Unlocking the Future of Arabic languages teaching: Exploring Communicative Language Teaching Methodology

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Abstract
The Communicative Language Teaching (CLT) approach is a technique centred on increasing the learner's abilities via speaking and communication activities between the instructor and the students, as well as between the students themselves. The exercises are relevant to our everyday lives, allowing the student to use the language organically and spontaneously while focusing on what may be taught and improved. Due to the desire of many students to replace traditional learning methods, such as memorization and rule learning, with interactive and innovative methods that place a greater emphasis on communication skills, this study seeks to determine the efficacy of the communicative method in teaching languages. This study found that teaching communicative language is one of the best methods for teaching languages to a variety of groups, including normal children, autistic children, and language learners, based on a review of the literature written about the communicative method in 28 studies employing diverse research methods and methodologies. Numerous linguists and scholars have utilised it as a second language. The research recommends constructing curriculum in a manner that is consistent with teaching the communicative method to students, enhancing the effectiveness of instructors, and enhancing their skills in order to reach a high level of communicative competence among students.
Keywords: Communicative Language Teaching, CLT, languages teaching, SLR

Introduction
The Communicative Language Teaching (CLT) approach is a technique centred on the development of the learner's abilities via the use of speaking and communication activities

between the instructor and students, as well as between the students themselves, in the target foreign language. The exercises employed are relevant to our everyday lives, so they allow the student to use the language freely and organically while focusing on what can be improved. Due to the desire of many students to replace traditional learning methods, such as memorization and learning rules, with interactive and innovative methods that emphasise communication skills more, the purpose of this study is to determine the efficacy of the communicative method in teaching languages. This study found that teaching communicative language is one of the best methods for teaching languages to a variety of groups, including normal children, autistic children, and language learners, based on a review of the literature written about the communicative method in 28 studies employing a variety of research methods and methodologies. Numerous scholars and linguists have used it as a second language. The research recommends constructing curriculum in a manner that is consistent with teaching the communicative method to students, enhancing the effectiveness of instructors, and enhancing their skills in order to attain a high level of communicative competence in students.

The learner is seen as the receiver of language learning doses, through which he produces scientific materials in order to attain his educational competency. Priority has been given to structural competence over communicative competence, and precision in language output has been favoured above fluency and the capacity to speak many languages in a variety of settings. (2012) (Sreehari, 2012). Developing methods and instructional techniques for language acquisition in traditional or online classrooms. Due to the fast evolution of social and cultural contexts, by establishing several theories to satisfy the demands of learners. 2020 (Dos Santos)

The selection of this topic was based on the current developments in education through dialogue, expression of opinion, and discussion, as well as the fact that communication is a requirement of learners in modern education, necessitating a variety of teaching methods to provide purposeful educational content. Providing learners with a variety of educational experiences, and to achieve this, the teacher must use teaching methods that are appropriate to the nature of the subject, the educational objectives, the level of the learners, their characteristics, and their experience, so the purpose of this study was to clarify this through the questions and answers it included.

The problem of the study is the efficiency of the communicative way of language learning for the learner and the familiarity of teachers with teaching approaches and methodologies. The Report The following research questions have been formulated:

1. What are the common theories integrated with CLT?
2. What is the common educational context integrated with CLT?
3. What kinds of samples were used in the prior studies?
4. What research methods were used for the preceding studies?
5. What analyses approaches were used for the preceding studies?
6. Where geographically were the preceding studies conducted?
7. What is the future recommended by preceding studies?
8. How does this theory serve to teach Arabic as a foreign language?

Materials and Methods
This systematic literature review (SLR) follows a structured and rigorous research design to comprehensively synthesize and analyze existing scholarly works. The research process

adheres to established guidelines for conducting SLRs (Kitchenham et al., 2009). This SLR followed the same methods from previous research (Abuhassna et al., 2023; Abuhassna et al., 2022a; Abuhassna et al., 2022b: Abuhassna et al., 2022c: Abuhassna et al., 2022d; Van et al., 2021; Mamman et al., 2017; AlShehhi et al., 2022a; AlShehhi et al., 2022b; AlShehhi et al., 2022c; Yaarubi et al., 2022; Kiyomi et al., 2022)

Exclusion and Inclusion Criteria
There will be a comprehensive search of relevant material in major academic databases, including Scopus. This database includes a comprehensive collection of papers pertinent to instructional design and technology integration that have been vetted by experts.

