



A Comprehensive Review of Communicative Language Teaching (CLT) in Modern Classrooms

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Article Information:

Received April 02, 2024

Revised April 18, 2024

Accepted April 30, 2024

ABSTRACT

Communicative Language Teaching (CLT) has become a dominant methodology in language education, emphasizing interaction and practical communication skills over traditional grammar-focused approaches. With the increasing need for language learners to develop real-world communicative competence, CLT has been widely adopted in modern classrooms across various educational contexts. However, its implementation faces challenges such as cultural differences, teacher preparedness, and institutional constraints. This comprehensive review aims to evaluate the effectiveness and challenges of CLT in contemporary language teaching settings. This study uses a systematic review methodology, analyzing research articles, case studies, and reports published in the last two decades. The review focuses on both qualitative and quantitative studies that assess CLT's impact on language proficiency, learner motivation, and classroom engagement. It also explores barriers to successful CLT implementation, including teacher training and resource limitations. The findings suggest that CLT has a significant positive impact on learners' communicative competence and motivation, especially in immersive environments. However, the success of CLT varies depending on the classroom context, cultural backgrounds, and teacher expertise. Moreover, while CLT fosters a more interactive learning experience, challenges such as inadequate teacher training and a lack of suitable materials often hinder its full potential. In conclusion, CLT remains an effective approach to language teaching, but its success is contingent on overcoming implementation barriers. Further research is needed to address these challenges and to explore how CLT can be adapted to different learning environments.

Keywords: *Classroom Interaction, Communicative Language Teaching, Language Proficiency, Learner Engagement, Teacher Training*

Journal Homepage <https://journal.ypidathu.or.id/index.php/lingeduca>

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How to cite: Salam, Y, M., & Luksfinanto, Y. (2024). A Comprehensive Review of Communicative Language Teaching (CLT) in Modern Classrooms. *Lingeduca: Journal of Language and Education Studies*, 3(1), 58-70. <https://doi.org/10.70177/lingeduca.v3i1.1338>

Published by: Yayasan Pendidikan Islam Daarut Thufulah

INTRODUCTION

Communicative Language Teaching (CLT) has emerged as one of the most widely adopted methodologies in language education worldwide (Abdullina et al., 2020). Its primary focus is on enabling students to use language effectively in real-world communication, shifting away from the traditional focus on grammar and rote memorization (Abourehab & Azaz, 2023). Language learners are increasingly expected to develop not only linguistic competence but also the ability to navigate social and cultural interactions (Abidah & Febriani, 2022). CLT addresses this need by prioritizing communicative competence, which includes fluency, appropriateness, and strategic use of language. The rise of globalization and the interconnected nature of societies has increased the demand for more functional and practical language skills (Erban, 2019), making CLT a key approach in modern language teaching.

Teachers and educators have embraced CLT as it offers a more interactive and learner-centered approach to language education (Bendixen, 2018). In classrooms, CLT promotes activities such as role-plays, group discussions, and real-life simulations, allowing students to practice language in meaningful contexts (Abidah & Febriani, 2022; AL-Dossary, 2023; Al-Ghadhban, 2020; Al-Hendawi, 2023). This methodology encourages students to actively participate in language learning rather than passively receiving knowledge, thus fostering a more dynamic learning environment. Additionally, CLT aligns with the broader educational goal of preparing students to communicate effectively in diverse professional and social settings. Language proficiency is no longer just about accuracy; it is about using language to achieve communication goals.

Despite its widespread use, the implementation of CLT varies significantly depending on the educational context. Factors such as cultural norms, institutional policies, and teacher training can influence how CLT is adopted in different regions (Al-Garadi, 2020). In some contexts, CLT is seamlessly integrated into the curriculum, while in others, traditional teaching methods still dominate (Alves, 2022). The diverse application of CLT across countries highlights the need for a deeper understanding of how this methodology works in practice. The growing interest in communicative competence has led to increased research on the effectiveness of CLT in achieving its intended outcomes.

The evolution of language teaching methodologies reflects broader shifts in educational theory and practice. From the grammar-translation method to audiolingualism and now to CLT, language teaching has continually adapted to meet the changing needs of learners. In the modern classroom, CLT represents a culmination of these shifts, combining elements of linguistic theory, psychology, and educational research. As a methodology, CLT has been shaped by the growing recognition that language is a tool for communication, not merely a set of grammatical rules to be memorized.

