ENHANCING SPEAKING SKILLS FOR SECOND-YEAR ENGLISH-MAJORED STUDENTS AT UNIVERSITY OF PHAN THIET THROUGH COMMUNICATIVE LANGUAGE TEACHING (CLT)

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Abstract: *In an era of heightened global competition, the increasing demand for proficient communication skills is fueling an unprecedented upsurge in English language acquisition. This study aims to investigate the perceived effectiveness of Communicative Language Teaching (CLT) on second-year English-majored students' English-speaking ability at the University of Phan Thiet (UPT). The study also examines the levels of motivation and confidence students reported after participating in CLT-based speaking activities. A quantitative research design was employed, and data were collected through two questionnaires administered to 80 second-year English-majored students before and after a five-week implementation of CLT strategies. The findings revealed that students reported positive perceptions toward the role of CLT in supporting the development of communicative competence: linguistic, sociolinguistic, discourse, and strategic competence, which was perceived to contribute to greater accuracy and fluency in oral communication. The results also showed that students reported higher motivation and confidence after the CLT intervention in learning and speaking English. Furthermore, students expressed positive perceptions toward the implementation of CLT, which encouraged active participation and meaningful communication in the classroom. Based on the findings, CLT was perceived as a beneficial pedagogical approach for supporting perceived English-speaking development while fostering learners' motivation and confidence in English communication.*

Keywords: *communicative Language Teaching (CLT), confidence, enhancing, motivation, second-year English-majored students, speaking skills*

1. INTRODUCTION

1.1 Background and Rationale

In the current era of a globalized world, the English language has become an important means of national and international communication, facilitating mutual cultural exchange among diverse societies. In Vietnam's journey toward international integration, mastering English is not only a vital tool for professional and personal success but also a bridge for intercultural understanding and access to global knowledge. English education has consequently highlighted considerable significance, specifically in university institutions.

1.1.1 The Role of Speaking in English Learning

Speaking, among the four foundational language skills, holds a unique standing of significance in effective communication. As Harmer (2007) explains, speaking and writing are language production, or productive ability, whereas listening and reading involve receiving messages, related to receptive skills. Speaking skills are specified to enable learners to participate in meaningful interactions,

convey their ideas clearly, and develop confidence in both academic and social contexts. For many students, however, mastering English oral skills is still the most considerable challenge.

1.1.2 Speaking Challenges at University of Phan Thiet

At the University of Phan Thiet (UPT), English is a compulsory subject for English-majored students. Despite its importance, students' speaking ability remains limited due to insufficient opportunities for real-life practice. Upon entering university, many first-year English-majored students continue to encounter difficulties in developing effective English-speaking skills despite having studied English for several years (Nguyen et al., 2023; Nguyen & Tong, 2024). Preliminary observations conducted by the researchers also revealed that these students tend to be hesitant when communicating in English. Both internal and external factors were identified as obstacles to their speaking development, with the lack of an authentic English-speaking environment being one of the most frequently reported challenges (Tuong, 2022). Furthermore, many students indicated that their previous English learning experience primarily focused on mastering grammatical structures and preparing for examinations, while opportunities to engage in meaningful speaking activities were limited. In this regard, Harmer (2007) emphasizes that language teachers should provide learners with supportive communicative environments and interactive activities that encourage active language use. Among the various communicative activities, Harmer (2007) claims that it is essential for English teachers to create a good English-speaking environment and activities for their students to practice the language to improve their speaking skills, and one of the most effective activities within the Communicative Language Teaching (CLT) approach for speaking is storytelling.

1.2 CLT as a Pedagogical Approach

By applying a learner-centered approach that emphasizes meaningful communication and prepares students for authentic communicative abilities, CLT may support learners' fluency, accuracy, and confidence. This method incorporates activities such as role-playing, group discussions, and problem-solving exercises, all of which encourage learners to participate in interactive speaking tasks. Interestingly, Silva-Valencia, Villacís-Villacís, and Hidalgo-Camacho (2021) suggest that CLT makes a remarkable contribution to speaking development by creating real-life communicative situations in which students actively use the target language. From the above-mentioned benefits, it is reasonable to assume that learning through the CLT method may support UPT second-year English-majored students' speaking ability, confidence, and motivation.

