

Communicative Language Teaching**Appendix A****Merits of CLT****Follow instructions****Development of Cultural Competence****Enhancing Critical Thinking and Problem-solving Skills****Enhanced Communicative Competence and Language Proficiency****Fostering Learner Autonomy and Motivation**

Richards and Rodgers (2001) highlight that the CLT approach has prioritized real-life communication as a means of developing language competencies in authentic contexts. Evidence also shows that engaging students in communication tasks and activities allows students to fine-tune their ability to transmit and interpret messages proficiently, thereby enhancing their communicative competence (Krashen, 1981). This approach has underscored oral communication and active engagement, helping students cultivate an advanced level of fluency and precision in language use. In this respect, once students practice the language, especially in meaningful contexts, their language proficiency is profoundly improved (Savignon, 1972). Additionally, Chaudhury (2015) conducted a study that is in accordance with the principles of CLT. This approach focuses on the improvement of communicative competence and language proficiency. The author sought to establish an interactive learning environment wherein students could actively participate in real-life communication scenarios by implementing communicative language activities, as opposed to the conventional 'chalk and talk' approach. The above-mentioned technique is compatible with the fundamental objective of CLT, which is to impart language learning that is both meaningful and practical. The use of a quasi-experimental, non-randomized pre-test and post-test control group design enhances the study by providing a research-supported framework for assessing the true effects of communicative language activities on learners' communicative competence over a period of time. The results indicating a substantial disparity in post-test scores provide robust evidence for the efficacy of CLT-focused approaches in improving language proficiency and communicative competence. These findings highlight the impact of Chaudhury's (2015) research in advocating for the implementation of communicative language teaching methods in language education.

Ellis (1999) posits that the CLT approach, grounded on the idea of learner-centeredness, endeavours to facilitate students' autonomy in assuming responsibility for their language acquisition process. Previous research has substantiated the assertion that CLT is a pedagogical technique that fosters the active participation of students, encouraging them to become engaged, creative, and selfdirected learners (Long, 1996; Snider & Schnurer, 2002). In this regard, the CLT approach facilitates the development of learner autonomy by affording students increased control and responsibility in their learning process. In order to accomplish this objective, CLT offers students opportunities to engage in authentic communicative tasks, including but not limited to role plays, debates, dialogues, and puzzles. The primary objective of these exercises is to enhance students' opportunities for verbal expression while concurrently reducing the teacher's talking time. Furthermore, when students participate in these activities, whether in pairs or groups, working together towards a common goal, they assume complete responsibility for their own educational development (Benson, 2011; Little, 1991).

The CLT approach is widely recognized for its effectiveness in fostering cultural competence among language learners. This approach cultivates intercultural communication and understanding, as pointed out by Nunan (1991), and encourages learners to engage with authentic language materials from diverse cultural contexts. When students interact with their peers from different backgrounds, they develop sensitivity and awareness of different cultures, leading to a deeper understanding of the language and its cultural implications. Research has shown that CLT enables learners to communicate more effectively in multicultural settings by understanding and respecting different cultural norms and practices (Byram, 1997; Kramsch, 1993). This approach's emphasis on authentic material and peer interaction facilitates cultural immersion and provides occasions for learners to experience different cultures firsthand. Besides, the CLT approach encourages learners to use the language in its natural context, leading to a more inclusive understanding of the language's cultural implications. The connection of Arroussi (2014) with the concepts of communicative language teaching in relation to the promotion of cultural competency underscores the need to include culture in language instruction. The fact that the researcher saw that culture had a big effect on improving communication skills is in line with the basic ideas of CLT, which stress how important it is to use language in real, appropriate situations. From Arroussi's point of view, language learners' success in communication situations depends on how well they understand and value culture. This highlights the close connection between learning a language and communicating culturally. The above alignment accentuates the need to integrate cultural components into language instruction approaches, cultivating a more profound grasp of the desired language and boosting learners' ability to communicate effectively. The experimental study conducted by Hua (2011) presents persuasive evidence in favour of the relationship between the implementation of CLT and the development of cultural competence. The results of the study stress the efficacy of integrating cultural education into an English as a Foreign Language (EFL) course, as it led to a notable enhancement in students' cultural consciousness and ability to communicate effectively (Wu, 2008). This is in perfect agreement with the concepts of CLT, which prioritize the incorporation of authentic cultural

contexts into language acquisition in order to improve learners' proficiency in varied communication settings. Hua's (2011) study provides evidence that being exposed to and comprehending diverse cultures not only increases students' cultural awareness but also improves their communication skills, which is an ultimate principle of CLT (Lee et al., 2023). These findings offer significant support for the incorporation of cultural components into language instruction, which is consistent with the comprehensive approach to language acquisition advocated by CLT. This approach aims to equip students with the necessary skills to engage in meaningful and successful cross-cultural conversation.

According to a study by Hasibuan and Batubara (2012), the CLT approach is effective in improving learners' critical thinking and problem-solving skills. The approach involves the use of communicative tasks that require learners to negotiate meaning in various contexts. By engaging in these tasks, learners are encouraged to think critically while communicating, leading to the development of cognitive abilities that extend beyond just language learning. Additionally, CLT promotes critical thinking about language itself, which can help students gain a deeper understanding of the nuances and implications of the language they are using. Furthermore, the development of critical thinking skills and oral communication proficiency is widely recognized as a fundamental necessity in the context of 21st-century education. Numerous studies have been conducted to examine several methodologies and techniques aimed at enhancing critical thinking and oral communication abilities within the classroom setting (Halpern, 2003). Existing literature provides evidence that the incorporation of communicative language teaching practices, such as inclass debates, discussions, public-speaking exercises, and role-play activities, enhances an atmosphere conducive to understanding, introspection, inquiry, negotiation, and logical evaluation. Conversely, the implementation of critical thinking exercises in language education can help in the development of oral competency skills.