COMMUNICATIVE LANGUAGE TEACHING, STUDENT MOTIVATION, AND COGNITIVE ATTITUDES: ANALYZING THE MODERATING ROLE OF LANGUAGE CONTACT

Hashed Mabkhot*
School of Business, King Faisal University, Saudi Arabia
Faculty of Business and Commerce, Amran University, Amran, Yemen
E-mail: hmabkhot@kfu.edu.sa

Otabek Djurabaev
Department of Finance and Digital Technologies,
Tashkent State University of Economics.
E-mail: o.djurabaev@tsue.uz

Abstract

This research examines how communicative language teaching (CLT) influences students' motivation in language learning within the context of Saudi Arabian higher education. It further explores the role of the cognitive component of language attitude as both a direct predictor of motivation and a mediator in the relationship between CLT and motivation, with language contact profile as a moderating factor. The study was conducted with 244 students across various programs at educational institutes in Saudi Arabia. Data were collected using structured questionnaires, with measurement scales adapted from previous research. Partial Least Squares Structural Equation Modeling (PLS-SEM) was employed to analyze the hypothesized relationships, ensuring robustness in handling the study's complex model. Results indicated that CLT positively and significantly enhances students' motivation. The cognitive component of language attitude directly predicts motivation and mediates the CLT-motivation link. Additionally, language contact profile moderates the relationship between CLT and motivation, suggesting that exposure to the target language outside class strengthens motivational effects. This study enriches the theoretical understanding of motivation in language learning by highlighting the cognitive and environmental factors that amplify CLT's impact. Practical implications encourage educators to incorporate CLT and foster language contact opportunities to maximize student motivation in diverse learning contexts.

Keywords: communicative language teaching, student's cognitive component, language attitude, Language contact profile, Students learning motivation.

1. INTRODUCTION

Language learning and instruction have changed from the grammar-based rote memorization methods of several decades ago to approaches that emphasize meaningful communication and interaction in the target language. With the rise of Communicative Language Teaching (CLT) as the dominant method, its approach is designed to enable learners to function practically with real-life communication rather than grammatical correctness, as cited by Kpeglo (2024). It has been developed on the background of the traditional, form-focused teaching to bring about a paradigm shift (Taridi et al., 2024): language as a social tool, and it advocates for interactive and student-centered classrooms in which learners take an active role in authentic, functional use of language (Rebato, 2024). This is in line with the constructivist principle that claims knowledge is most effectively constructed through active participation and real-world application (Gong et al., 2024). Because of this, the role of the language as a bridge for access to cultural, social, and professional domains requires the effective teaching of the language, which is enhanced through CLT as applied across diverse educational contexts (Inostroza et al., 2024).

A plethora of studies has proven the effectiveness of communicative language teaching in improving the motivation of language learners (Palamar et al., 2024). In fact, many research studies have reported that CLT promotes higher involvement, interest, and persistence in language learning. According to Palamar et al. (2024), students who were subjected to CLT approaches had a greater tendency to experience enjoyment and active involvement in learning activities, which was attributed to the interactive and communicative nature of CLT. The use of authentic language in CLT classrooms has been viewed as key to this increased motivation because it allows students to anchor their language learning in realistic contexts, making the whole learning process meaningful and less abstract (Li et al., 2024). Research also indicates that CLT fosters a non-threatening learning environment in which learners are encouraged to utilize the target language without an over-emphasis on correctness, thus increasing motivation by decreasing anxiety to perform (Feng et al., 2024). Another research by Rannu et al. (2024) indicates that CLT places emphasis on the application of language in real life so that students build confidence through step-by-step mastery of communicative tasks, thus promoting further intrinsic motivation for further learning. Besides classroom interaction, CLT has been shown to impact students' motivation through a number of cognitive and emotional pathways. Janan et al. (2024) noted that the activities of CLT cause the students to have a positive attitude towards language learning as they relate the target language to fun and utility. This attitude shift is significant in that those who view language favorably will be inclined to spend much time learning it (Wen, 2024). According to various researchers such as Gu et al. (2024), beliefs and perceptions of the language by a learner determine his motivation. Arguably, what the Liang et al. (2024) posits is that a positive cognitive attitude on the part of students-they regard the language as worthy and accessible-means they will demonstrate increased motivation and perseverance while in class. This cognitive component appears to enhance the connection between CLT and motivation because optimism and confidence in learning lead to the benefits of CLT, which involves a very participatory and active nature (Li & Tai, 2024). This interrelation between CLT, attitude, and motivation calls for the consideration of a holistic perception of how these elements affect one another in terms of their influence on language learning outcomes.

Much has been understood about the benefits of CLT and motivation, with some remaining gaps to be filled (Siregar et al., 2023). So far, most studies conducted have focused on the short-term influence of CLT on motivation, often neglecting long-term motivational effects and longevity of

learning environments based on CLT (Shadiev & Yu, 2024). Besides, although there are many studies confirming the positive relationship between CLT and motivation, very few studies have attempted to dig into the mechanism behind this relationship, such as by exploring how cognitive and affective attitudes work as mediating factors (Montillado & Lovitos, 2023). Neglecting such mediators, the literature at the present time cannot present an integral picture of the process that CLT sets going; it has unanswered questions concerning the underpinnings of factors strengthening motivation in the context of CLT (Eren, 2024). A further, critical lacuna is concerned with knowledge about the moderating roles of language contact profile that is involved between CLT and motivation (Jiang et al., 2024). Although some studies discuss issues of external language exposure, they hardly analyze how levels of language contact might actually affect the motivational outcomes in CLT (Montillado & Lovitos, 2023). Given the fact that learning a new language is often paired with real-world practice and exposure, further investigation into whether external language contact moderates the relationship between CLT and motivation is also indispensable (Kolsut & Szumilas, 2023). There has also been a lack of investigation into the role that culture and context play in the effectiveness of CLT. In fact, most of the research done on CLT has been in Western educational settings, and thus there is still a question as to how cultural factors and educational norms in other parts of the world may interact with CLT, attitude, and motivation (De Smet et al., 2023). This may deepen current knowledge of CLT's potential for application in a wide range of linguistic and cultural contexts.

