Revolutionizing English Teaching: A Systematic Literature Review on the Role of Technology in Communicative Language Teaching

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ABSTRACT

English teaching has changed from traditional methods such as memorization to communicative approaches such as Communicative Language Teaching (CLT), where many teachers are now adapting technology to CLT. Over the past decade, numerous studies have been conducted to investigate the application of technology in CLT; however, comprehensive research on this topic remains scarce, particularly when considering the scope of the timeframe. To address this gap, the current study systematically reviews the academic literature published on the application of technology in CLT in articles from 2010 to 2025. This study aims to investigate research trends over the past 15 years and identify key findings from the reviewed studies after applying inclusive and exclusive criteria. A total of 40 articles published and indexed in Scopus were included, and this study follows the PRISMA guidelines and thematic content analysis. The authors identified research trends and discussed key findings. In terms of research trends on this topic, the highest number of articles was published in 2024 (n=5). Then, the country contributing the most to this topic was the United Kingdom (n=6). We also found challenges in the implementation of CLT and discussions on the learning media used and the pedagogical approaches employed for teaching English. Based on this review, it is hoped that it will serve as a reference for future research.

INTRODUCTION

In recent decades, English language teaching has evolved from traditional approaches that only emphasize linguistic competencies, such as memorizing vocabulary, grammar, and others, to teaching that is more interactive and communicative. This change occurred because it was triggered by the increasing need for English in the current era, where English is a means of communication on a global scale that makes it easier for us to communicate in the era of globalization, where there are many cross-cultural and technological developments. When we can communicate in English, surely we can get global technology information quickly. This is supported by the statement of Sari et al. (2024), who stated that if someone is proficient in English, it will help them gain extensive information and insight into information technology.

Therefore, the need for English communication skills is quite serious nowadays. The ability to communicate in English is a means to make it easier for us to keep up with technological developments that continue to move forward and it can be an added value to compete globally such as making it easier to get a job or scholarship in the world wide, whereby English is an important thing for us to master in today's modern era (Andika & Mardiana, 2023; Sari et al., 2024; Thariq et al., 2021). With the urge to have real English communication skills, English language learning certainly changes with the times.

English language teaching has changed significantly due to the presence of technology (Hambali et al., 2023). A significant change is marked by the transition from traditional to modern methods in English language learning, which is characterized by the emergence of technology that is changing the educational landscape globally (Utami & Ariati, 2025). Furthermore, Sasstos (2020) said that the evolution of teaching and learning theories and strategies aims to meet the needs of different learners as well as the needs of the target language in a particular region. Sasstos added that during the late 1970s until early 1980s, communicative language teaching approaches for effective teaching and learning strategies were developed. CLT is one of the most effective teaching methods in English language learning and is often used by most teachers in the world. According to Ramadhan et al., (2022), CLT is a teaching method that focuses on lively and communicative learning that aims to create communication skills by applying theoretical perspectives that have been acquired. By using this teaching method, the teacher directs students to become the main characters in learning, which greatly trains students in real speaking skills in the classroom. Teachers must be able to direct and facilitate their students to be involved in active communication. Ramadhan et al., (2022) added that CLT is an effective method for learning English nowadays, because communication skills are not only focused on knowledge, but students are directly involved and will be motivated and feel that their learning results will be useful in their daily language life. However, the application of CLT is not that successful; there are many challenges and obstacles, such as students who lack confidence, so that learning activities are less than optimal and less communicative. Therefore, innovations are needed that make CLT more interactive and make students not ashamed to speak up and communicate with each other.

The digital technology revolution has developed in various aspects of education, so language learning can integrate digital technology for learning purposes. Technology provides new tools in English language learning that make CLT more engaging and accessible from certain platforms (Mashhura, 2024). Using technology can also increase students' motivation in learning, so that learning activities will be more effective and interactive. With these technological tools, we can build close relationships, improve fluency and accuracy, and eliminate anxiety and worry so that we can confidently speak English (Sosas, 2021). Many online collaboration tools encourage teamwork and collective learning such as Google Docs to learn writing skills together in a single forum, Padlet to create a forum where students can submit assignments in these forums together, and Trello allows students to work on projects to provide feedback from peers as well as

