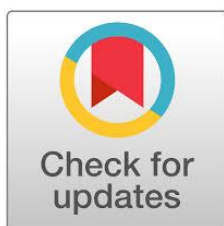


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## Communicative Language Teaching in Aviation Vocational College Context: The Effect of Students' Learning Perception and Attitude on Their EFL Learning Performance

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### Abstract

This study examines the effect of learning perception and attitude on students' learning performance while implementing communicative language teaching (CLT) in a vocational college. The quantitative study used a survey research method with a cross-sectional design. 270 students participated in the study selected using a voluntarily random sampling technique. These research respondents were among those who had completed intermediate English classes with the amplification of the CLT method. Data were collected using a questionnaire with a four-point Likert's scaling method from very disagree (1) to very agree (4) ( $\alpha = 0.843$ ). The obtained data were analyzed using ANOVA with the assistance of IBM SPSS 25. Results showed a significant effect of learning perception ( $\beta = .890$ ;  $F = 1018.849$ ;  $p = 0.000$ ) and attitude on students' learning performance ( $\beta = .850$ ;  $F = 698.468$ ;  $p = 0.000$ ). Among the two, learning attitude had been the more influential factor in students' learning performance during the implementation of CLT. This study suggested that CLT could be a catalyst for learning perception and attitude to elevate students' learning performance in the context of EFL teaching in vocational college.

*Keyword:* CLT; EFL; learning attitude; learning perception; vocational college

## Introduction

Communicative Language Teaching (CLT) is often utilized in second and foreign-language instruction. This pedagogical approach has numerous benefits in education, as it is widely regarded as a comprehensive and complete instructional technique (Al Asmari, 2015). The focus is not solely on the conventional structural syllabus. The communicative dimension of language is taken into consideration by this approach, and consequently, this cultivates a dynamic and enthusiastic atmosphere in the educational setting. CLT is characterized by its learner-centered nature that helps promote proficient communication using diverse oral exercises (Vargas et al., 2022). In this approach, teachers prioritize the comprehension and expression of language meaning while relatively downplaying the importance of language form. Therefore, the primary aim of CLT is to enhance learners' ability to communicate effectively in various domains of academic disciplines, which integrate the following modalities encompassing listening, speaking, reading, and writing, all of which are integral components of communicative competence (Brown, 2014).

Communicative language teaching (CLT) activities are purposefully designed to establish an authentic learning environment that facilitates language acquisition and fosters students' motivation to engage in interpersonal communication within targeted scenarios (Alamri, 2018). The impact of CLT activities on language learners' performance in the classroom is contingent upon the perceptions, attitudes, and awareness of CLT principles held by English as a Foreign Language (EFL) teachers (Alamri, 2018; Heggernes, 2021; Long, 2023). Previous research in several English as a Foreign Language (EFL) settings has focused on exploring learners' attitudes and perceptions towards EFL teaching and learning methods. These studies have underscored the significance of investigating EFL learners' attitudes, as they are deemed integral to the teaching-learning process and play a crucial role in enhancing both teaching and learning performance (Brown, 2014; Ho, 2020; Dos Santos, 2020; Zhao et al., 2023). The presence of students who possess a positive attitude towards the CLT pedagogical approach has a constructive impact on implementing its activities in the classroom and the wider adoption of its principles. The effectiveness of its approach in improving students' speaking skills underscores the

importance of learners' attitudes in offering comprehensive perspectives on the realities of English language education (Ansarey, 2012).

Regarding EFL teaching in vocational colleges, CLT can be an important trait in enabling students' communication skills as vocational colleges cope more with the work field significantly than undergraduate or graduate schools. CLT allows students to develop understanding and mastery of communication required in the work field (Adem & Berkessa, 2022). In aviation, which becomes the setting of this research, a vocational college using English for daily conversation, instruction, and management, students should be prepared for this authentic comprehension. In CLT, the authenticity of English materials is upper-handed and highlighted as a pivotal trait in enhancing student working capacity and efficiency (Alam, 2018). CLT also creates a wide-ranging space for students to practice their listening, speaking, reading, and writing skills, which are interconnected when applied in the work field (Alamri, 2018). In the work field of aviation, students cannot be reluctant to meet international audiences and stakeholders where every second they work, they must be self-ready for any English competence challenge. Theoretically, CLT can provide such a learning experience and atmosphere that could lead to students' better learning attainments and better working performance in the future.

