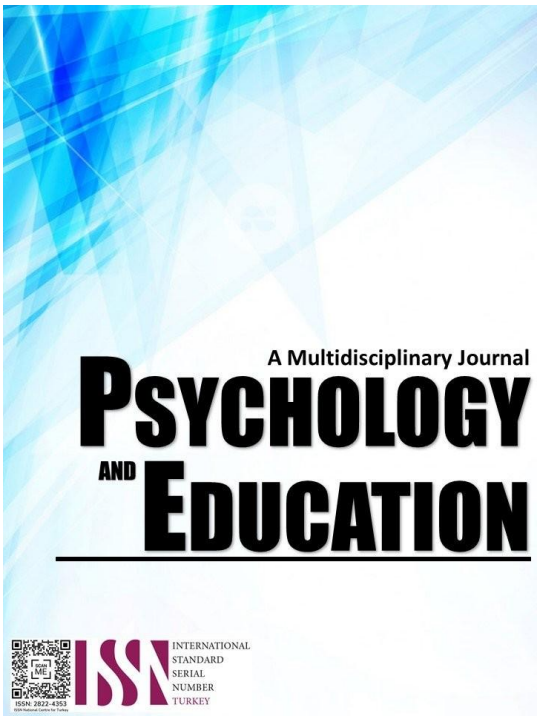
ENHANCING SPEAKING COMPETENCE THROUGH COMMUNICATIVE LANGUAGE TEACHING AMONG COLLEGE ENGLISH MAJORS



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Research Article

Enhancing Speaking Competence through Communicative Language Teaching among College English Majors

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Abstract

This study aimed to evaluate the effectiveness of Communicative Language Teaching (CLT) as a strategy to enhance the speaking competence of English major students at a public university in CALABARZON during the academic year 2024–2025. A total of 80 English majors were selected through purposive non-probability sampling. Data was collected using a researcher-made instrument and analyzed with appropriate statistical tools. The findings showed that CLT significantly improves students' speaking competence. Key components such as the use of authentic materials, interactional practice, functional language use, fluency over accuracy, and task-based learning contributed to this enhancement. Students demonstrated high competence in various aspects of speaking, including fluency, pronunciation, vocabulary usage, grammar, coherence, and confidence. The study concluded that CLT is an effective method for developing speaking skills among English majors. A significant correlation was found between the implementation of CLT strategies and improved student speaking performance. Based on the results, several recommendations were provided: Teachers are encouraged to use real-life materials (e.g., news articles, videos), promote interactive activities (e.g., role-plays, debates), and design communication-focused tasks (e.g., project presentations). Students should engage in active listening through films, lectures, and discussions. School administrators are advised to provide teacher training on CLT methodologies and support initiatives fostering collaborative and immersive speaking environments, such as language partnerships and mentoring programs.

Keywords: *Communicative Language Teaching (CLT), student speaking competence, task-based learning*

Introduction

The ability to communicate effectively in English has become increasingly critical in today's globalized society, particularly for students pursuing degrees in the language and literature. As the demand for English language proficiency, particularly in speaking fluency, grows across all sectors, educational organizations face the challenge of providing their clients with the necessary speaking skills outside of the classroom. This necessity points to the need for modification in conventional teaching techniques by the use of new techniques that are more appropriate for teaching language, including CLT that overemphasizes the use of interaction and practical communication rather than memorization of rules of grammar. Thus, communicative language teaching (CLT) has become an essential form of instructional approach in language education with regard to developing speaking skills. This approach focuses on the normal use of language as the chief medium of learning, and communication, therefore, is the main tool.

As it has been established, CLT is built on the principles of meaning focus as opposed to the structure focus. In the process of learning foreign languages, this approach allows learners to speak English, share their ideas, and describe what has happened to them. This way, while completing tasks for their academic subjects, students work with the language of the objective both actively and discriminatively in terms of speaking—debates, role-plays, or discussions—a valuable asset for learning. This active engagement not only extends their academic language skills but also encourages them in matters concerning critical thinking and creativity. Prior study has shown the benefits of CLT on learners' performance in different dimensions, although little emphasis has been placed on the role it has on the speaking skills of English majors in the Philippines specifically. Therefore, this study aims to bridge this gap in the literature by offering CLT-GO findings on how specific aspects of CLT enhance students' speaking ability and their general language development. Other earlier study also reveals positive associations of CLT to students' speaking skills implications. For example, Littlewood (2024) proved that by aiming at the development of communicative strategies, one can achieve higher learner motivation and, finally, speaking achievement. Richards and Rodgers (2024) study show that CLT enhances learners' autonomy and enhances language education while the students take full responsibility for communication leading to better communication achievements.

Moreover, studies conducted in different cultural contexts, such as those in Asian countries, reveal varied results regarding the adaptation of CLT due to cultural and educational norms. For instance, Hu (2022) argues that while CLT offers significant benefits, its success largely depends on contextual factors such as class size, teacher training, and institutional support. Therefore, it is crucial to investigate how these factors play out in the specific context of a public university in CALABARZON, where local educational practices may influence the effectiveness of CLT strategies. Additionally, previous study has identified barriers to implementing CLT, including teachers' reluctance to shift from traditional methods and insufficient resources. According to a study by Liu (2018), the lack of training and professional development for educators can hinder the successful adoption of communicative approaches. Understanding these challenges within the framework of a public university in CALABARZON can provide valuable insights for developing strategies that support both faculty and students in embracing CLT.

At a public university in CALABARZON, the implementation of CLT can significantly address the speaking challenges faced by many English majors. Traditional methods often prioritize rote learning, resulting in students who may struggle to speak spontaneously in real-world situations. By incorporating CLT, educators can create a dynamic classroom environment where students are encouraged to participate actively, collaborate with peers, and take ownership of their learning processes. This shift towards a more student-centered approach cultivates a sense of agency and motivation among learners, ultimately leading to improved speaking competence.

