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ELT Lecturers' Communicative Language Teaching Approach in Directing Students' Emotions in Distance Learning

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Abstract

The study investigated whether, and how, Communicative Language Teaching Approaches (CLTA) significantly influenced students' academic emotions and achievement in self-directed distance learning. The participants were 76 university students in Denpasar. The data were collected through exam results and two questionnaires. Questionnaire A measured students' learning intentions, self-encouragement, and motivation, while questionnaire B was the DASS 21. Pearson Correlation was used to analyze the effect of CLTA on student learning intention and performance, and their perception of depression, anxiety, and stress. Descriptive analysis was also performed to examine the students' levels of negative emotions toward their academic experience. The quantitative results showed a significantly positive correlation between lecturers' content-based instruction (CBI) and learning intention, $r_{ob} (0.536) > r_{cv} (0.226)$; lecturers' communicative language teaching (CLT) correlated positively with learning encouragement, $r_{ob} (0.655) > r_{cv} (0.226)$; and lecturers' task-based language teaching (TBLT) correlated positively with motivation, $r_{ob} (0.671) > r_{cv} (0.226)$. This means that the CLTA strategy strongly and positively encouraged students to study and decreased the students' experiences of negative emotions. The study revealed that the more intensively the CLTA is applied, the fewer students feel depressed, and the better the students' achievement is. The study suggests that CLTA

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activates affective, cognitive, and conative norms even in online learning environments.

Keywords: Communicative Language Teaching Approaches, emotional norms, teaching strategy, TEFL achievement.

1. INTRODUCTION

Lecturers in English Language Teaching (ELT) assert that language teaching methods play a crucial role in forming students' learning behavior, in engaging students in the language learning process, and in equipping students with functional language skills. Therefore, the selection of an adequate teaching method should be related to the learning objectives (Boon, 2011), the psychological condition of the students (Fredrickson, 1998), and the environmental conditions (Nadezhda, 2020). Better learning objectives in ELT are achieved if the learning experience is shaped through the application of an innovative teaching method that generates positive learning attitudes in the students and which provides a conducive learning environment, especially in distance learning (Mahyoob, 2020). Under this assumption, positive emotional responses should be prioritized in the lecturer's selection of teaching activity to achieve better learning objectives.

Despite ELT lecturers historically applying multiple language teaching strategies in the distance learning environment (Vorobel & Kim, 2012), students continue to encounter difficulties during online learning interactions due to a reduction in direct verbal and non-verbal language exchanges (Khalil et al., 2020). Many students believe that face-to-face learning interactions are comparatively easier and more efficient for achieving learning objectives than online classes (Finkelstein, 2005). This belief causes some students to feel that it is academically unprofitable to engage with online lessons (Aronoff et al., 2017). To tackle this phenomenon, this study initially assumes that, through a communicative teaching strategy, lecturers can establish a better learning experience by prioritizing students' emotional wellbeing in a way that promotes and supports the development of knowledge and skills, even in distance learning conditions.

Distance learning in a pandemic situation can be complicated and frustrating, with limited interaction and unstable internet access leading to communication and task directions being potentially misunderstood (Joo et al., 2014); however, the anticipation of a psychological crisis in adult learners can play a greater role in self-directed negative emotions such as depression, anxiety, and stress (Goleman, 2012). Many scholars agree that emotional states can have a significant impact on education and learning (Strahan & Poteat, 2020), requiring further consideration for potential reciprocity between teaching strategy and emotional wellbeing. This study posits that there is a link between teaching strategy and academic emotion and aims to show that academic emotions affect the success of the selected teaching strategy, and the choice of teaching strategy affects students' academic emotions. Academic emotions can be defined as emotions that students experience in academic settings, which explain many kinds of psychological processes occurring during the learning process (Pekrun et al., 2002).

When considering academic emotions, Fredrickson (1998) confirms that these emotions are mostly misunderstood as obstacles that hinder effective teaching; however, in-class emotions play a more dynamic role. Positive academic emotions include strong learning intentions, self-encouragement, and motivation. Furthermore, in this study, learning intentions refer to what the teachers desire their students to learn in terms of language skills, knowledge, attitudes, and values within English language learning (Hattie, 2012). Self-encouragement is a student's innate ability to manage emotion despite unpredictable instrumental errors, unstable internet, and difficulty in managing relationships with peers in a distance learning environment (Engel, 2015). Finally, according to Ferreira et al. (2011), motivation is a process that starts with physiological or psychological deficiency or needs that activates a behavior or drive aimed at a goal or achievement.

Regarding positive academic emotions, directing students' emotions in a classroom context could stimulate students to reflect (Barbalet, 2002); therefore, emotional and conceptual teaching content plays a key role in language teaching, especially in language learning experiences occurring in an online learning environment. From this perspective, the present study assumes that communication-based teaching methods can strengthen the confidence of students and reduce the negative emotions experienced during distance learning, thus helping students to manage academic emotions and metacognition, and to develop language skills for a broad range of emotional contexts and situations.

Various recent studies on English teaching and learning strategies support this statement (Bar-On & Parker, 2000; Goleman, 2012; MacCann et al., 2020; Salovey & Mayer, 1990) and reveal that teaching strategies significantly affect learning behavior, with both negative and positive perceptions of the learning journey. However, despite numerous investigations into English language teaching strategies, there is a dearth of research examining the effects of communicative language teaching approaches (CLTA) on students' positive learning emotions during distance learning, especially in the Balinese context. This study proposes that CLTA can not only improve students' language performance but also direct students' academic emotions, such as learning intention, self-encouragement, motivation, depression, anxiety, and stress during self-directed distance learning.

CLTA is a behavior-based language teaching method that includes content-based instruction (CBI), communicative language teaching (CLT), and task-based language teaching (TBLT). When applied in the initial learning phase, CBI aims to empower students to become independent learners and to continue the learning process beyond the classroom (Davies, 2003). This approach can be applied by utilizing multimedia and technology to aid and encourage self-directed distance learning (Milarisa, 2019). A secondary phase technique, CLT aims to implement the theory of communicative competence by including the interdependence of language and communication to enable students to communicate with the target language efficiently (Richards & Rodgers, 2014). In the final and more complex phase, TBLT utilizes communicative and interactive tasks that require meaningful communication and interaction between learners (Ellis, 2003), allowing an implicit acquisition of grammar and negating the need for explicit grammar instruction. This study assumes that each approach has a different effect on students' academic emotions during online learning experiences (Nadezhda, 2020).

