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Exploring Communicative Language Teaching: A Case Study of Undergraduate English Language Students at Khushal Khan Khattak University

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ABSTRACT

This study evaluates the effectiveness of Communicative Language Teaching (CLT) in enhancing the speaking proficiency and communicative competence of undergraduate English students at Khushal Khan Khattak University Karak (KKKUK). Through a quantitative survey of 150 students, the research examined CLT's implementation methods, classroom practices, and impact on language learning. Results indicate that CLT fosters interactive learning, with 79% of students reporting improved engagement via group activities and student-centered approaches. However, 58% expressed hesitancy in real-world communication, revealing a gap between classroom and societal interaction. Structural barriers like large class sizes (72%) and misaligned assessments further limited CLT's effectiveness. While 59% prioritized fluency, 24% emphasized accuracy, highlighting pedagogical tensions. Positive feedback motivated 81% of learners, whereas negative feedback demotivated 49%, stressing the need for balanced evaluation. Although 60% noted improved proficiency, 22% remained neutral on resource effectiveness. Recommendations include integrating real-world tasks, harmonizing fluency and accuracy in assessments, reducing class sizes, and teacher training in constructive feedback. Addressing resource relevance and diversifying materials could enhance engagement. These strategies aim to align CLT's theoretical principles with practical application, ensuring comprehensive communicative competence. The study affirms CLT's role in classroom interaction but underscores the necessity of institutional and pedagogical reforms to prepare students for real-world linguistic challenges.

Keywords: Communicative Language Teaching (CLT), Speaking Proficiency, Classroom Interaction, Pedagogical Challenges

Introduction

English language teaching methodologies have undergone significant transformations over the past several decades, shifting from traditional grammar-translation approaches toward more interactive and functional paradigms (Richards & Rodgers, 2014). Among these pedagogical innovations, Communicative Language Teaching (CLT) has emerged as one of the most influential approaches in contemporary language education, emphasizing the development of communicative competence rather than mere linguistic knowledge (Savignon, 2017). The CLT approach prioritizes authentic language use in meaningful contexts, focusing on the functional aspects of communication rather than isolated grammatical structures (Larsen-Freeman & Anderson, 2013).

Despite its widespread acceptance in theoretical frameworks, the practical implementation of CLT in various educational contexts presents unique challenges and opportunities that warrant further investigation (Nunan, 2015). In practice, teachers often face obstacles such as limited resources, large class sizes, and a lack of training, which can hinder the effective use of CLT. However, these

challenges also encourage educators to develop creative solutions and adapt CLT principles to fit their specific teaching environments, ultimately enriching the learning experience for students. This is particularly relevant in higher education institutions where students require advanced communicative skills for academic and professional purposes. The Department of English at KKKUK provides an ideal setting to examine how CLT principles translate into classroom practices and influence learning outcomes among undergraduate English students.

This research aims to investigate the effectiveness of CLT methods as implemented at KKKUK, focusing specifically on their impact on students' speaking proficiency and communicative competence. By examining classroom practices, instructor approaches, and student outcomes, this study seeks to contribute to the growing body of knowledge regarding CLT implementation in undergraduate English programs. As Ellis (2005) notes, context-specific studies are essential for understanding the diverse applications and outcomes of communicative approaches across different educational environments.

Despite widespread use of CLT, there is limited research on how it can be adapted to the specific context of the Department of English at KKKUK. This study addresses the need for post-method research, as called for by Kumaravadivelu (2014), by exploring context-sensitive adaptations of established English teaching methodologies. The following research questions are posed to address this issue.

- What are the perceptions of undergraduate English language students at KKKUK regarding CLT?
- How Communicative Language Teaching (CLT) is implemented in classroom settings at the Department of English, KKKUK?
- What is the impact of Communicative Language Teaching (CLT) on the speaking proficiency and communicative competence of undergraduate English language students at KKKUK?

Problem Statement

Despite the widespread theoretical acceptance of Communicative Language Teaching (CLT) as an effective approach to language education, its practical implementation and measurable outcomes in specific institutional contexts remain insufficiently documented and understood (Nunan, 2015; Dos, 2020). At KKKUK's Department of English, while CLT principles have been incorporated into the curriculum framework, there is a noticeable gap between the theoretical adoption of communicative approaches and their systematic implementation in classroom practices. This discrepancy creates uncertainty regarding the actual impact of CLT methods on students' language development, particularly in terms of speaking proficiency and overall communicative competence. Several critical issues compound this problem. First, there is

limited empirical evidence regarding how CLT is operationalized within the specific cultural and institutional context of KKKUK (Littlewood, 2013; ZAIRJANOVICH et al., 2025). Second, students' perceptions and responses to communicative methods, which significantly influence learning outcomes, have not been comprehensively examined in this setting (Savignon, 2015; Ghaffar & Joshua, 2025). While recent studies have explored CLT's effects on reading comprehension (Asri, 2025), classroom practices (Dos, 2020), modern methods in public institutes (ZAIRJANOVICH et al., 2025), and technology-assisted engagement (Ghaffar & Joshua, 2025), these findings have not been specifically applied to KKKUK. This research problem is particularly significant as undergraduate English students at KKKUK require advanced communicative competence for both academic success and future professional opportunities. Without a clear understanding of how CLT is currently implemented and its effectiveness within this specific context, the department cannot optimize its pedagogical approaches to meet students' needs. Therefore, this study addresses the urgent need to systematically investigate the implementation and impact of CLT methodologies at KKKUK to enhance educational practices and student outcomes in English language learning.

Research Questions

- What is the effectiveness of Communicative Language Teaching (CLT) for undergraduate English students at KKKUK?
- How is Communicative Language Teaching (CLT) implemented in classroom settings at the Department of English, KKKUK?
- What is the impact of Communicative Language Teaching (CLT) on the speaking proficiency and communicative competence of undergraduate English students at KKKUK?

Significance of the Research

This study on the implementation and effectiveness of Communicative Language Teaching (CLT) at KKKUK's Department of English carries substantial significance for multiple stakeholders and contributes to the broader field of language pedagogy in several important ways. First, this research addresses a critical gap in the literature regarding the context-specific application of CLT principles in higher education settings. While numerous studies have examined CLT implementation in various global contexts (Littlewood, 2013; Kumaravadivelu 2014), there is limited research focusing on its application within the particular institutional and cultural environment of KKKUK. As Bax (2003) argues, the effectiveness of any language teaching methodology is inherently linked to the context in which it is applied. Therefore, this study contributes valuable contextual knowledge that can inform the broader understanding of how CLT principles interact with local educational environments. Second, this research has immediate practical implications for curriculum development and pedagogical practices within the Department of English at KKKUK. By

systematically analyzing current CLT implementation methods and their impact on students' communicative competence, this study provides an evidence-based foundation for curricular refinements and instructional improvements. As Brown (2015) notes, empirical investigations of teaching methodologies are essential for moving beyond theoretical frameworks toward effective classroom applications. The findings will offer department administrators and faculty concrete data to inform decisions regarding course design, teaching strategies, and assessment practices. Third, this research has significant implications for student outcomes and graduate competitiveness. In an increasingly globalized professional landscape, communicative competence in English has become a crucial employability skill Kedzierski (2016) By identifying the strengths and limitations of current CLT practices at KKKUK, this study contributes to enhancing students' language learning experiences and ultimately their professional readiness. As Canagarajah (2014) observes, effective communication skills are particularly vital for graduates in multilingual societies where English serves as a lingua franca in professional contexts. Fourth, this research contributes to the ongoing scholarly dialogue regarding the adaptation and evolution of CLT in diverse educational contexts. As Richards (2008) argues, communicative language teaching has entered a "post-method" era where rigid methodological prescriptions have given way to principled eclecticism based on local needs and conditions. This study offers insights into how CLT principles can be effectively adapted to meet specific institutional goals and student needs, potentially serving as a model for similar institutions facing comparable challenges. Lastly, this research has broader implications for language education policy and practice beyond KKKUK. As English language proficiency becomes increasingly important in academic and professional spheres globally, understanding effective teaching approaches is critical for educational policy development. This study's findings may inform decisions regarding language teaching methodology, teacher training, and resource allocation at both institutional and potentially national levels, contributing to the improvement of English language education more broadly.

Literature Review

Communicative Language Teaching (CLT) has emerged as one of the most influential and widely adopted approaches in second language instruction over the past five decades. Since its conceptual development in the 1970s, CLT has transformed language teaching methodologies by shifting focus from grammatical competence to communicative competence (Richards, 2008). This literature review examines the theoretical foundations, practical implementations, and effectiveness of CLT, particularly in contexts relevant to undergraduate English education.

