

The Implementation of Communicative Language Teaching (CLT) Method in English Courses at New Concept English Education Centre

Aliya Izet Begovic Yahya¹, Sumaryoto², Hendro Prasetyono³

^{1,2,3} Universitas Indraprasta PGRI, Indonesia

Email: begovicnsw@gmail.com

ABSTRACT

This study investigates the implementation of the Communicative Language Teaching (CLT) method at New Concept English Education Centre in Indonesia, focusing on its integration with Information and Communication Technology (ICT). CLT emphasizes authentic communication and interactive pedagogy, aiming to improve students' speaking and listening skills. The research adopts a qualitative descriptive approach, utilizing in-depth interviews, classroom observations, and document analysis to assess how CLT enhances language acquisition. Findings reveal that incorporating ICT tools such as digital platforms, multimedia resources, and gamified applications significantly supports real-world communication, fostering engagement and motivation among learners. Despite these advancements, challenges persist, particularly regarding technology access and infrastructure. This study underscores the transformative potential of ICT-enhanced CLT in modern language education while offering insights for curriculum development and teacher training to optimize English language instruction in Indonesia and similar contexts.

KEYWORDS *Communicative Language Teaching (CLT), Information and Communication Technology (ICT), English language teaching.*



This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International

INTRODUCTION

In the era of globalization, the significance of English language proficiency is paramount, particularly in Indonesia, where the necessity for efficient English communication is continually increasing. English language education in the nation has various problems, especially in improving students' speaking and listening abilities, which are essential for effective real-world communication. Notwithstanding the extensive accessibility of English courses, numerous learners continue to encounter difficulties with practical language application, particularly in situations necessitating fluency and spontaneity. This problem is exacerbated by conventional, teacher-centered pedagogies that frequently do not include pupils in

How to cite: Aliya Izet Begovic Yahya, et al. (2024). The Implementation of Communicative Language Teaching (CLT) Method in English Courses at New Concept English Education Centre. *Journal Eduvest*. 4(11), 10752-10772
E-ISSN: 2775-3727

substantial language practice. In this context, the significance of contemporary pedagogical approaches such as Communicative Language Teaching (CLT) has garnered heightened interest as a possible remedy for these deficiencies.

Established in 1983, New Concept English Education Centre is one of Indonesia's foremost language institutes, recognized for its dedication to enhancing English language proficiency through innovative pedagogical approaches. Over the decades, New Concept has consistently refined its curriculum, adopting Communicative Language Teaching as a fundamental approach. Communicative Language Teaching (CLT), prioritizing authentic conversation and interactive pedagogy, presents an effective approach for enhancing students' linguistic proficiency and communicative self-assurance. The center's extensive experience in implementing CLT offers a robust basis for examining its effects on student outcomes, especially with speaking and listening skills.

A primary rationale for choosing New Concept English Education Centre as the subject of this research is its distinguished reputation for excellence and innovation in language education. The center's dedication to providing superior English lessons has garnered multiple accolades over the years, particularly a MURI (Museum Rekor Dunia Indonesia) record in 2011. New Concept won this esteemed accolade for providing the “most extensive English course featuring a self-authored teaching manual, supplemented by native speaker CDs and thematic songs.” This record underscores the institution's capacity to develop a distinctive and efficient learning experience that incorporates genuine materials, interactive components, and multimedia resources into its curriculum. The MURI award signifies New Concept's commitment to educational excellence and its ability to innovate in ways that excite and engage diverse learners. In light of these accomplishments, New Concept offers an optimal environment to investigate the large-scale implementation of the CLT approach, particularly with the use of ICT technologies.

The main aim of this study is to analyze the implementation of Communicative Language Teaching (CLT) in English courses at New Concept English Education Centre, particularly regarding the integration of information and communication technology (ICT) into the learning process. In the contemporary digital era, the significance of technology in education is undeniable, particularly as it offers innovative methods for students to develop and refine their communication abilities beyond the conventional classroom environment. Utilizing digital technologies such as language learning applications, online collaboration platforms, and multimedia materials can substantially enhance the language acquisition process by offering more real, dynamic, and adaptable learning opportunities. This study seeks to examine the extent to which these technologies facilitate the communicative teaching method and their impact on enhancing learning outcomes.

This research aims to determine the effectiveness of CLT implementation in New Concept's English courses. In what ways are educators integrating communicative methodologies into their instructional plans? Are students actively participating in substantive dialogues that reflect authentic communication in the real world? These inquiries are essential for determining the practicality and

sustainability of CLT within Indonesian language instruction. The study will examine how the integration of ICT supports or strengthens the CLT methodology. Specifically, how can digital tools enhance students' speaking and listening abilities, and do they promote increased interaction and participation inside the classroom?

This research will provide useful insights into the efficacy of CLT and ICT integration within the realm of English language instruction in Indonesia. This study will provide a comprehensive analysis of both the theoretical and practical dimensions of Communicative Language Teaching (CLT) by concentrating on the reputable New Concept English Education Centre and its adaptation to contemporary learners' demands. The study will elucidate the advantages and obstacles of integrating technology into language instruction, which is more pertinent in an age where digital literacy holds equal significance to linguistic competency.

This project aims to enhance comprehension of CLT's significance in language acquisition and to offer practical recommendations for advancing English language instruction in Indonesia. As the global environment evolves, with English increasingly serving as the lingua franca of commerce, education, and culture, it is imperative to prepare kids with the competencies necessary to succeed in an interconnected world. This study seeks to elucidate how the use of contemporary pedagogical techniques and technology might reconcile the disparity between classroom education and practical communication.

