
RESEARCH ARTICLE

Impact of Communicative Language Teaching Method on Students' Speaking and Listening Skills: A Review Article

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ABSTRACT

English language teachers and educators everywhere try to find better language approaches, methods, theories, techniques, and strategies. One way to do that is by implementing the approaches or practices in their classrooms to see which one works, serves more for their students, or has more impact. These communicative language education techniques have been used for many years in many nations. The main goal of the learners is to reach communicative competence; thus, they continuously search for a method or approach that can significantly impact their communicative competence. Hence, teachers and learners try to use different language approaches and techniques to improve the student's language skills, especially their speaking skills. The main aim of this review article is to investigate the impact of communicative language teaching (CLT) by reviewing five reports and some literature reviews. Kasumi's first article, 'Communicative Language Teaching and Its Impact on Students' Performance,' was conducted in 2015. The second article is entitled "The effect of using Communicative Language Teaching on Speaking Ability," which Ratih and Hanafi undertook in 2016. The third article is entitled "The Effect of Using Communicative Language Teaching on Developing English Speaking and Listening Skills of Iranian Secondary School Students," which Aalaei conducted in 2017. The fourth article, "The Effect of Communicative Activities on Libyan Secondary School Students' Speaking Performance in Malaysia," was conducted by Owen & Razali in 2018. The fifth article, "The Impact of the Implementation of CLT On Students' Speaking Skills," was led by Mangaleswaran and Aziz in 2019. The findings of these articles indicated that CLT impacts students' communicative competence, especially speaking and other skills such as listening, reading, and writing. The results show that the sub-skills such as vocabulary, grammar, pronunciation, comprehension, and fluency improve.

KEYWORDS

Communicative Language Teaching, Communicative competence, language skills, speaking skills, listening skills.

ARTICLE INFORMATION

ACCEPTED: 20 December 2022

PUBLISHED: 10 January 2023

DOI: 10.32996/ijllt.2023.6.1.8

1. Introduction

Among the four language skills, such as listening, speaking, reading, and writing, speaking skills are considered the priority of EFL and ESL learners. McKay (2006) states that listening and speaking are the foundations of language learning that formulate oral language. Moreover, Richards and Rodgers (2001) mentioned that ESL learners face many problems while speaking, and one of them is that learners take too long to compose utterances and talk slowly.

Richards and Rodgers (2001) suggest that to improve learners' speaking ability communicative language teaching approach can be used. Both writers assert that by implementing the CLT approach, students' speaking in cognitive and behavioural aspects will be improved. CLT has attracted thousands of attention in the scope of language teaching and has brought much debate with itself

(Liu, 2015). Wilkins (1974) was the first person to use the term 'communicative approach' cited in Al-Amara and Alabbad (2016). Furthermore, Canale and Swain (1998), cited in (Yasin et al., 2017), said that communicative competence that covers grammatical competence, sociolinguistics competence, discourse competence, and strategic competence can be improved through the communicative language teaching approach. Sabrina (2020) clarifies that within CLT, some characteristics make students active participants and thus enhance their communication skills. Similarly, Littlewood and William (1981), cited in (Giday & Sarangi, 2019), mentioned that to use English in natural settings and environments, CLT can be employed to improve students' capacity.

Nowadays, communicative language teaching (CLT) is frequently used. In the late 1970s, CLT was originally developed in England. However, it was later extended to additional ESL/EFL nations. Many Asian countries modified their teaching strategies and attitudes as English gained importance in the global community to address the English language concerns more directly, increase awareness among native English speakers in the classroom, and improve students' speaking abilities. The Grammar Translation Method (GTM), Direct Method (DM), Audio-Lingual Method (ALM), and Silent Way (SW) were among the methods that were introduced over the past few decades but later became outdated because they were unable to meet the needs of learners. CLT was developed as an alternative to these antiquated traditional methods. Exposure to the target language (L2) and more practice in the target language are both good benefits of this approach (CLT). CLT was first used in the early 1970s and is regarded as one of the greatest and most successful methods of teaching languages, according to Bandle (2007).

Since CLT has been used, at least as a research approach, in most nations, its relevance has been felt and understood globally. Teaching and using in-class material is helpful and useful. According to Ansarey (2012), the primary goal of the CLT approach is to promote learning for the learners so they can successfully learn a language and utilize it to engage with others in natural settings. Brown (2001), cited in Chang (2011), argues that CLT focuses on collaboration and cooperation. Moreover, thus, the learners become active participants in the learning process; they talk most of the talk, and a greater responsibility will be left to them for their learning.

