Revisiting Communicative Language Teaching Approach in Teaching ESL Speaking Skills

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Abstract—**As the world heads into modernisation, English is widely spoken by non-native speakers due to the globally competitive market. Teaching speaking in ESL classrooms has always been a massive problem since many learners are struggling to utter simple sentences despite years of learning English. By introducing the Common European Framework of Reference (CEFR) into the existing curriculum, Communicative Language Teaching (CLT) approach is being prioritised to teach spoken interaction among ESL pupils. This systematic review aims to investigate the implementation of the CLT approach in teaching speaking skills in ESL classrooms. By adopting the Preferred Reporting Items for Systematic Review and Meta-Analyses (PRISMA) review methodology, 37 were extracted out of 360 CLT-related articles from Google Scholar and ERIC databases based on the inclusion and exclusion criteria. Based on the selected articles from 2018 to 2022, the findings reveal that teachers and pupils view the CLT approach positively regarding its effectiveness in sustaining speaking skills in ESL classrooms despite the challenges faced. Future research is suggested to fill in the gap of this study by investigating the perceptions of the education stakeholders towards implementing the CLT approach under the ESL context.**

Index Terms—**Communicative Language Teaching (CLT), speaking skill, English as a Second Language (ESL), effectiveness, challenges, perceptions**

I. INTRODUCTION

As the world heads into modernisation, communication skill is a prerequisite to master if one intends to flourish in their respective field. Subsequently, English has become an international language to unite professions and bodies across all fields and disciplines (Rafiq et al., 2021). Besides being used considerably in politics, science, business, the internet, media, medicine and entertainment, English is used in 85% of the research articles and publications in conventional databases like Google Scholar and ERIC (Rao, 2019). Time has changed, and the use of English nowadays is no longer confined to the Anglosphere nation. However, it is being used and spoken widely by non-native speakers from every nook and cranny of the globe as many of them wish to win out in the globally competitive market. As a result, English as a Second Language (ESL) learning has proliferated indefinitely in recent years, especially in Asian countries like Thailand, Indonesia, Singapore and Malaysia, etc. (Lim & Yunus, 2021).

Nevertheless, the effectiveness of teaching speaking skill among ESL pupils is constantly being questioned over the years as many ESL learners struggle to utter simple sentences despite years of learning English since the preschool stage (Al-Jarf & Mingazova, 2020). The major problem is the practice of centralised exams, whereby reading comprehension and essay writing are considered more important to be focused instead of polishing the pupils in terms of their listening and speaking abilities (Mohamed & Aziz, 2018). At this juncture, increasing education stakeholders worldwide have decided to reshape their English syllabus by introducing Common European Framework of Reference (CEFR) scales in aligning equal weightage of language skills towards ESL teaching and learning (Aziz et al., 2018). As supported by Don (2020), the exercise of CEFR has breathed a whole new life into the education field by moving from an exam-oriented to an interactive learning approach.

Out of the four language skills, speaking is regarded as one of the most crucial skills to be mastered by ESL pupils due to the modern world's request. Concerning this, English teachers face no option but to shift their attention to productive oral skills under the newly aligned CEFR curriculum (Devi Krishnan & Yunus, 2019). Consequently, the Communicative Language Teaching (CLT) approach is being prioritised to transform pupils' personal experiences into meaningful and effective language learning environments (Reforms in the Policy of English Language Teaching in Malaysia - Radzuwan AB Rashid, Shireena Basree Abdul Rahman, Kamariah Yunus, 2017, n.d.). The notion of ESL teaching has undergone a considerable transfiguration from the classical Grammar Translation Method (GTM) in the 1990s to contemporary Communicative Language Teaching (CLT) in the current days, as seconded by Singh et al. (2020) in his study. At this juncture, the researchers are interested to know whether the CLT approach effectively assists

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ESL pupils in mastering the targeted skills and knowledge, particularly in enhancing their communicative competence in English. Henceforth, this systematic review aims to review the implementation of the Communicative Language Teaching (CLT) in ESL contexts, with three research questions as follows:

RQ1: To what extent does the CLT approach help in teaching speaking skills among ESL pupils?

