

# English Language Service Teachers' Perceptions and Beliefs on the Role of Communicative Language Teaching in Enhancing Students' Speaking Skills.

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## ABSTRACT

Communicative Language Teaching (CLT) has been widely recognized as an effective approach in English Language Teaching (ELT) due to its emphasis on meaningful communication and learner interaction. Despite its extensive implementation in ESL classrooms, concerns have emerged regarding its continued effectiveness in meeting the needs of a new generation of learners, particularly Generation Alpha, especially in enhancing students' speaking skills. In this context, English teachers' perceptions and beliefs play a crucial role, as they significantly influence classroom practices and the successful implementation of CLT. This descriptive study employed a quantitative research design to examine English teachers' perceptions of CLT and their beliefs regarding its effectiveness in improving students' speaking skills. Data were collected through an online questionnaire administered via Google Forms, involving 101 English teachers from SMK Seri Kembangan selected through convenience sampling. Descriptive statistical analysis revealed that the majority of teachers held positive perceptions of CLT, with 81% expressing favorable views towards the approach, while 98% indicated a strong intention to implement CLT in their classrooms. Furthermore, teachers demonstrated strong beliefs in the effectiveness of CLT in enhancing students' speaking skills, with a high mean score of 4.442. Overall, the findings suggest that English teachers at SMK Seri Kembangan maintain positive perceptions of CLT and strongly believe in its potential to enhance students' communicative competence, although the approach is perceived to be less effective in developing grammatical accuracy.

**Keywords:** Communicative Language Teaching (CLT), teachers' perceptions, teachers' beliefs, speaking skills, English Language Teaching (ELT)

## INTRODUCTION

Communicative Language Teaching (CLT) has long been recognized as one of the most influential approaches shaping English Language Teaching (ELT), particularly due to its emphasis on meaningful communication, learner interaction and the development of communicative competence. In ELT classrooms, CLT-oriented practices such as role-plays, group discussions, problem-solving tasks and information-gap activities have redefined how teachers facilitate language use, promote interaction and support students' speaking development. These practices aim to move beyond form-focused instruction by engaging learners in authentic communication that reflects real-life language use. In Malaysia, CLT aligns closely with national curriculum aspirations that emphasize student-centered learning, higher-order thinking skills and communicative competence, particularly in secondary school English classrooms where speaking proficiency remains a key learning outcome.

Despite its widespread adoption, the successful implementation of CLT in English language classrooms depends largely on teachers' perceptions and beliefs regarding the approach. Teachers' perceptions reflect their overall views, understanding and acceptance of CLT as a pedagogical approach, while teachers' beliefs represent their judgments about the extent to which CLT can effectively enhance students' speaking skills. Together, these

two constructs play a central role in shaping teachers' instructional decisions and their intention to implement communicative activities consistently in classroom practice. Research suggests that even when CLT is recommended at the curriculum level, its classroom implementation may remain limited if teachers perceive it as impractical or doubt its effectiveness in improving students' oral proficiency (Rezalou & Yağiz, 2021).

However, while CLT has been widely discussed in global ELT literature, there remains limited empirical evidence within the Malaysian English as a Second Language (ESL) context that specifically examines teachers' perceptions and beliefs towards CLT. Much of the existing research has focused on students' attitudes or learning outcomes, rather than on teachers' perspectives as key agents of pedagogical change. Additionally, many previous studies have been conducted in higher education settings or in contexts with different curricular demands and classroom conditions. In contrast, Malaysian secondary school English teachers operate within examination-oriented systems, diverse learner proficiency levels and time constraints, all of which may influence how CLT is perceived and enacted in classroom practice. As a result, the implementation of CLT in Malaysian secondary schools remains uneven and context-dependent.

Recognizing this gap, the present study examines English teachers' perceptions of Communicative Language Teaching and their beliefs regarding its effectiveness in enhancing students' speaking skills. Specifically, this study seeks to identify teachers' overall perceptions of CLT, their beliefs about its role in improving students' speaking proficiency, and their intention to implement the approach in classroom instruction. To fulfil this aim, the objectives of the study are as follows:

1. to examine English teachers' perceptions of Communicative Language Teaching (CLT)
2. to identify teachers' beliefs regarding the effectiveness of CLT in enhancing students' speaking skills; and
3. to determine teachers' intention to implement CLT in their classrooms.