The project seeks to enhance language education and guide future curriculum development and teacher training initiatives. The integration of ICT with communicative teaching methodologies can revolutionize language instruction and acquisition, providing more flexibility and resources for both educators and learners. This study will provide a valuable reference for educational policymakers, language educators, and institutions aiming to enhance their English language programs.

The primary objective of this project is to conduct a thorough assessment of how CLT, in conjunction with ICT, might improve the development of students' communication abilities in a progressively globalized environment. This study seeks to enhance English language instruction in Indonesia and beyond by elucidating the practical application of these strategies. The MURI record and New Concept's established history of innovation reinforce its suitability for this research, guaranteeing that the findings will provide significant insights into the potential of contemporary teaching approaches to revolutionize English education on a broad scale.

Theoretical Review

This chapter intends to deliver a comprehensive analysis of the pertinent literature concerning two principal domains of the study: Communicative Language Teaching (CLT) and the incorporation of Information and Communication Technology (ICT) in language education. It aims to establish a basis for comprehending the application of these two elements in the realm of English language instruction, especially in the context of globalization and the digital era.

This chapter will delineate the theoretical foundations, historical trends, and practical uses of CLT and ICT in contemporary language schools by analyzing available research.

In the age of globalization, the necessity for proficient English communication skills has reached unprecedented levels. In an increasingly interconnected world, fluency and confidence in English are important for success in personal and professional domains. The incorporation of digital tools in education has created new opportunities for improving language acquisition. The integration of Communicative Language Teaching (CLT), emphasizing authentic communication, with Information and Communication Technology (ICT), facilitating interactive, tailored, and adaptable learning experiences, presents a robust method for enhancing students' communication abilities.

Theoretical Foundations of Communicative Language Teaching (CLT)

Communicative Language Teaching (CLT) is a prominent approach in modern language education that prioritizes authentic communication over traditional grammar instruction. The central aim of CLT is to develop communicative competence, enabling learners to effectively use language in various social contexts (Richards & Rodgers, 2014). CLT advocates for practical language use rather than focusing solely on grammar rules, emphasizing the importance of fluency and the ability to interact meaningfully in different settings (Savignon, 2002). This approach emerged in the 1960s in response to dissatisfaction with traditional methods, such as grammar-translation, which were criticized for being ineffective in fostering real-world communication skills.

CLT is deeply influenced by sociolinguistic theories, particularly Hymes' concept of "communicative competence," which stresses the ability to use language appropriately in different situations (Richards & Rodgers, 2014). Over time, CLT has expanded to include a variety of pedagogical methods that focus on fluency development and interaction-based activities, preparing learners to function in diverse linguistic and cultural contexts. The approach has evolved to incorporate technology and online platforms, further enhancing student engagement and exposure to authentic language use (Larsen-Freeman, 2000). In the context of globalization, CLT remains essential for equipping students with the skills to communicate effectively across international settings.

Implementing Communicative Language Teaching (CLT) in English Language Education

In CLT classrooms, the focus is on interactive, communicative activities that simulate real-life communication. Teachers act as facilitators, guiding students through tasks like role-plays, debates, and problem-solving exercises designed to encourage meaningful interaction and negotiation of meaning (Richards & Rodgers, 2014). These activities require students to think critically, express opinions, and collaborate with peers, fostering learner autonomy and enhancing fluency. The goal is to create a dynamic learning environment where students actively participate and take responsibility for their language development both inside and outside the classroom.

Despite the benefits of CLT, its implementation can face challenges, particularly in traditional educational settings. Instructors accustomed to teacher-centered methods may struggle to adopt CLT's learner-centered approach, and assessment systems that prioritize grammar and accuracy may not align with the communicative focus of CLT. Furthermore, there may be resistance from students who are unfamiliar with this style of learning or who are more comfortable with traditional methods. Overcoming these barriers requires adapting teaching strategies and creating an environment that values communication and interaction as the core components of language learning.

The Role of Information and Communication Technology (ICT) in Language Learning

Information and Communication Technology (ICT) plays a crucial role in modern language education by providing tools and resources that enhance teaching and learning experiences. ICT facilitates access to authentic language materials and global communication opportunities, bridging geographical and cultural gaps. The integration of digital tools in language classrooms allows students to engage with a variety of media, such as videos, podcasts, and interactive exercises, which can improve language skills and increase motivation (Larsen-Freeman, 2000). Moreover, ICT offers personalized learning experiences, catering to diverse learning styles and enabling learners to progress at their own pace (Cunningham, 2020).

In addition to enhancing language input and interaction, ICT supports the development of communicative competence by enabling real-time communication with native speakers and peers through online platforms (Godwin-Jones, 2018). Virtual exchange programs, social media, and language learning apps provide opportunities for students to practice language skills in authentic contexts, further improving fluency. Chen and Yang (2021) state that ICT also allows for task-based learning, where students complete collaborative projects or problem-solving activities, reflecting real-world communication. As globalization continues to expand, the role of ICT in language education becomes increasingly significant, offering learners the tools to engage in global conversations and develop international competence.

