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THE CRITICAL INFLUENCE OF MINDFULNESS IN REDUCING FOREIGN LANGUAGE ANXIETY: A STUDY ON MALAYSIA'S NATIONAL SECONDARY SCHOOL STUDENTS

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ABSTRACT

The learning of a foreign language is generally an arduous, anxiety-laden psychological experience. However, recent studies have observed the virtues of mindfulness practices in education in yielding positive benefits for a smoother learning outcome. To test its efficacy in the local context, this quantitative non-experimental correlational research surveyed 429 students from 32 secondary schools in Selangor, Malaysia. First, it examined the levels of mindfulness and foreign language anxiety among the target population using the Theory of Foreign Language Anxiety and the Mindfulness Model. Next, it investigated the direct effects of mindfulness on foreign language anxiety. Questionnaires with measurement scales co-opted from previous studies were used as survey instruments. These included the Foreign Language Classroom Anxiety Scale by Horwitz et al. (1986) and the Child and Adolescent Mindfulness Measure by Greco et al. (2011). Conclusively, the research findings showed a distinct relationship between mindfulness and foreign language classroom anxiety, with mindfulness exerting a mediating influence in alleviating foreign language anxiety. Accordingly, the research encourages the development of learning environments that are strategically empathetic in bolstering students' confidence for successful foreign language acquisition.

Keywords: *Mindfulness, Foreign Language Classroom Anxiety, secondary school students, adolescent learners.*

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INTRODUCTION

ELT As the globalised world becomes increasingly interconnected, quality education is never more vital than it is today. To improve their opportunities in an uncompromising job market, especially in business, science, and education, it is incumbent that students must be versed in their native languages and in English, as the *de facto* global language (Schultz, 2019).

However, the learning of the English language as a non-native speaker is a process replete with setbacks, where foreign language classroom anxiety (FLCA) becomes the primary source of distress, overshadowing the student's self-efficacy to process and retain new information (Krashen, 1980; Yang, 2023; Zeng et al., 2020).

Horwitz et al. (1986, p.128) classify FLCA as "a specific complex of self-perceptions, attitudes, feelings, and actions associated with classroom language acquisition emerging from the distinctiveness of the language learning process". FLCA is precipitated by contributors such as cultural barriers, the learning environment, and inadequate teaching methodologies, to name but a few. While its manifestations are observed in the fear of negative evaluation, communication apprehension, and test anxiety among students (MacIntyre & Gardner, 1989, 1991; Woodrow, 2006). Ultimately, the fear of making mistakes may impede class participation and intensify anxiety, thereby complicating the overall learning process (Liu, 2023).

Studies such as Brown et al.'s (2007) research into the theoretical foundations of mindfulness and its salutary effects have provided remedial measures for the management of stress and anxiety (Brown et al., 2007). Mindfulness, as defined by Kabat-Zinn (2003) and Bishop et al. (2004), is a mental state characterised by a non-judgmental awareness of one's sensations, thoughts, physiological conditions, consciousness, and surroundings while encouraging openness, curiosity, and acceptance. Additionally, mindfulness has been touted as a probable approach in enhancing overall academic performance and well-being (Brown & Ryan, 2003; Prasetya et al., 2022; Semple et al., 2017; Zenner et al., 2014).

In Malaysia, where English is recognised as a second language after Malay, it is relevant to investigate how mindfulness in "paying attention on purpose, in the present moment, and nonjudgmentally" facilitates reducing FLCA in support of adolescent mental health and academic success (Berry et al., 2020; Kabat-Zinn, 1994, p.4).

RESEARCH OBJECTIVE & QUESTION

The foremost objective of this study is to investigate the relationship between mindfulness and FLCA through the determination of the research question: Is there a relationship between mindfulness and FLCA? Consequently, this study examines mindfulness and foreign language anxiety as variables in establishing the presence of FLCA using the Theory of Foreign Language Classroom Anxiety (Horwitz et al., 1986) and the Mindfulness Model (Kabat-Zinn, 1994).

LITERATURE REVIEW

Foreign Language Classroom Anxiety

Horwitz et al. (1986) determined that the anxiety induced in foreign language acquisition is akin to a situation-specific discomfort. Horwitz et al. (1986) also observed that, comparatively, self-concept and self-expression were more pronounced in foreign language studies than in other academic disciplines. Thus, these make anxiety-prone students more susceptible to developing FLCA.

