

Grammar Translation Method and Communicative Language Teaching Implementation as Predictors on Students Verbal Proficiency

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DOI - <http://doi.org/10.37502/IJSMR.2025.81025>

Abstract

This study examined the relationship between the Grammar Translation Method (GTM) and Communicative Language Teaching (CLT) implementation on students' verbal proficiency in secondary education language classrooms. The research specifically aimed to determine the extent of GTM and CLT integration, assess students' level of verbal proficiency, analyze the correlation among teaching methods and proficiency, and evaluate the predictive influence of each method on students' verbal performance. Employing a quantitative-correlational design, the study gathered data from Bachelor of Secondary Education students using a validated survey questionnaire. Data were interpreted through descriptive statistics, Pearson correlation, and regression analysis.

Findings revealed that both GTM and CLT are highly implemented, with substantial attention given to rule explanation, translation, interactive tasks, and student-centered activities. Students demonstrated a high level of verbal proficiency, most notably in discourse management. Correlation analysis indicated significant, positive relationships between all key instructional variables and verbal proficiency, with CLT ($r=0.393$), Student-Centeredness ($r=0.363$), and GTM ($r=0.361$) among the strongest, all with highly significant probability values. Regression analysis identified Student-Centeredness ($\beta=0.277$, $p=0.000$) and Translation Practice ($\beta=0.235$, $p=0.000$) as significant predictors. Both GTM and CLT predicted verbal proficiency, with CLT exerting greater influence.

The results conclude that blending GTM and CLT enhances both grammatical mastery and communicative confidence. The study recommends integrative classroom strategies that balance explicit grammar instruction and communicative opportunities to holistically strengthen students' speaking competence.

Keywords: Grammar Translation Method, Communicative Language Teaching, Verbal Proficiency, Regression Analysis, Language Pedagogy

1. Introduction

This study, "Grammar Translation Method and Communicative Language Teaching Implementation as Predictors on Students' Verbal Proficiency," explores how two different teaching approaches, the Grammar Translation Method (GTM) and Communicative Language Teaching (CLT) influence students' ability to speak effectively. GTM focuses on grammar

rules, translation, and accuracy, while CLT emphasizes communication, interaction, and using language in real-life situations. In many Philippine classrooms, teachers often combine both approaches, which makes it important to understand how each one contributes to students' verbal proficiency.

Although CLT is widely promoted in education policies and teacher training, research in the Philippines shows that its actual implementation remains limited. Many teachers report using CLT, but classroom practices often remain traditional because of large classes, limited resources, and tests that still emphasize grammar (Barrot, 2018; Sitoy, 2024). Studies abroad show similar patterns CLT can improve fluency and confidence, but its success depends on teacher preparation, activity design, and how students are assessed (Yan, 2021; Qasserras, 2023). At the same time, some recent research has shown that grammar-focused instruction, such as GTM, can also help students improve their accuracy and complexity in speaking when used alongside communicative activities. This suggests that both methods have their strengths and may complement each other.

However, there are still clear gaps in the existing research. First, few Philippine studies have examined GTM and CLT together as predictors of students' speaking ability. Second, international research has yet to determine which parts of CLT like task design or feedback most influence specific aspects of speaking such as fluency, accuracy, or complexity. Third, evidence about GTM's effect on oral communication remains scattered and often focused more on reading or writing rather than speaking.

Theoretically, second language learning depends on the quality of input, chances to use the language, feedback, and attention to grammar. CLT encourages fluency through communication and interaction, while GTM builds accuracy through grammar explanation and translation. When either approach is used alone, students may become either fluent but inaccurate, or accurate but hesitant to speak. This highlights the need to find the right balance between the two methods.

Given these issues, the present study aims to determine how the extent of GTM use and the level of CLT implementation can predict students' verbal proficiency. By analyzing both approaches together, this research hopes to provide clearer insights that will help teachers choose more effective strategies, guide curriculum improvement, and support the development of students who can use the language both accurately and confidently in real communication.

2. Literature Review

2.1 Grammar Translation Method

Agao and Derequito (2024-2025) conducted a quasi-experimental study at Bernardo Lirio Memorial National High School that examined the impact of the Grammar-Translation Method on students' comprehensive writing skills. Results revealed that GTM significantly improved students' spelling, grammar, vocabulary, and composition organization. The researchers concluded that GTM remains relevant in developing linguistic accuracy and writing discipline among ESL learners, particularly when integrated into structured learning modules.

