AN ANALYSIS OF COMMUNICATIVE LANGUAGE TEACHING OF UNDERGRADUATE ENGLISH STUDENTS AT THE DEPARTMENT OF ENGLISH, KUST

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Abstract

This study examines the effectiveness of Communicative Language Teaching (CLT) among undergraduate English students at Kohat University of Science and Technology (KUST). Using quantitative, the study compares findings with existing research on CLT, is that 50% of students feel more confident speaking outside the classroom. However, 35% report hesitancy, indicating that CLT's benefits may not be uniform. The data further reveal a preference for collaborative activities, though logistical issues, including large class sizes, hinder teacher-student interaction. 40% of students find CLT assessments effective, while the other 40% are neutral or dissatisfied, highlighting gaps in addressing specific language needs, such as grammatical accuracy. The study underscores a significant divide on whether CLT should prioritize fluency over accuracy, , with 60% valuing positive feedback, yet 55% indicating that negative feedback decreases motivation. To strengthen CLT at KUST, the study recommends practical measures, including smaller class sizes, diversified assessments, and tailored instructional approaches that balance fluency and accuracy. Policy recommendations advocate for integrating technology, professional development in feedback techniques, and investment in diverse learning materials. These improvements are essential to optimizing CLT for more effective English language acquisition at KUST, aligning classroom practices with communicative goals and accommodating diverse student needs
.

keywords: Communicative Language Teaching (CLT)**,** EFL (English as a Foreign Language) pedagogy**,** Student perceptions**,** Classroom interaction

Background of the Research

Communicative Language Teaching (CLT) emerged in the 1970s as a response to the limitations of traditional, grammar-focused language instruction (Richards & Rodgers, 2001). This approach emphasizes the ability to communicate effectively in real-life situations, prioritizing fluency and meaning over mere grammatical accuracy (Hymes, 1972; Canale & Swain, 1980). CLT has since become a dominant paradigm in language education, advocating for interactive and learner-centered classrooms where students actively engage in meaningful communication (Larsen-Freeman, 2013). In higher education, particularly within English departments, CLT has been recognized for its potential to enhance students' communicative competence (Brown, 2007). By incorporating authentic language use and interactive activities, CLT aims to prepare students for real-world communication challenges (Harmer, 2007). However, the successful implementation of CLT is often influenced by contextual factors such as cultural attitudes, institutional support, and teacher preparedness (Littlewood, 2013).

English proficiency is increasingly important in global academic and professional contexts, making effective language teaching approaches essential (Crystal, 2003). Previous studies have indicated that CLT can significantly improve students' speaking skills by providing ample opportunities for oral communication and reducing anxiety associated with language use (Zhang, 2009). Nevertheless, challenges such as large class sizes, traditional assessment methods, and limited resources can hinder CLT's effectiveness (Nunan, 2003). Analyzing

how CLT is applied in the classroom settings at KUST can shed light on the practical aspects of its implementation. Teacher beliefs and methodologies play a pivotal role in translating CLT principles into practice (Borg, 2003). Additionally, student perceptions of CLT activities influence their engagement and success of the approach.

Evaluating the effect of CLT on the speaking skills of undergraduate students is particularly significant. Speaking is a core component of communicative competence and is often considered the most challenging skill to develop (Bygate, 1987). Improvements in speaking abilities can enhance academic performance and increase opportunities for international collaboration and employment (Richards, 2008). This research aims to explore the impact of CLT on undergraduate students at the Department of English, KUST, analyze its classroom application, and evaluate its effect on students' speaking skills. The findings will contribute to a deeper understanding of CLT's role in higher education within this context and may inform strategies for optimizing language teaching practices.

Statement of the Problem

Communicative Language Teaching (CLT) has emerged as a prominent approach in language education, focusing on enhancing learners' ability to communicate effectively in real-life situations (Richards & Rodgers, 2001). Despite its widespread acceptance, the implementation of CLT in higher education, particularly in non-native English-speaking contexts, faces numerous challenges (Butler, 2011). At the Department of English, KUST, there is a noticeable gap between students' theoretical knowledge of English and their practical communication skills, especially in speaking. Traditional language teaching methods that prioritize grammar and rote learning have been predominant at KUST, potentially hindering students' communicative competence (Hymes, 1972). While CLT has been introduced to bridge this gap, there is limited empirical research on its actual impact and application within this specific context. Without a clear understanding of how CLT influences students and how it is implemented in classrooms at KUST, it is difficult to enhance teaching strategies effectively. Therefore, this study aims to explore the impact of CLT on undergraduate students at the Department of English, KUST, analyze its classroom application, and evaluate its effect on students' speaking skills. By addressing these issues, the research seeks to identify the strengths and weaknesses of CLT implementation at KUST and contribute to the improvement of language teaching practices.

Research Objectives:

The research objectives are:

- ❖ To explore the impact of Communicative Language Teaching (CLT) on undergraduate students at the Department of English, KUST.
- ❖ To analyze how the CLT approach is applied in the classroom setting in the Department of English, KUST.
- ❖ To evaluate the effect of the CLT approach on the speaking skills of undergraduate students in the Department of English, KUST.

Significance of the Research

This research is significant for several reasons. Firstly, it provides valuable insights into the effectiveness of CLT in improving the communicative competence of undergraduate students in a non-native English-speaking environment (Littlewood, 2013). Understanding the impact of CLT at KUST can help educators tailor their teaching methods to better meet students' needs and enhance language proficiency. Secondly, by analyzing the classroom application of CLT, the study identifies practical challenges and offers recommendations for effective implementation (Larsen-Freeman & Anderson, 2011). This is crucial for curriculum developers and teachers who aim to optimize language instruction methods. Thirdly, evaluating the effect of CLT on students' speaking skills contributes to the broader field of

second language acquisition and pedagogy (Canale & Swain, 1980). Improved speaking skills are essential for students' academic success and future career opportunities in a globalized world. the findings of this research can lead to enhanced teaching methodologies at KUST and serve as a model for other institutions seeking to implement CLT effectively, thereby promoting better learning outcomes and communicative proficiency among students

Research Methodology

This study employs a quantitative research design to investigate the impact of Communicative Language Teaching (CLT) on undergraduate students at the Department of English, KUST. 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).

