



# Preservice English Teachers with Strong Growth Mindsets

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Journal for Educators, Teachers and Trainers, Vol. 14 (4)

<https://jett.labosfor.com/>

Date of reception: 18 Jan 2023

Date of revision: 16 Mar 2023

Date of acceptance: 17 Mar 2023

**Cailvin D. Reyes (2023). Preservice English Teachers with Strong Growth Mindsets. *Journal for Educators, Teachers and Trainers*, Vol. 14(4). 01-10.**

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## Preservice English Teachers with Strong Growth Mindsets

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### ABSTRACT

Students' educational success has been associated with having a strong growth mindset. The researcher used a qualitative exploratory research design to describe the beliefs of preservice English teachers about a strong growth mindset and its impact on the teacher education program. The researcher conducted semi-structured interviews with the 12 participants using a researcher-made validated interview guide. The transcribed data from the interview was analyzed using thematic analysis. The findings revealed that the participants believe that they need to have focus, a positive outlook, alternative plans, and mental strength to foster a strong growth mindset within themselves. Furthermore, a strong growth mindset helps them to overcome their challenges, opens opportunities for them, and keeps them motivated in the teacher education program. Lastly, students who are smart, motivated, and resilient demonstrate a strong growth mindset in the teacher education program.

**Keywords:** Strong growth mindset, English, Students, Teacher Education Program,

### 1. INTRODUCTION

The concept of "students' mindset" has been receiving attention and interest among educational researchers as many academicians would claim that the students' mindset could lead them to academic success.

Ng (2018) articulated that research on growth mindset and intrinsic motivation in learning has exploded in the twenty-first century. Educators who want to have a positive impact on student learning and outcomes have been focusing on the concepts of mindset and motivation. The concept that intelligence can be developed via study and effort is known as a growth mindset, whereas intrinsic motivation is defined as the desire to do something for its own sake. Growth mindset people believe that extrinsic motivation may be internalized and that motivation can be cultivated (i.e., from extrinsic regulation to integrated regulation that is similar to intrinsically motivated behavior). Growth mindset and intrinsic motivation are crucial and interconnected, according to an integrative perspective, posing basic issues concerning the brain mechanisms underlying mindset-motivation interaction. Furthermore, according to her, academic success is influenced by the links between development mindset, brain, and motivation.

Students evaluate their world via the prism of their beliefs and perceptions, according to Jacovidis (2020). Students' mindsets are molded by their experiences as well as the cues they receive from others around them, such as parents, instructors, coaches, mentors, and classmates. Students' intelligence beliefs might lead them to see day-to-day classroom situations as either threatening and indicative of a lack of ability (fixed mindset) or thrilling and indicative of development potential (growth mindset).

To concretize and assess how mindset affects students, Limeri (2020) showed how students' perceptions of their intelligence (i.e., their "mindset") affect their ideas, behaviors, and, ultimately, their academic success. As a result, education researchers interested in understanding and promoting student performance are particularly interested in the development of students' mindsets. According to new research, students' perspectives evolve and shift throughout their first year of college.

Students' academic success is influenced by non-cognitive characteristics such as their beliefs, attitudes, and values, in addition to their cognitive talents and topic knowledge. Students' perceptions about the degree to which intelligence is a fixed attribute, referred to as "mindset," is one crucial non-cognitive aspect (Dweck, 1999).

Every person has an implicit attitude about the nature and origins of their own and others' abilities. Students who have a fixed mindset regarding their own and others' talents feel that intelligence and abilities are innate and unchangeable. Students who believe in growth mindsets, also known as incremental theories, think that intelligence and abilities can be developed with effort. Students, on the other hand, rarely adopt the same perspective in every situation. They usually have a moderate mindset, which means that, depending on the context and skill area, they may have beliefs that fall into both the fixed and development mindset categories (Dweck, 2006).

Students possess different kinds of mindsets. Students who believe intelligence is a fixed, unchanging feature are said to have a "fixed mindset," and they are more inclined to take struggle or failure as evidence that they are not intellectually capable of achieving (Dweck, 1999). As a result, pupils with a fixed mindset are more likely to avoid problems, resign when faced with them, and ultimately achieve lower academic performance (Dweck, 1999; Smiley, Buttitta, Chung, Dubon, & Chang, 2016). Students with a "growth mindset," on the other hand, feel that intelligence is a malleable attribute that can be improved with work and coaching. These children are more inclined to take on difficult assignments and persevere through difficulties by attempting new tactics or exerting greater effort, resulting in greater academic accomplishment (Dweck, 1999; Smiley et al., 2016).