Communicative Language Teaching emerged as a response to the limitations of grammar-translation and audio-lingual methods that

dominated language teaching in the mid-20th century. Hymes (1972) introduced the concept of "communicative competence" in contrast to Chomsky's notion of "linguistic competence," arguing that knowing a language involves more than mastering its grammatical structures. This perspective was further developed by Canale and Swain (1980), who proposed a framework of communicative competence comprising grammatical, sociolinguistic, discourse, and strategic competencies. Savignon (1983) expanded on these ideas, emphasizing that language learning should focus on preparing learners for real-world communication rather than merely mastering grammatical structures. This theoretical shift laid the groundwork for CLT's development as a teaching approach centered on meaningful communication rather than structural accuracy alone (Hinkel, 2011). Several scholars have attempted to define the essential principles of CLT. Nunan (1991) identified five features of CLT: an emphasis on learning to communicate through interaction in the target language, the introduction of authentic texts into the learning situation, a focus on the learning process as well as language, an emphasis on personal experiences as contributing elements to classroom learning, and an attempt to link classroom language learning with language activities outside the classroom. Brown (2007) synthesized four interconnected characteristics of CLT: classroom goals focused on communicative competence rather than grammatical or linguistic competence; language techniques designed to engage learners in pragmatic, authentic, and functional use of language; fluency and accuracy recognized as complementary principles underlying communicative techniques; and the use of language in unrehearsed contexts.

Research on CLT implementation reveals diverse patterns across different educational contexts. In European higher education, where CLT originated, studies show relatively successful integration of communicative approaches into university language programs (Berns, 2013). However, implementation in Asian contexts has encountered various challenges. Yu (2001) documented resistance to CLT in Chinese universities due to exam-oriented education systems and traditional teaching beliefs. Chowdhury and Phan (2014) examined CLT implementation in Bangladeshi universities, noting that contextual factors significantly influenced how teachers interpreted and applied CLT principles. Their research highlighted that successful implementation required adaptation to local educational cultures rather than direct transplantation of Western CLT models. Li and Walsh (2011) identified several classroom practices that effectively embody CLT principles in university settings: information-gap activities, role-plays, authentic material use, and task-based learning. Their research emphasized that successful CLT implementation depends not only on activity selection but also on how teachers manage classroom interactions to promote meaningful communication.

Case studies by Guangwei (2003) demonstrated that task-based language teaching (TBLT), considered a strong version of CLT, could be effectively implemented in university language programs when tasks were carefully designed to match learner proficiency levels. However, Carless (2007) found that many university instructors preferred a "weak" version of CLT that maintained more structured teaching while incorporating communicative activities.

Research consistently indicates that CLT approaches positively impact speaking proficiency. A meta-analysis by Nassaji and Fotos (2011) found that CLT-based instruction produced higher gains in speaking fluency compared to traditional methods across multiple studies. Similarly, Spada and Tomita (2010) revealed that communicative approaches led to better development of spontaneous oral production skills than form-focused instruction alone. Multiple studies have identified challenges to effective CLT implementation in higher education. Kırkgöz (2008) examined CLT implementation in Turkish universities, finding that large class sizes, limited teaching hours, and inconsistent assessment practices hindered effective application of communicative approaches. Similarly, Ali and Walker (2014) identified several barriers to CLT implementation in Bangladeshi universities, including inadequate teacher training, lack of resources, exam-oriented curricula, and resistance from traditional academic cultures. Their research highlighted that successful CLT implementation requires substantial institutional support and alignment of assessment practices with communicative goals. Teacher-related factors significantly influence CLT implementation. Borg (2006) demonstrated that teachers' beliefs about language learning strongly affected how they interpreted and implemented CLT principles. Teachers with traditional beliefs about language learning as primarily grammar acquisition often implemented watered-down versions of CLT that maintained teacher-centered approaches.

Chang (2011) found that many university English teachers lacked confidence in their own communicative competence, which limited their willingness to implement authentic communication activities. Professional development that addressed both methodological knowledge and language proficiency was identified as crucial for effective CLT implementation. Raza et al. (2014) investigate the effectiveness of Communicative Language Teaching (CLT) at KUST, revealing that while 50% of students gain confidence in speaking, 35% remain hesitant. Large class sizes hinder interaction, and CLT assessments receive mixed feedback, with 40% finding them effective. The study highlights a debate over fluency versus accuracy, as 60% appreciate positive feedback, but 55% find negative feedback demotivating. To improve CLT, the study recommends smaller classes, diverse assessments, technology integration, and professional development for teachers. Although research specifically on KKKUK appears limited in the

available literature, studies in comparable contexts offer relevant insights. Ahmad and Rao (2013) investigated CLT implementation in Pakistani universities, finding that while communicative approaches improved students' motivation and speaking confidence, implementation faced challenges from established institutional practices and traditional examination systems. Similarly, Alamri (2018) examined CLT effectiveness in Saudi Arabian university English departments, reporting significant improvements in students' communicative abilities but noting implementation challenges similar to those identified in other contexts: resource limitations, assessment misalignment, and teacher preparation issues.

Despite extensive research on CLT, several gaps remain relevant to the current study. Recent scholarship has identified several notable gaps in the literature concerning the implementation and effectiveness of CLT, particularly in specific institutional contexts such as KKKUK. AIRJANOVICH et al. (2025) emphasize that, despite the widespread adoption of CLT, there remains a lack of comprehensive research into how students perceive and respond to communicative teaching methods. This is significant, as students' attitudes and reactions are known to have a substantial impact on their learning outcomes (Savignon, 2015; Ghaffar & Joshua, 2025). Although some recent studies have begun to address related issues, the scope remains limited. For example, Asri (2025) has investigated the impact of CLT on students' reading comprehension, providing valuable insights into one aspect of language learning. Additionally, Ghaffar and Joshua (2025) have explored the role of technology and artificial intelligence in fostering greater student engagement and motivation within CLT classrooms, suggesting that digital tools can enhance the communicative learning experience. However, despite these advances, the application and evaluation of such findings have not yet been systematically extended to the context of KKKUK. As a result, there is a clear need for further research that not only examines students' perceptions and responses to CLT but also considers how technological innovations might be leveraged to improve communicative language teaching in this specific educational setting.

Furthermore, while numerous studies have examined CLT implementation challenges, fewer have provided detailed accounts of successful adaptations in non-Western university contexts. Longitudinal studies that track the development of different aspects of communicative competence over extended periods are relatively scarce in higher education settings. Finally, research that connects classroom CLT practices with students' ability to communicate in real-world contexts outside the classroom remains limited. The current study on CLT implementation at KKKUK addresses these gaps by providing a case study of CLT implementation in a specific institutional context, examining both

implementation practices and their effects on students' communicative development. By focusing on undergraduate English students, this research contributes to understanding how CLT principles can be effectively adapted to specific educational environments.

Research Methodology

Research Design

This study employs a quantitative research design to investigate the effectiveness of Communicative Language Teaching (CLT) on undergraduate students at the Department of English, KKKUK. Quantitative methods are appropriate for this research as they allow for the systematic collection and analysis of numerical data to understand patterns and relationships (Creswell, 2014). This approach aligns with similar studies in the field that have examined CLT implementation through quantitative measures (Ahmad & Rao, 2013; Alamri, 2018).

Participants

The participants of this study are 150 undergraduate students enrolled in the Department of English at KKKUK. A convenience sampling method was utilized due to accessibility and time constraints, which is acceptable in educational research where random sampling may not be feasible (Etikan et al., 2016). The sample includes students from various semesters who have experienced CLT approaches in their language learning process, providing diverse perspectives on the effectiveness of this teaching methodology.

Data Collection Instrument

Data were collected using a structured questionnaire adapted from Noor et al. (2021) and Ilyas et al. (2021). The questionnaire is designed to assess students' perceptions of the CLT approach and its effect on their speaking skills. It consists of statements rated on a five-point Likert scale: Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree. The Likert scale is effective for measuring attitudes and perceptions in educational settings (Joshi et al., 2015). The questionnaire is structured into three sections corresponding to the research objectives:

1. Perceptions of CLT effectiveness in language learning
2. Experiences with CLT implementation methods in classroom settings
3. Self-assessment of speaking proficiency and communicative competence development

This instrument was selected based on its established reliability in previous studies examining CLT in similar contexts (Noor et al., 2021).

Procedure

The questionnaires were distributed during regular class sessions to ensure a high response rate. Participants were informed about the purpose of the study and assured of the confidentiality of their responses, adhering to ethical research standards (Cohen et al.,

2002). Completed questionnaires were collected immediately to minimize data loss. Before administration, the questionnaire was piloted with a small group of 10 students who were not part of the main study sample to identify any potential issues with clarity or comprehension. This pilot testing follows recommended practices for educational research (Creswell, 2014).