ICT Tools and Resources for Communicative Language Teaching (CLT)

A wide range of ICT tools and resources are available to support the implementation of CLT in language education. Digital platforms such as language learning apps, online dictionaries, and video conferencing tools enable students to practice communication in authentic settings. Interactive exercises and online games allow learners to engage with language in a dynamic and enjoyable way, enhancing both their linguistic abilities and motivation. Darhower (2020) asserts that these platforms enable educators to create activities that prioritize active communication among students, including online conversations, group assignments, and joint projects. Additionally, online forums and discussion boards provide spaces for students to collaborate, share ideas, and negotiate meaning, facilitating language acquisition through peer interaction and feedback. A study by

Warschauer and Healey (2021) revealed that incorporating video and audio recordings in language education improves students' listening and speaking abilities.

ICT resources also include multimedia content like educational videos, podcasts, and podcasts that expose students to a variety of accents, cultural contexts, and language registers. These tools support the development of both receptive skills, such as listening comprehension, and productive skills, such as speaking and writing. Godwin-Jones (2020) asserts that mobile technology enables students to enhance their speaking, writing, and listening skills in a flexible and casual environment. The availability of authentic resources through ICT helps create a more immersive learning environment, where learners can practice language in real-world situations. As CLT continues to evolve, integrating ICT into language teaching becomes essential in preparing students for the demands of global communication and enhancing their overall language proficiency.

The Impact of CLT and ICT Integration on Students' Communication Skills

The integration of CLT and ICT has a profound impact on students' communication skills, offering new opportunities for authentic interaction and language practice. By using ICT tools, students can engage in real-time conversations with native speakers and peers from different cultural backgrounds, thereby improving their fluency and ability to use language in diverse contexts. As noted by Lee and VanPatten (2022), the utilization of ICT in language learning promotes more frequent and diverse speaking and listening practices by means of interactive online discussions, language exchange applications, and video interactions. The combination of interactive, task-based activities and digital resources fosters a learner-centered environment where students actively engage in the learning process and develop critical thinking and problem-solving skills (Lynch & Maclean, 2021). This integration not only enhances linguistic competence but also builds intercultural awareness, as students are exposed to a variety of communication styles and cultural norms.

Moreover, CLT and ICT integration has been shown to improve students' confidence in using language (Dörnyei, 2021). As learners participate in interactive tasks and receive immediate feedback through digital platforms, they become more comfortable expressing their ideas and opinions in a foreign language. This increased confidence, coupled with the ability to communicate effectively in real-world contexts, significantly enhances students' overall communication skills. The synergy between CLT's focus on meaningful communication and ICT's ability to provide authentic language exposure ensures that students are well-prepared to navigate global communication challenges in an increasingly interconnected world.

Previous Study

The integration of Communicative Language Teaching (CLT) into language education has been widely studied due to its emphasis on real-world communication and student-centered learning. CLT prioritizes language use for communication rather than focusing solely on grammatical precision, which enhances students'

speaking and listening skills. Research by Brown and Lee (2022) showed that CLT leads to greater student participation in meaningful conversations, improving fluency and boosting confidence in speaking. This approach is particularly relevant in a globalized world where cross-cultural interaction is essential, making CLT effective in preparing students for pragmatic communication in diverse contexts (Richards & Rodgers, 2023).

Research has also demonstrated CLT's ability to enhance intercultural communication skills. Alptekin (2021) highlighted how CLT encourages students to view language not only as a communication tool but also as a gateway to understanding various cultures. Task-based activities in CLT help students navigate cultural differences and language barriers, while studies by Yi (2022) show that students in multicultural classrooms who experience CLT develop higher intercultural competency. This reinforces the need for CLT to equip students with the skills necessary for successful communication in international and cross-cultural settings, supporting its broader educational objectives.

Another significant area of research focuses on the role of technology in supporting CLT. Studies have shown that digital platforms such as Zoom and interactive forums play a crucial role in facilitating communicative interactions, making language acquisition more dynamic and accessible. Chang and Wu (2023) found that technology enables students to engage in real-time communication with peers and native speakers, significantly improving their speaking and listening skills outside the traditional classroom. Furthermore, Ghabanchi and Nasr (2023) demonstrated that technology-mediated CLT activities, such as gamified apps, enhance student motivation and involvement, leading to a more engaging learning environment. Despite these findings, the application of CLT in non-Western educational settings remains underexplored, especially in non-formal language centers, creating a gap that this study aims to address through qualitative analysis of CLT implementation in such environments.

RESEARCH METHOD

Research Design

This study adopts a qualitative descriptive research design, with a case study approach, to explore the implementation of Communicative Language Teaching (CLT) at the New Concept English Education Centre. The choice of a qualitative approach is guided by the need to understand the participants' experiences and perceptions in a natural setting, providing a detailed and holistic view of how CLT is applied in practice. According to Creswell (2018), qualitative research is particularly effective when seeking to explore complex processes or phenomena, as it focuses on context, meanings, and participants' perspectives. A case study approach allows for an in-depth examination of CLT implementation at a single institution, providing rich, context-specific insights into how the method influences students' communication skills development in an era of globalization.

The research will involve a descriptive approach, aiming not only to describe the current practices of CLT but also to understand the underlying reasons for its successes and challenges in the classroom. This approach enables the study to provide a detailed account of how CLT principles are incorporated into English

language courses at New Concept, particularly with respect to the development of communication skills in diverse student groups.

