

# MOTIVATION AND FOREIGN LANGUAGE LEARNABILITY IN THE YOUNG ADULT STUDENTS

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## **Introduction**

Motivation is the psychological drive; it acts like catalyst or accelerator; and discoveries in the field of brain science have confirmed that all mental activities are the play of brain chemicals, emotion and motivation controls the brain chemical to far extent. Motivational disorder cause emotional imbalances which results into stress. Stress hormones divert blood glucose to exercising muscles, therefore the amount of glucose – hence energy – that reaches the brain's hippocampus is diminished. This creates an energy crisis in the hippocampus which compromises its ability to create new memories. Stress even causes problems with the brain's Happy Messengers. When life is smooth, the happy messages keep up with demand. When stress is increased in the brain, the Happy Messengers begin to fall behind on their deliveries of messages. Important nerve centers then receive mostly sad messages, and the whole brain becomes depressed. The person enters a state of brain chemical imbalance.

Motivational and emotional change means preparation of brain chemistry (chemical change) for the desired act. Mindset is the cognitive value, direction and acceleration or deceleration of thinking; that is, a mental configuration through which all the stimuli pass and are interpreted; it is self-theory which include everything: motivation, emotion, self-image, inhibition, risk-taking, ego-permeability and ambiguity etc; it is implicit theory of intelligence. So mindset is the criteria which decide and interpret and decode any stimuli to be motivator or not to be motivator and give the response accordingly. There are two types of mindsets: Growth mindset sets the learning goal, mastery-pattern-orientation, intrinsic and extrinsic motivation maintainer, new strategies, effort and

challenge attainer to be successful. So motivation decides which mental action is to be primary and which is to be secondary for the desired goal.

Findings of the characteristics of the foreign language and the nature of the young adult students from the exiting research in these areas have been used to infer the further research. This research is qualitative and quantitative in nature. Established questionnaires have been used and interviews have been carried out to find out the result. First, mindset has been examined in the young adult students and attitudes of these students towards the foreign language learning have been investigated and then how these motivational-patterns of mindset is used of the young adult students by the teachers has been inspected.

It has been found that teachers don't apply proper motivational patterns and values to fix learning goal pattern, mastery-goal-pattern, incremental theory of intelligence, intrinsic and extrinsic motivation maintainer; and new strategies and challenge attainer in the students. In this research, it has been found that 13% students are with fixed mindset and 70% students are with mixed values of mindsets: fixed mindset and growth mindset. It has already been proved that knowledge about the adaptability and motivation and its uses change the mindset of the students but teachers don't use such strategies because they are not aware about how to develop learning goal in the students. In the research about the attitudes of the young adult learners with growth mindset, it has confirmed that they are best set as good foreign language learners; however, fixed mindsets are not good foreign language learners because fixed mindset i.e. entity theorist (who understand talent as entity which can not be changed) don't retain motivation for long time to get the target. And because of decline in the brain adaptability and motivational behaviour with more cognitive load, mental noise and social life engagement; young adult students need a motive to continue learning; motivation turns out to be main force to control the brain chemistry to carry out a specific synaptic neural connections to subsist learning in the memory to develop the learnability.

Young adult-psychological traits confirm that they should always have a motive or a reason to carry out any activity therefore motivation is the needed force to persuade them to learn, adopting effort to develop the brain ability.

## Methodology

This research is quantitative and qualitative in nature. Well established motivational theories and existing researches in the field of "motivation-brain-and-learning" have been used to find out the result about motivation and foreign language learnability in the young adult students. First of all mindset has been found out because it is setting or cognitive value on which all mental activities are carried out, even motivational

mental stimuli are interpreted by the mindset. Then secondly attitudes of the young adult students for the foreign language learners had been deduced from the collected written data which had been collected from the young adult students engaged in foreign language learning in different institutions in Delhi. Survey had been conducted in the written form adopting established questionnaires which have been already used in many researches. Lastly teachers engaged in the foreign language teaching were interviewed to find out which types of praise motivate the students to improve the learning and how they hand the mindset in teaching the students.