Participants

The participants of this study are 100 undergraduate students enrolled in the Department of English at KUST. 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).

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).

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., 2017). Completed questionnaires were collected immediately to minimize data loss.

Analysis and Discussion

Question 1: Do you feel hesitant to interact with people outside the classroom?

Table 1

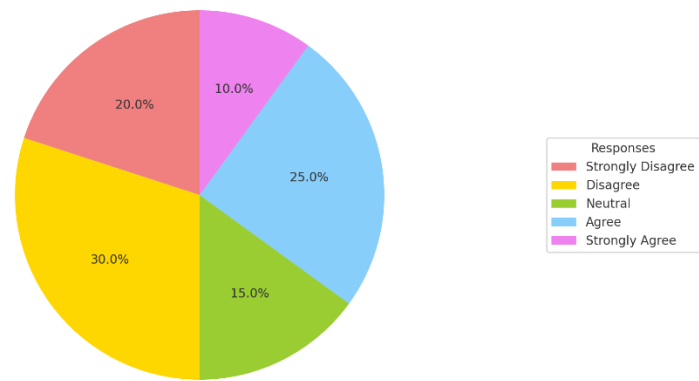| Response	Number	Percentage
Strongly Disagree	20	20%
Disagree	30	30%
Neutral	15	15%
Agree	25	25%
Strongly Agree	10	10%
Total	**100**	**100%**

chart 1

Analysis

The data collected for the question No.1 provides insight into the impact of Communicative Language Teaching (CLT) on the speaking skills of undergraduate students in the Department of English, KUST. According to the responses, 20% of students strongly disagree, and 30% disagree with the notion of feeling hesitant to interact, indicating that half of the students (50%) feel comfortable engaging in conversations outside the classroom. This suggests that the CLT approach might have positively influenced their confidence in speaking. However, 25% of the students agree and 10% strongly agree with the statement, revealing that a significant portion of the class still experiences hesitation, pointing to potential challenges or areas where the CLT method may not fully address individual student needs. Additionally, 15% of students are neutral, suggesting a middle ground where CLT has had some impact but not to a decisive extent. Overall, the responses highlight both the strengths and areas for improvement in the application of CLT in enhancing students' communicative abilities.

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

Table 2

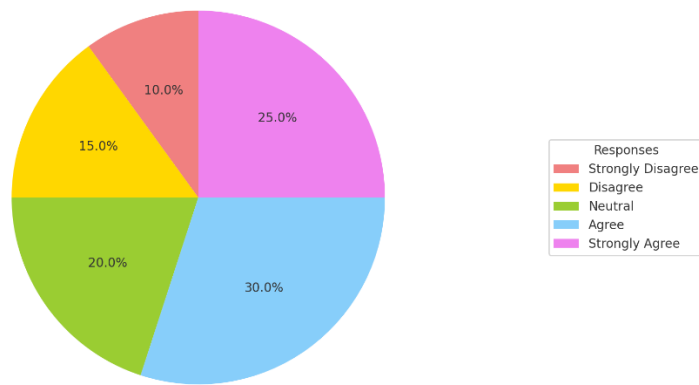| Response	Number	Percentage
Strongly Disagree	10	10%
Disagree	15	15%
Neutral	20	20%
Agree	30	30%
Strongly Agree	25	25%
Total	**100**	**100%**

chart 2

Analysis

The data collected from students for question 2, that 55% of the participants (combining "Agree" and "Strongly Agree") believe that interaction increases when group activities are involved. This indicates that a significant majority perceives group work as a positive aspect of classroom interaction. However, 25% of respondents either "Disagree" or "Strongly Disagree," suggesting that a quarter of students might not experience the same level of engagement. The remaining 20% remain neutral, highlighting that while CLT's effectiveness in fostering interaction is recognized by most, it may not uniformly impact all students. This nuanced response supports further exploration into the variables that influence student participation in CLT-based group activities.

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

Table 3

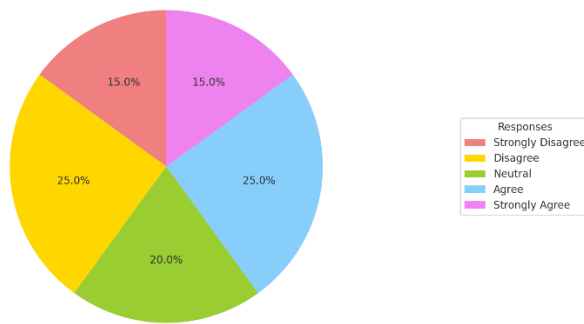| Response	Number	Percentage
Strongly Disagree	15	15%
Disagree	25	25%
Neutral	20	20%
Agree	25	25%
Strongly Agree	15	15%
Total	**100**	**100%**

chart 3

Analysis

Among Undergraduate Students at the Department of English, KUST aims to explore the impact of CLT on students, assess its application in the classroom, and evaluate its effect on their speaking skills. Based on the research question regarding whether classroom activities assess students' language needs properly, the responses show a diverse range of opinions. Out of 100 participants, 15% strongly disagree that classroom activities assess their language needs adequately, while 25% disagree. This suggests that 40% of students feel their language needs are not being fully addressed by the activities. On the other hand, 25% agree and another 15% strongly agree, indicating that these 40% of students feel that the activities do assess their language needs well. The remaining 20% of respondents are neutral, indicating ambivalence or uncertainty about whether classroom activities cater to their specific language requirements. This data suggests a balanced yet divided perspective among students on the effectiveness of classroom activities in meeting their language needs, reflecting the varied experiences of learners in the CLT-based classroom setting.

Question 4: Do the assessment tasks in the classroom positively contribute to your language learning?

