

# Analysis

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## Students with Growth Mindset are Good at Foreign Language Learning

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### Abstract

The study examines the relationship between mindset and foreign language learning, with a particular focus on the impact of growth mindset on outcomes such as proficiency, motivation, and perseverance. Students with a growth mindset are more motivated, engaged, and persistent in language learning, whereas those with a fixed perspective are more negative and exert less effort. Mindset interventions such as specific feedback, emphasising effort, and believing in the malleability of language skills have demonstrated promising benefits in enhancing language learning outcomes. Learning a foreign language is similar to developing skills and achieving speech automacy. To achieve higher levels of skill in a foreign language, constant practise and rehearsal are required. This empirical study looks into data on foreign language learners' mindsets and academic achievement. This study suggests that by understanding the relationship between mindset and foreign language learning, educators and policymakers can apply effective tactics and interventions to improve language learning outcomes and create a positive learning environment.

*Keywords: Mindset, foreign language learning, growth mindset, fixed mindset, intrinsic-motivation, proficiency, perseverance, challenges, Mindset interventions, feedback, learning outcomes.*

### 1. Introduction

Learning a foreign language is a complex and difficult process that necessitates a blend of cognitive, linguistic, and sociocultural abilities. Foreign language learning success varies by individual, and scholars have been looking into many factors that influence language learning outcomes. Mindset is one such characteristic that has received a lot of attention in recent years.

Individuals' thoughts and attitudes about their abilities and intelligence are referred to as their mindset. It is mainly categorized into two types: growth mindset and fixed mindset. Individuals with a growth mindset believe that their abilities and intelligence may be developed via hard work, effective strategies, and perseverance. They see obstacles as chances for progress and are more willing to accept challenging assignments and persevere in the face of setbacks (C. S. Dweck, 2017a; Limeri et al., 2020; Nalipay et al., 2021; Rohne, 2015). Individuals with a fixed mindset, on the other hand, feel that their abilities and intelligence are fixed features that cannot be greatly improved, resulting in a fear of failure and a desire to avoid difficulties (C. S. Dweck, 2017b; Sanguras, 2021).

The connection between mindset and foreign language learning has emerged as a significant field of study. According to research, students who have a growth mindset are more motivated, engaged, and resilient in their language learning activities (Hu et al., 2022; Khajavy et al., 2021;

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Liu, 2022). They view language learning as a continual improvement path, constantly seeking out ways to improve their language skills (Bostwick et al., 2017; C. Dweck, 2019; Wormeli, 2018). Students with a fixed mindset, on the other hand, may struggle with language learning because their negative attitudes about their talents limit their motivation and perseverance (Chen et al., 2020; Hartono, 2021; Rattan et al., 2015).

The study analyses collected data using structured questionnaires to associate student mindsets and finally correlate with their grades to conclude the interplay between mindset and foreign language learning. The data was collected using a questionnaire accessible on Prof. Carol Dweck's website.

Understanding the significance of mindset in foreign language learning has practical significance for educators and policymakers. Educators may establish a pleasant and supportive learning environment that encourages student engagement and achievement by cultivating a growth mindset in language learning environments. Language instructors can promote a growth mindset by using instructional strategies such as providing constructive feedback, setting achievable goals, and fostering a belief in the malleability of language skills. To improve language learning results, policymakers should explore incorporating mindset-oriented approaches into language learning curricula and teacher training programmes.

The purpose of this study is to provide a comprehensive analysis of the possible literature on mindset and foreign language learning, including data analysis of mindset and findings on the impact of mindset on foreign language learning achievement. It will look at empirical studies, theoretical frameworks, and practical consequences to investigate the link between mindset and language learning outcomes such as motivation, proficiency, and perseverance. The study will also address the possible impact of mindset interventions in encouraging a growth mindset among language learners. This study adds to the body of knowledge in the field by providing significant insights for educational practise and policy creation by getting a greater understanding of the influence of mindset on foreign language learning.

