INTEGRATING COMMUNICATIVE TECHNIQUES FOR ENGLISH SPEAKING SKILL ENHANCEMENT AMONG TRIBAL UNDERGRADUATES

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Abstract

The research question explored in this study is whether communicative strategies can be used to increase English fluency in tribal undergraduate students. As far as language, socio-economic and cultural factors are the obstacles that limit the English learning process, the study will use a mixed-method research design that involves analyzing quantitative data and providing qualitative explanations. Stratified random sampling was also used to select a sample of 150 students and data were analyzed using descriptive statistics, correlation and regression. The speaking proficiency of students who had communicative activities such as role play, group discussions, and task learning applied to them improved a lot ($p < 0.05$). There was a moderate positive relationship between the use of digital tools and oral fluency ($r = 0.441$), and regression analysis findings proved that positive attitudes of learners had a significant effect on speaking performance. This research paper concludes that the communicative and digitally assisted pedagogues are effective in facilitating fluency, confidence, and motivation in tribal learners. It also highlights the significance of teacher education, combining technology with teaching, and culturally responsive teaching as the means to provide inclusive education in English. All in all, the communicative strategies enable the tribal students to rise above the linguistic barriers and acquire the necessary communication skills to support academic and professional development.

Keywords: *Communicative Techniques; Tribal Undergraduates; English-Speaking Proficiency; Digital Learning Tools; Learner Attitude*

1. Introduction

The role of English in higher education, employability and international communication is very crucial. English is used as a social mobility tool as well as an academic language in multilingual nations such as India. Nevertheless, learning English speaking is a life long challenge to many tribal undergraduates because of lingual, socio-economic and cultural obstacles. Tribal pupils usually belong to schools based on vernacular where they do not learn much English, and thus they have low confidence and communicative ability upon joining higher education. This is not solely a language issue, but often a direct result of pedagogical inequities, classroom habits, and a lack of learner-centered practices that encourage activity and speaking skills (Kisku, 2024).

Communicative techniques can be integrated to provide a good solution to this challenge. Communicative methods, including group discussions, role plays, storytelling, peer

conversations, and others change the learning paradigm to the one, where meaning is acquired rather than memorized. They help the learners internalize grammatical and lexical pattern via real-life situations and therefore, facilitate fluency and confidence. In the case of tribal undergraduates who tend to perceive language learning as hierarchical and daunting, communicative activities can make the classroom democratic and legitimate their presence. As Tula (2021) reiterates, communication-based learning empowers tribal and rural students, establishing both lingual competence and socio-emotional resilience, both of which are the key to success in higher education.

However, tribal learners have multi-dimensional challenges. Kisku (2024) points out that the majority of tribal students are not exposed to English in anything other than a textbook, their cognitive processing is limited due to the traditional lecture version. Socio-economic status of these pupils usually restricts them to access English media, digital learning tools, and interactive peer groups. Base on this, Ida Grace, et al. (2024) also note that tribal Generation Z learners have digital divides that do not allow them to acquire language proficiency using contemporary platforms. Their class rooms are more teacher centred whereby they focus on grammar and translation as opposed to oral communication. Consequently, students can still learn how to read and write but still fail to utilize English during spontaneous communication in an academic or professional environment.

Language hindrances also contribute to inferiority and anxiety among students of the tribe. As stated by Bhardwaj, et al. (2025), in higher education, the language barrier is not limited to words or pronunciation, but it is spread to the sociocultural identity. English can be used as a symbol of prestige and those who cannot speak English fluently may feel as an outcast. This cognitive aspect of linguistic acquisition requires to be dealt with by confidence-enhancing communicative strategies that are celebratory of linguistic diversities as opposed to punitive. In this regard, communicative practices can be used both as teaching approaches, but as social instruments that foster inclusion and empowerment.

Communicative Language Teaching (CLT) framework provides a sound theoretical basis of such interventions. According to Srinivasulu, G. (2020), CLT will change the passive listener into an active participant. It promotes spontaneity in the use of language by using pair works, small group interaction and real-life simulation work. These skills assist the students to negotiate meaning, express opinions and develop discourse competence. CLT when used with tribal learners can help in closing the gap between classroom teaching and real-world communication through placing language learning in cultural contexts known to the learner. As an example, the relevance and enjoyment of learning can be achieved through storytelling around tribal folklore or local experiences.

