

Exploring the Effectiveness of Applying Communicative Language Teaching Approach in EFL Classroom

Sayed Hikmatullah SAIFI

1 Assistant Professor, Department of English Language and Literature, Faculty of Education, Helmand University, Afghanistan

Email: sayedhikmatsaifi500@gmail.com

ترلاسه سوي: ۱۴۰۴/۰۸/۱۳، منل سوي: ۱۴۰۴/۱۲/۱۹، خپره سوي: ۱۴۰۴/۱۲/۲۹، مخونه: ۲۵۲-۲۳۲

Abstract

Throughout the history of foreign language instruction, various methods and approaches have been introduced, with Communicative Language Teaching (CLT) becoming one of the most influential in modern EFL contexts. This review explores the effectiveness of applying the CLT approach in EFL classrooms. Using library-based descriptive qualitative method, data were gathered from an annotated bibliography of related studies. Findings show that successful foreign language learning depends significantly on opportunities to use target language in real-life situations. CLT strengthens learners' communicative competence and overall proficiency by emphasizing authentic interaction and natural language use, leading to increased motivation, autonomy, and real-world communication skills. Although CLT encourages extensive target-language use, the strategic inclusion of learners' mother tongue particularly for grammar explanations at early stages can enhance understanding in EFL contexts. The review also highlights future research needs like teachers' and students' perceptions of CLT and comparing traditional and modern methods in Afghan EFL classrooms.

Keywords: Communicative Language Teaching, English as Foreign Language (EFL) Classroom, Authentic Interaction, Learner Autonomy, Language Proficiency, Mother Tongue Use, Afghan Context.

د بهرنۍ انگليسي ژبې په ټولگي کې د ارتباطي ژبېښوونې تگلاري د پلي کېدو

اغېزمنتيا

پوهنيار سيدحکمت الله سيفي

انگليسي څانگه، ښوونه او روزنه پوهنځی، هلمند پوهنتون، هلمند-افغانستان

Email: sayedhikmatsaifi500@gmail.com

لنډيز

د بهرنیو ژبو په تدریسي بهیر کې بېلابېل میتودونه او تگلاري رامنځته سوي، چې د ارتباطي ژبې ښوونې تگلاره یو له اوسنیو اغېزمنو تگلارو شمېرل کېږي. دا بیانکته د دې تگلاري اغېزمنتیا څېړي، چې څنگه د بهرنۍ انگليسي ژبې په ټولگيو کې گټوره تمامېږي. د کتابتونې څېړنه د کيفي توصيفي میتود له مخې ترسره شوې. موندنې څرگندوي، چې د بهرنۍ ژبې زده کړه هغه مهال پیاوړې کېږي، خو د مبدأ ژبې ستراتيژيک کارونه، مخصوصاً لومړنیو دورو کې گرامري توضیحاتو لپاره، گټور اترو له لارې د وینا، هڅونې، خپلواکۍ او د ژبې عمومي مهارتونه زیاتوي. سره له دې چې دا تگلاره د مقصد ژبې پراخ کارونه باندي تأکید لري، خو د مبدأ ژبې ستراتيژيک کارونه، مخصوصاً لومړنیو دورو کې گرامري توضیحاتو لپاره، گټور تمامېږي. دا بیانکته وړاندیز کوي چې په راتلونکي دي پدې برخه کې د ښوونکو او زده کوونکو اندونه او افغانستان کې د دودیزو-نویو تدریسي میتودونو پرتلهزې څېړنې وسي.

کلیدي کليمې: ارتباطي ژبې ښوونه، د بهرنۍ انگليسي ژبې ټولگي، واقعي تعامل، د زده کوونکي خپلواکۍ، ژبنی مهارت، د مورنۍ ژبې کارونه، افغاني چاپېريال

1. Introduction

1.1. Background

The status of teaching and learning English as a global language is increasingly gaining ground worldwide. Improving the English proficiency as a second and/or foreign language has become a priority in the field of education. Therefore, a wide range of initiatives have been taken. Various approaches and methods have been introduced and implemented aiming at enhancing the learning process of English among non-native speakers. Thus, in order to meet the challenges of the millennial era, a new approach has been put forth and received a worldwide recognition as the most dominant and innovative way to teach English as a second/foreign language. It is the Communicative Language Teaching (CLT) approach. Content, syllabus, methodologies, outcomes, and assessment all serve to achieve the goal of communicative competence in the EFL/ESL classroom. Scholars, educators, and teachers acknowledge the adoption of the communicative language teaching in EFL/ESL curriculum in order to develop learners' English language competence. Littlewood (as cited in Hattani, 2018) argued that CLT has been introduced in the EFL/ESL instructional settings as a reaction to the traditional language teaching methods, aiming at improving students' learning proficiency and their ability to use English in real-life situations. The topics which are discussed in this paper are; historical background of CLT, principles of CLT – roles of teacher and the learners, effectiveness versus constraints of CLT implementation in EFL classroom, EFL learners' proficiency (fluency and accuracy) through CLT approach, and communicative activities for developing English language skills.