## 2. *Foreign language*

Language is vital to human communication and expression. It is a means for people to express their thoughts, emotions, and ideas. While the concept of language is universal, the specific languages spoken by people vary widely between areas and cultures. The distinction between a person's mother tongue, often known as the native language, and a foreign language is an important one in language.

A foreign language is one that is not an individual's native or mother tongue (Richards, J. C., & Schmidt, R. W., 2010). It is a language spoken in a foreign country or culture that is studied as a second or additional language by people who have no natural connection to it. Acquiring proficiency in a language that is not generally spoken in one's cultural or linguistic community is what foreign language study involves. This process frequently necessitates explicit instruction, practise, and exposure to the language in a variety of settings.

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In multiple ways, the distinction between a foreign language and a mother tongue is significant. To begin, learning a mother tongue happens naturally and effortlessly during early life through immersion and interaction with caregivers and the environment (Hawa et al., 2021; Oral & Lund, 2022). Learning a foreign language, on the other hand, is often done in a formal school context, where students receive systematic language teaching and practise (Bozavli, 2016; Ringbom, 2018; Shishova, 2020; Tragant et al., 2013).

Second, the cultural and social settings in which a language is taught and utilised in a mother tongue and a foreign language might differ greatly. A mother language is intrinsically connected to a person's cultural identity and is frequently associated with a sense of belonging and familiarity (Hawa et al., 2021; Oral & Lund, 2022). A foreign language, on the other hand, is frequently associated with a different cultural environment, requiring learners to navigate and understand new cultural norms, values, and linguistic traditions (Derakhshan, 2022; Khajavy et al., 2021; Zeng, 2021).

### *3. Language is culture and a kind of skill and habit*

Language learning is a process of skill development and habit building as well as a knowledge production. Learning a language, like learning a musical instrument or participating in sports, requires regular practise, repetition, and the creation of good habits.

Skinner (1957) claimed that language is learned through a habit formation and reinforcement process in which individuals acquire and enhance linguistic behaviours through positive and negative reinforcement. Language acquisition, according to Chomsky (1959), entails the formation of habits and abilities through exposure to a language-rich environment. In most cases, when learning a foreign language on their mother land, the learner lacks acquisition and a language-rich environment. It contains foreign aspects such as culture as well as language typology. Anderson (1982) proposed that language acquisition entails the development of procedural knowledge and abilities that enable individuals to construct and comprehend linguistic structures from a cognitive perspective.

Language, according to Pinker (1999), is both a habit and a skill that can be learned via repetitive practice (Pinker, 1999). According to Ellis (2008), language learning entails the formation of habits and skills through constant repetition and exposure to relevant language input.

To begin, language learning necessitates the development of a variety of abilities such as listening, speaking, reading, and writing. Language skills must be refined by deliberate practise and continuous exposure to the language (Egamnazarova & Mukhamedova, 2021; Gazzola & Mazzacani, 2019; Presbitero, 2020; Schenker, 2020; Sokip, 2020). Students must participate in activities that develop their abilities in each skill area, such as listening to authentic materials, talking, reading authentic texts, and writing compositions. These skills grow more refined and natural with repeated practise, helping learners to communicate more readily and effectively in

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the target language (Aydoan & Akbarov, 2014; Egamnazarova & Mukhamedova, 2021; Malkawi & Krishan, 2023).

Language learning also involves the formation of habits. Habits are automatic behaviours that occur without conscious effort or thought. Habits in language learning are formed by continuous and organized practicing (Demirezen, 2014; Lally et al., 2010; Lightbown & Spada, 2013; Lubyanova & Belousova, 2020). Setting a daily study schedule, allocating a specified time for language practise, and utilising tools such as flashcards or language apps, for example, can all help to build a habit of regular language learning. Neurogenesis and neuroplasticity in our brain require deliberate practice. Learners strengthen neural pathways connected with language skills by engaging in language learning activities on a constant basis, making it easier and more natural for them to speak the language over time.