receive feedback from teachers and students can reflect actual language use by emphasizing the social aspect (Mashhura, 2024). Using online collaboration tools has a huge impact on student learning. According to Wendy (2021), when teachers can create a comfortable and conducive atmosphere, students can easily be motivated to use online collaborative tools. With good motivation, the learning process will be very easy to achieve the learning goals, and students' English language skills will also develop as a result of Mulyadi et al.'s research, (2021) on the impact of the application of technology into task-based language teaching (TBLT) on ninety-seven ESP students majoring in nursing, and findings show that the application of technology in task-based language teaching (TBLT) significantly affects students' understanding of listening and speaking skills. With the integration of technology into appropriate and directed learning, it will motivate students and broaden their perspectives, and equip students to face real-world problems so that they can adapt (Nasrulloh et al., 2024).

Although many studies discuss technology in English language teaching, specific analyses of its application in Communicative Language Teaching (CLT) are limited. This study conducted a systematic review to identify key trends and findings related to technology integration in CLT. By analyzing the current literature, this study answers two questions:

(1) What are the research trends on technology in CLT?

(2) What are the key findings of the implementation of the technology?

METHODS

This study adopted a Systematic Literature Review (SLR) design to collect and review, and synthesize empirical findings in the integration of technology into communicative language teaching methods in English language classrooms. The data collection process was carried out by following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines (Moher et al., 2009) which aims to synthesize relevant research on current trends in the use of technology in CLT, as well as synthesize digital tools that are often used in the application of technology in CLT. PRISMA is a systematic guide to help authors conduct a thorough literature review in the process of compiling, reporting, and synthesizing findings from relevant studies, so that by using PRISMA, authors can identify, select, and assess relevant studies, to collect and analyze relevant information so that the review will be more structured and transparent (Averta et al., 2024; Fransiska et al., 2024). This systematic literature study provides an overview of current trends in the application of technology to CLT methods in the English language classroom and identifies what digital tools are often used by most teachers to conduct CLT-based teaching. This literature study begins with a literature search that is eligible for the topic at hand, followed by evaluating and reviewing suitable literature, and then analyzing the data.

The first thing to do is an online database search. To find quality articles and match the topic discussed, the authors conducted an online search on the Scopus database for articles that have been published in the 2010-2025 range. The authors deliberately chose online searches in Scopus as the main source because the authors believe that Scopus has high-quality standards, so that the article must be of high quality, and with Scopus, it will also be easier for the authors to search for relevant topics. The criteria for studies that can be included in this review must have eligibility and suitability criteria as described in Table 1.

Table 1. *Inclusion and exclusion criteria*

Inclusion criteria	Exclusion criteria
a. Studies that mention technology integration and communicative learning	a. Not evaluating digital tools in language learning.
b. Must be in the article for the document type	b. Other documents besides articles
c. Must be published in a Scopus-indexed journal	c. Articles that are not indexed by Scopus
d. Must be published between January 2010 and December 2024.	d. Articles published beyond the years of the inclusion criteria
e. Most focus on CLT and/or technology in English language teaching (EFL/ESL Context)	e. Non-ESL/EFL studies (e.g. CLT in the teaching of languages other than English)
f. Must be in English or Bahasa Indonesia	f. Articles using languages other than English Bahasa Indonesia

To conduct a literature search, the authors use the terms communicative AND language AND teaching AND with AND technology then got the results of 824 articles covering these keywords, then the authors uses a smaller scope to filter articles that match the inclusion criteria designed by the authors by searching for articles with more specific terms such as "communicative language teaching" AND "technology" and gets 70 articles that match the keywords. Then the authors filtered back from these 70 articles according to the document type so that the authors only took document types in the form of articles and got rid of document types other than articles and resulting in a total of 41 in terms of filtering document types. Then the authors also filtered back according to the inclusion table, namely the year of publication, which found 40 articles out of 41 published from 2010 to 2025. By applying the inclusion criteria, the authors found 40 articles that met the inclusion requirements generated by rigorous screening, as shown in the inclusion table. Figure 1 illustrates the study search process from searching using keywords to filtering according to the inclusion criteria table following the PRISMA four-phase flow.