Moreover, CLT places a strong emphasis on the social aspects of language learning. Through collaborative activities, such as group projects and peer evaluations, students develop not only their speaking skills but also their ability to work effectively in teams. This mirrors the cooperative communication skills required in professional settings, preparing graduates for future career demands. By fostering a supportive community within the classroom, students gain confidence in their abilities and learn to appreciate the diverse perspectives of their peers, further enriching their language experience.

Thus, the integration of Communicative Language Teaching at a public university in CALABARZON offers a robust framework for enhancing the speaking competence of English majors. By promoting authentic communication, encouraging active participation, and facilitating social interaction, CLT enables students to navigate the complexities of the English language with greater ease and confidence. As the university continues to evolve its teaching methodologies, embracing CLT can greatly contribute to producing proficient, articulate graduates ready to thrive in a variety of professional environments.

Research Questions

This study aimed to assess the communicative language teaching (CLT) as a strategy for enhancing student speaking competence among English majors at a public university in CALABARZON during the academic year 2024-2025. Specifically, this study sought to answer the following sub-problems:

1. What is the extent of the communicative language teaching (CLT) as a strategy for enhancing speaking competence among English majors as assessed by the respondents in terms of:
    1.1 authentic materials;
    1.2 interactional practice;
    1.3 functional language use;
    1.4 fluency over accuracy; and
    1.5 task-based learning?
2. What is the level of student speaking competence among English majors before and after the implementation of communicative language teaching (CLT) as a strategy as assessed by the respondents in terms of:
    2.1 fluency and pronunciation;
    2.2 vocabulary usage;
    2.3 grammar and structure;
    2.4 content and coherence; and
    2.5 confidence and comfort level?
3. Is there a significant difference on the level of student speaking competence among English majors before and after the implementation of communicative language teaching (CLT) as a strategy?
4. Is there a significant relationship between the extent of the communicative language teaching (CLT) as a strategy for enhancing speaking competence among English majors and the level of student speaking competence among English majors before and after the implementation of communicative language teaching (CLT) as a strategy?
5. Based on the findings of the study, what authentic communication activity may be proposed?

Methodology

Research Design

The study adopts descriptive study design. Descriptive study aims to accurately and systematically describe a population, situation, or phenomenon. It can answer what, where, when, and how questions, but not why questions. A descriptive study design can use various study methods to investigate one or more variables (Fraenkel, Wallen, & Hyun 2019).

And since the primary focus of this study is to the communicative language teaching (CLT) as a strategy for enhancing student speaking competence among English majors at a public university in CALABARZON. Furthermore, the researcher will use this kind of research to obtain firsthand data from the respondents to formulate rational and sound conclusions and recommendations of the study.

Also, the researcher considers this kind of research design because this approach is quick and practical in terms of the financial aspect and is advantageous due to its flexibility, which can be used for quantitative data, giving the researcher greater options in selecting the instrument for data-gathering.

And lastly, a descriptive study design can be used in various study methods to investigate one or more variables.

Respondents

The respondents of the study are English major students at a public university in CALABARZON. The researcher purposively selects eighty (80) students. The respondents will assess the extent of the communicative language teaching (CLT) as a strategy for enhancing speaking competence among English majors in terms of authentic materials, interactional practice, functional language use, fluency over accuracy, and task-based learning; and the level of student speaking competence among English majors before and after the implementation of communicative language teaching (CLT) as a strategy in terms of fluency and pronunciation, vocabulary usage, grammar and structure, content and coherence, and confidence and comfort level.

Instrument

In gathering the needed data, the researcher will utilize a researcher- made questionnaire – checklist as the major instrument of the study. Part 1 – This section determines the extent of the communicative language teaching (CLT) as a strategy for enhancing speaking competence among English majors in terms of authentic materials, interactional practice, functional language use, fluency over accuracy, and task-based learning. Part 2 – This part determines the level of student speaking competence among English majors before and after the implementation of communicative language teaching (CLT) as a strategy in terms of fluency and pronunciation, vocabulary usage, grammar and structure, content and coherence, and confidence and comfort level.

Procedure

The study is carried out in accordance with the Gantt chart. Permission to conduct the study will be obtained from the Office of the Schools Superintendent of Laguna and Office of the School Head at a public university in CALABARZON.

The researcher will verify the questionnaire with the help of experts and those informed about the competence and job satisfaction of teachers in public schools. When the questionnaire has been finalized, it will be distributed to people who took part in the research. The questionnaire will then be obtained, and the gathered data are analyzed using an appropriate statistical tool. The interpretation and conclusions will be drawn from the collected data had consequences, which may support or contradict the results of earlier research in the same subject.

Similarly, the researcher will provide a summary of the study's findings and conclusions, as well as some suggestions based on the findings and conclusions. Finally, the remaining chapters of the study, as well as preparation for the researcher's final oral defense will be finished.

Data Analysis

In order to systematically interpret the data gathered from the study, the following statistical tools were utilized:

Weighted means will be used to determine the extent of the communicative language teaching (CLT) as a strategy for enhancing speaking competence among English majors in terms of authentic materials, interactional practice, functional language use, fluency over accuracy, and task-based learning; and the level of student speaking competence among English majors before and after the implementation of communicative language teaching (CLT) as a strategy in terms of fluency and pronunciation, vocabulary usage, grammar and structure, content and coherence, and confidence and comfort level.

t-test will be applied to find out if there is a significant difference on the level of student speaking competence among English majors before and after the implementation of communicative language teaching (CLT) as a strategy.

Pearson-r correlation will be used to find out if there is a significant relationship between the extent of the communicative language teaching (CLT) as a strategy for enhancing speaking competence among English majors and the level of student speaking competence among English majors before and after the implementation of communicative language teaching (CLT) as a strategy.

