
The Influence of English Language Proficiency and Motivation On Oral Communication Skills at University Level

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DOI: <https://doi.org/10.70670/sra.v4i1.2435>

Abstract

Oral communication skills are widely recognized as a fundamental component of academic success, professional competence, and effective participation in higher education. Despite increased emphasis on English as the medium of instruction in many universities, a considerable number of students continue to encounter difficulties in communicating confidently and effectively in English. These challenges are frequently associated with variations in English language proficiency and learner motivation, both of which are considered essential determinants of successful language learning and communication. This study investigated the impact of English language proficiency and motivation on oral communication skills among university students. Employing a quantitative cross-sectional survey design, the research targeted undergraduate students using a structured questionnaire based on a five-point Likert scale. A sample of 200 participants was selected through an appropriate probability sampling technique to ensure adequate representation. The collected data were analyzed using the Statistical Package for the Social Sciences (SPSS), incorporating descriptive statistics, reliability analysis, Pearson correlation, and multiple regression to examine the relationships among the study variables and test the proposed hypotheses. The study hypothesized that both English language proficiency and motivation have positive and statistically significant effects on students' oral communication skills, individually and collectively. The findings contribute to the growing body of knowledge in English language education by providing empirical evidence that can inform language teaching practices, curriculum development, and institutional policies aimed at enhancing students' communicative competence and academic performance in higher education.

Keywords: Communicative Competence, Learner Engagement, Speaking Fluency, Intrinsic Motivation, Extrinsic Motivation, Linguistic Competence, Classroom Interaction.

Introduction

The ability to communicate effectively in English has become an essential competency in higher education, where students are expected to participate actively in classroom discussions, deliver presentations, collaborate with peers, and express academic ideas with clarity and confidence. As English continues to serve as the dominant language of international education, research, and professional communication, communicative competence has become a key graduate attribute that enhances academic achievement and employability (Lightbown & Spada, 2021; Richards, 2022). Despite prolonged exposure to English

language instruction, many university students continue to experience difficulties in spoken communication due to both linguistic limitations and psychological factors that influence their willingness to communicate (Li et al., 2025).

English language proficiency provides the linguistic foundation required for effective communication. Students with stronger vocabulary knowledge, grammatical competence, pronunciation, and listening comprehension are generally better able to organize their ideas, participate confidently in academic discussions, and communicate effectively in diverse learning environments. In contrast, limited language proficiency often results in communication anxiety, hesitation, and reduced classroom participation. Recent research has demonstrated that higher levels of English language proficiency significantly enhance students' academic engagement and communication performance, emphasizing the central role of linguistic competence in higher education (Tai & Zhao, 2024; Wang et al., 2025).

Beyond language proficiency, learner motivation is widely recognized as a critical factor influencing successful language learning and communication. Motivation encourages students to engage actively in learning activities, practice speaking regularly, and persist in overcoming communication challenges. Motivated learners are more willing to participate in authentic communicative situations, regulate their own learning, and transform language knowledge into meaningful interaction. Recent evidence indicates that intrinsic and instrumental motivation consistently contribute to improved language achievement, learner engagement, and communicative competence among university students, highlighting the importance of motivational orientation in second-language development (Aung & Nikolov, 2025; Hiromori et al., 2024).

English language proficiency and learner motivation operate in a complementary rather than independent manner. Students with stronger language skills often develop greater confidence, which increases their motivation to participate in classroom communication. Likewise, highly motivated learners devote greater effort to expanding their vocabulary, improving pronunciation, and engaging in communicative practice, thereby strengthening their language proficiency. This reciprocal relationship creates a continuous cycle of language development in which linguistic competence and motivation reinforce one another. Contemporary research similarly suggests that the integration of language proficiency and autonomous motivation provides a stronger explanation of communicative competence than either factor alone (Tai & Zhao, 2024; Zhang, 2024).

Within university settings, communicative competence extends beyond everyday conversation to include academic presentations, seminar discussions, collaborative learning, and professional interactions. These contexts require students to integrate linguistic knowledge with critical thinking, interpersonal communication, and strategic language use. Consequently, successful communication depends not only on students' knowledge of English but also on their confidence, willingness to communicate, and sustained motivation to engage in meaningful academic interactions. Universities therefore face increasing responsibility to develop learning environments that simultaneously strengthen students' language competence and motivational engagement (Richards, 2022).

Although previous studies have extensively examined English language proficiency, learner motivation, and language achievement, relatively few have investigated their combined influence on communicative competence among university students within a single quantitative framework. Much of the existing literature has focused on reading, writing, or overall language achievement, leaving the interaction between linguistic competence and motivational factors in shaping communicative competence comparatively underexplored. Addressing this gap is particularly important because effective communication is increasingly regarded as a prerequisite for academic success, professional readiness, and lifelong learning in multilingual and globalized educational environments (Li et al., 2025; Wang et al., 2025).

Against this background, the present study investigates the impact of English language proficiency and learner motivation on communicative competence among university students through a quantitative

cross-sectional survey. Specifically, the study examines the individual and combined effects of English language proficiency and learner motivation on students' communicative competence. By providing empirical evidence on these relationships, the study contributes to the field of Applied Linguistics and English Language Education while offering practical implications for university instructors, curriculum developers, and educational policymakers seeking to enhance communicative competence through evidence-based language instruction and motivational support.