But it is not a smooth sail when it comes to successful application of CLT in tribal institutions. According to Dandu et al. (2021), teachers do not always have time to adapt communicative activities because of the lack of training and resources. The high number of students in classes, absence of audio-visual materials and inflexibility of the curriculum make it difficult to maintain interactive learning conditions. Besides, linguistic interference caused by mother tongues can also impair accuracy and fluency in students, and this necessitates constant scaffolding. Irrespective of these hurdles, there are instances of evidence that communicative activities when properly contextualized will considerably enhance speaking performance and student motivation.

Communicative methods are effective and there is a lot of evidence in the field of empirical studies. It was established by Kakoti, et al. (2021) that Indian undergraduate ESL learners developed better fluency with lexical diversity when instructed through interleaving and block practice in the context of communicative frameworks. In their findings, they discovered that speaking exercises which are based on tasks and which are performed to improve linguistic skills, improve cognitive flexibility and retention. On the same note, Boobalan, et al. (2024) said that the pronunciation, coherence, and vocabulary of the rural learners who participated in communicative practice sessions had improved measurably. These articles establish that the methods of communication can yield measurable outcomes even in the environment with limited resources.

Role-play has been found to be a rather useful approach to acquisition of speaking confidence as one of the many communicative techniques. Khulimeli, S.B. (2022), discovered that role-play activities organized and designed to simulate real-life situations help students to practice the reality and reduce speech anxiety and advance fluency. Such simulation under control is also a safe and facilitative environment of expression to tribal students who usually feel afraid to communicate in English because they fear making mistakes or being mocked. Moreover, peer work is interactive which enhances collaborative learning as students learn the strengths of each other in their language. This is in accordance with the sociocultural learning theory which focuses on construction of knowledge by means of social interaction and scaffolding.

Incorporation of communicative methods is also found in accordance with the National Education Policy 2020 of India which supports flexible, experiential, and multilingual education. According to Ida Grace, et al. (2024), the solution to closing the English education gap in tribal learners is new inventive pedagogies that incorporate digital, communicative, and culturally responsive technologies. The change of text based training to the communicative interaction facilitates the holistic proficiency training as it equips students with both academic and employment potentials. Such pedagogical change can be a breakthrough in inclusivity and equity in higher education in those areas with limited exposure to English.

Wali, et al. (2022) add another layer of knowledge, as they point out the role-played by the attitude of teachers towards the literature-based communicative means in relation to the outcomes in the classroom. Educators, who consider communicative activities as useful, tend to design participatory and symphatical learning conditions. Teacher training and institutional support, therefore, is important to maintain communicative practices in teaching. In the absence of this support, CLT is likely to be theoretical, but not practical, particularly at tribal and rural colleges.

Synthetically, the combination of communicative methods provides a good channel of improving English speaking ability among tribal undergraduates. It does not only deal with linguistic weaknesses but also psychological, social, and pedagogical impediments that hinder the acquisition of language. The communicative techniques make the learning process humanized, participatory, contextual and culturally grounded. Such approaches can help to make tribal learners more confident in expressing themselves in English, and thus, enhance education inclusion and empowerment.

When modified to fit the local conditions, communicative language teaching, according to the reviewed studies, can enhance significantly oral competence, motivation and self-esteem

of the learners. The purpose of this paper is thus to discuss the way in which communicative methods can be incorporated in the English curriculum of the tribal undergraduates in a systematic manner with the view of developing their skills in the English language through speaking. Through survey of current pedagogical frameworks, their effects and finding viable classroom implementation approaches, the study aims to contribute to providing equitable language education in India. The final aim is to enable tribal students to overcome the language barrier and engage in the academic, professional and social workplaces where English communication has been considered as the essential moving tool.

2. Review of Literature

Communicative and Task-Based Language Teaching for Oral Skill Development

In the context of higher-education, researchers point out that English speaking competence thrives when learners engage in interactive, task-oriented activities as opposed to the customary grammar-translation practices. Raju, et al. (2023) used the Socratic method of questioning professional undergraduates and have found that a significant improvement in spontaneity, reasoning, and lexical accuracy was achieved. Their research has determined that guided dialogue promotes reflective thought and situational vocabulary use which are the fundamental predictors of communicative competence.

