

The Relationship Between Mindset and Academic Achievement in

Spanish Reading and Listening

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### **Abstract**

The purpose of this study was to determine if there is a correlation between the mindset of students, their motivation to acquire a second language, and their academic achievement as measured by reading and listening assessments. The measurement tool used in the study was a questionnaire provided to students using a Likert scale to determine their motivation to learn a second language and their mindset in the classroom. Students were provided the questionnaire in the Spring of 2021, and then completed a reading assessment in Spanish and a listening assessment in Spanish. It must be taken into account that this study was completed during the Covid 19 national pandemic that resulted in all students learning virtually. Analysis through a Pearson correlation indicated that there was a positive correlation between student mindset, their motivation to acquire a second language, and their academic performance on Spanish reading and listening assessments. Research should continue in the face-to-face classroom setting to determine further correlation between mindset and academic achievement in the Spanish classroom.

## CHAPTER I

### INTRODUCTION

#### Overview

Learning a second language is much more common in countries outside of the United States. In 2018, Devlin found that 20% of students in the United States are learning a second language. At the same time, Devlin found that 92% of European students are learning a second language. In many European countries, there are national mandates for students to learn a second language and students begin their language study between ages six through nine, if not earlier. In the United States, there is only one state in which 50% of students learn a second language and many states that only have nine percent of students learning a second language (Delvin).

There may be several explanations for the gap that exists between the percent of students in the United States who take a second language and the percent of students in Europe who do so. For example, the lower interest in learning a second language among students in the United States may reflect the opinions of adults regarding skills that are necessary for workers to be successful. A survey conducted by the Pew Research Center in 2016 found that 36% of adults surveyed thought that it was at least very important to know a second language to be successful in the workplace, making it the least important of the eight possible keys to success included in the survey. Another possible explanation for the gap that exists between the percent of students in the United States who take a second language and the percent of students in Europe who do so is that in the United States, there is not a national mandate for students to learn a second language unlike many countries in Europe (Delvin 2018).

Norwood and O'Connell (2007) support the learning of world and classical language knowledge, stating that such knowledge is necessary amongst many jobs in the United States, including teachers, those who work for the government, those with professional jobs such as business and nursing, and being a part of the general public. These researchers reflect that problems with business and economic challenge within the United States can be controlled more effectively with greater knowledge of languages and cultures (Norwood & O'Connell). The emphasis on students learning a second language has varied throughout history and coincides with events that are happening in the world. Norwood and O'Connell argue that more attention needs to be given to learning critical languages and to earning these languages in K-12 schools.

In her role as an educator, this researcher wished to investigate whether the gap in language learning that exists between the percent of students in the United States who take a second language and the percent of students in Europe who do so, and the lack of students' interest in learning a second language, may have implications for the relationship between students' mindset and their academic performance. The researcher became interested in investigating whether the language course the students were taking and their academic performance in the course can be affected by the mindset of the students.

### **Statement of Problem**

The purpose of this study was to determine if the mindset of students, based on their motivation to acquire a second language, correlates with how they perform academically on reading and writing assessments in the Spanish classroom. Students learned about why it is beneficial to learn a second language during their course. During the third quarter of the school year, students were asked how they feel about learning a second language, how they feel about Spanish class, and their motivation to learn the language. Students then completed reading and

listening assessments in the Spanish classroom which were used to determine if there is a correlation between academic achievement on the reading and listening assessments and their mindset, or their motivation to learn a second language.

### **Hypothesis**

The null hypothesis was that the mindset of students, based on their motivation to acquire a second language, does not correlate with how they perform academically on reading and writing assessments in the Spanish language.

### **Operational Definitions**

**Interpretive listening:** An assessment in the target language where students listen to an authentic video, made by native speakers for native speakers, and respond to multiple choice questions based on having experienced the video.

**Interpretive reading:** An assessment in the target language where students read an authentic text, made by native speakers for native speakers, and respond to multiple choice questions based upon the reading.

**Mindset:** The level of interest that students have in learning the Spanish language, how they feel about the course, and their motivation to learn the language.

