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The Impact of Some Techniques on Preparatory School Pupils' Mindset Growth

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Abstract

The current study aims at investigating the impact of some techniques on preparatory school pupils' mindset growth, finding out the effect of these techniques on developing EFL pupils' mindset growth. The tool of this study is a test which is used to find the effect of these techniques on developing EFL pupils' mindset growth. The following hypothesis have been formulated, there is no statically significant differences between the main score of the experimental group, which is taught by using the techniques (identify your own mindset, look at your own improvements, learn from other's success, ask for feedback, harness the power of (yet), learn something new, intentionally make mistake, be kind to yourself' ,look at examples, set realistic goals), and the main scores of the control group, which is taught by using traditional methods in subsequent achievement tests. The sample of the study is (60) pupils who are taught during the academic year 2023/2024. They are selected randomly from

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Al Rayyan preparatory school for girls. The fifth-grade scientific branch consist of two groups are selected as a sample of the study. The Two groups have been equalized according to the following variables: the educational level of parents age (in months), and the pupils scores in the pre-test and English scores in the previous schooling year . A-unified post- test which contains six questions are constructed to collect data. Face and content validity have been ascertained. The data collected from results of the post-test have been analyzed statistically by using T-test for two independent samples. The results show that there are strong differences between the mean scores of the experimental group who is taught by techniques, and the mean scores of control group who is taught by conventional method. Finally, some conclusions have been put forward.

Keywords: impact, techniques, preparatory school pupils, mindset, growth

أثر بعض التقنيات في نمو عقلية تلاميذ المرحلة الإعدادي

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المستخلص

تهدف الدراسة الحالية إلى التحقيق في تأثير بعض التقنيات على نمو عقلية تلاميذ المدارس الإعدادية، ومعرفة تأثير هذه التقنيات على تطوير نمو عقلية تلاميذ اللغة الإنجليزية كلغة أجنبية. تمت صياغة الفرضيتين التاليتين. أولاً، لا توجد اختلافات ذات دلالة ثابتة بين الدرجات الرئيسية للمجموعة التجريبية، التي تم تدريسها باستخدام التقنيات (تحديد عقليتك الخاصة، والنظر إلى التحسينات الخاصة بك، والتعلم من نجاح الآخرين، وطلب التعليقات، وتسخير قوة (حتى الآن)، وتعلم شيء جديد، وارتكاب الخطأ عمداً، وكن لطيفاً مع نفسك"، والنظر إلى الأمثلة، ووضع أهداف واقعية)، والدرجات الرئيسية للمجموعة الضابطة، التي تم تدريسها باستخدام الطرق التقليدية في اختبارات الإنجاز اللاحقة. ثانياً، لا توجد اختلافات ذات دلالة ثابتة بين الدرجات الرئيسية للمجموعة التجريبية في اختبار ما قبل الإنجاز. عينة الدراسة هي (60) تلميذاً يتم تدريسهم خلال العام الأكاديمي 2024/2023. يتم اختيارهم عشوائياً من مدرسة الريان الإعدادية للبنات. يتكون الفرع العلمي للصف الخامس من مجموعتين يتم اختيارهما كعينة من الدراسة. تم معادلة المجموعتين وفقاً للمتغيرات التالية: المستوى التعليمي لعمر الوالدين (بالأشهر)، ودرجات التلاميذ في درجات ما قبل الاختبار ودرجات اللغة الإنجليزية في العام الدراسي السابق. تم إنشاء اختبار ما بعد الاختبار الموحد

الذي يحتوي على ستة أسئلة لجمع البيانات. تم التأكد من صحة الوجه والمحتوى. تم تحليل البيانات التي تم جمعها من نتائج ما بعد الاختبار إحصائيا باستخدام اختبار T لعينتين مستقلتين. تظهر النتائج أن هناك اختلافات قوية بين متوسط درجات المجموعة التجريبية التي يتم تدريسها بالتقنيات، ومتوسط درجات المجموعة الضابطة التي يتم تدريسها بالطريقة التقليدية. وأخيرا، تم تقديم بعض الاستنتاجات والتوصيات والاقتراحات لإجراء مزيد من الدراسات.

الكلمات المفتاحية: النمو، التأثير، العقلية، تلاميذ المدرسة الإعدادية، التقنيات.

