

University Teachers' Perspectives on the Current Trends in Language Teaching

Fatima A MuhammedZein¹

¹ Department of English Language and Literature, College of Languages and Humanities, Qassim University, Burayda, Saudi Arabia

Correspondence: Fatima A MuhammedZein, Department of English Language and Literature, College of Languages and Humanities, Qassim University, Burayda, Saudi Arabia. E-mail: F.MuhammedZein@qu.edu.sa

Received: July 17, 2025 Accepted: September 22, 2025 Online Published: January 30, 2026

doi:10.5430/wjel.v16n3p181

URL: <https://doi.org/10.5430/wjel.v16n3p181>

Abstract

The field of English Language Teaching (ELT) is undergoing rapid transformation, necessitating a reevaluation of existing practices to align with contemporary educational developments. Globally, current trends in ELT highlight a paradigm shift toward learner-centered, communicative methodologies that address individual learner needs, accompanied by the increasing integration of digital technologies to support active and meaningful learning. This paper investigates the current implementation of communicative language teaching (CLT) and the use of digital tools in ELT, drawing on the perspectives of university English language instructors. The study employs a quantitative methodology that utilizes a questionnaire distributed among university English language teachers to gather data on their teaching practices and perceptions. Findings reveal a notable uptick in educators' use of communicative and technology-enhanced approaches, indicating a sustained transition in pedagogical strategies. However, the study also highlights the necessity for more purposeful and strategic integration of these innovative practices to fully harness their potential in fostering effective communication in the language classroom.

Keywords: English Language teaching, communicative language teaching, digital tools

1. Introduction

English language teaching has undergone unprecedented transformations driven by the expanding influence of global communication and advanced technology. These factors have become central to the ongoing revolution in educational processes and research in the recent era. A substantial body of research has examined current trends in language teaching, yielding valuable insights into evolving pedagogical approaches. Notable contributions include studies by Fedorenko et al. (2024), Botirovna (2024), Apriyanto (2020), Anggraini (2018), Yu (2013), Octavianita et al. (2021), Kumar et al. (2021), Gordon et al. (2015), OK, Grace, and John (2024), and Berns (1990).

Despite significant advancements in language education research, a noticeable gap persists between theoretical findings and actual classroom practices. More critically, there is also a disconnect between these practices and the development of students' communicative competence. In many mainstream universities, students often lack the necessary proficiency in English to communicate effectively, which in turn hampers their cognitive engagement and overall academic performance.

Addressing this discrepancy is essential for improving language education outcomes. Accordingly, this paper investigates the practical approaches and perspectives adopted by university teachers on current trends in language teaching. In particular, it examines the actual implementation of Communicative Language Teaching (CLT) and the integration of digital tools in the classroom, assessing their effectiveness in enhancing both teaching and learning experiences. The study focuses on developing students' communicative competence through interactive activities and dynamic classroom engagement. The study aims to:

1. Discuss current trends in language teaching that support and enhance student learning.
2. Investigate faculty perspectives on these trends and their impact on the teaching of English.
3. Provide insights into recent developments in this rapidly evolving field of language education.

1.1 Communicative Language Teaching (CLT)

The concept of CLT traces its roots back to influential scholars such as Hymes (1971, 1979), Krashen (1981), Long and Porter (1985), Chomsky (1957, 1965), and Savignon (2002). Early British applied linguists advocated a focus on the functional and communicative aspects of language, prioritizing communicative competence over mere structural knowledge in language instruction. (Richards & Rodgers, 2014). As a result, contemporary second language (L2) teaching has shifted away from traditional grammar-focused, teacher-centered strategies toward more communicative, student-centered methodologies. (Lee & Choi, 2017). In this view, the primary goal of CLT is to promote language as a tool for communication and to develop learners' communicative competence.

As shown in Figure 1, language as communication

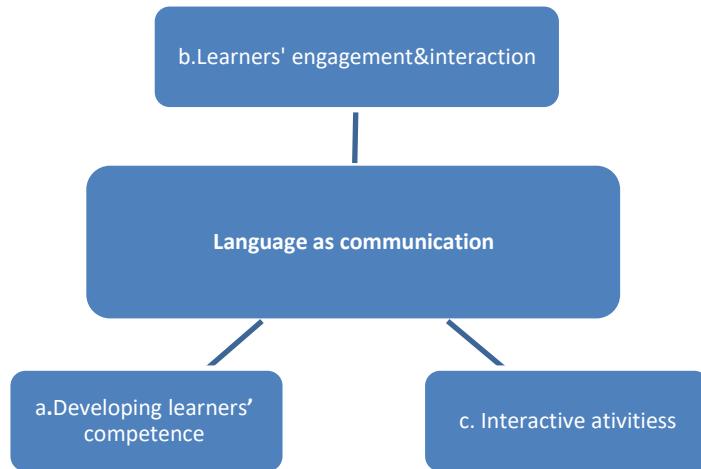


Figure 1. Language as communication

1.1.1 Language as Communication

"To understand the conventions which underlie communication [...] we not only have to understand a system of ideas of concepts and a system of interpersonal behavior, we have to understand how these ideas and this interpersonal behavior can be realized in language in connected texts". (Breen & Candlin, 1980:90). CLT, therefore, encourages students to use language authentically and interactively, focusing on fluency, meaning, and purpose rather than on isolated linguistic forms.

1.1.1.2 Developing Learners' Communicative Competence

Effective communicative language use goes beyond mere linguistic competence; it fundamentally relies on communicative competence (Hymes, 1971). In other words, successful communication depends on the ability to perform specific language functions that respond to learners' communicative needs. Integrating the four language skills—listening, speaking, reading, and writing—is essential for developing communicative competence. Such integration enables learners to practise multiple skills simultaneously and promotes active engagement in meaningful communication.

1.1.1.3 Learners' Engagement and Interaction

Communicative Language Teaching (CLT) emphasizes active learner engagement by encouraging students to assume responsibility for the communication process. This approach is supported through meaningful interactions that prioritize message conveyance over a sole focus on linguistic form (Krashen, 1988). Additionally, CLT promotes the use of authentic, real-life communicative practices through a variety of activities and tasks that accommodate different learning styles and communicative purposes (Richards & Rodgers, 1987).

1.1.2 Activities and Their Impact on Teaching and Learning

Group work fosters fluent and meaningful language use within a supportive environment. The interaction and negotiation that it involves offer a compelling alternative to traditional teacher-led instruction.

Collaborative activities are integral to Communicative Language Teaching (CLT), as they actively engage learners, boost confidence, enhance retention, and cultivate essential social skills through interaction and exposure to diverse viewpoints. Blogs encourage detailed reflection and written communication, while vlogs offer an engaging, multimodal experience that supports language development, particularly in speaking. Both formats effectively target multiple language skills. Group work fosters fluent and meaningful language use within a supportive environment. The interaction and negotiation that it encourages offer a compelling alternative to traditional teacher-led instruction and serve as practical substitutes for conversations with native speakers (Long & Porter, 1985). Discussions are also key in CLT for fostering real-time communication, critical thinking, and problem-solving by prompting learners to exchange information, negotiate meaning, and collaborate on tasks. Role-play and real-life scenarios further enrich CLT by allowing students to assume various roles or simulate authentic situations, either individually, in pairs, or in groups. These tasks support the internalization of language functions and adaptation to diverse social contexts, bridging classroom learning with real-world application (Bonwell & Eison, 1991: 47). Authentic materials—such as newspapers, podcasts, films, and real-life dialogues—expose learners to natural language and cultural nuances. Their inclusion in CLT enhances learners' communicative competence and deepens their understanding of the language in context.

1.2 Digital Tools in Language Teaching

Digital tools significantly improve communication, collaboration, assessment, accessibility, and engagement, making teaching and learning more interactive and inclusive. Communication Tools facilitate real-time interaction regardless of location. Examples: Zoom, Teams,

Google Meet, Multimedia, Language Apps. Collaboration Tools: Enable group work and real-time cooperation through video calls, messaging apps, and shared writing platforms. Assessment Tools: Automate testing, give instant feedback, and reveal learning gaps using quizzes and surveys. Learning Management Systems (LMS): Platforms like Moodle and Google Classroom organize content, track progress, and manage resources. Educational Content Platforms such as YouTube, Web 2.0 tools, e-books, and websites enrich lesson planning and delivery (Sun, 2014). Assistive technologies ensure equitable access to learning for students with disabilities. These tools support varied needs by offering features such as text-to-speech, alternative input devices, and accessible content formats. Adaptive learning systems personalize learning experiences by adjusting content to each learner's proficiency level—ranging from remedial support to advanced learning pathways. Gamification Tools incorporate game elements—such as points, rewards, and leaderboards—to enhance motivation and engagement.

