

**EFL STUDENTS’ SELF-REFLECTIONS ON IN-CLASS COMMUNICATIVE ACTIVITIES: A CASE STUDY AT TRA VINH UNIVERSITY, VIETNAM**

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**Abstract** – *Effective communication is a fundamental component of language learning, particularly in English as a Foreign Language (EFL) context, where classroom interaction plays a vital role in developing language competence. Despite existing research on communication techniques and teacher support strategies in English classrooms, students’ self-reflections regarding their participation in communicative activities remain insufficiently explored. This study seeks students’ self-reflection on in-class communicative activities and their impact on English language skills. It aims to identify students’ preferences for various communicative activities, their perceived value, and recommendations for enhancing the effectiveness of these activities. A qualitative approach was employed using an open-ended survey completed by 21 final-year English major students at Tra Vinh University, Vietnam. The data were collected, coded, and analyzed to identify recurring themes. The results indicate that students prefer conversation activities, group discussions, and presentations, as they find these helpful in improving fluency, confidence, and interest. Furthermore, the majority of students appreciate the practicality of communicative activities in facilitating oral communication and reducing anxiety about using English. However, role-play and debate activities were less favored. Students emphasized the importance of clear instructions, encouraging feedback, and a supportive learning environment to maximize the benefits of communicative activities. The findings*

*offer valuable insights for teachers in designing effective communicative activities that integrate technology and authentic contexts to support the development of functional language skills for real communication.*

**Keywords:** *classroom interaction, communicative activities, English language skills, oral communication, students’ self-reflection.*

**I. INTRODUCTION**

Communicative activities (CA) are active, interactive language learning activities that engage students in real target language use, simulating real communication [1, 2]. These activities offer students chances to develop spoken competence and enhance general language skills. Rather than focusing on memorizing rules through rote learning, CA emphasizes the practical use of language, allowing students to apply it in real-life situations to achieve fluency. Moreover, these exercises enable students to speak and write naturally and effectively, providing them with a functional knowledge of the language [3].

Specifically, CA also equips students with the ability to communicate effectively in real-life situations by engaging them in tasks that require language use for specific purposes. As a result, CA enhances students’ motivation, as their primary goal is to engage in meaningful communication with others. Additionally, CA emphasizes interactive exercises, which are crucial in developing linguistic abilities. Through participation, students become more aware of their conversation partners, appropriate speaking time, and correct pronunciation [4].

Moreover, CA in EFL classes is highly participative. Their structure significantly influences students’ motivation, making English learning

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more enjoyable and engaging. Specifically, EFL students have favorable attitudes toward CA, such as role-play, group discussions, and video-making, which help improve their conversation skills [5]. CA in English classrooms offers numerous advantages. These activities create a more active and interactive learning environment, encouraging students to participate actively. Furthermore, CA improves speaking ability, boosts confidence in using English, and fosters a positive attitude toward language learning. As a result, students become active participants in class discussions. CA also significantly enhances EFL students' classroom participation, making them feel more comfortable and less anxious about speaking English. These activities provide a supportive atmosphere where students speak freely without the stress commonly associated with communicating in a foreign language. The more CA students engage, the more confident they become, enabling them to communicate fluently and effectively in English [6].

In EFL classes, successful CA and strategic teacher intervention play an important role in shaping students' interactive competence and overall language proficiency. To improve the effectiveness of CA, teachers use various strategies such as authentic communicative task design, cooperative learning stimulation, and organized feedback provision. Moreover, students apply their strategies, including active listening, requests for clarification, and circumlocution, to maintain the flow of conversation. Specific models and frameworks, such as the Flanders Interaction Analysis Categories and Byrne's model, provide insightful tools for analyzing classroom interaction and designing activities that facilitate communication. Additionally, explicitly teachable communication strategies like paraphrasing, code-switching, and non-verbal cues help expand students' communicative competence. By integrating these methods, teachers and students work together to create an active and productive language acquisition environment [7].