Capuyan-Castrodes and Ibojo (2025) implemented a modified reading module based on GTM principles for struggling readers in Davao de Oro. Their pre-test and post-test results indicated marked improvement in reading comprehension, especially for students previously at

frustration level. They emphasized that GTM's translation and explicit vocabulary instruction can scaffold comprehension in contexts where learners have low exposure to English reading materials.

Gonzales and Unciano (2023) compared the effects of Translation and Direct Writing Methods on the compositions of Grade 9 students in Northern Philippines. Findings showed that the translation approach helped students produce more grammatically accurate texts, suggesting that GTM may reinforce metalinguistic awareness that enhances writing mechanics before students transition to communicative tasks.

Palabay (2022) analyzed the role of GTM in vocabulary retention among junior high school learners. The study revealed that repeated translation and memorization exercises improved long-term recall of target vocabulary, showing GTM's efficiency in controlled-practice contexts where communicative exposure is limited.

2.2 Communicative Language Teaching

Padua (2025) conducted a descriptive-correlational study in Lucena City examining how Communicative Language Teaching enhances the communicative competence of public secondary school students. Teachers reported high effectiveness of CLT in improving speaking and listening fluency, although large class sizes and inadequate materials remained challenges. The study highlighted the need for contextualized CLT training for teachers to sustain its benefits.

Agao-Agao et al. (2023-2024) explored the use of CLT in science instruction at Mindanao State University-Maguindanao. Through activities like role-playing, dramatization, and collaborative problem-solving, the study found that CLT not only enhanced language use but also improved comprehension of science concepts, proving its interdisciplinary potential.

Quinquino and Ong (2025) implemented a CLT-based intervention program in a private college in Northern Mindanao. Through focus-group interviews and performance tasks, they found that CLT activities increased students' confidence, motivation, and fluency. The findings support CLT's strength in developing affective and interactive language domains.

Cabansag (2023) investigated college students' attitudes toward CLT, language anxiety, and learning strategies. Results revealed that students favored communicative classes that emphasize real-life interaction, which corresponded to reduced anxiety and improved performance. The study underscores the psychological benefits of communicative classrooms.

Sitoy and Sonsona (2024) examined how CLT strategies foster innovative teaching in Philippine classrooms. Teachers reported that student-centered activities, such as peer dialogues and task-based discussions, helped develop fluency and critical thinking, although they needed administrative support for continuous training.

Balon (2023) designed a CLT-based training framework for Filipino teachers teaching EFL Chinese adult students online. The program enhanced teachers' confidence in designing communicative tasks and managing learner interaction, confirming that CLT is adaptable even in virtual, cross-cultural contexts.

Alvarado (2024) evaluated communicative competence under the Philippines' MATATAG curriculum. Results suggested that CLT-oriented activities aligned well with the curriculum's

spiral progression design, leading to higher learner engagement and pragmatic skill development.

Quinquino & Ong (2025) conducted a targeted intervention in a private college in Northern Mindanao to see how Communicative Language Teaching (CLT) can address learning gaps in English proficiency. They used qualitative methods that focuses on group discussions, interviews, and classroom observations to explore students' difficulties in applying communication models, analyzing reading materials, and writing structured academic papers. The study found that CLT significantly improved students' engagement, confidence, and comprehension, particularly in reading, writing structure, and critical thinking.

Agao-Agao, Guiali, Madi, & Agao-Agao (2023-2024) applied CLT in science instruction among Grade 8 students in Integrated Laboratory Science High School (Mindanao State University-Maguindanao). Using tasks like role-playing, word hunts, dramatization, and broadcasting, they measured pretest vs posttest scores on science concept understanding and found that CLT-based teaching significantly increased both engagement and conceptual understanding. This shows that CLT is not only effective for language classes but may also enhance learning in content subjects when the teaching method is communicative and interactive.

Padua (2025) studied English teachers in 14 junior high schools in Lucena City, checking how extensively CLT is being used, how effective teachers perceive it, and what problems exist when applying it. The study found that CLT strategies are being practiced widely and are seen as effective in promoting authentic communication and participation. But teachers noted challenges like limited English proficiency among learners, large classes, and insufficient materials to support full implementation.

Cabansag (2023) looked into higher education students' attitudes toward CLT, their levels of language anxiety, and their learning strategies. The respondents were HEI students in Northern Philippines. The study found positive attitudes toward CLT linked with lower anxiety and more use of learning strategies. It suggests that beyond methodologies, affective factors (attitude, anxiety) and student strategies are important in how CLT is received and how successful it can be.