RQ2: What challenges do ESL teachers and pupils face throughout CLT implementation?

RQ3: What are the perceptions of ESL teachers and pupils toward the CLT approach?

The following section will detail the teaching of speaking skill in the ESL context and the adoption of the CLT approach in 21st-century classrooms.

A. Teaching Speaking Skill in ESL Context

Speaking is a fundamental life skill one should possess through verbal language to convey an idea to another individual. It involves physical and mental processes to ensure an adequate flow of ideas between the two parties. In today's globalised marketplace, it is imperative to display a good command of spoken English, as a solid attachment can be forged between the two speakers, regardless of their backgrounds and practices (Vellayan et al., 2020). One of the ultimate goals of teaching English in an ESL context is facilitating communicative competence among the pupils. However, it is not uncommon for many ESL pupils to feel challenged to speak fluently and accurately in English (Rao, 2019). In relation to this, ESL teachers ought to provide extra attention and numerous practice grounds for their pupils to apply the language in various communicative circumstances.

As asserted by Nair and Yunus (2021), ESL teachers should replace their traditional teaching mindset with the contemporary method to facilitate young learners mastering an effective speaking skill. The tendency to dominate the lesson should be eradicated since it might distort the learners' thoughts and silence them in the long run. 'Glossophobia' refers to an individual's social terror while talking to others in public (Pedagogy in Speaking: Challenges Addressed by Teacher-Student in the ESL Context | Ahmed | International Journal of Applied Linguistics and English Literature, n.d.). ESL pupils are often found anxious when asked to speak in English. They find it challenging to express their ideas as they have difficulty switching the language back from their mother tongue. To make matters worse, when ESL teachers emphasise grammatical accuracy while pupils perform speaking activities, it will demotivate the learners from speaking due to their self-consciousness and fear of making other mistakes (Rahman & Pandian, 2018). In short, ESL teachers should dedicate their best efforts to facilitate effective speaking among ESL pupils to catch up with the ever-changing world.

B. CLT Approach in 21st-Century Classrooms

It is commonly agreed that second language learning is not just about consistent training on the language structures like grammar. However, it should serve a bigger purpose: the ability to communicate. As for developing countries like Bangladesh, Indonesia and Malaysia, speaking proper English is at its zenith in sustaining their countries' growth rate and expanding the globalised world markets (Jansem, 2019). Given the circumstances, ESL teaching and learning have become essential to secure future job opportunities with the outside world. The emergence of the CLT approach in the education field in the last four decades has shaken the Englishes world. At a time when many scholars and teachers rooted for conservative approaches to teaching grammar and vocabulary, CLT penetrated the system by giving a new purpose to ESL education, whereby the goal of teaching speaking is to promote adequate communicative competence and meaningful interaction (Aziz et al., 2020).

Implementing the CLT approach is relevant today as it comprises a replica of 21st-century classroom practices such as creativity, critical thinking and communication (Rahman et al., 2021). The statement is further supported by Richards and Rodgers (2014) in their reports, where the findings indicate that the CLT approach mainly focuses on using language to promote actual communication and perform meaningful tasks. In a way, 'active learning', which acts as one of the 21st-century constructs, is visible throughout the execution of CLT activities, in which the learners are situated in real-life situations to accomplish problem-solving activities. As personal interactions, peer assessment and shared contributions are practised consistently, ESL pupils will have relatively increased speaking opportunities with their peers and teachers (Santos & Miguel, 2020). Subsequently, ESL teachers can employ fun learning activities such as games and role play to induce a positive learning environment, thus conditioning the pupils to speak confidently. To sum up, the CLT approach promotes effective speaking skills as learners will be continuously trained to be accountable for their learning, guided by their teachers as facilitators throughout the journey.

