

## COMMUNICATIVE LANGUAGE TEACHING (CLT): A GOOD APPROACH FOR TEACHING ENGLISH

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### ABSTRACT

*One popular and successful approach to teaching English is Communicative Language Teaching (CLT). This method places a strong emphasis on the value of communication, practical language use, and cultural significance in language acquisition. This essay explores the theoretical foundations of CLT, how it is used, and the findings of numerous scholarly investigations. Expanded by academics such as Richards (2006) and Savignon (2018), CLT integrates linguistic, sociolinguistic, and pragmatic abilities to promote holistic language development. It is based on Hymes' (1972) notion of communicative competence. Through interactive, student-centered activities including role-playing, group projects, and simulations, CLT improves students' fluency, accuracy, and self-confidence, according to research from Thailand (Jansem, 2019) and Indonesia (Istiantika et al., 2023).*

*Despite the fact that CLT has numerous advantages, there are obstacles to its implementation, such a lack of resources, big class sizes, and different teacher skill levels (Richards, 2006; Butler, 2011; Istiantika et al., 2023). In order to create inclusive classroom environments and facilitate effective communicative tasks, teachers are essential (Littlewood, 2013; Jeon, 2009). This paper demonstrates how CLT prioritizes interaction and real-world language use in order to address the drawbacks of conventional language training approaches. However, sufficient teacher preparation, institutional support, and contextual adaptation are necessary for the effective application of CLT (Bax, 2003; Spada, 2007). This study highlights the transformative potential of CLT in altering English language education and preparing students for communication in a globalized environment by analyzing regional and global studies.*

### A. INTRODUCTION

In recent decades, there have been significant changes in the way that English is taught. Traditional methods that prioritized grammatical rules and rote memorization have given way to systems that emphasize functional communication and real-world language use. Communicative Language Teaching (CLT) has emerged as one of the most significant methodologies during this progression. Acknowledged for its efficacy, CLT has revolutionized English instruction by emphasizing meaningful interaction and the practical application of language skills. Fundamentally, CLT is based on Hymes' (1972) idea of communicative competence, which highlights that language competency encompasses more than just vocabulary and grammar; it also includes the capacity to utilize language successfully in social situations. By combining linguistic, sociolinguistic, and pragmatic elements, this theory prepares students to interact effectively in a variety of contexts (Richards, 2006; Savignon, 2018).

Conventional techniques, such audio-lingual and grammar-translation systems, mostly depended on mechanical exercises and memorization. Although teaching structural accuracy was frequently successful with these approaches, learners were not adequately prepared for real-world communication. By putting interaction at the center of language learning, CLT overcomes

this constraint. Through exercises that mimic real-life communication scenarios, such as role-plays, group debates, and problem-solving assignments, it encourages active engagement. These strategies encourage learners to practice and develop their language skills in meaningful ways, thereby enhancing fluency and confidence (Spada, 2007; Littlewood, 2013).

Research conducted in a variety of educational settings, especially in places like Thailand and Indonesia, demonstrates the flexibility and efficacy of CLT. CLT has been modified for use in Indonesian classrooms to include culturally pertinent subjects like daily activities, family life, and regional customs. This approach not only makes lessons more engaging but also ensures that learners see the practical value of their language skills (Istiantika et al., 2023). Similarly, through interactive, low-pressure activities like small talk exercises and group projects, CLT has been demonstrated to enhance students' conversational skills and general language competency in Thailand (Jansem, 2019). These illustrations show how CLT can be modified to satisfy the particular requirements of students in various educational and cultural contexts.

Notwithstanding its many benefits, there are certain difficulties in putting CLT into practice. Lack of resources is a major obstacle, especially in poor schools where teachers could find it difficult to obtain the right supplies and training. In rural areas, large class sizes and diverse student proficiency levels further complicate the task of creating an interactive, student-centered learning environment (Istiantika et al., 2023). Additionally, non-native English-speaking teachers often face difficulties in maintaining fluency and accuracy, which can hinder their ability to model effective communication (Richards, 2006; Butler, 2011). These difficulties highlight the necessity of thorough teacher preparation courses and institutional assistance to guarantee the effective application of CLT.

