

INDONESIAN UNIVERSITY STUDENTS' MINDSET ABOUT THE ROLES OF TALENT AND EFFORT IN EFL LEARNING

Novita Herawati, Rahmah Fithriani

English Education Department, Faculty of Teacher Training and Education
The State Islamic University of North Sumatera, Indonesia
E-mail: novita0304193217@uinsu.ac.id

Received: 2023-05-04

Accepted: 2023-05-20

Published: 2023-05-29

Abstract

Mindset plays a significant role in language learners' success. The present investigation examined the mindsets of Indonesian students with respect to their English language learning proficiency, specifically exploring whether such proficiency is attributable solely to innate talent or whether it requires individual effort. The primary objective of this study is to ascertain whether the mindset of individuals towards learning English is characterized by a growth orientation, which is influenced by effort, or a fixed orientation, which is influenced by talent. Additionally, the study seeks to explore the potential impact of this mindset on the motivation of individuals to study English. A sample of 150 university students from various academic disciplines was surveyed to gather data. The present investigation utilized a mindset survey, which was administered through the completion of a questionnaire and subjected to quantitative analysis. Based on the data, it can be inferred that students hold the belief that exerting effort is of greater significance than possessing innate talent when acquiring proficiency in the English language. This encompasses the capacity to endure critique and surmount obstacles and challenges. The present study characterizes the students' attitude towards English as exhibiting a positive trend of progressing and developing, which is expected to yield enduring advantages for their English learning. They understand the significance of acquiring English proficiency for future employment opportunities and the diverse range of potential applications in their daily routines.

Keywords: *EFL learners; effort; Indonesia; language learning mindset; talent*

1. Introduction

The success of language learners is undoubtedly impacted by a multitude of factors. Among those factors, positive psychology, which acknowledges and values the positive influences in language learning, has recently emerged in the field of English as a foreign language (EFL). The linguistic performance of learners can be influenced by positive psychological factors, including but not limited to wellbeing, resilience, and emotion regulation (Wang, Peng, & Patterson, 2021). These factors can also contribute

to learners' motivation and desire to achieve success in foreign language learning (Hu, Sidhu, & Lu, 2022). In the realm of EFL pedagogy, the concept of mindset has garnered increasing interest in contemporary times, owing to its numerous affirmative implications.

Mindsets, also referred to as implicit theories, pertain to fundamental presumptions that individuals hold regarding the inherent characteristics of diverse human attributes, including intelligence, personality, or language aptitude (Dweck, 2012). Mindsets are predicated upon two fundamental tenets: some individuals adhere to the notion that these attributes are static (fixed mindsets). Conversely, others subscribe to the belief that these attributes are more pliable and can be honed through hard work and instruction (growth mindsets). It would be an oversimplification to posit that an individual's mindset can be reduced to a binary classification of either a growth or a fixed mindset. According to Dweck (2006) and Mercer & Ryan (2010), mindsets may exhibit domain-specificity, whereby individuals may hold distinct mindsets in various domains. It is possible for an individual to exhibit a growth mindset orientation in a particular domain while simultaneously displaying a fixed mindset orientation in another domain.

In the context of language learning, the mindsets of students may have a correlation with their actions, behavior, emotions, and motivation (Blackwell, 2007). According to the theory of mindset, students who possess a growth mindset, i.e., those who believe in the malleability of their personal traits, are likely to attain greater success as compared to students who hold a fixed mindset, i.e., those who believe in the immutability of their personal traits. Students with a growth mindset believe that human capacity can be expanded through hard work and perseverance (Dweck, 2006). They believe that with effort, they could improve their language abilities. They are more likely to exhibit a greater propensity towards mastery-oriented objectives, which encourages them to persevere in the face of adversity and allows them to sustain their interest in a given task despite encountering challenges (Tang et al., 2019).