1.2. Research Problem

Despite the recognized importance of English language learning, many EFL contexts face challenges in implementing effective teaching methods. Since there are bundles of methods for teaching English in different contexts so each of them has its own advantages and disadvantages. Communicative language teaching is the most influential approach used for second and foreign languages teaching in many countries around the world. This approach is mainly focusing on authentic communication and

natural language. While CLT attempts to improve learners' communicative competence, it is required to be implemented in EFL contexts especially in the Afghan context in which there have been many challenges regarding to English language teaching-learning. On the other hand, Traditional grammar-focused instruction often fails to equip learners with the communicative competence required for real-world use of English. In Afghanistan, these challenges are compounded by limited teaching resources, large class sizes, and a lack of teacher training in communicative methodologies. Therefore, there is a pressing need to explore the extent to which CLT can address these challenges and enhance learners' communicative proficiency.

1.3. Research Significance

This review study holds significance at theoretical, methodological and contextual levels, particularly for EFL teaching and learning in Afghanistan. Theoretically, the study contributes to the existing body of literature on CLT and its effectiveness by synthesizing empirical and conceptual research in EFL contexts. At the methodological level, the findings provide practical insights for EFL teachers regarding the implementation of CLT in real classroom settings. Contextually, this study is particularly significant for the Afghan EFL context, where challenges such as limited resources, large class sizes, exam-oriented curricula, and insufficient teacher training hinder effective language instruction. The study offers evidence-based recommendations for educators, curriculum designers, and policymakers to support the adoption of CLT, shifting the focus of English language teaching from examination-oriented learning to meaningful real-life communication. This study will inform both the EFL teachers and learners that the purpose of teaching and learning English is not only passing the examination but also using it in real life situations. The result of this study will place a significant emphasize on teachers and students effectively by coming out from the linguistic features and traditional methods to the communicative competence.

1.4. Research Objectives

The overall purpose of this review study is to explore the effectiveness of applying CLT approach in EFL classrooms, with particular focus on Afghan context.

- Main Objective:
 - To critically explore the effectiveness of CLT approach in enhancing EFL learners' communicative competence and overall English language proficiency in Afghan EFL classrooms.
- Sub-objectives:
 - To examine the roles of teachers and learners in the successful implementation of the CLT approach in EFL classrooms.
 - To identify the effectiveness and limitations of implementing CLT in the Afghan EFL context and to suggest methodological implications for improving English language teaching and learning.

1.5. Research Questions

- How effective is the CLT approach in improving EFL learners' communicative competence and overall English language proficiency?
- What roles do teachers and learners play in the effective implementation of the CLT approach in EFL classrooms?
- What are the major strengths and limitations of implementing CLT in the Afghan EFL context, and what methodological implications can be drawn for improving classroom practice?

2. Literature Review

2.1. Historical Background of CLT

The communicative approach to language teaching has evolved from traditional grammar-translation and audio-lingual methods into what we now call CLT, emphasizing communicative competence and real-life use of language (Tian, 2025). According to Al-Khamisi and Sinha (2022), communicative language teaching approach was first introduced in 1970 in the UK. Communicative approach can be defined in a variety of ways. The communicative approach, is an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study. In other words, it is based on the idea that learning language successfully

comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used and this will allow them to learn to use the language. CLT approach also emphasizes the ability to communicate the message in terms of its meaning, instead of concentrating exclusively on grammatical perfection or phonetics. Therefore, the understanding of the second or foreign language is evaluated in terms of how much the learners have developed their communicative abilities and competencies. In addition, CLT is a set of principles about teaching including recommendations about method and syllabus where the focus is on meaningful communication not structure, use not usage. In this approach, students are given tasks to accomplish using language instead of studying the language.

2.2. The Principles of CLT

According to Al-Khwaiter (2001), principle of CLT is that the communicative needs of the learner must be taken into consideration. The specification of needs should cover grammatical competence (in terms of the target levels of accuracy in speaking and writing), sociolinguistic competence (language functions, topics and settings) and strategic competence (communication strategies). The learner should be exposed to the target language culture through social studies in order to help him/her to make appropriate inferences about social meanings. The learner should also be able to communicate with a good speaker of the target language.