II. METHOD

The Preferred Reporting Items for Systematic Review and Meta-Analyses (PRISMA) 2020 checklist is adopted in this systematic review after synthesising the selected articles in a specific manner (The PRISMA 2020 Statement: An Updated Guideline for Reporting Systematic Reviews | Systematic Reviews | Full Text, n.d.). Descriptive comparison, a comparative research methodology, was employed to describe and explain the implementation of the CLT approach in sustaining effective speaking skill among ESL pupils. By reviewing the assembled articles, this paper summarises and organises the findings into three major components; the effectiveness of the approach, challenges faced, and teachers'

and pupils' perceptions towards the approach. The researchers then deploy three phases to perform the analysis: the identification phase, screening phase and inclusion phase.

A. Phase 1: Identification Phase

The first step is the identification phase. Two databases, Google Scholar and Education Resources Information Centre (ERIC), were selected to identify the articles. Google Scholar is a comparatively friendly-user database, and ERIC is well-known for a wide variety of articles, specifically on education-related disciplines and sources. The key terms are typed at the 'Advanced Search' engines in both Google Scholar and ERIC to narrow the scope to the researchers' interest. Table 1 below presents the key terms used in this systematic review.

TABLE 1
KEY TERMS TYPED TO SEARCH FOR THE RELATED INFORMATION

Databases	Key Terms
Google Scholar	"CLT AND ESL", "CLT AND speaking", "CLT AND communication", "CLT AND perceptions", "CLT AND challenges", "CLT AND effectiveness"
ERIC	"CLT AND ESL", "CLT AND speaking", "CLT AND communication", "CLT AND perceptions", "CLT AND challenges", "CLT AND effectiveness"

B. Phase 2: Screening Phase

The second stage is the screening phase, where duplicates are detected and removed from the list. Meanwhile, the search range was restricted from 2018 until 2022 so that the assembled studies are relevant and up to date. Subsequently, the remaining articles were examined again to check for their eligibility.

TABLE 2
INCLUSION AND EXCLUSION CRITERIA

Criterion	Inclusion	Exclusion
Range of years	2018 – 2022	Before 2018
Articles type	Journals	Review papers, book chapters, dissertations, theses and proceedings
Topics of interest	CLT-related	Non-CLT related
Language	English articles	Non-English articles
Fields of Study	Education	Engineering, Business, Science & Law, etc.

In view of this, the researchers listed the inclusion and exclusion criteria, as shown in Table 2 above. This process is essential to exclude the articles which do not meet the research demands. For instance, review papers, book chapters, dissertations, theses and proceedings were eliminated from the records.

C. Phase 3: Exclusion Phase

The final stage is the exclusion phase, where a list of articles that do not meet the inclusion criteria are again excluded. The excluded journals include non-CLT and non-ESL contexts articles. Next, non-English articles were excluded as well, followed by the exclusion of non-education-related articles. Accordingly, there are 37 articles included in this systematic review, as presented in Figure 1 below. The article selection process is manifested visibly in Figure 1, as shown below.
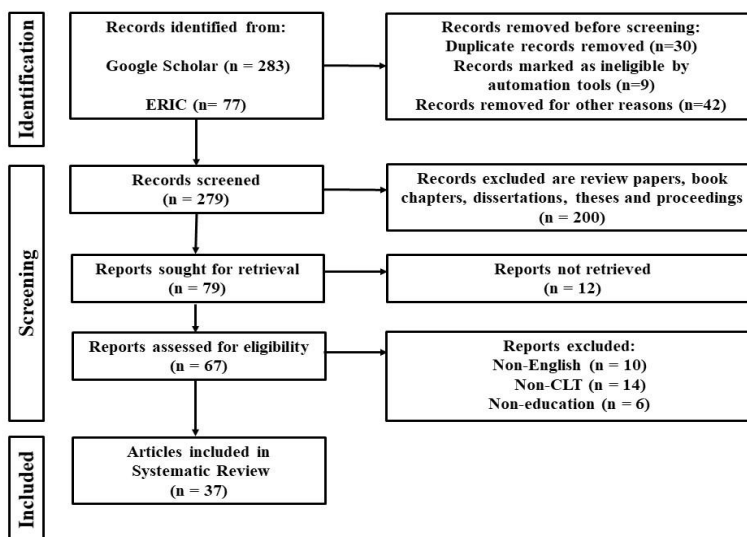
Figure 1. Flow Chart of the Article Selection Process