The basis of this study on its theoretical underpinning finds support in the theories of constructivism and social interactionism, which propose that meaningful interaction and social contact best facilitate language acquisition. This theory further stipulates that learners construct knowledge by virtue of active involvement and application-an approach CLT supports directly by promoting the competence for communication rather than the parroting of memorized sounds (L Arcipe & Balones, 2023). This view is taken from sociocultural theory, which underlines that social interaction is a starting point for cognitive development as well as language acquisition. The theories indicate that language is tool formed and developed through interplay with other individuals in interpersonal interaction. The above theories support the argument, stating that CLT has provided an environment to produce motivation because students can directly relate to the real world of communication (Volkov, 2023). The present study will examine how CLT, combined with language attitudes and contact, influences student motivation. More specifically, it addresses three main objectives: a direct effect of CLT on motivation, how student cognitive language attitudes act as a mediator in this relationship, and the moderating role of the language contact profile. Based on the self-determination theory (Trang & Phuong, 2023), which posits that autonomy, competence and relatedness are essential ingredients to intrinsic motivation, CLT is hypothesized as to support these three psychological needs and, therefore stimulate motivation. Additionally, in the scope of this work, an attempt is going to be made to validate to what extent positive attitudes toward the target language and use of it in everyday-life environments positively impact the outcome regarding the motivational effects created through CLT. This research contribution can fill the knowledge gap regarding motivational mechanisms and contextual factors for motivation, therefore assisting in the understanding which enhances CLT implementations to ensure optimal language-learning outcomes under diverse educational setups.

2. LITERATURE REVIEW

Communications language teaching bases its emphasis on interaction as both the process and the goal of language learning (Nasmilah, 2023). Derived from functional linguistics and sociolinguistic

theories, CLT has revolutionized language teaching in the sense of transition from grammatical instruction to communicative competence (Suzukida & Saito, 2023). Communicative competence occurs in the event that learners can use language effectively in various real-life contexts, understand, and convey meaning in a natural and fluent way (Doeur, 2022). This approach integrates all language skills, listening, speaking, reading, and writing, into a communicative framework often in task-based activities, role-plays, and authentic interactions. Some research such as (Hennebry-Leung & Xiao, 2023) have contributed foundational insights arguing that language cannot be learned in isolation from its social and situational uses. CLT also supports the theory that there is no such thing as a language acquisition error and, therefore, an error-free environment is maintained so that students are free to practice and polish their skills without much concern for correctness (Han, 2022). Another important role CLT offers is to the facilitator teacher rather than an instructor who helps the learner to take control of his language development. The teacher designs communicative tasks that reflect real communication, thus offering meaningful learning opportunities for learners to learn more about the language. The method also encourages a learner to be more independent, for example, in negotiating the meaning of a message when communication fails and participating in a conversation (Pfngsthorn, 2022). The more recent studies have further expanded on the ideas of CLT, suggesting that technology-based tools and collaborative learning could facilitate communicative competence, particularly in distance or hybrid learning models (Montillado & Lovitos, 2023). However, CLT has also faced setbacks; for instance, there have been limited resources, traditional assessment frameworks, and, in some contexts, resistance to CLT due to cultural learning norms that favor rote memorization (Habók et al., 2022). But despite its decline, CLT continues to be influential, therefore often adapted to diverse education settings to promote language users' practical skills (Montillado & Lovitos, 2023). Empirical studies posit the positive influence of CLT on students' learning motivations. Quraishah et al. (2022) study indicates the enhancement of active participation made learning environments more interactive thereby encouraging intrinsic motivation in student learners. Additional empirical findings indicate that students who sit in CLT-based classrooms feel more engaged and motivated as they perceive language learning to be a useful skill and not a list of abstract rules (McManus et al., 2014). Littlewood asserts that the same applies, as research indicates that learners who have experienced CLT have an increased feeling of accomplishment and advancement with regards to their language use skills, which motivates them (Komol & Suwanpattama, 2020). Research also reveals that CLT's emphasis on real-life communication needs makes learning more relevant and meaningful to students, with a resultant increase in students' overall motivation (Kpeglo, 2024). These studies collectively have shown that CLT simulates authentic language use may be an effective catalyst in motivation among language learners. Based on these empirical findings, it is possible to advance the hypothesis that CLT has a strong impact on students' learning motivation (Rebato, 2024). Since CLT focuses on functional language skills, it is somewhat similar to motivational theory, which states that students are more likely to be motivated when they experience their learning activities as directed toward the attainment of their goal (Inostroza et al., 2024). CLT also motivates a learner to adopt positive attitudes toward language learning and creates a supportive learning atmosphere by providing opportunities for a student to interact, take part, and communicate meaningfully (Alrabai, 2024). Therefore, the hypothesis rests on the assumption that CLT produces learning environments responsive to students' intrinsic motivational needs, which will then be a good enough reason for staying motivated and committed to language learning.