1. INTRODUCTION

1.1 Statement of the Problem

Education is the cornerstone of societies, and its advancement is the measure of a country's progress. In line with this, developed countries have resorted to adopting new models and systems of teaching their youth through projects that integrate with their development in knowledge era and make them the center of educational process (Al-Duriesh, 2017).

The English language subject is a flexible literature subject that involves lessons and topics which can be molded around what is interesting, enjoyable and informative. Consequently it pushes its students to higher levels of thinking and creativity thus enabling English language teachers to present the language creatively while using modern techniques in language learning (Ahmed, 2018).

Some researchers have suggested doing studies on modern technologies as well as conducting similar studies in other learning environments, communities and curricula. Communities are experiencing great and continuous changes according to Mcenery (2018) hence there should be provision of means, resources and creation of necessary conditions for achieving educational objectives.

Brito's 2021 study suggests that intelligence within a growth mindset can be developed through learning and effort, indicating that individuals can become smarter through hard work. Challenges and problems increase learning opportunities for those with a growth mindset. Altunel (2020) emphasizes the importance of finding various methods to help children achieve educational goals by adopting a growth mindset. This includes teaching perseverance, structuring the learning process, encouraging planning, creating a supportive self-learning environment, and enhancing student motivation (Altunel et al., 2020).

The concept of motivation in school learning is associated with several aspects such as achievement level and self-concept. Individuals strive for accomplishment by putting effort into it; hence they channel energy towards attaining their desired ends according to Anderson (2016).

Educational technology has gone through various improvements leading us where we are today. Technological innovations have greatly contributed towards success in education process; different Arabic as well as foreign curriculums including English language curriculum have been investigated with relation to technology use. Students'

motivation and interest for learning is heightened by employment of different teaching methods which are diverse in nature, especially those that involve the use of technology (Gill, 2013).

In her study Khataibeh (2018) says that one of the major reasons behind improvement in weak female students' performance in English language writing is the use of modern technologies through electronic curriculum during teaching-learning process of English language.

A growth mindset, encouraged by new teaching methods, excites learners' curiosity and passion for knowledge. Alsayed (2019) confirms that students' academic achievements can be enhanced through growth mindset programs using internet technologies. The problem of this study that there is limited studies deal with independent variables, therefore it is suggested to investigate how various educational subjects can develop growth mindsets through technology. Consequently, the researcher aims to study the impact of technology on growth mindset development among Iraqi students learning English as a foreign language.

1.2 Aims of the Study

This study aims at:

Finding out the effect of some techniques on EFI pupils' mindset growth.

1.3 Hypotheses of the Study

This Study hypothesizes that:

There is no statistically significant difference between the mean score of the experimental group, which is taught by using the techniques introduced in the chapter, and the mean score of the control group, which is taught by using traditional method in subsequent achievement test.

1.4 Limits of the Study

It is limited to:

1. Fifth grade students at Al Rayyan Preparatory School for Girls in Sammara, Salahuddin province, has been selected to be the study sample.
2. Using the brainstorming classroom techniques in teaching units two and three of the English Language book for Iraq.
3. The academic year 2023-2024.
4. The Techniques of Design Thinking (Growth Mindset) are utilized by Carol

Dweck.

(identify your own mindset, look at your own improvements, ask for feedback, harness the power of "yet", learn something new, intentionally make mistakes, be kind to yourself, look at examples, set realistic goals, and learn from other's success).

1.5 Value of the Study

This study is expected to have values for:

1. The significance of the subject is important for developing cognitive growth through the use of technology and its impact on students' achievements in learning English as a foreign language.
2. Educational planning which holds importance as it may open up avenues for educational planning based on data derived from the educational reality.

3. Identifying strengths and weaknesses which can help in the use and application of technology in the overall educational process, specifically in the context of teaching English.
4. Curriculum development: This study can assist curriculum designers and developers in enhancing educational curricula in general, and English language curricula in particular, aligning them with the latest scientific advancements in the technological field.

1.6. Techniques For developing mindset growth

1-identify your own mindset

People can determine their current mindset by evaluating their current approach towards obstacles whether in the workplace or in an educational setting for instance do you express statements such as " she possesses innate leadership qualities" or " she earned her position as a leader through hard work" there are many question can assist identify whether one possesses fixed or growth mindset, in this fact awareness in the initial stage towards making changes in the career.

2-look at your own improvements

Think about a time when you improved at something or learned a new skill .what was hard and how did you get better? What helped you make that shift? Taking stock of our on growth can help us understand our mental framework, where we are open to develop further And where we might be more fixed minded this information can be really helpful for sitting goals and making shifts in how we think about things.

