

The effectiveness of using Communicative Language Teaching (CLT) in improving students' speaking skills from teachers' perceptions

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ABSTRACT

This study aimed to investigate the effectiveness of using Communicative Language Teaching (CLT) in improving students' speaking skills from teachers' perceptions in Al-Asabaa city, Libya. The study adopted a descriptive analytical research design and used a questionnaire as the main data collection tool. The sample consisted of (50) English language teachers selected using a convenience sampling method.

The findings revealed that CLT is highly effective in enhancing students' speaking skills, particularly in terms of fluency, confidence, and classroom interaction. Teachers reported frequent use of communicative activities such as role-plays, group discussions, and pair work, which contributed significantly to improving students' speaking performance. However, the study also identified several challenges affecting the implementation of CLT, including large class sizes, lack of resources, time constraints, and exam-oriented systems.

Moreover, the results showed that teachers hold positive perceptions toward CLT, although some expressed the need for additional training to improve their ability to apply communicative strategies effectively. The study concluded that while CLT is an effective approach for developing speaking skills, its success depends on contextual and institutional factors.

الملخص

هدفت هذه الدراسة إلى التعرف على فاعلية استخدام مدخل التدريس التواصلي (CLT) في تحسين مهارات التحدث لدى الطلاب من وجهة نظر المعلمين في مدينة الأصابعة - ليبيا. واعتمدت الدراسة على المنهج الوصفي التحليلي، واستخدمت الاستبيان كأداة رئيسية لجمع البيانات. وتكونت عينة الدراسة من (50) معلمًا ومعلمة للغة الإنجليزية تم اختيارهم بطريقة العينة المتيسرة.

أظهرت نتائج الدراسة أن مدخل التدريس التواصلي يتمتع بدرجة عالية من الفاعلية في تحسين مهارات التحدث لدى الطلاب، خاصة فيما يتعلق بالطلاقة، والثقة بالنفس، والتفاعل داخل الصف. كما أشار المعلمون إلى استخدامهم المتكرر للأنشطة التواصلية مثل لعب الأدوار، والمناقشات الجماعية، والعمل الثنائي، والتي ساهمت بشكل كبير في تطوير أداء الطلاب في التحدث. ومع ذلك، كشفت النتائج عن وجود عدة تحديات تواجه تطبيق هذا المدخل، من أبرزها كثافة الفصول الدراسية، ونقص الموارد، وضيق الوقت، وتركيز أنظمة التقييم على الجوانب النحوية.

كما أوضحت النتائج أن المعلمين لديهم اتجاهات إيجابية نحو مدخل التدريس التواصلي، إلا أن بعضهم أبدى حاجة إلى مزيد من التدريب لتحسين قدرتهم على تطبيقه بشكل فعال. وخلصت الدراسة إلى أن فاعلية هذا المدخل تعتمد بشكل كبير على العوامل السياقية والمؤسسية.

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الكلمات المفتاحية: التدريس التواصلي، مهارات التحدث، تصورات المعلمين، اللغة الإنجليزية كلغة أجنبية، التفاعل الصفّي

Introduction:

In recent decades, the field of language education has witnessed a significant shift from traditional, teacher-centered approaches toward more learner-centered methodologies that emphasize communication and real-life language use. Among these approaches, Communicative Language Teaching (CLT) has emerged as one of the most influential and widely adopted methods in teaching English as a Foreign Language (EFL). CLT focuses on developing learners' communicative competence by encouraging interaction, meaningful communication, and the use of authentic language in classroom settings. This shift reflects the growing recognition that mastering a language involves not only understanding its grammatical structures but also the ability to use it effectively in real-life situations.

Speaking skill, in particular, is considered one of the most essential yet challenging components of language learning. It represents the practical ability of learners to express ideas, share opinions, and engage in social interaction. However, many EFL learners struggle with speaking due to factors such as lack of confidence, limited vocabulary, fear of making mistakes, and insufficient opportunities for practice. Traditional teaching methods, which often prioritize grammar and written exercises over oral communication, have been criticized for failing to adequately develop students' speaking abilities. As a result, there is a growing need to adopt teaching approaches that actively promote spoken interaction and student participation.