1.3 Research Gap

Despite the growing body of research on Communicative Language Teaching (CLT), most previous studies have focused on general EFL learners or students in large urban universities. Limited research has investigated how CLT supports the development of speaking skills among English-majored students in provincial universities in Vietnam, particularly at the University of Phan Thiet. In addition, previous studies have mainly examined speaking performance, while fewer studies have simultaneously explored learners' motivation and confidence within the framework of communicative competence.

1.4 Aim and Contribution of the Study

Therefore, this study attempts to fill this gap by investigating second-year English-majored students' perceptions of the effectiveness of CLT in enhancing their speaking ability, motivation, and confidence. The study contributes empirical evidence to the growing literature on CLT in Vietnamese higher education and provides pedagogical implications for English language teaching in similar educational contexts.

2. LITERATURE REVIEW

2.1 English-Speaking Skills and the Importance of Speaking Skills

2.1.1 Definition of English-Speaking Skills

Chaney and Burk (1998, p. 13) define speaking skills, also known as communication skills, as an established journey and meaningful exchange through the use of verbal and nonverbal symbols in diverse contexts. Among the four fundamental skills in English, the speaking skill is not only a crucial tool but also a means to express thoughts, feelings, ideas, or information in particular settings. This skill encompasses pronunciation, grammar, vocabulary, fluency, confidence, and interaction. Speaking skills are categorized into five forms in speaking classrooms, consisting of imitative, intensive, responsive, transactional, and extensive, each model serving different communicative goals and levels of complexity (Brown, 1994, p. 271).

2.1.2 The Importance of Speaking Skills

Speaking skills are a main communicative instrument, as well as a solid bridge to directly exchange with people in the world, without passing through translation or writing. Notably, strong speaking ability expands opportunities for students' achievements in professional, intercultural settings, and international integration, where English is a global language. Moreover, fluency in speaking is extremely vital; it enables one to communicate smoothly and naturally. Specifically, Richards (2008, pp. 1–2) clearly explains that fluency becomes a key target in language teaching, and information-gap tasks and role-plays create significant effectiveness in opportunities for authentic practice.

2.2 Relations between Communicative Competence in Speaking Skills and CLT

Hymes (1972) defines communicative competence as the ability to use language appropriately in diverse social contexts, and it involves not only knowing what to say but also how, when, and to whom to say. Furthermore, Canale and Swain (1980) continue to expand the details of this definition. Communicative competence mentions learners' synthesis capability in applying the target language effectively and consistently in real-life settings and consists of the four main components. These theories provide a solid foundation for implementing the Communicative Language Teaching (CLT) method in fostering students' oral communication.

The communicative competence is explicitly classified into four broad categories: linguistic competence, sociolinguistic competence, discourse competence, and strategic competence by Canale and Swain (1980, pp. 27–30), and they describe these competencies in detail (Table 1). These components are essential in shaping learners' ability to use English effectively in speaking.

Table 1. Categories of Communicative Competence by Canale and Swain (1980)

Component	Description
Linguistic competence	Knowledge of vocabulary, grammar, pronunciation, semantics, and syntax that allows learners to produce accurate sentences.
Sociolinguistic competence	Ability to use language appropriately depends on context, roles, and cultural norms.
Discourse competence	Ability to connect sentences and ideas to create coherent and cohesive spoken texts.
Strategic competence	Use of communication strategies (e.g., paraphrasing, clarification requests, gestures) to overcome gaps in knowledge.

(Source: Adapted from Canale and Swain, 1980)

2.3 Strategies to Enhance English Speaking Skills through CLT

Speaking skills, communicative skills, conversation skills, or oral communication skills can be discussed through the four fundamental components of communicative competence: linguistic, sociolinguistic, discourse, and strategic. The strategies of CLT are one of the most effective methods for developing these competencies. According to Littlewood (1981), communicative drills and task-based grammar/vocabulary activities help reinforce linguistic competence for students in meaningful contexts. Savignon (1997), for sociolinguistic competence, persuasively demonstrates that role-playing and simulations are effective tools for learners to practice language appropriately in specific social situations. Nunan (1991) suggested developing discourse competence by incorporating information-gap activities and storytelling to encourage coherence, fluency, and connected communication. It also enhances strategic competence through clarification requests and paraphrasing, supporting learners in addressing communication issues and maintaining conversations efficiently as well. As summarized in Table 2, each component of communicative competence can be developed through specific CLT strategies supported by relevant scholars. A supplementary classification of CLT strategies according to the four components of communicative competence is also provided in Appendix B.