Established questionnaires have been used, which have already been used by different researchers to find out the mindset and language learning attitude. Questionnaire used by the Prof. Carol Dweck to find out the mindset among the students has adopted to carry out survey for the mindset among the young adult students. This questionnaire is available on <http://mindsetonline.com/testyourmindset/step1.php>, and second questionnaire which we have adopted to study the language learning attitude with respect to the mindset which has been already been used by the SIL a organisation working in the field of linguistics. Questionnaire is available on:

<http://www.sil.org/lingualinks/languagelearning/prepareforlanguagelearning/attitude.pdf>. To find out the values of collected data of the mindset we have used the questionnaire itself which is available on the official website of the Carol Dweck, where value is calculated by feeding the answer of the question, in last this questionnaire results the fixed mindset or growth mindset values. And to find out the value of the language learning attitude, we have used the same evaluation system which is in the questionnaire. There are five attitudes towards language learning: Self-Image, Inhibition, Risk-taking, Ego-Permeability and Ambiguity; there are twenty seven questions all are interchangeably directed these different attitudes, all these attitudes bears only eight questions; and there are five answers to these questions, they are: SA= Strongly Agree, A= Agree, N= Neither agree nor disagree, D= Disagree, SD= Strongly Disagree, these all answers have different values: SA=8, A= 6, N=4, D=2, SD= 0. And Checking your scores evaluates the result: 64-48="HIGH"; 47-36 = "ABOVE AVERAGE"; 35-16 = "AVERAGE"; 15-0 = "LOW". Each of the areas of evaluation is geared toward one end of the scale or the other. If your score is low in the Self- image column, this points to a low self-image in language learning, and thus, a potential hurdle to overcome. The higher your score is in the Inhibition, Risk-taking, and Ego Permeability columns, the more you tend to exhibit those traits, while the higher your score for the last column (Tolerance of Ambiguity), the less you tend to exhibit that trait. University level young adult students have been taken as sample to undertake for survey-analysis to deduce the results.



## Analysis and Discussion

Motivation is the word derived from the word 'motive' which means needs, desires, wants, reason, cause, object, purpose, intention, aim and drive within the individuals. So it is an inferred process within an individual that causes that individual to move towards a goal. It is the process of stimulating people to actions to accomplish the goals. Motivation is to be the reason why somebody does something or behaves in a particular way and make somebody wants to do something, especially something that involves hard work and effort. In the work- goal context the psychological factors stimulating the people's behavior. It is the inner power or energy that pushes toward acting, performing actions and achieving. Motivation gives direction, persistency and intensity to the thinking. It strengthens the ambition, increases initiative and gives direction, courage, energy and the persistence to reach one's goals. Motivation is exhibited in the form of desire and ambition, and if they are absent, motivation

is absent too. Often, a person has the desire and ambition to get something done or achieve a certain goal, but lacks the push, the initiative and the willingness to take action. This is due to lack of motivation and inner drive. A motivated person takes action and apply all the efforts whatever it needs to achieve his/her goals.

There are different theories of motivation; they are needs theories and process theories. Needs theories are Maslow's hierarchy of needs and Herzberg's two factor theory. Process theories are expectancy theory and goal setting theory. Herzberg's Two-Factor Theory includes hygiene factors and motivational factors. In hygiene factor organization policies, quality of supervision, relations with others, personal life, rate of pay, job security, working conditions are included. In motivational factors achievement, career advancement, personal growth, job interest, recognition and responsibility are included. In need theory physiological needs, safety and security, social-love and belonging, esteem and self-esteem and self-actualization need are included. In expectancy theory; individual effort, individual performance, organizational rewards and personal goals are the steps. Effort-performance relationship promotes expectancy. In goal setting theory goal is set which affects on the person and directs attention, apply energizes, encourages persistency and develop new strategies and keep observing the performance taking the feedback to improve and adopt new strategies to get the goal. So all together, motivation furnishes direction, persistency and intensity to the thinking. Motivation is the mental impulse which set priority to the mental activity which is to take first and which is to take second. Different scholars have divided theses the motivation into intrinsic and extrinsic motivation. A long tradition of research has shown that intrinsic motivation (i.e., Learning for learning's sake) is associated with a host of adaptive classroom behaviors, including persistence, cognitive flexibility,

preference for challenge, use of adaptive coping strategies, and engagement in deep conceptual learning (Boggiano, 1998; Meece, Blumenfeld & Hoyle, 1988; Miller, Behrens & Greene, 1993; Otis, Grouzet & Pelletier, 2005; Pintrich & Garcia, 1991; Ryan & Connell, 1989). "Intrinsic motivation also predicts strong academic performance (Boggiano, 1998; Gottfried, 1985; Lepper, Corpus & Iyengar, 2005) and may be particularly beneficial for students with lower ability (Lau & Chan, 2003; Logan, Medford & Hughes, 2011)." <sup>1</sup>