## **Chapter II**

### **Literature Review**

With emphasis on mindset and motivation, this literature review examines issues related to students' academic achievement. In the first section of this review, various factors that influence academic achievement are discussed. The second and third sections relate to mindset in the classroom and its effects on achievement. Section two discusses the impact of mindset on achievement in classrooms in general while section three focuses on mindset as it affects the second language classroom. The effects of negative mindsets on student achievement are discussed in section four. Section five describes research studies that have investigated the impact of motivation on academic achievement. This section concludes with a discussion of the impact of motivation on student achievement in specific classes as observed through studies.

#### **Factors Effecting Academic Achievement**

Much research related to factors affecting academic achievement has been conducted to identify ways to improve students' achievement. This research has included studies (Yiga et al., 2019; Bishop and Pflaum, 2005; Snipes and Tran, 2016), regarding the relationship of positive environments and the mindset of students. In a study completed by Bishop and Pflaum (2005), in which the researchers interviewed middle school students and had them draw their typical day, they found that the pictures drawn and the content of the discussions were based on a link the students made between feeling like part of a community and the quality of their academic school life. The students demonstrated through their drawings that having a social environment that is positive played a role in their academic performance.

In a study reported by Yiga et al, (2019), sixth and seventh grade students demonstrated that their motivation in school stemmed from their teachers, peers, and home lives. Students who were part of this research study explained that they felt their teacher created an environment in which they felt comfortable and were encouraged to do their best. They also reflected that having a good home environment where they felt supported made a positive difference in their motivation in school. By having the support of their teachers, friends, and family, students stated that they were motivated to be successful in the classroom. Similarly, Snipes and Tran (2016) state that students who participated in their research self-reported that their success was positively related to their growth mindset.

Mindset refers to a student's view or opinion regarding their success. Mindsets may be either one of growth or fixed. A growth mindset implies that the student can improve or learn. A student with a growth mindset often will value learning because they know that there more to learn (Dweck et al., 2011). A fixed mindset suggests that a student believes he or she cannot improve or learn more. A student with a fixed mindset frequently will not accept challenges and often will give up easily (Dweck et al.). A student's mindset can affect their motivation, procrastination, and their level of interest.

To have a growth mindset, students need to have support and feel comfortable in their academic setting. Students with a fixed mindset do not show improvement in their academic experience as continuously as students with growth mindset do (Dweck et al., 2011). For students to be engaged academically, it is important for them to feel like they belong in the classroom and that they are part of a community (Bishop & Pflaum, 2005). To help the students feel as though they belong, the research reported by Bishop and Pflaum indicates that students should work with others, feel recognized, and participate in work that not only is meaningful to

themselves but to the school community as well. Bong and associates (2012) found that those students who feel recognized within their school community have a more positive self-concept than their peers who do not feel recognized in this way. These researchers state that low self-concept among students often predicts lower levels of achievement. Results from the same study suggest that like self-concept, self-efficacy is a high predictor of academic performance. Self-efficacy refers to how individuals believe they are able or are unable to handle a situation.

Dweck et al. (2011) explain that an important factor to consider in determining students' academic engagement is their feeling of social belonging. Effective educators will find a variety of ways to show their students that they belong and are a part of the school community. Students who feel as though they matter are more likely to engage in their academic work and have higher academic achievement (Bishop & Pflaum, 2005) especially at the middle and high school levels (Dweck et al.).

### **Mindset in the Classroom**

As stated above, in the classroom setting the mindset of the student will determine the context for how the student will perform academically. There are different factors that have been identified to support the mindset of the student. For example, the student's mindset can be related directly to their motivation and self-efficacy (Dweck et al., 2011). Praising students for their growth mindset rather than their fixed mindset, can help foster resilience and further motivate the students. Amemiya and Wang (2018), found that praise of process, effort, and strategy can help build students' motivation and later lead to improved academic achievement. However, the students need to internalize the praise that they are receiving to influence their self-efficacy.