In CLT classrooms the teacher acts as facilitator and guide while learners take an active role in interaction and meaning-making rather than passive rule-learning (Azizah, Supriyono, & Andriani, 2023). Therefore, CLT empower students to communicate in the foreign language through the use of all types of communicative competence. And to fully apply CLT, instructors should consider CLT's principles and prepare different activities which are used in the classrooms to help students to use the language for meaningful purposes. As I experienced through some years of teaching, students should not only learn the grammatical rules and memorize vocabulary but also know how to use them in a given situation or in a task. Moreover, students must be provided with the important skills

needed to communicate in real world context and encourage them to become autonomous learners.

2.3. The Role of Teachers in CLT

The role of the teacher in a communicative language teaching classroom is significantly different from the role of the teacher in a traditional teacher-centered classroom. Teachers working in a CLT framework are required to sacrifice part of their authority and to work as observers, facilitators and managers. Primarily, it is their role to facilitate communication. Breen and Candlin (as cited in Al-Khwaiter, 2001) suggested that teacher can help the learners to communicate through organizing resources and assigning tasks in the classroom. Richards and Rodgers (as cited in Al-Khwaiter, 2001) stated that the teacher can foster communication by encouraging the learners to paraphrase what they say to their partners.

Second, teachers need to be aware of the needs of their learners. According to Finocchiaro and Brumfit (as cited in Al-Khwaiter, 2001), teachers should have information about their students' different needs, including their linguistic and cultural needs and their learning styles. Richards and Rodgers (as cited in Al-Khwaiter, 2001) suggested that after specifying such needs the teacher should hold group and individual sessions in order to cater for such needs. Tudor (as cited in Al-Khwaiter, 2001) suggested that in the learner-centered approach the teacher should select a teaching method on the basis of student experience and the socio-cultural context of learning. If these conditions are not met, the teaching may not be so effective. Finally, teachers should be aware that there are individual differences among learners. Breen and Candlin (as cited in Al-Khwaiter, 2001) said that teachers should bear in mind that learners differ in their preferred learning styles. Tudor (as cited in Al-Khwaiter, 2001) agreed with Breen and Candlin, suggested that teachers should guide their students to different learning strategies and resources in order to help them with their learning both inside and outside the classroom.

2.4. The Role of Students in CLT

Students' roles, on the other hand, play an important role in the successful implementation of communicative language teaching in EFL contexts.

According to Abahussain (2016), in CLT classes, there are also various roles assigned to language learners. Hu (as cited in Abahussain, 2016) proposed that the roles of students in CLT classroom are to be those of negotiators for meaning, communicators, discoverers, and contributors of knowledge and information. The learners in CLT classes are regarded as active participants who are often engaged in "learner-centered, cooperative, collaborative learning" processes, Brown (as cited in Abahussain, 2016). Therefore, students in communicative approach are supposed to take an active role in the learning process. As I experienced in my classes of CLT implementation, students have opportunities to express what they mean in any form that they prefer and then they will have some degree of control over what goes on in the classroom.

2.5. Effectiveness Versus Constraints of CLT Implementation in EFL Classroom

Although CLT has the potential to significantly improve communicative competence, its implementation is often constrained by factors such as large class size, limited resources, and insufficient teacher training (Kasimova, 2025). Al-Khamisi and Sinha (2022) stated that CLT, with its emphasis on communication in language learning classrooms has led to the augmentation of communicative competence among learners in EFL context. According to them, the focus of CLT has been on language functions with a significant emphasis on communicative interaction in classroom, meaningful practice of language functions with learners, active involvement of facilitators which, in turn, brings about a renewed emphasis on the notions of positive reinforcement, consideration of mistakes as natural, and use of target language in the classroom, a cumulative effect of which has resulted in emboldening the EFL learners with more confidence in using English in considerable decreases of stress on learning to communicate through L2. Introducing authentic materials into L2 teaching and learning practice, providing chances for learners to focus on their learning practices, enhancing students' class experiences as essential contributing features to classroom learning context and connecting L2 learning with language activities outside the school are the features of CLT that were considered to support good practice in

developing learners' language competence, Nunan (as cited in Al-Khamisi & Sinha, 2022).