Considering the significant emphasis on the communicative approach and academic emotions, this study focuses on English language learning that is implemented through the emotive, cognitive, and conative domains in self-directed distance learning. The emotive domain is concerned with how the student's perception of the learning experience improves and how negative learning-related emotions, such as academic depression, anxiety, and stress, decrease after the application of CBI, CLT, and TBLT. The cognitive domain is concerned with the degree to which students' English language comprehension increases after those methods are applied. The conative domain is concerned with the way the students integrate language learning into their daily life contexts. Based on this classification, the present study proposes two research questions:

1. Does CLTA affect the student's ability to improve academic emotion in self-directed distance learning?
2. What factors might influence the strengths of CLTA in distance language learning, and what might its weaknesses be?

Considering these objectives, this present study is aimed at examining whether CLTA affects the students' ability to increase students' positive academic emotions of learning intention, self-encouragement, and motivation and to decrease their negative academic emotions of depression, anxiety, and stress experienced in a self-directed distance learning environment. This study is also aimed at determining any factors that may influence the strength or weakness of a CLTA.

2. LITERATURE REVIEW

2.1. Communicative Language Teaching Approach (CLTA)

The basic concepts of language teaching as a functional process are communicative competence and performance. CLTA plays an important role in developing academic emotions, language cognition, and language performance as it is derived from behavior-based teaching. One strategy of the CLTA observed in this study is content-based instruction (CBI), with several definitions of CBI provided by various language teaching scholars. [Richards and Rodgers \(2014\)](#) say that content-based instruction refers to an approach to second language teaching where teaching is organized around the content or information that students will acquire, rather than around specific linguistic or other curriculum aims. Content usually relates to the topic that people learn or convey through language ([Joo et al., 2014](#)). In fact, [Joo et al.'s \(2014\)](#) study confirms that CBI enables students to acquire the target language through unrelated content.

In terms of classroom implementation, CBI is a language teaching strategy that imbues language learning with content or information that is interesting and relevant to the learners ([Intarapanich, 2013](#)). The concept of CBI is firmly anchored in the principles of communicative language teaching as they involve the active participation of students in the exchange of content. According to [Richards and Rodgers \(2014\)](#), CBI is based on two relevant principles: (i) people learn English more successfully when they use the language as a means of obtaining and sharing information rather than as an end in itself; (ii) CBI better reflects learners' needs to learn a second language as lingua franca. However, the learning target must not just be understanding

the language, but it must also be understanding and appreciating how the new language can be a tool to complete necessary life tasks such as getting food, studying, or finding a job.

Meanwhile, communicative language teaching (CLT) advocates for teaching methods that develop learners' abilities to communicate in a second language (Rahmawati, 2019). CLT represents a shift in the focus of language teaching away from the linguistic structure to the needs of learners to develop communication skills (Wardana et al., 2020). A study conducted by Sato and Kleinsasser (1999) shows that lecturers have a positive attitude toward CLT principles and gain positive teaching characteristics that can make English teaching activities more effective and meaningful. The learner-centered approach gives students a sense of ownership of their learning and increases their motivation. CLT emphasizes the communication process and leads the learner through different roles compared to more traditional language learning approaches. In a CLT classroom, a teacher acts as an analyst, advisor, and group process manager (Richards & Rodgers, 2014). In addition, the teacher is also a co-communicator who directs communicative activities with the students (Intarapanich, 2013). The effectiveness of the applied communicative teaching strategy is shown in the immediate language performance of the students as well as their permanent language habit formation (Wardana et al., 2020). However, CLT does not exclude grammar learning and suggests that the grammatical structure could be better understood when presented within different functional categories (Bax, 2003).

Another communicative-based teaching approach that is examined in this study is Task-Based Language Teaching (TBLT). TBLT is based on communicative and interactive tasks that require meaningful communication and interaction between learners (Milarisa, 2019). According to Ellis (2009), TBLT refers to an approach that uses tasks as the core method of language teaching. Nunan (2004) states that TBLT has strengthened six principles and practices, including (i) a needs-based approach to content selection; (ii) an emphasis on learning to communicate through interaction in the target language; (iii) the introduction of authentic texts into the learning situation; (iv) the provision of opportunities for learners to focus not only on language but also on the learning process itself; (v) an enhancement of the learner's own personal experiences as important contributing elements to classroom learning; and (vi) the linking of classroom language learning with language use outside the classroom.

Based on these principles, Milarisa (2019) suggests that TBLT makes students more active participants in their learning and increases their enjoyment when self-directed motivation is engaged to complete tasks. Canals (2020) asserts that this approach is known to enable a focus on meaning and authentic communication in foreign language classrooms, something which is of paramount importance in online language learning settings, as van der Zwaard and Bannink (2016) point out. Ellis (2003) reveals that the student's English speaking ability, after the application of task-based language learning, was much higher than before encountering these methods, with a statistical significance of 0.05. A TBLT-oriented research agenda that is integrative and sensitive to the hybrid nature of discourse and accounts for the interactive and dynamic nature of the learning processes involved in the task-based performance (Ellis, 2009).

2.2 Academic Depression, Anxiety, and Stress

Consistent with the assumptions formed by this study regarding the affective domain and the effects on psychological wellbeing during a pandemic environment, [Syahdan et al. \(2021\)](#) found that students evaluated during the pandemic had much higher levels of anxiety, depression, and stress than the same students observed before the pandemic. Depression can manifest as decreasing desire, motivation, and productivity. In addition, [Bar-On and Parker \(2000\)](#) noted that sources of academic stress included “boring” teaching activities, high assignment numbers, teacher or peer disrespect, unstable internet access during distance learning, and confusing explanations. Unfortunately, even mild or moderate stress levels can hinder the learning process ([Yikealo et al., 2018](#))

An increased academic stress level can trigger decreased academic competence, which affects the student performance index. However, anxiety during a pandemic can also affect students' performance as this emotion leads to confusion and distortion of perception ([Yang et al., 2021](#)) These distortions of perceptions disrupt students' concentration, affect memory, and create an inability to relate to one thing to another ([Bar-On & Parker, 2000](#)). Distance learning can potentially be stressful for students ([Suadi, 2021](#)) because a single negative condition can influence the student's perception of the learning experience as a whole ([Barbalet, 2002](#)). Because emotion is an inner drive, the function of emotions can both weaken and strengthen the language learning process. This condition is strongly influenced by the mental readiness of students to receive stimuli outside themselves ([Pekrun et al., 2002](#)). However, students' resilience in processing negative energy into positive emotional impulses can be influenced by age, problem-solving experience, and independence ([Morales-Rodríguez, 2021](#)) So, likely, the students in this research will not experience depression, anxiety, and stress in distance learning because of the above factors.