Those with a fixed mindset, on the other hand, believe that intelligence, talent, and personal attributes are inherited. They believe that an individual's language proficiency is dependent on their innate talent, which must be nurtured or developed through training in order to acquire a skill or comprehension (Gagné, 2000). Consequently, a language learner with a fixed mindset is unlikely to engage in language practice as they perceive it to be futile (Dweck, 2006). Students with a fixed mindset typically exhibit tendencies to evade challenges, give up more readily, believe that effort is pointless, disregard criticism, and feel threatened by the success of others. Students with a fixed mindset may encounter challenges in their personal growth, thereby exhibiting a tendency to surpass their objectives in comparison to those who possess a growth mindset. According to Claro et al. (2016), individuals who allocate more time towards studying and less time towards concerns about appearing intelligent tend to perform better academically.

Research exploring the function of mindsets in the context of foreign language (FL) instruction has revealed that growth mindset constitutes a noteworthy motivational factor that exerts a favorable impact on FL acquisition (Bai & Wang, 2020). Studies have indicated a positive correlation between growth mindset and various academic outcomes, including students' academic performance (Wang, Yuan, & Wang, 2020), motivation (Ryan & Mercer, 2012), and language achievement (Khajavy, Pourtahmasb, & Li, 2021; Rui & Muthikrishnan, 2019;). Moreover, scholarly investigations indicate

that possessing a growth mindset facilitates the advancement and sustenance of students' endeavors towards self-regulated learning, thereby directly enhancing their academic achievements (Pintrich, 2003).

The influence of students' mindsets on the efficacy of their language learning is a noteworthy consideration, prompting inquiry into the mindsets of English as a Foreign Language (EFL) students with respect to their language learning endeavors. The application and investigation of language learning mindsets have been observed in diverse EFL settings, including Thailand (Chuanon, Kuroda, & Yuankrathok, 2022), Iran (Khajavy, MacIntyre, & Hariri, 2020), and China (Yao et al., 2021; Zhang & Cui, 2010). Nonetheless, scant scholarly inquiry has been carried out in the Indonesian EFL milieu. The mindset of students should be taken into account by EFL teachers in Indonesia to ensure that learning objectives are effectively achieved. Moreover, prior research has tended to concentrate on examining university students who are enrolled in departments related to the English language. The present study was undertaken to address a gap in the literature by examining the mindset of Indonesian university students who are pursuing degrees in non-English majors towards the acquisition of English language skills. Specifically, the study aimed to ascertain whether these students exhibit a growth or fixed mindset in relation to their English language learning.

3. Research Method

The present study employed quantitative methods as a means of testing objective theories through the analysis of variable relationships. The aforementioned variables can be quantified through the utilization of instruments, thereby enabling the application of statistical techniques for data analysis (Creswell, 2014). This investigation centers on the perspectives of students regarding the mindset they adopt when learning English.

3.1 Population & Sample

This study was carried out at a public university located in North Sumatra, Indonesia. The present investigation comprised a sample of 150 participants who were in their seventh semester and belonged to ten departments that did not offer English as a foreign language as a major. The departments included Sharia Accounting, Islamic Banking, Social Studies Education, Islamic Religious Education, Early Childhood Education, Biology Education, Elementary School Teacher Education, Science Communications, Public Health, and Mathematics Education. Each department was represented by 15 students. While the present study does not specifically focus on gender and age, it is noteworthy that the sample population consisted of 43 male students and 107 female students.

3.2 Data Collection and Data Analysis

The methodology employed for data collection involved the dissemination of online questionnaires through the Google form platform. Subsequently, participants were instructed to provide truthful responses based on their personal experiences. The questions were translated into Indonesian to facilitate the comprehension of the participants. The participants were instructed to select their preferred option from a set of 12 survey items, each of which was assigned a numerical value ranging from 1 (Strongly disagree) to 5 (Strongly agree), with the remaining options falling in between these two extremes. Descriptive statistical calculations were conducted to assess the mindsets of students regarding their self-perceived intelligence levels. The survey

instrument was employed to ascertain the extent to which the participants' attitudes towards English language learning evolved or persisted over time, and to determine whether these attitudes had any bearing on their motivation to acquire English language proficiency. The data that was gathered was analyzed utilizing the IBM SPSS software.