Figure 1. PRISMA Flow Diagram Adapted from Moher et al. (2009) for the Selection Process
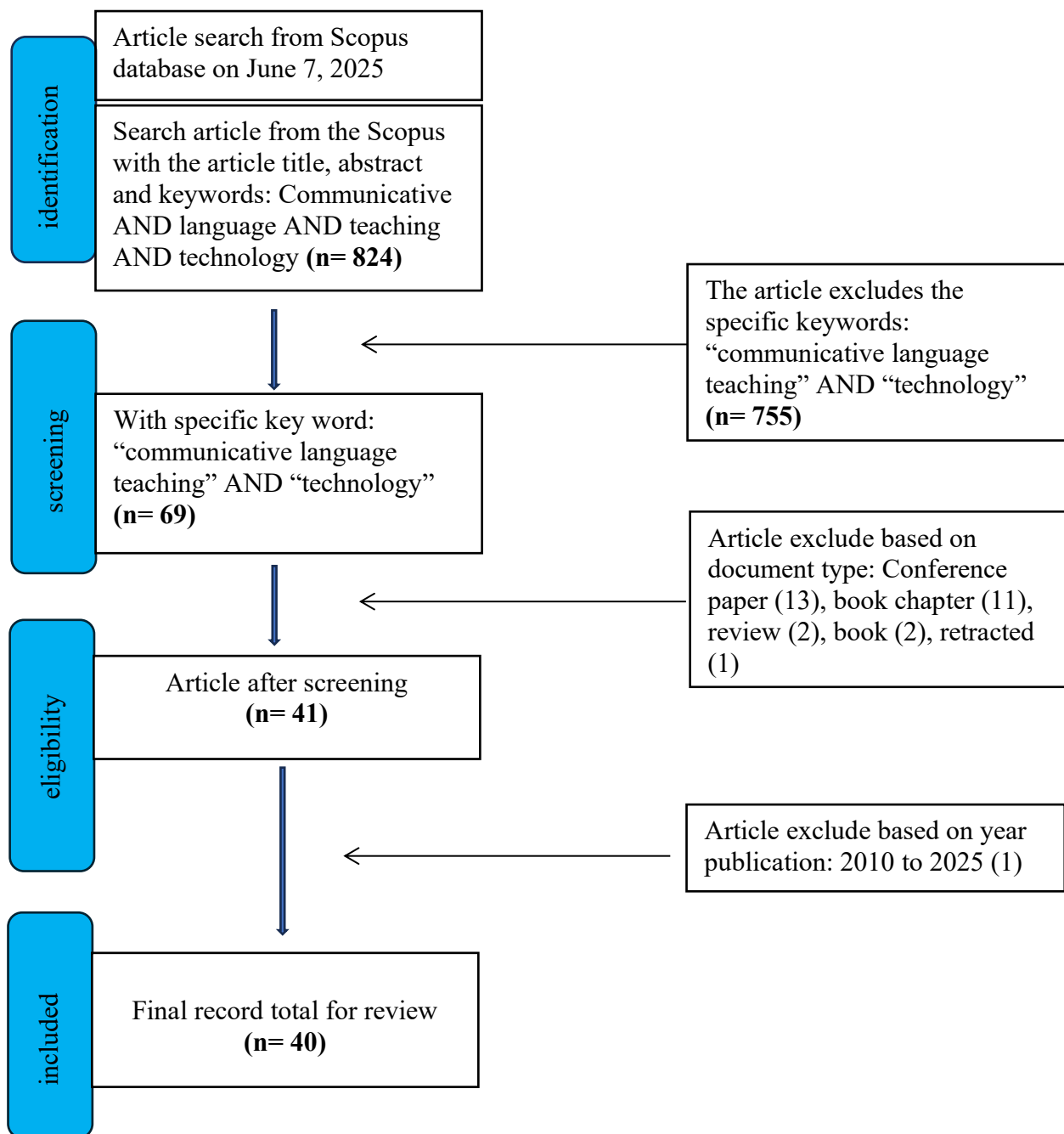
The findings of 40 articles on the search date May 20, 2025, were analyzed using thematic analysis by identifying common themes, topics, ideas, and patterns of meaning repeatedly from the data found (Stuart, 2024). To conduct this analysis, the data were processed by entering all data neatly into a literature review matrix so that it would be easy to analyze. All documents are first identified and entered into columns according to categories such as authors, year of publication, country, purpose, method, and findings. After identifying them, the authors analyzed and compared them to find and compile findings to answer RQ1

regarding the trends that often appear in technology integration in communicative language teaching, and also to answer RQ2 regarding digital tools that are often used by many teachers or learners.