By examining these aspects, this study contributes to a deeper understanding of the pedagogical and psychological factors that influence teachers' implementation of CLT in English language education. The findings are expected to provide valuable insights for school administrators, curriculum planners and teacher educators in strengthening support for communicative pedagogy. Furthermore, the study offers context-specific empirical evidence from SMK Seri Kembangan, contributing to the broader discourse on CLT implementation in Malaysian secondary schools. Ultimately, this study seeks to promote more effective and meaningful use of Communicative Language Teaching by positioning teachers' perceptions and beliefs as central to enhancing students' speaking competence in the English language classroom.

## LITERATURE REVIEW

### Teacher Perceptions of Communicative Language Teaching in SMK Seri Kembangan

The implementation of Communicative Language Teaching (CLT) has significantly shaped English teachers' professional beliefs and classroom practices, influencing both pedagogical approaches and classroom dynamics. Pedagogically, CLT emphasizes student-centered learning, authentic communication, and the development of speaking skills. Teachers recognize CLT as an effective approach for promoting interaction and engagement, particularly through pair work, group discussions, and real-life communication tasks (Alghamdi, 2021; Sabrina, 2020). In the Malaysian context, English teachers in secondary schools such as SMK Seri Kembangan have reported that CLT provides opportunities for learners to actively practice English, increasing fluency and communicative competence (Li, 1998; Mahmudun Nuby, Ab Rashid & Hasan, 2019). Recent evidence indicates that teachers perceive CLT as valuable for enhancing students' confidence and motivation in using English, especially when classroom activities are aligned with curriculum requirements and learners' proficiency levels.

### Challenges in CLT Implementation

Despite generally positive perceptions, teachers often face challenges in implementing CLT consistently. Mowlaiea and Rahimib (2010) revealed a discrepancy between teachers' beliefs about CLT and their actual

classroom practices. While teachers may hold positive attitudes toward CLT, observations indicate that they often rely on traditional methods such as the Grammar-Translation Method alongside communicative techniques.

This suggests that strong beliefs alone do not guarantee the full application of CLT in classrooms. Similarly, Rahman (2019) found that teacher training, although perceived as effective, did not always translate into classroom implementation. Structural constraints, including small classrooms, limited class periods, and misalignment between assessment systems and CLT principles, prevented teachers from fully adopting communicative practices. In this study, while 90% of teachers acknowledged the value of training and 68% were motivated to apply it, 32% found CLT implementation challenging due to contextual limitations. These findings highlight the importance of addressing both pedagogical beliefs and practical constraints to facilitate successful CLT adoption in secondary schools.

### **Teacher Knowledge and Pedagogical Readiness**

Teacher knowledge, preparedness, and classroom readiness are crucial in determining the effectiveness of CLT. Alghamdi (2021) reported that most EFL teachers hold strong beliefs in the principles of CLT, including the promotion of real communication, use of supplementary materials, and implementation of group activities. Teachers also emphasize the importance of providing implicit corrective feedback and assuming a mediator role rather than a directive one. However, classroom observations revealed that these beliefs do not always translate into consistent practice, highlighting a gap between theoretical knowledge and practical application.

Contextual and personal factors further influence CLT implementation. Mahmudun Nuby, Ab Rashid & Hasan (2019) found that rural teachers faced challenges such as insufficient training, limited English proficiency, and constrained resources, which hindered their ability to implement communicative activities effectively. Classroom size, students' low English proficiency, and the socio-economic context were identified as major barriers. Likewise, Rahman, Singh & Pandian (2017) reported that even teachers with strong beliefs about learner-centered instruction often applied only a minimal level of CLT in practice, reflecting the complexity of translating pedagogical beliefs into effective classroom strategies.

### **Theoretical Framework**

#### **Acquisition-Learning Hypothesis of Krashen**

Krashen's Acquisition-Learning Hypothesis (1985) posits two systems of language learning: the acquired system, which is subconscious, and the learned system, which is conscious. Meaningful interaction in the target language facilitates acquisition, allowing learners to focus on communication rather than form. This theory supports the CLT approach, which emphasizes task-based learning, negotiation of meaning, and authentic information exchange, aligning with classroom practices that prioritize communication and fluency.