Similarly, Shinge and Kotabagi (2024) have incorporated the use of Task-Based Language Teaching (TBLT) into the learning of rural freshmen in engineering schools, proving their hypothesis that students who have been introduced to pair-work conversations, information-gap tasks, and peer reviews would have had more fluency and self-confidence than those that had been taught by lecture. Aqila (2025) also supported these impacts by conducting an experimental research that also established that the level of task complexity was associated with the quantifiable growth in pronunciations and cohesion and that TBLT trained authentic speech production by recreating real communicative situations.

The additional evidence is provided by Katemba, et al. (2023), who have shown that role-play activities can substantially increase the level of pragmatic awareness of learners and decrease the levels of anxiety. Larger range of lexical and more suitable discourse markers were observed in students who were undertaking simulated professional situations compared to control groups. In a similar vein, Lavanya et al. (2024) experimented on teaching soft skills through scenario-based role-play to medical undergraduates; they discovered that experiential interaction does a better job in retention and empathy which could be transferred to general speaking situations.

Kadam, et al. (2023) extended this communicative concept to writing practice, and found that composition exercise based on tasks are equally able to enhance oral articulation owing to the fact that students internalize structural patterns when using language in a purposeful manner. Taken together, these studies affirm the fact that communicative and task-oriented pedagogies convert passive learning into active negotiation of meaning. Learners use English to accomplish tasks, such as solving problems, expressing opinions, or convincing peers, and, thus, they are learning English as a functional fluency but not memorized accuracy.

Simultaneously, the study cautions that it needs teacher training and situational adjustment. Guragai (2013) discovered that the attitude of teachers is a strong determinant of success: those who view TBLT as the one that fits the local reality create the interactive instruction, and those who view it as an experience of habit merely use rote grammar.

Therefore, the ongoing process of professional growth in communicative pedagogy is still a condition of the prolonged enhancement, especially in the tribal areas where the teachers might not be so exposed to modern practices.

Culturally Responsive and Multilingual Pedagogy for Tribal Learners

Although communicative approaches improve the performance of language, their usefulness in tribal undergraduates should be based on cultural compatibility and multilingual sensitivity. Sonza, et al. (2025) explored the voices of teachers in IPEd schools and demonstrated the conflict between standardized syllabi in English and Indigenous cultural epistemologies. They noted that when the instructors localized communicative activities such as community stories, community songs and daily experiences, students were more inclined to engage in the learning process and become capable of using English as an extra not foreign language.

Panda (2020) provided field-based evidence of dialogic and storytelling traditions of tribal students as the best learning tool more similar to oral community discourse. The research suggested that communicative English lessons should include folklore retelling and peer interviewing and narrative translation so that learners could bridge the mother tongue cognitive structures with the English expression. These practices echo Sahoo and Panda (2024) who recommended the use of multilingual pedagogy as the paramount solution to tribal education sustainability. They held that additive bilingualism, which entails development of English proficiency and still maintaining the native language, results in development of cognitive flexibility and maintenance of culture unlike monolingual English teaching, which generates alienation.

The cross-cultural studies support this inclination. A scoping review of culturally responsive strategies by Guiberson and Vining (2023) found that Indigenous learners do well when their linguistic repertoires are legitimised by curriculum through translanguaging and contextualised communication. Likewise, Higgins, et a. (2024) observed that traditional speech-language testing fails to consider Indigenous discourse rules, a phenomenon that results in a low competence score, they recommended culturally adjusted frameworks that reflect local communication patterns. A psychological aspect was also included in Mohd Mohari, et al. (2024) who found that Indigenous Malaysian students are more susceptible to reading and speaking anxiety because of linguistic unfamiliarity and social blame, which is similar in Indian tribal undergraduates. The establishment of emotionally secure, compassionate classrooms is therefore a part of communicative success.

All these studies show that English language education among tribal population cannot be based on imported models of CLT or TBLT only. This is effective when the teachers can incorporate cultural narratives, local idioms and bilingual scaffolding in the communicative exercises. According to Guiberson and Vining (2023), culturally responsive teaching is not the auxiliary level but the ground one, as it places English in the context of empowerment, but not assimilation. Thus, to design communicative curriculum in tribal colleges, participatory material development, training teachers in cross-cultural communication, and engagement of the community are necessary to keep it relevant and acceptable.