Table 2. CLT Strategies for Developing the Four Components of Communicative Competence

Component	CLT Strategies	Key Scholars
Linguistic competence	C**ommunicative drills; task-based grammar/vocabulary** activities	Littlewood (1981)
Sociolinguistic competence	Role-playing; simulations	Savignon (1997)
Discourse competence	Information-gap activities; storytelling	Nunan (1991)
Strategic competence	Clarification requests; paraphrasing	Canale & Swain (1980)

(Source: Authors' synthesis from Littlewood, 1981; Savignon, 1997; Nunan, 1991; and Canale & Swain, 1980)

2.4 Research Questions

Accordingly, the study addressed two main objectives:

To examine students' perceptions of the effectiveness of Communicative Language Teaching (CLT) in supporting UPT second-year English-majored students' English-speaking ability.

To investigate the levels of motivation and confidence that UPT second-year English-majored students reported after using Communicative Language Teaching (CLT) in their speaking class.

To fulfill the aforementioned purposes, the study sought to answer the following research questions:

(1) What challenges do second-year English-major students face in speaking before the implementation of Communicative Language Teaching (CLT)?

(2) To what extent is Communicative Language Teaching (CLT) perceived to support second-year English-majored students' English-speaking ability, motivation, and confidence?

3. METHODOLOGY

3.1 Pedagogical Setting and Participants

The participants in this study were 80 second-year English-majored students from two classes, K16NNA1 and K16NNA2, at the University of Phan Thiet, Vietnam. The participants were selected using convenience sampling because they were readily accessible to the researchers and were enrolled in the courses where the CLT intervention could be implemented. The inclusion criteria required participants to be second-year English-majored students at the University of Phan Thiet, have completed foundational English courses in the first year of the English Language program, attend the speaking classes regularly during the intervention period, and voluntarily agree to participate in the study. Students who were absent for a substantial portion of the intervention period or who did not complete both

questionnaires were excluded from the analysis; however, all 80 participants completed the study and provided valid responses.

Second-year English-majored students were selected because they had already acquired fundamental knowledge of English grammar and vocabulary and were transitioning toward more communicative language use. Therefore, they were considered suitable participants for evaluating students' perceptions of the effectiveness of Communicative Language Teaching (CLT) in supporting the development of speaking skills, motivation, and confidence.

The full versions of the pre- and post-intervention questionnaires are presented in Appendix A.

3.2 Research Design

To investigate the perceived effectiveness of Communicative Language Teaching (CLT) in supporting second-year English-majored students' English-speaking ability, motivation, and confidence at the University of Phan Thiet, a quantitative research design employing pre- and post-intervention questionnaires was adopted. Data were collected through two survey questionnaires administered before and after the implementation of CLT-based strategies. This study adopted a descriptive quantitative research design. The purpose was to explore students' perceptions regarding the effectiveness of CLT rather than to test causal hypotheses.

3.3 Research Instruments

The first questionnaire was designed to identify students' difficulties in English speaking before the implementation of CLT. It consisted of 10 items categorized into five dimensions of communicative competence: linguistic competence (Items 1–2), sociolinguistic competence (Items 3–4), discourse competence (Items 5–6), strategic competence (Items 7–8), and students' motivation and confidence in speaking English (Items 9–10).

The second questionnaire was administered after the implementation of CLT strategies to examine students' perceptions of their effectiveness in supporting speaking skills, motivation, and confidence. The questionnaire also consisted of 10 items and was organized into five dimensions. Linguistic competence was represented through communicative drills and task-based activities (Items 1–2), sociolinguistic competence through role-plays and simulations (Items 3–4), discourse competence through information-gap activities and storytelling (Items 5–6), strategic competence through clarification requests and paraphrasing (Items 7–8), and students' motivation and confidence toward learning speaking skills through CLT (Items 9–10).

All questionnaire items were measured using a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Participants were asked to select the response that best reflected their perceptions and experiences.

A separate pilot test was not conducted before the main data collection; this limitation is acknowledged in the methodology section. The reliability of the questionnaires was therefore examined using Cronbach's alpha after data collection.