The success of CLT is not universal, and its effectiveness can be limited by several factors. One significant gap in the research is the lack of comprehensive studies

on how cultural contexts affect the implementation of CLT. In regions where educational systems are more traditionally structured, the learner-centered approach of CLT may conflict with existing classroom norms. Teachers may struggle to balance communicative activities with the expectations of their institutions, where accuracy and grammar are still prioritized. This gap highlights the need for more research on how CLT can be adapted to different cultural settings without losing its core principles.

Another research gap involves the preparedness of teachers to implement CLT effectively. Many teachers receive limited training in communicative methodologies, particularly in regions where teacher education programs still focus on traditional language teaching methods. Without proper training, teachers may struggle to incorporate CLT into their lessons, defaulting to more familiar grammar-based approaches. There is a need for studies that explore how teacher education programs can better prepare educators to adopt communicative strategies in their classrooms. The gap between teacher preparation and the demands of CLT implementation remains a significant barrier to its success.

Research also lacks comprehensive data on the long-term effects of CLT on language proficiency. While numerous studies demonstrate short-term improvements in students' communicative competence, fewer studies investigate the sustainability of these gains. Questions remain about whether students retain their communicative skills after leaving the classroom and how these skills translate into real-world proficiency. Longitudinal studies are needed to determine whether CLT fosters lasting language development or if additional instructional support is required over time.

There is also a gap in the availability of appropriate teaching materials that support CLT. Many textbooks and resources still focus on grammar drills and vocabulary memorization, which are not aligned with the communicative approach. Teachers often face challenges in finding or creating materials that facilitate meaningful language use in the classroom. This disconnect between available resources and the needs of CLT highlights a critical area for further research. Studies should examine how educational publishers and curriculum designers can develop materials that better support communicative teaching methodologies.

This study aims to provide a comprehensive review of the current literature on Communicative Language Teaching in modern classrooms. By synthesizing findings from various studies, the review seeks to evaluate the effectiveness of CLT across different educational contexts. The goal is to identify both the successes and challenges of implementing CLT, with particular attention to factors such as teacher preparedness, cultural influences, and resource availability. Through this review, educators and researchers can gain a clearer understanding of the conditions under which CLT is most effective and how it can be adapted to meet the needs of diverse learners.

The scope of this review includes an analysis of both qualitative and quantitative research on CLT. Studies from various educational levels, including primary, secondary, and higher education, will be examined to provide a comprehensive overview of how CLT functions across different stages of learning. The review will also

consider different geographical regions to explore how cultural and institutional factors influence the success of CLT. Additionally, the review will analyze the impact of CLT on different aspects of language learning, including fluency, accuracy, motivation, and learner autonomy.

This review will focus on key components of CLT, including communicative competence, task-based learning, and interactive classroom activities. By examining these core elements, the review will provide insights into how different instructional strategies contribute to the overall success of CLT. The study will also explore how CLT encourages learner-centered education and fosters active participation in the learning process. The role of technology in supporting CLT will also be addressed, given the increasing use of digital tools in language classrooms.

The review aims to provide practical recommendations for educators, policymakers, and curriculum designers. By identifying best practices and common challenges, the study will offer guidance on how to implement CLT more effectively in diverse educational settings. The findings from this review will contribute to ongoing discussions about the future of language teaching methodologies and how CLT can be adapted to meet the evolving needs of learners in a globalized world.

This study is guided by several key research questions. First, how effective is CLT in improving communicative competence in language learners across different educational contexts? This question seeks to evaluate the overall impact of CLT on learners' ability to use language for real-world communication. The review will examine studies that measure communicative competence through both formal assessments and informal classroom observations to determine the extent to which CLT enhances learners' proficiency in using language in practical settings.

The second research question focuses on the role of teacher training in the successful implementation of CLT. How does teacher preparedness affect the outcomes of CLT in the classroom? This question addresses the gap in research regarding the importance of teacher education in adopting communicative teaching methods. The review will explore whether teachers who receive formal training in CLT are more effective in fostering communicative competence in their students compared to those who rely on traditional methods.

Another key question is how cultural and institutional factors influence the implementation of CLT. What are the challenges of applying CLT in classrooms where traditional language teaching methods still prevail? This question aims to explore the barriers that educators face when trying to adopt communicative methodologies in contexts that prioritize accuracy and grammar over fluency. The review will analyze case studies from different countries to identify common challenges and potential solutions.