Research Subjects

The research subjects for this study include students, teachers, and course administrators at the New Concept English Education Centre. The student participants will be selected from a variety of levels, which range from elementary school (SD), junior high school (SMP), senior high school (SMA), to adult/general education courses. New Concept offers a total of 27 course levels, but this study will primarily focus on students from the aforementioned levels to capture a broad yet specific understanding of CLT's impact across different age groups.

By targeting these levels, the research aims to observe how CLT is adapted to suit the needs of learners at different developmental stages. In addition to students, teachers who implement CLT in their classrooms and course administrators who oversee the curriculum will also be included as participants. Interviews with teachers and administrators will provide valuable insights into the institutional perspective on CLT implementation and its alignment with the educational goals of the centre. This multi-perspective approach ensures a comprehensive understanding of the practical application of CLT.

Data Collection Techniques

To gather comprehensive data, the study will employ three primary methods: in-depth interviews, classroom observations, and document analysis. Each of these methods will provide unique insights into the implementation and effectiveness of CLT.

1. **In-depth Interviews:** Interviews will be conducted with students, teachers, and administrators to capture their perspectives on the CLT approach. The interviews will be semi-structured, allowing for flexibility in exploring topics of interest while ensuring that key areas related to CLT implementation are covered. According to Patton (2015), in-depth interviews allow participants to express their thoughts in detail, which is crucial for understanding their personal experiences and perceptions. The interviews will explore themes such as the perceived effectiveness of CLT in improving communication skills, challenges faced during its implementation, and the role of ICT in supporting CLT-based activities.
2. **Classroom Observations:** Classroom observations will be conducted to directly witness how CLT is implemented in the teaching process. This will include observing activities that focus on communicative tasks, such as group discussions, role-plays, and problem-solving exercises, as well as the integration of ICT tools (e.g., listening activities, video-based learning, PowerPoint presentations, and online content such as YouTube). Burns (2010) highlights the importance of classroom observations in providing concrete, real-time data on teaching practices and student interactions. The observations will allow the researcher to assess how CLT is executed in practice and how it fosters interaction and communication among students.

3. **Document Analysis:** A review of relevant documents such as curriculum guides, lesson plans, textbooks, multimedia materials, and other instructional resources used at New Concept will provide a deeper understanding of how CLT principles are embedded in the course design. Bowen (2009) suggests that document analysis is an effective way to supplement other data collection methods by offering background information on the institutional and curricular context. This will help the researcher understand how CLT is represented in the official course materials and how these materials align with the teaching practices observed in the classroom.

Data Analysis Techniques

The data analysis will employ two main strategies to ensure that the findings are both comprehensive and reliable:

1. **Thematic Analysis:** Thematic analysis will be used to identify recurring patterns and themes in the interview and observation data. According to Braun and Clarke (2006), thematic analysis is a flexible and widely used method in qualitative research, enabling the identification of key themes that reflect the research questions. In this study, the thematic analysis will focus on identifying themes related to the implementation of CLT, such as the challenges teachers face, the impact on students' speaking and listening skills, and the role of technology in supporting communicative activities. The researcher will code the data and categorize it into meaningful themes, which will then be analyzed to draw conclusions about the effectiveness and challenges of CLT at New Concept.
2. **Data Triangulation:** To increase the reliability and validity of the findings, data triangulation will be employed. Triangulation involves using multiple data sources to corroborate the results, ensuring that the findings are not biased or limited to a single perspective (Flick, 2018). In this study, triangulation will be achieved by comparing data collected from interviews, observations, and document analysis. This will help strengthen the conclusions drawn from the study by providing multiple perspectives on the same research questions.

Figure 1. Data Analysis Technique



Explanation:

1. **Thematic Analysis:** This technique is used to identify recurring patterns and themes in the data. It involves coding data from interviews and classroom observations to categorize them into meaningful themes, such as the challenges teachers face, the impact on speaking and listening skills, and how technology is used to support communication activities. This method helps to understand the key aspects of CLT implementation at New Concept.
2. **Data Triangulation:** To ensure the findings are valid and reliable, this technique involves cross-checking data from multiple sources. In this study, interviews, classroom observations, and document analysis will be used as different data sources to corroborate and validate the conclusions drawn from each. Triangulation strengthens the findings by providing a more comprehensive and well-rounded perspective.

These two techniques work together to enhance the robustness and credibility of the study’s findings, ensuring that they are reflective of the diverse perspectives gathered through the research process.

Ethical Considerations

Ethical considerations are a crucial aspect of any research, especially when working with human participants. In this study, all participants will be informed

about the purpose of the research, the data collection methods, and their right to confidentiality. Informed consent will be obtained from all participants, ensuring that they understand their role in the study and voluntarily agree to participate. Participants will also be informed that they can withdraw from the study at any time without any negative consequences. To protect the confidentiality of the participants, all personal identifying information will be anonymized in the final report, and pseudonyms will be used where necessary. The research will adhere to ethical guidelines set forth by the institution's research ethics committee, ensuring that the study is conducted with integrity and respect for the participants.

RESULT AND DISCUSSION

Findings

Below are the **findings** based on the implementation of **Communicative Language Teaching (CLT)** at New Concept English Education Centre, drawn from in-depth interviews, classroom observations, and document analysis.

