

Teaching And Learning In The Language Classroom

Teaching And Learning In The Language Classroom Teaching and learning in the language classroom is a dynamic process that involves more than just the transfer of knowledge from teacher to student. It encompasses a variety of pedagogical strategies, learner-centered approaches, and cultural considerations that collectively aim to develop learners' communicative competence. As globalization continues to foster intercultural exchanges and multilingual interactions, effective language teaching methodologies become increasingly vital. This article explores the key aspects of teaching and learning in the language classroom, highlighting innovative practices, challenges, and strategies for fostering an engaging and effective learning environment.

Fundamentals of Language Teaching and Learning Theories of Language Acquisition To effectively teach a language, educators must understand how learners acquire new languages. Several theories provide insights into this complex process:

- Behaviorist Theory:** Emphasizes imitation, repetition, and reinforcement. Learners acquire language through habit formation, with positive feedback encouraging correct usage.
- Innateness Theory:** Proposed by Noam Chomsky, suggesting that humans have an innate ability to acquire language, with universal grammar guiding this process.
- Interactionist Theory:** Highlights the importance of social interaction and meaningful communication in language development.
- Constructivist Approach:** Focuses on learners actively constructing knowledge through experiences, exploration, and reflection.

Understanding these theories helps teachers design activities that align with how learners naturally acquire language, fostering more effective teaching strategies.

Key Goals of Language Learning Language education aims to develop multiple competencies:

- Listening Skills:** Understanding spoken language in various contexts.
- Speaking Skills:** Communicative ability to express ideas clearly and fluently.
- Reading Skills:** Comprehension of written texts across different genres and levels.
- Writing Skills:** Ability to produce coherent and contextually

appropriate texts.⁴ Cultural Competence: Understanding cultural nuances, idioms, and social norms⁵ associated with the language. Achieving a balance among these components ensures well-rounded language proficiency.

Effective Teaching Strategies in the Language Classroom

Communicative Language Teaching (CLT) CLT is one of the most popular approaches, emphasizing real-life communication over rote memorization. It encourages learners to use the language actively and meaningfully. Role-plays and simulations Dialogues and pair work Task-based activities Group projects This approach fosters confidence and fluency by creating authentic communicative experiences.

Task-Based Language Teaching (TBLT) TBLT involves learners completing meaningful tasks that mimic real-world activities, such as planning a trip or solving a problem. Focus on accomplishing a task rather than on language forms Encourages learner autonomy and collaboration Provides context-rich environments for language use Research indicates TBLT enhances retention and practical language skills.

Use of Technology in Language Teaching Integrating technology can make language learning more engaging and accessible: Language learning apps and software (e.g., Duolingo, Babbel) Online platforms for virtual exchanges and conversations Multimedia resources like videos, podcasts, and interactive exercises Learning management systems (LMS) for structured courses Technology enables personalized learning, instant feedback, and exposure to diverse linguistic inputs.

3 Differentiated Instruction Recognizing learners' diverse needs, backgrounds, and proficiency levels is crucial. Differentiated instruction involves tailoring activities and assessments to meet individual learning styles. Providing varied materials and tasks Adjusting complexity based on proficiency Offering additional support or challenges as needed This approach promotes inclusivity and maximizes each learner's potential.

Creating an Engaging and Supportive Learning Environment Building Learner Motivation Motivation is a key predictor of success in language learning. Strategies to enhance motivation include: Setting clear, achievable goals Incorporating learners' interests and cultural backgrounds Providing positive feedback and encouragement Using authentic materials and real-life tasks Motivated learners are more likely to participate actively and persist through challenges. Fostering a Communicative and Collaborative Atmosphere Creating a classroom environment where learners feel comfortable taking risks is essential. Encouraging peer