Conversely, it is unusual for academically successful students to find learning a foreign language difficult.

MacIntyre (1999) noted how language anxiety disrupts students' cognitive processes in three distinct stages of learning. The first is at the input stage, where the language acquisition ability and capacity are compromised (Saito et al., 2018; Shao et al., 2013). To illustrate, anxious students are often distracted by their attempts to lessen others' negative evaluations of them, rather than focusing on the linguistic task at hand. Resultingly, these students performed poorly compared to peers who were more self-possessed and capable of managing FLCA (Fallah, 2017).

At the processing stage, language anxiety thwarts knowledge retention by reducing students' speed and accuracy (Horwitz et al., 1986) to commit to memory new terminologies as they struggle with stress in the English language classroom. Predictably, both these stages upset the output stage in preventing students from producing high-quality work.

Several studies have found that anxious students are more inclined to reticence (Frey et al., 2019; Maher & King, 2020; Saravanan & Wilks, 2014). While others discussed the severity of FLCA's impacts on students' academic performance (Hafeez, 2021), their social interactions (Shao et al., 2019), their states (Balaji et al., 2019), and cognitive elements (Hafeez, 2021). Other argue that, at a controlled level, anxiety is constructive to students' attentiveness to the learning process (Horwitz et al., 1986; MacIntyre et al., 1999).

Language learning anxiety was first researched in the early 1970s. Poulin et al. (2019) observed language learning anxiety to be a development of broader concerns, where early implementations of this research strategy reported the different outcomes of anxiety's impact on achievement and performance. More recently, academic attention has shifted towards anxiety's detrimental effects on foreign language acquisition. An early literature review on FLCA, Scovel (1978), explained how the intricacies of anxiety influenced foreign language success. He foregrounded the importance of recognising misgivings common to foreign language acquisition and implementing corrective strategies.

With reference to the above, Horwitz et al. (1986) formulated the three theoretical dimensions: fear of negative evaluation, communication apprehension, and test anxiety to describe the unease experienced by students during language learning. Apart from the conceptualisation of the FLCA Scale and other language-specific measures of anxiety, research on FLCA has widened to include components such as language usage, language processing at different levels, and skill-specific anxiety (Gargalianou et al., 2016).

Therefore, to contribute towards a deeper understanding of FLCA among Malaysian students, this research examines how each dimension of FLCA manifests specific struggles in the foreign language acquisition process.

Mindfulness

The psychoeducational programme Mindfulness-Based Stress Reduction (MBSR) was developed by Kabat-Zinn and colleagues when the mindfulness theory began to gain wider purchase in the social sciences. Similar to FLCA, the Mindfulness Model comprises three dimensions: intention, attention, and attitude. The intention dimension entails a consciousness towards self-awareness, growth, or achieving a sense of well-being. Attention is indicative of breath, physiological sensations, perceptions (sights and sounds), cognitions, and emotions. While attitude denotes the traits one embodies in mindfulness practice. These are curiosity, openness, acceptance, and non-judgment,

which collectively enable the individual's acquiescence without resistance or attachment to how experiences are felt.

Those practising mindfulness strive for "fluid attention", instead of focusing on a specific object or topic (i.e., sound). In endeavouring the exercise, the mindset remains unalterable, thereby inspiring the individual to release expectations and goals, and in so doing, "decondition" the automaticity characteristic of cognitive processes (Takács, 2015). Brown and Ryan (2003) described mindfulness as the inclination to "being attentive to and aware of what is occurring at the moment" (Brown & Ryan, 2003, p.822). Therefore, a mindful individual possesses high attention and awareness faculties of their present-moment experience (Morris, 2020).

In their research, Güldal and Satan (2020) modelled a psychoeducational programme for high school students to evaluate how mindfulness shapes character development and academic performance in a two-part, mixed-methods methodology. The researchers examined how mindfulness practices cultivated beneficial traits and academic excellence in Part One. Part Two involved the formation of the mindfulness-based psychoeducational programme. A randomised control group design appraised its influence on the students' resilience, sense, the pleasure of learning, character qualities, mindfulness, and academic accomplishments.