Tighezza (2014) said that the success of the learning process could be determined by specific traits such as perception and attitude during the learning process. Kim et al. (2012) researched how learning perception develops motivation and affects students' learning performance. In this study, perception is comprehended as views on the CLT-based learning process, starting from how the teacher conducts the class, how the students are being involved as the centered subject in the learning process, and how the students get more interesting and autonomous learning experiences. Al-Fraihat et al. (2020) also proved that positive learning perception hinders the underestimation of unsuccessful learning and, thus, endures more successful outcomes. Another study also portrays that good learning perception easily grows self-learning motivation, and thus, good learning attainment is reflected (Suryaman & Nabi, 2021).

Regarding learning attitudes, Khatib and Tootkaboni (2019) claimed that attitude during the learning process determines how students can accomplish the course successfully or not. In their study, students learning attitudes majorly contribute to their EFL learning achievement. Students with less learning intention might not survive in both assessment for learning and

assessment for learning. However, those with more positive, communicative, and eager behavior can accomplish the learning goals satisfactorily. Unfortunately, these studies have not explained how learning perception and attitude determine students' learning performance in the setting of CLT classes in aviation vocational college.

To the best of the researchers' knowledge, there have been so many studies investigating how CLT works to increase student's EFL learning performance; however, most of them are coping with general EFL instruction (i.e., the teaching of reading, writing, speaking, and listening skills) (AL-Garni & Almuhammadi, 2019; A'yuni, 2021; Liunokas, 2021; Mangaleswaran & Aziz, 2019), efficacy in learning EFL (Lee & Ogawa, 2021), motivation (Basok, 2020), and learning obstacles (AL-Garni & Almuhammadi, 2019). Few other studies have investigated learning perception and attitudes during the CLT class (Alluhaydan, 2024; Losi & Nasution, 2022) but still have not explained how those traits affect learning performance. More significantly, there have been limited studies that examine the effect of learning perception and attitude on students' learning performance in the setting of CLT classrooms implemented for aviation vocational colleges, where many relevant aviation industries demand the graduates to perceive better English skills such as Angkasa Pura and AirNav (McIlroy & Efthymiou, 2023). Regarding practical phenomena, students of aviation vocational colleges are highly demanded by the aviation as mentioned above industries to achieve an intermediate level of communication, which is often measured by the TOEIC test. In the field, as the preliminary observation, achieving an intermediate level could be hard and require extra learning. Thus, the concept of CLT fits into this fact but still needs further studies to help EFL lecturers understand how perception and attitude influence learning performance during the CLT class. The novelty of the present study lies in the insight into the effect of learning perception (along with the internal and external factors involved) and learning attitude (along with the six factors involved) on CLT-based learning performance.

By referring to theoretical and practical gaps, this study formulates the following research questions: (1) Does learning perception affect student's learning performance during the implementation of CLT in aviation vocational college? (2) Does learning attitude affect students' learning performance during the implementation of CLT in aviation vocational college?

### Literature Review

Communicative language teaching (CLT) has existed in language teaching since 1957 by Noam Chomsky. During sixty-seven years, the expansion of this pedagogical approach has exhibited more comprehensive results in various disciplines, including but not limited to educational psychology (Sherwani & Kiliç, 2017), early-child education (Garton et al., 2011), adult learning (Nam, 2023), military (Suphan & Phusawisot, 2020), government policy (Alharbi, 2022), and educational technology (Shchegoleva et al., 2021). In those and many other studies, CLT is believed to be successful in elevating students' learning performance, especially in the field of English as a foreign language (EFL) (Armnazi & Alakrash, 2021; Han, 2022), English as a second language (ESL) (Shahid et al., 2022), and other languages learning (Dilber & Komur, 2022). This pedagogical approach lets the students develop their interpersonal communication skills and increase learning attainment in reading (Kustati et al., 2018), speaking (Long, 2023), writing (Liunokas, 2021), and listening skills (Komol & Suwanphathama, 2020). Moreover, in increasing learning performance, motivation, efficacy, perception, attitude, and anxiety affect the success of students' CLT learning performance (Komol & Suwanphathama, 2020; Yousaf et al., 2017). These references show that CLT has been widely used in increasing learning performance.