interactions and group work Valuing mistakes as part of the learning process Using pair and small-group activities to promote speaking and listening Such practices develop confidence and facilitate natural language use. Assessment for Learning Effective assessment strategies guide learning and inform instruction: Formative assessments: quizzes, peer reviews, self-assessment Summative assessments: exams, projects, presentations Use of rubrics and clear criteria for evaluating performance Providing constructive feedback to support growth 4 Assessment should be ongoing, diverse, and aligned with learning objectives. Challenges and Solutions in Language Teaching Addressing Diverse Learner Needs Classrooms are often heterogeneous, with learners varying in age, background, and proficiency. Implementing flexible activities Offering additional resources or support Encouraging peer mentoring Differentiation and inclusive practices help ensure all learners progress effectively. Overcoming Anxiety and Building Confidence Language anxiety can hinder participation. Teachers can mitigate this by: Creating a safe, judgment-free environment Using low-stakes activities Encouraging peer support Celebrating small successes Confidence-building fosters active engagement and risk-taking. Keeping Up with Technological Advances Staying current with digital tools requires ongoing professional development and adaptation. Teachers should: Attend workshops and webinars Experiment with new applications and platforms Gather feedback from learners on digital resources Embracing technology enhances teaching effectiveness and learner engagement. The Role of Cultural Competence in Language Education Language learning is inherently linked to culture. Incorporating cultural elements enriches the learning experience: Introducing idioms, traditions, and social norms Using authentic materials like films, music, and literature Organizing intercultural exchanges or guest speaker sessions 5 Cultural competence promotes not only language proficiency but also intercultural understanding. Conclusion Teaching and learning in the language classroom is a multifaceted endeavor that requires a combination of effective pedagogical strategies, technological integration, cultural sensitivity, and a supportive environment. By understanding how learners acquire language, employing diverse instructional methods, and fostering motivation and confidence, educators can significantly enhance the language learning experience. As the landscape of language education continues to evolve, embracing innovation and learner- centered practices

will be essential for preparing learners to communicate effectively in an increasingly interconnected world. Through dedicated effort and adaptive teaching, the goal of achieving meaningful, functional language proficiency becomes attainable for all learners.

Question Answer What are effective strategies for incorporating technology into language teaching? Effective strategies include using multimedia resources, language learning apps, interactive online exercises, and virtual collaboration tools to enhance engagement and provide diverse learning experiences. How can teachers foster communicative competence in the language classroom? Teachers can promote communicative competence by designing activities that emphasize real-life conversations, encouraging student interaction, and providing ample opportunities for speaking and listening practice in meaningful contexts. What role does differentiated instruction play in language learning? Differentiated instruction allows teachers to tailor lessons to meet varied student needs, learning styles, and proficiency levels, ensuring that all learners can progress effectively and stay motivated. How can formative assessment improve language learning outcomes? Formative assessment provides ongoing feedback, helping students identify areas for improvement, guiding instruction, and fostering a growth mindset, which ultimately enhances language acquisition. What are some best practices for teaching grammar in a communicative language classroom? Best practices include integrating grammar instruction within meaningful communication activities, using inductive teaching methods, and providing authentic contexts that demonstrate grammatical structures in use. How can teachers create an inclusive and culturally responsive language classroom? Teachers can incorporate diverse cultural materials, encourage students to share their backgrounds, and foster an environment of respect and curiosity to support an inclusive learning space.

6 What is the impact of task-based language teaching on learner motivation? Task-based language teaching enhances motivation by engaging students in real-world, meaningful tasks that promote active learning, autonomy, and a sense of achievement. Teaching and learning in the language classroom are dynamic processes that shape how individuals acquire new linguistic skills, cultural understanding, and communicative competence. As the world becomes increasingly interconnected, the importance of effective language education has never been more pronounced. Whether in a traditional classroom, an online platform, or a hybrid setting,

understanding the principles, methods, and challenges of teaching and learning languages is essential for educators, learners, and policymakers alike. This article explores the core elements that underpin successful language education, examining pedagogical approaches, learner engagement strategies, technological integration, and assessment techniques that collectively foster meaningful language acquisition.

The Foundations of Language Teaching and Learning Understanding the basics of how languages are learned and taught provides the groundwork for effective classroom practices. Language acquisition is a complex process involving cognitive, social, and emotional factors. Educators need to recognize that students come with diverse backgrounds, motivations, and learning styles, which influence how they absorb new information.

Key Principles of Language Learning

- **Communicative Competence:** The ability to use language effectively in real-life situations, encompassing grammatical knowledge, vocabulary, pronunciation, and sociolinguistic skills.
- **Active Learner Participation:** Engaging learners through meaningful activities encourages retention and practical application.
- **Contextual Learning:** Learning is most effective when language is taught within authentic contexts, reflecting real-world use.
- **Incremental Development:** Language skills develop gradually; starting with basic vocabulary and structures before progressing to complex forms.