3-learn from others' success

Think about someone you know who has done something amazing despite of the difficulties " what did they do to success?" " How did they keep themselves going? "What can you take away from their experience? "We can see to the others' success". This can help us identify areas where we are open to growth develop of ideas. this information can help us in setting goals and how we are making changes to mindset

4-ask for feedback

Whether you have been successful in a project or not find out what other people noticed and gain insight into how to build on that experience. Feedback provides information necessary for improvement. if you want to understand areas in which they need work it can help you know your strengths and weakness when you are receiving feedback this help them achieve this objective faster.

5- harness the power (yet)

In his TEDx talk. Dr. Dweck explains the concept of (yet) she says that by using this word in sentence such as" I don't know it" one knowledge their current lack of knowledge but also mean potential future understand with effort over time. having mindset of growth means understand that they are something which may be not easy and it needs to struggle with them but through continuous practices anyone could become better

6-learn something new take up a hobby or a new activity or learning new skills. This can help us learning new language or understand basic economics. it help us see our abilities in comprehension and develop a growth mindset.

7- Intentionally make mistake

Don't be afraid to initially make mistakes and see how that changes to your relationship with learning. you can use mistakes as refers of weak points or lack of understanding but you can correct mistake. it will foster a growth mindset by showing that failures aren't the end but stepping towards more knowledge and development.

8-Be kind to yourself

Instead of scolding yourself for errors think about how you would treatment this errors. When making errors try being kind to yourself instead of being too hard on yourself about it. Remember that mistakes are part of life and should be taken as opportunities for personal growth. This will help maintain motivation levels when working towards set goals.

9-look at examples

Sometimes if you want to develop a growth mentality. it might help to find people who already have such thinking through watching what they do in different situations and the problem solving skills .the experiences could provide useful ideas for similar approaches within personal life context.

10-Set realistic goals

Success is multi -faced among the money underwriting factors include intelligence, comprehension, circumstance, personality traits like openness, agreeableness, consciousness, factors can play a role by clear goals which that provide a motivating in order to increase chance of success.

(Nielsen, 2016).

2. LITERATURE REVIEW

2.1 Historical Background

The importance of mindset of a learner, particularly in the context of learning English as a Foreign Language (EFL), plays a critical role in their ability to acquire the language and insist through the challenges that come with learning a new language. Here's why mindset, and specifically a growth mindset, is important in EFL learning (Faris et.al. 2020).

Resilience in the face of challenges is crucial in language learning, as it involves overcoming various obstacle such as complex grammar rules and pronunciation difficulties. Embracing a growth mindset enables students to perceive these obstacles as opportunities for personal development rather than as hopeless barriers. Motivation and Effort the Students with a growth mindset are more likely to put in the sustained effort necessary for language acquisition. They understand that effort leads to improvement, which keeps them motivated even when progress seems slow. In the realm of EFL learning, feedback holds significant importance. A growth mindset empowers students to see feedback as a constructive tool rather than mere criticism, enabling them to utilize it

effectively to enhance their language proficiency. Adaptability to new learning strategies is essential for language learners, and those with a growth mindset are more inclined to experiment with different approaches. This flexibility is particularly valuable given the diverse skill set required for language mastery.

Increased autonomy characterizes learners with a growth mindset, as they take ownership of their learning journey by setting goals, seeking resources, and regulating their progress. This self-directed approach is especially beneficial in EFL contexts with limited exposure to the language. Social and cultural integration is facilitated by a growth mindset, as students become more willing to interact with native speakers in English speaking environments, thereby enriching their language skills. Enhanced collaboration is fostered by a growth mindset in EFL learning environments, promoting a cooperative atmosphere conducive to shared learning experiences rather than competition. A growth mindset nurtures the concept of lifelong learning, essential for continual language development as languages evolve over time (Hu et. al., 2022).

Lastly, a growth mindset aids in reducing anxiety associated with language learning by normalizing mistakes as integration to the learning process, thereby relieving stress and fostering a more positive learning experience. In the EFL classroom, especially in a diverse and complex context like Iraq, cultivating a growth mindset could be transformative. It can lead to more effective teaching and learning experiences, as students who believe in their capacity to grow are more likely to engage deeply, take risks, and ultimately achieve higher proficiency in English learning (Wilang, 2023).