III. RESULTS

Although thousands of studies had been conducted around the world regarding the topic interest, only 37 articles were found eligible for this study after the selection process. Later, the researchers started to analyse the articles and tabulate the findings in a summary table to ease the analysis process. Subsequently, the results were organised and categorised into themes to answer three research questions, namely (1) the effectiveness of the CLT approach in sustaining ESL speaking skills, (2) the challenges faced during CLT implementation as well as (3) teachers' and pupils' perceptions towards CLT approach. Accordingly, the thematic analysis is portrayed in Table 3 below.

TABLE 3
THEMATIC ANALYSIS OF THE SELECTED ARTICLES

Research Themes	Number of Articles	Articles Referencing
Effectiveness of the CLT approach	12	(Ho, 2020), (Arrasul & Pole, 2021), (Bagheri Masoudzade & Hashemi Lahijani, 2021), (Hengki & Ratna, 2019), (Ervina & Kurniati, 2019), (Hassan & Gao, 2021), (Owen & Razali, 2018), (Abdelmageed & Omer, 2020), (Makina Zulu, 2019), (Nhem, 2019), (Promtara & Suwanarak, 2018), (Natividad & Batang, 2018).
Challenges of CLT implementation	17	(Harahap et al., 2021), (Rijnan & Irwan, 2020), (Phoeun & Sengsri, 2021), (Toro, Camacho-Minuche, Pinza-Tapia & Paredes, 2019), (AL-Garni & Almuhammadi, 2019), (Hoque et al., 2018), (Rahman & Ahmed, 2019), (Armnazi & Alakrash, 2021), (Nayeen et al., 2020), (Noori, 2018), (Nuby et al., 2019), (Rahmatuzzman, 2018), (Takal & Jamal, 2021), (Tiwari, 2021), (Khatib & Tootkaboni, 2019), (Pitikornpuangpetch & Suwanarak, 2021), (Rezalou & Yagiz, 2021).
Teachers' and pupils' perceptions towards the CLT approach	8	(Chang & Suparmi, 2020), (Li, 2021), (Pebriani et al., 2019), (Dewi, 2019), (Lafta, 2021), (Abrejo et al., 2019), (Alghamdi, 2021), (Radosavlevikj, 2021).

IV. DISCUSSION

In this section, the researchers will discuss the findings of Communicative Language Teaching (CLT) in three aspects which correspond to the research questions of this study, namely (1) effectiveness, (2) challenges as well as (3) teachers' and pupils' perceptions.

A. RQ1: To What Extent does the CLT Approach Help in Teaching Speaking Skills Among ESL Pupils?

There is a total of 12 out of 37 articles related to the effectiveness of CLT implementation in teaching speaking skills in ESL contexts. Given this, all related studies have suggested that CLT practitioners can facilitate English learning among ESL pupils, specifically in improving their speaking abilities. CLT emphasises a learner-centred approach and realistic classroom interactions. Hence, pupils easily relate CLT activities to real-life situations, thus triggering them to speak more based on their background knowledge and experiences (Pebriani et al., 2019). In light of this, most CLT teachers are aware of the ultimate goal of the CLT approach, which is to encourage real-time interactions among the learners. Hence, to create meaningful communicative opportunities, pupils are frequently exposed to authentic activities like debates, role-plays, and group works to connect their real lives with existing learning materials (Harahap et al., 2021; Arrasul & Pole, 2021; Hengki & Ratna, 2019; Rahmatuzzman, 2018). Besides, pupils learn English through trial and error through communication. Following this, grammar is indirectly learned with other language skills, which is way more practical since they are not used separately in the real world (Tiwari, 2021).