RESULTS AND DISCUSSIONS

1. *Trends in the Integration of Technology within the CLT Approach to English Language Education*

In response to RQ1, this section presents an overview of the evolution of articles from year to year by providing coverage of the distribution of articles included by year, followed by the number of articles by country and network country visualization.

1.1 Distributions of the Studies by Publication Year

Based on the data obtained from the selection of articles that meet the inclusion criteria, it can be ascertained that research on the application of technology in communicative learning is still very little when viewed from the period from 2010 to 2025; there are only 40 studies that touch on communicative learning with technology. This can be seen in Figure 2, which illustrates the development of research on the application of technology to CLT over the last 15 years, from 2010-2025.

Figure 2. *Overview of Articles' Publication Years from 2010 to 2025*
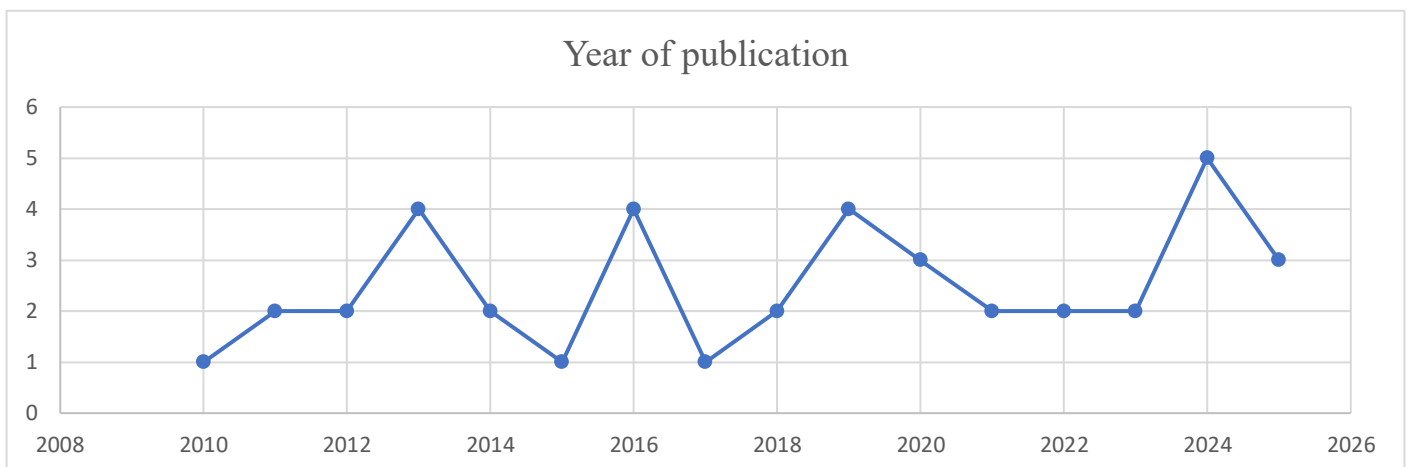
The first study was conducted by Schmid (2010) entitled "Developing competencies for using interactive whiteboard to implement communicative language teaching in the english as a foreign language classroom". Previous studies mostly discussed the application of technology in English teaching in general, without prioritizing communicative competence. However, nowadays research on the application of technology in CLT has begun to exist and focuses on communicative classes, such as how to increase students' confidence in speaking English, innovative teaching, and technology-assisted communicative approaches (Buzdugan et al., 2025; Li-Wen & Yu Hou, 2025; Li et al., 2025). In addition, the application of

technology in CLT also occurs due to the demands of the current pandemic, which requires students to study at their respective homes, so that all learning is through the online platform (Ponton, 2021).

Studies that discuss technology in CLT are still limited since 2010, as can be seen in Figure 2, there is only one article indexed in the Scopus database. However, in 2011, the number of articles discussing this topic indexed by Scopus began to increase until 2013, but decreased again in 2014-2015. The number of indexed articles continues to go up and down the graph from year to year, with a peak in 2024. In this case, the articles in this topic are indexed in the Scopus database. Research on this topic is very important because of the modern era, which requires us to use technology in our daily lives. The role of articles under discussion is very important to be a reference or guideline for teachers to integrate technology into their teaching process.