1.3 Literature Review

Communicative Language Teaching (CLT) has received widespread scholarly attention for its focus on real-world language use. Fedorenko et al. (2024) highlight language as a fundamental tool for communication, reporting outcomes that strongly support this approach. Similarly, Botirovna (2024) underscores the importance of teaching students to communicate effectively in everyday contexts, rather than concentrating solely on grammar and vocabulary acquisition. This perspective suggests that the goal of language teaching is not merely to achieve native-like fluency, but to develop proficient language users, critical thinkers, and active agents of social change (Crystal, 1997).

Apriyanto (2020) further explores the role of language in daily interactions, concluding that communication enhances interpersonal relationships and fosters meaningful engagement in everyday life. As Breen and Candlin (1980:90) observe, "This unity of ideational, interpersonal, and textual knowledge allows us to participate in a creative meaning-making process and to express or interpret the potential meanings within spoken or written text."

Anggraini (2018) conducted a classroom action research study to improve students' speaking skills through Communicative Language Teaching (CLT), utilizing techniques such as picture reconstruction and group discussions. The results showed a significant improvement in students' average speaking scores. Similarly, Bokiev and Usmonova (2025) performed a critical analysis of the communicative approach in English language teaching. Their findings demonstrated notable gains in oral proficiency and learner motivation, although persistent challenges—such as grammatical accuracy and the pressures of exam-oriented systems—were also reported.

In a different context, Doeuer (2022) examined the attitudes and beliefs of Cambodian university instructors towards CLT implementation. While most instructors held positive views, their beliefs occasionally led to inconsistent application of CLT principles. Complementing these findings, Octavianita et al. (2021) reviewed literature on CLT classroom practices and concluded that communicative strategies effectively enhance speaking competence.

Together, these studies highlight CLT's strong potential to improve speaking proficiency and learner engagement, because they point to enduring challenges in practical implementation. As Wesche and Skehan (2002) explain, CLT activities involve real-world tasks that promote frequent interaction among learners or with interlocutors, aiming to exchange information and solve problems in both spoken and written forms.

Discussions, role-playing, and interactive tasks have been shown to enhance student engagement and language proficiency, reinforcing the effectiveness of Communicative Language Teaching (CLT) in fostering active participation and oral skill development. Among these strategies, vlogging has emerged as a particularly valuable tool for encouraging student involvement in speaking activities (Ersan et al., 2022). Beyond language practice, vlogs serve multiple functions, including entertainment, information dissemination, and education (Thompson & Weldon, 2022: 91).

Pratama and Karisti (2018) investigated the use of vlogs as a learning medium and reported noticeable improvements in learner performance when integrated into English instruction. Similarly, Mandasari and Aminatun (2020) observed significant gains in students' speaking performance through vlog-based activities. Most recently, Kinash and Nitsa (2023) found that incorporating vlogs not only improved test scores but also enhanced learners' confidence and openness to communication during speaking classes.

Danansooriya (2022) investigated the use of authentic materials in teaching German as a foreign language and found that they significantly enhance instructional quality and promote active language use among learners. Similarly, Lindahl (2017) emphasized the importance of incorporating authentic texts and real-world scenarios in communicative practice, noting that such approaches encourage learners to produce language reflective of actual usage in global contexts.

Focusing on interaction-based strategies, Khansir (2020) described discussion as "a stimulant for the increase of English knowledge," highlighting its role in fostering language development among EFL learners. Supporting this, Rahman et al. (2011) conducted a comparative study on discussion versus lecture-based teaching formats and concluded that discussion methods more effectively promote student engagement and content retention. D'Amico (2015), in her study of second-language conversation groups, found that learners actively engage in negotiation during discussions, using these opportunities to clarify meaning and resolve misunderstandings.

Emphasizing the value of collaborative learning, Tulyaganova (2025) investigated the impact of pair and group work activities on English language acquisition. Her study found that well-structured collaborative strategies significantly improve learners' communicative competence, enhance overall language proficiency, and boost academic performance. Additionally, these approaches help create a more dynamic, interactive, and engaging classroom environment.

Technology has been shown to significantly enhance student motivation by fostering active participation, collaborative teamwork, and engagement, while also expanding access to diverse learning resources (Gordon et al., 2015). OK, Grace, and John (2024) investigated the use of collaborative learning tools and underscored their potential to increase student engagement, develop problem-solving skills, and improve accessibility across both physical and virtual learning settings. However, their study also identified several ongoing challenges, including technical difficulties, user resistance, and concerns related to data security.

Vaishnav (2024), in her discussion of current trends and future prospects in English language teaching, emphasized the transformative impact of blended learning and mobile-assisted learning on instructional outcomes. Supporting this perspective, Yousefi (2014) investigated the use of Skype as a tool for improving speaking skills and found that video chat-based instruction is both effective and beneficial for the development of oral communication. Similarly, Kumar et al. (2021) explored the role of multimedia tools in teaching English to non-native speakers and concluded that multimedia integration strengthens instructional delivery and reinforces learners' linguistic competencies. Yang et al. (2017) discussed the use of e-portfolios as digital assessment tools in higher education, highlighting their effectiveness in improving student learning outcomes. The study found that e-portfolios significantly support self-monitoring, self-evaluation, and the sharing of learning.

Data were collected through a quantitative questionnaire designed to explore the following research questions:

1. What are the prevailing trends in language teaching?
2. What is their impact on the language classroom?

2. Methods

This study employed a quantitative method of data collection to gauge instructors' perceptions regarding current trends in language teaching, with a particular focus on Communicative Language Teaching (CLT) and the use of digital tools, examining their impact on English language teaching and learning. By exploring how these trends are perceived and practiced by faculty members, the study contributes to ongoing discourse surrounding pedagogical innovations in EFL contexts, particularly within the Saudi higher education system.

2.1 Participants

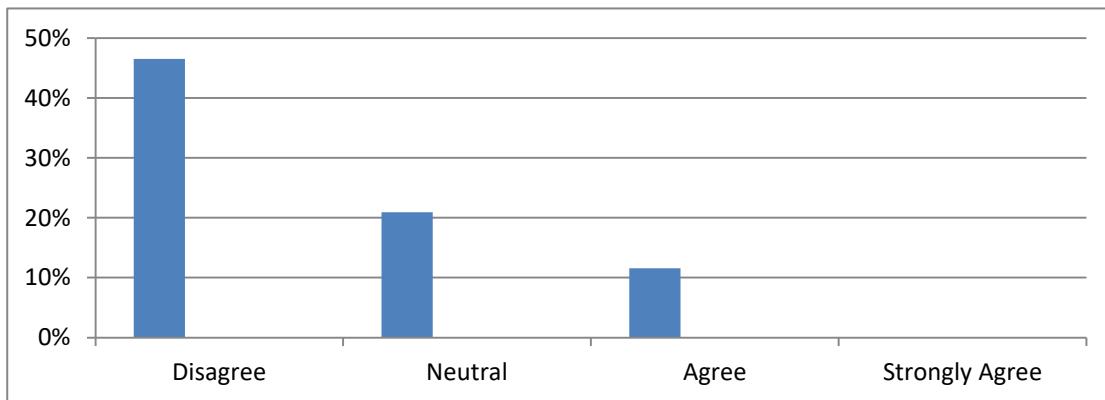
The participants in this study were 43 faculty teaching various domains of the English language to undergraduate students learning English as a foreign language (EFL) across multiple Saudi universities. These instructors represent diverse academic and professional backgrounds within the field of English language teaching, thus offering a broad spectrum of perspectives. All participants completed an online, closed-ended questionnaire, ensuring ease of access and standardization in response collection. The inclusion of faculty from multiple institutions further supports the generalizability of the findings within the Saudi EFL teaching context.