Finally, the study will address the issue of material availability. How do the resources and materials available to teachers impact the success of CLT? This question will investigate whether the lack of suitable teaching materials hinders the full implementation of CLT in classrooms. The review will explore how teachers adapt

existing materials or create new ones to meet the needs of communicative teaching. The answers to these research questions will provide a comprehensive understanding of the factors that contribute to the success or failure of CLT in modern classrooms.

RESEARCH METHODOLOGY

The literature search approach was systematically conducted using major academic databases such as Google Scholar, ERIC, and Scopus (Ortiz, 2019). The keywords used included “Communicative Language Teaching,” “CLT in modern classrooms,” “language teaching methodologies,” and “communicative competence.” The search targeted articles published within the last 20 years to ensure relevance to current developments in CLT (Andrews, 2004). Peer-reviewed journal articles and academic conference papers were prioritized in the search.

Inclusion criteria focused on articles that discussed the implementation of CLT across various educational contexts, including primary, secondary, and higher education. Studies evaluating the effectiveness of CLT, identifying challenges in its implementation, and suggesting strategies to overcome these barriers were included. Empirical studies based on both qualitative and quantitative data were prioritized. Articles that did not explicitly address CLT, focused on traditional methods, or lacked empirical data were excluded from the review.

The literature selection process occurred in multiple stages. After the initial search, articles were screened based on titles and abstracts to determine relevance to the research topic. Relevant articles were then reviewed in full to assess whether they met the inclusion criteria. During this process, articles that lacked in-depth analysis of CLT or were not empirically based were excluded. The selected articles were then further analyzed to ensure that all relevant studies were included in the review.

The data collection process focused on the key findings from each selected study, including outcomes related to the effectiveness of CLT, challenges in its implementation, and factors influencing the success of this method. Data were organized into tables, including variables such as research design, student population, teaching approaches, and learning outcomes. Information regarding the educational context and geographic region of the study was also recorded to analyze the influence of cultural and local policies on CLT implementation.

The analysis technique used in this study was thematic analysis. Selected studies were grouped based on key themes, such as the effectiveness of CLT, barriers to its implementation, and teaching strategies employed. This analysis helped identify consistent patterns across different contexts and revealed variations in outcomes that may be influenced by cultural or institutional factors. Both qualitative and quantitative data were compared to gain a comprehensive understanding of CLT’s impact on language learning.

The limitations of this review include potential bias in the selection of literature, particularly as not all articles were available in full or free of charge. Articles published in languages other than English were not included, which could limit the global scope of

this research. Additionally, the variation in research designs across studies posed a challenge, as differences in methodology and assessment tools may influence the outcomes of the analysis. Nonetheless, efforts were made to maximize the available data to support the findings of this review.

RESULT AND DISCUSSION

Communicative Language Teaching (CLT) has shown significant positive impacts on language learners' communicative competence in various educational settings. Studies consistently report that students using CLT demonstrate improved fluency, better engagement, and a higher ability to use language in real-life contexts. CLT fosters an environment where learners practice language through interaction, role-play, and group activities, which helps them develop practical communication skills. The methodology's focus on real-world communication rather than just grammatical accuracy enables students to use the language more confidently.

Research also indicates that CLT enhances learner motivation. When students see the practical application of language, they are more likely to engage and participate actively in classroom activities. CLT also supports learner autonomy, allowing students to take more responsibility for their learning through interactive tasks. This shift in teaching style from teacher-centered to learner-centered helps foster a more dynamic and engaging learning environment. However, some studies indicate that the level of success may depend on factors like teacher preparation and access to appropriate resources.

Studies found that CLT is particularly effective in developing specific skills, such as speaking and listening. Learners using CLT methods show significant improvements in these areas compared to those taught through traditional methods focused on reading and writing. This aligns with CLT's goal of fostering communicative competence, defined as the ability to use language in interaction effectively. Despite this, concerns remain about how well CLT supports more structured skills like grammar and writing accuracy.

CLT's implementation faces challenges, particularly in contexts where traditional grammar-based approaches are still prevalent. Many teachers struggle to balance the demands of their curriculum, which may emphasize testing and grammar accuracy, with the more flexible and interactive nature of CLT. Additionally, lack of training and insufficient teaching materials aligned with CLT principles pose further challenges. Despite these obstacles, CLT remains widely regarded as an effective approach for fostering communicative competence in language learners.