In Iraqi Kurdistan, the CLT method has been implemented since 2010 and even a little earlier for some stages. Currently, the teachers of English focus more on communication skills, cooperation, and group work activities to allow their students to overcome the obstacle they encounter while talking. Furthermore, priority is given to speaking skills through listening, reading, and writing practices in the target language. Thus, to avoid using their mother tongue in classrooms, the teachers do not allow students to speak in their first language. This will develop learners' target language competency and encourage them to speak the language creatively.

The CLT approach is not considered an effortless one; therefore, there will be challenges and difficulties that face the learners. One of the reasons is that CLT requires a lot of practice and hard work for teachers and learners.

According to Agbatogun (2014), CLT is a student-centred method. Therefore, most of the talking is expected to be done by the learners, implying that the instructor talking time is inadequate and the student's talking time is more. The teacher's function is as a facilitator or guide when creating exercises or activities for the students, such as knowledge gap and class-sharing activities.

2. Literature review

The construction of CLT in Britain started in the 1960s. CLT was used instead of the previous structural method. As a sociolinguist, Hymes had a significant impact on CLT. Similarly, Richards and Rodgers (1986), cited in Liu (2015), stated that CLT dates back to the transformation in language teaching traditions of Britain in the late 1960s. That time was considered the end or ancient time of situational approach. Richards and Rodgers (1986), cited in Ochoa et al. (2016), state that communicative language teaching is a strategy, not a method since the much greater room can be found for the individual and interpretation and variation at the level of design and procedure. Likewise, Giday and Sarangi (2019) say that the CLT approach started in the 1970s first the British and then American researchers, and they aimed to improve second language learning acquisition. Some say it was a reaction to the audio-lingual method, while others say it was a reaction to the situational process. Sabrina (2020) states that communicative language teaching, abbreviated to (CLT) or the communicative approach, is considered to be a change of seeing a language. In addition, Banciu and Jireghile (2012), cited in Al-Garni and Almuhamadi (2019), assert that communicative language teaching is not regarded as a teaching method but rather an abroad approach to foreign languages, which involves many classroom activities and exercises.

Moreover, Hiep (2007), cited in Al-Garni and Almuhamadi (2019), states that, according to communicative language teaching, if the classroom activities and exercises are meaningful and seen to be genuine for the students, then the target language learning can occur. Furthermore, according to Awazir and Shukri (2016), the CLT exercises should be real-life communication situations. According to Hiep (2007), one of the main goals of communicative language teaching is to give students chances or opportunities to practice the target language to use it more effectively in everyday situations or real-life communications. Another goal is to allow students to express their views clearly and remove their fear of being judged. Another purpose of CLT is to draw students' fear so they can speak successfully in public places.

Liu (2015) mentioned that CLT was based on the theory that language is communication. Moreover, the purpose of language teaching is to develop communicative competence. The term communicative competence was introduced by Hymes. He could build it or base it on his notions of Chomsky, namely competence and performance. (Liu, 2015, M.Ahmed & Abdalrahman, 2017). Moreover, Brown (2007, p.35) defines competence as "a non-observable ability to do something, to perform something." In addition, Widdowson (1978) stated that competence is characterized as information on recognizing and utilizing sentences to execute communicative acts.

Ochoa et al. (2016) argue that communicative language teaching aims to develop students' communicative competence and overcome the obstacles they have experienced during the traditional methods. Within CLT are communicative activities, and Stern (1992), cited in Ochoa et al. (2016), defined them as exercises or practices engaging or putting students into authentic communication. In other words, when learners are involved in accurate contact, these communication activities are called communicative activities. According to Littlewood (1981), cited in Ochoa et al. (2016), students' pre-communicative knowledge and ability need to be activated and integrated to utilize them for meaningful communication. In addition, communicative activities could be more engaging and involve more language. Still, no intervention by the teacher and no control over the material, and they should focus on both the form and the meaning. Harmer (2007) states that if learners want to carry out communicative activities, then a desire is needed to convey an aim through communication. All over the world, Communicative Language Teaching has been approved and acknowledged. Enhancing sociolinguistic and linguistic competence is an essential feature of CLT.