Through an examination of 20 scholarly sources, including case studies, theoretical frameworks, and empirical research, this paper investigates the theoretical underpinnings, advantages, and difficulties of CLT. This study makes the case that CLT is a revolutionary method of teaching English by looking at its applicability in both local and international contexts. It overcomes the drawbacks of conventional approaches while giving students the tools they need to interact with others in a globalized society. Furthermore, the results highlight how crucial resource allocation, teacher preparation, and context-sensitive modifications are to achieving CLT's full potential. The purpose of this investigation is to advance knowledge of how CLT can be successfully applied in various educational contexts.

## **B. METHODOLOGY**

Based on a thorough literature analysis of 20 scholarly sources pertaining to Communicative Language Teaching (CLT), this study takes a qualitative approach. Both theoretical and empirical research are included in the evaluated sources. Acquiring a thorough understanding of CLT's theoretical underpinnings, practical application, and the advantages and difficulties of this approach in various educational contexts is the main goal.

Studies that used CLT to enhance language proficiency in culturally diverse classrooms in Thailand (Jansem, 2019) and Indonesia (Istiantika et al., 2023) provided the primary data. These regional studies show how CLT activities—like interactive exercises and task-based learning—are modified for use in regional educational environments. Furthermore, international studies by Butler (2011) and Spada (2007) provide a more comprehensive view of the challenges and opportunities associated with implementing CLT in various geographical areas.

E-Books, case studies, and peer-reviewed journal papers provided the data for this review. Studies from Thailand (Jansem, 2019) and Indonesia (Istiantika et al., 2023) are important

sources that demonstrate how CLT has been modified and used in these countries. The cultural relevance and efficacy of CLT in enhancing language proficiency are demonstrated by these research. Furthermore, international studies conducted by academics like Butler (2011) and Spada (2007) offered insightful information about the general patterns and difficulties in applying CLT in various contexts.

### **C. RESULT AND DISCUSSION**

Hymes's (1972) idea of communicative competence serves as the foundation for Communicative Language Teaching (CLT). By focusing on developing the capacity to use language successfully and appropriately in a variety of social circumstances rather than just mastering linguistic forms like grammar and vocabulary, this theoretical framework reframed the objectives of language education. Communicative competence encompasses not only linguistic knowledge but also sociolinguistic and pragmatic understanding, enabling learners to communicate with accuracy and fluency while considering cultural and situational appropriateness (Richards, 2006; Savignon, 2018).

Hymes' idea was expanded upon by Richards (2006) and Savignon (2018), who promoted the inclusion of linguistic, sociolinguistic, and pragmatic aspects in language instruction. These advancements broadened the use of CLT, transforming it into a comprehensive strategy that prepares students to handle a variety of social situations. A student who is good at grammar but finds it difficult to modify their language use in formal or informal contexts, for instance, might find it difficult to develop communicative competence. CLT addresses this gap by emphasizing both accuracy and functional language use.

#### **❖ Fundamental Ideas and Practices of CLT**

The fundamental tenet of Communicative Language Teaching (CLT) is that interaction is the main tool and end aim of language acquisition. CLT is based on this idea, which sets it apart from conventional language education approaches that place more emphasis on discrete grammar exercises or rote memorization. The method used by CLT entails involving students in interactive exercises that encourage thoughtful discussion and active engagement. Students are encouraged to utilize language in ways that mirror real-world situations through realistic communication challenges, which helps them to acquire useful and transferable abilities (Richards, 2006; Savignon, 2018).