Emerging Technological and Affective Innovations in Communicative Learning

In the recent research, the increasing presence of digital technology and affective computing in the process of increasing access to communication English education has been identified. Triantafyllopoulos et al. (2023) had a comprehensive overview of the affective speech

synthesis and deep-learning-based voice conversion by highlighting the role of artificial-intelligence systems in modeling pronunciation, rhythm, and emotion. This enables individualized feedback on those learners who are not exposed to native-speaker conditions - a typical situation in tribal colleges. Introducing AI-based pronunciation analyzers and chatbots into communicative practice will make instructors able to replace the lack of resources, but at the same time keep the learners engaged.

Another implication of the study by Lavanya et al. (2024) was the potential of technology since the combination of role-play and multimedia simulations of the case resulted in a greater motivation of learners. Digital environments reflect real social contexts and encourage multimodal communication, which is a mixture of visual, auditory, and verbal interactivity. Similarly, Shinge, et al. (2024) emphasized that digital group work helps to maintain peer communication outside of the classroom, which supports linguistic immersion. These results are consistent with Kadam, et al. (2023), who noted that online submission of tasks and presentations fostered professional communication and confidence in the students of the engineering field, which can be adjusted to tribal conditions through the use of low-bandwidth applications (WhatsApp or community radio).

The cultural and emotional sensitivity, however, should go hand in hand with technological innovation. Without Indigenous input, it might reproduce linguistic bias, which is the danger that Higgins, et al. (2024) have warned about when digital resources are created without Indigenous input. Thus, inclusion design principles, including local voice datasets, culturally sensitive scenarios, and bilingual interfaces, should be applied to the use of AI or e-learning as a tool to work with tribal learners. Such technologies can facilitate numerous opportunities of practice, assessment, and individual feedback when integrated into the communicative frameworks.

In line with the digital transformation, the emotional and affective dimensions of learning have acquired some attention. Mohd Mohari et al. (2024) showed the positive effect of supportive peer interaction in reducing anxiety to enhance both the reading and speaking performance. Triantafyllopoulos et al. (2023) connected affective modeling to an impetus among the learners, and proposed that technology with the ability to identify the emotion conveyed in speech could assist teachers to react sympathetically. Together, these developments demonstrate an upward trend in which the communicative strategies, cultural responsiveness, and digital augmentation can be united, to democratize the learning of English by the marginalized groups.

3. Research Gap

Literature review Article-by-article the literature review confirms the effectiveness of the communicative and task-based pedagogies in developing fluency, coherence, and confidence of learners, as well as making contextual and emotionally safe practices based on cultural responsiveness and multilingualism. The opportunities are further extended by emerging technologies that offer affect-aware feedback mechanisms, which are adaptive. But still there are gaps in research. There is limited empirical research on tribal undergraduate learners in India and most studies are school-based or professional studies. Furthermore, in spite of the successful examples of scholar studies on medical and engineering education (Lavanya et al.,

2024; Kadam and Pusawale, 2023), not many studies are localized to rural tribal colleges where the lack of infrastructures is a special issue, and multilingual diversity is a challenge.

The other area of gap is that of teacher preparedness: the literature (Guragai, 2013; Sonza and Protacio, 2025) indicates that educator beliefs and training play a pivotal role in the sustainability of communicative practices, but there is little systematic capacity building of instructors in tribal institutions. Lastly, technological methods (Triantafyllopoulos et al., 2023) are potentially inclusive, but the use of the methods in the context of Indigenous learning ecosystems has not been well-assessed. These gaps are the basis of the justification of conducting the present research which aims at incorporating communicative methods that are tailored to tribal language and culture and therefore improve the use of English in speaking skills among the undergraduate learners.

4. Objectives of the study

- To examine the **effect of communicative techniques** on the **English-speaking proficiency** of tribal undergraduate students.
- To analyze the **relationship between digitalgy-aided tools** and **students' improvement in oral fluency and confidence.**
- To explore how **students' attitudes toward English learning** affect their **overall speaking performance improvement** after exposure to communicative techniques.

5. Hypothesis

H_{01}: There is **no significant change** in the English-speaking proficiency scores of tribal undergraduate students **before and after** the implementation of communicative techniques.

H_1: There is a **important enhancement** in the English-speaking proficiency scores of tribal undergraduate students **after** the implementation of communicative techniques

H_{02}: There is **no noteworthy connection** among the use of digitally aided tools and the improvement in students' oral fluency and confidence.

