

*Full Length Research Paper*

# The effect of using target language on the achievement of tenth grade students in EFL classrooms in Jordan

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## Abstract

The purpose of this study was to investigate the effect of using target language for teaching EFL for tenth grade students and whether using target language could improve students' level in English. It also aimed at investigating the effect of students' academic level and gender on their performance. The sample of the study comprised of 94 students from 10<sup>th</sup> grade in the first semester 2014/2015 and was distributed into four sections, which were selected purposefully two female sections and two male sections. The findings of the study indicated that there were statistically significant differences in the post- test of English between the control and the experimental groups in favor of the experimental group which were instructed by using the target language, and there was no statistically significant difference in the students' achievement in English due to gender or to the interaction between gender and group.

**Keywords:** Target language, mother tongue, tenth grade students, EFL classrooms, Jordan

## INTRODUCTION

Researchers have urged world language instructors to maximize their use of the target language during instruction (Ellis, 2005), to create a target language atmosphere in their classrooms and a context for real communication in order to set an example for and promote student production (Hall, 2001; Macaro, 2000), especially given the fact that there may be few opportunities for students to encounter input outside of the class setting.

Many students themselves would claim that, beyond course or credit requirements, a logical rationale for studying a language is to develop the ability to communicate.

Official statements and policy as to the amount of instruction that should take place in the target language has been established by the American Council on the Teaching of Foreign Languages (ACTFL, 2010) and ACTFL and the National Council for Accreditation of

Teacher Education (ACTFL/NCATE, 2002). ACTFL's 2010 Position Statement on target language use emphasizes the importance of 'meaningful communication' and 'interactive feedback' that leads to communicative and cultural competence. In addition, the statement cites the emphasis on target language interaction in the K-16 Standards for Foreign Language Learning in the 21<sup>st</sup> Century. Finally, the statement "recommends that language educators and their students use the target language as exclusively as possible (90% plus) at all levels of instruction during instructional time and, when feasible, beyond the classroom" (ACTFL, 2010). Teacher training publications advocate target language use for overall classroom interactions, including instructions for activities and tasks as well as behavior management (Curtain & Dahlberg, 2010; Hall, 2001; Lee & VanPatten, 2003; Omaggio Hadley, 2001; Shrum & Glisan, 2010).

Theory, research and practice do not always go hand in hand. In the case of target language use in the world language classroom, in fact, there is a tension between policy, research and practice. Thus, while research and policy have made statements regarding the importance of target language input in the acquisition process, studies dating back to the 1990s document the wide range of the percentage of class time that instructors dedicate to speaking the target language to their students (Macaro, 2001; Wilkerson, 2008). Further data from the fall 2008 ACTFL survey of 2,208 teachers cited that 25.4% of the educators reported using the target language 100% during instructional time (ACTFL, 2009). In that survey, it was commonly reported that 50% of instruction was done in the target language in lower-level classes and 75% in upper-level courses. During the 2007-2008 academic year, 5000 elementary and secondary schools revealed in a survey conducted by the Center for Applied Linguistics (CAL) that roughly one third of their teachers used the target language 75%-100% of instructional time (Rhodes & Pufahl, 2008). Burke (2010) reports from her observations of U.S. elementary and secondary language classes, that Instructor Target Language Use "...English is still dominant, whether in a Beginning or Advanced class" (p. 50).

The claim made by Grove (2003) regarding the "enormous disconnect between theoretically informed research and generalized classroom practice" suggests that further work is needed (p. 310). The purpose of the current study is to investigate and report the contemporary realities of classroom practices across levels (K-16) and languages. The overarching research questions are: (1) What differences exist, if any, between instructors' goals for target language use per class session versus self-reported actual usage? (2) What obstacles do instructors report as the root cause of not speaking more often to their students in the target language?

Instructors should not feel that they will lose control of their class if they speak the target language consistently during class sessions. Simple measures to address management issues are applicable regardless of the language spoken in the classroom. As instructors teach students the appropriate and expected classroom norms of behavior, learners gain further meaningful experiences in the target language.

