Teachers Practices on the Implementation of Communicative Language Teaching (CLT) Through Synchronous Online Learning: A Systematic Literature Review

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Abstract
This paper demonstrates an analysis of a systematic review based on the various past studies related to teacher practices on the implementation of communicative language teaching (CLT) via synchronous online learning. All the past studies are reviewed from 2015 to 2021 with the total of fifteen studies. This paper aims to review and highlight on the implementation of communicative language teaching (CLT) through synchronous online learning by the teachers that focusing on three major objectives which are how CLT is implemented via synchronous online learning, the challenges faced by teachers in conducting CLT via synchronous online learning, and the effectiveness of CLT via synchronous online learning. The findings indicate that various online platforms can be utilized in assisting teachers to implement CLT during synchronous online learning. The most used apps based on the past studies is Zoom Meeting and followed by Discord, Google Meet, Google Classroom, Webex, Youtube, WhatsApp and Email. Although there are various technologies and online platforms that have been advocated for the application of CLT via synchronous online learning, the problems and constraints still arose during the lesson for both teachers and students. For the teachers they had difficulties affiliated to the readiness in adapting e-learning, the accessibility to e-learning devices and classroom management issues. However, for the students the problems are related to their attention spans, difficulty to apprehend the task, limited access to direct interactive communication and limitation to online learning access. Apart from that, most of the teachers agree that implementing CLT through synchronous online learning brings more drawbacks and hinder them to achieve the teaching and learning objectives to the fullest.
Keywords: Communicative Language Teaching (CLT), English Second Language (ESL), Synchronous Online Learning, Teacher Practices

Introduction

English is a universal language and it is widely used in communicating all over the world. It is also crucial to learn the language since English occupies a salient position in various sectors including academic, business, technology, diplomacy, international relations, and commerce (Bhatia, 2019). Due to that reason, the demand for people to master the English language has gradually increased (Berns, 2019; Mauranen, 2018). In teaching and learning English as a second language, there are four main skills to be taught which are speaking, listening, reading, and writing. According to Angelini and Garcca-Carbonell (2019), speaking seems to be the most prominent among the other skills because English language learners are considered as successful once they are able to communicate in the English language effectively. In the same vein, Burkart and Sheppard (2004) as well as Nunan (1999) claimed that learners' success in acquiring a language is measured in their potential to execute a conversation in the target language. Hence, speaking skill appeared to be prominent for most English language learners (Florez, 1999). Nevertheless, students still faced challenges in comprehending and acquiring ESL (Jalaluddin et al., 2008).

Many approaches have been established in the long-standing search for the best method in English language teaching especially for speaking proficiency. Coskun (2011) affirmed Communicative Language Teaching (CLT) are among the approaches that are suitable in ESL context since it aligns with English teaching curriculum, policy statements of education, teacher education programs and ESL course books as the world concerned. It is similar to the past research from Mangaleswaran and Aziz (2019) that asserted CLT as an effective method in strengthening students' speaking skills. From the CLT approach, the role of teacher in the classroom milieu has transformed from being a person who conveys the information to an 'engager' in interaction with students as well as a practical guide (Larsen-Freeman, 2008). Apart from that, the teacher also acts as a facilitator to usher students when they are dealing with the materials used during activities related to CLT like role-playing, group work, and games.

Recently, educational institutions in Malaysia have been forced to close due to the abrupt outbreak of COVID-19 that struck Malaysia in January 2020. This pandemic affected our educational system too and due to that reason all educational institutions around the world were being forced to shift from the conventional learning method to the online learning method (Sarwar et al., 2020). This is to ensure that students will not be left idle in this pandemic era. All the educators including the ESL teachers have to utilize asynchronous and synchronous online platforms for replacing the face-to-face lessons. Hence, this paper aims to review and highlight on the implementation of communicative language teaching (CLT) through synchronous online learning by the teachers. More specifically, the focus of this paper circulates on three major objectives:
- CLT implementation via synchronous online learning.
- The challenges faced by teachers in conducting CLT via synchronous online learning.
- The effectiveness of CLT via synchronous online learning.