4. Results and Discussion

The objective of this investigation was to ascertain the impact of students' mindsets on their acquisition of the English language, specifically with regard to their adherence to either a growth or fixed mindset, which is manifested through their perception of effort and talent. A survey instrument was employed to ascertain this information. The survey comprises of four distinct sections. This section centers on their conviction regarding the significance of English language proficiency for their prospective professional pursuits and their routine existence. The subsequent segment centers on external evaluations of individuals, exploring their reactions to criticism, including whether such feedback motivates them or engenders a sense of despair. The third section of the study centers on the frequency of exercise, while the fourth section pertains to the level of exertion. The aforementioned components were utilized to assess participants' perceptions regarding the role of effort and talent in English language proficiency. Participants' responses indicated that those who disagreed were more inclined to believe that English language proficiency is an innate talent, whereas those who agreed believed that exerting effort can enhance one's capacity to achieve proficiency in English.

Table 1. Results of students' responses to the questionnaire

Research Question	Mean	SD	Description
<i>Is learning English important? If it is important why is it important</i>			
<i>1. It is important because learning English can help my career in the future</i>	4.28	0.860	<i>Strongly Agree</i>
<i>2. Important because it helps in my daily life</i>	4.35	0.819	<i>Strongly Agree</i>
<i>3. Important because it can expand knowledge of language</i>	4.41	0.706	<i>Strongly Agree</i>
<i>If there are errors in the use of grammar, do you accept criticism?</i>			
<i>1. I accept criticism because it can help me improve my English</i>	4.47	0.702	<i>Strongly Agree</i>
<i>2. Grammar is not important because what is important is mutual understanding</i>	4.47	0.748	<i>Strongly Disagree</i>
<i>3. Accept criticism because you can learn from it</i>	4.43	0.669	<i>Strongly Agree</i>
<i>Do you regularly or often study English?</i>			
<i>1. Yes, often because I want to develop my language knowledge</i>	4.43	0.709	<i>Strongly Agree</i>
<i>2. Not too often because my English ability is my talent since childhood</i>	4.45	0.774	<i>Agree</i>
<i>3. It does not require more effort because English is difficult</i>	4.44	0.700	<i>Strongly Agree</i>
<i>In learning English, do you put in a lot of effort?</i>			
<i>1. I put in a lot of effort because I want to get high marks</i>	4.47	0.692	<i>Strongly Agree</i>

2. <i>I really practice because learning English must require more effort</i>	4.43	0.717	<i>Strongly Agree</i>
3. <i>It takes more effort because I realize that English is important</i>	4.38	0.766	<i>Strongly Agree</i>

Table 1 above indicates that the highest mean score pertains to the students' strong agreement towards the necessity of exerting effort in enhancing their English language proficiency. This finding suggests that the students possess a growth mindset towards English language acquisition, wherein they perceive that success in this domain is primarily attributed to effort rather than talent. The data indicates that a significant proportion of students hold the belief that talent is the primary factor in acquiring proficiency in English. This finding is noteworthy as it suggests that a limited number of students exhibit a growth mindset. The findings of this investigation are consistent with Horwitz's (1988) study, which revealed that language learners commonly hold diverse perceptions regarding the optimal approach to acquiring a language. One prevalent notion is that certain individuals possess an intelligence or talent for languages, which allows them to learn any language easily. According to the "Critical Period Hypothesis," there exists a belief among certain individuals that acquiring a second language is a more arduous task for adults (Lenneberg, 1967). The focal point of these beliefs pertains to the convictions held by students regarding their ability to perform, rather than their actual intelligence and aptitude. The observation suggests that individuals who exhibit rapid learning and diligent effort may possess a fixed mindset, whereas those who demonstrate slower learning and persistent effort may possess a growth mindset.