Conclusively, it was found that the 8-week mindfulness-based psychoeducational programme elevated students' mindfulness levels, alongside their three-character qualities and academic achievement, albeit marginally. Among the test group students, there is additional quantitative and qualitative evidence that presents more advantages, such as gratitude, compassion, focusing on the present, self-awareness, relaxation, tranquillity, bodily awareness, and belief connection.

Kabat-Zinn (2003) theorised the association of mindfulness with performance for the following reasons: (a) improved attention and concentration, and (b) an alleviated reactivity to stress. Previous research has substantiated how absorbed focus in performance-related tasks leads to exceptional performance (e.g., Hill & Aita, 2018; Love et al., 2018). Findings from Lee et al. (2003) and de Greeff et al. (2018) further supported this evidence, specifically in determining the positive correlation between cognitive attention and academic success. While Vroom (1964) examined how unwavering attention encourages tenacity, which he discovered to be an integral element of his study on the motivation theory.

In the realm of psychological studies, mindfulness aids in stress reduction, emotional regulation, improved cognitive functioning, enhanced self-awareness, etc. (e.g., Moore & Malinowski, 2009; Ockene et al., 1990; Carsley et al., 2018). Additionally, Martela and Sheldon (2019) identified a link between mindfulness and subjective well-being towards overall happiness, life satisfaction, and environmental satisfaction. Conversely, mindfulness failures were equated to daily performance failures resulting from attention-related cognitive impairments (Zhang et al., 2021).

Moreover, Dunning et al. (2019) discovered how mindfulness-based meditation stimulates left-hemisphere brain activity. Developed from a systematic literature review of randomised controlled trials (RCTs) of mindfulness-based interventions (MBIs), 33 independent studies comprising 3,666 children and adolescents participated in the meta-analyses of random effects that assessed and categorised the outcomes into cognitive, practice, and emotional. The research also carried out independent random effects meta-analyses on 17 papers (n=1,762) that utilised an RCT design with an active control condition. The findings showed the considerable positive impacts MBIs had on the Mindfulness, Executive Functioning, Attention, Depression, Anxiety/Stress, and Negative Behaviours outcome categories comparative to the controls across all RCTs, with effect sizes (Cohen's d) ranging

from .16 to .30. Contradictorily, when RCTs with active control groups were only accounted for, the benefits of MBIs were confined to mindfulness (d=.42), depression (d=.47), and anxiety/stress (d=.18). Summarily, the meta-analyses emphasised the ability of MBIs to foster the mental health and well-being of adolescents according to the RCT methodology.

RESEARCH DESIGN

The inferential-correlation quantitative research design is used for this study to observe how anxiety (independent variable) and mindfulness (mediating variable) contribute to foreign language anxiety (dependent variable) among secondary school students in Selangor. Per Mertens (2005), the research topic and its objectives are first identified. The next step determined the types of independent and dependent variables from earlier empirical studies to be included in the research. A representative sample of private pre-school teachers in Selangor is subsequently recruited to select suitable participants for the study, with data collection obtained through a survey of customised questionnaires from previous studies and with permission from their respective creators.

Scope of the Study

Location. The research is conducted in Selangor, Malaysia, for several reasons. Foremost is the robust presence of local and foreign business corporations that rely on the English language as the lingua franca. The collection of data from schools in the state is therefore amenable to the study's primary objective, as fluency in English is encouraged among students for better job/educational opportunities.

By the same token, the levels of depression, stress, and anxiety in Selangor are the highest in West Malaysia. This is substantiated by the results published in the 2017 Adolescent Health Study of those between the ages of 13 and 16 (National Health & Morbidity Survey, 2017). Using the Depression, Anxiety, and Stress Scales (DASS-21), it was found that one in five adolescents struggled with depression, two in five adolescents were anxiety-prone, while one in 10 was stressed (National Health & Morbidity Survey, 2017). As youths are particularly vulnerable to a multitude of mental health issues, especially the occurrence of anxiety in the learning process, Selangor is thus singled out for this study as the ideal locale for data gathering.

Target Population. National secondary school (*Sekolah Menengah Kebangsaan*) students aged 13 to 16 comprise the study's target population. The aggregate population number for students of this age bracket is 336,252 (Kementerian Pendidikan, 2022).

Ethical Concerns

To avoid ethical issues at the data collection stage, the researcher prepared consent forms for the respondents and their parents. The option to decline participation in the survey, as well as student counselling services, with permission from the selected schools, was also made available.