Petiluna & Escarda (2025) did a phenomenological, cross-country (Japan & Philippines) qualitative study of Filipino elementary teachers' lived experiences implementing CLT. They explored challenges, strategies, and insights from these teachers and found that while teachers value CLT (for communicative interaction, engagement), many struggle with constraints like limited resources, class sizes, assessment pressures, and balancing form vs meaning. Their reflections underscore that real implementation of CLT is often mediated by context-specific constraints.

3. Research Methodology

3.1 Population and Sampling

The study employed a quantitative research design utilizing a survey questionnaire as the main tool for data collection. The respondents of this study were the Bachelor of Secondary Education major in Filipino and English (BSED Filipino and English) students from first year to fourth year levels enrolled during the Academic Year 2025–2026. This population was

selected because these students are directly engaged in language and literature courses where both the Grammar Translation Method (GTM) and Communicative Language Teaching (CLT) are applied. The sampling technique used in the study was purposive sampling, as the respondents were chosen based on their academic exposure to language instruction strategies that are central to the study. The quantitative approach was deemed appropriate since the study sought to obtain measurable data on the implementation and perceived effects of GTM and CLT on students' verbal proficiency.

3.2 Research Instrument

The researcher utilized a self-constructed survey questionnaire that was patterned after the instruments used in related studies such as Capuyan-Castrodes and Ibojo (2025), Cabansag (2023), and Padua (2025), which explored the effectiveness of the Grammar Translation Method and Communicative Language Teaching in enhancing students' linguistic and communicative competencies. The instrument underwent expert validation by three validators to ensure content validity and clarity of items. The reliability test using Cronbach's Alpha yielded a result of 0.958, indicating very high internal consistency and confirming the reliability of the instrument for data collection.

3.3 Procedure of Data Collection

Prior to the actual data gathering, the researcher sought permission from the dean and program heads of the BSED Filipino and English programs to conduct the study among their students. Once approval was obtained, the validated survey questionnaires were distributed personally across all year levels. The respondents were informed about the purpose of the study, and their participation was voluntary and confidential. The data collected were then organized, encoded, and subjected to statistical treatment for analysis and interpretation. Descriptive statistics such as mean and standard deviation were utilized to determine the extent of implementation of the Grammar Translation Method (GTM) and Communicative Language Teaching (CLT) as Predictors of Students Verbal Proficiency. To further analyze, regression analysis was employed as the main inferential statistical tool.

4. Results and Discussion

Table 1. Level of Implementation of the Grammar Translation Method (GTM)

Sub-Variable	Mean	Std. Deviation	Qualitative Interpretation
Rule Explanation	4.18	0.52	High GTM Implementation
Translation Practice	4.05	0.60	High GTM Implementation
Form-Focused Drills	3.92	0.58	High GTM Implementation
Accuracy Orientation	4.10	0.55	High GTM Implementation
Overall Mean	4.06	0.56	High GTM Implementation

Rating Scale	Rating Range	Descriptive Interpretation	Qualitative Interpretation
1	1.00-1.50	Strong Disagree (SD)	No GTM Implementation
2	1.51-2.50	Disagree (D)	Less GTM Implementation
3	2.51-3.50	Undecided (U)	Moderate GTM Implementation
4	3.51-4.50	Agree (A)	High GTM Implementation
5	4.51-5.0	Strongly Agree (SA)	Very High GTM Implementation

Table 1 shows that the Grammar Translation Method (GTM) remains a foundational practice in language classes, with teachers and students alike recognizing the importance of explicit grammar instruction, rule explanation, and linguistic accuracy. The high mean scores for rule explanation and accuracy orientation suggest a sustained emphasis on mastering grammatical principles and achieving precision before fluency. This approach helps learners build strong foundations in sentence structure and usage.

Recent studies support these results. For example, a 2025 experimental study with Grade 9 ESL students confirmed that GTM implementation led to significant improvements in comprehensive writing skills particularly in grammar, vocabulary, and sentence composition. The research found that after sustained GTM-based instruction, students' scores in writing and grammar rose from developing proficiency to excellent levels, with a statistically significant difference between pre- and post-tests ($p < .001$). Additionally, a 2020 study concluded that the pedagogical application of GTM increased students' English language proficiency. The study emphasized that translation and rule explanation had a positive effect on learners' grammatical competence, showing that formal grammar instruction and translation activities help students understand complex grammatical structures and achieve greater linguistic command.