2.2 Instruments

18 carefully designed statements, each rated on a five-point Likert scale (*Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree*). This format allowed for the quantification of faculty attitudes toward emerging trends in language teaching and their perceived impact on instructional practices. The use of Likert-scale questionnaires is well-established in educational research for gathering subjective data on perceptions and beliefs. As noted by Doe (2022), such tools are effective in examining teachers' attitudes and beliefs, particularly in the context of implementing communicative language teaching strategies. In alignment with this precedent, the current study's questionnaire was deliberately structured around the central research questions, ensuring content validity and relevance. Specifically, a portion of the statements focused on instructors' attitudes toward communicative teaching approaches, including their frequency of use and perceived effectiveness in promoting student engagement and language acquisition. Other items aimed to understand how digital tools—such as language learning apps, multimedia resources, and online platforms—are perceived and utilized within the English language classroom. The data collected from the questionnaires were processed and analyzed using Google Forms, which enabled efficient aggregation and visualization of results. Descriptive statistics, particularly percentage distributions, were used to present faculty responses in a clear and interpretable manner. This method provided insight into prevailing trends and patterns across participants' responses, setting the stage for a more detailed analysis in the following section. The section below presents a comprehensive analysis and interpretation of the collected data, highlighting key findings related to the adoption and perceived impact of communicative methodologies and digital tools in English language instruction.

3. Results

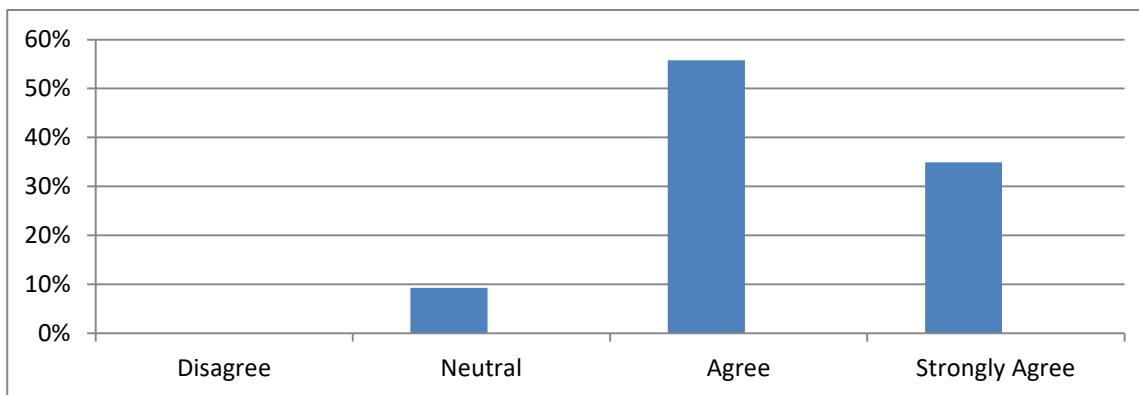
Chart 2.1 Traditional teaching tools are more useful than using technology.



As shown in chart 2-1, the result of comparing traditional tools and digital tools

Chart 2.1 shows that 46.5% of respondents disagree and only 2.3% agree with the statement that traditional teaching tools are more useful than technology-based methods. This suggests a strong preference for the use of technology over traditional teaching tools in education. This trend is supported by previous research, including studies by Gordon et al. (2015), OK, Grace, and John (2024)

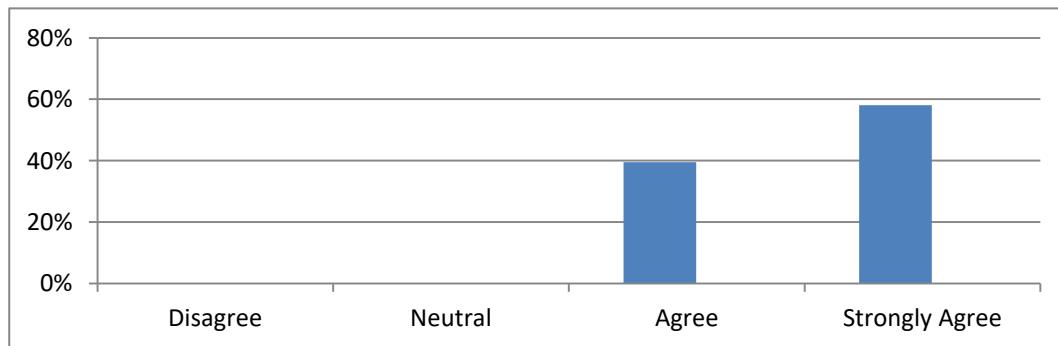
Chart 2.2 Through blended learning, the teachers can make learning more flexible.



As shown in chart 2-2, the result of the impact of blended learning on teaching flexibility

Chart 2.2 illustrates that 55.8% of respondents agree and 34.9% strongly agree that blended learning allows teachers to make the learning process more flexible. Vaishnav (2024) also highlighted its significant impact.

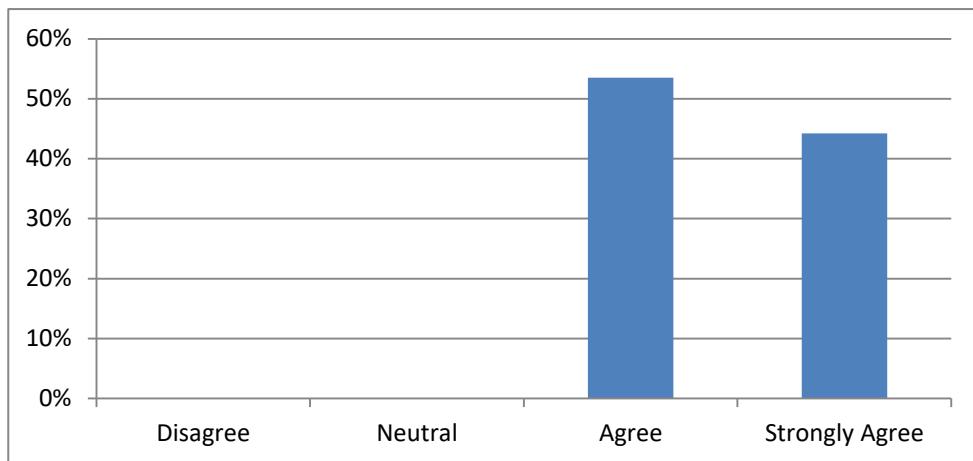
Chart 2. 3 Teachers make the learning environment more enjoyable and interesting through multimedia.



As shown in chart 2-3, the result of the impact of multimedia on the learning environment

Chart 2.3 indicates that 58.1% strongly agree and 39.5% agree that multimedia enhances the learning environment by making it more enjoyable and engaging. This finding is consistent with Kumar et al. (2021).

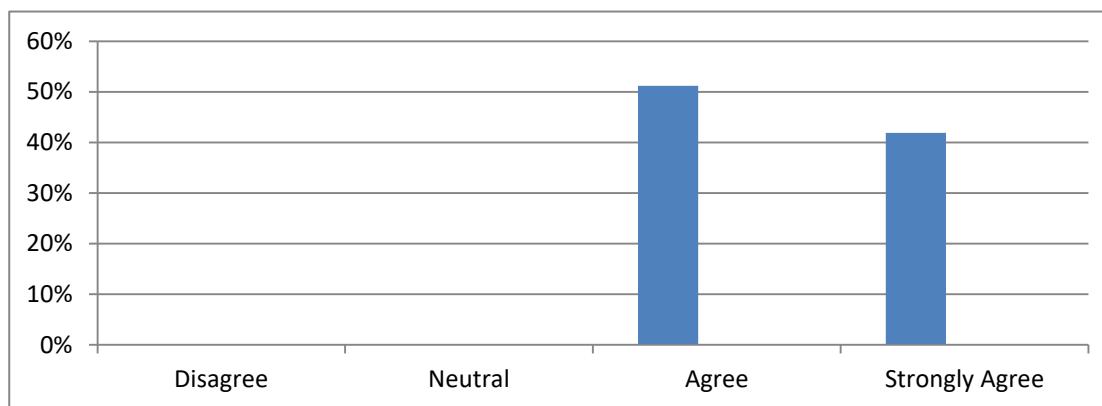
Chart 2. 4. Teaching students to use language learning apps or online platforms boosts learning