However, the growing research on CLT is still majorly undertaken by many language experts due to the more complex setting that deals with it (Hakim, 2022; Komol & Suwanphathama, 2020). In coping with the setting of vocational college, Ho (2020) conducted a study investigating how CLT affects the student's learning performance. Ho (2020) explains that CLT facilitates good and effective learning settings, raises students' confidence, and enhances their English communication skills. This study also revealed that learning perception echoes learning performance. Unfortunately, this study is limited to tourism vocational colleges, which also exposes students' English skills compared to other science disciplines. Investigating CLT in vocational college is important since vocational college students deal with more practical communication during their on-job training process, field practicum, and working field (Ying, 2023). Due to this importance, Ying (2023) introduces how to use CLT to teach English to general vocational college students. Even though implementing CLT in vocational colleges is a setting-related case, specific research for implementing CLT in various vocational colleges must still be reinforced.

Regarding aviation vocational college, CLT elevates students' English skills (Dos Santos, 2020). Sreehari (2012) has investigated CLT's significance in increasing students' English mastery. For instance, Suphan and Phusawisot (2020) examined whether CLT can increase vocational students' speaking ability. In their study, students successfully increased their speaking skills and the positive learning attitude conveyed. Unfortunately, This study does not reveal the connection between learning attitude and learning performance, so it suggests the examination of those two variables, in which the present study will be undertaken. Rostan and Pammu (2023) conducted a study investigating the effect of CLT activities on hospitality students' speaking ability and found that CLT can help students increase communication engagement. Shchegoleva et al. (2021) examined whether CLT, with the assistance of audio-visual learning aids, could develop aviation vocational students' communicative competence. They resulted in the fact that the learning aids can boost student's communicative competence in aviation English. However, these three studies have not included learning perception and attitude as influential variables in learning performance. Henceforth, it is still justifiable to research those two variables and see each variable's effect on learning performance.

In the last five years, limited research still conveys CLT's benefits in elevating students' English ability, especially in aviation vocational colleges. Dİilber and Komur (2022) researched aviation students' English ability by implementing CLT using two-way information-gap tasks. This study found that using the CLT approach with two-way information-gap tasks complements the results of learning achievement. The study also asked about the aviation students' learning experience and perception, and they conveyed that the learning process is fun and might help prepare their future profession in the aviation sector; this study, however, does not see the relationship between the perception so the data of learning perception is only used as triangulation to complement the success of CLT implementation. Al-Khayyat (2021) also conducted a study about CLT in enriching aviation students' vocabulary achievement. In his study, students are helped using CLT with audio-visual learning aids to enlarge vocabulary mastery. This study is limited to aviation vocabulary learning, so communication competence is less exposed. The present study would point out how CLT class promotes communicative competence and, thus, could elevate the learning performance determined by involved variables namely learning perception and attitude.

## Method

The present study aimed to examine whether learning perception and attitude affected aviation vocational college students' learning performance within the implementation of CLT activities. This study used survey research with a cross-sectional design to meet its aim since the present study did not investigate the change and transformation of learning perception and attitude. This study used a quantitative research approach since the data were in the form of numbers and were analyzed using statistical analysis. As the research respondents, this study involved 270 aviation vocational college students at one of the aviation polytechnics in Surabaya, Indonesia's second-biggest aviation vocational college. The respondents were chosen using voluntary sampling as this technique was compatible with the design applied (Battacherjee, 2012). The population used in the study included several inclusion criteria: experiencing learning with CLT activities, having accomplished intermediate English, and majoring in an aviation communication course. The reason to include those who had completed intermediate English was that CLT was applied during the sixth semester, where English for communication was exaggerated during the intermediate English courses. Data on learning perception and attitude were collected using a questionnaire developed by the researchers by adapting Gibson's (1994) learning perception theory and Greenwald's (1968) learning attitude theory. Moreover, data on learning performance were obtained through the Test of English for International Communication (TOEIC). Table 1 shows the blueprint of the questionnaire used in the study.