The respondents were also briefed on the objective and merits of the research, how to leverage its benefits, alongside the choice to leave off answering certain questionnaire items. Most importantly, the respondents were guaranteed secrecy, confidentiality, and non-tracking. Separately, permission was also secured from the Universiti Malaya Research Ethics Committee (UMREC), Jabatan Pendidikan Negeri (JPN), and the Ministry of Education (MOE) for the research to be conducted.

Sampling Method

Stratified random sampling, systematic sampling, and convenience sampling are used at three distinct points of the research. Stratified random sampling is first used to categorise schools in the Selangor state according to districts (10 districts, 226 schools), from which select schools are chosen to be surveyed.

The selection of schools is determined through the systematic sampling method. This probability sampling method chooses members of the population at a regular interval (or k) determined in advance. The calculation and selection of sample size k=7, based on schools by the district in Selangor, are listed in Table 1.1 and Table 1.2.

Table 1.1

Sample Size Calculation and Distribution Based on Districts in Selangor

No.	Districts	No. of National School Students	Sample Size Calculations at 95% Confidence Level and 5% Confidence Interval	Total Sample
1	Gombak	47,033	47,033 / 336,252 x 384 = 53.24	53
2	Hulu Langat	64,452	64,452 / 336,252 x 384 = 73.60	74
3	Hulu Selangor	15,831	15,831 / 336,252 x 384 = 18.07	18
4	Klang	54,413	54,413 / 336,252 x 384 = 62.13	62
5	Kuala Langat	17,660	17,660 / 336,252 x 384 = 20.17	20
6	Kuala Selangor	18,420	18,420 / 336,252 x 384 = 21.03	21
7	Petaling Perdana	67,968	67,968 / 336,252 x 384 = 77.62	78
8	Petaling Utama	29,331	29,331 / 336,252 x 384 = 33.50	34
9	Sabak Bernam	7,002	7,002 / 336,252 x 384 = 8.00	8
10	Sepang	14,142	14,142 / 336,252 x 384 = 16.15	16
	TOTAL	336,252		384

Table 1.2

Sample School Selection and Distribution Based on Districts in Selangor

No.	Districts	Total Number of Schools	School Selection (1 from every 7 schools)	Schools per District
1	Gombak	30	30/7 = 4.29	4

2	Hulu Langat	36	36/7 = 5.14	5
3	Hulu Selangor	14	14/7 = 2.00	2
4	Klang	33	33/7 = 4.71	5
5	Kuala Langat	13	13/7 = 1.86	2
6	Kuala Selangor	15	15/7 = 2.14	2
7	Petaling Perdana	43	43/7 = 6.14	6
8	Petaling Utama	26	26/7 = 3.71	4
9	Sabak Bernam	7	7/7 = 1.00	1
10	Sepang	9	9/7 = 1.29	1
	TOTAL	226		32

Lastly, student participation in the survey is ascertained using convenience sampling, where students from the selected schools are first separated into the age groups of 13, 14, 15, and 16 (see Table 1.3), after which the questionnaire is distributed.

Table 1.3
Distribution of Students Based on Age Group

No.	Districts	Schools per District	Students per District	Students per School	Students per Age Group			
					13	*14*	*15*	*16*
1	Gombak	4	53	53/4 = 13.25	3	3	3	4
2	Hulu Langat	5	74	74/5 = 14.8	3	4	4	4
3	Hulu Selangor	2	18	18/2 = 9	2	2	3	2
4	Klang	5	62	62/5 = 12.4	3	3	3	3
5	Kuala Langat	2	20	20/2 = 10	3	3	2	2
6	Kuala Selangor	2	21	21/2 = 10.5	3	3	3	2
7	Petaling Perdana	6	78	78/6 = 13	3	3	3	4
8	Petaling Utama	4	34	34/4 = 8.5	3	2	2	2
9	Sabak Bernam	1	8	8/1 = 8	2	2	2	2

10	Sepang	1	16	16/1 = 16	4	4	4	4
	TOTAL	32	384	115.45	29	29	29	29

Data Collection & Instruments of the Study

Data collection from the questionnaires comprises the next research phase. First, approval is secured from the Ministry of Education Malaysia through the Educational Research Application System (eRAS 2.0) and from principals of the selected schools. Next, agreement is acquired from researchers of similar past studies through email, and copyrights are purchased to use the Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz et al. (1986), and the Child and Adolescent Mindfulness Measure (CAMM) by Greco et al. (2011) as instruments for the study.

