Risk-taking and Self-actualization in EFL Positive Classroom Environment

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Abstract

This study expresses a positive classroom environment depending on two axes; physical setting of the classroom and the role of the teacher as a positive atmosphere creator. By applying the proposed environment, the study tries to discover the impact of it on EFL college students' self-actualization and risk-taking. To obtain the objectives and to verify a hypothesis, an experimental design was applied by using two groups, experimental and control. The sample of the study consists of sixty EFL first stage college students divided into two groups, each of which is thirty. The first group is the experimental, which is taught in a positive classroom environment as stated by this study. The second group is the control one, which is taught traditionally by letting the classroom as it is, without any positive addition. Two measurement tools have been used; a scaled questionnaire that has been adapted from Stephen D. Luft (2007), and a self-actualization scale that is developed by Jones & Crandall (1986).Using a t-test for the two independent samples shows notable effects on EFL college students' risk-taking and self-actualization. Based on the results obtained, educational implications that are concerned with teachers and students have been put forward.

Keywords: *Self-Actualization, Risk-Taking, EFL, Positive Classroom Environment*

1. Introduction

Risk-taking can be clarified through the continuous trials of students to take risks during lectures. This case can express students' needs to be successful second-language speakers as recommended by Richard & Schmit (2002: 460) who consider that "risk-taking is said to be an important characteristic of successful second language learning, since learners have to be willing to try out hunches about the new language and take the risk of being wrong". Beebe (1983:39-66) adds that "high-risk-takers are more successful second-language speakers because their willingness to make mistakes encourages them to communicate in a more effective manner". Dufeu (1994, 89-90) supported the idea of this study, stating that "learners feel comfortable as they take their first public steps in the strange world of a foreign language.

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To achieve this, one has to create a climate of acceptance that will stimulate self-confidence and encourage participants to experiment and discover the target language, allowing them to take risks without feeling embarrassed".

Risk-taking is not a fixed personality trait. It can be learned and developed through developing students' abilities of problem-solving and willingness to accept failure. These ideas are supported by Young (1991:11), who assure that "risk-taking is a prerequisite to becoming an effective problem solver and decision-maker." He (ibid: 12) adds that it is vital for "the risk-taker to understands that success is not guaranteed; therefore, he/she recognizes failure as a learning experience". So, this fact allows the idea of developing students' risk-taking to be existed and grow. Young (1991:13) asserts that "the teacher creates and establishes the classroom environment and it is this environment that either encourages or discourages risk-taking." In the same context, he (ibid) adds that "the teachers' attitude is crucial; the teacher must be a risk-taker and model risk-taking behavior, including a positive view of failure." The context of learning is crucial in stimulating students to be risk-takers as mentioned by Lee & Ng (2010:302) that risk-taking is "a situation-based process which can be moderated by providing the appropriate contexts for its application." So, it is the environment of the class that plays a crucial role in encouraging or discouraging students' risk-taking as clarified by Brown (2001:63) that "many instructional contexts around the world do not encourage risk-taking; instead, they encourage correctness, right answers, and withholding guesses until one is sure to be correct." With the above input in mind, the present study takes its importance, and sheds light on how enriching the classroom environment both physically and emotionally may affect students' risk-taking.

Self-actualization, as defined by Couture et al., (2007:112), is "the psychological process that aimed at maximizing the use of a person's abilities and resources. This process may vary from one person to another". It is essential to mention that this psychological aspect differs according to varying degrees of the individuals' self-fulfillment and motivation. It considers one of the critical needs as it is situated at the top of Maslow's hierarchy of needs. Jena and Dorji (2016:223) demonstrate that "self-actualization can be attainted if the motivational factors like attention, resources, and security, etc. are provided. The basic needs of the human must be fulfilled in order to achieve the self-actualization". Therefore, it becomes crucial to see how the classroom environment can fulfill students' satisfaction, and how that can support them to be self-actualized students. It also identifies the role of the teacher as a motivator, stimulator and trainer to see how that can affect students' behaviors positively inside the class.

Self-actualization is strongly related to positive psychology where the aspects of the two terms are interrelated. This condition has been estimated through the close relationship between enjoyment and excellence on the one hand, and the realization of potentials or what is called self-actualization on another. Maybury's study (2013) focuses on the idea that student's hope, mindfulness, and self-actualization increased through highlighting the relationship between self-actualization and positive psychology. The aspects of

positive psychology in teaching environment, such as enhancing students' experiences of love and cultivating what is best in them, represent approximately an equivalent to what this study wants to show in a positive classroom environment.