When earlier studies are taken into account, we can see more evidence of the effectiveness of the CLT. For instance, Basta (2011) performed research at the tertiary level of instruction in Serbia. 200 students from the Economics faculty of a Serbian university made up the sample. A questionnaire was used to learn more about how students perceived working in groups and collaborating in EAP and ESP courses. The findings showed that most participants believed that CLT helps with understanding.

Additionally, it promotes knowledge transmission, information transfer, and information receipt 65% of the participants were convinced that CLT should be used frequently. 75 % of the people who took part said that CLT needs effort and more work. 71% of the participants said that CLT gives the learner more independence. 75 % of the participants agreed that CLT could help improve speaking skills. 52% believed that learners are active participants in CLT classes, have fun, and enjoy using this method.

Moreover, Ansarey (2012) conducted research at the lower secondary level in private and state schools in Bangladesh. The sampling consisted of 30 teachers of English. Of these, 18 teachers were male, and 12 teachers were female. The study tool utilized to learn about the difficulties and problems English instructors have while adopting the CLT was a questionnaire. According to the results, 93% of participants believed that CLT is a student-centred strategy. The emphasis of CLT, according to 90% of participants, is on language-based communication.

Further, 86% of participants stated that CLT focuses on fluency 83% of respondents said that CLT emphasizes speaking and listening. 83% of respondents said that CLT does not contain grammatical instructions. Sixty percent of the participants said that CLT emphasizes group and pair work more. Overall, the majority of participants had a favourable opinion of CLT.

Furthermore, Ahmed & Rao (2013) surveyed Pakistan. The sampling was 128 Pakistani teachers. The aim was to reveal participants' perceptions of the CLT approach and its challenges. The research instrument was a semi-structured questionnaire. The findings showed that most participants said CLT is a learner-centred approach. Furthermore, they noted that CLT does not only emphasize speaking skills but all skills.

Agbatogan (2014) also performed a study in Nigeria to evaluate student communicative proficiency and performance on listening and speaking exams in English. 99 students make up the sample. The research tools were the pre-test and post-test. The quasi-control experiment group used in the study was not selected at random. The findings showed that the communicative approach group's members scored more communicatively on the post-test than on the pre-test. Additionally, their communication abilities improve when students are taught using the CLT technique.

The first paper, written by Kasumi (2015), employed the observational approach to examine how CLT is used as a necessary method in Kosovo. An experiment was conducted in the rural and urban classes, and a sample of 150 participants took part in the study. The schools where this experiment was conducted were "Hivzi Sylejmani" in the urban district of Fushe Kosovo, while the other school was "Ulpijana" in the rural community of Gadime -Lypian. The tenth-grade students were given the KET test at the start of the year. Additionally, the students took a test at the end of the year, but this time it was a PET exam to assess their performance and compare it to that of the control group, which had been taught using ESA or PPP.

The second piece, written by Ratih and Hanafi in 2016, is based on the research technique to determine if CLT had any discernible impact on the students' speaking abilities in seventh grade.

According to Ary (2010), cited in (Ratih & Hanafi, 2016, p. 100), " A scientific examination is called an experiment if it involves manipulating one or more independent variables, controlling any other relevant factors, and observing the impact of the modification on the dependent variable.

In SMPN 2 Yosowilangun Lumajang, Indonesia, all seventh-grade pupils were chosen for the study. There were seven classes totalling 72 individuals, numbered VII/A through VII/G. The sample was drawn from these classes: VII/A and VII/B. A pre-test is given before the treatment, and then a post-test is given. Then the results will be analyzed using SPSS version 16. In four steps, the process of data analysis was done. Sorting the data collected from the teaching-learning process, data presentation, calculating influence degree with SPSS, and concluding the results based on the obtained data analysis.

Aalaei (2017) conducted an experimental investigation in the third paper. The sampling for this study was 40 students at the Bentolhoda High School for girls tested with an Oxford placement test before the examination. This test was employed so that students could be selected at similar levels. There were 60 multiple-choice items in the trial, plus one writing paragraph. The participants were in the intermediate level and divided into two random groups: experimental and control. 20 of the students were in the experimental group, and the other 20 were in the control group. A pre-test and a post-test were given in this study, covering listening and speaking skills. The tests were designed according to CA principles, relevant literature, and the student's textbooks. Finally, an attitude questionnaire adapted from Saezhong (2005) and consisting of 16 items with five rating scales was given to the participants to express their views on CLT. The independent variable of this study was experimental and controlled conditions. The first one is done in line with the principles of CLT. The second one is done in an old-fashioned way. Both groups met twice a week for an hour and a half each. There were 8 sessions of the treatment. As mentioned early, at the beginning of the course, a pre-test was given to the groups.