3.4 Procedure and CLT Intervention

The study was conducted during the first semester of the 2025–2026 academic year at the Faculty of English, University of Phan Thiet. The participants consisted

of 80 second-year English-majored students from two classes, K16NNA1 and K16NNA2. Before administering the questionnaires, all items were translated into Vietnamese to ensure participants' comprehension and to minimize potential misunderstandings when responding to the survey.

At the beginning of the study, the first questionnaire was administered to investigate students' perceptions of their English-speaking ability, motivation, and confidence before the implementation of Communicative Language Teaching (CLT) strategies. The participants from the participants were asked to complete a five-point Likert scale survey questionnaire, which included 10 items adapted from Canale and Swain (1980). The questionnaire consisted of items related to linguistic competence, sociolinguistic competence, discourse competence, strategic competence, and learners' attitudes and perceptions toward English speaking.

Following the administration of the pre-intervention questionnaire, a five-week CLT intervention was conducted. Each week focused on different communicative activities designed to develop one or more components of communicative competence, including linguistic, sociolinguistic, discourse, and strategic competence. In addition, the activities aimed to encourage active participation, meaningful interaction, and greater confidence in using English for communication. Table 3 presents the intervention schedule implemented during the study.

Table 3. Five-Week CLT Intervention Schedule

Week	CLT Activities	Intended Outcomes
Week 1	Communicative drills and task-based activities	Develop linguistic competence and encourage active participation
Week 2	Role-plays	Improve sociolinguistic competence and increase confidence in real-life communication
Week 3	Simulations	Practice authentic communication and promote learner engagement
Week 4	Information-gap activities and storytelling	Enhance discourse competence and encourage meaningful interaction
Week 5	Clarification requests, paraphrasing	Develop strategic competence and support confidence in managing communication difficulties

(Source: Authors' intervention design)

The five-week CLT intervention was designed not only to provide opportunities for students to practice English-speaking skills but also to create a supportive and learner-centered environment. Through pair work, group discussions, role-plays, simulations, storytelling, and information-gap activities, students were

encouraged to participate actively in meaningful communication. These activities were intended to foster engagement, increase learners' willingness to communicate, and support the development of motivation and confidence in speaking English.

After the five-week intervention, the second questionnaire was administered to the same group of participants to examine students' perceptions of the usefulness of CLT strategies in supporting their English-speaking ability, motivation, and confidence in speaking English. The questionnaire was distributed during regular class hours, and participants were informed of the purpose of the study before completing the survey. Students' responses remained anonymous and confidential throughout the research process.

Upon completion of the data collection process, all 80 questionnaires were returned and deemed valid for analysis, resulting in a response rate of 100%. This high response rate ensured the completeness and reliability of the collected data.

3.5 Ethical Considerations

Ethical principles were carefully observed throughout the study. Participation was voluntary, and all participants were informed of the purpose of the research before completing the questionnaires. Informed consent was obtained from all participants. Their responses were kept anonymous and confidential, and the collected data were used solely for academic research purposes. Participants were also informed that they could withdraw from the study at any time without any negative consequences.

3.6 Data Analysis

The collected data were analyzed using the Statistical Package for the Social Sciences (SPSS). Descriptive statistics, including frequencies, percentages (%), means (M), and standard deviations (SD), were employed to examine students' responses. These statistical measures provided a basis for interpreting participants' perceptions of the effectiveness of Communicative Language Teaching (CLT) in enhancing English-speaking ability, motivation, and confidence. The findings were subsequently used to answer the research questions and evaluate the impact of CLT-based strategies on students' oral communication skills.

3.7 Rationale and Limitations of the Methodology

Questionnaires were selected as the primary data collection instrument due to their effectiveness in gathering information on learners' attitudes, perceptions, and learning experiences (Nunan, 1992; Wisker, 2001). In addition, questionnaires enable researchers to collect a large amount of data efficiently while ensuring participant anonymity and reliability (Thomas, 2003). Therefore, this instrument was considered appropriate for investigating the effectiveness of Communicative Language Teaching (CLT) in enhancing students' English-speaking ability, motivation, and confidence.

Nevertheless, several limitations should be acknowledged. The findings may be influenced by participants' subjective responses and self-assessments. Furthermore, the study was conducted with only 80 second-year English-majored students from two classes at the University of Phan Thiet, which may limit the generalizability of the results. Finally, the exclusive use of quantitative data restricted a more in-depth exploration of learners' experiences. The study also did not employ objective measures of speaking performance, such as speaking

tests, assessment rubrics, or inferential statistical analyses, to evaluate changes in students' speaking ability. Despite these limitations, the methodology was suitable for addressing the research objectives and examining students' perceptions of CLT in supporting speaking skills.