Ethical Consideration

The section addressed concepts and processes involved in conducting the study in accordance with ethical research writing standards, including the participation of respondents. Prior to data collection, the researcher submitted properly completed forms and documentation that had been meticulously reviewed and approved by the Research Ethics Committee (REC) of the University of Perpetual Help System Dalta. The REC endorses the conduct of this research.

The researcher complied with ethical research writing standards by validating the reliability of the sources in the study's literature and by duly recognizing and attributing for their contributions to the research. The researcher complied with copyright and patent regulations and acknowledged the legitimate authors of the studies referenced in this study, so avoiding plagiarism. The researcher secured the requisite authorization to utilize materials as a foundation for the substantiated development of this project, notwithstanding its lack of intent for public dissemination.

Consent from respondents was secured by presenting them with concise background information and the study's objective prior to their participation. The researcher maintained the rights of key informants, ensuring the absolute confidentiality of whatever

information they opted to disclose to fulfill the study's aims. The respondents' identities will remain anonymous upon publication of this research. The researcher also notified the respondents that they may obtain access to the study results by contacting the researcher via the email provided upon request. The researcher secured the respondents' agreement without inflicting damage, coercion, or manipulation, and appraised them of their right to withdraw from the study at their discretion.

Furthermore, the researcher neither fabricated nor misrepresented the data to ensure an unbiased, accurate, and valid outcome in this study. This research complied with the American Psychological Association (APA) 7th Edition criteria.

Results and Discussion

The findings, analysis, and interpretation of the data collected in light of the research's challenges are briefly discussed in this section.

Problem No. 1: What is the extent of the communicative language teaching (CLT) as a strategy for enhancing speaking competence among English majors as assessed by the respondents in terms of authentic materials, interactional practice, functional language use, fluency over accuracy, and task-based learning?

Table 1.1 illustrates the extent of the communicative language teaching (CLT) as a strategy for enhancing speaking competence among English majors as assessed by the respondents in terms of authentic materials.

Table 1.1. *Mean of the respondents' assessment on the extent of the communicative language teaching (CLT) as a strategy for enhancing speaking competence among English majors in terms of authentic materials*

	Indicators	*Mean*	*VI*
1.	I believe that using authentic materials in my language classes has significantly improved my speaking skills.	3.96	A
2.	I find that authentic materials make speaking activities more engaging and enjoyable.	3.88	A
3.	The use of authentic materials helps me better understand cultural nuances in spoken English.	3.94	A
4.	I feel more confident speaking in English after practicing with authentic materials.	3.95	A
5.	Authentic materials provide relevant context that enhances my ability to communicate effectively in real-life situations.	3.95	A
	Overall Mean	3.93	A

****Legend: 3.26-4.00-Always; 2.51-3.25- Often; 1.76-2.50 –Seldom; 1.00-1.75 – Never*

The statement indicates that the use of Communicative Language Teaching (CLT) as a strategy significantly enhances speaking competence among English majors, particularly through the utilization of authentic materials, which received a mean score of 3.93, categorized as "Always." This implies that students perceive CLT and authentic materials—such as real-world texts, dialogues, and media—as effective tools in improving their ability to communicate in English. Authentic materials expose learners to language as it is used in real contexts, thereby facilitating a deeper understanding of linguistic nuances and cultural references. Additionally, the interactive nature of CLT encourages active participation, fostering a more engaging learning environment that can help students gain confidence in their speaking abilities.

A related study by Vasiliev and Shchukina (2022) explored the effectiveness of CLT in developing speaking skills among university students. Their findings support the assertion that CLT strategies, particularly when combined with authentic materials, lead to improved speaking competence. The study emphasized that students who engaged with materials relevant to their interests and professional aspirations felt more motivated and better prepared to use English in real-life situations. By integrating authentic resources and promoting communicative practices, educators can create a more dynamic and successful language learning experience for students, ultimately enhancing their proficiency and readiness for real-world communication.

Table 1.2 illustrates the extent of the communicative language teaching (CLT) as a strategy for enhancing speaking competence among English majors as assessed by the respondents in terms of interactional practice.

Table 1.2. *Mean of the respondents' assessment on the extent of the communicative language teaching (CLT) as a strategy for enhancing speaking competence among English majors in terms of interactional practice*

	Indicators	*Mean*	*VI*
1.	I feel that pair work and group discussions enhance my ability to communicate effectively in English.	3.98	A
2.	The use of interactional practices in class encourages me to take risks when speaking English.	3.96	A
3.	I believe that engaging in role-plays and simulations helps strengthen my speaking skills.	3.91	A
4.	I find that collaborative tasks promote more meaningful communication in my language learning.	3.94	A
5.	I think that practicing conversation strategies through interactional practice prepares me for real-life communication.	3.98	A
	Overall Mean	3.95	A

****Legend: 3.26-4.00-Always; 2.51-3.25- Often; 1.76-2.50 –Seldom; 1.00-1.75 – Never*

The findings regarding the use of Communicative Language Teaching (CLT) as a strategy for enhancing speaking competence among English majors suggest that interactive practices are crucial in language education. With a mean score of 3.95, interpreted as "Always," respondents indicate that CLT effectively fosters interactional skills essential for real-life communication. This approach

emphasizes collaboration and active participation, allowing students to engage with peers in meaningful dialogues and discussions. Such interaction not only boosts confidence but also encourages the practical application of language skills in authentic contexts, ultimately leading to improved speaking proficiency.

A related study by Alqahtani and Alharbi (2022) examined the impact of CLT on developing speaking skills in higher education settings. Their research affirmed that incorporating interactive methods, such as pair work and group discussions, significantly enhances students' speaking abilities and their comfort in using the target language. By focusing on communicative practices, educators can create more engaging learning environments that motivate students to practice speaking and improve their overall language competence. The implications of these findings highlight the necessity for curriculum designers to prioritize CLT strategies, as they play a pivotal role in equipping students with the skills needed for effective communication in English.