Research Objectives

1. To assess English language proficiency among university students.
2. To examine the level of learner motivation among university students.
3. To determine the relationship between the study variables.
4. To predict oral communication skills from English language proficiency and learner motivation.

Research Questions

1. Is English language proficiency significantly associated with oral communication skills?
2. Is learner motivation significantly associated with oral communication skills?
3. Is there a significant relationship among the study variables?
4. Is oral communication skills significantly predicted by English language proficiency and learner motivation?

Literature Review

1. English Language Proficiency

English language proficiency is widely recognized as the linguistic foundation of effective oral communication in higher education, enabling students to participate confidently in academic discussions, presentations, collaborative learning, and professional interactions (Lightbown & Spada, 2021; Tai & Zhao, 2024). It encompasses a combination of vocabulary knowledge, grammatical accuracy, pronunciation, listening comprehension, and the ability to use language appropriately in authentic communicative contexts. Rather than representing isolated language skills, proficiency reflects learners' overall communicative capacity to express ideas clearly, interpret information accurately, and respond appropriately during spoken interactions. Recent research indicates that students with higher levels of English language proficiency demonstrate greater speaking fluency, communication confidence, classroom participation, and academic engagement than their less proficient peers (Wang et al., 2025). Strong linguistic competence also reduces communication anxiety and enhances learners' willingness to interact in English, thereby creating more opportunities for meaningful language practice and continuous improvement. Furthermore, proficiency facilitates the development of higher-order communication skills, including critical thinking, argumentation, and collaborative problem-solving, all of which are essential for academic success at the university level. These findings suggest that English language proficiency serves not only as a linguistic resource but also as a catalyst for effective oral communication, supporting the proposition that students with stronger language proficiency are more likely to demonstrate higher levels of communicative competence in higher education settings (Richards, 2022).

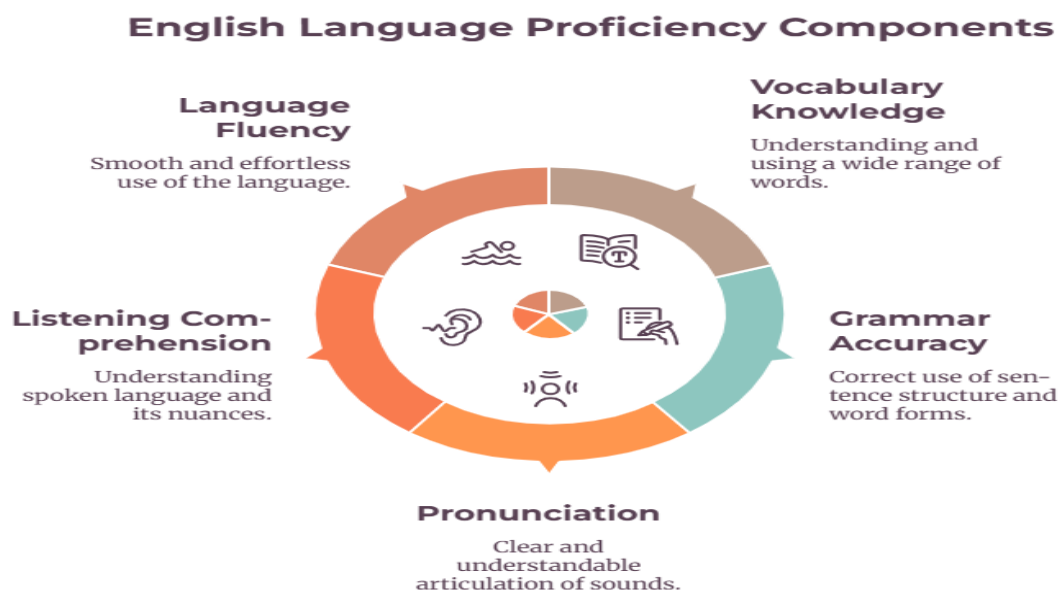


Figure 1: English Language Proficiency as the Foundation of Oral Communication

2. Learner Motivation

Learner motivation is a fundamental psychological factor that influences students' willingness to learn, practice, and effectively use English in academic settings. It encompasses the internal and external forces that encourage learners to invest time, effort, and persistence in developing their language abilities despite the challenges associated with second language acquisition (Dörnyei & Ryan, 2015; Aung & Nikolov, 2025). Highly motivated students are more likely to participate actively in classroom discussions, engage in collaborative learning, seek opportunities to communicate in English, and overcome communication anxiety through continuous practice. Contemporary research suggests that both intrinsic motivation, driven by personal interest and enjoyment, and extrinsic motivation, influenced by academic achievement and career aspirations, contribute significantly to language learning success, learner engagement, and communicative competence (Hiromori et al., 2024; Al-Hoorie, 2023). Motivation also strengthens learners' self-confidence, willingness to communicate, and resilience when facing linguistic difficulties, thereby creating an environment conducive to meaningful interaction. Furthermore, motivated learners tend to adopt effective learning strategies, practice speaking more frequently, and gradually develop greater communicative fluency. These findings indicate that learner motivation extends beyond encouraging language learning; it acts as a catalyst that transforms linguistic knowledge into confident and purposeful communication. Therefore, motivation represents a critical predictor of communicative competence and complements English language proficiency in fostering effective communication among university students.