1. Instructors can privately address the 'resident interpreter' in each class, applauding the student's abilities to comprehend and interpret, but also explaining how important it is to allow all students to reach that level of comprehension.
2. Instructors can establish clear classroom rules and consequences. Once established, the instructor should model and practice these classroom norms in the target language through signaling and Total Physical Response. Safely admonishing students in the target language is possible. Although they may not understand all of the

words, instructors can make the meaning clear by utilizing the context, gestures and cognates.

3. Establishing specific classroom routines and predictable tasks assist with classroom management while at the same time reducing anxiety and providing students with a feeling of comfort and confidence.

Creating a target language environment sends students the message that the target language is a means of real communication. As the teacher models effective use of the target language in authentic situations, this can motivate the learners to do likewise. Using authentic target language resources and insisting on only target language interactions maintains high standards for communication. Establishing this environment is important from the very first day of instruction.

5. Instructors can create a community of learners and a cooperative and interactive atmosphere by treating all information that is communicated by class members as important. Teacher responses show interest in the content of student responses, not simply the grammatical correctness of the utterance (Hall, 2001).

Now of course the question is what conditions for language learning are distinguished by second language acquisition theories that are fulfilled by using the target language for instruction and communication in the classroom. Why would it all be functional to the language learning mechanism to apply target language equal to communicative language? To answer this question, a distinction should be made between the users of the target language in class, namely the teacher and the learners. Both situations provide different learning opportunities for the language learner. Namely, a classroom situation in which the teacher uses the target language as language of instruction provides the learner of input and intake. This is of the main reasons that are often used in advising teachers to apply target language equal to communicative language. (Ipek, 2009; Ellis, 2004). Target language is an absolute prerequisite for people to learn a language, if this does not happen for a language learner in the language classroom, the question arises where else it would, considering the social context of language learning in secondary school, as described before.

A classroom situation, in which the target language is used for communication between the teacher and the learner, and between the learners and their peers, gives the learner opportunities for interaction in the target language. Interaction contains some basic conditions that need to be met in order to reach (oral) proficiency in a foreign language (Ellis, 2003) and (Nunan, 2004).

### Significance of the Study

Since using the target language, it is such a vital part of actually learning the language, why do some teachers resist using the language and use Arabic? Some thoughts on possibly explaining this are:

- They worry that the learners won't understand and won't know what to do.
- They worry that they themselves sometimes do not know enough of the language to be able to be effective users.
- They worry that the language is too difficult and that they must explain it in Arabic.
- They worry about losing control of the class if they speak the target language.
- They may have inherited a class whose previous teacher spoke mostly in Arabic.

Under some circumstances it may be necessary to use Arabic. There may be an emergency in which the welfare of the students is at stake or there may be emotional upsets in which individual students need a private conversation in Arabic. There may be extremely important concepts in a teachable moment that absolutely may not be communicated in the target language

The use of Arabic should be intentional and be a conscious decision, not just something the teacher slides into without thinking.

### Statement of the Problem

Many teachers speak exclusively in the target language; others recommend use of the new language most of the time although most of the experts in language field recommends that the target language be used a minimum of 90% of the time.

It is especially important that the teacher use the new language for regular classroom tasks, such as giving directions and managing behavior because this demonstrates to the students that the new language is useful and works for all the business of the classroom.

Teacher as culture bearer language is the key to the culture. Even though not all teachers are native speakers, all teachers serve as culture bearers; the representatives of the culture in the classroom. When students have the feeling of being surrounded by the language, they also have the feeling of what it might be like to actually be in a place where this language is spoken. If we spend much of classroom time in English, we are actually denying students access to the language and the culture

### Purpose of the Study

The purpose of this study is to investigate the effect of using target language for teaching EFL for tenth grade students and whether using target language could improve students' level in English. It also aims at investigating the effect of students' academic level and gender on their performance.

### Questions of the Study

The study tried to answer the following question:

1. Is there an effect of using the target language (English) on the achievement of the 10<sup>th</sup> grade EFL students at Wadi el Sir Directorate of education?

2. Are there any statistically significant differences in the 10<sup>th</sup> grade students' achievement in English due to their academic level (high, low)?
3. Are there any statistically significant differences in the 10<sup>th</sup> grade students' achievement in English due to their gender (male, female)?
4. Are there any statistically significant differences in the 10<sup>th</sup> grade students' achievement in English due to the interaction between group and gender?