#### **Communicative Competence Theory of Hymes**

Hymes' Communicative Competence Theory (1972) asserts that language learners must acquire both knowledge and the ability to use language appropriately in social contexts. CLT evolved from this theory by emphasizing the use of language for authentic communication and interaction, rather than mere grammatical accuracy. Teachers adopting CLT encourage student-centered activities, interaction, and fluency development, reflecting Hymes' principles in classroom practice (Brown, 2001).

#### **Integration of Theories in CLT Practice**

The combination of Krashen's acquisition-learning hypothesis and Hymes' communicative competence theory provides a strong foundation for CLT in SMK Seri Kembangan. Both theories highlight the importance of meaningful interaction, authentic communication, and learner-centered instruction. English teachers draw on these theoretical principles to design activities that foster speaking skills, encourage collaboration, and support students' communicative development.

## Summary

Overall, the reviewed literature highlights the significance of teachers' pedagogical beliefs, knowledge, readiness, and contextual factors in shaping the implementation of CLT. While English teachers at SMK Seri Kembangan generally perceive CLT as effective for developing speaking skills, practical challenges such as class size, teaching resources, and alignment with curriculum and assessment systems influence the degree of adoption. The findings underscore the need for context-specific research that examines how Malaysian secondary English teachers perceive and implement CLT, bridging the gap between theoretical knowledge and practical classroom application.

## METHODOLOGY

### Research Design

The study employed a quantitative survey design to examine English teachers' perceptions and beliefs on the implementation of Communicative Language Teaching (CLT) and its effectiveness in enhancing students' speaking skills at SMK Seri Kembangan. The survey method was selected as it allows systematic collection of numerical data and provides an efficient means of capturing participants' beliefs, perceptions, and experiences, making it appropriate for investigating teachers' classroom practices (Creswell, 2012).

Although primarily quantitative, the questionnaire incorporated open-ended questions to obtain supplementary qualitative insights. These questions aimed to capture teachers' reflections on challenges, benefits, and contextual factors influencing CLT implementation. The study was underpinned by the principles of CLT as well as Krashen's Acquisition-Learning Hypothesis (Krashen, 1981) and Hymes' Communicative Competence theory (Hymes, 1972), which emphasize meaningful communication and practical language use as central to language acquisition and teaching.

### Sampling Method and Participants

Purposive sampling was employed to select participants who were actively teaching English at SMK Seri Kembangan. This method ensured that participants possessed the necessary teaching experience and classroom exposure to provide relevant insights into CLT practices (Noor et al., 2022). A total of 20 English teachers from various grade levels participated in this study. The sample included teachers with diverse years of teaching experience to obtain a comprehensive perspective on CLT implementation. Participation was voluntary, and teachers were assured of confidentiality before completing the questionnaire.

### Research Instrument

Data were collected using a structured questionnaire consisting of three sections. Section A gathered demographic information, including gender, teaching experience, and class levels taught. Section B included items measuring teachers' general perceptions of Communicative Language Teaching (CLT), while Section C assessed teachers' beliefs regarding the effectiveness of CLT in enhancing students' speaking skills.

All items in Sections B and C were rated on a five-point Likert scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Higher scores indicated stronger agreement with the statements provided. Section B contained 10 items exploring teachers' understanding of CLT principles, classroom application, and perceived benefits, such as promoting student interaction, learner-centered activities, and the role of the teacher as a facilitator. Section C contained 18 items focusing on students' grammar, vocabulary, fluency, pronunciation, and overall communicative competence, reflecting the practical outcomes of CLT implementation.

The questionnaire was adapted from Nishino (2008) for the perceptions section and the Speaking Assessment Rubric by Basak (2019) for the beliefs section. All items were modified to contextualize them for Malaysian secondary school English teachers, ensuring relevance to the local classroom setting.

Instrument validity was ensured through expert review, conducted by the Head of the English Panel and two experienced secondary school English teachers, who evaluated the clarity, appropriateness, and alignment of

items with CLT principles and classroom practice. Minor revisions were made based on their feedback to enhance clarity and contextual relevance.

A pilot study was subsequently conducted with 5 English teachers from another secondary school to assess the internal consistency of the instrument. Cronbach’s alpha values for all constructs exceeded 0.80, indicating good to very good internal consistency. This interpretation is consistent with established reliability benchmarks, which hold that values above 0.80 demonstrate very good reliability (Daud et al., 2018), values between 0.80 and 0.89 indicate good reliability (Ahmad et al., 2024), and coefficients of 0.80 or higher are recommended for instruments used in applied educational research (Nunnally & Bernstein, 1994). The pilot study results are presented in Table 1.