H1: Communicative language teaching significantly influences the student's learning motivation. Several empirical studies suggest the link between students' cognitive attitudes toward a language

and their learning motivation (Gu et al., 2024). There are claims that the cognitive facet of language attitude, which implies that beliefs and perceptions concerning the language are held by the learners, plays an essential role in determining to a large extent the motivating interest learners have in a second language (Li & Tai, 2024). According to Jiang et al. (2024) students in schools feel more capable when given the opportunity to pursue it with positive cognitive attitudes hence increased motivation. The empirical research from Siregar et al. (2023) upholds this position, such that students holding a favorable attitude towards the language rate the process as more worth and fulfilling to learn. Other research finds learners who entertain positive beliefs of a target language invest a lot and show persistence-two of the main indicators of higher motivation to learn (Kolsut & Szumilas, 2023). This makes the hypothesis developed from understanding the fact that the cognitive component of language attitude or the beliefs and perceptions of the students are very crucial in motivating them. Whenever students have a positive attitude towards the target language, they tend to invest more in learning (Janan et al., 2024). This hypothesis assumes that the internal belief and perception students have of the value of the language will make them more motivated; it is also compatible with motivation theories where personal relevance and belief in success are the center (Feng et al., 2024). In conclusion, as a result, students who have a good, positive cognitive attitude toward the language will be motivated to take part in activities that entail learning the language and to be able to overcome any obstacles that lie in their way.

H2: Students' cognitive component of language attitude significantly influences the student's learning motivation.

Research has established that students' attitudes toward language learning are mediating factors in the teaching methods-learning motivation relationship (L Arcipe & Balones, 2023). According to Trang and Phuong (2023), a communicative teaching method enhances the cognitive attitude of students towards their learning, which then contributes to increased motivation as learning becomes more practical and fun. Similarly, using empirical work conducted by Suzukida and Saito (2023), this study also concludes that the perceptions of the language which the students develop following communicative instruction influence their motivation levels in such a way that there is an increase in the confidence and willingness levels with regard to the participation in language activities among students due to the favorable attitude toward the language. Furthermore, research by Doeur (2022) indicates that attitude acts as a bridge between instructional methods and motivation, which reveals that the approach used in language teaching influences students' motivation through its influence on their attitudes toward learning the language. Based on such findings, this hypothesis presumes that the cognitive aspect of language attitude mediates the influence of communicative language teaching on students' learning motivation. The more the students learn through CLT, the more they tend to view the language as a convenient and interesting subject matter to be learned (Montillado & Lovitos, 2023). Such positive perceptions strengthen motivation. Indeed, this hypothesis finds some support in the notion that instructional approaches, such as CLT, do not have an independent effect on motivation but mold students' cognitive attitudes toward learning, which further nurtures motivation (Montillado & Lovitos, 2023). The cognitive component of attitude, then serves as a critical mediator, which transforms the benefits communicative teaching has to the motivation level increases (Kpeglo, 2024).

H3: Students' cognitive component of language attitude significantly mediates the relationship of communicative language teaching and the student's learning motivation.

What experiments reveal is that students' contact profile with the target language-their exposure and use outside of the classroom is critical for determining what influence classroom-based language

instruction exerts on motivation (Rebato, 2024). This view is also supported by research carried out by Inostroza et al. (2024), which indicates that the increased contact between the language learner and his or her community increases the motivation of a student due to the relevance and practicality of the exposure of the student to real-life settings. The empirical evidence drawn from Alrabai (2024) demonstrates that language contact helps in boosting the motivation gained from classroom learning methods by enhancing the perceived usefulness, especially for those students who have engaged with the target language outside of the class. Similar findings are from Feng et al. (2024) where it was observed that students with high contact profiles report higher motivation as they have a better chance to apply the learned skills and knowledge outside the class room. The hypothesis developed under the consideration that language contact acts as a moderator amplifying the motivational impact of CLT (Janan et al., 2024). When outside-class exposure to language is plentiful and available for students, the communicative approach works particularly well because learners see direct applications of their skills (Gu et al., 2024). A reciprocal relationship between classroom and real-life language use fuels their motivation to learn, revealing the capacity for a facilitative language contact profile to complement the outcomes of CLT (Li & Tai, 2024). As predicted by this hypothesis, students should be more active with CLT and motivation for language use in their day-to-day lives.

H4: Language contact profile significantly moderates the relationship of communicative language teaching and the student's learning motivation.
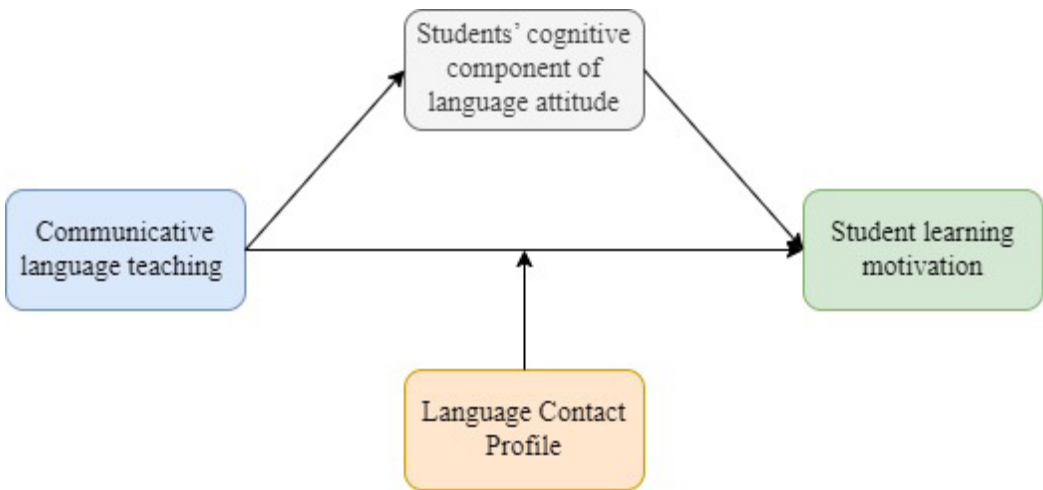