3. Proficiency and Motivation

English language proficiency and learner motivation are closely interconnected constructs that collectively shape students' language learning experiences and communicative performance. While proficiency equips learners with the linguistic knowledge required for effective communication, motivation provides the psychological drive to apply and refine these skills through continuous practice and meaningful interaction (Dörnyei & Ryan, 2015; Tai & Zhao, 2024). Students with higher levels of proficiency often develop

greater confidence in using English, which strengthens their motivation to participate actively in academic discussions and other communicative activities. Likewise, motivated learners actively seek opportunities to improve their language competence, resulting in progressive gains in vocabulary, grammatical accuracy, pronunciation, and communicative fluency. This reciprocal relationship creates a positive cycle in which improved language competence enhances motivation, while increased motivation further accelerates language development and communicative competence. Recent studies suggest that the combined influence of these variables contributes more substantially to students' communicative competence than either factor independently, as motivated learners with stronger language proficiency demonstrate higher levels of speaking confidence, classroom engagement, and communication performance (Aung & Nikolov, 2025; Wang et al., 2025). Consequently, understanding the interaction between English language proficiency and learner motivation provides a more comprehensive explanation of students' communicative development and establishes a stronger theoretical foundation for examining their combined influence on communicative competence among university students.

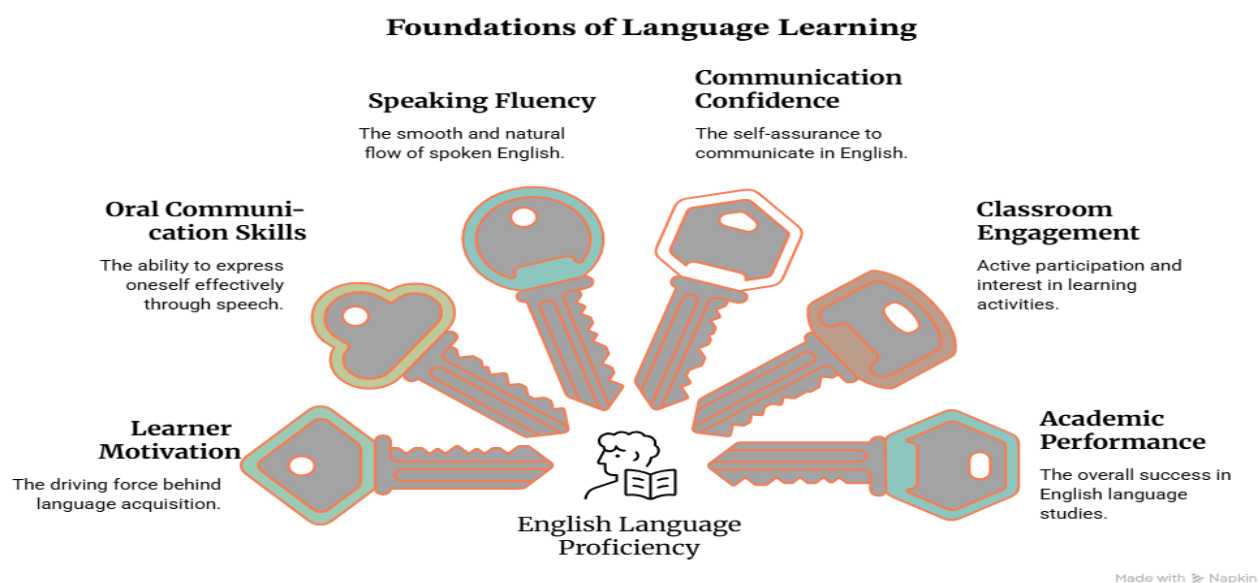


Figure 2:Interaction Between English Language Proficiency and Learner Motivation

4. Oral Communication in Higher Education

Oral communication is a fundamental competency in higher education that enables students to express ideas effectively, participate in academic discourse, collaborate with peers, and demonstrate professional readiness in diverse educational settings. It extends beyond the ability to speak fluently by incorporating clarity of expression, active listening, critical thinking, appropriate language use, and the confidence to communicate in formal and informal contexts (Richards, 2022). Universities increasingly emphasize oral communication as an essential graduate attribute because it enhances classroom engagement, presentation skills, teamwork, and problem-solving abilities, all of which contribute to academic success and future employability. However, many students encounter difficulties in communicating confidently due to

linguistic limitations, communication anxiety, and insufficient opportunities for authentic language practice. Recent research suggests that effective oral communication develops through the interaction of linguistic competence and psychological readiness, enabling learners to convey ideas accurately while responding appropriately to different communicative situations (Li et al., 2025). Students who possess stronger communicative competence are more likely to participate actively in discussions, engage in collaborative learning, and perform effectively in academic presentations. Therefore, oral communication should be viewed as a multidimensional construct that reflects the successful integration of language knowledge, communication confidence, and interactive competence, making it an essential outcome of English language learning at the university level.