**Table 1. Blueprint of questionnaire in data collection**

Section	Aspect	Sub-skill	Item Number
1	Personal Information	- Name	1
		- Gender	2
		- Study program	3
		- Types of Campus Enrollment	4
2	Learning Perception (Gibson, 1994)	- Internal factor (student's ability to comprehend materials, student's learning experience, and student's learning resources)	5-10
		- External Factor (CLT implementation: teacher's instruction, learning media availability, learning activities, attained learning goals, and experience of assessment of learning and assessment as learning)	11-19
3	Learning Attitude (Greenwald, 1968)	- Engagement	20-21
		- Effort	22-23
		- Collaboration	24-25
		- Active involvement	26-27
		- Independence	28-29
		- Enthusiasm	30

The questionnaire used a four-point Likert's scaling method from strongly disagree (1) to strongly agree (4). The study did not involve a 'neutral' answer to portray the perception and attitude precisely, so the conclusion could be generated well with no interference from a neutral answer, as this typical answer did not contribute to the study's objective. The developed questionnaire was then trialed in a pilot study to examine its content and face validity, which was revealed by the internal consistency reliability test ( $\alpha = 0.843$ ) and expert judgment (CVI = 0.95) determined that the questionnaire was considered highly valid. The questionnaire was administered through online completion with the assistance of Google Forms. This online format helped the researchers distribute the questionnaire since the students were close to the amplification of the digital era. On the other side, the results of the TOEIC test conducted by an ETS representative in Indonesia were used as the score of learning performance since it measured English for international communication. All data from the three variables were then analyzed using ANOVA, with learning perception and attitude as the independent variables and learning performance as the dependent variable. IBM SPSS 25 was used to conduct ANOVA



analysis and revealed the statistical test results, including but not limited to the descriptive statistic results.

### Findings

This study was conducted with 270 aviation vocational college students with some backgrounds revealed in the demographic data. Table 2 depicts the respondents' demographic data.

**Table 2. Research respondents' demographic data**

Sub-skill	Aspect	Percentage*
Gender	- Male	71%
	- Female	29%
Study program	- Aeronautical Communication	22.25%
	- Air Traffic Controller	22.25%
	- Civil Engineering	11.10%
	- Air Navigation Engineering	11.10%
	- Airport Electrical Engineering	11.10%
	- Air Transportation Management	11.10%
	- Aircraft Engineering	11.10%
Types of Campus Enrollment	- ASN class	44.50%
	- Regular class	33.30%
	- Non-regular class	22.20%

Table 2 portrays that half of the respondents were from the Aeronautical Communication Program and Air Traffic Controller Study Program. Among the respondents, male students dominated the sample size, and the ASN class had the most chosen type of campus enrollment. This suggested that the numbers of each aspect in each sub-skill had shared similarities, so the present study's generalizations were only compatible with the research setting with the above demographic data.

### Effect of Learning Perception on Learning Performance

This study used ANOVA to reveal the effect of learning perception on students' learning performance, administered using the TOEIC test. Table 3 shows the statistical analysis results examining the effect of learning perception on students' learning performance.

**Table 3. Results of statistical analysis on learning perception and learning performance**

Variable Measured	$\beta$	F	$p^*$
Learning perception and Learning performance	0.890	1018.849	0.000
Sub-skills of learning perception and learning performance:			
- Internal Factors (student's ability to comprehend materials, student's learning experience, and student's learning resources)	0.784	688.287	0.000
- External Factors (CLT implementation: teacher's instruction, learning media availability, learning activities, attained learning goals, and experience of assessment of learning and assessment as learning)	0.860	852.943	0.000

\*N = 270, significance at  $p < 0.005$

Table 3 shows a significantly positive effect of learning perception on students' learning performance ( $\beta = 0.890$ ;  $F = 1018.849$ ;  $p = 0.000$ ). This effect was considered in a big effect category ( $R^2 = 0.792$ ) (Pallant, 2020). This implied that the student's learning performance could be higher when the students conceived higher learning perceptions, too. By the effect of the sub-skills (internal and external factors), external factors contributed a higher effect on learning performance ( $\beta = 0.860$ ;  $F = 852.943$ ;  $p = 0.000$ ). It can be said that aviation vocational college students would get better performance scores if they could comprehend the teacher's instruction, use the learning available, follow each stage of CLT learning activities, determine and achieve the learning goals, and experience all kinds of assessments. The students must raise these external factors higher because the external factors greatly influence their ability to comprehend the materials and learning experience. However, this rationale should be measured further to portray whether external factors affect how students confront their internal factors.

### Effect of Learning Attitude on Learning Performance

This study used ANOVA to reveal the effect of learning attitude on student's learning performance, which was administered using the TOEIC test. Table 4 shows the statistical analysis results revealing the effect of learning attitude on students' learning performance.