As shown in chart 2.4, the result of the impact of language learning apps on learning

Chart 2. 4 shows that 53.5% agree and 44.2% strongly agree that teaching students how to use language learning apps or online platforms significantly enhances their learning

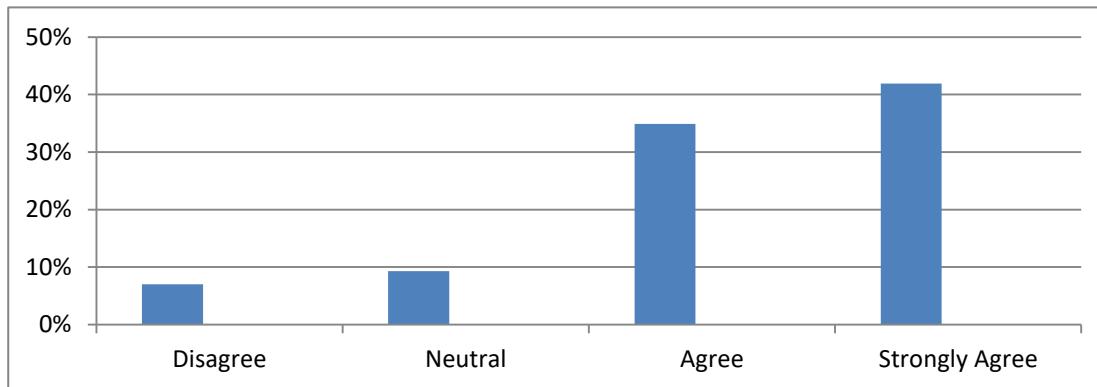
Chart 2.5. Web-based English language learning tools engage students in active learning.



As shown in chart 2.5, the result of the impact of language learning tools on engagement

Chart 2.5 reveals that 51.2% of participants agree and 41.9% strongly agree that web-based English language learning tools promote active student engagement. No one disagreed with this view.

Chart 2.6. Accessing resources on social media enriches students' learning experience.

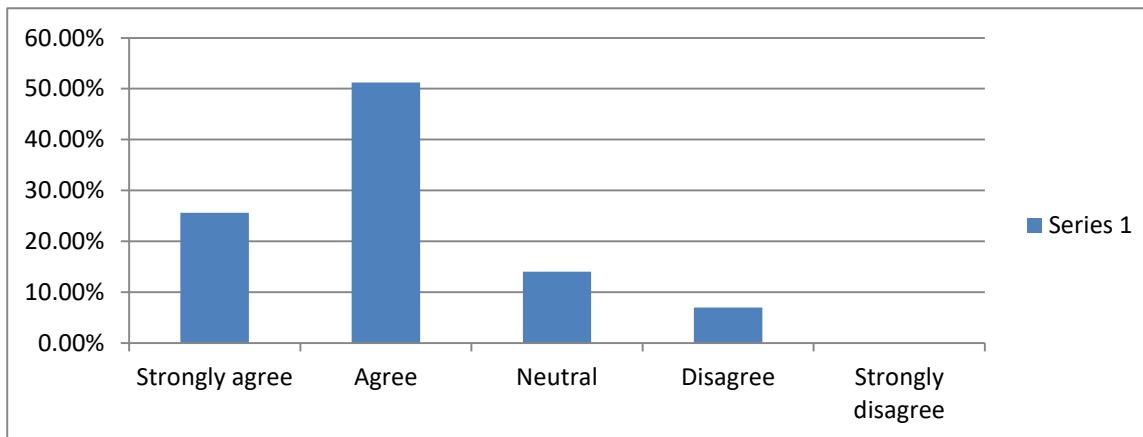


As shown in chart 2.6, the result of the impact of accessing resources on the learning experience

Chart 2.6 illustrates that 41.9% of respondents strongly agree and 34.9% agree that accessing resources via social media enhances students' learning experiences. In contrast, 9.3% remain neutral, while 7% disagree, and another 7% strongly disagree with this statement. A similar

finding was provided by Kumar et al. (2021).

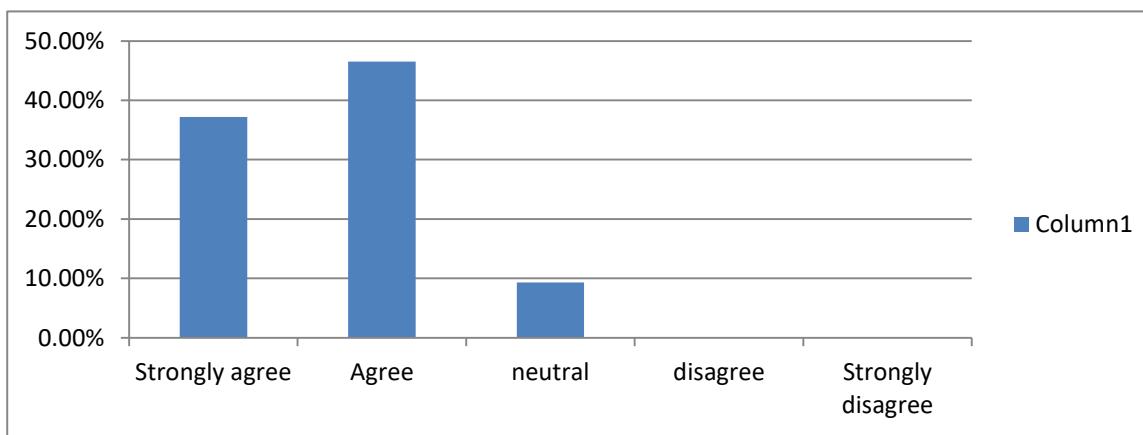
Chart 2.7. Video conferences remove distance barriers and promote interaction and cooperation among students and teachers.



As shown in chart 2.7, the result of the impact of video-conferences on interaction and cooperation

Chart 2.7 indicates that 51.2% of respondents agree and 25.6% strongly agree that video conferencing helps overcome distance barriers and promotes interaction and collaboration between students and teachers. Conversely, 7% of respondents disagreed. These findings align with Yousefi (2014).

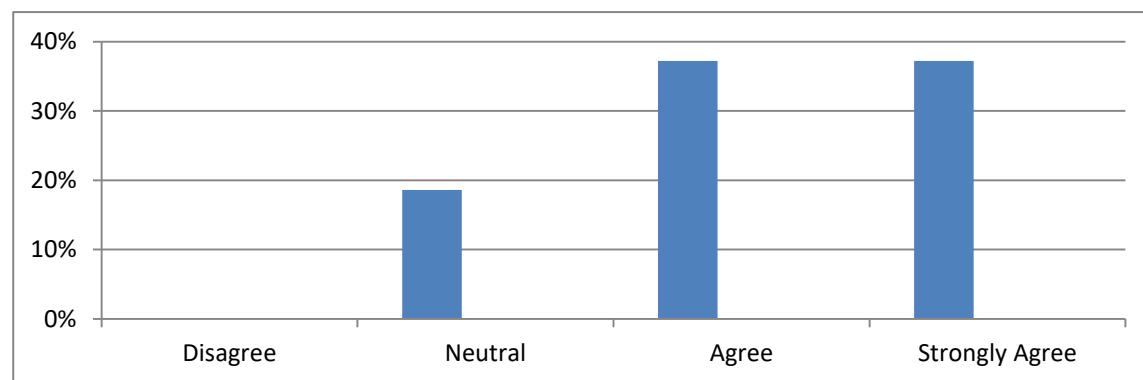
Chart 2.8. Social media platforms provide ample opportunities for community learning



As shown in chart 2.8, the result of the impact of social media on community learning

Chart 2.8 reveals that 46.5% of participants agree and 37.2% strongly agree that social media platforms offer ample opportunities for community-based learning. In contrast, 9.3% are neutral, and only 4.7% disagree.