From this differentiation of Dweck, it is very clear that academicians should aim at developing a growth mindset among the students, so they can be resilient in facing challenges either in school or in real life. This growth mindset will also help students reach the summit of success.

This was seconded by Rhew (2018), for her, success is generally attributed to strong capability and hard work in educational environments, while failure is linked to low capability and a lack of attempt (Weiner, 1985). Students with exceptional needs, on the other hand, frequently blamed their failure on internal factors (Bryan, 1986). As a result, kids with special needs may believe that their lack of academic success shows an inability to perform academically or that they did not put forth enough effort to succeed. Although some research has looked at the relationship between self-efficacy, motivation, and achievement in students who have received a growth mindset intervention (Saunders, 2013), there is little evidence on how growth mindset interventions can help adolescent special education students.

Dweck (1999) looked into why some students enjoyed learning even when the work was difficult, while others were apprehensive or afraid to take on things that appeared to be difficult. She devised a mindset paradigm that included a range spanning from fixed to development mindsets. The spectrum showed how people can have different mindsets—fixed or growth—when it comes to many aspects of their lives. Students who have a fixed mindset about their capacity to do academic assignments, for example, may have a growth attitude about their ability to play baseball. Students with a fixed mindset regard IQ as an unchangeable factor (Dweck, 1999, 2006; Mueller & Dweck, 1998). Students with a fixed mindset usually perceived their failures, academic or otherwise, as a measure of their intelligence. The combination of exerting effort while yet failing was much more damaging for students; this combination left fixed-mindset students with no other reason for their failure than a perceived lack of intelligence (Dweck, 2006).

Sousa (2018) said that the growth mindset has been linked to a variety of benefits, including increased comfort with taking personal risks and striving for more challenging goals; higher motivation; enhanced brain development across a wider range of tasks; lower stress, anxiety, and depression; better work relationships; and higher performance levels, according to research.

With regard to studies concerning students' mindset and language learning, the idea of mindset, according to Mercer et al (2010), could play an essential role in the ELT setting, given their potentially powerful influence on learners' approaches to language acquisition, their goals, and, ultimately, their success and degree of attainment. Given the widespread belief in the importance of natural skill or aptitude in successful language learning, it is also probable that FLL is an area where the fixed mindset is particularly prominent. It's worth repeating that they are not debating whether or not aptitude plays a substantial impact on language learning success. Rather, they want to know how much learners believe that success in FLL can be achieved by hard work or is mostly dependent on innate talent, and how this view affects their learning. Clearly, more study is needed to help educators understand their students and their own mindsets, as well as to develop pedagogical approaches that can promote a growth mindset in the classroom.

Moreover, Altunel (2020) examined the relationships between EFL learners' perspectives and personal factors at both private and public institutions in Turkey. To collect data, quantitative approaches were used, and Dweck's Mindset Instrument (DMI), a Likert-scale, was administered. As variables, three demographic parameters were used: gender, department of study, and L2 proficiency level. With 203 participants, the study was done at Gazi University's preparatory school and Atlm University's preparatory school. Using SPSS Statistics 21.0, the data from the scales were analyzed using descriptive and inferential statistics. The findings demonstrated that participants' mindsets differed significantly by gender, with female participants having a growth mentality at a higher rate than male ones. However, no link was seen between the participants' mentality and their field of study. Similarly, it was revealed that the participants' mentality and level of L2 proficiency were unrelated.

While in the Philippines, Alinsunurin (2021) conducted a study on the mindset of Filipino students. He looked at how factors such as learners' backgrounds, learning mindsets (such as implicit views about intelligence, such as development vs. fixed mentality beliefs), reading challenges, and other self-reported traits influence academic success. The findings show that (1) inequities persist across regions and between public and private schools, and (2) considerable academic advances are dependent on the interplay of students' socioeconomic backgrounds and the existence of a growth mindset. However, the linked favorable effect of a growth mindset on test scores interacts only among kids from higher socioeconomic backgrounds, not among students from lower socioeconomic backgrounds. Furthermore, (3) reading difficulties are common among Filipino students, and

they are associated with poor science and math performance. Finally, pupils with a history of repetition, particularly males from public schools, are badly disadvantaged.