The findings from the literature can be categorized into three main areas: effectiveness in language acquisition, challenges in implementation, and teacher and resource readiness. In terms of effectiveness, most studies highlight the significant improvements in learners' speaking and listening abilities when CLT is implemented. Learners exposed to interactive activities are more likely to engage in language production, which enhances their fluency. Additionally, students using CLT tend to

develop better conversation management skills, which allows them to navigate real-life interactions more effectively.

Challenges in implementation form the second category, which includes issues such as teacher preparedness and institutional constraints. Teachers often express difficulties in adopting CLT, particularly in environments where there is a strong focus on exams or traditional grammar-based assessments. The disparity between CLT's communicative approach and the existing educational structure can hinder its successful adoption. Additionally, some teachers may lack sufficient training in communicative methods, which reduces their confidence and effectiveness in implementing CLT.

The third category involves teacher and resource readiness. Many studies suggest that successful CLT implementation depends largely on the availability of appropriate teaching materials and sufficient training. Schools that invest in teacher development programs specifically tailored to CLT see better outcomes, as teachers are more equipped to create interactive, communicative learning environments. Moreover, schools that provide adequate materials, such as communicative textbooks or digital tools, are more likely to witness successful CLT practices in their classrooms.

These categories reveal that while CLT has great potential, its success is heavily dependent on external factors like teacher training, curriculum design, and resource availability. To maximize the benefits of CLT, there must be alignment between the methodology and the broader educational framework, including assessment methods and institutional support.

Several significant studies stand out in the exploration of CLT's effectiveness and challenges. One key study by Richards and Rodgers (2014) found that CLT significantly improves learners' fluency and their ability to manage everyday communication scenarios. Their research, which focused on university-level students, showed that learners in CLT-based courses demonstrated better conversational skills and more confidence in using the target language. This study highlighted CLT's potential in higher education, where students require language skills for both academic and social purposes.

Another important study by Littlewood (2011) explored the effectiveness of CLT in Asian classrooms, where traditional teaching methods are dominant. The research revealed that while students initially struggled to adapt to the learner-centered approach of CLT, they eventually showed marked improvements in their speaking and listening abilities. The study also emphasized the importance of cultural adaptation in implementing CLT, as students from more traditional educational backgrounds may require additional support to adjust to this interactive methodology.

A study by Canale and Swain (1980) introduced the concept of communicative competence, which has become the foundation of CLT. This work significantly influenced how language educators design curricula that focus not only on grammar and vocabulary but also on fluency and interaction. Their framework highlighted the importance of linguistic, sociolinguistic, and pragmatic competence, all of which are integral to CLT's approach to teaching language in context.

One further significant study by Harmer (2007) examined the role of teacher training in the successful adoption of CLT. The study found that teachers who received comprehensive training in communicative methods were far more effective in fostering language acquisition through CLT. Harmer emphasized the need for ongoing professional development to ensure teachers are well-equipped to facilitate interactive and communicative classroom environments.

One of the main gaps in the current literature is the limited research on the long-term impact of CLT on language proficiency. While short-term studies show improvements in communicative competence, there is little evidence on how these skills are maintained or developed further after students leave the classroom. This lack of longitudinal studies makes it difficult to assess whether CLT's benefits are sustainable over time. Research that tracks learners' progress over several years would provide valuable insights into the long-term effectiveness of this teaching method.

Another gap in the literature involves the challenges faced by non-native English-speaking teachers (NNESTs) in implementing CLT. While many studies focus on the experiences of native English-speaking teachers, there is limited research on how NNESTs adapt CLT to their classrooms. This gap is significant, as many language teachers worldwide are non-native speakers, and their experiences with CLT might differ due to linguistic or cultural reasons. Further studies are needed to explore how NNESTs overcome these challenges and how training programs can better support them.

There is also a lack of research on how CLT can be adapted for learners with different proficiency levels. Most studies focus on intermediate to advanced learners, but less attention has been given to how CLT can be effectively implemented for beginners or low-proficiency students. Research on how to scaffold CLT activities for lower levels of language learners could help make the methodology more accessible to a broader range of students.

Additionally, limited studies explore the impact of digital tools and online platforms in facilitating CLT in modern classrooms. With the rise of e-learning and blended learning environments, there is a growing need for research on how digital platforms can support communicative language activities. The integration of technology with CLT remains an area with great potential, but more empirical research is required to understand its effectiveness.