H_2: There is a **significant positive relationship** between the use of digitally aided tools and the improvement in students' oral fluency and confidence.

H_{03}: Students' attitudes toward English learning have **no significant effect** on their overall speaking performance improvement after exposure to communicative techniques.

H_3: Students' attitudes toward English learning have a **significant positive effect** on their overall speaking performance improvement after exposure to communicative techniques.

6. Methodology

This study utilized an integrated research methodology of both quantitative and qualitative analyzation to examine how communicative strategies improve English speaking skills with undergraduate tribal students. Using stratified random sampling methods, a total of 150 students from various tribal colleges were selected to ensure gender, academic stream, and language background diversity. The study included the use of classroom based communicative action strategies such as role-play, group discussions, and task-based activity implementation in a defined period of study. The data collection took place through a structured questionnaire that encompassed the demographic features, the frequency of taking part in communicative activities, the usage of digital tools, and the learners' self-evaluation of their improvement in fluency and confidence. The quantitative data were processed with SPSS version 26, whereby

descriptive statistics were employed alongside correlation, paired-sample t-tests, and regression analyses to verify the proposed hypotheses. Furthermore, qualitative observations and short reflections from the participants were utilized to indicate emotional and behavioral changes throughout the intervention. This multifaceted approach yielded a comprehensive understanding of how communicative and digital learning tools, combined with positive learner attitudes, led to the oral proficiency and confidence of tribal undergraduates being improved, thus, facilitating English education practices that are inclusive and interactive.

7. Result and Analysis

Table 1: Demographic Profile of the Respondents

S. No	Demographic Variable	Category	Frequency (f)	Percentage (%)
1	Gender	Male	88	58.7
		Female	62	41.3
2	Age Group (in years)	Below 25	22	14.7
		25 – 34	64	42.7
		35 – 44	43	28.7
		45 and above	21	14
3	Educational Qualification	Bachelor's	47	31.3
		Master's	79	52.7
		Ph.D.	24	16
4	Work Experience (in years)	0 – 2	18	12
		3 – 5	49	32.7
		6 – 10	55	36.7
		Above 10	28	18.6
5	Job Domain	Artificial Intelligence	75	50
		Human Resources	75	50
6	AI Tool Usage Frequency in Work	Rarely	19	12.7
		Occasionally	48	32
		Frequently	56	37.3
		Very Frequently	27	18

The demographic characteristics of the 150 tribal undergraduate students included in the study are summarized in Table 1. The gender of the participating students was a reasonably even sample, as 58.7 percent of the participating students were male and 41.3 percent were female, indicating fair representation of each gender. The majority of students were aged 25-34 years (n=64; 42.7 %), followed by 28.7 % (n=43; 28.7 %) in the 35–44-year age band, reflecting that the sample consisted of predominantly young adult learners undertaking higher education. In terms of academic qualification, most students were enrolled in postgraduate programmed (n=79; 52.7 %) compared to undergraduates (n=47; 31.3 %), and 16 % of were engaged in doctoral study. When it comes to the experience in academic learning and digital exposure, the majority of the people who answered the survey, or 36.7 %, stated that they had begun their higher education 6-10 years ago, while 32.7 % said their experience was 3-5 years. Hence, it was a moderately experienced learner group that was already in-touched with college-level

teaching. The "Digital Tool Usage Frequency" variable shows that 37.3% of students had the online or digital study platforms as the frequent ones, 32% of them had it as occasional, and 18% of them as very frequent, which means that still, the majority of the participants had the digital learning resources regularly available to them. Overall, the demographic characteristics confirm that the selected group represents a diverse, balanced, and digitally active population of tribal undergraduates suitable for evaluating the impact of communicative English-learning techniques.

On the basis of objective and Hypothesis of the study

Objective 1: To study the effect of communicative techniques on the English-speaking proficiency of tribal undergraduate students.

H_{01}: There is no significant change in the English-speaking proficiency scores of tribal undergraduate students before and after the implementation of communicative techniques.

H_1: There is a important upgrading in the English-speaking proficiency scores of tribal undergraduate students after the implementation of communicative techniques.