As regards language learning, Quinto et al. (2021) argued that mindset, defined as a learner's psychosocial attitude or belief that motivates or discourages academic work, plays a role in the relationship between student involvement and L2 writing. The researchers gathered data from 216 ESL students at a Manila engineering university who completed two measures of student involvement and mentality, as well as a reflective essay writing task for L2 writing. The findings support prior findings that higher levels of cognitive engagement, psychological engagement, and growth mindset are linked to improved L2 writing outcomes. The researchers discovered that ESL students with high engagement and a growth perspective, i.e., that one's ability can improve with the correct assistance and effort, also got the highest scores in L2 writing. Students with a fixed mindset, or the belief that one's abilities would not develop regardless of intervention or effort, had the lowest L2 writing scores, independent of involvement. As a result, it is recommended that L2 writing teachers create a growth attitude and a growth-supportive environment in the ESL classroom.

In summary of the literature mentioned above, mindset plays an integral role in making students succeed in their different life undertakings. Hence, it is important to know the mindset that our students have. Moreover, it is also very vital to how students develop a strong growth mindset which is ideal, and how this helps them perform better in academics in the teacher education program.

### 1.1 Research Questions

1. How may the beliefs of the students towards a strong growth mindset in the teacher education program be described?
2. How does a strong growth mindset help students in the teacher education program?
3. Based on the findings, how can a strong growth mindset be portrayed and developed in teacher education program?

## 2. METHODOLOGY

To be able to find answers to the problems, the researcher used a qualitative-exploratory research design.

Exploratory research design, as the name implies, is concerned with learning more about a phenomenon. It focuses on collecting either secondary or primary data using an unstructured format or informal procedures to interpret them (Bus, 2008.) Qualitative research methodologies such as the exploratory research design are used to explore why or how a phenomenon occurs, to develop a theory, or describe the nature of an individual's experience (Fetters, Curry, and Creswell 2013).

This particular design was chosen by the researcher because although the growth mindset has been receiving attention among researchers, there is no investigation of this construct concerning English students yet. Hence, it remained unexplored.

### 2.1 Participants

In this study, the participants were third and fourth-year Bachelor in Secondary Education major in English students enrolled in an extension campus for the first semester of the academic year 2021-2022, their total population is 68. The researcher used the Mindset Quiz which was developed by Dweck (2008) to identify students who have a strong growth mindset. Through the questionnaire or the mindset quiz of Dweck (2008) 12 students who have a strong growth mindset were interviewed using a validated interview guide to meet the objectives of this study.

### 2.2 Instruments

The researcher made use of a validated interview guide to conduct semi-structured interviews with the participants who were labeled as having a strong growth mindset. The interview guide was made by the researcher and has undergone validation by three (3) research experts who are: two qualitative research experts who hold doctorate degrees and an education expert who has vast experience in teaching from primary school, high school, college, and graduate school and holds a master's degree in child psychology.

### 2.3 Data Collection

The researcher sought permission from the campus director of an extension campus in a state University to conduct the study. After that, the researchers set an interview scheduled with the participants. They were first enlightened on the nature of the study and they were informed that the data coming from them will be treated confidentially.

## 2.4 Ethical Considerations

The researcher conducted the research in accordance with ethical standards. Prior to the study's execution, the participant's full consent was obtained, the privacy of the research data was guaranteed, biases and other false information were avoided, and other studies were cited properly.

## 2.5 Data Analysis

The researcher utilized thematic analysis to analyze the transcript of the interview with the participants Terry et al. (2017) Thematic Analysis (TA) procedures were adopted to identify concepts, categories, and themes from the gathered data. The thematic analysis conducted in this study used the following steps:

### Stage I: Familiarizing with the Data

This process which can begin during the data collection involves transcription of data and reading and re-reading through the data to obtain initial ideas. The researcher was sensitive to different data elements which implied any meaning patterns.