Building upon these interactional strategies and theoretical frameworks, further emphasis is

placed on the specific communicative techniques and feedback mechanisms that teachers employ to support students' engagement and language development within EFL classrooms. It is believed that teachers implement various communication strategies and feedback techniques to facilitate discussion and improve students' performance. For instance, strategies such as literal translation, code-switching, nonverbal signals, fillers or hesitation gambits, repetition, and requests for help support student comprehension and sustain interaction. These strategies bridge language gaps, promote meaning-making, and create an inclusive learning environment. Teachers also provide oral and visual feedback, either individually or in groups, to assess students' comprehension and keep them engaged throughout the learning process [8]. This feedback serves as a crucial tool for guiding language development, confirming correct usage, and addressing misconceptions. By combining these approaches with different feedback methods, teachers create a communicative and interactive classroom environment that fosters successful language acquisition.

While much attention has been given to instructional strategies and teacher facilitation in communicative activities, relatively little is known about how students themselves perceive and engage with these practices. The limitations of insights into how students self-evaluate their participation in CA hinder the ability to develop appropriate teaching methods, as well as the effectiveness of these activities in teaching practice. Therefore, a comprehensive exploration of students' self-reflection when participating in communicative activities is needed to offer a more student-centred viewpoint on CA. The study addresses the following research questions:

1. What are students' preferences for communicative activities?
2. How do students perceive the benefits of these activities in developing language skills?
3. What are students' suggestions for teachers to run communicative activities effectively?

## II. LITERATURE REVIEW

### A. Theoretical background

#### **The definition of self-reflection**

Self-reflection is the process that a student undertakes to consider past learning experiences and what one did to enable learning, including inquiry into the interplay among instructional knowledge and their own understanding of it [9]. Self-reflection is also an active, persistent, and circumspect consideration of one's thoughts, wherein the learning process is assessed to identify obstacles and improve learning approaches [10]. Similarly, it is a process of reflection and understanding complex concepts without solutions, transforming current thoughts and experience into new action and knowledge. Additionally, it is influenced by organizational feedback and experiential learning, and can be facilitated through autonomous processes such as personal learning projects and learning journals, which help the students with a greater perception of their improvement and growth [11].

The benefits of self-reflection in education are far-reaching and significant. Firstly, self-reflection enhances self-evaluation and engagement, builds critical thinking, helps students become independent students by providing independence and responsibility for their growth, and helps define effective learning approaches, all of which ultimately result in better learning outcomes [10]. In addition, it enriches knowledge, identifies knowledge gaps, internalizes learning, and creates useful comparative points to allow students to connect meaningfully [12]. Moreover, self-reflection builds self-directed learning skills, leading to optimized learning achievements, and improved academic performance. It is therefore believed to contribute to personal learning competence and the success of work later in life [13]. Importantly, aside from learning accomplishments in the near term, self-reflection allows for the development of a spirit of lifelong learning and continued self-improvement through increased self-knowledge, which is vital for subsequent learning and career growth. Therefore, the study aims to encourage learning and application

of reflection for such broader purposes [14].

#### **Features and types of communicative activities in the English classroom**

CA in EFL classes can train students to use English as they require, are interested in, and have opportunities to foster their language development. CA are tasks that encourage and require students to speak and listen to each other and interact with people in the program and society. These activities are beneficial in performing everyday activities, such as the exchange of information, gap-filling, reflection on personal experience, and adjusting to other cultures [15]. Moreover, facilitating productive interaction in the classroom is significant in language acquisition. Through CA, students are allowed to engage actively with the language, resulting in internalization and communicative competence [16].

CA has three observable features: prioritizing meaning over grammar [17], the authenticity of language use [18], and active student participation. These make the learning process more functional and engaging. To begin with, CA emphasizes meaning over grammatical accuracy [17]. Instead of being concerned with making grammatically correct sentences, students get to convey their ideas and learn to understand one another. For example, if a student interviews with a school official as a student journalist, the primary aim is to pose questions and give answers in understandable words and readable text instead of perfect grammar. Similarly, while students report on a news item or describe their own life, the fundamental intention is to transfer information as best as possible without concern for employing good grammar.