In addition to motivation, researchers such as Rugutt and Chemosit (2009) have found that interaction among students, as well as among students and teachers, will influence the students' critical thinking abilities. Students who feel as though they belong generally have higher order thinking and academic goals and may enable them to demonstrate more determination or "grit" in their academic endeavors (Dweck et al., 2011). By focusing on the environment of the students and challenging them to share their ideas and become involved in class discussions, students are able to learn from one another and increase the motivation of other students to participate (Rugutt & Chemosit). In this study, Rugutt and Chemosit demonstrated that the motivation that a student has in a certain class is directly influenced by the teacher. The student's motivation affects the involvement of the student in the class and his or her academic performance. Research conducted by Karaman et al. (2019) revealed that deep motivation, extrinsic and intrinsic goal orientation, self-efficacy, and deep learning all are positively correlated with academic achievement. Based upon the results of this study, educators have concluded that motivation and self-efficacy are strong predictors of a student's academic achievement.

### **Mindset in the L2 (Second Language) Classroom**

In the L2, or second language classroom, it is important for the student to have a positive mindset to be successful in the classroom. Deniz (2010) found that students who had a positive attitude towards learning a second language and culture achieved greater success with their academic study. To help the students develop a positive mindset towards the class, it is important for them to be motivated in the classroom with different learning tools and approaches, relevant connections (Refat et al., 2020), and open-ended learning opportunities (Courtney, 2017). Deniz also states that the effort provided by the teacher and students will reflect the motivation of

students within the L2 classroom, as motivated students are more likely to perform more successfully.

Akpur (2017) explained that academic achievement can be predicted by a student's motivation and therefore motivating a student in the classroom can lead to positive academic results. To motivate the student, Refat et al. (2020) advise educators to consider what the student needs, how the content fits into the student's life, how confident the student is, and how long the teacher can keep the student's attention. Suggestions to keep students' attention offered by Courtney (2017) include, songs, games, videos, computer work, and interaction with other students rather than writing and copying information from the board. Students in Courtney's study explained that writing notes from information presented was boring and would not help them. They stated that these activities did not motivate them to do well in the class. Other suggestions to increase the attention of the students and further motivate them include reinforcement of positive behavior, creating engaging activities or "hooks," the teacher communicating with as many students as possible during class, and visual and auditory materials (Deniz, 2010). Deniz found ~~is~~ that using motivational strategies in the classroom can support the achievement of a second language learner. The motivational strategies increase students' desire to learn, which results in better academic achievement. If those students have intrinsic motivation, or the instinct to feel accomplished and have self-regulation, they will automatically explore the language, show curiosity, and ask questions (Refat et al., 2020).

When students in the language classroom have positive levels of motivation and attitude levels, Özer (2019) found that they have lower levels of anxiety. The study completed by Özer found that the achievement level of students was significantly different based on students' attitudes, and achievement also was affected by the motivation level of the student. Those

students from Özer's study who were not motivated in the L2 classroom and therefore did not study, exhibited more anxiety about the class than those students who were motivated and therefore did study. By building a community of students in the L2 classroom, where students feel comfortable to speak, are supported, and relaxed, the students are more likely to feel motivated in the classroom and therefore to work harder in their learning (Deniz, 2010),

### **Negative Effects on Academic Achievement**

While motivation and positive attitudes can have a positive effect on academic achievement, there are also opportunities for negative mindsets to negatively affect academic achievement. Bishop and Pflaum (2005) found that middle school students were independently able to identify that social dimensions in the classroom negatively affect their learning and how engaged they are in class. One student in this study identified that peers can be a distraction to the learning and engagement and that it is a negative role that a peer can have.

Akpur (2017) found that procrastination negatively impacted a student's academic achievement in the classroom and could affect the motivation that the student has in the class. Another negative effect on academic achievement was reported by Snipes and Tran (2016), when they found that students identified as having a poor growth mindset were not on track academically by the end of the following school year. Akpur explained that students' growth mind-set is important to their academic achievement and without it, the students begin to perform negatively. Because procrastination, distraction, and poor growth-mindset all are correlated to negative academic achievement, it is important to keep the students motivated in the classroom (Akpur, 2017; Dweck et al., 2011; Rugutt & Chemosit, 2009) and encourage them to have positive attitudes toward learning (Deniz, 2010; Bishop & Pflaum, 2005).