Furthermore, language learning entails the development of cognitive and metacognitive strategies that facilitate efficient language usage. Learners must acquire skills for developing vocabulary, grammar comprehension, comprehension monitoring, and self-regulation. Once internalised and performed, these tactics become habitual and contribute to more effective language learning and communication (Elgamal, 2019; Idris et al., 2022; Pei, 2022). It takes time, patience, and dedicated effort. Learners must perform language tasks on a regular and consistent basis, gradually increasing the complexity and difficulty of the tasks. They should also consider their learning strategies, monitor their progress, and make any improvements. Language acquisition may be optimised and improved more efficiently if it is treated as a skill to be learned and a habit to be created.

Language learning is an active effort of skill development and habit formation rather than a passive process of acquiring knowledge. Learners can approach their language learning journey with a growth mindset and dedication if they recognise language learning as the development of appropriate skills, the formation of productive habits, and the use of effective learning methodologies. Educators and language instructors can help learners build good learning habits and strategies by offering structured training, chances for meaningful language use, and direction in developing effective learning habits and strategies. Learners can improve their language abilities and gain greater proficiency in the target language with persistent effort and an emphasis on skill development and habit formation.

#### *4. Foreign language learning is different from mother tongue acquisition*

Mother tongue acquisition is a remarkable process that humans go through in order to acquire and communicate. It is implicit learning that occurs effortlessly and seamlessly during early life through immersion and engagement with caregivers and the surrounding environment. Learning a foreign language, on the other hand, entails a purposeful and planned approach to achieving competency in a language that is not generally spoken in one's cultural or linguistic community.

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Foreign language learning differs from mother tongue acquisition, which happens naturally during childhood through exposure to one's family and community linguistic environments. While mother tongue acquisition is an unintentional and effortless process, foreign language learning is a purposeful and conscious activity including structured instruction and practise. Johnson (2017) emphasises the distinctions between a foreign language and a mother tongue, claiming that a mother tongue is learned naturally from birth within a specific cultural environment. A foreign language, according to Brown (2007), is "a language that is not the native language of a speaker, but rather is learnt or acquired as an additional language."

Foreign language learning necessitates explicit training and persistence of effort, whereas mother tongue acquisition takes place through absorption and exposure in the child's environment. As a result, foreign language learning requires intentional effort, whereas language acquisition occurs naturally through early childhood exposure. When compared to first language acquisition, foreign language learning utilises different cognitive processes in the brain (Bonney et al., 2008; Bozavli, 2016; Cephe & Yalcin, 2015; Ringbom, 2018; Tragant et al., 2013).

There are some significant differences between learning a mother tongue and learning a foreign language. These variations are caused by a variety of factors, including the context of language exposure, the learning environment, and the cognitive processes involved (Idris et al., 2022; Jamshidnejad, 2011; Kang, 2012; Klimova & Pikhart, 2020; Mohammed, 2018; Schenker, 2020). Understanding these contrasts will aid in understanding the difficulties and unique aspects of foreign language learning.

The age at which language acquisition occurs is one significant distinction. Children learn their mother tongue throughout a vital stage of language acquisition that lasts from infancy to early adolescence. This stage is distinguished by enhanced language learning capacities, during which children effortlessly absorb the linguistic patterns and structures of their native language through exposure and interaction (Brooks & Kempe, 2014; Fromkin et al., 1974; Grimshaw et al., 1998; Ruben, 1997, 1999). Foreign language learning, on the other hand, often occurs into adolescence or adulthood, after the critical time, which can bring particular challenges due to cognitive and neuroplasticity differences.

Another key distinction is found in the learning environment. The acquisition of a mother language happens naturally within the context of an individual's cultural and social background. Children are engaged in a linguistic community that exposes them to the language on a constant basis, helping them to assimilate its vocabulary, syntax, and pragmatics (Pătruț & Moldovan, 2010; Tb Endayani, 2021; Zaerinska, 2010). Foreign language learning, on the other hand, is generally done in a formal educational context or through language courses, where students receive systematic instruction, practise, and exposure to the language in controlled circumstances. This purposeful method necessitates deliberate effort and explicit learning strategies.