Secondly, authenticity is crucial in CA [18]. In order for an activity to be effective, it has to be similar to actual communication. This means that the language used in class should be similar to how individuals communicate in actuality outside the classroom. Furthermore, authentic communication involves the exchange of actual information as opposed to merely testing students' knowledge. Finally, CA incorporates the active involvement of students. This may take the

form of listening to a speaker, debating with one another, or collaborating in role-plays, games, and group activities. With active involvement in meaningful discussions and interactive tasks, CA engages students as a whole in learning the language. Their direct participation in responding to questions or group work meets CA and contributes to knowledge acquisition.

Also, in the shift from general communicative activity to a concentration on teaching materials analysis, two general types of activity are set up: [1] functional CA, class surveys, and information gaps, which are predominant, and [2] social interaction activities. The outcome highlights the teaching materials' organized nature in supporting both practical language use and social interactive communication, reaffirming the essential role of CA in language learning [19].

### **The role of CA in developing English skills**

CA such as role-play, and group work, have been found to be highly effective in the instruction of English as a foreign language. They enable the establishment of an interactive class environment, encourage meaningful communication, and enhance students' overall language capacity. By actively engaging in these activities, students can rehearse the use of the target language in real-life situations, enhance conversation skills, and build confidence in communication [20]. Not only is the study of grammar important in English learning, but the ability to use the language practically in real contexts. The reason is that CA has become so important in learning a language because it provides opportunities for the students to interact with the language beyond the book and practice the ability to communicate meaningfully and productively. By encouraging debate, problem-solving, and involvement, these tasks increase the process of learning and make it entertaining. Furthermore, communicative exercises not only increase language ability but also get students ready for realistic conversation outside class [21, 22].

Moreover, it has been discovered that the English classroom CA has an essential function in internalizing language and developing commu-

nicative competence [21]. These activities help students use English actively, promoting not only expression ability but also understanding ability. Though challenges such as the time element, large classes, and varying levels of language proficiency might be intimidating, the benefits of CA are assured. These activities prepare students with increased competence in using the language and increase communication skills in life [23, 24].

Another significant advantage of CA is its flexibility in various lessons. Even though these CA form a core part of language learning, CA can fit well in eliciting students to reflect on their learning and identify their benefits and weaknesses. Studies have shown that CA is highly effective in enhancing reading instruction and students' performance in high-quality reading [23]. Moreover, their functionality depends on factors such as teacher involvement, activity selection, questioning quality, and measurement.

Similarly, in communicative classes, good language setting and interactive activities bear a direct connection with students' improvement of oral skills [20]. Oral presentation, discussion, and role-playing activities allow the students to refine pronunciation, enlarge vocabulary, and raise intonation. Moreover, CA also resolves numerous speaking issues by creating an interactive setting where students must practice English actively. Therefore, students notice a significant increase in their speech ability and general satisfaction with the learning process [5]. Apart from the linguistic benefits, CA enhances favorable attitudes and motivation towards language learning. Through improved students' participation and engagement, CA renders them more confident and self-dependent in the use of English. This, accordingly, helps to ensure higher achievement in the acquisition of communicative competence and bridging the language competencies to real contexts [5, 25].

### *B. Related studies*

In a study conducted in 2021, Rezalou et al. [5] investigated the impact of CA in a Com-

municative Language Teaching (CLT) classroom to improve students' speaking skills and reduce speaking issues. Using classroom action research with a quantitative approach, the study aimed to build speaking competence in ten weeks with four stages: planning, action, observation, and reflection. Twelve students from a private Turkish university at the pre-intermediate level participated. The findings revealed that students preferred activities that created a competitive environment and guaranteed extensive participation. Students reported improved speaking skills and indicated greater satisfaction with the improvement. Differences in perceptions and attitudes of students towards CA were found to be statistically significant. The study highlights the effectiveness of CA in enhancing speaking skills by providing an engaging learning atmosphere. CA helps students build confidence, overcome their speaking difficulties, and encourage active participation. The application of CA involves students more actively in the learning process, helping them overcome the challenges they encounter in speaking. In general, the study highlights the importance of CA in enhancing language ability as well as communication skills within a CLT classroom setting.