## Motivation in the Classroom

There have been multiple studies focusing on motivation in the classroom and how it affects students. As stated above, students who do not study have less motivation in the classroom and have more anxiety (Özer 2019). Özer's study was completed in Turkey. The research focused on the academic achievement of middle school students and the relationship students' achievement has with their motivation to learn. Although students' motivation affected the level of their anxiety, the researchers found no difference in the motivation of students based upon their age or gender.

In a study conducted by Courtney (2017), students who moved from a predominately oral second language class, to a class in which written assessments were the focus, demonstrated a decrease in their motivation and engagement in the class this study; students were observed in primary and secondary language courses, where English speaking students were learning French. Students who began their study by playing games, watching videos, learning songs, and communicating with other students found the following academic course to be boring and unchallenging, resulting in the students becoming both disengaged and unmotivated within the class. Results from another study that focused on L2 oral capabilities and the effects that motivation and emotion have on those capabilities indicated that motivation and positive emotions were correlated with the academic performance of the students (Saito et al., 2018). Further, it was found that students' motivation can affect their long-term achievement and the use of the language for enjoyment outside of the classroom. This study was conducted in Japan and the students observed were in their first year of high school and taking English classes seven times per week. Although the studies reported above demonstrate how motivation can affect the academic achievement of a language learner, there remains a need for research on the academic

achievement of Spanish learners as a second language as it is influenced by the mindset of the student.

### **The Effect of Mindset on Specific Classes**

Research has been completed on the impact of attitude and motivation on students in their language arts class, math class, and English vocational school. Middle school students' self-belief is able to predict their achievement in language arts and academic self-concept. The students' perception of themselves based on their experiences, is the greatest predictor of achievement in middle school math classrooms (Bong et al., 2012). The research also found that the greatest predictor of academic achievement in language arts is the self-efficacy that the students have. General self-esteem was not found to predict the achievement of students in math and there was no significant difference in the motivation of the students based on their age or gender. As for students who are taking vocational English courses, it was found that the motivation, attitude, and anxiety level of students varied depending on the different programs in which they were enrolled (Özer 2019). It was found by Özer that based on gender, there is no significant difference on the motivation or attitudes of the student, but males demonstrated less anxiety than females. To keep students motivated and having positive attitudes, the research suggests reminding students of why they are in the course, how it will help them, and also being transparent about the material in the course and when they will use it.

### **Summary**

There are multiple factors that affect academic achievement in the classroom such as motivation, attitude, growth-mindset, self-concept, and the environment. It has been supported that mindset and motivation affect the academic achievement of students in their second

language classrooms (Refat et al., 2020 Akpur, 2017; Courtney,2017; Deniz, 2020) as well as in their other academic classrooms (Bong et al., 2012; Özer, 2019). There are negative correlations between distraction (Bishop & Pflaum, 2005), procrastination (Akpur, 2017) and poor growth-mindset (Rugutt & Chemosit, 2009) on the student's academic achievement. Although there has been research completed on the mindset of students in the second language classroom, there is a need for more information to be gathered such as the impact of motivation on a student's academic performance in a second language learning Spanish classroom.

## **CHAPTER III**

### **METHODS**

The purpose of this study was to determine if the mindset of students, based on their motivation to acquire a second language, correlated with how they perform academically on reading and writing assessments in the Spanish language. In this study, middle school students in Spanish 1B answered questions about their motivation to acquire a second language, then were given listening and reading assessments in the target language, Spanish.

#### **Design**

This study used a Pearson Correlation to support the null hypothesis that the mindset of a student does not affect his/her academic achievement. Students first completed a questionnaire to assess their mindset as related to their Spanish class. Results from the questionnaire helped to determine how motivated the students were to acquire a second language. During this study, the students were learning virtually due to a global pandemic. For this reason, the students were provided a link during a Google meet class time to complete the questionnaire. Information then was gathered on the students' academic studies from a listening assessment and a reading assessment that were completed during a synchronous virtual class period.