A key component of CLT is interactive exercises including role-playing, group discussions, problem-solving assignments, and information gap exercises. By simulating real-life situations, these exercises give students the chance to practice English in pertinent and meaningful contexts. For instance, students can use their language abilities in contexts they are likely to experience outside of the classroom by participating in group discussions on commonplace subjects like family life, travel, and shopping (Littlewood, 2013; Spada, 2007). Collaboratively organizing a vacation or discussing answers to hypothetical problems are examples of problem-solving activities that force students to use critical thinking and good communication skills, which enhances their confidence and language proficiency.

Teachers in Indonesia have effectively modified CLT to include themes and subjects that are recognizable to their culture, like regional customs, everyday routines, and local traditions. In addition to making the subject matter more approachable for pupils, these culturally relevant lectures also increase their motivation and level of participation. For example, classes that focus on family get-togethers, traditional markets, or Indonesian holidays speak to students'

experiences and help them make a stronger link between language learning and their daily life (Istiantika et al., 2023). These contextualized methods highlight the usefulness of language in everyday situations, allowing students to recognize the benefits of their proficiency.

Additionally, CLT ensures that children become well-rounded communicators by encouraging the simultaneous development of all four language skills: speaking, listening, reading, and writing. Speaking and listening skills are enhanced by exercises like partnered dialogues, and literacy development is aided by assignments that require reading articles or writing thoughts. Whether in formal contexts like presentations or informal ones like casual discussions, this all-encompassing approach equips students to manage a variety of communicative demands (Butler, 2011; Tuan, 2010). CLT gives students the all-encompassing expertise required for successful communication in a range of social and professional contexts by incorporating these abilities into each course.

CLT's emphasis on student autonomy and active participation in the learning process is another essential component. Instead of controlling classroom interactions, CLT repositions teachers as facilitators who encourage and lead students, in contrast to traditional teacher-centered approaches. Through task completion, peer collaboration, and progress reflection, this method empowers students to take charge of their education. For instance, information gap activities require students to collaborate in order to solve problems and share knowledge, which develops their language and social abilities (Richards & Rodgers, 2001; Savignon, 2018).

## ❖ Advantages of CLT

### 1. Increased Confidence And Fluency

Enhancing students' confidence and fluency in English is one of Communicative Language Teaching's (CLT) most important benefits. CLT gives students the chance to practice language in authentic settings by emphasizing engagement and meaningful communication. Students can improve their conversational abilities, lower their anxiety levels, and gain the confidence needed for successful communication through these regular and genuine conversations. The interactive nature of CLT enables learners to experiment with language, make mistakes in a supportive environment, and gradually refine their fluency (Richards, 2006; Savignon, 2018).

Empirical research demonstrates how CLT can enhance fluency through a variety of communicative exercises. In Thai classes, for example, role-playing and small talk activities have been shown to be quite successful in assisting students in practicing conversational English in relaxed environments. These exercises give students a secure environment in which to talk without worrying about criticism, allowing them to improve their speaking abilities naturally. Over time, such repeated practice leads to noticeable improvements in fluency and a greater willingness to engage in conversations (Jansem, 2019). Similarly, task-based activities in Indonesia, such as group discussions and collaborative projects, have significantly contributed to students' ability to express themselves confidently and coherently. These activities encourage learners to interact with peers, negotiate meaning, and use language spontaneously, all of which are critical for developing fluency (Istiantika et al., 2023).

Increased fluency is also a result of the emphasis on real-world communication situations. CLT places more emphasis on language use in real-world contexts than traditional approaches, which focus on exercises and memorization. For instance, students must be able to think quickly and modify their vocabulary to fit various situations when working on problem-solving exercises and simulations. In addition to improving their fluency in sentence construction, this process helps students acquire the abilities necessary to function in a variety of communicative contexts. Research by Littlewood (2013) and Spada (2007) underscores how CLT's emphasis on interactive

learning fosters a natural progression in speaking skills, enabling learners to transition from structured practice to spontaneous expression.