Limitations

The study acknowledges certain methodological limitations. The use of convenience sampling may limit generalizability beyond the specific context of KKKUK. Additionally, self-reported perceptions of language proficiency may not always align with objective measures of communicative competence. However, these limitations are common in educational research and do not significantly diminish the value of the findings for understanding CLT implementation in this specific institutional context.

Analysis and Discussion

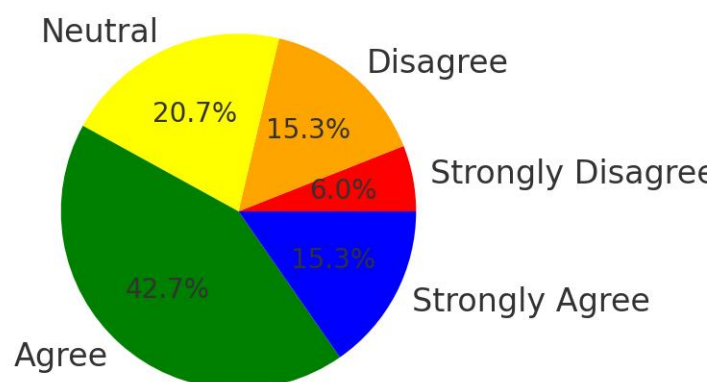
Question 1: Do you feel hesitant in interacting with people outside the classroom?

Table 1: Responses to Question 1

Response	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Count	9	23	31	64	23

Figure 1: Pie Chart for Question 1

Pie Chart 1: Responses to Question 1



Analysis

Analyzing students' responses to the question concerning their reluctance to interact with people beyond the classroom is helpful in assessing the effectiveness of Communicative Language Teaching (CLT) on students' language skills and proficiency. It was found that a large number of respondents, 64 of them, agreed with the statement "I feel hesitant" while 23 students chose the "strongly agree" option. This suggests that a considerable number of undergraduate students majoring in English at KKKUK struggle with the ability to interact and communicate on a functional level with other people in society. 31 respondents took the neutral position which could indicate a blend of variability coupled with

uncertainty regarding their confidence. On the other hand, there were some students who felt that they could interact freely outside the classroom. 23 students disagreed while 9 strongly disagreed. This data indicates that despite the implementation of CLT approach, a large number of students still remain challenged by the concept of communicative competence outside the academic environment. This might point to flaws in the CLT approach such as failure to integrate opportunities for communication in real-life situations, insufficient confidence-boosting activities, or the lingering impact of traditional teaching methods that continue to be used in the curriculum. The overwhelming number of students who display lack of communicative skills indicates that KKKUK may need to rethink its strategy and shift to more holistic problem-based CLT techniques that goes beyond the classroom and focus on nurturing students' confidence to interact freely in various situations.

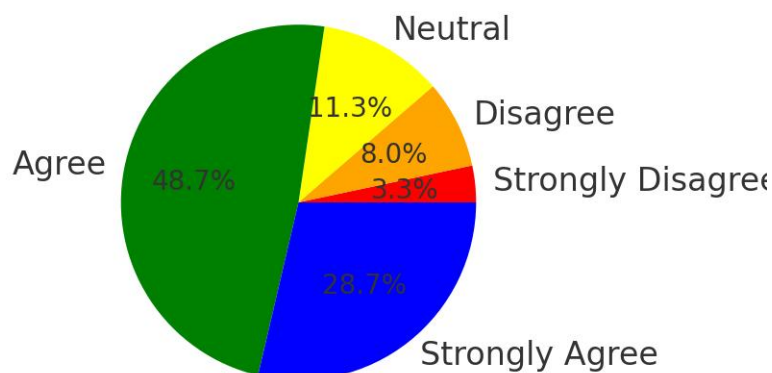
Question 2: Does interaction in the classroom increase when involved in group activities?

Table 2: Responses to Question 2

Response	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Count	5	12	17	73	43

Figure 2: Pie Chart for Question 2

Pie Chart 2: Responses to Question 2



Analysis

The evidence gathered with regards to the query related to 'Does participation in group activities result in increased interaction in the classroom?' shows overwhelming agreement. 73 students agreed and 43 strongly agreed which translates to a large majority (116 out of 150) perceiving group activities as increasing interaction within the classroom. 17 students chose to remain neutral which indicates that they did not see great value nor completely dismiss the effectiveness of group activities. On the other hand, 12 students disagreed with the claim while 5 strongly disagreed which shows there is very little opposition or skepticism towards the idea. The results are in accordance with the tenets of

Communicative Language Teaching (CLT) that considers interaction as pivotal in learning a language since it is a vital part of CLT. From the student inclusion perspective, the data indicates that learners are more engaged, interact with each other more, and participate actively during collaborative activities which is also aligned with CLT proponents. The small number of students who disagreed with the affirmative responses or remained neutral were likely shaped by personal factors, distinct methodologies, or prior experiences with teaching styles that relied more on the teacher's guidance and less on active participation from students. In conclusion, the data provides evidence that supports the efficacy of CLT in promoting the interactivity of the classroom and suggests more focus needs to be placed on group activities to facilitate language learning and communications skills.

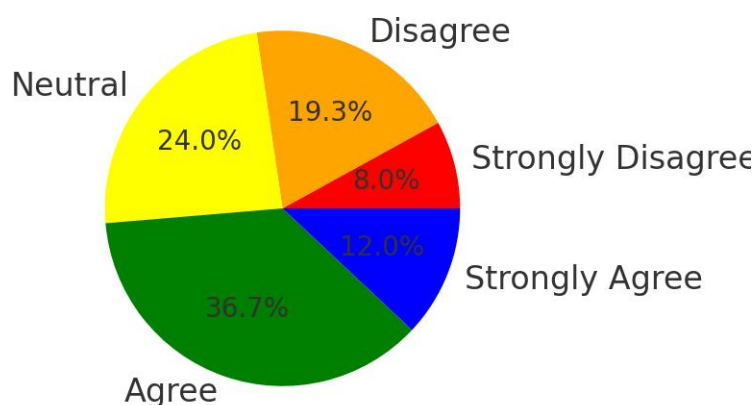
Question 3: Do classroom activities assess your language needs properly?

Table 3: Responses to Question 3

Response	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Count	12	29	36	55	18

Figure 3: Pie Chart for Question 3

Pie Chart 3: Responses to Question 3



Analysis

The English students from KKUUK had different perceptions regarding whether classroom activities serve students' language needs as shown by the responses to the question surveys' quantitative analysis. A remarkable number of the students 55 (35.03%) agreed that class activities correspond to their language needs while 18 (11.46%) strongly agreed suggesting that nearly half of the respondents acknowledged the effectiveness of these activities. There was, however, a fair number of students who seem to be on the fence which in this case would be 36 (22.93%) who picked neutral which means that while some students may benefit from CLT-based activities, others do not seem to directly relate to the activities as per their unique language needs. On the other hand, a considerable number of students, 29 (18.47%) disagreed while 12

(7.64%) strongly disagreed which suggests that there is a significant concern on whether classroom activities adequately address specific linguistic needs of students. The results of the survey indicate that certain activities are simply aligned with the lessons taught which points once again to a more nuanced approach to lesson planning and integration of CLT based activities specifically designed for students in that particular classroom.

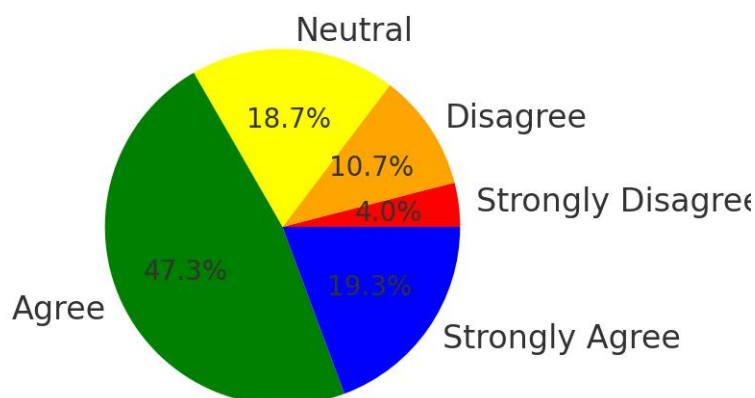
Question 4: Do the assessment tasks in the classroom make a positive contribution to your language learning?