Figure 1: Research model

3. METHODOLOGY

The aims of this study were to investigate the relationships among communicative language teaching, the cognitive components of language attitude, the language contact profile, and students' learning motivation in the context of language learning in the Kingdom of Saudi Arabia. A part of this research was held at educational institutes, because such a setting would guarantee an academic environment that included a range of language learning experiences from different programs. The sample size consisting of 244 students is in different academic programs suitable for structural equation modeling

and, therefore, the rigid testing of hypothesized relationships between the study variables. Sample The sample for this study was comprised of 244 students from different programs offered at educational institutes in Saudi Arabia. The students selected for this study were from different disciplines so that a range of attitudes toward language, exposure to communicative language teaching method, and levels of motivation for language learning could be ensured. A nonprobability, convenience sampling method has been used in recruiting the participants because this method allowed getting data efficiently within the available college population. Structured questionnaires were used to collect data, administered in the classrooms and online to maximize student participation and create a diverse sample. Students were informed of the purpose of the study and offered the choice to be involved, and the responses were kept anonymous to encourage honest and candid feedback.

The constructs of communicative language teaching, cognitive components of language attitude, language contact profile, and students' learning motivation were measured using scales adopted from previously validated research works. Items measuring communicative language teaching focused on the emphasis of the instructional approach on interaction, real-world language application, and encouragement of communicative competence. The cognitive components of language attitude were measured by items tapping into the beliefs, perceptions, and cognitive evaluations that students had about language learning and the value of the language. The language contact profile construct included items assessing the level and quality of students' exposure to the target language outside the classroom, reflecting real-world interaction opportunities. The motivation in students' learning was estimated through items that measured student's drive, enthusiasm, and sustained effort in language learning, as well as their attitudes toward the process of learning. Each of these items was rated with a 5-point Likert scale from "strongly disagree" to "strongly agree."

Table 1: Measurement scales

Sr. No	Variable	Items	Reference
1	Communicative language teaching	Ten	(Komol & Suwanpattama, 2020)
2	Students' cognitive component of language attitude	Ten	(Ratnadewi et al., 2020)
3	Language contact profile	Seven	(McManus et al., 2014)
4	Students learning motivation	Six	(Siagian et al., 2022)

Cronbach's alpha and composite reliability have been used to assess internal consistency for the reliability and validity of these measures. In addition, AVE values were computed to validate the convergent validity for each construct; all constructs of AVE greater than the minimum threshold of 0.50 established adequate reliability and validity. The data were analyzed using PLS-SEM, which is a robust technique that can be used for testing complex models with multiple mediating and moderating relationships. The choice of PLS-SEM was also due to its effectiveness in handling small sample sizes, non-normal data distributions, and reflective measurement models, which fit the study's objectives and sample characteristics well. The research procedure was divided into two initial stages in order to implement the PLS-SEM analysis, namely assessment of the measurement model and assessment of the structural model. From the assessment of the measurement model, the study provided evidence for the reliability and validity of the constructs assessed by Cronbach's alpha, composite reliability, and the AVE values that further ensured the quality of measurement items. Discriminant validity was tested using the Fornell-Larcker criterion and Heterotrait-Monotrait (HTMT) ratio, ensuring

that all constructs are distinct from each other. For the structural model, path analysis was conducted to test hypothesized relationships. PLS-SEM provided path coefficients, t-statistics, and p-values to analyze the strength and significance of each proposed linkage. R-squared values were obtained for each endogenous variable to assess the explanatory power of the model, while f-squared values are used to determine the effect size of each predictor within the model. Such a rigorous approach has allowed for validating the hypothesized relationships and insights into the role of communicative language teaching, cognitive components of the language attitude, and the language contact profile in Saudi Arabian learning motivation.

4. RESULTS

Table 2 provides the reliability and validity statistics for the measures involved in the study: the cognitive component of language attitude, communicative language teaching, language contact profile, and learning motivation of students. In this table, Cronbach's Alpha, Composite Reliability, and Average Variance Extracted (AVE) are reported for each variable. Values range from 0.809 to 0.929 and are high since all exceed the threshold usually accepted of 0.7. Internal consistency is good, therefore, with reliability being as follows: language attitude cognitive component is the highest at 0.929, whereas student's learning motivation has the lowest but still acceptable at 0.809.

Table 2: Variables reliability and validity

	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Cognitive component of language attitude	0.929	0.941	0.618
Communicative language teaching	0.859	0.892	0.516
Language contact profile	0.889	0.897	0.642
Students learning motivation	0.809	0.861	0.511

The scores for Composite Reliability are also very much above 0.7 threshold scores. Scores ranged from 0.861 to 0.941, showing that constructs are consistent across items. For AVE, each is above 0.5, satisfying the threshold in establishing convergent validity. The cognitive factor of language attitude and language contact profile have especially good convergent validity as shown by their AVEs at 0.618 and 0.642, respectively, indicating that these constructs appropriately capture the conceptual, theoretical notions that underlie.

Each item's loading value shows how strongly it has a correlation with the latent construct, so all values over.7 would be acceptable. For the cognitive part of language attitude, the item loadings range from 0.630 for CCLA1 to 0.906 for CCLA9, indicating that these are moderate to high item reliability within the construct. For communicative language teaching, the item loadings range from 0.445 for CLT1 to 0.859 for CLT8, meaning that most of the items meet acceptable thresholds for loading, but some of the items have lower loadings that may need to be looked into further. Profile items for language contact have items showing high loading consistently with the exception of LCP6 at 0.953. This reflects high reliability in the measure of the construct. Students' motivation for learning scores range between 0.628 on SLM6 and 0.823 on SLM3, hence all of them ensure to

meet the threshold level of at least 0.6, thus guaranteeing sufficiency for the expression of the level of students' motivational state (see table 3).