**Table 4. Results of statistical analysis on learning attitude and learning performance**

Variable Measured	$\beta$	F	$p^*$
Learning attitude and Learning performance	0.850	698.468	0.000
Sub-skills of learning attitude and learning performance:			
- Engagement	0.863	679.237	0.000
- Effort	0.785	564.884	0.000
- Collaboration	0.840	665.927	0.000
- Active involvement	0.850	678.658	0.000
- Independence	0.746	596.378	0.000
- Enthusiasm	0.829	563.194	0.000

\*N = 270, significance at  $p < 0.005$

Table 4 shows a significantly positive effect of learning attitude on students' learning performance ( $\beta = 0.850$ ;  $F = 698.468$ ;  $p = 0.000$ ). The effect was considered in a big effect category ( $R^2 = 0.723$ ) (Pallant, 2020). To sum up, students' learning performance could be higher when the students conceive a higher learning attitude, too. By the effect of the sub-skills on the student's learning performance, engagement had been the most influential sub-skill of learning attitude toward learning performance ( $\beta = 0.863$ ;  $F = 679.237$ ;  $p = 0.000$ ). Engagement could be the most dominant factor in contributing to the success of the learning performance. The second most influential factor was active involvement ( $\beta = 0.850$ ), then followed by collaboration ( $\beta = 0.840$ ), enthusiasm ( $\beta = 0.829$ ), effort ( $\beta = 0.785$ ), and independence ( $\beta = 0.746$ ). It can be seen that independence had been the least factor contributing to the success of CLT learning performance as it was irrelevant to CLT's collaborative and communicative approach.

## Discussions

The present study found that the students' learning perception affected their learning performance in the CLT classroom activities. They showed that the internal factors encompassing students' ability to comprehend materials, learning experience, and learning resources were less significant in affecting their learning performance. Instead, their external factors, including teacher's instruction, learning media availability, learning activities, attained learning goals, and experience of learning and assessment as learning, were more significant in influencing their learning performance. Mahmoudi and Mahmoudi (2015) agreed that external factors might contribute to the level of learning performance since those factors had been

significant traits in determining one's perception. For instance, Wang and Degol (2016) conducted a study on revealing personal and surrounding environment influence on the shape of learning achievement. Zajda (2018) portrayed that the surrounding environment gave better efficacy in accomplishing learning goals and getting the best learning performance. Even though this study was only limited to general environment factors (i.e., peer and teacher support and infrastructure availability), this study exhibited that environmental traits influenced one's learning performance better than personal factors (i.e., self-learning management). Some similar studies also found similar findings, which justified why the present study's respondents showed higher influence of the external factors (Bhowmik et al., 2023; Ramli et al., 2018). In other studies, Arini and Wahyudin (2022) proved that positive and good students' learning perceptions led them to master the materials easily, and Siron et al. (2020) supported that there was a connection between how students perceived subjective views of the lesson and how they accomplished the lesson. Hence, the effect of learning perception (especially the external factors) on learning performance ought to be considered by teachers as this variable was found to be more significant than the internal factor.

In a setting of aviation vocational college, students were confronted by activities, including but not limited to physical and academic exercises (Ahir et al., 2020). Many studies in this setting found that the students were easily exposed to physical exhaustion and mental issues due to unsupportive environments (Hosseini et al., 2023; Rochmawati et al., 2023). Demonte (2013) conducted a study to reveal whether using learning video in CLT classes for aviation vocational college can boost students' English skills. The study found that the use of media and the instruction done by the teachers were significant. Therefore, the learning environment helped them determine the success of accomplishing the course. Since the aviation vocational college was confirmed similar to a semi-military school, another study found that learning EFL could be a challenge for teachers as they had to prepare the materials interactively to increase students' awareness and perception (Al Asmari, 2015). This burden given to the teachers implied that external factors matter and contribute to helping students enhance their EFL learning process and attainment (Siron et al., 2020). Thus, providing a good learning atmosphere and setting could be an effort to actualize the external factors of learning perception.