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Differences in mother tongue acquisition and foreign language learning are also influenced by cultural and social factors. A person's cultural identity is deeply rooted in their mother tongue, which shapes their worldview, beliefs, and values. It is directly related to a sense of belonging and is used to represent cultural nuances and traditions (Mateos-Claros et al., 2019; Ringbom, 2018; Zafiri & Kourdis, 2017). Foreign language learning, on the other hand, exposes students to a new cultural context, requiring them to navigate and comprehend new cultural norms, practises, and linguistic conventions. This part of foreign language learning broadens and expands learners' intercultural skills.

Furthermore, skill levels in a mother tongue and a foreign language can vary greatly. Native speakers of a language often have a high level of fluency and accuracy because they have been exposed to it since birth and have had significant practise in a variety of communicative circumstances. Foreign language learners, on the other hand, move through several phases of language development and may achieve varying levels of proficiency based on their exposure, training, and personal motivation (Bozavli, 2016; Darancik, 2018; Ringbom, 2018; Shishova, 2020; Stein-Smith, 2015). Acquiring native-like proficiency in a foreign language is frequently difficult and requires consistent effort and practise.

Mother tongue acquisition and learning a foreign language are two independent processes with inherent differences. While mother tongue acquisition occurs naturally during early life through immersion and interaction, learning a foreign language requires active training, practise, and exposure. These distinctions include the learning environment, cultural and social influences, and skill levels attained. Understanding the differences between mother tongue acquisition and foreign language learning can help educators, learners, and researchers build successful language learning strategies and foster intercultural awareness in an increasingly interconnected world.

- 5. Automaticity and proficiency in foreign language requires consistent practice, repetition, and the formation of effective habits with learning-goal and intrinsic motivation*

Language learning entails a shift from conscious effort to automaticity, in which language usage becomes effortless and intuitive. Learners progress from careful and controlled processing to automatic and fluent production as they achieve expertise in a language.

When learners first encounter a new language, they intentionally concentrate on comprehending and producing individual words, phrases, and grammatical structures. They carefully evaluate and interpret the meaning of each component, which takes a significant amount of cognitive effort. However, with repeated exposure and practise, students begin to internalise language patterns and rules, and their processing becomes more automatic.

Language automaticity develops through repeated exposure, practise, and meaningful interaction with the language. Learners continue to detect patterns, predict linguistic structures, and recall vocabulary more easily as they encounter the language in diverse circumstances,

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such as listening to native speakers, reading authentic texts, or engaging in discussions. The brain's ability to establish and strengthen neural connections supports this process, resulting in a network of associations relevant to language processing (Dudschig et al., 2014; Francken et al., 2015; Ma et al., 2017).

According to Segalowitz and Bybee (2007), automaticity in language arises as a result of repeated and consistent use of language structures and patterns. According to (N. Segalowitz, 2008), language becomes automatic through repeated use and the creation of strong cognitive connections between linguistic components. Repetition and practise are essential for the development of automaticity. Learners strengthen their understanding and capacity to produce words, phrases, and sentence structures by repeated exposure to them. Regular practise allows students to internalise linguistic patterns, making them more accessible and retrievable during communication (Gray et al., 2000; Hartsuiker & Moors, 2016; N. Segalowitz, 2008; N. Segalowitz, Trofimovich, et al., 2008). This automated retrieval speeds up and smooths out language production, allowing students to express themselves more fluently. Regular practise allows students to internalise linguistic patterns, making them more accessible and retrievable during communication (Gray et al., 2000; Hartsuiker & Moors, 2016; N. Segalowitz, 2008; N. Segalowitz, Trofimovich, et al., 2008). This natural retrieval promotes faster and more fluent language output, allowing students to express themselves more fluently without the need for conscious monitoring and translation (Hui & Godfroid, 2021; Ringbom, 2018; N. Segalowitz, Tro, et al., 2008; S. J. Segalowitz et al., 1998).

Furthermore, meaningful interaction with the language promotes the development of automaticity. Learners activate their current knowledge and build connections between the language and meaningful settings when they engage in genuine language use, such as participating in real-life conversations or engaging with relevant and fascinating content. This process of linking language to meaning improves the automaticity of language processing by giving learners a better grasp of how language works and how to utilise it effectively in various communicative settings.