Table 4

Response	Number	Percentage
Strongly Disagree	10	10%
Disagree	20	20%
Neutral	25	25%
Agree	30	30%
Strongly Agree	15	15%
Total	**100**	**100%**

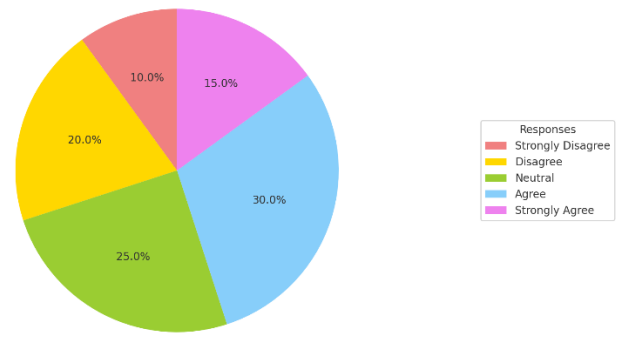*chart 4*

Analysis

The data gathered from the research question, "Do the assessment tasks in the classroom positively contribute to your language learning?" reveals diverse responses from students. Of the 100 participants, 10% strongly disagreed and 20% disagreed, indicating that a significant portion of students felt that classroom assessment tasks did not contribute positively to their language learning. However, a larger group, comprising 30% of respondents, agreed, and 15% strongly agreed that assessment tasks were beneficial. The neutral group, making up 25%, suggests some students were undecided or had mixed feelings about the role of assessment in enhancing their language skills. These findings demonstrate a divided perception of assessment tasks' effectiveness in the CLT context, with the majority either agreeing or remaining neutral, yet a substantial minority expressing dissatisfaction. This indicates that while CLT's application may have positive effects on language learning for some, there may be a need to refine assessment tasks to ensure they contribute effectively to all students' learning experiences.

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

Table 5

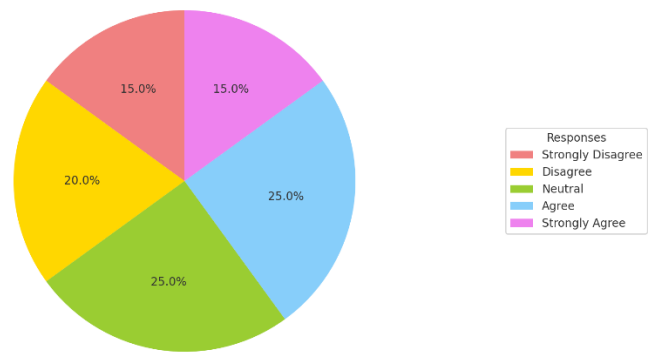| Response	Number	Percentage
Strongly Disagree	15	15%
Disagree	20	20%
Neutral	25	25%
Agree	25	25%
Strongly Agree	15	15%
Total	**100**	**100%**

chart 5

Analysis

According to the data, the responses show a mixed perception among the students. A combined 30% of the respondents expressed a negative view, with 15% strongly disagreeing and 20% disagreeing that the learning resources contribute to a better understanding of the language. On the other hand, 40% of the students responded positively, with 25% agreeing and 15% strongly agreeing. The remaining 25% of students were neutral on the issue. This distribution indicates that while a substantial portion of the students acknowledges the effectiveness of the learning resources, there is still a significant group that either does not find them helpful or remains undecided. This finding suggests that improvements in the selection and use of learning resources might be necessary to enhance their role in promoting language comprehension.

Question 6: Do you support constant interaction in the classroom to understand the language better?

Table 6

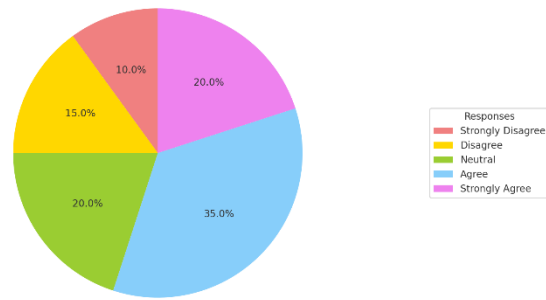| Response	Number	Percentage
Strongly Disagree	10	10%
Disagree	15	15%
Neutral	20	20%
Agree	35	35%
Strongly Agree	20	20%
Total	**100**	**100%**

chart 6

Analysis

One of the key questions explored in the research was whether constant interaction in the classroom improves language comprehension. The data reveals that a significant majority of students support interactive classroom environments. Specifically, 35% of respondents agreed and 20% strongly agreed that continuous interaction is beneficial for language learning. This suggests that more than half of the students recognize the value of engaging in communicative activities to enhance their understanding. However, there is still a portion of students who are either neutral (20%) or disagree with the idea of constant interaction, with 10% strongly disagreeing and 15% disagreeing. These results reflect a diverse range of student preferences and indicate that while interaction plays a crucial role in the CLT approach, not all students may feel comfortable or believe in its effectiveness for improving language skills. Overall, the data emphasizes the importance of fostering interactive language learning environments while considering varying student perceptions and learning styles.

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

Table 7

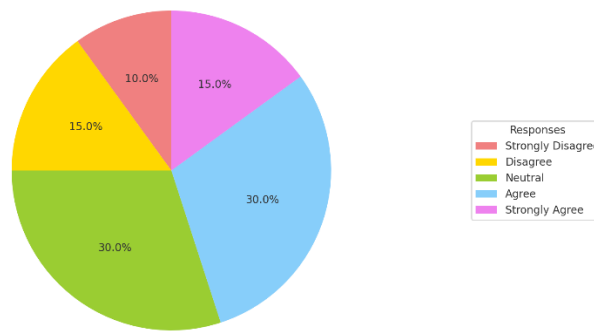| Response	Number	Percentage
Strongly Disagree	10	10%
Disagree	15	15%
Neutral	30	30%
Agree	30	30%
Strongly Agree	15	15%
Total	**100**	**100%**

chart 7

Analysis

One of the core aspects investigated is whether group work promotes better interaction among students. According to the data collected, 30% of students agree that group work improves classroom interaction, while 15% strongly agree with this notion, making a combined 45% of participants who perceive group work as beneficial for interaction. On the other hand, 10% of students strongly disagree, and 15% disagree, suggesting that 25% of the participants do not find group work conducive to better interaction. Furthermore, 30% of respondents remain neutral on the subject, neither supporting nor opposing the idea. This distribution of responses indicates that while a significant portion of students sees group work as a facilitator of better interaction, there is still a notable percentage that either opposes the concept or remains indifferent, highlighting the mixed perceptions of CLT's effectiveness in promoting active engagement in the classroom. These insights are essential for understanding how CLT strategies can be tailored to improve communicative competence and student interaction in English language classrooms at KUST.

