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The Application of Functional Grammar Approach in Teaching English Tenses Contextually to Indonesian Students

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Abstract

Bagi seseorang yang sedang mempelajari Bahasa Inggris, grammar seringkali menjadi hal yang menakutkan. Secara khusus, bagi pembelajar Bahasa Inggris yang adalah orang Indonesia, materi grammar yang seringkali dianggap paling menyulitkan adalah tenses. Sebagai materi awal yang diberikan kepada siswa dalam pembelajaran tata bahasa Inggris, tenses seharusnya diperkenalkan dengan cara yang sedemikian rupa sehingga mudah dimengerti oleh siswa, khususnya dalam hal pemanfaatan teori mengenai tenses dalam berkomunikasi. Untuk itu, penelitian ini dibuat guna menemukan bagaimana mengaplikasikan pendekatan Functional Grammar dalam mengajar tenses pada siswa-siswi Indonesia. Diharapkan agar dengan perubahan pendekatan yang digunakan dalam mengajar tata bahasa Inggris akan membawa perubahan persepsi siswa, bahwa tata bahasa bukanlah sesuatu yang menakutkan.

Introduction

For most Indonesian students, and reasonably non-native speakers of English, the grammar of English is associated with a set of sophisticated, inexplicable, and difficult-to-memorize rules. To put the burden even heavier, the grammar rules of English has so many exceptions that confuse the students, as the exceptions make grammar has ‘fuzzy boundaries’ (Celce-Murcia & Larsen-Freeman, 1999, p. 3). If any Indonesian student is asked of the first thing that comes up in his or her mind upon hearing the phrase “English grammar”, the student is most likely to answer “Tenses”. This is because English tenses are the first “grammar” taught when students learn English formally. Yet, ‘the meaning and forms of tenses are complex and often difficult for nonnative speakers to acquire’ (Hinkel, 1992, p. 557). As for Indonesian students, Lee mentions that ‘many (Indonesian) students have problems with tenses but they find the Perfect Tenses the most troublesome. Most of them do not have even the faintest idea how to use them.’ (p. 136)

One of the causes of the negative perception of Indonesian English learners towards English tenses is, in my opinion, the approach that the teacher applies in teaching grammar. Burgess and Etherington (2002) classify three approaches in teaching grammar: Focus on FormS, Focus on Form, and Focus on Meaning. Focus on FormS is an approach ‘characterised by a structuralist, synthetic approach to language, where the primary focus of classroom activity is on language forms rather than the meanings they convey.’ (Burgess and Etherington, 2002, p. 434). Focus on Form approach is a development of Focus on FormS, in which the learners get the opportunity to use ‘a linguistic feature as necessitated by a communicative demand’ (p. 434). The third approach, Focus on Meaning is the opposite of the first. It is an approach ‘where classroom work is wholly concerned with communication of meaning but with no attention given to the forms used to convey this’ (p. 434). Based on Burgess and Etherington’s classification, it is clear that the approach applied in the teaching of grammar in Indonesia is the Focus on FormS.

Some language educators consider that grammar teaching that is focused merely on formS is not beneficial for the students, as it does not help students to be able to communicate in the language (Nunan, 1998, p. 103). The students may be of good language competence, in the sense that their grammar knowledge is even better than a native speaker of English; on the other hand, their language performance is poor for they are too cautious of making grammatical mistakes (Celce-Murcia & Larsen-Freeman, 1999; Krashen, 2000; Brown, 2001). The above case does not lead the Focus on Meaning approach to be best approach to teach English. The approach has created disputes among language educators, resulted in

several researches suggesting that ‘some conscious attention to form is necessary for language learning to take place’ (Burgess and Etherington, 2002, p. 434).