Data Sources and Search Strategies
In accordance with the introduction and rapid expansion of educational technology, the search will include articles from 2012 to 2022. To assure retrieval of relevant research, a combination of keywords and phrases, including " Communication," " Teaching," " Language," and " Foreign Language," will be employed. The AND and OR Boolean operators will be used to refine search queries. Additionally, additional keywords were used to reduce the number of results. As an illustration, TITLE-ABS-KEY (communicative AND language) AND PUBYEAR > 2011 AND PUBYEAR 2023 AND (LIMIT-TO (SUBJAREA, "SOCI") OR (LIMIT-TO (SUBJAREA, "ARTS")) AND (LIMIT-TO (DOCTYPE, "ar") AND (LIMIT-TO (EXACTKEYWORD, "Language") OR LIMIT-TO (EXACTKEYWORD, "Teaching") OR (LIMIT-TO (EXACTKEYWORD, "Foreign Language")) AND
Articles will be included if they emphasise the incorporation of technology into the communicative method of instructional design. Exclusion criteria will include non-English publications, non-peer-reviewed sources, and studies published before to 2012, as the review will concentrate contemporary technological integration breakthroughs. In addition, only articles will be included, such as AND (LIMIT-TO (DOCTYPE, "ar")). Thus, only items written in English were considered; for example, "AND (LIMIT-TO (LANGUAGE, ENGLISH)" was applied "The English language"). The procedure of this review is illustrated in Figure 1.
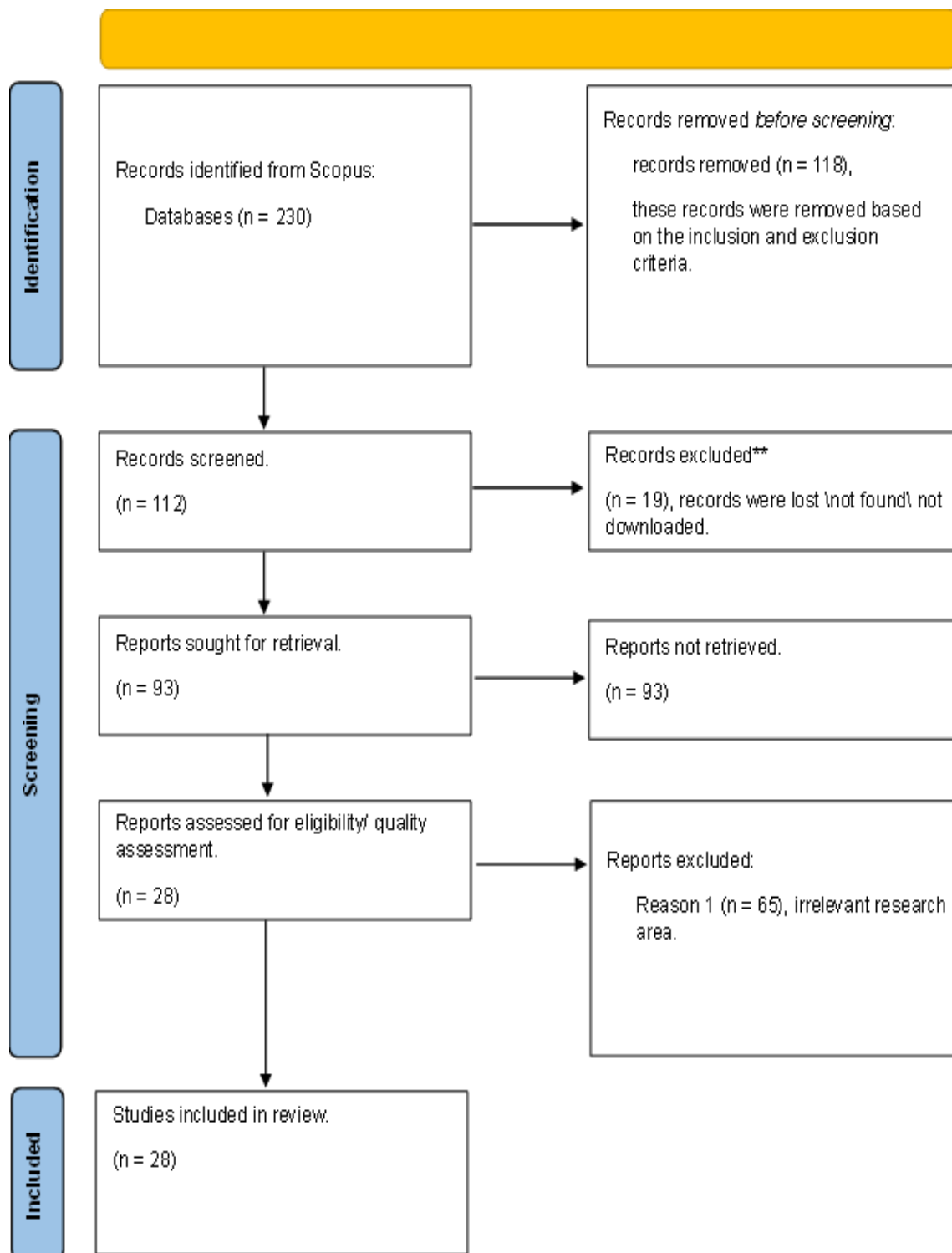
Figure 1: PRISMA framework

Results

To achieve the predefined study objectives, 28 publications found, examined, and included by PRISMA were analysed critically and analytically to determine the direction and trends of CLT research in DL.

Theory Integration

The overriding objective of the 28 stated research projects is to promote a communicative approach to language training, with a focus on the function of language in enabling discussion and engagement. However, these research differ in their motivations for examining educated groups and their methodologies. Using the Australian English Communicative Development Inventory (OZI), Caroline Jones et al. Alzhanova & Chaklikova (2022) investigate multilingual education, whereas Olesia et al (2022) investigate language-learning tutorials based on intercultural and communicative techniques. Trevor & Elison (2022) explore lexical and syntactic acquisition, whereas Bardis (2021) analyses communicative dynamics in the classroom with a focus on cross-cultural pragmatic competence in English as a foreign language.

RAMSCAR (2021); Yu and Yu (2020) emphasise the significance of teaching culture to second and foreign language learners, respectively. Segovia-Martin (2020) and Balari promote the development of intercultural competence as a prerequisite for foreign language communicative competence. Santos et al (2020) confirm the efficacy of speech language intervention for schizophrenia patients. Abu Gohar and Yassin (2020) investigate the impact of classroom interactions on the communicative competency of students. Biangbiang (2020) examines the opinions of ESL instructors on Communicative Language Teaching (CLT).

In addition, Mayor & Mani (2019) provide a novel language assessment approach. Humarova et al. (2019) examine the pedagogical efficacy of toponymical dictionaries in foreign language instruction. Tosuncuoglu (2019) investigates the link between language and culture, focusing on the significance of culture in language acquisition. Gali et al. (2019) establish the principles of communicative language instruction.

Abdullazyanovich et al. (2015) explore the issues of teaching the Tatar language, whilst Xue (2014) and Lyubova et al. (2014) examine the teaching of other languages in Russia. Jabeen (2014) assesses the utilisation of the communicative method in English language instruction in schools in Delhi. Sadykova et al. (2014) analyse pedagogical conditions in foreign language environmental education. Dai (2013) examines linguistic grammar through the lens of human experience. Comparing pragmatic communication initiatives with responsiveness, Fernanda (2012) identifies similar reaction patterns.

In conclusion, the cited research together indicate the importance of communicative language training, with varying aims, methodologies, and theoretical views.

Overall, the text demonstrates the integration of various theoretical perspectives and models in the fields of language acquisition, education, and communication, enriching the discussion and providing a multidisciplinary view of these topics. Theoretical perspectives and models in the fields of language acquisition are presented in table 1.

