

Perception Attitude and Expectation of Learners during English Communicative Language Teaching – A Critical Review

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ABSTRACT: In the field of second and foreign language teaching, Communicative Language Teaching (CLT) approach as one of learner-centered approaches has been instituted in order to promote learners' communicative competence through interaction, collaboration and the use of authentic language [4] [5]. Despite well-established theoretical underpinnings, the effectiveness of CLT in actual classroom practice is invariably mediated by students' views, beliefs, and expectations, features that tend to be neglected in educational discussion (Shen 2004). This review article offers a critical examination of the available literature regarding learners' engagement with the principles and practices of CLT in various cultural, educational and linguistic circumstances. Based upon several empirical studies, theoretical considerations and classroom research the paper integrates findings based on (i) how learners interpret CLT goals and outcomes, (ii) the attitudes they develop towards its communicative emphasis, and (iii) the expectations they impose on the role of the teacher, material development, and assessment. An emphasis is placed on differences associated to age, socio-cultural context, and the teacher's changing role in the teaching-learning process of communicative competence. The review depicts a complicated relationship between learner agency and pedagogical practice, thus, the necessity of adaptive, context-sensitive approaches to communicative teaching. This paper highlights the learner's voice, contributing significant implications for language educators, curriculum developers as well as researchers ever seeking for more effective and inclusive CLT in various contexts.

KEYWORDS: Communicative Language Teaching, Learner Perception, Language Learning Attitudes, Educational Expectations, Learner-Centered Pedagogy, Applied Linguistic.

I. INTRODUCTION

Research is a systemic and organized process that aims to develop new knowledge or reinterpret existing knowledge in a new light. As far as language education is concerned, an awareness of learners perception, expectation and attitude is one of the necessary cornerstones for designing an effective pedagogy. These constructs affect the way students can gain instruction, function in the classroom, and acquire a language. A familiarity with existing literature on such elements encompasses a broader understanding of the meaning-making of learning and learners in educational requests, with particular insights into the communicative contexts of educational settings performed between co-participants (i.e. students). The present study, namely, "Perception, expectation and attitude of (learners)" focuses on the psychological and contextual aspects of the learners about perceptions which are manifested in pupil performance. This literature review is based on the clinical magazine, particular research, principle, and scholarly resources which reflect as an opportunity to contextualize students' mental frameworks in relation to instruction. Aspects of sociocultural and chronosystem that influence learning responses are also addressed. This review also facilitates to indentify certain domain gaps and methods from previous literature. Therefore, this chapter provides some background rationale for the subsequent exploration of the learner in communicative classrooms.

II. REVIEW OF RELATED LITERATURE

Bascones and Neuto (2025) conducted a comprehensive and multidimensional analysis of the challenges faced by secondary school teachers when implementing CLT for English language teaching. Based on the current educational landscape in the Philippines, the study revealed several challenges that teachers face when implementing CLT. Although many teachers actively use interactive teaching methods such as role-playing and group discussions, the study found widespread misunderstanding of the basic principles of CLT. Interestingly, written instruction proved to be more challenging than oral instruction, as students' lack of grammatical knowledge and interest limited their ability to achieve communicative goals. Similarly, students' context and language proficiency were significant factors limiting their ability to engage in oral instruction. This is especially important since classroom-level challenges are often hidden in broader discussions about instruction and need to be addressed urgently. Bascones and Neuto explicitly called for stronger support systems, more relevant teacher training, and continuous to address student diversity. This research guides educators and policymakers seeking to improve the general English curriculum. It provides a student-centered perspective to the discourse on English language teaching, enriching its content.