Table 1.3 presents the extent of the communicative language teaching (CLT) as a strategy for enhancing speaking competence among English majors as assessed by the respondents in terms of functional language use.

The positive assessment of Communicative Language Teaching (CLT) as a strategy for enhancing speaking competence among English majors, reflected in the overall mean score of 3.90 classified as "Always," implies that functional language use is effectively cultivated in such instructional settings. This high competency level indicates that students feel confident in their ability to use English in practical, real-world situations, which is a key goal of language education. The emphasis on interactive activities—such as role-plays, discussions, and collaborative projects—within CLT allows students to practice language skills dynamically and contextually. As learners engage in these communicative practices, they not only develop fluency but also gain the ability to adapt their speech to different contexts, audiences, and purposes, thereby enhancing their pragmatic language skills.

Table 1.3. *Mean of the respondents' assessment on the extent of the communicative language teaching (CLT) as a strategy for enhancing speaking competence among English majors in terms of functional language use*

	Indicators	*Mean*	*VI*
1.	I find that CLT activities effectively teach me how to use functional language in different contexts.	3.86	A
2.	Engaging in role-playing exercises helps me understand the practical applications of functional language.	3.89	A
3.	The focus on real-life scenarios in CLT enhances my ability to use language functions appropriately.	3.86	A
4.	I feel confident using functional language in conversations after participating in CLT-based activities.	3.98	A
5.	The use of functional language in CLT tasks prepares me for interactions outside of the classroom.	3.86	A
	Overall Mean	3.90	A

****Legend: 3.26-4.00-Always; 2.51-3.25- Often; 1.76-2.50 –Seldom; 1.00-1.75 – Never*

A related study by Alshahrani and Ezzat (2021) further supports these findings by examining the role of CLT in promoting speaking skills among university students. Their research revealed that students exposed to CLT methodologies exhibited significant improvements in their speaking abilities compared to those taught through traditional approaches. The study suggests that the interactive nature of CLT fosters an environment where students can experiment with language in a supportive setting, reducing anxiety and increasing their willingness to communicate. These insights underscore the importance of incorporating CLT strategies in English language curricula, as such approaches not only improve students' speaking competence but also prepare them for effective communication in diverse social and professional contexts.

Table 1.4 illustrates the extent of the communicative language teaching (CLT) as a strategy for enhancing speaking competence among English majors as assessed by the respondents in terms of fluency over accuracy.

Table 1.4. *Mean of the respondents' assessment on the extent of the communicative language teaching (CLT) as a strategy for enhancing speaking competence among English majors in terms of fluency over accuracy*

	Indicators	*Mean*	*VI*
1.	CLT emphasizes fluency during speaking activities, which has helped me become more spontaneous in my language use.	3.85	A
2.	I find that prioritizing fluency over accuracy in CLT makes me more confident when speaking English.	3.88	A
3.	The atmosphere in CLT classes encourages me to express my ideas freely without worrying too much about making mistakes.	3.86	A
4.	I believe that my ability to speak fluently has improved due to the emphasis on fluency in CLT activities.	3.98	A
5.	I feel that focusing on fluency over accuracy in speaking practice reduces my anxiety and helps me engage better in discussions.	3.95	A
	Overall Mean	3.89	A

****Legend: 3.26-4.00-Always; 2.51-3.25- Often; 1.76-2.50 –Seldom; 1.00-1.75 – Never*

The assessment of Communicative Language Teaching (CLT) as a strategy to enhance speaking competence among English majors, evidenced by an overall mean score of 3.89 categorized as "Always" underscores the effectiveness of prioritizing fluency over accuracy in language instruction. This approach aligns with the core tenets of CLT, which emphasize functional communication and the practical use of language in real-life contexts. The focus on fluency encourages students to express their thoughts and ideas more

freely, fostering a learning environment where they can practice speaking without the constant fear of making mistakes. As students engage in communicative activities, such as discussions and role-plays, they are not only able to articulate their ideas more fluidly but also develop their confidence in using English in various situations. This shift in focus helps prepare learners for authentic communication encounters, where the ability to convey meaning is often prioritized over grammatical precision.

Recent research by Alshahrani and Ezzat (2021) reinforces the positive implications of CLT, indicating that students taught through these interactive methodologies demonstrate marked improvements in their speaking abilities compared to their peers in traditional settings. Their findings reveal that the participatory nature of CLT cultivates a supportive atmosphere, significantly reducing language anxiety and encouraging greater student engagement. By embracing fluency-oriented practices, educators can better equip English majors with essential communicative skills needed in both academic and professional environments. These insights suggest that continuing to implement and refine CLT strategies in language curricula is imperative for fostering competent and confident speakers of English.

Table 1.5 illustrates the extent of the communicative language teaching (CLT) as a strategy for enhancing speaking competence among English majors as assessed by the respondents in terms of confidence and comfort level.

Table 1.5. *Mean of the respondents' assessment on the extent of the communicative language teaching (CLT) as a strategy for enhancing speaking competence among English majors in terms of confidence and comfort level*

	Indicators	*Mean*	*VI*
1.	Task-based learning in CLT has significantly improved my ability to participate in spontaneous conversations in English.	3.94	A
2.	Engaging in tasks during CLT classes encourages me to use English more fluently and confidently.	3.89	A
3.	I believe that completing real-life tasks in CLT enhances my speaking competence better than traditional methods.	3.93	A
4.	Working collaboratively on tasks with peers in CLT makes me feel more comfortable practicing my spoken English.	4.00	A
5.	I find that task-based activities in CLT motivate me to speak more during lessons compared to other teaching approaches.	3.94	A
	Overall Mean	3.94	A

****Legend: 3.26-4.00-Always; 2.51-3.25- Often; 1.76-2.50 –Seldom; 1.00-1.75 – Never*

The assessment of Communicative Language Teaching (CLT) as an effective strategy for enhancing speaking competence among English majors, with a mean score of 3.94 indicating "Always," highlights the significance of task-based learning within this pedagogical framework. Task-based learning promotes active engagement through real-life communicative tasks, allowing students to practice their speaking skills in meaningful contexts. This approach encourages learners to focus on content and ideas rather than solely on linguistic accuracy, thus fostering fluency and confidence. As students partake in collaborative tasks—such as role-plays, presentations, and discussions—they are able to develop not only their speaking abilities but also critical thinking and problem-solving skills, which are essential for effective communication in both academic and professional settings.