An investigation by Ruzimuratova [26] highlights the tremendous benefits of using CA in English courses. It demonstrates that nice games and well-chosen activities not only enhance students' engagement but also provide peer support and improve listening skills. Through the facilitation of teamwork, these activities allow students to listen attentively to other students' opinions, which is especially crucial for language learning. In addition, motivation plays a critical role in achieving learning outcomes effectively. As the article points out, it is most likely to motivate students to engage in the learning process and achieve enhanced performance.

It is acknowledged that communicative tactics and innovative pedagogic methods make the process of language learning easy, pleasant, and effortless. These methods ensure that a student's actual life is established, through which they exercise the target language better. In conclusion, communicative teaching differs from its predecessors in bringing in counselling skills and both personal and emotional issues that students experience, as well as language issues. Task-based teaching of oral communication is highly promising but needs further research, both qualitative and quantitative, to ascertain the complete success in second language teaching. With the inclusion of these communication tactics, language learning is rendered more interactive, efficient, and engaging, ultimately resulting in a more realistic and successful process of learning a language [26].

Moreover, students' perceptions and attitudes toward using CA to enhance their conversation skills in English learning draw attention from scholars. Komol et al. [27] surveyed 82 fourth-year English major students in Media. They responded to questionnaires regarding their perception of various CA such as role-play, pair work, group discussions, and video-making activities. The results showed that the students reported an extremely positive attitude toward performing these activities, most explicitly liking role-play, group discussion, and video-making, since these activities boosted their confidence and improved their conversation skills. The students also reported that the availability of an English short film exposed them more to the authentic use of the language. The study concluded that the students found these CA to be good complements to classroom learning. As a result, the students agreed that these activities helped them learn English, as they provided a variety of tasks that complemented classroom instruction and self-study. In addition, the students felt that these activities improved their speaking and listening skills, as well as their confidence level. This fluency was due to activities that allowed the students to engage in natural communication,

negotiate meaning, solve misunderstandings, and avoid communication breakdowns, thus becoming more effective in language use [27].

III. METHODOLOGY

A. Participants

The participants included 21 final-year students majoring in English from the Faculty of Foreign Languages, Tra Vinh University, Vietnam. These participants were chosen using convenience sampling. At the time of the survey, the participants had considerable experience with a variety of communicative activities, having been exposed to them throughout their training programs. These activities were regularly integrated into modules such as Speaking and Listening, Translation and Interpretation, Writing, English Literature, and American Literature. It is believed that these previous experiences contributed to the reliability of their responses.

B. Research instruments

In this study, the researchers developed a set of four open-ended questions to explore students’ reflections on their participation in classroom interaction. It can be seen that the qualitative method provides thin, in-depth data and allows us to understand the social world from the point of view of individuals experiencing the phenomenon, in this case, the students themselves [28]. These items were designed by the authors themselves to ensure alignment with the study’s specific research objectives and the specific classroom context of the participants. The questions included (1) What communicative/interactive activities have you participated in during class? In which subject?, (2) Which communicative activity do you like the most? Why?, (3) How do you think communicative activities have helped improve your English learning?, and (4) What do you think lecturers should do to make communicative activities more effective?

C. Data collection and analysis

The questionnaire was distributed via a link sent to the students, allowing them to access

and complete the form online at their convenience. Based on the data collected, the responses were summarized and tabulated for easy viewing. Then, the researchers conducted a thorough reading of the student responses to analyze the data in depth. After grouping responses based on thematic similarities, the frequency of each category was calculated as a percentage of the total number of responses. This allowed the researchers to quantify the prevalence of each theme and identify the most commonly perceived benefits of communicative activities [28].

IV. RESULTS AND DISCUSSION

A. Results

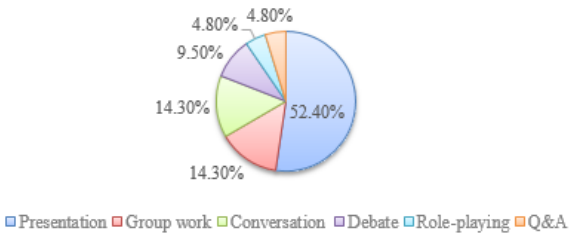


Fig. 1: Students’ preferences for communicative activities

Figure 1 shows students’ preferences for the CA of English major students, as per the results of the questionnaire. The most preferred activity is presentations, since 52.40% of the students have selected it. This is echoed by participant 15, who said, ‘I like group presentations because I get to work with others and express my personal views’ [29]; this acknowledges how presentations facilitate communication as well as confidence in work and academic life.