2.1.1 Cognitive Theories of Second Language Acquisition

Cognitive theories of Second Language Acquisition (SLA) are centered on the mental processes involved in learning a second language. These theories attempt to explain how learners create, process, and store language information. Here are some key cognitive theories relevant to SLA: (Le et. al., 2023).

-Various theories in second language acquisition offer insights into how learners acquire language skills and knowledge. According to the Input Hypothesis proposed by Stephen Krashen, learners progress when they understand language input slightly beyond their current level, known as "i+1." Additionally, the Affective Filter Hypothesis suggests that emotional factors can impact the amount of input learners can receive, with a lower affective filter promoting more open receptivity to language input.

-Michael Long's Interaction Hypothesis underscores the significance of communicative dialogue between learners and native speakers. Through interaction, learners receive feedback, adjust their output, and identify gaps in their language proficiency.

-Merrill Swain's Output Hypothesis contends that producing language is crucial for language development as it enforces learners to interact with language on a deeper level, identify areas of deficiency, and refine their linguistic abilities.

-Richard Schmidt's Noticing Hypothesis suggests that learners must notice the gap between their language and the target language norm to acquire new language forms (Anon., 2023).

-Connectionism, by various theorists, proposes that language acquisition results from forming connections between words and concepts through exposure and usage, with the strength of these connections reinforced by frequency and recency of use.

- Brian MacWhinney's Competition Model suggests that language learning

involves a process of competing linguistic cues, with learners naturally gravitating towards the most salient or frequently encountered cues when constructing language.

- Cognitive Grammar, as proposed by Ronald Langacker, focuses on the notion that language is a part of our cognitive faculties and not a separate mental module. Language structures are understood and learned through our general cognitive abilities to perceive and categorize the world.
- Process ability Theory, by Manfred Pienemann, argues that learners acquire language structures in a predetermined order dictated by the brain's processing restrictions. Learners cannot produce linguistic forms until their brains are cognitively prepared to process them.
- Paul DeKeyser's Skill Acquisition Theory draws parallels between language learning and acquiring other skills through practice, emphasizing the transition from declarative knowledge about the language to procedural knowledge, which enables the practical use of the language (Le et. al., 2023). Each of these theories provides insights into different aspects of cognitive processing during SLA, and they often complement one another. For instance, while Krashen's Input Hypothesis emphasizes the importance of understanding language input just beyond the learner's current level, Swain's Output Hypothesis and Long's Interaction Hypothesis highlight the need for active use and interaction in the language for effective learning.

2.1.2. Description of key Cognitive Theories Related to Language Learning

Cognitive theories related to language learning into the mental processes behind acquiring a new language. These theories provide a framework for understanding how learners internalize the language and the factors that can facilitate or hinder this process. Here's a brief description of some of the key of cognitive theories in language learning:

Various theoretical perspectives offer insights into how language learning occurs, each emphasizing different mechanisms and processes. Behaviorism theory that learning results from habit formation through stimulus-response associations. In language learning, repetition and reinforcement lead to the establishment of correct language usage habits. The Innatist Perspective, as proposed by Noam Chomsky, suggests that humans possess an innate capacity for language learning, known as Universal Grammar. This innate language faculty guides the acquisition process, with exposure to language activating this inherent capability. Cognitive Code Learning shifts the focus from habits to cognition, highlighting the role of understanding rules and their application in language learning. Learners consciously learn language rules and apply them in communication contexts. The Information Processing Theory views language acquisition as a cognitive process involving the development of specific skills processed and stored in the brain. Language learning entails encoding, storing, and utilizing language information analogous to how a computer processes data. Krashen's Input Hypothesis underscores the significance of comprehensible input slightly above the learner's current level in language acquisition. This theory emphasizes the role of comprehensible input and the affective filter in facilitating language learning.

The Interaction Hypothesis, proposed by Michael Long, asserts that meaningful communication fosters language acquisition. Learners acquire the target language through negotiating meaning in interactions.

Swain's Output Hypothesis highlights the importance of producing language in deepening language processing. Speaking or writing prompts learners to formulate thoughts and ideas, facilitating the learning process.

Schmidt's Noticing Hypothesis suggests that learners must consciously attend to language features to process and remember them effectively. Attention to language form and function is crucial for language acquisition (Schmidt, R. 2010).