Table 4: Responses to Question 4

Response	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Count	6	16	28	71	29

Figure 4: Pie Chart for Question 4

Pie Chart 4: Responses to Question 4



Analysis

The responses to Question 4, which aims to find out whether assessment tasks contribute positively to language mastery and learning in the class, uncovers underlying issues regarding the implementation of CLT at KKKUK. The respondents had mixed feelings on this question, where 71 students agreed that assessment tasks positively aided in their language learning processes, while an additional 29 students strongly agreed. This shows that a good number of student's view assessments as reinforcing their learning, which indeed is in correspondence to the CLT approaches that recognize assessment, evaluation, and diagnosis as integral to active participation in learning. On the other hand, 28 students remained neutral which illustrates that some learners did not seem to feel the impact, or some students experienced some effects depending on the design and implementation of the assessment tasks. On the other side, a smaller but notable group consisting of 16 students who disagreed and 6 who strongly disagreed also felt that assessment did not aid these students in learning. This could highlight many possibilities such as lack of appropriate alignment of assessment procedures with the objectives of communicative learning, inadequacies and

other challenges of structure of tests, or too little feedback provided. Looking at the data, it can be concluded that although there is a great deal of positive reception on the value attached to assessment tasks within the CLT framework, there are still aspects that need to be worked on to ensure that all students gain from these tasks.

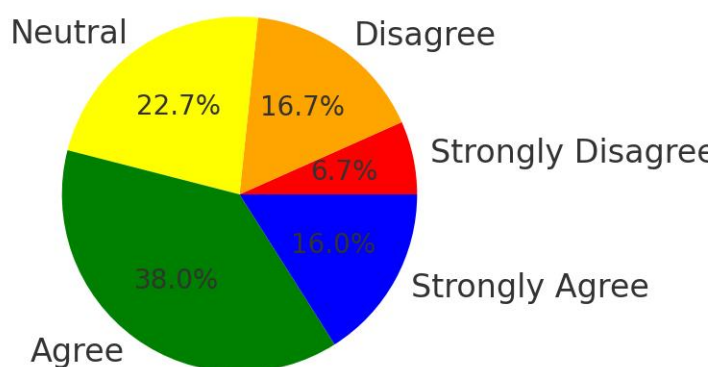
Question 5: Do the learning resources in the classroom promote better understanding of the language?

Table 5: Responses to Question 5

Response	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Count	10	25	34	57	24

Figure 5: Pie Chart for Question 5

Pie Chart 5: Responses to Question 5



Analysis

The responses to Question 5 provide additional insight into the varying perceptions students have on the effectiveness of learning resources, as they relate to their understanding of a particular language. The response with the most agreement was that 57 students (the highest percentage) agreed that classroom learning resources help improve language skills, while 24 students strongly agreed which bolsters the claim that these materials positively affect comprehension. On the other hand, a sizeable proportion of students remained neutral (34) suggesting that while they do not actively counter the claim, they do not see the resources as overly helpful either. Conversely, 25 students disagreed and 10 students strongly disagreed which indicates that there is a notable minority of students who do not find the provided resources useful for language acquisition. This explains why many students may struggle to overcome basic barriers in accessing, quality, or appropriateness of CLT-based learning materials because these barriers block their comprehension. The existence of a neutral category suggests that these learners are not actively countering the instructional resources, but are prepared to do so if the learning materials combine with the directness and relevance necessary to facilitate effective language learning.

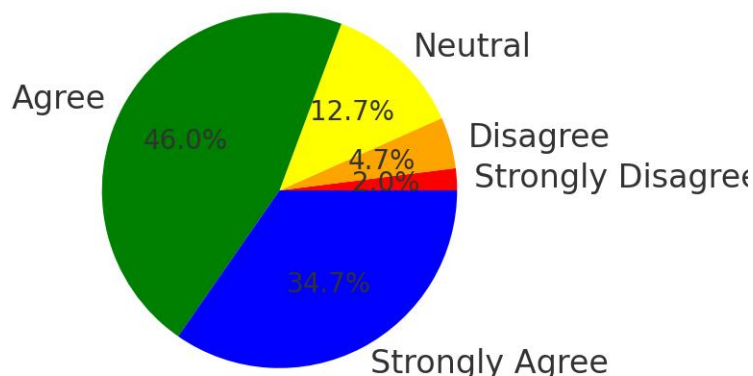
Question 6: Do you support constant interaction in the classroom for understanding the language better?

Table 6: Responses to Question 6

Response	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Count	3	7	19	69	52

Figure 6: Pie Chart for Question 6

Pie Chart 6: Responses to Question 6



Analysis

All responses considering Question 6 show that a majority prefer the presence of interaction in the classroom to enhance understanding of concepts. Most respondents, which are 69 students, agreed, with an additional 52 students strongly agreeing, making up a considerable portion of the participants. That most undergraduate English students from KKKUK consider interaction to have some value for language learning illustrates the principles of Communicative Language Teaching (CLT)—which stresses purposeful interaction and participation within the learning framework. On the other hand, only a tiny percentage of students (7 disagreed while 3 strongly disagreed) offer some resistant to consider interactivity as non-beneficial to the learning process, showing scant opposition to these methods. Of the 19 students who did not offer any agreement or disagreement, a position of neutrality, neither supporting nor opposing interaction suggests apathy, ignorance, or uncertainty about the value of the approach. Supporting the data trend, it can be argued that interactive classrooms provide better conditions for the acquisition of languages which enhances the effectiveness of CLT toward fostering student communicative competence.

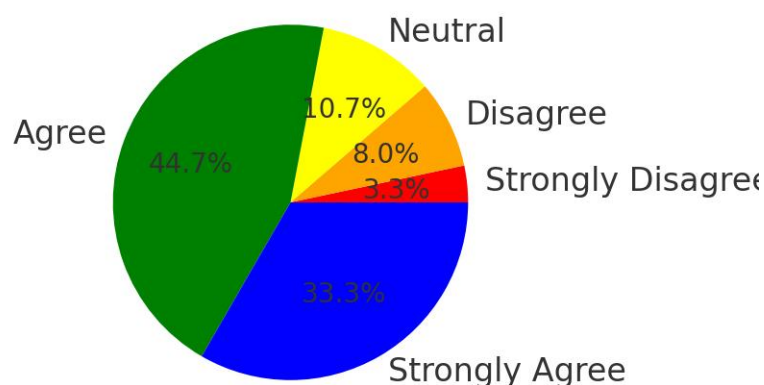
Question 7: Does group work in the classroom promote better interaction with people?

Table 7: Responses to Question 7

Response	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Count	5	12	16	67	50

Figure 7: Pie Chart for Question 7

Pie Chart 7: Responses to Question 7



Analysis

Responses to Question 7 show that there is a marked tendency to support the notion that classroom group work enhances interaction between students. A good number of participants, 67 respondents (33.5%), agreed with this statement, while a further 50 respondents (25%) strongly agreed with it. Together they constituted 58.5% of the total responses. This demonstrates that group work is perceived by most students as a strategy that fosters interaction and communicative competence, which indeed corresponds with the principles of Communicative Language Teaching (CLT), where learning is centered around authentic communication and collaboration. On the other hand, 16 respondents (8%) chose to remain neutral which suggests that they do not consider group work as having a great impact on interaction. A smaller but still significant proportion of students were found to disagree with the statement, 12 (6%) disagreed and 5 (2.5%) strongly disagreed. These findings support the effectiveness of CLT and its focus on interaction, proving that organized group work activities are helpful in developing students' communicative skills and participation in the classroom.

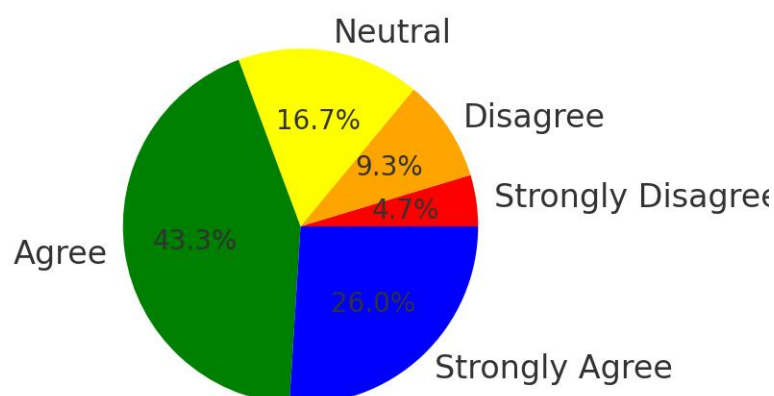
Question 8: Does group work in class allow you to have better control over learning the language?