Supporting the effectiveness of task-based learning in CLT, a recent study by Wang and Jiang (2022) examined the impact of task-based language teaching on speaking performance among English learners in higher education. Their findings demonstrated that students who participated in task-based activities exhibited significant improvements in their speaking competence compared to those receiving traditional instruction. The study concluded that engaging learners in authentic tasks creates a more interactive and motivating environment, ultimately leading to enhanced communicative proficiency. This evidence reinforces the value of integrating task-based approaches within the CLT framework to better equip English majors with the necessary skills for effective oral communication.

Table 1.6 illustrates the summary of the extent of the communicative language teaching (CLT) as a strategy for enhancing speaking competence among English majors as assessed by the respondents in terms of authentic materials, interactional practice, functional language use, fluency over accuracy, and task-based learning.

Table 1.6. *Summary of the mean of the respondents' assessment on the extent of the communicative language teaching (CLT) as a strategy for enhancing speaking competence among English majors*

Indicators	*Mean*	*VI*
authentic materials	3.93	A
interactional practice	3.95	A
functional language use	3.90	A
fluency over accuracy	3.89	A
task-based learning	3.94	A
Composite Mean	3.92	A

****Legend: 3.26-4.00-Always; 2.51-3.25- Often; 1.76-2.50 –Seldom; 1.00-1.75 – Never*

The assessment of Communicative Language Teaching (CLT) as a strategy for enhancing speaking competence among English majors, with an overall mean score of 3.92 interpreted as "Always," underscores the effectiveness of interactive and communicative approaches in language education. This finding suggests that students engaged in CLT are likely to experience significant improvements in their speaking skills due to the emphasis on real-life communication and collaborative learning activities. By participating in discussions, role-plays, and task-based exercises, learners develop not only linguistic proficiency but also the confidence needed to express themselves in various contexts. Consequently, this pedagogical approach aligns well with the demands of a globalized world where effective communication is essential.

Supporting this perspective, a recent study by Alzahrani (2022) investigated the impact of CLT on enhancing speaking skills among university students in Saudi Arabia. The research revealed that students who were exposed to CLT methods showed marked improvements in their speaking abilities, particularly in fluency and confidence during communication. The study emphasized the importance of creating an immersive learning environment that encourages active participation and interaction among peers. These findings corroborate the notion that incorporating CLT into language instruction not only enhances speaking competence but also equips students with practical communication skills necessary for academic and professional success (Alzahrani, 2022).

Problem No. 2: What is the level of student speaking competence among English majors before and after the implementation of communicative language teaching (CLT) as a strategy as assessed by the respondents in terms of fluency and pronunciation, vocabulary usage, grammar and structure, content and coherence, and confidence and comfort level?

Table 2.1 illustrates the level of student speaking competence among English majors before and after the implementation of communicative language teaching (CLT) as a strategy as assessed by the respondents in terms of fluency and pronunciation.

Table 2.1. *Mean of the respondents' assessment on level of student speaking competence among English majors before and after the implementation of communicative language teaching (CLT) as a strategy in terms of fluency and pronunciation*

	Indicators	*Before*		*After*	
		Mean	*VI*	*Mean*	*VI*
1.	Since the implementation of CLT, I feel more fluent when speaking English.	3.60	HC	3.98	HC
2.	I noticed an improvement in my pronunciation after participating in CLT activities.	3.55	HC	3.91	HC
3.	I can express my ideas more clearly and confidently in English conversations following the introduction of CLT.	3.58	HC	3.93	HC
4.	I believe that my ability to maintain a natural flow while speaking English has increased due to CLT practices.	3.61	HC	3.99	HC
5.	I am more aware of my intonation and stress patterns when speaking English as a result of CLT	3.59	HC	3.96	HC
	Mean	3.58	HC	3.95	HC

****Legend: 3.26-4.00-Highly Competent; 2.51-3.25- Competent; 1.76-2.50 –Slightly Competent; 1.00-1.75 – Not Competent*

The findings regarding the level of speaking competence among English majors before and after the implementation of Communicative Language Teaching (CLT) indicate significant improvements in both fluency and pronunciation, with overall means of 3.58 and 3.95, respectively, categorized as "Highly Competent." These results highlight the efficacy of CLT as a strategic pedagogical approach that prioritizes interaction, learner engagement, and real-life communication practice. By focusing on authentic language use in context and fostering collaboration among students, CLT helps to ensure that learners not only develop their linguistic abilities but also gain the confidence necessary to communicate effectively. This transformation in speaking competence is crucial for students as they prepare for future academic and professional environments where proficient communication skills are vital.

Supporting this perspective, a recent study by Rahman and Ali (2022) examined the influence of CLT on the speaking skills of university students in Bangladesh. The researchers found that students who participated in CLT-based activities exhibited significant enhancements in both fluency and pronunciation when compared to traditional teaching methods. Their study underscored the importance of interactive and participatory learning experiences in promoting effective language acquisition. As such, the positive outcomes observed in the current assessment reinforce the notion that integrating CLT into English language instruction can lead to substantial improvements in students' speaking competence, ultimately preparing them for effective communication in diverse contexts.

