

**BAŞKENT UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGE EDUCATION
MASTER IN ENGLISH LANGUAGE TEACHING WITH THESIS**

**THE RELATION BETWEEN EFL TEACHERS' MINDSET
AND THEIR STRATEGIES, OPINIONS AND PREFERENCES
ON CORRECTIVE FEEDBACK IN SPEAKING**

PREPARED BY

RABİA NUR DÖNMEZ

22210371

MASTER THESIS

ANKARA – 2024

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THESIS SUPERVISOR

ASSOC. PROF. DR. SELİM SONER SÜTÇÜ

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To my family who supported me throughout this journey

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Rabia Nur DÖNMEZ

Ankara, 2024

ÖZET

RABİA NUR DÖNMEZ

**İngilizce Öğretmenlerinin Zihniyetleri ile Konuşmada Düzeltici
Geribildirim Konusundaki Stratejileri, Görüşleri ve Tercihleri
Arasındaki İlişki**

**Başkent Üniversitesi
Eğitim Bilimleri Enstitüsü
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Bu çalışma, İngilizce öğretmenlerinin zihniyetleri ile konuşmada düzeltici geribildirim hakkındaki stratejileri, görüşleri ve tercihleri arasındaki ilişkiyi araştırmaktadır. Bu çalışmanın katılımcıları, Ankara, Türkiye'deki devlet ve özel ilkokul, ortaokul ve liselerdeki EFL (Yabancı Dil Olarak İngilizce) öğretmenleridir. Çalışmanın araştırma tasarımı, iki bölümden oluşan çevrimiçi bir anketten oluşan nicel bir çalışmadır. Çalışmanın nicel verileri, Carol Dweck tarafından İngilizce öğretmenlerinin zihniyet tercihlerini incelemek için geliştirilen zihniyet ölçeği aracılığıyla toplanmıştır. İkinci anket ise Eva Kartchava tarafından geliştirilmiş ve Ali Hashemi tarafından İngilizce öğretmenlerinin konuşmada düzeltici geribildirim stratejilerini, görüşlerini ve tercihlerini öğrenmek için uyarlanmıştır. Çevrimiçi ankete Ankara'daki resmi ve özel ilkokul, ortaokul ve liselerde görev yapan toplam 171 İngilizce öğretmeni katılmıştır. Anketten elde edilen veriler SPSS (Statistical Package for Social Sciences; SPSS Inc., Chicago, IL) 22 paket programında değerlendirilmiştir. Gruplar arasında kategorik değişkenleri karşılaştırmak için ki-kare analizi (Pearson Ki-kare) kullanılmıştır. Sürekli değişkenlerin normal dağılıma uygunluğu Kolmogorov-Smirnov testi ile değerlendirilmiştir. İkili grupları karşılaştırmak için T testi, normal dağılıma uyan ikiden fazla değişkeni karşılaştırmak için ise One Way ANOVA analizi kullanılmıştır. Sürekli değişkenler arasındaki ilişkiyi incelemek için Pearson korelasyon testi kullanılmıştır. Bağımlı değişkenin tahmin gücünü belirlemek için doğrusal

regresyon analizi kullanılmıştır. Sonuçlar, araştırmaya katılan İngilizce öğretmenlerinin %84'ünün konuşma pratiği söz konusu olduğunda düzeltici geri bildirim zaman kaybı olduğuna katılmadığını göstermektedir. EFL öğretmenlerinin %16,1'i ise aynı fikirde değil ya da emin değil. Azınlıkta kalsalar da EFL öğretmenlerinin büyük bir çoğunluğu hala tüm dil öğrencilerinin hatalarının düzeltilmesi gerektiğini düşünmektedir. Kamu kurumlarında çalışan İngilizce öğretmenlerinin büyüme zihniyeti unsurları puanı, özel kurumlarda çalışanlara göre önemli ölçüde daha yüksektir. İngilizce öğretmenlerinin önemli bir kısmı, akıl sahibi olduklarını varsaydıkları için gelişim zihniyetine sahiptir. İngilizce öğretmenleri genellikle konuşma düzeltme yorumlarıyla ilgilenmekte ve bu yorumları takdir etmektedir. Bununla birlikte, diğer bireylerin hiç duymadığı veya yapıcı eleştiri almaya çok az ilgi gösterdiği de açıktır. Bu çalışmanın sonuçlarının, İngilizce öğretmenlerinin büyüme zihniyeti ve sözlü geri bildirim kavramları arasındaki tercihleri, görüşleri ve stratejileri hakkında daha ayrıntılı bir anlayış sağlayarak ve İngilizce öğretmenlerinin daha bilinçli yaklaşım ve uygulamalara sahip olmalarını sağlayarak alana katkıda bulunacağına inanılmaktadır. Çalışma, Ankara'daki çeşitli devlet okulları ve özel okullardaki İngilizce öğretmenleri ile yürütülecek olmasına rağmen, bu çalışma Türkiye'deki tüm İngilizce öğretmenlerine genellenebilmesi açısından katılımcı sayısı açısından sınırlıdır.

Anahtar Kelimeler: İngilizce öğretmenleri, Zihniyet, Sözlü Düzeltici Geri Bildirim Tercihleri, Stratejileri

ABSTRACT

RABIA NUR DÖNMEZ

THE RELATION BETWEEN EFL TEACHERS' MINDSET AND THEIR STRATEGIES, OPINIONS AND PREFERENCES ON CORRECTIVE FEEDBACK IN SPEAKING

**Başkent University
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Department of Foreign Languages
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This study investigates the relationship between EFL teachers' mindsets and their strategies, opinions, and preferences about corrective feedback in speaking. The participants of this study are EFL (English as a Foreign Language) teachers in public and private primary, middle and high schools in Ankara, Türkiye. The study's quantitative research design consists of a two-part online questionnaire. The study's quantitative data was collected through the mindset scale developed by Carol Dweck to examine the mindset preferences of EFL teachers. The second questionnaire was developed by Eva Kartchava and adapted by Ali Hashemi to find English teachers' strategies, opinions, and preferences for corrective feedback in speaking. The online survey included 171 English teachers working in Ankara public and private primary, middle, and high schools. The data obtained from the questionnaire were evaluated in SPSS (Statistical Package for Social Sciences; SPSS Inc., Chicago, IL) 22 package programs. Chi-square analysis (Pearson Chi-square) was used to compare categorical variables between groups. The compatibility of continuous variables with normal distribution was evaluated using the Kolmogorov-Smirnov test. A T-test was used to compare paired groups, and One-way ANOVA analysis was used to compare more than two variables that fit the normal distribution. The Pearson correlation test was used to examine the relationship between continuous variables. Linear regression analysis was used to determine the predictive power of the dependent variable. The results show that 84% of the EFL teachers who participated in the study disagree that corrective feedback wastes time regarding speaking practice. 16.1% of EFL teachers, however, disagreed or were unsure. Though they remain in the minority, most EFL teachers still think all language learners'

errors should be fixed. The growth mindset elements of English teachers working in public institutions were significantly higher than the scores of those working in private institutions. A significant portion of EFL instructors have a mindset of development because they assume intellect. EFL teachers are typically concerned with and appreciative of speech correction comments. However, it is also evident that other individuals showed no emotion or little interest in receiving constructive criticism. It is believed that the results of this study will contribute to the field by providing a more detailed understanding of English teachers' preferences, views, and strategies between the concepts of growth mindset and verbal feedback and by enabling English teachers to have more informed approaches and practices. Although the study will be conducted with EFL teachers in various public and private schools in Ankara, this study is limited in terms of the number of participants and generalization to all EFL teachers in Türkiye.

Keywords: English teachers, Mindset, Oral Corrective Feedback Preferences, Strategies

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ABBREVIATION LIST

EFL : English as a Foreign Language

CF : Corrective Feedback

OCF : Oral Corrective Feedback

DMI : Dweck's Mindset Instrument

PISA : Programme for International Student Assessment

CHAPTER 1

INTRODUCTION

The introduction of the current study includes the introduction, background, statement of the problem, purpose, research questions, significance, and definition of key terms.

1.1. Background of the Study

The type of feedback we give students significantly impacts their motivation and achievement (Dweck, 2000; Zentall & Morris, 2010). However, corrective feedback preferences alone are insufficient for English as a Foreign Language (EFL) teachers to ensure a better learning and teaching environment for their students; the mindset preferences of EFL teachers also play a crucial role, which is also emphasized by Dweck (2016), by creating a learning environment that supports the development of a growth mindset, instructors play an important role in providing learning direction and ongoing feedback for their students. This means creating a space where students feel comfortable trying new things and can receive constructive feedback. Rattan (2015) emphasizes that teachers not only play a crucial role in fostering a positive learning environment in the classroom but also transfer their mindsets to their pupils. Kroeper (2022) highlights that students require a supportive learning environment and ideal mindset beliefs to achieve the appropriate degree of motivation and academic success. Teachers should embrace mindset concepts by expanding their horizons and effectively conveying them in the classroom while engaging in mindset-promoting activities to create a supportive learning environment. In terms of more profound concepts, Carol S. Dweck, an American psychologist, developed the mindset theory in the 1970s. Dr. Dweck and her colleagues first articulated the term "mindset" and its principles in 2006. Dweck (2006) defines mindset as a person's worldview or philosophy of life. In her book *Mindset: The New Psychology of Success*, published in 2007, Dweck outlines mindset theory and its applications.

Dweck spent years studying mindset, which has captivated the curiosity of many other disciplines. The two mindset aspects are described by mindset theory: the Growth Mindset and the Fixed Mindset (Dweck, 2008). The growth mindset is the belief that individuals can improve their knowledge, abilities, and skills (Fensterwald, 2015). Blackwell (2007) emphasized that individuals with a growth mindset prioritize learning objectives over performance goals. Their focus is on enhancing their skills rather than merely

documenting them. Consequently, the learning process is crucial for growth-minded individuals who value the learning experience, even when encountering challenging issues. As a result, individuals who engage actively in school life tend to be more successful.

In contrast, the fixed mindset is the belief that a person's intelligence and abilities have a fixed, unchanging structure. Individuals with a fixed mindset often become defensive or give up easily. They avoid challenges and are less likely to accept negative feedback (Dweck, 2008). According to Dweck (2008), individuals with a fixed mindset carry a heavier burden throughout their lives due to their overthinking regarding their capacity and ability to achieve success, compounded by their endless mental obstacles. While the term "mindset" is rooted in psychological literature, it has been adopted by various fields, including education. There is extensive research on mindset in education; however, there has been a limited number of studies relating to mindset in English language teaching (Oldaç, 2022; Yılmaz, 2022; Sivacı, 2023; Ergen, 2019). Oral Corrective Feedback (OCF) has been extensively studied in English as a Foreign Language (EFL) literature. For years, experts have highlighted and suggested various methodologies for practice in English Language Teaching (ELT) classrooms. During the 1950s and 1960s, the behaviorist teaching method, specifically the Audio-Lingual Method, emphasized accuracy while often neglecting error correction. However, in 1982, Krashen posited that corrective feedback is problematic and has no significant effect on language learning. As Kim (2003) stated since nativists like Krashen (1982) believe that sustained exposure to positive evidence—namely, intelligible positive input in Krashen's view—is what causes second language acquisition (SLA), they have discounted any potential advantages of receiving corrective feedback. In fact, according to Krashen (1982), receiving corrective criticism interrupts the flow of conversation, which may include comprehensible information, making it not only ineffective but potentially detrimental. In other words, Krashen (1982) aimed to minimize the perceived benefits of corrective feedback. Following Krashen's perspective on corrective feedback, Harmer (1983) emphasized the importance of accuracy while asserting that teacher interventions might not benefit students' psychological well-being during class conversations. In support of Krashen's view on corrective feedback, Truscott (1999) outlined six reasons emphasizing the negative aspects of error correction for both teachers and students:

1. Correction of errors impedes communication.
2. Students experience unwanted feelings as a result of error correction.
3. Instructors are unable to guarantee effective correction of mistakes.
4. Teachers experience uncertainty when they attempt to recast mistakes.
5. Teachers bear the heavy burden of correcting errors.
6. Students often do not value the error corrections provided by teachers.

Furthermore, the perspective that highlights the negative aspects of corrective feedback (CF) has changed with the emergence of the Communicative Language Teaching (CLT) approach, influenced by linguist Noam Chomsky in the late 1960s. Since then, the value of CF in language teaching has increased, emphasizing meaning over accuracy in CF. Russel (2009) notes that a significant milestone in the perception of CF occurred in the 1990s. Following this period, research began to view CF more positively, gaining popularity in English as a Foreign Language (EFL) contexts (Lyster & Saito, 2010; Lightbown, Lyster, & Spada, 1999). Moreover, regarding the relationship between the feedback preferences of EFL teachers and their mindset preferences, previous studies have explored the connections between these two concepts (Dweck, 2006; Mercer & Ryan, 2010). For instance, Dweck's (2006) work on growth and fixed mindsets highlights the critical role of beliefs in shaping teaching practices and preferences. Similarly, Mercer and Ryan (2010) emphasize the interplay between teacher attitudes and learner outcomes in language education. However, research on teachers' mindset preferences alongside oral corrective feedback (OCF) timing preferences and their related strategies and opinions remains limited in the existing literature. Studies such as Ellis (2009) and Lyster and Ranta (1997) examine different OCF strategies but do not delve into how teachers' mindsets influence their timing and strategy preferences. This gap suggests a need for further exploration to understand how these interconnected factors impact the effectiveness of feedback in EFL contexts. Lutovac, Hasari, and Kaasila (2023) state that a fixed mindset presents challenges in teaching practice, particularly in pre-service teachers' experiences with received feedback.

Sahagun, Moser, and Shomaker Fortier (2021) researched the efficacy of a growth mindset pedagogy in higher education and its impact on students. Size (2016) emphasizes the international context of students' growth mindsets. Kraker-Pauw, Wesel, Krabbendam, and Atteveldt (2017) mention that the teacher mindset is rooted in the malleability of intelligence and the appraisal of achievement within the context of feedback. In summary, Kraker-Pauw et al. highlight a gap in the literature concerning the impact of mindset and feedback preferences, especially from the perspective of EFL teachers in the language

learning process. Recent studies on OCF preferences and teachers' mindset preferences have underscored this gap in the literature, particularly regarding the relationship between these two concepts among EFL teachers (Oldac, 2022; Yılmaz, 2020; PISA, 2018).

In conclusion, the interplay between mindset and feedback preferences is pivotal in shaping effective teaching and learning in English as a Foreign Language (EFL) contexts. While much research has explored the importance of corrective feedback and the two distinct mindsets—growth and fixed—in influencing student motivation and achievement, there remains a gap in understanding how these factors intersect, particularly among EFL teachers. As educators embrace a growth mindset and tailor their feedback strategies to foster a supportive learning environment, they can better guide students toward academic success and language proficiency. Furthermore, the limited research on the relationship between teachers' mindset preferences and their corrective feedback practices highlights the need for continued investigation. Exploring how teachers' mindsets influence their feedback approaches can provide valuable insights into improving language teaching practices, enhancing students' psychological well-being and academic outcomes. Future studies should aim to bridge this gap, offering a deeper understanding of how mindset and feedback preferences can work synergistically to create more effective and motivating learning experiences in EFL classrooms.

1.2. Statement of the Research Problem

Previous research concentrated on how curriculum, learning environment, instructional resources, assessment procedures, and instructional styles impact students' performance. Researchers have also long placed a high priority on the psychological aspects of their work, and a great deal of study has been done on how students' cognitive processes relate to memory, critical and creative thinking, attention, and decision-making. However, there are a limited number of studies about how much teachers' feedback preferences, strategies, and opinions, as well as their mindset preferences, contribute to improving learning outcomes in students, especially in speaking skills. Studies such as those by Hattie and Timperley (2007) emphasize the importance of feedback in enhancing student performance, highlighting the potential of effective strategies for language learning. Dörnyei and Csizér (1998) also focus on teacher attitudes and motivational strategies, shedding light on their influence on learners' speaking skills development. In the context of oral corrective feedback (OCF), Lyster and Saito (2010) examine how feedback preferences and timing affect learners' uptake and fluency. Despite these contributions, further research is needed to explore the interplay

between teachers' mindset preferences and feedback strategies, particularly in improving students' speaking proficiency. Research on implicit beliefs about intellect or mindsets has been conducted since the 1980s (Dweck & Leggett, 1988). A limited number of studies regarding the relationship between teacher mindset preferences and oral corrective feedback preferences can be found in the literature, even if these research topics are still developing and relatively fresh. Studies have been conducted on teachers' or students' preferences for OCF (Ozmen & Aydin, 2015; Yigit, 2019; Sener, 2019; Koroglu, 2021; Can, 2021). Furthermore, the mindset concept and CF strongly relate to students and EFL teachers in the English language and teaching literature. A growth mindset is emphasized in feedback, highlighting a student's effort and the steps to achieve a goal. This approach demonstrates that students can work hard, learn from criticism, and acquire new skills if they persist and do not give up (Dweck, 2000; Zentall & Morris, 2010). It is clear how important teacher mindset is: teachers' mindsets influence their practices and behaviors in the classroom (DeLuca et al., 2019); teachers' perceptions of their students' abilities influence how students view themselves (Seaton, 2018); and teachers' messages even praise can encourage students to have either of the two mindsets (Dweck, 2006). The field would benefit from a research study that looked into the preferences of EFL teachers and described those teachers' mindsets in connection to their views and preferences for Oral Corrective Feedback. Additionally, the study may open the door for more investigation into this problem. To sum up, how teachers' strategies, opinions, and preferences on OCF determine whether or not it may be used in language acquisition. Students' practice, and consequently their language learning process, are influenced by their beliefs about mistakes. Therefore, examining EFL teachers' strategies, opinions, and preferences on OCF is important to determine whether they align with their mindsets. To determine a relevant association between the variables, the researcher in this study looks into the strategies, opinions, and preferences of EFL teachers regarding OCF, focusing on teachers' mindsets.

In summary, while existing research has provided valuable insights into various factors influencing students' learning outcomes, including curriculum, instructional strategies, and cognitive processes, teachers' feedback preferences and mindsets in shaping students' speaking proficiency remain underexplored areas. The limited studies on the relationship between EFL teachers' mindset preferences and their oral corrective feedback strategies suggest a promising avenue for further investigation. Understanding how teachers' beliefs about intelligence and their feedback practices interact can offer deeper insights into effective teaching methods, particularly in language acquisition. This study aims to fill this

gap by exploring EFL teachers' strategies, preferences, and mindsets about oral corrective feedback, ultimately contributing to a more comprehensive understanding of how these factors can influence students' speaking skills development. By examining these connections, the research could provide valuable implications for teacher training and language teaching practices, fostering a more supportive environment for students' growth and learning.

1.3. Purpose of the Study

The study investigates the relationship between English language teachers' mindsets and their strategies, opinions, and preferences regarding corrective feedback in speaking. It reveals the function of oral feedback in English language teaching, the speaking errors that English teachers correct, whether they correct all errors, and the factors they consider when using oral feedback. The focus of this study on the unexamined ideas and mindsets of English teachers aims to raise their awareness of these factors. By exploring these underlying ideas, the study encourages teachers to reflect on how their ideas impact their teaching practices and ultimately influence student learning outcomes. Therefore, this study is expected to contribute to the literature on English teachers' mindset preferences and a general understanding of oral feedback in classroom teaching, pedagogy, and methods. The field will be enlightened through a research study that looks into the preferences of EFL teachers and describes those teachers' mindsets in connection to their views and preferences for OCF.

In conclusion, this study sheds light on the often-overlooked relationship between English language teachers' mindsets and their approaches to corrective feedback in speaking. By exploring teachers' perspectives on the types of speaking errors they address, their feedback strategies, and the factors influencing their decisions, the study will contribute valuable insights into the role of oral corrective feedback in language teaching. This research highlights the impact of teachers' underlying beliefs on their practices and encourages self-reflection among educators to enhance their teaching strategies. Ultimately, the findings will enrich the literature on corrective feedback in the EFL context and offer practical implications for improving pedagogical methods and student learning outcomes.

1.4. Research Questions

The study examines the relationship between EFL Teachers' Mindsets and their Strategies, opinions, and preferences regarding corrective feedback in speaking. For this purpose, answers to the following questions will be sought:

1. What are EFL teachers' mindset types?
2. What are EFL teachers' opinions, strategies, and preferences regarding OCF in speaking?
3. Is there a relationship between EFL teachers' mindset types and their opinions, strategies, and preferences on CF in speaking?