Many other researches, like Yeager and Dweck (2012), found that intrinsic motivation is positively connected with the belief in personal progress and improvement, which is associated with the concept of a growth mindset. Students with a growth mindset are always more motivated to attain academic goals than those with a fixed mindset. Through frequent exposure, practise, and meaningful interaction, language becomes automatic. Learners' thinking moves from conscious effort to automatic and intuitive production as they internalise language patterns and rules. Repetition, practise, and meaningful interaction with the language all contribute to the development of automaticity, which leads to greater fluency and efficiency in language use.

## 6. *Data Analysis of Mindset and Final Grade Correlation*

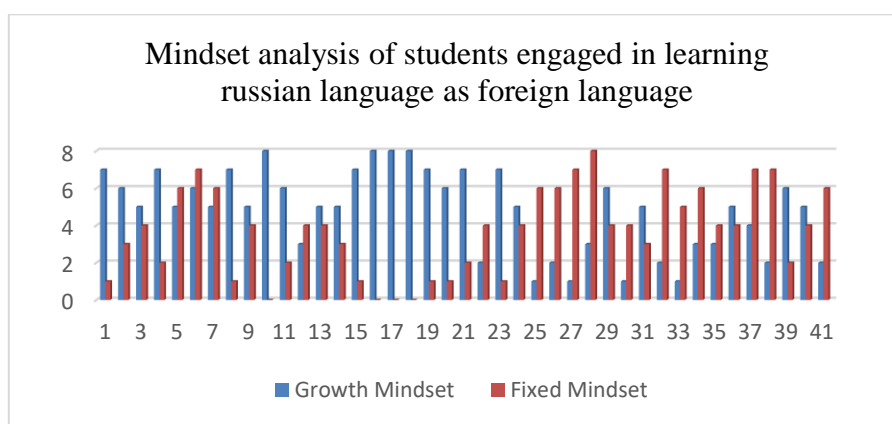
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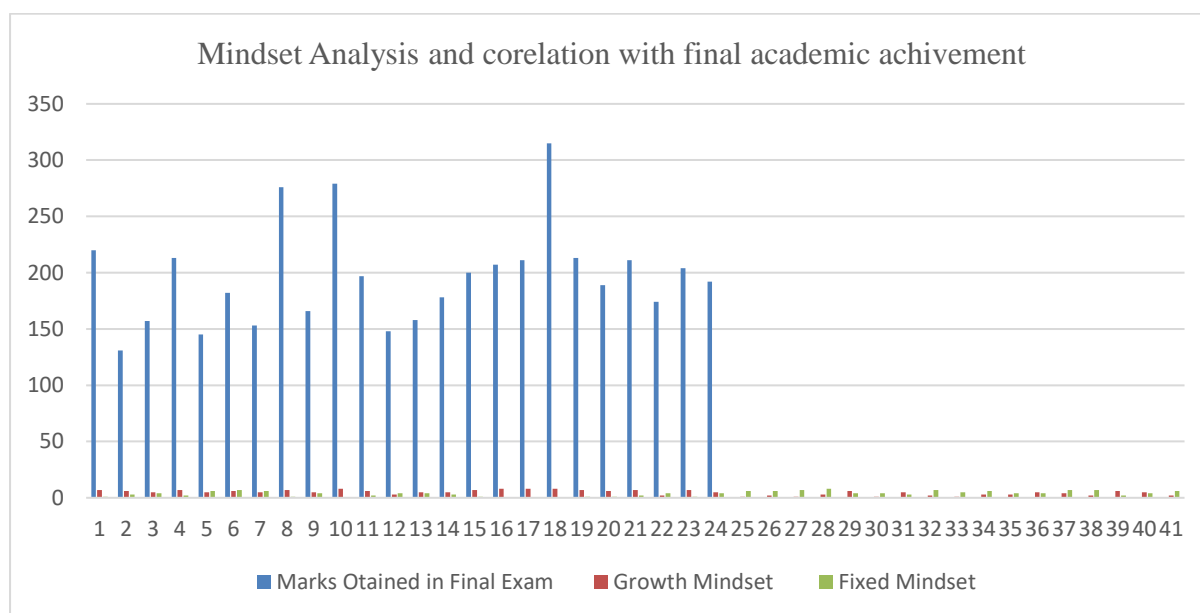
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The survey used structured questionnaires from Prof. Carol Dweck's website [Annexure-1] to collect mindset orientation of young adult students learning Russian as a foreign language in India. They were enrolled in a specific course at the University of Delhi. 41 students took part in the survey; 19 students out of 24 with growth mindset got good grades in the final exam, while only 5 students out of 17 with fixed mindset cleared final exam; 79 % students with growth mindset got good grades in the final exam, while only 29 % students with fixed mindset cleared their final exam [1] [2]. The mindset and their results confirmed that growth mindset are more equipped and ready to learn a foreign language in term of persistent to understand ambiguity of foreign language and to learn linguistic and cultural differences.