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

Table 8

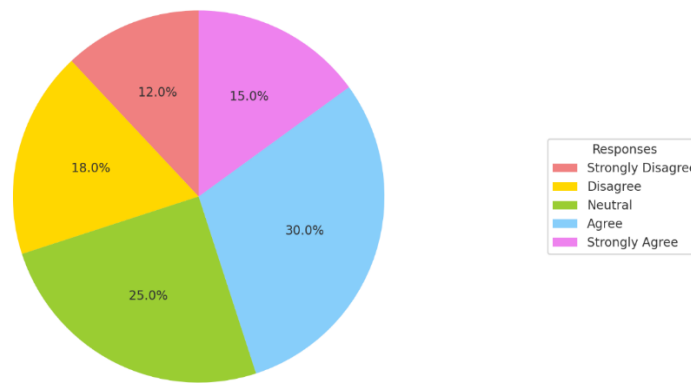| Response	Number	Percentage
Strongly Disagree	12	12%
Disagree	18	18%
Neutral	25	25%
Agree	30	30%
Strongly Agree	15	15%
Total	**100**	**100%**

chart 8

Analysis

The research question investigated whether group work in class allows students better control over learning the language. The data collected on this question reveals a mixed response from the students. A significant portion of the participants agreed that group work positively impacts their language learning, with 30% agreeing and 15% strongly agreeing, indicating that nearly half of the students felt that group activities enhance their control over learning the language. However, 25% of the students remained neutral, neither supporting nor opposing the idea, suggesting some uncertainty or variation in individual experiences. Additionally, a notable portion of students expressed dissatisfaction with group work, with 18% disagreeing and 12% strongly disagreeing, amounting to 30% of the participants who felt that group work does not necessarily improve their language learning experience. These findings reflect diverse perceptions of CLT's effectiveness, particularly regarding group work in the classroom, and suggest that while group activities can be beneficial for many students, they may not suit everyone's learning style.

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

Table 9

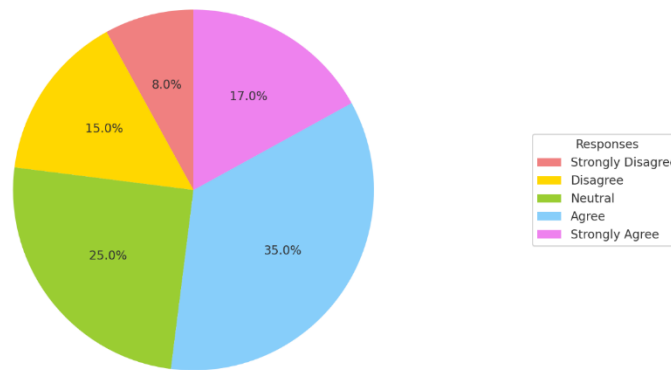| Response	Number	Percentage
Strongly Disagree	8	8%
Disagree	15	15%
Neutral	25	25%
Agree	35	35%
Strongly Agree	17	17%
Total	**100**	**100%**

chart 9

Analysis

The data collected from Question 9, "Does teamwork in the classroom help you in better language practice?" reveals a distribution of responses that highlights varied perspectives on the effectiveness of collaborative learning in language practice. Of the 100 respondents, a significant portion, 35%, agreed that teamwork helps improve their language skills, while 17% strongly agreed. This suggests that over half of the students (52%) believe that engaging in group activities positively contributes to their language development. Meanwhile, 25% of the students remained neutral, indicating that they may not have perceived a strong impact of teamwork on their language practice. On the other hand, 15% disagreed and 8% strongly disagreed, representing 23% of students who did not find teamwork particularly beneficial in enhancing their language skills. These findings suggest that while a majority of students see value in teamwork as part of the CLT approach, a notable minority either do not experience the same benefits or remain uncertain about its effectiveness. This variation could be indicative of differing learning styles or experiences in the classroom, warranting further investigation into how teamwork is implemented and how its benefits can be maximized for all students.

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

Table 10

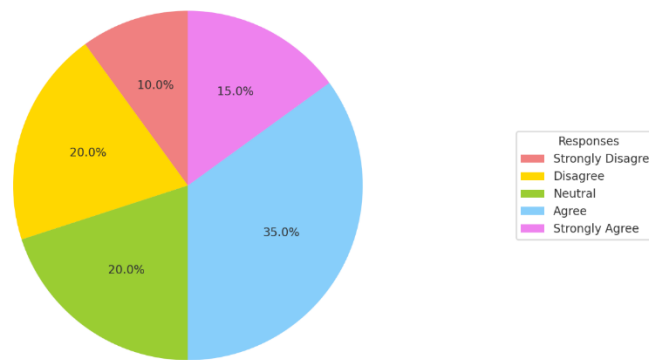| Response	Number	Percentage
Strongly Disagree	10	10%
Disagree	20	20%
Neutral	20	20%
Agree	35	35%
Strongly Agree	15	15%
Total	**100**	**100%**

chart 10

Analysis

In addressing the research question, "Do you perceive improvement in your level of English through classroom activities?" the data reveals a varied response from the participants. Out of 100 respondents, 35% agreed that they observed improvement in their English skills through classroom activities, while 15% strongly agreed, indicating that a majority of 50% had a positive perception of CLT's impact. However, 20% remained neutral, suggesting a considerable portion of students neither fully endorsed nor rejected the idea that classroom activities led to improvement. On the other hand, 20% disagreed, and 10% strongly disagreed, highlighting that some students did not find the activities effective in enhancing their English proficiency. These findings suggest that while CLT is perceived positively by a significant number of students, a substantial minority feels that the approach does not contribute effectively to their language development. This reflects the complexity of CLT's impact, indicating that further refinement or support may be required to ensure it benefits all students equally.