## Brain and Motivation

The brain is the body's control center. It controls both voluntary and involuntary activities. The Nerve impulse of each neuron is like a tiny biological battery. Electrically charged molecules called ions are found in varying numbers inside and outside of each neuron. Neurons receive stimuli from the environment and carry them to the brain for interpretation; motor neurons relay messages from the brain to the all organs, tissues, muscles or glands of the body in response to the information; glands release the different chemicals affecting the mental environment and physiology of the individual. The brain produces chemicals that it uses to accomplish millions of tasks every single day. Some of these chemicals can become out of balance due to stimuli as we are social animal and in society emotional and physical stimuli are not in the stereotype; we never control our sensorial organ for which perception to perceive and which to ignore so brain chemical imbalance is natural. When that happens, a person can feel lazy, tired, and even depressed, and people avoid some activity and embrace some activity. "Children, adults, and the elderly are all susceptible to chemical imbalances. Classroom circumstances may affect the brain's chemistry in either a positive or a negative way. An awareness of the brain's chemistry may help teachers affect the classroom environment."<sup>2</sup> We do some of our activity very energetically whereas we ignore some activity so behind of all the activities there is motivation. It is most important to manage the brain chemicals for the desired goal. It is motivation which makes some mental activity primary and some activity secondary producing the required brain chemicals; it is motivation which keeps balancing the brain chemistry for the goal. Motivation plays very important role in goal orientation and in initiating the interests among the individual; defining internal and external state of the individual and it arouses, directs, and maintains behavior.

Overall motivation manages the emotion which controls whole mental situation. If anybody is motivated to anything, it becomes delightful and pleasant activity; if not motivated, and absence of internal drive makes the activity distasteful and boring, and a moment of mood-change is the result brain chemicals which run in the brain every second. "Emotions have physiological, expressive, and experiential components, and each component can be studied in terms of its structure and functions. The

they believe that no one is better than them, they are best and when they see others success they compare themselves and feel diminished so even others success make them anxious. This extreme thinking makes them restless causing stress takes over; emotional and motivational drive go down reducing the learnability. Fixed mindset cannot retain their motivation for long time after the failures whereas growth mindset is motivation retainer and self-motivation maintainer. "While students who possess ability-validation goals persist and perform well under successful circumstances, they tend to perform poorly when faced with a difficult situation (Grant & Dweck, 2003). Because these students are preoccupied with presentational concerns and distracted by fears of incompetence, they may have difficulty maintaining intrinsic motivation."<sup>8</sup> It is mindset which interprets the message to be motivational or not-to-be-emotional. As a result mindset is key in motivating the students. Mindset is the set of cognitive values and patterns in the mind. Two mindsets set the individual in two different worlds of emotion and motivation; they interpret and take on the praise and feedback very differently.

### **Classroom and motivation**

Motivation is mental drive which the people get from the social interactions; classroom holds specific population with specific goal therefore they have a specific motivational drive. Classroom holds groups of students, majority of motivational attitude become the motivational attitude of the classroom. All individual consciously or unconsciously motivate each other by behaviors; and put in the motivational value to each other. In classroom, teachers come out to be decisive motivator. Teacher motivates the students in classroom. Classroom works as cooking vessel where learning food is prepared, motivation is like regulator of learning and other factors of the classroom are the components and recipe is its way how classroom is carried out. "This classroom discourse style represents spoken artistry with its fast pace, its overlapping speech, and its playful tone. It includes repetition of words, phrases, and topics that result in attentiveness to others' speech. The storytelling and wordplay serve as building blocks of language learning with their relations to intrinsic motivation, expert-novice interaction, and a focus on form."<sup>18</sup>

Students are not always like empty vessel especially adult young students, they are full of their own developed cognitive frame-structures and cognitive values with their own socio-cultural-humanistic values and activities which separates them from the young learners. So making them learnt needs them to be emptied first or got them motivationally ready to pour the information to be learnt. Mindset brings the motivational change in the students. Our education system brings the change in the mindset of the students. As our education system make the students performance goal, they concentrate on the result which

secure even their jobs. Teacher's interaction and praise has the mindset setting value with motivational values. And a teacher appears in the center in the classroom teaching or learning context. Teachers' attitude and behaviors and their emotional value all together change the mentality and consequentially the brain chemicals of the students altering the learnability.