Table 3: Measurement Items Fitness Statistics

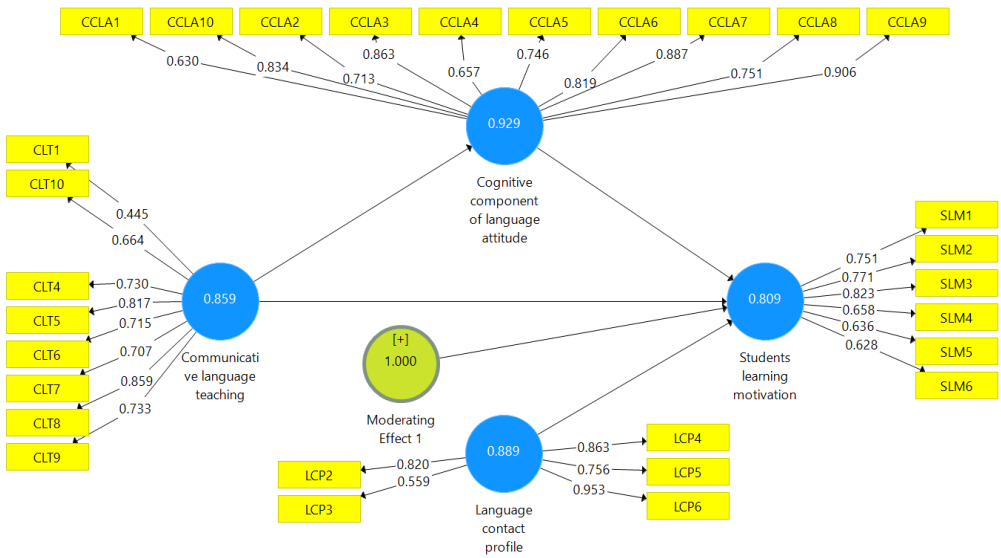|	Cognitive component of language attitude	Communicative language teaching	Language contact profile	Students learning motivation
CCLA1	0.630			
CCLA10	0.834			
CCLA2	0.713			
CCLA3	0.863			
CCLA4	0.657			
CCLA5	0.746			
CCLA6	0.819			
CCLA7	0.887			
CCLA8	0.751			
CCLA9	0.906			
CLT1		0.445		
CLT10		0.664		
CLT4		0.730		
CLT5		0.817		
CLT6		0.715		
CLT7		0.707		
CLT8		0.859		
CLT9		0.733		
LCP2			0.820	
LCP3			0.559	
LCP4			0.863	
LCP5			0.756	
LCP6			0.953	
SLM1				0.751
SLM2				0.771
SLM3				0.823
SLM4				0.658
SLM5				0.636
SLM6				0.628

Figure 2: Estimated Model

As summarized in Table 4, discriminant validity is measured through the Fornell-Larcker Criterion and considers a comparison of the square root of AVE for every construct with the correlations that the construct has with other constructs. The square roots of the AVE lie on the diagonal, while the off-diagonal values represent the inter-contract correlations. The AVE of each construct is highly significant than that of inter-contract correlations, thus ensuring that discriminant validity is well established for all variables under test. For instance, the cognitive aspect of language attitude indicates that its square root of AVE of 0.786 is higher than other correlations like with communicative language teaching of 0.613, language contact profile 0.065, and students' motivation to learn of 0.290. Likewise, the language contact profile AVE also had a higher square root of 0.801, indicating measurement uniqueness beyond the correlations in other constructs. This criterion ensures that each construct represents different aspects of the theoretical framework with no significant overlap.

Table 4: Fornell-Larcker Criterion

	1	2	3	4
Cognitive component of language attitude	0.786			
Communicative language teaching	0.613	0.718		
Language contact profile	0.065	0.189	0.801	
Students learning motivation	0.290	0.569	0.209	0.715

Table 5 further tests discriminant validity using the HTMT (Heterotrait-Monotrait) Criterion, which examines the ratio of between-construct to within-construct correlations. All HTMT values are below the threshold value of 0.85, and hence, there is acceptable discriminant validity among the

constructs. For example, the HTMT value between the cognitive component of language attitude and communicative language teaching is 0.802, and that of communicative language teaching and students' learning motivation is 0.688; both are well within the acceptable limits. Low values of HTMT between the language contact profile and the other constructs (0.105 with cognitive language attitude and 0.157 with communicative language teaching) emphasize the uniqueness of each construct. The empirical evidence is that these concepts have different characters and each aspect of this model of research has different conceptual meanings.

Table 5: HTMT Criterion

	1	2	3	4
Cognitive component of language attitude				
Communicative language teaching	0.802			
Language contact profile	0.105	0.157		
Students learning motivation	0.364	0.688	0.165	

Table 6 depicts values for R-square, R-square adjusted, Q² predict, RMSE, and MAE to test predictiveness and good fit for the model. The value of R-square is 0.662, meaning this model explains about 66.2% of shared variance of the cognitive part of language attitude. R-square for the motivating variable of students is at 0.444, hence it has moderate explanatory powers because 44.4% of its variance is going to be explained by predictor variables. The Q² predict value is at 0.642, with the RMSE being at 0.066, as well as the MAE of 0.072. This implies the excellent predictability of relevance by the overall model, but in real life, the residual error level of the model is not going to be so high.