[1]



[2]

7. *Growth mindset is good foreign language learner.*



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Learners with a growth mindset outperformed students with a fixed mindset in Russian language learning. A growth mindset is defined by the concept that intelligence and abilities can be developed through hard work, effective strategies, and learning mistakes. This approach is critical for facilitating foreign language learning and allowing students to engage in purposeful training and overcome challenges more successfully.

The willingness to take risks and make mistakes is a significant advantage of a growth mindset in foreign language learning. Students with a growth mindset see that mistakes are a normal part of the learning process and see them as opportunities to develop. They are more open to experimenting with language, trying out new expressions, and engaging in communicative activities without fear of being judged or failure (C. S. Dweck, 2017; Limeri et al., 2020; Rohne, 2015; Sanguras, 2021). This willingness to move outside of their comfort zones enables individuals to actively practise and enhance their language skills, resulting in faster advancement and a deeper comprehension of the language. According to Burnette et al. (2013), people with a growth mindset are more likely to have intrinsic motivation, which is essential for sustained effort and engagement in language learning.

Furthermore, students that have a growth mindset have stronger resilience and perseverance in language learning. Challenges and failures are viewed as chances for growth rather than indicators of their limitations. Rather of being discouraged by setbacks, they see them as temporary roadblocks that can be conquered by hard work and successful methods (Limeri et al., 2020; Mindsets That Promote Resilience: When Students Believe That Personal Characteristics Can Be Developed: Educational Psychologist: Vol 47, No 4, n.d.; Yeager & Dweck, 2012; Yu & McLellan, 2020).

This resilience allows students to persevere in their language learning journey, especially when confronted with complex grammar rules, foreign vocabulary, or pronunciation issues. As a result, people are more likely to sustain their motivation, engage in learning activities, and progress over time.

Furthermore, students who have a growth mindset actively seek feedback and perceive it as helpful information for advancement. They welcome constructive criticism and see it as an opportunity to improve their language skills (Adcroft, 2010; Ashford & De Stobbeleir, 2013; Carless & Boud, 2018; Park & Shon, 2020). This feedback-based approach enables them to identify areas for improvement, make required adjustments, and fine-tune their language performance. They actively seek opportunities to practise, and interact with native speakers or other language learners, all of which contribute to their language proficiency growth. Additionally, Mueller and Dweck (1998) discovered that those with a growth mindset are more intrinsically motivated and use various techniques to accomplish success. Mueller and Dweck (1998) found that the students with a growth mindset use alternative learning strategies and are more willing to face challenges, resulting in greater levels of success. Students that have a growth mindset are more likely to come up with successful learning strategies.

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They understand the value of active learning, such as engaging in actual language use, practising consistently, and searching out resources that help them learn a language. They are proactive in pursuing chances for language exposure, such as viewing movies or using multimedia, listening to podcasts, reading books or articles, and engaging in language exchange programmes. This systematic approach to studying allows individuals to improve their language learning experience and grow more quickly.