An excellent teaching technique will have an impact on learning outcomes ([Sáiz Manzanares et al., 2017](#)). Learning outcomes measure the extent to which the learning objectives are achieved and evaluation of these scores is a useful tool in providing information about which teaching strategies are most effective ([Strahan & Poteat, 2020](#)). Positive student perceptions can trigger increased motivation, increased interest, and a sense of responsibility for learning ([Hromova, 2019](#)) and, in addition to intelligence, a positive learning attitude toward the teaching method is an indicator of the future achievement of learning objectives and the success of the teaching and learning process. Students' perceptions of learning outcomes can be patterned positive or negative and, where student's perception of learning experience is positive, they may better receive and synthesize information so that ongoing learning outcomes can be ensured to be satisfactory. The same phenomenon can be seen in reverse, where negative perceptions of a learning journey can indicate learning outcomes will be unsatisfactory ([Ferreira et al., 2011](#)).

After considering theoretical and empirical statements concerning CLTA, psychological pressure, students' perceptions of the learning process and learning outcomes, this present study agrees with scholars that CLTA is a scientific teaching approach appropriate for use in the instruction of English as a foreign language, by the basic concept of functional language learning theory. However, previous studies only explain and prove how the strategies of this approach help students build, develop, and implement English mastery into two domains: language competence and language

performance. These previous studies have not considered the importance of emotional factors in the success of this approach. Thus, based on direct observation, this study believes that: (i) the basic concept of CLTA includes three aspects of language teaching, namely attitudes, knowledge, and language skills; (ii) CLTA is believed to be able to build positive academic emotions through direct involvement, where the lecturer acts as a director in role-playing activities, group discussions, and turn-taking activities and where students become actors, effective thinkers, and problem-solvers, rather than just recipients of information; (iii) participation, perception, and independence of learning can help students achieve learning objectives, where the achievement of learning objectives can motivate students so that students' perceptions of learning experience can have a positive pattern; and (iv) depression, anxiety, and stress can be avoided by strengthening their mentality through building a positive learning attitude toward communicative learning activities.

3. METHODS

This study focused on the effectiveness of CLTA as a method of teaching, and how CLTA contributes to a change in attitude toward learning. Participants for this study were drawn from students in years 4 and 6 of the English Education Study Program of Universitas Mahasaraswati Denpasar. There were 76 participants, consisting of 25% year 4 and 33% year 6 boys and 51% year 4 and 67% year 6 girls, with 20 participants who were 18 or 19 years old, 37 participants who were 20 or 21 years old, and 19 participants who were 22 or 23 years old.

Referring to the two research questions, this study carried out a mixed-method data collection and analysis of both quantitative and qualitative data (Creswell & Creswell, 2003). The quantitative research in this study used a correlation research design to demonstrate the relationships between CLTA and students' emotions in distance learning environments. A qualitative method, using a case study research design, described the factors that determined: the weaknesses and strengths of the communicative teaching strategy; students' attitudes toward learning; and the students' emotions during distance learning.

The primary quantitative data were taken by administering exam paper questions written by the lecturers and used to measure students' language learning after the teaching methods were applied. Examinations included five essay items based on students' learning experiences, essay construction rules, and learning objectives. Exam paper questions were previously verified and validated by the English Education Study Program of the Faculty of Teacher Training and Education, Universitas Mahasaraswati Denpasar, and so did not require analysis to measure content validity. The results of the tests were then checked to determine the raw score, mean score, and average score. Each score was categorized into specific criteria of "excellent" (84% - 100%), "good" (68% - 83%), "fair" (52% - 67%), "poor" (36% - 51%), and "very poor" (20% - 35%), where these categories directly reflect learning achievement.

Meanwhile, the secondary quantitative data were taken from two types of questionnaires: questionnaire A recorded the students' attention, self-encouragement, and motivation; and questionnaire B recorded the student's negative emotions. Further to these two questionnaires, observation checklist was used to collect data on the factors influencing the strengths and weaknesses of selected teaching methods.

Questionnaire A was developed by the researchers in this study and used statements on learning intention, self-encouragement, and motivation. There were six statement items for each domain. The items and their criteria were examined by five expert judges, and no items were reduced or added. The results from the first questionnaire were given criteria levels of high, medium, and low. The interval between 3.1 and 4.0 was classified as high, between 2.1 and 3.0 as a medium, and between 1.0 and 2.0 as low levels of intention, self-encouragement, and motivation.

Questionnaire B was the DASS 21 and was used to measure students' levels of depression, anxiety, and stress during distance learning applications of CLTA. Twenty-one items were adopted from Lovibond and Lovibond's (1995) study and deliberately matched the psychological pressure being investigated to remove the need for further verification and validation. The scores were classified into normal, mild, moderate, and severe. Interpretation of questionnaire scores in the DASS 21 is presented in Table 1.

Table 1. Interpretation of questionnaire score in DASS 21.

Category	Depression	Anxiety	Stress
Normal	0-9	0-7	0-14
Mild	10-13	8-9	15-18
Moderate	14-20	10-14	19-25
Severe	21-27	15-19	26-33
Very severe	28+	20+	34+

The procedure of applying teaching methods in online learning interactions in this study was conducted through synchronous and asynchronous learning. Synchronous learning means that the lecturers and the participants in the course engage with the course content and each other at the same time but from different locations. Meanwhile, asynchronous learning means that the lecturers and the participants in the course all engage with the course content at different times without live face-to-face interaction. The activities in applying the CLTA through synchronous and asynchronous learning include: The lecturers interact with participants in real-time by means of tools such as zoom to display livestream audio, video, and presentations to hold live classes or meetings. An example, the video demonstration activity used during the application of this method could encourage the students to perform the language more effectively.