Furthermore, a post-test was given to the participants in the end, and then the researcher compared the results of both tests. Finally, an attitude questionnaire was given to the participants to find out their views about CLT.

Owen and Razali (2018) used a quasi-experimental methodology in their fourth piece. This kind of design is not said to be an actual experiment due to lacking random sampling. According to Creswell (2009), quasi-experiments offer the best solution for those studies that do not employ random samples, especially in intact classes. Two first-year secondary classes from a Libyan International Public school in Malaysia served as the subject of this investigation. The experimental group and control group were each housed in the same classroom. This eight-session study took place during the first semester of 2016-2017. The participants, 42 students, were split up into groups at random. The experimental group consisted of 20 pupils, whereas the control group consisted of 22 individuals. 24 competitors in their 16th year and 18 in their 15th. 19 of them were men, and 23 were women. This study tool comprises a spoken pre- and post-test with five primary open-ended questions regarding commonplace scenarios. Their instructor previously used the exam, and Harris's testing scale model served as the basis for the test's rubric (1972). The tests were scored according to five criteria: grammar, vocabulary, fluency, pronunciation, and comprehension. The treatment was information gap activities and language game activities.

Before starting the data collection process, permissions were taken from the school and participants' parents through a letter. As mentioned before, a speaking test serving as a pre-test was used for the data collection. The test lasted from 5 to 7 minutes. At the end of the school day, students were tested alone in a separate room, so they did not know the topics or questions of the test. Then for the experiment group, the researcher implemented eight different communicative exercises. In the end, another speaking test was used as a post-test. This post-test was another source of data collection. Though the tests were the same, their order was different.

Mangaleswaran and Aziz (2019) employed a qualitative and quantitative research approach in their fifth paper. The researchers employed some instruments, such as a quasi-experimental design consisting of a pre-test and a post-test, to analyze CLT's impact. The quasi-experimental design was used as a quantitative method for the study. Interviews and observations of the teachers and students while the technique was used added a qualitative element to the research. The treatment lasted six weeks, and the duration of the testes was 15 minutes. The population of this study includes all form 2 students of SMK Jenka 2 for the 2018 academic year, consisting of seven classes total, including 865 students. Each category of the population comprises; class 1(Kekwa) includes 26 students, class 2 (Dahila) includes 20, class 3 (Cempaka) contains 22, class 4 (Orkid) has 28; class 5 (Terkis) contains 28, class 6 (Mawar) included 26, class 7 (Melur) included 29. For this study, the teachers and the students are samples. The total number of sampling was 56 students, including form 2 students. And they were; 2 Orkid and 2 Terkis. In Jenka 2 (Sekola Menengah Kebangsaan) and they were 56 students. Form 2 students are assumed to be an appropriate group for sampling because they are motivated to talk and utilize what they are learning, and there is no major test focusing more on writing skills. The sample was selected as they assumed to be the first batch of participants under CEFR. Moreover, thus, the teachers could apply CLT and find out its impact. Two English teachers who worked at Sekolah Menengah Kebangsaan Jenka 2 were selected since they taught the form 2 students' classes in the same school. The selected teachers implemented CLT classroom activities related to the KSSM curriculum. All the participating teachers will be interviewed to provide their reflections at the end of this study research. The data

collection process was through the teachers' observation to analyze students' speaking skills when intervening in the classroom. After each lesson in the teacher's lesson plans, their reflection was analyzed—teachers' and students' points of view as taken on CLT through an interview. Two teachers were teaching CLT for six weeks; 30 lessons each lasted 30 minutes. This study used a pre-test, a post-test, discussions, and a checklist to ensure the results were accurate. For the data analysis process, to examine the first objective of this study, the observing checklist design consisted of a 'yes' or 'no' scale followed by feedback for the observer. Speaking effectively in communication was used to examine the second goal, determining the success of CLT implementation. A paired t-test was used to compare the results from the pre-and post-tests. SPSS was employed to calculate the data.

3. Findings and Discussions

The findings of the first article, conducted by Kasumi (2015), were presented through descriptive statistical and scientific methods. Through the SPSS program version 17.0, the results were processed. Descriptive analytics parametric used such as arithmetic average, standard deviation, minimum and maximum score, Skewness, and kurtosis were used to level descriptive analysis of the variables of this research.