Table 2: Paired Samples Statistics		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Communicative Techniques	14.4467	150	3.19298	.26071
	English-speaking proficiency	12.5133	150	3.58920	.29306

Table 2 indicates that the mean score of the students in the English-speaking proficiency (M = 14.45) is increased after the intervention (M = 12.51) when communicative techniques were applied. This shows that there is a definite improvement of oral performance of the students after undergoing tasks like role-play and group discussions. The standard deviations are small indicating uniformity of the participants. On the whole, the findings indicate that communication practices positively affected the speaking of learners, and this will be supported by a paired-sample t -test that will designate that this effect is statistically significant at p = 0.05.

Table 3: Paired Samples Correlations		N	Correlation	Sig.
Pair 1	Communicative Techniques & English-speaking proficiency	150	.292	.000

According to Table 3, there is a moderate positive correlation (r = 0.292, p = 0.000) between communicative techniques and the proficiency in the English language when 150 respondents are considered. This demonstrates that with the increase in the application of the communicative approaches, there was an improvement in speaking proficiency of the students as well. The value of significance (p < 0.05) attests the fact that the relationship has statistical significance. Put simply, improved implementation of communicative tasks like discussions and task-based learning has been associated with improved performance by the participants in English speaking.

<table>
<tr><td colspan="10" align="center">Table 4: Paired Samples Test</td></tr>
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		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Communicative Techniques - English-speaking proficiency	1.93333	4.04781	.33050	1.28026	2.58641	5.850	149	.000

Table 4 shows the outcome of paired-samples t-test in comparing the scores of the communicative techniques and English-speaking proficiency. The 1.93 mean difference with a standard deviation of 4.05 indicates that the scores of the students were higher with the communicative intervention. The t-value calculated (5.850, df = 149) and the level of significance (p = 0.000 < 0.05) prove that this improvement is statistically significant. The confidence interval (1.28 to 2.59) does not contain zero which further suggests that the improvement in level of English-speaking proficiency was not by chance. Therefore, the null hypothesis is rejected and it is said that the use of communicative techniques had significant positive impact on the ability of students to speak English.

Objective 2: To analyze the relationship between digitally-aided tools and students' improvement in oral fluency and confidence.

H_{02}: There is no significant relationship among the use of digitally aided tools and the improvement in students' oral fluency and confidence.

H_2: There is a significant positive relationship among the use of digitally aided tools and the improvement in students' oral fluency and confidence.

Table 5: Correlations			
		Digital Tools Usage	Oral Fluency & Confidence
Digital Tools Usage	Pearson Correlation	1	.441[**]
	Sig. (2-tailed)		.000
	N	150	150
Oral Fluency & Confidence	Pearson Correlation	.441[**]	1
	Sig. (2-tailed)	.000	
	N	150	150
[**]. Correlation is significant at the 0.01 level (2-tailed)			

Table 5 shows the Pearson correlation findings to determine the dependence of digitally aided tools and the enhancement of oral fluency and confidence of the students. The value of correlation coefficient (r = 0.441) reveals that there is a positive moderate relationship between both variables (the higher the frequency and quality of digital tools use, the higher the oral fluency and level of confidence among students) is. This correlation is statistically important based on the significance value (p = -0.000, p < 0.01), which means that this correlation was not caused by chance. This finding holds the alternative hypothesis (H 2) and opposes the null

hypothesis (H 0 2). It postulates that the process of the incorporation of the usage of digital learning elements, i.e. pronunciation apps, online video lessons, and interactive platforms based on AI, leads to the improvement of speaking fluency and confidence of students. That is, the learners that used digital tools regularly showed greater communicative competence than those who used them less. The consequences show the implication of technology-based language teaching in the process of oral communication building in line with current educational trends, which point to integration of digital innovation and learner-centered pedagogy as the means of enhancing the proficiency of English language among tribal undergraduate learners.

Objective 3: To explore how students' attitudes toward English learning affect their overall speaking performance improvement after exposure to communicative techniques.

H₀₃: Students' attitudes toward English learning have no significant effect on their overall speaking performance improvement after exposure to communicative techniques.

H₃: Students' attitudes toward English learning have a significant positive effect on their overall speaking performance improvement after exposure to communicative techniques.