1.5. Significance of the Study

This study contributes to the literature by addressing questions on EFL teachers' mindset and their strategies, opinions, and preferences on corrective feedback in speaking comparatively. The first one is related to EFL teachers' mindset preferences. In the present literature, many unanswered questions related to teacher mindset need to be answered. Although the concept of mindset has a vast amount of literature in psychology, it was later added to education literature. Therefore, there are limited studies on the EFL teacher's mindset in Türkiye. This gap in the literature has also been highlighted in the Sky's the Limit report published by PISA (2021) on the development mindset of students and schools. The mindset concept in education, especially in language learning, is an essential point that still needs to be researched. To measure students' perceptions of the malleability of intellect, PISA included a "growth mindset" instrument for the first time in 2018. This study, which surveyed around 600,000 students across 78 nations and economies, is the most extensive attempt to date to investigate a growth mindset. According to Rattan (2015), teachers play a crucial role in fostering a positive learning environment in the classroom and transferring their mindsets toward their pupils. Teachers should embrace growth mindset ideas by expanding their horizons, better conveying them in the classroom and carrying out growth mindset-promoting activities to create a helpful learning environment. Thus, Rattan (2015) highlighted the importance of teachers' mindsets in shaping their students' preferences. The second question of the study seeks to answer EFL teachers' opinions, strategies, and preferences on OCF in speaking. There are a significant number of studies on teachers' OCF preferences (Lyster & Ranta, 1997; Lyster, 1998; Lyster, 2001; Goo & Mackey, 2013; Bölükbaşı, 2022; Hashemi, 2022). However, there have been limited research studies about EFL teachers' opinions, strategies, and preferences on EFL teachers' mindset preferences comparatively. In light of these explanations, the present study may fill this gap by examining EFL teachers' preferences on their mindset and the extent of EFL teachers' opinions, strategies, and preferences on OCF in speaking comparatively.

This study aims to fill a significant gap in the literature by exploring EFL teachers' mindsets and their preferences, opinions, and strategies related to corrective feedback (OCF)

in speaking. While the concept of mindset has been widely studied in psychology, its application within the context of language education, particularly in Türkiye, remains underexplored. By addressing the influence of teachers' mindsets on their students and the teachers' approaches to OCF, this research contributes to a deeper understanding of the interplay between mindset and teaching practices. The findings may offer valuable insights for enhancing teaching effectiveness and fostering a growth mindset among EFL teachers and students. Given the limited research on these topics, this study bridges existing gaps and opens avenues for further exploration in language teaching and teacher development.

1.6. Definitions of the Key Terms

It is expected that the definitions of the major concepts in this thesis will help readers comprehend the study's claims.

- *English as a Foreign Language (EFL)*: “An individual is said to be learning English as a foreign language if they are learning it in a country where English does not play a significant role in internal communication, such as China, Japan, and Korea, with limited or no opportunities for use outside the classroom” (Richards & Schmidt, 2002).
- *Corrective Feedback (CF)*: According to Sheen (2011), Corrective Feedback (CF) is defined as “the feedback that follows an incorrect response...in both natural and instructional settings.”
- *Oral Corrective Feedback*: Six main types include Recast, Explicit correction, Elicitation, Metalinguistic feedback, Clarification requests, and Repetition (Lyster and Ranta, 1997). This term refers to how a teacher responds to a student who makes a mistake in their speech (Ellis, 2009). “The learner-oriented provision of information about the success (or, more likely, lack of success) of their utterances that gives additional opportunities to focus on production or comprehension” is another definition of oral corrective feedback given by Gass & Selinker (2008) (pp. 329-330).
- *The Mindset Theory*: Based on an approach in which people form self-theories reflecting their belief systems and self-concepts, the Mindset Theory was developed (Dweck, 2000; Dweck & Leggett, 1988). The idea distinguishes between two sorts of mindsets: fixed mentality (entity theory) and growing mindset (incremental theory). Individuals don't always have a single, sharp mindset; on the

other hand, they could have several mindsets for various cognitive domains, and their level of fixed or growth mindset might vary. "

- *Fixed Mindset:* The idea that an individual's intelligence and ability are unchangeable through time and effort is the basis of the fixed mindset (Entity Theory of intellect). A fixed mindset and the entity theory are comparable (Dweck, 2006).
- *Growth Mindset:* Growth mindset (Incremental Theory of Intelligence): This concept of mindset relies on the concept with enough time and effort, one's intelligence and abilities may be improved. The development mindset and the gradual theory are equivalent (Dweck, 2006).

CHAPTER 2

LITERATURE REVIEW

2.1 Overview

This chapter presents the subsections as named, Oral Corrective Feedback, CF Types, Research About EFL Teachers' Preferences on CF, Hendrickson's Five Questions on CF, Mindset Types, Research on EFL Teachers' Mindset, The Relationship between Mindset Types and Corrective Feedback, review of relevant research on EFL teachers' mindsets and EFL Teachers' Preferences on CF.

2.2 Oral Corrective Feedback (OCF)

Oral corrective feedback (OCF) is a technique that focuses on the form to ensure the effective conveyance and comprehension of messages, especially when errors overshadow meaning. It targets learner errors that arise when students focus on understanding messages within a communicative activity. OCF is considered a focus-on-form approach (Sheen, 2011). According to Oliver and Adams (2021), the essential element of OCF is providing learners with negative evidence by alerting them to what is not possible in the target language, which indicates what is unacceptable or incorrect.

Perspectives on OCF in the literature are varied, with some scholars arguing that OCF is beneficial for students, while others believe it obstructs fluency in communication. Scholars from 1990 to 1997 highlighted a significant quandary regarding fluency and the provision of OCF to students. In 2007, Harmer offered an apparent response to the dilemmas faced by scholars and teachers concerning fluency, OCF, and the importance of both form and function. Harmer emphasized that an important factor is providing correct feedback at the appropriate time during communication. According to Harmer (2007), when choosing how to respond to student work, teachers must consider the activity, the class level, the type of mistake made, and the student who committed the error. In other words, teachers build a balance in providing feedback promptly by considering the student's age, level, and background. Every student perceives corrective feedback differently due to their

circumstances. However, teachers provide feedback while being mindful of these differences, positively influencing students' perceptions of corrective feedback (CF). Regarding providing oral corrective feedback (OCF) at the appropriate time, some scholars offer advice for teachers regarding the feedback process. One approach is delayed corrective feedback. In this method, the teacher allows students to speak without interruptions or warnings, providing feedback only after they have completed their speaking task. This approach makes students feel more relaxed and flexible, allowing them to speak freely without focusing on the errors they might make during the task. Recent studies on teachers' OCF techniques have been conducted in the literature. For instance, Fouad (2022) investigated EFL teachers' perceptions and beliefs regarding OCF techniques in Oman. The research highlighted the types, timing, and importance of OCF for students. The study results showed that recasts and explicit corrections were the least selected feedback types by teachers in Oman. Surprisingly, while recasts and explicit corrections are highly preferred in many observational studies within the Oral Corrective Feedback (OCF) context, teachers in Oman did not favor these popular types of OCF. Furthermore, the research found a positive correlation among EFL teachers' perceptions and beliefs regarding OCF techniques. Bölükbaşı (2022) conducted a comparative study on the perceptions and preferences of EFL instructors and learners regarding OCF. The study involved 247 preparatory school students with diverse backgrounds and proficiency levels and 30 EFL instructors from a private university in Ankara. The findings indicated that EFL students held positive perceptions of OCF. The students preferred corrections related to their vocabulary, grammar, pronunciation errors, and pragmatic failures. In this context, EFL students were eager for error correction from their instructors. Another crucial finding was the difference in OCF preferences between EFL students and instructors, particularly regarding grammar, vocabulary, and pronunciation errors. This suggests that while students are keen to receive feedback, instructors may adopt different approaches or preferences for correction. The research provided a new perspective on oral corrective feedback (OCF) preferences for instructors and learners within localized Turkish English as a Foreign Language (EFL) contexts. Hernandez and Reyes (2012) examined teachers' perceptions of OCF and their practices in EFL classrooms at a Mexican university. The teachers' perceptions in this study differed from those in previous research conducted in various locations. The findings revealed that EFL teachers did not prefer self-correction for their students. Some teachers found that OCF is not obligatory but rather a matter of personal preference. However, the teachers generally had positive perceptions of OCF. Overall, the profile of teachers in the study indicated that

EFL instructors pay more attention to their student's well-being and emotions rather than solely focusing on providing corrective feedback. Therefore, the EFL teachers in Mexican universities are concerned about their students' socio-emotional well-being within this study's framework. Özmen and Aydın (2012) examined the beliefs of students and teachers about OCF and provided a perspective on teacher education in Türkiye. The research was conducted with 150 undergraduate university students, 60 master's and 30 PhD students in Ankara. According to the study's results, most students know the value of constructivist belief in teaching definition; however, their strategies on OCF differ from their belief in error correction on task types, components of language, and proficiency. The research provided a new perspective on students' teachers' beliefs about OCF in the Turkish university concept. Saeb (2017) studied Students' and Teachers' Preferences and Perceptions of OCF. The participants of the research are Iranian EFL teachers and students. The result of the study showed enormous differences among perceptions of teachers and students based on OCF in the Iranian context. The study highlighted specific missing points in the perception of OCF for teachers and students in the Iranian context. Köroğlu & Kayaoğlu (2022) investigated Turkish EFL Pre-Service Teachers' oral corrective feedback practices". The study participants consisted of ELT and ELL pre-service teachers. The findings showed that ELT and ELL pre-service teachers were eager to practice on OCF without considering interrupting students' fluency. Many participants prefer to use the explicit correction method (92.9%). Research indicates that pre-service teachers primarily focus on grammar mistakes, with 98% of their attention directed toward this aspect. According to Ellis (2006), responses to student utterances perceived as containing mistakes are referred to as corrective feedback (CF). Sheen (2011) elaborates that oral corrective feedback is considered a focus-on-form technique when it specifically targets learner errors that arise while learners understand messages within a communicative activity. Oliver and Adams (2021) highlight that the primary feature of oral CF is its ability to provide students with damaging evidence, making them aware of what is improper or inappropriate in their use of the target language. This definition underscores the emphasis of OCF on significant errors, aiming to clarify mistakes in learners' oral output by correcting their utterances through oral methods, either directly or implicitly. Teachers employ various strategies for OCF to draw students' attention to their errors and motivate them to self-correct with guidance. Teachers' approaches to OCF often reflect their backgrounds and experiences. Historically, scholars such as Krashen, Harmer, and Truscott have focused on the negative aspects of OCF rather than its benefits for students. DeKeyser (2014) points out that many previous scholars view OCF as detrimental

due to its potential to fossilize students' L2 errors, which can negatively impact language learning. As a result, until the 1990s, many educators attempted to avoid oral and written CF as pedagogical strategies. However, after the 1990s, the popularity of OCF increased significantly, thanks in part to the contributions of scholars advocating for the benefits of OCF in English as a Foreign Language (EFL) classrooms. Despite conflicting research findings in second language acquisition, educators and scholars have continued exploring this topic. Two groups of researchers have emerged, presenting opposing perspectives on CF. Some researchers, such as Lyster and Ranta (1997), emphasize the importance of fluency in the CF process. They argue that in classroom discourse, teachers provide feedback to enhance the consistency and quality of student conversations without disrupting the natural flow of discussion. Supporting this, Ammar and Spada (2006) found that learners who received corrective feedback benefited more than those who did not, particularly in communicative activities. These findings suggest that CF is not an obstacle to effective communication, countering the views of some researchers (e.g., Li, 2018; Ur, 1999). Furthermore, CF is a vital building block in language learning, offering correct usages of lexis, phonetics, and language forms. CF enhances clarity and effectiveness in language learning by striking a balance between correcting students' errors and maintaining the flow of communication. In Summary, oral corrective feedback (OCF) remains a complex and debated issue in second language acquisition, with varying perspectives on its effectiveness and timing. While some scholars, such as Harmer (2007) and Lyster and Ranta (1997), argue that OCF can enhance language learning without hindering fluency, others, like DeKeyser (2014) and Truscott, caution against its potential to disrupt communication or reinforce errors. The research reviewed demonstrates that the effectiveness of OCF is influenced by several factors, including the type of error, the timing of feedback, and the socio-emotional context of the learners (Oliver & Adams, 2021; Hernández & Reyes, 2012). Studies like those of Fouad (2022) and Bölükbaşı (2022) further highlight how regional differences, such as those found in Oman and Turkey, can shape teacher and student perceptions and preferences regarding OCF. Ultimately, while the role of OCF in language learning is widely recognized, its implementation must be carefully tailored to the individual needs of students, considering factors like proficiency level, learning context, and personal preferences, as suggested by Harmer (2007) and Özmen & Aydın (2012). Balancing correction with the natural flow of communication is crucial in fostering a supportive and effective language learning environment.

2.3. Corrective Feedback Types

The popularity of different types of corrective feedback (CF) has gained significant traction in English Language Teaching (ELT) literature since the early twentieth century. The debate surrounding CF types in second language acquisition (SLA) research has been ongoing, with both positive and negative perspectives. It is challenging to pinpoint a single CF type that is most effective for learners, as various studies highlight the complexity of this issue. Ammar and Spada (2006) stated, "There is not one CF technique that is ideal or... one size does not fit all" (p. 566). Several factors influence teachers' preferences for CF types. For example, a teacher's decision may depend on the academic background and proficiency levels of their students. Valeo (2021) emphasized that teachers tend to apply specific techniques tailored to certain learners to achieve more impactful results in the corrective feedback process. Consequently, a variety of strategies for implementing CF are available. Beyond theoretical knowledge, teachers play a critical role as decision-makers, selecting the most suitable CF type based on their students' academic backgrounds, needs, and linguistic proficiency. The literature offers various strategies that can serve as suggestions and guidance for EFL teachers. By adapting these strategies to their students' backgrounds and linguistic competencies, teachers can effectively prioritize the current error types during practice. The first study that belongs to Fanselow (1977), mentioned the 16 ways of error correction. As stated in his research,

1. "No treatment
2. Acceptance of ill-formed sentence
3. Sets the task again with no new information presented
4. Supplies correct responses orally
5. The correct answer is given orally by another student
6. Provide part of the correct answer or the defined cue in a different medium
7. Provide information about the incorrect answer
8. Indicates alternatives
9. Repeats response with rising intonation
10. Provide indirect information
11. Makes students stop continuing their response
12. Shows no with the gestures
13. Says "no" or "uh uh"
14. Says "no" or "uh uh" with the help of gestures

15. Says “no” and repeats students’ wrong response
16. Miscellaneous: students stop in mid-response and correct themselves; the teacher waits simply, and students start again without any error” (p.585).

Fanselow created 16 crucial and beneficial CF types in early literature. However, for teachers, trying to remember all these criteria as a CF type may not be practical to practice every lesson process for their students. 20 years later, in 1997, Lyster and Ranta were important milestones for CF literature with their valuable research. They also designed six types of oral corrective feedback and the design of Lyster and Ranta was more efficient and practical than Fanselow’s design on OCF. Moreover, to figure out the definitions of the six types of CF, there are explanations to view definitions and examples for each OCF type that was created by Lyster and Ranta. The definitions of the six types of corrective feedback are based on the studies by Ellis (2009), Lyster and Ranta (1997), Panova and Lyster (2002), and Sheen (2004), as indicated by Esther (2013), along with relevant examples.

2.3.1. Explicit correction

With explicit correction, the teacher uses phrases like "Oh, you mean" or "You should say" to clearly state that the student's statement is incorrect while also providing the proper form (Lyster and Ranta, 1997:46). In this approach, Lee (2013:218) illustrates the explicit correction:

Example:

S: In May.

T: Not in May, in May. We say, “It will start in May.”

As considered in the example, the teacher corrects the students' errors by interfering with their speech, pointing it out to them directly, and providing clear feedback. The technique that students frequently favor over teachers is explicit correction (e.g., Lee, 2013; Roothoof H., & Breeze, R. 2016; Koroğlu, H., & Kayaoğlu, M. N. 2022). This is an approach to input-providing as opposed to output-providing that encourages student involvement and self-correction as well as interaction between the teacher and the students.

2.3.2. Recasts

Recast is an implicit type of feedback which is the most frequent in speaking-based programs as feedback. In recasts, the teacher reformulates all or part of the student’s incorrect word or structure to demonstrate the correct form without clearly identifying the error. (Lyster and Ranta, 1997:47). One of Lee's (2013:218) statements provides an example of a recast:

Example:

S: I have to find the answer in the book.

T: In the book.

2.3.3. Clarification request

The teacher demands that the student restate their statement, indicating that it was not understood. Clarity and consistency in speaking are highlighted by the teacher by means of clarification requests. The teacher mostly uses patterns such as “Sorry?” or “I don’t understand” upon errors of their learners to highlight their grammatical and lexical errors should be reformulated (Lyster & Mori, 2006:271).

Example:

S: What do you spend with your wife?

T: What? (Or, Sorry?)

S: When you work in Italy?

T: When do you work? I don’t understand.

S: How long have you worked there? (McDonough, 2005)

2.3.4. Metalinguistic feedback

According to Sheen (2011), metalinguistic correction helps learners become more aware at both the noticing and comprehending levels, which makes it particularly beneficial for second language learning. Metalinguistic is an explicit type of CF which provides an extra- linguistic explanation by correcting of student’s error on the statement using clues and questions. Therefore, students have a deeper understanding using metalinguistic questions and clues on their errors in the correction process. A metalinguistic question is a clue, teacher asks questions (e.g., “Can you find your error?”, “No, not climb.”, “It is future.”). The teacher uses these kinds of phrases as an error signal to be found by students. In metalinguistic questions, the teacher aims to get a correct form from them. (e.g., “Is it plural?”)

S: There are influential people who.

T: Influence is a noun.

S: He broke his leg.

T: No, broke past tense. S: He broke his leg.

The teacher in the following example responds to the student's error in the past tense by clearly creating the proper usage and pointing out the error (Ellis & Shintani, 2014:261).

One of these studies, carried out by Li (2014), demonstrated that metalinguistic feedback was effective for both proficiency levels, indicating its potential superiority over recasts for less advanced learners. Recasts were more effective for learners with high proficiency levels and had limited effectiveness for learners with low proficiency levels.

2.3.5. Elicitation

One of the most popular forms of explicit corrective feedback (CF) that follows instructors' recasts during instruction is elicitation (see, for example, Lyster & Ranta, 1997; Yüksel et al., 2021). Furthermore, Bolukbası M. (2022) found that elicitation is advantageous for grammatical errors. Example:

S: This tea is very warm.

T: It's very.?

S: Hot.

2.3.6. Repetition

Repetition is an implicit feedback strategy which is used in CF. The strategy is "A technique in which the interlocutor reiterates the student's poorly constructed statement" Li (2010), "either emphasizing the incorrect portion or not" (Ellis & Shintani, 2014). Repetition highlights the error through strong emphasis, then repeats the student's error. Repeating a student's error gives certain signals for students to correct their incorrect utterances which directs them to realize more permanent learning for students in the CF process. However, Repetition may be beneficial for students who have higher proficiency levels rather than lower proficiency level of students because of have trouble noticing their errors and in the correction process.

Example:

S: I will show you.

T: I will show you.

S: I'll show you.

In conclusion, corrective feedback (CF) remains a complex and nuanced area of English Language Teaching (ELT), with various types offering distinct advantages based on learners' needs, proficiency levels, and specific classroom contexts. As highlighted by Ammar and Spada (2006), there is no one-size-fits-all approach to CF, emphasizing the importance of teacher adaptability in selecting the most effective techniques. The six types of CF identified by Lyster and Ranta (1997)—explicit correction, recasts, clarification

requests, metalinguistic feedback, elicitation, and repetition—provide practical frameworks for teachers to address learners' errors in diverse ways. While explicit correction is often favored by students due to its directness (Lee, 2013; Roothoof & Breeze, 2016), recasts are frequently used in speaking-based contexts for their implicit nature (Lyster & Ranta, 1997). Techniques like metalinguistic feedback and elicitation also promote deeper learner engagement, particularly at lower proficiency levels (Sheen, 2011; Li, 2014). Ultimately, the effectiveness of these strategies depends on the teacher's ability to tailor feedback to the learner's needs, as emphasized by Valeo (2021), ensuring a dynamic and responsive approach to language acquisition. By considering the various CF strategies and their implications, teachers can foster more effective learning environments that support both error correction and long-term language development.

Table 2. 1.. Six types of corrective feedback along with example utterances

Recast	S: he take the bus to go to school T: he takes the bus to go to school
Explicit correction	S: he take the bus to go to school T: oh, you should say he takes. He takes the bus to go to school
Elicitation	S: he take the bus to go to school T: he? T: how do we form the third person singular form in English? T: can you correct that?
Metalinguistic feedback	S: he take the bus to go to school T: do we say he take? T: how do we say when it forms the third person singular form?
Clarification request	S: he take the bus to go to school T: pardon me?
Repetition	S: he take the bus to go to school T: he take?