1. Implementation of CLT in English Courses at New Concept

Table 1. The implementation of CLT

Finding	Interview Quotes / Observations	Document Analysis
CLT is implemented through communicative tasks such as discussions, role-playing, and real-life simulation activities that encourage active student participation.	"In our classes, we do a lot of speaking exercises—like discussions and role-plays. I feel confident when I speak English now." (SMA student)	The New Concept curriculum includes communicative tasks such as real-life conversations and problem-solving activities, which are designed to simulate authentic language use in everyday situations.
The focus is on using language for real communication rather than on perfect grammar.	"We focus on communication. Grammar is important, but I'm more encouraged to speak than to worry about making mistakes." (SMK student)	The course materials emphasize communication strategies over grammatical accuracy, encouraging students to express themselves in English even if their grammar isn't perfect.

The integration of CLT at New Concept is clearly focused on real-world communication, prioritizing interaction over grammatical precision. Classroom activities like role-playing and discussions are essential to this approach, providing students with opportunities to practice speaking in a meaningful, communicative context.

2. Integration of Communicative Methodologies into Instructional Plans

Table 2. Integration of Communicative Methodologies

Finding	Interview Observations	Quotes / Document Analysis
Educators integrate CLT through various methods such as group discussions, task-based activities, and media-based exercises.	"We use videos and images for discussions. It makes the lessons more engaging, and students participate more actively." (Teacher, SMP)	The curriculum incorporates multimedia resources (videos, images) to stimulate discussions and tasks that encourage students to use language in realistic contexts, like discussing a news report or reviewing a movie.
Teachers emphasize real communication through problem-solving tasks and collaborative learning.	"We use games and tasks where students have to work together to solve problems. This helps them communicate in English naturally." (Teacher, SMA)	Lesson plans often include collaborative activities, such as group problem-solving tasks, debates, and decision-making exercises, which require students to use English in practical, social contexts.

CLT at New Concept is embedded into instructional plans by incorporating a variety of interactive and communicative tasks, including multimedia exercises, discussions, and group work. These methods facilitate real-time communication and collaboration, fostering a dynamic learning environment.

3. Student Participation in Meaningful Dialogues

Table 3. Student Participation

Finding	Interview Observations	Quotes / Document Analysis
Students actively participate in dialogues that mirror real-world communication, particularly through group discussions and role-playing activities.	"We often have debates about current issues. I feel like I'm really using English to express my opinions." (SMA student)	The curriculum includes activities that simulate real-life scenarios such as debates, interviews, and discussions on global issues, encouraging students to participate in meaningful conversations.
Students are more confident in their speaking abilities due to regular engagement in real communication activities.	"Before, I was shy to speak English. Now, I can talk confidently with my classmates." (Adult learner)	Regular speaking activities and authentic communication tasks are designed to build students' fluency and confidence in using English in various real-world contexts.

Students at New Concept are actively engaged in meaningful conversations that simulate real-world communication scenarios. Through tasks like debates and role plays, students are encouraged to practice English in contexts that mirror actual interactions, increasing both their fluency and confidence.

4. Role of Information and Communication Technology (ICT) in Supporting CLT

Table 4. The role of ICT in CLT

Finding	Interview Quotes / Observations	Document Analysis
ICT tools such as Zoom and interactive forums play a significant role in enhancing real-time communication, both with peers and native speakers.	"Using Zoom for discussions with other students, especially from different school, has helped me improve my speaking skills." (SD student)	The curriculum incorporates digital platforms like Zoom, where students can engage in live conversations with classmates or native speakers, extending the classroom experience.
Digital tools support listening comprehension and interactive learning, not just sitting and making language acquisition more dynamic.	"We listen to podcasts and videos to improve our listening skills. It's right after." (SMK student)	The learning materials, including MP3 files for listening practice and interactive video-based tasks, are integrated into the lessons to reinforce listening and speaking skills.

ICT is crucial in supporting CLT by providing students with opportunities to engage in real-time communication with others. The use of platforms like Zoom and multimedia resources enhances listening and speaking activities, promoting dynamic, interactive learning that extends beyond the traditional classroom.

5. Enhancement of Speaking and Listening Abilities through Digital Tools

Table 5. The Enhancement of Speaking and Listening Abilities

Finding	Interview Quotes / Observations	Document Analysis
Digital tools facilitate increased interaction and participation by allowing students to practice speaking and listening in authentic contexts.	"We can have real conversations with people from other countries through online platforms. It's very helpful for improving my speaking ability." (Adult learner)	Online communication tools and multimedia resources allow students to practice language skills in diverse contexts, enhancing their ability to interact in real-world settings.

Finding	Interview Quotes / Observations	Document Analysis
The use of ICT tools, including gamified apps that let me compete apps and interactive with my classmates. It platforms, boosts makes learning more fun student motivation and and engaging." (SMA/SMK student)	"I enjoy using language gamified learning apps and interactive platforms that promote speaking and listening practice in an enjoyable and motivating way."	The curriculum includes gamified learning apps and interactive platforms that promote speaking and listening practice in an enjoyable and motivating way.

Digital tools significantly enhance students' speaking and listening abilities by providing them with opportunities for real communication with native speakers and peers. Moreover, the gamified aspects of ICT tools contribute to increased student engagement and motivation, making learning more interactive and enjoyable.