Table 6: R-square statistics Model Goodness of Fit Statistics

	R Square	R Square Adjusted	Q²predict	RMSE	MAE
Cognitive component of language attitude	0.662	0.661			
Students learning motivation	0.444	0.437			
			0.642	0.066	0.072

Table 7 Summary of F-square values with their effect sizes in each model. Communicative Language Teaching has a very strong impact on the cognitive perspective of language attitude with F-square = 1.955 and also on learners' motivation to learn which indicates that F-square is equal to 0.345; this indicates that there are strong predictors in this model. The cognitive element of language attitude has an effect size of only 0.104, but it is still relatively significant for students' motivation towards learning, indicating that it is still a relevant predictor. The contact profile of language reveals that, although a moderate effect of 0.130 exists concerning the stimulation of students' learning motivation, it doesn't play a dominant role in that regard. Furthermore, the moderating effect reveals that language contact profile moderates the relationship of communicative language teaching with learning motivation to a moderately significant extent, adding nuance to the model to understand student motivation.

Table 7: F-square statistics

	Cognitive component of language attitude	Students learning motivation
Cognitive component of language attitude		0.104
Communicative language teaching	1.955	0.345
Language contact profile		0.130
Moderating Effect 1		0.150

Table 8. Path Analysis Results with Original Sample; Sample Mean; Standard Deviation; t-statistic; and p-values with respect to each hypothesis. The path analysis reveals that the p-values of all hypotheses are supported since they are less than 0.05 with t-statistics being over the standard cutoff value at 1.96. The first hypothesis was that 'communicative language teaching does have a significant effect upon the motivation of student learning'. The path coefficient on this was 0.838 with a p-value 0.000. The second hypothesis is that the cognitive component of language attitude has a significant influence on student motivation, which had a moderate positive effect with a path coefficient of 0.429 (p = 0.000).
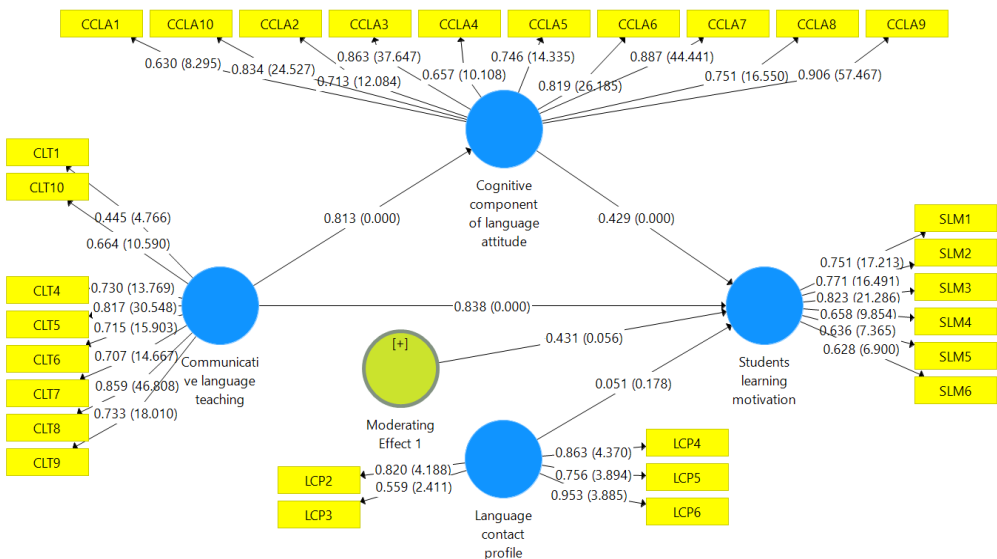

Figure 3: Structural Model for Path Analysis

The third hypothesis, which hypothesizes that the cognitive component of language attitude mediates the relationship between CLT and learning motivation, was also supported with a path coefficient of 0.349 (p = 0.000). Finally, the fourth hypothesis about the moderating role of the language contact profile in the relationship between CLT and motivation received a confirmation with a path coefficient of 0.431 (p = 0.046). The outcome supports the robustness of the model and intensive interaction between the studied variables for the prediction of language learning motivation.

Table 8: Path Analysis

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/ STDEV|)	P Values
Communicative language teaching significantly influences the student's learning motivation.	0.838	0.839	0.091	9.214	0.000
Students' cognitive component of language attitude significantly influences the student's learning motivation.	0.429	0.471	0.111	3.868	0.000
Students' cognitive component of language attitude significantly mediates the relationship of communicative language teaching and the student's learning motivation.	0.349	0.380	0.087	4.011	0.000
Language contact profile significantly moderates the relationship of communicative language teaching and the student's learning motivation.	0.431	0.119	0.082	2.596	0.046

5. DISCUSSION

The discussion chapter responds to the findings of an empirical investigation that probed multifaceted relationships between CLT, students' cognitive components of language attitude, language contact profile, and students' motivation in learning. The results are supportive of all four proposed hypotheses, such that CLT could play a vital role in enhancing student motivation and engagement in language learning. Further, findings show that the mediator role is taken by student language attitudes and the function of language contact as a moderator to intensify the effectiveness of CLT in building motivation for students. To our best knowledge, findings from the study have utility value for theoretical insight not only into motivation in foreign language learning but also a practical utility for language educators who aim to build dynamic and responsive language classrooms.