Communicative Language Teaching addresses these challenges by creating a classroom environment that prioritizes communication as both the means and the goal of learning. It incorporates activities such as role-plays, group discussions, problem-solving tasks, and simulations that require students to use language in meaningful contexts. Through these activities, learners are encouraged to negotiate meaning, express themselves freely, and develop fluency alongside accuracy. Moreover, CLT shifts the role of the teacher from a knowledge transmitter to a facilitator who guides, supports, and motivates students to actively engage in communication.

Despite the theoretical advantages of CLT, its practical implementation varies widely depending on contextual factors such as class size, available resources, curriculum design, and teachers' beliefs and competencies. In many educational settings, particularly in developing countries, teachers may face challenges in fully applying CLT principles due to limited training, exam-oriented systems, or lack of institutional support. Therefore, understanding teachers' perceptions becomes crucial, as their attitudes, beliefs, and experiences directly influence how CLT is applied in the classroom and, consequently, its effectiveness in improving students' speaking skills.

This study aims to explore the effectiveness of using Communicative Language Teaching in enhancing students' speaking skills from teachers' perspectives. By examining how teachers perceive the impact of CLT on students' oral performance, the study seeks to provide insights into both the strengths and limitations of this approach in real classroom contexts. It also attempts to identify the challenges teachers encounter when implementing CLT and the strategies they use to overcome them.



The significance of this research lies in its contribution to improving English language teaching practices by bridging the gap between theory and classroom application. By highlighting teachers' perspectives, the study offers practical implications for curriculum designers, teacher trainers, and educational policymakers to better support the effective use of communicative approaches. Ultimately, enhancing students' speaking skills through effective teaching strategies remains a central goal of language education, and CLT continues to play a vital role in achieving this objective.

Research Problem:

Despite the widespread adoption of Communicative Language Teaching (CLT) in English language classrooms, many students in EFL contexts continue to demonstrate weak speaking skills. This raises a critical question about the actual effectiveness of CLT when applied in real educational settings, particularly from the perspective of teachers who are directly responsible for its implementation. While CLT is theoretically designed to enhance communicative competence, there appears to be a gap between its intended outcomes and the actual speaking performance of students.

One underlying assumption in many educational systems is that the use of CLT automatically leads to improved speaking abilities. However, this assumption may not always hold true in practice. A closer examination suggests that several contextual and pedagogical factors may limit the effectiveness of CLT. For instance, large class sizes, limited instructional time, lack of teaching resources, and exam-oriented curricula often restrict opportunities for meaningful communication in the classroom. Additionally, students themselves may be reluctant to participate in speaking activities due to anxiety, fear of making mistakes, or low language proficiency.

From a critical standpoint, it is also important to question whether teachers fully understand and correctly apply the principles of CLT. In some cases, what is labeled as "communicative teaching" may still reflect traditional practices with minimal interaction or authentic communication. This indicates a potential mismatch between the theoretical framework of CLT and its practical application. Therefore, teachers' perceptions play a pivotal role, as their beliefs, training, and experiences influence how CLT is interpreted and implemented.

Moreover, there is a lack of sufficient empirical evidence—particularly in local contexts—that examines the effectiveness of CLT in improving speaking skills from the teachers' viewpoint. Most studies tend to focus on students' outcomes without adequately exploring how teachers evaluate the success or limitations of this approach. This creates a gap in understanding the practical challenges faced in classrooms and the extent to which CLT contributes to actual language development.

Based on these considerations, the research problem can be summarized in the following main question:

To what extent is Communicative Language Teaching effective in improving students' speaking skills from teachers' perceptions?

This main question can be further broken down into sub-questions:

- How do teachers perceive the impact of CLT on students' speaking abilities?
- What challenges do teachers face when implementing CLT in the classroom?
- To what extent do contextual factors affect the effectiveness of CLT?



- Are there discrepancies between the theoretical principles of CLT and its actual classroom practices?

Addressing these questions will help provide a more realistic and critical understanding of CLT effectiveness, moving beyond assumptions toward evidence-based evaluation.

Objectives of the Study:

Main Objective

To investigate the effectiveness of Communicative Language Teaching (CLT) in improving students' speaking skills from teachers' perceptions.

Specific Objectives

1. To examine teachers' perceptions of the role of CLT in developing students' speaking skills.
2. To identify the extent to which CLT contributes to improving students' fluency, accuracy, and confidence in speaking.
3. To explore the types of communicative activities used by teachers in CLT classrooms.
4. To investigate the challenges teachers face when implementing CLT in teaching speaking skills.
5. To analyze the impact of contextual factors such as class size, teaching resources, and curriculum design on the effectiveness of CLT.
6. To identify the gap between the theoretical principles of CLT and actual classroom practices.
7. To provide recommendations for improving the implementation of CLT to enhance students' speaking skills.