Chen et al. (2024) reveal a clear link between positive perceptions of communicative teaching methods (CLT) and their implementation. The study highlights key challenges such as low English proficiency, a rigorous examination system, inadequate teaching materials, large classrooms, and poor teaching facilities. These factors hinder the shift from traditional to communicative teaching strategies. However, it highlights the people-centered perspective of the study, which reveals a genuine interest in CLTs despite insurmountable structural barriers. The authors situate their findings in the broader context of Chinese Business English education and emphasize the need for institutional and curricular reforms. They identify the challenges of introducing Western teaching models in non-Western settings. Most importantly, they provide practical insights for policymakers and educators. This is a positive voice for language education that is richly contextualized in the local context, known as the global linguistic perspective. Overall, Chen et al.'s findings add empathy, evidence, and clarity to the implicit educational discourse, which is not based on an analysis of the current state of business English education in China.

Manrique and Izquierdo (2024) make a significant contribution to the student-centered understanding of English as a Foreign Language (EFL) in the Mexican public school system. In a study conducted with 114 high school students, the researchers found a strong relationship between English proficiency and students' perceptions of their learning experiences. Using a Likert-type questionnaire and an English Proficiency Test as quantitative instruments, the authors revealed data-driven insights into students' perceptions of their learning experiences. Interestingly, high-achieving students showed more positive attitudes toward learning English, suggesting that English proficiency is crucial for maintaining motivation and engagement. The fourth in a series of articles published in recent years by the Organization for Research and Development in Higher Education, focusing on educational evaluation, sheds light on the often-ignored voices of students in educational evaluation. This research is also relevant to English as a Foreign Language in Latin America, as its contextualization in Tabasco provides a local but global perspective. Importantly, the findings suggest that a variety of strategies should be used resource and training constraints. This article emphasizes the need for teacher training to prepare students for a learner-centered environment as a prerequisite for developing their communicative competence.

Rochmawati et al. (2024) quantitatively and rigorously investigated the language performance perceptions of students and their attitudes toward an EFL lesson at an Indonesian aviation vocational school. This was based on the approach of the Common Language Teaching (CLT). With a sample of 270 students, they used ANOVA and also confirmed that both learning perceptions ($\beta = 0.890$) and attitudes ($\beta = 0.850$) had a significant influence on learning performance. This prominence supports the idea that emotional and motivational factors behind action may be the single factor that counts more in the language learning process, namely, attitude was the No.1 predictor. They said, Good teaching is not just about content. Good teaching should also be emotional." They show how Common Language Teaching (CLT) has the potential to develop positive learning qualities within students, resulting in even better learning outcomes. The study confirmed methodological validity by using a validated instrument ($\alpha = 0.843$) and a cross-sectional design. The findings may provide some ideas for educators when considering teaching and learner needs in workplace settings. The other is to highlight the importance of communication skills in some fields. Abstract: This article depicts the communicative language teaching (CLT) and the use of CLT as an educational tool and a means of emotion.

James, Mahamud and Ni-Ana (2024) focused on the understanding and practical experiences of communicative teaching methods (CLTs) among secondary school teachers in Wa, Ghana. The study used a mixed-method design,

providing a multi-method approach complemented by questionnaires, interviews, and classroom observations. The results indicated that while the importance of CLTs in improving students' communicative competence was recognized, teaching practices remained teacher-centered, indicating a low level of adherence to CLT principles. This discrepancy was related to teachers' lack of knowledge about CLTs and issues with teachers, students, and teaching methods. Beyond clarifying the language teaching context, this study highlights the diverse theory and practice of CLTs, highlighting the need for contextualized in-service training and professional development. Furthermore, it highlights motivational strategies to sustain students' engagement in language learning. Using a constructivist pedagogical framework for analysis, this study provides important findings for educational stakeholders seeking to transform teaching practices in Ghana. The research has important implications for the debate on different language teaching methods in the context of important to highlight that this study contributes to the global debate on the localization of pedagogical innovations.