2.4. Research About EFL Teachers 'Preferences on CF

The debate surrounding corrective feedback (CF) in the English language teaching (ELT) literature has persisted for years. This ongoing discussion is primarily due to the sometimes overlapping or diverging preferences of English as a Foreign Language (EFL) teachers and students regarding different types of CF. Researchers have categorized these discussions into two main groups: those who advocate for the efficacy of CF and those who complicate the notion by exploring the most effective type of CF and its effectiveness in ELT classrooms. Numerous meta-analyses have demonstrated the effectiveness of CF (Li, 2010; Lyster & Saito, 2010; Mackey & Goo, 2007; Russell & Spada, 2006). However, consensus on the

optimal CF type for teachers and students remains elusive. Studies conducted in laboratory settings have often highlighted the effectiveness of specific CF types, such as recasts (e.g., Ishida, 2004; McDonough & Mackey, 2006), while research in real classroom environments reveals varying preferences and outcomes. Overall, this discussion indicates that while some CF types may be effective in controlled settings, their practical application in classroom contexts may yield different results, leading to ongoing debates within the field. According to Loewen and Philip (2006), recasting is efficient because it saves time. Recasting is the most commonly employed approach to oral corrective feedback (OCF) by teachers, as indicated by research conducted by Oliver and Mackey (2003) and Yuksel, Soruç, and McKinley (2021). However, a meta-analysis of 15 classroom studies by Lyster and Saito (2010) suggests that output-pushing types of corrective feedback, such as prompts, are more effective in a classroom environment. Lyster (2013) emphasized that "recasts are by far the most common oral CF type used by instructors, according to observations of their instructional practices." At the same time, Hedge (2000) and Lyster and Ranta (2013) highlighted that "educators should use a range of OCF strategies rather than concentrating on a single strategy. Bolukbası (2022) found that recasting is the most recommended OCF strategy for addressing pronunciation, grammar, and vocabulary. Bolukbası's findings indicate that instructors preferred recasting due to its efficiency, fluency, self-awareness, kindness, and focus. Hinting addresses complex grammatical problems and is valued for being swift, gentle, self-discovering, and rapid. Elicitation is employed to correct simple grammatical errors and facilitate self-discovery. Recast and metalinguistic feedback come in second and third place in the current study, with 22.2% and 21.1%, respectively. With an effectiveness rate of 4.4%, clarification requests are the least chosen OCF strategy for pragmatic failure. Correcting basic errors and self-discovery are the primary means for requesting clarification. Instructors highlighted the correction of significant errors, self-discovery, correction with gestures, and laughter as the main reasons for repeating corrections. Correcting complex grammatical errors, self-discovery, efficacy, and refraining from rudeness are the motivations behind metalinguistic feedback. Finally, educators employ straightforward correction to avoid impolite and move quickly. Shirkhani and Tajettin (2017) discovered that educators corrected pragmatic errors explicitly. Fakazli (2018) stated that recast is the most frequently used OCF approach. Can (2021) reported that students found recast to be a proper OCF strategy for grammatical problems. Lee (2016) demonstrated that teachers preferred to use an implicit strategy, such as recast, when correcting pronunciation mistakes. It can be inferred from many studies in the literature that

EFL teachers have similar views regarding their preferences in corrective feedback (CF) techniques. In summary, recast and explicit correction are the two preferred OCF strategies for grammatical, vocabulary, and pronunciation errors. However, there is no "perfect" or "only" OCF method for addressing student errors. Error correction should be tailored to the type of error the students make.

The debate on corrective feedback (CF) in English language teaching remains multifaceted, with ongoing discussions surrounding the most effective approaches for teachers and students. Research consistently highlights the efficacy of CF, with meta-analyses by Li (2010), Lyster and Saito (2010), and Mackey and Goo (2007) supporting its role in language acquisition. While laboratory studies have emphasized the effectiveness of recasts (Ishida, 2004; McDonough & Mackey, 2006), real classroom settings often reveal varied outcomes, with Lyster (2013) and Loewen and Philip (2006) underscoring the efficiency of recasting in promoting fluency. However, studies by Lyster and Saito (2010) suggest that output-pushing strategies, such as prompts, may be more effective in classroom contexts. Research by Bolukbası (2022) further reveals that teachers prefer recasting for its efficiency, fluency, and self-awareness, with other strategies like hinting and elicitation used for specific grammatical issues. Despite the popularity of recasts, educators such as Hedge (2000) and Lyster and Ranta (2013) advocate for using a range of CF methods. In summary, while recast and explicit correction emerge as preferred strategies for addressing grammar, vocabulary, and pronunciation errors, the optimal CF method remains context-dependent. It should be adapted to the nature of the error and the learner's needs.

2.5. Hendrickson's Five Questions

Hendrickson (1978) posed five key issues, all of which have been thoroughly investigated and are widely used by scholars in the educational literature. He addressed each of these questions by citing earlier research.

These questions are as below:

1. Should learner errors be corrected? effectiveness
2. If so, when should learner errors be corrected? timing
3. Which learner errors should be corrected? focus
4. How should learner errors be corrected? type
5. Who should correct learner errors? provider

1. Should learner errors be corrected?

More than not providing any feedback at all, providing comments on learners' mistakes to assist them rectify their own written or vocal statements enhances their language proficiency.

2. When should learner errors be corrected?

It appears that educators and linguists cannot agree on whether to give students CF right once they make a mistake or at a later time. The majority of educators concur that fixing every tiny error might be detrimental to students' language development. Students should be able to openly express their thoughts and feelings in a supportive environment in the classroom. If teachers correct every mistake they make, whether written or spoken, this might cause them to become hesitant or anxious.

3. Which learner errors should be corrected?

Certain errors such as those that seriously impair communication, those that stigmatize learners in the eyes of native speakers (such as blatant grammatical errors) and those that learners frequently make are seen to require more attention than others. To create a hierarchy of error correction, researchers develop techniques for classifying and encoding certain kinds of errors.

4. How should learner errors be corrected?

It is well known that educators currently utilize a wide range of strategies to rectify misconceptions students may have about literature. Several empirical research indicates that explicit forms of correction factor are not effective; nonetheless, there is no experimental evidence to support whether mistake correction methods significantly reduce learner errors. Research interests on how educators give remedial feedback to students in the real world have long been aligned. Additional research on the idea will aid in the development of fresh approaches to accurate and efficient mistake repair.

5. Who should correct learner errors?

In addition to instructors correcting their students' mistakes, multiple empirical studies have shown that peer correction or self-correction through teacher scaffolding can save time and effort, especially when teacher correction is ineffective for all students or classrooms.

Hendrickson's five key issues regarding learner error correction continue to serve as a foundation for ongoing research and practice in language education. The effectiveness, timing, focus, method, and provider of error correction all play significant roles in supporting language development. While there is consensus on the need for error correction, debates persist over the most effective strategies, with varying opinions on when and how to provide feedback. Additionally, the involvement of peers and self-correction, alongside teacher intervention, presents promising alternatives for fostering a more interactive and supportive learning environment. As the field continues to evolve, further investigation into these areas will be essential to refine and optimize error correction techniques, ultimately enhancing language learners' proficiency and confidence.

2.6. Mindset Types

The mindsets of students, particularly those of teachers, play a crucial role in the learning and teaching process for both groups. However, the mindset of teachers is a more significant factor in terms of guidance and being a role model, especially when they possess a growth mindset. Teachers act as role models for their students' mindsets, influencing their learning processes and contributing to their academic, social, and emotional development. Therefore, a teacher's mindset shapes their students' mindset preferences.

Dweck (2006), who contributed to the literature by presenting Mindset Theory, highlights teachers' mindsets' significant impact on their students' mindsets. Dweck emphasizes that "a teacher's one word can directly touch a student's life." Moreover, a teacher can influence students' academic, emotional, and social aspects through Mindset Theory. Dweck (2014) divided Mindset Theory into two subcategories: Growth Mindset and Fixed Mindset. A growth mindset is when students understand that their abilities can be developed. According to Dweck (2015), in a growth mindset, people believe that their most basic abilities can be developed through dedication and complex work; brains and talent are just starting points. This perspective fosters a love of learning and resilience, which is essential for outstanding accomplishments.

In the context of English as a Foreign Language (EFL), a growth mindset helps students overcome failures with the guidance of a teacher who adopts the correct mindset approach. However, to foster a growth mindset, teachers must provide constructive feedback and create a flexible learning environment, allowing students enough freedom and flexibility in their growth process. A teacher's informative and student-centered approach, along with appropriate pedagogical strategies like providing feedback, is essential for building a growth

mindset. The development of a growth mindset is not solely the student's responsibility. Some educators believe that simply telling students they can achieve any goal they set is sufficient to foster a growth mindset. While encouraging students in their endeavors is crucial for helping them fulfill their potential, mere encouragement can be superficial without an appropriate learning environment. Parents, guardians, and educators are responsible for establishing a learning space where students are not continuously judged but encouraged to try, are not afraid of making mistakes, and receive constructive feedback from educators who believe in their abilities. Moreover, in addition to fostering a growth mindset in students, providing regular and constructive feedback is a critical factor highlighted in the literature. Instructors play a crucial role in creating a learning environment that supports the development of a growth mindset by offering direction and ongoing feedback. This entails establishing a space where students feel comfortable trying new things and receiving constructive feedback (Dweck, 2016). In contrast, students with a fixed mindset tend to avoid challenges, problem-solving, and tasks that involve struggle. For example, in language learning, students with a growth mindset view learning a new language as challenging but believe that effort, hard work, and persistence are key to mastering it. On the other hand, students with a fixed mindset perceive language learning as challenging, and regardless of their ability, they believe that effort and hard work will not lead to success. Fixed beliefs dominate the thinking of students with a fixed mindset. Through neuropsychological processes, Tirri and Kujala (2016) conducted a brain study that provided evidence supporting the existence of different mindset types. Students with a growth mindset focus on their personal development and believe that hard work can help even gifted individuals realize their potential. Therefore, fostering the development of mindsets among students is one of the most important aspects of education (Shaughnessy & Veronikas, 2004). Another significant point concerns the relationship between feedback and mindset. In certain situations, teachers provide corrective feedback such as, "It is okay; not everyone can be good at English." Rattan, Good, and Dweck (2012) found that although this feedback may appear positive, it does not motivate students. From the student's perspective, it undermines a growth mindset. Therefore, providing feedback like the previous example reflects a fixed mindset from the student's viewpoint. A growth mindset suggests that intellect and talents can be developed over time, whereas a fixed mindset posits that one's abilities cannot be improved (Dweck, 2006).

In summary, teachers' mindset preferences are crucial in shaping students' preferences. To illustrate the differences between these mindsets, Holmes created a graphic, which was published in Dweck's research (see Figure 1).

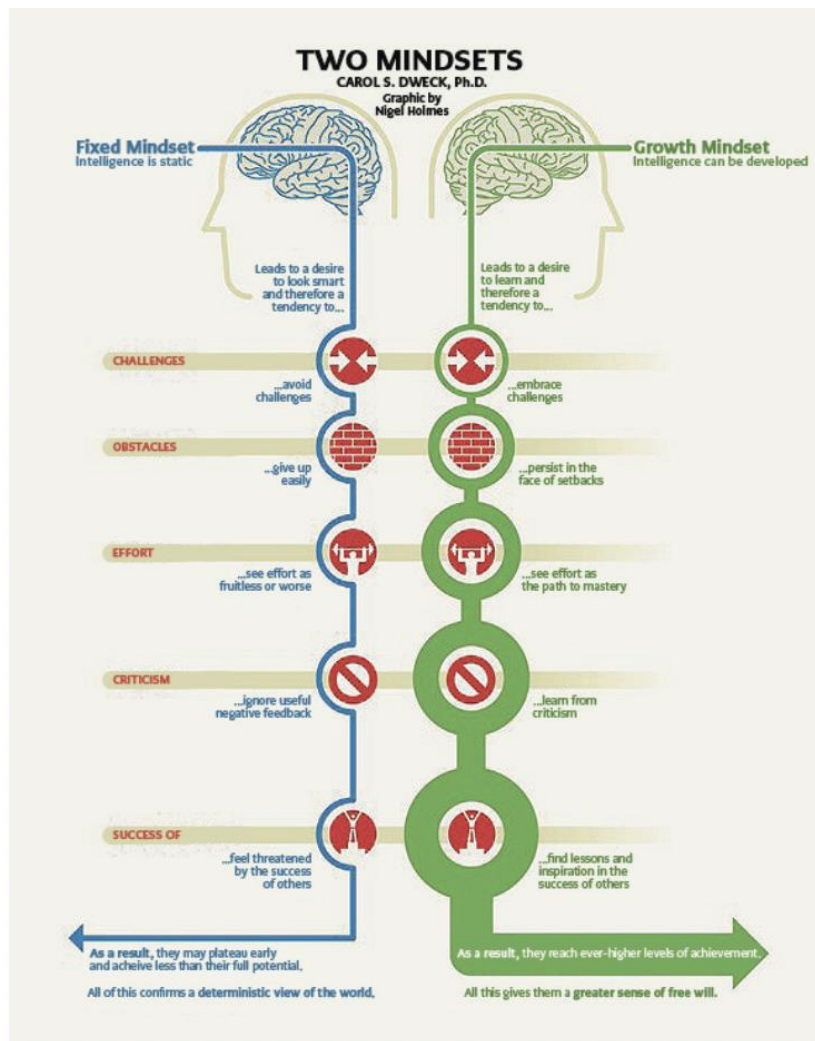


Figure 1: A model of two mindsets by Carol S. Dweck

Dweck, C. (2016). *Mindset: The new psychology of success*. Ballantine Books.

In conclusion, the mindset of teachers plays a pivotal role in shaping students' learning experiences and outcomes. As Dweck (2006, 2014) highlighted, a teacher's mindset, particularly a growth mindset, influences students' academic, emotional, and social development by modeling the belief that abilities can be cultivated through effort and perseverance. This perspective fosters resilience and a love of learning, essential for overcoming challenges, especially in contexts like English as a Foreign Language (EFL), where students often face difficulties. However, for a growth mindset to take root, teachers must create an environment that encourages risk-taking, constructive feedback, and

continuous development, as emphasized by Dweck (2016) and supported by studies like those of Tirri and Kujala (2016). Simply offering encouragement without a supportive framework risks fostering a fixed mindset, where students may shy away from challenges (Rattan, Good, & Dweck, 2012). Therefore, the combined efforts of teachers, parents, and educators in fostering a growth mindset and providing meaningful feedback are critical to supporting students' potential and overall development. The evidence presented underscores the importance of nurturing mindsets in education to promote academic success and cultivate a lifelong love of learning.

2.7. Research on Teachers' Mindset

Teachers play a role in building up a mindset for their students. In literature, several studies are related to teachers' mindsets. However, the EFL teacher's mindset is still limited in the literature on ELT. Regarding teachers' mindset research in literature, there is also early research from some scholars. The impact of instructors' mindsets on their preferred techniques for instruction and student results in the classroom was studied by Swann and Snyder (1980). Therefore, Swan & Snyder highlighted that teachers' mindset types played an important role in their teaching strategy. In other words, the mindset types of the teachers are not independent factors in the relationship between teaching methods, strategies, and even pedagogical aspects of teachers overall. Thus, there is a strong connection between teachers' mindset types and their pedagogical aspects, teaching strategies, and methods they use in a classroom environment. Gutshall (2013) investigated teachers' perceptions of their students' talents. Then, Gutshall found that teachers' mindsets closely relate to their reactions and beliefs regarding improving their students' talents. The researcher emphasized that teachers with fixed mindsets did not believe in improving skills or abilities; however, teachers with growth mindsets believed in the improvement of skills or abilities in students. Therefore, teachers' perceptions and beliefs are closely related to their mindset preferences, and this relationship affects their students directly. Rattan, Good, and Dweck (2012) supported the importance of teacher mindset in their studies. Dweck (2006) emphasized that a teacher's one word can directly touch a student's life. Furthermore, teachers' mindsets affect how teachers commend their students as well. Rattan, Good, and Dweck (2012) emphasized the importance and strong relationship between praising ways of teachers and teachers' mindset preferences toward students. In this line, motivation, erasing ways, and teachers' mindset preferences are related dimensions based on previous studies. However, the teacher should balance praising students and giving constructive feedback. Teachers should praise students for their efforts and learning techniques rather than only for their

accurate replies (Master, 2017). As a result, educators can interact with every student in the classroom. In this way, teachers create a growth mindset atmosphere in their classrooms by balancing feedback referencing and praising the students timely. Kaya & Yüksel (2012) examined the correlation between teacher mindset and grit levels in pre-service teachers based on their working experience, gender, and fields. The study was conducted in a Turkish higher education setting. As a result of the study, the correlations between teacher mindset and grit and effort scores increased. Therefore, there is a positive correlation between grit and teacher mindset. However, there is a negative correlation between fixed mindset and interest. In the study, first-year pre-service teachers had a more fixed mindset than fourth year. When pre-service teachers become more experienced, their fixed mindset score decreases gradually based on the findings of this study. The study did not find any different correlation among genders. Ergen (2019) investigated teacher mindsets on their technology self-efficacy among secondary school EFL teachers. The study's result showed a positive correlation between teachers' technology use self-efficacy and their mindset. The study emphasized the importance of technology self-efficacy of EFL teachers and the strong relationship among teacher mindsets. Tour (2015) researched the mindsets of teachers and the relationship among individual technology use. Tour investigated technological problems in teachers' professional and individual use of technology. In this context, the research results showed a positive correlation between the technology usage of EFL teachers and the mindset of EFL teachers. The researcher also investigated participants' reactions and mindset preferences regarding their technology use and self-efficacy when encountering challenging situations. Nguyen, Dao, and Iwashita investigated educating teachers' mindsets on inquiry-based language teacher training courses and the researcher. The results supplied an interesting perspective on the relationship between Inquiry-Based language teacher training courses and the teacher mindset term. The results showed a positive correlation between the courses teachers took and their research mindset improvement. Yılmaz (2020) examined the correlation between English preparatory teachers' mindset and their self-efficacy beliefs. The researcher aimed to investigate the connection between teachers' mindset and their self-efficacy beliefs. The results of the study showed that there is a relationship between teacher mindset and self-efficacy of teacher scores. Interestingly, the research does not correlate with teaching experience and teachers' workplace mindsets. Sıvacı (2023) investigated pre-service EFL teachers' language mindset and their epistemological beliefs. The study showed a positive correlation among the sub-dimensions of epistemological beliefs, learning enthusiasm, and certainty in knowledge. The findings highlighted the important influence

that prospective English teachers' epistemological ideas have on their pedagogical decisions. Oldac (2022) highlighted the teachers' mindsets in foreign language classrooms based on EFL teachers' talents and intelligence. This analysis considered various factors, including age, gender, the highest level of education completed, the department from which they graduated, participation in in-service training programs, teaching experience, overseas study, the institution, and the levels taught. The study results indicated that the teacher's mindset did not correlate with the nine factors identified earlier. Another finding was the high percentage of teachers with a fixed mindset in the Turkish EFL context.

Briefly, the research on teacher mindsets within the field of English as a Foreign Language (EFL) provides substantial evidence of educators' mindsets' profound influence on their teaching methods, strategies, and overall classroom environment. Early studies, such as those by Swann and Snyder (1980), underscore the connection between teachers' mindset types and their teaching approaches, suggesting that mindset is a crucial factor in shaping instructional practices. Later studies, including those by Gutshall (2013) and Rattan, Good, and Dweck (2012), further emphasize how teachers' mindsets influence their perceptions of students' abilities and subsequent feedback practices. These findings indicate that teachers with a growth mindset are more likely to believe in the potential for students' improvement, which translates into a more supportive and effort-oriented classroom atmosphere. Moreover, recent studies by Kaya & Yüksel (2012) and Ergen (2019) show that teacher mindset is positively correlated with other traits, such as grit and technology self-efficacy, revealing that teachers with a growth mindset are often more resilient and effective in integrating new technologies into their teaching. Studies by Yılmaz (2020) and Tour (2015) further support the idea that mindset influences not only instructional practices but also teachers' self-efficacy and approach to technology use in the classroom. These studies suggest that a teacher mindset is pivotal in fostering a productive and adaptable teaching environment. Additionally, research by Sıvacı (2023) and Oldac (2022) sheds light on the interplay between teachers' epistemological beliefs and their pedagogical decisions, highlighting the importance of mindset in shaping how teachers approach language learning and instructional challenges. Despite some inconsistencies in findings, such as the lack of correlation between teacher mindset and specific demographic factors (Oldac, 2022), the overall body of research underscores the critical role of teacher mindset in shaping pedagogical outcomes and enhancing student development. These studies reinforce the importance of fostering a growth mindset among EFL teachers, as it not only enhances

teaching practices but also cultivates an environment where students are encouraged to thrive and develop their skills.