However, CLT, like all other teaching methods, has some drawbacks and has faced some criticism. According to Brown (as cited in Al-Khamisi & Sinha, 2022), CLT mostly requires a native speaking teacher, as it is a challenging task for a non-native speaking instructor to practice all of its techniques. Therefore, a teacher with low L2 ability and short experience may find difficulties in applying this teaching method, and consequently, may use L1 to explain new terms and clarify difficult instructions might assist a non-native speaking instructor, Richards and Rodgers (as cited in Al-Khamisi & Sinha, 2022). Moreover, learners who do not use L2 outside school classrooms, or those who are at elementary levels, might find CLT challenging to practice.

According to Al-Khamisi and Sinha (2022), these teaching methods generally have some drawbacks and were criticized for different reasons. Teaching L2 around the world stresses a change towards more communicative teaching methods with collaborating student-centered learning setting. While the CLT approach, for example, encourages communication and interaction, learners do not have enough L2 to start with and often end up using their native language. For students and teachers who have grown up in contexts which often have teacher-centered classes, syllabus limitations, exams and large number of students in classrooms, there is regularly a discrepancy between theoretical teaching methods and real practices. Syllabuses are often taught item by item instead of holistically contrary to the CLT approach. Teachers usually take it upon themselves to convey information rather than as a facilitator. Most importantly, exams are based on separate items rather than on communication alone. Learners face difficulties with reading, writing, vocabulary, and grammar.

I also experienced some challenges in the implementation of CLT in my classes however, it is highly suggested to use CLT in EFL language classrooms of the Afghan context. For example, some of my students' level of English was too low in some of my classes to be able to take part in problem-solving tasks or discussions well.

2.6. EFL Learners' Proficiency (Fluency and Accuracy) Through CLT Approach

Through the history of education, there have been many vicissitudes in the area of teaching and learning English language. From the past to present, scholars have been exploring and introducing new ways and approaches to teaching English in order to make the life easy for both the English teachers and learners. Communicative Language Teaching is one of the approaches which is commonly used and considered useful in modern time. The base for this approach is communication. Teachers are trying to teach the target language through communicative activities. Use of CLT-based instruction has been shown to lead to statistically significant improvement in EFL students' speaking fluency and overall communicative performance (Rahman Nisha, 2024). The main aim of each activity is to enable the learners to understand and practice the target language in the real context. The role of the teacher is mostly to assist, monitor, facilitate and provide the learners with the opportunity to communicate and learn the target language as communicators (Abrejo, Sartaj & Memon, 2019).

Since, the number of EFL students in Afghanistan is growing rapidly, there is a need to such approaches to help them learn effective, easy and quickly. This is the very useful approach which will enable the learners to learn the language with ease and will never forget it. I support the idea of applying this approach both at schools and the universities as well as in other EFL learning centers in the country. I personally would like to apply this approach in my EFL classes. This is especially applicable in my speaking classes. When there is a topic to be taught for example 'ordering food in a restaurant' I will set the context by any means such as showing a short video or any other activities depending on the level of the students. Next, I will introduce the target language using certain handouts to be relevant to the lesson. Later, I will lead the students to controlled and free practices to communicate and practice target language. In this type of classes, based on the description above, I will monitor, facilitate & elicit and provide feedback to the students. This way, my students will also feel motivated

and will learn the lesson very well. So, this will have a positive impact on my teaching endeavors.

Many studies about improving EFL learners' proficiency through CLT approach have determined that in order for language learners to acquire foreign language skills, it is necessary to be surrounded by the target language, and to be in situations in which they need to use it. The more communication and use of TL by instructor will motivate the students to use it and that the L1, when used correctly, can be used as a means of simplifying the learning of the TL. Based on my professional experiences as an Afghan EFL instructor, I also have experienced in my classes that the most use of target language is the key element of EFL students' success towards language acquisition especially in the Afghan context and the less L1 was used in the classroom, the higher the students' proficiency in the TL was the outcome.

In addition, it has become clear that the success of foreign language learning is partly dependent of the context in which it occurs. In a language learning environment, the learning process can be made more natural by using the target language for communication and instruction. The teacher plays a very important role in this, as initiator of learning processes within the classroom. In a language classroom situation where interaction in the target language takes place, effective learning conditions are present. However, in some cases, it may be more effective to use the mother tongue, for example for the explanation of grammar, especially in the beginning of the language learning process.

Based on the findings of study by Hattani (2018), respondents in the Moroccan reflected positive attitudes showing that the use of CLT approach does enhance oral competency among students as well as learner-autonomy. However, teachers confirm that the EFL curriculum is barely emphasizing communication skills, which requires a curriculum reform and redesign in order to represent the 21st century requirements and values. CLT is one of the best approaches that enables teachers to teach the target language via communicative activities and is specifically useful for the learners who are keen to learn the language in a better way. According to Abrejo, Sartaj, and Memon (2019), it is one of the most

effective methods of language teaching and learning. English language teaching and learning can be learnt meaningfully, if the aspects like phonetics, phonology, morphology, syntax and semantics will be instilled or implemented properly.

