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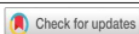
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English Language Teaching through Communicative Method: A Qualitative Study of Pre-service Teachers' Perceptions

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ABSTRACT

Objective: This study aims to explore pre-service English teachers' perceptions of implementing the Communicative Language Teaching Method (CLT) after being exposed to theoretical and practical pedagogical aspects of CLT through the Teaching English as a Foreign Language Methodology (TEFL 1) course. **Method:** The present study was a qualitative research as it employed an online survey following the participants' teaching demonstration and reflections as instruments to collect the data. The sample group in the study consisted of 30 EFL male and female pre-service English teachers studying at a private university in a remote area in West Timor-Indonesia. **Results:** The results indicated that although most participants were highly optimistic about using communicative language teaching methods, they suggested several challenging factors and solutions to promote students' active interaction in CLT classrooms. **Novelty:** This study attempted to make the TEFL 1 course more relevant for pre-service teachers and promote CLT enactment in English teaching. Ultimately, it is expected that such initiatives encourage pre-service English teachers to implement interactive teaching methods in their future teaching professions.

INTRODUCTION

In language education, the role of the teacher and the chosen teaching method are crucial in facilitating effective language learning. One prominent approach that has gained popularity recently is the Communicative Language Teaching (CLT) method. This teaching method has been cited as the best practice for language use as it helps and motivates the learners to use language in real-life situations (Abrejo et al., 2019; Ahmad & Rao, 2021), trigger language acquisition through conversations (Azizah et al., 2022; Mudiono et al., 2023; Phoeun & Sengsri, 2021), improves learners' English skills including oral communication, pronunciation, and grammar (Nguyen & Hung, 2021; Putra et al., 2021; Toro et al., 2018), and promotes the twenty-first-century learners' skills (critical thinking, collaboration, communication, and creativity) (Dörnyei, 2021; Ho, 2020).

The communicative teaching method employed by language teachers significantly influences the language learning process. Traditionally, English language instruction focused on rote memorization of grammar rules and vocabulary, often neglecting the development of practical communication skills. However, with the emergence of communicative language learning, teachers' role has shifted from being mere transmitters of knowledge to a facilitator of meaningful interactions in the target language (Al-Khayyat, 2019). These studies highlighted the essential EFL teachers' roles who guide and encourage students to actively engage in conversations, express their thoughts, and negotiate meaning in real-life contexts. By utilizing appropriate teaching

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