#### **Participants**

The participants in this study were middle school students in Spanish 1B, the second half of Spanish 1 in a two year, every other day schedule. In total, there were 187 students who were provided with the link to the questionnaire and the reading and listening assessments. Of the 187 students, 127 completed the questionnaire, reading assessment, and listening assessment. Among the 187 students, 10 were students with disabilities, 65 received Free and Reduces Meals

(FARMS), 13 were gifted, and nine were English Learners. The participants included both males ( $n = 108$ ) and females ( $n = 79$ ). The participants' ethnicities included White ( $n = 96$ ), African American ( $n = 40$ ), Hispanic ( $n = 32$ ), Multi-Racial ( $n = 12$ ), and Asian ( $n = 7$ ). The participants' grade levels included both seventh grade ( $n = 64$ ) and eighth grade ( $n = 123$ ) students.

### **Instruments**

The two variables researched in this study were students' mindset and their academic achievement in reading and listening. Mindset was measured with an adapted version of the Motivation Questionnaire (see appendix) created by Centro Universitario de Auto-Aprendizaje en Lenguas (UJED). This measure was used to determine the mindset of the students with regard to their motivation to acquire a second language. The mindset measure included 13 questions related to the students' interest in learning a language, the importance of learning a language, their interest in the Spanish language, their interest in Spanish class, if they think learning Spanish is easy, if their parents think that learning Spanish is important, if they want to receive high grades in Spanish and their other classes, how much effort they put into their work, the importance of completing all work, and if they think knowing Spanish will help them find a job in the future. This questionnaire was made into a Google form and provided to students virtually. The survey was scored on a 5-point Likert scale where "I strongly disagree" was given a 0 and "I strongly agree" was given a 4. Students who never completed the survey were given a 0 for each response. Students scoring more points were considered to have greater motivation to acquire a second language.

The second variable, academic achievement, was determined through two academic assessments. The interpretive reading and writing assessments were provided by the World and Classical Language department in the school system where the school was located. The reading

and writing assessments each were worth five points, creating a combined possible score of a total of 10 points. Students completed these assessments through a Google form during a Google meet class session. In the interpretive reading assessments, students used an authentic infographic to respond to comprehension questions. In the listening assessments, students listened to an authentic video and responded to comprehension questions.

### **Procedure**

Students attended a virtual synchronous class on Google meet once a week with the teacher. Across three Spanish classes, for three weeks, students were asked to complete the questionnaire. At the beginning of the school year, the teacher discussed advantages of learning a second language and benefits of learning Spanish. The teacher told the students that she was interested in learning how important learning Spanish was to the students. The students were provided a link in the Google meet chat, in a document, and in an assignment on Google classroom. Students were able to complete the Google form only once and could not change their answers. During the Google meet classes, students used Google slides and Nearpod to learn information and practice their reading, writing, listening, and speaking skills. The last 20 minutes of the 70-minute classes were reserved for students to complete their assessments in each of the four language skills, with only one skill being assessed per week. Students who had questions could join a second Google meet to ask for help and receive guidance.

The reading assessment was provided first. Students were provided a link in their Google classroom to complete a Google form where the students used an infographic to respond to five comprehension questions. The listening assessment was given the following week. Students were provided with a link to the Google form in their Google classroom. During the last 20 minutes of class, students used the Google form to open a video in Google drive, listen to the video, and

respond to five comprehension questions. Students who were having a hard time watching the video were pulled into a separate Google meet where the teacher shared the video from her screen for the students to watch while they responded to their questions in the Google form. Students who did not complete either assessment in class, were given until midnight that day to complete the assignment. Students who turned in the assignment late still were given full credit, depending on the number of questions answered correctly.

A Pearson Correlation was used to determine the correlation between the mindset of the student as determined by the questionnaire and the academic achievement as determined by the scores from the reading and listening assessments.