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

Table 11

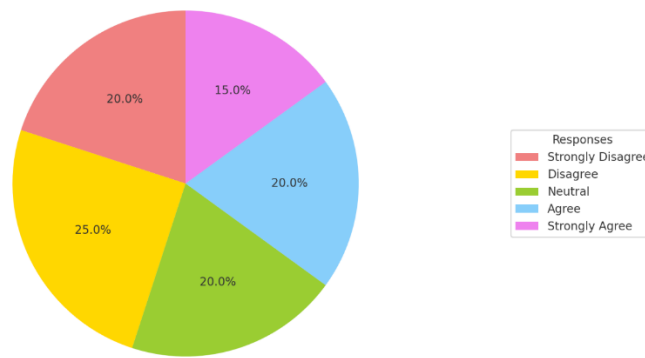| Response	Number	Percentage
Strongly Disagree	20	20%
Disagree	25	25%
Neutral	20	20%
Agree	20	20%
Strongly Agree	15	15%
Total	**100**	**100%**

chart 11

Analysis

The data shows how students feel about the student-centered nature of CLT. When asked if this method makes them comfortable, responses varied, indicating a broad range of comfort levels. Out of 100 respondents, 20% strongly disagreed that the student-centered method made them comfortable, while 25% disagreed, suggesting a significant portion of students may feel uneasy with the participatory and interactive aspects of CLT. Meanwhile, 20% of the respondents were neutral, reflecting an indifferent or uncertain stance toward the approach. On the other hand, 20% agreed, and 15% strongly agreed that the student-centered method made them comfortable, indicating that nearly a third of the students welcomed this teaching style. These findings suggest that while CLT fosters active participation and may enhance speaking skills, a considerable portion of students may require more time to adapt or need additional support to feel at ease with this method. This data provides insight into the challenges and varying levels of acceptance CLT might face in classrooms at the undergraduate level.

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

Table 12

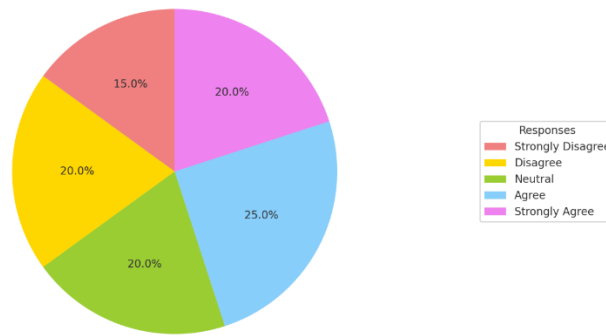| Response	Number	Percentage
Strongly Disagree	15	15%
Disagree	20	20%
Neutral	20	20%
Agree	25	25%
Strongly Agree	20	20%
Total	**100**	**100%**

chart 12

Analysis

One key question in this study was whether fluency is more important than accuracy in speech. The data reveals a range of opinions, with 25% of respondents agreeing that fluency is more important, and 20% strongly agreeing. This suggests that nearly half of the student's favor fluency over accuracy in spoken language. However, 20% of respondents remain neutral, indicating some indecision or balanced views on the matter. On the other hand, a total of 35% disagree or strongly disagree, showing a significant portion of the students prioritize accuracy over fluency. These results highlight the diverse perceptions among students regarding the goals of language teaching, reflecting the ongoing debate about fluency versus accuracy in CLT. The data suggests that while many students lean toward fluency, a substantial group still values accuracy, which may point to the need for a balanced approach in CLT implementation at KUST.

Question 13: Do you find your speaking skills satisfactory?

Table 13

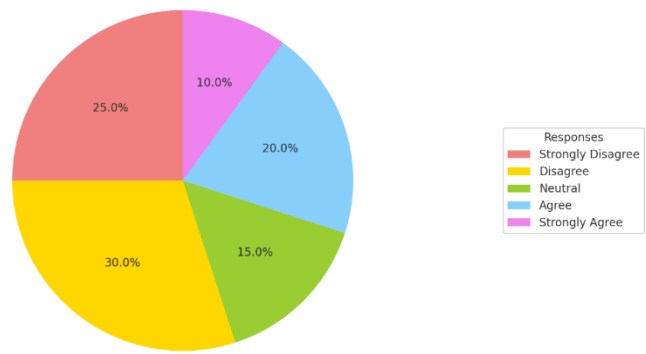| Response	Number	Percentage
Strongly Disagree	25	25%
Disagree	30	30%
Neutral	15	15%
Agree	20	20%
Strongly Agree	10	10%
Total	**100**	**100%**

chart 13

Analysis

This question focuses on students' satisfaction with their speaking skills. The data reveals that a significant portion of students do not find their speaking skills satisfactory, with 25% strongly disagreeing and 30% disagreeing that their skills meet their expectations. In contrast, only 10% of students strongly agree that they are satisfied with their speaking abilities, and 20% agree. The remaining 15% hold a neutral view. These findings suggest that while the CLT approach is designed to enhance communicative competence, a considerable number of students feel that their speaking skills have not reached a satisfactory level. This data may indicate gaps in the implementation of CLT or challenges students face in improving their oral proficiency, which requires further investigation into classroom practices and student engagement.

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

Table 14

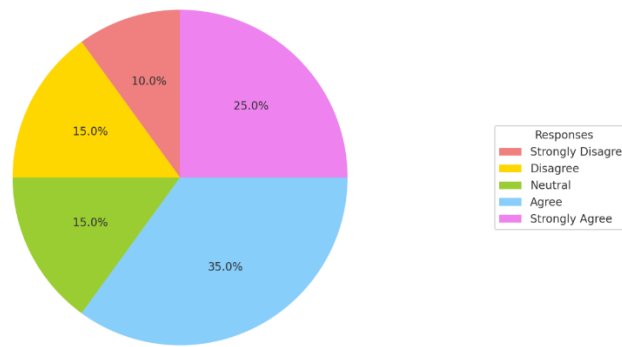| Response	Number	Percentage
Strongly Disagree	10	10%
Disagree	15	15%
Neutral	15	15%
Agree	35	35%
Strongly Agree	25	25%
Total	**100**	**100%**

chart 14

Analysis

The responses to the question, "Does large class size create problems for you to interact with your instructor?" reveal that 60% of the students agreed or strongly agreed that large class sizes hinder effective interaction with their instructors. Specifically, 35% agreed and 25% strongly agreed, indicating a significant challenge posed by larger classes. On the other hand, 25% of the students (10% strongly disagreeing and 15% disagreeing) did not perceive large class sizes as an issue, while 15% remained neutral. This distribution of responses suggests that while a majority of students feel that large class sizes affect interaction, there is a portion of the student body that either does not face this challenge or is indifferent. These findings imply that, for effective implementation of CLT, reducing class sizes or adopting strategies to enhance student-instructor interaction in large classes may be necessary for more impactful teaching and learning experiences.