Table 1:
Theoretical Perspectives and Models In The Fields of Language Acquisition

| Theoretical perspectives	Explanations
Ecological Evolutionary Developmental Biology (Eco-Evo-Devo)	Examines the compatibility of eco-evo-devo models of cognitive modernity with cultural evolution theories of language. This combination of ecological and evolutionary ideas with language and culture is an important theoretical link.
Interconnection of Intercultural Competence and Communicative Competence	Examines how eco-evo-devo explanations of cognitive modernity are consistent with cultural evolution theories of language. This merging of ecological and evolutionary ideas with language and culture represents an important theoretical relationship.
Cognitive Modernity and Learning Models	Connecting cognitive theories to language acquisition, the article discusses the notion of cognitive modernity and its consistency with learning models.
Communicative Language Teaching (CLT)	Language teaching theories are integrated into the conversation via the mention of CLT and the viewpoints of ESL teachers on its application..
Theoretical Models for Language Assessment	Some research, such as (Mayor & Mani, 2019), present a novel approach for language evaluation and examine its validity, which is a practical application of assessment-related theoretical conceptions.
The Nature of Language Grammar	The purpose of (Dai, 2013) is to investigate the nature of language grammar using human experience. This integration of human experience with language theory brings a fresh viewpoint to the subject.
Pragmatic Communication	According to theories of pragmatics and discourse analysis, (Fernanda, 2012) addresses pragmatic communication and the characteristics of communication endeavours.
Iterated Learning Models	The examination of cultural evolution theories of language based on iterative learning models links cultural transmission theories to language development.

Overall, Table 1 demonstrates the integration of various theoretical perspectives and models in the fields of language acquisition, education, and communication, enriching the discussion and providing a multidisciplinary view of these topics.

Type of Samples
The samples included students, teachers, and children of all ages. However, 16 studies found in favour of students: (Maksimuk et al., 2022; Olesia et al., 2022; Alzhanova & Chaklikova, 2022; Temirgalinova, et al., 2021; Bardis et al., 2021; Rongmei, 2020 ;Alcaraz-Mármol, 2020; Abugohar, Yassin, 2020; Mart, 2019; (2015; Lyubova et al, 2014; Jabeen, 2014; Sadykova et al., 2014; Sun, 2013; Zhongxin, 2013).
Approximately (7) investigations on children followed (Jones et al., 2022; Trevor & Elison, 2022; Ramscar, 2021; Segovia-Martn & Balari, 2020; Mayor & Mani, 2019; Rytel, 2014; Fernanda, 2012). Regarding the remaining studies, they were allocated as follows: two studies involving both instructors and students (humarova et al., 2019; Gali et al., 2019) And two studies were for educators, namely (Banagbanag, 2020; Xue, 2014). Santos et al. (2020)

conducted the final of a total of 28 research in which sample participants of both sexes participated.
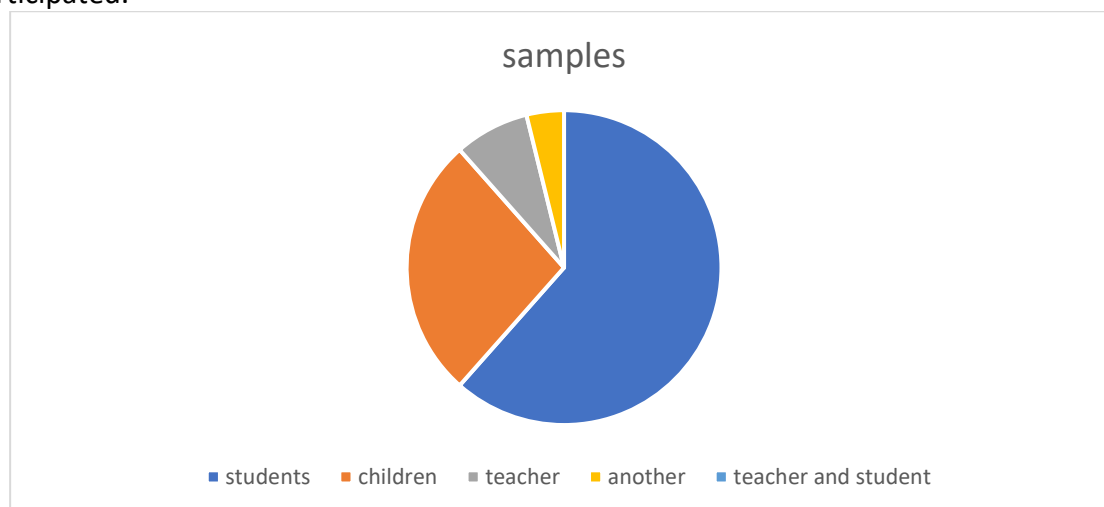
Research Techniques and Data Analysis