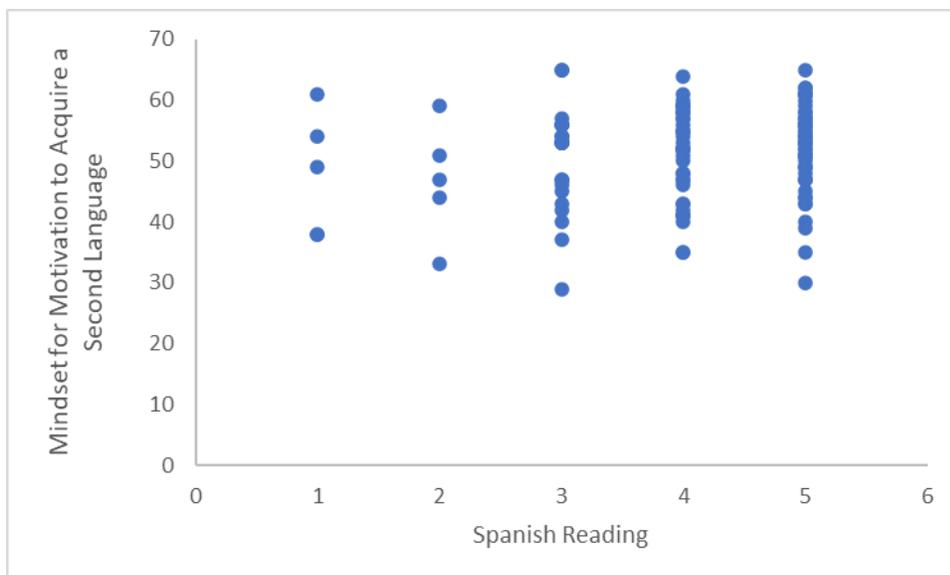
## CHAPTER IV

### RESULTS

This study attempted to determine if there is a correlation between students' mindset, their motivation to acquire a second language, and their academic performance in Spanish reading and listening. Data were gathered from the students' reading and listening tests assessments in Spanish and a survey about the students' mindset regarding learning the Spanish language and Spanish class. It was hypothesized that there would be no relationship between students' mindset, their motivation to acquire a second language, and their academic performance on a Spanish listening and reading assessment. A Pearson analysis was conducted and there was a weak, positive, statistically significant relationship between students' mindset and Spanish reading scores with weak practical significance,  $r(125) = .18, p < .05, r^2 = .03$ .

#### Figure 1

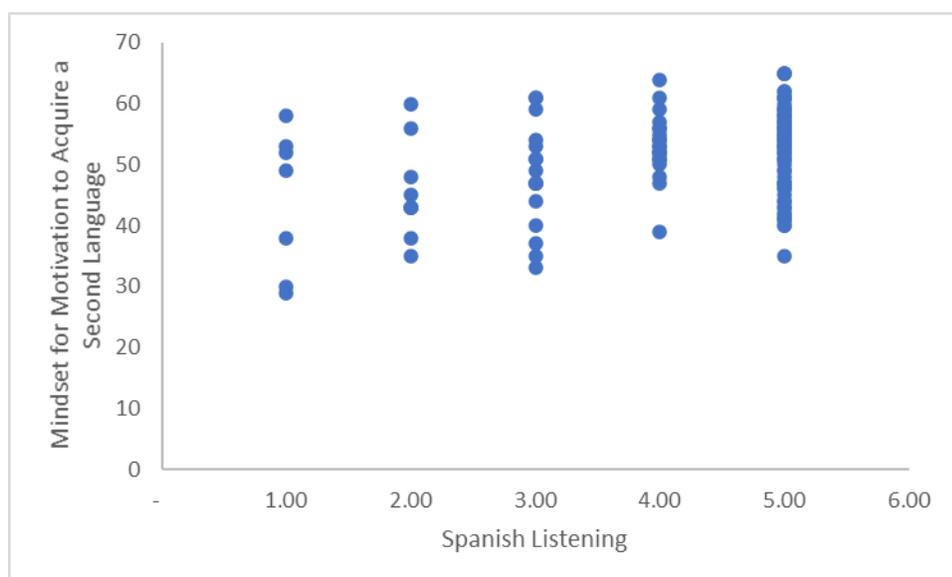
*Scatter Plot of the Correlation Between Mindset and Spanish Reading (N = 127)*



The graph above, in Figure 1, indicates the results of the study with regard to mindset and Spanish reading. The students' Spanish reading test and Spanish listening test were based on a five-point scale, and the mindset survey had a maximum of 65 points. It is visible that most students scored a 4 or 5 on the Spanish reading assessment. The mindset scores ranged from 25 to 65 with most scores between 50 and 60 points, meaning that those students are motivated to acquire the Spanish language.