The lecturers provide participants with a sequence of units that the participants move through that might make use of assigned readings or uploaded media, online quizzes, discussion boards, and more. Participants can access the course content and initiate or respond to interactions with the lecturers and their peers when it best suits their learning goals. As an example, via the course discussion boards used in online class discussions, students could take advantage of extra time to process, practice, and respond lecturer's open-ended questions so the lecturers could activate all students in improving their comprehension and retention.

After the teaching using CLTA was conducted, students were given exams and questionnaires. The results of the exam and responses to the questionnaires were then scored and analyzed. The Pearson Correlation analysis was performed to study the effect of CLTA on student learning intention and performance, and their perception of depression, anxiety, and stress. Multiple correlation statistical tests were also used to describe how two independent correlations could affect the dependent variable at the

same time (Bungin, 2003). Hence, this analysis was used to see if the strategy applied has a strong and positive correlation with learning intention and emotion. In addition, a two-tailed t-test was used to measure any correlation within variables when the correlation value of the coefficient was less than 0.05. The two-tailed t-test is used as a benchmark to reject or accept the hypothesis, and it is used to test the undirected hypothesis.

4. RESULTS

4.1 CBI and Learning Intention

The method of CBI that lecturers applied enhanced the student's understanding of the contents of either spoken or written texts. The participants were provided with opportunities to explore their language competence and activate language performance in an everyday life context. To determine the success of the method, lecturers evaluated the participants' learning experience over the session. The results of this evaluation are presented in Table 2.

Table 2. Learning achievement with the method of CBI.

Criteria	Frequency	Male	Female	Percentage %
Excellent	32	7 (9%)	25 (33%)	42%
Good	41	16 (21%)	25 (33%)	54%
Fair	3	2 (3%)	1(1%)	4%
Poor	0	0 (0%)	0 (0%)	0%
Very poor	0	0 (0%)	0 (0%)	0%
Total	76	25 (33%)	51 (67%)	100%

The data in Table 2 indicated achievement in the English language after the implementation of CBI in a distance learning environment. The total score of the participants' learning achievement after the lecturers implemented CBI was 6169 and the average score was 81.00, which was categorized as a "good" achievement. In addition, the highest score obtained was 88 and the lowest was 64. The female participants performed more successfully in language learning through the method of CBI than the male participants. This successful performance was correlated with participants' learning intention. The effectiveness of CBI and the participants' learning intention in self-directed distance learning can be seen in Figure 1.

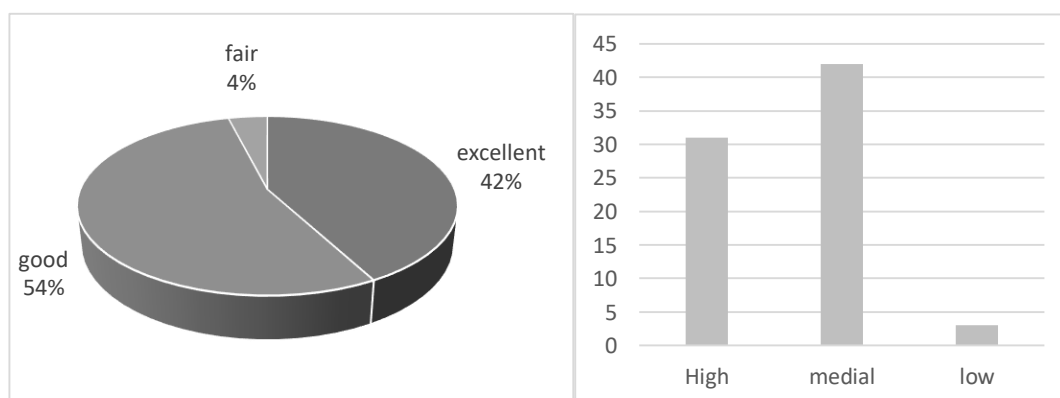


Figure 1. Effectiveness of CBI and learning intention in self-directed learning.

A comparison of two data in Figure 1 reveals that CBI had a major impact both on participants' learning achievement presented on the left chart and self-encouragement responses on the right graph. From the graph, it can be seen that 42% of participants, had "excellent" language performance, 54% of the participants, obtained "good" language performance, and only 4% of the students gained "fair" achievement after the CBI was applied. This successful achievement was correlated with participants' learning intention.

Through the application of the CBI during self-directed distance learning, lecturers promoted and mapped the students' prior knowledge, and these activities shaped participants' strong and positive characters by means of intensive learning intention. It can be seen from the result of questionnaire A, where the average score was 3.1 and categorized as a "high" learning intention. Furthermore, 41%, or 31 out of 76 participants, indicated a "high" intention to learn English through the CBI strategy. Meanwhile, 42 participants or 55% of the whole participant load, had "sufficient" intention to learn when the CBI was applied. However, only 3, or 4% of participants, had a "low" learning intention due to both internal and external factors.

The internal factors appeared to be either due to a physical limitation, like fatigue or illness, to psychological conditions, such as decreased mood or lower self-esteem, that caused them to show less intention of learning. Meanwhile, external factors are something that originates from outside of the participants, like a build-up of postponed tasks, financial problems, unstable internet, or concerning relationships, like problems with parents, lecturers, or their friends. These matters made them frustrated and less likely to have high levels of intention to participate in the lesson.

The findings of the study advocate that the CBI method increases participants' language learning achievement and promotes more intensive learning intention. As a comparison, with an average score of 81.00, CBI method is considered effective in increasing participants' learning performances because it is 6 points higher than the minimum passing grade of 75.00. This method is slightly less effective than CLT, which is 81.64, but it is more effective than TBLT, which is 80.91.

This study revealed that, by implementing the CBI method in the online classroom, lecturers not only helped the students' overall metacognition but also positively affected students' learning intention, as seen from the correlation analysis. Pearson's correlation analysis, which included two flows, revealed a significant correlation between students' learning achievement and their learning intention after the application of CBI. This can be seen where $p = 0.000 < 0.05$. Furthermore, the level of significant correlation was indicated by $rob(0.536) > rcv(0.226)$. The CBI teaching method had a strong relationship with, and positive influence on, students' learning intentions. It can be interpreted that the more intensively the CBI strategy is applied, the stronger the participants' learning intentions and the better their English language learning outcome.