The relationship between EFL classroom contexts and self-actualization has been clarified through the personality of self-actualized individuals who described as selfless, satisfied, and willing to help others. Their desire to repair the defects of the world stem from their self-satisfaction they feel. The main applications that have been used in the EFL classroom include sharing, helping, and cooperation. The characteristics of the self-actualized person, according to Jena and Dorji (2016:223), are acceptance and realism, problem-centering, spontaneity, autonomy and solitude, the continued freshness of appreciation, and peak experiences. In this context, the role of the teacher is essential in motivating and helping students to develop and gain the above aspects of self-actualization through the classroom environment. Classroom environment, as a main constituent of this study, plays a pivotal role whether academically or on other personal sides. Al-Obaydi (2015:27) said that the teacher should not be directed and dominated in the classroom. Interaction cannot be one-way, but two-way, three-way or four-way.

According to Grubough and Houston (1990:375), one of the first areas that make a noticeable impact on student success is the physical (positive) environment of the classroom. The most responsible one of creating a positive classroom environment is the teacher, as mentioned by Freeman & Anderson (2011:131) "the teacher should try to provide as positive an environment as possible." Therefore, the choice of these two aspects, self-actualization and risk-taking in the present study, is intentional since both are psychological traits that have been affected by the environmental factors exist in the classroom. Both of them are increased or decreased following students' motivation and satisfaction.

In sum, this study is conducted to see the impact of creating a positive classroom environment on EFL college students' risk-taking and self-actualization. It explicitly deals with first stage students in the English department because the language capacities of the students, in this preliminary stage, are still under construction. The study dealt with the classroom environment depending on two axes; physical setting and the role of the teacher in creating positive atmosphere of learning. Both of these dimensions can play a role in determining whether the class environment will be conducive to students. Each may not have a substantial effect individually; however, they can both work to support students' motivation, willingness, self-confidence, and learning capacities.

So, this study tries to ask the following questions:

a. Is there any impact of a positive classroom environment, with its two axes, on EFL college students' risk-taking?

b. Is there any impact of a positive classroom environment, with its two axes, on EFL college students' self-actualization?

1.1 Aims of the study

The present study aims at:

a. Creating a positive classroom environment for teaching English.

b. Finding out the impact of using the proposed environment on the EFL college students' risk-taking.

c. Finding out the effect of a positive classroom environment on EFL college students' self-actualization.

2. Literature Review

2.1 Risk-taking

As a general definition, risk-taking is "a personality factor which concerns the degree to which a person is willing to undertake actions that involve a significant degree of risk" (Richard & Schmit, 2002: 460). Beebe (1983:39) as cited in (Gass & Selinker, 2008:433) defined risk-taking as a "situation where an individual has to make a decision involving a choice between alternatives of different desirability; the outcome of the choice is uncertain; there is a possibility of failure." Richard & Renandya (2002: 13) define risk-taking, in relation to language learning, as the ability of students to "become gamblers in the game of language, to attempt to produce and to interpret language that is a bit beyond their absolute certainty."

Risk-taking ideas come in accordance with what has been presented by the aspects of the strong version of communicative language teaching where the focus is on fluency over the accuracy, "using English to learn it"(Freeman & Anderson, 2011:131). Johnson & Johnson (1999: 240) maintain that "communicative approaches to language teaching have set something of premium on the learner' willingness to take risks with the chances of more or less public failure on the grounds that formulating a learner's own meanings in sentences of their own construction in the foreign language is beneficial". In the same concern, they (ibid) add that "a learner who prefers high-risk situations should perform better in the classroom than a more conservative learner who prefers low-risk situations, and would be able to draw more lasting benefit from the opportunities afforded by this approach." Risk-taking is also related to the term of fossilization. It has been suggested that risk-taking leads to the overuse of linguistic items, which in turn leads to maximizing students' fluency as they still searching for a chance to use a language, so they become "more resistant to fossilization"(Ashouri & Fotovatnia, 2010:231; Alshalabi, 2003:24). Some researchers as (Riski, et.al., 2018) relate oral ability of speaking to the traditional mehods of teachers stating that "another problem comes from the teachers who are still using traditional method in teaching speaking, so automatically the students will not be active in the classroom".