The research methods used in previous studies varied, as each used its own method based on the type of study, the circumstances of its conduct, and the criterion used in it; however, the majority (nine) employed the "quantitative method" (Jones et al., 2022; Trevor & Elison, 2022; Temirgalinova et al., 2021; Alcaraz-Mármol, 2020; Segovia-Mart). Then followed mixture procedure (Olesia et al, 2022; Bardis et al, 2021; Ramscar, 2021). (Maksimuk et al., 2022) employed synergetic approaches methodologies – study of methodological approaches in previous research. In addition, Alzhanova and Chaklikova (2022) utilised experimental research. Banagbanag (2020) employed descriptive-correlational analysis. Mayor and Mani (2019) utilised the Word Bank database. (Humarova et al., 2019) utilised effective procedures and methodologies. The authors (Gali et al., 2019) utilised content analysis. (Lyubova et al., 2014) employed the theoretical method of modelling. The study (Jabeen, 2014) included a combination of pilot survey, sample survey, participant observation, and interview. Sadykova et al. (2014) employed self-study, comparison, and contrast of a variety of language occurrences. Fernando (2012) made use of Analise de Variance - Enova. Other studies do not specify strategies such as those utilised in this study (Rongmei, 2020; Abdullazyanovich et al., 2015; Rytel, 2014; Xue, 2014; Sun, 2013; Dai, 2013).
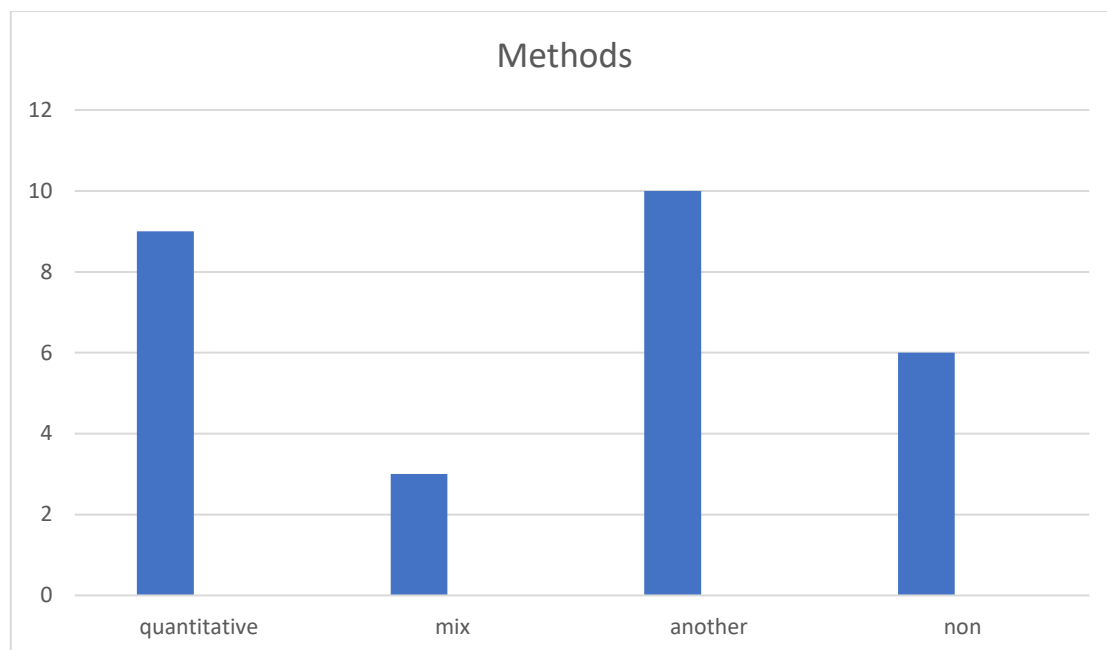
Geographical Locations

The issue of the communicative approach and its relevance in teaching languages has a wide resonance in diverse groups and communities, thus the 28 papers on this topic were dispersed in the following manner: Russia contributed the most with six studies (Maksimuk et al., 2022; humarova et al., 2019; Gali et al., 2019; Abdullazyanovich et al., 2015; Lyubova et al., 2014; Sadykova et al., 2014), followed by China with four papers, namely: (Rongmei, 2020; Xue, 2014; Sun, 2013; Dai, 2013). Also, Poland and the United States each have two studies (Alcaraz-Mármol, 2020; Rytel, 2014). (Trevor & Elison, 2022; Temirgalinova et al., 2021). In addition, two Turkish investigations (Bardis et al., 2021; Tosuncuoglu, 2019). Likewise from Germany 2 (Ramscar, 2021; Mayor & Mani, 2019). Alcaraz-Mármol, 2020; Rytel, 2014). Two studies for Poland. Moreover 2 from Brazil (Santos et al., 2020; Fernanda, 2012). One from Australia (Jones et al., 2022), one from Ukraine (Olesia et al., 2022), one from Kazakhstan (Alzhanova & Chaklikova, 2022), one from Spain (Segovia-Martn & Balari, 2020), one from Saudi Arabia (Abu Gohar &Yassin, 2020), one from the Philippines (Banagbanag, 2020), one from Iraq (Mart, 2019), and one (Jabeen, 2014).
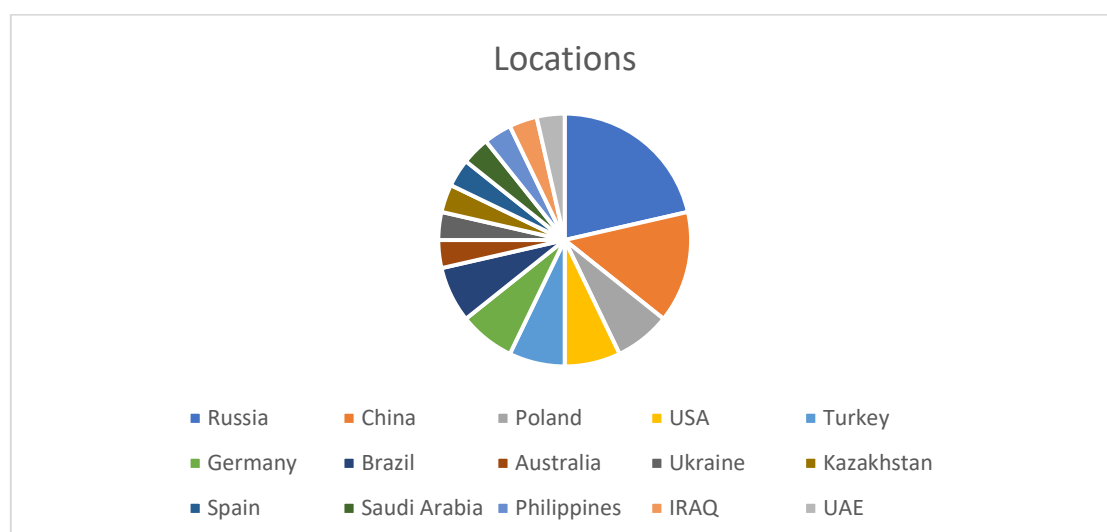
Future Agenda

The most important results of all prior research arise from the significance of the communicative technique in teaching languages, as the majority of language instructors throughout the world employ it. Due of the desire of many students to replace traditional learning techniques, such as memorization and rule learning, with interactive and innovative ways that emphasise communication skills, this strategy has shown to be quite beneficial. The communicative curriculum emphasises teaching pupils language in authentic contexts. This involves teaching students how to make reservations, discuss prior experiences, listen to native speakers, and describe images, among other skills. All of these activities and methods are designed to encourage learners to generate meaningful communication statements utilising physical media at all levels. The majority of teachers see the communicative approach as one of the best, quickest, and most efficient methods for learning a new language.