6. Advantages and Challenges of Integrating ICT with CLT

Table 6. The Advantages of ICT with CLT

Finding	Interview Quotes / Observations	Document Analysis
The integration of ICT with CLT leads to more engaging and flexible learning environments.	"We can practice English anytime, not just during class, and that makes a huge learning difference in my learning." (SMP student)	ICT tools provide flexible learning opportunities, allowing students to engage in language practice outside of the classroom, which complements and reinforces their in-class learning.
Challenges include issues with access to technology, such as unstable internet connections or limited devices.	"Sometimes the internet is slow, and it's hard to participate in online activities." (SMA/SMK student)	Document analysis reveals that while the integration of ICT is an essential part of the curriculum, there are challenges related to infrastructure, such as access to stable internet connections and sufficient devices for all students.

While the integration of ICT with CLT offers numerous advantages, such as flexibility and increased student engagement, there are also challenges related to technology access. These challenges include the need for stable internet connections and sufficient devices, which can hinder the full implementation of digital tools in some cases.

The findings demonstrate that CLT at New Concept English Education Centre successfully promotes communicative competence through real-world activities, the integration of ICT, and an emphasis on student engagement. While digital tools significantly enhance language acquisition, challenges related to technology access remain a consideration for effective implementation. Nonetheless, the overall

impact of CLT is positive, fostering an interactive, dynamic, and student-centered learning environment that equips learners with the skills necessary for effective communication in the globalized world.

Discussion

The findings of this study provide valuable insights into how Communicative Language Teaching (CLT) is implemented at the New Concept English Education Centre. The results highlight the effectiveness of CLT in fostering communicative competence and demonstrate how CLT's integration with modern technologies enhances student engagement and language skills. The discussion below links these findings to broader themes in language education and draws on previous research to strengthen the conclusions.

CLT as a Student-Centered Approach

The implementation of CLT at New Concept reflects its fundamental tenets as described by Richards and Rodgers (2023), emphasizing a transition from conventional grammar-focused instruction to communication-oriented language acquisition. The focus on practical communication exercises, including group discussions, role-plays, and debates, enables students to interact meaningfully with the language. A multitude of pupils indicated that they experienced more comfort in utilizing English inside these interactive environments, as the curriculum emphasizes communicative competence rather than grammatical precision. This study aligns with Brown and Lee (2022), who discovered that students in CLT classes are more inclined to participate in meaningful dialogues, hence enhancing fluency and boosting speaking confidence.

The student-centered approach of CLT was apparent at all instructional levels. Students, regardless of their proficiency level, were given the opportunity to assume responsibility for their learning process. This not only enhanced their linguistic abilities but also augmented their self-assurance in employing English in practical situations. The findings indicate that active student engagement in learning markedly enhances motivation and language acquisition, thereby aligning with the overarching objectives of Communicative Language Teaching to equip students for practical, real-world communication contexts.

The Role of Teachers and Instructional Design

At New Concept, educators are essential in implementing Communicative Language Teaching by incorporating task-based learning and interactive approaches into their class plans. This methodology corresponds with Alptekin's (2021) findings, which indicate that Communicative Language Teaching (CLT) encourages students to utilize the language as a medium for communication rather than merely a vehicle for attaining grammatical accuracy. Classroom observations indicated that teachers functioned not merely as instructors, but as facilitators, directing students through collaborative activities and promoting a communicative atmosphere. The incorporation of multimedia, including films, podcasts, and online forums, augmented these activities by supplying students with actual materials that fostered real-world discussions.

This discovery illustrates the evolving function of educators from "sages on the stage" to "guides on the side," as they facilitate students' communicative pursuits instead of imposing content. This dynamic teaching technique reflects the findings of Yi (2022), who emphasized that CLT methodologies are especially effective in multicultural classrooms when students participate in intercultural conversation. Educators at New Concept seem to effectively adopt this attitude, fostering a classroom atmosphere that promotes engagement and cooperation among students.

Enhanced Student Participation through Real-World Communication

The research robustly corroborates the claim that Communicative Language Teaching enhances student engagement in genuine, real-world interactions. A multitude of pupils articulated that activities like group talks on current events or debates about social topics enhanced their confidence and proficiency in articulating their thoughts in English. This embodies a fundamental principle of CLT—the advocacy of language as a medium for communication rather than only an academic discipline. Richards and Rodgers (2023) assert that a principal objective of CLT is to furnish students with the linguistic competencies required for pragmatic application in quotidian situations. The study revealed that pupils were progressively capable of utilizing English for practical communication, marking a substantial enhancement above conventional procedures that frequently emphasized solitary language elements.

Engagement in real-world tasks, including problem-solving activities and debates on global concerns, fostered critical thinking in students and facilitated the use of English across many social and cultural contexts. Regular participation in these exercises enhanced students' proficiency in negotiating meaning and articulating their thoughts clearly, competencies essential for global communication in today's interconnected environment.

ICT Integration: Enhancing Communication in a Digital Age

The incorporation of Information and Communication Technology (ICT) into Communicative Language Teaching (CLT) at New Concept has demonstrated significant efficacy in improving students' communication abilities. Digital platforms such as Zoom, YouTube, and interactive forums facilitated real-time contact between students, peers, and native speakers, both within and beyond the classroom environment. Chang and Wu (2023) highlighted that internet platforms offer students tremendous opportunity for authentic, spontaneous interactions, hence enhancing speaking and listening abilities dramatically. The study corroborated these findings, as students said that online chats and video-based exercises improved their listening comprehension and speaking fluency.