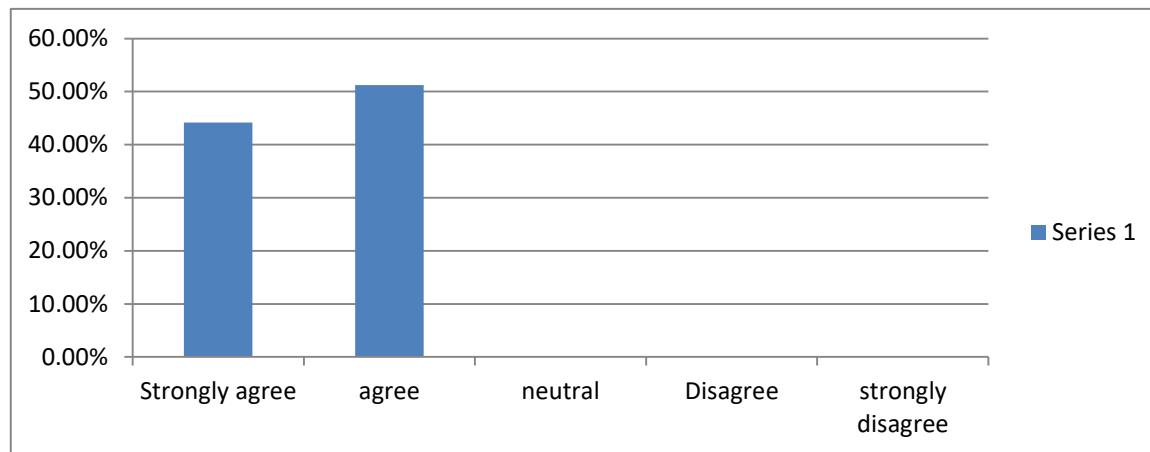
Chart 2.9. Automated feedback saves time and enables teachers to focus more on remedial language teaching.



As shown in chart 2.9, the result of the impact of automated feedback on language teaching.

Chart 2.9 reveals that 37.2% of respondents strongly agreed and another 37.2% agreed that automated feedback is time-saving and allows teachers to devote more attention to remedial language instruction. Meanwhile, 18.6% were neutral, and 4.7% disagreed.

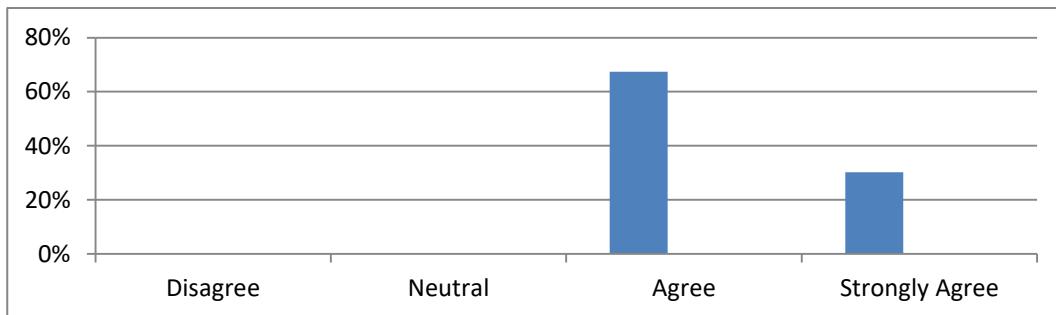
Chart 2.10. Digital tools help construct a variety of assessments, fostering comprehensive evaluation.



As shown in chart 2.10, the result demonstrates the impact of digital tools on constructing assessments

Chart 2.10 shows that 51.2% agreed and 44.2% strongly agreed that digital tools support the development of diverse assessments, thereby promoting a more comprehensive evaluation process. A small portion, 2.3%, strongly disagreed. A similar finding was provided by Yang et al. (2017)

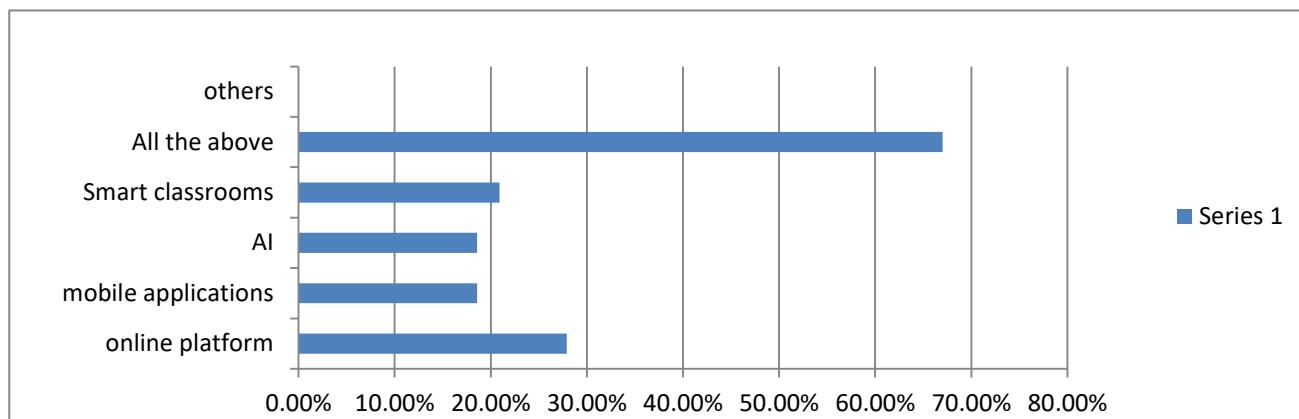
Chart 2.11. Digital tools ease the creation of students' portfolios for continuous monitoring.



As shown in chart 2.11, the result of the impact of digital tools on the creation of students' portfolios

Chart 2.11 indicates that 67.4% of respondents agreed and 30.2% strongly agreed that digital tools facilitate the creation of student portfolios, enabling continuous and systematic monitoring. Only 2.3% remained neutral. Yang et al. (2017) found that E-portfolios effectively facilitated students' learning.

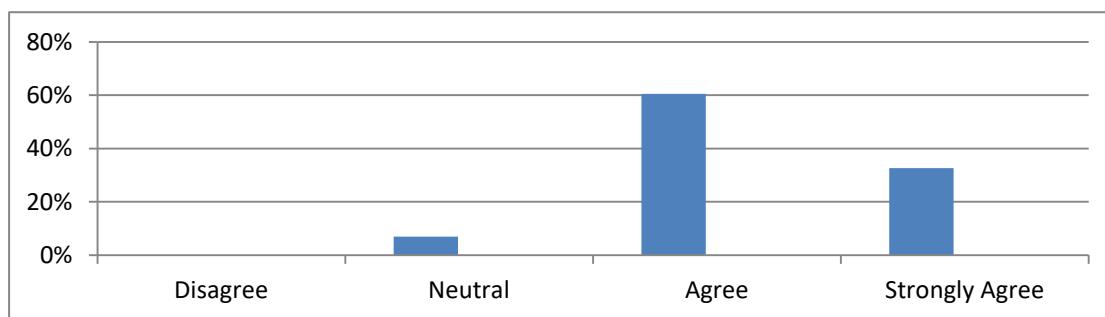
Chart 2.12. Which of the following tools do you consider most effective for teaching English?



As shown in chart 2.12, the result of the impact of the useful tools on teaching English.

Chart 2.12 shows that “all of the above” received the highest selection rate at 67.4%, indicating a strong preference for a combination of technological tools. This was followed by online platforms at 27.9% and smart classrooms at 20.9%. The lowest scores were given to mobile applications and artificial intelligence, each receiving 18.6%. These findings are consistent with the work of Gordon et al. (2015), Kumar et al. (2021), and OK, Grace, and John (2024).

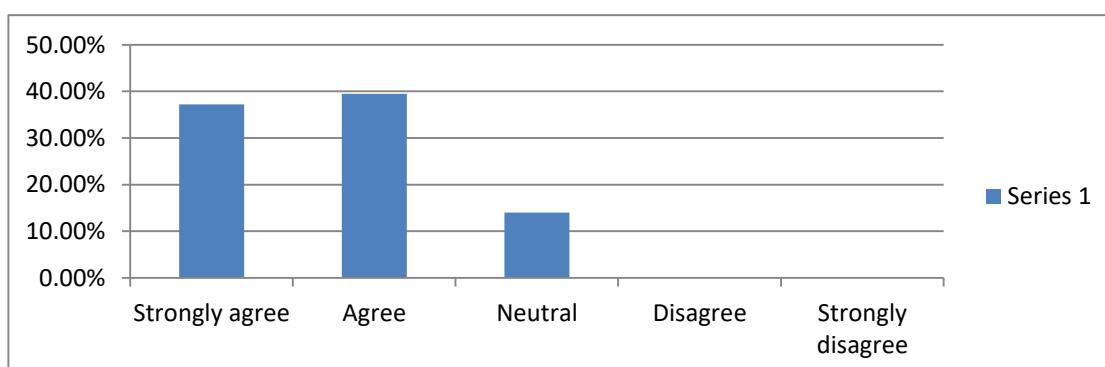
Chart 2.13. Blogging and Vlogging can be effective media to improve communication skills.