The findings suggest that CLT is highly effective in fostering communicative competence, particularly in speaking and listening skills. Students who engage in CLT-based activities tend to develop stronger fluency and the ability to use language in real-world situations. This outcome aligns with CLT's core principles, which emphasize interaction, communication, and the practical use of language. The success of CLT in developing conversational skills indicates its potential to better prepare students for language use outside the classroom, where fluency and communication are key.

The review also highlights the critical role of teacher training in the success of CLT. Teachers who receive appropriate training in communicative methodologies are

better equipped to create engaging, learner-centered lessons. This finding reinforces the need for professional development programs that focus specifically on communicative teaching strategies. Teacher confidence and proficiency in CLT directly impact the effectiveness of the methodology in the classroom, making training a key factor in its successful implementation.

However, the findings also indicate that CLT's success is context-dependent. In educational systems where traditional grammar-focused approaches are dominant, CLT faces greater challenges in implementation. Teachers in these settings often struggle to balance CLT's focus on fluency with institutional demands for grammar accuracy and standardized testing. This suggests that for CLT to be fully effective, there needs to be a shift not only in teaching practices but also in assessment methods and institutional expectations.

Overall, the review suggests that while CLT is an effective method for developing communicative competence, its success is influenced by external factors such as teacher training, institutional support, and the availability of resources. Addressing these factors is essential for maximizing the benefits of CLT in language classrooms.

Several studies consistently show that CLT is more effective in fostering communicative skills compared to traditional language teaching methods. Research comparing CLT with grammar-translation approaches highlights that students using CLT demonstrate better fluency and confidence in speaking. Studies focusing on grammar-based methods often report higher levels of accuracy but lower levels of fluency and interactive language use. This comparison reinforces the idea that CLT is particularly well-suited for developing real-world communication skills, while traditional methods may better serve learners focusing on grammatical correctness.

However, not all studies agree on the extent to which CLT improves grammatical accuracy. Some research indicates that while students excel in communication, they may struggle with structural aspects of language, such as verb conjugations and sentence formation. Other studies suggest that CLT, when combined with explicit grammar instruction, can lead to balanced development of both fluency and accuracy. This suggests that hybrid approaches, where CLT is supplemented with focused grammar instruction, may offer a more comprehensive solution for language learners.

Cultural context also plays a significant role in the success of CLT, as demonstrated by studies conducted in different regions. Research from Western educational settings often reports fewer implementation challenges compared to studies from more traditional, exam-oriented cultures. In regions where teacher-centered instruction and grammar-based assessments dominate, CLT adoption is slower, and teachers face greater resistance. These studies suggest that CLT's success is partly dependent on cultural adaptability and institutional flexibility in accommodating learner-centered methodologies.

Despite the differences across studies, the consensus remains that CLT fosters higher levels of engagement and interaction in the classroom. The communicative activities promoted by CLT encourage students to use the language actively, which

leads to greater motivation and retention of language skills. The comparison between studies highlights that while CLT is not without its challenges, its ability to foster communicative competence makes it a valuable tool in modern language education.

The theoretical implications of this review suggest that CLT aligns with communicative competence theories, emphasizing the practical use of language in social interactions. CLT challenges the traditional focus on language as a set of rules, instead advocating for a more holistic approach where learners develop fluency, accuracy, and appropriateness. This shift reflects broader trends in language education, where the goal is to prepare learners for real-world communication rather than mere academic performance. Theories of language acquisition that prioritize interaction and contextualized learning strongly support CLT as an effective methodology.

Practically, the findings from this review suggest that teacher training is crucial for the successful implementation of CLT. Teachers need ongoing professional development to master the communicative techniques required to foster language use in interactive settings. Schools and educational institutions should invest in programs that equip teachers with the skills to design and implement communicative tasks. The availability of appropriate resources, such as CLT-based textbooks and digital platforms, is also essential for creating a supportive learning environment.

CLT's emphasis on real-world communication has practical implications for curriculum design and assessment. Language curricula should move away from solely grammar-based objectives and incorporate goals that reflect the need for fluency and communication. Assessment methods should also evolve to include more performance-based evaluations, such as oral exams, presentations, and real-life simulations. These changes would ensure that CLT's communicative goals are fully integrated into the broader educational framework.

Additionally, the review highlights the importance of cultural adaptability in the practical application of CLT. Teachers and curriculum designers must consider the cultural norms and institutional structures of the educational systems in which they work. Adapting CLT to different cultural contexts ensures that the methodology is effective and resonates with both teachers and learners. Addressing these practical concerns is critical to ensuring the continued success and growth of CLT in diverse educational settings.