Theoretically, Johnson & Johnson (1999: 61) cite Corder's (1978) characterization of strategies as" risk-avoiding" and "risk-taking." He maintained that risk-taking is likely to benefit learners' acquisition. The literature of risk-taking has been also linked to Krashen's Monitor Hypothesis in the field of second language acquisition. Beebe (1983) identified the relationship between

Krashen's monitor hypothesis and the term risk-taking, maintaining that; "it is possible that Krashen's cautious over user is a low risk-taker." Young (1991:11) linked risk-taking to decision making and problem-solving abilities maintaining that by developing these capacities, learners' self-confidence to do risks will increase significantly. Vukovic (2015: 25), in her study, finds out that there is a negative correlation between grammar learning strategies and risk-taking. She (ibid) adds that self-discovery is the most popular strategies and the visual is the least one. This result comes because grammar is the most abstract part of the language, as she stated. Meriem (2015: 92) clarifies that there is a statistically significant correlation between risk-taking and English language proficiency as her study proves. Karimi & Biria (2017:898), in a recent study, demonstrate that risk-taking and gender are interactive variables and that low risk-takers answered the least questions in comparison to high risk-takers.

2.2 Self-actualization

The term self-actualization was first coined by Kurt Goldstein, who believed that every individual has an innate driving force that leads him/her to be a self-actualized person. Many terms have been used interchangeably with the tem self-actualization, such as self-realization, self-fulfillment and, self-acceptance.

Theoretically, the term self-actualization has been mainly based on the ideas of Maslow's hierarchy of needs, clarifying that "what a man can be, he must be. This need we may call self-actualization" (Maslow, 1943). He clarifies that self-actualization may differ from one to one due to the uniqueness of each person (Maslow, 1987). Self-actualization has been shown when an individual wants to make him/her perfect continuously and to know himself, his talents, wishes and, work on (Maslow, 2003).

Maslow's hierarchy of needs theory demonstrates that self-actualization occurs at the top of the hierarchy of human needs, which means; it is the point of perfection that has been achieved after getting the basic needs. At this top point precisely, an individual can recognize his/her reality, potentialities, abilities, and talents through a self-exploration process.
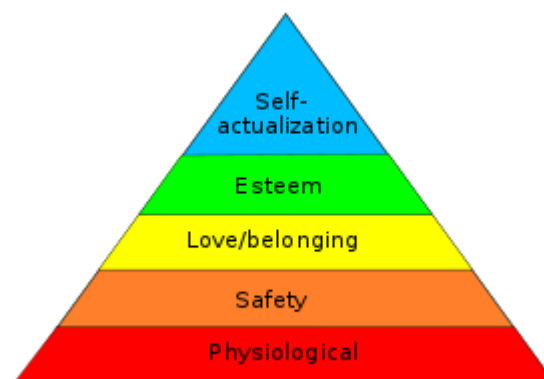
Figure 1. Maslow's Hierarchy of needs (1943)

Many studies deal with self-actualization in recent years. Jena and Dorji (2016) study the difference between self-actualization and value orientation

among primary school teachers. They conclude that "There exists no significant difference in self-actualization among primary school male and female teachers working in rural schools. This result gained because they are working in the government schools where the rules and regulations are the same through the country."(p.224). Cai (2010) studies the correlations amongst curriculum design, linguistic competence, and self-actualization. He clarifies that "curriculum design is an autonomous, flexible, and, dynamic process. Hence, instead of sticking to the long-adopted uniform English curriculum for all non-English major postgraduates in China, more flexible curricula and requirements should be introduced to fulfill the self–actualization of postgraduates from different universities, different majors, and different regions".

2.3 Classroom Environment

The Classroom environment as a whole has been divided into two; the physical setting and the role of the teacher as a positive classroom climate creator. These two factors may affect directly students' and teachers' attitudes towards the learning process where the emotional environment can be existed. Based on what is stated by Brown (2001:192), there are four categories in the physical setting of the classroom; the first one is "sight, sound, and comfort." This point includes cleanness, appearance, heating and cooling, freedom from noises, and all opportunities that make the classroom comfortable. The other aspect is the "seating arrangement" in which all seats have been arranged appropriately. The teacher should not determine where the students sit but to let this go on a comfortable way of self-selection. The third point is the "chalkboard use," which concludes that "a messy, confusing chalkboard drives student crazy." The last point "equipment", which includes any equipment used in the classroom whether electrical or not.