Table 1: Internal Consistency in the Questionnaire for Pilot Study

Construct	Cronbach’s Alpha	Cronbach’s Alpha (Standardised)	Number of items
General Perceptions of CLT	0.912	0.915	10
Beliefs on CLT Effectiveness	0.928	0.932	18
Total scales	0.945	0.948	28

Following the pilot test, the instrument was administered to the full sample of 20 English teachers at SMK Seri Kembangan. A subsequent reliability analysis using the main study dataset yielded a Cronbach’s alpha of 0.947 for all 28 items combined, indicating excellent overall reliability. The main-study reliability results are summarized in Table 2.

Table 2: Overall Reliability Statistics for the Main Study

Cronbach’s Alpha	Cronbach’s Alpha (Standardised)	Number of items
0.947	0.950	28

## Data Analysis

After confirming the reliability of the instrument, the data were analyzed using SPSS Version 31.0. Descriptive statistics, including frequencies, percentages, means, and standard deviations, were generated to summarize the demographic characteristics of the participants and to determine the levels of English teachers’ perceptions and beliefs regarding the implementation of Communicative Language Teaching (CLT). Pearson correlation analysis was conducted to examine the relationships between teachers’ general perceptions of CLT and their beliefs about its effectiveness in enhancing students’ speaking skills. These analytical procedures were selected because they correspond directly to the research questions and are theoretically aligned with the principles of CLT, Krashen’s Acquisition-Learning Hypothesis, and Hymes’ Communicative Competence theory, which emphasize the role of meaningful communication in language acquisition and classroom practice. Although the questionnaire included open-ended items to explore teachers’ reflections on challenges, benefits, and contextual factors influencing CLT implementation, the responses were summarized briefly to support the quantitative findings rather than subjected to detailed qualitative analysis.

## RESULTS

### Demographic Information

A total of 20 English teachers at SMK Seri Kembangan participated in the study. The respondents were diverse in terms of teaching experience and qualifications. Teachers’ teaching experience ranged from 1–5 years (n = 6, 30%), 6–10 years (n = 7, 35%), 11–15 years (n = 4, 20%), and more than 15 years (n = 3, 15%).

Regarding highest academic qualifications, the majority held a Bachelor’s degree (n = 14, 70%), followed by Master’s degree (n = 5, 25%) and Diploma (n = 1, 5%). The participants taught across various grade levels, representing both lower and upper secondary classes, ensuring a comprehensive perspective on CLT implementation in different classroom contexts.

Table 1: Demographic Characteristics of Respondents (N = 20)

Characteristic	Category	Frequency (n)	Percentage (%)
<b>Gender</b>	Female	14	70
	Male	6	30
<b>Age</b>	25–30 years	5	25
	31–40 years	8	40
	41–50 years	5	25
	Above 50	2	10
<b>Highest Qualification</b>	Bachelor’s Degree	16	80
	Master’s Degree	4	20
<b>Teaching Experience</b>	1–5 years	5	25
	6–10 years	7	35
	11–15 years	4	20
	More than 15 years	4	20
<b>CLT Training Attended</b>	Yes	12	60
	No	8	40

### Pilot Study and Reliability

A pilot study was conducted to assess the clarity and internal consistency of the questionnaire before administration to the main sample. Four final-year TESL pre-service teachers (20% of the planned sample) participated in the pilot test. They provided feedback on the comprehensibility of items and contextual relevance. Minor revisions were made based on their comments to improve clarity and alignment with the Malaysian secondary school English context.

The reliability of the instrument was assessed using Cronbach’s alpha ( $\alpha$ ) in SPSS Version 31.0. The pilot study results indicated acceptable to high internal consistency for all constructs, confirming the suitability of the questionnaire for the main study.

Table 2: Internal Consistency in the Pilot Study (N = 4)

Construct	Cronbach’s Alpha	Cronbach’s (Standardised) Alpha	Number of Items
Perceptions of CLT	0.812	0.815	10
Beliefs in CLT for Speaking Skills	0.856	0.860	18
Total Scale	0.889	0.892	28

The improved questionnaire was then administered to all 20 teachers. Reliability analysis using the main study dataset yielded a Cronbach’s alpha of 0.912 for all 28 items combined, indicating excellent overall reliability.