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

Table 15

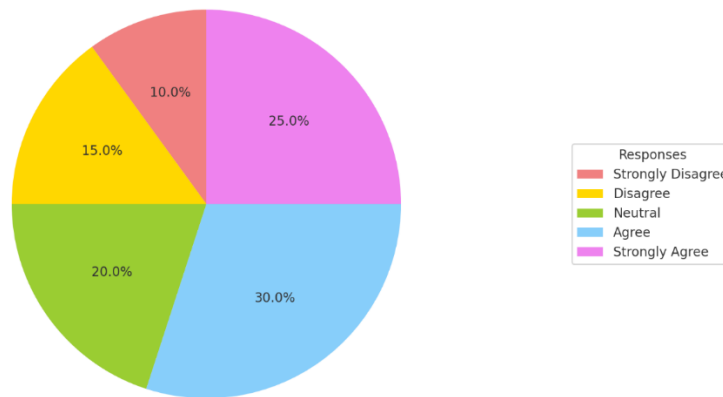| Response	Number	Percentage
Strongly Disagree	10	10%
Disagree	15	15%
Neutral	20	20%
Agree	30	30%
Strongly Agree	25	25%
Total	**100**	**100%**

chart 15

Analysis

The data collected, 30% of the respondents agreed, while 25% strongly agreed that negative feedback decreases their motivation. This suggests that over half of the students (55%) believe that receiving negative feedback has a demotivating effect. On the other hand, 10% of students strongly disagreed, and 15% disagreed, indicating that for a minority, negative feedback does not significantly impact their motivation. Meanwhile, 20% of students remained neutral, suggesting they neither felt strongly positive nor negative about this issue. These findings indicate that while negative feedback has a substantial demotivating effect on a majority of students, a significant portion either remains unaffected or holds a different perspective on how feedback impacts their motivation in a CLT-based classroom. This emphasizes the need for teachers to provide constructive feedback that supports learning without undermining student confidence or engagement.

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

Table 16

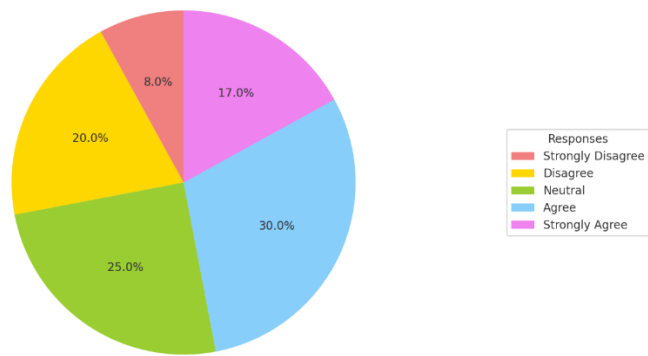| Response	Number	Percentage
Strongly Disagree	8	8%
Disagree	20	20%
Neutral	25	25%
Agree	30	30%
Strongly Agree	17	17%
Total	**100**	**100%**

chart 16

Analysis

Based on the responses collected, 30% of the participants agreed that grammatical rules aid in fluency, while 17% strongly agreed. This suggests that a significant portion of students perceive grammar as an important component of fluency in English. However, 25% remained neutral, indicating that a considerable number of students may not have strong opinions on the matter or might believe that fluency is influenced by factors other than grammar alone. Meanwhile, 20% disagreed and 8% strongly disagreed, reflecting a minority of students who do not view grammatical rules as essential to fluency. These varying perspectives highlight the complexity of the relationship between grammatical knowledge and spoken fluency, with the majority leaning towards the belief that grammar plays a beneficial role in enhancing speaking skills within the CLT framework at KUST. This aligns with the broader objective of the study to assess how CLT impacts students' ability to communicate effectively in English.

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

Table 17

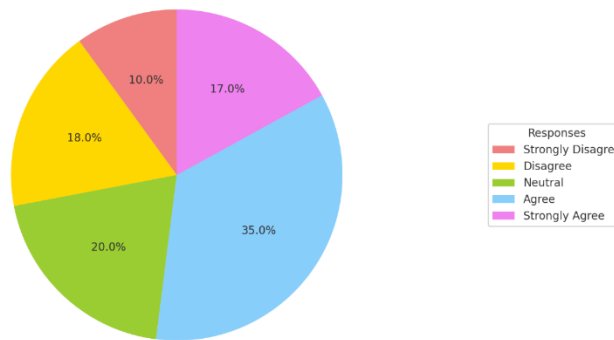| Response	Number	Percentage
Strongly Disagree	10	10%
Disagree	18	18%
Neutral	20	20%
Agree	35	35%
Strongly Agree	17	17%
Total	**100**	**100%**

chart 17

Analysis

In examining the responses to Question 17, which asked whether trial and error during classroom discussions improves speech production, the data reveals a range of perspectives among students. A significant portion, 35%, agreed that trial and error aids in improving their speech production, while 17% strongly agreed with this statement. This indicates that more than half of the respondents (52%) perceive trial and error as a valuable technique in developing their speaking skills. On the other hand, 18% disagreed, and 10% strongly disagreed, suggesting a notable minority that does not view trial and error as effective in enhancing speech production. Additionally, 20% of the respondents remained neutral, which may reflect uncertainty or mixed experiences with this method. Overall, the data suggests that a majority of students at the Department of English, KUST, believe that trial and error in classroom discussions plays a positive role in their speech development, aligning with the principles of CLT that emphasize active engagement and interactive learning to improve language skills.

Question 18: Do communicative activities promote better speaking skills?