Generally, learning perception refers to how individuals understand, interpret, and respond to the learning process (Rezalou & Yagiz, 2021), including understanding the teacher's teaching methods, the interaction between teachers and students, and discipline in learning activities (Gibson, 1994). Research shows that students' perceptions of teachers' teaching methods can affect their learning achievement (Zaim et al., 2019). In addition, two-way interaction between teachers and students was considered important in improving students' understanding and memory of learning materials (Tan et al., 2020). Learning discipline also played a crucial role in improving students' learning achievement, where students who lacked discipline tended to have low learning achievement (Wang et al., 2022). Therefore, paying attention to and improving students' learning perceptions, interactions, and learning discipline was important to improve the quality of the learning process.

The present study also found a significantly positive effect of learning attitude on student performance. The study concluded that the better the learning attitude, the higher the learning performance. Similar studies also found that learning attitudes could increase students' learning performance in EFL classes (Liu, 2020; Namaziandost et al., 2022; Öden et al., 2021). For instance, A'yuni (2021) conducted a study revealing students' learning attitudes while implementing EFL online learning using CLT. The study found that the unexpected final score implied the least of students' learning attitude toward the material delivery process (A'yuni, 2021). This study also showed the effect of learning attitude on student achievement (A'yuni, 2021). Mandasari (2020) also found similar results: vocational students seemed to have good scores when they had a good attitude toward the learning process. The study conveyed that learning attitude affected student's learning performance.

Another result found in the present study was that engagement, active involvement, and collaboration were the dominant factors in influencing learning performance within the setting of the CLT classroom. Shahid et al. (2022) believed that CLT aimed to enhance interpersonal skills, so the learning process required more student participation during the class. As it was a student-centered approach, CLT was believed to be an approach that asked for more collaboration during classroom activities (Vargas et al., 2021). Many previous studies also found that students' engagement and active participation during the EFL learning using the CLT approach were the most influential determinators of how success the students accomplished the

lesson (Komol & Suwanphathama, 2020; Rezalou & Yagiz, 2021). Different studies found that engagement and active involvement did not guarantee the students higher scores (Bouchrika et al., 2021). Several factors, such as the absenteeism of relevant learning efforts or the exaggeration of CLT application must cause this fact. Therefore, CLT activities invite the participants to be more active and communicative (Zhao et al., 2023).

The results of this research suggested that the individuals involved in the study possessed highly positive attitudes referring to the favorable and optimistic outlooks individuals had toward various aspects of learning. These attitudes were characterized by a constructive attitude toward implementing CLT activities. They acknowledged the benefits of participating in such activities within the subject matter on the instructional framework of English language education for individuals whose native language was not English, commonly referred to as teaching English as a Foreign Language (EFL) (Albahri, 2021). CLT as a pedagogical approach encompassed a range of activities that were highly favored by students, including engaging in pair conversations, participating in group discussions, describing visual stimuli to peers, delivering narratives in a public setting, and collaborating on group projects (Phillipson & Hammond, 2018). Therefore, CLT could be beneficial to teach more communicative aspects when learning EFL.

### **Conclusion and Implication**

This study concluded that learning perception can shape student's learning performance. Regarding learning perception, external factors encompassing teacher's instruction, learning media availability, learning activities, attained learning goals, and experience of assessment of learning and assessment as learning is more significant in influencing student's learning performance. This study also shows that learning attitude also affects student's learning performance. This study finds that engagement, active involvement, and collaboration are the most dominant traits influencing learning performance among the six sub-skills of learning attitude. Since the present study involved CLT activities, these three traits can be justifiable as those are the characteristics of CLT. To the best of the researcher's knowledge, there have been limited studies on revealing how internal and external factors contribute to the shape of learning performance, and there are few studies examining how the six learning attitudes influence the shape of perception and vice versa. Therefore, this study suggests that further research can be

undertaken to reveal those relationships and how the relationship strengthens learning performance. This suggestion can be conducted in the same or a different research setting to portray a deeper analysis of the variables of learning perception and attitude and learning performance. As an implication, there is a need for English teachers to enhance the provision of opportunities for students to engage in verbal expression and articulate their thoughts.

Additionally, educators must create an environment that fosters communication and facilitates the utilization of activities related to CLT carried out inside a classroom environment. English students are required to engage in the field of CLT activities actively and possess a clear understanding of their responsibility for their learning. Hence, English teachers must consider their students' preferences and interests when planning CLT activities such as conversations and debates, describing images to peers, delivering narratives in front of the class, engaging in role-playing scenarios, and collaborating on group projects.

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