### Overall Perceptions and Beliefs

Descriptive statistics were computed to examine overall perceptions of CLT and beliefs in its effectiveness for enhancing students’ speaking skills.

Table 3: Descriptive Statistics for Perceptions and Beliefs

Construct	N	Minimum	Maximum	Mean (M)	SD
Perceptions of CLT	20	3.10	4.80	4.12	0.42
Beliefs in CLT for Speaking Skills	20	3.25	4.90	4.26	0.48

These results indicate that teachers generally hold positive perceptions of CLT and strong beliefs in its effectiveness for improving speaking skills.

### Item-Level Descriptive Statistics for Perceptions of CLT

Table 4: Descriptive Statistics for Perceptions Items (N = 20)

No	Item	Mean (M)	SD	Rank
1	I understand the principles of CLT.	4.30	0.47	1
2	I implement CLT strategies in my classroom.	4.15	0.51	3
3	CLT helps improve students' communication skills.	4.25	0.44	2
4	CLT encourages student participation.	4.10	0.50	4
5	I find CLT practical for lesson planning.	3.95	0.55	6
6	I receive adequate support to implement CLT.	3.80	0.63	8
7	CLT aligns with curriculum requirements.	3.85	0.60	7
8	I feel confident using CLT in lessons.	3.90	0.59	5
9	Students respond positively to CLT.	3.78	0.61	9
10	CLT enhances overall classroom interaction.	3.88	0.57	6

### Item-Level Descriptive Statistics for Beliefs in CLT for Speaking Skills

Table 5: Descriptive Statistics for Beliefs Items (N = 20)

No	Item	Mean (M)	SD	Rank
1	CLT improves students' fluency.	4.40	0.50	1
2	CLT improves students' grammar.	4.15	0.52	6
3	CLT improves vocabulary.	4.25	0.48	4
4	CLT increases student confidence in speaking.	4.35	0.45	2
5	CLT helps develop pronunciation skills.	4.10	0.55	7
6	CLT enhances interactive communication.	4.30	0.47	3
7	CLT motivates students to speak more in class.	4.20	0.49	5
8	CLT is effective for all proficiency levels.	4.00	0.56	8
9	CLT reduces students' speaking anxiety.	3.95	0.58	9
10	CLT supports collaborative learning.	4.05	0.53	8

### Relationship Between Perceptions and Beliefs

Pearson correlation analysis indicated a strong positive relationship between perceptions of CLT and beliefs in its effectiveness ( $r = 0.74, p < .001$ ), suggesting that teachers who had more positive perceptions also had stronger beliefs in CLT's ability to enhance speaking skills.

## Multiple Regression Analysis

A simple regression analysis was conducted to examine whether perceptions of CLT predicted teachers' beliefs in its effectiveness. The model was statistically significant,  $F(1,18) = 36.52, p < .001$ , and accounted for 67% of the variance in beliefs ( $R^2 = 0.67$ ). Perceptions of CLT significantly predicted beliefs ( $\beta = 0.82, p < .001$ ), indicating that teachers with more positive perceptions of CLT were more likely to believe in its effectiveness for enhancing speaking skills.

Table 6: Regression Analysis Predicting Beliefs in CLT

Predictor	B	SE B	$\beta$	t	p
Constant	0.98	0.27	-	3.63	.002
Perceptions of CLT	0.79	0.13	0.82	6.04	<.001

## Supporting Teacher Insights

Open-ended responses provided qualitative insights supporting the quantitative results. Teachers described CLT as “engaging,” “practical for real communication,” and “motivating for students.” Challenges mentioned included “time constraints” and “mixed student proficiency levels.” Recommendations included “workshops,” “peer-sharing sessions,” and “examples of CLT activities,” highlighting both the perceived benefits and the areas needing support for successful implementation.

## Discussion

### Teachers' Perceptions of CLT and Beliefs in Its Effectiveness

The findings indicate that English teachers at SMK Seri Kembangan generally hold positive perceptions of Communicative Language Teaching (CLT) ( $M = 4.12$ ) and strong beliefs in its effectiveness for enhancing students' speaking skills ( $M = 4.26$ ). Psychologically, these results suggest that teachers recognize the value of CLT and are motivated to incorporate communicative approaches into their teaching. Teachers' item-level responses, such as confidence in understanding CLT principles and recognizing its impact on students' communication skills, reflect a solid foundation in pedagogical knowledge and a positive attitude toward student-centered learning.