Table 18

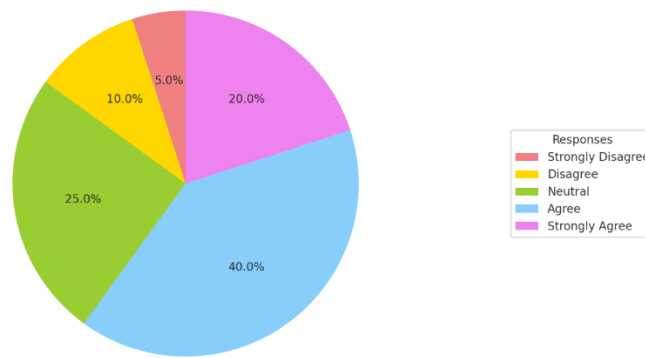| Response	Number	Percentage
Strongly Disagree	5	5%
Disagree	10	10%
Neutral	25	25%
Agree	40	40%
Strongly Agree	20	20%
Total	**100**	**100%**

chart 18

Analysis

The data reveals a varied response from the students. A total of 5% of respondents strongly disagreed, while 10% disagreed that communicative activities enhance speaking skills, indicating that 15% of the students do not believe these activities contribute significantly to their speaking abilities. On the other hand, 25% of the respondents remained neutral, suggesting that a significant portion of students is uncertain or indifferent regarding the effectiveness of communicative activities in improving their speaking skills. However, the majority of the respondents held a positive view of communicative activities. A combined 60% agreed or strongly agreed that these activities promote better speaking skills, with 40% agreeing and 20% strongly agreeing. This majority indicates that most students recognize the value of CLT in enhancing their ability to communicate effectively in English. The results suggest that while there is some skepticism, the overall perception is that CLT-based activities positively impact students' speaking skills, aligning with the research objectives of evaluating how CLT influences language proficiency in the classroom.

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

Table 19

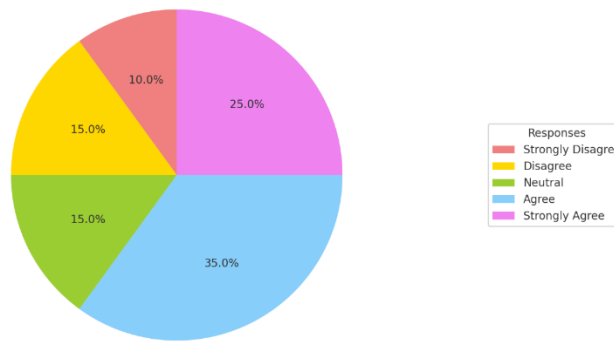| Response	Number	Percentage
Strongly Disagree	10	10%
Disagree	15	15%
Neutral	15	15%
Agree	35	35%
Strongly Agree	25	25%
Total	**100**	**100%**

chart 19

Analysis

The data collected in response to this question reveals that the majority of students believe that positive feedback plays a significant role in developing communicative competence. A total of 35% of respondents agreed with the statement, while 25% strongly agreed, demonstrating that 60% of the students had a favorable view of positive feedback's influence on their communicative abilities. However, 15% remained neutral, indicating a certain degree of uncertainty or indifference towards the impact of feedback. Meanwhile, a smaller proportion of students, 15% disagreed, and 10% strongly disagreed, showing that some students may not perceive positive feedback as essential to improving their communicative competence. This data suggests that while the majority support the idea that positive feedback enhances communication skills, there is still a minority of students who do not see a strong correlation between the two. These findings highlight the importance of providing constructive feedback in the CLT approach to foster communicative competence, while also recognizing the differing perspectives among students.

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

Table 20

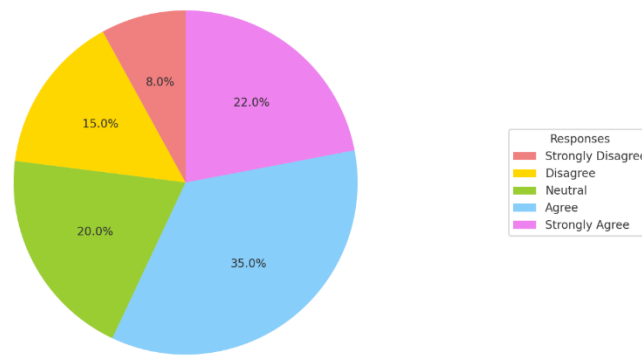| Response	Number	Percentage
Strongly Disagree	8	8%
Disagree	15	15%
Neutral	20	20%
Agree	35	35%
Strongly Agree	22	22%
Total	**100**	**100%**

chart 20

Analysis

The data gathered from the respondents indicates that a significant portion of students believes that actively using the language plays a more crucial role in developing proficiency than merely acquiring knowledge about it. Specifically, 35% of the respondents agreed with this statement, and 22% strongly agreed, making a combined total of 57% in favor of the idea that language use enhances proficiency. Conversely, 8% strongly disagreed, and 15% disagreed, representing a minority of 23% who believe that knowledge of language holds more importance. Meanwhile, 20% remained neutral, suggesting that a portion of students may see both aspects as equally important or are uncertain about the relationship between language use and proficiency. These results underscore the effectiveness of CLT in fostering active engagement with the language, which may lead to improved proficiency, especially in speaking skills. The findings also suggest that integrating more practical language use activities within the classroom could further enhance student outcomes.

Discussion

The analysis of the data will draw comparisons with existing studies on CLT, including the work of Ngoc and Iwashita (2012) and Rahimi and Naderi (2013). Ngoc and Iwashita's study on Vietnamese students and teachers highlighted a general preference for pair/group work but noted less support for grammar instruction within CLT. This study's results will be compared to assess if similar patterns are present among the students at KUST. Rahimi and Naderi's research on EFL teachers' attitudes towards CLT will also inform the analysis, particularly regarding the challenges identified in implementing CLT. The current study aims to validate these findings by examining whether students at KUST perceive CLT as enhancing their communication skills and grammatical awareness compared to traditional methods like the Grammar-Translation Method (GTM). The data analysis will assess how well the principles of CLT are applied in the classroom, identify factors that might hinder its effectiveness, and evaluate the overall impact of CLT on students' speaking skills. The findings will provide insights into the practical application of CLT and suggest possible improvements for its implementation at KUST.