Akramy, Daqiq, and Orfan (2024) used a 30-item questionnaire, descriptive statistics, t-tests, and analysis of variance to examine not only students' perceptions but also whether these perceptions differed across demographics. The results revealed that students were more tolerant of CLT and preferred interactive, student-centered approaches to traditional grammar-focused approaches. These approaches were largely consistent across genders, with males and females supporting them equally. The study is powerful because it combines rigorous statistical analysis with a humanistic perspective. The research demonstrates that despite the inherent limitations of the learning environment, students still desire authentic interaction and language. Akramy et al. emphasize the role of student enthusiasm in influencing educational change. When students know what to expect and how to engage with the content, they are more likely to succeed. It is teachers' perspectives on CSST directly impact educational outcomes. However, Saha argues that there is a persistent gap between the perspectives of various teachers and their practice. This gap is closely linked to systemic issues such as inadequate funding, teacher shortages, and a lack of institutional support. The semi-structured interviews used in this study provide valuable qualitative insights. A key strength is the focus on rural contexts, which are often marginalized in mainstream educational narratives. This study makes an important contribution to the debate on equity in English education. The current context demonstrates that Saha's push to rethink teacher education programs is not only feasible but also timely. This article urges policymakers and educators to consider these realities when designing curricula. Overall, this article provides a critical analysis of the development of rural English education and makes concrete recommendations.

Metruk (2023) conducted a timely and methodologically sound study analyzing the perceptions of English as a Foreign Language (EFL) learners at a Slovak university about communicative language teaching (CLT). The study, based on a five-point Likert-scale questionnaire covering three dynamic use cases, included 111 student teachers, providing a reliable dataset. The results reflect general adherence to the main principles of CLT, which indicate that students prioritize communicative competence as the ultimate goal of language learning. The use of native and student-centered grammar in the classroom was surprisingly neutral. These findings highlight the complexity of learners' perspectives and suggest that CLT can be adapted to local contexts without being adopted as a single approach. The study makes an important contribution to EFL teaching questions related to learner-centered strategies. Medruk combines the clarity of empirical practice with a reflective approach to teaching. The study provides practical implications for curriculum development and/or teacher training. This urges EFL practitioners to respond to learners' perspectives when implementing effective responsive communication environments.

Liu and Deris (2023) used a qualitative approach and conducted semi-structured interviews with five teachers from diverse urban backgrounds in Henan Province. The findings highlight the factors that influence the implementation and feasibility of communicative language teaching (CLT), such as differences in teacher location, student ability, and textbook availability. Participants expressed a variety of opinions about the feasibility of CLT. When asked about performance were also found to be important factors for students, as the study found that students were more motivated to obtain academic results if they perceived their course quality to be better, and if classroom performance was better. These insights can guide English instructors to teach English abstract in EFL context better. To nurture students' positive attitude towards school and self-concept, and to foster the feeling of self-efficacy can lead to better academic performance, suggest the authors. This suggests that language teaching and learning strategies should be broadened to also an emotion-related aspect rather than limiting to cognitive factors only and these findings provide an explicit support for this practice.

Khan et al. (2023) a contextual study on the effectiveness on CLT in ESL classroom in Pakistan using a learner perspective. Through a survey, this study attempted to investigate the attitudes towards CLT, to compare the findings with the Grammar Translation Method (GTM), and to determine the possible obstacles against CLT implementation. The results showed that students, as well as teachers, had an overall favorable attitude toward CLT and CLT-oriented activities but were confronted with various constraints, including a test-driven syllabus, the focus on grammatical accuracy, and L1 dependence. This tension captures both excitement about CLT and the entrenched practice of education. The authors noted that pedagogical traditions remain a social force that has shaped many contemporary classroom experiences in another context of social change. In the second section, they explored these challenges in the context of education reform in Pakistan. This is the note about innovations should be suited to local cultures and institutions. This research will provide some practical insights that can help to make a more harmonized using thought of CLT. In conclusion, Khan et al. adds a here-and-now, learner-centered dimension to the CLT debate.