## Figure 2

*Scatter Plot of the Correlation Between Mindset and Spanish Listening (N = 127)*



It was further hypothesized that there would be no relationship between student mindset, their motivation to acquire a second language, and the academic performance on a Spanish listening assessment. A Pearson analysis was conducted and there was a moderate, positive, statistically significant relationship between mindset and Spanish listening scores with weak practical significance,  $r(125) = .35$ ,  $p < .05$ ,  $r^2 = .12$ . The students' Spanish listening test was based on a five-point scale and the mindset survey had a maximum of 65 points. The graph in

Figure 2, indicates that most students scored a 4 or 5 on the Spanish listening assessment. The mindset scores ranged from 25 to 65 points with most students scoring between 50 and 60 points, meaning that those students were motivated to acquire the Spanish language.

## **CHAPTER V**

### **DISCUSSION**

This study attempted to determine that there is no correlation between mindset, students' motivation to acquire a second language, and the students' academic performance on Spanish reading and listening assessments. A Person analysis indicated that the null hypothesis should be rejected and that there was a weak correlation between mindset and Spanish reading and a moderate correlation between mindset and Spanish listening.

### **IMPLICATIONS OF RESULTS**

The findings were sufficiently statistically significant for the researcher to conclude that the null hypothesis should be rejected. Analysis through a Pearson correlation indicated that there was a positive correlation between student mindset, their motivation to acquire a second language, and their academic performance on Spanish reading and listening assessments. It is recommended that the results of the study be shared with Spanish teachers to encourage them to build student motivation to acquire a second language. Further, it would be helpful for teachers of Spanish to know that the correlation between mindset and Spanish listening is significant with a moderate correlation, whereas the correlation between mindset and Spanish reading was less strong but may have practical significance.

### **THREATS TO VALIDITY**

Because this study was conducted during a nationwide Pandemic, there are some unique threats to both internal validity and external validity. In terms of internal validity, students completed the Spanish listening assessment and Spanish reading assessment virtually. Students met with the teacher once a week and the classes met through the Google meet platform.

Students were not required to turn their cameras on and therefore there was no way to determine if students were attending class. All students were asked to participate in the survey of reading and listening, but out of 186 students asked to respond only 127 completed all three assessments: the survey, and the reading and listening assessments. Students were asked during class two times and given the assignment in their Google classroom in an effort for all students to complete the assignment. In addition, there were students who did not attend virtual class nor complete virtual work and therefore could not participate in the study. As well, the students were working virtually and could access a translator. Although students were told to refrain from using a translator, there is no way for the researcher to know if the students translated the Spanish reading and Spanish listening questions, answers, and content.

In relation to external validity, the information provided from this study could be considered while the Pandemic continues or if another Pandemic were to occur, but outside of a Pandemic, the results of this survey likely would not be applicable. In the brick-and-mortar classroom, where the students meet with the teacher two to three times a week in person, the students would have been expected to turn in all assignments to the teacher. In this study, every student did not turn in their work and there was no way to contact students to complete their work outside of virtual class time and the Google classroom. As well, students would not have had any access to a translator.

### **CONNECTIONS TO EXISTING LITERATURE**

In relation to previous research, this study is consistent with the results provided by Deniz (2010). In the research reported by Deniz, it was indicated that students with a positive attitude towards learning a second language had greater success in their academic endeavors than those who did not have a positive attitude. Results from the current study are consistent, in that

the mindset of the students positively correlated with their academic performance on the Spanish listening and reading assessment. Akpur (2017) also demonstrated that student academic achievement can be predicted by their motivation to learn. Results from this study suggest that with a more positive mindset on learning a second language, a small to moderate improvement can be noted in students' reading and listening performance.