Core Challenges in Language Education

- **Motivation and Attitudes:** Learners' motivation can significantly impact their success.
- **Interference from Native Language:** Learners often transfer grammatical or phonetic patterns from their first language, leading to errors.
- **Diverse Learning Styles:** Visual, auditory, kinesthetic, and reading/writing preferences require adaptable teaching methods.
- **Resource Limitations:** Lack of access to authentic materials, technology, or qualified teachers can hinder learning.

Pedagogical Approaches in the Language Classroom Over the decades, various pedagogical models have been developed to facilitate language learning. Each approach emphasizes different aspects of language use and acquisition, catering to different learner needs and contexts.

Teaching And Learning In The Language Classroom

7 Traditional Methods: Grammar-Translation and Audio-Lingual Historically, language teaching was centered on rote memorization, translation, and drilling. While these methods laid foundational skills, they often lacked emphasis on communicative competence.

- **Grammar-Translation Method:** Focuses on grammatical rules and

vocabulary memorization, often in the learner's native language. - Audio-Lingual Method: Emphasizes repetitive drills and pattern practice, aiming for automatic response and pronunciation accuracy. Communicative Language Teaching (CLT) Emerging in the 1970s, CLT revolutionized language education by prioritizing real-life communication over mere grammatical accuracy. - Core Features: - Emphasis on meaning and functional language use. - Use of authentic materials like dialogues, videos, and real-world scenarios. - Encouragement of learner interaction through pair work, group tasks, and role plays. - Benefits: - Enhances fluency and confidence. - Promotes contextual understanding of language use. - Challenges: - Teachers must balance fluency with accuracy. - Assessment often needs to adapt to evaluate communicative skills. Task-Based Language Learning (TBL) TBL centers around learners completing meaningful tasks rather than focusing solely on language forms. - Approach: - Learners perform tasks such as planning a trip, solving a problem, or conducting an interview. - Focus is on accomplishing the task, with language as a tool. - Advantages: - Promotes authentic language use. - Encourages problem-solving and collaboration. - Implementation Tips: - Design tasks that are relevant and engaging. - Provide scaffolding where necessary to support learners. Content and Language Integrated Learning (CLIL) CLIL integrates language learning with subject matter instruction, often used in bilingual education settings. - Features: - Teaching a subject (e.g., science, history) through a target language. - Combines language development with content mastery. - Benefits: - Contextualizes language in meaningful content. - Prepares learners for real-world bilingual environments. - Considerations: - Requires teachers proficient in both content and language teaching. - Needs carefully planned curriculum and resources. Enhancing Learner Engagement and Motivation Engagement is crucial for effective learning. Motivated learners are more likely to participate actively, persist through challenges, and retain skills. Strategies for Boosting Motivation - Set Clear, Achievable Goals: Short-term and long-term objectives help Teaching And Learning In The Language Classroom 8 learners see progress. - Incorporate Learner Interests: Use topics, materials, and activities aligned with students' passions and needs. - Provide Authentic Contexts: Real-life scenarios and cultural insights make learning relevant. - Foster a Supportive Environment: Encourage risk-taking and celebrate successes to build confidence. - Use Gamification:

Incorporate game-like elements such as points, badges, and competitions. Active Learning Techniques - Role Plays: Simulate real conversations to develop practical skills. - Group Projects: Promote collaboration and peer learning. - Interactive Technologies: Use apps, online quizzes, and multimedia resources. The Role of Technology in Modern Language Education Technology has transformed language teaching, offering innovative tools that support personalized, flexible, and immersive learning experiences. Digital Resources and Platforms - Language Learning Apps: Duolingo, Babbel, Memrise, and others provide interactive exercises. - Virtual Classrooms: Platforms like Zoom or Microsoft Teams facilitate remote instruction. - Online Resources: Podcasts, videos, and authentic materials accessible anytime. - Artificial Intelligence (AI): Adaptive learning systems tailor content to individual learner levels. Benefits of Technology Integration - Accessibility: Learners can study anytime, anywhere. - Authenticity: Exposure to native speakers through videos, podcasts, and chatbots. - Immediate Feedback: Quizzes and exercises offer instant correction. - Data-Driven Instruction: Analytics help teachers identify learner strengths and weaknesses. Challenges and Considerations - Digital Divide: Not all learners have equal access to devices and internet. - Technical Skills: Both teachers and students need training to utilize tools effectively. - Over-reliance: Technology should complement, not replace, interpersonal interactions. Assessment and Feedback in Language Learning Effective assessment measures not only learners' knowledge but also their ability to apply skills in meaningful contexts. Types of Assessment - Formative Assessment: Ongoing evaluations like quizzes, peer reviews, and self-assessment to guide instruction. - Summative Assessment: Final evaluations such as tests, presentations, or portfolios. - Diagnostic Assessment: Pre-assessment to identify learners' existing skills and needs. Innovative Assessment Techniques - Performance-Based Tasks: Role plays, presentations, or recorded conversations. - Portfolios: Compilation of learner work over time demonstrating progress. - Self and Peer Assessment: Encourages reflection and collaborative learning. Providing Effective Feedback - Timeliness: Prompt feedback helps reinforce learning. - Constructiveness: Focus on strengths and areas for improvement. - Specificity: Clear guidance on how to enhance skills. Teaching And Learning In The Language Classroom 9 Challenges and Future Directions Despite advancements, language education faces ongoing challenges such as maintaining

learner motivation, addressing diverse needs, and integrating technology effectively. Emerging Trends - Blended Learning: Combining face-to-face and online instruction for flexibility. - Personalized Learning Paths: Using data to adapt content to individual learner profiles. - Culturally Responsive Pedagogy: Incorporating diverse cultural perspectives to enhance engagement. - Lifelong Learning: Encouraging continuous language development beyond formal education. Final Thoughts Teaching and learning in the language classroom is a multifaceted endeavor that requires a blend of pedagogical strategies, technological tools, and a deep understanding of learner psychology. Success hinges on creating engaging, authentic, and supportive environments where learners feel motivated to communicate, explore, and grow. As the global landscape evolves, so too must our approaches—embracing innovation while remaining rooted in fundamental principles. With thoughtful planning and adaptable practices, educators can foster lifelong language skills that empower learners to navigate an increasingly interconnected world. --- This comprehensive exploration underscores the importance of a nuanced, learner-centered approach to language education. Whether through traditional methods or innovative technologies, the ultimate goal remains consistent: to facilitate meaningful, effective communication that bridges cultures and opens doors to new opportunities. language acquisition, instructional strategies, classroom management, language proficiency, communicative approach, pedagogical methods, assessment techniques, second language learning, curriculum development, student engagement

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this up to date reference work explores theories methods and practices of social work management education in higher education it includes contributions from more than 30 scholars and researchers in the field of social work management education from more than 10 countries and 4 continents the work is unique as it overcomes current barriers between the different sub disciplines of social work didactics and management education and takes into consideration the development of a discipline specific scholarship of teaching and learning sotl the integrated and transdisciplinary approach to social work management education presented in this edited volume is of paramount importance to international scholars teachers practitioners students and all other audiences interested in the field of education the work provides an overview of the theoretical principles on how social work management can be taught and learned and analyzes curricula pedagogical approaches actors and socio economic and institutional contexts of social work management at higher education institutions

this book makes a significant contribution to the literature on the scholarship of teaching and learning sotl it provides both theoretical and practical insights that should be of interest to many sotl scholars and practitioners worldwide the theme of teaching and learning and sotl as fundamentally communicative acts connects the entire volume and will be picked up by sotl scholars elsewhere as a useful and critical frame for future scholarship the cases from south africa and sweden offer new perspectives on teaching learning and sotl ÿ

how can we help children to become independent learners the third edition of this invaluable companion for early years practitioners provides a broad ranging and up to date review of current thinking and best practice within foundation stage and key stage 1 education based on the basic truth that an effective early years curriculum must start with the children this book focuses on their needs and their potential the best teaching must have a strong element of fun wonder and excitement david whitebread and penny coltman show how play is a crucial part of this each chapter combines a review of important principles with practical and inspiring classroom examples this third edition has been fully revised and updated in light of the introduction of the early years

foundation stage and includes completely new chapters concerned with classroom organisation to support independent learning outdoor learning speaking and listening and mathematics in the early years the authors review all major areas of the foundation stage and key stage 1 curriculum and a range of basic issues and principles including an analysis of current research into how children learn discussions of general issues such as classroom organisation curriculum management and assessment a detailed section on play and language chapters covering individual curriculum areas across all six foundation stage areas of learning and across the areas of the key stage 1 national curriculum the book is essential reading for all foundation stage and key stage 1 trainee teachers their tutors and mentors and serving teachers working with children in the three to seven age range wishing to reflect upon and develop their practice