Rochmawati et al. (2024) quantitatively and rigorously investigated the language performance perceptions of students and their attitudes toward an EFL lesson at an Indonesian aviation vocational school. This was based on the approach of the Common Language Teaching (CLT). With a sample of 270 students, they used ANOVA and also confirmed that both learning perceptions ($\beta = 0.890$) and attitudes ($\beta = 0.850$) had a significant influence on learning performance. This prominence supports the idea that emotional and motivational factors behind action may be the single factor that counts more in the language learning process, namely, attitude was the No.1 predictor. They said, "Good teaching is not just about content. Good teaching should also be emotional." They show how Common Language Teaching (CLT) has the potential to develop positive learning qualities within students, resulting in even better learning outcomes. The study confirmed methodological validity by using a validated instrument ($\alpha = 0.843$) and a cross-sectional design. The findings may provide some ideas for educators when considering teaching and learner needs in workplace settings. The other is to highlight the importance of communication skills in some fields. Abstract: This article depicts the communicative language teaching (CLT) and the use of CLT as an educational tool and a means of emotion.

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Yunus et al. (2023) provided a systematic, relevant review discussing the role of communicative language teaching (CLT) towards achieving oral proficiencies in English as a second language (ESL) learners. Using PRISMA methodology, they assessed 37 classroom-based studies on the concept and use of CLT between 2018 and 2022. The results were very supportive of the potential effectiveness of CLT in developing aspects of communicative skills. Still, they also demonstrated the continuing barriers with respect to limited classroom time, untrained teachers, and a high-stakes assessment culture [6]. It found that the perspectives and preferences of important stakeholders had been an important theme in prior research about the successful implementation of interventions. Hui and Yunus contend that they need to contextualise even in a communicative language teaching approach. They emphasize the relevance of the institutional background and assistance. They offer an informed view on the potential benefits and constraints of CLT and accordingly portray its reality in the classroom. They call for further research to consider a wider range of educational voices. Finally, this study informs the debate surrounding communicative, learner-centered English as a second language (ESL) teaching.

Luu et al. (2023) collected data through 200 questionnaires, interviews, and observations, using a mixed-method approach to gain a comprehensive view of students' experiences. The results showed that students valued presentation skills and had a basic understanding of these skills, but faced significant difficulties in preparing for them and avoiding memorizing textbook content. This indicated a gap between theory and practice. The authors suggested some practical ways to improve presentation skills to overcome the problems of knowledge and expression. The significance of the findings of this study lies in encouraging curriculum and teaching design in EFL contexts and emphasizing the

importance of developing authentic communication skills. It's a people-oriented approach. The challenges faced by students are highlighted, and support measures are provided. Overall, this study continues the ongoing debate on communication skills in English courses in higher education.

Saha (2023) presents a compelling investigation into English language teachers' attitudes toward marginalized learners in rural Bangladesh. This study is timely and relevant, revealing how teachers' perspectives on CSST directly impact educational outcomes. However, Saha argues that there is a persistent gap between the perspectives of various teachers and their practice. This gap is closely linked to systemic issues such as inadequate funding, teacher shortages, and a lack of institutional support. The semi-structured interviews used in this study provide valuable qualitative insights. A key strength is the focus on rural contexts, which are often marginalized in mainstream educational narratives. This study makes an important contribution to the debate on equity in English education. The current context demonstrates that Saha's push to rethink teacher education programs is not only feasible but also timely. This article urges policymakers and educators to consider these realities when designing curricula. Overall, this article provides a critical analysis of the development of rural English education and makes concrete recommendations.

