



THE INFLUENCE OF COMMUNICATIVE TEACHING STRATEGIES ON STUDENTS' MOTIVATIONAL IN LEARNING ENGLISH AS A FOREIGN LANGUAGE

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ABSTRACT

This study examines the impact of communicative teaching strategies on learners' motivation in acquiring English as a foreign language. It seeks to analyze how interactive instructional practices such as role-play activities, group discussions, and game-based learning contribute to enhancing students' engagement, classroom participation, self-confidence, and overall learning motivation. A qualitative research design was implemented, involving five private English learners with varying levels of proficiency and motivational backgrounds. Data were gathered through semi-structured interviews and classroom observations, and were analyzed thematically to identify recurring patterns related to learner motivation and classroom interaction. The findings indicate that communicative teaching strategies exert a positive effect on students' motivational development, reflected in increased engagement, more active participation, improved self-confidence, enhanced speaking performance, and reduced language anxiety. Both intrinsic and extrinsic motivational dimensions were strengthened through meaningful communicative tasks, which encouraged learners to become more involved and enthusiastic in the learning process. These results suggest that interactive and student-centered classroom practices play a crucial role in fostering a supportive and motivating learning environment. The implications of this study are applicable to English language instruction, teacher professional development, curriculum design, and classroom management, particularly in efforts to create more dynamic and engaging learning settings. Furthermore, this research enriches the existing body of literature by offering detailed qualitative insights into learners' lived experiences and small-group interaction dynamics, illustrating how specific communicative activities shape motivation, engagement, and participation in EFL learning contexts.

Keyword: *Communicative teaching strategies; EFL motivation; learner engagement; classroom interaction; qualitative study.*

1. INTRODUCTION

Motivation in learning English as a foreign language plays a crucial role in determining students' success, especially in today's globalized world where English proficiency is essential for academic and professional advancement (Yu, 2023; Ramirez, 2021; Tanaka, 2023). However, many students still demonstrate low engagement and passive participation due to the dominance of traditional teacher-centered methods that limit interaction and meaningful communication (Ceballos et al., 2020; Rakha, 2023; Oo et al., 2021). This issue

highlights the urgency of implementing more effective and engaging teaching strategies that can actively involve learners. Therefore, investigating the role of communicative teaching strategies in enhancing student motivation is both necessary and relevant in the context of English language education (Byram, 2020; Supianti et al., 2022; Mahmud et al., 2023).

Previous studies have highlighted the strong relationship between teaching strategies and student motivation. Redjeki and Muhajir (2020) emphasized that appropriate motivational teaching practices

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significantly influence students' willingness to learn. Gardner and Lambert (2014) found that classroom environments that promote interaction and meaningful communication can enhance students' intrinsic motivation. Furthermore, Dörnyei and Emma Ushioda (2021) highlighted that motivation determines learners' effort, persistence, and success in language learning. In addition, Jack C. Richards (2015) stated that communicative approaches encourage active participation and real-life language use, while Tri N. Fitri (2023) noted that lack of variation in teaching strategies often leads to decreased student interest. Despite these findings, most studies focus on general classroom settings, leaving limited exploration of students' lived experiences and micro-level interactions, particularly in small-group or private learning contexts (Ningsih et al., 2021; Rosadi et al., 2020; Syafitri, 2023).

Recent studies have emphasized the importance of student engagement and interaction in language learning. Recent research further indicates that student motivation and engagement are dynamic and interrelated constructs that significantly influence language learning outcomes, particularly in communicative and interactive classroom settings (Lena & Nikolov, 2025; Lamb & Arisandy, 2021). Hiver et al. (2021) highlight that active classroom engagement significantly contributes to language development and motivation. Similarly, Wei, and Derakhshan, A. (2021) found that teacher-student interaction plays a crucial role in sustaining learners' motivation. In addition, teacher enthusiasm and supportive interaction patterns have been found to positively shape learners' emotional engagement and willingness to participate in classroom activities (Zhang et al., 2023; Elsheikh Elmahdi et al., 2024). Furthermore, Zhang, X. and Hyland, K. (2022) argue that meaningful feedback and interaction enhance students' participation and confidence in learning English.

Based on this gap, this study aims to investigate how communicative teaching strategies influence students' motivation in learning English as a foreign language within a small-group setting. Specifically, this study seeks to answer the question: how do communicative activities such as role-

playing, group discussions, and interactive games affect students' engagement, confidence, and motivation. Moreover, recent studies have highlighted that motivational development in EFL contexts is not static but evolves through continuous exposure to meaningful communicative experiences and classroom interaction (Karimi & Parsamajd, 2025; Kaforina et al., 2023; Boutheina, 2025).

This study assumes that communicative teaching strategies can significantly enhance both intrinsic and extrinsic motivation by creating interactive, meaningful, and student-centered learning experiences. The novelty of this research lies in its qualitative focus on students' lived experiences and detailed classroom interactions, providing deeper insights into how specific communicative practices shape motivation. This study contributes to the field by offering practical and context-specific evidence to support the implementation of communicative approaches in English language teaching.

Moreover, communicative and task-based approaches have been widely recognized as effective methods to promote real-life language use. Ellis (2020) explains that task-based learning allows students to use language in meaningful contexts, while Sato, M. and Ballinger, S. (2020) emphasize the role of peer interaction in improving communication skills and learner confidence.