2.8. The Relationship between Mindset and Corrective Feedback

Currently, the concept of teachers' mindset types is one of the most important psychological theories in education. Corrective feedback has been a more extensively researched topic compared to teachers' mindsets in the context of EFL. Before diving into the subject in detail, it is essential to review the definitions of feedback and mindset, which are two critical concepts in this discussion. According to Tay and Lam (2023), feedback pedagogy is learner-centered and can be simplified into a feedback cycle consisting of three phases: before, during, and after feedback is provided. Oral corrective feedback is a technique that focuses on the form to ensure the conveyance and comprehension of messages whenever the number of errors increases and obscures meaning. This feedback targets learner errors that arise when students primarily focus on understanding messages within a communicative activity. Oral corrective feedback is considered a focus-on-form approach (Sheen, 2011). Regarding the term "mindset," psychologist Carol Dweck (2006) has contributed significantly to the literature by presenting Mindset Theory, which highlights the profound effect of teachers' mindsets on their students' mindsets. Dweck emphasizes that a teacher's words can profoundly impact a student's life. Furthermore, teachers influence students' academic, emotional, and social aspects through the Mindset Theory. The mindset types of EFL teachers are not independent factors in their teaching methods, strategies, and overall pedagogical practices. Thus, there is a strong connection between teachers' mindset types and the pedagogical aspects, teaching strategies, and methods they utilize in the classroom. In this context, constructive feedback (CF) serves as a fundamental component of pedagogy associated with mindset types in EFL teachers. Moreover, an important study conducted by the Programme for International Student Assessment (PISA) explored questions related to teaching practices during language instruction lessons contributed to the construction of six indices. These indices are related to teacher feedback and the mindset concept, including teaching practices, teacher support, adaptive instruction, and the teacher feedback index. These indices were also highlighted by Kroeper, Fried, and Murphy (2020) and examined in conjunction with mindset measures in PISA. According to PISA (2018), teacher support is more closely related to a growth mindset than other indices. This finding indicates that teachers do not merely impart knowledge; they also provide the support

students need throughout the learning process. This support fosters a positive, safe, and conducive environment for developing a constructive mindset. Another significant point is that support is connected to providing constructive corrective feedback, which is essential for cultivating a growth mindset in students. Additionally, research indicates that the correlation between growth mindset and teacher support is strongest in countries such as the United Kingdom, Finland, Ireland, Macao (China), Hong Kong (China), Japan, and South Korea. There is also a notable correlation between corrective feedback in pedagogy and mindset, particularly concerning teacher support.

Consequently, the relationship between teachers' mindset types and their pedagogical practices, particularly in the context of corrective feedback, is crucial for fostering student development. As highlighted by Tay and Lam (2023), the feedback cycle, which includes pre-, during-, and post-feedback phases, is integral to a learner-centered approach, especially when providing oral corrective feedback to address errors in communication. Dweck's (2006) Mindset Theory further underscores the significant influence of teachers' mindsets on students' academic, emotional, and social growth, with teachers' mindset types directly impacting their teaching methods and feedback approaches. The PISA study (2018) and subsequent research by Kroeper, Fried, and Murphy (2020) emphasize that teacher support, an essential component of constructive feedback, is most strongly linked to a growth mindset. This support fosters a positive, supportive environment conducive to learning and student growth, especially in countries such as the UK, Finland, and Japan. Thus, the integration of constructive feedback and a growth-oriented mindset is essential for effective EFL teaching and the overall educational experience of students.

2.9. Growth Mindset and Teacher Support

The table shows that “on average across OECD countries, the four items composing the index are positively and significantly correlated with growth mindset.” Teachers with fixed mindset have not enough professional support rather than teachers with growth mindset according to result of the report.

Table 2. 2.: Growth mindset and teacher support

OECD average	% point change
The teacher helps students with their learning	4,1
The teacher gives extra help when students need it	3,6
The teacher continues teaching until students understand	3,1
The teacher shows an interest in every student's learning	3,1

Another important point is related to adaptive instruction and mindset types of teachers. Adapting instruction is based on student needs to facilitate successful learning as adaptive education (Wang and Walberg, 1983). Teachers with growth mindsets try to use alternative instructional techniques to support the challenges and barriers of their students; however, teachers with fixed mindsets do not consider many alternative strategies, and they might choose not to challenge the teaching process for their students.

2.10. Growth Mindset and Teacher Feedback

The next index regarding the relationship between teacher feedback and students' growth mindset is from PISA (2018). In this context, teachers' mindset preferences critically reflect their students' preferences. Teachers with a growth mindset tend to provide more constructive feedback during the learning process, while teachers with a fixed mindset may offer less positive and constructive feedback. However, according to the PISA report, top-performing and lower-performing students fall outside the typical influence of teacher feedback on improvement. The report suggests that "teacher feedback may not matter to top-performing students, perhaps because they have already developed a growth mindset or have access to resources outside of school to do so." Among lower-performing students, there appears to be a negative correlation between teacher feedback and its effectiveness. Certain studies in literature also show that teacher feedback can have a destructive impact on lower-performing or minority students (Aronson, Fried, & Good, 2002; Rattan, Good, & Dweck, 2012). For example, Rattan, Good, and Dweck (2012) found that students became less motivated when teachers consoled lower-achieving students by saying, "It's okay, not

everyone can be good at math." This feedback style is associated with a fixed mindset among teachers. Teachers with a fixed mindset may be more likely to accept failure rather than encourage students to overcome challenges and improve their abilities. Thus, when teachers provide feedback without a clear growth mindset, it can have a negative impact, reinforcing a fixed mindset in their students". Therefore, PISA highlights that this supports one of the challenges in developing a growth mindset: providing appropriate feedback that rewards progress rather than merely effort, as well as implementing effective learning methodologies and procedures that promote deeper learning."

In conclusion, the PISA (2018) report highlights the significant influence of teachers' mindsets on the effectiveness of feedback and its impact on students' growth mindsets. Teachers with a growth mindset tend to offer constructive, encouraging feedback, which fosters learning and improvement, while those with a fixed mindset may provide feedback that limits students' motivation and progress. Notably, feedback seems less impactful for top-performing students, who may already possess a growth mindset or have external resources, and it can be counterproductive for lower-performing students, particularly when it reinforces a fixed mindset. Studies by Aronson, Fried, & Good (2002) and Rattan, Good, & Dweck (2012) further suggest that feedback that focuses on consoling or normalizing failure can diminish motivation, particularly for minority or lower-achieving students. The PISA report underscores the need for teachers to offer feedback that emphasizes growth, progress, and improvement to effectively cultivate a growth mindset and foster deeper learning.

Table 2. 3.: Growth mindset and teacher feedback

	OECD average	% point change
Low performance in reading		-1,8
Medium performance in reading		2,1
High performance in reading		0,4

Source:OECD.(2021). Sky's the limit: Growth mindset, students, and schools in PISA. OECD Publishing.

CHAPTER 3

METHODOLOGY

3.1 Overview

The current study aims to examine the relation between EFL teachers' mindset and their strategies, opinions and preferences on corrective feedback in speaking. The purpose of this chapter is to present the research design. Furthermore, information regarding the study's participants, the tools utilized to gather data, and the procedures for gathering and analyzing data are covered.

3.2. Participants

171 English teachers working in public and private primary, middle and high schools in Ankara in 2023-2024 educational year participated in the current study.

Table 3. 1.: Age Group Statistics

Age	Frequency	Percent (%)
21-26 age	53	30,6
27-32 age	21	12,1
33-37 age	22	12,7
38-45 age	45	26,0
45-55 age	24	13,9
56 and above	8	4,6

Respondents between the ages of 21-26 constitute the highest proportion, representing approximately one third of the respondents with % 30.6. Respondents between the ages of 38-45 are the second largest group, representing approximately one quarter of the respondents with a rate of % 26.0. The other age groups (27-32, 33-37, 45-55, 56 and above) are represented by smaller percentages, generally between 10 percent and 15 percent. Based on this data, we can say that the majority of the respondents are young and middle-aged. In particular, respondents between the ages of 21 and 45 constitute the main part of the survey. In addition, there are slightly more respondents in the 38-45 age range compared to other age groups. However, it is observed that the rate of respondents aged 56 and above is quite low. This demographic distribution shows that the age factor should be taken into account when interpreting the results of the research.

Table 3. 2.: Gender Statistics

Gender	Frequency	Percent (%)
Female	133	76,9
Male	40	23,1

The gender distribution of the English teachers who participated in the current study was 76.9% female and 23.1% male. According to these data, it is observed that the number of female participants is considerably higher than the number of male participants. This gender distribution indicates that the gender factor should be taken into consideration when evaluating the research results.

Table 3. 3: Teaching Years Statistics

	Frequency	Percent (%)
Less than 1 year	24	13,9
1-3 years	34	19,7
4-6 years	8	4,6
7-9 years	15	8,7
More than 10 years	92	53,2

According to these data, it is seen that the majority of the teachers participating in the study have been teaching for more than 10 years. This shows that the level of experience should be taken into account when interpreting the results of the study. In addition, it can be said that examining the relationship between the thoughts and preferences of teachers with different levels of experience is in line with the main objective of the study.

Table 3. 4.: Teaching Level Statistics

	Frequency	Percent (%)
Primary school (1-4th grades)	47	27,2
Secondary school (5-8th grades)	86	49,7
High school (9-12th grades)	40	23,1

The answers of the participants to the question "At which level do you teach?" are shown in Table 7. It is seen that the majority of the teachers participating in the study teach at the secondary school level. However, there are also teachers represented at primary and high school levels. This data shows that teaching levels should be taken into account in interpreting the results of the study.

Table 3. 5.: Educational Background Statistics

Education Background	Frequency	Percent (%)
Bachelor	152	87,9
Master's Degree	20	11,6
Doctorate	1	,6

According to this data, it is seen that the majority of the respondents have a bachelor's degree. Although the rate of those with a master's degree is lower, it is still noteworthy. The proportion of those with a doctorate degree is quite small.

Table 3. 6.: Institution Type Statistics

	Frequency	Percent (%)
State/Public	125	72,3
Private	48	27,7

According to these data, it is seen that the majority of the teachers participating in the study work in state/public institutions. The proportion of teachers working in private institutions is lower, but still significant.

3.3 Instruments

For the data collection, two questionnaires were administered: Dweck's Mindset Instrument (Dweck, 2000) and the EFL Teachers Strategies, Opinions, and Preferences Regarding Corrective Feedback Questionnaire (Kartchava, 2018), adapted by Hashemi (2022). A total of 171 EFL teachers participated in the study by responding to these questionnaires. Additionally, a demographic questionnaire was employed to collect personal information. This demographic questionnaire contained six items that inquired about gender, age, educational background, years of teaching experience, institution type, and the levels taught.

3.3.1. Dweck 's mindset instrument (DMI)

To acquire the necessary data to address the identified study issues, two distinct data collection tools were used: the Dweck Mindset Instrument and a questionnaire on EFL teachers' mindsets, strategies, opinions, and preferences regarding corrective feedback in speaking. The first section of the questionnaire includes two sub-parts: (1) questions about participants' backgrounds, and (2) the Dweck Mindset Instrument. The first section consists of nine questions aimed at gathering information about participants' backgrounds. The Dweck Mindset Instrument, included in the second section of the online survey, is widely used and derived from the Implicit Theories of Intelligence Scale presented by Dweck (2000). The instrument contains sixteen items that explore individuals' basic assumptions and perceptions regarding abilities and intelligence. Participants respond to each statement on a six-point Likert-type scale (6 = "Strongly Agree," 5 = "Agree," 4 = "Mostly Agree," 3 = "Mostly Disagree," 2 = "Disagree," 1 = "Strongly Disagree"). The items measuring a fixed

mindset are 1, 2, 4, 6, 9, 10, 12, and 14, while those measuring a growth mindset are 3, 5, 7, 8, 11, 13, 15, and 16. Dweck, Chiu, and Hong (1995) found that the scale is robust for measuring mindset ($\alpha = .82$ to $.97$), and its test-retest reliability is also strong ($\alpha = .80$ to $.82$). Ergen (2019) reported Cronbach's alpha of $.91$ for the overall study. In Ergen's study, Cronbach's alpha for the Dweck Mindset Instrument (DMI) was $.715$, and for the Corrective Feedback in Speaking Questionnaire (CFIS), it was $.938$. Similarly, the alpha value in the current study was found to be 0.713 . In the previous research, the alpha value was found to be 0.839 . In summary, both instruments are valid and reliable measures of the study variables.

3.3.2. EFL teachers' opinions, strategies, and timing preferences of CF Instrument

The scale was designed by Kartchava (2018). However, in this research, an adapted version by Hashemi (2022) of the EFL teachers' opinions, strategies, and timing preferences for corrective feedback in the speaking preferences questionnaire will be applied. The first part of the scale consists of nine questions that relate to educators' opinions regarding corrective feedback (CF). These questions address topics such as the significance of feedback, learner anxiety and motivation, disruption of communication flow, and the timing and volume of input. They were based on theoretical and empirical findings in literature. On a scale of one to five, where 1 denotes strong disagreement and 5 indicates strong agreement, participants state how strongly they agreed or disagreed with each statement. The second part of the scale includes six questions addressing the corrective feedback mechanisms proposed by Lyster and Ranta (1997), including Recast, Explicit Correction, Clarification Request, Elicitation, Repetition, and Meta-Linguistic Comments. Participants used a scale of one to six to indicate how often they preferred certain tactics, with 1 representing "never" and 6 representing "often." The final section contains one question asking participants whether they preferred immediate or delayed CF. The purpose of the questions posed to participants regarding oral corrective feedback (OCF) was to ascertain what teachers thought about providing feedback during oral activities. In the previous research, the alpha value was found to be 0.784 . Alpha value of the scale was applied in the current the study is 0.682 .

3.4. Research Design

The study employs a quantitative research design, which includes two questionnaires administered through a single online survey. Bryman (2016) defines quantitative research as "a research strategy that emphasizes quantification in the collection and analysis of data." Creswell (2014) states that this research method tests objective ideas by examining the

relationships between variables. In this study, an online survey was used to collect numerical data from a large population. This method allows researchers to compile consistent data that can be statistically analyzed to identify trends, correlations, and patterns that are generalizable to a broader population. Additionally, it enables researchers to gather data from a large sample within a relatively short time frame (Creswell & Creswell, 2017). The survey consists of structured questions with closed-ended formats, including multiple-choice and Likert scale items. This design promotes objectivity and minimizes interviewer bias by ensuring uniform data collection across all participants (Bryman, 2012). Inferential statistics depend on the representativeness of the data, which is positively correlated with sample size. Since quantitative research is grounded in numerical data, it is easier to quantify variables. This data can then be utilized for inferential statistics, such as regression analysis, or for descriptive statistics, such as calculating means and frequencies (Fowler, 2014).

3.5. Research Context

The study involved English as a Foreign Language (EFL) teachers from private and state primary schools, secondary schools, and high schools in Eryaman, Ankara, Türkiye, during the 2023–2024 academic year. Data was collected using an online Google Form, and the link to the form was distributed to teachers via WhatsApp and email. The first pilot study, which aimed to assess the feasibility, validity, and usefulness of the questionnaires, included participation from ten EFL teachers across various educational levels. Each teacher was expected to spend approximately 10 minutes completing the two separate questionnaires. After filling out the questionnaires, participants were asked for their feedback to identify any unclear or problematic areas. They also explained their strategies, opinions, and preferences concerning corrective feedback in speaking. Additionally, they provided information about their mindset types and the reasoning behind their answers to the questionnaire items. The average duration of the interviews was 35 minutes. The study employed a purposive sampling method to select English as a Foreign Language (EFL) teachers. Participants were chosen based on specific criteria relevant to the study's objectives, such as teaching experience, educational level, and familiarity with corrective feedback strategies in speaking. Data was collected using an online Google Form distributed via WhatsApp and email. This purposive selection allowed for a targeted approach in gathering detailed insights from participants with relevant experience and knowledge, ensuring that the findings would be both meaningful and representative of the diverse teaching contexts in the area.

3.6. Procedure

The researcher aimed to demonstrate the relationship between English as a Foreign Language (EFL) teachers' mindsets and their strategies, opinions, and preferences regarding corrective feedback in speaking. The study utilized a mixed-methods approach, employing two separate questionnaires within a single online survey conducted in the Eryaman district. Before the data collection process, permission was obtained from the Ministry of National Education, and informed consent was secured from all participants involved in the survey.

3.7 Data Analysis Procedure

The analyses were conducted using the SPSS 22 software package. Descriptive data were presented as counts (n) and percentages (%) for categorical variables, and as means \pm standard deviations for continuous variables. Categorical variables were compared between groups using Pearson's chi-square analysis. The normality of continuous variables was assessed using the Kolmogorov-Smirnov test. A Student's t-test was employed to compare paired groups, while one-way ANOVA was used to compare more than two variables that met normal distribution criteria. The Pearson correlation test was utilized to explore relationships between continuous variables, and linear regression analysis was applied to evaluate the predictive power of the dependent variable. A statistical significance level of $p < 0.05$ was adopted. Notably, the growth mindset elements score for employees in state institutions was significantly higher than that for employees in private institutions ($p = 0.009$).

CHAPTER 4

FINDINGS AND DISCUSSIONS

4.1 Findings

4.1.1 Findings related to demographic variables

The findings of the study are presented with tables which show the results of OCF and mindset questionnaire with demographic questionnaire. The detailed discussions of the results are presented as a separate title.

Table 4.1.: Comparison of Dweck Scale Subscale and Total Scores According to Sociodemographic Characteristics

		Fixed mindset items		Growth mindset elements		Dweck	
		Ort± SS	P	Ort± SS	P	Ort ±SS	P
How old are you?	21-26 age	3,5±, 8		2,9±, 7		3,2 ±,3	
	27-32 age	3,6±1 ,0		2,7±, 9		3,1 ±,6	
	33-37 age	3,7±1 ,0	0, 44	2,8± 1,1	0,3 38*	3,3 ±,5	0, 17
	38-45 age	3,8±, 8	1*	2,6±, 8		3,2 ±,4	8*
	45-55 age	3,3±1 ,0		2,5±, 8		2,9 ±,7	
	56 and above	3,6±, 9		2,8±, 3		3,2 ±,5	
What is your gender?	Female	3,7±, 9	0, 24	2,7±, 8	0,9 76*	3,2 ±,5	0, 25
	Male	3,5±1 ,0	9**	2,7±, 9	* *	3,1 ±,5	9**

How long have you been teaching?	Less than 1 year	3,4±,8		3,0±,7		3,2±,3	
	1-3 years	3,6±,8		2,8±,6		3,2±,4	
	4-6 years	3,9±,8	0,696*	2,8±,1,2	0,364*	3,4±,3	0,692*
	7-9 years	3,6±1,1		2,6±,1,0		3,1±,8	
	More than 10 years	3,7±,9		2,6±,8		3,1±,5	
Which level do you teach?	Primary school (1-4th grades)	3,4±,8		2,7±,7		3,1±,4	
	Secondary school (5-8th grades)	3,7±,9	0,166*	2,7±,8	0,925*	3,2±,5	0,137*
	High school (9-12th grades)	3,5±1,0		2,7±,9		3,1±,5	
What is your highest level of education completed?	Bachelor	3,6±,9		2,8±,8		3,2±,5	
	Master's Degree	3,7±,8	0,709*	2,5±,9	0,310*	3,1±,4	0,475*
	Doctorate	3,0±-		2,5±-		2,8±-	
What is the type of institution you work?	State/Public	3,6±,9	0,29	2,8±,8	0,009*	3,2±,5	0,22
	Private	3,7±,9	2**	2,5±,8	*	3,1±,5	4**

*t test, **OneWay ANOVA analysis was applied.

This study examines the averages and differences in teachers' fixed and growth mindsets across various demographic factors. When variables such as age, gender, teaching experience, teaching level, and educational background are analyzed, fixed mindset averages generally show similarities, and no significant differences are observed. For instance, the age group with the highest fixed mindset average is between 38-45 years, while the same group exhibits the lowest average in growth mindset. Similarly, no significant differences are found between

genders in terms of both fixed and growth mindsets. However, the type of institution has shown a significant difference. Teachers working in the private sector have significantly lower growth mindset averages compared to those working in public institutions. Regarding education level, teaching experience, and teaching level, no significant differences are observed in either fixed or growth mindsets. These findings suggest that teachers' mindsets are generally not influenced by demographic factors, although the type of institution they work for may have an impact.

Table 4. 2: Comparison of EFL Scale Subscale Scores according to Sociodemographic Characteristics

* *t test*, ***OneWay ANOVA analysis was applied*.

		First Part		Second Part		
		Ort±SS	p	Ort±SS	p	
How old are you?	21-26 age	3,0±,4		3,6±, 8		
	27-32 age	3,0±,4		3,5± 1,1		
	33-37 age	3,0±,4	0,85 3*	3,6± 1,0	0,818 *	
	38-45 age	3,0±,3		3,5±, 8		
		45-55 age	3,1±,5		3,3± 1,2	
		56 and above	3,0±,3		3,6±, 9	
What is your gender?	Female	3,0±,4	0,93 8**	3,6±, 9	0,120 **	
	Male	3,0±,4		3,3± 1,0		
How long have you been teaching?	Less than 1 year	2,9±,4	0,58 8*	3,5±, 7	0,232 *	
	1-3 years	3,0±,4		3,8± 1,0		

	4-6 years	2,9±,4		4,0± 1,2	
	7-9 years	3,1±,4		3,7± 1,2	
	More than 10 years	3,0±,4		3,4±, 9	
	Primary school (1-4th grades)	2,9±,4		3,7± 1,0	
Which level do you teach?	Secondary school (5-8th grades)	3,1±,4	0,24 8*	3,5±, 9	0,709 *
	High school (9-12th grades)	3,0±,4		3,4± 1,0	
	Bachelor	3,0±,4		3,5±, 9	
What is your highest level of education completed?	Master's Degree	2,9±,3	0,15 1*	3,4± 1,1	0,185 *
	Doctorate	2,3±-		4,5± -	
What is the type of institution you work?	State/Public	3,0±,4	0,94 9**	3,5±, 9	0,483 **
	Private	3,0±,4		3,6± 1,1	

According to the findings, there is a significant negative correlation between the fixed mindset item scores and the growth mindset item scores in the first section. Additionally, there is a significant positive correlation between the fixed mindset item scores and the Dweck total score. Furthermore, there is a significant positive correlation between the growth mindset item scores and the Dweck total score. Conversely, there is a negative correlation between the Dweck score and the first section, along with a positive correlation between the first section and the second section.