### **IMPLICATIONS FOR FUTURE RESEARCH**

The results of this study indicate that there is a correlation between mindset, students' motivation to acquire a second language, and their academic performance on Spanish reading and listening assessments. It would be beneficial to complete this study when the Pandemic concludes, and students are no longer in a virtual environment. Once the students return to the brick-and-mortar classroom and the teacher meets with the students in person and on a regular schedule, it would be useful to learn if the change of environment might produce a different result. Another implication for future research applies to other languages learned by English speaking students. In many schools across the nation, students have a choice to learn different languages including Spanish, French, Chinese, American Sign Language, German, Arabic and others. This study ~~only~~ focused only on students in the Spanish classroom.

### **CONCLUSIONS**

This study indicated that there is a correlation between student mindset, their motivation to acquire a second language, and their academic performance on Spanish reading and listening assessments. Results from the study suggest that the mindset of the student correlates to a limited extent with their reading performance, while their mindset moderately correlates with their listening performance.

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## Appendix

## How Important is it to Learn Spanish Questionnaire

<https://docs.google.com/forms/d/e/1FAIpQLSdoWflySBKQcuIJa->

[6AZkDzh6OVTsDhZsE\\_fLba2gog09Ks2g/viewform](https://docs.google.com/forms/d/e/1FAIpQLSdoWflySBKQcuIJa-6AZkDzh6OVTsDhZsE_fLba2gog09Ks2g/viewform)

<p>I would rather learn Spanish than any other language.*</p> <p><input type="radio"/> I strongly disagree</p> <p><input type="radio"/> I disagree</p> <p><input type="radio"/> Neutral</p> <p><input type="radio"/> I agree</p> <p><input type="radio"/> I strongly agree</p>	<h3>How important is it to learn Spanish?</h3> <p>Select the option that identifies the best option in your opinion. Modified and translated from Centro Universitario de Auto-Aprendizaje en Lenguas, UJED.</p> <p>* Required</p>
<p>I want to be able to communicate with a native Spanish speaker.*</p> <p><input type="radio"/> I strongly disagree</p> <p><input type="radio"/> I disagree</p> <p><input type="radio"/> Neutral</p> <p><input type="radio"/> I agree</p> <p><input type="radio"/> I strongly agree</p>	<p>First Name*</p> <p>Your answer _____</p>
<p>I think learning Spanish is easy.*</p> <p><input type="radio"/> I strongly disagree</p> <p><input type="radio"/> I disagree</p> <p><input type="radio"/> Neutral</p> <p><input type="radio"/> I agree</p> <p><input type="radio"/> I strongly agree</p>	<p>Last Name*</p> <p>Your answer _____</p>
	<p>Grade*</p> <p><input type="radio"/> 7th</p> <p><input type="radio"/> 8th</p>

I like the Spanish language \*

- I strongly disagree
- I disagree
- Neutral
- I agree
- I strongly agree

I think speaking Spanish is necessary in the world we live in today \*

- I strongly disagree
- I disagree
- Neutral
- I agree
- I strongly agree

I think that it is important to learn another language \*

- I strongly disagree
- I disagree
- Neutral
- I agree
- I strongly agree

My parents consider Spanish a very important language to learn \*

- I strongly disagree
- I disagree
- Neutral
- I agree
- I strongly agree

I enjoy Spanish class \*

- I strongly disagree
- I disagree
- Neutral
- I agree
- I strongly agree

I want high grades in Spanish \*

- I strongly disagree
- I disagree
- Neutral
- I agree
- I strongly agree

I want high grades in Spanish, similar to how I want high grades in all of my classes \*

- I strongly disagree
- I disagree
- Neutral
- I agree
- I strongly agree

I think learning Spanish will help me find a better job \*

- I strongly disagree
- I disagree
- Neutral
- I agree
- I strongly agree

I think that it is important to complete all of my school work for each class \*

- I strongly disagree
- I disagree
- Neutral
- I agree
- I strongly agree

I give 100% of my effort in Spanish class \*

- I strongly disagree
- I disagree
- Neutral
- I agree
- I strongly agree

Submit