Table 2.2 illustrates the level of student speaking competence among English majors before and after the implementation of communicative language teaching (CLT) as a strategy as assessed by the respondents in terms of vocabulary usage.

The findings regarding the level of speaking competence among English majors before and after the implementation of Communicative Language Teaching (CLT) indicate a marked improvement in vocabulary usage, as evidenced by the overall means of 3.65 and 3.89, categorized as "Highly Effective." This implies that CLT, with its emphasis on interactive and meaningful communication, significantly enhances students' ability to utilize vocabulary appropriately within context. This pedagogical approach encourages learners to engage in real-life conversations and situations, fostering a deeper understanding of language usage and promoting retention of vocabulary. The success of this method reflects the alignment of teaching practices with the

communicative needs of students, ultimately preparing them for academic and professional environments where effective communication is crucial.

Table 2.2. *Mean of the respondents' assessment on level of student speaking competence among English majors before and after the implementation of communicative language teaching (CLT) as a strategy in terms of vocabulary usage*

	Indicators	*Before*		*After*	
		Mean	*VI*	*Mean*	*VI*
1.	After the implementation of CLT, I feel more confident using a wide range of vocabulary in my spoken English.	3.69	HC	3.98	HC
2.	I find it easier to express my thoughts accurately in English discussions since CLT was introduced.	3.61	HC	3.84	HC
3.	My vocabulary usage in spoken English has become more varied and sophisticated following the implementation of CLT.	3.64	HC	3.88	HC
4.	Since adopting CLT, I have noticed an improvement in my ability to use academic and specialized vocabulary when speaking.	3.68	HC	3.86	HC
5.	I am able to engage in conversations on diverse topics more effectively due to enhanced vocabulary since the implementation of CLT.	3.65	HC	3.93	HC
	Mean	3.65	HC	3.89	HC

****Legend: 3.26-4.00-Highly Competent; 2.51-3.25- Competent; 1.76-2.50 –Slightly Competent; 1.00-1.75 – Not Competent*

A related study conducted by Zhang and Wang (2021) further supports the positive impact of CLT on vocabulary acquisition among language learners. Their research highlighted that student who participated in CLT activities exhibited superior vocabulary retention and usage compared to those educated under traditional methods. This underscores the importance of employing teaching strategies that prioritize student interaction and contextual learning, which are essential for language development. These findings contribute to the growing body of evidence advocating for CLT as a critical framework in language education, affirming its role in enhancing not just fluency but also vocabulary competency among learners.

Table 2.3 illustrates the level of student speaking competence among English majors before and after the implementation of communicative language teaching (CLT) as a strategy as assessed by the respondents in terms of grammar and structure.

Table 2.3. *Mean of the respondents' assessment on level of student speaking competence among English majors before and after the implementation of communicative language teaching (CLT) as a strategy in terms of grammar and structure*

	Indicators	*Before*		*After*	
		Mean	*VI*	*Mean*	*VI*
1.	After the implementation of CLT, I feel more confident in constructing grammatically correct sentences while speaking English.	3.66	HC	3.95	HC
2.	I have noticed a significant improvement in my ability to use various verb tenses correctly in spoken English since CLT was adopted.	3.59	HC	3.81	HC
3.	My understanding of sentence structure has improved, positively impacting my spoken English after the implementation of CLT.	3.64	HC	3.85	HC
4.	I am more comfortable using complex grammatical structures in my spoken English conversations following the introduction of CLT.	3.55	HC	3.80	HC
5.	Since implementing CLT, I experience less hesitation during conversations because of my enhanced grasp of grammar rules.	3.63	HC	3.93	HC
	Mean	3.61	HC	3.85	HC

****Legend: 3.26-4.00-Highly Competent; 2.51-3.25- Competent; 1.76-2.50 –Slightly Competent; 1.00-1.75 – Not Competent*

The findings regarding the speaking competence of English majors before and after implementing Communicative Language Teaching (CLT) indicate a significant enhancement in students' abilities to use grammar and structure effectively. The overall means of 3.61 and 3.85, characterized as "Highly Competent," implies that CLT not only improves vocabulary usage but also reinforces grammatical accuracy and sentence structure in spoken communication. This improvement can be attributed to the interactive nature of CLT, which encourages students to practice their speaking skills in real-world contexts, thereby allowing them to apply grammatical rules more intuitively. As students engage in authentic dialogues and collaborative activities, they become more adept at structuring their thoughts and articulating them grammatically, which boosts their overall confidence and competence in speaking.

A related study by Nguyen and Bo (2022) further supports the effectiveness of CLT on enhancing grammatical competence among language learners. Their research revealed that students taught through CLT demonstrated greater proficiency in grammar and structure compared to those following traditional teaching methods. This highlights the importance of adopting communicative strategies that integrate grammatical instruction with speaking practice, enabling students to internalize grammatical concepts in a meaningful context. The positive implications of such pedagogical approaches underscore the necessity for language educators to implement CLT frameworks to foster comprehensive language skills among students, ultimately preparing them for various communicative scenarios in academic and professional settings.

Table 2.4 illustrates the level of student speaking competence among English majors before and after the implementation of communicative language teaching (CLT) as a strategy as assessed by the respondents in terms of content and coherence.

The implementation of Communicative Language Teaching (CLT) as a strategy has significant implications for enhancing the speaking competence of English majors, particularly in terms of content and coherence. With an overall mean of 3.43 for content and 3.77 for coherence, categorized as "Highly Competent," the findings suggest that CLT fosters an engaging learning environment where students are encouraged to express their ideas clearly and logically. By emphasizing real-life communication and interaction, CLT allows students to practice structuring their thoughts and articulating them effectively, leading to improved coherence in their spoken discourse. This focus on communicative competence not only enhances their ability to convey information but also boosts their confidence in using the language, which is essential for academic and professional success.