4.1.2 Findings related to mindset

Table 4. 3.:Correlation of scale scores

			Fixed mindset items	Growth mindset elements	Dweck	First part
Growth elements	mindset	r	-,395			
		p	,000			
Dweck		r	,618	,478		
		p	,000	,000		
First part		r	-,181	-,092	-,252	
		p	,017	,228	,001	
Second part		r	,070	-,123	-,038	,195
		p	,360	,107	,617	,010

According to the multiple linear regression analysis, fixed mindset items ($\beta = -0.080$, $p = 0.017$), Dweck total score ($\beta = -0.232$, $p < 0.001$), and the second part of the EFL scale ($\beta = 0.080$, $p = 0.01$) predicted the first part score of the EFL scale. Additionally, only the first part of the EFL scale ($\beta = 0.489$, $p = 0.01$) predicted the second part score (see Table 4).

Table 4. 4.:Linear regression analysis to determine the predictors of the first and second part

	β	SE	Standart β	t	p
First part ($R^2=0,101$; $F=6,322$; $p<0,001$)					
Fixed mindset items	-,080	,033	-,181	-2,407	0,017
Growth mindset items	,031	,041	,063	,751	0,454
Dweck	-,232	,070	-,275	-3,306	0,001
Second part	,080	,030	,192	2,615	0,010
Second part ($R^2=0,054$; $F=3,214$; $p=0,024$)					
Fixed mindset items	,083	,089	,078	,924	0,357
Growth mindset items	-,088	,099	-,074	-,892	0,374
Dweck	-,078	,156	-,038	-,502	0,617
First part	,489	,187	,202	2,615	0,010

4.2. Demographic characteristics

4.2.1. Age

Table 4. 5.:Age distribution

Age	Frequency	Percent (%)
21-26 age	53	30,6
27-32 age	21	12,1
33-37 age	22	12,7
38-45 age	45	26,0
45-55 age	24	13,9
56 and above	8	4,6

When the age information obtained in our survey is analyzed, respondents between the ages of 21-26 constitute the highest proportion, representing approximately one third of the respondents with 30.6 percent. Respondents between the ages of 38-45 are the second largest group, representing approximately one quarter of the respondents with a rate of 26.0 %.

The other age groups (27-32, 33-37, 45-55, 56 and above) are represented by smaller percentages, generally between 10 % and 15 %.

4.2.2. Gender

Table 4. 6.:Gender distribution

	Frequency	Percent (%)
Female	133	76,9
Male	40	23,1

Table 4. 7.:How long have you been teaching

	Frequency	Percent (%)
Less than 1 year	24	13,9
1-3 years	34	19,7
4-6 years	8	4,6
7-9 years	15	8,7
More than 10 years	92	53,2

According to these data, it is seen that the majority of the teachers participating in the study have been teaching for more than 10 years.

Table 4. 8.:Which level do you teach

	Frequency	Percent (%)
Primary school (1-4th grades)	47	27,2
Secondary school (5-8th grades)	86	49,7
High school (9-12th grades)	40	23,1

The answers of the participants to the question "At which level do you teach?" are shown in Graph 4. It is seen that the majority of the teachers participating in the study teach at the secondary school level. However, there are also teachers represented at primary and high school levels.

Table 4. 9.:What is your highest level of education completed

	Frequency	Percent (%)
Bachelor	152	87,9
Master's Degree	20	11,6
Doctorate	1	,6

According to this data, it is seen that the majority of the respondents have a bachelor's degree. Although the rate of those with a master's degree is lower, it is still noteworthy. The proportion of those with a doctorate degree is quite small.

Tablo 4. 10.:What is the type of institution you work

	Frequency	Percent (%)
State/Public	125	72,3
Private	48	27,7

According to these data, it is seen that the majority of the teachers participating in the study work in state/public institutions. The proportion of teachers working in private institutions is lower, but still significant.

4.2.3 Findings related to corrective feedback

Table 4. 11.:Giving corrective feedback in speaking is very important

	Frequency	Percent (%)
Strongly disagree	3	1,7
Disagree	21	12,1
Neutral	28	16,2
Agree	52	30,1
Strongly agree	69	39,9

When Table 20 is analyzed, it is seen that the majority of the participants (more than 70% in total) think that corrective feedback is important in speaking. The sum of the answers given to the "strongly agree" and "agree" options is higher than the other options. This shows that

teachers generally care about and value corrective feedback in speaking. On the other hand, it is also seen that some participants remained neutral or did not care about corrective feedback.

Table 4. 12.:Teacher correction has negative impact on learners 'motivation in speaking

	Frequency	Percent (%)
Strongly disagree	19	11,0
Disagree	47	27,2
Neutral	52	30,1
Agree	39	22,5
Strongly agree	16	9,2

The responses of the participants to the question "Teacher corrective feedback has a negative effect on students' speaking motivation" are given in detail in Table 21. According to these data, a significant portion of the teachers participating in the study (38.2%) think that teacher corrective feedback does not negatively affect students' speaking motivation. However, approximately 31.7% thought that teacher corrective feedback had a negative effect on motivation. Teachers' different opinions on this issue indicate that the impact of corrective feedback on student motivation requires further research and attention.

Table 4. 13.:Teacher correction has negative impact on learners' motivation in speaking

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
How old are you?	21-26 age	4	20	15	10	4	53
	27-32 age	3	4	7	5	2	21
	33-37 age	8	5	4	5	0	22
	38-45 age	3	12	18	10	2	45
	45-55 age	1	4	8	6	5	24
	56 and above	0	2	0	3	3	8
Total		19	47	52	39	16	173
X ² = 40,216		df= 20		p= ,005		p<0,05	

In general, respondents seem to have a neutral view on this issue. However, there are significant differences between age groups. For example, respondents in the 21-26 age group are more likely to agree that corrections negatively affect their motivation (14%). On the other hand, respondents in the 38-45 age group have a more balanced view, agreeing equally with both positive and negative aspects. According to the significance test results (X²= 40,216, df= 20, p= ,005), the differences between the age groups on this issue are statistically significant (p<0,05).

Table 4. 14.:Learners can improve their speaking by simply being exposed to a L2/FL and they do not need any feedback

	Frequency	Percent (%)
Strongly disagree	45	26,0
Disagree	49	28,3
Neutral	41	23,7
Agree	27	15,6
Strongly agree	11	6,4

The responses of the participants to the question "Students can improve their speaking skills only through contact with a second language/foreign language and do not need feedback." are given in Table 23. According to these data, the majority of the teachers (54.3%) disagreed that students can improve their speaking skills only through contact with a second or foreign language and do not need feedback. However, a small number, 22% agreed with this view. These results show that teachers generally emphasize the importance of corrective feedback and the necessity of receiving feedback to improve students' language skills.

Table 4. 15.: Giving corrective feedback is waste of time in speaking

	Frequency	Percent (%)
Strongly disagree	87	50,3
Disagree	52	30,1
Neutral	16	9,2
Agree	12	6,9
Strongly agree	6	3,5

The responses of the participants to the question "Giving corrective feedback in speaking is a waste of time." are given in Table 24. According to these data, the majority (80.4%) of the teachers who participated in the research do not think that corrective feedback is a waste of time in speaking practice. However, some participants (9,2%) disagreed or were undecided.

Table 4. 16.: Teachers should correct ALL errors that learners make in class, so that they learn to speak accurately

	Frequency	Percent (%)
Strongly disagree	81	46,8
Disagree	40	23,1
Neutral	29	16,8
Agree	14	8,1
Strongly agree	9	5,2

This data provides an insight into English teachers' preferences for oral corrective feedback. When the distribution of responses to the statement "Teachers should correct all the mistakes students make in class so that they learn to speak correctly." is analyzed: The sum of "Strongly Disagree" and "Disagree" responses shows that the majority of respondents disagree with this statement. With a total of 69.9%, the majority of teachers disagree with this statement. Neutral answers represent a minority of respondents who do not express a distinct opinion or a clear preference. "Agree" and "Strongly Agree" responses totaled 13.3% which shows that a small proportion of respondents still believe that all language learners' mistakes should be corrected.

Table 4. 17.:Teachers should correct ALL errors that learners make in class, so that they learn to speak accurately

		strongly disagree	disagree	neutral	agree	strongly agree	total
Which level do you teach?	Primary school (1-4th grades)	17	11	13	2	4	47
	Secondary school (5-8th grades)	42	25	10	6	3	86
	High school (9-12th grades)	22	4	6	6	2	40
Total		81	40	29	14	9	173

$X^2= 15,661$

df= 8

p= ,048

p<0,05

In general, the majority of teachers do not adopt a rigid approach to correcting student errors, although there are marked differences between different teaching levels in this regard. For example, the majority of primary school teachers (57%) downplay the importance of correcting student errors. On the other hand, middle school teachers (9%) adopt a stricter approach, supporting the correction of all student errors. The views of high school teachers are more evenly distributed than the other two groups. According to the significance test results ($X^2= 15,661$, df= 8, p= ,048), the differences between the levels of education are statistically significant (p<0,05). This suggests that the level of education may affect teachers' views on correcting student errors.

Table 4. 18.:Teachers should systematically correct PERSISTENT errors in their learners ' speaking.

	Frequency	Percent (%)
Strongly disagree	5	2,9
Disagree	22	12,7
Neutral	27	15,6
Agree	65	37,6
Strongly agree	54	31,2

Based on these data, the analysis of the responses to the statement "Teachers should systematically correct continuous errors in students' speech" is as follows:

The sum of the "Strongly Disagree" and "Disagree" responses shows that a small proportion of respondents, 15.6%, disagree with this statement. These people do not believe that teachers should correct the mistakes that students constantly make.

"Agree" and "Strongly Agree" responses totaled 68.8%. This shows that the vast majority of respondents believe that teachers should correct the mistakes that students constantly make in their speech.

Table 4. 19.:Teachers should systematically correct PERSISTENT errors in their learners ' speaking.

		strongly disagree	disagree	neutral	agree	strongly agree	Total
What is your highest level of education completed?	Bachelor	3	17	25	60	47	152
	Master's Degree	1	5	2	5	7	20
	Doctorate	1	0	0	0	0	1
Total		5	22	27	65	54	173

$X^2= 38,559$

df= 8

p= ,000

p<0,05

In general, participants strongly agreed on the need to systematically correct persistent errors in students' speaking skills. The majority of teachers (82%) responded either "agree" or "strongly agree". This shows that teachers emphasize the importance of correcting such errors.

According to the significance test results ($X^2= 38,559$, $df= 8$, $p= ,000$), the differences between teachers with different educational levels are statistically significant ($p<0,05$).

Table 4. 20.:Having the teacher provide the correct form without signaling the presence of an error keeps the learners 'anxiety level low.

	Frequency	Percent (%)
Strongly disagree	7	4,0
Disagree	17	9,8
Neutral	39	22,5
Agree	56	32,4
Strongly agree	54	31,2

When the responses to the statement "The teacher providing the correct form without indicating the presence of an error keeps the anxiety level of the students low." are analyzed;

The sum of "Strongly Disagree" and "Disagree" responses, with a rate of 13.8%, shows that a small portion of the participants disagree with this statement. These people may think that providing the correct form without the teacher indicating the presence of errors will not keep the anxiety level of the students low.

"Agree" and "Strongly Agree" responses totaled 63.6%. This indicates that the majority of the participants believe that providing the correct form without the teacher indicating the presence of errors will keep students' anxiety levels low.

Table 4. 21.: If NOT corrected, L2/FL learners 'motivation to continue speaking in English will decrease.

	Frequency	Percent (%)
Strongly disagree	29	16,8
Disagree	51	29,5
Neutral	45	26,0
Agree	31	17,9
Strongly agree	17	9,8

The analysis of the responses to the statement "If not corrected, second language/foreign language learners' motivation to speak English will decrease." is as follows:

The sum of "Strongly Disagree" and "Disagree" responses shows that the majority of the respondents, 46.3%, disagree with this statement. They might think that if language learners are not corrected, their motivation to continue speaking English will not decrease.

"Agree" and "Strongly Agree" responses totaled 27.7%. This suggests that a small proportion of respondents believe that if language learners are not corrected, their motivation to continue speaking English will decrease.

Table 4. 22.: Error correction during communicative activities is disruptive to the flow of learners' speech

	Frequency	Percent (%)
Strongly disagree	6	3,5
Disagree	26	15,0
Neutral	33	19,1
Agree	71	41,0
Strongly agree	37	21,4

Analysis of the responses to the statement "Error corrections during communicative activities disrupt students' speech flow." can be expressed as follows:

The sum of the "Strongly Disagree" and "Disagree" answers, with a rate of 18.5%, shows that a small proportion of the participants disagree with this statement. These people believe that error corrections during communicative activities do not disrupt students' speech flow.

"Agree" and "Strongly Agree" responses totaled 62.4%. This indicates that the majority of respondents believe that error corrections during communicative activities disrupt students' speech flow.

Table 4. 23.:Error correction during communicative activities is disruptive to the flow of learners 'speech

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
What is your highest level of education completed?	Bachelor	5	24	27	65	31	152
	Master's Degree	0	2	6	6	6	20
	Doctorate	1	0	0	0	0	1
Total		6	26	33	71	37	173
X ² = 31,792		df= 8		p= ,000		p<0,05	

In general, participants disagree that correcting errors during communication activities may distort the student's speech flow. However, there are significant differences between teachers with different levels of education. For example, among participants with a bachelor's degree, the percentage of respondents who responded in the form of "I agree" or "I absolutely agree" (55,49%) was higher than in other groups.

According to the significance test results (X²=31,792, df=8, p=,000), the differences between teachers with different educational levels appear to be statistically significant (p<0,05).

Table 4. 24.:How often do you use RECAST strategy? (repeat the error back to the learner in a corrected form)

	Frequency	Percent (%)
Never	6	3,5
Rarely	16	9,2
Sometimes	30	17,3
Often	43	24,9
Usually	45	26,0
Always	33	19,1

Frequency data on how often the "strategy of RECAST to the student" is used is shown in Table 33. The sum of the "never" and "rarely" replies, at a rate of 12.7%, indicates that a small proportion of respondents rarely or never use this strategy.

The sum of "sometimes", "often", "usually" and "always" answers is 87.3%. This suggests that the vast majority of participants preferred to use this strategy regularly at different levels.

Table 4. 25.:How often do you use RECAST strategy? (repeat the error back to the learner in a corrected form)

		Never	Rarely	Someti mes	Often	Usually	Always	Total
What is the type of institution you work?	State /Publ ic	3	12	27	31	34	18	125
	Priva te	3	4	3	12	11	15	48
Total		6	16	30	43	45	33	173
X ² = 11,662		df= 5		p= ,040		p<0,05		

In general, participants indicated that they used this strategy "often" or "mostly". However, there are significant differences between teachers working in different institutions. Teachers working in government or public institutions say they use the recast strategy more often than those working in private institutions.

According to the significance test results (X²=11,662, df=5, p=0,040), the differences between teachers working in different institutions appear to be statistically significant (p<0,05).

Table 4. 26.:How often do you use the EXPLICIT CORRECTION strategy? (Clearly indicating that the student 's utterance was incorrect)

	Frequency	Percent (%)
Never	37	21,4
Rarely	56	32,4
Sometimes	37	21,4
Often	14	8,1
Usually	21	12,1
Always	8	4,6

"How often do you use a correction strategy that clearly indicates that what the student says is wrong? If we comment on the data on the statement, the sum of the "never" and "Rarely" replies, at a rate of 53.8%, indicates that the majority of respondents rarely or at all use this strategy.

The "sometimes" answer has a rate of 21.4%. This shows that a significant proportion of participants use this strategy from time to time.

"Often, the sum of "usually" and "always" answers is 24.8%. This shows that a small proportion of participants use this strategy regularly.

Table 4. 27.:How often do you use the EXPLICIT CORRECTION strategy? (Clearly indicating that the student's utterance was incorrect)

		Never	Rarely	Some times	Often	Usually	Always	Total
Which level do you teach?	Primary school (1-4th grades)	5	13	9	8	8	4	47
	Secondary school (5-8th grades)	23	29	21	5	5	3	86
	High school (9-12th grades)	9	14	7	1	8	1	40
Total		37	56	37	14	21	8	173

$X^2= 19,621$

df= 10

p= ,033

p<0,05

In general, participants indicated that they used the open correction strategy "rarely" or "sometimes". However, there are significant differences between educational levels. High school teachers tend to use the open correction strategy more often than the other two groups. Primary school and high school teachers have more balanced use rates.

According to the significance test results ($\chi^2=19,621$, $df=10$, $p=0,033$), the differences between educational levels appear to be statistically significant ($p<0,05$). This shows that the level of education has an impact on the frequency of teachers using the open correction strategy.

Table 4. 28.: How often do you use the CLARIFICATION REQUEST strategy? (asking for clarifying the meaning)

	Frequency	Percent (%)
Never	32	18,5
Rarely	27	15,6
Sometimes	33	19,1
Often	34	19,7
Usually	28	16,2
Always	19	11,0

"How often do you use the questioning strategy to explain meaning? When the answers to the statement were examined, the following results were obtained: The sum of "never" and "Rarely" answers, at a rate of 34.1%, showed that more than one-third of respondents rarely or at all used this strategy.

The sum of "sometimes", "often" and "generally" answers has a ratio of 55%. This suggests that the majority of participants use this strategy occasionally, frequently, or generally.

The answer "always" has a rate of 11%. This shows that a small percentage of participants are always using this strategy.

Table 4. 29.:How often do you use the CLARIFICATION REQUEST strategy? (asking for clarifying the meaning)

		Never	Rarely	Someti mes	Often	Usually ,	Always	Total
How long have you been teaching?	Less than 1 year	2	7	6	7	1	1	24
	1-3 years	9	5	3	9	3	5	34
	4-6 years	0	2	1	2	1	2	8
	7-9 years	4	0	0	4	4	3	15
	More than 10 years	17	13	23	12	19	8	92
Total	32	27	33	34	28	19	173	
X ² = 31,718		df= 20		p= ,046		p<0,05		

In general, participants indicated that they used this strategy "mostly" or "often". However, there are differences between the teaching experience groups. For example, participants with more than 10 years of experience use this strategy more often, while teachers with less experience (1-3 years or less) use it less often.

According to the significance test results (X²=31,718, df=20, p=0,046), the differences between teacher experience groups appear to be statistically significant (p<0,05). This suggests that the teacher's experience can have an impact on the frequency of use of the desire to explain the meaning of the strategy.

Table 4. 30.:How often do you use ELICITATION strategy?

	Frequency	Percent (%)
Never	5	2,9
Rarely	10	5,8
Sometimes	39	22,5
Often	38	22,0
Usually	47	27,2
Always	34	19,7

Does the teacher get the correct form directly from the student by pausing to allow the student to complete the teacher's expression with a rising tone to reveal the correct shape? How often do you use it? The analysis of the answers given to the statement is as follows: The sum of "never" and "Rarely" answers, at a rate of 8.7%, shows that a small proportion of respondents rarely or at all use this strategy.

"Sometimes, the sum of "often" and "generally" answers is 71.7%. This suggests that the majority of participants use this strategy occasionally, frequently, or generally.

The "always" answer has a rate of 19.7%. This shows that a small percentage of participants are always using this strategy.

Table 4. 31.: How often do you use ELICITATION strategy? (The teacher directly elicits the correct form from the student by pausing to allow the student to complete the teacher's utterance with a rising intonation)

		Never	Rarely	Someti mes	Often	Usually	Always	Total
How old are you?	21-26 age	1	6	6	13	17	10	53
	27-32 age	1	0	6	2	6	6	21
	33-37 age	1	0	5	10	4	2	22
	38-45 age	0	2	8	9	16	10	45
	45-55 age	2	2	11	1	3	5	24
	56 and above	0	0	3	3	1	1	8
Total		5	10	39	38	47	34	173
X ² = 40,048		df= 25		p= ,029		p<0,05		

In general, participants indicated that they used this strategy "usually" or "mostly". However, differences between age groups are observed. For example, participants aged 45-55 said they used the strategy "rarely", while those aged 38-45 said that they used it "usually" or "mostly". According to the significance test results (X²=40,048, df=25, p=0,029), the differences between age groups appear to be statistically significant (p<0,05). This suggests that age can have a significant impact on use frequency. On the other hand, according to other data (the perceived effect of teacher corrections on student motivation), there is a statistically significant difference between age groups. However, these differences may not be in the same direction as the impact of the elicitation strategy on usage frequency.

Table 4. 32.:How often do you use repetition strategy?

	Frequency	Percent (%)
Never	24	13,9
Rarely	23	13,3
Sometimes	35	20,2
Often	32	18,5
Usually	40	23,1
Always	19	11,0

"How often do you use the REPETITION strategy? The analysis of the answers to the question (Does the teacher repeat the student's mistake and adjust the emphasis?) is as follows: The sum of "never" and "Rarely " answers, at a rate of 27.2%, shows that about a quarter of participants rarely or at all use this strategy.