### Definition of Terms

**Target language:** A language that a nonnative speaker is in the process of learning.

**Achievement:** the students' scores that will be gained on the prepared achievement test.

### Limitations of the Study

This study is limited to all male and female students in Wadi el Sir Directorate of Education at Amman, Jordan during the first semester 2014/2015.

## THEORETICAL FRAMEWORK AND REVIEW OF THE RELATED LITERATURE

### Theoretical Frame Work

The importance of language learning in our society and in the global economy is set out as a rationale for the Languages Strategy for England (DfES, 2002). A clear vision is set out within the strategy, outlining plans for the provision of 'opportunity for early language learning, aimed at harnessing children's learning potential and enthusiasm', as well as for the provision of 'high quality teaching and learning opportunities required to achieve this' (DfES 2002).

At the heart of these visionary statements lie two assumptions, namely that (1) younger learners have an innate learning potential for languages and (2) teachers harnessing this innate ability will have the knowledge, understanding and skills needed to do this successfully. Without this knowledge, understanding and skill, there is a real danger that provision may not offer the necessary conditions for language learning. There may even be an over-reliance on the children's age to produce the results, rather than an appropriate pedagogical approach.

There is evidence to suggest that this may lead to an absence of other key factors required for successful learning to take place (Burstall et al., 2004).

One of the ongoing debates among language teachers is that whether or not to use the students' L1 in a target language (TL) classroom or learning environment. There seems to be a wide range of opinions on the degree of L1 use. Few researchers and educators (Deller & Rinvoluceri, 2004; Nazary, 2008; Banos, 2009) propose various types

of limitations of L1 use and suggested some factors that may affect such decision. Among these factors are: social and cultural norms, students' motivation and goals, whether or not English is a primary means of communication in the environment external to the classroom, age and proficiency of the students, and linguistic make-up of the class. A large number responded negatively to any suggestions that allow L1 while teaching a target language.

Among those who permit L1 while teaching a target language is (Stanley, 2002) who limited the use of L1 to communicating ideas that are abstract. Otherwise, drawings, noises, pantomime, and explanation are the best strategies to introduce new vocabulary, they also pointed out that L1 can be used to support L2 acquisition especially in homogenous classes when appropriate, but not in the case where the use of L1 rescued unprepared teachers.

They also suggested using L1 with beginners to assess them in feeling comfortable and to encourage them to take risks and recommended the use of L1 while teaching grammar, in order to check how some students understood the instruction.

### **Review the Related Literature**

Several studies have also tried to establish what would be an acceptable amount of L1 use in the classroom Alan V. Brown(2009), in his article titled, "Students' and Teachers' Perceptions of Effective Foreign Language Teaching: A Comparison of Ideals," reports that "beginning level students maintain unrealistic expectations and narrowly defined perspectives about [second language] learning." One study cited by Brown (2009) shows that "almost 40% of the students believed that one could become fluent in another language in 2 years or less." Given their attachment to this unattainable goal, it is no wonder that students feel internal pressure to speak the target language perfectly from the first day of class, and become discouraged when this does not, in fact, happen. Students need to hear that in accordance with the principles of Universal Design for Instruction their instructor will show a certain tolerance for error Encouraging experimentation with the language and establishing a climate of acceptance will help students' realize that the instructor does not expect immediate mastery of skills in the target language.

Banos (2009) and Kavaliauskiene (2009) found out that the native language has a facilitating role and is necessary to motivate young children. They said that the use of mother tongue is justified as soon as it is beneficial for students. They also added that using L1 as long as it is justified has a motivating effect especially for beginner levels. Banos limited the justified use of L1 as follows: when you feel that it is more important for students to understand a concept than it is for a concept to be explained, to solve a comprehension difficulty, when

explaining instructions of tasks. L1 is also justified to resolve a conflict or to solve a behavioral problem.

Brown (2009) also highlighted the mistaken notion that "learning was mostly a matter of translating from English." Students may have previous experience in the classroom which supports this erroneous belief in classrooms which relied heavily on presentation of material in English, rote drills, and assessments created primarily to measure translation skills.

In another study, Glenn Levine (2003) suggests that "instructors may perceive higher levels of target language use anxiety among students (in general) than students themselves report." Levine found that students who spoke more of the target language in class were, in turn, less likely to experience anxiety about its use. All students benefit from the reassurance that speaking in the target language gets easier as more time is devoted to the practice.