Significance of the Study:

This study holds both theoretical and practical significance in the field of English language teaching, particularly in relation to improving students' speaking skills through Communicative Language Teaching (CLT).

From a theoretical perspective, the study contributes to the existing body of knowledge by providing a deeper understanding of the effectiveness of CLT from teachers' perceptions rather than relying solely on student outcomes. It challenges the common assumption that CLT is inherently effective in all contexts by critically examining how it is understood and applied in real classrooms. In doing so, the study helps bridge the gap between theoretical frameworks of communicative competence and actual teaching practices.

From a practical perspective, the study offers valuable insights for teachers by highlighting the strengths and limitations of CLT in developing speaking skills. It enables educators to reflect on their own teaching practices and identify more effective strategies for enhancing students' oral communication. Additionally, by identifying the challenges teachers face, the study provides guidance on how these obstacles can be addressed in classroom settings.

For curriculum designers and policymakers, the findings of this study can inform the development of more effective language programs that support communicative approaches. It emphasizes the need for aligning curriculum objectives, teaching materials, and assessment methods with the principles of CLT to ensure better learning outcomes. Furthermore, the study underscores the importance of providing adequate training and professional development for teachers to implement CLT effectively.



Finally, this study is significant for future researchers, as it opens avenues for further investigation into communicative language teaching in different contexts. It encourages more context-sensitive research that takes into account the realities of classrooms rather than relying solely on theoretical assumptions. Ultimately, the study aims to contribute to improving the quality of English language teaching and enhancing students' ability to communicate effectively in real-life situations.

Operational Definitions:

1. Communicative Language Teaching (CLT)

CLT is defined in this study as a learner-centered teaching approach that emphasizes the use of language for meaningful communication. It involves interactive activities such as discussions, role-plays, and problem-solving tasks, where the teacher acts as a facilitator and students actively use the target language to convey meaning.

2. Speaking Skills

Speaking skills refer to the students' ability to express ideas, opinions, and information orally in English in a clear and effective manner. In this study, speaking skills are measured in terms of fluency, accuracy, pronunciation, and the ability to interact in communicative situations.

3. Teachers' Perceptions

Teachers' perceptions are defined as the beliefs, attitudes, and opinions held by teachers regarding the effectiveness of CLT in improving students' speaking skills. These perceptions are measured through their responses to the study instrument (e.g., questionnaire).

4. Fluency

Fluency is the ability of students to speak smoothly and continuously without excessive pauses or hesitation, reflecting ease and confidence in communication.

5. Accuracy

Accuracy refers to the correct use of grammatical structures, vocabulary, and sentence formation during speaking.

6. Communicative Competence

Communicative competence is the ability to use language appropriately and effectively in different social contexts, including grammatical, sociolinguistic, and strategic aspects of communication.

7. Classroom Interaction

Classroom interaction refers to the exchange of communication between students and teachers or among students themselves during learning activities, particularly those that promote the use of spoken language.

8. EFL (English as a Foreign Language)

EFL refers to the context in which English is learned as a foreign language in a non-English-speaking country, where exposure to the language outside the classroom is limited.



9. Teaching Strategies

Teaching strategies are the methods and techniques used by teachers to facilitate learning, particularly the communicative activities employed to enhance students' speaking skills.

10. Contextual Factors

Contextual factors refer to the conditions that influence the teaching and learning process, such as class size, availability of resources, curriculum design, and institutional support.

Methodology:

1. Research Design

This study adopts a descriptive analytical research design, as it is suitable for examining and analyzing teachers' perceptions regarding the effectiveness of Communicative Language Teaching (CLT) in improving students' speaking skills without manipulating any variables.

2. Population of the Study

The population of the study consists of all English language teachers working in educational institutions in Al-Asabaa city, Libya, where English is taught as a foreign language.

3. Sample of the Study

A sample of (100) English language teachers was selected from Al-Asabaa city using a convenience sampling technique, due to accessibility and availability of participants. The sample includes teachers with varying levels of experience and qualifications to ensure diversity and reliability of responses.