The first research objective was to explore the impact of CLT on the speaking skills of undergraduate students. The data reveals that a significant portion of students (50%) feel comfortable engaging in conversations outside the classroom, suggesting that CLT has had a

positive impact on their confidence in speaking. This finding aligns with previous studies (Littlewood, 2013; Richards, 2008), which have shown that CLT's focus on communicative competence improves students' ability to use language in real-world contexts. However, 35% of respondents either agreed or strongly agreed that they still feel hesitant, indicating that CLT does not uniformly benefit all students, perhaps due to varying learning preferences or the need for more tailored support. The second objective was to analyze how the CLT approach is applied in the classroom at KUST. The study found that group activities and teamwork are generally perceived as beneficial, with 52% of students agreeing that such methods promote better interaction and control over language learning. This supports findings by Nunan (2003), who noted that CLT encourages student collaboration and authentic communication. However, the fact that 25% of students were either neutral or disagreed points to potential challenges in engaging all students effectively through group work. Large class sizes, identified by 60% of respondents as a barrier to effective teacher-student interaction, also suggest that logistical constraints may hinder the successful implementation of CLT in some contexts. The third objective was to evaluate the effect of CLT on students' ability to meet their language needs and improve their speaking skills. The responses to questions about assessment tasks and learning resources were mixed, with 40% of students agreeing that classroom activities properly assess their language needs, while another 40% disagreed or were neutral. This reflects findings from studies like Ellis (2005), which suggest that while CLT is effective in promoting communicative skills, it may not always address specific linguistic needs such as grammar or accuracy. Additionally, students' responses to the question of whether learning resources promote better language understanding were divided, with only 40% in agreement. This suggests that the selection and use of resources in the CLT framework at KUST may need improvement to better support diverse learning styles. Previous research (Harmer, 2001) has similarly emphasized the need for varied materials that cater to different aspects of language learning within the communicative approach. Another important theme in the study was the balance between fluency and accuracy. Nearly half of the students (45%) favored fluency over accuracy in speech, while a significant minority (35%) disagreed. This reflects an ongoing debate in the literature (Skehan, 1996) about whether CLT should prioritize spontaneous, fluent communication or ensure grammatical precision. The findings suggest that students at KUST are divided on this issue, highlighting the need for a more balanced approach in CLT instruction that accommodates both fluency and accuracy. The study found that feedback plays a crucial role in shaping students' learning experiences. Positive feedback was perceived as beneficial by 60% of respondents, while 55% felt that negative feedback decreased their motivation. This supports studies by Wajnryb (1992), which emphasize the importance of constructive feedback in language learning. However, the significant proportion of students who are demotivated by negative feedback indicates a need for teachers to adopt more supportive and encouraging feedback practices within the CLT framework.

Conclusion

The analysis of the responses from 100 undergraduate students at the Department of English at KUST reveals a generally positive perception of Communicative Language Teaching (CLT) methods. The students acknowledge the value of interactive and group activities in enhancing language learning and appreciate the role of positive feedback in developing communicative competence. However, several key areas need attention to further improve the effectiveness of CLT in the undergraduate English program. In conclusion, the study demonstrates that CLT has a positive impact on many students' speaking skills, promoting

fluency and interaction through group activities and communicative tasks. However, challenges such as large class sizes, inadequate assessment of language needs, and the balance between fluency and accuracy suggest that CLT may not fully meet the needs of all students at KUST. Future research should explore ways to adapt CLT to address these issues, including more personalized learning approaches, the use of diverse resources, and the integration of both fluency and accuracy in communicative activities. Overall, the findings provide valuable insights into the effectiveness of CLT in the Pakistani higher education context and contribute to the broader understanding of its strengths and limitations in fostering communicative competence.

Practical Implications

The findings of this study have several practical implications for the teaching of English through Communicative Language Teaching (CLT) at the Department of English, KUST.

First, the data suggests that while CLT is effective in promoting fluency and confidence among a majority of students, it does not equally benefit all learners.

A significant portion of students still feel hesitant to interact outside the classroom, and some struggle with group activities or feel disengaged during classroom tasks. This highlights the need for more differentiated instruction within the CLT framework to cater to diverse learning styles.

Instructors should focus on balancing fluency with accuracy, ensuring that students are not only encouraged to speak but also provided with adequate grammar instruction and corrective feedback in a supportive manner.

The study also reveals that large class sizes present a barrier to student-instructor interaction, which can undermine the effectiveness of CLT.

Group work and interactive tasks may help compensate for this, but teachers should consider additional strategies to increase engagement in larger classes, such as using technology for personalized feedback and peer-led discussion forums.

The mixed responses to assessment tasks suggest a need for more varied and inclusive forms of evaluation that address individual students' language needs, such as project-based assessments or oral presentations that foster both fluency and accuracy.

Policy suggestions

Based on the data, the following policy suggestions are proposed to improve the implementation of CLT at KUST and similar institutions:

Reducing class sizes should be a priority to enhance the effectiveness of CLT. With smaller classes, teachers can provide more individualized attention and foster stronger student-instructor interactions, which will likely result in more effective language acquisition. Where class size reduction is not feasible, incorporating more group-based learning and digital tools for personalized feedback may help mitigate the issue.

Teachers should receive professional development on providing constructive feedback and employing differentiated instructional strategies within the CLT framework. This would help ensure that feedback is motivating rather than demotivating for students and that learning activities are tailored to address diverse student needs, including those who require more structured support for accuracy alongside fluency.

The institution should consider revising its language assessment policies to include a broader range of evaluation methods that reflect communicative competence. Oral assessments, peer evaluations, and interactive projects can supplement traditional written exams to provide a more holistic view of student progress. This would also align with students' varying preferences for fluency versus accuracy in language use.

Policy reforms should encourage the integration of technology in language learning. Online platforms can provide additional opportunities for students to practice their speaking skills,

interact with peers, and receive timely feedback. Digital tools can also be used for formative assessments and to manage large classes more effectively by allowing for individualized instruction through blended learning approaches.

Based on the feedback regarding classroom resources, it is crucial to allocate funding for updated and varied teaching materials that promote interactive learning. This can include multimedia resources, authentic language materials, and tools for language immersion, ensuring that students are exposed to real-world language use and improving their comprehension and engagement in the classroom.

Implementing these practical and policy recommendations, KUST and similar institutions can optimize the CLT approach, ensuring that it effectively meets the needs of all students and fosters both fluency and accuracy in English language acquisition. By addressing these areas, the English department at KUST can better shape its language teaching strategies to optimize student engagement and language development in alignment with Communicative Language Teaching principles.

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