1. KET test Basic Statistical Parameter Interpretation:

According to the article, the values of basic statistical parameters for the results of students in lower secondary schools of both 'Hivzi Sulejmani' and 'LUARASI' in urban areas have been analyzed as there is a normal distribution of results in all the variables as it is documented that Skewness is under one. The value of Skewness is presented to be -0.651 . From the results, it can be concluded that they got better results in listening and speaking, while in reading and writing, they got lower.

The values of fundamental statistical characteristics of the KET of pupils at lower secondary school 'Ulpijana,' a rural school, are analyzed as the students got better reading and listening results but showed lower writing results.

2. PET test descriptive statistics interpretation:

The results were shown as in the schools of 'Hivzi Sulejmani and 'LURASI' were a bit lower for reading, listening and speaking, while writing was worse for the control group while for the experimental group, their reading and listening skills were improved a lot, but speaking was a bit lower, and writing was even the most inferior.

The discoveries and explanations for the second paper, done by Ratih and Hanafi (2016), were as follows: the SPSS software was used for data analysis, and the results were; for the control group, the mean score was 70.45 for the pre-test and 71.82 for the post-test. Furthermore, for the experimental group, the mean score was 69.32 for the pre-test and 75.23 for the post-test. So, it concluded that, after the treatment, CLT impacted grade seven students' speaking skills at SMPN 2 Yosowilangun Lumanjang school in Indonesia. It has been shown from the result that the control. The conventional technique resulted in minimal change in the pre-test and post-test results, but the experimental method resulted in a significant difference in the pre-test and post-test due to the remedy or therapy, which was the CLT.

The findings and the dissections of the third article conducted by Aalaei (2017) were as the following; The pre-test results show that both the control group and the experimental group had similar backgrounds regarding listening and speaking skills of the third-year secondary students. According to the development of the post-tests and the test of normality, and the Mann-Witney test, the experimental group obtained better results and proved to be better. Therefore, it can be stated that CLT had a significant impact on students' speaking and listening skills. Concerning the second research question, a questionnaire was employed to collect students' attitudes toward using CLT, which consisted of 16 questions. The findings were determined using the SPSS software, and the experimental group was given this questionnaire at the end to complete. The reliability of the questionnaire was confirmed by Cronbach's Alpha, which was 0.736. The results indicated that students of the experimental group had a positive attitude toward using CLT.

Owen and Razali's fourth study, released in 2018, includes the following results and discussions. The independent sample t-test, paired sample t-test, and Cronbach's Alpha were used to assess the normality and reliability of the data. The means, modes, and medians of the pre- and post-test data were computed to validate. This was done for the two testing sets. The speaking exam, the five criteria, and the pre- and post-test results were also checked for consistency using Cronbach's Alpha. To ensure that the data was correct, this was done. The speaking test scores of the experimental and control groups during the pre-test and post-test were compared using a paired T-test for inferential analysis. Results from the pre-and post-tests were very different. The paired T-test results indicated that CLT helped students talk more fluently. The experimental group's vocabulary improved compared to the other criterion according to the five standards (grammar, vocabulary, comprehension, pronunciation, and fluency). The pre-test mean score was 3.10, while the post-test mean score was 4.25, with a standard deviation of 1.010 points. The mean score going into the exam was $M = 3.00$, $SD = 1.59$. The mean score after the exam was $M = 3.23$, $SD = 1.193$. It is evident from the data that the experimental group outperformed the control group and that this difference was statistically significant. The second study tested for discernible differences between boys and females speaking after using CLT. Males did not show any statistically significant differences between the pre-and post-tests, with the pre-test ($M = 13.16$, $SD = 5.39$) and the post-test ($M = 14.42$, SD

= 5.78), according to the findings of the tests. However, the results of the females for both the pre-test and the post-test ($M = 16.61$, $SD = 4.99$) were $M = 14.87$ and $SD = 4.76$.

Additionally, the pre-test ($t(40) = 1.093$, $p = 0.281$) and post-test ($t(40) = 1.316$, $p = 0.196$) t-test findings. These results show that the means varied: pre-test = -1.712, post-test = -2.188, 95% CI: -5.547 to 1.172. The findings indicated that the significant value of the t-test was bigger than the Alpha with a.05 thresholds of significance. Therefore even though the girls scored higher than the men, the researcher could not reject the null hypothesis. In conclusion, the researcher discovered that while students' speaking skills increased when CLT was implemented in secondary schools in Libya, there were substantial variations in how they answered the second question about how CLT impacts gender.