2.7. Communicative Activities for Developing English Language Skills

Proper implementation and application of the theory and its procedures result in realizing the objectives and outcome of the teaching-learning process. It also aids to form an appropriate teaching-learning process both for the facilitator and the learner. The aim of communicative language teaching is to enable students to relate language to everyday life scenario. In order to expose the learners to real life situations, activities can be conducted by the facilitators. This will result in improving the communication skills of the learners and allow them to express themselves in real and meaningful situation.

Ahmad and Rao (2013) emphasized that CLT can be used for teaching and learning any skills, not just speaking, so that teachers can design CLT activities such as puzzles, games, interview, survey, map reading, giving instruction or direction, discussion to give a final decision, spotting the differences, etc. Implementing communicative activities such as role-plays, problem-solving tasks, and interviews under CLT leads to improvement in students' speaking skills more than traditional methods (Al-Garni & Almuhammadi, 2019). According to my own experiences in Afghan EFL classes, the read aloud, questioning, narrating, role play, dictation, demonstration, simulation, minimal pair drills, group discussions and oral presentation are the good activities for improving students' communicative competence. Communicative language teaching theory focuses on all aspects of communication ability, rather than just grammatical or verbal skills. Al-Khamisi and Sinha (2022) described that the focus of CLT has been on language functions with a significant emphasis on communicative interaction in the classroom, meaningful activity of language functions with learners, and active involvement of facilitators which, in turn, brings about a renewed emphasis on the ideas of positive reinforcement, consideration of mistakes as natural, and use of

target language in the classroom which has emboldened the learners with more confidence.

Ahmad and Rao (2013) stated that the communicative language teaching has been suggested to be more effective in teaching grammar compared to the conventional teaching method, and it additionally assists students in acquiring the language and enhancing their linguistic proficiency. Also, there are certain potential benefits in implementing CLT that is communicative competence should be the goal of any language education course. According to Tiwari (2021), communicative language teaching helps to develop language competencies like grammar skills, vocabulary skills, lexical reference, pragmatic competence and fluency rate. Teaching English as a foreign/second language has benefited greatly from the use of CLT. Communicative teaching focuses on "task-oriented, student-centered" language training, and it equips students with a broad understanding of the English language in order to communicate during the appropriate opportunities and situations. Al-Khwaiter (2001) stated that drama, role play and games are the activities used in communicative language teaching. Fluency versus accuracy activities, mechanical, meaningful and communicative practice, information gap activities, jigsaw activities, task completion activities, information gathering activities, opinion sharing, information transfer activities, reasoning- gap activities, role plays are the techniques used in Task-based Language Teaching (TBLT), a strong version of CLT approach.

Improving Speaking, Listening, Reading and Writing Skills

The main focus of communicative language teaching is that, it ameliorates all language skills such as listening, speaking, reading, writing and so on. Ansarey (2012) affirmed that teaching and learning through communicative language teaching approach, we can develop four skills of English language, in particular; speaking, listening, reading and writing. The effective application of the procedures and conduct of appropriate activities have a significant effect on learners by improving their confidence level. It also enables the learners to express their own ideas and speak out courageously in the real-life situation. The learners are given more time to expose themselves in the learning process which helps them

to organize their ideas systematically to communicate. CLT practices are more meaningful in classroom since it results in developing the communicative competence effectively.

CLT approach develops the communicative competences of students which helps to communicate effectively. On the other hand, involvement, conscious attention, interest etc. are the essential requirements for improving listening skills and these requirements are fulfilled through multifarious methods and approaches by the teachers and facilitators. Communicative language teaching is considered as one among the effective method of teaching listening skills. The students get an opportunity to improve the listening ability which foster them in expressing their views and communicate efficiently. In addition, recognizing enumerations, signal words and the contextual clues for vocabulary, the organization of a text, evaluating the text, and the role of background knowledge, scanning to locate specifically required information, understanding information not explicitly stated and transcoding information to diagrammatic display are the important reading skills that are developed through CLT. Also, communicative language teaching aids to develop elemental grammatical structure, sufficient and appropriate vocabulary, structured sentences, flow of thought, coherence of ideas etc. It also enriches the usage of functional writing skill for real-life situation.