Table 8: Responses to Question 8

Response	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Count	7	14	25	65	39

Figure 8: Pie Chart for Question 8

Pie Chart 8: Responses to Question 8



Analysis

The data collected in Question 8 shows that a sizable proportion of learners actually see group work as an asset in regard to language acquisition. Group work control over 150 respondents. Out of 150 respondents, Group work control was agreed to by 65 students (43.3%) whilst 39 students (26%) strongly agreed that group work allows them to have better control over their language learning process. This indicates that a majority (69.3%) of the students acknowledge the role of collaborative activities in enhancing their communicative competence. Meanwhile, 25 students (16.7%) remained neutral, suggesting that they do not hold a strong opinion about group work as being either helpful or harmful. Students were less likely to express disagreement with the statement, with 14 students (9.3%) disagreeing and 7 students (4.7%) strongly disagreeing. This indicates that some learners prefer individual learning strategies. The informants' responses are in agreement with Communicative Language Teaching (CLT) principles, which consider peer interaction and collaboration among the vital constituents of language acquisition. The favorable responses support the position that group work creates an active learning environment where students practice language and, consequently, achieve enhancement in speaking and communicative competence.

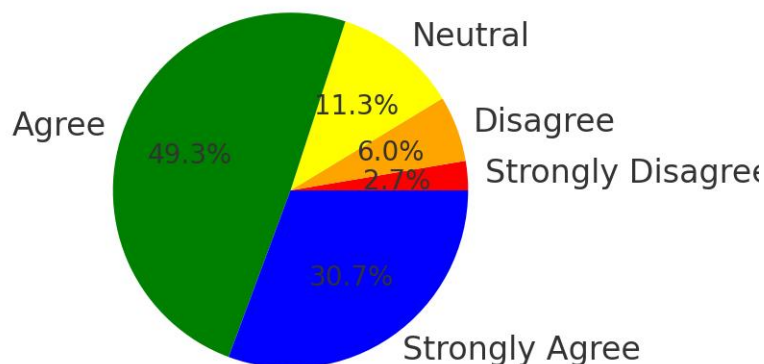
Question 9: Does teamwork in the classroom help you in better language practice?

Table 9: Responses to Question 9

Response	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Count	4	9	17	74	46

Figure 9: Pie Chart for Question 9

Pie Chart 9: Responses to Question 9



Analysis

The data in Question 9 shows that a considerable number of students consider teamwork as helpful for practicing a language in class. According to the responses, 74 students agreed while 46 of them strongly agreed, meaning that together about 120 students (close to 71%) have a favorable view of teamwork in relation to improving their language skills. A lesser number of respondents were neutral which accounts to 17 students (approximately 10%) which still suggests that they do not have a strong opinion on the issue. On the other hand, 9 students disagreed and 4 strongly disagreed which sums up to 13 students (about 8%) who do not find teamwork useful for language practice. These results support the communicative language teaching (CLT) approach which advocates interaction and group work as critical for development of communicative competence. The almost unanimous support for teamwork means that students appreciate its importance in practical language applications, interactions among students, and communication beyond the classroom. On the other hand, the existence of neutral and negative responses means that students who do not appreciate the effectiveness of teamwork towards learning language, may consider other explanatory factors such as personal preferred ways of learning, group interactions, or varying levels of engagement.

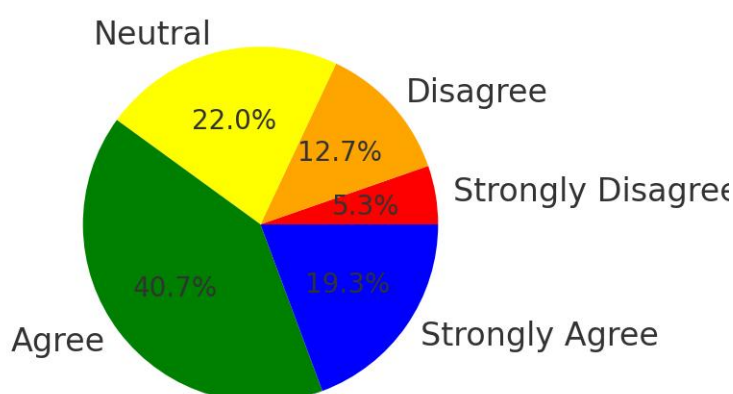
Question 10: Do you perceive improvement in your level of English through classroom activities?

Table 10: Responses to Question 10

Response	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Count	8	19	33	61	29

Figure 10: Pie Chart for Question 10

Pie Chart 10: Responses to Question 10



Analysis

The data reveals that a significant portion of students perceive improvement in their English proficiency through classroom activities, aligning with the principles of Communicative Language Teaching (CLT). Out of the total responses, 61 students (40.6%) agreed, and 29 students (19.3%) strongly agreed that classroom activities contributed to their language development. This suggests that a majority (59.9%) recognize the effectiveness of CLT-based activities in enhancing their English skills. However, a considerable number of students remained neutral (33, or 22%), indicating that while they may have experienced some benefits, they were not strongly convinced of substantial improvement. On the other hand, 19 students (12.6%) disagreed, and 8 students (5.3%) strongly disagreed, suggesting that a small but notable proportion found classroom activities insufficient for their language development. These findings highlight the overall positive perception of CLT in fostering communicative competence, though they also suggest the need for refining classroom strategies to engage all students effectively.

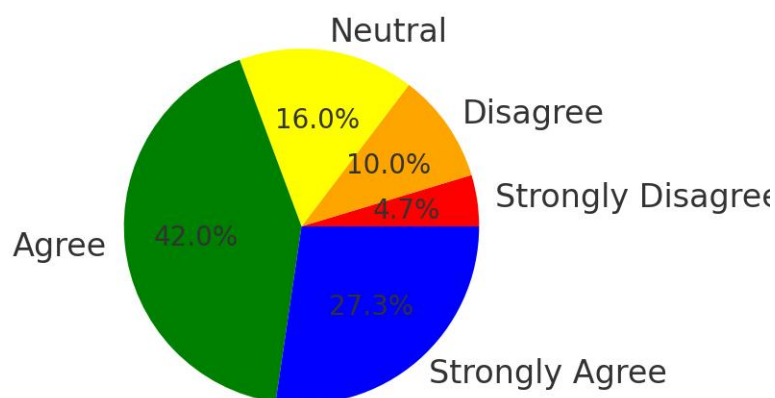
Question 11: Does the student-centered method make you comfortable?

Table 11: Responses to Question 11

Response	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Count	7	15	24	63	41

Figure 11: Pie Chart for Question 11

Pie Chart 11: Responses to Question 11



Analysis

Students' comfort with the student-centered method revisited in Question 11 was evaluated quantitatively and it showed a high level of preference towards agreement. Of the 150 participants, 63 students (42%) agreed with the statement and 41 students (27%) strongly agreed. This indicates that a considerable proportion, that is, 69% of respondents believe that the student-centered approach is advantageous to their learning experience. In the middle, 24 students (16%) chose the neutral option, which suggests that there is some amount of variation in the experiences reported by respondents. On the other hand, 15 respondents (10%) and 7 respondents (5%) strongly disagreed and disagreed respectively, expressing discomfort to a lesser extent. The findings presented above sustain a predominant impression that students responded favorably to the student-centered approach, thus supporting the concept of Communicative Language Teaching (CLT) which encourages the active participation and involvement of learners. The low extent of disagreement indicates that there is a high level of agreement and constructive adaptation to the instructional model used, thus supporting the efficacy of the model in promoting active participation in learning in a communicative context.

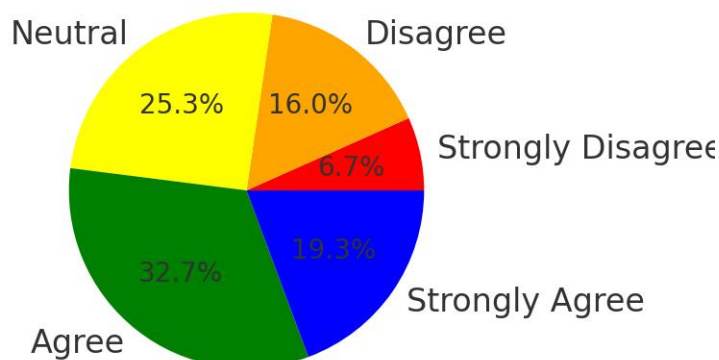
Question 12: Do you think fluency is better than accuracy in speech?

Table 12: Responses to Question 12

Response	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Count	10	24	38	49	29

Figure 12: Pie Chart for Question 12

Pie Chart 12: Responses to Question 12



Analysis

The responses to this question show differing views in relation to preference for fluency over accuracy of speech among undergraduates English students at KKKUK. A large part of the respondents (49 students) stated that fluency is more important, with 29 students expressing strong agreement, suggesting that a great number of respondent's lean towards competence in communication fluent, which is concern at the understanding of speech. However, a large number of students (38) had no opinion one way or the other, which indicates that they are uncertain, or neutral about the concept of fluency versus accuracy in speech. Meanwhile, 24 students disagreed while 10 strongly disagreed, showing preference for accuracy and indeed precision on spoken communication. It is evident that these results have corroborated with the tenets of CLT which considers fluency to be an essential aspect of communication. The greater number of students supporting fluency suggests that the inclination towards emphasis on interaction and competence in communication favored is the CLT model of teaching. Nonetheless, the fact that there is disagreement and neutrality indicates some value correct grammar and structural accuracy, suggesting that there is still some need for balance in approach to CLT, striking on the need to work with integrates precision alongside fluency into language learning.