4.1 Awareness of the importance of English

From the results of the first part of the questionnaire, it can be inferred that the participants in this investigation exhibit a strong motivation to make efforts in acquiring proficiency in the English language. This is attributed to their recognition of the significance of English for their personal development, which is indicative of a growth mindset. A minority of respondents expressed dissent, suggesting that a limited number of students held the belief that linguistic abilities were innate and associated with a fixed mindset. Regarding the initial research inquiry, the mean responses of the participants indicate a high level of agreement with regards to the significance of acquiring proficiency in the English language. According to the first point, survey participants exhibit a high level of motivation to acquire proficiency in the English language, as they perceive it as a valuable asset that can significantly enhance their professional prospects in the long run.

The high motivation of individuals to learn English stems from the perceived benefits it can bring to their future careers, as the proficiency in English language is closely linked to the progress of a nation. The adoption of technology and information can potentially alter the internal culture of a country. The aforementioned relationship has an impact on both income and economic circumstances. According to data released by the World Bank in 2017, there exists a correlation between a nation's net per capita income and its level of English proficiency. The level of income is directly proportional to the level of ability. Consequently, a considerable number of individuals are presently motivated to acquire proficiency in the English language to advance their professional pursuits.

The assertion that English is of great importance in the contemporary globalized world is reinforced by Nishanthi's (2018) research, which demonstrates that it is the most commonly spoken language worldwide. In contemporary times, employers exclusively seek individuals who possess proficient English speaking and writing skills. The significance of English language has been amplified in various domains such as education, engineering, and medicine due to the progressions in technology. English holds significant importance for various professional contexts. The acquisition of knowledge serves as a motivating factor for individuals to pursue further studies and enhance their proficiency in the English language.

At the second point, the acquisition of the English language holds significant importance as it can facilitate daily activities. The participants exhibit a strong inclination towards acquiring proficiency in the English language owing to its utility in comprehending literature, periodicals, and audio-visual media that employ English. This is corroborated by the third point of the survey, wherein the respondents express a resolute agreement towards their continued motivation to learn English, citing their desire to acquire proficiency in the language as the driving force behind their pursuit. Expand their linguistic proficiency.

This result was in line with the research conducted by Klimova (2011). Motivation has been a crucial concept in the field of language acquisition research. Recognizing the significance of language acquisition can serve as a driving force for individuals to persist in their language learning endeavors. This is consistent with the research conducted by Ushioda (2005). The examination of motivation in education has demonstrated that it is perceived as a variable that educators employ in diverse manners to influence their students. Methods and approaches for enhancing motivation.

4.2 Attitude towards criticism of others

From the responses to the second part of the questionnaire, it can be inferred that students possess a marginally receptive disposition towards criticism, which is regarded as a constructive measure to enhance their performance. This outlook aligns with the growth mindset, as it motivates them to strive for improvement. Conversely, if students adopt a defeatist attitude towards criticism and resign themselves to the notion that language proficiency is an innate ability, they are exhibiting characteristics of the fixed mindset. A few respondents expressed dissenting views, suggesting that certain students perceive language abilities as inherent talents and attribute them to a fixed mindset. In the subsequent inquiry, the participants expressed dissent towards the critique, indicating a degree of receptiveness to feedback. The state of openness was incomplete as evidenced by the lack of agreement among responses at point 2. This suggests that the individuals in question do not prioritise grammar and do not exhibit a significant level of attentiveness to grammatical correctness in their spoken English. Consequently, their lack of emphasis on grammar cannot be considered a manifestation of exertion, as they do not demonstrate a substantial investment in comprehending grammatical rules and are thus impervious to critiques of their grammatical usage. In point 1, it is noteworthy that the responses of the average participant exhibit a strong inclination towards agreement, suggesting a receptiveness to constructive feedback as a means of enhancing their proficiency in the English language.

Constructive criticism is a crucial element in identifying the specific areas that require further development and enhancement. While it may be perceived as a failure to receive critical feedback during the learning process, the receipt of constructive

feedback can actually facilitate the growth and development of learners in such a state (Fong et al., 2018).