Students that have a growth mindset have an advantage when it comes to learning a foreign language. Their willingness to take risks, accept mistakes as learning opportunities, demonstrate perseverance in the face of adversity, actively seek feedback, and establish effective learning strategies all contribute to their ease and success in language learning (Hochanadel & Finamore, 2015; Myers et al., 2016; Rissanen et al., 2019; Yeager et al., 2016). Educators and education policymakers can help students develop a growth mindset by highlighting the malleability of intelligence, promoting effort and perseverance, and creating a supportive learning environment. Students can unleash their full potential in foreign language study by establishing a growth mindset and experiencing higher fluency, competency, and enjoyment in their language journey.

## *8. Foreign language learning is hampered by fixed thought.*

When it comes to learning a foreign language, students with a fixed mindset commonly encounter significant challenges. A fixed mindset is the assumption that intelligence and abilities are fixed characteristics that cannot be changed considerably (C. S. Dweck, 2017; Hochanadel & Finamore, 2015; Limeri et al., 2020; Wang et al., 2021). Students with this perspective may view language learning as a daunting endeavour and are more prone to become discouraged and quit up whenever had failure.

One of the most significant challenges that students with a fixed mindset encounter is their fear of making mistakes. They tend to see mistakes as evidence of their incompetence rather than as great learning opportunities (Barbouta et al., 2020; C. S. Dweck, 2017; Sanguras, 2021). This fear of making mistakes might impede their language learning development since it prevents them from taking chances or participating in communicative activities that are essential for language acquisition. They may also avoid speaking in the target language out of fear of being evaluated or condemned (Wormeli, 2018; Yeager & Dweck, 2012), limiting their exposure to real-life language use and limiting their language development.

Another concern associated with a fixed mindset is the tendency to compare oneself to others. Students with a fixed mindset may constantly compare their linguistic abilities to those of their classmates or those whom they think to be more skilled (Bedford, 2017; Lewittes & Morris, 2021; Tang et al., 2019). This comparison can be demotivating and lead to feelings of inadequacy, reinforcing their belief in their fixed skills and impeding their advancement.

Students with a fixed mindset are more likely to demonstrate poorer levels of motivation, engagement, and persistence in foreign language learning, according to research. They may

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struggle to develop effective learning strategies and may be hesitant to receiving support or feedback (C. S. Dweck, 2017; Nalipay et al., 2021; Sanguras, 2021). Slower progress, limited vocabulary and grammatical development, and difficulty understanding and expressing the target language can all come from a lack of effort and commitment.

Students with a fixed mindset encounter considerable challenges when it comes to learning a foreign language. Their fear of making mistakes, difficulty dealing with setbacks, and tendency to compare themselves to others all impede their language learning progress. It is critical for educators and policymakers to realize the significance of mindset on language learning and to work with students to cultivate a growth mindset. Students can overcome these challenges, develop a more positive attitude toward language learning, and achieve greater success in acquiring proficiency in a foreign language by fostering a belief in the potential for growth mindset and emphasising the value of effort, perseverance, and learning from mistakes.

## 9. Challenges in learning foreign language

*Challenges of Learning a Foreign Language:* The problems of learning a foreign language include phonetic and phonological differences, unfamiliar grammar structures, and cultural nuances (Ellis, R., 2008). Foreign language learning necessitates explicit study, exposure to the target language, and the development of language abilities through practise and exposure to the target language.

*Cultural and Societal Implications:* Learning a foreign language entails understanding the cultural context in which the language is used (Kramsch, C., 1998). Cultural sensitivity and awareness are required for efficient communication and interaction in a variety of linguistic and cultural settings. According to Brown (2014), learning a foreign language requires conscious effort and explicit learning, whereas mother tongue acquisition occurs through immersion and exposure in natural linguistic environment.

*Proficiency:* Furthermore, proficiency levels in a mother tongue and a foreign language can differ. Native speakers of a language typically have a high level of fluency and accuracy since they were introduced to the language at an early age and have had significant practise in a variety of communicative circumstances. Foreign language proficiency, on the other hand, is often acquired gradually, with learners advancing through many stages of language development and achieving varying degrees of proficiency based on their exposure, training, and personal desire.

## 10. Conclusion

The research on mindset and foreign language learning emphasises the importance of mindset in learners' ability to learn a new language and develop automaticity. Individuals with a growth mindset are clearly more equipped for foreign language learning than those with a fixed mindset, according to the research.