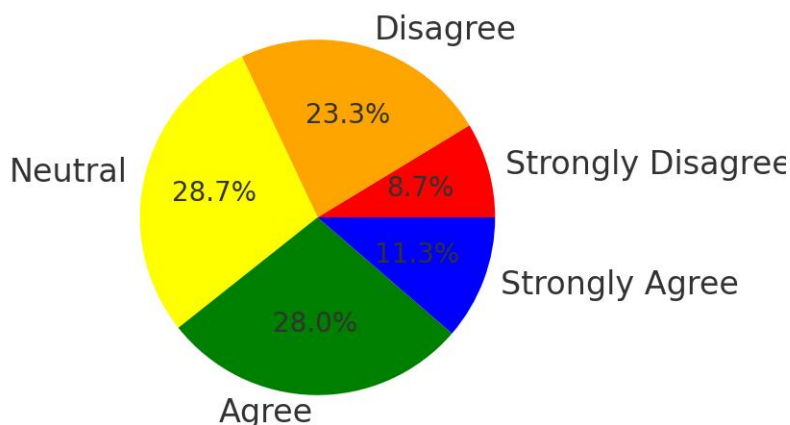
Question 13: Do you find your speaking skills satisfactory?

Table 13: Responses to Question 13

Response	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Count	13	35	43	42	17

Figure 13: Pie Chart for Question 13

Pie Chart 13: Responses to Question 13



Analysis

The answers for each of the participants to Question 13 which concerns a student's satisfaction with their speaking skills demonstrates varying opinions. From the total participants, 13 students (a small minority) found the need to strongly disagree which depicts a severe lack of confidence in their habit of speaking. In the same manner, 35 other students also disagreed which means that a good portion of the respondents are not satisfied with the level of their speaking skills. At the same time, 43 other students remained indifferent suggesting a lack of uncertainty or some equilibrium on their personal balanced view regarding their speaking skills. On the contrary, 42 students agreed with the statement that their speaking skills are satisfactory, while 17 strongly agreed which shows a positive self-evaluation. These findings imply that while many students acknowledge possessing some level of proficiency in their speaking skills, it is their low confidence that seems to hamper them the most. This pattern of results calls attention to the need for better tailored use of the Communicative Language Teaching model (CLT) due to the fact that CLT is intended to improve learners' communicative competencies through direct interaction grounded learning. The presence of a sizable neutral section suggests that most students do not appreciate their inbuilt progress enhancing the value placed on formative assessment and feedback in a CLT classroom.

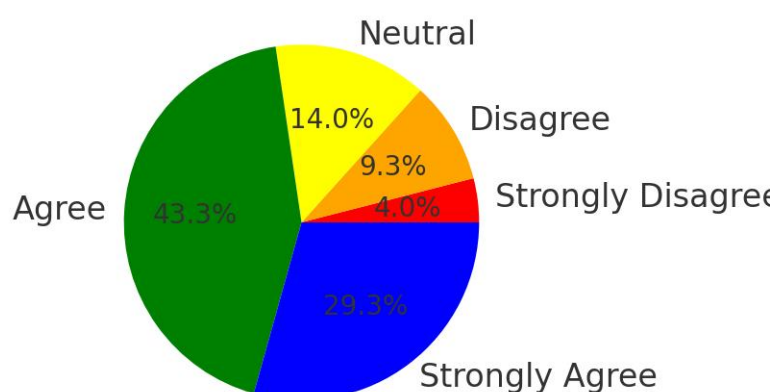
Question 14: Does large class size create problems for you to interact with your instructor?

Table 14: Responses to Question 14

Response	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Count	6	14	21	65	44

Figure 14: Pie Chart for Question 14

Pie Chart 14: Responses to Question 14



Analysis

The data shows that the large majority of respondents encounter problems with class size in relation to how instructors conduct their lessons. From the responses, 65 students agreed, and 44 strongly agreed that large class sizes negatively impact their ability to meaningfully interact with instructors. This means that roughly 66% of the students claim that large class sizes impede effective communication. On the other hand, a relatively small number, 21 students, chose not to make any choice suggesting that they could have adapted to such problems. At the same time, 14 students disagreed, and only 6 strongly disagreed which means a few students do not consider class size as a barrier and attribute it to their personal preferences. Based on these results, students' ability to communicate in a language class interacts with class size which is a core of Communicative Language Teaching (CLT). CLT focuses on the active use of language in teaching and learning, and large classes have the potential to reduce meaningful student and teacher interaction with each other which is a key requirement of implementing CLT. The results indicate that there is a compelling need to change how students are grouped in classes or find ways to actively engage students so that they are able to communicate meaningfully.

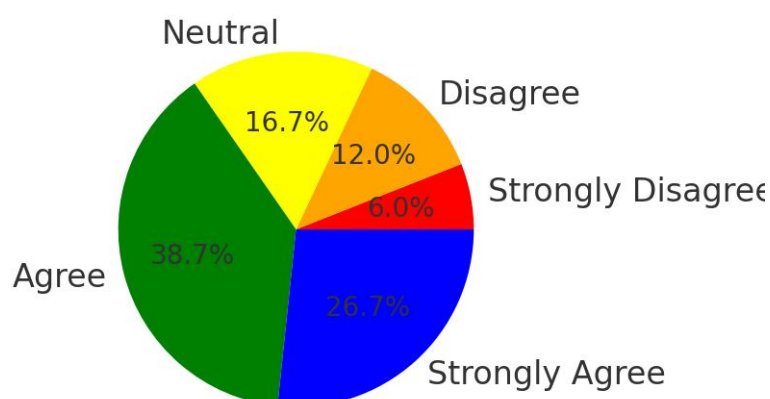
Question 15: Does negative feedback from the teacher decrease your motivation in the classroom?

Table 15: Responses to Question 15

Response	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Count	9	18	25	58	40

Figure 15: Pie Chart for Question 15

Pie Chart 15: Responses to Question 15



Analysis

The data for Question 15 draws important conclusions regarding the effect of teacher negative feedback on the motivation of students within the classroom. A notable portion of students, 58 (29%), accepted the statement that negative feedback lowers their motivation, while 40 (20%) strongly agreed. This means that almost close to half of the respondents believe that negative feedback tends to be demotivating. 25 students (12.5%) opted for a neutral response suggesting lack of opinion or a balanced view on the matter. Conversely, 18 students (9%) disagreed with the assertion, and 9 (4.5%) strongly disagreed suggesting that a small proportion of students do not perceive negative feedback as harmful to motivation. These results imply that most students, to some extent, experience a negative impact on motivation due to negative feedback, with only a slight minority feeling the feedback does not adversely affect them. From the perspective of Communicative Language Teaching (CLT) which focuses on interaction and learner participation, too much negative feedback might impede communicative ability. In CLT, which advocates for the creation of a nurturing classroom atmosphere, these outcomes highlight the need for active feedback that helps improve motivation rather than decrease it.

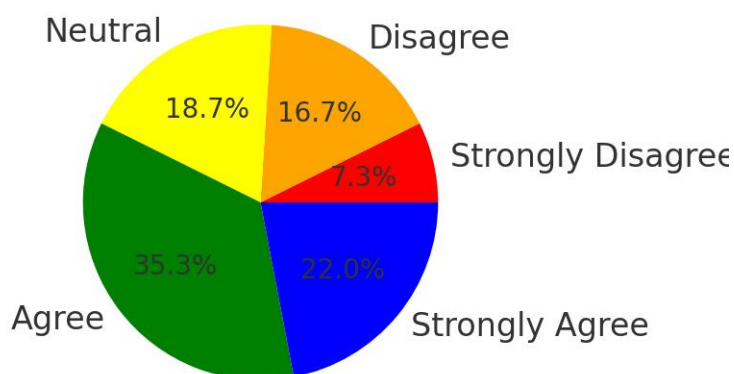
Question 16: In your opinion, do grammatical rules help in being fluent in English?