4.2 CLT and Learning Encouragement

Lecturers activated the participants' language performance in communicative activities through the implementation of CLT. Each participant had an equal right and obligation to express ideas, ask questions, discuss current issues, or argue any statement in English. Hence, this method helped participants manage their verbal and non-verbal skills in a socially functional context. Through this method, the lecturers

acted as mediators to manage the flow of class interaction and stimulate participants' academic emotions. The participant's performance after the application of CLT can be shown in Table 3.

Table 3. Learning achievement with the method of CLT.

Criteria	Frequency	Male	Female	Percentage %
Excellent	42	15 (20%)	27 (35%)	55%
Good	33	9 (12%)	24 (32%)	44%
Fair	1	1 (1%)	0 (0%)	1%
Poor	0	0 (0%)	0(0%)	0%
Very poor	0	0 (0%)	0 (0%)	0%
Total	76	25 (33%)	51 (67%)	100%

The data in Table 3 explicitly reveals that the results of the exams indicated the success of CLT as an ELT method. The total score of learning achievement after the CLT was applied was 6205, with the average score of 81.64 categorized as a "good" performance. Male participants performed better in the lessons following the CLT structure, achieving a mean score of 81.80, while female participants achieved a mean score of 80.55. The minimum score was 68 and the maximum score was 87. This CLT method teaching strategy develops participants' self-encouragement and improves their language performance. The effectiveness of CLT and participants' self-encouragement can be shown in Figure 2.

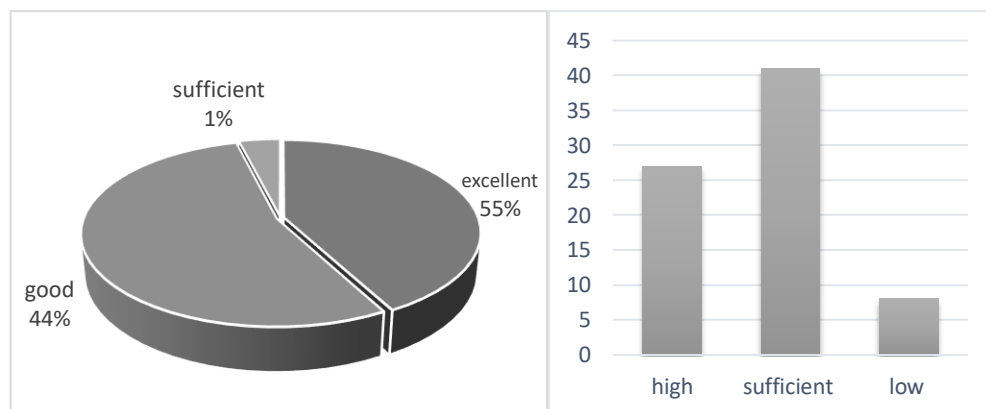


Figure 2. Effectiveness of CLT and participants' self-encouragement.

A comparison of two datasets in Figure 2 revealed correlated results between participants' learning achievement on the left chart and self-encouragement responses on the right graph. CLT had a major impact on the participants' language learning achievement. It can be seen from the result that 42 participants, obtained "excellent" achievement, 33 participants gained "good" achievement, and only one participant received a "fair" achievement. This successful performance was resulted from participants' positive academic emotions toward the CLT method. This method stimulated the participants' positive intrinsic strengths of attributes to gain knowledge and had a major impact on the participants' learning behavior. It can be seen from the results that 35%, or 27 participants, had high levels of self-encouragement after the method was applied. Meanwhile, 54%, or 41 of the students, achieved moderate levels of self-encouragement. However, 4%, or eight students, showed little self-encouragement. CLT impacts participants' self-encouragement, an academic emotion

which then leads to their successful achievement. So, the higher the participants' levels of self-encouragement, the higher their overall learning achievement.

CLT was significantly correlated with levels of self-encouragement in a distance learning setting based on the result of Pearson correlation analysis with two flows, where p-value was less than 0.05. This means that there was a significant correlation between learning success and students' self-encouragement. Meanwhile, by the degree of significant correlation, the method had a strong and positive impact on student self-encouragement, $r_{ob} (0.655) > r_{cv} (0.226)$.

The CLT method provides lecturers an opportunity to empower the participants with communicative engagement through the roleplay of interesting topics, by modeling them with video or in written story displays. It was observed that the participants showed a strong and positive desire to perform the language task as the model given, revealing a strong and positive correlation. This finding advocates that the more intensively the method of CLT is applied, the more positive the participants feel toward the goal of language learning, and the more successfully they perform the achieve the learning outcomes.

4.3 TBLT and Motivation

TBLT is a teaching strategy that activates students' problem-solving skills. The strategy consists of three steps: language class preparation, task cycle, and language focus. Each step can guide and shape the students' language concepts and language performance patterns. Furthermore, it emphasizes discussion patterns, tasks, presentations, and a focus on language performance. The level and percentage of students' performance after applying TBLT teaching strategy are shown in Table 4.

Table 4. Learning achievement with the method of TBLT.

Criteria	Frequency	Male	Female	Percentage %
Excellent	39	15 (20%)	27 (35%)	51%
Good	37	9 (12%)	24 (32%)	49%
Fair	0	0 (0%)	0 (0%)	1%
Poor	0	0 (0%)	0(0%)	0%
Very poor	0	0 (0%)	0 (0%)	0%
Total	76	25 (33%)	51 (67%)	100%

Table 4 illustrates how effectively TBLT increases students' abilities in problem-solving language tasks during distance learning scenarios. This is evident from the total score of 6153, with the mean score was 81, which is characterized as a "high" achievement. It was found that the minimum score was six and the maximum score was 87. In this case, female participants performed better than male counterparts.

Furthermore, participants' high levels of motivation were influenced by their levels of involvement during TBLT classes. Participants felt more confident and motivated despite unstable internet access and other academic problems. It can be seen that 33% or 25 participants were highly motivated, 55% or 42 participants were moderately motivated, and only 12% or nine participants experienced low motivation. The effectiveness of TBLT and increasing motivation are presented in Figure 3.