Jones et al, 2022) study indicated that Australian English Communicative at Children learn their mother tongue primarily by listening and interacting in a fully physical response manner that combines language learning with physical movement for maximum benefit use with the OZI-SF is a short-form of the OZI that has promise for research and clinical /educational use with Australian families. The second study (Maksimuk & Levonyuk, 2022) concluded for the key to success is accomplished professional and communicative competence, a special place of which is given to discursive competence. (Olesia et al., 2022) The research has proved to have a reliable positive effect on the developing of English-speaking skills in students. It provides argumentation that changes should be introduced into a tutorial design from the standpoint of intercultural and communicative approaches. (Alzhanova & Chaklikova, 2022) The results show the effectiveness of educational activities due to an innovative approach to the development of communication skills supported by the introduction of modern mobile applications into educational activities, which contributed to an increase in students' interest in competence development and created a discussion environment for speech practice. (Trevor & Elison, 2022) "language" on behavior or in the brain is more closely tied to the learning of structure or predictors of sentence structure in a child's language, or to their raw lexical inventory. This would be useful in studying disorders or individuals who may be developing across categories asymmetrically. Temirgalinova et al, 2021) Case packages are an effective method of training future teachers of foreign languages, demonstrating the clarity of working out algorithms for the formation of students' communicative competencies. (Bardis et al., 2021) The findings of the study indicate that EFL students are not furnished with cross-cultural pragmatic competence in the classroom and must be provided with classroom tasks to develop both explicit and implicit communicative competence for a sustainable English learning environment. (Ramscar, 2021) a number of concrete predictions about the kinds of problems that children will encounter in learning a language, and the kinds of properties we should expect human communicative codes to possess for children to learn them.

(Yu, 2020) We think that this paper has presented speculations and arguments concerning the definition of culture. have learning a second or foreign language is not simply mastering the linguistic systems of a language, rather, it focuses on learning about the culture as a means of communication. Finally, we have to bear in mind the cautionary remark proposed by Hall that "it is necessary not only to study and understand foreign culture which underlies cross-cultural communication, but also to be aware of one's culture so as to learn more about how ones sestem work. (Alcaraz-Mármol, 2020) be understood as a mere channel of communication, but as a gateway to other cultures and contexts. (Segovia-Martín & Balari,

2020) Instead, general abilities unrelated with informational specifcity, such as the ability to copy and to share, are required to develop language through cultural evolution. (Santos et al., 2020) The speech-language intervention in group was effective as a socialization tool and contributing to the improvement of the living conditions of these people with schizophrenia. (Abugohar &Yassin, 2020) n a nutshell, filling up the teaching and learning environment with the target language in every single corner can maintain escalating classroom communication in L2 through practices and activities. (Banagbanag, 2020) Communicative Language Teaching creates a non-threatening language environment that lowers the learners' anxiety and makes class input comprehensible When CLT is used in the classroom, students can develop their language as well as social skills when they work together with their group members to achieve a common goal. (Mart, 2019) his study revealed the potential of using literature in language instruction. In particular,it unveiled that the improvement of communication skills through holding classroom discussions of literature was not negatively affected by the inclusion of language and content. (Mayor & Mani, 2019) Communicative Development Inventories are among the most widely used language assessment tools for children up to about 30 months of age. Their adaptations in multiple lan-guages makes them especially important for languages other than English, because several alternative tests are not avail-able. (Humarova et al., 2019) The article is of special interest for foreign language teachers and linguists in further development of theoretical and practical issues on language teaching. It is also relevant for university students in the English course. (Tosuncuoglu, 2019) There is a strong need for the ICC to be systematically integrated into the teacher training programs. If we want to endow language teachers with the adequate information and tools in order to develop ICC in class, teachers are required to systematically internalise, acknowledge and include the cultural dimension. (Gali et al., 2019) Communicative language teaching can be set as a set of principles related to language learning goals, how to learn a language with a learner, the types of classroom activities that best facilitate learning, and the role of the learner and teacher. (Abdullazyanovich, 2015) The article provides recommendations for improving the effectiveness of teaching the Tatar language, as well as for developing textbooks on methods of the Tatar language teaching as a foreign language. (Rytel, 2014) the results of an fMRI study according to which communicative and linguistic abilities rely on cerebrally (and computationally) distinct mechanisms. (Xue, 2014) This thesis has conducted a study of the effects of cultural teaching on the development of intercultural communication competence thourough theories and suggests some teaching methods and teaching materials. (Lyubova et al., 2014) Wherein new approaches to teaching a foreign language suppose that English language as a discipline should be an integral component of modern specialist training. (Jabeen, 2014) The significant findings is that CLT coursework has not been adopted by all schools. Efforts must be made to implement CLT at all schools.

(Sadykova et al., 2014) All this allows us to conclude that "language teachers have many opportunities to heighten pupils' awareness about the environmental problems plaguing the planet while remaining committed to improving students' English skills.

(Sun, 2013) language teachers to find a best suitable way to foster the learner's intercultural communicative competence by teaching foreign culture. The close interaction of language and culture justifies the cultivation of cultural awareness in foreign language teaching as well as challenges the traditional teaching approach centered on the teaching of linguistic knowledge. (Dai, 2013) linguistic competence" as the target of study, but both of them miss the real target. The truth of language is in the history of the being of language, and this being

of language should be viewed as co-being of language and humans in the real situation of human beings working with the language in social communication.

The communicative method in teaching Arabic to non-native speakers aims to use the language for multiple purposes and different situations, by working to provide the foreign learner with the ability to communicate in Arabic. The learner's possession of communication is the result of a specific situation and goal that he seeks to achieve, specifically multiple competencies: interactive, logical, cognitive, social, cultural, and other competencies, and each of these competencies requires knowledge of the target language. The communicative method is the most effective method for teaching the Arabic language to non-native speakers, because what are considered its shortcomings can be overcome in choosing the educational material, curricula, and programs. This will only be possible by focusing on the learner and his needs and purposes for learning the language.