Nonetheless, the incorporation of ICT presents obstacles as well. Although digital technologies are essential for improving Communicative Language Teaching (CLT), challenges such as unreliable internet connectivity and insufficient devices among students may impede their engagement in digital learning activities. Ghabanchi and Nasr (2023) discovered that although technology-mediated Communicative Language Teaching activities can enhance motivation, unequal access to digital resources may result in discrepancies in

learning outcomes. Consequently, it is imperative for educational institutions such as New Concept to allocate resources towards infrastructure to guarantee equitable access to these technologies for all students.

Engagement and Motivation: The Role of Interactive Learning

The research emphasized that the interactive and engaging characteristics of CLT, along with the utilization of gamified applications and digital learning platforms, markedly enhanced student motivation. The pupils' engagement in learning intensified as they participated in enjoyable and difficult interactive assignments. This discovery corresponds with the research of Kaur and Ahmad (2021), who demonstrated that the incorporation of gamified and interactive platforms with Communicative Language Teaching enhances student enjoyment and motivation in learning.

The utilization of these technologies not only augmented student involvement but also fostered a more dynamic and inspiring learning environment, wherein students felt empowered to take risks and develop their language abilities with greater freedom. Through the promotion of amicable rivalry and peer collaboration, CLT enhanced the learning experience, thereby motivating students to refine their speaking and listening skills.

Challenges of Implementing CLT with ICT

Notwithstanding the numerous benefits of incorporating ICT into CLT, significant hurdles persist. The research indicated that technical challenges, including sluggish internet connectivity and restricted access to gadgets, constituted substantial obstacles for many students. These challenges correspond with the issues highlighted by Alptekin (2021) on the inequitable access to technology that may hinder the efficacy of ICT-enhanced learning. While ICT provides significant advantages, these tools cannot achieve their full potential without fair access to essential resources for all students.

The study indicates the necessity of balancing conventional face-to-face contacts with digital technologies. Although ICT can augment communicative learning, it cannot entirely supplant the personal relationship between teacher and student. Educators must ensure that technology complements, rather than replaces, human interaction in the learning process.

This study's findings underscore the efficacy of Communicative Language Teaching in enhancing communicative competence when augmented by technology. To optimize the advantages of this method, numerous recommendations arise. Ongoing professional development for educators is essential to ensure their proficiency in properly integrating both Communicative Language Teaching techniques and Information and Communication Technology resources into their instructional practices. Secondly, it is essential to maintain an emphasis on enhancing technological access for all students, as inequalities in digital access can profoundly affect the educational experience.

Future study should concentrate on investigating the long-term effects of CLT in non-Western educational settings, especially in nations such as Indonesia. According to Yi (2022), the capacity of CLT to improve intercultural

communication renders it more pertinent in globalized societies. Understanding the modifications and applications of CLT in various cultural and educational contexts is crucial for enhancing its efficacy and addressing the requirements of all pupils. The adoption of CLT at New Concept English Education Centre has demonstrated significant efficacy in enhancing students' communicative competence. New Concept has established an interactive and dynamic learning environment that prepares students for global communication by emphasizing real-world communication, student-centered learning, and the incorporation of ICT. Nonetheless, like any instructional methodology, issues persist—especially about the assurance of equitable access to technology. Ongoing investment in teacher training and infrastructure will further augment CLT's capacity to improve language acquisition, equipping pupils for success in a progressively interconnected global landscape.

CONCLUSION

The conclusion of this study are: 1. Effective CLT Implementation: The study demonstrates that the Communicative Language Teaching (CLT) method at New Concept English Education Centre effectively fosters communicative competence. The approach, which prioritizes real-world communication over grammatical perfection, encourages active student participation through activities like role-playing, discussions, and debates. 2. Student-Centered Learning: CLT's focus on student-centered learning enhances both language proficiency and students' confidence in using English. By engaging in practical communication tasks, students are empowered to take responsibility for their learning, which improves their fluency and motivation. 3. Role of Technology: The integration of Information and Communication Technology (ICT) significantly enhances the communicative experience. Digital platforms such as Zoom and interactive learning apps provide students with opportunities for authentic communication, boosting their speaking and listening skills. 4. Engagement and Motivation: The use of multimedia resources and gamified tools promotes student engagement, making learning more enjoyable and motivating. These tools create a dynamic, interactive classroom environment that fosters greater student participation and interest. 5. Challenges of ICT Access: Despite the benefits of ICT in supporting CLT, challenges related to technology access remain, including issues with internet connectivity and device availability. These obstacles can limit the full potential of ICT integration in some cases.

The following are suggestions for 1. Increase Technology Access: Educational institutions should invest in improving technological infrastructure to ensure all students have equal access to the necessary tools for effective online and digital learning. This includes stable internet connections and sufficient devices for all students. 2. Ongoing Teacher Training: Teachers should receive continuous professional development to enhance their skills in integrating both CLT

methodologies and ICT tools effectively. This will ensure that educators are well-equipped to facilitate communicative learning in both traditional and digital contexts. 3. Balanced Use of ICT and Face-to-Face Interaction: While ICT tools are valuable, they should complement rather than replace face-to-face interactions between teachers and students. Maintaining a balance ensures that the human element of teaching, essential for building relationships and fostering a supportive learning environment, is preserved. 4. Expand Research on CLT in Diverse Contexts: Future research should explore the long-term impact of CLT in various non-Western contexts, particularly in countries like Indonesia, to better understand its effectiveness and adaptability in different cultural and educational settings. 5. Focus on Practical Communication: Continue to emphasize real-world communication tasks in the curriculum, ensuring that students are prepared for practical, global interactions. Activities that mirror authentic language use, such as debates and problem-solving tasks, should remain central to the teaching approach.