Literature Review
Communicative Language Teaching (CLT)
Starting from 1980s until this present day, Communicative Language Teaching (CLT) approach is not an alien constituent in educational sector especially for those who teach English as

Second Language (ESL). Lindsay and Knight (2006) asserted that CLT approach stressed on the use of language for effective communication in real-life situations outside the classroom settings. Parrish (2019) stated that during the implementation of CLT approach, language learning should be applied in a meaningful setting with the incorporation of real language input with an array of methods and techniques by involving maximum interaction of the learners and meaning based instruction using the real teaching materials. In addition, this ESL teaching approach highlighted oral communication as the key purpose of language learning (Nunan, 1991). Van Nguyen (2010) professed CLT approach as an inclusive method in ESL language teaching with the involvement of various ways and activities that is focusing on student centred to prepare the learners with communication for the real-life situation. Moreover, Eisenchlas (2010) expounded the aims of CLT approach which are making communicative competence as the main objective of ESL language teaching and developing teaching techniques for the language skills that affiliate with communication and language. The characteristics of CLT as identified by Brown (2000) includes the components of classroom goals including grammatical, functional. strategy, discourse and sociolinguistic. Other than that, fluency and accuracy is also known as the fundamental principle of CLT and due to that reason, the implementation of CLT in English language subject is believed can amplify students' speaking proficiency.

Synchronous Online Learning
Saritas et al (2015) asserted that; "Synchronous distance learning environments are becoming prevalent with the rapid developments in information and communication technologies allowing participants to be actively engaged in collaborative learning activities at a distance." (p.17) The learning tools used for the implementation of synchronous online learning should provide learners with flexible and effective learning opportunities that consistent with the demands of 21st century during this present day. This online learning approach happened in the situation where students and teachers interact and connect together within the same specific time but maybe in different places (Midkiff & DaSilva, 2000). Web conferences, webinars, virtual classroom and online presentation is among the platforms that related with synchronous online learning (Hyder et al., 2007). According to Parker and Martin (2010), web conferencing functions particularly in enhancing interactivity between learners and educators as well as building the community sense in synchronous online classroom. Besides, real time synchronous learning environment served the users with five key functions which are instruction, socialization and informal exchange, support, extended outreach and collaboration (Finkelstein, 2006). Furthermore, Schullo (2003) has listed out the features offered by synchronous online learning for the participants of online learning community such as breakout room, instant messaging and synchronous text-based chat, emoticon in texting chat, synchronous audio, live video, live surveys, sharing application, synchronous Web browsing, on demand playback and teaching assistant capabilities.

The features available in the synchronous online classroom platforms somehow can provide both learners and educators with a lot of advantages. Among the nourishing effects of synchronous online learning is boosting students' motivation to keep up with their friends even in distance, develop group cohesion among learners, pacing them through their course and providing instant attention for the learners (Bean, 2002; Boulos et al., 2005; Mason, 1998; Thurmond & Wambach, 2004; Willis, 2004). Moreover, with the implementation of this approach learners are capable to develop their communication skills and increased their

literacy in technology (Schullo, 2003). Another study from Martin et al (2012) showed a parallel result which synchronous online leaning can enhance students-teacher interaction as well as interaction among the students. Apart from that, audio and visual elements in the system of synchronous online learning can connected the gap of cultural differences and create group of learners that share a common concern (LaPointe et al., 2004). Additionally, Park and Bonk (2007) affirmed the prime benefits of synchronous online classroom which can provide instant feedback for both teachers and students, encourage the interchange of opinion and opinion supports, magnify active interaction and enhance social presence among the learning community and furnish learning environment with verbal element. Furthermore, students claimed that they can achieve more learning outcome and higher marks with the assistance of synchronous online learning since it increases the interaction opportunity with educators as well as their peers (Lietzau & Mann, 2009). As propounded by Marjanovic (1999), synchronous virtual learning accommodates learners in revamping their skills in term of problem-solving, written communication and critical thinking.