Discussion

Communicative competence is one of the priority components of the personality of a competitive specialist. For professional and communication activities across cultures are the key to success in achieving professional achievement and communicative, where special place is given to rhetorical competence. The results also concluded that communication and the intercultural approach have a positive and reliable impact on developing the English-speaking skills of students majoring in East Asian languages. Students also developed their skills in discussing spontaneous actions rationally by building communication, proper intonation of speech, and lexical adequacy within a frame work Speech topics, grammatical correctness. The results also showed the effectiveness of education. Activities due to the innovative approach to developing communication skills it supports. Introducing modern mobile phone applications into educational activities, which contributed to Increased students' interest in developing communicative competence, and created a discussion environment for speaking practice.

On the other hand, "language" in behavior or in the brain is closely linked to its learning Structure or predictions of sentence structure in a child's language from the external environment, or from the lexical stock, which may be useful in studying disorders or changes in behavior. The case method is one of the communication methods that activates theoretical knowledge and practical experience, develops the ability to express ideas and proposals, see an alternative point of view, discuss your point of view through realistic situations, and improves analytical and evaluation skills. From an educational point of view, there is a need to consider the communication terminology of values. The standards depend on the type of words and expressions used among target language learners, there is a need for caution from teachers and learners of English as a foreign language. When dealing with culture shocks among international students in the classroom. It must be flexible, adjustable and tolerant to overcome cultural sentiments at home and abroad School environments.

So far it seems fair to say that the literature on human communication and its relationship.When viewed through the lens of learning and information theory, much of the structure of natural communication systems begins to make sense, and many of the mysteries of communicative evolution become clearer and it becomes clear that it is a more complete discriminating theory of human communication. Effective communication between people has become more necessary than ever, as the classroom can become a space that contributes to the comprehensive formation of students and prepares them for the twenty-first century.

Therefore, a programming language should not be understood as just a channel of communication, but as a gateway to other cultures and contexts.

In this regard, communicative language teaching can be defined as a set of principles related to the goals of language learning, how to learn it with the learner, the types of classroom activities that best facilitate learning, and defining the roles of the teacher and the learner. Through the analysis of studies, we can summarize the statement on this and suggest paying attention to the communicative method in teaching languages, developing curricula, working to find programs that support it through social media programs and advanced computer programs, and working to train and qualify teachers to be qualified to teach it in a way and manner that suits the needs of the learners. Their goals and directions.

CLT with Arabic Future Teaching
The communicative approach represents great importance and a utmost necessity in teaching the Arabic language to non-Arabic speakers, which lies in the fact that it contributes to the development of linguistic skills, and in that it makes the learner as if he were living in natural situations that reflect the real linguistic and cultural environment of the speakers of the language. The link between the language, its environment, and its reality is in everything that is presented. Teaching materials establish the style of the language being learned and help the learner to think in the same way as native speakers of the language.

This approach aims to enable the learner to achieve the communicative function, and this does not require overwhelming him with a large number of grammatical topics. These topics are necessary to a certain extent, which is to help communication. They are not a goal in themselves, because they may be a reason for the learner's aversion to the language if the focus is on them. Without focusing on its importance in communicative use, hence the communicative approach "is that approach that focuses in language teaching on the language itself and its functions, as well as communicative competence, and not on grammatical structures."

  The Arabic language is not just complex linguistic templates that learners stand before in a state of helplessness due to their inability to understand them. Rather, it is a language characterized by a great deal of flexibility, sweetness, and smoothness that is clearly evident in the diversity of its methods of expression. The fact that many books teaching Arabic to non-native speakers rely in a large part of their material on presenting rules in an abstract way, without linking them to the communicative linguistic context that often concerns the learner, makes the process of learning them extremely difficult. Grammar is necessary insofar as it helps the learner to do well. Using the language and expressing his purposes clearly and understandably in the various life situations he encounters while using the Arabic language. Diving into the details will only play a role in the learner's aversion to the language, especially if his primary motivation for learning it is to achieve communicative competence. Hence, the communicative approach is characterized by the ability to satisfy the learner's communicative need, enables him to face various linguistic situations with confidence and competence, and helps him understand the social context of the language, which helps him master the use of the language.

Appendix A

Label	Article	Objectives	Theory	Educational context	Location	Methodology	Statistical tests	samples	Recommendation for future work
A1	Caroline Jones, et al 2022)	The Australian English Communicative Development Inventory (OZI) is a 558-item parent-reported, online-portable instrument that requires significantly less time and literacy requirements at 12–30 months.	CLT	online instrument	Australia	qualitative research	RStudio (version 3.6.3) (quantreg Growth, v5.55) ggplot2 package (v3.3.0)	children aged 12–30 months	OZI-SF criteria statements, similar to those of the OZI, aid the study of speech and language pathology, which aids in the development of communicative language.
A2	Maksimuk, L.M., Levonyuk, et al 2022)	This paper addresses the need for future specialists to develop foreign language and enhance the role Communicative competence within "Discourse - Intercultural Professional Communication". .	CLT	a training project	Russia	synergetic approaches methods – analysis of methodological	--------------	student's	Professional and cross-cultural communication activities are one of the priority components of the personality of a competitive specialist, as the key to success for a competitive specialist is professional achievement.
A3	Olesia V, et al 2022)	This paper is the first attempt to present the implementation results of the language-learning tutorial based on intercultural and communicative approaches in a classical university in Ukraine.	CLT	Classroom	Ukraine	Mix methods	CEFR assessment scales	students	The research has proven to have a positive and reliable impact on developing the English-speaking skills of students. It presents should be made for changes in educational program communicative approaches.
A4	Alzhanova, A. & Chaklikova, A. (2022)	The purpose of the study is to search for professional development opportunities for the foreign learner through Tatweer Linguistic communicative competence within the concept of multilingual education.	CLT	online course	Kazakhstan	experiment	SPSS	students.	The results showed that the students improved their skills in rationally discussing spontaneous actions. Building communication, proper intonation of speech, and lexical adequacy within a framework Speech topic,