Drukovskis (2002) conducted an experiment in which she taught a multilingual class of about 34 people. She sorted them into L1 groups so that they can help each other. She did not speak anything other than English in the class. The students who came from countries where they were the only ones of that nationality in the class dropped out quite quickly. The ones with the L1 support groups stayed till the end of the course. Stanly (2002) said that students used to use L1 in this case Turkish to conduct pair work or group work with tasks that involve problem solving. They discuss the solution using L1 but at the end they present a written task in English

Macaro (2001) approached language use in a different manner than had been attempted previously. He conducted a study with fewer participants but over a sequence of several observations. He analyzed the speech of six student teachers during a series of 14 foreign language lessons at the secondary school level to determine the amount of L1 and TL usage, as well as the motivation behind the use. Specifically, he wanted to see if the instruction that the novice teachers received over the course of their student teaching influenced their language choice. The results of his research showed that very little L1 was employed by the student teachers (a mean of 4.8%) across their different lessons.

In analyzing the data he had collected, Macaro (2001) found that there was no significant correlation between the teacher use of the L1 and the student use of the L1 and there was no increase in student L2 use with an increase in teacher L2 use. Macaro responds to this result saying, he stated that they are a long way from being able to claim that increased use of the TL leads to improved knowledge". In interviews with two of the student teachers, the researcher discovered that what most influenced the novice instructors' language choice in the classroom was not research and professional literature to which they had just been exposed, but rather personal beliefs and the influence of the government's national standards which stated that the L1 was to be

avoided in the classroom. Macaro claims that more research needs to be conducted in this area in order to provide less experienced teachers with a framework for the use of code-switching to help instructors decide when the L1 can be used as a valuable tool and when the usage of the L1 in the classroom adversely affects the students' learning of the TL.

Cook (2001) contends that an approach to teaching wherein the teacher is able to use the L1 and TL concurrently through some form of code-switching creates an authentic learning environment where the learners acknowledge the influence of the L1 on the TL. Additionally, Cook argues that not only is it acceptable to code-switch in the classroom, but that it is the logical choice of behavior when the speakers and learners share two or more languages

Turnbull (2000) found that instructors were using the TL between 24% and 72% of the time in the French FL classroom. He maintains that the use of the TL less than 25% of the time shows much too great a reliance on the L1. He cites that studies such as the aforementioned ones, wherein a limit was set on the amount of TL that the teachers were expected to use, found that the teachers overly used the L1 in spite of the limits. This again raises the concern that allowing teachers to use the L1 may lead to an unmitigated use of the L1 which most researchers and educators would agree is detrimental to TL acquisition.

## **METHODOLOGY**

### **Population of the study**

The population of the study consisted of all the 10<sup>th</sup> grade male and female students in Wadi el Sir Directorate of Education which they form about 11900 male and female students distributed in (89) schools during the academic year 2014/2015.

### **Sample of the study**

The sample of the study was selected randomly. It consisted of (94) students, (45) male and (49) female students at basic schools in Wadi el Sir. This sample was used to measure the impact of the target language in teaching EFL and was distributed into two sections in each school. Two control groups and two experimental groups who were instructed by using target language from 10<sup>th</sup> grade in each school.

### **Design of the study**

The participants of the study were divided into two groups, experimental and control. The participants of the experimental group were instructed English language using the target language itself (English) for (8) weeks,

While the participants of the control group were instructed by some times using the mother tongue of the students which is Arabic for the same period. A pre-test was given before teaching the tenth grades students using the traditional way of teaching English which depends on using the mother tongue (Arabic) to both groups to make sure they are equivalent and the same test was administered as a post-test after teaching students using the target language (English) to see whether using English in teaching had any influence on the students' achievement.

### **Instrument of the Study**

The researchers measured the effectiveness of using the target language while teaching and its effect on the students' achievement, and then the researcher designed a test based on the instructional material of tenth grade English textbook. Validity and reliability were ensured. Both groups; the experimental group as well the control group, were taught by their teachers. The students in both groups took a pre-test to determine their actual level before starting the experiment, then the researchers administered a post-test at the end of the experiment to assess students' achievement in English.