Zanyar Nathir Ghafar, Murad Hassan Sawalmeh, and Akam Azad Mohamedamin (2023). Based on five large-scale studies conducted between 2015 and 2019, the authors synthesize findings and argue that CLT has a transformative impact on English learners' speaking-related sub-skills, including vocabulary, grammar, pronunciation, fluency, and comprehension. According to the review, the interactive and learner-centered nature of CLT more closely links language instruction with real-world application. The authors highlight how CLT can help address long-standing issues in oral acquisition by encouraging active learner participation. Key ideas about CLT are drawn from key works such as McKay (2006) and Richards and Rodgers (2001), who argue that the theoretical foundations of CLT can provide insights into the cognitive and behavioral barriers that may prevent fluency. This balance between empirical research and theory ensures that the review is comprehensive enough to be useful to most scholars, but rigorous enough not to be considered irresponsibly broad. In short, the entire article emphasizes environments. Both CLT and TPR illustrate a shift toward cognitive science-information instruction by empowering students to take an active role in their learning, reducing anxiety, and engaging both hemispheres. These recommendations are directed toward and grounded in theory and classroom realities. Itmeise and Ibnian's comprehensive account of the ways in which teaching and psychological outcomes are linked provides the most comprehensive perspective within the English foreign language literature, spanning two major disciplines: education and psychology. This research, overall, supports a more humane approach to language teaching than what is generally practiced.

Itmeizeh and Ibnian (2022). Using descriptive analysis, they explore how these approaches go beyond mere language transfer and train teachers to be engaged, student-centered creators of meaningful nature of CLT interactions. Although CLT activities can improve fluency, linguistic competence, and communicative perspectives, the balance between fluency and accuracy has not yet been maintained (Richards, 2006). CLT tasks that focus on accuracy still help improve grammar, but there is a gap between grammar acquisition and oral use. Despite practical limitations, the authors suggest that CLT has significant pedagogical potential, as students value embedded grammar in communicative contexts. Drawing on Kanell and Swain's framework, Brown argues that CLT should be flexible rather than static. This study provides important evidence for CLT in non-native language settings, where context-sensitive and balanced foreign language acquisition strategies are paramount.

Wali et al. (2022) report. based on a survey of 40 ELTs from various universities, the study revealed that attitudes towards CLT and activities that reflect its role in developing communicative competence were largely positive. However, the authors also described a host of obstacles: entrenched practices at institutions, a lack of funding and personnel, inadequately prepared students, and poorly trained faculty. Such findings illustrate a disconnect between expectation and the real-world practice of teaching in multilingual contexts with diverse resources. The current paper operationalizes aspects of CLT that have been primarily discussed theoretically and explores how CLT could be integrated into the context. Wali et al., by striking a balance between enhancing teaching opportunities and addressing contextual challenges, provide specificity to unique perspectives and suggest a contextualized, holistic response. In a large study, they highlight the importance of context, institutional support, and the demand for continuous teacher training in ensuring success for CLT.

Al- Qamisi and Sinha (2022). The study revisited the CLT basics and highlights the significance of context-based teaching in Oman with all its context-bound features including sociocultural and institutional ones. Teachers played an important role to build student confidence and motivate them to use English and class were more on interactive practice. The findings indicated that creating a supportive classroom atmosphere in which errors were normalized and the practice of English as a medium of communication was promoted was paramount. Contextual approach for developing students ability use English in worklife and academic setting. The study showed that CLT can be made contextual while retaining the communicative elements . It will be useful to guide developers who want to integrate or improve classical language teaching (CLT) in similar EMI EFL settings. Implementing CLT (an approach derived from Western educational traditions) in line with their own local realities.

Silva-Valencia, Villasis-Villasis, and Hidalgo-Camacho (2021) implicitly captured this notion by using a unique research approach to support the teaching of speaking to secondary school EFL learners as part of their teaching approach. Their study combined quantitative methods (expert-validated surveys and student t-tests) with qualitative classroom data using a sample of 12 teachers and 234 students. The study showed that students enjoyed interactive and communicative activities that provided more authentic practice opportunities. Teachers demonstrated specific CLT techniques, 20 of which, when used, significantly improved speaking performance while increasing enthusiasm and motivation. The study emphasized the importance of students' active involvement in language acquisition. This balance underscores the value of pedagogical innovation and adaptation to learners' needs. Overall, the findings suggest that communication skills can only be developed through a robust and engaging interactive process. Silva-Valencia et al. provide empirical data and practical guidance for making EFL classes more engaging.