According to Sato (as cited in Savignon & Wang, 2003), there you have the speaking activities from role plays to debates and the interviews that make the language come alive. Remember, the key to mastering a language is to actually use it. So, get out there, embrace the awkwardness, and let those words flow like a river. Savignon and Wang (2003) stated that watching learning videos, TV educational shows and listening the lesson-related audios are enjoyable activities that can help improve your listening skills. You get to immerse yourself in the English language, pick up on colloquial expressions, and understand cultural references. According to Harmer (as cited in Al Asmari, 2015), reading is the ancient art of decoding squiggly lines on a piece of paper and magically transforming them into meaning. In the world of English language skills development, reading

plays a crucial role. According to Yang and Cheung (as cited in Al Asmari, 2015), with journaling, creative writing prompts, and pen pals, you can unleash your creativity while improving your English language skills.

3. Research Method

This library-based research utilizes secondary data and citations from chosen annotated bibliography to investigate the effectiveness of applying communicative language teaching approach in EFL classroom especially in Afghan context. As a descriptive qualitative study, it explores existing literature, educational reports, and prior relevant reliable research studies in order to synthesize current knowledge on the title. The research methodology is designed to provide a comprehensive understanding of the topic by thematic analysis of relevant academic articles, books, and other scholarly sources.

4. Results and Findings

The work of teaching and learning is very complex and when a *foreign language* in particular is in focus, the complexity is even greater, shaped by teachers' views of the nature of language, language teaching and learning in general, language choice in the classroom, and by their knowledge of the particular sociocultural setting in which the teaching and learning take place. Learning a foreign or second language is a process that is highly dependent of the context in which it occurs. Ask some people on the street, and they will tell you that the most efficient and effective way of learning a foreign language is by going to the country or area where this language is spoken and live there for a while. This way, language learners are bound to acquire/ learn the language because it is all around, and there simply is no other way to communicate and reach their goals. Taking this into consideration, soon the answer of this research question arises that the CLT approach is effective for EFL classrooms and have positive impact on building students' communicative competence through using the language in real-life situations.

As an Afghan EFL instructor, I also agree that the key to mastering a language is to actually use it. In today's globalized world, English has become the lingua franca, the language that opens doors to amazing opportunities, from jobs to education to cultural exchanges. So, if you want

to be a part of this global conversation, get ready to explore some communicative activities that will boost your English language skills. Whereas, CLT empower students to communicate in the foreign language through the use of all types of communicative competence. And to fully apply CLT, instructors should consider CLT's principles and prepare different activities which are used in the classrooms to help students to use the language for meaningful purposes. As findings revealed and I experienced through some years of teaching, students should not only learn the grammatical rules and memorize vocabulary but also know how to use them in a given situation. Moreover, students must be provided with the important skills needed to communicate in real world context and encourage them to become autonomous learners.

The purpose of this study was to explore the effectiveness of the CLT approach in EFL classroom. The result shows that communicative language teaching is considered as a better approach to teach English language for second and foreign language learners. The communicative approach is based on communicative competence and developed by promoting authentic communication. In addition, CLT has been recommended to be implemented in EFL contexts to improve all language skill of EFL learners, especially Afghan learners who face with some problems such as lack of teaching facilities, interaction activities, students learning behavior, class size, focus on form and lack of social interaction. Therefore, this review will inform both the EFL teachers and learners that the main purpose of teaching-learning English language is using the target language in real life not only passing the examinations. The result of this study will place a significant emphasize on EFL teachers and students effectively by coming out from the linguistic features and traditional methods to the communicative competence.

Through this review paper, my research questions have been answered and become clear that the success of learning English as foreign language is highly dependent of its using in real-life situations and CLT approach builds up the learners' communicative competence & proficiency level through focusing on authentic interaction and using natural language. Therefore, the students will communicate in real world context and they

will become motivated and autonomous learners. In a language learning environment, the learning process can be made more natural by using the target language for communication and instruction. The teacher plays a very important role in this, as initiator and facilitator of learning processes within the classroom. As the CLT approach suggests, in a language classroom situation where interaction in the target language takes place, effective learning conditions are present. However, in some cases especially in the Afghan context, it would be also effective to use the mother tongue, for example for the explanation of grammar, especially in the beginning of the language teaching-learning process.

5. Discussion

The findings of this review article highlight the central role of Communicative Language Teaching (CLT) in enhancing learners' communicative competence, yet they also reveal several challenges in implementing CLT effectively in EFL contexts such as Afghanistan. This section interprets the results in light of the literature, critically examines the implications, and suggests practical directions for teachers, policymakers, and future research.

