Title: Model of Interactive Instructional Practice and Development of Students' Persistence in Lower-level Russian Courses

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Abstract:
The one-semester foreign language (FL) requirement in some US colleges could be detrimental to student retention due to their psychological disposition and causal interpretation of the outcomes of the learning process. In my experience teaching lower-level Russian course, students who do not show rapid progress during their first semester of Russian often believe that they do not have a natural ability to learn a FL. Such beliefs could decrease their motivation to continue their FL studies. Research shows that personal beliefs about intelligence and knowledge are not strongly related to abilities, but affect the way people reason (Bruning, Schraw & Norby 2011). Such beliefs are often categorized as growth mindset and fixed mindset (Dweck 2012). The former is based on the belief that people can change their intelligence, whereas the latter supports the view that one's intelligence is fixed. I hypothesize that in order to increase students' interest in continuing their studies of Russian, teachers should implement classroom practices that will prime students' growth mindset. The purpose of this paper is to introduce the author's own Model of Interactive Instructional Practice (MIIP), which has been found to improve students' proficiency. Based on the MIIP use in a large public university in the US, it is predicted that MIIP helps activate a growth mindset in students and consequently, learning persistence. In the presentation I will also discuss ways of implementing MIIP in the FL classroom and making this practice meaningful for students.

Dweck, C. S. (2012). Implicit theories. In P. A. M. Van Lange, A. W. Kruglanski, & E. T. Higgins (Eds.), *Handbook of Theories of Social Psychology: Volume two* (pp. 43-61). Thousand Oaks, CA: Sage.

Bruning, R. H., Schraw, G. J., & Norby, M. M. (2011). *Cognitive Psychology and Instruction*. Upper Saddle River, N.J: Merrill.