The sum of "sometimes", "often" and "generally" answers is 61.8%. This suggests that the majority of participants use this strategy occasionally, frequently, or generally.

The answer "always" has a rate of 11%. This shows that a small percentage of participants are always using this strategy.

Table 4. 33.:How often do you use REPETITION strategy? (The teacher repeats the student's error and adjusts intonation to draw student's attention to it.)

		Never	Rarely	Someti mes	Often	Usually	Always	Total
How long have you been teaching?	Less than 1 year	4	2	6	6	4	2	24
	1-3 years	5	5	8	4	6	6	34
	4-6 years	0	2	2	0	0	4	8
	7-9 years	2	2	0	6	3	2	15
	More than 10 years	13	12	19	16	27	5	92
Total	24	23	35	32	40	19	173	
		X ² = 32,451		df= 20	p= ,039		p<0,05	

In general, participants indicated that they used the repetition strategy "often" or "mostly". However, there are differences between the teaching experience groups. For example, participants with more than 10 years of experience use this strategy more often, while teachers with less experience (1-3 years or less) use it less often.

According to the significance test results (X²=32,451, df=20, p=0,039), the differences between the teacher experience groups appear to be statistically significant (p<0,05). This suggests that the repetition strategy of the teacher's experience may have an impact on the usage frequency.

Table 4. 34.:How often do you use META-LINGUISTIC COMMENTS strategy?

	Frequency	Percent (%)
Never	26	15,0
Rarely	36	20,8
Sometimes	39	22,5
Often	40	23,1
Usually	18	10,4
Always	14	8,1

"How often do you use the meta-lingual commentary strategy? The analysis of the answers given to the expression (this includes comments, information or questions about how the student's expression is well constructed but does not clearly provide the correct form)" is as follows: The sum of "never" and "rarely " answers, at a rate of 35.8%, shows that approximately a quarter of respondents rarely or at all use this strategy.

"Sometimes, the sum of "often" and "generally" answers has a ratio of 55"9. This suggests that the majority of participants use this strategy occasionally, frequently, or generally.

The "always" answer has a rate of 8.1%. This shows that a small percentage of participants are always using this strategy.

Table 4. 35.:Which corrective feedback type do you prefer to use for learner errors in speaking?

	Frequency	Percent (%)
Immediate	28	16,2
Delayed	54	31,2
Both	88	50,9
I never give feedback in speaking	3	1,7

"What type of corrective feedback do you prefer for student errors during speech? The analysis of the answers to the statement is as follows: the number of people who preferred the "instantaneous" type of feedback was 28, which is 16.2% of the total.

The "delayed" type of feedback was preferred by 54 respondents, which represents 31.2 per cent of the total.

The number of people who opted for the each option was 88, which is 50.9% of the total.

The number of people who opted for the "do not give feedback in the conversation" option was 3, which is 1.7 per cent of the total.

4.2.4. Findings related to mindset preference

Table 4. 36.:You have a certain amount of intelligence, and you cannot really do much to change it.

	Frequency	Percent (%)
Strongly agree	5	2,9
Agree	19	11,0
Mostly agree	37	21,4
Mostly disagree	37	21,4
Disagree	52	30,1
Strongly disagree	23	13,3

"You have a certain level of intelligence, and you can't change that much," the level of participation and participation varies. The highest level of participation is in the "Disagree" category, which means that the majority of participants do not agree with this statement. This indicates that the majority of people believe that the intelligence level is not constant and that it can be altered.

On the other hand, the categories "Strongly Agree" and "Agree" have a total rate of 13.9%, meaning that only a small fraction of respondents strongly or generally agree with this statement. This suggests that a group of people in the minority believe that their intelligence level is irreversible.

Table 4. 37.:Your intelligence is something about you that you cannot change very much.

	Frequency	Percent (%)
Strongly agree	3	1,7
Agree	17	9,8
Mostly agree	31	17,9
Mostly disagree	35	20,2
Disagree	61	35,3
Strongly disagree	26	15,0

According to the data, "Your intelligence is something you can't change much about yourself. When the levels of participation and non-participation in the statement were examined, it appears that the majority of participants did not agree with the statement.

The highest percentage is in the "Disagree" category with 35.3%, meaning that the majority of respondents disagree with this statement. This suggests that the majority of participants believed that the intelligence level could be altered.

On the other hand, the categories "Strongly Disagree" and "Mostly Disagreed" have a total rate of 35.2%, meaning that approximately one-third of respondents disagree strongly or generally. This suggests that a significant proportion of participants have a belief that the intelligence level can be altered.

Table 4. 38.:No matter who you are, you can significantly change your intelligence level.

	Frequency	Percent (%)
Strongly agree	30	17,3
Agree	60	34,7
Mostly agree	48	27,7
Mostly disagree	17	9,8
Disagree	13	7,5
Strongly disagree	5	2,9

"No matter who you are, you can significantly change your level of intelligence."The level of participation in the statement is quite high. The categories "Strongly Agree" and "Agree" have a total ratio of 52%, meaning that the vast majority of respondents strongly or generally agree with this statement. This suggests that the majority of participants believed that people could

significantly change their intelligence levels. On the other hand, the categories "Mostly disagree", "Disagree" and "Strongly disagreed" have a total rate of 20.2%, meaning that a small percentage of respondents do not agree with this statement or strongly reject the idea. However, this group represents a relatively small percentage compared to the overall trend among participants.

Table 4. 39.:. To be honest, you can not really change how intelligent you are.

	Frequency	Percent (%)
Strongly agree	8	4,6
Agree	14	8,1
Mostly agree	35	20,2
Mostly disagree	40	23,1
Disagree	48	27,7
Strongly disagree	28	16,2

"To be honest, you can't really change how smart you are. When you look at the data on the phrase, the reactions of participants to the statement vary.

46% of respondents agreed to the statement ("Strongly Agree" and "Agree" categories). These participants believe that intelligence is immutable.

On the other hand, 67% disagree with the expression ("Mostly disagrees", "Disagree" and "Strongly disagrees" categories). This suggests that the majority of participants believed that the level of intelligence could be altered.

Table 4. 40.: You can always substantially change how intelligent you are.

	Frequency	Percent (%)
Strongly Agree	13	7,5
Agree	54	31,2
Mostly agree	61	35,3
Mostly disagree	20	11,6
Disagree	22	12,7
Strongly disagree	3	1,7

"You can always significantly change how smart you are. According to data from the statement, the reactions of participants to the statement vary.

73.9% of respondents agreed with the statement ("Strongly Agree", "Agree" and "Mostly agree" categories). These participants believe that intelligence can be significantly modified.

On the other hand, a 25.9% share (Mostly disagree, "Disagree" and "Strongly disagreed" categories) stated that they did not agree with the statement. This suggests that a small proportion of participants have doubts about the interchangeability of intelligence or reject the idea.

Table 4. 41.:You can always substantially change how intelligent you are.

		Strongly Agree	Agree	Mostly agree	Mostly disagree	Disagree	Strongly disagree	Total
How long have you been teaching?	Less than 1 year	0	6	11	6	1	0	24
	1-3 years	0	9	14	7	3	1	34
	4-6 years	2	0	1	0	4	1	8
	7-9 years	1	6	5	1	2	0	15
	More than 10 years	10	33	30	6	12	1	92
Total	13	54	61	20	22	3	173	
X ² = 42,003		df= 20		p= ,003		p<0,05		

In general, participants believe they can significantly change their intelligence. However, there are significant differences between the teaching experience groups. For example, participants with more than 10 years of experience tend to believe that they can change their intelligence even further. According to the significance test results (X²=42,003, df=20, p=,003), the differences between the teaching experience groups appear to be statistically significant (p<0,05).

Table 4. 42: You can learn new things, but you cannot really change your basic intelligence.

	Frequency	Percent (%)
Strongly agree	6	3,5
Agree	37	21,4
Mostly agree	31	17,9
Mostly disagree	36	20,8
Disagree	48	27,7
Strongly disagree	15	8,7

"You can learn new things, but you can't really change your basic intelligence. According to data from the statement, the reactions of participants to the statement vary.

43.8% of respondents agreed with the statement ("Strongly Agree", "Agree" and "Mostly agree" categories). These participants believe that the basic intelligence level cannot be changed, but that new things can be learned.

On the other hand, a 57.2% share (Mostly disagree, "Disagree" and "Strongly disagreed" categories) stated that they did not agree with the statement. This suggests that the majority of participants believed that the basic intelligence level could be altered.

Table 4. 43.:No matter how much intelligence you have, you can always change it quite a bit.

	Frequency	Percent (%)
Strongly agree	17	9,8
Agree	70	40,5
Mostly agree	46	26,6
Mostly disagree	16	9,2
Disagree	21	12,1
Strongly disagree	3	1,7

"No matter how intelligent you are, you can change it a lot."When you look at the data on the statement, it is apparent that the majority of participants agree with the statement.

76.9% of respondents agreed with the statement ("Strongly Agree", "Agree" and "Mostly agree" categories). This shows that the vast majority of participants believe that they can change their intelligence levels considerably, no matter how smart they are.

On the other hand, 23.1% of respondents (“Mostly disagree”, “Disagree” and “Strongly disagreed” categories) stated that they did not agree with the statement. However, this group represents a relatively small percentage compared to the overall trend among participants.

Table 4. 44.:No matter how much intelligence you have, you can always change it quite a bit.

		Strongly Agree	Agree	Mostly agree	Mostly disagree	Disagree	Strongly disagree	
How long have you been teaching?	Less than 1 year	1	10	10	2	1	0	24
	1-3 years	0	13	11	6	2	2	34
	4-6 years	1	1	1	1	4	0	8
	7-9 years	2	8	3	1	1	0	15
	More than 10 years	13	38	21	6	13	1	92
Total		17	70	46	16	21	3	173
		X ² = 32,575		df= 20	p= ,038		p<0,05	

In general, participants believe they can significantly change their intelligence. However, there are significant differences between the teaching experience groups. For example, participants with more than 10 years of experience tend to believe that they can change their intelligence even further. According to the significance test results (X²=32,575, df=20, p=0,038), the differences between the teaching experience groups appear to be statistically significant (p<0,05).

Table 4. 45.:You can change even your basic intelligence level considerably

	Frequency	Percent (%)
Strongly agree	19	11,0
Agree	65	37,6
Mostly agree	47	27,2
Mostly disagree	21	12,1
Disagree	19	11,0
Strongly disagree	2	1,2

"You can significantly change even your basic intelligence level."When you look at the data on the statement, it is apparent that the majority of participants agree with the statement. 75.8 per cent of respondents agreed with the statement ("Strongly Agree", "Agree" and "Mostly agree" categories). This shows that a large majority of participants believe that they can significantly change their basic intelligence levels. On the other hand, a 24.2% share ("Mostly disagree", "Disagree" and "Strongly disagreed" categories) stated that they did not agree with the statement. However, this group represents a relatively small percentage compared to the overall trend among participants. The majority of participants believe that they can significantly change their basic intelligence levels.

Table 4. 46.:You have a certain amount of talent, and you cannot really do much to change it

	Frequency	Percent (%)
Strongly agree	6	3,5
Agree	22	12,7
Mostly agree	17	9,8
Mostly disagree	41	23,7
Disagree	61	35,3
Strongly disagree	26	15,0

"You have an equal amount of talent and you can't really do much to change that."When you look at the data on the statement, the reactions of participants to the statement vary.

25.5% of respondents agreed to the statement ("Strongly Agree", "Agree" and "Mostly agree" categories). These participants believe that they have some talent and that it is not possible to change that. On the other hand, 74.5 per cent ("Mostly disagree", "Disagree" and "Strongly disagreed" categories) stated that they did not agree with the statement.

Table 4. 47.:You have a certain amount of talent, and you cannot really do much to change it

		Strongly Agree	Agree	Mostly agree	Mostly disagree	Disagree	Strongly disagree	
Which level do you teach?	Primary school (1-4th grades)	0	10	9	12	12	4	47
	Secondary school (5-8th grades)	3	8	5	17	37	16	86
	High school (9-12th grades)	3	4	3	12	12	6	40
Total		6	22	17	41	61	26	173
X ² = 19,423		df= 10		p= ,035		p<0,05		

In general, participants have a divided view of the interchangeability of their abilities. However, there are significant differences between educational levels. High school teachers responded more "fully agree" or "agreed" than the other two groups.

According to the significance test results (X²=19,423, df=10, p=0,035), the differences between educational levels appear to be statistically significant (p<0,05).

Table 4. 48.:Your talent in an area is something about you that you cannot change very much

	Frequency	Percent (%)
Strongly agree	3	1,7
Agree	20	11,6
Mostly agree	27	15,6
Mostly disagree	46	26,6
Disagree	55	31,8
Strongly disagree	22	12,7

"Your ability in a field is something you can't change much about yourself."When you look at the data on the statement, the reactions of participants to the statement vary.

28.9% of respondents agreed with the statement ("Strongly Agree", "Agree" and "Mostly agree" categories). These participants believe that talent in a field is immutable.

On the other hand, 71.1 per cent (Mostly disagree, "Disagree" and "Strongly disagreed" categories) stated that they did not agree with the statement. This shows that the majority of participants believed that ability in a field could be altered.

Table 4. 49.:No matter who you are, you can significantly change your level of talent

	Frequency	Percent (%)
Strongly agree	30	17,3
Agree	68	39,3
Mostly agree	43	24,9
Mostly disagree	16	9,2
Disagree	13	7,5
Strongly disagree	3	1,7

"No matter who you are, you can significantly change your level of skill. According to the data on the statement, it appears that participants generally agree with the statement.

81.5 per cent of respondents agreed with the statement ("Strongly Agree", "Agree" and "Mostly agree" categories). This suggests that the vast majority of participants believe that even if you are anyone, it can significantly change your skill level.

On the other hand, 18.5 per cent (Mostly disagree, "Disagree" and "Strongly disagreed" categories) stated that they did not agree with the statement. However, this group represents a relatively small percentage compared to the overall trend among participants.

Table 4. 50.:To be honest, you can't really change how much talent you have

	Frequency	Percent (%)
Strongly agree	4	2,3
Agree	23	13,3
Mostly agree	26	15,0
Mostly disagree	39	22,5
Disagree	58	33,5
Strongly disagree	23	13,3

"To be honest, you can't really change the talent you have." When you look at the data on the statement, the reactions of participants to the statement vary.

30.6% of respondents agreed with the statement ("Strongly Agree", "Agree" and "Mostly agree" categories). These participants believe that talent is immutable.

On the other hand, a 69.4% share ("Mostly disagree", "Disagree" and "Strongly disagreed" categories) stated that they did not agree with the statement. This suggests that the majority of participants believe that the ability can be altered.

Table 4. 51.:You can always substantially change how much talent you have.

	Frequency	Percent (%)
Strongly agree	26	15,0
Agree	65	37,6
Mostly agree	45	26,0
Mostly disagree	21	12,1
Disagree	14	8,1
Strongly disagree	2	1,2

"You can always significantly change how much talent you have." When you look at the data for the statement, the overall trend among participants shows that they agree with the statement.

78.6% of respondents agreed with the statement ("Strongly Agree", "Agree" and "Mostly agree" categories). This shows that the vast majority of participants believe that they can significantly change their abilities.

On the other hand, 21.4 per cent ("Mostly disagree", "Disagree" and "Strongly disagreed" categories) stated that they did not agree with the statement. However, this group represents a relatively small percentage compared to the overall trend among participants.

Table 4. 52.:You can always substantially change how much talent you have.

		Strongly Agree	Agree	Mostly agree	Mostly disagree	Disagree	Strongly disagree	Total
How old are you?	21-26 age	7	12	19	10	5	0	53
	27-32 age	5	8	5	2	1	0	21
	33-37 age	4	4	6	4	2	2	22
	38-45 age	7	23	8	2	5	0	45
	45-55 age	3	13	5	2	1	0	24
	56 and above	0	5	2	1	0	0	8
Total		26	65	45	21	14	2	173
X ² = 37,736		df= 25		p= ,049		p<0,05		

In general, participants believe that they can significantly change their personal talents. However, there are significant differences between age groups. For example, participants between the ages of 38 and 45 believed that they could change their personal abilities in a stronger way than other age groups.

According to the significance test results ($\chi^2=37,736$, $df=25$, $p=0,049$), the differences between age groups appear to be statistically significant ($p<0,05$). This suggests that age can be an influential factor in the perceived belief that personal abilities can be altered.

These data show that people in different age groups have varying beliefs about changing their personal abilities, and that these beliefs are age-related.

Table 4. 53.: You can always substantially change how much talent you have.

		Strongly Agree	Agree	Mostly agree	Mostly disagree	Disagree	Strongly disagree	Total
How long have you been teaching?	Less than 1 year	1	5	11	5	2	0	24
	1-3 years	6	8	10	7	3	0	34
	4-6 years	4	1	2	0	1	0	8
	7-9 years	2	7	3	1	1	1	15
	More than 10 years	13	44	19	8	7	1	92
Total	26	65	45	21	14	2	173	
X ² = 32,170		df= 20		p= ,042		p<0,05		

In general, participants believe that they can significantly change the skills they have. However, there are significant differences between the teaching experience groups. For example, participants with more than 10 years of experience tend to believe that they can change the skills they have even more.

According to the significance test results ($\chi^2=32,170$, $df=20$, $p=0,042$), the differences between the teaching experience groups appear to be statistically significant ($p<0,05$). This shows that teaching experience has an impact on beliefs that the perception of talent can be altered.

Table 4. 54.: You can learn new things, but you can't really change your basic level of talent

	Frequency	Percent (%)
Strongly agree	4	2,3
Agree	19	11,0
Mostly agree	33	19,1
Mostly disagree	40	23,1
Disagree	56	32,4
Strongly disagree	21	12,1

"You can learn new things, but you can't really change your basic skill level." When you look at the data on the statement, the reactions of participants to the statement vary.

32.4% of respondents stated that they disagree with the statement (the "Disagree" and "Strongly disagreed" categories). These participants believe that basic skill levels can be modified.

On the other hand, a 67.6 per cent share ("Strongly Agree", "Agree" and "Mostly agree" categories) agreed to the statement. This demonstrates that the majority of participants believed that basic skill levels would not be altered.

Table 4. 55.:No matter how much talent you have, you can always change it quite a bit.

	Frequency	Percent (%)
Strongly agree	20	11,6
Agree	62	35,8
Mostly agree	52	30,1
Mostly disagree	14	8,1
Disagree	23	13,3
Strongly disagree	2	1,2

"No matter how talented you are, you can change it a lot."When you look at the data on the statement, it is apparent that the majority of participants agree with the statement.

77.5% of respondents agreed to the statement ("Strongly Agree", "Agree" and "Mostly agree" categories). This shows that the vast majority of participants believe that no matter how talented they are, they can change that a lot.

On the other hand, a 22.5 per cent share ("Mostly disagree", "Disagree" and "Strongly disagreed" categories) stated that they did not agree with the statement. However, this group represents a relatively small percentage compared to the overall trend among participants.

Table 4. 56.:No matter how much talent you have, you can always change it quite a bit

		Strongly Agree	Agree	Mostly agree	Mostly disagree	Disagree	Strongly disagree	Total
What is the type of institution you work?	State/ Public	9	43	41	12	19	1	125
	Private	11	19	11	2	4	1	48
Total		20	62	52	14	23	2	173

$X^2= 11,787$

df= 5

p= ,038

p<0,05

In general, participants have a divided view of the interchangeability of their abilities. However, there are significant differences between participants working in different institutions. Participants working in government or public institutions have more positive views on the interchangeability of skills, while those working in private institutions are more diverse.

According to the significance test results ($X^2=11,787$, $df=5$, $p=0,038$), the differences between participants working in different institutions appear to be statistically significant ($p<0,05$). This suggests that the institute's capabilities could influence its views on interchangeability.

Table 4. 57.:You can change even your basic level of talent considerably.

	Frequency	Percent (%)
Strongly agree	24	13,9
Agree	61	35,3
Mostly agree	52	30,1
Mostly disagree	22	12,7
Disagree	12	6,9
Strongly disagree	2	1,2

"You can significantly change even your basic skill level."When you look at the data on the statement, it is apparent that the vast majority of participants agree with the statement.

79.3% of respondents agreed with the statement ("Strongly Agree", "Agree" and "Mostly agree" categories). This shows that participants believe that they can significantly change their core skill levels.

On the other hand, 20.7 per cent (Mostly disagree, "Disagree" and "Strongly disagreed" categories) stated that they did not agree with the statement. However, this group represents a relatively small percentage compared to the overall trend among participants. These data indicate that participants have a widespread belief in the variability of basic skill levels.