One of the most significant insights from the findings is that the success of foreign language learning is strongly tied to the use of language in authentic, real-life situations. As Nunan (as cited in Al-Khamisi & Sinha, 2022) argued, meaningful communication inside and outside the classroom not only builds fluency but also motivates learners to take ownership of their language development. The researcher's teaching experience confirms this; when students are encouraged to engage in authentic communicative tasks such as role-plays, group discussions, or problem-solving activities, they demonstrate greater confidence and improved fluency. This reinforces the central principle of CLT that language learning is most effective when learners are actively engaged in communication rather than passively absorbing grammatical rules.

However, while CLT presents numerous advantages, its implementation in Afghan classrooms faces structural and contextual barriers. Limited teaching resources, large class sizes, and exam-oriented syllabi constrain teachers' ability to adopt student-centered, communicative practices. In

my own classroom, I have experienced that lower-level learners often struggle to participate in communicative tasks, which sometimes necessitates limited use of the mother tongue for grammar explanations. This reflects Richards and Rodgers' (as cited in Al-Khamisi & Sinha, 2022) observation that non-native teachers, particularly those with limited resources, may find it necessary to rely on L1 strategically. Thus, while CLT emphasizes exclusive use of the target language, in practice a hybrid approach – balancing communicative activities with occasional mother tongue support – may be more effective in contexts such as Afghanistan. Another key discussion point relates to the role of teachers and learners. The review has shown that CLT redefines the teacher's role from knowledge-transmitter to facilitator, while students are expected to become active participants, negotiators, and autonomous learners (Abahussain, 2016). This shift is methodologically sound, but in cultures with strong traditions of teacher-centered instruction, both teachers and learners may find it difficult to adjust to these new roles. In Afghan classrooms, for instance, students are often accustomed to memorization and teacher-led explanations. Transitioning towards CLT requires not only methodological changes but also attitudinal and cultural shifts in how teaching and learning are perceived.

Despite these challenges, the potential benefits of CLT for EFL learners in Afghanistan are substantial. It fosters not only linguistic competence but also essential 21st-century skills such as critical thinking, collaboration, and learner autonomy. These outcomes are vital in a globalized world where English serves as a lingua franca for education, employment, and cross-cultural communication. As my classroom experiences suggest, when Afghan students are given opportunities to use English in interactive and purposeful ways, they become more motivated and confident, gradually moving away from rote learning and towards real communicative competence.

This discussion also points to several implications for practice. First, teacher training programs in Afghanistan should prioritize CLT principles and provide practical strategies for adapting them to local conditions, including large classes and limited resources. Second, curriculum

designers should incorporate more communicative tasks and reduce the dominance of grammar-translation and exam-driven practices. Finally, future research should investigate how Afghan students perceive CLT activities and whether combining communicative methods with selective use of traditional techniques – can better address local needs. In summary, the discussion of findings demonstrates that while CLT is not without its constraints, its emphasis on authentic communication, learner-centered practices, and holistic skill development makes it a highly effective approach for EFL contexts, including Afghanistan. Effective implementation, however, requires contextual adaptation, institutional support, and a gradual cultural shift towards learner autonomy and interactive methodology.

6. Conclusion

The main objective of teaching a language is to make learners to communicate fluently, independently, confidently, and accurately. To achieve this objective CLT can be effectively adopted, since significant features of CLT is a learner centered approach that emphasizes on participation of the learners. CLT approach motivates the students' engagement and participation in classroom activities, highlights on the use of language in real life situation and develops linguistic competence and various skills as well. Since the greatest contribution of CLT is asking teacher to look closely at what is involved in communication. If teachers intend students to use the target language, then they must truly understand more than grammar rules and target language vocabulary.

This review has focused on some important issues related to effectiveness of CLT and the ways that English language skills especially Speaking, Listening, Reading and Writing can be taught through CLT to overcome EFL learners both fluency and accuracy problems. Therefore, the literature suggested classroom interaction and communicative activities such as role-play, discussion and some other CLT activities to be used in EFL classrooms to improve learners' language skills. The topics which are discussed in this paper are; historical background of CLT, principles of CLT – roles of teacher and the learners, effectiveness versus constraints of CLT implementation in EFL classroom, EFL learners' proficiency

(fluency and accuracy) through CLT approach, and communicative activities for developing English language skills. Throughout this paper soon the answer of this research question arises that the CLT approach is effective for EFL classrooms and have positive impact on building students' communicative competence through using the language in real-life situations. Also, I have discovered various communicative activities that can help you develop your English language skills. From speaking activities like role plays, debates, and interviews, to listening, reading and writing. By engaging in these activities, you'll be able to cement your English language skills in creative and interactive ways.