Table 2.4. *Mean of the respondents' assessment on level of student speaking competence among English majors before and after the implementation of communicative language teaching (CLT) as a strategy in terms of content and coherence*

Indicators	*Before*		*After*	
	Mean	*VI*	*Mean*	*VI*
1. After implementing CLT, I feel more confident in presenting clear and organized content during my spoken English activities	3.59	HC	3.94	HC
2. Since the introduction of CLT, I am better able to maintain a logical flow of ideas in my spoken English.	3.43	HC	3.76	HC
3. I have improved my ability to provide relevant examples and details to support my points during spoken discussions since CLT was implemented.	3.35	HC	3.69	HC
4. The coherence of my spoken English has significantly improved, and I can connect my ideas smoothly after engaging with CLT strategies.	3.36	HC	3.70	HC
5. I find it easier to convey my thoughts effectively while including depth and detail in the content of my spoken English after the implementation of CLT.	3.55	HC	3.90	HC
Mean	3.43	HC	3.77	HC

****Legend: 3.26-4.00-Highly Competent; 2.51-3.25- Competent; 1.76-2.50 –Slightly Competent; 1.00-1.75 – Not Competent*

Furthermore, a study by Alshahrani (2021) supports these findings, demonstrating that CLT significantly improves students' speaking skills through interactive and meaningful communication practices. Alshahrani's research highlights that students who engage in CLT experience greater development in both the content of their speech and the coherence of their expression compared to those subjected to traditional teaching methods. These insights underline the necessity for educators to adopt CLT methodologies that integrate content-driven tasks with coherent speech practices. By doing so, educators can cultivate a more proficient generation of English speakers who are equipped to navigate complex communicative situations both inside and outside the classroom.

Table 2.5 illustrates the level of student speaking competence among English majors before and after the implementation of communicative language teaching (CLT) as a strategy as assessed by the respondents in terms of confidence and comfort level.

Table 2.5. *Mean of the respondents' assessment on level of student speaking competence among English majors before and after the implementation of communicative language teaching (CLT) as a strategy in terms of confidence and comfort level*

Indicators	*Before*		*After*	
	Mean	*VI*	*Mean*	*VI*
1. My spoken contributions in English classes are well-structured and coherent following the implementation of CLT.	3.53	HC	3.93	HC
2. I am able to express complex ideas clearly and effectively in English after the introduction of CLT.	3.54	HC	3.94	HC
3. After implementing CLT, I found that my oral presentations are better organized and more logical than before.	3.46	HC	3.85	HC
4. The content of my spoken English reflects a deeper understanding of the subject matter after the use of CLT strategies.	3.60	HC	4.00	HC
5. I feel that my ability to connect ideas and maintain coherence in my speaking has improved since CLT was implemented.	3.54	HC	3.89	HC
Mean	3.53	HC	3.93	HC

****Legend: 3.26-4.00-Highly Competent; 2.51-3.25- Competent; 1.76-2.50 –Slightly Competent; 1.00-1.75 – Not Competent*

The implementation of Communicative Language Teaching (CLT) significantly enhances the speaking competence of English majors, particularly in terms of confidence and comfort level. The overall means of 3.53 and 3.93 indicate a "Highly Competent" assessment by respondents, highlighting the positive impact of this pedagogical approach. CLT promotes an interactive learning environment where students are encouraged to engage in meaningful communication. This approach reduces anxiety associated with speaking in a foreign language, as students often participate in collaborative activities that foster a sense of community and support. As a result, students not only become more confident in their speaking abilities but also feel more at ease while expressing themselves in English. The emphasis on real-life communication scenarios allows students to practice their skills in a safe context, ultimately

boosting their overall competence.

A related study by Lee and Ng (2021) reinforces these findings, demonstrating that the application of CLT strategies in language classrooms leads to significant improvements in learners' perceived confidence and comfort in speaking. Their research indicates that when students engage in tasks that require collaboration and authentic interaction, they report higher levels of self-efficacy and willingness to communicate. This aligns with the results of the current assessment, further illustrating the need for educators to embrace CLT methodologies that prioritize student engagement and practical speaking opportunities. By facilitating a learning atmosphere conducive to open dialogue and expression, instructors can effectively enhance the speaking proficiency of English majors, preparing them for academic success and real-world communication challenges.

Table 2.6 illustrates the summary of the level of student speaking competence among English majors before and after the implementation of communicative language teaching (CLT) as a strategy.

Table 2.6: *Summary of the Mean of the respondents' assessment on level of student speaking competence among English majors before and after the implementation of communicative language teaching (CLT) as a strategy*

Indicators	*Mean*	*VI*
fluency and pronunciation	3.58	HC
vocabulary usage	3.65	HC
grammar and structure	3.61	HC
content and coherence	3.43	HC
confidence and comfort level	3.53	HC
Mean	3.56	HC

****Legend: 3.26-4.00-Always; 2.51-3.25- Often; 1.76-2.50 –Seldom; 1.00-1.75 – Never*

The implementation of Communicative Language Teaching (CLT) as a pedagogical strategy has significant implications for enhancing the speaking competence of English majors. The improvement from a composite means of 3.56 before the implementation to 3.88 after reflects a marked increase in students' speaking abilities, indicating that CLT effectively fosters an engaging and interactive learning environment. This approach prioritizes real-life communication and collaborative tasks, which allow students to practice their speaking skills in a supportive context, ultimately leading to enhanced confidence and comfort. Such improvements are critical not only for academic success but also for learners' overall language proficiency, as increased speaking competence can translate into better performance in various professional and social settings.

Moreover, a related study by Zhang and Ruan (2022) emphasizes that the transition to CLT significantly impacts students perceived communicative competence and self-efficacy. Their research highlights that students who engage in CLT strategies report higher levels of motivation and willingness to communicate, paralleling the findings of the current assessment. As educators adopt CLT methodologies, it becomes essential to recognize the importance of creating interactive and meaningful learning experiences. This shift not only benefits students academically but also prepare them for real-world scenarios where effective communication is crucial.