1.2 Number of articles by country or territory

Analysis of the distribution of research on the application of technology in CLT in 40 final articles was conducted by grouping articles based on country, region, and affiliation classifications, with a limit of the top 15 articles in each classification. Understanding the allocation of relevant research on the application of technology in CLT will be useful for academics and practitioners in formulating future research, particularly in the further development of technology in CLT teaching methods. First, based on Figure 3, the allocation of relevant research on the application of technology in CLT based on country or geographical region categories has been dominated by the United Kingdom with 6 articles, the United States with 4 articles, Bangladesh with 3 articles, Malaysia with 3 articles, South Korea with 3 articles, Taiwan with 3 articles, France with 2 articles, Germany with 2 articles, India with 2 articles, and Italy with 2 articles.

Figure 3. *Articles by country or territory (top 15 countries)*
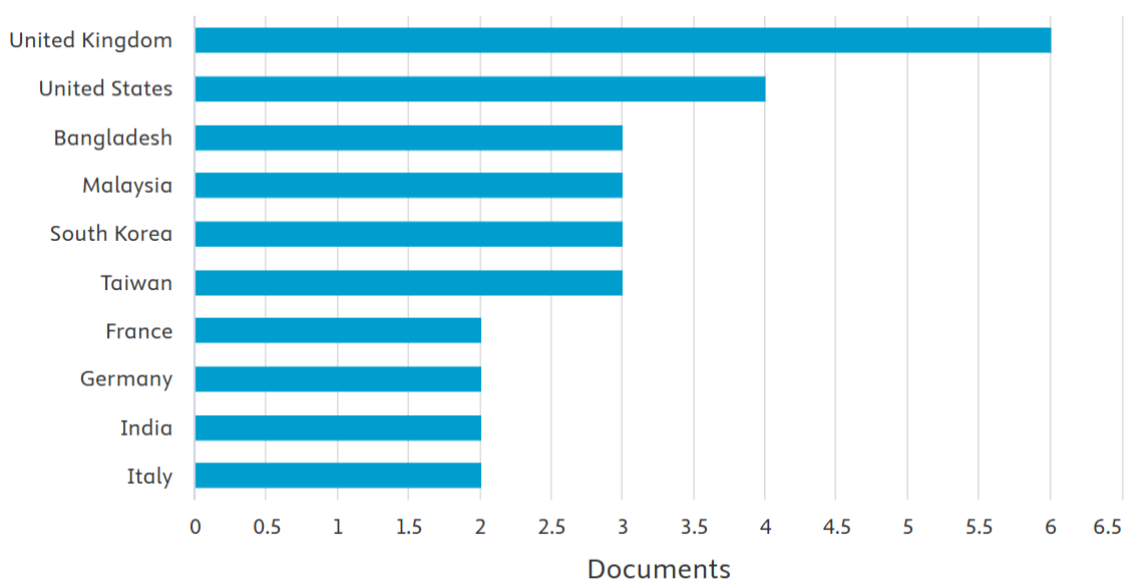
Source: Scopus database

The allocation of scientific research on the application of technology in CLT, categorized by region or country, reveals the United Kingdom's dominance with 6 manuscripts. Additionally, other regions dominating research related to technology and CLT include the United States, which contributed 4 articles, followed by Bangladesh with 3 articles, Malaysia with 3 articles, South Korea with 3 articles, followed by Taiwan with 3 articles, then France with 2 articles, Germany with 2 articles, India with 2 articles, and finally Italy with 2 articles. These findings indicate that the application of technology in CLT is still dominated by Western countries, with few Asian countries discussing this topic. Authors will also analyze the relationships between countries involved in the study of technology application in CLT using the VOSviewer software. This phase is crucial for formulating a prospective and systematic research agenda. The VOSviewer findings from the analysis reveal connections between countries investigating the topic of technology application in CLT. (see Figure 4).

Figure 4. *Network country visualization*

Source: *Output VOSviewer Software*

The application of technology in the CLT approach has shown significant global development, which is reflected in the visualization of scientific collaboration between countries produced through VOSviewer. In the visualization above, it can be concluded that countries such as the United Kingdom, the United States, Bangladesh, Malaysia, South Korea, Taiwan, India, and European countries like France, Germany, and Italy appear to be connected with one another in producing scientific publications related to this topic.