### **Reliability of the Instrument**

To ensure the test reliability, the researcher followed test/retest technique. The researcher applied it to a pilot sample of (20) students who were excluded from the study with a two-week period between the test and the re-test. The reliability of the test was calculated using correlation coefficient and it was 0.91 which is appropriate for conducting such a study.

### **Validity of the Instrument**

The researcher designed an English test taking into consideration the instructional material of the tenth grade. The researcher validated the instrument by submitting it to a jury of three supervisors of English working in Wadi el Sir Directorate of Education, and two teachers of English. The researcher followed the recommendations of the referees and made amendments accordingly.

### **Instructional Material**

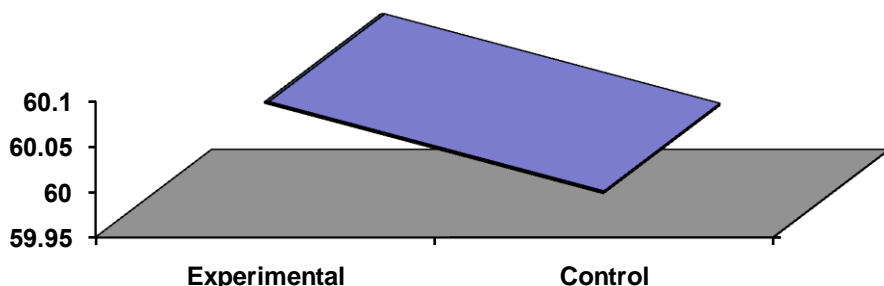
The instructional material was the tenth grade English book, which includes several topics, but the researcher covered just some topics during the application period.

### **Procedures of the Study**

The participants of the study were divided into two groups, experimental and control: The participants of the experimental group were instructed using the target

**Table 1:** Means and Standard Deviations of the Achievement of Groups on the Pretest.

	<b>GROUP</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>t</b>	<b>df</b>	<b>Sig. (2-tailed)</b>
Pre	Experimental	47	61.49	9.693	.944	92	.348
	Control	47	59.89	6.349			



**Figure 1:** Mean and Standard Deviations of the performance of the Control and Experimental Groups on the Pretest

language while learning English, they were exposed to some tasks and they were involved in discussions about some topics provided by their teachers for (8) weeks, While the participants of the control group were taught English by their teachers using the mother tongue in most cases for the same period. The traditional instruction in this study was translating most of the vocabularies and tasks given to students to Arabic, and using the mother tongue most of the time in English period.

The researcher did the following:

- Selected the schools.
- Ensured the validity and reliability of the instrument of the study.
- The researcher conducted the study with the help of the teachers of English in the selected schools.
- Applied the instrument of the study.
- Used SPSS to analyze the collected data.

**Statistical Analyses**

To answer the study questions, descriptive methods (means and standard deviations) were used for pre and post tests for English language test for both the experimental and control groups.

Differences statistical method (T-test) was used to make a comparison between the control and the experimental groups.

**FINDINGS OF THE STUDY**

The purpose of this study is to investigate the effect of using target language for teaching EFL for 10<sup>th</sup> grade students and whether using target language in teaching

could improve students' level in English. It also aims at investigating the effect of students' gender and class on their performance.

The researcher followed the equivalent pre /post test two group designs. Therefore, the means, standard deviations and Two-Way ANOVA analysis of variance were used to analyze data. The results will be displayed based on the questions of the research.

To determine if there is a statistically significant difference between the groups, a t-test for independent samples was conducted. Table 1 shows the results.

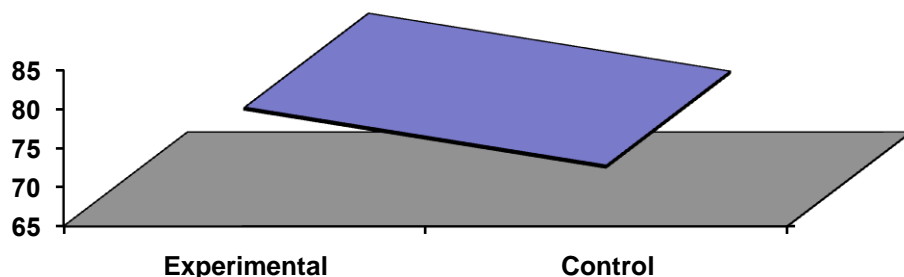
Table 1 indicates that the difference between the experimental group and control groups is not statistically significant at  $\alpha=0.05$ , the mean of the experimental group was (61.49) while the mean of the control group was (59.89) which are nearly the same. Thus, since the difference was not significant, the two groups were assumed equivalent and the sample was divided into two groups, an experimental and a control group. The experimental group which was taught by using the target language consisted of (47) students while the control group consisted of (47) students also.