There work three mindsets in the classroom one the individual mindset of the learners and other mindset is the mindset of the teacher and third one is the classroom mindset in totality including all mindsets of all students and teacher. "Several studies have shown the importance of the teacher's influence in fostering unmotivated learners, Christopher and Gorham (1995) investigated demotivation both qualitatively and quantitatively, and found that approximately two thirds of the reported sources of motivation were the teachers' responsibility. Learners with lack of motivation tend to attribute their problem to the teacher."<sup>19</sup> It has been observed in survey that teachers are unaware about the mindset and implicit theory of intelligence, as a result grave concern lies in the interaction between the teacher and the students.

All teachers were unaware about motivational value which they hold in their sentences during their lectures; and types of sentences which they use to motivate the students; and they may be learning goal setter or performance goal setter.. Survey among the teachers engaged in teaching Russian as foreign language confirms that not a single teacher knows about the motivation application in setting up the value of intelligence. All teachers said that praises like "You are smart; you are intelligent" are helpful in motivating students; they always enhance the students' fertility in learning. But thing is reversed, these types of motivation fixes intelligent-tag and smartness on the student and develop entity theory of intelligence that believes in maintaining that intelligent tag; if they further find that they are unable to prove and maintain that tag they develop vulnerabilities: anxiety, boredom and mental depression, and they try to adopt other behaviours which prove their talent. Young adult students have already developed the social traits so they like praised and respected and evaluated by others. They have more self-image than children therefore there appears a learning environment if students start learning, there comes out a competition between them which motivate them to do better than others. And this learning environment immerse them in lectures, study material and all other source even outside classroom. It makes them the active learner. Big issue is the maintaining the desire of learning and motivation; and get them emptied-motivationally prepared and sensory-absorbing throughout entire course till it is completed. Entire things come to be in the center to changing the mindset and motivational attitude in achieving the successful result by developing learnability. "Beliefs associated with learning are some of the most important issues relating to motivation."<sup>20</sup>



Fixed mindset makes the students performance goal oriented (fixed mindset), it put talent tags on the students which they want to maintain always, if performance is not met accordingly, if talent tag is not maintained, they show vulnerabilities and helplessness. They stuck into the helplessness causing anxiety and stress, sad messengers take over their neural system, altering the brain chemicals jeopardising mental system leaving in the traumatic situation. "Give students the opportunity to make the connections between information stored in automatic memory and its use on a test."<sup>21</sup> "The fear of negative assessment by others as an influence on behaviour is, if not central to, typical of human social motivation and its accompanying behaviour. Whether called shyness, stage-fright, embarrassment, or more importantly to the subject at hand, language anxiety, its effects are felt throughout our social lives. Mere social anxiety is felt not only in the actual presence of others but also with the prospect of interpersonal evaluation."<sup>22</sup> Learning to take place requisite, it is very much needed to be mentally and emotionally and motivationally to be ready to gain the information to be learnt.

### **Motivation and foreign language learnability**

Motivation is mental impulse which makes some action more important than others, it accelerates motivated action. Mindset is the mental setting or specific cognitive structure which interprets stimuli; and mindset is even direction and orientation which sets the mind on the track of continuous thinking or on the track of halt. It is motivation which even changes the mindset, understanding the mental setting; and making specific mental activity primary or secondary. Due to the nature of foreign language, commitment and deep desire to learn is must for successful result. Any language does not have the concrete correlation with the environment but it has abstract mental implication. It is not a linear disciple. It does not have only conscious cognitive value but it has unconscious proposition also which always remains uninformed to the individual. A language plays different role; it links the environmental stimuli and brain. It acts as medium to receive stimuli / information from the environment and react accordingly that's why environment play very important role for the development of humanistic brain. Language has all the value and structure of the society, it is a cultural product so society from where it is originated acts as language builder and as a result language of one society becomes different, in its structure and form, with another society. It becomes foreign to the other society. Language becomes a medium through which environment programme cognitive value in the brain and through which it interact with the environment. It can accelerate the students' learnability and alternatively it can even decelerate the learnability in the students depending on the types of motivation. It is the medium through which individual is motivated to develop learn goal. "Motivation in second language learning, as Dornyei (1998) points out, 'contains featured personality and social dimensions as well as the environmental and cognitive factors in relation to learning