As shown in chart 2.13, the result of the impact of blogs and vlogs on improving communication skills

Chart 2.13 illustrates that only 0.5% of respondents agreed, 32.6% strongly agreed, and 7% remained neutral that blogging and vlogging can serve as effective media for enhancing communication skills. Significant gains of video blogs mentioned by Pratama & Karisti (2018); Mandasari & Aminatun (2020); Kinashih & Nitsa (2023)

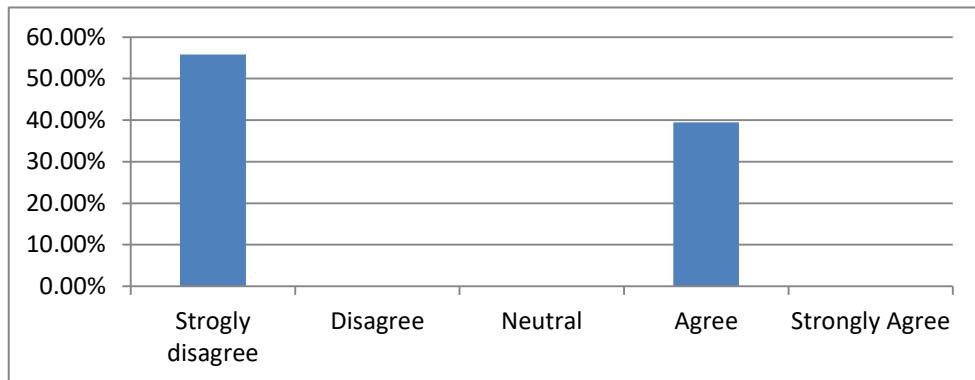
Chart 2.14. Priority should be given to the ability to use language effectively in social contexts, rather than accuracy.



As shown in chart 2.14, the result of the ability to use language effectively in social contexts

Chart 2.14 indicates that 39.5% of respondents strongly agreed and another 39.5% agreed that greater emphasis should be placed on the ability to use language effectively in social contexts rather than focusing solely on grammatical accuracy. Botirovna (2024) ensured the benefit of communicating according to social situations.

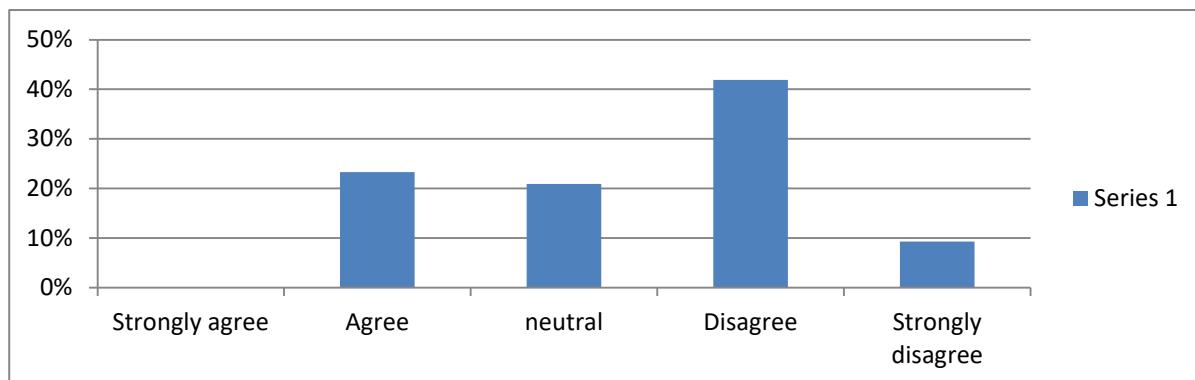
Chart 2.15. Designing activities well encourages learners to communicate their ideas, feelings, and information effectively.



As shown in chart 2.15, the result of the impact of well-designed activities on communication

Chart 2.15 shows that 55.8% agreed and 37.2% strongly agreed that well-designed activities help learners express their ideas, emotions, and information more effectively. Only 4.7% of respondents were neutral on this point. Similar significant results were found by Wesche and Skehan (2002).

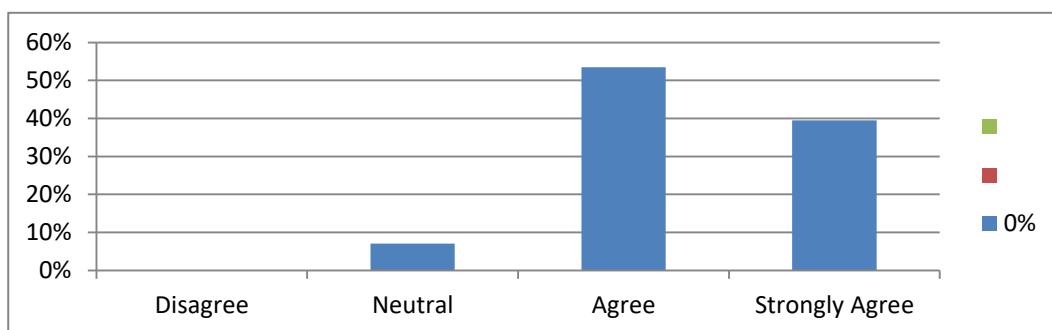
Chart 2.16. Depending on textbooks only is useful, as it reinforces learners' engagement.



As shown in chart 2.16, the result of the impact of depending on textbooks only on learners' engagement

Chart 2.16 indicates that 41.9% of respondents disagreed and 9.3% strongly disagreed with the statement that relying solely on textbooks enhances learner engagement. In contrast, 23.3% agreed with the statement, while 20.9% remained neutral. Many scholars highlight the value of learning-supportive activities, including Mandasari and Aminatun (2020), Khansir (2020), and Danansooriya (2022).

Chart 2. 17 Using authentic materials—such as newspapers, magazines, recordings, videos, podcasts, and dialogues—instead of relying solely on textbooks enhances the relevance of the learning experience.

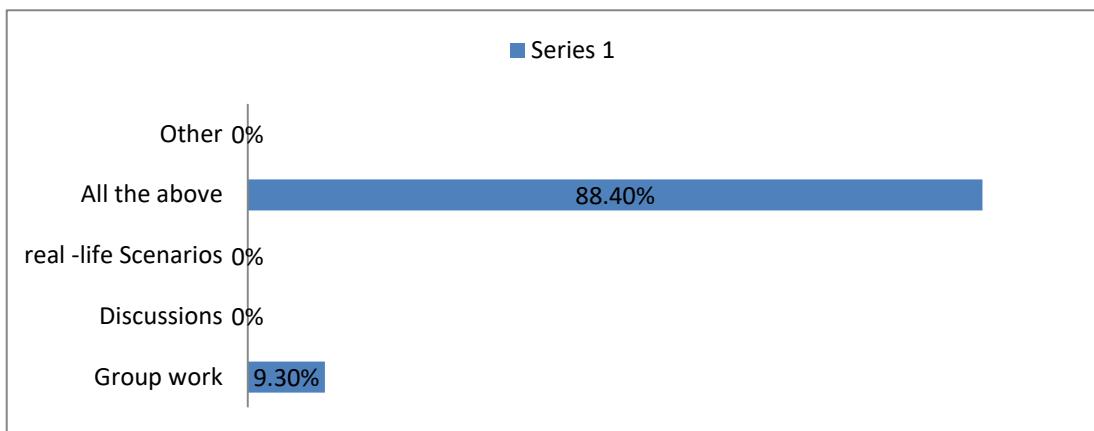


As shown in chart 2.17, the result of authentic materials in boosting relevance

Chart 2.17 reveals that a majority of respondents favored the use of authentic materials, such as newspapers, magazines, recordings, videos, podcasts, and dialogues over exclusive reliance on textbooks. Specifically, 53.5% agreed, 39.5% strongly agreed, and 7% were neutral,

suggesting a strong preference for materials that enhance real-world relevance. Lindahl (2017) found similar significant results.