Regarding point 3, the survey participants exhibit a strong consensus that being subjected to critique concerning their English language usage has bolstered their motivation to pursue further education and enhance their language proficiency. Consequently, upon encountering constructive criticism, emotions of inadequacy that are frequently linked with sentiments of unease, diminished self-confidence, and apprehension are substituted with emotions of optimism and acknowledgement of an individual's capabilities. This statement suggests that tolerance analysis serves as a means for individuals to identify areas of weakness and subsequently improve upon them, often in response to a range of factors, with the ultimate goal of enhancing their overall proficiency.

4.3 Frequency of exercises

In the subsequent inquiry pertaining to English language learning routines, participants exhibit a strong consensus on the first item, which garners the highest mean score. This item posits that consistent studying and practice can enhance language proficiency, thereby motivating respondents to diligently engage in language practice to improve their skills. According to point 2, a minority of participants concur that regular practice is not necessary for acquiring English language proficiency, as they hold the view that foreign language aptitude is an innate ability that one possesses since childhood. Regarding point 3, there is a consensus that diligent practice is not deemed crucial due to the inherent difficulty of acquiring proficiency in the English language. With respect to this issue, it has been observed that a considerable number of individuals perceive English as a challenging language to acquire. This perception aligns with the concept of a fixed mindset and necessitates the educators' focused consideration.

4.4 Effort

The third research question on point one elicited responses indicating that the participants are inclined towards investing greater efforts in enhancing their English proficiency, as they perceive it to be instrumental in achieving favorable academic outcomes. This phenomenon can be attributed to the primacy of the belief that value is of utmost importance among some individuals. However, it should be noted that not all individuals subscribe to this belief, and consequently, they exert greater effort in their academic pursuits to attain favorable grades. According to the respondents' perspective on the second point, acquiring proficiency in English demands a greater amount of effort. The acquisition and use of the English language pose significant difficulties for students, particularly those who do not have a native proficiency in the language, as evidenced by the findings of a study conducted by Salsabilla (2021). Learning the tone, language, pronunciation, and structure of English through listening to English speakers poses a challenge for students. Thus, there is a requirement for a resolution to aid in the advancement of students' acquisition of the English language. Similarly, Dincer (2017) underscored the intricacy of spoken English, which renders it challenging to comprehend. Consequently, language acquisition requires learners to allocate a significant amount of time and exertion towards achieving proficiency.

5. Conclusion

In general, the prevailing mindset towards English language acquisition among students is characterized by “strongly agree.” This finding indicates that the participants possess a growth mindset. The aforementioned findings indicate that the incorporation of four key elements, namely motivation, constructive feedback, consistent practice, and diligent effort, facilitates the cultivation of a growth mindset among students, thereby enhancing their proficiency in acquiring and utilizing the English language. The study's findings suggest that individuals who possess a growth mindset hold the belief that their intelligence and abilities can be enhanced through learning. The individuals contend that, through perseverance and direction, they can enhance their abilities. Consequently, individuals aspire to acquire further knowledge and enhance their proficiency. The individuals in question exhibit motivation driven by the achievements of their peers, derive satisfaction from engaging in demanding tasks, demonstrate resilience when confronted with obstacles, view exertion as a means to attain expertise, assimilate knowledge from errors and evaluations, and derive pleasure from undertaking challenging assignments. The cognitive orientation of students can exert an influence on their scholastic achievements, educational conduct, and affective states. Notwithstanding the frequency of learning, the students remain entrenched in a fixed mindset as they perceive English to be a challenging subject. The prevailing belief in this instance is that individuals who possess a high level of proficiency in English language possess innate abilities, thereby negating the need for frequent practice as their cognitive disposition is similar. Thus, this presents a hindrance for individuals. The objective for teachers is to ensure that English language instruction does not appear arduous and tedious for students.