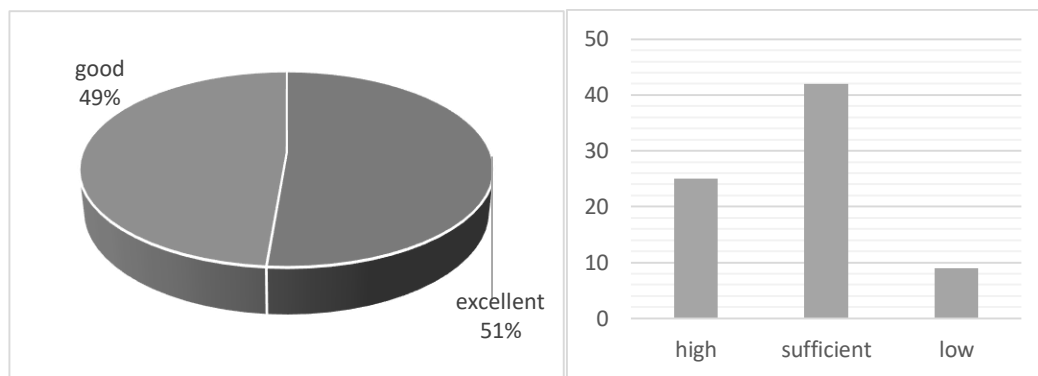


Figure 3. Effectiveness of TBLT and motivation.

Figure 3 illustrates participants' successful learning achievement and their motivation after TBLT was applied in a distance learning classroom. The left chart presented "excellent" and "good" levels of achievement, where participants could complete all, or most, tasks. Students were motivated when the lecturers engaged TBLT strategies in the lesson; however, nine participants experienced low motivation due to both personal and external factors. Despite this result, these participants were observed to be actively participating in the lesson, although with less frequency than their classmates. Additionally, despite their lack of motivation, these participants' learning achievement was sufficient. TBLT has a major impact on both participants' high motivation and their successful learning achievement. So, increased levels of learning motivation help participants achieve their learning goals.

The study indicated a significant correlation between TBLT and motivation in a distance learning setting. From the Pearson correlation analysis, p-value was less than the alpha ($p = 0.000 < 0.05$). This means that there was a significant correlation between learning success through TBLT and student motivation. Meanwhile, by the degree of significant correlation, the TBLT teaching method had a strong and positive impact on student's motivation, $r_{ob} (0.671) > r_{cv} (0.226)$. This means that the more intensively the students follow the activities of TBLT, the more they feel motivated and the higher the achievement they achieve.

4.4 Academic Depression, Anxiety, and Stress

The data on the psychological states of the students regarding depression, anxiety, and stress in distance learning was collected from the responses to the online questionnaire DASS 21. The 21 items consisted of seven items (3, 5, 10, 13, 16, 17, 21) that measured depression, seven items that measured anxiety (2, 4, 7, 9, 15, 19, 20), and seven stress measurement items (1, 5, 8, 11, 12, 14, 18). A score of 0 to 3 was given for each item. The interpretation of the interval values in DASS 21 is shown in Table 5.

Table 5. Percentage of student's academic depression, anxiety, and stress.

Criteria	Frequency	Male	Female	Percentage %
Depression				
Normal	61	17 (22%)	44 (58%)	80%
Mild	7	3 (4%)	4 (5%)	9%
Moderate	8	5 (7%)	3 (4%)	11%
Severe	0	0 (0%)	0 (0%)	0%

Table 5 continued ...

Total	76	25 (33%)	51 (67%)	100%
Anxiety				
Normal	55	16 (21%)	39 (51%)	72%
Mild	3	1 (1%)	2 (3%)	4%
Moderate	18	8 (11%)	10 (13%)	24%
Severe	0	0 (0%)	0 (0%)	0%
Total	76	25 (33%)	51 (67%)	100%
Stress				
Normal	58	18 (24%)	40 (52%)	76%
Mild	15	5 (6%)	10 (13%)	20%
Moderate	3	2 (3%)	1 (1%)	4%
Severe	0	0 (0%)	0 (0%)	0%
Total	76	25 (33%)	51 (67%)	100%

This communicative-based teaching strategy plays a crucial role not only in supporting cognitive stimulation but also in promoting participant character. CBI, CLT, and TBLT have the conceptual and procedural steps in place to encourage student participation so that students feel valued, respected, and motivated. This study found that 80% of the distance learning students experienced no depression, 9% of the students had mild depression, and 11% of the students had moderate depression. Some female participants felt more depressed in distance learning, while male participants felt slightly bothered by depression. Some factors that protected students from depression included having self-directed emotions, personal learning goals, and family support. Meanwhile, some factors that caused mild and moderate depression were internal factors such as study devices (laptop, cell phone, and unstable internet), financial problems due to the Covid-19 pandemic, and the health of the individual.

Regarding the anxiety aspect of emotions, the study showed that 72% of the distance learning students did not experience any academic anxiety. Male and female students did not exhibit equal anxiety scores due to their different inward-facing abilities to manage their emotions, including positive thinking and step-by-step exercises. However, 4% of the total sample felt mild anxiety and 8% of the students had moderate anxiety in the academic sense of distance learning. Factors that primarily play a role in academic learning phenomena include the ability to socialize, the knowledge of how to handle and manage the emotions of today's pandemic, and higher expectations. These three personal factors are intrinsically intertwined with learning intention, feelings of encouragement, and motivation. This means that the less fear the students feel, the higher their learning intention and the easier they will achieve learning success.

The third emotional disorder measured using the DASS 21 questionnaire in the study was the students' stress levels. The stress scale is sensitive to non-chronic specific desires, such as feeling tense, finding it difficult to relax, feeling nervous, being easily offended, or feeling fearful, overreactive, or impatient. The result showed that 76% of the participants (24% males and 52% females) did not feel stressed. Meanwhile, 20% of the participants (6% males and 13% females) suffered mild stress, and 4% of the students experienced more significant stress during the distance learning. The observation revealed several factors influencing the small number of students who experienced stress in pandemic learning, including individual mental maturity, classroom strategy, and social adjustment. These factors can directly affect the strength of academic emotions in self-directed distance learning. Figure 4 shows

the level of academic depression, anxiety, and stress experienced by distance learning students.