References

- Abahussain, M. O. (2016). *Implementing communicative language teaching method in Saudi Arabia: Challenges faced by formative year teachers in state schools*. A thesis submitted in fulfilment for the degree of Doctor of Philosophy in Education. The School of Education, University of Stirling. <http://hdl.handle.net/1893/24166>
- Abrejo, B., Sartaj, Sh., & Memon, S. (2019). English language teaching through communicative approach: A qualitative study of public sector colleges of Hyderabad, Sindh. *Advances in Language and Literary Studies*. 10 (5). ISSN: 2203-4714. <http://dx.doi.org/10.7575/aiall.v.10n.5p.43>
- Ahmad, S., & Rao, C. (2013). Applying communicative approach in teaching English as a foreign language: A case study of Pakistan. *Porta Linguarum*, 20, 187-203. ISSN: 1697-7467. https://www.ugr.es/~portalin/articulos/PL_numero20/12%20%20Saeed.pdf
- Al Asmari, A. A. (2015). Communicative language teaching in EFL university context: Challenges for teachers. *Journal of Language Teaching and Research*, 6 (5), 976-984. ISSN 1798-4769. <http://dx.doi.org/10.17507/jltr.0605.09>
- Al-Garni, S.A, & Almuhammadi, A.H. (2019). The effect of using communicative language teaching activities on EFL students' speaking skills at the University of Jeddah. *English Language Teaching*, 12 (6), 72–86. <https://doi.org/10.5539/elt.v12n6p72>

- Al-Khamisi, K. M., & Sinha, Y. K. (2022). Communicative language teaching methodologies in Omani EFL context. *Open Journal of Modern Linguistics*, 12, 481-503. <https://doi.org/10.4236/ojml.2022.124035>
- Al-Khwaiter, J. (2001). *Communicative language teaching and curriculum innovation in the teaching of English as a foreign language in Qatar: A study of the classroom and its socio-cultural context*. Submitted in part fulfilment of the requirements for the degree of Doctor of Philosophy. De Montfort University.
- Ansarey, D. (2012). Communicative language teaching in EFL context: Teachers attitude and perception in Bangladesh. *ASA University Review*, 6 (1), 61-78.
- Azizah, S.N., Supriyono, Y., & Andriani, A. (2023). Teacher's implementation of communicative language teaching (CLT) in teaching spoken language at secondary school. *Journal of Applied Linguistics (ALTICS)*, 5 (1), 39-67. <https://doi.org/10.36423/altics.v3i1.1096>
- Hattani, H. A. (2018). Communicative language teaching in the Moroccan EFL classroom. *JELTL (Journal of English Language Teaching and Linguistics)*, 3 (2). e-ISSN: 2502-6062, p-ISSN: 2503-1848 2018. Retrieved from <https://jeltl.org/index.php/jeltl/article/view/108/pdf>
- Kasimova, S. (2025). Challenges in implementing communicative language teaching in Uzbekistan's EFL classrooms. *Journal of Multidisciplinary Sciences and Innovations*, 1 (4), 212-214. Retrieved from <https://inlibrary.uz/index.php/jmsi/article/view/119357>
- Rahman Nisha, P. (2024). Communicative language teaching (CLT) in improving speaking skills of tertiary level EFL students of Bangladesh. *Journal of English Language Teaching*, 5 (2), 120-130. <https://doi.org/10.24256/foster-jelt.v5i2.174>
- Savignon, S. J., & Wang, Ch. (2003). Communicative language teaching in EFL contexts: Learner attitudes and perceptions. *IRAL*, 41, 223-

249. ISSN: 0019042X/2003/041-0223.

<https://doi.org/10.1515/iral.2003.010>

Tian, Y. (2025). A comprehensive literature review on communicative language teaching (CLT). *Frontiers in Sustainable Development FSD*, 5 (3), 197–205. <https://doi.org/10.54691/90101304>

Tiwari, T. D. (2021). The Implementation of Communicative Language Teaching Approach in Selected Secondary School: Nepalese teachers' perspective. *Journal of Ultimate Research and Trends in Education*, 3 (3). 187-197. <https://doi.org/10.31849/utamax.v3i3.8242>



Islamic Emirate of Afghanistan

Ministry of Higher Education

Helmand University

Leed Social Science Academic Journal

Volume:2

Issue: 2

Year:1404