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a typical image of the making and administration of policy suggests that it takes place on an incremental basis involving public servants their ministers and to a more limited extent a variety of interest groups yet much policy making is based on similar policy developed in other jurisdictions and in the major international organizations such as the wto and the oecd in other words significant aspects of nationally developed policies are copied from elsewhere in what is described as a process of policy transfer and learning hence studies of policy transfer have pointed to a distinct limitation in most existing theoretical and empirical explanations as to how policy is made and implemented through their neglect of the role of policy transfer and learning moreover policy transfer is not only a concern of academics but a growing concern for governments the latter are concerned to improve the performance of their policy and several have placed a greater more systematic focus on policy transfer as a means to increasing performance this book presents a variety of cases from differing national and international contexts that enable a valuable comparative analysis that is absent from most literature currently available and that suggest a number of exciting research directions with implications for policy making transference and implementation in the future

adaptation and learning in automatic systems

while research into intercultural teaching has grown exponentially during the past two decades the research has primarily resorted to the use of quantitative data collection instruments and the interpretation of scores calculated through them as such studies in the field can seem somewhat decontextualized ignoring in some cases setting specific parameters therefore further study is needed to bring together theory research and practice demonstrating how this teaching is reflected in research design and how it is undertaken in different settings intercultural foreign language teaching and learning in higher education contexts is an essential reference source that provides a series of rich insights into the way intercultural education is practiced in numerous international contexts and showcases practical examples of teaching situations and classroom activities that demonstrate its impact within the classroom featuring research on topics such as higher education multilingualism and professionalism this book is ideally designed for educators researchers administrators professionals academicians and students seeking pedagogical guidance on intercultural teaching

this book explores a new pedagogical model called the third model which places the encounter between the child and the curriculum at the center of educational theory and practice the third model is implemented in an alternative classroom called community of thinking teaching and learning in a community of thinking is based on three stations the fertile question research and concluding performance the essence of a community of thinking is the formation of a group of students and teachers who grapple with a troubling question to which they do not know the answer at the outset and sometimes even at the end of their investigation the community of thinking framework is supported by a whole school model the intellect school the model or parts of it is currently implemented in schools in israel england australia and new zealand the book suggests a new pedagogical narrative based on alternative atomic pictures of learning teaching knowledge mind and the aim of education and a systematic pedagogical practice based on this narrative

education in today's technologically advanced environments makes complex cognitive demands on students pre learning during and post learning not surprisingly these analytical learning processes metacognitive processes have become an important focus of study as new learning technologies are assessed for effectiveness in this area rich in theoretical models and empirical data the international handbook of metacognition and learning technologies synthesizes current research on this critical topic this interdisciplinary reference delves deeply into component processes of self regulated learning srl examining theories and models of metacognition empirical issues in the study of srl and the expanding role of educational technologies in helping students learn innovations in multimedia hypermedia microworlds and other platforms are detailed across the domains so that readers in diverse fields can evaluate the theories data collection methods and conclusions and for the frontline instructor contributors offer proven strategies for using technologies to benefit students at all levels for each technology covered the handbook explains how the technology fosters students metacognitive or self regulated learning identifies features designed to study or support metacognitive srl behaviors reviews how its specific theory or model addresses learners metacognitive srl processes provides detailed findings on its effectiveness toward learning discusses its implications for the design of metacognitive tools examines any theoretical instructional or other challenges these leading edge perspectives make the international handbook of metacognition and learning technologies a resource of great interest to professionals and researchers in science and math education classroom teachers human resource researchers and industrial and other instructors

the amount and range of information available to today's students and indeed to all learners is unprecedented if the characteristics of the information age demand new conceptions of commerce national security and publishing among other things it is logical to assume that they carry implications for education as well little has been written however about how the specific affordances of these technologies and the kinds of information they allow students to access and create relate to the central purpose of education learning what does learning mean in an information rich environment what are its characteristics what kinds of tasks should it involve what concepts strategies attitudes and skills do educators and students need to master if they are to learn effectively and