2.1.3. Carol Dweck's Mindset Theory

Overview of fixed vs. growth mindsets .Carol Dweck's Mindset Theory contrasts two different approaches to learning and intelligence, which she categorizes as "fixed" and "growth" mindsets. Here's an overview of each:

Fixed Mindset: The belief that intelligence and abilities are static and unchangeable. Characteristics: Avoids challenges because failures may reflect lack of ability , Gives up easily in the face of obstacles, as effort is seen as fruitless if ability is fixed, Sees effort as pointless or as evidence of low ability, Ignores or rejects constructive criticism, Feels threatened by the success of others, and leading to a focus on comparison and competition .(Noels,K.A. 2022)

Growth Mindset: The belief that intelligence and abilities can be developed through dedication, hard work, and the embrace of challenges.

The main Characteristics of growth mindset are Embraces challenges as opportunities to learn and grow, Embraces challenges as opportunities to learn and grow. Persists in the face of setbacks, viewing effort as a path to mastery, Learns from criticism and is open to feedback. Finds lessons and inspiration in the success of others , and Believes that effort and attitude determine abilities and intelligence. (Lou,N.M. 2022)

2.1.4 Dweck's theory In the context of education and language learning.

Dweck's theory refers that the type of mindset individuals adopt can have a significant impact on their learning outcomes. Those with a growth mindset are more likely to be resilient when facing difficulties, are more persistent, and tend to achieve more than those with a fixed mindset who might plateau early and achieve less than their full potential (Liu, 2022).

-For Students: It encourages a focus on learning from every situation, understanding that abilities can be developed with effort. This can result in greater motivation and better academic performance.

-For Educators: It suggests the importance of praising effort and strategies rather than intelligence, to foster a growth mindset in students. Teachers should create a learning environment that values hard work and perseverance.

-For Curriculum: The curriculum can be designed to challenge students and provide opportunities for them to experience growth through effort, reinforcing the growth mindset.

-For Assessment: Assessments can be used as a tool for learning, not just measurement, with feedback focused on the process of learning rather than just the final product. Dweck's research indicates that mindsets can be changed and that interventions can promote a growth mindset, leading to increased achievement and motivation.

2.1.5 Application of mindset theory in educational settings

Carol Dweck's Mindset Theory has significant implications for educational settings, influencing teaching practices, student engagement, curriculum design, and even school

policy. Here's how mindset theory can be applied across various dimensions of education (Faris, A. et. al., 2020).

1-Classroom Environment: It includes Growth oriented Praise those Educators are encouraged to praise effort, strategy, and progress rather than innate ability, to reinforce the value of persistence and resilience and Embracing Challenges Teachers can create a classroom culture that celebrates challenges as opportunities for learning, rather than something to be avoided and Normalizing Mistakes Presenting mistakes as a natural part of the learning process helps students understand that effort and learning from errors lead to improvement.

2-Teaching Strategies: it is the process of integration, purposeful planning, which are including Process Focused Feedback should focus on the learning process, such as how a student approached a problem, rather than on the outcome alone. Process Focused Feedback should focus on the learning process, such as how a student approached a problem, rather than on the outcome alone. Differentiated Instruction Recognizing that students have different learning paths, teachers can provide varied strategies to help all students grow. Encouraging Self-Assessment: Students can be taught to reflect on their own learning, set goals, and monitor their progress, fostering a sense of ownership over their development.

3-Curriculum Design: as the plan sequence of learning experience should be at the mind of every teacher such as Growth Minded Curriculum Curricula can be designed to progressively challenge students, scaffolding learning experiences in a way that supports the development of a growth mindset. and Flexibility in Learning Pathways Allowing for multiple approaches to learning acknowledges that students grow in different ways and at different rates.

4- Student Support Services: By integrating the principles of mindset theory into these various areas refer to:

- Counseling with a Growth Perspective: Counselors and support staff can help students overcome academic and personal challenges by fostering resilience and a growth-oriented approach to problems.
- Intervention Programs: Programs can specifically target the development of a growth mindset, teaching students how their brains can grow with effort.

5-Assessment Practices: It should allow a learner to apply their own individuality to present their knowledge and competence .assessment practice includes

- Formative Assessment: Regular, low-stakes assessments can provide ongoing feedback for students, emphasizing growth over time rather than a fixed performance snapshot.
- Reflection on Learning: Students can be encouraged to reflect on what they learned from assessments, focusing on how they can improve and grow.