4. FINDINGS AND DISCUSSION

4.1 Difficulties in Speaking Skills and Students' Motivation and Confidence before CLT

The first questionnaire was administered to investigate students' challenges and perceptions of their English-speaking ability, motivation, and confidence before the implementation of Communicative Language Teaching (CLT) strategies. The questionnaire consisted of items related to linguistic competence, sociolinguistic competence, discourse competence, strategic competence, and learners' attitudes and perceptions toward English speaking.

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Table 4. Descriptive Results of the Pre-Intervention Questionnaire

	Q1 Grammar Rules	Q2 Vocab grammar use	Q3 Apply Language	Q4 Appropriateness	Q5 Coherence	Q6 Correct Ideas	Q7 Strategies	Q8 Silence	Q9 Motivation	Q10 Confidence
N	80	80	80	80	80	80	80	80	80	80
Missing	0	0	0	0	0	0	0	0	0	0
Mean	4.09	4.13	4.05	4.11	4.19	4.21	4.24	4.03	4.09	4.25
Median	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
Standard Deviation	0.845	0.905	0.825	0.871	0.731	0.837	0.641	0.826	0.766	0.626
Minimum	1	1	1	1	1	1	2	1	1	2
Maximum	5	5	5	5	5	5	5	5	5	5

(Source: Survey data from the pre-intervention questionnaire, N = 80)

As shown in Table 4 and Table 5, the second-year English-majored students at the University of Phan Thiet experienced considerable difficulties in English-speaking skills before the implementation of CLT strategies.

Table 5. The reliability statistics of the questionnaire on speaking difficulties before applying CLT

Cronbach's alpha	Cronbach's alpha Based on Standardized items	N of items
.861	.863	10

(Source: Authors' analysis from SPSS output)

The reliability of the questionnaire was quite high, yielding a Cronbach's Alpha of .861 (>.7), which indicated acceptable internal consistency. All questionnaire items obtained mean scores above 4.00, indicating a high level of agreement regarding the challenges encountered. The most significant difficulties were associated with confidence (M = 4.25), communication strategies (M = 4.24), coherence (M = 4.19), and idea connection (M = 4.21). In addition, students reported challenges related to grammar use, vocabulary application, language appropriateness, and motivation toward speaking English. Overall, the findings reveal that students faced substantial difficulties across all dimensions of communicative competence, particularly in strategic competence and confidence when communicating in English.

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4.2 Perceived Effectiveness of Learning English Speaking through CLT

Table 6. Descriptive Results of the Post-Intervention Questionnaire

	A1_ Communicative Drills	A2_ Task based activities	B2_ Simulations	B1_ Role plays	C1_ Information gap	C2_ Storytelling	D1_ Clarification	D2_ Rephrasing
N	80	80	80	80	80	80	80	80
Missing	0	0	0	0	0	0	0	0
Mean	3.99	4.17	4.11	4.13	4.25	4.14	4.04	4.24
Median	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
Standard Deviation	0.738	0.854	0.914	0.862	0.819	0.853	0.834	0.799
Minimum	1	1	1	1	1	1	1	1
Maximum	5	5	5	5	5	5	5	5

(Source: Survey data from the post-intervention questionnaire, N = 80)

Table 7. The reliability of the questionnaire for strategies to enhance students' speaking skills through CLT

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.854	.855	10

(Source: Authors' analysis from SPSS output)

As shown in Table 6 and Table 7, the participants showed positive perceptions toward the perceived usefulness of Communicative Language Teaching (CLT) in supporting their English-speaking skills. The questionnaire on CLT strategies was highly reliable, as demonstrated by the Cronbach's Alpha value of .854, greater than .7. The mean scores of all CLT strategies were relatively high, ranging from 3.99 to 4.25. Information-gap activities (M = 4.25) and rephrasing (M = 4.24) received the highest ratings, while communicative drills obtained the lowest mean score (M = 3.99). Overall, the findings indicate that students perceived CLT strategies as useful for supporting their English-speaking ability. Participants perceived CLT strategies as supportive of the development of linguistic, sociolinguistic, discourse, and strategic competence, and thereby supporting perceived accuracy and fluency in oral communication.