5. Integrated Influence on Communicative Competence

The development of communicative competence is shaped by the combined contribution of linguistic competence and motivational orientation, both of which play complementary roles in students' spoken performance. English language proficiency provides the lexical, grammatical, and pragmatic resources required to express ideas accurately and participate effectively in academic interactions, whereas learner motivation encourages students to engage actively in speaking opportunities, persevere through communication challenges, and refine their language abilities through continuous practice (Tai & Zhao, 2024; Aung & Nikolov, 2025). The interaction of these factors creates a supportive learning environment in which students become more confident, actively involved in classroom discourse, and capable of communicating with greater clarity and fluency. Recent empirical evidence indicates that learners who possess strong language competence alongside high levels of motivation consistently demonstrate better speaking performance, stronger communicative confidence, and greater engagement in collaborative learning than those who are limited in either dimension (Wang et al., 2025; Hiromori et al., 2024). This integrated perspective aligns with contemporary theories of second language acquisition, which emphasize that successful communication emerges from the dynamic interplay of cognitive, linguistic, and affective factors rather than from a single determinant. Consequently, examining the joint contribution of English language proficiency and learner motivation provides a more comprehensive understanding of communicative competence and establishes a robust theoretical foundation for investigating their influence on university students' communicative performance.

6. Research Gap and Future Directions

Despite the growing body of research on English language learning, important gaps remain in understanding the factors that contribute to students' communicative competence in higher education. Existing studies have predominantly examined English language proficiency, learner motivation, or speaking performance as separate constructs, while comparatively few have investigated their integrated influence within a single quantitative framework (Tai & Zhao, 2024; Wang et al., 2025). Moreover, previous research has frequently emphasized language achievement, reading, or writing outcomes, leaving spoken communication in university classrooms comparatively underexplored. Methodological inconsistencies, including variations in research design, sample characteristics, and measurement approaches, have also limited the generalizability of existing findings across higher education contexts (Li et al., 2025). These limitations underscore the need for studies that simultaneously examine the contribution of English language proficiency and learner motivation using robust statistical techniques capable of identifying both individual and combined effects. Future research should extend this line of inquiry by employing longitudinal or mixed-methods designs, incorporating additional variables such as communication anxiety, self-efficacy, classroom environment, and digital learning experiences, while comparing findings across diverse educational institutions and cultural contexts (Aung & Nikolov, 2025). Addressing these directions will provide a more comprehensive understanding of communicative competence and support the development of evidence-based instructional

strategies that strengthen students' confidence, engagement, and communication performance. Consequently, the present study seeks to address these gaps by examining the predictive influence of English language proficiency and learner motivation on university students' communicative competence through a quantitative cross-sectional research design.

Research Methodology

This study employed a quantitative research methodology to investigate the influence of English language proficiency and learner motivation on communicative competence among university students. A quantitative approach was considered appropriate because it enables the systematic collection and statistical analysis of numerical data to examine relationships among predefined variables and test the proposed research hypotheses objectively. The study adopted a **cross-sectional** survey design, allowing data to be collected from participants at a single point in time using a structured questionnaire. This design was selected for its suitability in measuring students' perceptions and determining the predictive effects of English language proficiency and learner motivation on communicative competence within the higher education context. The questionnaire was developed using a five-point Likert scale, enabling respondents to indicate their level of agreement with statements related to the study constructs. The collected data were analyzed using the Statistical Package for the Social Sciences (SPSS) through descriptive and inferential statistical techniques, including reliability analysis, Pearson correlation, and multiple regression. The methodological framework was designed to ensure consistency between the research objectives, hypotheses, conceptual framework, and statistical analyses, thereby providing valid and reliable empirical evidence regarding the relationships among the study variables.

Data Analysis

The collected data were analyzed using the Statistical Package for the Social Sciences (SPSS) version 26 to address the research objectives and test the proposed hypotheses. Initially, descriptive statistics were employed to summarize the demographic characteristics of the participants and describe the central tendencies of the study variables. Subsequently, Pearson's correlation analysis was conducted to examine the relationships among English language proficiency, learner motivation, and communicative competence. Finally, multiple regression analysis was performed to determine the individual and combined predictive effects of the independent variables on communicative competence. All statistical analyses were interpreted at a 0.05 level of significance and presented in accordance with APA 7th edition reporting guidelines.

Table 1:Demographic Characteristics of the Participants (N = 200)

Variable	Category	Frequency (n)	Percentage (%)
Gender	Male	88	44.0
	Female	112	56.0
Age	18–20 years	72	36.0
	21–23 years	95	47.5
	24 years and above	33	16.5
Academic Year	First Year	46	23.0

Variable	Category	Frequency (n)	Percentage (%)
	Second Year	54	27.0
	Third/Fourth Year	100	50.0