in current educational psychology'. In research on language learning motivation, each of these aspects is vital, since they interact in the language learning process, especially in the classroom. Indeed, in the field of motivational psychology, there has been a recent shift from an individual perspective to a societal perspective."<sup>23</sup> Anxiety is the one of the factor which acts as the deceleration-element to the individual, because it alters the brain chemicals. "More recently, anxiety in language learning has started to be discussed in relation to negative learning experiences (e.g., Nakata, 2003; Chen & Chang, 2004)."<sup>24</sup> Classroom interactions, perceived level of success, and attributions of success and failure are important factors which are included in motivation which gives impact on the successful result. "In learning a second language there are many situations and many times where confusion is the normal state of affairs. Issues of grammar construction, pronunciation, meaning, and usage make their influence known and, if not ambiguous, quite often mysteriously subtle."<sup>25</sup> Ambiguity creates anxiety to the learners; it is must overcome anxiety to maintain the pace of learning. "The anxiety produced in the face of such ambiguity can be partly alleviated by a heightened reliance on "guessing" at meaning and not overly concerning oneself with "correctness". In order to do this, the learner must be willing to make errors, have a strong sense of self-esteem and be willing to take risks, things which a person with a low level of tolerance for ambiguity may not be willing to do."<sup>26</sup> Due to the characteristics of the foreign language; students should always be ready to take risk of learning and growth mindset has these are attributes that's why they are good learners. Students should be ready to even face the negative assessment and interpret it as positive to continue the learning; growth mindset is best set for this. "The fear of negative assessment by others as an influence on behaviour is, if not central to, typical of human social motivation and its accompanying behaviour. Whether called shyness, stage-fright, embarrassment, or more importantly to the subject at hand, language anxiety, its effects are felt throughout our social lives. Mere social anxiety is felt not only in the actual presence of others but also with the prospect of interpersonal evaluation."<sup>27</sup> Growth mindset even interpret negative assessment into positive that I did not make the sufficient effort and did not applied proper strategies to get the goal so I should start afresh.

Mindset is the mental inertial which bring all the changes. Foreign language motivational theory has three stages. Teachers should undertake three stages of motivation strategies: 1st is stage pre-action (where teachers needs to set the students' goal, forming intention and starting action, that is learners' belief and strategy setting), 2nd stage is executing the motivation and maintaining it. Quality of the learning experience (pleasantness, need significance, coping potential, self and social image), Teachers' and parents' influence, Classroom reward- and goal structure, Influence of the learner group, Knowledge and use of self-

regulatory strategies (e.g. Goal setting, learning and self-motivating strategies) and 3rd stage is maintain motivation for the next goal. Generally after the achievement students get happy and join in the celebration of success and lose the concentration, to some extent some students even forget the next goal. Motivate them to keep the pace of learning and maintaining it. "Gardner and Lambert (1972) hypothesized that the integrative motive facilitates second language acquisition because it reflects active involvement in language study. This is because learning a second language requires the adoption of word sounds, pronunciations, word orders, and other behavioural and cognitive features that are part of another culture (Masgoret & Gardner, 2003).<sup>28</sup>" Arnold (1960) introduced appraisal into psychology by describing it as the process by which a person determines the significance of their situation. Appraisal gives rise to attraction or aversion, and emotion is equated with a "felt tendency toward anything intuitively appraised as good (beneficial), or away from anything intuitively appraised as bad (harmful)." Lazarus (1991) said appraisals are necessary and sufficient for emotion, and he saw each emotion as being completely determined by the patterns of appraisal giving rise to them.

Emotions constitute the primary motivation for human behavior. Emotional appraisal initiates motivation. Behavioral intensity may indicate strength of motivation but not type of motivation. Motivation is one of the most important keys to success. When there is lack of motivation you either get no results, or only average results, whereas when there is motivation you attain greater and better results and achievements. The brain produces endorphins, the pleasure hormone, when it is learning.

Foreign language acquisition and learning theory and motivation: There are numerous theories of second language acquisition or learning. Language learning is not like any other type of learning cannot be thought to be predictable as many theories of second language (foreign language) have hypothesized to be. Behaviorism advocates language learning is just like adopting other behaviors by practicing in day to day life. According to behaviorists "language is nothing but a habit that the child comes to learn by imitation. In their account of language acquisition, the child is exposed to linguistic data which he/she internalizes and then reproduces at a later stage. Language is thus learned from outside, we learn it in the same way that we learn other habits. The structuralists, whose views are related to behavioral psychology, see language as a finite list of ordered elements to which one can attach labels. They undertake a systematic analysis of structure. The teacher depends on such structural description as the distribution and combination of elements into a chain of speech. It is based on the process of substitution, the replacement of one unit by another unit of the