									grammatical correctness.
A5	Trevor, K. M., & Elison, J. T. (2022)	A critical question in the study of language development is to understand lexical and syntactic acquisition, which play different roles in speech to the extent it would be natural to surmise they are acquired differently.	CLT	Wordbank	USA	qualitative research	psych package (version 2.0.9)	children	These findings suggest this way of scoring the MB-CDI may be meaningful and useful in future analyses for distinguishing whether the effect of broadly specified "language".
A6	Assel Temirgalinova a, et al (2021)	The article reflects the results of a study on the formation of communicative competence among future teachers in different countries: Russia, Greece, and Kazakhstan on the material of Russian, English, and Kazakh languages.	CLT	classroom	USA	qualitative research	chi square test	students	Case packages are an effective method of training future teachers of foreign languages, demonstrating the clarity of working out algorithms for the formation of students' communicative competencies.
A7	Bardis, B.; et al (2021)	The study focuses on the need to survey and discuss communicative dynamics in classroom situations and the importance of enhancing cross-cultural pragmatic competence in the English as a foreign language (EFL) context.	CLT	Classroom	Turkey	mixed methods	ANOVA (SPSS)	students	The findings of the study indicate that EFL students are not furnished with cross-cultural pragmatic competence in the classroom and must be provided with classroom tasks to develop both explicit and implicit communicative competence for a sustainable English learning environment.
A8	RAMSCAR, M. (2021)	This article describes an alternative theory of language that begins with learning, a subject that ought to lie at the heart of any theory of language acquisition, and ends with an account of human communication that	CLT	Learning environment	Germany	Mixed methods	------	children	a number of concrete predictions about the kinds of problems that children will encounter in learning a language, and the kinds of properties we should

		is in many ways the opposite of received wisdom.						expect human communicative codes to possess for children to learn them.
A9	Rongmei Yu (2020)	This article addressing and discussing some cultural-specific factors in teaching and learning a second or foreign language, this thesis aims to provide useful learning factors in which learners frame meaning in a second or foreign language.	CLT	classroom	China	----	--------	student	relationship between language and culture, and the importance of teaching culture in SLA. We have also provided some instructional strategies concerning culture acquisition in SLA/FLA.
A10	Alcaraz-Mármol, G. (2020)	According to the Common European Framework of Reference (CEFR),the intercultural competence is one of the aspects that must be developed as part of the communicative competence in a foreign language.	CLT	classroom	Poland	qualitative research	(ANOVA) SPSS	students	Where more than ever effective communication between people is necessary. The FL classroom can become a space which contributes to the students' integral formation, preparing them for the 21st century. The FL should not, therefore, be understood as a mere channel of communication, but as a gateway to other cultures and contexts.
A11	Segovia-Martín, J., Balari, S 2020)	In this paper we argue that ecological evolutionary developmental biology (eco-evo-devo) accounts of cognitive modernity are compatible with cultural evolution theories of language built upon iterated learning models.	CLT	Learning environment	Spain	qualitative research	----------	children	In this article we have reviewed a number of studies that show that iterated learning does not require strong genetic constraints in the form of a domain-specifc mod-ule to give rise to near language universals.
A12	Santos, Ariana, al. et 2020)	This Article verify the effectiveness of the speech language intervention in the communicative	CLT	group of individuals diagnosed with	Brasil	quantitative methods	through Mann Whitney non-parametri	individuals of both sexes	The speech-language intervention in group was effective as a

		behavior in group of individuals diagnosed with schizophrenia.		schizophrenia.			c Test, and Pearson's Correlation Test.	participated	socialization tool and contributing to the improvement of the living conditions of these people with schizophrenia.
A13	Mohammed Abdulgalil Abugohar, Baderaddin Yassin (2020)	As an attempt to do so, this qualitative study explores the potential of classroom teacher-student and student-student interaction using the target language(L2) through the technique of Challenge, Action, and Result (CAR) for fostering university students' classroom communication quality in general, and in-lecture participation and speaking confidence in particular as a part of a whole project that aims at enhancing learners'communicative proficiency.	CLT	classroom	Saudi Arabia	Qualitative data	CAR technique of 'Challenge,' 'Action,' and 'Result'	Students	In a nutshell, filling up the teaching and learning environment with the target language in every single corner can maintain escalating classroom communication in L2 through practices and activities. This means that the language teaching-learning process is accumulatively progressive and takes time, instant results rarely occurs. So, ESL/EFL instructors should never give up trying.
A14	Banagbanag, R. A. (2020)	determined the profile of ESL teachers, their attitude towards CLT, their teaching competence and the difficulties they experienced in using CLT in the classroom.	CLT	classroom	Philippines	descriptive-correlational	multiple regression analysis	teachers	Communicative Language Teaching creates a non-threatening language environment that lowers the learners' anxiety and makes class input comprehensible. When CLT is used in the classroom, students can develop their language as well as social skills when they work together with their group members to achieve a common goal.
A15	Çağrı Tuğrul	this study is premised on the	CLT	classroom	IRAQ	Quantitative research	---------	students	this study revealed the