In conclusion, the findings revealed significant insights into EFL teachers' mindsets, opinions, strategies, and preferences regarding Oral Corrective Feedback (OCF) in speaking. The study found that most participants demonstrated a growth mindset, suggesting they believe intelligence and abilities can be improved through effort. This mindset correlates positively with student-centered teaching approaches and frequent constructive feedback. Teachers generally valued OCF and acknowledged its importance for language skill development. The most preferred corrective strategy was repeating students' errors with corrections, while explicit correction was less commonly used. Timing preferences varied, with some teachers favoring immediate correction while others preferred delayed feedback to avoid disrupting communication. Teachers also needed greater awareness and guidelines to enhance their feedback practices and support student learning effectively. The study highlights the integral role of EFL teachers' mindsets in shaping their teaching strategies, particularly concerning OCF. Teachers with a growth mindset are more likely to view errors as learning opportunities and provide constructive feedback tailored to students' needs. However, the diversity in feedback preferences and strategies indicates a need for professional development programs to

standardize effective OCF practices. These findings contribute to understanding the dynamic interplay between teacher mindsets, feedback strategies, and student learning outcomes, offering valuable insights for future pedagogical innovations.

4.3. Discussion

The following is an extensive discussion of the study questions':

4.3.1. Discussion of the demographic variables of EFL teachers' mindset type

The researcher examined the EFL teachers' mindset types through Dweck's mindset scale. By referring to the first research question on English teachers' beliefs about intelligence, we can see that they are mostly flexible and tend to have people's intelligence and ability levels altered. The study investigated how EFL teachers' demographic characteristics affect their Teacher Mindset Scores. Analysis of the study showed that many EFL teachers have a growth mindset based on their beliefs about intelligence. The growth mindset elements of English teachers working in public institutions were significantly higher than the scores of those working in private institutions. However, it should be noted that a minority group believes that the basic intelligence level cannot be altered. Regarding the participants' demographic characteristics and mindset scores, the study revealed that the growth mindset element score of English teachers working in public institutions was significantly higher than those working in private institutions. The relationship between teachers' mindsets and their workplaces has been established. Researchers Heslin, Vandewalle, and Latham (2006) found that managers with growth mindsets try to support their staff members more and give them more chances to progress. Teachers who get constructive feedback from their managers could have more chances to improve professionally. Furthermore, it is anticipated that growth mindsets would predominate in establishments that provide seminars for professional development. According to Dweck (2017), people are more likely to see outcomes from their efforts when they have access to resources and opportunities. Accordingly, there is a positive relationship between the place where teachers work and their mindset. EFL teachers working in various institutions may hold different mindsets, often influenced by their workplace's corporate culture and values. According to Dweck (2006), the environment can play a significant role in shaping an individual's beliefs, as institutional culture affects how educators view their abilities and potential for growth. Furthermore, research by Fullan (2007) suggests that organizational values contribute to teachers' beliefs and practices, as "educational institutions shape the attitudes, behaviors, and expectations of their members" (p. 125). This aligns with Kraker-Pauw et al.

(2022), who emphasize that feedback approaches and mindsets can differ across institutions based on their unique cultural values. However, surprisingly, Yılmaz (2020) found that regarding the workplace, there is no statistically significant difference between the teachers' mindset total scores and their workplace. Glos (2018) also found no relationship between teachers' mindset scores and teachers' workplaces. Glos (2018) said, "Working for a state or a foundation university does not affect teachers' mindset scores." Accordingly, EFL teachers working in different institutions may have different opinions about their mindset, which may be related to the institution they work for. It highlights how crucial company culture and principles are in forming employees' mindset preferences. When it comes to teachers' teaching experiences, the study found that EFL teachers in different teaching experience groups have varied beliefs about changing their intelligence and abilities, which are associated with teaching experiences. This emphasizes the importance of educators considering teaching experience when evaluating their own and their students' intellectual potential and developing development strategies. However, Yılmaz(2020) found no statistically significant variation based on teaching experience and teachers' mindset scores. Furthermore, EFL teachers at different levels of education may have different views on the interchangeability of their skills, and these differences may be related to the level of education. The rate of those with a master's degree is lower, but it is still noteworthy. The proportion of those with a doctorate is quite small. This demographic distribution suggests that the educational level of the participants should be considered when interpreting the study results. Participants appear to have different views on the variability of a skill in a field. It influences EFL teachers' approaches to evaluating and developing students' potential. People in different age groups have varying beliefs about changing their abilities, which are age-related. In the study, the majority of the respondents are young and middle-aged. In particular, respondents between the ages of 21 and 45 constitute the main part of the survey. This demographic distribution shows that the age factor should be considered when interpreting the research results. Regarding gender factor in mindset preference, 76.9% of female participants played an important role in the result of the study in terms of the percentage of growth mindset score from overall participants. The age and gender factor considerably changed the result of the study in parallel with Oldac's (2022) study on the mindset preferences of EFL teachers; in Oldac's research findings, teachers between the ages of 20 and 30 were less likely than those 41 years of age or older to support the concepts of the fixed mindset. Female participants, 81.40 %, expressed stronger support than male participants in certain growth mindset ideas, such as "No matter who you are, you can significantly change your intelligence level." In total, out of 162 participants, 10.49% ($n=17$) had a growth mindset,

58.02% (n=94) had a fixed mindset, and 31.48% (n=51) had a mixed mindset in Oldac's result. Yılmaz (2020) found that compared to male participants, female participants scored higher on mindset. Furthermore, Glos (2018) found that female participants had higher mindset ratings than male ones. In this line, age and gender factors are essential in determining teachers' mindsets and preferences.

In conclusion, the demographic variables of EFL teachers play a significant role in shaping their mindset types. The findings align with Dweck's (2006, 2017) emphasis on the influence of workplace environment and organizational culture, which can foster growth mindsets through professional development opportunities and constructive feedback. Teachers working in public institutions tend to exhibit higher growth mindset scores, as seen in studies like Heslin, Vandewalle, and Latham (2006), highlighting managerial support's role. However, contrasting findings by Yılmaz (2020) and Glos (2018) suggest that the impact of the workplace on mindset scores may not always be statistically significant. Similarly, while teaching experience and educational level influence mindset preferences, Yılmaz (2020) observed no significant variation based on teaching experience. Gender and age were found to significantly affect mindset, with female teachers and younger age groups more inclined toward growth mindset ideas, corroborated by studies like Oldac (2022) and Glos (2018). These findings underscore the complex interplay of demographic factors in shaping teachers' beliefs about intelligence and highlight the importance of institutional culture, professional development, and individual characteristics in fostering growth-oriented teaching approaches.

4.3.2. Discussion of EFL teachers' opinions, strategies and preferences on OCF in speaking

The second research question explored EFL teachers' opinions, strategies, and preferences regarding Oral Corrective Feedback (OCF) in speaking. It examined how frequently OCF strategies are used in speaking, which specific strategies teachers prefer, their general opinions on OCF, and their preferred timing for providing feedback in speaking activities. According to the findings, teachers generally care about and value corrective feedback when speaking. On the other hand, it is also seen that some participants remained neutral or did not care about corrective feedback. Most (80.4%) of the EFL teachers who participated in the research do not think corrective feedback wastes time in speaking practice. However, some participants (16.1%) disagreed or were undecided. A significant proportion of EFL teachers still believe that all language learners' mistakes should be corrected, but this opinion is in the minority. The percentage of EFL teachers who think that only language contact is insufficient to improve students' language skills is quite high, which emphasizes the importance of feedback. Coban

and Karagul (2021) found that teachers are aware of OCF, and they think that when applied properly, it can be effective. Ozmen and Aydin (2017) investigated student teachers' beliefs and behaviors about OCF. The study's findings showed that student teachers had positive attitudes toward OCF. In this line, EFL teachers' and student teachers' opinions, beliefs, and behaviors do not change considerably regarding the OCF concept. According to the current study, EFL teachers emphasize the importance of corrective feedback and the necessity of receiving feedback to improve students' language skills. When it comes to OCF preferences, the majority of EFL teachers tend to repeat the mistake to the student in a corrected way often or more often. The majority of teachers rarely or at all use the explicit correction strategy. However, it appears that some teachers use this strategy occasionally or regularly. These results suggest that teachers must diversify and adapt their corrective strategies to students' needs. It shows the differences in the frequency of teachers using the explicit correction strategy and how these differences may vary depending on the level of teaching. Teachers' flexibility and ability are necessary to adapt to the needs of students in language teaching. Many EFL teachers use a clarification-request strategy, occasionally or frequently, to aid student understanding and support communicative skill development (Ellis, 2009). This strategy has been shown to help students comprehend meaning and encourage active communication (Lyster & Ranta, 1997). Teacher experience plays a crucial role in determining the frequency and type of strategies used to communicate with students, as more experienced teachers may employ a wider variety of corrective techniques (Schulz, 2001). For example, requesting students to self-correct is often used to help learners identify and practice correct forms, which can foster self-regulation and deeper learning (Long, 2007). Teachers also vary their feedback strategies based on student age groups, with significant differences in approach for younger and older students, as age influences cognitive and affective responses to feedback (Brown, 2014). Repeating a student's error with adjusted emphasis is another common technique to draw attention to mistakes, helping students to recognize and correct their errors (Lyster, 2007). This strategy encourages students to focus on listening skills, an essential language acquisition component (Gass & Mackey, 2007). Meta-linguistic feedback, which includes comments or questions about language form, is widely used to facilitate students' understanding of grammatical structures and language use (Sheen, 2011). This approach aids students in building a more profound awareness of language structure and promotes accuracy in spoken and written expression (Lightbown & Spada, 2013). A survey of EFL teachers revealed that approximately 50.9% prefer immediate and delayed feedback, underscoring the need for context-based flexibility (Farrokhi & Sattarpour, 2011). Teachers should also consider motivational aspects when

delivering corrective feedback, as age may affect how feedback impacts students' speaking motivation (Ortega, 2009). Feedback timing is particularly nuanced. While some EFL teachers believe immediate correction is essential to prevent the fossilization of errors, others prefer delayed feedback to avoid interrupting the flow of communication (Mackey, 2012). Teachers' flexibility and adaptability in providing corrective feedback are crucial to meeting varied learner needs effectively (Loewen, 2013). Many teachers value error correction for consistent errors, recognizing its importance in students' language skill development (Harmer, 2007). However, opinions diverge on whether error correction reduces students' anxiety. Some teachers argue that providing the correct form without highlighting errors can alleviate anxiety, fostering a more supportive learning environment (Horwitz et al., 1986). Conversely, there is no consensus on whether uncorrected errors lead to a decline in motivation; some teachers believe that error correction helps maintain students' motivation, while others worry it may discourage speaking (Sheen, 2011). Finally, the practice of repeating a student's mistake in a corrected form is frequently employed by EFL teachers (Lightbown & Spada, 2013). The frequency of this strategy may differ depending on institutional culture and expectations, suggesting that teachers must remain responsive to institutional contexts in addition to student needs (Gonzalez, 2013).

In conclusion, the findings highlight the critical role of Oral Corrective Feedback (OCF) in EFL teaching, emphasizing its value in enhancing students' language skills and promoting self-regulation and more profound learning (Coban & Karagul, 2021; Long, 2007). While most EFL teachers recognize the importance of corrective feedback, preferences for timing and strategies vary significantly (Farrokhi & Sattarpour, 2011; Mackey, 2012). Teachers frequently employ repeating errors in corrected forms, clarification requests, and meta-linguistic feedback to support student comprehension and communication skills (Ellis, 2009; Lyster, 2007; Sheen, 2011). However, explicit correction strategies are less favored, reflecting the need for teachers to diversify and adapt their methods to meet individual learner needs (Lyster & Ranta, 1997; Lightbown & Spada, 2013). Teacher experience, age of learners, and institutional contexts influence feedback preferences, demonstrating the importance of flexibility and adaptability in teaching (Schulz, 2001; Brown, 2014; Gonzalez, 2013). Additionally, motivational aspects and the potential impact of error correction on student anxiety remain contentious, underlining the complexity of balancing effective feedback with maintaining a supportive learning environment (Horwitz et al., 1986; Sheen, 2011). Overall, the study underscores that OCF, when applied thoughtfully and strategically, can significantly enhance language learning outcomes.

4.3.3. Discussion of relationship between EFL teachers' mindset types and their opinions, strategies and preferences on CF in speaking

The third research question aimed to explore EFL (English as a Foreign Language) teachers' mindset types and the relationship between their opinions, strategies, and preferences regarding corrective feedback (CF) in speaking, specifically oral corrective feedback (OCF). Previous studies suggest that teachers' mindsets significantly influence their instructional choices and student interaction (Dweck, 2006; Hattie & Timperley, 2007). In the current study, most participants believed that they could significantly alter their intelligence levels, aligning with the growth mindset theory, which holds that abilities can be developed through effort and learning (Dweck, 2006). This belief in the malleability of intelligence suggests that teachers who endorse a growth mindset may adopt more student-centered approaches and are more likely to offer constructive and frequent OCF to support student development (Mercer & Ryan, 2012; Zheng, 2020). Research shows that teachers with a growth mindset are more likely to view errors as learning opportunities and provide feedback encouraging students to persist in their language acquisition efforts (Rattan et al., 2012; Jin et al., 2021). In contrast, those with a fixed mindset might be less inclined to offer feedback, as they may believe that students' abilities are static and less responsive to intervention (Hattie & Timperley, 2007). The present study further revealed that participants' views on the alterability of intelligence were varied, suggesting the need for deeper analysis into how these views affect their teaching strategies. Teachers who believe in the potential for intelligence growth may approach CF with strategies that align with fostering resilience and persistence in learners (Yeager & Dweck, 2012). Additionally, these varying mindsets can affect the frequency of feedback and quality, as teachers with a growth mindset might emphasize mastery and process-oriented feedback (Ortaçtepe, 2015). In conclusion, the findings demonstrate a significant relationship between EFL teachers' mindset types and their opinions, strategies, and preferences regarding CF in speaking. Teachers with a growth mindset are more likely to provide frequent and constructive OCF, viewing it as an essential tool for improving student performance (Dweck, 2006; Mercer, 2018; Rattan et al., 2012). These insights emphasize the importance of understanding teachers' mindsets in shaping their pedagogical approaches and their impact on student learning outcomes.

The study highlights a significant relationship between EFL teachers' mindset types and their opinions, strategies, and preferences regarding corrective feedback (CF) in speaking, particularly oral corrective feedback (OCF). As described by Dweck (2006), teachers with a

growth mindset tend to view intelligence as malleable and are more likely to adopt student-centered approaches that emphasize constructive and frequent OCF. These teachers perceive errors as learning opportunities and provide feedback to foster resilience, persistence, and mastery in students (Rattan et al., 2012; Yeager & Dweck, 2012; Ortaçtepe, 2015). In contrast, those with a fixed mindset, who view abilities as static, may offer less feedback or focus on less supportive methods (Hattie & Timperley, 2007). The findings underscore the importance of growth-oriented mindsets in shaping effective feedback strategies and their impact on student learning outcomes (Mercer & Ryan, 2012; Zheng, 2020). Understanding the influence of teachers' mindsets can help inform professional development programs to enhance pedagogical practices and improve language learning outcomes (Mercer, 2018; Jin et al., 2021).

CHAPTER 5

CONCLUSION

In this chapter, the study summary and methodology are presented first. Then, the implications, limitations, and suggestions for further studies are presented.

5.1 Summary of the Study

This study investigates the relationship between EFL teachers' mindsets and their strategies, opinions, and preferences regarding corrective feedback in speaking. It reveals the function of oral feedback in English language teaching, the speaking errors that English teachers correct, whether they correct all errors, and the factors they consider when using oral feedback. The participants in this study are EFL teachers in public and private primary, middle, and high schools in Ankara, Türkiye. The research design is quantitative, consisting of a two-part online questionnaire. The quantitative data were collected through the mindset scale developed by Carol Dweck to examine the mindset preferences of EFL teachers. The second questionnaire, developed by Eva Kartchava and adapted by Ali Hashemi, assessed English teachers' strategies, opinions, and preferences for corrective feedback in speaking. The online survey included 171 English teachers from public and private primary, middle, and high schools in Ankara. The data obtained from the questionnaire were analyzed using the Statistical Package for Social Sciences (SPSS) version 22. Chi-square analysis (Pearson Chi-square) was employed to compare categorical variables between groups. The compatibility of continuous variables with normal distribution was evaluated using the Kolmogorov-Smirnov test. A Student's t-test was used to compare paired groups, and One-Way ANOVA was utilized to compare more than two variables that fit the normal distribution. Finally, the Pearson correlation test examined the relationship between continuous variables, and linear regression analysis was conducted to determine the predictive power of the dependent variable.

5.2. The Results of the Study

The first research question in this study examines EFL instructors' beliefs about the malleability of intelligence and skills, particularly regarding growth and fixed mindsets. According to Dweck (2006), a growth mindset—the belief that intelligence can be developed—positively impacts teaching practices and is common among educators. This study aligns with prior research, indicating that many EFL instructors believe intelligence and skills can improve through effort and effective teaching (Hattie & Zierer, 2018). However, some instructors still

hold a fixed mindset, viewing intellectual ability as a static trait (Yeager & Dweck, 2020). The relationship between teachers' mindsets and their beliefs about student potential has been highlighted in previous studies. Gutshall (2013) found that teachers with a growth mindset believed in their students' capacity for improvement, while those with a fixed mindset were more skeptical about students' abilities to change. This study supports Gutshall's findings, as evidenced by the high percentage of EFL teachers who endorsed a growth mindset in the questionnaire. Moreover, the current findings contrast Oldac's (2022) study in the Turkish EFL context, where many teachers exhibited a fixed mindset. This discrepancy points to a gap in mindset preferences among EFL teachers, suggesting that mindset differences may influence classroom practices and student outcomes. Interestingly, different levels of teaching experience among EFL teachers were associated with varying beliefs about intellectual development and skill acquisition, echoing findings by De Vos et al. (2020) on the role of experience in shaping teaching philosophies. Additionally, educational background appears to influence beliefs on skill malleability. EFL teachers with higher education levels, such as those holding master's or doctoral degrees, displayed varied opinions on whether their skills are interchangeable, suggesting that academic attainment affects teaching perspectives (Meyer & Shanahan, 2022). Age also influences beliefs about skill development, reflecting previous findings on generational perspectives' impact on educational practices (Berkowitz & Bier, 2016). This suggests the importance of age and experience when designing professional development programs for educators. The second research question explored EFL teachers' attitudes, strategies, and preferences regarding oral corrective feedback (OCF) in speaking. Findings indicate that most teachers value corrective feedback, as it aids in improving students' speaking abilities, which aligns with Li (2022), who emphasizes the role of feedback in language acquisition. However, while many teachers appreciate OCF, some display ambivalence or resistance to providing feedback, especially in real time (Zhao & Ellis, 2021). Age was also shown to influence teachers' attitudes toward corrective feedback, with younger teachers being more receptive to immediate correction, similar to insights from Edge (2020). EFL instructors varied in their methods for correcting speaking errors. Strategies ranged from providing direct corrections to using metalinguistic cues or delayed feedback, highlighting the importance of flexibility in instructional approaches (Sheen, 2011). Most teachers preferred correcting frequent mistakes and emphasized minimizing student anxiety by offering subtle cues rather than explicit corrections (Ellis, 2017). While some teachers feared correction might hinder natural speaking flow, others believed it was necessary for language proficiency, aligning with Bitchener and Ferris (2012). Additionally, instructors with more experience were more

adaptable in their methods, selecting techniques appropriate for their students' proficiency levels (Lyster et al., 2013). Teachers frequently used indirect strategies, like repeating errors with corrected forms, though the frequency of using this technique varied across institutions. This highlights how organizational culture and institutional practices can influence teaching methods, as Lantolf and Poehner (2014) suggested. Teachers' use of open correction, often avoided by less experienced instructors, emphasizes the importance of adaptability in fostering effective learning environments (Rahimi & Zhang, 2021). Metalinguistic feedback, where teachers provide commentary on sentence structure, was common among teachers as it facilitates a deeper understanding of language use (Ferris, 2018). Additionally, most teachers favored a combination of immediate and delayed feedback to maximize student learning outcomes (Shintani, 2017). The third research question examined the link between teachers' mindsets and their beliefs, methods, and preferences regarding OCF. Consistent with Dweck (2006), many teachers believed intelligence could be improved with effort, influencing their approach to corrective feedback. This mindset-driven approach may affect how teachers provide feedback to help students reach their potential (Kraker-Pauw et al., 2017). Moreover, teachers with growth mindsets were more likely to favor constructive feedback, emphasizing improvement over criticism, as previously observed by Troesch and Bauer (2019). This study identifies a relationship between EFL teachers' mindsets and their opinions, strategies, and preferences regarding OCF. Findings suggest that EFL instructors who believe in the potential for intellectual growth prioritize corrective feedback as an integral part of speaking development (Yeager & Dweck, 2020). Therefore, understanding these varying perspectives can help design professional development initiatives that encourage effective feedback methods to maximize student outcomes.