Other than that, group work, as well as conversation activities, were preferred at 14.30%. This indicates that the students also put great emphasis on these interactive activities for communication and fluency development in language. According to participant 2, ‘Conversation activities promote group interaction’ [30], indicating

the value of these activities in developing communication skills and providing rapid language response among groups.

Also, debates achieved a 9.50% preference, revealing that students enjoy this activity for the development of argumentation and public speaking in competitive environments. This is also confirmed by participant 4, who stated, ‘Debate activities help me understand different viewpoints and improve my reasoning, argumentation, and presentation skills’ [31], illustrating how debates foster public speaking and critical thinking.

Besides, 4.80% of preferences were collected by role-playing and Q&A separately. Students recognize that role-playing assists in the development of speaking skills and creates interest in the course material, while Q&A offers the opportunity to practice rapid thinking and the use of language in context-based scenarios. This is reiterated by participant 16, who commented, ‘I like role-playing the most because it helps students to understand the content and characters they are playing out with less stress’ [32].

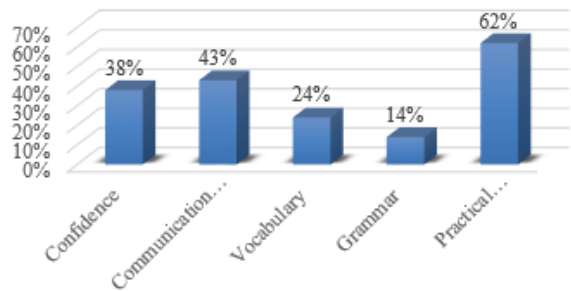


Fig. 2: Students’ perceived benefits of communicative activities in the English classroom

Figure 2 indicates the benefits of CA in the English classroom. The most powerful one is the possibilities of practical practice, in which 62% of the students agreed that CA has practical application of the language. This indicates that students put a high value on activities through which they can practice English in actual situations. As participant 3 described, ‘CA allows me

to practice real English, which helps me in class and my future job’ [33].

Secondly, communication skills are mentioned by 43% of the students as a major benefit. These activities play an important role in boosting their verbal interaction and communication skills, making the students more confident in actual communication. Examples include participant 6, who stressed, ‘These activities give me confidence while speaking English, particularly before others’ [34]. In the same manner, participant 10 further noted, ‘Having group discussions made me more comfortable in expressing myself clearly’ [35].

Thirdly, confidence is another positive aspect, where 38% of the students noted that CA makes them more confident, especially in speaking and communicating with people in English. Participant 8 stated, ‘I am no longer afraid to speak in front of others, thanks to these activities’ [36]. Participant 14 also stated, ‘The more I participate in these activities, the more confident I become when speaking English’ [37]. In addition, participant 18 reported, ‘I actively seek knowledge and engage in learning through these activities, which boosts my confidence and communication skills’ [38].

Additionally, vocabulary building is acknowledged by 24% of students, meaning that despite the fact that it is not their primary focus, CA assists in expanding students’ vocabulary. One example is participant 12 noted, ‘I’ve learned so many new words during group discussions and presentations’ [39]. Participant 17 also added, ‘These activities have helped me find practical ways to use vocabulary in conversations’ [40].

The lowest reported benefit, however, is grammar; 14% of the students reported improvement in their grammar due to such activities. As participant 15 testified, ‘While these activities help me with fluency and vocabulary, they do not do much for my grammar skills’ [29]. This means that while CA can indirectly help support grammar development, students do not view it as their primary benefit for this reason.