References

- Bai, B. & Wang J. (2020). The role of growth mindset, self-efficacy and intrinsic value in self-regulated learning and English language learning achievements. *Language Teaching Research*, 27(1), 1-22. <https://doi.org/10.1177/1362168820933190>
- Blackwell, L. S., Trzesniewski, K. H., & Dweck, C. S. (2007). Implicit Theories of Intelligence Predict Achievement Across an Adolescent Transition: A Longitudinal Study and an Intervention. *Child Development*, 78, 246–263. <https://doi.org/10.1111/j.1467-8624.2007.00995.x>
- Claro, S., Paunesku, D., & Dweck, C. (2016). Growth mindset tempers the effects of poverty on academic achievement. *Proceedings of the National Academy of Sciences*, 113, 201608207. <https://doi.org/10.1073/pnas.1608207113>
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed). SAGE Publications.
- Chuanon, C., Kuroda, A., & Yuankrathok, P. (2022). Exploring Thai EFL Learners' Language Mindsets: The Beliefs about the Roles of Talent and Effort. *The Journal of Asia TEFL*, 19(2), 673–680. <https://doi.org/10.18823/asiatefl.2022.19.2.20.673>
- Dincer, A. (2017). EFL Learners' Beliefs about Speaking English and Being a Good Speaker: A Metaphor Analysis. *Universal Journal of Educational Research*, 5(1), 104–112. <https://doi.org/10.13189/ujer.2017.050113>
- Dweck, C. S. (2006). *Mindset: How we can learn to fulfill our potential*. New York: NY: Random.

- Dweck, C. S. (2012). Mindsets and human nature: Promoting change in the Middle East, the schoolyard, the racial divide, and willpower. *American Psychologist*, 67(8), 614–622. <https://doi.org/10.1037/a0029783>
- Farrington, C. A. (2013). Academic mindsets as a critical component of deeper learning. *University of Chicago: Consortium on Chicago School Research*.
- Fong, S. W., Men, C., Luo, J., & Jia, R. (2018). Knowledge hiding and team creativity: The contingent role of task interdependence. *Management Decision*, 56(2), 329–343. <https://doi.org/10.1108/MD-11-2016-0778>
- Greener, D. S. (2008). *Business Research Methods*. Bookboon.
- Horwitz, E. K. (1988). The Beliefs about Language Learning of Beginning University Foreign Language Students. *The Modern Language Journal*, 72(3), 283–294. <https://doi.org/10.1111/j.1540-4781.1988.tb04190.x>
- Hu, X., Sidhu, G. K., & Lu, X. (2022). Relationship between growth mindset and English language performance among Chinese EFL university students: The mediating roles of grit and foreign language enjoyment. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.935506>
- Khajavy, G. H., MacIntyre, P. D., & Hariri, J. (2020). A closer look at grit and language mindset as predictors of foreign language achievement. *Studies in Second Language Acquisition*, 43(2), 379–402. <https://doi.org/10.1017/S0272263120000480>
- Khajavy G. H., Pourtahmasb, F., & Li, C. (2021). Examining the domain-specificity of language mindset: A case of L2 reading comprehension. *Innovation in Language Learning and Teaching*, 16(3), 208-220. <https://doi.org/10.1080/17501229.2021.1956936>
- Klimova, B. (2011). Motivation for learning English at a university level. *Procedia - Social and Behavioral Sciences*, 15, 2599–2603. <https://doi.org/10.1016/j.sbspro.2011.04.153>
- Kormos, J., & Csizér, K. (2014). The Interaction of Motivation, Self-Regulatory Strategies, and Autonomous Learning Behavior in Different Learner Groups. *TESOL Quarterly*, 48. <https://doi.org/10.1002/tesq.129>
- Lenneberg, E. H. (1967). *Biological foundations of language*. Wiley.
- Mercer, S. & Ryan, S. (2010). A mindset for EFL: Learners' beliefs about the role of natural talent. *ELT Journal*, 64(4), 436–444. <https://doi.org/10.1093/elt/ccp083>
- Murphy, M. C., & Dweck, C. S. (2016). Mindsets shape consumer behavior. *Journal of Consumer Psychology*, 26, 127–136. <https://doi.org/10.1016/j.jcps.2015.06.005>
- Nishanthi, R. (2018). The Importance of Learning English in Today World. *International Journal of Trend in Scientific Research and Development*, Volume-3(Issue-1), 871–874. <https://doi.org/10.31142/ijtsrd19061>
- Pajares, F., & Valiante, G. (2006). Self-Efficacy Beliefs and Motivation in Writing Development. In *Handbook of writing research* (pp. 158–170). The Guilford Press.
- Pintrich, P. R. (2003). A Motivational Science Perspective on the Role of Student Motivation in Learning and Teaching Contexts. *Journal of Educational Psychology*, 95, 667–686. <https://doi.org/10.1037/0022-0663.95.4.667>
- Rui Y., & Muthikrishnan, P. (2019). Growth mindset and students' perception of their English language teachers' feedback as predictors of language proficiency of the EFL learners. *Asian EFL Journal*, 3, 32–60.