	Mart (2019)	belief that holding class-room discussions of literature which draws attention of learners to form–meaning relationship provides some of the strongest rationales for the production of mean-ingful discourse.						potential of using literature in language instruction. In particular, it unveiled that the improvement of communication skills through holding classroom discussions of literature was not negatively affected by the inclusion of language and content.
A16	Mayor, J., Mani, N. 2019)	present a new method through which an estimation of the full-CDI score can be obtained, by combining parental responses on a limited set of words sampled randomly from the full CDI with vocabulary information extracted from the Word Bank database, sampled from age-, gender-, and language-matched participants.	CLT	lab	Germany	Word Bank database	Qualtrics software. CDI-WS	children	Communicative Development Inventories are among the most widely used language assessment tools for children up to about 30 months of age. Their adaptations in multiple lan-guages makes them especially important for languages other than English, because several alternative tests are not avail-able.
A17	humarova , Lyubov, el et 2019)	the model of the Educational Value of Toponymical Dictionaries in Teaching Foreign Language is presented in a comprehensive and complete manner.	CLT	university	Russia	successful methods and techniques	-----------	teachers , and students	The article is of special interest for foreign language teachers and linguists in further development of theoretical and practical issues on language teaching. It is also relevant for university students in the English course.
A18	Tosuncuo glu, I. (2019)	The relationship between language and culture, as well as the role of cultural competence in communicative competence has	CLT	online	Turkey	Quantitative research	Anova, Spss	students	There is a strong need for the ICC to be systematically integrated into the teacher training programs. If we

		come increasingly under the microscope and as a result, educators have gained a greater appreciation for the role culture plays in language acquisition. Intercultural communicative competence refers to the ability of an individual to navigate within a given society appropriately.						want to endow language teachers with the adequate information and tools in order to develop ICC in class, teachers are required to systematically internalize, acknowledge and include the cultural dimension.
A19	Gali, G. V al, et 2019)	Communicative language teaching can be set as a set of principles related to language learning goals, how to learn a language with a learner, the types of classroom activities that best facilitate learning, and the role of the learner and teacher.	CLT	classroom	Russia	content analysis & library		students and teachers.	Communicative language teaching can be set as a set of principles related to language learning goals, how to learn a language with a learner, the types of classroom activities that best facilitate learning, and the role of the learner and teacher.
A20	Abdullazy anovich, Yusupov Ruzal; et al (2015)	the state of teaching the Tatar language in Russian schools as one of the two official languages in the Republic of Tatarstan, we reveal reasons for teaching inefficiency of this language in schools, and give recommendations aimed at improving the effectiveness of teaching of the Tatar language, improving teaching methods, as well as developing textbooks on the Tatar language for those studying it as a foreign language.	CLT	Classroom	Russia	--------	--------	student	The article provides recommendation s for improving the effectiveness of teaching the Tatar language, as well as for developing textbooks on methods of the Tatar language teaching as a foreign language. •To teach the Tatar language to pupils of Russian schools, mostly with the communicative principle, using the differentiated approach in teaching; writers at lessons of the Tatar language, mainly

									as illustrative material.
A21	Rytel, J. (2014)	The paper characterizes language as a specific human feature and briefly describes both language competence and communicative competence.	CLT	Classroom	Poland	---------	-----------	child	the results of an fMRI study according to which communicative and linguistic abilities rely on cerebrally (and computationally) distinct mechanisms.
A22	Xue, J. (2014)	discussion in the thesis aims to bring together some of the varied facets of the whole picture for the reader and present a brief analysis of how to cultivate learners' communicative competence through cultural teaching.	CLT	Classroom	China	----------	----------	teachers	This thesis has conducted a study of the effects of cultural teaching on the development of intercultural communication competence thorough theories and suggests some teaching methods and teaching materials.
A23	Lyubova. Tatyana, et al 2014)	The purpose of this article is a detailed review of the existing diversity of methods of teaching foreign languages in Russia and presentation of the new one - the grammatical and communicative. Recently, learning a foreign language.	CLT	classes	Russia	theoretical one - modeling.	practical test	students	Wherein new approaches to teaching a foreign language suppose that English language as a discipline should be an integral component of modern specialist training.
A24	Jabeen, S. S. (2014)	The proposed study was undertaken to assess the existing situation with regard to the use of communicative approach in the teaching of English language at the secondary level in different schools of Delhi following the	CLT	classroom	UAE	a mix of pilot survey, sample survey, participant observation and interview was undertaken.	A Likert-type	students	The significant findings is that CLT coursework has not been adopted by all schools. Efforts must be made to implement CLT at all schools. Barring a few, ESL teachers lack in training to impart

		curriculum of Central Board of School Examination (CBSE), New Delhi.						CLT in the right spirit. This inadvertently inhibits the teachers from conducting the CLT activities in all prescribed ways. It is highly desirable that regular workshops on the job training courses are organized to keep the ESL teachers in tune with the latest developments, teaching methods etc.
A25	Sadykova, A al, et 2014)	The article deals with the description of the experimental work aimed at testing the effectiveness of the pedagogical conditions used in the environmental education of senior pupils by means of a foreign language.	CLT	classroom	Russia	self-study, comparison and contrast of various linguistic phenomena.	----------	students	All this allows us to conclude that "language teachers have many opportunities to heighten pupils' awareness about the environmental problems plaguing the planet while remaining committed to improving students' English skills.
A26	Sun, L. (2013)	The purpose of learning a foreign language is to learn to communicate in the target language. For foreign language educators, to develop the learner's intercultural communication competence is to know how to teach foreign culture.	CLT	class	China	--------	----------	students	language teachers to find a best suitable way to foster the learner's intercultural communicative competence by teaching foreign culture. The close interaction of language and culture justifies the cultivation of cultural awareness in foreign language teaching as well as challenges the traditional teaching approach centered on the

									teaching of linguistic knowledge.
A27	Dai, Zhongxin 2013)	This paper attempts to address the nature of language grammar from the perspective of personal experience. Personal experience refers to whatever an individual, situated in a particular life status and equipped with certain innate mental and physical capacities, obtains in his interaction with the natural and socio-cultural.	CLT	Class	China	-------	PE	Students	linguistic competence" as the target of study, but both of them miss the real target. The truth of language is in the history of the being of language, and this being of language should be viewed as co-being of language and humans in the real situation of human beings working with the language in social communication.
A28	Miilher, Liliane. Fernandes ,Fernanda (2012)	To compare the pragmatic profile referring to the communicative initiatives and the bi-dimensional profile involving the aspects of initiative and responsivity. It also aimed to analyze the most common types of responses presented by the studied individuals.	CLT	Hospital	Brazil	Annalise de Variance – Enova.	LPM	children	Analisa a responsivities e consider-la no intendment do peril communicative de creances do Spectro do autism furnace informavores sober a structure global das intricoes e as herbicides communicative mays maples.

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