To answer the first question about the effect of teaching strategy on performance: Is there an effect of using the target language (English) on the achievement of the tenth grade EFL students at Wadi el Sir Directorate of education? a post test was conducted and table 2 shows the results.

Table 2 shows that there is a statistically significant difference at  $\alpha=0.05$  between the achievement of the experimental group and that of the control group on the posttest in favor of the experimental group who were taught English using the target language itself. This difference indicates that using the target language for

**Table 2:** Means and Standard Deviations of the performance of the Control and Experimental Groups on the Posttest

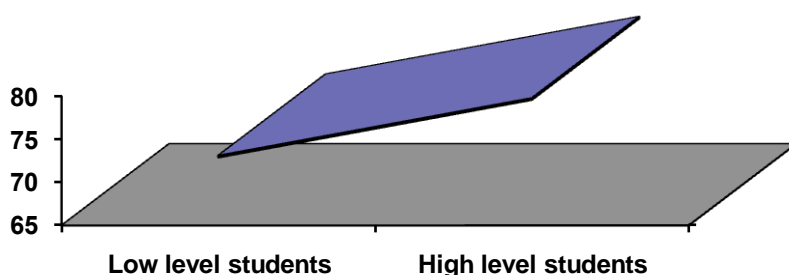
	GROUP	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Post	Experimental	47	80.09	7.235	3.428	92	.001
	Control	47	72.66	12.970			



**Figure 2:** Mean and Standard Deviations of the performance of the Control and Experimental Groups on the Posttest according to group variable

**Table 3:** Mean and Standard Deviations of the performance of the Control and Experimental Groups on the Posttest according to academic level variable

	Academic Level	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Post	Low	46	73.02	11.983	-3.058	92	.003
	High	48	79.72	9.067			



**Figure 3:** Mean and Standard Deviations of the performance of Groups on the Posttest according to academic level variable

teaching had a positive effect on students' achievement in the English exam. The mean score for the experimental group on the posttest was (80.09) while that of the control group was (72.66).

Standard deviation for the experimental group was 7.235 which were lower than the control group whose standard deviation was 12.970.

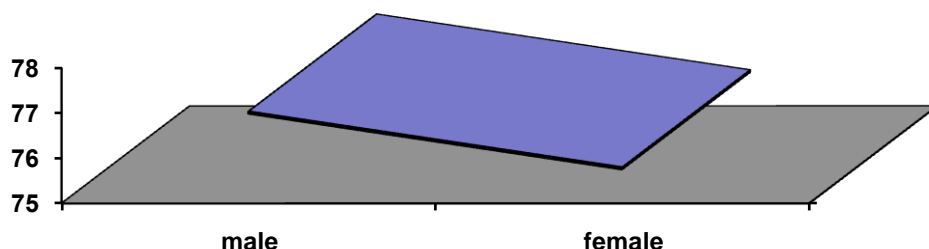
To answer the second question about the effect of students' academic level on achievement: Are there any

statistically significant differences in the 10<sup>th</sup> grade students' achievement in English due to their academic level (high, low)? a post test was conducted and [table 3](#) shows the results

[Table 3](#) shows that there is a statistically significant difference at  $\alpha=0.05$  between the achievement of the experimental group and that of the control group on the posttest of English in favor of high academic level students. This difference indicates that using the target

**Table 4:** Means and Standard Deviations of the performance of Groups on the Posttest according to gender variable

	SEX	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Post	Male	45	77.02	10.137	.542	92	.589
	Female	49	75.78	11.976	.546	91.413	.586



**Figure 4:** Mean and Standard Deviations of the performance of Groups on the Posttest according to gender variable

**Table 5:** Summary of the Two-way Analysis of Variance of the Achievement of the control and the Experimental Groups

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
GROUP	1251.254	1	1251.254	11.265	.001
GENDER	28.014	1	28.014	.252	.617
GROUP * GENDER	122.043	1	122.043	1.099	.297
Error	9996.367	90	111.071		
Corrected Total	11441.968	93			

language for teaching English had a positive effect on students' achievement in the English exam. The mean score for the low level group on the posttest was (73.02) while that of the high level group was (79.72).