Figure 3 provides students’ suggestions on how

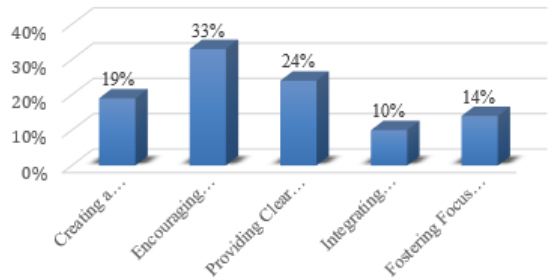


Fig. 3: Students’ suggestions for organizing communicative activities effectively in the English classroom

skills development through CA in the English class can be enhanced, based on responses collected through open-ended questions. Students’ topmost suggestion, which 33% of the students received, is participation. This complements the student perception that increased interaction with learning processes reflects better language development. Participant 12 mentioned, ‘Being more active in class helps me practice speaking and enhances my communication ability’ [39], showing how participation brings a positive impact.

Second, 24% of students pointed out that it is vital to have clear instructions and feedback in order to improve their level of language skills. Clear instructions help them know where they require improvement and how to track it. Participant 8 has encompassed this sentiment by stating, ‘When the teacher gives clear instructions and feedback, it helps me understand what I need to work on to improve my speaking and writing’ [36].

A further important suggestion, identified by 19% of the students, is the creation of a warm and welcoming learning space. This type of space encourages students to take risks and participate more willingly in CA. For example, participant 4 commented, ‘A friendly and comfortable environment makes me feel confident enough to contribute to discussions without fearing mistakes’ [31], again highlighting the facilitative role of a positive space in encouraging student participation.

In addition, 14% of the students highlighted the significance of concentration and communication skills. This shows that mastering the ability to concentrate and communicate is an essential factor for effective participation in CA. For instance, participant 7 stated, ‘Concentration and communication skills are key to participating effectively in group discussions and improving my language skills’ [41], highlighting the importance of these skills in language learning.

Lastly, 10% of students recommended incorporating technology and real-world communication settings. This will enhance interactivity and contextualization of learning. As participant 15 indicated, ‘Using technology in class can make learning more engaging and simulate real-world conversations, which would help me learn better’ [29], encapsulating the desire for modern context-based learning solutions. These proposals demonstrate students’ calls for additional cooperative, supportive, and experience-based opportunities to better develop their linguistic skills and the need to identify a balance between traditional approaches and recent innovations in language teaching.

B. Discussion

The results of this study provide significant insights into final-year English major students’ perceptions of CA in language classrooms. These findings offer valuable information about students’ preferences for different types of activities, the benefits they perceive in these activities, and their suggestions for improving the effectiveness of CA in language learning.

The results are significant in shedding light on how students interact with different CA and the determinants of their choices. Presentations stood out as the most preferred communicative activity, with most students opting for it. This observation aligns with previous research, where students preferred activities that allow them to present their individual views to an audience. In addition, this study aligns with previous findings, which revealed that students preferred group discussions, showing a consistent pattern of fa-



voring activities that encourage communication and build confidence [5]. The stronger preference for presentations in this study might, however, suggest a shift in students' comfort levels. Unlike group discussions, presentations offer a more formalized, structured environment where students feel more comfortable showcasing their academic work and skills, leading to clearer, more organized communication.

Group work and conversation exercises were also favored, as these activities create opportunities for peer interaction and practical language use. This finding is consistent with previous studies, in which students emphasized the need to practice language within group interactions and CA [26, 27]. Such exercises simulate real-life communication scenarios, encouraging students to engage in speaking and listening, thereby maximizing fluency and interaction.

On the other hand, debates, role-playing, and Q&A activities received lower priority in this study. This contrasts with previous research, which highlighted the value of debates and role-plays in fostering critical thinking, argumentation, and public speaking skills [27]. While such tasks enhance higher-order cognitive abilities, students in this study showed a stronger preference for direct language practice with real-time feedback, indicating a tendency to favor activities that emphasize real-time language use and fluency over abstract thinking.

One of the key benefits of CA identified in this study was their pragmatic approach to language use. Many students reported that CA helped them practice English in real-life contexts. This finding is consistent with earlier evidence, which emphasized that students value activities that provide authentic language use [5, 26]. Students in this study felt that CA prepared them for academic and professional communication and encouraged them to use the language beyond the classroom. Moreover, improved communication skills were cited as a significant advantage by the majority of students. This aligns with previous findings, which demonstrated that CA boosts confidence in speaking [5, 26]. Most students in this study

attested that these activities reduced their anxiety and increased their confidence in communicating in English, supporting the idea that CA provides a low-stakes environment for speaking and listening practice.