Ellis (2008) differentiates the result of the two approaches into the implicit and explicit knowledge of language. Implicit knowledge is the end product of having the Focus on Meaning approach in the teaching and learning process, while explicit knowledge is gained from the Focus on FormS approach. Ellis summarizes the characteristics of the knowledge as follows:

Implicit knowledge is intuitive, procedural, systemically variable automatic and thus available for use in fluent, unplanned language use. It is not verbalize. According to some theorists it is only learnable before learners reach a critical age (e.g. puberty)

Explicit knowledge is conscious, declarative, anomalous and inconsistent (i.e. takes the form of ‘fuzzy’ rules inconsistently applied), and is only accessible through controlled processing in planned language use. It is verbalizable, in which case it entails semi-technical or technical metalanguage. Like any type of factual knowledge, it is potentially learnable at any age. (pp. 6-7)

Halliday (1985), being aware of the importance of grammar and meaning, tries to balance the two approaches. He depicts language in such a way to make clear the relationship between forms and meaning, and to put emphasis on the communicative use of the language in daily life. On his *Introduction to Functional Grammar*, Halliday puts forward the idea that ‘language is interpreted as a system of meanings, accompanied by forms through which the meanings can be realized.’ (p. xiv) His theory has developed new approach in language teaching, that is the Focus on Form approach mentioned above. There are several terms used to refer to that approach: Form-Focused Instruction (Brown, 2000), Functionalist (Mitchell & Myles 2002), Grammar in Context (Nunan, 1997; Carter, et.al. 2002; Anderson, 2006), but all of them share the same concern on how language and grammar work together to meet the needs of communicative functions. Such an approach to language is what is termed Functional Grammar Approach (FGA) in this paper.

The paper tries to elaborate on the advantages and disadvantages of applying FGA in teaching grammar, specifically the English tenses, to Indonesian students. The paper also provides samples of material using FGA and explanation of how the material introduce the grammar forms and support students’ understanding of the functions of the forms. The paper also presents some suggestion on how to find material to use in the classroom.

Functional Grammar Approach (FGA) and the English Tenses

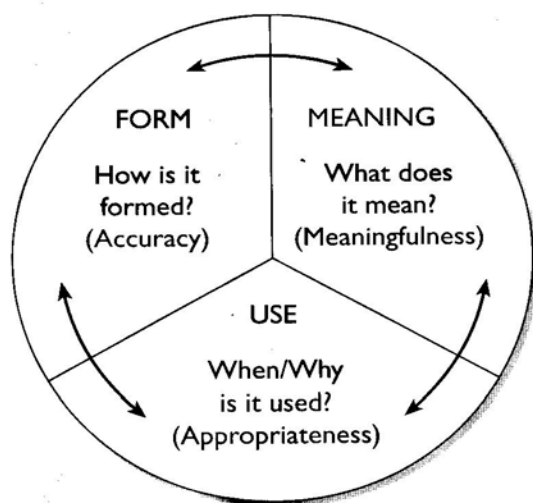
Functional grammar is ‘a grammatical framework that includes context’ (Deterding & Poedjosoedarmo, 2001, p. 105). It is different with traditional grammar in the sense that it ‘is not a set of rules but a set of resources for describing, interpreting and making meaning’ (Butt, et.al., 1999, p. 11). Functional grammar deals with “text”, which refers to language that is functional, either in oral or written forms (Halliday&Hasan, quoted in Butt, et.al p. 11). Butt, et.al explains that a text consists of texture, ‘the way the meanings in the text fit coherently with each other’ and structure, ‘the way that most pieces of language in use will contain certain obligatory structural elements appropriate to their purposes and context.’ (p. 11) Anderson (2006) defines context as ‘any chunk of meaning’ (p. 28). Based on the above, it is clear that the relation of functional grammar and meaning is very close; yet, it realizes the fact that the structure also plays an important role in realizing accurate meaning. In short, functional grammar is a grammar that put emphasis on the realization of communicative functions through grammatical structures.

Halliday (1973) outlined seven different functions of language:

1. The instrumental function, which serves to manipulate the environment and to cause certain events to happen.
2. The regulatory function, which is the control of events, the regulations of encounters among people – approval, disapproval, behavior control, setting laws and rules.

