”</p> <p>P23: “I explained to them that learning is a never ending process, regardless age, gender or other factor.”</p> <p>P33: “I tell them that languages can be learned at any age. And I show them a few things that I have been learning about other languages as an adult.”</p> <p>P35: “I tell them that although it will be difficult, it is not impossible to learn a new language being an adult and that even though they think they need to sound like a native speaker of the language, it is not essential.”</p> <p>P39: “Change your negativity age us not important.”</p> <p>P40: “I tell them they are completely wrong.”</p> <p>P42: “Languages are made to learn them, no Matter when or how.”</p>
<p><b>2. Explain the importance of practice, hard work and effort (12)</b></p>	<p>P4: “I tell them that with practise and effort can accomplish anything.”</p> <p>P6: “There is a bigger challenge, but you can still learn, you only need more practise.”</p> <p>P7: “I do not have those kind of students, but if I did I would tell them with a lot of effort and willingness they will be able to do it.”</p>

	<p>P17: "I tell them that it's a process that will take more or less time depending on how hard they work on it."</p> <p>P20: "They have to practise, because practise makes you perfect."</p> <p>P27: "I tell them they can learn with practice and perseverance."</p> <p>P28: "I would say that if you really want something you just have to make an effort and try harder."</p> <p>P30: "time and effort you put on practicing the language.: I say that everybody has the ability to learn a second language, and it is just a matter of how much"</p> <p>P32: "I tell them that they have to work a little bit more than their peers, but that doesn't mean they they won't learn."</p> <p>P35: "I would also tell them that with practice and hard work they can accomplish great things."</p> <p>P38: "The age is not important when you want to learn something new. Everything is possible if they try."</p> <p>P46: "Everyone can learn something if they try Hard."</p>
<p><b>3. Provide examples of people who have learned English as adults</b> (7)</p>	<p>P1: "I show them the example of immigrants at any age."</p> <p>P11: "Just what I said before, my parents are the best example and they are proud of the fact that they can communicate with foreign people, not perfectly, but they do."</p> <p>P12: "... and I give them some examples of famous people who they admire and let them see that they have learn English in their adulthood."</p> <p>P16: "... I know people who have learn a new language later in life"</p> <p>P22: "I tell them cases of precios student who learned English evento when they were over 50 years old"</p> <p>P34: "I tell them that in summers I teach old foreign students (some of them retired) who want to speak Spanish and they all learn, some faster than others but little by little everyone do it if they have motivation and make an effort"</p> <p>P37: "I taught to adults for a short term and they learnt a lot, so I can tell that real stories, all people can learn if they want to, the issue is how much effort the could do."</p>

<p><b>4. Talk about your own growth mindset</b> (6)</p>	<p>P1: "I did it. So they can."</p> <p>P15: "I say that I learn very old too."</p> <p>P16: "I tell them that it is not true. I truly learned English at university"</p> <p>P31: "I told them my experience as a language learner. I started learning English when I was 18 years old, and I started from zero to get a proper level. It was difficult in comparison to my classmates at university (who had a vast experience with the language), but it required a lot of effort, patience and help from my teachers and classmates."</p> <p>P45: "As I said before, my own experience of learning English when I was already an adult (I learned real English skill when I was studying at the university). I had to study more than my classmates who had really good English (they all come from very good private schools, I studied at a public school) but at the end of the major, I was one of the best students. It's compromise and hard work."</p> <p>P47: "The first example is telling them my story; a person who at high-school did not do very well at English, but when deciding English was going to be the basis for my future as a teacher, hard work, practicing and commitment give everybody the opportunity to learn not only a new language but anything you want to learn in your life."</p>
<p><b>5. Teach about the malleability of the brain</b> (4)</p>	<p>P14: "I tell them that our brain is like clay, which changes when we work it out. That is to say, they can learn a new language if they make an effort and practice. The more they practice the better."</p> <p>P25: "I explain how the human brain is always learning, and ideally I make them learn something they didn't know before."</p> <p>P49: "I tell them that anyone can learn everything because the brain never stops learning."</p> <p>P50: "I explain how the human brain is designed to keep on learning indefinitely."</p>
<p><b>6. Explain that they can achieve everything as long they have willingness.</b> (3)</p>	<p>P26: "If you want it you can do it."</p> <p>P41: "Age doesn't matter, all that really matters is how much you want learn English and what you will be willing to do to achieve that."</p> <p>P48: "I explain them that If you really want something ,you can get it"</p>