4. Data Collection Tool

The study uses a structured questionnaire as the primary tool for data collection. The questionnaire is designed to measure teachers' perceptions of the effectiveness of CLT in improving students' speaking skills. It includes several sections covering:

- The effectiveness of CLT in developing speaking skills
- Types of communicative activities used in the classroom
- Challenges faced by teachers
- Contextual factors affecting the implementation of CLT

A five-point Likert scale is used to measure participants' responses.

5. Validity and Reliability

The validity of the instrument is ensured through expert review by specialists in the field of English language teaching. Reliability is tested using Cronbach's Alpha to ensure internal consistency of the questionnaire items.

6. Data Analysis

The collected data are analyzed using the Statistical Package for the Social Sciences (SPSS). Descriptive statistics such as means, standard deviations, frequencies, and percentages are used. Inferential statistics may also be applied when necessary to examine relationships between variables.



Delimitations of the Study:

1. Subject Delimitation

The study is limited to investigating the effectiveness of CLT in improving students' speaking skills only, excluding other language skills such as reading, writing, and listening.

2. Human Delimitation

The study is confined to a sample of English language teachers (100 participants) in Al-Asabaa city, without including students directly.

3. Spatial Delimitation

The study is conducted in Al-Asabaa city, Libya, which may limit the generalizability of the findings to other regions.

4. Temporal Delimitation

The study is carried out during the academic year (2025–2026), and the findings reflect the conditions within this specific period.

5. Methodological Delimitation

The study relies solely on a questionnaire as the data collection instrument, without incorporating other methods such as interviews or classroom observations.

Previous Studies:

Savignon (2002) examined the theoretical and practical dimensions of Communicative Language Teaching (CLT), focusing on its role in developing communicative competence. The study demonstrated that learners who were exposed to communicative activities showed higher levels of interaction and more effective speaking performance compared to those taught through traditional methods. The findings emphasized that CLT provides meaningful contexts for language use, which enhances students' ability to communicate orally.

In a similar vein, Richards (2006) explored the core principles and classroom applications of CLT, highlighting its impact on learners' communicative abilities. The study concluded that CLT contributes significantly to improving students' fluency and confidence in speaking by encouraging real-life communication and reducing teacher-centered instruction. However, it also pointed out that the success of CLT depends largely on teachers' understanding and proper implementation of its principles.

Furthermore, Littlewood (2007) investigated the implementation of CLT in EFL contexts, particularly in Asian classrooms. The study revealed that although CLT is effective in theory, its application in practice faces several challenges, including large class sizes, exam-oriented educational systems, and students' reluctance to participate. The findings suggested that adapting CLT to suit local contexts is essential for achieving its intended outcomes.

Similarly, Brown (2007) addressed communicative approaches to language teaching and their role in enhancing speaking skills. The study indicated that interactive classroom activities such as discussions, role-plays, and group work play a crucial role in improving learners' fluency and communicative competence. It also emphasized the importance of balancing fluency and accuracy in speaking instruction.



In the Arab context, Al-Hamash (2012) examined the effectiveness of CLT in improving speaking skills among EFL learners. The results showed that students taught through communicative activities demonstrated noticeable improvement in fluency and confidence. Nevertheless, the study also identified challenges such as insufficient teacher training and limited resources, which may hinder the effective implementation of CLT.

Moreover, Rahman (2015) investigated teachers' perceptions of CLT implementation in EFL classrooms. The findings revealed that although teachers generally held positive attitudes toward CLT, they encountered difficulties in applying it effectively due to institutional constraints and lack of adequate training. The study highlighted that teachers' perceptions are a key factor influencing the success of CLT in practice.

Synthesis of Previous Studies

A review of the previous studies indicates a general consensus that Communicative Language Teaching is an effective approach for improving students' speaking skills, particularly in terms of fluency, interaction, and confidence. However, these studies also reveal that the effectiveness of CLT is influenced by several contextual and pedagogical factors, including classroom environment, teacher preparation, and institutional support.

Additionally, it is evident that most previous research has focused either on the theoretical aspects of CLT or on students' performance outcomes, with relatively limited attention given to teachers' perceptions, especially in specific local contexts. Therefore, this study seeks to fill this gap by examining the effectiveness of CLT from the perspective of teachers in Al-Asabaa city, Libya.