From the visualization above, it can be concluded that countries such as the United Kingdom, the United States, and South Korea appear to be the main centers of collaboration, as indicated by the larger node sizes and the number of edges connecting them to other countries. This indicates that these countries are the

primary contributors to research related to the application of technology in CLT. From the analysis of studies on the application of technology in CLT, there is a collaborative relationship between countries from different continents, such as India and Bangladesh in South Asia, Germany and France in Western Europe, and Italy in Southern Europe, indicating that the adoption of technology for communicative approaches in English language teaching is not localized but global. Malaysia is the only country in Southeast Asia that has contributed to publications on this topic. With the UK and the US dominate research on this topic, it shows that countries with strong educational traditions and adequate technological infrastructure tend to be pioneers in supporting technology-based CLT transformation.

2. The Key Findings from the Reviewed Articles

This section will answer RQ2 by presenting a table of key findings, namely that the authors found studies discussing communicative digital learning media, then there were pedagogical approaches to communicative learning, and finally, there were challenges and adaptations in the implementation of technology in language learning.

2.1 Communicative digital learning media

Various findings regarding various communicative learning media are reported in this section. Table 2 shows the key findings regarding communicative learning media for language learning.

Table 2. Findings on communicative digital learning media

No.	Findings	f	Sample articles
1.	Highlighting the use of gadgets for learning English,	3	Morgana and Shrestha (2018); Ogunduyile (2013); Walsh et al. (2013)
2.	Investigating the use of digital tools or online learning for learning.	3	Chua and Soon (2021); Lilley and Hardman (2017); Wible et al. (2011)
3.	Online Learning and Open Educational Resources (OER).	4	Dixon (2012); Ponton (2021); Taridi et al. (2024); Whyte et al. (2014)
4.	Teaching and Learning Foreign Languages (in general).	5	Haider and Chowdhury (2012); Kramsch (2014); Shrestha (2013); Sukavatee and Khlaisang (2023); Yu et al. (2024)
5.	General Studies or Applied Linguistics Research Methodology.	1	Mackey (2016)

As described in Table 2, many of the studies reviewed highlight communicative learning media from the 40 articles that have been analyzed. Of the sixteen articles, three articles (Morgana & Shrestha, 2018; Ogunduyile, 2013; Walsh et al., 2013) highlighted the use of gadgets or hardware such as an iPad (Morgana & Shrestha, 2018) and mobile phones (Ogunduyile, 2013; Walsh et al., 2013) for English language learning purposes. In addition to hardware, there is also the use of software or digital tools, which are mentioned in 3 of the 16 articles in Table 2 that were analyzed (Chua & Soon, 2021; Lilley & Hardman, 2017; Wible et al., 2011) shows that the use of digital tools or mobile learning is effective for language learning in today's world,

as in Lilley and Hardman (2017) revealed that mobile phones are seen as cultural artifacts used for learning between students and teachers because they can direct and measure our level of stability in language learning.

The first key finding presents the finding that there are 16 articles discussing communicative learning media. As mentioned earlier, gadgets such as mobile phones and iPads (Morgana & Shrestha, 2018; Ogunduyile, 2013; Walsh et al., 2013) They claimed that gadgets are very useful for supporting the teaching and learning process, but in addition to using gadgets, educators must know and select which applications or websites are useful for supporting the learning process, such as in mobile learning (Ogunduyile, 2013), teachers and students can interact or provide materials and assignments through class groups on Facebook or SMS, allowing them to communicate in a more relaxed format. This makes students feel more at ease and reduces their anxiety when asking questions or speaking directly with teachers.

Furthermore, mobile learning allows students to find out more about learning materials through the internet, so that the role of teachers in the classroom would be basically as facilitators in the learning process. Students are asked to work more and find out for themselves, challenging them to be active in learning, such as searching for information on Google or other websites. If students encounter difficulties, teachers can help explain the problems faced by students by providing solutions as well (Ogunduyile, 2013). Furthermore, interactive technology can be used effectively in language learning, but it must be supported by Open Educational Resources (OER) to facilitate learning activities using interactive technology, as in the study conducted by Whyte et al. (2014) who use Interactive Whiteboards (IWB) to support CLT teaching in the development of Open Educational Resources (OER).

2.2 Pedagogical approaches to communicative learning

The second finding is pedagogical approaches to communicative learning as presented in Table 3, which shows that 13 of the 40 articles discuss pedagogical approaches.