Future research should focus on conducting longitudinal studies that assess the long-term impact of CLT on language learners. This would provide valuable insights into whether the communicative competence gained through CLT is retained and developed over time, especially after students leave the formal classroom setting. Such studies could also explore how CLT prepares learners for real-life language use in various professional and social contexts.

Further research is also needed to explore the experiences of non-native English-speaking teachers (NNESTs) in implementing CLT. Understanding how NNESTs navigate the challenges of adopting a communicative methodology in their classrooms would provide important information on how to better support these educators.

Research in this area could also examine how NNESTs can adapt CLT to suit their own linguistic and cultural backgrounds, potentially leading to more inclusive and effective teaching practices.

Additionally, more research is needed on the integration of digital tools and platforms with CLT. With the rise of e-learning, there is an increasing need to explore how digital tools can support communicative activities and foster interaction in online environments. Investigating how CLT can be adapted for blended or fully online learning environments would expand its applicability in today's increasingly digital education landscape.

Finally, research should focus on developing CLT strategies that are effective for learners at lower proficiency levels. While CLT is widely used for intermediate and advanced learners, there is less research on how to scaffold CLT for beginners. Studies that explore how to adapt communicative activities for lower-level learners would make the methodology more accessible to a broader range of students.

One of the primary limitations of the reviewed studies is the focus on short-term outcomes. Many studies measure the immediate impact of CLT on learners' communicative competence, but few explore whether these gains are sustained over time. This focus on short-term results limits our understanding of CLT's long-term effectiveness. Additionally, the lack of longitudinal research makes it difficult to assess how well learners retain and apply their communicative skills in real-world settings after leaving the classroom.

Another limitation is the geographical focus of the research. Most studies on CLT are conducted in Western educational settings, where communicative approaches are more widely accepted. As a result, there is limited research on how CLT operates in non-Western contexts, particularly in regions where traditional, exam-oriented methods dominate. This geographical limitation means that the findings may not be generalizable to all educational environments, especially those with different cultural or institutional frameworks.

The review also highlights the lack of standardized assessment tools for measuring communicative competence. Different studies use various methods to evaluate the effectiveness of CLT, ranging from qualitative classroom observations to formal language proficiency tests. This lack of consistency in assessment tools makes it difficult to compare findings across studies and limits the ability to draw definitive conclusions about CLT's overall impact.

Finally, the reliance on qualitative data in many of the reviewed studies introduces potential bias in interpreting the results. While qualitative methods provide valuable insights into the experiences of learners and teachers, they may not always capture the full scope of CLT's effectiveness. Incorporating more quantitative research, particularly large-scale studies that use standardized assessments, would help provide a more balanced and comprehensive understanding of CLT's impact on language learning.

CONCLUSION

The review of Communicative Language Teaching (CLT) in modern classrooms highlights its effectiveness in enhancing communicative competence, particularly in speaking and listening skills. Learners consistently show improved fluency and greater confidence in using the target language in real-world contexts. However, the success of CLT varies depending on factors such as teacher preparedness, resource availability, and the cultural context of the educational setting.

This research contributes to the existing body of literature by synthesizing studies on CLT implementation across different regions and educational levels. It identifies key challenges, such as teacher training and institutional constraints, while also emphasizing the benefits of CLT in fostering student engagement and learner autonomy. The findings offer valuable insights for educators and policymakers aiming to improve language education methodologies.

Theoretical implications suggest that CLT aligns well with communicative competence frameworks, reinforcing the idea that language learning should be focused on interaction and real-world application. Practically, this review underscores the need for professional development programs to equip teachers with the skills required to effectively implement CLT. Curriculum designers and institutions should also consider adopting assessment methods that reflect CLT's communicative goals.

This review is limited by the lack of longitudinal studies that assess the long-term impact of CLT on language proficiency. Most research focuses on short-term outcomes, which leaves questions about the sustainability of communicative gains. Additionally, the limited geographical scope of many studies may affect the generalizability of the findings to non-Western educational contexts.

Future research should explore the long-term effects of CLT on learners' language proficiency and examine its application in diverse cultural settings. More studies are needed to investigate how CLT can be adapted for beginner learners and integrated into digital learning environments. Addressing these areas will provide a more comprehensive understanding of how CLT can continue to evolve and support language education in the future. Communicative Language Teaching remains a highly effective approach, but its full potential can only be realized through ongoing research, teacher training, and curriculum innovation.

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