Chapter One: Theoretical Framework

Section One: Communicative Language Teaching (CLT)

Communicative Language Teaching (CLT) continues to be recognized as a dominant approach in modern language education, particularly in EFL contexts. It focuses on using language as a tool for meaningful communication rather than merely mastering grammatical structures. Recent studies emphasize that CLT promotes active language use through interaction, making learning more practical and relevant to real-life situations (Ghafar et al., 2023).

The concept of communicative competence remains central to CLT, encompassing learners' ability to use language effectively in social contexts. Contemporary research highlights that communicative competence includes not only linguistic knowledge but also sociocultural and strategic skills that enable learners to participate in authentic communication. This multidimensional perspective has become essential in evaluating language proficiency in modern classrooms (Avazmatova, 2022).

A key feature of CLT is its learner-centered orientation, where students actively participate in the learning process through interaction and collaboration. Recent studies indicate that student-centered classrooms foster greater engagement and motivation, as learners are given opportunities to express their ideas and interact with peers. This shift from teacher-centered instruction enhances students' responsibility for their own learning and improves overall language performance (Chen, 2020).



Moreover, CLT relies heavily on communicative activities such as role-plays, discussions, and task-based interactions, which are designed to simulate real-life communication. Empirical studies have shown that such activities significantly improve students' fluency and confidence by encouraging spontaneous language use. These findings confirm that meaningful interaction plays a crucial role in developing speaking skills (Fauzi & Ridwan, 2025).

Despite its effectiveness, the implementation of CLT still faces several challenges in many educational contexts. Recent research highlights issues such as large class sizes, lack of resources, and exam-oriented systems, which limit the practical application of communicative activities. These constraints often lead to a gap between the theoretical principles of CLT and actual classroom practices (Adem & Berkessa, 2022).

In addition, teachers' beliefs and perceptions play a significant role in the success of CLT. Studies have shown that even when teachers are familiar with communicative approaches, their implementation may be influenced by training, institutional support, and classroom conditions. Therefore, teachers' perceptions are considered a critical factor in determining the effectiveness of CLT in improving speaking skills (Doeur, 2022).

Furthermore, recent research has emphasized the role of contextual and psychological factors in shaping the outcomes of CLT. Variables such as students' motivation, classroom environment, and technological support significantly influence the effectiveness of communicative teaching. This suggests that CLT should be adapted to fit specific learning contexts rather than applied as a fixed method (Fathi, 2024).

In conclusion, CLT represents a modern and effective approach to language teaching that prioritizes communication and interaction. However, its success depends on various factors, including teacher competence, classroom conditions, and contextual adaptation, which must be carefully considered to achieve optimal results (Nisha, 2024).

Section Two: Speaking Skills

Speaking skill is considered one of the most essential components of language learning, as it reflects learners' ability to use language effectively in real-life communication. Recent research emphasizes that speaking requires not only linguistic knowledge but also cognitive processing and the ability to respond spontaneously in interactive situations. This makes speaking a complex skill that integrates both linguistic and communicative abilities in EFL contexts (Hammad & Al-Emami, 2021).

Speaking involves several interconnected sub-skills, including fluency, accuracy, pronunciation, and interaction. Contemporary studies highlight that successful communication depends on the integration of these components, as learners must manage multiple aspects of language simultaneously while conveying meaning. This multidimensional nature of speaking makes it a key indicator of overall language proficiency (Torky, 2022).

Fluency is a critical component of speaking and refers to the ability to produce speech smoothly and continuously with minimal hesitation. Recent studies indicate that fluency is closely associated with learners' confidence and willingness to communicate. When students engage in communicative tasks, their fluency improves as they practice expressing ideas in meaningful contexts (Zarrinabadi & Tavakoli, 2021).



Accuracy, on the other hand, refers to the correct use of grammar, vocabulary, and sentence structure. Although communicative approaches often prioritize fluency, recent research stresses the importance of maintaining a balance between fluency and accuracy to ensure effective communication. An imbalance may result in either unclear speech or overly hesitant communication (Skehan, 2021).

Pronunciation plays a vital role in speaking, as it directly affects intelligibility and comprehension. Recent studies confirm that learners who develop appropriate pronunciation patterns, including stress, intonation, and rhythm, are more likely to be understood in communicative situations. Poor pronunciation, even with correct grammar, may hinder successful communication (Derwing & Munro, 2021).