The results for Hypothesis 1 support the previous literature that indicates that CLT has a motivational effect on language learners. In fact, as prior studies indicate, CLT encourages real-life, interactive communication tasks, creating an engaging classroom environment that naturally increases motivation. Our study supports the above observations, since CLT-based classroom students' intrinsic motivation level was much higher than that of students of their counterparts who had a traditional teaching method relying on the grammar approach. In CLT, there is an interactive character which places students in an environment they feel authorized to use the language meaningfully; therefore, they become confident and motivated. This finding is in line with self-determination theory, which suggests that motivation increases when learners experience autonomy and competence (Li & Tai, 2024). By encouraging students to be actively involved and make decisions about language in real time, CLT gives them a sense of ownership of their learning, thus increasing their motivational engagement. This reduction of demand on linguistic accuracy in CLT classrooms can reduce language anxiety, and the students will learn with a more positive attitude, so that will further the motivational drive. Regarding Hypothesis 2, it can be seen from the findings that the impact of cognitive language attitudes of the students upon their motivation levels is rather significant. Cognitive language attitudes including what students believe about the value, importance, and attainability of the language are major motivational components because these attitudes actually shape learners' perceptions about the process of learning a language (Jiang et al., 2024). Our study reported that among students with more positive cognitive attitudes toward the target language, there is a much higher level of motivation to learn.

Those outcomes go further than what any previous finding had previously proposed: they proved that indeed this cognitive aspect of language attitude may work as an important pre-condition to learning motivation; the appraisal of language led the student to contextualise the process of learning it-and thus be more likely to invest effort once that it was valued and of usefulness in everyday life. This insight has pedagogical implications, one of which may be that fostering positive attitudes toward language can be one of the means by which teachers enhance motivation. In addition, the results are in line with expectancy-value theory, suggesting that learners have a higher motivation to engage in learning activities because they believe such activities will be associated with valued outcomes. This brings the need for language teachers to teach not only the skills in language but also to bring out the long-term payoffs of language learning on positive cognitive attitudes.

Hypotheses 1 and 2 combined results will show that CLT and students' cognitive language attitude interact with each other so as to establish a supporting learning environment which is favorable to motivation. While CLT provides the framework for a participatory, student-oriented classroom, what students believe about the language will influence how they will react to and learn with the CLT methodology. That the two-ways-in-a-relation between CLT and cognitive attitudes validate a holistic model of motivation toward language where instructional processes and learner attitudes both drive student motivation is therefore entirely consistent with these theoretical analyses. The potential benefit of CLT may be intensified for educators who can use these principles to foster positive attitudes towards language, a common aim that can be incorporated in the design of relevant curricula and authentic life language applications that make more apparent the value of a given language. Such integration would help bridge the gaps between classroom-based learning and actual language use and maintain student motivation for learning for longer periods (Siregar et al., 2023).

The results for Hypothesis 3 show the mediating role of students' language attitudes in being very significant between communicative language teaching and students' motivation to learn. This makes this study contribute to this literature by pointing out that the very motivational teaching method-CLT is strengthened in that direction by positive beliefs about language in students. Cognitive language attitudes can be considered the mental structure that students use in interpreting and responding to CLT activities, which suggests that motivation is not only a direct consequence of CLT but also a consequence of attitudes that students hold towards learning the language (Kolsut & Szumilas, 2023). In classrooms using CLT, students will find the language accessible, useful, and attainable. This enhances greater motivation because of their positive attitude towards the language, which then makes them more open to communicative activities. This mediating role of cognitive attitudes justifies the theoretical perspectives in attitude-behavior relations, indicating that students' beliefs about the language are what condition their responses toward instructional methods (L Arcipe & Balones, 2023). Educators who want to capitalize on the motivational benefits of CLT can use this to their advantage by stressing the practical uses of the language, which would mold students' attitudes and thus strengthen the overall impact of CLT on motivation.

The results for Hypothesis 4 show that the language contact profile significantly moderates the relationship between communicative language teaching and students' motivation, supporting theories of language exposure and contact as catalysts for language learning motivation. This is called language contact profile, the amount students are in contact outside a formal learning environment of language, and this dictates just how much CLT leads to lasting motivation. As our research indicates the bigger the amount of self-report language contact the motivational benefit of CLT becomes by comparison with those in students who report very minor or no exposure at all to the target language. This is consistent with earlier research that indicates that external language use supports classroom learning,

so that language abilities are perceived as more relevant and useful by students (Trang & Phuong, 2023). The moderation effect indicates that the impact of CLT is supported by external language use through media, social contact, or internet resources, perhaps because students can place classroom learning in a meaningful real-world context.

Interactions between CLT, cognitive attitudes, and language contact suggest a multifaceted motivational framework where instructional methods, student attitudes, and environmental factors converge. The teaching approach of CLT is more than just an instructional method; its motivational impact can be amplified by factors like cognitive attitudes and language exposure, showing the importance of a holistic approach to teaching language. This makes it possible for teachers to introduce real-life language engagement activity into the curriculum and encourage students to use language outside the classroom. A holistic approach can be considered: where CLT creates the structure, the positive attitudes-the mindset-the contact with the language reinforces the motivation (Suzukida & Saito, 2023). Overall, this research offers the meaningful contribution in understanding motivational dynamics through communicative language teaching in cognitive language attitudes and the potential of language contact. However, it was pointed that a multi-factor approach within language education, considering ways of instructional methods as they are implemented within specific contextual settings in terms of student's beliefs, in combination with aspects of the students' second language contact environments to sustain motivation within learning environments that support students. In demonstrating this interrelation, the paper has valuable implications both for theoretical models of language motivation and practical strategies in language teaching. Considering these findings, if language teachers and policymakers make a decision to implement CLT in different educational contexts, fostering positive attitudes toward language and motivating external language contact will provide more benefits to students regarding long-term success in language learning.