3. The representational function, which is the use of language to make statements, convey facts and knowledge, explain or report.
 4. The interactional function, which serves to ensure social maintenance.
 5. The personal function, which allows a speaker to express feelings, emotions, personality, “gut-level” reactions.
 6. The heuristic function, which involves language used to acquire knowledge, to learn about the environment.
 7. The imaginative function, which serves to create imaginary systems or ideas.
- (quoted in Brown, 2000, pp. 251-252)

Celce-Murcia and Larsen-Freeman (1999) elaborates that functional grammar approach tries to ‘view grammar with a communicative end in mind’ (p. 4), thus the approach tries to include the seven language functions in grammar instructions. Celce-Murcia and Larsen-Freeman models such grammar as an interrelation among form, meaning and use as illustrated in the following diagram:



(Celce-Murcia & Larsen-Freeman, 1999, p. 4)

Nunan (1998) also says that appropriate balance between exercises on grammatical forms and tasks exploring the use of the learned forms to communicate effectively are important. He further explains that the application of such approach allows students to ‘make meanings of increasingly sophisticated kinds, to escape from the tyranny of the here and now, not only to report events and states of affairs, but to editorialize and to communicate their own attitudes towards these events and affairs.’ (p. 103).

Coffin (2003), trying to put the idea into practice, states that the application of functional grammar in language teaching involves:

- Linking spoken and written texts to the social and cultural contexts of their use
- Designing units of work which focus on developing skills and grammar in relation to the whole texts
- Teaching explicitly about the structures and grammatical features of spoken and written texts.

(p. 14)

In Hallidayan view, the tenses are differentiated into two kinds: the primary and secondary tenses. The primary tense is ‘that functioning as the head...the past, present or future relative to the speech event.’ (Halliday, 1985, p. 177) While the secondary tense is the ‘past, present or future relative to the time selected in the previous tense’ (Halliday, 1985, p.177). Celce-Murcia & Larsen-Freeman’s (1999) term of the secondary tense is aspect. They differentiate four kinds of aspects: the simple, perfect, progressive and perfect progressive. All the existing tenses in the English grammar are combinations of the tenses (past, present, future) and aspects (simple, perfect, progressive, perfect progressive) as can be seen in the following table:

<i>Tense/ Aspect</i>	Simple	Perfect	Progressive	Perfect Progressive
	∅	have + -en	be + -ing	have + -en be + -ing
Present	Write/writes Walk/walks	Has/have written Has/have walked	Am/is/are writing Am/is/are walking	Has/have been writing Has/have been walking
Past	Wrote Walked	Had written Had walked	Was/were writing Was/were walking	Has/have been writing Has/have been walking
Future	Will write Will walk	Will have written Will have walked	Will be writing Will be walking	Will have been writing Will have been walking

(Celce-Murcia & Larsen-Freeman p. 110)

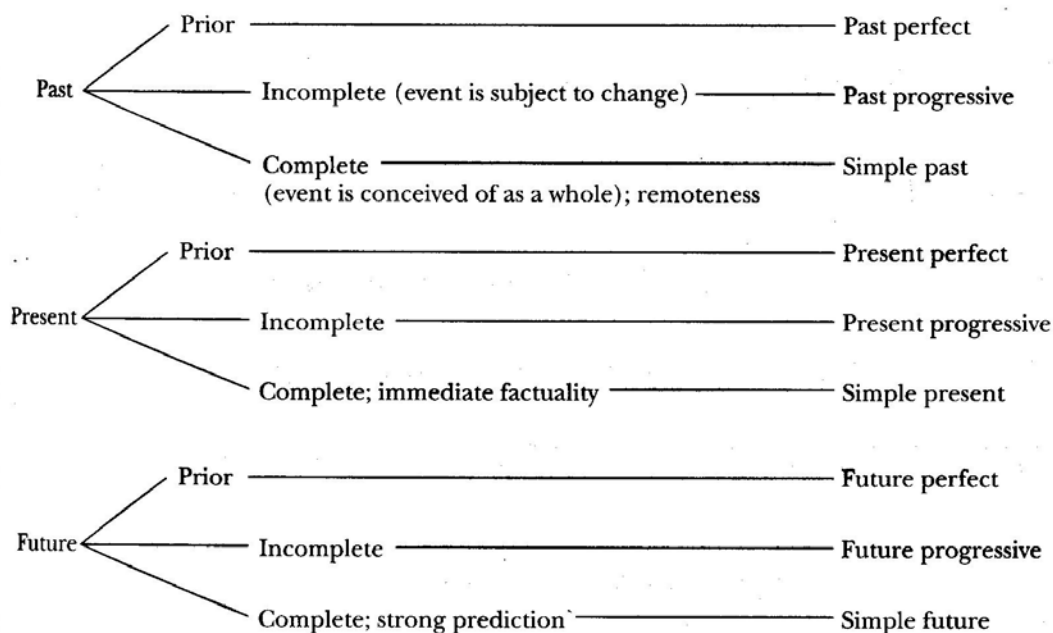
Celce-Murcia & Larsen-Freeman (1999) in their *The Grammar Book* provides a thorough discussion on the functions of each of the tense-aspect combination as follows:

Tense	Functions in discourse
Simple Present	<ol style="list-style-type: none"> Habitual actions in the present General timeless truths, such as physical laws or customs With <i>be</i> and other stative verbs to indicate states In the subordinate clauses of time or condition when the main clause contains a future-time verb Expresses future (when a scheduled event is involved, usually with a future-time adverbial) Present event/action (usually in sporting events or demonstrations/procedures of some sort) Present speech acts (where the action is accomplished in the speaking of it) Conversational historical present (used to certain past events in narration)
Simple Past	<ol style="list-style-type: none"> A definite single completed event/action in the past Habitual or repeated action/event in the past An event with duration that applied in the past with the implication that it no longer applies in the present States in the past Imaginative conditional in the subordinate clause Social distancing
Simple Future	<ol style="list-style-type: none"> An action to take place at some definite future time A future habitual action or state A situation that may obtain in the present and will obtain in the future but with some future termination in sight In the main (result) clause of future conditionals
Present Perfect	<ol style="list-style-type: none"> A situation that began at a prior point in time and continues in the present An action occurring or not occurring at an unspecified prior time that has current relevance A very recently completed action (often with <i>just</i>) An action that occurred over a prior time period and that is completed at the moment of speaking With the verbs in subordinate clauses of time or condition
Past Perfect	<ol style="list-style-type: none"> An action completed in the past prior to some other past event or time Imaginative conditional in the subordinate clause (referring to past time)
Future perfect	<ol style="list-style-type: none"> A future action that will be completed prior to a specific future time A state or accomplishment that will be completed in the future prior to some other future time or event
Present Progressive	<ol style="list-style-type: none"> Activity in progress Extended present (action will end and therefore lacks the permanence of the simple present tense) A temporary situation

	<ol style="list-style-type: none"> 4. Repetition or iteration in a series of similar ongoing actions 5. Expresses future (when event is planned; usually with a future-time adverbial) 6. Emotional comment on present habit (usually co-occurring with frequency adverbs <i>always</i> or <i>forever</i>) 7. A change in progress
Past Progressive	<ol style="list-style-type: none"> 1. An action in progress at a specific point in time in the past 2. Past action simultaneous with some other event that is usually stated in the simple past 3. Repetition or iteration of some ongoing past action 4. Social distancing (which comes from the past tense and the tentativeness of the progressive aspect)
Future Progressive	<ol style="list-style-type: none"> 1. An action that will be in progress at a specific time in the future 2. Duration of some specific future action
Present Perfect Progressive	<ol style="list-style-type: none"> 1. A situation or habit that began in the past (recent or distant) and that continues up to the present (and possibly into the future) 2. An action in progress that is not yet completed 3. A state that changes over time 4. An evaluative comment on something observed over time triggered by current evidence
Past Perfect Progressive	<ol style="list-style-type: none"> 1. An action or habit taking place over a period of time in the past prior to some other past event or time 2. A past action in progress that was interrupted by a more recent past action 3. An ongoing past action or state that becomes satisfied by some other event
Future Perfect Progressive	Durative or habitual action that is taking place in the present and that will continue into the future up until or through a specific future time

(Celce-Murcia & Larsen-Freeman, pp. 112-119)

To make clearer the 'core meaning of the English tense-aspect system', Celce-Murcia & Larsen-Freeman presents it using the diagram below:



(Celce-Murcia & Larsen-Freeman, 1999, p. 119)

The above diagram makes clear the relation between time and tense regarding the speech event. Understanding of this can make students aware of how to make choices of tense-aspect combination to use when speaking.