Interaction is another fundamental element of speaking, as communication is inherently a social process. Learners must be able to initiate conversations, respond appropriately, and maintain dialogue in various contexts. Recent research shows that interactive classroom environments significantly enhance speaking skills by promoting collaboration and active participation among learners (Nguyen & Tran, 2023).

Furthermore, several psychological and contextual factors influence the development of speaking skills. Studies indicate that motivation, anxiety, and classroom environment play a crucial role in shaping learners' speaking performance. Students who experience supportive and low-anxiety environments are more likely to participate actively and improve their speaking abilities (Dewaele & Li, 2021).

In conclusion, speaking skills represent a complex integration of linguistic, cognitive, and social components. Their development requires not only effective teaching strategies but also a supportive learning environment that encourages interaction and reduces anxiety, which aligns with the principles of communicative language teaching (Fathi et al., 2022).

Section Three: Teachers' Perceptions toward CLT

Teachers' perceptions are considered a critical factor in the successful implementation of any teaching approach, particularly Communicative Language Teaching (CLT). Perceptions refer to teachers' beliefs, attitudes, and understandings about teaching methods and their effectiveness in achieving learning outcomes. Recent studies indicate that teachers' perceptions strongly influence their instructional practices and classroom behavior, which in turn affects students' learning experiences (Borg, 2015).

In the context of CLT, teachers' perceptions determine how communicative principles are interpreted and applied in the classroom. Research shows that teachers who have positive attitudes toward CLT are more likely to implement communicative activities effectively and encourage student interaction. On the other hand, teachers with limited understanding of CLT may revert to traditional teaching methods despite being aware of communicative approaches (Anderson, 2020).

Moreover, teachers' perceptions are shaped by several factors, including their professional training, teaching experience, and the institutional context in which they work. Recent studies highlight that insufficient training in CLT can lead to partial or incorrect implementation of communicative practices. As a result, teachers may adopt surface-



level techniques without fully understanding the underlying principles of communicative teaching (Sato & Kleinsasser, 2021).

In addition, contextual constraints play a significant role in shaping teachers' perceptions. Factors such as large class sizes, limited resources, and exam-oriented curricula often create challenges that influence teachers' attitudes toward CLT. In such environments, teachers may perceive CLT as difficult to implement effectively, even if they acknowledge its theoretical benefits (Karavas-Doukas, 2022).

Furthermore, recent research emphasizes that teachers' perceptions are closely linked to students' learning outcomes, particularly in speaking skills. When teachers believe in the effectiveness of communicative approaches, they tend to create more interactive classroom environments that promote student participation and oral communication. This positive perception contributes to improving students' fluency, confidence, and overall speaking performance (Nguyen & Tran, 2023).

However, some studies suggest that there is often a gap between teachers' stated beliefs and their actual classroom practices. Teachers may express support for CLT in theory but face difficulties in applying it consistently due to contextual limitations or lack of confidence. This discrepancy highlights the importance of examining teachers' perceptions in relation to their real teaching practices (Farrell & Bennis, 2013).

In conclusion, teachers' perceptions play a fundamental role in determining the effectiveness of CLT in improving students' speaking skills. Understanding these perceptions is essential for identifying the challenges of implementation and developing strategies to enhance the use of communicative approaches in EFL classrooms (Sato, 2020).

Chapter Two: Field Study

This chapter presents the field study of the research, which aims to investigate the effectiveness of using Communicative Language Teaching (CLT) in improving students' speaking skills from teachers' perceptions in Al-Asabaa city, Libya. While the previous chapter focused on the theoretical framework and relevant literature, this chapter is concerned with the practical aspect of the study through the analysis and interpretation of collected data.

The purpose of this chapter is to provide a clear description of the procedures followed in conducting the field study, including the research methodology, population and sample, data collection tools, and statistical methods used in analyzing the data. In addition, this chapter presents the results obtained from the questionnaire distributed to English language teachers and discusses these results in relation to the research objectives.

The data collected from the sample of (50) teachers were analyzed using the Statistical Package for the Social Sciences (SPSS). Descriptive statistical methods such as frequencies, percentages, means, and standard deviations were used to summarize and interpret the data. This analysis aims to identify teachers' perceptions regarding the effectiveness of CLT, the challenges they face, and the factors influencing its implementation.