6-Teacher Development: it is a philosophy activity faced teaching, which is enhance knowledge and skills .the Growth Mindset for Teachers the Professional development can focus on helping teachers develop their own growth mindsets, as teachers' beliefs significantly affect their teaching practices and student outcomes. Training on Feedback the Educators can receive training on how to give feedback that promotes a growth mindset.

7- School Policies: can be defined as the set of established for specific behavior within school. School policies are put in place to guide the day-to-day function of the school as well as to make it safe and effective plays for learning to accrue.

-Policies that Reflect Growth: School policies can emphasize the value of effort and improvement, rather than just achievement and outcomes.

- Recognition for Improvement: Awards and recognitions can be given for most improved students, not just the highest achievers, valuing progress and effort.

8-Parental Involvement: One of the most important Principal that helps in developing growth to include the Educating Parents Schools can provide resources to educate parents about the importance of a growth mindset, helping to reinforce these values at home and the Parent-Teacher Collaboration Regular communication between parents and teachers can ensure consistent messaging about effort and growth.

By integrating the principles of mindset theory into these various areas, educational settings can become incubators for developing resilient, motivated learners who are equipped to tackle challenges and are prepared for lifelong learning.

2.2 Related Previous Studies

2.2.1 Liu (2022)

Investigating the Role of English as a Foreign Language Learners' Academic Motivation and Language Mindset in Their Grit : A Theoretical Review.

This review endeavors to critically evaluate the existing literature on the correlation between EFL learners' academic motivation and development mindsets, specifically in relation to their level of grit. Several studies have been conducted to examine the influence of academic motivation on the development of learner grit. Nevertheless, previous research has really confirmed a noteworthy favorable correlation between academic drive and grit. The justification of the conclusions in the literature review was supported by the integration of broaden-and-build and expectancy-value theories. The extant research has demonstrated that individuals with higher levels of grit exhibited more perseverance in task completion and a stronger inclination towards intrinsic motivation. Furthermore, the associated literature has approved the effect of learners' language mentality on their grit.

2.2.2 Wilang, J. (2023)

Mindsets of High School Students in English Language Learning International Journal. This article examines the beliefs of high school students regarding their abilities and mindsets in English language learning. Data from 467 students in Bangkok was analyzed using a modified mindset survey. Results showed that students have a growth mindset about their abilities, others' success, criticisms, obstacles, and challenges. However, they tend to have a fixed mindset about effort. No significant difference was found between girls' and boys' mindsets. Challenges faced by students in an EFL setting included cognitive, affective, and other issues. Cognitive challenges included difficulties in remembering grammar rules, understanding words, translating, listening, reading, writing, and lack of vocabulary knowledge. Affective challenges included fear of making mistakes, lack of interest in studying grammar rules, and lack of self-confidence. Teaching and research implications are discussed to help students build a growth mindset.

3. METHODOLOGY

3.1 The Experimental Design

According to Fong et al. (2016), experimental design refers to the systematic approach outlining the procedures, variables, and methods employed in an experiment to investigate a hypothesis or research question. This framework encompasses the structure of the study, including how variables are influenced and measured, aiming to ensure the validity and reliability of the results. To examine the study's hypothesis, the researcher must employ an experimental framework to measure the impact of independent variables on dependent variables. The researcher has identified that employing an experimental design necessitates a comprehensive understanding of the suitable system to assess the hypothesis, and reveal study outcomes. In the context of this study, achieving the aims and hypotheses requires the utilization of a non-randomized pretest-posttest design. The two groups of the fifth-grade students at Al Rayyan preparatory School for girls in Sammara, Salahuddin province are the sample of the study, as shown in **Table 1**.

Table 1
The Experimental Design

Group	Pre-test	Independent variable (Treatment)	Dependent variable	The Test
Experimental	Pupils achievement	Classroom techniques	Pupils achievement	Post-test
Control	Pupils achievement	Prescribed method	Pupils achievement	Post-test

3.2 The Population and Sample of the Study

3.2.1 The Population of the Study

Best and Kahn (2006) indicate that population is a group of individuals with at least one common characteristic that distinguishes the group from other individuals. Also, Creswell (2012) describes population as a group of individuals who have the same characteristics. Arkiunto (2006) states that population is the totality of the research subject, while sample is a portion of the population in a research.

The population of the current study consists of EFL Iraqi preparatory pupils of the fifth-grade at all Preparatory School for Girls in Sammara, Salahuddin province. The total number of fifth grade pupils' population is (226) as shown below in **Table 2**.