4.3 Perceived Effects of CLT on Students' English-Speaking Motivation and Confidence

Table 8. Students' Motivation and Confidence after CLT Implementation

Items	Statements	Mean	SD	N
1	I feel more motivated in learning to speak English through CLT.	4.08	.725	80
2	I feel more confident in understanding and speaking English with others.	4.38	.644	80

(Source: Survey data from the post-intervention questionnaire, N = 80)

As shown in Table 8, students reported positive perceptions of the usefulness of Communicative Language Teaching (CLT) for supporting English-speaking motivation and confidence. The mean scores for both items were above 4.00, indicating a high level of agreement among the participants. Specifically, students agreed with the statement that they felt more motivated to learn and speak English through CLT (M = 4.08, SD = .725). An even higher mean score was obtained for confidence in understanding and speaking English with others (M = 4.38, SD = .644), suggesting that students perceived CLT as particularly supportive of their self-confidence in communication.

Furthermore, the percentage distributions are consistent with these findings. For motivation, 88.75% of the participants selected either "Agree" (65.00%) or "Strongly Agree" (23.75%). Similarly, 93.75% of the students reported positive perceptions of their confidence in speaking English after participating in CLT-based activities, with 48.75% choosing "Agree" and 45.00% selecting "Strongly Agree." Overall, the findings indicate that CLT was perceived to support students' English-speaking development and to foster higher levels of motivation and confidence in using English for communication.

4.4 Discussion

The present study attempts to answer two questions about students' perceptions of the contribution of the Communicative Language Teaching (CLT) approach to UPT second-year English majors' English-speaking ability and motivational and confidence levels across all four components of communicative competence: linguistic, sociolinguistic, discourse, and strategic competence.

The questionnaire findings suggest that students perceived CLT-based activities as supportive of their English-speaking development after the five-week intervention. The positive perceptions of using information-gap activities and storytelling to support discourse competence are in line with the findings from previous studies conducted by Nunan (1991) as these techniques can support students' oral communication practice. Consistent with Littlewood (1981), communicative drills and task-based activities can support linguistic competence, learners acquire grammatical structures more effectively through meaningful use. In this study, such activities were perceived to help students expand vocabulary and support accuracy in spontaneous speech. Role-plays and simulations facilitate sociolinguistic competence, as noted by Savignon (1997), by placing learners in realistic communicative contexts. Accordingly, students reported greater awareness of appropriateness and reduced dependence on their mother tongue. Moreover, students' reported use of clarification requests and paraphrasing reflects the development of strategic competence as proposed by Canale and Swain (1980), suggesting that CLT may equip learners with strategies to manage communication breakdowns effectively.

The study also found that students perceived the CLT approach as supportive of their English-speaking confidence and motivation. Students reported motivation and confidence levels that were above the midpoint of the scale. Specifically, students reported being more motivated to learn speaking through CLT and more confident in understanding and speaking English with others. These findings are consistent with those of Wanich (2014), who reported that CLT promotes positive attitudes and higher motivation among EFL learners by encouraging active participation in communicative activities. Similarly, Candadila and Puspitasari (2025) found that CLT significantly enhanced students' learning motivation and speaking performance compared with traditional language teaching methods. As students become more motivated and confident in communicating, their English-speaking ability is likely to improve accordingly.

5. CONCLUSION

In conclusion, the findings of the present study indicate students' positive perceptions of Communicative Language Teaching (CLT) as a means of supporting

English-speaking development among second-year English-majored students at the University of Phan Thiet. The results showed that students perceived CLT-based strategies, including communicative drills, task-based activities, role-plays, simulations, information-gap activities, storytelling, clarification requests, and paraphrasing, as beneficial for supporting their English-speaking skills, motivation, and confidence, and for fostering perceived accuracy and fluency in oral communication. Furthermore, the findings revealed that students reported higher levels of motivation and confidence in learning and speaking English after participating in CLT-based activities. These results suggest that CLT may provide a supportive and interactive learning environment that encourages learners to actively use English for meaningful communication. However, this study only focused on second-year English majors; therefore, future research should expand the participants to first- or third-year students of the same specialization or students of other majors. Future studies should also include larger and more diverse samples, employ mixed-methods or longitudinal designs, and incorporate objective assessments of speaking performance, rubrics, or inferential statistical analyses. Such approaches would provide a more comprehensive understanding of the role of CLT in supporting English-speaking development, motivation, and confidence among EFL learners.