Table 16: Responses to Question 16

Response	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Count	11	25	28	53	33

Figure 16: Pie Chart for Question 16

Pie Chart 16: Responses to Question 16



Analysis

Information for this question stems from the participants' responses that captures wide-ranging opinions regarding the place of rules of grammar in attaining English language fluency. Of the respondents, 53 students agreed that grammatical rules aid in fluency, with 33 strongly agreeing which means that a large proportion of the participants (86 in total) consider grammar crucial for spoken fluency. On the other hand, 28 students remained neutral suggesting that they were uncertain or balanced about the issue. There were, however, 25 students who disagreed with the consensus and 11 strongly disagreed with the notion which rounds up to the minority (36 in total) who do not believe that a grammatical framework is fundamental to fluency. From this data, it can be assumed that most students have a basic understanding of grammar and its relation to fluency competency and regard it as supporting structural accuracy which is in tandem with the tenets of Communicative Language Teaching (CLT). Despite the overreliance on interaction in CLT, the data shows that a lot of students still believe associating foundational knowledge with fluency and structure leads to a blend of traditional and communicative approaches.

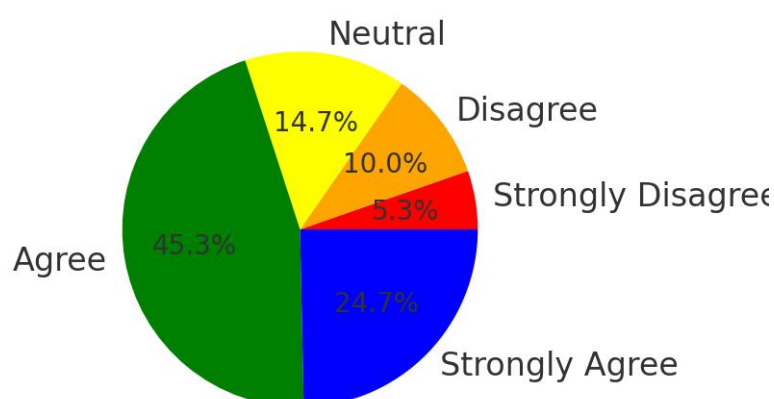
Question 17: Does trial and error during classroom discussion improve speech production?

Table 17: Responses to Question 17

Response	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Count	8	15	22	68	37

Figure 17: Pie Chart for Question 17

Pie Chart 17: Responses to Question 17



Analysis

The data collected for this question indicates that a majority of students perceive trial and error during classroom discussions as beneficial for improving speech production. Out of the total responses, 68 students agreed, while 37 strongly agreed, collectively making up a significant portion of the participants who view this approach positively. Additionally, 22 students remained neutral, suggesting that while they may not have experienced a noticeable impact, they do not dismiss the potential benefits of trial and error in speech development. However, a smaller group expressed disagreement, with 15 students disagreeing and 8 strongly disagreeing, possibly indicating that they either find this method ineffective or prefer alternative learning strategies. From a Communicative Language Teaching (CLT) perspective, the high number of students who favor trial and error aligns with the core principle that meaningful interaction and real-world language use foster communicative competence. The results suggest that students benefit from active participation and spontaneous language use in classroom discussions, reinforcing the effectiveness of CLT in developing speaking proficiency.

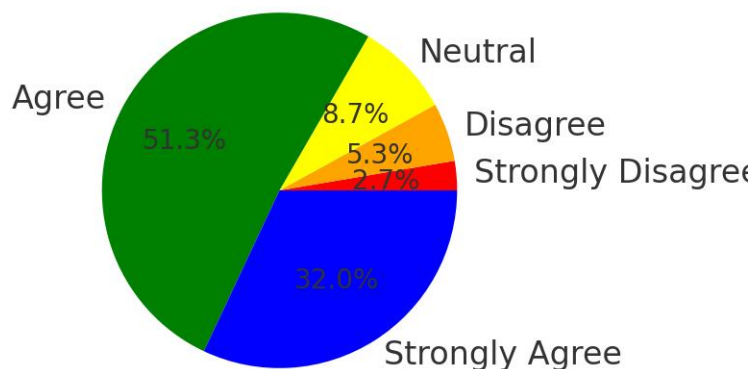
Question 18: Do communicative activities promote better speaking skills?

Table 18: Responses to Question 18

Response	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Count	4	8	13	77	48

Figure 18: Pie Chart for Question 18

Pie Chart 18: Responses to Question 18



Analysis

The data collected for this question highlights a strong positive perception among undergraduate English students at KKKUK regarding the role of communicative activities in enhancing speaking skills. Out of the total responses, a significant majority of students (77) agreed, while an additional 48 strongly agreed that communicative activities promote better speaking skills. This indicates that nearly two-thirds of the respondents recognize the effectiveness of CLT-based strategies in improving their oral proficiency. In contrast, a smaller portion of students remained neutral (13), suggesting either uncertainty about the impact of communicative activities or a lack of noticeable improvement in their speaking skills. Meanwhile, only a minor fraction of students expressed disagreement, with 8 disagreeing and 4 strongly disagreeing. These results reinforce the notion that the implementation of CLT in the classroom is largely beneficial, supporting the research objective of evaluating its effectiveness in developing communicative competence. The overwhelmingly positive responses suggest that interactive and student-centered approaches significantly contribute to the development of speaking skills among learners, validating the practical relevance of CLT in language instruction.

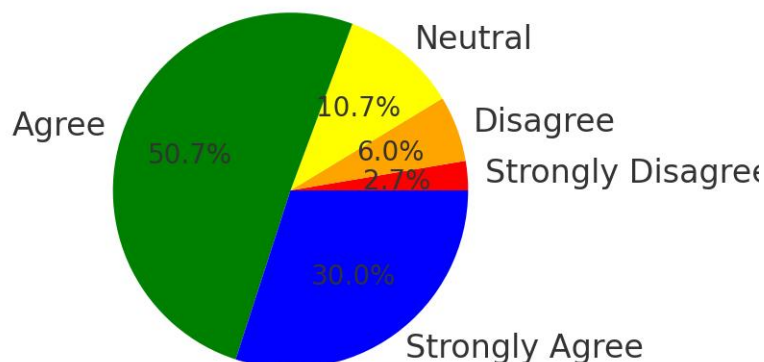
Question 19: Does positive feedback in the classroom develop communicative competence?

Table 19: Responses to Question 19

Response	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Count	4	9	16	76	45

Figure 19: Pie Chart for Question 19

Pie Chart 19: Responses to Question 19



Analysis

The quantitative data for this question reflects a strong inclination toward the belief that positive feedback in the classroom contributes to the development of communicative competence. Out of the total responses, 76 participants agreed, and 45 strongly agreed, making a combined majority of 121 respondents who support the notion. This suggests that students recognize positive feedback as a crucial element in fostering their confidence and communicative abilities. Meanwhile, 16 respondents remained neutral, indicating that they might not have observed a significant impact or may have had mixed experiences with positive feedback. In contrast, only a small fraction, comprising 9 who disagreed and 4 who strongly disagreed, expressed skepticism about its effectiveness. These results align with the principles of Communicative Language Teaching (CLT), which emphasizes the role of encouragement and constructive feedback in enhancing learners' communicative competence. The overwhelmingly positive response highlights the necessity for educators to integrate consistent and meaningful feedback into their teaching strategies to support language development and student engagement in communicative practices.

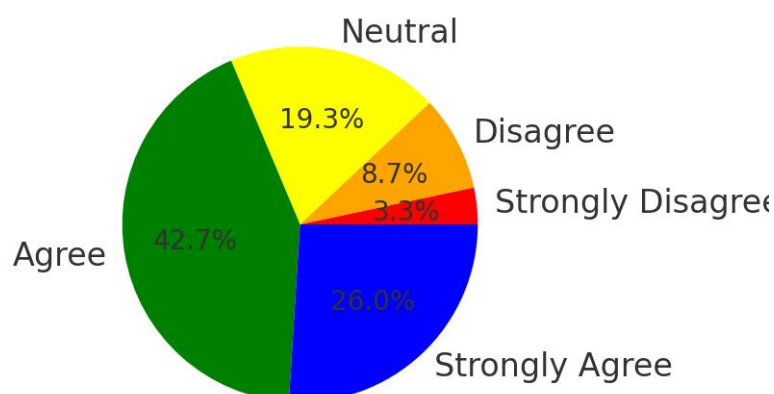
Question 20: Does the use of language increase proficiency more than the knowledge of language?

Table 20: Responses to Question 20

Response	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Count	5	13	29	64	39

Figure 20: Pie Chart for Question 20

Pie Chart 20: Responses to Question 20



Analysis

The data gathered for this query depicts a vivid tendency in the belief system regarding language use and proficiency. A predominant portion of respondents, 64 students, agreed with this statement while 39 strongly agreed, which shows overwhelming support for this belief. On the contrary, as few as five students strongly disagreed while 13 disagreed which to this view shows negligible opposition. The 29 students who did not choose either side seem to suggest that some students strike a middle ground between the use and knowledge of language. These insights correspond to the Communicative Language Teaching (CLT) principles which underline the importance of using a language in context over learning it. Overall agreement backs the claim that 'use' leads to the development of linguistic competence better than the knowledge of the language. This reinforces the CLT argument, which claims that teaching methods based on interactions and real-life situation applications of the language have profound effects on the students' speaking skills and communicative competence.