Samples of material using FGA

As mentioned in the Introduction that the most difficult tense-aspect system to master for Indonesian students is the Perfective, the following samples taken from Carter et.al. *Exploring Grammar in Context* (2002, pp. 2-10) are those dealing with the Present Perfect and Past Perfect.

Sample material I: Present Perfect Tense (Parts A-D)

A Introduction

- 1 These two news stories use different tenses. Text (a) uses present perfect (e.g. *have spoken, have looked*); text (b) uses mostly past simple (e.g. *spoke, looked*). The important verbs are marked in bold.

- Why do you think the tenses are different in the two texts?

a) Unemployed Terry Fitton **has applied** for an amazing 2,350 jobs ... and he's still out of work. Terry, 50, **has posted** applications at the rate of nearly four a day for the past two years.

b) Superstar Paul McCartney last night **watched** a heart-stopping sea search for his 15-year-old son James. The ex-Beatle and his wife Linda **stood** ashen-faced on a beach after the youngster **was swept** out of sight while surfing. But thirty minutes later they were joyfully hugging James as he **stepped** unharmed from the waves.

- 2 Organise these phrases into three columns headed *used with past simple, used with present perfect* and *used with either*. ➡

up to now in the last century during President Kennedy's lifetime
over the last hundred years or so for three months three months ago
since three months ago recently this is the first time I lately
throughout the 17th century since the Vietnam War today
within the last three months after the Second World War

Students are often confused of the difference between the use of present perfect and simple past, as the two tenses refer to an action that happens before the time of speaking. By contrasting the use of the tenses in real contexts, in this case newspaper articles, the students can notice how actions described using the present perfect tense (*has applied*) relates to the present (*he's still out of work*) and that the actions described in the simple past has been completed by the time of speaking. In the second exercise, the students are introduced to the different time markers used in the two tenses. The instruction of the task (*used with past simple, used with present perfect, used with either*) makes the students aware that the time markers of the two tenses can be the same, so what counts for the different use of the tense is the context.

B Discovering patterns of use

1 Present perfect in spoken language

In these pieces of real spoken English, the tenses change.

- In (a), when Pat comments, the tense changes to present perfect and in (b), when Mary talks about finding the bottle-opener, she also changes tense. Why? 🔑

a) [Roger is a guest at Pat's house. He is just finishing a personal ghost story, which he has told all in the past simple tense, which is normal for stories.]

Roger: It was definitely there, some figure there, definitely a figure there ...

Pat: Well, as long as you haven't brought it down here with you. This is a friendly house, we don't have any ghosts here.

b) [Mary and Peter are in the kitchen. They are trying to open a bottle of wine.]

Mary: What have we done with the bottle-opener? We found one, didn't we?

Peter: Yeah.

- Below are some rules for the use of the present perfect and the past simple when *no* explicit time phrases are used. Tick which one you think sounds most useful, based on the ghost story and the woman in the kitchen. 🔑

Possible rules:

- i) Present perfect is for things that are very recent; past simple is for things that happened a long time ago.
- ii) It doesn't matter which tense you choose when there is no time phrase. Both are always possible.
- iii) Present perfect is used for things the speaker considers important in relation to now; past simple is used for things the speaker considers as separated in his/her mind from now.

2 Past simple and present perfect in news stories

If you read English language newspapers, it is useful to observe how the two tense-forms are used in news stories. Look at this newspaper story.

- What tense should the first sentence be in?
- Does it change for the same reasons as in the spoken extracts you have just studied?
- Does it make you want to add anything to the rule you chose for the use of the two tenses?

OUR ROADS THE SHAME OF EUROPE

Britain's motorways [vote] the second worst in Europe, according to a new survey. They are plagued by poor facilities, roadworks and bad signposting, say continental motorists.

Only Portugal's motorways were rated worse than ours. The survey, by rental giant Eurocar, put Germany way out in front, then France miles ahead of the rest – Belgium, Switzerland, Italy, Holland, Spain, Britain and Portugal.