6. CONCLUSION

In conclusion, this study digs far deeper into the connection between CLT and students' cognitive language attitudes, contact profiles, and motivation in language learning. The findings therefore establish that CLT indeed has a direct, positive impact on motivation but it also interacts with cognitive attitudes to strengthen the motivational outcome even more. The mediating effect of students' cognitive aspects of language attitude expresses learners' perceptions to cover in instructional methods and motivation and the moderating effect that the language contact profile puts forward indicates the significance of external exposure for the environment of the languaege. These relationships taken together improve the understanding of how such a cognitive belief, social exposure, and instructional strategies might interact to foster motivation for language learners. This study not only advances theoretical frameworks by combining cognitive, instructional, and contextual elements but also provides practical strategies for enhancing language motivation in diverse educational contexts. While sample scope and cross-sectional design are areas of improvement, they also offer valuable opportunities for future exploration. Building on these findings, how they may be extended towards varied contexts that are executed longitudinally and also considering these factors in integrating such different variables will further expand research on such issues for it to enlighten yet more complex dynamics of the language motivation based on building found here. The present article thus contributes both in intellectual knowledge as well as applicable aspects. Educators have to take into consideration a multilateral approach that recognizes this interplay of cognition instruction as well as environmental prompts that motivate and also challenge the interested language learners as well.

6.1 Implications of the study

It carries important theoretical implications in the sense that it expands the understanding about the approach of communicative language teaching concerning how it impacts on students' motivation, underpinning the cognitive component of the language attitude and language contact profile. This study does enrich the theoretical discourse concerning the motivation to learn a foreign language and educational psychology while examining the direct, mediating, and moderating relationship between these constructs. Findings: The results confirm the hypothesized direct influence of CLT on enhancing motivation among students but indicate a possible indirect effect, whereby cognitive language attitude provides another nuanced perspective on the process of cognitive perception influencing the response of motivational changes to CLT. Moderation through the contact profile of languages allows an insight into how social and environmental factors strengthen the CLT-motivation link and hence reinforce the position that motivation theories should involve consideration of contextual factors. Such an approach, three layered, attunes the existing frameworks in terms of cognitive, environmental, and instructional components, thus advocating for a much-needed holistic model that accounts for the intricate interplay which affects language learning motivation.

From a practical viewpoint, this research is also useful information for educators and curriculum designers, as well as language institutions that are eager to increase students' motivation in learning contexts. Therefore, evidence of the rise in motivation caused by using CLT methods suggests that there is an indication that introducing interactive and communicative learning methods is better than methods based on the grammar approach-especially if cognitive attitudes foster positive perceptions about language learning. Instructors can also exploit the cognitive aspect of language attitudes by fostering desirable beliefs and attitudes that, as shown in this study, serve as a channel to greater motivation. Moreover, being aware that the contact profile has a moderating effect allows the instructor to guide opportunities for exposure to the language, for instance, cultural exchange programs, real-life communication, and exposure to various contexts in which languages are used, thus amplifying the impact of CLT on motivation. The practical implications of these findings are related to a more complex model of instruction that considers not only instruction strategies but also students' cognitive attitudes and environmental context in order to achieve optimal motivational outcomes.

6.2 Limitations and Future Research Directions

Despite its contributions, however, this study has limitations that open up new pathways to future research. A major limitation is the sample scope that may limit generalization to a wide range of educational settings or language-learning contexts. This study could be replicated across various regions or cultural backgrounds to examine whether such findings are consistent across diverse settings and if there exist cultural differences in how students react to CLT and cognitive factors. Yet another limitation of this study was its cross-sectional approach. This did not allow the establishment of any causal relationships. Future research can document the evolution of language attitudes and motivation over time, making it possible to better understand more dynamic ways in which CLT and cognitive components of language attitudes influence motivation along the path of learning.

In addition, this research study did not embrace factors such as individual differences, interest, or socio-economic statuses that might mediate in CLT and language attitudes and give shape to motivation. In fact, future research studies might enlarge on these aspects through their inclusion in creating an expanded model of language motivation. Another promising direction would be in research of digital and online language learning platforms, very popular today. Future studies would perhaps provide insight into how principles of CLT transfer into digital environments and profiles

of online language contact and their impact on motivation.

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APPENDIX 1

Communicative Language Teaching

1. The role-play activities in class help me gain confidence in my speaking skills.
2. Role-play activities allow me to express my creativity in language learning.
3. Participating in role-play activities enhances my pronunciation skills.
4. The teacher's guidance on how to engage in class activities is essential.
5. I believe that group discussion activities help me develop my speaking skills.
6. I think group discussions improve my listening abilities.
7. Creating short video projects in English provides me with valuable language exposure.
8. The teacher's role as a facilitator in our language classroom is very important.
9. Role-play, group discussions, and video-making activities help me gain confidence in speaking.
10. Role-play, group discussions, and video-making activities help me gain confidence in listening.

Students' Cognitive Component of Language Attitude

1. Learning English is essential in today's globalized world.
2. Studying English enhances my knowledge and understanding.
3. I enjoy studying English and look forward to continuing my English education.
4. I can use English comfortably in both classroom settings and daily life.
5. Learning English helps me communicate effectively.
6. I am able to think critically and analyze content in English.
7. I feel satisfied with my performance in English-related tasks.
8. In my view, English is enjoyable and relatively easy to learn.
9. I can understand English in both formal and informal settings.
10. I can easily write stories, speeches, and other English-language tasks.

Language Contact Profile

This semester, outside of class, I have attempted to use English with:

1. Friends who are native or fluent English speakers.
2. My instructor; typically, how many days per week?
3. Classmates; typically, how many days per week?
4. Strangers whom I believed could speak English.
5. Roommates or others fluent in English in the dormitory.
6. Service personnel, typically, how many days per week?
7. Other individuals; please specify, typically, how many days per week?

Students' Learning Motivation

1. I feel a strong desire and ambition to succeed.
2. I am driven by a need to learn and improve.
3. I hold hopes and aspirations for my future learning.
4. I have a deep appreciation for the learning process.
5. There are engaging and interesting activities that enhance my learning.
6. The learning environment is supportive and conducive to my growth.