Apart from that, the CLT approach is proven to be a motivating boost in initiating ESL pupils to speak more in English. Communicative activities in CLT classrooms regularly incorporate contractions and semi-formed sentences, shifting the focus of accurate grammatical language to the free flow of small talk and conversation (Khatib, 2019). As a result, it raises speaking confidence among the pupils since their mindset is to use the target language for everyday use. Therefore, they are not easily intimidated by judgement, exerting themselves braver in expressing their views and ideas to their friends and teachers in ESL classrooms (Zulu, 2019). Likewise, teachers' application of various interaction styles and supporting activities is found to be one of the success criteria in implementing the CLT approach. Alghhamdi (2021), in his study, revealed that CLT techniques like modelling, repetition, group work and feedback are mainly used to assist pupils in developing their communicative competence. All in all, all 12 studies indicate a significant positive effect of the CLT approach in sustaining ESL pupils' speaking abilities; regardless of limited class size and a short period of time (Rijnan & Irwan, 2020; Abrejo et al., 2019; Zulu, 2019).

B. RQ2: What Are the Challenges ESL Teachers and Pupils Face Throughout CLT Implementation?

There are 17 out of 37 studies regarding the challenges faced throughout CLT implementation in ESL contexts. It constitutes almost half of the systematic reviews collected in this study, indicating that many ESL practitioners and learners struggled to implement the CLT approach in respective ESL classrooms. After analysing the articles, the researchers noticed many similarities across the studies despite different countries' education policies and learning contexts. Hence, a table is formulated to compare and contrast the types of challenges faced throughout CLT implementation, as shown in Table 4 below.

TABLE 4
TYPES OF CHALLENGES FACED THROUGHOUT CLT IMPLEMENTATION

Article Referencing	Teachers-related Challenges	Pupils-related Challenges	System-related Challenges	Context-related Challenges
(Harahap et al., 2021)	√	√		√
(Rijnan & Irwan, 2020)	√		√	
(Phoeun & Sengsri, 2021)	√	√	√	√
(Toro et al., 2019)	√		√	√
(AL-Garni & Almuhammadi, 2019)	√	√	√	√
(Hoque et al., 2018)	√	√	√	
(Rahman & Ahmed, 2019)	√		√	√
(Armnazi & Alakrash, 2021)	√		√	√
(Nayeen et al., 2020)	√	√		
(Noori, 2018)		√		√
(Nuby et al., 2019)		√		
(Owen & Razali, 2018)	√		√	
(Takal et al., 2021)	√	√		
(Tiwari, 2021)				√
(Khatib & Tootkaboni, 2019)	√			
(Pitikornpuangpetch & Suwanarak, 2021)	√		√	√
(Rezalou & Yagiz, 2021)	√	√	√	√

As shown in Table 4, 15 out of 17, most studies depict teacher-related challenges while executing the CLT approach in ESL classrooms. Many CLT teachers have claimed that they understand CLT's features and are positive to apply it in their daily teaching practice. However, many CLT teachers tend to retreat to traditional teaching methods such as rote memorisation, drilling and translation when their pupils do not show improvement after a few attempts at speaking activities (Rezalou & Yagiz, 2021). Meanwhile, it is also found that there is a scenario where CLT teachers habitually dominate classroom interactions as they hold firm to their strong beliefs that one interaction style is better than the other (Khatib & Tootkaboni, 2019). Phoeun and Sengsri (2021) suggest that such habits should be eradicated as teachers should not make assumptions. Instead, they should provide various interaction opportunities to the learners to improve their communicative competence. Meanwhile, the findings also reveal that numerous ESL teachers were not given sufficient training on the CLT approach, which serves as a significant breakdown towards CLT classroom application (Harahap et al., 2021; Phoeun & Sengsri, 2021; Hoque et al., 2018; Rahman & Ahmed, 2019; Armnazi & Alakrash, 2021; Takal et al., 2021; Pitikornpuangpetch & Suwanarak, 2021). Consequently, it leads to teachers' limited knowledge, lack of cultural exposure and speaking deficiency (Nayeen et al., 2020; Tiwari, 2021).