Teacher's Practices on CLT Approach
CLT has entered the language field as any other learning approaches through the educational mainstream. Various studies regarding CLT have been conducted due to the rapid growth towards the implementation and practices of this approach in many countries including Malaysia, Greece, Japan, Philippine, Vietnam and Saudi Arabia. Hitherto & Ellis (2005) has examined the suitability of CLT approach in Vietnamese context, and teachers' dependence on traditional teaching practices has been noticed as the focal barrier towards the use of CLT at that country. According to the study, most of the teachers claimed that they do not have ample knowledge regarding various approach in ESL. Presently, CLT has been counted as one of the effective approaches in ESL teaching (Mangaleswaran & Aziz, 2019). Past research from Hassan and Gao (2021) indicated that during the execution of CLT at several primary schools in Malaysia, most of the educators prioritized students' willingness and confidence level during speaking activity rather than the error made by the students, but there are a few teachers that took into consideration on the accuracy of students' language production. For instance, role play and situational activities have been done in order to evaluate communication skills among the students (Hassan & Gao, 2021). Similarly, in Japan, CLT was predominantly performed through team teaching in which teacher works together purposefully and cooperatively in assisting the learners to use the target language successfully. Teachers carried out activities such as information gap, dramas, role plays and game activities as well as presented the target grammar features to help students produce the correct grammatical items through oral communication tasks (Sakui, 2004).

Moreover, a study on teacher's practices of CLT in Thailand stipulated that teacher included few features while executing CLT in their ESL classroom by promoting 'small talk' in the target language, giving positive feedbacks on students' errors, combining lead in and presentation strategies to start the lesson and focusing on semi communicative activities (Jansem, 2019). Apart from that, Salam (2014) has observed some common teaching techniques during the implementation of CLT approach by teachers in Saudi Arabia which are the use of PPP (Present, Practise and Produce) form while planning the lesson, restriction on the use of L1 during ESL learning and enhancement of speaking skill compared to language skills. However, despite the favorable CLT execution in ESL classrooms, there are some studies that demonstrated teachers' obstructions in CLT approach. The findings on a study towards

two English school teachers in Malaysia that has been carried out by Rahman et al (2008) revealed both teachers' practices on CLT diverged from the real CLT principles when they seemed to be dominant in the classroom, used native language and applied error correction continuously. This is ascribed to the lack of language proficiency among the students and the force to finish the syllabus within the given time. In the same vein, Reza et al (2013) found that in-service secondary school teachers had difficulties in employing CLT in classrooms.

CLT Approach Through Synchronous Online Learning
Recently, traditional forms of learning have evolved new technologies particularly during the emergence of COVID-19 pandemic. Learning modes have also developed from conventional learning methods in the classroom to distance learning and the virtual classroom (Nordin et al., 2010). In this context, teachers employed synchronous online learning particularly in order to implement a teaching approach which is CLT towards their students. Past study from Anggraheni et al (2020) manifested the synergy between CLT approach and Zoom as synchronous online learning platform has given a great impact since it assisted students in strengthening their ESL vocabulary indirectly. Through the online learning session, teachers can share the link of video or games such as Kahoot and Quizziz in order to bridge the teaching and learning activities. Similarly, a research by Ng (2020) indicated a positive result where the preservice teachers in Singapore could learn about teaching methodology of CLT approach via synchronous virtual learning. For instance, the preservice teachers could accomplish the task given and adapt it to a different context well.

Nevertheless, several issues have arisen during the implementation of CLT through synchronous online learning which are the issue regarding physical distance between educators and learners as well as the adaption of synchronous online learning for several students (Huang & Liu, 2000). According to Johnson et al (2000), real time communication is salient for any kind of technology-based communication since it provides learners the opportunities to exchange information through gesture, voice tone and face expression. The onus is on the teachers to create tasks and activities that are competent with synchronous online learning. As highlighted by Ng (2020), when giving the tasks through traditional learning, teachers could just distribute the learning materials, asked students to make a group and went straight away to the discussion, but through synchronous online learning via Zoom for example, teachers had to put students in breakout rooms manually. Hence it required a lot of time for the teaching and learning session. Besides, teachers can listen to the discussion from each group simultaneously when conducting lessons in a traditional classroom setting whereas using the break out via synchronous online learning, teachers have to enter the room one by one to hear students' discussion. Other than that, issues regarding internet connection problems also have to be considered to ensure that the process of CLT approach will be going smoothly (Ng, 2020).