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According to findings and analysis of empirical data correlation of collected in survey, learners with a growth mindset view language learning as a process that can be enhanced through effort, practise, and patience. They are confident in their capacity to improve their language skills and see setbacks as chances for improvement. As a result, individuals are more likely to use effective learning strategies, seek feedback, and persevere in the face of difficulties. This proactive and resilient approach helps to their language acquisition success.

Furthermore, the study underlines the importance of automaticity in language learning. Automaticity is the ability to utilise language effortlessly and naturally, without the need for cognitive monitoring or translation. Learners with a growth mindset are more likely to achieve automaticity in language because they are willing to participate in extensive practise, exposure to real language input, and meaningful interaction with the language. Automaticity improves fluency, efficiency, and naturalness in language output, resulting in more successful communication.

Individuals with a fixed mindset, on the other hand, may struggle with foreign language learning because they believe that language abilities are fixed and predetermined. They may be more likely to avoid challenges, be afraid of making mistakes, and be discouraged by failures. These attitudes can impede their language learning progress and prevent them from developing automaticity.

This study has important implications for educators, language instructors, and policymakers interested in foreign language instruction. It emphasises the significance of cultivating a growth mindset among language learners, as it has a favourable impact on their motivation, resilience, and involvement in the learning process. Promoting a growth mindset can be accomplished through encouraging self-reflection, supporting belief in the malleability of language skills, and highlighting the importance of effort and successful learning strategies.

Furthermore, teachers should understand the significance of automaticity in language learning and give adequate opportunities for meaningful practise, exposure to authentic language input, and engaging learning experiences for students. Educators can improve learners' fluency, efficiency, and overall language competency by encouraging the development of automaticity.

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Appendix 1, Mindset survey questionnaire (students)					
You have a certain amount of intelligence, and you can't really do much to change it.					
Strongly Agree	Agree	Mostly Agree	Mostly Disagree	Disagree	Strongly Disagree
Your intelligence is something about you that you can't change very much.					
Strongly Agree	Agree	Mostly Agree	Mostly Disagree	Disagree	Strongly Disagree
No matter who you are, you can significantly change your intelligence level.					
Strongly Agree	Agree	Mostly Agree	Mostly Disagree	Disagree	Strongly Disagree
To be honest, you can't really change how intelligent you are.					
Strongly Agree	Agree	Mostly Agree	Mostly Disagree	Disagree	Strongly Disagree
You can always substantially change how intelligent you are.					
Strongly Agree	Agree	Mostly Agree	Mostly Disagree	Disagree	Strongly Disagree
You can learn new things, but you can't really change your basic intelligence					
Strongly Agree	Agree	Mostly Agree	Mostly Disagree	Disagree	Strongly Disagree
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
You can change even your basic intelligence level considerably.					
Strongly Agree	Agree	Mostly Agree	Mostly Disagree	Disagree	Strongly Disagree
You have a certain amount of talent, and you can't really do much to change it.					
Strongly Agree	Agree	Mostly Agree	Mostly Disagree	Disagree	Strongly Disagree
Your talent in an area is something about you that you can't change very much.					

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Strongly Agree	Agree	Mostly Agree	Mostly Disagree	Disagree	Strongly Disagree
No matter who you are, you can significantly change your level of talent.					
Strongly Agree	Agree	Mostly Agree	Mostly Disagree	Disagree	Strongly Disagree
To be honest, you can't really change how much talent you have.					
Strongly Agree	Agree	Mostly Agree	Mostly Disagree	Disagree	Strongly Disagree
You can always substantially change how much talent you have.					
Strongly Agree	Agree	Mostly Agree	Mostly Disagree	Disagree	Strongly Disagree
You can learn new things, but you can't really change your basic level of talent.					
Strongly Agree	Agree	Mostly Agree	Mostly Disagree	Disagree	Strongly Disagree
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
You can change even your basic level of talent considerably.					
Strongly Agree	Agree	Mostly Agree	Mostly Disagree	Disagree	Strongly Disagree