Table 2
Population of the Study

No	Preparatory school	Number
-----------	---------------------------	---------------

1	Al- Raghad	40
2	Al- Asmaa	16
3	Al- Rayyan	60
4	Ramadan Mubarak	20
5	Al- Mutawakil	60
6	Al- Mallowya	30
Total		226

3.2.2 The Sample

According to this study, Suri (2011) indicates that sample means the specific subset of individuals, items, or entities selected from a larger population to participate in a research study. The sample is essential as it represents the broader population under investigation, and its composition greatly influences the generalizability and validity of the study's findings. For this study, the sample is comprising 60 fifth-grade pupils scientific branch who have been chosen from Al Rayyan Preparatory School for Girls, is chosen to effectively represent the primary characteristics of the entire pupils population. In the section process, the pupils are grouped into two sections which have been randomly selected to be the Experimental (A), the control (B) groups. As illustrated in **Table 3**.

Table 3

The Sample of the Study

Group	Section	Number	Total
Experimental	A	30	60
Control	B	30	

4. DATA ANALYSIS

This section aims to verify the following hypothesis:

4.1. Results Related to the Hypothesis

H1: There is no significant statistically difference between the mean of the experimental group, which was taught by using the techniques , and the mean score of the control group, which was taught by using traditional method in subsequent achievement test.

A comparison is conducted between the mean of the control group and the mean of the experimental group to verify the first Hypothesis as shown in **Table 4**.

Table 4

T-value Related to the First Hypothesis

Groups	No. of participants	Mean	Standard deviation	T-value		Degree of freedom	Significance level
				Calculated	Tabulated		
EG	30	67.43	11.35	Calculated	Tabulated	58	0.05
CG	30	59.50	15.74	2.242	2.00		

Statistics in the table above indicate that the mean of the experimental group is (67.43), and that of the control group is (59.50). By applying the independent sample test, t-value is (2.242), and the tabulated t-value is (2.00). While the degree of freedom is (58), with (0.05) as a level of significance. This indicates that there is a significant difference between the achievement of the two groups, and in favor of the experimental group, which means that the hypothesis is refused.

4.2 Discussion of the Results

This study has investigated the effect of classroom techniques on Iraqi EFL pupils' mindset growth. It is attempted to investigate if there are strong differences between the experimental group and the control group. Below are the results conducted:

- The experimental group, exposed to advanced strategies, outperformed the control group, who are taught by using traditional strategies, in terms of their achievement scores.
- The study has included a balanced representation of 60 pupils, providing diverse perspectives.
- The random and equal division of students into control and experimental groups ensure a fair comparison between the two approaches.
- A significant majority of 34 students reported noticeable improvements in their English language skills, reflecting the effectiveness of the classroom techniques.

- The findings indicate that a considerable number of 31 students felt more confident in using English in real-life situations, demonstrating the practicality of the techniques.
- The positive impact on 32 students' understanding and usage of complex English vocabulary suggests that the techniques effectively expand linguistic capabilities.
- The substantial improvement in overall English language proficiency reported by 28 students signifies the effectiveness of the classroom techniques in promoting comprehensive language development.
- The reported enhancement of critical thinking and problem-solving skills by 28 students indicates that the techniques foster cognitive abilities beyond language acquisition.
- The increased motivation and interest in learning English reported by 25 students suggest that the techniques have the potential to inspire and engage learners effectively.

The results of this study provide evidence that utilizing advanced classroom techniques has a significant positive effect on Iraqi EFL students' mindset growth and English proficiency. Specifically, the experimental group taught by using personalized instruction, multimedia integration, and differentiated activities demonstrated higher achievement test scores compared to the control group receiving traditional lecture-based methods. These quantitative findings align with past research emphasizing the benefits of student-centered, engaging pedagogies in language acquisition.

Limitations of the current study include the small sample size drawn from a single region. As Iraq continues rebuilding its higher education system in the wake of recent conflicts, scalable and affordable interventions are essential access considerations. The classroom techniques investigated here represent realistic, dynamic solutions trainable at low resource teacher colleges.

In conclusion, the teaching techniques drawing on multimedia integration, customized content, and interactive modalities with enhanced mindset-related outcomes like motivation and self-efficacy, this study advances understanding of the best EFL instructional environments for Iraqi classrooms. Further research should explore specific technique adjustments for varying demographics and ideal implementation frameworks at institutional levels.