Methodology
The method adopted in this paper is a systematic literature review. A systematic review is known as a medical literature summary that utilizes a reproducible and clear method for a specific issue or topic (Cook et al., 1997). It also will synthesize the results from various past studies that are related to each other by using strategies that can help in reducing the biases and random mistakes. According to Khan et al (2003), in writing as systematic review, there are five vital steps that have to be followed by the researcher as shown below.
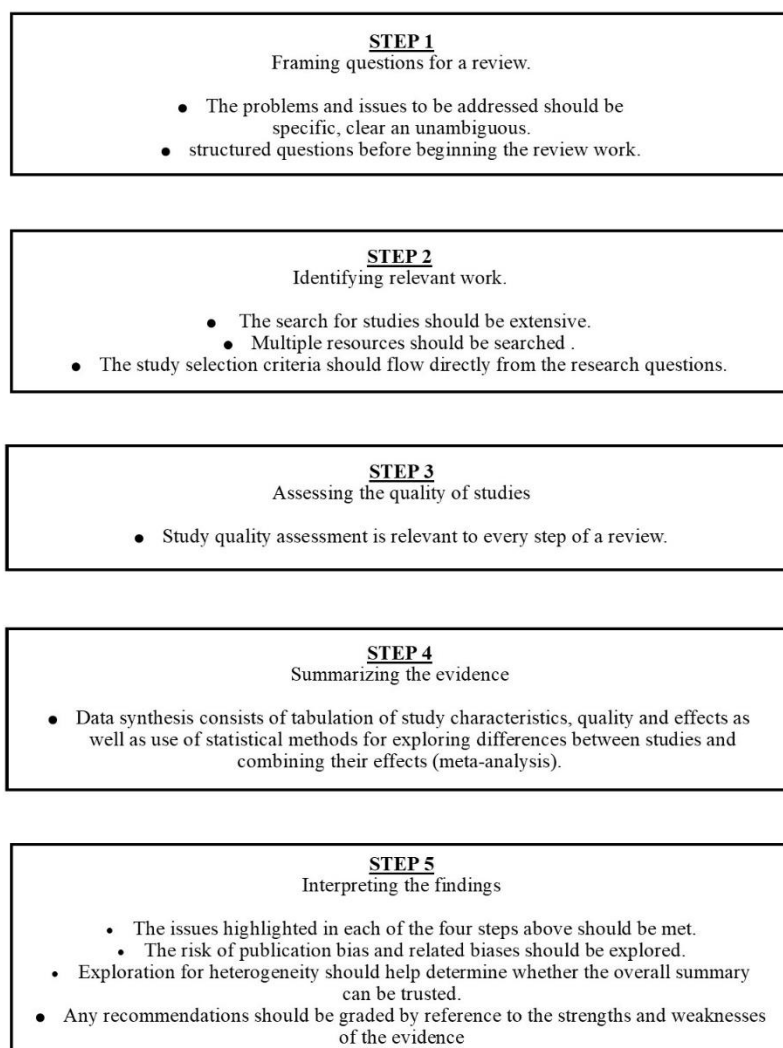

STEP 1
Framing questions for a review.

- The problems and issues to be addressed should be specific, clear an unambiguous.
- structured questions before beginning the review work.

STEP 2
Identifying relevant work.

- The search for studies should be extensive.
- Multiple resources should be searched .
- The study selection criteria should flow directly from the research questions.

STEP 3
Assessing the quality of studies

- Study quality assessment is relevant to every step of a review.

STEP 4
Summarizing the evidence

- Data synthesis consists of tabulation of study characteristics, quality and effects as well as use of statistical methods for exploring differences between studies and combining their effects (meta-analysis).

STEP 5
Interpreting the findings

- The issues highlighted in each of the four steps above should be met.
- The risk of publication bias and related biases should be explored.
- Exploration for heterogeneity should help determine whether the overall summary can be trusted.
- Any recommendations should be graded by reference to the strengths and weaknesses of the evidence

FIGURE 1: Steps in systematic Review

The first step of this systematic review is framing questions for a review. Based on the current issue that has been identified by the researcher which is 'teacher practices on the implementation of communicative language teaching (CLT) via synchronous online learning', some questions that are related with the issue are identified including how the teachers implement CLT through online learning and the challenges that teachers have to face while executing CLT via online learning. Next step is identifying relevant publications or sources for the review. It is salient in order to determine the authenticity and validity of the paper. Hence, in this paper, researcher perceives a total of 15 past studies that have been published from numerous resources which are Association for the Advancement of Computing in Education (AACE), International Journal of TESOL & Education, RELC Journal, Journal of Translation and Language Studies,Journal of Online Learning Research, Indonesian Tesol Journal,International Journal of Learning, Teaching and Educational Research,Journal of Languages and Language Teaching,IJERI: International Journal of Educational Research and Innovation,International Journal of TESOL Studies. All these publications and journals was obtained from the well-known database websites such as Google Scholar, Science Direct, JSTOR, SAGE, ERIC and Springer E-Journal. In exploring the relevant articles concerning the

issue of this study, key words such as communicative language teaching (CLT), online learning, teacher practices and CLT through online learning were used.