Thereafter, the scales are adapted and translated into the Malay language per Banville et al.'s (2000) stipulations. This stage includes the initial process of translating the draft document into Malay with the assistance of a Malay language teacher with Institut Pendidikan Guru credentials, in line with the study's construct, title, and Malaysia's cultural context, before the instruments are subsequently back-translated by a Court Interpreter.

Foreign Language Classroom Anxiety Scale. In gauging the situation-specific construct of foreign language anxiety by Horwitz et al. (1986), the FLCAS is grounded on the foundational dimensions of FLCA. The FLCAS is a 33-item measure on a 5-point Likert-type scale that ranges from "Strongly agree" to "Strongly disagree" (Horwitz, 1986; Horwitz et al., 1986).

Child and Adolescent Mindfulness Measure. CAMM is used to ascertain the presence of mindfulness in youths between the ages of 10 and 17. The 10-item assessment measures characteristics such as present-moment awareness and non-judgmental, non-avoidant responses to thoughts and feelings. Furthermore, it postulates that, indifferent to time, people have personal degrees of awareness (Greco et al., 2011).

DATA ANALYSIS

To assess the levels of FLCA and mindfulness (MF), descriptive analysis is used. The preference in psychometrics to average Likert-type scale items has several advantages. These include its clarity of interpretation, consistency with the original scale, and its ability to effectively manage missing data (Field, 2017). Therefore, the use of mean scores and SDs is applied to evaluate the levels of the two constructs. FLCA indicated a mean score of 2.76 (SD=.63), while MF showed a mean score of 2.19 (SD=.61). A more detailed breakdown of these results is shown below.

The questionnaire for the FLCA dimension, communication apprehension, comprises 11 items with an agreement Likert-type scale. Item CA 3 is found to have the highest mean score at 3.14 (SD=1.21), which suggests 45.7% of the respondents panic when suddenly asked to speak during English class. While Item CA 2 shows the lowest mean score of 2.52 (SD=1.17), where 52.9% of the respondents disagreed with the statement, "It frightens me when I don't understand what the teacher is saying in English". The general mean score for communication apprehension is 2.78 (SD=0.70). The range of mean scores for the 11 items is between 2.5 and 3, excluding Item CA 3, whose mean score is 3.14.

The second dimension of FLCA, fear of negative evaluation, consists of seven items with an agreement Likert-type scale. The highest mean score of 3.44 (SD=1.15) is attributed to Item FNE 5, where 53.4% of the respondents noted feeling inferior to other students when conversing in English. While Item

FNE 4 shows the lowest mean score of 2.65 (SD=1.06), with 47.3% of the respondents countering the statement "I am afraid that my English teacher is ready to correct every mistake I make". The total mean score for this dimension is 3.01 (SD=0.78).

The test anxiety dimension of FLCA contains 15 items. Item TA 5 shows the highest mean score of 3.01 (SD=1.26), with 41% of the respondents concerned with the effects of failing the English class. While Items TA 9 and TA 14 share the lowest mean score of 2.27 (SD=1.08-1.10). Per TA 9, it is found that most respondents attend English class of their own volition (64.3%), but with noted feelings of discomfort and uncertainty during the class (TA 14=65.7%). Excluding TA 5, the other items have a mean score lower than 3. The aggregate mean score of this dimension is 2.63 (SD=0.63).

Of the 10 instrument items of mindfulness, the highest mean score of 2.83 (SD=1.13) is imputed to Item MF 2, whereby 65.7% of respondents are shown to be preoccupied while walking from one class to the next. While Item MF 5 has the lowest mean score of 1.78 (SD=1.18), in which 53.8% of respondents embrace their unpleasant thoughts. For all items, the individual mean scores are between 1.78 and 2.83 (SD=1.10-1.24). The overall mean score for the mindfulness construct is 2.19 (SD=0.61).

DISCUSSION

Having established the levels of the two constructs, the study now aims to evaluate the importance of the mindfulness variable in addressing FLCA as experienced by Malaysia's national secondary school students.

The variables of mindfulness and FLCA are hypothesised to have a significant negative correlation with the study's target population. The following results indicate this to be the case. A heightened mindfulness causes a decline in FLCA levels.