In this part of the material on present perfect, the students are made aware that in real conversation the use of tenses can be changing according to the meaning the speaker or writer wants to convey. By looking at the conversation in part 1 and do the exercise that follows, the students can inductively make conclusion of how the present perfect is different with simple past in its use. The same pattern of how to bring students into the awareness of the use of present perfect is done in the second exercise.

c Grammar in action

1 Deciding to use the present perfect

Look at these examples of spoken language.

- Why do you think the speakers chose the particular tense of each verb in bold? ➡

a) [Clare and Sam are brother and sister.]

Clare: I think I've **broken** Mum's hair-dryer.

Sam: How?

Clare: Don't know. It doesn't work any more.

b) [A teacher is talking about her class that day.]

Teacher: I **had** a bit of a row today and I **practised** my shouting in the classroom and Liz reckons my lesson **went** really really well.

c) [Faye has a problem with her camera and Dave is helping her. The film is stuck; they discuss whether to take it out.]

Faye: I can't take it out half way through and ...

Dave: Well, **have you started** it?

2 Switching between present perfect and past simple

- In this example, why do you think the speaker changes the tense? (The important verbs are in bold.) See 'Observations' below for answer.

I've **been going** to the weightwatchers, but I **went** the first time and I'd lost three and a half pound, and I **went** last week and I'd lost half a pound, so I **went** down to the fish shop and got fish and chips, I was so disgusted.

- What do you think they said? Here are some mini-extracts from real conversations. See if you can guess which answer B gave in the original tape-recording. ➡

(Remember this may not be a question of right or wrong answers, but what B might have been likely to say, given the context. The key tells you which one B did in fact say.)

- a) A: I live in Exeter. D'you know it?
Did B say:
Yes, I was there. I've stayed there a couple of days.
or: Yes, I've been there. I stayed there a couple of days.
or: some other combination of the two tenses? If so, write what you think it was.
- b) A: I've been to Barcelona for a few conferences, I don't know if you've ever been?
Did B say:
Yeah, I went to one, yeah.
or: Yeah, I've gone to one, yeah.
or: Yeah, I've been to one, yeah.
- c) A: We make our own pasta.
Did B say:
Yeah, we did that, we started off using recipes, and then we soon discovered it was easier to make it our own way.
or: Yeah, we've done that, we've started off using recipes, and then we've soon discovered it's been easier to make it our own way.
or: Yeah, we've done that, we started off using recipes, and then we soon discovered it was easier to make it our own way.

In this part of the material the students are made conscious of how to make decision on the tense to use when speaking. By analyzing several conversations, the students are asked to make intelligent guesses of why the speaker(s) in each conversation choose the particular tense. The clarification of context through the information put in square brackets lead the students understand more of the different functions and meaning of the present perfect and simple past tenses. The second task trains students to make choices in the use of the two tenses.

Another sample of material is put below to show how to lead students find out the pattern and use of Past Perfect Tense by themselves.

Sample material II: Past Perfect Tense

A Introduction

- 1** In this extract, a woman describes being invited into the pilot's cabin on an aeroplane she was travelling on:

The pilot said, 'You can go in the cabin,' you see. Well, my mouth dropped open ... you see ... Oh, I'd had a joke with one of the girls, you know, the stewardess girls, and, maybe it was her. Or there was a young man with us who had been in our hotel, maybe he'd said something. Somebody had, anyway. So they took me right into where the two pilots were. It was absolutely fantastic.

- How did the woman react when the pilot told her she could visit the cabin?
- The woman says 'Somebody had, anyway'. Can you expand her sentence to help you explain the story?
- Underline the verbs which are in the past simple tense.
- Use a different colour to underline the verbs which are in the past perfect tense.
- Which tense is used to try to explain why she was invited to see the pilots' cabin? 🔑

- 2** In the following extract another woman describes an accident in her car, when she hit a tramp.

- Work out which tense the woman used for the verbs which are in brackets. They are either in the past simple or the past perfect. (Although other tenses might be possible, we are interested in what the speaker actually used.) 🔑

Woman: I wasn't going very fast, you see, I (only just) [turn] the corner ... and there [be] a bit of a line of traffic, and then ...