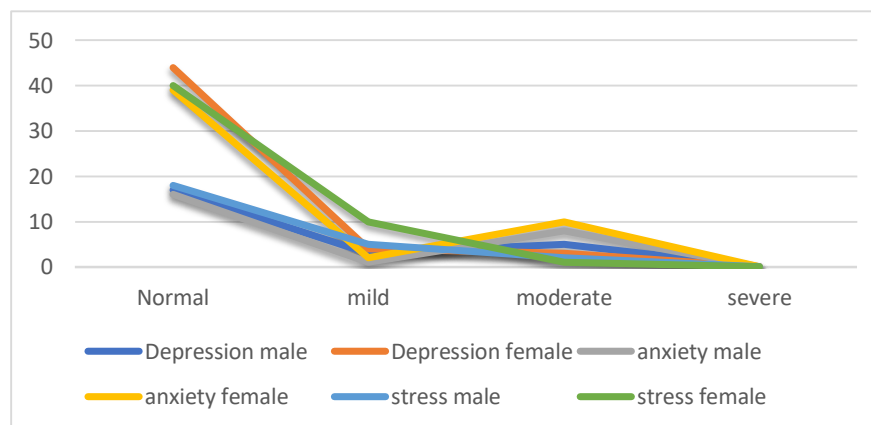


Figure 4. Participants' academic depression, anxiety, and stress during self-directed distance learning.

The CBI teaching strategy of the ELT lecturers included in this study correlated significantly with both student depression and performance, $p\text{-value} = 0.000 < \text{Alpha} (0.05)$ and $t_{ob} (27.048) > t_{cv} (1.667)$. The result of the linear regression correlation test showed that $p\text{-value}$ was less than Alpha, $0.000 < \text{Alpha} (0.05)$ and $t_{ob} (5.866) > t_{cv} (1.667)$. Similarly, depression correlated significantly with CBI and learning success based on $p\text{-value}$ which is less than Alpha ($0.022 < 0.05$), $r_{ob} (2.349) > r_{cv} (1.667)$. Based on these analysis results, this study found that $H_0: p = 0$ (there is no simultaneous correlation between CBI teaching strategy and depression with student English language learning performance) is now rejected. $H_a: p \neq 0$ (there is a simultaneous correlation between CBI teaching strategy and depression in students' English proficiency) is accepted. This means that student learning performance is influenced by teaching strategy and the level of depression. If the teaching strategy is ineffective, students become depressed, which could affect the students' performance. It is also found that using the CBI strategy can reduce student depression so that students can achieve better learning outcomes.

Taking into account the linear regression correlation test, this study showed that there was a significant correlation between student learning intention and student performance, with $\text{Sig } 0.042 < 0.05$ and $t_{ob} (2.067) > t_{cv} (1.667)$. Meanwhile, there was no correlation between CLT and learning intention and students' achievement, $\text{Sig } 0.126 > 0.05$ and $t_{ob} (1.546) < t_{cv} (1.667)$. Therefore, it can be determined, based on the analysis results, that $H_0: p = 0$ (there is not any simultaneous effect between CLT teaching strategy and learning intention with students' English language learning achievement) is accepted. Meanwhile, $H_a: p \neq 0$ (there is a simultaneous effect between CLT teaching strategy and learning intention with students' English language learning achievement) is rejected. This means that the learning output may not be directly affected by CLT strategy but the significant correlation between learning intention and language achievement is caused by the CTL strategy and strongly affects the students' learning performance.

Based on the effects of stress, it can be determined that stress was significantly correlated with learning intention and at the same time had a positive effect on learning performance. The linear regression correlation test revealed that stress had $p\text{-value}$ or

Sig of 0.002, which is lower than Alpha (0.05), and t_{ob} was 3.188. Meanwhile, learning intention had Sig. of 0.042, which is also lower than Alpha (0.05), and t_{ob} was 2.067, which is lower than t_{cv} (1.667). Both significantly influenced students' learning because Sig (0.000) < Alpha (0.05) and t_{ob} (4.112) > t_{cv} (1.667). Therefore, $H_a: p \neq 0$ (there is a simultaneous correlation between the level of stress and learning intention with students' English language learning achievement) is accepted. It can be interpreted that the less stress students feel, the more intensely they follow the learning process, and both of these variables can have an impact on English language learning success.

5. DISCUSSION

This study evidenced a link between the effectiveness of CLTA in directing learning emotion and language learning achievement in an online learning environment. The teaching methods of CLTA provoke students' academic emotion, metacognition, and language proficiency. In the first stage, the application of CBI in distance learning was considered effective in combining academic emotions, language content, and language performance. This finding is in line with [Davies' \(2003\)](#) and [Xiaoyun \(2021\)](#) suggestion that CBI is an effective method of combining language and content learning. Through CBI, students do not only understand the content of the topics covered but they also learn the information alongside linguistic skills. Furthermore, as [Ferreira et al. \(2011\)](#) underscore, learner motivation increases when students are actively learning; this study also found that CBI had a great influence on students' learning intentions, motivation, and feelings of encouragement. Regarding academic emotions during distance learning, CBI strengthened the emotional aspects of learning, so the students stood away from severe depression, anxiety, and stress. This statement was supported by [Dusenbury et al. \(2015\)](#), who claim that positive social and academic emotions are critical in order that one becomes a good student.

In contrast, CLT develops learners' abilities to communicate in a second language with less concern for explicit linguistic content but with implicit discourse and context. This study supported previous findings by [Farooq \(2015\)](#) that ELT lecturers are aware of CLT characteristics, its implementation, and its impact on the communicative competence of the students. Moreover, this study revealed that CLT is more concerned with functional conversation in any genre of discourse and social context, with any errors of grammar or sentence structure not a main concern of the method provided the communication was comprehended. In terms of academic emotions, this finding supports previous research conducted by [Wu \(2010\)](#), who reveal that, despite students having a high level of anxiety in CLT method classes, both teachers and students showed positive attitudes toward the method and it was still considered a feasible teaching approach that could be applied in the ELT context. The present study found evidence that CLT was not only adequate at improving the students' language performance and positive learning attitudes but also helped to maintain positive academic emotions because the learning activities spread student-centered philosophy.