2. LITERATURE REVIEW

Communicative Language Teaching (CLT) emphasizes interaction as both the means and goal of language learning. According to Richards (2015), communicative approaches encourage learners to use language for authentic communication rather than merely memorizing grammatical rules.

Motivation is generally categorized into intrinsic and extrinsic motivation. Dörnyei and Ushioda (2021) explain that intrinsic motivation originates from learners' personal interest and enjoyment, while extrinsic motivation is influenced by external rewards and expectations.

Task-based and communicative approaches have been recognized as effective methods for promoting meaningful language use (Nunan, 2017; Widiastuti et al., 2022;

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Flora et al., 2021). Ellis (2020) stated that task-based learning enables students to apply language in realistic situations. Likewise, Sato and Ballinger (2020) highlighted the importance of peer interaction in developing communication skills and learner confidence.

Recent research also confirms that motivation develops through meaningful communicative experiences. Karimi and Parsamajd (2025) found that communicative activities foster sustained learner engagement, while Lena and Nikolov (2025) emphasized the dynamic relationship between classroom interaction and student motivation.

Based on previous findings, a research gap exists regarding how communicative teaching strategies influence students' motivation in small-group and private learning contexts. This study seeks to address this gap by examining students' experiences during communicative learning activities.

3. METHODS

This study employed a qualitative case study design to investigate the influence of communicative teaching strategies on students' motivation in learning English as a

foreign language (Creswell & Plano Clark, 2023; Tisdell et al., 2025; Patton, 2020).

The participants consisted of five private English students with different levels of English proficiency and learning motivation. Participants were selected purposively to provide varied perspectives regarding communicative learning experiences.

Data were collected through semi-structured interviews and classroom observations (Anufia, 2019; Makbul, 2021; Daruhadi & Sopiati, 2024). Interviews were conducted to explore students' perceptions, feelings, and motivation toward communicative activities (Kvale, 2021; Gill & Baillie, 2018). Observations were carried out during learning sessions involving role-playing, group discussions, and interactive games (Kosslyn & Miller, 2017).

Data analysis followed three stages: data reduction, data display, and conclusion drawing. Interview transcripts and observation notes were analyzed to identify recurring themes related to motivation, participation, confidence, and engagement.

Table 1. Observation Checklist

| No | Observation Item |
|----|--|
| 1 | Teacher applied role-playing activities |
| 2 | Students actively participated in discussions |
| 3 | Students showed enthusiasm during games |
| 4 | Students asked questions in English |
| 5 | Students demonstrated speaking confidence |
| 6 | Students connected lessons to real-life situations |
| 7 | All students participated during the session |
| 8 | Students showed reduced anxiety |

Table 2. Interview Guide

| No | Items |
|----|---|
| 1 | How do you feel when participating in communicative activities? |
| 2 | Do these activities increase your motivation to learn English? |
| 3 | Which activity do you like most and why? |
| 4 | What difficulties do you face during communicative activities? |
| 5 | Do you feel more confident speaking English after these activities? |

4. RESULTS AND DISCUSSION

The findings indicate that communicative teaching strategies positively

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influenced students' motivation and engagement.

Students reported feeling more enthusiastic and comfortable when participating in role-playing, discussions, and interactive games. These activities created opportunities for meaningful communication and reduced anxiety associated with speaking English. One participant stated:

"Group discussions make me think in English, not just memorize words. It feels like I'm actually speaking for real."

Role-playing activities were particularly effective because they simulated real-life situations, allowing students to use English in authentic contexts. Students reported that these activities increased their confidence and willingness to communicate.

Table 3. Progress of Student Engagement

| Session | Participation Rate | Volunteer Questions |
|---------|--------------------|---------------------|
| 1 | 60% | 0 |
| 2 | 70% | 1 |
| 3 | 80% | 2 |
| 4 | 85% | 4 |

The table demonstrates a steady increase in student participation and confidence throughout the learning process.

These findings support Deci and Ryan's (2020) Self-Determination Theory, which suggests that intrinsic motivation increases when learners experience autonomy, competence, and meaningful engagement. The results are also consistent with studies by Fachrunnisa et al. (2024), Shurovi et al. (2025), and Mercer and Dörnyei (2020), which emphasize the importance of communicative and interactive learning environments.

However, some students initially experienced hesitation and anxiety when participating in communicative activities. These challenges gradually decreased as students became familiar with interactive learning methods. This finding aligns with MacIntyre et al. (2020), who argue that

reducing language anxiety can improve learners' willingness to communicate.

5. CONCLUSION

This study concludes that communicative teaching strategies significantly enhance students' motivation in learning English as a foreign language. Activities such as role-playing, group discussions, and interactive games increase engagement, participation, confidence, and willingness to communicate.

The findings suggest that teachers should incorporate communicative activities into classroom instruction to create meaningful and motivating learning experiences. Continuous exposure to communicative methods can help learners overcome anxiety and develop stronger motivation toward English learning.

Future research should involve larger participant groups and different educational settings to obtain broader insights into the long-term impact of communicative teaching strategies on language learning motivation.

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