Another area in which CLT shines is confidence. Because the approach is student-centered, students may take charge of their own development, which fosters a sense of empowerment and independence. Teachers in CLT classrooms act as facilitators, providing constructive feedback and fostering an inclusive environment where mistakes are seen as part of the learning process. This supportive atmosphere reduces learners' fear of failure and encourages active participation, which is essential for building confidence (Savignon, 2018; Richards & Rodgers, 2001). Additionally, the use of culturally relevant themes in CLT, such as local customs or daily routines, helps students connect language learning with their personal experiences, making lessons more relatable and boosting their motivation to communicate effectively (Istiantika et al., 2023).

## **2. Learning Centered on the Student**

By moving the emphasis from teacher-centered instruction to a more student-centered approach, Communicative Language Teaching (CLT) transforms conventional language education. While the teacher acts as a facilitator, students actively participate in their learning process and take ownership of their development in CLT. By encouraging independence, drive, and involvement, this paradigm empowers students to take charge of their language learning (Richards, 2006; Savignon, 2018).

CLT promotes students to actively engage with the curriculum, in contrast to traditional teacher-led classes where students passively receive knowledge. Students must cooperate, exchange ideas, and use language in meaningful ways when participating in interactive activities like role-playing, group discussions, and problem-solving exercises. These exercises are intended to mimic actual communication situations, providing students with a safe setting in which to hone their abilities. For example, group projects where students work together to solve a problem or create a presentation encourage active participation and build interpersonal skills alongside language proficiency (Littlewood, 2013; Spada, 2007).

The flexibility it offers in meeting each student's unique learning needs is a crucial component of student-centered learning in CLT. By creating activities that take into account students' varying learning preferences and degrees of language proficiency, teachers facilitate learning. All students are guaranteed to be involved and suitably challenged thanks to this inclusion. For instance, in Thailand, small-group activities have been used effectively to allow students of varying abilities to practice language skills collaboratively, ensuring that no learner is left behind (Jansem, 2019). Similarly, in Indonesia, task-based activities involving culturally relevant themes, such as local customs and traditions, help students connect their learning to their own lives, making lessons more relatable and meaningful (Istiantika et al., 2023).

CLT's student-centered approach also fosters the growth of critical thinking and problem-solving abilities. Students are urged to think creatively and independently through assignments that call for compromise, judgment, and group problem-solving. Knowledge gap exercises, for example, encourage both linguistic proficiency and critical thinking in students as they collaborate to finish a job by sharing missing knowledge (Richards & Rodgers, 2001). This method gives pupils transferable abilities that are useful in real-world situations in addition to increasing their language proficiency.

Student-centered learning also encourages responsibility and accountability. When given the chance to take control of their education, students are more likely to engage with the material and actively work toward their goals. By offering students choices for how they can contribute to and participate in activities, CLT fosters in them a sense of empowerment and autonomy.

According to research by Butler (2011), students in student-centered settings frequently show higher levels of motivation and engagement, which eventually results in better language outcomes.

In order to establish and preserve a student-centered atmosphere, teachers are essential. Instead of dictating, the teacher's job in CLT is to encourage, guide, and facilitate. This entails creating interactive exercises, giving helpful criticism, and cultivating a welcoming environment in the classroom. Teachers foster an environment where students feel comfortable expressing themselves and experimenting with language by taking a backseat and letting students facilitate group projects or lead discussions (Savignon, 2018; Littlewood, 2013).

### **3. Motivation and Cultural Relevance**

The capacity of Communicative Language Teaching (CLT) to boost student motivation by highlighting cultural relevance in language acquisition is among its most noteworthy benefits. CLT makes language learning accessible and meaningful by incorporating culturally recognized themes and real-life situations into classes. This increases student engagement and excitement (Richards, 2006; Littlewood, 2013). Students are more inclined to participate fully in class and do well academically when they perceive the usefulness of their language abilities and relate what they are learning to their everyday life.