Discussion

The findings from the analysis of 20 questionnaires reveal critical insights into the effectiveness of Communicative Language Teaching (CLT) in fostering communicative competence among undergraduate English majors at KKKUK. The study conducted on 20 survey questions provides important insights regarding the use of Communicative Language Teaching (CLT) Techniques in developing communicative competence among undergraduate KKKU English students. These findings explain the merits and challenges of implementing CLT, and inform curriculum construction,

teaching methods, and institutional policies.

The data is in strong agreement with the basic tenets of CLT, particularly concerning interaction and socialization. The students' responses indicate that a large number of them appreciated group work and collaboration for promoting interaction in the classroom (Questions 2, 7-9). This complies with the CLT principle that group communication is one of the foremost means of language learning. Earlier studies have shown that collaborative work helps in taking communicative risks and negotiating meaning, which are essential for fluency (Savignon, 2005). To add, students regarded communicative exercises (Questions 18-19) and learner-centered approaches (Question 11) as helpful, thus supporting CLT on the participatory nature of learner involvement. There was also notable response in the use of positive feedback as a motivator (Question 19), which aligns with CLT approach of promoting learners' self-confidence through giving encouragement.

Even with the successes, there were barriers that emerged. One of the most salient contradictions is student reluctance to communicate beyond the confines of the classroom (Question 1), even though there are group activities that students partake in. This indicates that the CLT focus on classroom instructions may not equip learners to communicate outside the class adequately, resonating with Swan's (2005) critique of CLT for sometimes overlooking sociolinguistic contexts. Also, large class sizes (Question 14) were regarded as obstacles to teacher-student interaction identified by respondents, which suggests a pragmatic barrier to the interactions that CLT promotes. The demotivating impact of negative feedback (Question 15) equally sheds light on the need for clear, formative assessment models that sustain interest in the learning processes.

Students showed divided preferences for fluency and accuracy (Question 12), with most prioritizing fluency, but a significant minority emphasizing grammar precision (Question 16). This illustrates the ongoing debate within the CLT literature on the provision of explicit grammar teaching within communicative approaches frameworks (Ellis, 2006). Although CLT advocates for interaction as the primary vehicle of instruction, and learners wanting to scaffold respected grammar structures to achieve broader communicative asymmetry suggests that a balance of interactional instruction coupled with systematic phonetic focus is useful.

Mixed views on classroom materials and tests (Questions 3-5, 10) show differences in the application of CLT. As some students appreciated the activities, others found them misaligned to their needs, indicating a one-size-fits-all approach. This supports Nunan's (2004) argument for differentiated teaching and needs-based evaluation frameworks. Equally, the apathetic responses to learning resources in question 5 suggest the absence of relevance in materials, demonstrating the need for appropriate CLT resources

that are ethnographically and contextually suitable.

Overall, the findings validate CLT's potential to enhance communicative competence through interaction and student-centered learning. However, its success at KKKUK hinges on addressing institutional constraints and refining pedagogical practices to ensure holistic language development. By fostering both confidence in real-world communication and linguistic accuracy, educators can cultivate learners who are not only proficient but also adaptable in diverse communicative contexts.

Conclusion

This study sought to investigate the impact of CLT on the language skills and communicative abilities of KKKUK English undergraduate students. It was guided by three key objectives. In balancing the strengths and weaknesses of CLT from the findings, this study attempts to offer recommendations that could enhance instructional practice. The findings also state that CLT is effective in promoting interaction, group work, and participation in learning activities. Most respondents reported that they were able to participate in and improve their English language skills through group work and The latter activities are consistent with participation within student-centered approaches (Questions 2, 7-9, 11). These results affirm CLT's fundamental aim of moving away from rote learning to the actual use of communication. However, there is a fundamental problem regarding students' reluctance to interact beyond the classroom (Question 1). While most students acknowledge learning able to communicate in classroom situations, very few report being able to interact appropriately outside the classroom. CLT has been found to promote access to communicative skills at the secondary school level, but not the ability to actually use the skills outside the school environment. The review of CLT implementation reveals some issues with the organization and teaching of the method. While there is a great deal of group work and more active student participation in learning, there are also many practical factors like large classes (Question 14) and lack of suitable strategies to assess learners (Questions 3-5). While some students found certain resources relevant and feedback useful, others experienced gaps suggesting CLT principles were not uniformly implemented. For example, learners found motivational feedback to be a positive experience (Question 19), while negative feedback frequently sapped motivation (Question 15). This motivates the need for more sophisticated, constructively evaluative frameworks. These findings suggest that the theoretical framework of CLT is partially operationalized, bounded by the institutional methods imposed on it. The influence of CLT on speaking skills is unmistakable, albeit inconsistent. Many participants recognized the development of these skills through communicative activities (Questions 10, 18), and a considerable number preferred fluency to accuracy (Question 12), which aligned with the emphasis on functional communication within CLT. Still,

the dissatisfaction with the mastery of speaking skills (Question 13) alongside divided views on grammar as a component of fluency (Question 16) indicate a clash between the CLT focus on interaction and learners' need for structural proficiency. This suggests that while learners are able to exercise language freely due to CLT, there is insufficient systematic linguistic development emphasized in approach, creating discomfort for learners who seek precision in communication. CLT has further enhanced classroom interaction and oral participation at KKKUK, but its depth of use is still limited. With adequately scoped improvements gap and shifting pedagogic methods towards more rounded, integrative approaches, KKKUK would be able to liberate CLT from its confines of a routine classroom technique, enabling it to evolve as a flexible framework for systematically developing strong communication skills, social intelligence, and confident self-presentation in learners. This study maintains the importance of the CLT approach in language education while emphasizing the need for focus on clearly defined contextual dynamics to ensure principles of the approach are responsive actions in practical settings.

Institutional and Pedagogical Recommendations

To deal with these problems, KKKUK could:

1. Combine community-based assignments or language exchanges to connect learning in the classroom to practical communication outside it.
2. Maintain contact in large cohorts by integrating small group discussions or flipped classrooms.
3. Teach instructors how to give constructive feedback that strikes a favorable balance between guidance and correction.
4. Formatively assess students by developing communicatively-focused tasks, such as portfolios or role-plays.
5. Design CLT interactive activities and structured grammar lessons with the aim to meet various learner needs.

Limitations and Future Research

The single institution focus in this study's design is a key constraining factor for generalizability. Future research could investigate the longitudinal effects of CLT in different educational settings, or the use of hybrid models like task-based learning integrated with CLT to find the best approaches to teaching balance fluency and accuracy.

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Appendix

Sr.	Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Do you feel hesitant in interacting with people outside the classroom?	9	23	31	64	23
2	Does interaction in the classroom increase when involved in group activities?	5	12	17	73	43
3	Do classroom activities assess your language needs properly?	12	29	36	55	18
4	Do the assessment tasks in the classroom make a positive contribution to your language learning?	6	16	28	71	29
5	Do the learning resources in the classroom promote better understanding of the language?	10	25	34	57	24
6	Do you support constant interaction in the classroom for understanding the language better?	3	7	19	69	52
7	Does group work in the classroom promote better interaction with people?	5	12	16	67	50
8	Does group work in class allow you to have better control over learning the language?	7	14	25	65	39
9	Does teamwork in the classroom help you in better language practice?	4	9	17	74	46

Sr.	Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
10	Do you perceive improvement in your level of English through classroom activities? 8	19	33	61	29	
11	Does the student-centered method make you comfortable? 7	15	24	63	41	
12	Do you think fluency is better than accuracy in speech? 10	24	38	49	29	
13	Do you find your speaking skills satisfactory? 13	35	43	42	17	
14	Does large class size create problems for you to interact with your instructor? 6	14	21	65	44	
15	Does negative feedback from the teacher decrease your motivation in the classroom? 9	18	25	58	40	
16	In your opinion, do grammatical rules help in being fluent in English? 11	25	28	53	33	
17	Does trial and error during classroom discussion improve speech production? 8	15	22	68	37	
18	Do communicative activities promote better speaking skills? 4	8	13	77	48	
19	Does positive feedback in the classroom develop communicative competence? 4	9	16	76	45	
20	Does the use of 5	13	29	64	39	

Sr. Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
language increase proficiency more than the knowledge of language?					

Note: Data based on responses from 150 undergraduate English students at KKKUK.