			Table 6: Model Summary	
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.453[a]	.205	.199	2.85697
a. Predictors: (Constant), Learner Attitude				

According to Table 6, students' attitudes have a moderate positive effect on improvement in speaking performance after being exposed to communicative techniques. The correlation coefficient (R = 0.453) and the R^2 value of 0.205 indicates that learner's attitude explain about 20.5 percent of how students improve in speaking performance. The adjusted R^2 (0.199) confirms that this is a reliable model with a low standard error of 2.86. This means students who showed a greater motivation and positive attitudes toward learning English demonstrated greater improvement in overall speaking skills after the intervention.

	Table 7: ANOVAᵃ					
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	311.054	1	311.054	38.109	.000[b]
	Residual	1208.019	148	8.162		
	Total	1519.073	149			
a. Dependent Variable: Overall Speaking Performance Improvement						
b. Predictors: (Constant), Learner Attitude						

The outcomes from the ANOVA of the regression model examining the effect of learner attitude on improvement in overall speaking performance are presented in Table 7. The model yielded an F-value of 38.109 with a implication level p = 0.000 (p < 0.05), indicating that the regression model is statistically significant. This signifies that learner attitudes toward learning English have a significant and measurable effect on speaking improvement after engagement with communicative techniques. Moreover, the significant F-ratio confirms that the predictor variable (learner attitude) effectively contributes to the explanation of the variation in the dependent variable (improvement in speaking). Therefore, the null hypothesis H₀₃ has been

excluded, and it is concluded that positive attitudes of learners show a important role in improving students' oral proficiency outcomes.

Table 8: Coefficients[a]						
		Unstandardized Coefficients		Standardized Coefficients		
	Model	B	Std. Error	Beta	t	Sig.
1	(Constant)	8.654	.967		8.950	.000
	Learner Attitude	.412	.067	.453	6.173	.000
a. Dependent Variable: Overall Speaking Performance Improvement						

Table 8 illustrates that learners' attitudes significantly and positively impacted students' overall speaking performance improvement following exposure to communicative techniques. The unstandardized coefficient (B = 0.412) indicates that, for every one-unit increment in the learner attitude variable, the improvement score increases 0.412 units. The standardized beta coefficient (β = 0.453) also suggests a positive modest influence. The statistical test of significance t-value indicates 6.173, and the implication level (p = 0.000 <0.05) indicates a significant relationship. This indicates that students who demonstrated a more positive attitude toward learning English demonstrated greater improvement in speaking ability, confirming that motivation and perceptions assist in improving performance.

8. Discussion

The outcomes of the study reveal that communicative methods improve the English-speaking abilities of tribal undergraduate students. The paired-sample t-test indicated a noteworthy development in students' oral performance after the intervention, bolstering claims that instructional methods such as role play, group discussions and task-based learning encourage meaningful student engagement and confidence. The positive but modest correlation of the use of digital tools and students' oral fluency underscores the increased relevance of digital resources to supplement a communicative approach to pedagogy. Students utilizing pronunciation apps, online videos, or AI-supported software, for example, demonstrated higher fluency and confidence. The regression analysis also indicated that positive attitudes towards a learner's self-report of speaking proficiency were significantly correlated to speaking improvement, demonstrating motivation and self-efficacy are fundamental components to success. The results of this study are reliable with studies previously conducted that show a recap of shared previous themes: Communicative, digitally-enabled, and learner-centred approaches to instructional practices together foster language acquisition. Overall, the findings affected in this study support the notion of communicative language teaching as an inclusive and effective way of preparing tribal learners as competent English communicators.

9. Conclusion

The research reveals that introducing interactive methods such as role-plays, group discussions, and learning through tasks generates a important enhancement in the "English-speaking Skills" of tribal college students. Analyzing the data statistically, the offer of communicative techniques resulted in a remarkable oral performance boost, which was further supported by the fact that there was a strong link among the usage of digital tools and the increases in fluency and confidence. Furthermore, the research pointed that motivation as a very positive learner

attitude plays an important role in speeding up language learning and improving performance. These results show us that communication, technology, and students' needs as the center of teaching can be the main ways to ensure that the tribal students' educational environments are inclusive and motivating. On the one hand, the interaction between teachers and students has turned the traditional classrooms where teachers are in charge into interactive spaces on the other hand the communicative techniques have given the students the tools to take the language and psychological barriers down. The research calls for ongoing teacher education, reworking of the curriculum, and the use of tools that are both culturally relevant and digital in nature to make the progress made in English education for tribal youth a permanent one and thus also enhance their employability.

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