For example, culturally appropriate classes that integrate local customs, daily routines, and social conventions have been successful in holding pupils' attention in Indonesia. For instance, learners can practice language in relatable circumstances when communicative tasks are based on topics such as family get-togethers, traditional festivals, or local marketplaces. Because they perceive the material's connection to their own cultural and personal experiences, this method not only improves their language comprehension but also makes them more eager to interact with it (Istiantika et al., 2023). Similar to this, it has been demonstrated that in Thailand, teachings that incorporate elements of Thai culture and daily life increase student motivation by making learning more engaging and relevant to the context (Jansem, 2019).

By demonstrating to pupils how their language abilities may be used in real-world situations, CLT's emphasis on practical communication further increases motivation. Learning becomes dynamic and engaging through activities like role-playing interactions in stores, talking about local problems, or organizing trips. Through these exercises, students learn that language is a tool for navigating real-world circumstances as well as a subject to be studied. According to Savignon (2018), relating language instruction to students' real-world experiences inspires them to participate actively in their education and drives them to keep honing their communication skills.

Making lessons inclusive and interesting for a variety of student populations also requires cultural relevance. Teachers can foster a positive learning atmosphere where students feel appreciated and represented by customizing the curriculum to suit the cultural backgrounds of their students. This feeling of belonging boosts motivation and cultivates a positive outlook on education. In an Indonesian classroom, for instance, a lesson that includes conversations about regional customs or national holidays not only improves language proficiency but also strengthens students' cultural identity, which makes learning more purposeful and satisfying (Istiantika et al., 2023; Littlewood, 2013).

Lastly, by granting students a sense of independence and control over their education, CLT's student-centered approach boosts motivation. Students are more likely to remain interested and invested in the process when they actively shape their educational journey. Students' recommended themes are frequently included by teachers in CLT classes, enabling students to investigate things that pique their interest or hold personal significance. In addition

to making courses more interesting, this method supports the notion that learning a language is a flexible and cooperative process (Richards, 2006; Savignon, 2018).

### ❖ **Implementing CLT Presents Difficulties**

Despite all of its advantages, Communicative Language Teaching (CLT) can be difficult to apply in a variety of educational contexts. These challenges are brought on by a lack of resources, problems with classroom management, different teacher skill levels, and institutional obstacles. Each of these elements may make it more difficult for CLT to be successfully adopted and for it to effectively develop learners' communicative ability.

#### **1. Scarce Resources**

The absence of sufficient resources is a significant barrier to the implementation of CLT, particularly in poor or rural schools. It is frequently impossible to access resources like instructional aids, textbooks, and classroom supplies intended for interactive and communicative activities (Istantika et al., 2023). These teachers' capacity to design dynamic and captivating courses is hampered by their frequent reliance on antiquated, grammar-focused texts that do not adhere to CLT principles (Richards, 2006). Furthermore, schools frequently lack access to multimedia resources and technology that are essential for facilitating communicative tasks, such as online platforms, audio-visual aids, and language learning applications (Littlewood, 2013). Teachers have a difficult time creating classes that encourage language use in everyday situations without these materials.

#### **2. Classroom Administration**

Managing classrooms with a lot of pupils or a range of skill levels is another major problem. Teachers frequently struggle with packed classrooms in various educational settings, especially in nations like Thailand and Indonesia, where it can be challenging to plan interactive activities and guarantee fair participation (Jansem, 2019). For instance, if the class size is too big, group discussions or role-playing activities may become disorganized or ineffectual, making it difficult for professors to keep an eye on and provide each student feedback. Furthermore, different language proficiency levels within the same classroom can lead to differences in involvement, with more proficient students controlling activities and less proficient students finding it difficult to participate in meaningful ways (Spada, 2007).