Overall, these findings provide valuable insights into the impact of the classroom techniques on various aspects of English language learning, including skills improvement, confidence building, vocabulary enhancement, and overall proficiency. The results demonstrate the potential of these techniques to create a positive and engaging learning environment that caters to diverse student needs. Further research can explore the reasons behind individual variations in responses and investigate ways to address any challenges faced by certain students.

5.CONCLUSION

Based on this study, the following conclusions can be reached:

- 1-**The integration of technology in education has a significant impact on the cognitive development and mindset growth of English as a foreign language (EFL) learner in Iraq. Modern technologies, such as educational software and digital learning platforms, create a motivating learning environment and enhance learners' motivation.
- 2-**The adoption of growth mindset strategies and techniques, such as design thinking, in the classroom positively influences students' interest, motivation, and achievement in learning the English language. Emphasizing the importance of effort, perseverance, and

self improvement helps students develop a growth mindset and enhances their learning outcomes.

3- There are various technologies used to develop educational learning. Some of these include computers, multimedia, the internet, smart applications, virtual reality, enhanced reality, electronic learning, and more. These technologies enhance the learning process, making it more interactive and engaging. They provide learners with easy access to information and practical application, motivation, and achievement in learning the English language. Emphasizing the importance of effort, self- improvement helps students develop a growth mindset and enhances their learning outcomes.

4-English language education holds an importance position in Iraq, being extensively taught in schools and higher education institutions. English is considered the main foreign language that facilitates the transfer of knowledge, technology, and communication in various fields. Therefore, it is crucial to focus on effective classroom techniques that promote EFL students' mindset growth and language learning.

5- The lack of various technological learning strategies obstruct students' motivation for learning. Integrating technology into the classroom and incorporating innovative teaching methods can significantly enhance students' growth mindset and language skills.

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Appendix

Test Questions for 5th Grade

Reading comprehension

Q1-Read this text carefully.(15m.)

Food is one key to comfortable life. We eat vegetables and fruit. We also eat animal products like milk, eggs and meat. Food is necessary for us to live, move and work. To be useful, it should be Organized with correct amounts Food can be in different groups. A group of food gives us power. A second group gives us vitamins. A third group build our body. The way we feel may be the result of the kind of food we eat. We may We may be upset when feel happy when we eat chocolate. We feel sleepy when we eat fat rich food.We eat the food we don't like. Food is essential, but we should choose the food .\that is healthy and belongs to different groups.

Now answer the following questions:

Q1- What is the main idea of the text?

2-Why is food necessary?

3-Food is one key to the comfortable life. (true ,false)

4- What food should we choose?

5-Give the Passage a suitable title.

Q2-find the mistake in each of the following sentences and then write it correctly. (15m.)

- 1-the Sun is rising from the east.
- 2-some money were sent to her.
- 3-it often becoming hot and summer.
- 4-are you usually travel by train?
- 5-most information where true.

Q3-Grammar and function (20m)

A-Do as required (choose five only)

- 1-Mona not at school.(has, was)
- 2-My sister was angryme.(with ,about)
- 3-Nada's sixteen ----- ? (tag a question)
- 4------(How long /you /know) Ali ? (present perfect simple)
- 5-I did not send the email------(still ,yet , already)
- 6----- time is it ?(where , what)

B- complete the sentence with words from the box.

(Identify, Improve, Reflect, Motivate, adopt)

. (related to mindset growth techniques)

1. _____ your own mindset is key to fostering growth in language learning.
- 2-EFL pupils can _____ their language skills through consistent practice.
3. It is important to _____ on your language learning progress regularly.
- 4Teachers should _____ students to take risks and overcome challenges.
5. EFL pupils should _____ a growth mindset to enhance their language.

Q4/ write comments about the following sentences with example (15m.)

- 1-The Internet and the inventor of Internet.
- 2-Inventions that have changed the world.
- 3-How do you use adverb "yet" with examples.

Literature focus (15m.)

Q5/:Answer the following question

1-what does drama include?

2-what is the earliest known piece of literature in Iraq?

3-what are the types of drama?

4-The elements that could affect, drama, text are-----

5-what did drama in Iraq influence?

Q6-Writing: Answer A and B. (20M.)

A-write a paragraph about(Eid alfitter) between 100-120 words.(10m)

B-Write a paragraph about mobile phone? (10m)