Vidya et al. (2021) conducted a study on the emotional components of language learning, which focused on the attitudes of higher education students in private medical institutions towards learning English as a second language. The study also explored the cognitive, behavioral, and emotional aspects of attitudes by submitting questionnaires through Google Forms. Surprisingly, the results showed that there were no significant differences between males and females in various attitudes, indicating that learning English is not solely the domain of males or females. However, the study also revealed significant differences in the residential environment of the students, reflecting that students living in rural areas scored higher than those living in urban areas, indicating that environmental factors may influence students' attitudes towards language learning. This difference in the effects of anxiety on the performance and acquisition of second language learning further elucidates the relationship between emotional variables and language acquisition, emphasizing contextual factors. [73] Focusing on higher education students in a specific educational setting provides important insights into the complex relationship between learning and teaching English as a second language. The researchers' emphasis on attitudes highlights an important, but often overlooked, aspect of language success. This article encourages educators to consider students from a broader perspective, rather than focusing solely on cognitive skills. Overall, this study provides detailed insights into the role of emotion in second language learning, a topic of ongoing debate, and thus provides some implications for practical interventions in language teaching.

Alharbi (2021) departed. Using a mixed-methods approach, this study included a survey and interviews with 74 first-year university students. Although students generally expressed positive attitudes towards communicative activities, the results revealed that the lack of a clear deadline for effective CLT, combined with subjective factors such as anxiety, linguistic inhibition, limited self-expression skills, and lack of time for communication, hindered the effective implementation of CLT. These concerns stemmed, in part, from students' poor English proficiency, lack of motivation, and the legacy of traditional grammar teaching. Rather than simply listing these barriers, Alharbi offered practical recommendations for creating more inclusive and learner-centered classrooms. Essentially, this study argued for a shift in the approach to English language teaching from general policy recommendations to a focus on student voice, emphasizing that policies should be designed with empathy for English language teaching. Therefore, this study is important because it provides clear insights into the impact of contextual factors on students' experiences and use of CLT, while also drawing attention to the use of CLT in Saudi Arabia.

Sabrina (2020). This study demonstrates, through observation and literature analysis, that CLT emphasizes the alignment between natural language and student-centered curriculum processes by using real data. Although this study identified challenges in implementing CLT in foreign language teaching in Indonesia, it argues that integrating CLT with local context-specific strategies can help improve students' communication skills. CLT is not a fixed methodology, but rather an open framework that can be adapted based on curriculum reforms. Sabrina argues that this type of CLT should be integrated with local educational realities. This study demonstrates that reflective implementation can

promote engagement and active learning. It provides new contributions to curriculum adaptation and pedagogical innovation in English language learning (EFL) settings. It will be of interest to practitioners, including educators and policymakers, who are looking for flexible teaching models. Overall, this study strikes a balance between theory and practice in language development in Indonesia.

Myat Moe (2019) investigated how grammar teaching can be revived in Myanmar higher education institutions by applying CLT. The study found that although students mastered basic grammar knowledge, they struggled to apply this knowledge in real-world communication due to the lack of interactivity in traditional teaching methods. Moe argues that isolated exercises and drills fail to engage students and prepare them for real-world communication. However, grammar teaching can be more practical and motivating if it incorporates communicative techniques such as role-playing, group activities, and authentic materials. Drawing on Hyams's communicative competence theory and Chomsky's theories on child language development, this study sought to conceptualize grammar as a communication tool rather than a set of rules. This approach helps students understand when grammar is appropriate in social situations. The teacher, acting as a facilitator, transfers control to the student. This research report takes a practical approach to integrating CLT to increase motivation, fluency, and grammatical accuracy, making a significant contribution to language teaching.