Concerning the role of the teacher in the classroom, Gebhard (2006:81) states that "the teacher has the authority to influence the kind of interaction that goes on in the class, and this interaction has been created from a combination of many related factors". He further discusses the factors that may affect creating opportunities for students to use a language in the classroom. These factors include "teacher talk, teacher's questions, setting up classroom activities, giving instructions, and making language comprehensible to students." Besides, Brown (2001:202) adds that the roles the teacher plays and the styles he develops will help in creating a positive classroom climate. He (ibid) clarifies three main points in this context. The first one is to establish rapport with students in the classroom, which is vital in creating positive energy among students. The other is balancing praise and criticism maintains that "genuine praise, appropriately delivered, enables students to welcome criticism and to put it to use." The last point is to generate energy in the classroom, which is "the electricity of many minds caught up in a circuit of thinking and talking and writing."

The effect of positive classroom environment on students' risk-taking can be stated by Oxford (1992: 38) who linked risk-taking to the classroom environment saying that "risk-taking ability, though sometimes considered inherent character traits, can be developed through a nonthreatening classroom climate, class discussion of fears, individual counseling with inhibited students,

and training in strategies that facilitate taking risks. An example of that are the compensation strategies like guessing or using synonyms." Young (1991:16) concentrates on the idea that "risk-taking behavior is found in an environment that is emotionally safe, where success is abundant, and failure has been recognized as the only step in the process of attaining successes." It is crucial also that each member of the class feel like a valuable person that has important thoughts. Young (ibid) adds another variable that may affect students' risk-taking which is the material that presented to them. He recommends that "a variety of materials must be available, both in kind and in level of difficulty". Richard & Renandya (2002: 13) advice teachers to "praise students for making sincere efforts to try out language, use fluency exercises were errors are not corrected at the time, give outside-of-class assignments to speak or write or otherwise try out the language."

The relationship between self-actualization and the educational environment is very crucial as it represents the space where the students spend most of their time. The most recent study by Nadezhda et al., (2017) deals with developing students' professional self-actualization in the modern educational environment. They conclude that the "Education environment is a synthesis mechanism to identify students' perspective self-organizing learning strategy." They (ibid) add that "Innovative abilities of students' self-actualization have been closely connected with students' consciousness activity stimulated by communicative situations. So, the main principle of the technological instrument is co-creation of students and teachers in educational environment where a person cultivates personal abilities in education design of communicative situations during participating in communicative, creative activity."

2.4 Hypotheses

a. There is no significant effect of using positive classroom environment on EFL college students' self-actualization.

b. There is no significant effect of using positive classroom environment on EFL college students' risk-taking.

3. Methodology

3.1 Experimental Design

To attain the objectives of the study, and to prove the hypothesis, the researcher employed "The Post Test Only Control Group Design." Table (1) below demonstrates the details of it.

Table 1. The Experimental Design

Group	The Independent Variable	Test
The Experimental Group	Lectures in a positive classroom environment	Post- Test -Self-actualization questionnaire -Risk-taking questionnaire

The Control Group	Lectures without positive classroom environment (ordinary classroom environment)	Post- Test -Self-actualization questionnaire -Risk-taking questionnaire

3.2 Participants

To achieve the objectives of the study, the researcher chooses a sample consists of (60)1st stage, college students (30 students for each group) University of Diyala, College of Education for Human Sciences, English department, for the academic year (2018-2019). Careful treatment was provided to the participants to ensure full ethical consideration during the time of the experiment.

To ensure better equalization of the two groups, the researcher has tried to control some of the variables, which may affect the findings of the experiment. Therefore, the following variables controlled for the two mentioned groups:

a. The educational level of the father,

b. The educational level of the mother, and

c. Age of the Subjects.

3.3 The Experimental Application

The experiment started on the 1st of March 2018 and lasted for six weeks to end up on 15thof April 2018. The lessons take place in the classrooms of students during their prescribed material of English language conversation. The teacher worked with the students as a teacher and researcher, paying valuable attention to the ethical consideration during the time of the experiment.

The use of the aspects of a positive classroom environment was for the experimental group only. In each week of the six, the teacher-researcher gave the students three chapters from their textbook (conversation material), paying her attention to all aspects of the two mentioned axes of the positive classroom environment.

The control group has been taught using the regular ways of teaching without using much positive energy neither in the presentation of the lessons, or in the organization of the physical setting. The researcher used the same units used with the experimental group.