- Ryan, S. & Mercer, S. (2012). Implicit theories: Language learning mindsets. In S. Mercer, S. Ryan., & M. Williams (Eds.), *Psychology for language learning: Insights from research, theory and practice* (pp. 74-89) New York, NY: Palgrave Macmillan.
- Salsabilla, S. (2021). *IMPORTANCE OF ENGLISH FOR DAILY LIFE*.
- Schröder, J., Sautier, L., Kriston, L., Berger, T., Meyer, B., Späth, C., Köther, U., Nestoriuc, Y., Klein, J. P., & Moritz, S. (2015). Development of a questionnaire measuring Attitudes towards Psychological Online Interventions-the APOI. *Journal of Affective Disorders*, 187, 136–141. <https://doi.org/10.1016/j.jad.2015.08.044>
- Tang X., Wang M.-T., Guo J., & Salmela-Aro K. (2019). Building grit: the longitudinal pathways between mindset, commitment, grit, and academic outcomes. *Journal of Youth and Adolescence*, 48, 850–863. <https://doi.org/10.1007/s10964-019-00998-0>
- Thomas, N., & Rose, H. (2018). Do Language Learning Strategies Need to Be Self-Directed? Disentangling Strategies From Self-Regulated Learning. *TESOL Quarterly*, 53. <https://doi.org/10.1002/tesq.473>
- Ushioda, E. (2005). Language learning motivation: Current insights and implications. *BATJ Journal*, Vol.6, 57–63.
- Wang D., Yuan F., Wang Y. (2020). Growth mindset and academic achievement in Chinese adolescents: A moderated mediation model of reasoning ability and self-affirmation. *Current Psychology*, 41, 783–792. <https://doi.org/10.1007/s12144-019-00597-z>
- Wang H., Peng A., Patterson M. M. (2021). The roles of class social climate, language mindset, and emotions in predicting willingness to communicate in a foreign language. *System*, 99, <https://doi.org/10.1016/j.system.2021.102529>
- Wigfield, A., & Cambria, J. (2010). Students' achievement values, goal orientations, and interest: Definitions, development, and relations to achievement outcomes. *Developmental Review*, 30, 1–35. <https://doi.org/10.1016/j.dr.2009.12.001>
- Yao, Y., Guo, N. S., Wang, W., & Yu, J. (2021). Measuring Chinese junior high school students' language mindsets: What can we learn from young EFL learners' beliefs in their language ability? *System*, 101, <https://doi.org/10.1016/j.system.2021.102577>
- Zhang, X., & Cui, G. (2010). Learning beliefs of distance foreign language learners in China: A survey study. *System*, 38(1), 30–40. <https://doi.org/10.1016/j.system.2009.12.003>
- Zimmerman, B. J. (2001). Theories of self-regulated learning and academic achievement: An overview and analysis. *Self-Regulated Learning and Academic Achievement: Theoretical Perspectives*, 2nd Ed., 1–37.