The following were the results and discussions of the fifth article, which was done by Mangaleswaran and Aziz (2019): The results of the pre-test and post-test suggested that CLT enhanced students' speaking abilities, particularly their ability to form lengthier sentences after using CLT, and their vocabulary increased as well. The teachers' viewpoint was taken regarding CLT, and the two interviewed teachers stated that parents have a significant role here. If they encourage their students, their speaking will improve soon, but if students do not intend to talk and participate in classroom activities and the teachers and parents are not encouraging, then there will be no significant difference. However, we can see that 2 Orkid and 2 Terkis students' speaking ability has improved. Based on the pre-test and the post-test, their grammatical and discourse competence have developed, but their fluency is slightly changed.

4. Reflection and Evaluation

From my point of view, observation and experimental research were used in the first article, which was conducted in Kosovo schools in rural and urban areas. I believe that the results can be dependable, but sometimes comparing rural and urban areas is challenging since the schools in urban areas are given better attention or have better environments than those in rural areas; regarding the second article, which was conducted on the seventh-grade students of SMPN 2 Yosowilangun Lumajang in Indonesia. Though experimental research was completed, the sampling was not sufficient. The researcher should have implemented CLT on a more extensive sample. The third article was conducted at Bentolhoda Secondary school in Iran. The researcher used quantitative research but again, the piece was insufficient since only 20 participants were in the experimental group. Though pre-tests and posts tests were employed and a self-report questionnaire was given to the experimental group, which consisted of 16 items to collect students' views regarding applying CLT, still, due to the sampling and the short period of the application of CLT, I would say that it should have included more sample in different schools should have been included. As for the fourth article, which was conducted on Libyan Secondary students in Malaysia, though the research employed a quasi-experimental, non-equivalent, pre-test, and post-design, the sampling was not large enough since it only included 42 students and 20 for the experimental and 22 for the control group. In respect of the fifth article, which was conducted on form 2 students in 2 Orkid and 2 Terkis in Sekolah Menengah Kebangsaan Jengka in Malaysia. The researchers used quasi-experimental, pre-test, and post-tests and interviews, but the total sample was 56 students. Overall, I would say that all the researchers used a small model; I think the participants should have included more. The duration of the CLT implementation should have been longer so that the results could be more reliable.

5. Conclusion

In conclusion, it can be said in the first article that the student's performance in urban areas was better than that of the students in rural areas, and the research mostly belongs to the teachers. It was seen that both of the experimental groups in rural and urban regions improved dramatically, meaning CLT had a significant influence on their speaking. Regarding the second article, a significant difference was seen in the students' speaking skills at SMPN 2 Yosowilangun lumajang, Indonesia. The results indicate that CLT has a noticeable effect on the speaking ability of their experimental group. According to the results of the third article, it was concluded that CLT has a positive impact on students' speaking and listening skills at Bentolhoda Secondary School students in Iran. The researcher could get the answer to his research question when analyzing the data. This research may be contingent on the application of CLT in other Iranian schools since the pre-and post-test outcomes of both the control and experiment groups differed significantly. Regarding the fourth article, the researchers did not find the impact of CLT on gender differences, but they reached the point that CLT impacts students' communication competence.

Nevertheless, due to the small number of sampling and the short period of CLT implementation in Libyan International Secondary Schools, it was suggested that more research should be conducted with a more significant selection and a more extended period of performance of CLT. The fifth article was born in Maran, Malaysia, and concluded that CLT impacted the students' speaking skills. All in all, according to the results and findings of these five articles and the literature review, it can be seen that CLT can have a dramatic impact on students' speaking skills. It will improve students' fluency, grammar, pronunciation, comprehension, and fluency as long as it is implemented according to CLT criteria, plus the mutual support from both sides, the teachers and the students.

6. Suggestions and Recommendations

After reviewing five articles and the literature review, we concluded that CLT has been very effective in speaking and also listening skills as well as reading, but it is suggested that;

1. Further research should be conducted, including a more significant number sampling.
2. Different research methods should be used, and a more extended implementation period should exist.
3. Future research should be carried out to determine unequivocally which of the CLT activities is the most active.
4. EFL teachers should be put in training courses regarding implementing the CLT principles.
5. Communication should be encouraged more and speaking activities should be increased.

Funding: This research received no external funding.

Conflicts of Interest: The authors declare no conflict of interest.

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