In addition, pupils-related challenges are also prevalent across the selected studies in this systematic review. One of the most significant challenges is that many CLT pupils have low English proficiency. They are often found unconfident, demotivated, passive and unwilling to interact in the classrooms due to the fear of being judged by their better friends (Phoeun & Sengsri, 2021; Nayeen et al., 2020; Nuby et al., 2019; Rezalou & Yagiz, 2021). Likewise, learners' poor socioeconomic background also hurdles CLT application, in the sense that rural students are frequently deprived throughout the education system, which in turn leads to low school attendance and ineffective CLT application (Harahap et al., 2021; Hoque et al., 2018). On top of that, system-related challenges are proven to exist amidst the CLT approach in ESL teaching scenarios. With this, most of the CLT practitioners believed there is a mismatch between the assessment system and the given curriculum, as what is being taught in the classroom is not tested in the exams (Rijnan & Irwan, 2020; Phoeun & Sengsri, 2021; Rahman & Ahmed, 2019). As a result, many will lean to grammar and vocabulary learning under the pressure of a faulty examination system which eventually leads to a 'disguise' CLT version where drilled sentence patterns become the priority rather than meaningful interactions in teaching ESL speaking lessons (Takal et al., 2021).

Last but not least, context-related challenges are also detected in this study, where the researchers opine that it is the most fundamental factor, as very often CLT is likely to form speaking competencies only in an appropriate social context (Rijnan & Irwan, 2020). In light of this, the lack of government support in terms of budget and insufficient productive CLT materials have impeded the implementation of CLT practices as pupils will quickly lose their interest and concentration in studying under an unfavourable learning environment (Phoeun & Sengsri, 2021; Toro et al., 2019). Besides, circumstances such as poor infrastructure, large class sizes and crowded classrooms will certainly demotivate both teachers and students to carry out authentic speaking activities since the learning space itself is inadequate to support the continuation of effective teaching and learning process (Harahap et al., 2021; Rahman & Ahmed, 2019; Armnazi & Alakrash, 2021; Noori, 2018; Tiwari, 2021).

C. RQ3: What Are the Perceptions of ESL Teachers and Pupils Toward the CLT Approach?

Out of the 37 articles, there are only 8 articles related to ESL teachers' and pupils' perceptions of the CLT approach, signifying a research gap that can be filled in for future studies. Regardless of the small number of articles, 7 out of 8, which constitutes a vast majority of the studies, indicate that ESL teachers and pupils generally held positive attitudes

toward the CLT approach. The distribution of ESL teachers' and pupils' perceptions toward the CLT approach is presented in Table 5, as shown below.

TABLE 5
DISTRIBUTION OF ESL TEACHERS AND PUPILS' PERCEPTIONS TOWARD THE CLT APPROACH

Article Referencing	Parties Involved		Positive Perceptions	Negative Perceptions
	Teachers	Pupils		
(Chang & Suparmi, 2020)	√			√
(Li, 2021)	√	√	√	
(Pebriani et al., 2019)	√	√	√	
(Dewi, 2019)		√	√	
(Lafta, 2021)	√	√	√	
(Abrejo et al., 2019)	√		√	
(Alghamdi, 2021)	√	√	√	
(Radosavlevikj, 2021)	√		√	

The table shows that teachers and pupils generally have positive perceptions toward implementing the CLT approach (Chang & Suparmi, 2020; Li, 2021; Lafta, 2021; Alghamdi, 2021). Because of this, both teachers and pupils were found positive that CLT activities like role plays, debates, and group work could help develop communicative competence as pupils were frequently exposed to authentic situations resembling real-life experiences. Similarly, studies by Abrejo et al. (2019) and Radosavlevikj (2021) demonstrate consistent findings on teachers' positive perceptions of CLT application. Most CLT practitioners believe it is vital to adapt rather than adopt CLT with a conventional approach to make it more suitable and realistic for their pupils.