The study also discusses students' recommendations for designing CA effectively in the English classroom. The results highlight critical factors that enhance students' language acquisition from CA, including active participation, explicit feedback and commentary, a collaborative learning environment, attention and communication skills, and the use of technology and authentic contexts. These findings corroborate earlier studies while offering additional insights. Similar to previous research, which found that students preferred activities that stimulate competition and high interaction, the current study reinforces that active engagement is essential for developing communication skills [5]. Additionally, the importance of precise instructions and feedback, as expressed by students in this study, confirms previous findings, which emphasized that structured activities enhance learning effectiveness and peer interaction [26].

Furthermore, the role of a supportive learning environment in improving confidence and participation aligns with previous studies, where students preferred role-play and group discussions due to their positive impact on fluency [27]. This study also contributes to existing research by highlighting the need for focus and communication ability, aspects that have not received sufficient attention in discussions on communicative learning. Additionally, students' preference for technology and real-world applicability is supported by previous findings, which determined that video-making activities provided students with exposure to authentic language use [27]. These findings suggest that a balanced methodology – comprising interactive participation, explicit guidance, emotional comfort, cognitive skill development, and modern technological integration – is crucial for optimizing the effectiveness of CA in English language learning [5, 26, 27].

V. CONCLUSION AND  
RECOMMENDATIONS

A. Conclusion

This study explored how classroom CA significantly contributes to the development of students' English language skills. Through presentation, debate, role-play, and group work activities, students not only improve their language skills but also their critical thinking, confidence, and class participation. The research results indicate that such activities assist students in communicating better, pronouncing words appropriately, and enhancing their vocabulary, in addition to establishing a positive classroom environment and building interaction among students.

Students also presented positive comments regarding the effectiveness of CA and made several suggestions to improve the quality of CA. In particular, technology integration in teaching, instant feedback, and providing additional opportunities to practice communication outside the classroom were considered crucial aspects in increasing learning efficiency. Although CA has been a major area of study, limited attention has been paid to students' self-reflections, particularly in the context of Vietnamese EFL education and among final-year students at Tra Vinh University. This study contributes to filling that gap by foregrounding students' experiences, offering practical insights for enhancing language instruction.

B. Limitations and recommendations

Given the positive findings, this study also acknowledges certain limitations that may affect the generalizability of its results. The relatively small sample size of 21 students from a single faculty, along with the use of convenience sampling, may restrict the diversity of perspectives represented. As a consequence, several suggestions are made for lecturers and future research.

First, in the context of CA in English instruction, lecturers are compelled to continuously design and develop a variety of CA to establish an active learning environment and motivate students to use English naturally. Besides, to

enhance the effectiveness of CA, lecturers are supposed to integrate soft skills training, public speaking, and teamwork activities into their modules to boost English major students' confidence and encourage more frequent use of English. Visiting lecturers, for instance, native speakers of English, graduates, or practicing professionals, can also provide students with practical and motivational input throughout their studies.

From a research perspective, on the other hand, future research should sample participants from a more diverse sample of EFL learners of different educational levels, institutions, and cultures for the improvement of the generalizability of results. Longitudinal research over a longer period is recommended to examine the long-term impact of communicative activities on language ability. More research into the frequency, types, and mode of instruction of communicative activities and the use of technology would give more in-depth information on how learning outcomes might be enhanced. Combining objective language ability measures with self-reported data would also increase the validity and reliability of follow-up studies.

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Participant 4. Student. Personal communication. 10 February 2025.

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Participant 16. Student. Personal communication. 10 February 2025.

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Participant 3. Student. Personal communication. 10 February 2025.

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Participant 6. Student. Personal communication. 10 February 2025.

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Participant 10. Student. Personal communication. 10 February 2025.

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Participant 8. Student. Personal communication. 10 February 2025.

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Participant 14. Student. Personal communication. 10 February 2025.

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Participant 18. Student. Personal communication. 10 February 2025.

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Participant 12. Student. Personal communication. 10 February 2025.

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Participant 17. Student. Personal communication. 10 February 2025.

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