Chart 2.18. Which of the following communicative language teaching methods actively involves students in the learning process?



As shown in chart 2.18, the result of the impact of communicative language teaching methods on students' involvement

Chart 2.18 shows that 88.4% of participants selected "all of the above", group work, discussions, and real-life scenarios as effective learning strategies. Additionally, 9.3% preferred group work alone, while 2.3% favored real-life scenarios. Scholars such as Khansir (2020), Rahman et al. (2011), and D'Amico (2015) emphasized discussion, but Tulyaganova (2025) and Yu (2013) preferred group work activities.

4. Discussion

This study is guided by two main research questions:

1. What are the prevailing trends in language teaching?
2. What is their impact on the language classroom?

The findings contribute to the growing body of literature on current trends in language teaching.

The study reveals a strong inclination among university academicians toward Communicative Language Teaching (CLT). This preference aligns with the literature, which highlights the role of CLT in fostering meaningful, real-life communication. While Khansir (2020), Rahman et al. (2011), and D'Amico (2015) emphasize the discussion in ELT, Tulyaganova (2025), Yu (2013) highlight the importance of group work. Additional studies report that CLT significantly enhances learners' oral proficiency (Bokiev & Usmonova, 2025; Octavianita et al., 2021).

However, some challenges persist. One major issue is grammatical accuracy, as noted by Bokiev and Usmonova (2025). Another is the inconsistent implementation of CLT across different educational contexts, highlighted by Doeuer (2022).

The study further supports the effectiveness of CLT through the use of interactive activities, including vlogs, discussions, group work, and authentic materials. These findings are consistent with the work of Yu (2013), Lindahl (2017), Pratama and Karisti (2018), Mandasari and Aminatun (2020), Danansooriya (2022), and Kinashih and Nitsa (2023), who observed tangible improvements in students' communicative competence as a result of such activities. Wesche and Skehan (2002) also highlight the value of real-world tasks in enhancing interaction and addressing speaking and writing challenges. Yang et al. (2017) found that e-portfolios effectively support learners' ability to self-monitor, track their progress, and share their learning experiences.

Furthermore, the study reports a high level of preference for digital tools among university academicians. However, there is notable hesitation regarding the use of mobile applications and artificial intelligence, with only 18.6% expressing support for each. These findings align with the work of Gordon et al. (2015), Kumar et al. (2021), and OK, Grace, and John (2024), who documented significant educational outcomes from various technological tools. Nevertheless, ongoing challenges remain, particularly in terms of technical difficulties, user resistance, and concerns over data security (OK, Grace, & John, 2024).

The study emphasizes the urgent need for professional development and training to equip educators with the necessary skills to effectively implement digital tools and CLT approaches. It also highlights the importance of raising students' awareness about online safety and promoting the use of secure digital platforms.

Finally, the study notes the academicians' recognition of the benefits provided by educational resources and facilities, particularly in enhancing instruction and supporting automated assessments. These findings align with Kumar et al. (2021), who argue that multimedia technology enhances instructional delivery, and Vaishnav (2024), who stresses the significant impact of blended and mobile-assisted learning on language instruction.

5. Limitation, Conclusion, and Implications

Limitation of the Study

While this study offers valuable insights into current trends in language teaching, it is important to acknowledge a key limitation. The sample size, consisting of 43 participants, may not be sufficient to represent the broader academic community. Given the study's objective to explore general trends in language teaching, a larger and more diverse participant pool would have yielded more comprehensive and representative data. This would have enhanced the ability to generalize findings related to faculty practices and students' communicative proficiency. Therefore, the results should be interpreted with caution, taking this limitation into account.

Conclusion and Implications

Language teaching can be significantly enhanced by emphasizing current trends such as interactive communicative language teaching activities and the use of adequate digital tools. Findings suggest that teachers are successfully employing these trends; however, more attention is needed toward comprehensive implementation, as there remains a significant gap in the full adoption of modern approaches. Further studies should focus on developing more effective strategies to bridge the divide between theory and real-world practice, while also reinforcing the vital role of universities in shaping learners into competent communicators.

Language teaching continues to require ongoing progress through the application of modern trends. Greater emphasis on innovative and engaging methods and strategies in EFL teaching is imperative. Another important area of research is supporting learners' perceptions of appropriate classroom digital tools that spark their interest and foster immersion. Additionally, bridging the gap between language teaching and learners' communicative competence remains a critical point of consideration.

Acknowledgments

Not applicable

Funding

Not applicable

Competing interests

The author declares that she has no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Informed consent

Obtained.

Ethics approval

The Publication Ethics Committee of the Sciedu Press.

The journal's policies adhere to the Core Practices established by the Committee on Publication Ethics (COPE).

Provenance and peer review

Not commissioned; externally double-blind peer reviewed.

Data availability statement

The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

Data sharing statement

No additional data are available.

Open access

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

References

Anggraini, A. (2018). Improving Students' Speaking Skill Through CLT. An Action Research. *Wanastra Jurnal Bahasa dan Sastra*, 10(1), 17-23. <https://doi.org/10.31294/w.v10i1.2609>

Apriyanto, A. (2020). Language as a Communication Tool in Human Life. *Fox Justi: Jurnal Ilmu Hukum*, 10(2), 45-54. <https://doi.org/10.58471/justi.v10i02.91>

Berns, M. (1990). Communicative Language Teaching. Contexts of Competence. *Topics in Language and Linguistics*. Springer, Boston. https://doi.org/10.1007/978-1-4757-9838-8_4

Bokiev, B., & Usmonova, D. (2025). The Communicative Approach in English Language Teaching: a critical analysis of its benefits and limitations. *American Mournal of multidisciplinary Bulletin*, 3(5). Retrieved from <https://advancedscienti.com/index.php/AJMB/article/view/2347/>

Bonwell, C. C., & Eison, J. A. (1991). Active learning: Creating excitement in the classroom. Washington, DC: *The George Washington University*. <https://eric.ed.gov/?id=ED336049>

Botirovna, R. (2024). The Role of the Communicative Approach in English Language Teaching. 17 (1). *Modern Psychology and Pedagogy: Problems and Solutions*

Breen, M., & Candlin, C. N. (1980). The essentials of a communicative curriculum in language teaching. *Applied Linguistics*, 1, 89-112. <https://doi.org/10.1093/applin/1.2.89>

Chomsky, N. (1965). *Aspects of the Theory of Syntax*. Cambridge, Massachusetts: MIT Press, ISBN 9780262260503.

Chomsky, N. (1957). *Syntactic Structures*. The Hague/Paris: Mouton, ISBN. <https://doi.org/10.1515/9783112316009>

Crystal, D. (1997). *English as a global language*. Cambridge, England: Cambridge University.

D'Amico (2015). Complexity of Interaction in a Second Language Conversation Group: An Exploratory Study. *Open Journal of Modern Linguistics*, 5(4). <https://doi.org/10.4236/ojml.2015.54031>

Danansooriya ,M.(2022). The Importance of Authentic Materials and their Integration in Teaching German as a foreign Language. <https://doi.org/10.29322/IJSRP.12.03.2022.p12310>

Doeur, B. (2022). Implementation of communicative language teaching: Cambodian EFL teachers' attitudes toward communicative language teaching. *International Journal of Instruction*, 15(2), 155-170. <https://doi.org/10.29333/iji.2022.1529a>

Ersan, M., Kurnia, F. D., & Fadilah, E. (2022). Improving students' speaking ability using vlog media at SMK Negeri 1 Arjasa. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*, 5(1), 5646-5656. <https://doi.org/10.33258/birci.v5i1.4271>

Fedorenko, E., Piantadosi, S.T. & Gibson, E.A.F. (2024). Language is primarily a tool for communication rather than thought. *Nature* 630, 575–586 <https://doi.org/10.1038/s41586-024-07522-w>

Gordon, N. A., Grey, S., & Brayshaw, M. (2015). Motivating and engaging students through technology. In J. Hawkins (Ed.), *Student Engagement: Leadership Practices, Perspectives and Impact of Technology*. Nova Science Publishers. Retrieved from <https://www.researchgate.net/publication/296916035>

Hymes, D. (1971). *On Communicative Competence*. Philadelphia: University of Pennsylvania Press

Hymes, D. (1979). On Communicative Competence. In Brumfit, C. J., & Johnson, K. (1979). *The communicative approach to language teaching* (1-26). Oxford: Oxford University Press.