#### **3. Proficiency of Teachers**

The teacher's capacity to support communicative activities and provide an example of appropriate language use is crucial to the success of CLT. But in many situations, non-native English speakers may struggle with accuracy and fluency, which might undermine their confidence and ability to apply CLT (Butler, 2011). Lessons that are unproductive may result from teachers who are not familiar with CLT approaches finding it difficult to plan and carry out communicative activities. Additionally, many teachers do not have access to professional development opportunities that might enhance their pedagogical abilities and expertise (Jeon, 2009). Because they feel unprepared to handle its demands, educators frequently oppose implementing CLT as a result of this training gap (Richards & Rodgers, 2001).

#### **4. Barriers inside Institutions**

The effective application of CLT depends heavily on institutional support, although many educational institutions and systems fall short in this regard. Common issues include a lack of systemic integration of CLT into curricula, restricted access to professional development workshops, and inadequate finance for teacher training programs (Bax, 2003). Teachers frequently express a lack of support from their organizations, which hinders their capacity to implement cutting-edge teaching strategies. Additionally, teachers feel pressured to concentrate

on test preparation rather than developing real-world language abilities due to strict examination systems that value grammatical precision above communicative ability (Savignon, 2018). This discourages the implementation of CLT.

### **5. Addressing the Challenges**

While these challenges are significant, they are not insurmountable. Solutions include providing comprehensive teacher training programs that focus on CLT principles, task design, and classroom management strategies. Equipping teachers with the tools and knowledge to implement CLT effectively can bridge gaps in proficiency and confidence (Littlewood, 2013). Additionally, adapting CLT to local contexts and resources, such as using culturally relevant materials or leveraging community support, can make its implementation more feasible (Istiantika et al., 2023). The integration of affordable technology, such as mobile apps or simple multimedia tools, can also enhance classroom interactivity without requiring extensive resources (Richards, 2006).

#### **❖ Techniques for Successful Execution**

The successful implementation of Communicative Language Teaching (CLT) necessitates the use of efficient solutions that tackle the problems of institutional limits, variable student proficiency, and resource limitations. Teachers can optimize CLT in their classrooms by implementing particular strategies that encourage active participation, offer the required assistance, and adjust to local situations. The following list of tactics can assist guarantee that CLT is carried out successfully.

##### **1. Thorough Training for Teachers**

For CLT to be implemented successfully, teacher preparation is essential. The goal of thorough professional development programs should be to give educators the tools they need to create communicative assignments, run classrooms efficiently, and incorporate CLT concepts into regular lessons. Teachers may comprehend the fundamental ideas of CLT and learn how to use it in a variety of classroom contexts with the help of effective training programs (Richards, 2006). According to research by Butler (2011), task design is crucial, and teachers must be skilled in developing assignments that encourage communication, problem-solving, and the use of language in everyday situations. For example, teachers should receive training on how to create cooperative problem-solving exercises, role-playing games, and information gap tasks that motivate pupils to actively practice language.

Classroom management strategies should also be covered in teacher preparation programs, especially for large or mixed-ability courses. According to Spada (2007), educators must receive training on how to encourage involvement in big classes and guarantee that each student has an opportunity to talk and participate in communicative activities. In order to give students continuous feedback that aids in their language development, teachers must also be knowledgeable about formative assessment methods (Savignon, 2018). Schools can enable teachers to confidently apply CLT and promote a student-centered learning environment by giving them the necessary training.

##### **2. Adaptation in Context**

Making adjustments to the method to match the students' linguistic and cultural background is essential to the successful application of CLT. CLT works best when it is adapted to local cultural norms, customs, and daily experiences, as stated by Istiantika et al. (2023). Teachers can increase students' interest in and relatability to language learning by including well-known themes and regional subjects into their classes. For instance, CLT classes in Indonesia frequently

include talks about regional traditions, national festivals, or customs, enabling students to recognize the usefulness of their language proficiency (Istiantika et al., 2023).

Similar to this, in Thailand, including culturally appropriate subjects into communicative tasks—like regional celebrations or daily interactions—guarantees that students will be able to relate to the content and use their language abilities in relevant circumstances (Jansem, 2019). Since students are more inclined to participate in lessons that directly connect to their experiences, localizing CLT also helps to boost motivation. CLT strengthens students' bond with the language and boosts their commitment to learning by guaranteeing cultural relevance.