Problem No. 3: Is there a significant difference on the level of student speaking competence among English majors before and after the implementation of communicative language teaching (CLT) as a strategy?

Table 3 delineates the significant difference on the level of student speaking competence among English majors before and after the implementation of communicative language teaching (CLT) as a strategy.

Table 3. *Difference on the level of student speaking competence among English majors before and after the implementation of communicative language teaching (CLT) as a strategy*

Indicators	*Paired Differences*					*T*	*df*	*Sig. (2-tailed)*	*Decision Ho*	*Interpretation*
Before After	*Mean*	*Std. Deviation*	*Std. Error Mean*	*95% Confidence Interval of the Difference*						
				Lower	*Upper*					
Fluency and Pronunciation	-.36563	.47724	.05336	-.47183	-.25942	-6.852	79	.000	R	S
Vocabulary Usage	-.23438	.39246	.04388	-.32171	-.14704	-5.341	79	.000	R	S
Grammar and Structure	-.24375	.39971	.04469	-.33270	-.15480	-5.454	79	.000	R	S
Content and Coherence	-.34063	.47107	.05267	-.44546	-.23579	-6.468	79	.000	R	S
Confidence and Comfort Level	-.39688	.48992	.05477	-.50590	-.28785	-7.246	79	.000	R	S
Overall	-.31625	.23651	.02644	-.36888	-.26362	-11.960	79	.000	R	S

The significant difference in the level of speaking competence among English majors before and after the implementation of Communicative Language Teaching (CLT) indicates that this pedagogical strategy effectively enhances students' oral communication skills. The rejection of the null hypothesis, supported by a p-value of less than .05, demonstrates that the changes observed are not due to random chance but rather a result of the targeted instructional approach provided through CLT. This approach fosters an interactive and student-centered learning environment where learners engage in meaningful communication practices, collaborate with peers, and participate in real-life language tasks, all of which contribute to increased confidence and proficiency in speaking.

Additionally, a study by Rahimi and Aghajani (2021) further supports these findings by exploring the impacts of CLT on university students' speaking abilities. Their research revealed that participants who experienced CLT strategies showed notable improvements in fluency and accuracy when speaking English, highlighting the effectiveness of incorporating such methodologies in language instruction. By enhancing students' communicative competence, CLT not only addresses immediate educational goals but also prepares learners for practical use of language in diverse contexts, ultimately equipping them with essential skills for future academic and professional endeavors.

Problem No. 4: Is there a significant relationship between the extent of the communicative language teaching (CLT) as a strategy for enhancing speaking competence among English majors and the level of student speaking competence among English majors after the implementation of communicative language teaching (CLT) as a strategy?

Table 4 presents the significant relationship between the extent of the communicative language teaching (CLT) as a strategy for enhancing speaking competence among English majors and the level of student speaking competence among English majors after the implementation of communicative language teaching (CLT) as a strategy.

Table 4. *Relationship between the extent of the communicative language teaching (CLT) as a strategy for enhancing speaking competence among English majors and the level of student speaking competence among English majors after the implementation of communicative language teaching (CLT) as a strategy*

Indicators		*Pearson r*	*Sig*	*Ho*	*VI*
Extent of the communicative language teaching (CLT) as a strategy for enhancing speaking competence among English majors	Level of student speaking competence among English majors after the implementation of CLT	.262	.019	R	S

****Legend: FR-Failed to Reject; R-Rejected; NS-Not Significant; S-Significant*

The findings indicate a significant relationship between the extent of Communicative Language Teaching (CLT) as a strategy for enhancing speaking competence among English majors and the level of student speaking competence before and after its implementation. With a p-value of less than .05, the null hypothesis is rejected, affirming that the observed improvements in students' speaking skills can be attributed to the use of CLT methods. Moreover, the Pearson r correlation of 0.262 suggests a strong positive relationship between the application of CLT and the enhancement of speaking competence. This correlation indicates that as the extent of CLT implemented in the curriculum increases, so too do the speaking abilities of students, underscoring the effectiveness of this pedagogical approach in fostering language acquisition.

Supporting this finding, a study conducted by Rahimi and Aghajani (2021) highlights similar results in their exploration of CLT's impact on university students' speaking skills. Their research demonstrated that students exposed to CLT strategies exhibited significant improvements in both fluency and accuracy in their spoken English, reinforcing the notion that interactive and communicative methodologies are critical in developing effective language competencies. Therefore, the implications of these findings suggest that integrating CLT into language programs not only enhances students' speaking competencies but also equips them with essential skills necessary for real-world communication.

Conclusion

The findings of this study affirm that Communicative Language Teaching (CLT) is an effective strategy for enhancing speaking competence among college English majors. Students showed improvement across various speaking indicators including fluency, pronunciation, vocabulary, grammar, coherence, and confidence. Statistical analysis revealed a significant difference in their speaking competence before and after the CLT implementation, with a notable correlation between the strategy's extent and speaking performance. These results underscore the value of integrating CLT principles in language classrooms to promote authentic communication, student engagement, and skill development. Based on these findings, it is recommended that educators adopt CLT strategies using real-world materials and interactive methods such as debates and role-plays. Educational institutions should support this approach through teacher training, resource provision, and collaborative learning initiatives.

Communicative Language Teaching (CLT) is an efficient strategy for improving speaking competence among English majors in terms of authentic materials, interactional practice, functional language use, fluency over accuracy, and task-based learning.

English major students are highly competent speakers in terms of fluency and pronunciation, vocabulary usage, grammar and structure, content and coherence, and confidence and comfort level.

Communicative Language Teaching (CLT) is an effective strategy in enhancing the student's speaking competence.

The implementation of communicative language teaching as a strategy is significantly correlated with enhancing the speaking competence among English majors.

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