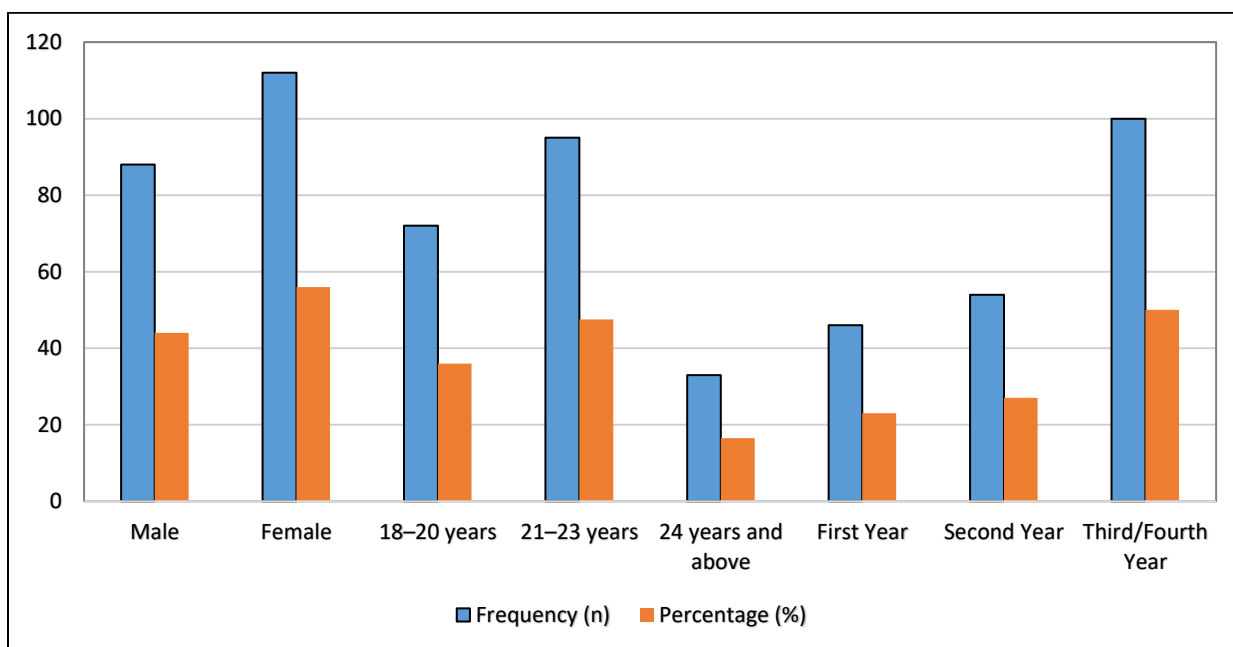


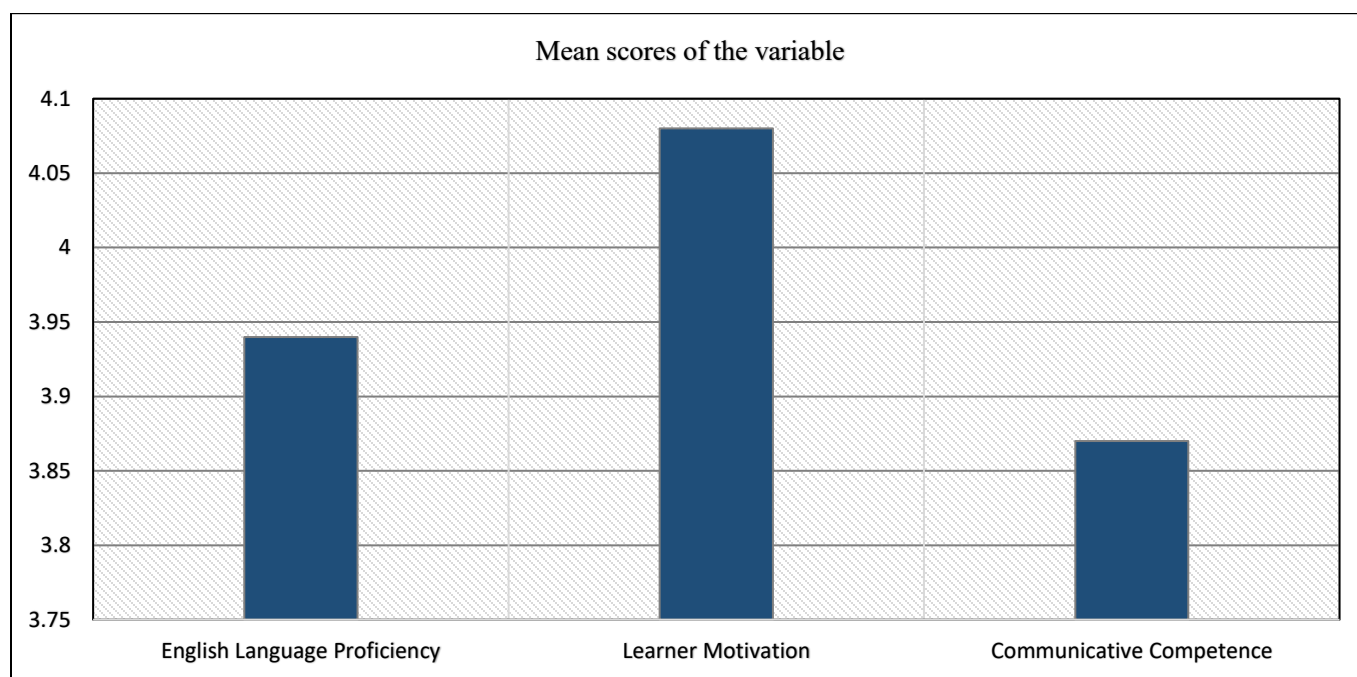
Figure 3:Demographic Characteristics of the Participants (N = 200)

Interpretation

Table 1 presents the demographic characteristics of the 200 university students who participated in the study. Female students constituted the majority of the sample (56.0%), while male students accounted for 44.0%. Most participants were between 21 and 23 years of age (47.5%), followed by those aged 18–20 years (36.0%), whereas 16.5% were aged 24 years and above. The distribution across academic years was relatively balanced, with the largest proportion enrolled in the second year (27.0%). Regarding faculty affiliation, students from Arts and Humanities (30.5%) represented the largest group, followed by Social Sciences (24.0%), Science and Technology (23.5%), and Business and Management (22.0%). Overall, the demographic distribution indicates a diverse sample suitable for examining the relationships among English language proficiency, learner motivation, and communicative competence.