Friend: So it was a bit of a miracle he wasn't hurt, wasn't it?

Woman: Apparently, it [be] his party-piece*, because the police told me that he [do] it very often, this, 'cos it [get] him a bed for the night, you know, it got him in hospital. And they were getting a bit fed up. He already [have] them there that morning apparently, saying someone [put] a bomb under his bed. But then he picked on me, and it got him a bed for the night in hospital.

Friend: Good grief!

B Discovering patterns of use

- 1** Past perfect and explanations

In the extract where the woman describes her visit to the pilots' cabin, we saw that she used the past perfect tense quite a lot when trying to explain something.

<i>Main events of the story</i>	<i>Possible cause of main events</i>	<i>Tense</i>
The pilot said, 'You can ...'		past simple
my mouth dropped open		past simple
	I'd had a joke with one of ... the stewardess girls ...	past perfect
	young man ... maybe he'd said something.	past perfect
	Somebody had (said something)	past perfect
So, they took me right into (the cabin)		past simple

In the above material (parts A and B) the students are lead to find out the functions of the past perfect tense in real communication and contrast it with the simple past tense. The questions asked in the first task makes the students aware of the functions of the tense as well as the patterns of the two tenses. In the second task the students are taken into thinking of how to make choices between the two tenses. In part B, the students are lead to find out the 'rules' of the use of past perfect tense.

Based on the analysis of the two samples sets of material, it is clear that when functional grammar is applied to grammar material, the focus is not on the pattern but more to the functions of the grammatical items in real communication. When it comes into finding the grammatical forms or patterns, the students are prompted with questions or tasks that help them to find out about patterns by themselves. The concern of material applying FGA is to make students aware of how to decide what grammatical item to use when they want to communicate certain things accurately. In relation to the teaching of tenses, the application of FGA help students to be aware of the different functions of different tenses, so that they are aware of the choices they have when they want to communicate certain actions.

Conclusion

Indonesian students are often made confused of tenses as they are introduced to all the twelve tenses without knowing where the tenses come from. They are usually introduced to the twelve tenses by being told about the "formulas", memorizing them together with the functions of each tense. The material for teaching tenses often consists of drilling exercises on patterns, which are out of context. The material is sometimes different with the real language, as it is usually in the very formal forms and sometimes simplified in the sense that a set of exercise of certain tense(s) only cover sentences using the tense(s). In this way, the students are only familiar with patterns without realizing how to use the patterns to convey meaning, let alone understand that in real communication it is possible that several kinds of tenses can be used in one text to make meaning accurate. This makes students do not think that knowledge of tenses can make them have a choice when they are using the language in real communication, only low self-confidence when speaking or writing for fear of making mistakes in the use of tenses.

The use of FGA in teaching English tenses provides an alternative to familiarize students not only with the patterns of the tense, but also of the functions of the tenses in real communication. The use of authentic text is encouraged in FGA to support the actual use of language. Texts from newspaper and magazines are of great benefit in teaching using FGA. Films and film scripts are also beneficial to get into real conversation with clear context. What is interesting in the use of FGA is that the students are encouraged to find out about the tense patterns by themselves. In this way, the students can remember more about the pattern as they have a personal experience toward the language.

The same as other approaches, FGA also has its flaws. Applying FGA, the teachers may find that their students make slow progress in the acquisition of tenses. Besides, the number of tenses taught in one meeting can be very limited and the process of teaching needs a lot of repetitions. The teacher may also find some difficulties in finding material as the authentic texts can be quite difficult especially for students of the beginner level. The students may also experience confusion in the use of tenses, as their exposure to the English language in their daily life is very limited.

As a final remark, I would say that the decision of what approach to apply to teach English tenses go back to the teacher. When fluency becomes the priority, the FGA is preferable, as the approach can produce students with good language performance. Moreover, the approach can lower the students' anxiety in making grammatical mistakes so that they become high risk-takers in real communication. On the other hand, when accuracy comes first, the application of the traditional approach is of benefit, as the application of the approach results in students with good language competence, although the students can be low risk-takers in using the language in real communication.

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