### Stage II: Generating Codes

In this step, the researcher systematically generates initial codes from the data which can act as building blocks of the analysis. Along with coding, the researcher also seeks for similarities and patterns across the data. In this study, the researchers developed codes and stayed focused on coding the whole dataset before constructing themes.

### Stage III. Searching for Themes

The themes developed at this stage are not fixed and they are open to change. In fact, the codes developed in the previous stage construct the initial themes and the relevant data for each will be gathered. Therefore, the researchers examined the codes to develop themes in the data.

### Stage IV. Reviewing Potential Themes

Here the themes developed in the previous stage are further refined. The researcher read the data extracts supporting each of the themes and reviewed and refined the individual themes and the initial thematic map.

### Stage V. Defining, Naming, and Analyzing Themes

In this stage, the researcher has clearly defined and named themes and sub-themes.

### Stage VI. Producing the Report

In this final stage, the researcher uses the narratives, data extracts, and the arguments to further support the direct and indirect relationships among the themes

Transferability, conformability, and credibility established the rigor of the study. Transferability was reflected as the participants described their strategies in giving feedback on the written outputs of their students in distance learning, which then enabled clusters of meaning and grouping as to the essential themes conveyed. Rechecking technique built the conformability of the findings transcribed during the semi-structured interviews. The researcher presented the transcripts to the participants to verify data for its truthfulness and accuracy, to achieve holistic credibility.

## 3. FINDINGS AND DISCUSSION

This presents analyses and interprets the data gathered based on the specific problems of the study.

### 3.1 Beliefs of the Students towards Strong Growth Mindset in the Teacher Education Program

#### A strong Growth Mindset requires Students to stay focused

The participants narrated that they set aside other things that are not related to school so that their minds can focus more on school and it freshens up their minds. They shared that a person has a strong growth mindset when he or she focuses on achieving goals and not minding the struggles, tasks, and hardships. This theme was unveiled through these responses:

"I manage to condition my mind by setting aside other things that are not related to school so that my mind is focused more on school and it freshens up my mind."- ES1

"I achieve my goals by doing both. I work hard and smart. If one does not work I always find ways just to meet my standard in learning. I play different strategies for the goals I set. This is also to remind me that a person must not only have plan A but has to have Plan B-Z as well. Whatever I use, as long as it won't harm anyone and it will make me better, I will apply it."-ES4

"I will be going to achieve my goals through alternative learning strategies if it is my utmost priority or above all else. If I focus myself on that thinking, that is the time that I think I will achieve my goals."-ES9

#### A strong growth mindset requires a positive outlook

The participants discussed that to have a strong growth mindset, a positive outlook in life is a must-have. This positive outlook means a student should always look on the brighter side of things including struggles, mistakes,



and problems. They said that a positive outlook is about seeing challenges as opportunities to grow as a person. This theme was disclosed through these responses:

“I turn challenges as an opportunity to learn and to be better by accepting that not all things are going to start well. Not all things and experiences are always good. You will always be going to encounter hardships, problems and struggles along the way of your journey to success or in doing the things you like.” – ES3

“As a student, we can turn challenges into opportunities if we will look into its reality wherein we are looking for its outcome. Always remember that risking is always better than regretting.”- ES5

“I always look at the benefits of taking those challenges if it will help me as a person to grow. I believe that in every challenge there is always a lesson that you can take away for you to learn.”- ES6

“It is when challenges teach me to become tough and by keeping in my mind that every difficulty or obstacle that I might face there's always an opportunity at end of it. When life hands you woes it is up to you to make them into opportunities.”- ES8

“For me, I always condition my mind by letting go of the negativities, even sometimes I am losing hope, still I am thinking of the positive side.”- ES9

“If there will be challenges, I distinguished it as part of the process of becoming..that, it is "life" and nothing to be surprised of. Being optimistic is one of the keys’-ES11

“I always believe that every challenge life has thrown upon us has its implications in life and all of them are beneficial for the betterment and growth of our mindset. It's just a matter of embracing that life can be challenging at times but cementing yourself with a positive mindset will help you surpass these challenges.” - ES12

### **A strong growth mindset necessitates alternative plans**

It was shared by the participants that they achieve their goals by simply setting their goals and making a plan on how to achieve them. They also consider taking different strategies to accomplish their goals. This theme was uncovered through these excerpts from their interview transcript:

“I achieve my goals by simply setting my goals or making a plan on how to achieve them. I strive harder and give my best to achieve the things I desire. Learning some strategies is also a big help to achieve my goals because a strategy is like an instrument that can be used to achieve something.”- ES1

“After I work hard for something and it still shows a different outcome, I look for alternative learning strategies then I work hard again. I just don't stop and stuck myself in loneliness because I failed, I always search for another strategy so that I can learn and acquire the knowledge I needed.”- ES2

### **A strong growth mindset necessitates mental strength**

The participants articulated that instead of carrying a grudge towards the person who criticizes them, because they have a strong growth mindset, they accept criticism and see it as an opportunity to grow and improve. They are not easily demolished; instead, they use any criticism as an opportunity to improve and grow the skills they already possess. This theme was unveiled through these responses:

“A strong growth mindset also welcomes the criticism he/she receives, instead of holding a grudge for the person who criticizes you, you take it as an opportunity to grow and be better. You're not easy to be taken down, you take every judgment as a stepping stone to enhance and developed the skills you have.”-ES2

“Others may think that having a strong growth mindset takes a lot of mental assessment. Yes, it always has something to do with how you work mentally. But regardless of that, positivity has always been the foundation of having a strong growth mindset.”- ES7

“For me, a person has a growth mindset if they really believe that they can continue learning as to become more intelligent with effort. Someone with a growth mindset sees mistakes as a learning privilege and openly accepts criticism because we believe that this will help us to grow better.”- ES9

“a person has this strong growth mindset if they were firm, especially in their decision making; and not double-minded.” -ES11

“Having a strong mindset means knowing your capabilities prior to taking an action. It is substantial to know our capacities to set proper expectations. Conditioning yourself to be better and fully embrace no matter what life may bring you.” -ES12

Relative to these themes, teachers can improve students' academic success by teaching them about the notion of a growth mindset and how to cultivate it, according to Nguyen (2020). Introducing the growth mindset to students is just one step toward releasing their potential in the classroom. Teachers can then incorporate the growth mentality into daily interactions by providing modest verbal feedback, such as a compliment on academic accomplishment, or by reorganizing their lessons, as teachers' classroom behavior has a significant impact on children's mindset and motivation.

### 3.2 Perceived Effects of Strong Growth Mindset to Students in the Teacher Education Program

#### **A strong growth mindset allows students to overcome their challenges**

The participants shared that by having a strong growth mindset, they can overcome their challenges. They discussed that everything may be improved or developed with a strong growth mindset. They see it as an attitude that is difficult to break; they believe it is a mindset that has been forged through adversity. They even compared a strong growth mindset is similar to a rock that has been shaped by a variety of experiences and has been strengthened by overcoming numerous obstacles. The following extracts from their interview transcript revealed this theme:

“A strong growth mindset is like a rock that was formed through many things and it is improved through overcoming a lot of challenges. can say that a person has a strong growth mindset if they can improve or develop their skills through a short period of time by their hard work and dedication to improve themselves.”- ES1

“For me, a strong growth mindset accepts challenges and is willing to adapt to new environments.”-ES2

“Even if I fail to do something I may think of that as a lesson because I learned something from the mistake that I have done. Having a strong growth mindset for me is a good thing because I can accept anything without judgments and regrets.”- ES3

“A person having a strong growth mindset can always survive a stressful and exhausting day with positivity, he/she always tries to be productive and keep in mind those things he/she learns every day.”- ES4

“If the person is willing to accept criticism and learn from someone else because there will be no improvement if we keep to what we know and what we believe. Keep in mind that even though we are intelligent and capable of doing things in our own way, we must understand that there will always be someone who is better than us, and if we accept this, we will achieve a strong growth mindset.”- ES5

“I believe that with a strong growth mindset when you are capable to accept the failures and challenges that you are facing then you are willing to learn in order for you to grow. If you are focusing on learning anything with perseverance and giving effort on it then you're capable of growth.”- ES10

#### **A strong growth mindset opens new opportunities to students**

For the participants, a person with a strong growth mindset is willing to learn and experience new things regardless of the obstacles that obstruct his or her progress. A person with a strong growth mindset believes that he or she can still improve and create new skills even if others believe they have reached their learning potential. Through this mindset, they can explore new things, concepts, and ideas which lead to different opportunities for them. These passages from their interview transcript revealed this theme:

“I can say that a person has a strong growth mindset in a way that he/she is willing to learn and experience a different kinds of things despite the hindrances that hinder his/her growth”- ES2

“Having a strong growth mindset is like opening a lot of opportunities to improving yourself. You are brave enough to try new things even if you fail because you know failures are always part of your success. You have the ability to turn your weaknesses into power by being persistent in learning.”- ES4

“we tend to learn new things as we come across them, and each person's mind and style of thinking can be developed by learning different lessons from various experiences. Others may believe that there is no room for improvement, but if we develop a strong growth mindset, we may be able to change things through our determination and continuous effort.”- ES5

“If he/she believes that there is always room for improvement through effort and hardwork. A person who has a strong growth mindset always sees his/her mistakes and failures as an opportunity to learn by being open to judgment and criticisms because they believe that they will improve through this.”- ES6

“A person who's always willing to take a risk or to face any challenges despite his/her incapacabilities.”- ES7

“Having a strong growth mindset is when you view failure in your life as a stepping stone or an opportunity to learn and they are just temporary setbacks.”- ES8

“We accept opportunities, and we learn from criticism. Also, I believe that when we accept failures we learn and we are motivated to study hard.”- ES9

#### **A strong growth mindset keeps students motivated**

The participants narrated that they attain their objectives by being focused on their objectives. They reward themselves every time they complete a task because it motivates them to complete it. They also give themselves a break by surrounding themselves with individuals that are positive and driven in life, in the hopes that they would influence them to perform better. These extracts from their interview transcript revealed this theme:

“Well, I turn challenges as motivation or opportunities by making them as an inspiration to move forward. Challenges are there to make us better and for us to gain some lessons that will help us.”- ES1

“To condition my mind, I always think positively and always look for opportunities to be better. I know it's hard to be positive and happy always, however, I always try my best to keep calm and filled my mind with happy thoughts so that I can condition myself to study and learn new knowledge.”- ES2

“I manage to condition my mind that I can be better in school by looking at others or my classmates doing their best also. Seeing them successfully complete their task makes me motivate myself to do it also. Sometimes I think that I can't do better but because of them, I manage to make things better. I may not have a lot of knowledge but I believe that I can develop it by learning and exploring something new by myself.”- ES3

“as for me, I take that challenge as a blessing, before the class starts, I always think that I will hear different opinions and ideas again, combine my facilitators' knowledge, and compare my opinions, with that my mind is positive that I got better at school today because I learn from those gathered ideas.”- ES4

“I achieve my goals by staying focused on the things I wanted. I reward myself every time I finished a task because in that way I am driven to achieve it. I also give myself a break and surround myself with people who are positive and motivated in life because I believe that they will somehow affect me to do better.”- ES6

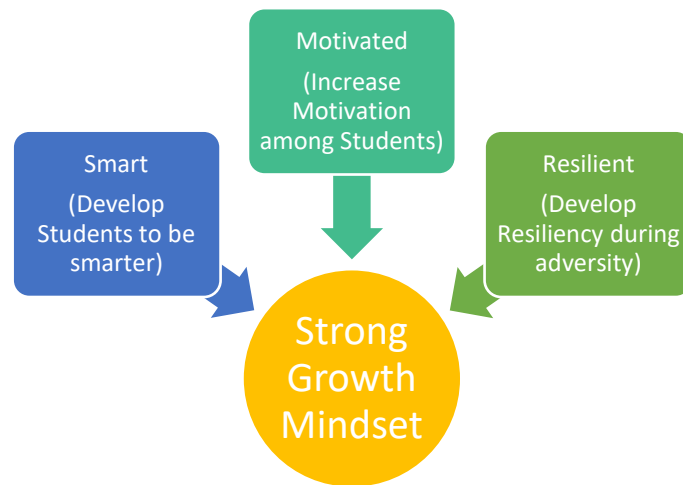
“First I will set my motivation's why I need to achieve my goals and it's my family. I am not an intelligent student like others and I admit that. And also I don't want to compare myself with others because I know that I have skills that others don't have and vice versa. I believe that it takes a matter of time, I set some strategies that are effective for me.”- ES10