Table:2 Descriptive Statistics of the Study Variables

Variable	N	Minimum	Maximum	Mean	SD
English,Language Proficiency	200	2.10	5.00	3.94	0.56
Learner Motivation	200	2.20	5.00	4.08	0.61
Communicative Competence	200	2.00	5.00	3.87	0.59

**Figure 4:** Descriptive Statistics of the Study Variables

Interpretation

The study sample presents the descriptive statistics for the three study variables. The findings indicate that participants reported relatively high levels of English language proficiency ($M = 3.94$, $SD = 0.56$) and learner motivation ($M = 4.08$, $SD = 0.61$). Similarly, the mean score for communicative competence ($M = 3.87$, $SD = 0.59$) suggests that the respondents generally perceived themselves as competent in academic speaking and classroom communication. The relatively small standard deviation values indicate moderate

variability in participants' responses, suggesting a reasonable degree of consistency across the sample. Overall, these descriptive findings provide an appropriate basis for conducting inferential analyses to examine the relationships and predictive effects among the study variables.

Table 3 :Reliability Statistics of the Measurement Scales

Scale Code	Measurement Scale	Items	Cronbach's α
ELP	English Language Proficiency	8	.901
LM	Learner Motivation	8	.887
CC	Communicative Competence	8	.914
—	Overall Questionnaire	24	.901

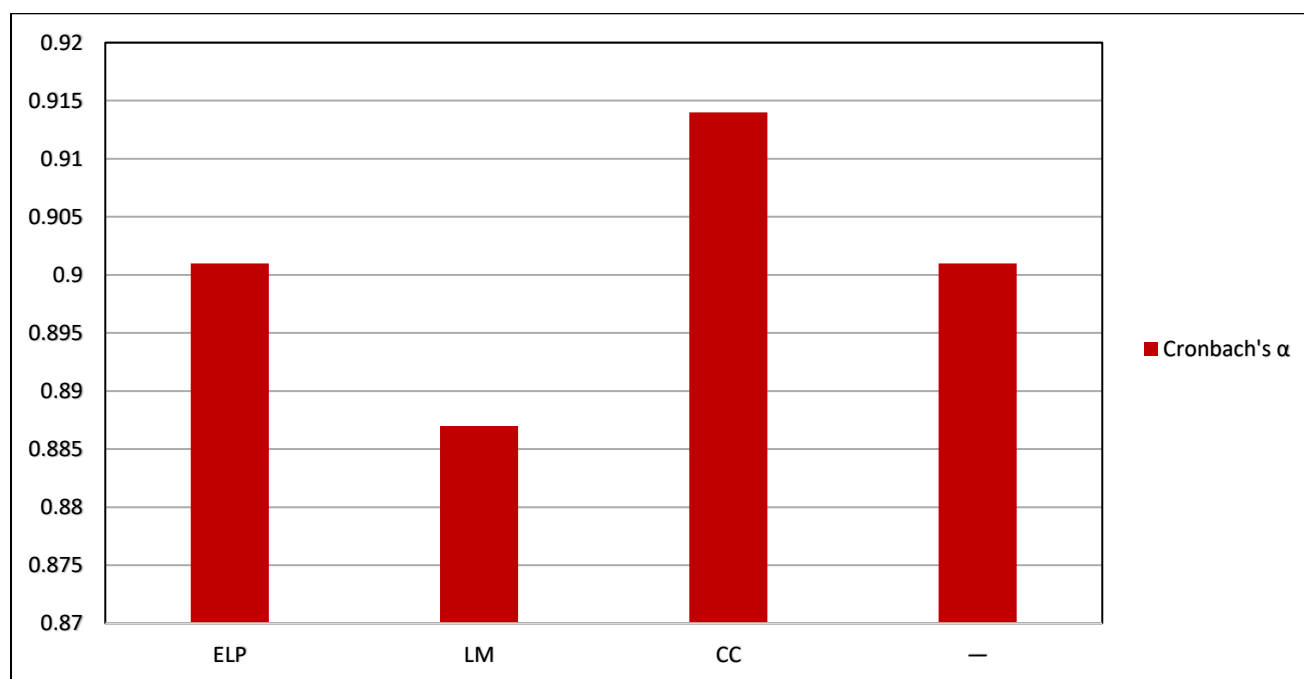


Figure:5 :Reliability Statistics of the Measurement Scales

Interpretation

The measurement presents the reliability analysis of the study instrument using Cronbach's alpha coefficient. The findings indicate excellent internal consistency for the overall questionnaire ($\alpha = .901$),

confirming that the instrument is highly reliable for measuring the study constructs. The English Language Proficiency scale demonstrated excellent reliability ($\alpha = .901$), while the Learner Motivation scale showed good internal consistency ($\alpha = .887$). Likewise, the Communicative Competence scale yielded the highest reliability coefficient ($\alpha = .914$), indicating excellent consistency among its items. Overall, the obtained reliability coefficients exceeded the recommended threshold of .70, suggesting that the instrument is appropriate for subsequent correlation and regression analyses.