Compared to these previous teaching methods, TBLT involves students in developing class preparation, task cycle, and language focus. These components allow students to solve their language problems in such a way as to achieve not only language

competence but also language proficiency, which is significantly correlated with a positive learning attitude toward the TBLT method. This statement agrees with [Ashraf et al. \(2018\)](#), that there was no significant difference between any intrapersonal, adaptability, and general mood scores before or after task-based instruction. The finding of the study revealed that students' language learning performance was categorized as a high achievement, which was significantly correlated with motivation. The learning target was that the students were able to use the language in transactional and interpersonal interactions in any role. This statement was similar to the finding revealed by [Prasetyaningrum \(2018\)](#), that is the students utilize the language functions as creative thinkers, and problem-solvers, participating in effective teamwork and becoming strong negotiators. In line with [Rahimpour et al. \(2013\)](#), who suggest that cognitive and emotional processes are the two determining variables in the process of second language learning, the findings of this study clarified that students' positive learning perceptions had a strong correlation with learning achievement. The stronger the students' academic emotions during language learning, the higher their potential learning achievement.

Another aspect of the learning activity investigated in this study was academic emotion, which became an influential indicator of language comprehension and skill mastery. This statement is supported by [Coutinho and Neuman \(2008\)](#) who posit that academic emotion was the strongest predictor of learning performance, while metacognition was a weak predictor of performance. Academic emotion in self-directed distance learning is the individual's ability to control or balance emotional experiences, either increasing motivation or decreasing depression. In distance learning, students might feel depression, anxiety, or stress or they might feel motivated, excited, or bored with the teaching model applied by lecturers. The findings revealed that 76% of the students did not suffer any depression, anxiety, or stress during the application of CLTA in the distance learning environment. Only 11% of the students experienced mild depression, anxiety, or stress, and 13% experienced moderate depression, anxiety, or stress. Previous findings by [Sahile et al. \(2020\)](#) reveal a higher prevalence of depression and anxiety; however, the level of stress recorded is still higher during the COVID-19 pandemic.

This study found that the students had a positive perception of the CLTA teaching method. This can be seen through 36% of all students having a "high" learning intention through CLTA, with 55% of the students revealing "sufficient" learning intention and only 9% of students revealing "low" learning intention. All methods of CLTA have succeeded in increasing students' language competence and performance as well as in establishing the development of academic emotions, leading to a more positive academic emotion. Factors that influence the strengths and weaknesses of CLTA in directing students' academic emotions are discussed in the following.

Lecturers have been considered the most influential factor in the successful application of CLTA because, as directors and managers of the learning process, lecturers must control and manage the flow of the students' learning activities so the targeted objectives can be achieved. As lesson designers, lecturers are responsible for observing, and acting upon, students' attitude, knowledge, and performance, before (re)designing the application of teaching methods. The lecturers also undertake reflection and evaluation of the methods after use to measure how effective the CLTA was for improving students' learning outcomes. To achieve the learning objective

through CLTA, students must be self-advisors, efficient thinkers, and problem-solvers. Students must be able to build self-efficacy and metacognition to accomplish language proficiency. In this role, students can be the ones determining their learning success.

For increased learning success, foreign language teaching methods should not only consider the cognitive and conative aspects of language learning but also academic emotion. The appropriateness of learning methods is consistently related to the objectives of language learning as well as to the characteristics of the students who are undertaking language learning. In this study, the application of CLTA is a suitable teaching method since the communication target can only be efficiently achieved by communicative approaches in well-managed online classroom settings that are considerate of the emotional wellbeing of the students.

However, it must be noted that the full impact of CBI, CLT, and TBLT will not be achieved unless certain conditions are met. Those teaching models must be appropriate for the context and clientele involved. The goals and objectives of the program, as well as the language content, needs, and interests of students, must be seriously taken into consideration. Based on the findings of the present study, three additional impacts of CLTA provide crucial benefits to the lecturers, students, and the study program. Lecturers can gain the ability to shape and open up students' mindsets with the understanding that language learning is a process of language habit formation. Additionally, students can develop academic emotions, build recognition of language use styles, and develop a conative sense of language performance. Finally, the CLTA study program can promote communicative-based teaching strategies that integrate these aspects of academic emotions and metacognition into a functional language learning context.

6. CONCLUSION

The findings of this study on the application of CLTA for increasing positive academic emotion and decreasing psychological pressure during self-directed distance learning in a university student context are concisely concluded. The first finding of the study indicated that university students in Denpasar have performed at a level of high achievement after the implementation of CLTA methods of CBI, CLT, and TBLT. In the first stage, the method of CBI accelerated the students' language content and encouraged students to participate in learning activities, in a manner that problem-solved using structural communication. Through CLT in the second stage, the lecturers optimally activated the students' language performance by using functional conversation and written tasks in any genre of discourse and social context. Through TBLT, the lecturers' use of role-play helped the students become effective thinkers and fluent communicators.

Furthermore, the second finding revealed that increasing academic emotions during the application of CLTA helped students implement high levels of learning intentions, self-encouragement, and motivation to obtain learning goals. By developing academic emotions, students developed resilience in the face of mental pressures from a distance learning environment during the pandemic. There was only a small percentage of participants who experienced mild or moderate depression, anxiety, or stress from both internal and external factors. From the statistical analysis, it was confirmed that the students' positive learning attitude was strongly and

positively correlated with learning achievement; the stronger the students' academic emotion (learning intention, self-encouragement, and motivation) is, the higher learning achievement they accomplish.

There were many practical limitations to the undertaking of this study, including (but not limited to) restrictions on observing classes during the pandemic, a reduced number of participants, a reduced timeframe, and an inability to review a broader participant pool. In recognition of this, this study attempts to avoid generalization and coverage of broad discussion, instead of focusing solely on CLTA and academic emotions in self-directed distance learning environments.

Based on the results of this present study, it is suggested that lecturers adopt the findings and adapt the implementation of CLTA into their classes, considering both the specific language skills and education levels of their classes alongside a broader social context of the individual students that make up such classes. Further research into this area should include consideration of the teaching ethos and attitude of the teacher, as well as the students' critical thinking skills, with special attention paid to positive or negative classroom attitude, metacognition, and the formation of habits in language use. This study believes that CLTA is an effective teaching method for language instruction at a variety of levels of education because the fundamental concept of learning a language under CLTA is to communicate functionally.

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