same grammatical class. Cognitivism proposes that the processes of second language acquisition are not identical to those of the first language acquisition although there are similarities. One of the similarities could be that second language may need to be learned at the same time as first language. Since acquisition of a second language requires conscious control of learning and this cannot be handled at an early stage, At this stage of analysis, it can be argued that, first, innate factors are less important for second language learning than social factors of environment, motivation, and reinforcement. Due to abstract characteristics of some of the cognitive views, the structural acquisition technique is probably more practical for formal learning in the first stages of the second language, and the cognitive technique may assume greater importance in the more advanced stages. Comprehension hypothesis (Krashen 2004) gave birth to a stimulus-response (S-R) theory which sees language as a set of structures and acquisition as a matter of habit formation, it advocates input of data and the motivation and effort to refine the acquisition. Interaction hypothesis (Hatch 1978 and Long 1981, 1996) supports the interaction to be most important in second language acquisition. Output hypothesis, Swain (1985, 1995), is against radical position of role of input (Krashen 2004), it supports the output to be most important, it claims that practicing the language helps learners observe their own production which is very essential in second language acquisition. It stimulates the learners to move semantics to the complete grammatical processing needed to accurate the production. Lastly connectionism seeks to explain second language acquisition in term of mental representations and information processing while rejecting the innate endowment hypothesis. Elman et al (1996) agree that there are a universal behavior but that does not mean that they are directly contained in our genes. Any sort of learning is understood as a matter of neural networks. Language learning is understood as the processing of experience and repetition of experiences causing the strengthening of connections.

All the learnings have motives; even acquisition has drive and response. Without these force all mental activities are not possible. All the theories behaviorism, Cognitivism, Comprehension hypothesis, Interaction hypothesis, Output hypothesis and connectism have the motivational attributes to carry out learning. Specially recent development in the foreign language learning and acquisition is the connectionism which advocate about the mental synaptic connection for the learning and give the details about the making, accelerating and selecting desired sensorial centre to develop for the desired mental development and learning where mental drive that is motivation to prioritize and accelerate a particular type of neural connection because all our physiological and social behaviours of ours are written on neural connections; in adulthood developing neural connections are decreased therefore motivation is must for the successful learning. Arnold (1960) introduced appraisal into psychology by describing it as the



process by which a person determines the significance of their situation. Appraisal gives rise to attraction or aversion, and emotion is equated with a "felt tendency toward anything intuitively appraised as good (beneficial), or away from anything intuitively appraised as bad (harmful)." Lazarus (1991) said appraisals are necessary and sufficient for emotion, and he saw each emotion as being completely determined by the patterns of appraisal giving rise to them.

## Conclusion

Motivation is psychological compel which drives brain chemicals to concentrate specific activity for the neural connection to go on according to the motivated goal to achieve which enhance the learnability in the students. Mindset being self-theory brings all change in the individual. It is the mental configuration with laden cognitive values which filter and interpret all stimuli accordingly; to accept motivation and to remain motivated depends on the mindset. 13% students have been found with the fixed mindset and 70% have been found with the mixed value with fixed mindset and growth mindset that have tendency to change the mindset according to the motivational values which they receive from psychological-social-interactions; here classroom and teachers turns out to be decisive being in the centre in the classroom and students context. Further observation of the nature of the foreign language and attitudes of the young adult learners: growth and fixed; has confirmed that foreign language learning needs learners to be growth mindset; but teachers and classroom and educational system make the students performance goal oriented, which is the characteristics of fixed mindset who are a bad foreign language learners if they are met with the failures; with their mal-adaptive-patterns being a motivation loser with absence of further strengthened strategies and self-motivational value.

Fixed mindset students have high-self image tendency in language learning. These students have more shyness or nervousness feeling that stops them from expressing their thoughts or feelings and reduce participation and reduce the learning and automatic response in language. In addition fixed mindset have low risk taking attitude which reduce the effort and challenge in learning which is must in foreign language learning. Fixed mindsets have egoistic feeling in learning foreign language learning, they have less ambiguity bearing capacity (and foreign language is ambiguous in nature) whereas growth mindset reversed in these attitudes; growth mindsets concern about self-image less than others so making mistakes and learning are all right to them. They don't have shyness so their participation in classroom or public context is prevalent. They have more risk taking attitude, adopting effort and new strategies to learn and remember the language facts and words meaning are best set to them. They have less egoistic attitude so they

welcome advice, suggestions and guidance and even negative feedback; they interpret them positively as motivation. They have more capacity to cope up with the ambiguity.

So it confirms that proper motivation for the effort and strategies and adaptability of the brain brings all changes to enhance the learnability in the students.

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