3.4 Positive Classroom Environment

One of the fundamental aims of this study is to establish a positive environment in the classroom depending on two axes; the physical setting of the class and the role of the teacher as a positive atmosphere creator and, to find out the impact of the positive classroom environment on students' self-actualization and risk-taking. As the researcher is the teacher herself, she did her best on both dimensions to reach the final result. She compares the aspects of self-actualization and risk-taking of the two groups along with the experiment, according to what is mentioned by Nunan and Baily (2009:259) that a researcher can collect data manually by observation schedule. They (ibid)

clarify that it is "a codified system of observation category." The researcher measures the final results after applying the adapted self-actualization and risk-taking questionnaires. Positive classroom environment, according to this study includes the following:

1. All that is exist in the physical setting of the classroom including the organization of settings, cleanness, walls, and pictures, clear rubrics for discipline and grouping, chalkboard and equipment, heating and cooling, and controlling the internal and the external noise as possible.

2. All that is related to the role of the teacher as a positive model in the classroom, beginning with social skills. The teacher should model all excellent social skills such as friendliness, respectfulness, politeness, and being an excellent communicator. The teacher is also demanded to praise positive behaviors, building trust, assigning responsibilities for each student, searching for the best in every-one, memorizing students' names, inserting values, caring about individual differences by using different teaching methods, be forgiving, be patient, and accept more than one answer.

The researcher applied approximately all that is mentioned above in the classroom setting of the experimental group, whether in the organization of the class or other requirements of the teacher.

3.5 Instrument

To answer the questions of the study, the self-actualization scale that is developed by Jones & Crandall (1986) has been used. This scale has been widely used as a self-report questionnaire and it is also known as a short index of self-actualization or the self-actualization scale (SAS) as stated by Faraci & Cannistraci (2015:23). This scale consists of fifteen items, each of which measures an aspect of self-actualization. Another instrument is a risk-taking scaled questionnaire that has been adapted from Stephen D. Luft (2007), Ohio State University, which is used to be the instrument of measuring risk-taking skills. This questionnaire consists of twenty-two items, each of which represents an aspect that supposed to measure students' risk-taking. The questionnaire is intended to have been scored according to a five-point scale: (disagree, strongly disagree, neutral, agree, and strongly agree). The marks assigned are as follows: strongly disagree 1, disagree 2, neutral 3, agree 4, and strongly agree5. The two instruments were shown to a jury of experts in the specialization of English language teaching and psycholinguistics to ensure face validity.

Classroom observation is also depended to be another measurement scale along time of the experiment. The researcher notices and registers the development that appears on the students' behavior, specifically in self-actualization and risk-taking.

4. Results and Discussion

To attain the objectives of the study, two null hypothesizes are put forward as follows: there is no significant effect of using positive classroom environment on EFL college students' self-actualization, and there is no significant effect of using positive classroom environment on EFL college students' risk-taking.

The results of the first hypothesis are obtained using the t-test for two independent samples at level 0.05, and 58 degree of freedom. The result reveals that the mean score of the experimental group is 26.60 and that of the control group is 21.20. The computed t-value (6.648) is higher than the table t-value (2), see table 2. This result indicates that the propose environment has a positive and significant impact on students' risk-taking, in favor of the experimental group. Thus, the hypothesis mentioned above has been rejected. This result proves that the context of the study plays a crucial role in developing students' risk-taking. It helps in creating a secure classroom environment which in turn helps in making students relax and self-confident. Risk-taking as a skill requires confidence and boldness. If the students are not feeling comfortable and psychologically stable, it will be difficult to be risk-takers. The finding comes to confirm what is mentioned by Brown (2001:63) as how the classroom can facilitate risk-taking. He said that the atmosphere of the classroom supposed to encourage students to try a language and to venture a response. It is crucial also to provide challenges during teaching and respond positively to students' risky attempts. It is worth mentioning that the findings of this study are consistent with Young (1991), Oxford (1992), Dufeu (1994), Brown (2001), and Lee & Ng (2010) who all assert on the crucial role of classroom environment in providing appropriate context of risk-taking behavior on the one hand, and for learning a foreign language on another.