In conclusion, this study highlights the intricate relationship between EFL teachers' mindsets and their beliefs, strategies, and preferences regarding oral corrective feedback (OCF) in speaking. Consistent with Dweck (2006), teachers with a growth mindset are more likely to believe in the malleability of intelligence and employ constructive feedback strategies to foster student improvement. Findings also align with research by Gutshall (2013) and Kraker-Pauw et al. (2017), emphasizing the importance of mindset in shaping teaching practices. While teachers generally value OCF, strategies vary significantly, echoing insights from Sheen (2011) and Lyster et al. (2013) on the flexibility required in corrective methods. Additionally, factors such as age, experience, and educational background influence teachers' beliefs and approaches, as supported by De Vos et al. (2020), Meyer and Shanahan (2022), and Berkowitz and Bier (2016). The study also underscores the potential impact of institutional culture on

instructional practices, which is consistent with findings by Lantolf and Poehner (2014). The results suggest that fostering growth mindsets among teachers and designing professional development programs tailored to individual and contextual factors can enhance feedback practices, thereby improving student outcomes in EFL speaking development. Briefly, the study highlights the critical insights gained regarding EFL teachers' mindset types and their relationship with strategies, opinions, and preferences concerning oral corrective feedback (OCF) in speaking. The current study affirmed that EFL teachers predominantly align with a growth mindset, as reflected in their belief in the malleability of intelligence and abilities. This foundational understanding reinforces the significance of teacher mindset in shaping pedagogical practices, as discussed extensively in Research Question 1. Addressing Research Question 2, the findings underline teachers' diverse strategies, with a preference for constructive feedback approaches like recasts and elicitation. Teachers highlighted their use of OCF to support student development while being mindful of balancing immediate and delayed corrections to minimize learner anxiety. In response to Research Question 3, the study revealed a significant correlation between teachers' growth mindsets and their inclination toward student-centered feedback strategies. Growth-oriented teachers demonstrated a greater likelihood of viewing errors as learning opportunities, enhancing their use of OCF to foster student resilience and improvement. These findings contribute to the existing literature on teacher mindset and corrective feedback, emphasizing the interconnectedness of mindset, teaching strategies, and learning outcomes. Future studies may delve deeper into these dynamics, incorporating experimental designs or comparative analyses across varied educational settings.

5.3. Pedagogical Implications

Through the lenses of EFL teachers, the study's findings are expected to enhance our understanding of the relationship between EFL teachers' mindsets and their OCF strategies, opinions, and preferences. They will also likely lead to more effective, customized, and localized applications of OCF and mindset by the needs of the learners and the educational culture. The results of this study have the following pedagogical implication: EFL teachers.

5.3.1. Implications for teachers

The present study found a significant relationship between English teachers' mindset types and English teachers' views, strategies, and preferences regarding CF in speaking. Thus, this relationship between OCF and mindset can affect the approach of English teachers to

students and their preferences for giving verbal corrective feedback more consciously. To increase the awareness of EFL teachers on adopting a growth mindset by unlocking the power of the right mindset and the correct way to apply CF strategies, teachers can choose the following ways. Joining seminars and workshops is one of the most crucial steps to increase their professional awareness and their development as current in the field. The second way to refresh their awareness is regular meetings to discuss, share, and implement their OCF actual class practices and projects with EFL teachers and teacher trainers worldwide. In this way, EFL teachers can assess their growth mindset awareness and practices together with OCF strategies and opinions by comparing their strategies, opinions, and awareness. Thus, teachers get more constructive feedback from colleagues at a time. Another way to refresh the teacher's awareness is by following specific guidelines to find the correct practice and methodology. The present study's findings showed that some EFL teachers do not have concrete ideas about their mindset preferences, OCF strategies, timing preferences, and opinions. They need some guidelines to make the process straightforward for EFL teachers. For example, Ellis (2009) provides comprehensive guidelines for EFL teachers on corrective feedback (CF) to address learner errors effectively. He suggests teachers should assess students' attitudes toward CF and highlight its importance. They should clarify the purpose of CF, focusing on specific language goals to improve accuracy and fluency. Teachers are encouraged to use various oral corrective feedback (OCF) strategies, beginning with implicit methods and progressing to explicit ones as needed, ensuring students recognize the corrections. Additionally, Ellis recommends allowing students time to process corrections, balancing immediate and delayed feedback based on situational needs. Teachers should be prepared to repeat corrections to foster self-regulation and adapt their approach to match individual learners' cognitive and emotional needs, minimizing anxiety by using CF in a supportive manner. According to the present study's findings, EFL teachers, as participants, have much background knowledge about OCF strategies and timing preferences. However, some of the EFL teachers do not have enough background on OCF strategies and timing preferences, as the answers to the questionnaire were unclear. Furthermore, EFL teachers' mindset preferences are primarily based on a growth mindset. However, EFL teachers need more awareness and guidelines to increase their mindset awareness of students. Teachers play a role in building up a mindset for their students. Swan & Snyder (1980) highlighted that teachers' mindset types played an important role in their teaching strategy. In other words, the mindset types of the teachers are not independent factors in the relationship between teaching methods, strategies, and even pedagogical aspects of teachers overall. Thus, there is a strong connection between teachers' mindset types and their

pedagogical aspects, teaching strategies, and methods they use in a classroom environment. Therefore, EFL teachers can join seminars and workshops to increase their professional awareness and develop their mindset preferences.

In conclusion, the present study's findings underscore the significant relationship between EFL teachers' mindset types and their strategies, preferences, and timing of oral corrective feedback (OCF) in speaking. EFL teachers can adopt a growth mindset through various approaches to enhance their professional awareness and effectiveness. Joining seminars and workshops is essential for staying current and fostering professional development. Regular meetings and collaborations with other EFL professionals allow teachers to exchange practices and gain constructive feedback on their OCF strategies and mindset preferences. Furthermore, following guidelines like those provided by Ellis (2009) can help teachers clarify their CF approaches, balance implicit and explicit strategies, and tailor feedback to meet learners' cognitive and emotional needs. While many teachers demonstrate a strong understanding of OCF and mindset awareness, some lack clarity and concrete ideas, highlighting the need for continued professional development. As Swan and Snyder (1980) noted, teachers' mindset types are intricately linked to their pedagogical strategies and classroom practices. By cultivating a growth mindset and applying well-informed OCF strategies, teachers can positively influence student learning outcomes and foster a supportive, effective learning environment.

5.4. Limitations of the Study and Suggestion for Further Studies

Firstly, the research data were collected from EFL teachers studying at primary, secondary, and high private and state schools in Etimesgut, Ankara; therefore, the study's findings may not be generalizable. Different data sets can be collected from other groups of EFL teachers in various parts of Ankara or different cities in Türkiye to increase the generalizability. Secondly, the current study only concentrated on the EFL teachers' mindsets and their strategies, opinions, and preferences about corrective feedback in speaking. Further studies may adopt an experimental research approach to examine teachers' OCF strategies, opinions, and preferences, and EFL teachers' mindset preferences by observing actual class practices and the students' reactions toward the CF strategies, opinions, and preferences together with the mindset preferences of their teachers. Lastly, there is not a great variety of studies that focused on the EFL students' and EFL teachers' mindsets and preferences and OCF strategies, preferences, and opinions in multicultural ELT settings with a comparative view.

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APPENDICES

APPENDIX 1: DWECK MINDSET INSTRUMENT

Please answer each question as accurately as possible by putting a tick the one which suits you best.

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

- Strongly Disagree
- Disagree
- Barely Disagree
- Barely Agree
- Agree
- Strongly Agree

2. **Your intelligence is something about you that you can't change very much.**

- Strongly Disagree
- Disagree
- Barely Disagree
- Barely Agree
- Agree
- Strongly Agree

3. **No matter who you are, you can significantly change your intelligence level.**

- Strongly Disagree
- Disagree
- Barely Disagree
- Barely Agree
- Agree
- Strongly Agree

4. **To be honest, you can't really change how intelligent you are.**

- Strongly Disagree
- Disagree
- Barely Disagree
- Barely Agree
- Agree
- Strongly Agree

5. You can always substantially change how intelligent you are.

- Strongly Disagree
- Disagree
- Barely Disagree
- Barely Agree
- Agree
- Strongly Agree

6. You can learn new things, but you can't really change your basic intelligence.

- Strongly Disagree
- Disagree
- Barely Disagree
- Barely Agree
- Agree
- Strongly Agree

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

- Strongly Disagree
- Disagree
- Barely Disagree
- Barely Agree
- Agree
- Strongly Agree

8. You can change even your basic intelligence level considerably.

- Strongly Disagree
- Disagree
- Barely Disagree
- Barely Agree
- Agree
- Strongly Agree

9. No matter who you are, you can change your intelligence a lot.

- Strongly Disagree
- Disagree
- Barely Disagree
- Barely Agree
- Agree
- Strongly Agree

10. Your talent in an area is something about you that you can't change very much.

- Strongly Disagree
- Disagree
- Barely Disagree
- Barely Agree
- Agree
- Strongly Agree

•

11. No matter who you are, you can significantly change your level of talent.

- Strongly Disagree
- Disagree
- Barely Disagree
- Barely Agree
- Agree
- Strongly Agree

12. To be honest, you can't really change how much talent you have.

- Strongly Disagree
- Disagree
- Barely Disagree
- Barely Agree
- Agree
- Strongly Agree

13. You can always substantially change how much talent you have.

- Strongly Disagree
- Disagree
- Barely Disagree
- Barely Agree
- Agree
- Strongly Agree

14. You can learn new things, but you can't really change your basic level of talent.

- Strongly Disagree
- Disagree
- Barely Disagree
- Barely Agree
- Agree
- Strongly Agree

15.No matter how much talent you have, you can always change it quite a bit.

- Strongly Disagree
- Disagree
- Barely Disagree
- Barely Agree
- Agree
- Strongly Agree

16.You can change even your basic level of talent considerably.

- Strongly Disagree
- Disagree
- Barely Disagree
- Barely Agree
- Agree
- Strongly Agree

APPENDIX 2: Kartchava's OCF Instrument adapted by Hashemi A.

A. Beliefs Questionnaire

Indicate how well you agree with each of the following statements. Please choose your answer on the scale to the right of each statement.

- 1 = STRONGLY DISAGREE
- 2 = DISAGREE
- 3 = NEUTRAL
- 4 = AGREE
- 5 = STRONGLY AGREE

1. Giving corrective feedback in speaking is very important.

- 1 = STRONGLY DISAGREE
- 2 = DISAGREE
- 3 = NEUTRAL
- 4 = AGREE
- 5 = STRONGLY AGREE.

2. Teacher correction has a negative impact on learners' motivation in speaking.

- 1 = STRONGLY DISAGREE
- 2 = DISAGREE
- 3 = NEUTRAL
- 4 = AGREE
- 5 = STRONGLY AGREE.

3. Learners can improve their speaking by simply being exposed to a L2/FL and they do not need any feedback.

- 1 = STRONGLY DISAGREE
- 2 = DISAGREE
- 3 = NEUTRAL
- 4 = AGREE
- 5 = STRONGLY AGREE.

4. Giving corrective feedback is waste of time in speaking.

- 1 = STRONGLY DISAGREE
- 2 = DISAGREE
- 3 = NEUTRAL
- 4 = AGREE
- 5 = STRONGLY AGREE

5. Teachers should correct ALL errors that learners make in class, so that they learn to speak accurately.

- 1 = STRONGLY DISAGREE
- 2 = DISAGREE
- 3 = NEUTRAL
- 4 = AGREE
- 5 = STRONGLY AGREE

6. Teachers should systematically correct PERSISTENT errors in their learners 'speaking.

- 1 = STRONGLY DISAGREE
- 2 = DISAGREE
- 3 = NEUTRAL
- 4 = AGREE
- 5 = STRONGLY AGREE

7. Having the teacher provide the correct form without signaling the presence of an error keeps the learners 'anxiety level low.

- 1 = STRONGLY DISAGREE
- 2 = DISAGREE
- 3 = NEUTRAL
- 4 = AGREE
- 5 = STRONGLY AGREE

8. If NOT corrected, L2/FL learners 'motivation to continue speaking in English will decrease.

- 1 = STRONGLY DISAGREE
- 2 = DISAGREE
- 3 = NEUTRAL
- 4 = AGREE
- 5 = STRONGLY AGREE

9. Error correction during communicative activities is disruptive to the flow of learners ' speech.

- 1 = STRONGLY DISAGREE
- 2 = DISAGREE
- 3 = NEUTRAL
- 4 = AGREE
- 5 = STRONGLY AGREE

Corrective Feedback Strategies

Indicate how well you agree with each of the following statements. Please choose your answer on the scale to the right of each statement.

- 1 = NEVER
- 2 = RARELY
- 3 = SOMETIMES
- 4 = OFTEN
- 5 = USUALLY
- 6 = ALWAYS

10. How often do you use the RECAST strategy? (repeat the error back to the learner in a corrected form).

- 1 = NEVER
- 2 = RARELY
- 3 = SOMETIMES
- 4 = OFTEN
- 5 = USUALLY
- 6 = ALWAYS

Student: 'He has dog. '

Teacher: 'He has a dog. '

11. How often do you use EXPLICIT CORRECTION strategy? (Clearly indicating that the student's utterance was incorrect)

- 1 = NEVER
- 2 = RARELY
- 3 = SOMETIMES
- 4 = OFTEN
- 5 = USUALLY
- 6 = ALWAYS

Student: 'He has dog. '

Teacher: 'No, you should say a dog '

12. How often do you use CLARIFICATION REQUEST strategy? (asking for clarifying the meaning)

- 1 = NEVER
- 2 = RARELY
- 3 = SOMETIMES
- 4 = OFTEN
- 5 = USUALLY
- 6 = ALWAYS

Student: 'He has dog.'

Teacher: 'Sorry?' Pardon?'

13. How often do you use ELICITATION strategy? (The teacher directly elicits the correct form from the student by pausing to allow the student to complete the teacher's utterance with a rising intonation)

- 1 = NEVER
- 2 = RARELY
- 3 = SOMETIMES
- 4 = OFTEN
- 5 = USUALLY
- 6 = ALWAYS

Student: 'He has dog.'

Teacher: 'He has...?(with a rising intonation)

14. How often do you use REPETITION strategy? (The teacher repeats the student's error and adjusts intonation to draw student's attention to it.)

- 1 = NEVER
- 2 = RARELY
- 3 = SOMETIMES
- 4 = OFTEN
- 5 = USUALLY
- 6 = ALWAYS

Student: 'He has dog.'

Teacher: 'He has DOG?(using an emphatic stress)

15. How often do you use META-LINGUISTIC COMMENTS strategy? (it contains either comments, information or questions related to the well-formedness of the student's utterance, without explicitly providing the correct form).

- 1 = NEVER
- 2 = RARELY
- 3 = SOMETIMES
- 4 = OFTEN
- 5 = USUALLY
- 6 = ALWAYS

Student: 'He has dog.'

Teacher: 'Do we say "He has dog"?'

Timing Preferences of Corrective Feedback

Indicate which option you prefer for the following questions.

16. Which corrective feedback type do you prefer to use for learner errors in speaking?

Immediate Corrective Feedback: you interrupt the student and correct the mistake.

Delayed Corrective Feedback :you wait until the student's speaking is over.

- A. Immediate
- B. Delayed
- C. Both
- D. I never give feedback in speaking

APPENDIX 3: SCALE PERMISSION MAIL

ben 6 Oca
alıcı: [redacted]

Hello Dear Professor,
Thanks for your reply. I attached your study which includes the Corrective Feedback Beliefs Questionnaire on EFL teachers.

Eva Kartchava [redacted]
[redacted], 5 Oca 2024 Cum, 11:39 tarihinde şunu yazdı:

...

kartchava-et-al-2018-oral-c...
PDF PDF

Eva Kartchava 6 Oca
alıcı: ben

Fransızca diline çevir

Yes, of course, you can use it - just be sure to reference the source.
With best wishes,
Eva

...

kartchava-et-al-2018-oral-c...
PDF PDF

ben 16 Oca
alıcı: [redacted]

Merhabalar Ali hocam,

Literatür taraması yaparken, tezinizde kullanmış olduğunuz, orijinali Eva hocamıza ait, uyarlaması ise size ait olan, "Teachers' beliefs and preferences on Corrective Feedback in Speaking" ölçeğini tezimde etik koşullar dahilinde kullanabilir miyim?

Saygılarımla,
Rabia Nur

Ali Hashemi 16 Oca
alıcı: ben

Fransızca diline çevir

Merhaba Rabia hanım,

Sıkıntı yok kullanabilirsiniz referans şartı ile. Size başarılar diliyorum

Ali Hashemi

APPENDIX 4 : ETHICS COMMITTEE APPROVAL



T.C.
BAŞKENT ÜNİVERSİTESİ REKTÖRLÜĞÜ
Akademik Değerlendirme Koordinatörlüğü



Sayı :
Konu : Rabia Nur Dönmez'in Etik Kurul Onayı

15.03.2024

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi :

Enstitünüz İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı öğrencisi Rabia Nur Dönmez'in, Dr. Öğretim Üyesi Selim Soner Sütçü danışmanlığında yürütmeyi planladığı, "İngilizce Öğretmenlerinin Zihniyet Yapıları ile Sözlü Geri Bildirim İnanç ve Tercihlerinin Arasındaki İlişki" adlı tez önerisi değerlendirilmiş ve bilgilerinize ekte sunulmuştur.

Kurul Başkanı

Ek: Değerlendirme Formu

Sayı : 17162298.600-71
Konu : Tez Çalışması

4 Mart 2024

İlgili Makama

Üniversitemiz Eğitim Bilimleri Enstitüsü İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı öğrencisi Rabia Nur Dönmez'in, Dr. Öğretim Üyesi Selim Soner Sütçü danışmanlığında yürütmeyi planladığı, "İngilizce Öğretmenlerinin Zihniyet Yapıları ile Sözlü Geri Bildirim İnanç ve Tercihlerinin Arasındaki İlişki" adlı tez önerisi değerlendirilmiş ve yapılmasında bir sakınca olmadığı tespit edilmiştir. Bilgilerinize saygılarımızla sunarız.

Başkent Üniversitesi Sosyal ve Beşeri Bilimler ve Sanat Alan Araştırma Kurulu

Ad, Soyad	Değerlendirme	İmza
Prof. Dr. Gözen Güner Aktaş	Olumlu/ Olumsuz	
Prof. Dr. Sadegül Akbaba Altun	Olumlu/ Olumsuz	
Prof. Dr. Fatih Çetin	Olumlu/ Olumsuz	
Prof. Dr. Hasan Tahsin Fendoğlu	Olumlu/ Olumsuz	
Prof. Dr. Filiz Kalelioğlu	Olumlu/ Olumsuz	
Prof. Dr. Hidayet Hale Künüçen	Olumlu/ Olumsuz	
Prof. Dr. Özcan Yağcı	Olumlu/ Olumsuz	

Bu belge,güvenli elektronik imza ile imzalanmıştır.

APPENDIX 5 : RESEARCH APPROVAL

Evrak Tarih ve Sayısı:



T.C.
ANKARA VALİLİĞİ
Milli Eğitim Müdürlüğü



Sayı :
Konu : Araştırma İzni

03.05.2024

BAŞKENT ÜNİVERSİTESİ REKTÖRLÜĞÜNE (Eğitim Bilimleri Enstitüsü Müdürlüğü)

İlgi : a) MEB Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 2020/2 sayılı Genelgesi.
b) 03.04.2024 tarihli ve E-67284360-302.08.01-331007 sayılı yazınız.

Üniversiteniz Eğitim Bilimleri Enstitüsü Yüksek Lisans programı öğrencisi Rabia Nur DÖNMEZ'in "**Yabancı Dil Öğretmenlerinin Zihniyet Türleri ve Görüşleri, Strateji ve Konuşmada Düzeltici Geri Bildirimin Zamanlama Tercihleri**" başlıklı tezi kapsamında Etimesgut ilçesine bağlı okullarda yapılacak uygulama talebi ilgi (a) Genelge çerçevesinde incelenmiştir.

Yapılan inceleme sonucunda, söz konusu araştırmanın Müdürlüğümüzde muhafaza edilen ölçme araçlarının; Türkiye Cumhuriyeti Anayasası, Milli Eğitim Temel Kanunu ile Türk Milli Eğitiminin genel amaçlarına uygun olarak, ilgili yasal düzenlemelerde belirtilen ilke, esas ve amaçlara aykırılık teşkil etmeyecek, eğitim-öğretim faaliyetlerini aksatmayacak şekilde okul ve kurum yöneticilerinin sorumluluğunda, gönüllülük esasına göre uygulanması Müdürlüğümüzce uygun görülmüş olup çalışma tamamlandıktan sonra çalışmanın bir nüshasının **30 iş günü içerisinde arge06_arastirma@meb.gov.tr adresine PDF olarak gönderilmesi** gerekmektedir.

Bilgilerinizi ve gereğini rica ederim.

Milli Eğitim Müdürü

Ek: Uygulama Araçları (28 sayfa)

Dağıtım:
Gereği:
Başkent Üniversitesi

Bilgi:
Etimesgut İlçe MEM

APPENDIX 6 : ORIGINALITY REPORT

THE RELATION BETWEEN EFL TEACHERS' MINDSET AND THEIR STRATEGIES, OPINIONS AND PREFERENCES ON CORRECTIVE FEEDBACK IN SPEAKING

ORIGINALITY REPORT

9%

SIMILARITY INDEX

PRIMARY SOURCES

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