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APPENDICES

Appendix A: Survey Questionnaire

This questionnaire is aimed at collecting information for the study on "***Enhancing Speaking Skills for Second-Year English-Majored Students through CLT at the University of Phan Thiet.***"

Part 1: **What challenges do second-year English-major students face in speaking before the implementation of Communicative Language Teaching (CLT)?**

Please check (☑) only one column for each statement in the following table, according to the 5-degree Likert-type scale, namely:

1= Strongly disagree 2= Disagree 3=Neutral 4=Agree 5=Strongly Agree

Part A – Linguistic Competence	1	2	3	4	5
Focusing too much on grammatical accuracy makes me hesitant to speak.					
I find it difficult to apply vocabulary appropriately in real communication.					
Part B – Sociolinguistic Competence					
Grammar-based lessons do not help me learn how to speak appropriately in various contexts.					
I struggle to choose appropriate expressions for different communication contexts.					
Part C – Discourse Competence					
I find it difficult to speak fluently and coherently in English conversations.					
I have difficulty linking ideas smoothly when speaking English.					
Part D – Strategic Competence					
I do not know how to use strategies (e.g., asking for clarification, rephrasing) when I lack vocabulary or face communication breakdowns.					
I often remain silent instead of trying to rephrase or ask for help when I struggle to express my ideas in English.					
Part E – Attitudes & perceptions					
I feel a lack of motivation when learning to speak English to others.					
I feel less confident in English communication.					

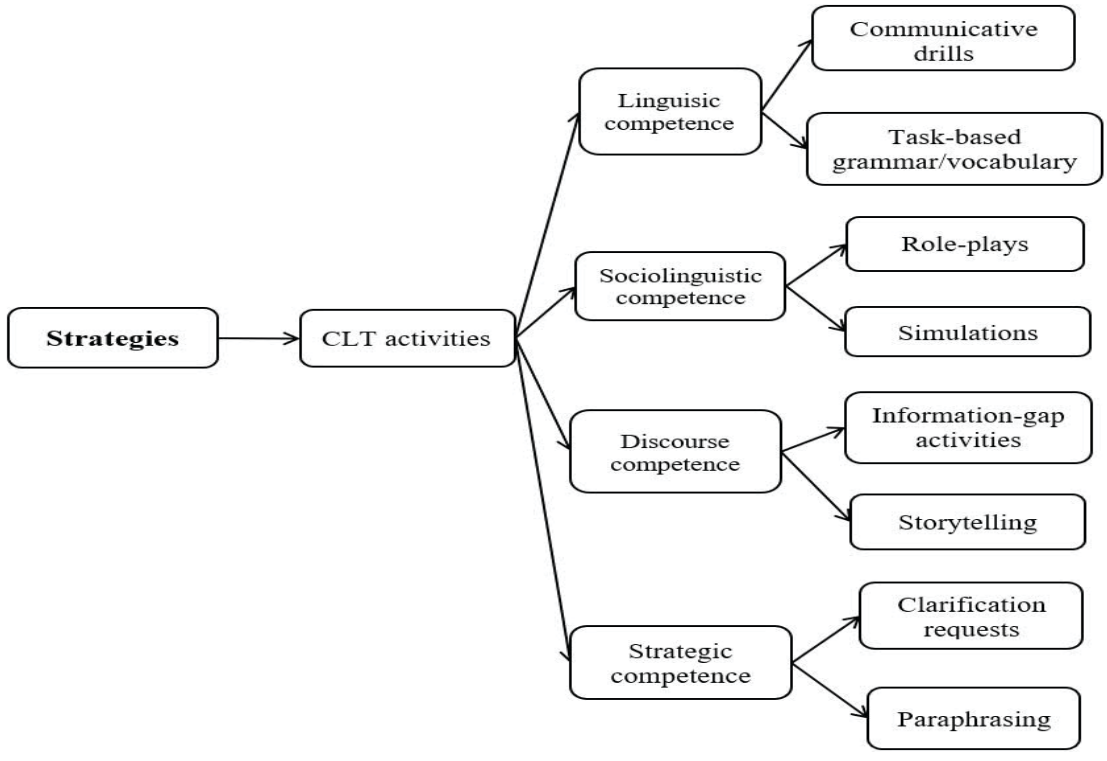
Part 2: To what extent does Communicative Language Teaching (CLT) enhance second-year English-majored students' English-speaking ability, motivation, and confidence?