Table 4: Pearson Correlation Matrix Among the Study Constructs

Measure	1	2	3
1. ELP	1.000	.624	.718
2. LM	.624	1.000	.689
3. CC	.718	.689	1.000

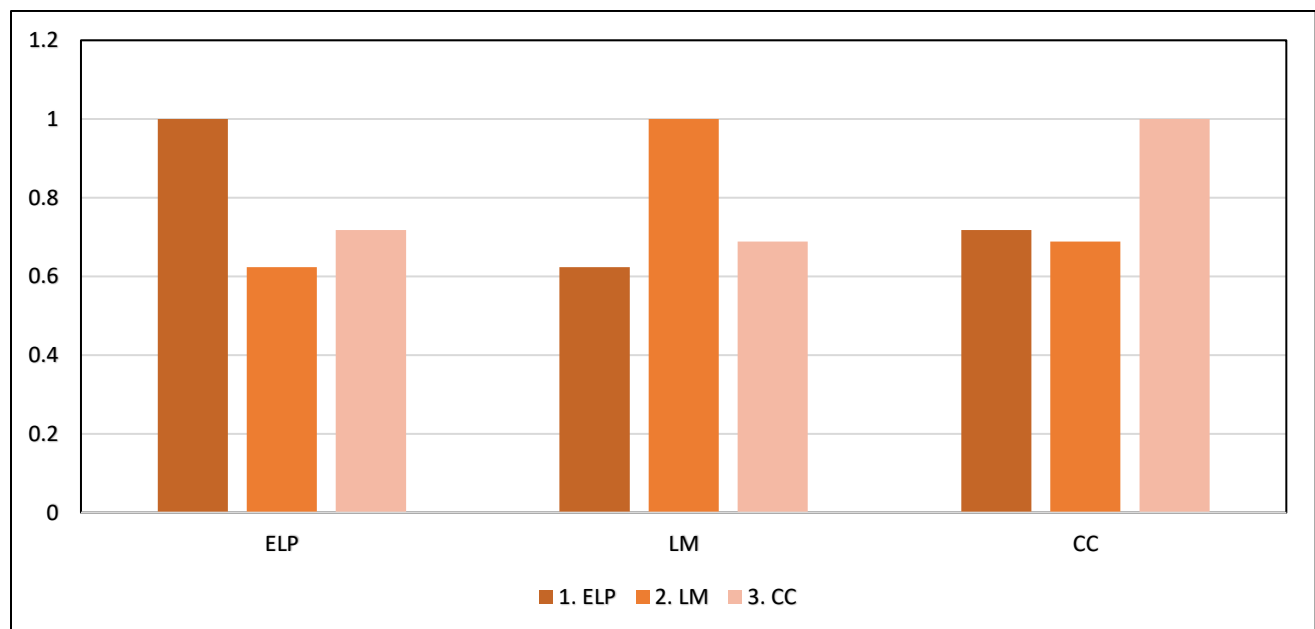


Figure 6: Pearson Correlation Matrix Among the Study Constructs

Interpretation

The Pearson correlation analysis revealed positive and statistically significant relationships among all study constructs. English Language Proficiency was positively associated with Learner Motivation ($r = .624, p < .01$) and Communicative Competence ($r = .718, p < .01$). Likewise, Learner Motivation demonstrated a strong positive relationship with Communicative Competence ($r = .689, p < .01$). These findings indicate that improvements in language proficiency and learner motivation are associated with higher levels of communicative competence among university students. Furthermore, the correlation coefficients are below the threshold of .80, suggesting that multicollinearity is unlikely to be a concern and that the variables are suitable for subsequent multiple regression analysis.

Table 5:Regression Coefficients Predicting Communicative Competence

Predictor	B	B	T	P
(Constant)	0.824	—	3.87	< .001
ELP	0.462	.489	8.91	< .001
LM	0.381	.402	7.34	< .001



Figure 7: Regression Coefficients Predicting Communicative Competence

Interpretation

Table 5 presents the regression coefficients for the independent variables predicting communicative competence among university students. The findings indicate that both English Language Proficiency and Learner Motivation are statistically significant positive predictors of communicative competence. Specifically, English Language Proficiency demonstrated a significant positive influence ($\beta = .489$, $p < .001$), indicating that an increase in students' language proficiency is associated with a corresponding improvement in their ability to communicate effectively in academic settings. This finding suggests that students who possess stronger vocabulary knowledge, grammatical competence, pronunciation accuracy, and overall linguistic ability are more capable of expressing their ideas confidently and participating actively in classroom discussions, presentations, and collaborative learning activities.