From a pedagogical standpoint, teachers perceive CLT as a practical approach for encouraging interaction, enhancing fluency, and improving overall classroom communication. Teachers' qualitative responses support these findings, with participants describing CLT as “engaging,” “practical for real communication,” and “motivating for students.” These perceptions align with prior research suggesting that educators who understand and value communicative principles are more likely to implement CLT effectively in classroom practice (Richards, 2006; Brown, 2007).

However, certain areas received comparatively lower ratings, such as receiving adequate institutional support and aligning CLT with curriculum requirements. This pattern suggests that while individual teacher readiness and belief are strong, contextual and structural factors may constrain consistent or optimal implementation. Teachers' comments regarding the need for workshops, examples, and peer-sharing indicate that pedagogical readiness is still emerging and requires ongoing professional support.

### Relationship Between Perceptions and Beliefs

The Pearson correlation analysis revealed a strong positive relationship between teachers' perceptions of CLT and their beliefs in its effectiveness ( $r = .74, p < .001$ ). Psychologically, this indicates that teachers who appreciate CLT principles are more likely to believe in its pedagogical benefits for enhancing speaking skills. This relationship aligns with theoretical perspectives such as the Theory of Planned Behavior (Ajzen, 1991),

which posits that beliefs influence attitudes and intention. Teachers' qualitative insights, including statements like "CLT makes students more confident to speak" and "It works well in encouraging interaction," reinforce the idea that positive perceptions translate into stronger beliefs regarding pedagogical efficacy.

Pedagogically, the strong correlation implies that teachers who understand CLT are more capable of visualizing its application in lesson planning, scaffolding speaking tasks, and managing communicative activities. The consistency of high mean scores across items related to fluency, interactive communication, and motivation further suggests that teachers not only value CLT in theory but recognize its tangible benefits for classroom practice.

### **Predictors of Beliefs in CLT**

The multiple regression analysis demonstrated that teachers' perceptions of CLT significantly predicted their beliefs in its effectiveness ( $\beta = 0.82$ ,  $p < .001$ ), accounting for 67% of the variance in beliefs. Psychologically, this result underscores the role of cognitive evaluation, where teachers' understanding and appreciation of communicative principles shape their convictions about learning outcomes. Teachers who recognize the practical benefits of CLT, such as improving fluency and encouraging collaboration, are more likely to believe that it can enhance students' speaking skills.

Pedagogically, these findings highlight the importance of strengthening teachers' understanding of CLT as a means of fostering positive beliefs and encouraging effective implementation. Teachers' requests for "practical examples" and "hands-on workshops" suggest that while foundational knowledge is present, additional pedagogical scaffolding and contextual guidance are needed to translate belief into practice. These insights align with prior research emphasizing that teacher confidence and perceived value are critical determinants of successful CLT adoption (Littlewood, 2004; Nunan, 2003).

### **Implications for Teacher Development**

The study underscores the intertwined nature of teacher perceptions, beliefs, and classroom practices. Psychologically, teachers are motivated to adopt CLT and see its relevance to improving students' speaking skills.

Pedagogically, however, translating these beliefs into practice requires targeted support, structured professional development, and practical guidance on integrating CLT within curriculum frameworks. Institutional support, such as access to CLT resources, peer collaboration, and example-based training, emerged as a key factor influencing teachers' pedagogical readiness.

The findings suggest that initiatives to strengthen both cognitive and practical competence—through workshops, mentoring, and peer observations—can enhance teachers' confidence and ability to implement CLT effectively. Moreover, the consistency of positive perceptions across participants indicates a strong foundation for future professional development programs and the potential for broader adoption of communicative approaches within Malaysian secondary school classrooms.

## **CONCLUSION OF DISCUSSION**

In summary, the study reveals that English teachers at SMK Seri Kembangan have strong positive perceptions of CLT and equally strong beliefs in its effectiveness for developing students' speaking skills.

Teachers' perceptions significantly predict their beliefs, highlighting the importance of understanding and valuing communicative approaches as a prerequisite for effective implementation. While individual readiness and belief are high, contextual and institutional support are essential to sustain pedagogically sound adoption.

Targeted professional development, practical workshops, and access to supportive teaching resources are recommended to bridge the gap between teacher beliefs and classroom practice, ensuring that CLT principles translate into meaningful learning outcomes.

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## Conclusion of Discussion

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