Table 2. The Results of the first hypothesis

The variable	Groups	No	M	S. D	t-value computed	table	Df	Results
Risk-taking	experimental	30	26.60	3.136	6.648	2	58	significant
	control	30	21.20	3.156				

Concerning the results of the second hypothesis, t-test formula for the two samples at 0.05 level of significance and 58 degree of freedom has been used. The findings show that the mean score of the experimental group is 25.33 whereas the control group is 19.87. The computed t-value (6.295) is higher than the table t-value (see table 3). These results mean that there is a statically significant difference between the two groups in favor of the experimental group. So, the second hypothesis has been rejected. The effects of a positive classroom environment are evident in students' self-actualization when comparing the two groups. The students of the experimental group show more independence and self-confidence. Their needs of security, safety, belonging, and esteem are satisfied, which lead to a considerable effect in self-actualization. It is a natural step towards the top of the pyramid of human needs stated by Maslow. Maslow's pyramid (1943) put self-actualization need at the top. This demonstrates the necessity of students to satisfy their needs one by one progressively. This is not an easy task, unless it will be supported by many factors such as the class environment and the teacher. To be a self-actualized student, is to be a self-satisfied and a self-fulfillment. It is worth mentioning that there are no many studies that study the relation of classroom environment to self-actualization except Nadezhda et al., (2017), who study self-actualization with regard to modern educational environment, and it comes in line with the present study. Maybury's study (2013) tackled the relationship between positive psychology and self-actualization. Its topic related in one way or another with

the current study as positive classroom environment is one representations of positive psychology. Positive psychology promotes the positive ideas of human life. Accordingly, both of the studies affect students' self-actualization positively.

Table 3. The Results of the second hypothesis

The variable	Groups	No.	M	S. D	t-value		Df	Results
					computed	table		
Self-actualizatio n	experimental	30	25.33	4.365	6.295	2	58	significant
	control	30	19.87	1.889				

Classroom observation reveals that students' risk-taking ability has been developed significantly along with the experiment. They show more risks in their classroom participation with the passage of time in addition to the clear development of their speaking skills. The automatic style that positive classroom environment provides, creates scientifically organized environment full of systematic challenges and educational tasks, which provides suitable climate for risk-taking. On the other hand, the positive performance of the teacher plays pivotal role in the class. She deals with students positively, tolerating their errors and encouraging their trials, therefore, they show qualitative response in their daily work. It has been also noticed that students' enthusiasm towards learning and their class engagement have been increased significantly during the experiment. Their cooperation and sharing skills are developed notably in the two last weeks. Students need to be safe in their learning environment, as recommended by Maslow in order to be self-actualized individuals in and outside the classroom. So, the reflection of the positive atmosphere, which has been created in the class, appeared clearly in students' behavior. Finally, most of them become independent in learning, and their free orientation of learning becomes clear.

5. Conclusions

The results of the two questionnaires reveal that students' risk-taking and self-actualization were affected positively by using positive aspects of the classroom environment. Conclusions remarks that are related to the manual observation of the students is also show a positive impact on students' behavior inside class. This means that the positive context of the research plays an essential role in supporting students to be risk-takers and self-actualized successful language learners. Students' interaction with the teacher and the rapport between them are improved significantly. This situation may be due to the change of traditional ways of presenting the material and to the relaxed atmosphere provided by the teacher. It is crucial to mention that providing comfortable classroom environment affects positively students' concentration on the material. They showed more successful risk trials, which in turn, impact their fluency and communication abilities in the classroom. Student's enthusiasm, self-respect, self-acceptance, and engagement have been increased during lectures due to the favorable climate created in the classroom. This leads to a more self-confidence and spirit of competition that is covered by help and cooperation. The efforts of teacher to insert positive classroom environment

have been highly appreciated by students, as they trust and respect him more than before.

At last, it has been concluded that though this study covers approximately all the mentioned aspects of a positive classroom environment, still there are many differences from context to another. So, we cannot generalize unless depending on more than one investigation. In this way, it is preferable, for other researchers, to focus on this area of research with other variables related to individual differences and class management techniques.

Some recommendations have been reached focus on the idea that teachers must try their best to ensure a positive classroom environment even with limited resources. Students must feel secure and comfortable in the lessons to be able to take part in the activities willingly. Threatening learning ecology may lead to bad attitudes towards learning. Classroom activities should have many choices to provide a chance for students to be decision-makers and to let the ideas of learning autonomy and self-directed learning be spread in their daily learning routines. Teachers must pay attention to develop students' intrinsic motivation, which considers as a key to self-actualization and self-acceptance.

In any learning environment, teachers need to concentrate on communication activities that oblige students to talk and express themselves. So, it is preferable to use group activities where the students work, cooperate and interact with other students. Teachers must always be positive to inspire their students and to encourage even the small achievements of them.

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