Khansir, A. (2020). The Effect of Using Discussion Method in Promoting English Language Knowledge among English Foreign Language Learners. *SOCIALSCI Journal*, 1(8). Retrieved from <https://purkh.com/index.php/tosocial>

Kinasih, P., & Nitsa, A. (2023). The Implementation of a Video Blog (Vlog) to Enhance Students' Speaking Skills. *Wiralodra English Journal*. <https://doi.org/10.31943/wej.v7i2.228>

Krashen, S. (1981). Second language acquisition and second language learning. Oxford: Pergamon Press

Krashen, S. (1988). Second Language Acquisition and Second Language Learning. Prentice Hall, New York.

Kumar, T., Malabar, S., Benyo, A., & Bakhrul, A. (2021). Analyzing multimedia tools and language teaching. *Linguistics and Culture Review* ISSN 2690-103X. <https://doi.org/10.21744/lingcure.v5nS1.1400>

Lee, J. & Choi, H. (2017). What affects learner's higher-order thinking in technology-enhanced learning environments? The effects of learner factors. *Computers & Education*, 115(1), 143-152. <https://doi.org/10.1016/j.compedu.2017.06.015>

Lindahl, K. (2017). Five ELT Trends to Watch. Retrieved from <http://blog.tesol.org/five-elt-trends-to-watch-in->

Long, M. H., & Porter, P. A. (1985). Group Work, Interlanguage Talk, and Second Language Acquisition. *TESOL Quarterly*, 19(2), 207-228. <https://doi.org/10.2307/3586827>

Mandasari, B., & Aminatun, D. (2020). Improving Students' Speaking Performance Through Vlog. *English Education : Journal of English Teaching and Research*, 5(2). <https://doi.org/10.29407/jetar.v5i2.14772>

Octavianita, A., Wahyuni, K., Nur, Suryadi, A. U., & Handayani, T. (2021). The Implementation CLT Approach to Improve Students Speaking Skills. *Journal Riset dan Inovasi Pembelajaran*, 1(2). <https://doi.org/10.51574/jrip.v1i2.42>

OK, E., Grace, J., & John, M. (2024). Collaborative Learning Tools. *Research Gate*, 2025. Retrieved from <https://www.researchgate.net/publication/386250907>

Pratama, P., & Karisti (2018). Using Video Blogging as an Appropriate Media for Teaching English: Bring a Live Classroom. *English Journal*.

Qasserras, L. (2023). Systematic review of communicative language teaching (CLT) in language education, A Balanced Perspective, *European Journal of Education and Pedagogy*, 14.

Rahman, F., Khan Khalil, J., Bux Jumani, N., Ajmal, M., Malik, S., & Sharif, M. (2011). Impact of Discussion Method on Students'

Performance. *International Journal of Business and Social Science*, 2(7). Retrieved from <https://www.ijbssnet.com/journals>

Richards, J. C., & Rodgers, T. S. (1987). *Approaches and Methods in language teaching*. Cambridge University Press

Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching* (3rd ed.). Cambridge University Press

Savignon, S. J. (2002). BY Interpreting Communicative Language Teaching: Contexts and Concerns in Teacher Education ,e-book, chapt.1, Yale University Press. Retrieved from https://www.academia.edu/7630071/E_D

Sun, Y. (2014). Major Trends in the Global ELT Field: A Non-Native English Speaking Professional's Perspective. From *Language Education in Asia*, 5(1). Retrieved from https://camtesol.org/Download/LEiA_Vol5_Iss1

Thompson, J. D., & Weldon, J. (2022). Content production for digital media: An introduction. *Springer*. Retrieved from <https://link.springer.com/book/10.1007/978-981-16-9686-2>

Tulyaganova, N. (2025) .*Exploring the Benefits of Pair and Group Work Activities in English Language Teaching*. From <https://terdpi.uz/> International Scientific and Practical Conference. Retrieved from <https://www.researchgate.net/publication/391013630>

Vaishnav, P. (2024). Current Trends and Future Prospects in English Language Teaching (ELT). *Asian Journal of Education and Social Studies*. June 2024.

Wesche, M., & Skehan, P. (2002). Communicative Teaching Content-based instruction, and Task-based Learning. In R. Kapaln (ED) *Handbook of Applied Linguistics*. Oxford: Oxford University Press.

Yang, M., Wang, T., & Lim, Ch. (2017). *E-Portfolios as Digital Assessment Tools in Higher Education*.

Yousefi (2014). Comparison of Traditional and Video Mediated Learning of English: Tracking a New Approach. *Procedia - Social and Behavioral Sciences*, 98(6).

Yu C. (2013). Improving the Efficiency of English Classroom Teaching Through Communicative Language Teaching. *Teaching and Management*, 9, 130-132.

Appendix 1 The questionnaire

Dear Participant,

Thank you for your willingness to participate in the research study titled "*University Teachers' Perspectives on the Current Trends in Language Teaching.*"

Please be informed of the following:

- Your participation is entirely voluntary, and you will not be required to take part without your consent.
- You may withdraw from the study at any time without any consequences.
- All your responses will be kept confidential.
- Your identity will not be disclosed; instead, a participant code will be used to ensure anonymity.

1. Traditional teaching tools are more useful than using technology.

Agree
 Disagree
 Neutral
 Strongly agree
 Strongly disagree
 Blended learning is effective
 A mix of both would more effective

2. Through blended learning mode the teachers can make learning more flexible.

Agree
 Disagree
 Neutral
 Strongly agree
 Strongly disagree

3. Teachers make the learning environment more enjoyable and interesting through multimedia.

Agree
 Disagree
 Neutral
 Strongly agree
 Strongly disagree

4. Teaching students to use language learning apps or online platforms boosts learning.

Agree
 Disagree
 Neutral
 Strongly agree
 Strongly disagree

5. Web-based English language learning tools engage students in active learning.

Agree
 Disagree
 Neutral
 Strongly agree
 Strongly disagree

6. Accessing resources on social media enriches students' learning experience.

Agree
 Disagree
 Neutral
 Strongly agree

Strongly disagree

7-Video conferences remove distance barriers and promote interaction and cooperation among students and teachers.

Agree

Disagree

Neutral

Strongly agree

Strongly disagree

8-Social media platforms provide ample opportunities for community learning.

Agree

Disagree

Neutral

Strongly agree

Strongly disagree

9-Automated feedback saves time and enables the teachers to focus more on remedial language teaching.

Agree

Disagree

Neutral

Strongly agree

Strongly disagree

10-Digital tools help in construction of a variety of assessments, fostering comprehensive evaluation.

Agree

Disagree

Neutral

Strongly agree

Strongly disagree

11-Digital tools ease the creation of students' portfolios for continuous monitoring.

Agree

Disagree

Neutral

Strongly agree

Strongly disagree

12-Which of the following tools do you consider most effective for teaching English?

Online platforms.

Mobile applications.

Artificial intelligence

Smart classrooms.

All the above.

Other please specify

13-Blogging and Vlogging can be effective media to improve communication skills.

Agree

Disagree

Neutral

Strongly agree

Strongly disagree

14-Priority should be given to the ability to use language effectively in social contexts, rather than accuracy.

Agree

Disagree
Neutral
Strongly agree
Strongly disagree

15-Designing activities well encourages learners to communicate their ideas, feelings, and information effectively.

Agree
Disagree
Neutral
Strongly agree
Strongly disagree

16-Depending on textbooks only is useful, as it reinforces learners' engagement.

Agree
Disagree
Neutral
Strongly agree
Strongly disagree

17-Using authentic materials—such as newspapers, magazines, recordings, videos, podcasts, and dialogues—instead of relying solely on textbooks enhances the relevance of the learning experience

Agree
Disagree
Neutral
Strongly agree
Strongly disagree

18-Which of the following communicative language teaching methods actively involve students in the learning process

Group work.
Discussions.
Real-life scenarios.
All the above.
Other.