Activities such as meditation and Mindfulness-Based Stress Reduction (MBSR) have been proven as effective tools in stress mitigation, particularly in encouraging an internalised receptivity of one's thoughts, emotions, and bodily sensations. Accordingly, mindfulness has been described as a cognitive state that persuades a person's full attention to the current moment, free from discriminating or distracting thoughts and perceptions.

Findings of this study align with Fallah (2017), who observed the connection between mindfulness, coping self-efficacy, and FLCA. Fallah (2017) discovered that practicing mindfulness lessens the impact of FLCA on individuals by augmenting their self-awareness during language learning, thus making them more readily aware of troubled views and sentiments. Fallah's (2017) findings are supported by Mortimore (2017), where a decrease in FLCA levels ensures a positive learning experience, as well as a smoother language acquisition process since there is a marked eagerness to undertake risks, actively engage in discussions, and participate in language classes (Mortimore, 2017).

Another corroborating study was conducted by Li (2021), who examined the influence of mindfulness and immunity on second- or foreign-language education teachers. Li (2021) observed a negative correlation between diminished levels of foreign language anxiety (in which feelings of dread or nervousness are constitutive characteristics) and a heightened mindfulness among the target population (Li, 2021). The psychological phenomenon of foreign language anxiety is generally provoked in language-related situations, such as when one attempts to converse in the desired language, speaking with natives of the language, and during language assessments.

Lastly, per Zhu's (2022) study, the practice of mindfulness is found to boost self-confidence and self-awareness by deliberately centring the perspective of language learners on a more optimistic mental state whenever students are faced with linguistic challenges and anxiety. However, variations across individuals and environmental elements must be accounted for in determining the best outcomes from the mindfulness practice.

LIMITATIONS

This research is not without its limitations. It relies heavily on surveys and, therefore, prevents a close examination of the changes across time or how FLCA develops as the English lesson progresses. It is ascertained that longitudinal or experimental designs are better suited to analyse the advantageous effects of mindfulness on foreign language anxiety, alongside the implementation of interventions.

Secondly, the research is restricted by its sample size and sampling method, thereby compromising the generalisability of its findings in representing the broader target population's relationship to mindfulness, anxiety, and language learning outcomes. Finally, the research's exclusive reliance on quantitative data excludes the incorporation of interviews or focus groups as examples of a qualitative approach to deepen the understanding of foreign language learners' subjective experiences and perceptions regarding mindfulness and anxiety.

RECOMMENDATIONS

The intent of this research is to introduce useful suggestions for educators, learners, and institutions to mitigate foreign language anxiety. In view of this, foremost is the recommendation to organise awareness campaigns and educational activities to caution and educate students, educators, and parents of FLCA's implied factors and detriments during the language acquisition process.

Second is to involve language educators in professional development programmes, including furnishing them with the requisite tools and techniques for a more inclusive and sympathetic classroom setting (Liang et al., 2025). The conscious practice of mindfulness in language learning exercises is a tried-and-true example for anxiety and stress-prone students.

The third suggestion employs support services, counselling, and peer mentorship for students to regain control over their anxiety, where before they presented fluctuating attempts of ease and discomfort during the language learning process.

Fourthly, students require and acquire myriad ways of learning a language. Therefore, the provision of different language learning methodologies via language labs and technological tools, as well as evaluation techniques, encourages students to learn at a personalised, self-directed pace.

Last but not least, is the need to reframe the language acquisition process as one that is accommodating of mistakes. The successful acquisition of a language necessitates discipline and constant practice. The implementations of test-taking advice, practice exams, and relaxation techniques are useful strategies to abate students' anxiety levels, thus allowing them to perform optimally in assessments and examinations. Separately, to create an ideal academic environment, it is crucial for educational institutions to initiate targeted language assistance and cultural integration initiatives, alongside regular evaluations of the language programmes' effectiveness for students to achieve proficiency.

CONCLUSION

This research's investigation of FLCA and its multifaceted features, as well as its correlation with mindfulness, summarily emphasises the importance of cultivating and adopting a growth mindset among students, alongside a slow but steady approach towards successful foreign language acquisition. Versed in what the learning process should entail, educators and academic institutions can strategize more viable methodologies to facilitate successful language learning outcomes.

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