<p><b>7. Explain the advantages of being older</b> (2)</p>	<p>P18: "I usually point out the advantages of being older in English language learning, e.g. they can learn faster, the wider range of topics they can work with. They're able to participate in a variety of procedures and dynamics in class."</p> <p>P25: "I also explain that learning something new when you're older can help prevent at some degree some brain conditions such as Alzheimer's disease."</p>
<p><b>8. Explain that communication is the most important goal</b> (2)</p>	<p>P19: "I tell them that unless they lived in an English speaking country when they were children, it's highly unlikely that they will pronounce as a native speaker. However, I explain to them that the objective is to communicate, and that's possible even if their pronunciation is not perfect. I encourage them by saying that I am a teacher of English myself, and that does not mean that I know everything, but I can communicate perfectly, so the objective is accomplished. I also make them reflect on their knowledge about Spanish. They do not know all of the words, yet that does not make them less able to communicate."</p> <p>P44: "I teach children so they would never say such a thing. However, a long time ago I taught adults in an Institute. They were so eager to learn they never told me they couldn't do so. If it happened to me I would encourage them to learn how to communicate a message not to be the perfect in any skill."</p>
<p><b>9. Help students to find strategies to learn</b> (1)</p>	<p>P1: "I try to help my students to find strategies that help them learn, either as a group or individually. So they can practise more outside the classroom if they want to."</p>
<p><b>10. Use research to explain people can learn at any age.</b> (1)</p>	<p>P24: "I haven't had students saying that. However, if I have them in the future, I will show/explain them a research saying the opposite."</p>
<p><b>11. Provide activities to learn English</b> (1)</p>	<p>P29: "I tell them they need to do a research about what they like in order to get more information, but now in English."</p>
<p><b>12. Find a purpose to learn English</b> (1)</p>	<p>P35: "... and that they need to think about what really motivates them towards learning that language".</p>
<p><b>13. Take away barriers to learn</b> (1)</p>	<p>P43: "I tell them that it's all in their heads. If they build a wall in the learning of a new language of course it's going to be difficult, but if they manage to pass that barrier they will be able to learn and improve much better and faster."</p>



## Appendix F

## Descriptive Statistics per participant (Mindset Questionnaire)

*Descriptive Statistics*

	N	Minimum	Maximum	Mean	Std. Deviation
P1	14	2,00	7,00	5,7143	1,43734
P2	14	2,00	7,00	5,6429	1,15073
P3	14	3,00	7,00	5,6429	1,64584
P4	14	3,00	7,00	3,9286	1,20667
P5	14	3,00	7,00	5,7143	1,06904
P6	14	2,00	7,00	4,7857	1,67233
P7	14	4,00	7,00	6,3571	1,00821
P8	14	2,00	7,00	6,2857	1,32599
P9	14	2,00	7,00	5,2857	1,72888
P10	14	1,00	6,00	4,9286	1,63915
P11	14	3,00	7,00	6,0000	1,41421
P12	14	1,00	7,00	5,1429	2,14322
P13	14	3,00	6,00	5,1429	1,16732
P14	14	4,00	7,00	5,5000	1,45444
P15	14	4,00	7,00	5,5000	1,22474
P16	14	5,00	7,00	6,2143	,89258
P17	14	3,00	7,00	5,5000	1,09193
P18	12	3,00	7,00	5,0833	1,56428
P19	14	1,00	7,00	5,8571	2,03270
P20	14	6,00	7,00	6,7143	,46881
P21	14	4,00	7,00	6,6429	,92878
P22	14	3,00	7,00	5,9286	1,77436
P23	14	2,00	7,00	5,6429	1,49908
P24	14	2,00	7,00	6,6429	1,33631
P25	14	3,00	7,00	5,2143	1,18831
P26	14	2,00	6,00	4,0714	1,43925
P27	14	1,00	7,00	5,2143	2,32639
P28	14	1,00	7,00	6,1429	1,65748
P29	14	1,00	7,00	5,5714	1,98898
P30	14	2,00	7,00	5,6429	1,21574
P31	14	2,00	7,00	5,9286	1,59153
P32	14	2,00	7,00	5,2143	1,84718
P33	14	3,00	7,00	4,7143	1,26665
P34	14	3,00	7,00	4,7143	1,26665
P35	14	1,00	7,00	5,4286	1,74154