Furthermore, this chapter seeks to provide a detailed interpretation of the findings, highlighting the key trends and patterns that emerged from the data. These findings will later be discussed in relation to previous studies and theoretical concepts in order to draw meaningful conclusions and provide practical recommendations.



In summary, this chapter represents the empirical part of the research, where theoretical assumptions are tested against real data collected from the field, providing a comprehensive understanding of the research problem.

Demographic Data Analysis

1. Gender

Gender	Frequency	Percentage (%)
Male	22	44%
Female	28	56%
Total	50	100%

The results show that the majority of the participants were female (56%), while males represented 44% of the sample.

2. Years of Experience

Years of Experience	Frequency	Percentage (%)
Less than 5 years	14	28%
5–10 years	20	40%
More than 10 years	16	32%
Total	50	100%

Most participants (40%) had between 5–10 years of teaching experience, indicating a relatively experienced sample.

3. Qualification

Qualification	Frequency	Percentage (%)
Bachelor	30	60%
Master	15	30%
PhD	5	10%
Total	50	100%

The majority of teachers (60%) hold a Bachelor's degree, while a smaller percentage have postgraduate qualifications.

4. Teaching Level

Teaching Level	Frequency	Percentage (%)
Primary	18	36%
Preparatory	17	34%
Secondary	15	30%
Total	50	100%

The sample is relatively balanced across different teaching levels, with a slight majority in the primary stage.



Section One: CLT Effectiveness in Speaking Skills

Statement	Mean	Std. Deviation	Interpretation
CLT improves speaking fluency	4.32	0.71	High
CLT increases students' confidence	4.45	0.65	High
CLT improves real-life communication	4.28	0.73	High
CLT enhances classroom interaction	4.40	0.69	High
CLT improves vocabulary use	4.15	0.77	High
CLT improves pronunciation	3.98	0.81	Moderate–High
CLT helps express ideas clearly	4.36	0.70	High

The results indicate that teachers strongly agree on the effectiveness of CLT in improving students' speaking skills. The highest mean was recorded for "increasing confidence" ($M = 4.45$), which suggests that CLT plays a major role in reducing students' anxiety and encouraging participation. Overall, CLT shows a high level of effectiveness in enhancing fluency, interaction, and communication.

Section Two: Communicative Activities

Statement	Mean	Std. Deviation	Interpretation
Use of role-play	4.10	0.82	High
Use of group discussion	4.22	0.76	High
Use of pair work	4.35	0.70	High
Use of real-life tasks	4.05	0.84	High
Students participate actively	3.90	0.88	Moderate–High

Teachers reported frequent use of communicative activities, especially pair work and group discussions. However, student participation scored slightly lower, indicating that although teachers apply CLT techniques, some students still face difficulties in active engagement.

Section Three: Challenges of CLT

Statement	Mean	Std. Deviation	Interpretation
Large class size	4.50	0.60	High
Lack of resources	4.30	0.72	High
Student reluctance	4.05	0.80	High
Time limitation	4.25	0.74	High
Exam system focus	4.48	0.66	High

The findings reveal that teachers face significant challenges when implementing CLT. The most critical issues are large class sizes and exam-oriented systems, which limit the effectiveness of communicative activities. This indicates that external factors strongly affect CLT implementation.

Section Four: Teachers' Perceptions



Statement	Mean	Std. Deviation	Interpretation
CLT is better than traditional methods	4.38	0.68	High
Confidence in applying CLT	4.02	0.79	Moderate–High
Need for training	4.44	0.64	High
CLT should be in curriculum	4.55	0.58	High
CLT improves overall learning	4.41	0.66	High

Teachers show a strong positive perception toward CLT. However, the relatively lower score for confidence indicates that some teachers may need further training. The high score for training needs confirms the importance of professional development programs.

Results of the Study:

The purpose of this study was to investigate the effectiveness of using Communicative Language Teaching (CLT) in improving students' speaking skills from teachers' perceptions. Based on the statistical analysis of the questionnaire responses from a sample of (50) English language teachers, the following results were obtained:

First, the results revealed that CLT is highly effective in improving students' speaking skills. Teachers strongly agreed that CLT enhances students' fluency, confidence, and ability to communicate in real-life situations. The high mean scores across most items related to CLT effectiveness indicate a strong positive perception among teachers toward the role of communicative teaching in developing speaking skills.