Table 3. *Findings on pedagogical approaches to communicative learning*

No.	Findings	f	Sample articles
1.	Focusing on methods, approaches, and strategies for teaching English.	4	Jeong (2018); Li-Wen and Yu Hou (2025); Pascual (2019); Yousif (2020)
2.	Including studies of teachers' and students' views or beliefs regarding language teaching.	1	Bui and Huong (2023)
3.	Focusing on teacher training and development	1	Lee et al. (2016)
4.	Relating to language planning situations and policies in a region	1	Al-Issa (2020)
5.	Innovation and Adaptation of Teaching in the Digital/Pandemic Era	4	Ogunduyile (2013); Panpistharwee and Suwanarak (2024); Ponton (2021); Taridi et al. (2024)
6.	Including studies on teaching modern skills and the effectiveness of specific teaching methods, including for specific groups of students.	2	Alam (2024); Chun and Abdullah (2022)

There are four articles out of 13 findings that focus on methods, approaches, and strategies for English teaching (Jeong, 2018; Li-Wen & Yu Hou, 2025; Pascual 2019; Yousif, 2020). Then there is also an article that discusses the perspectives of teachers and students (Bui & Huong, 2023) regarding English language learning. There is an article that discusses English language learning that specifically relates to the conditions of the region (Al-Issa, 2020). Then there are four articles discussing innovation and adaptation in English language learning in the modern era (Ogunduyile, 2013; Panpistharwee & Suwanarak, 2024; Ponton, 2021; Taridi et al., 2024) and in the pandemic era. In addition, some focus specifically on teaching modern skills with specific teaching methods (Alam, 2024; Chun & Abdullah, 2022).

As stated in the first finding, which discusses new methods or strategies for teaching English, teachers need to be creative in their teaching strategies so that students are more focused and can follow the lessons more easily. Genre-based learning still needs to be applied by teachers in their instruction. In line with the principles of the CLT approach, task-based instruction (TBL) is essential in language teaching but must be made as engaging as possible and encourage interaction among students to prevent the learning environment from becoming monotonous. As explained by Pascual (2019), travel blogs can be used as a tool to develop students' communication and digital competencies in learning English as a foreign language at the secondary education level. Students are asked to engage in a process-oriented approach to writing, so that they not only understand travel blogs but also can practice creatively and acquire relevant digital skills for communication. Digital genres such as travel blogs can be effective tools in English language learning and prepare students for the rapidly developing era of digital communication.

Therefore, to achieve optimal learning outcomes, both teachers and students must be more aware of the factors that contribute to effective English language teaching, and then tailor their learning to their individual needs (Bui & Huong, 2023). In addition, the environment also influences the teaching and learning process for both teachers and students. Therefore, teachers must be able to create a comfortable learning environment for students. Chun and Abdullah (2022) stated that environmental factors and teacher attitudes influence the adoption of modern teaching practices based on the Stimulus-Organism-Response (SOR) Theory and the Theory of Planned Behavior. The learning environment has changed since the COVID-19 pandemic, which resulted in school closures and necessitated distance learning through online platforms. New pedagogical challenges have emerged due to the pandemic, leading to the sudden adoption of digital technology in education without adequate preparation (Ponton, 2021). However, through the pandemic that has passed, we have become accustomed to and skilled at operating online platforms for communication between students and teachers. On the other hand, to improve the effectiveness of education, schools need to provide infrastructure support, such as stable internet connections and technology accessibility, so that CLT methods with mobile learning can be implemented optimally (Ogunduyile, 2013).

2.3 Challenges and Adaptations in the Implementation of Technology in Language Learning

The third finding obtained from the analysis of the final record articles is the existence of challenges and adaptations in the implementation of technology in language learning, as presented in Table 4.

Table 4. Findings on Challenges and Adaptations in the Implementation of Technology in Language Learning

No.	Findings	f	Sample articles
1.	Focuses on the various methods and approaches used in teaching English as a foreign language, including innovations and their application in various contexts.	5	Ashton (2019); Jeong (2018); Khan et al., 2024; Overland et al. (2011); Pascual (2019)
2.	The Use of Technology in Language Teaching	4	Dixon (2012); Lilley and Hardman (2017); Morgana and Shrestha (2018); Whyte et al. (2014)
3.	Highlighting classroom teaching practices and how students and teachers perceive them.	3	Chun and Abdullah (2022); Shrestha (2013); Whyte et al. (2022)
4.	Focusing on technology integration and the application of innovative teaching methods to enhance language learning.	3	N. M. Khan and Kuddus (2020); Li et al. (2025); Sergeeva et al. (2019)
5.	A study of teacher training programs and their impact on teaching competence.	1	L.-O. Jeong et al. (2016)
6.	Discussing the use of non-traditional materials to improve language proficiency.	1	Thomas (2019)