Please check (☑) only one column for each statement in the following table, according to the 5-degree Likert-type scale, namely:

1= Strongly disagree 2= Disagree 3=Neutral 4=Agree 5=Strongly Agree

Part A – Linguistic Competence	1	2	3	4	5
Communicative drills help me practice grammar in real-life situations.					
Task-based activities help me better remember vocabulary and pronunciation.					
Part B – Sociolinguistic Competence					
Role-plays help me use language appropriately in social contexts.					
Simulations help me adjust my speech to match roles and listeners.					
Part C – Discourse Competence					
Information-gap activities help me practice maintaining and developing conversations.					
Storytelling helps me organize and connect ideas more coherently when speaking.					
Part D – Strategic Competence					
When facing communication difficulties, I know how to ask for clarification.					
When I lack words, I can rephrase to express my ideas in another way.					
Part E – Attitudes & perceptions					
I feel more motivated in learning to speak English through CLT.					
I feel more confident in understanding and speaking English to the others.					

Appendix B: Classification of CLT Strategies for Developing the Four Components of Communicative Competence



NÂNG CAO KỸ NĂNG NÓI CHO SINH VIÊN NĂM HAI NGÀNH TIẾNG ANH TẠI TRƯỜNG ĐẠI HỌC PHAN THIẾT THÔNG QUA PHƯƠNG PHÁP GIẢNG DẠY NGÔN NGỮ GIAO TIẾP (CLT)

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Tóm tắt: *Trong bối cảnh cạnh tranh toàn cầu ngày càng gia tăng, nhu cầu về năng lực giao tiếp thành thạo đang thúc đẩy sự phát triển mạnh mẽ của việc học tiếng Anh. Nghiên cứu này nhằm khảo sát nhận thức của sinh viên về hiệu quả của phương pháp Dạy học Ngôn ngữ Giao tiếp (Communicative Language Teaching – CLT) trong việc hỗ trợ năng lực nói tiếng Anh của sinh viên năm hai chuyên ngành Ngôn ngữ Anh tại Trường Đại học Phan Thiết. Nghiên cứu cũng xem xét mức độ động lực học tập và sự tự tin mà sinh viên ghi nhận sau khi tham gia các hoạt động nói dựa trên phương pháp CLT. Nghiên cứu sử dụng thiết kế nghiên cứu định lượng, với dữ liệu được thu thập thông qua hai bảng câu hỏi khảo sát được thực hiện với 80 sinh viên năm hai chuyên ngành Ngôn ngữ Anh trước và sau quá trình triển khai các chiến lược CLT trong thời gian năm tuần. Kết quả nghiên cứu cho thấy sinh viên có những nhận thức tích cực về vai trò của CLT trong việc hỗ trợ phát triển năng lực giao tiếp, bao gồm năng lực ngôn ngữ, năng lực ngôn ngữ xã hội, năng lực diễn ngôn và năng lực chiến lược. Sinh viên cũng cho rằng sự phát triển của các thành tố năng lực giao tiếp này góp phần nâng cao độ chính xác và độ trôi chảy trong giao tiếp bằng lời nói. Kết quả nghiên cứu đồng thời cho thấy sinh viên ghi nhận mức động lực học tập và sự tự tin của sinh viên trong quá trình học tập và sử dụng tiếng Anh. Bên cạnh đó, sinh viên bày tỏ những nhận thức tích cực đối với việc triển khai CLT, qua đó khuyến khích sự tham gia tích cực và giao tiếp có ý nghĩa trong lớp học. Dựa trên các kết quả thu được, CLT được sinh viên đánh giá là một phương pháp giảng dạy hữu ích trong việc hỗ trợ nhận thức về phát triển kỹ năng nói tiếng Anh, đồng thời thúc đẩy động lực học tập và sự tự tin trong giao tiếp bằng tiếng Anh.*

Từ khóa: *dạy học ngôn ngữ giao tiếp (CLT), động lực học tập, kỹ năng nói, nâng cao, sinh viên năm hai chuyên ngành Ngôn ngữ Anh, sự tự tin*

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Ghi chú

Các tác giả xác nhận không có tranh chấp về lợi ích đối với bài báo này.