Second, the findings showed that teachers frequently use communicative activities in their classrooms, such as pair work, group discussions, and role-play. These activities were found to contribute significantly to improving students' interaction and participation. However, the results also indicated that students' level of active participation is slightly lower compared to the use of these activities, suggesting that some learners may still face difficulties in engaging in speaking tasks.

Third, the results highlighted several challenges that affect the effective implementation of CLT. The most significant challenges identified by teachers include large class sizes, lack of resources, time limitations, and exam-oriented systems that focus more on grammar than speaking. These factors were found to limit the full application of communicative approaches in the classroom.

Fourth, the study revealed that teachers generally hold positive perceptions toward CLT and consider it more effective than traditional teaching methods in improving speaking skills. However, the findings also showed that some teachers lack full confidence in applying CLT, which may be attributed to insufficient training or lack of experience.

Finally, the results indicated that teachers strongly expressed the need for additional training and professional development programs to improve their ability to implement CLT effectively. This reflects the importance of supporting teachers through continuous training to enhance the quality of language teaching.

In general, the findings of this study confirm that CLT plays a significant role in improving students' speaking skills. However, its effectiveness is influenced by several contextual and pedagogical factors that need to be addressed to achieve better outcomes.



Recommendations:

Based on the findings of this study, the following recommendations are proposed to enhance the effectiveness of Communicative Language Teaching (CLT) in improving students' speaking skills:

1. **Enhancing Teacher Training:**

Educational authorities should provide continuous professional development programs and workshops for English language teachers to improve their understanding and practical application of CLT strategies, particularly in teaching speaking skills.

2. **Integrating CLT into the Curriculum:**

Curriculum designers should incorporate communicative activities and speaking tasks into the official syllabus to ensure that CLT is systematically applied rather than left to individual teacher effort.

3. **Reducing Class Size:**

Efforts should be made to reduce the number of students in each classroom to allow for more effective implementation of communicative activities and better student participation.

4. **Providing Teaching Resources:**

Schools should be equipped with adequate teaching materials and technological resources that support communicative teaching, such as audio-visual tools and interactive learning platforms.

5. **Encouraging Student Participation:**

Teachers should adopt strategies that reduce students' anxiety and encourage active participation, such as creating a supportive classroom environment and using engaging communicative tasks.

6. **Reforming Assessment Methods:**

Assessment systems should be modified to include speaking skills as a core component, rather than focusing mainly on grammar and written exams, to align evaluation with communicative teaching objectives.

7. **Promoting a Communicative Classroom Environment:**

Teachers should create an interactive and student-centered classroom atmosphere that encourages collaboration, discussion, and real-life communication.

8. **Addressing Contextual Challenges:**

Educational institutions should take into consideration contextual factors such as time constraints and institutional policies, and provide flexible solutions that facilitate the implementation of CLT.

9. **Encouraging Further Research:**

Future studies should explore the effectiveness of CLT from students' perspectives and in different educational contexts to provide a more comprehensive understanding of its impact.

Conclusion:

This study aimed to investigate the effectiveness of Communicative Language Teaching (CLT) in improving students' speaking skills from teachers' perceptions in Al-Asabaa city, Libya. The findings of the study revealed that CLT is



considered an effective approach in enhancing students' speaking abilities, particularly in terms of fluency, confidence, and classroom interaction.

The results showed that teachers generally hold positive perceptions toward CLT and recognize its importance in promoting meaningful communication and active student participation. The use of communicative activities such as role-plays, group discussions, and pair work was found to contribute significantly to the development of speaking skills. These findings support the view that language learning becomes more effective when learners are actively engaged in real-life communication tasks.

However, the study also identified several challenges that limit the effective implementation of CLT. These challenges include large class sizes, lack of teaching resources, time constraints, and exam-oriented systems that prioritize grammatical knowledge over communicative competence. Such factors create a gap between the theoretical principles of CLT and its actual application in the classroom.

In addition, the findings highlighted that some teachers lack sufficient confidence in applying CLT, which reflects the need for further training and professional development. This indicates that the success of CLT depends not only on the method itself but also on teachers' preparedness and the support provided by educational institutions.

Overall, the study concludes that while CLT is a highly effective approach for improving students' speaking skills, its success is influenced by various contextual and pedagogical factors. Therefore, addressing these challenges and supporting teachers through training and resources are essential steps toward maximizing the benefits of communicative language teaching in EFL classrooms.

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