17 articles have been analyzed based on the third finding, namely, challenges and adaptations in the implementation of technology in language learning. Five articles discuss the approaches used in teaching English as a foreign language, including innovations and their application in various contexts (Ashton, 2019; K.-O. Jeong, 2018; M. E. I. Khan et al., 2024; Overland et al., 2011; Pascual, 2019). Then there are four articles highlighting the use of technology in language learning (Dixon, 2012; Lilley & Hardman, 2017; Morgana & Shrestha, 2018; Whyte et al., 2014), Then, three articles discuss teaching practices in the classroom (Chun & Abdullah, 2022; Shrestha, 2013; Whyte et al., 2022). There are also three articles highlighting the integration of technology and the application of innovative teaching methods to improve language learning (N. M. Khan & Kuddus, 2020; Li et al., 2025; Sergeeva et al., 2019) Then there is an article that discusses teacher training programs and their impact on teaching competence (L.-O. Jeong et al.,
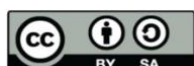
2016) And finally, there is a discussion of the use of non-traditional materials to improve language proficiency (Thomas, 2019).

According to many studies, there is a strong emphasis on the need for pedagogical adaptation, whereby the integration of technology into learning must be tailored to specific learning contexts in order to achieve effective learning. For example, M. E. I. Khan et al. (2024) found that mobile-assisted language learning (MALL) can significantly improve vocabulary retention in informal settings. On the other hand, Overland emphasizes that a structured digital curriculum is essential for formal education. However, challenges such as unequal access to technology create disparities for regions with limited internet access, leaving them behind in the digital world. Additionally, teacher resistance poses a significant challenge, as noted in (Dixon, 2012; Whyte et al., 2014) study, which highlights the need for institutional support in teacher training programs.

Furthermore, another important finding (f=3) is the focus on classroom practices and the dynamics between teachers and students in a technology-enriched environment, which greatly influences the learning process for both teachers and students. Chun and Abdullah (2022) found that interactive tools such as smartboards and language applications can increase student engagement, but teachers need to be skilled in operating them. Teachers must be more proficient in operating their learning media. This is in line with a single study on teacher training programs conducted by L.-O. Jeong et al. (2016), which reported that professional development can significantly influence educators' confidence in operating technology. Meanwhile, studies on non-traditional materials (Thomas, 2019) and innovative methods (Li et al., 2025) reveal that unconventional resources such as social media or artificial intelligence-based platforms can enhance language skills if used appropriately and in line with learning needs.

CONCLUSION

This Systematic Literature Review examined the integration of technology in CLT for English language learning from 2010 to 2025. The findings indicate that technology, both hardware (e.g., mobile phones, iPads, etc.) and software (e.g., learning apps, online learning platforms, websites, etc.), is significantly useful and influential in enhancing communicative competence through interaction, motivation, and accessibility. Pedagogical approaches such as task-based learning and blended learning are highly effective and have proven to have a positive impact on learning when combined with technology. However, challenges such as the digital divide (e.g., internet access), teacher resistance, and uneven infrastructure remain obstacles, particularly in remote areas with limited human resources. This review also identifies global research trends, with Western countries (e.g., the UK and the US) as the main contributors, while Asian regions like Malaysia and Bangladesh are beginning to contribute to research on this topic. As with all

research, this systematic literature review study has several limitations that may serve as a guide for future research on the same topic.

This systematic review study is limited to articles published in Scopus-indexed journals. Authors recommend that future studies addressing similar topics—namely, the application of technology in CLT should utilize a broader range of sources rather than focusing on a single source. Additionally, future research is encouraged to be more specific about the technologies evaluated within the CLT approach, thereby making the analysis more focused and easier to conduct. It is also hoped that future research can examine the long-term effects of technology on communicative competence over a longer period. This SLR highlights the transformative potential of technology in CLT while calling for equitable access and support for teachers. By addressing current limitations, future research can promote inclusive, innovative, and evidence-based English language learning practices.

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