Table 2. Level of Implementation of the Communicative Language Teaching (CLT)

Sub-Variable	Mean	Std. Deviation	Qualitative Interpretation
Interactive Tasks	4.25	0.47	High CLT Implementation
Skill Integration	4.15	0.49	High CLT Implementation
Fluency Emphasis	4.07	0.54	High CLT Implementation
Student-Centeredness	4.30	0.45	High CLT Implementation
Overall Mean	4.19	0.49	High CLT Implementation

Rating Scale	Rating Range	Descriptive Interpretation	Qualitative Interpretation
1	1.00-1.50	Strong Disagree (SD)	No CLT Implementation
2	1.51-2.50	Disagree (D)	Less CLT Implementation
3	2.51-3.50	Undecided (U)	Moderate CLT Implementation
4	3.51-4.50	Agree (A)	High CLT Implementation
5	4.51-5.0	Strongly Agree (SA)	Very High CLT Implementation

Table 2 highlights that Communicative Language Teaching (CLT) is strongly implemented in classrooms, with teachers actively using interactive, learner-centered approaches that promote authentic communication, student participation, and engagement. The high overall mean, especially for student-centeredness and interactive tasks, reflects a significant shift from traditional methods toward CLT's principles, where learners engage in peer collaboration, role-playing, and real-world language activities. This approach fosters students' confidence and allows them to express themselves authentically, while still maintaining attention to grammatical accuracy through balanced fluency and structural precision.

Supporting these results, a study by Wathawatthana (2025) demonstrated that CLT-based lesson plans significantly improved Grade 12 students' speaking skills, confidence, and classroom interaction by emphasizing collaborative and task-based activities such as role plays, debates, and information-sharing exercises. The research showed that students participating in these interactive CLT tasks displayed higher verbal proficiency and communicative competence compared to those taught through more traditional, teacher-centered lessons. Similarly, a 2025 analysis by Tweedie and Johnson confirmed that sustained implementation of CLT fosters a more engaging learning environment, with students showing greater fluency, critical thinking, and confidence in both oral and written expression. Their findings reinforce the idea that integrating real-life communicative opportunities and authentic performance-

based assessments bridge classroom learning with practical language use, resulting in comprehensive proficiency gains.

Table 3. Level of Students' Verbal Proficiency

Sub-Variable	Mean	Std. Deviation	Qualitative Interpretation
1. Pronunciation	3.85	0.59	High Verbal Proficiency
2. Vocabulary Appropriateness	3.78	0.62	High Verbal Proficiency
3. Discourse Management	3.92	0.57	High Verbal Proficiency
Overall Mean	3.85	0.59	High Verbal Proficiency

Rating Scale	Rating Range	Descriptive Interpretation	Qualitative Interpretation
1	1.00-1.50	Strong Disagree (SD)	Very Low Verbal Proficiency
2	1.51-2.50	Disagree (D)	Low Verbal Proficiency
3	2.51-3.50	Undecided (U)	Moderate Verbal Proficiency
4	3.51-4.50	Agree (A)	High Verbal Proficiency
5	4.51-5.0	Strongly Agree (SA)	Very High Verbal Proficiency

Table 3 demonstrates that students possess a high overall level of verbal proficiency, especially in organizing and connecting ideas during oral interactions, a skill known as discourse management. However, the slightly lower scores in vocabulary appropriateness suggest that word choice and lexical diversity remain areas where students face occasional challenges. Pedagogically, these findings indicate the need for teachers to reinforce vocabulary-building and pronunciation strategies through interactive, contextualized, and communicative activities, such as games, reading-to-speaking tasks, and phonological drills.

A study conducted by Khan found that vocabulary knowledge directly impacts speaking proficiency students with broader and contextually reinforced vocabularies communicate more fluently and confidently. The research recommends active, retrieval-based vocabulary learning such as peer discussions, vocabulary journals, and feedback-driven exercises, to move beyond rote memorization and foster practical language use.

Similarly, Mahdi (2022) showed that integrating interactive multimedia programs in speaking classes significantly enhanced students' command of pronunciation and oral communication skills, particularly when lessons combined various elements like animation, audio, and context-based activities. Students exposed to these interventions displayed superior knowledge, confidence, and retention, demonstrating the value of innovative teaching methods in strengthening verbal proficiency.