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P36	14	3,00	7,00	4,8571	1,16732
P37	14	1,00	7,00	5,1429	2,21384
P38	14	3,00	7,00	5,9286	1,14114
P39	14	1,00	7,00	5,9286	1,77436
P40	14	3,00	6,00	5,3571	,84190
P41	14	3,00	7,00	6,0714	1,26881
P42	14	1,00	7,00	6,5714	1,60357
P43	14	1,00	7,00	4,0714	1,97929
P44	14	3,00	7,00	6,5000	1,16024
P45	14	2,00	7,00	5,4286	1,98898
P46	14	1,00	7,00	4,9286	1,89997
P47	14	2,00	6,00	5,0714	1,38477
P48	14	3,00	7,00	5,7143	1,63747
P49	14	2,00	7,00	5,1429	1,61041
P50	13	1,00	7,00	3,6154	1,75777
Valid N (listwise)	11				

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## Appendix G

## Descriptive Statistics per participant (Strategies Questionnaire)

<i>Descriptive Statistics</i>					
	N	Minimum	Maximum	Mean	Std. Deviation
P1	9	2	7	4,00	1,871
P2	9	1	7	2,00	2,000
P3	9	1	7	4,33	2,345
P4	9	1	5	3,78	1,302
P5	9	2	7	4,11	1,900
P6	9	1	7	3,44	2,963
P7	9	1	7	2,33	2,646
P8	9	1	7	4,44	2,789
P9	9	1	6	4,11	1,965
P10	9	2	5	3,22	1,093
P11	9	1	7	2,67	2,550
P12	9	1	7	2,78	2,438
P13	9	2	7	4,78	2,108
P14	9	1	7	3,89	2,088
P15	9	1	6	3,89	1,537
P16	9	1	7	2,56	2,297
P17	9	2	7	3,89	2,088
P18	8	1	7	2,88	2,100
P19	9	1	7	5,67	2,236
P20	9	2	7	5,78	1,922
P21	9	2	7	4,11	2,028
P22	9	2	7	5,00	2,000
P23	9	1	7	5,44	2,404
P24	9	1	7	4,33	2,062
P25	9	3	7	4,56	1,236
P26	9	2	6	3,78	1,481
P27	9	2	7	3,78	1,787
P28	9	1	3	1,22	,667
P29	9	1	7	4,67	2,449
P30	9	1	7	3,11	2,472
P31	9	1	7	3,78	2,587
P32	9	1	7	3,44	1,944
P33	9	3	7	4,89	1,364
P34	9	3	7	4,89	1,364
P35	9	1	7	3,44	2,651
P36	9	2	5	3,44	1,014

## LANGUAGE LEARNING MINDSETS AND STRATEGIES OF CHILEAN TEACHERS OF ENGLISH

P37	9	1	7	3,33	2,179
P38	9	1	7	2,78	2,438
P39	9	1	6	1,78	1,716
P40	9	3	6	4,00	1,323
P41	9	2	7	4,33	2,345
P42	9	1	7	1,89	2,028
P43	9	1	7	3,56	2,186
P44	9	1	7	6,00	2,121
P45	9	1	6	3,00	1,658
P46	9	1	7	4,22	2,279
P47	9	3	6	3,89	,928
P48	9	1	7	3,44	2,351
P49	9	1	7	3,56	2,744
P50	9	2	7	3,56	1,740
Valid N (listwise)	8				

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