efficiently in such an environment how can researchers theorists and practitioners foster the well founded and widespread development of such key elements of the learning process this second edition continues these discussions and suggests some tentative answers drawing primarily from research and theory in three distinct but related fields learning theory instructional systems design and information studies it presents a way to think about learning that responds directly to the actualities of a world brimming with information the second edition also includes insights from digital and critical literacies and provides a combination of an updated research and theory base and a collection of instructional scenarios for helping teachers and librarians implement each step of the i learn model the book could be used in courses in teacher preparation academic librarian preparation and school librarian preparation

in this fresh and innovative approach to the complexities and challenges of organizational learning diversities the authors show that in learning there are no generic solutions and instead propose several context specific resolutions

this text presents a reflective theory of school didactics incorporating german and nordic research traditions in the theory of didactics together with anglo american research on teaching instructional research and cognitivist theory

recent research has shown that group learning is a method of classroom organisation with which many teachers feel uncomfortable yet well done it can produce greater independence greater cooperation and better quality work from children of all abilities talking and learning in groups like the rest of the leverhulme skills series attempts to identify in general terms the competencies and strategies which are needed for this aspect of class management and to guide teachers in discovering what works for them the modular text gives evidence of the success of cooperative learning and discusses its various forms it then gives specific guidance on how to do it there are individual sections on choosing groups on groups management and training and on monitoring and assessment the text is supported by activities both for discussion and for use in the classroom and by

transcripts of actual classroom conversations and illustrated with ten specially commissioned black and white photos showing various aspects of cooperative learning

master s thesis from the year 2016 in the subject pedagogy the teacher educational leadership language english abstract school inspection is one of the most challenging aspects in education it represents an approach of accountability in teaching and learning moreover school inspection provides policy and decision makers with accurate information about the current state of education in their respective institutions the main purpose of this study is to examine and determine the impact of school inspection on teaching and learning in dubai based private schools and to give some recommendations into how to conduct effective school inspection that would positively influence teaching and learning this research included 37 participants 2 inspectors 4 head teachers and 31 teachers from 4 private schools who follow different types of curricula from all grades of performance according to inspection reports conducted in the 2014 2015 academic year the findings show that school inspection has a significant role in school improvement especially in teaching and learning teachers acknowledge the feedback that inspectors give to them however school inspection also has a negative impact on teaching and learning for instance it forces some schools to show activities they have never done before moreover the school inspection reports and recommendations in some cases are superficial and are not related to the school context moreover they often do not show teachers how they can respond to criticism in the reality of their teaching practice nevertheless the relationship between inspectors and teachers is not that positive especially in some subjects such as arabic language and islamic studies this piece of research suggests some areas for the betterment in school inspection such as giving more importance for sse school self evaluations shortening the notice period visiting schools at different times throughout the academic year making such visits every three years as well as ensuring that school inspectors have a high degree in education and in the subject they inspect nevertheless it recommends establishing an independent school inspection system on the other hand this study suggests further research on the accountability of teaching and learning in dubai in specific subjects such as arabic and islamic studies because reality shows that the recent intervention and policy have not been as fruitful as

expected

research paper postgraduate from the year 2022 in the subject pedagogy school pedagogics language english abstract a student centered teaching and learning process is essential in all facets of education student centeredness and localization and integration of students learning preferences are equally important in learners individual capacities to learn in an educational learning recovery setting these approaches are valuable to students learning these issues prompted the researchers to assess the effectiveness of student centered localized teaching and learning materials in enhancing learners academic performance particularly in tle subjects the primary goal of this study is to determine the significance of innovative teaching and learning materials in enhancing tle literacy at tinurik national high school division of tanauan city batangas province the study was conducted using a mixed methods research approach the research tools used were a questionnaire for a survey and test results based on the results of the online survey and the test results of the students the data was gathered a google form was used to disseminate the online survey to the respondents who were learners tests were run both before and after the innovative teaching and learning materials were put into use to gather sufficient data for the study s goals the test and questionnaire were created through convenience sampling 153 students total have been selected to analyze the data frequencies percentages weighted means correlations and t tests were employed

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