Standard deviation for the low level students was 11.983 which were higher than the high level students whose standard deviation was 9.067.

To answer the third question about the effect of gender on performance: Are there any statistically significant differences in the 10<sup>th</sup> grade students' achievement in English due to their gender (male, female)? A post test was conducted and table 4 shows the results.

Table 4 shows that there is a statistically significant difference at  $\alpha=0.05$  between the achievement of the experimental group and that of the control group on the posttest of English language in favor of male group who were taught English using the target language itself. This difference indicates that using the target language for teaching had a positive effect on students' achievement in the English exam. The mean score for the male group

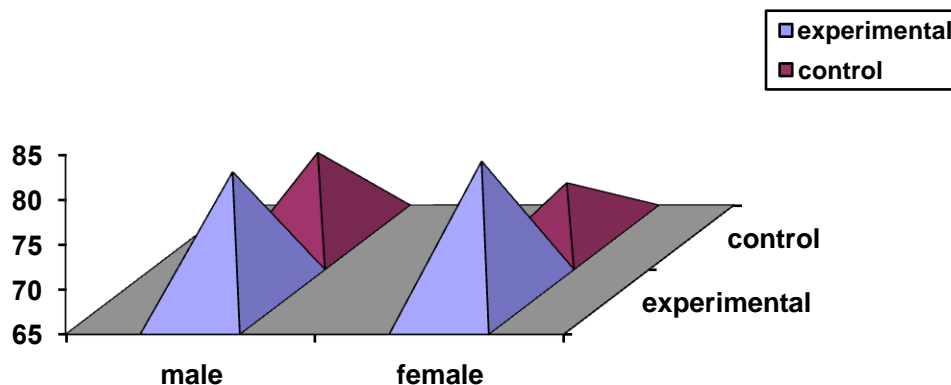
on the posttest was (77.02) while that of the female group was (75.78).

Standard deviation for the male students was 10.137 which are lower than female students whose standard deviation was 11.976.

To answer the fourth question: Are there any statistically significant differences in the 10<sup>th</sup> grade students' achievement in English due to the interaction between group and gender? The researcher also conducted a two-way analysis of variance to analyze the posttest achievement scores of the two groups. Table 5 shows the results.

Table 5 shows that there is a statistically significant difference between the experimental group and the control group on the post test of English, the experimental group means were significantly better than that of the control group. However, the information indicates that there was no significant difference attributed to the interaction between the treatment and gender.





**Figure 5:** Two-way Analysis of Variance of the Achievement of the control and the Experimental Groups

To sum up, the researcher believes that the difference in the students' performance in English was attributed to the using of target language in teaching. The experimental group subjects managed to significantly improve their skills in English in a period of 8 weeks. The improvement achieved by the control group subjects, however, was statistically significant. By comparing the results achieved by the two groups, the researcher reached the conclusion that the improvement achieved by the experimental group may have been attributed to teaching the 10<sup>th</sup> grade students using the target language.

As a result of this experience, the researcher concluded that students were more engaged in learning when they were taught using the target language, it was a challenge for them and was very interesting.

## CONCLUSION

The central task for the language teacher is to create a communicative climate focused on meaning, within which language acquisition can take place naturally. The key to creating this climate is using the target language! When learners are surrounded with their new language most of the time in the class, and when teachers use the language for all classroom purposes, language use has a purpose and there is motivation to learn.

Besides, there is no doubt that learners cannot learn the four skills in a new language without hearing it and having opportunities to speak it. In a classroom context the main provider of the Target Language is the teacher. The teacher must consciously be aware of when he or she is using the target language and when not and why. Target language interaction in the foreign language classroom is a pedagogical necessity.

Given the various learning styles, experiences, and comfort level of students, it is imperative that instructors create an environment where all students are

encouraged to participate in the target language with as little anxiety as possible

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