In addition, a study conducted by Dewi (2019) suggest that different target group of pupils in terms of age, gender and ethnicity would possess different preferred learning styles despite pupils learning best by adopting all six sensory modes while conducting CLT activities to master English speaking skills. Nonetheless, the findings gathered by Pebriani et al. (2019) suggested otherwise, as the teacher participants have relatively negative perceptions toward CLT application where they claim that most of the ESL teachers generally possess a low to moderate understanding of the CLT approach. In relation to this, the common misconceptions of ESL teachers include CLT encourages grammatical errors and pupils are not well prepared for examinations in terms of their contents and public demand.

V. CONCLUSION

In conclusion, this systematic review has analysed articles on applying the CLT approach in sustaining speaking skills among ESL pupils. Two databases, namely Google Scholar and ERIC, are used in this study and after the article selection process, it is found that 37 remaining articles are eligible for this review paper after going through the inclusion and exclusion criteria. The main findings are then organised and categorised into three themes which correspond to the research questions in this study, namely (1) the effectiveness of the CLT approach, (2) challenges faced as well as (3) teachers and pupils' perceptions towards the said approach. Generally, the results indicate that the CLT approach is remarkably effective in sustaining effective speaking skills among ESL pupils. Due to its distinctive features of promoting authentic and meaningful interactions, CLT activities can easily relate the learners to their real-life experiences aside from being proven to be a significant motivation boost through various interaction styles and supporting activities.

Aside from that, four types of challenges are identified across the selected studies: teachers-related, pupils-related, system-related and context-related. In line with this, CLT teachers habitually retreat to traditional teaching methods, focusing on grammar and vocabulary learning. Most of the teachers are found not given adequate training on CLT courses, causing them to have limited CLT knowledge and low speaking deficiency. Meanwhile, many ESL pupils have relatively low self-confidence and English proficiency in speaking in English, apart from being deprived due to their poor socioeconomic background. Likewise, a mismatch between the examination and curriculum is believed to impede CLT application, as teachers will lose faith in continuing CLT application. Other contextual challenges include harmful learning environments such as poor infrastructure, large class sizes and narrow classrooms due to the low budget provided by the authorities.

All in all, ESL pupils and teachers positively perceive CLT implementation in ESL classrooms. Most are confident that meaningful CLT activities can develop learners' communicative competence in an authentic learning atmosphere. Besides, several CLT teachers consistently practice CLT in the classroom; they adopt the modern CLT approach with conventional techniques to suit their pupils' learning context. As for the pupils, they opine that various interaction styles and activities should be applied at times so that learners with different preferred learning styles can be fulfilled. Nevertheless, a double-edged sword cuts both ways, like the CLT approach. The finding suggests that a group of teachers view CLT negatively due to their false beliefs that the said approach discourages grammar learning which does not meet the assessment standards.

VI. LIMITATIONS AND RECOMMENDATIONS

This systematic review has summed up many articles regarding CLT application in ESL-speaking contexts. It calls for the attention of every stakeholder involved to revisit the implementation of the said approach at all aspects and find ways to overcome the potential challenges that may arise. Despite everything, there are a few limitations that the researchers wish to highlight in this systematic review. Firstly, this review only covers 37 articles from two databases, Google Scholar and ERIC, in which the outcomes might be different if searching through other notable search engines. Secondly, this review only managed to cover 8 articles related to teachers' and pupils' perceptions toward the CLT approach due to the use of limited databases. However, this has opened a new research gap for future study purposes in which the researchers are encouraged to explore more the views of every stakeholder involved in the education field towards CLT implementation in ESL teaching and learning contexts.

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