Athawadii (2019) reviews the broader systemic and contextual challenges for language teaching (CLT) in the Libyan universities' context of English classrooms. In a recent conversation, she discussed her research, which highlights issues such as unprepared teachers, under-resourced classrooms, low student performance, and an education system stuck in a rut, giving priority to the traditional classroom forum. More importantly, Adawati remains level-headed, people-focused, and cognisant of how detrimental traditional approaches have been for developing communication skills in the long run. Her research illustrates the inadequacies in current training for teachers, the necessity of a targeted teacher training and curriculum reform, and the need for modern resources in the classroom. Recommendations: Finally, practical recommendations for how policymakers and teachers can proceed in transitioning from traditional, teacher-centered teaching to interactive, student-centered methods are provided. It claims that the successful implementation of CLT is only possible when there is a corresponding change in the system with a corresponding change in culture. It evaluates these problems correctly, followed by a visionary plan to transform the language teaching in the Libyan higher education system .

Nikian (2014) provides constructive insights into the dynamic relationship between the introduction of CLT frameworks and teacher perceptions in English language teaching in Iran. Through in-depth interviews with ten teachers, this study explored perceptions of CLT beyond superficial, paper-based pedagogical support. The findings indicate a generally positive attitude toward CLT, highlighting its emphasis on authentic communication with the language rather than on learning structural rules. This contrasts with previous research that has expressed opposition to CLT, reflecting similar concerns about student-centered teaching models in other parts of the world. Teachers acknowledged the strengths of CLT, such as its ability to increase student participation and communication, but also recognized its challenges, such as test pressure and class sizes. This approach explored the contradictions between theoretical positions and practical realities, particularly the role of teacher beliefs in educational change. Finally, by focusing on teachers' own experiences and opinions, this study lays the foundation for strengthening the debate on the application of Western teaching methods to local English language teaching environments.

Abate (2014) provides a comprehensive overview of the history, future, and current challenges of CLT in English language teaching. This review links CLT to earlier approaches such as grammatical translation and whole-body response, positioning it as a structurally flexible alternative to more rigid conventions. Despite its growing global acceptance, concerns about its contextual relevance have led to hesitations in adopting it. However, many practical implementations remain difficult due to conceptual ambiguity and entrenched conventions. Based on empirical and theoretical foundations, Abate argues that it is crucial to bridge the gap between CLT philosophy and local classroom conditions (influenced by culture, teacher beliefs, and institutions). The review argues that the success of CLT is context-dependent and requires a better understanding of the teacher's role. The article supports the "global and local" triad, arguing for simplicity in reforms and emphasizing the fluidity of definitions between "local and fluid".

Prasad (2013) provides a comprehensive and nuanced study of contemporary CLT and its relevance to ESL classrooms. General features: This research focuses on "communicative competence," which moves beyond grammatical accuracy and adopts more meaningful communication as the goal of teaching. CLT is presented as a universal standard and a

more innovative approach than previous behavioral and skills-based approaches. As Prasad argues, this means that learners are no longer passive recipients, but actively construct and negotiate meaning. Finally, he emphasizes the importance of interactivity, relevance, and learner control in language acquisition. The article also explores how some of the principles of CLT can be reframed to incorporate learners' needs and institutional constraints. This is particularly relevant for educators working within cultural or formal constraints. In short, Prasad describes the current development of CLT as a system that is appropriate to our current economic and social environment. This research provides practical guidance for interactive, communicative, and student-centered environments in modern classrooms.

Alkaff (2013). This study examined the perceptions of intermediate and upper-intermediate female students on the importance and difficulty of learning English using a questionnaire. Overall, the results showed that the students had positive attitudes towards language learning and were motivated to improve their language skills despite limited practice and numerous activities to keep them busy. The study also identified challenges faced by students, such as limited practice and time, and provided several recommendations for improvements. This study deepens our understanding of the emotional factors of English learners in the Saudi Arabian context, highlighting the importance of motivation and cognition in language learning. Access to practice opportunities remains a constant challenge for students; the findings suggest that addressing the lack of practice opportunities and reducing barriers to practice can promote greater student progress. Although I would have liked to have focused more in-depth on each area, the authors do an excellent job of providing readers with a comprehensive overview of the key dimensions of challenges and attitudes towards language learning, based on the self-reported strategies and cognitions of higher education students. This study highlights the need to create an enabling environment for English learning and teaching.