Apart from that, the following step in writing a systematic review paper is accessing the quality of the studies. After gathering the data from various sources, researcher ensured that the objectives and aims of those past studies are related to each other as well as the issue for the current paper which are regarding the implementation of CLT via synchronous online learning. After that, the fourth step in this study is summarizing the evidence that has been identified from the chosen articles and journals. In order to show a clear and explicit result for this study, all the data has been categorized in Table 1 for a better understanding. Finally, the process of interpreting the findings has been done in order to achieve the objectives of the study and the final conclusion as well as the recommendation for future studies are also stated in this research.

Findings

A total of two literature reviews and thirteen past studies that are related with the research objectives which are how CLT is implemented via synchronous online learning, the challenges faced by teachers in conducting CLT via synchronous online learning, and the effectiveness of CLT via synchronous online learning. All these past articles and journals are from 2015 to 2021. The findings that have been classified in Table 1 provides an overview of the main point from the chosen articles for a better view and comprehension towards the issue.

Table 1
Overview of the main findings

Reference	Data Collection Technique	Objectives	Main Findings	Journal	Country
Vanorsdale (2017)	Quasi-experimental research study	Explores factors related to the beliefs of in-service English as a Second Language (ESL) instructor's in facilitating CLT through online and blended learning environments.	(not stated clearly)	Association for the Advancement of Computing in Education (AACE).	United States
Teh (2021)	Literature review	Answer the question of the current status of CLT	Synchronous online learning, with the	International Journal of TESOL & Education	Malaysia

		instruction and some useful approaches to teaching CLT virtually.	engagement of technological tools such as Zoom and Discord, are ways to mimic real-life communication. Online CLT approaches such as computer-mediated learning are asynchronous nature and suitable for collaborative activities or learners who might feel shy to speak in class.		
Kohnke & Moorhouse (2020)	Literarature review	Explores English language educators experience with synchronous online teaching and suggests ways that Zoom can help address them	Zoom has enormous potential for second language acquisition, Students quickly adapt to Zoom By utilizing Zoom multiple features, online delivery sessions can become interactive and dialogic	RELC Journal	China
Yumnam (2021)	Observations	Explores the various e-learning	Various e-learning tools like the	Journal of Translation	India

		practices into making effective teaching of English as a second language.	internet, video conferencing platforms like Zoom, Google Meet and Webex, Google Classroom, YouTube, podcast and vodcast, online-boards, mobile phones, and social networking sites like WhatsApp, Facebook and Twitter are explored to efficiently teach English as a second language.	and Language Studies	
Ng (2020)	Observations	Examines the challenges of using synchronous online learning	Zoom is a technological platform providing some imitations of face-to-face interaction. However, it is time consuming rather than traditional method.	International Journal of TESOL Studies	Singapor e
Huang et al. (2021)	Mixed-methods design Survey Qualitative visual method	Investigating English learners' experiences of engagement when using online platforms for	Most of the students didn't have enough motivation while learning ESL via online. They just want to pass the	IJERI: International Journal of Educational Research and Innovation,	China

		learning in a university in China during the COVID-19 pandemic.	paper instead of learning the language itself.		
Safira et al (2021)	Qualitative descriptive method Interviews Observation Documentatio n	Expose the English teaching and learning process during the SMP Purnama Jakarta pandemic period.	The media utilized by the teacher Google Meet, Google Classroom, WhatsApp, YouTube, and other applications. CLT mostly implemented asynchronousl y	Journal of Languages and Language Teaching	Indonesi a
Lukas & Yunus (2021)	Qualitative approach Case study In-depth interview	Explore teachers' e-learning experiences and challenges in teaching the English language.	The use of e-learning was effective -- some e-learning applications permitted students learning English to readily access beneficial language resources and communicate directly with native English speakers. Have limitations such as teachers' readiness to adopt e-learning, accessibility to	International Journal of Learning, Teaching and Educational Research	Malaysia