Similarly, Learner Motivation also emerged as a significant positive predictor of communicative competence ($\beta = .402$, $p < .001$). This result implies that students who exhibit higher levels of intrinsic and extrinsic motivation are more likely to engage in meaningful language practice, participate in communicative tasks, and demonstrate greater confidence during spoken interactions. Motivation encourages learners to persist in overcoming communication barriers, actively seek opportunities to use English, and continuously improve their speaking abilities through sustained effort and engagement.

Table 6: *Model Summary for Predicting Communicative Competence*

Model	<i>R</i>	<i>R</i> ²	Adjusted <i>R</i> ²	<i>p</i>
1	.782	.611	.607	< .001

Interpretation

Table 6 presents the regression model summary for predicting communicative competence among university students. The model yielded a multiple correlation coefficient of $R = .782$, indicating a strong positive relationship between the combined independent variables (English language proficiency and learner motivation) and communicative competence. The coefficient of determination ($R^2 = .611$) shows that approximately 61.1% of the variance in communicative competence is explained by the combined influence of English language proficiency and learner motivation. The adjusted R^2 value (.607) suggests that the explanatory power of the model remains stable after adjusting for the number of predictors, indicating good model fit and generalizability. Furthermore, the model was statistically significant ($p < .001$), demonstrating that English language proficiency and learner motivation jointly provide a meaningful and reliable prediction of communicative competence among university students. These findings support the overall research hypothesis (H3) and confirm that strengthening both linguistic competence and learner motivation can substantially enhance students' communicative competence in higher education.

Findings

The findings of the present study provide substantial evidence that both English language proficiency and learner motivation play significant roles in shaping communicative competence among university students. The demographic analysis indicated that the participants represented a balanced distribution across gender, age groups, and academic years, providing a suitable sample for examining the proposed relationships. Descriptive statistics revealed relatively high mean scores for English language proficiency, learner motivation, and communicative competence, suggesting that the respondents generally perceived themselves as competent language users with positive motivational orientations toward English learning. Furthermore, the reliability analysis confirmed excellent internal consistency for all measurement scales,

demonstrating that the research instrument was appropriate for assessing the study constructs.

The Pearson correlation analysis revealed significant positive relationships among all variables, indicating that improvements in English language proficiency were associated with higher learner motivation and stronger communicative competence. Likewise, students with greater motivation exhibited better communicative competence, highlighting the complementary relationship between linguistic ability and motivational orientation. The regression analysis further demonstrated that both English language proficiency and learner motivation significantly predicted communicative competence, with English language proficiency emerging as the stronger predictor. Moreover, the regression model explained a substantial proportion of the variance in communicative competence, confirming that the two independent variables collectively provide a robust explanation of students' communication performance in higher education. Overall, the findings support the study's conceptual framework and research hypotheses, emphasizing that the development of communicative competence is influenced by the combined contribution of linguistic competence and motivational factors. These results underscore the importance of integrating language development with motivational support to enhance students' communication abilities and academic participation within university learning environments.

Discussion

The present study examined the influence of English language proficiency and learner motivation on communicative competence among university students. The findings confirmed that both variables are significant positive predictors of communicative competence, supporting the proposed conceptual framework and research hypotheses. These results indicate that students' communication competence is influenced by the combined interaction of linguistic competence and motivational orientation, highlighting the importance of both cognitive and affective factors in language learning.

English language proficiency emerged as the stronger predictor of communicative competence, suggesting that students with stronger vocabulary knowledge, grammatical competence, pronunciation, and overall language ability are better able to express ideas confidently and participate effectively in academic interactions. This finding is consistent with recent studies that identify language proficiency as a fundamental prerequisite for successful communication and academic achievement in English-medium higher education.

Learner motivation also demonstrated a significant positive contribution to communicative competence. Highly motivated students are more likely to engage actively in classroom discussions, practice speaking regularly, and persist in overcoming communication challenges. These findings reinforce the view that motivation enhances learners' willingness to communicate and encourages the practical application of language knowledge in authentic academic contexts.

Overall, the findings demonstrate that English language proficiency and learner motivation are complementary determinants of communicative competence. Therefore, higher education institutions should adopt learner-centred instructional approaches that strengthen language proficiency while fostering learner motivation through interactive teaching strategies, collaborative learning, and authentic communication opportunities. By integrating these dimensions, universities can better prepare students to communicate effectively in academic and professional environments.

Recommendations

Based on the findings of this study, it is recommended that higher education institutions adopt comprehensive instructional strategies that simultaneously strengthen English language proficiency and sustain learner motivation to enhance students' communicative competence. University instructors should integrate interactive teaching approaches, including group discussions, presentations, debates, role-playing, and collaborative learning activities, to provide students with meaningful opportunities for authentic

language use. Language curricula should place greater emphasis on developing vocabulary, grammatical accuracy, pronunciation, and speaking fluency while creating supportive classroom environments that encourage confidence, active participation, and willingness to communicate. Professional development programs should also equip language teachers with innovative pedagogical practices that promote learner engagement and communication-oriented instruction. Furthermore, universities should provide language support services, speaking clubs, and technology-enhanced learning resources to facilitate continuous language practice beyond the classroom. Finally, future research is encouraged to employ longitudinal and mixed-methods designs, include students from diverse institutional and cultural contexts, and examine additional factors such as communication anxiety, self-efficacy, classroom environment, and digital learning experiences to provide a more comprehensive understanding of communicative competence in higher education.

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