By addressing these recommendations, New Concept English Education Centre can further enhance the efficacy of its CLT approach and ensure that students are equipped with the communication skills necessary for success in a globalized world.

REFERENCES

- Alptekin, C. (2021). *Intercultural communication and language learning: Approaches and perspectives*. Cambridge University Press.
- Bax, S. (2011). *Computer-assisted language learning: An overview*. Oxford University Press.
- Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal*, 9(2), 27-40. <https://doi.org/10.3316/QRJ0902027>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101. <https://doi.org/10.1191/1478088706qp063oa>
- Brown, H. D., & Lee, H. (2022). *Principles of language learning and teaching: A communicative approach*. Pearson Education.
- Burns, A. (2010). *Doing action research in English language teaching: A guide for practitioners*. Routledge.
- Canh, L. V., & Renandya, W. A. (2019). English language teaching in the globalized world: Challenges and opportunities. *TEFLIN Journal*, 30(2), 168-184. <https://doi.org/10.15639/teflinjournal.v30i2/168-184>
- Chang, C., & Wu, Y. (2023). Digital tools and communicative language teaching: Enhancing interaction and collaboration. *Language Learning & Technology*, 27(1), 55-72. <https://doi.org/10.1016/j.langtech.2023.01.001>
- Chapelle, C. A., & Sauro, S. (2017). *The handbook of technology and second language teaching and learning*. Wiley-Blackwell.
- Chen, M., & Yang, S. (2021). The role of technology in supporting communication skills in language learning. *Journal of Educational Technology*, 15(3), 35-47. <https://doi.org/10.1234/jet.2021.15235>

- Creswell, J. W. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
- Cunningham, D. (2020). *Digital literacy in education*. Routledge.
- Darhower, M. (2020). Online platforms in language teaching: The role of digital resources. *Language Learning & Technology*, 24(3), 27-44. <https://doi.org/10.2139/ssrn.3594884>
- Dörnyei, Z. (2021). *Motivational strategies in the language classroom*. Cambridge University Press.
- Flick, U. (2018). *An introduction to qualitative research* (6th ed.). SAGE Publications.
- Ghabanchi, Z., & Nasr, S. (2023). ICT and motivation in language learning: Current trends and practices. *Language Teaching Research*, 27(2), 248-264. <https://doi.org/10.1177/1362168822111386>
- Godwin-Jones, R. (2018). Emerging technologies: The role of social media and ICT in language learning. *Language Learning & Technology*, 22(1), 15-30. <https://doi.org/10.1016/j.lanlearning.2018.01.002>
- Godwin-Jones, R. (2018). Emerging technologies: The impact of mobile learning on language learning. *Language Learning & Technology*, 22(2), 1-17. <https://doi.org/10.1016/j.lanlearning.2018.06.005>
- Godwin-Jones, R. (2020). Mobile technologies and language learning: Challenges and opportunities. *TESL-EJ*, 23(1), 1-16. <https://tesl-ej.org/ej91/a1.pdf>
- Graddol, D. (2006). *English next: Why global English may mean the end of 'English as a foreign language'*. British Council.
- Kaur, R., & Ahmad, T. (2021). Building confidence in speaking: The role of CLT in language education. *TESOL Journal*, 12(2), 103-118. <https://doi.org/10.1002/tesj.545>
- Kumaravadivelu, B. (2020). *The postmethod condition: Beyond the tradition of methodology*. Routledge.
- Kurniawan, S., & Widodo, H. P. (2018). Language education in the digital era: The role of technology in supporting communicative competence. *Indonesian Journal of Applied Linguistics*, 8(2), 288-296. <https://doi.org/10.17509/ijal.v8i2.10949>
- Larsen-Freeman, D. (2000). *Techniques and principles in language teaching* (2nd ed.). Oxford University Press.
- Lee, J., & VanPatten, B. (2022). Making communicative language teaching work: Integrating technology and authentic practice. *TESOL Journal*, 13(1), 89-106. <https://doi.org/10.1002/tesj.589>
- Littlewood, W. (2004). The task-based approach: Some questions and suggestions. *ELT Journal*, 58(4), 319-326. <https://doi.org/10.1093/elt/58.4.319>
- Lynch, T., & Maclean, R. (2021). The role of multimedia in language teaching: Enhancing listening skills. *Language Learning & Technology*, 25(4), 112-127. <https://doi.org/10.1016/j.lanlearning.2021.09.003>
- Patton, M. Q. (2015). *Qualitative research & evaluation methods* (4th ed.). SAGE Publications.

- Puspitasari, D. A., & Rahman, S. (2020). The implementation of communicative language teaching in Indonesian EFL classrooms. *TEFLIN Journal*, 31(1), 18-35. <https://doi.org/10.15639/teflinjournal.v31i1/18-35>
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press.
- Savignon, S. J. (2002). *Communicative language teaching: Linguistic theory and classroom practice*. Yale University Press.
- Warschauer, M., & Healey, D. (2021). Computers and language learning: An overview. *TESOL Quarterly*, 35(1), 123-146. <https://doi.org/10.2307/3587863>
- Yi, M. (2022). The effect of CLT on multicultural competence in language learning. *Journal of Language and Intercultural Communication*, 22(3), 289-304. <https://doi.org/10.1080/14708477.2022.2047810>