Table 4. Correlation Analysis between the Independent Variables and Verbal Proficiency

Variables	Correlation Coefficient (r)	Probability (p)
Grammar Translation Method	.361**	.000
Rule explanation	.287**	.000
Translation practice	.336**	.000
Form-focused drills	.339**	.000
Accuracy orientation	.236**	.000
Communicative Language Teaching	.393**	.000
Interactive task	.261**	.000
Skill integration	.356**	.000
Fluency emphasis	.337**	.000
Student-centeredness	.363**	.000

The findings reveal that GTM and CLT have significant positive correlations with learners' performance. Specifically, CLT, Student-Centeredness, and Skill Integration recorded the strongest correlation coefficients, ranging between .363 and .356, all with highly significant probability values ($p=.000$). This result means that learners tend to achieve better verbal proficiency when communicative, interactive, and learner-centered strategies are applied, as opposed to methods focused solely on accuracy or grammatical drilling. A study conducted by Tweedie and Johnson (2025) found that CLT greatly enhances critical thinking, structured writing, and communicative competence among university learners by engaging them in interactive and authentic tasks that replicate real-world communication situations. Similarly, a 2023 systematic review of CLT concluded that student-centered classrooms allow learners to assume greater responsibility, resulting in heightened motivation, autonomy, and oral fluency development. These student-focused strategies directly align with the principles of constructivist learning and communicative competence theory, both of which emphasize language use in authentic, social contexts.

The results suggested that while GTM remains useful for grammatical accuracy, CLT more effectively develops communicative fluency, confidence, and critical thinking. In short, statistically and conceptually, the results indicate a clear trend toward communicative and student-centered methodologies. When learners engage in interactive, integrated, and reflective activities under CLT, they display higher levels of fluency and meaningful participation compared to those taught using purely rule-based or translation-driven approaches.

Table 5. Regression Analysis on GTM and CLT Implementation as Predictors of Verbal Proficiency

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	β (Beta Coefficient)	t-value	Sig.
(Constant)	1.925	.233		10.106	.000
STUDENT-CENTEREDNESS	.259	.058	.277	4.479	.000
TRANSLATION PRACTICE	.196	.052	.235	3.795	.000
R= 0.424	$R^2 = 0.180$		F-value=	p= 0.000	
			37.646		

The regression analysis reveals that both student-centeredness and translation practice are significant predictors of learner achievement, with student-centeredness exerting a slightly stronger influence. Specifically, the standardized beta coefficient for student-centeredness is .277, indicating that prioritizing student agency, responsibility, and active participation makes a substantial contribution to language proficiency outcomes. Translation practice also plays a key role, with a beta of .235, highlighting the value of practical language use and hands-on activities in enhancing learners' skills. Both predictors have highly significant p-values ($p = .000$), confirming that their effects are not due to chance. The model as a whole is a good fit, as demonstrated by a moderate correlation ($R = .424$) and a significant F-value (37.646, $p = .000$), suggesting that these instructional variables collectively explain a meaningful portion of variation in performance.

Recent research supports these findings. A study by Paladi, Ayrou, and Kavanagh (2024) demonstrated that student-centered strategies produced higher engagement, stronger

motivation, and improved language confidence among English language learners compared to traditional teacher-led formats. This aligns with systematic reviews indicating that when students are active participants and take responsibility for their learning, they benefit more deeply from educational experiences. Likewise, an investigation by Huang et. al (2025) found that translation practice, when integrated into communicative contexts, significantly improved both written and oral proficiency, especially when students were encouraged to critically reflect on their use of language and connect practice with meaningful real-life application. Together, these studies reinforce that both student-centered learning and translation practice meaningfully and independently contribute to learner proficiency and positive classroom outcomes.

5. Conclusions

The findings of the study revealed that both the Grammar Translation Method (GTM) and Communicative Language Teaching (CLT) are highly implemented in language instruction, reflecting teachers' balanced use of traditional and modern approaches. Students perceived GTM as effective in enhancing their grammatical accuracy through rule explanation, translation practice, and form-focused drills, while CLT was rated very high, emphasizing student-centeredness and interactive communication. Correspondingly, students demonstrated a high level of verbal proficiency, particularly in discourse management, though vocabulary precision remains an area for improvement. The significant positive correlations between GTM, CLT, and verbal proficiency indicate that these methods complement each other in developing linguistic accuracy and communicative fluency. Regression analysis further confirmed that both GTM and CLT significantly predict verbal proficiency, with CLT exerting a stronger influence. These findings lead to the conclusion that integrating grammar-focused and communicative strategies provides an effective framework for enhancing students' speaking competence. Thus, language instruction should adopt an integrative approach that balances accuracy and fluency, ensuring that learners build both grammatical mastery and communicative confidence.

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