Raissi, Mohamad Nor, Aziz, Zainal, and Md Saleh (2013) conducted a comprehensive study of students' perceptions and experiences of student-centered learning in a CLT environment in three Malaysian secondary schools. The study demonstrates that although CLT is recognized by curriculum designers and textbook developers worldwide, there are significant differences between its theoretical framework and its actual implementation in Malaysian ESL classrooms. Through semi-structured interviews with 30 ESL students from Shanghai University, the authors identified significant contextual and cultural barriers that hinder the successful implementation of reforms, such as the disconnect between policy expectations and classroom practices. The study reveals that while CLT emphasizes learner-centered instruction, underlying infrastructural and contextual issues, as well as entrenched teacher-directed classroom traditions, hinder truly learner-centered teaching practices. Although students have some understanding of CLT principles, their experiences in language classrooms often conflict with CLT's fundamental emphasis on authentic communication and meaning-centered interactions. To overcome the challenges revealed in this study, teachers need to employ globalized teaching approaches in culturally appropriate ways. This study directly examines the issues of educational reform from a linguistic and cultural perspective. It offers potential pedagogical implications for educators, policymakers, and curriculum developers interested in promoting high-level communicative competence in English as a Second Language (ESL) teaching. Overall, this study not only enriches the discussion on communicative teaching (CLT) but also highlights the important role that students play in everyday classroom interactions.

III. RESEARCH GAPS

- Student Attitudes vs. Classroom Practice - While many studies report positive student attitudes towards CLT, actual classroom practices often remain teacher-dominated. There is limited student-centered research linking these perceptions to observable outcomes.
- Expectation vs. Assessment Conflict - Students prefer interactive learning, but examination systems focus heavily on grammar. The long-term effects of this mismatch on learners' engagement and motivation remain underexplored.
- Emotional Experiences in CLT Settings - Emotional factors such as anxiety, inhibition, and confidence in CLT classrooms have received little qualitative attention from the learners' perspective.
- Cultural Influences on Learner Expectations - The impact of cultural norms on how learners perceive and expect CLT practices is underrepresented in comparative research across ESL/EFL contexts.
- Underrepresented Learner Groups - Most CLT perception studies focus on urban, college-level learners. There is limited data on rural, adult, early learners, and marginalized student populations.
- Need for Longitudinal Evidence - Most existing studies are cross-sectional. Few explore how perceptions and expectations evolve over time with sustained CLT exposure.

- Culturally Valid Measurement Tools - Tools measuring attitudes and expectations are often adapted without full validation. There is a need for culturally robust instruments.
- Student Views on Teacher Practices - Few studies have explored how students interpret teacher behaviors—like feedback style or use of L1—and how this shapes their engagement with CLT. Curriculum and Material Alignment
- Little is known about whether current CLT materials align with learners' communicative needs and expectations in specific cultural contexts.
- Learner Expectations in Digital CLT - With growing use of online and blended CLT formats, students' expectations and experiences with technology-mediated communicative tasks remain understudied.

IV. CONCLUSION

Learners' perceptions, expectations, and attitudes play a pivotal role in shaping the effectiveness of communicative language teaching. Understanding these learner-centered factors provides deeper insights into how students engage with language instruction beyond traditional measures of success. While positive attitudes towards interactive and communicative approaches are commonly reported, discrepancies often arise between learners' expectations and actual classroom realities. Addressing these gaps requires educators to remain sensitive to cultural, emotional, and contextual influences that shape learners' experiences. Moreover, fostering an environment where students' voices are heard can enhance motivation and participation. Ultimately, aligning teaching methods with learner expectations not only improves language acquisition but also promotes a more inclusive and responsive educational practice. Future research and pedagogical strategies must continue to prioritize these learner perspectives for meaningful language learning outcomes.

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