### **3. Technology Integration**

Another useful strategy for improving CLT is integrating technology into the classroom. Students can now practice their language abilities in rich, engaging settings thanks to digital tools. Technology can help close the gap between typical classroom activities and real-world communication, giving students more chances to utilize language in actual contexts (Richards, 2006). For instance, students can engage in language practice outside of the classroom and communicate with classmates in other places by using online discussion boards, video conferencing, and virtual role-playing games, which mimic real-life conversation (Spada, 2007).

Differentiated instruction is further supported by technology, which enables teachers to adapt learning activities to the needs and skill levels of their students. Butler (2011) points out that by enabling students to share ideas, ask questions, and collaborate on projects, online resources can help students collaborate even when they are not in class. Additionally, interactive websites and mobile apps can be used to enhance traditional classroom materials, giving students more tools to practice their language abilities at their own pace (Savignon, 2018). Thus, integrating technology can aid in overcoming the constraints of limited resources and increase the number of opportunities for communicative, interactive practice.

### **4. Continuous Evaluation and Feedback**

Continuous evaluation is necessary to monitor students' development and make sure CLT continues to be successful in enhancing language proficiency. CLT places a strong emphasis on continuous formative assessment in place of traditional exams, where teachers evaluate students' language proficiency on a frequent basis in real-world situations. Teachers can monitor how successfully students interact on problem-solving exercises, participate in group discussions, and convey ideas fluently during role-plays, for example (Richards & Rodgers, 2001).

In this process, effective feedback is essential. Constructive criticism should highlight both areas of strength and need for development. According to Richards (2006), teachers should give prompt, encouraging comments to students so they can gain confidence and learn how to get better. Peer feedback can also be a useful technique since it helps students evaluate one other's work, fosters learning from one another, and strengthens their own language proficiency (Savignon, 2018). Teachers can make sure that CLT is supporting the long-term development of communicative competence by implementing ongoing evaluation and feedback.

### **5. Creating a Supportive Learning Environment**

Establishing a setting where students may take chances and use language without worrying about criticism is a crucial component of CLT. Instructors must create a supportive and trusting environment where making mistakes is accepted as a necessary part of learning. A supportive classroom atmosphere lowers students' anxiety and boosts their self-esteem, which increases their willingness to participate in communicative activities, claims Tuan (2010). By rewarding students for their accomplishments, fostering collaborative learning, and making

learning fun with interactive exercises and activities, teachers can foster this atmosphere (Butler, 2011).

#### **D. CONCLUSION**

By emphasizing interactive learning, cultural relevance, and real-world conversation, Communicative Language Teaching (CLT) provides a revolutionary approach to language instruction. CLT, which has its roots in Hymes' (1972) theory of communicative competence, combines linguistic, sociolinguistic, and pragmatic components to assist students in becoming proficient communicators in a variety of social settings. Studies from Indonesia and Thailand have shown that CLT, which emphasizes interaction, task-based learning, and student-centered activities, improves fluency, confidence, and engagement—especially when tailored to local cultural contexts (Istiantika et al., 2023; Janssem, 2019). Nevertheless, despite its benefits, obstacles including a lack of funding, big class sizes, different teacher skill levels, and institutional limitations make it difficult to successfully apply CLT (Bax, 2003; Richards, 2006).

Techniques like thorough teacher preparation, contextual adaptation, and technological integration are crucial for overcoming these obstacles. Teachers may create an inclusive and engaging learning environment by equipping them with the skills they need to design and facilitate communicative tasks, tailoring classes to the cultural backgrounds of their students, and leveraging digital resources to improve learning. By encouraging real-world communicative competence and equipping students for success in an increasingly globalized society, these strategies guarantee that CLT's potential is fully realized and alter language instruction (Savignon, 2018; Littlewood, 2013).

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