			mobile phones and Internet connectivity, classroom management in term of low students' participation and assessment.		
Lee & Ogawa (2021)	Survey instrument Likert scale, Open ended questions	Examine four latent constructs of online English teaching self-efficacy: technology, pedagogy, communicative language teaching, and self-management.	English teachers were highly self-efficacious toward teaching online. They were most self-efficacious toward the usage of technology, followed by pedagogy, communicative language teaching (CLT), and least efficacious toward self-management when teaching online.	Indonesian Tesol Journal	Japan
Lin & Zheng (2015)	Survey Interview	Examines online language teachers' teaching practices, their adjustments toward online teaching, and the professional development	Teachers who practice communicative language teaching could not teach effectively online due to their physical absence from classrooms	Journal of Online Learning Research	United State

		(PD) that they received			
Alawamleh et al (2020)	Quantitative research Semi-structured online survey	Explore whether online learning has an effect on communication between instructors and students in a negative way	Majority agree with the questions of the study. Students still prefer classroom classes over online classes due to many problems they face when taking online classes, such as lack of motivation, understanding of the material, decrease in communication levels between the students and their instructors and their feeling of isolation caused by online classes.	Asian Education and Development Studies.	Jordan
Babic (2021)	Online questionnaire	Investigating Croatian EFL teachers' view of emergency remote teaching during the COVID-19 pandemic.	Communicative language competence is rated first as the most challenging approach to be done during online learning.	FHSSRI Repository	Crotia
Rodrigues & Vethamani (2015)	Quantitative - EPiC evaluation scores and IEN	To investigate the comparative results and learners'	EPiC group performed better than the non-EPiC group in terms	Journal of Interdisciplinary Research in Education (JIRE),	Malaysia

	speaking marks qualitative methods Semi-structured interviews Student learning journals	feedback on the effectiveness of the English Proficiency in Conversation (EPiC) online learning programme that influences the speaking performance	of improvement in speaking grades, and vocabulary and listening skills despite unstable Internet connection.		
Ariani & Tawali (2021)	Descriptive qualitative method Online questionnaire Interview	Analyzing the students' difficulties during online learning in speaking for professional context subject during COVID-19 situation.	The findings of the research revealed various problems for students as indicated in the current research. A total of 5 problems arose during online learning in the Speaking for Professional class.	Jo-ELT (Journal of English Language Teaching)	Indonesia
Alzamil (2021)	Questionnaire.	How teacher teaches English speaking skill via online compared with face to face	Teacher used email Students appreciated the benefits that online learning offers, but felt it could not replace face-to-face learning.	Arab World English Journal (AWEJ)	Saudi Arabia

Discussion

Drawing largely from the 15 articles, the preference is based on the implementation of communicative language teaching (CLT) through synchronous online learning. One of the journals examined is from Teh (2021) that discussed the current status of CLT approaches in

this present day. Nowadays, with the emergence of the pandemic as a persisting crisis, learning has been forced to be conducted online. Most of the time it will be implemented through home-based teaching and learning mood. Hence, Teh (2021) suggested the use of Zoom and Discord as the ways to implement CLT though synchronous online learning since these applications nearly represent face to face communication. It is aligned with the study from Ng (2020) that used Zoom for the preservice teachers in Singapore because they believe that Zoom Meeting is a technological platform that provides the imitation of face-to-face interaction. In the same vein, Kohnke and Moorhouse (2020) asserted in their study that students can adapt quickly with the application and utilize the multiple features of Zoom Meeting well. Due to that reason, online delivery sessions have become interactive and dialogic. Apart from Zoom Meeting and Discord, there are other online applications that have been recognized in assisting teachers to implement CLT via synchronous virtual learning including Google Meet, Google Classroom, YouTube and WhatsApp (Safira et al., 2021). Other findings from Alzamil (2021), students asserted that their teachers used email for speaking activities which is related to the CLT approach in order to give feedback towards the lesson. Although there are various technologies and online platforms that have been advocated for the application of CLT via synchronous online learning, the problems and constraints still arose during the lesson. In another study by Lukas and Yunus (2021), involving 20 primary English as Second Language (ESL) teachers as the participants through a case study method, the findings indicated that there are some limitations towards ESL lessons via virtual learning especially for speaking skills. Among the hindrances that occurred during the lesson are regarding teacher readiness in adapting e-learning, the accessibility to e-learning devices and classroom management issues. Teachers acknowledged that it was hard to handle the class in this situation since students' participation and assessment toward the learning is not satisfying. Teachers who practiced communicative language teaching during the online lesson could not teach their students effectively due to their physical absence in the classroom milieu (Lin & Zheng, 2015). The findings from Ariani and Tawali (2021) revealed various problems indicated among the students while implementing speaking activities in virtual learning towards students in tertiary level in Indonesia. A total of five problems have been recognised such as:

1. Problem related to YouTube videos. During the lesson, teachers utilized YouTube platforms in deriving student speaking skills and they had no problems in comprehending the lesson since they divulge that the explanation is clearly stated. However, the problems occurred are related to their attention spans since the video sometimes is too long and they will get bored while listening to speaking materials.
2. Students had difficulties to elaborate the learning materials during the lesson. It is because somehow the instructions given virtually during the online class are confusing compared to the face-to-face class.
3. Problems related while implementing a project or speaking activity given by the lecturer. They admit that it was hard to discuss with their peers during online activity and discussion sometimes will be dull compared to discussing in person. They have limited access to direct interactive communication.
4. Students' limitation in accessing Zoom Meeting. Sometimes, poor internet connection due to the bad weather has eschewed them in participating during the online class. Consequently, it caused students to be unmotivated to demonstrate their speaking skills optimally on virtual learning.

Other findings that are salient to the current issue regarding the study are about the perspectives on the effectiveness of CLT through synchronous online learning. Thus, it has been found from the past studies by Lee and Ogawa (2021), where the finding manifested that there are pros and cons during the implementation of CLT through synchronous online learning. The teacher gave positive feedback towards the usage of technology during the lesson since they could learn new things and discover current features of the online platforms but it can be identified from the survey that teachers are least efficacious towards the classroom management during online learning. Other factors that lead towards the ineffectiveness of CLT during online learning is the lack of motivation among students (Huang et al., 2021), hard to understand the learning materials, and feeling isolated during speaking activity via online learning (Alawamleh et al., 2020). These strands made the educators believe that CLT cannot be implemented to the fullest via virtual learning. Babic (2021) unveiled similar findings when the teacher stipulated that communicative language competence is the hardest domain to achieve during online learning compared to the other domains like intercultural competence and independence in language acquisition. Nevertheless, Kohnke and Moorhouse (2020) asserted a contradictory finding in their study that the Zoom application has potential in ESL teaching and learning. Online learning sessions became interactive and dialogic since the students can adapt quickly with the application and utilize the multiple features of Zoom Meeting well (Kohnke & Moorhouse, 2020).

Conclusion
A total of 15 studies from the year 2015 to 2021 were analyzed for this systematic review in order to identify teacher practices on the implementation of communicative language teaching (CLT) via synchronous online learning. As a conclusion, various online platforms have been detected in assisting teachers to integrate CLT during synchronous online learning. The most used apps based on the past studies is Zoom Meeting and followed by Discord, Google Meet, Google Classroom, Webex, Youtube, WhatsApp and Email. Although there are various technologies and online platforms that have been advocated for the application of CLT via synchronous online learning, the problems and constraints still arose during the lesson for both teachers and students. For the teachers they had difficulties affiliated to the readiness in adapting e-learning, the accessibility to e-learning devices and classroom management issues. However, for the students the problems are related to their attention spans, difficulty to apprehend the task, limited access to direct interactive communication and limitation to online learning access. Lastly, most of the teachers agree that implementing CLT through synchronous online learning brings more drawbacks and hinder them to achieve the teaching and learning objectives to the fullest.

During this research, there are several limitations that arose, and it might be worth exploring in future research. The topic of communicative language teaching (CLT) is such a broad scope and topic. It brought a lot of definitions and approaches. Therefore, more research should be done in the future regarding this topic especially the one that is related with online learning. As we know, nowadays traditional methods of teaching and learning cannot be done regularly and it has been limited only to certain groups of students, so it is important to conduct more research that is related to virtual learning. From the past studies, it is also indicated that the research regarding the implementation of online learning is not as much as the implementation of CLT in traditional classroom settings. More research could be

conducted to reveal the best and useful mechanisms in assisting the teachers to adapt CLT approach in their lesson.

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