“There is a saying that says ‘if there's a will there's a way’ so still, it always depends on the person. It is within ourselves- especially if a person is eager, determined, and motivated in what he/she is doing. He/she can surpass things if they want to. For me, because of what we called "vision and goals" this might be one of the things that makes me pursue it.” -ES11

“I like giving myself positive affirmations such as I am beautiful, I am capable, and I am enough. This way it helps me set my mood and condition me to face the day”- ES12

Relatively, King and Trinidad (2021) highlighted that a growth mindset positively predicted achievement only among students from more advantaged families but not among those from less advantaged families. They emphasized the importance of examining the interplay between mindsets and socioeconomic factors in understanding students' motivation, engagement, and achievement

### 3.3 Reyes' (2023) Proposed Students' Strong Growth Mindset Model for the Teacher Education Program



This Proposed Students' Strong Growth Mindset Model depicts the characteristics of students based on the findings of this study who were labeled as having a strong growth mindset using the Mindset Quiz which was developed by Dweck, Carol (2008). An in-depth exploration of the results was conducted through a semi-structured interview of the 12 participants which eventually lead to three (3) themes: Smart, Motivated, and Resilient. This framework also offers practical ways to develop these characteristics among students.

#### Smart

The students achieve their goals by simply setting their goals and making a plan on how to achieve them. They also consider taking different strategies to accomplish their goals. Students may also be advised to prepare in advance for projects and tests. Encourage the students to study together prior to class or an exam. Within the teacher education program, students may form study groups.

#### Motivated

Students manage to condition their minds that they can be better in school by looking to others or their classmates doing their best also. Their motivation comes also from other people either from their family friends, and other loved ones. Additionally, they intrinsically motivate themselves by communicating from within. In



order to motivate students, a student must feel capable of fulfillment and expected to perform well, both within and outside the classroom. When it comes to motivating students, praise, encouragement, and acknowledging progress can be very effective. Students must understand exactly what they must accomplish in order to succeed. Establish guidelines for each assignment and welcome inquiries. Connect assignments and extracurricular activities to students' lives. Spend time getting to know your students and their interests. Make it a practice to fill out surveys at the beginning of each semester, and pay attention when they discuss their interests. Provide students the opportunity to collaborate with one another in pairs, small groups, and in open class settings.

### **Resilient**

Resilient students perceive that everything may be improved or developed with a strong growth mindset. They see it as an attitude that is difficult to break; they believe it is a mindset that has been forged through adversity. Teachers may develop the resilience of students by providing online or in-person meditation workshops, and asking students to create affirmations they want to put on a board, wall, or virtual feed to promote positive thinking. Urge students to look for chances to volunteer, offer assistance, or act as mentors on campus. Giving back to the community or helping other students develop new skills and gives one a feeling of purpose.

These three themes illustrate students that have a strong growth mindset. Similarly, Dweck (2015) characterized people with a growth mindset, for her, these people believe that their most fundamental abilities can be developed through hard work and dedication—brains and talent are just the beginning. Moreover, according to her, this perspective fosters a passion for learning as well as the perseverance required for outstanding success.

## **4. CONCLUSIONS**

From the findings of the study, the following are the researcher's conclusions:

The study was conducted to explore the concept of a strong growth mindset among preservice English teachers. Based on the findings of the study, it is safe to conclude that participants believe that they need to have focus, a positive outlook, alternative plans, and mental strength to foster a strong growth mindset within themselves. Furthermore, a strong growth mindset helps them to overcome their challenges, opens opportunities for them, and keeps them motivated in the teacher education program. The proposed framework may be helpful in helping students possess the focus, a positive outlook, alternative plans, and mental strength to foster a strong growth mindset within themselves.

## **5. RECOMMENDATIONS**

The following recommendations are offered based on the above-mentioned conclusions:

Students with a strong growth mindset should continue developing a strong growth mindset and use this to be better in school, in their future careers as professionals, and their life in general.

Teachers should put their attention on recognizing students' efforts and the actions they take to get over challenges and progress. These thus support the simple yet important idea that ability can be developed.

Teachers should provide feedback that emphasizes the benefits of organizing and experimenting with various learning strategies.

Teachers should encourage students to elaborate on their ideas and comments, help them better understand the material, and make sure they realize the importance of making an effort and exercising critical thought.

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