Factors that Impede the Application of CLT in Afghan Public Universities: A Conceptual Review

Mahmood Rahimi[1], Fahim Rahimi[2]

[1]Nuristan University, Afghanistan, mahmood.rahimi@nihe.edu.af
[2]Nangarhar University, Afghanistan, fahimjan.rahimi@yahoo.com

Abstrak

Artikel konseptual ini mengkaji faktor-faktor yang menghambat penerapan Pengajaran Bahasa Komunikatif (Communicative Language Teaching/CLT) di departemen Bahasa Inggris di Universitas Negeri Afghanistan. Secara khusus, makalah ini mengeksplorasi pandangan para pengajar Bahasa Inggris sebagai Bahasa Asing (English as a Foreign Language/EFL), mahasiswa, dan tantangan yang mereka hadapi dalam penerapan CLT di kelas EFL. Melalui tinjauan komprehensif terhadap literatur dan temuan penelitian yang ada, studi ini mengidentifikasi isu-isu yang berkaitan dengan guru dan mahasiswa, kurangnya sumber daya dan infrastruktur, isu-isu sosio-kultural, isu-isu terkait sistem, dan kemampuan berbahasa yang menghambat penerapan CLT dalam konteks pendidikan tinggi EFL di Afghanistan. Temuan menunjukkan kebutuhan kritis untuk mengatasi tantangan dalam meningkatkan pendidikan bahasa di pendidikan tinggi Afghanistan. Dengan mengatasi dan menaklukkan tantangan-tantangan ini, pendidik dan pembuat kebijakan dapat meningkatkan penerapan CLT, sehingga meningkatkan kemampuan dan kompetensi komunikatif para pembelajar EFL di Afghanistan.

Kata Kunci: *Pengajaran Bahasa Komunikatif, Universitas Negeri Afghanistan, EFL, Tantangan.*

Abstract

This conceptual paper examines the factors that impede the application of Communicative Language Teaching (CLT) in English departments within Afghan Public Universities. Specifically, it explores the views of English as a foreign language (EFL) instructor's, students and the challenges they face in the application of CLT in EFL classrooms. Through a comprehensive review of the existing literature and research findings, this study identified issues related to teachers and students, lack of resources and infrastructure, sociocultural issues, system-related, and language proficiency that hinders the application of CLT in the Afghan EFL higher education context. The findings suggest a critical need to address the challenges of boosting language education in Afghan higher education. By addressing and overcoming these challenges, educators and policymakers can improve the application of CLT, thereby enhancing the proficiency and communicative competence of EFL learners in Afghanistan.

Keywords: Communicative Language Teaching, Afghan Public University, EFL, Challenges

1. Introduction

Language teaching and learning significantly influence the academic environment of higher education institutions. English has been a significant language in Afghan educational institutions, from schools to universities. English language usage in Afghanistan has surged since 2001 with the presence of the international community, particularly the USA. To see a brief history of education and language education in Afghanistan before 2001 see (Samady, 2001, 2013) which elaborate on the development of education from 1973-1978 and the hindrance and advancement to education

1978 to 2001. It is widely used in education, business, government, media, and social networking (Akramy, 2022; DaqiQ & Hashemï, 2021; Noori et al., 2022). English Language is introduced as a foreign language from primary and remains mandatory in higher education across all disciplines (Rahimi, 2022; Orfan et al., 2021)

Similarly, English is a compulsory subject in all university disciplines and is crucial for academic staff appointments and advancement; proficiency testing is required for academic staff, either master or doctoral programs, and instructor certification (Orfan & Seraj, 2022). Instructors are compelled to write research articles and publish them in an international journal for rank promotion, often writing in their native language and translating them into English (Orfan et al., 2021). Many new academic staff were appointed without advanced degrees or research experience, weakening teaching and research quality (Welch & Wahidyar, 2020); World Bank, 2017; (Orfan & Seraj, 2022). English proficiency is essential for university lecturers to fulfill their academic achievements by getting higher degrees in their relevant fields abroad.

Afghan higher education institutions teach the English language in two ways. English for Specific Purposes (ESP), English for General Purposes (EGP), and English as a Foreign Language (TEFL) are all taught by the English department teachers (Siddiq et al., 2019). In the English department, a wide variety of methods for teaching foreign languages, mainly English, are widely used in Afghanistan. Among the many used methods such as grammar translation, direct and audiolingual methods, the use of communicative language teaching is widely highlighted in many recent research articles (Akramy et al., 2024; Alokozay et al., 2023; Qasemi & Quvanch, 2024) (Takal et al., 2021; Takal & Ibrahim, 2019) (Wali et al., 2023) (Wali & Zafir, 2022) (Abdullah, 2018).

Communicative Language Teaching (CLT) was first coined by Hymes (1972) in his seminal work "On Communicative Competence" in response to Chomsky's idea of linguistic competence, while Hymes preferred communicative competence. Hymes criticized Chomsky's linguistic theory for being too limited (Brown, 2014), Hymes suggested that it should take into consideration the innate language ability as opposed to the classification of performance variables which accurately not represent speaker-hearer linguistic competence (Hymes, 1972). CLT has significantly transformed different competencies over several decades (Bachman, 1990; Canale & Swain, 1980; Littlewood, 2011).

CLT fosters authentic communication among learners, enhancing their communicative competence through tailored learning opportunities that cater to their individual needs (Dhany Triwibowo, 2023; Littlewood, 2011). Richards and Rodgers (2001) define CLT as a language teaching approach. It is founded on the idea that language is primarily used for communication and that learning is most effective through interaction. The primary objective is for learners to develop their abilities in communication competence (Hymes, 1972).

This approach stimulates students to practice real-life communication in the classroom and lets the learners build their linguistic fluency and accuracy (Toro et al., 2018). The teacher should choose activities that promote communicative competence by balancing accuracy and fluency, enabling effective communication in an unrehearsed context (García León, 2019). CLT focuses on the learner, preparing them for lifelong learning by enhancing his or her ability to control and organize his or her learning within and outside the school context (Hattani, 2018).

The significance of CLT in English language education is paramount for many reasons. Brown adds that recognizing CLT globally is described as a broadly based approach rather than a method in language instruction that combines principles and the framework of Second language acquisition

(Brown, 2015). He adds that CLT extends beyond the structural aspect of language communication into the language's cultural, social, and pragmatic facets.

The principal aim of CLT is to develop practical language skills by placing the student in the heart of learning to practice authentic communication. It will foster students' fluency, accuracy, cultural awareness, critical thinking, and problem-solving abilities (Qasserras, 2023; Shinta & Triastuti, 2020). While emphasizing authentic communication, CLT connects students to real-world communication practices (Akhatovna, 2023). This paper examines the adoption of CLT in Afghan universities, exploring the factors impeding the successful implementation of CLT for teachers in English language departments in Afghan public universities.

Experts in language teaching introduced a vast array of teaching methods to choose from, yet no single approach works perfectly in every context. Well-experienced teachers tailor their teaching methods to their students' needs and the learning environment. The success of the communicative language teaching approach in Western contexts has led to its extensive implementation by non-Western educational institutions (Coskun, 2011), suggesting that applying CLT, a Western-born method, may be challenging in specific contexts due to teachers' perceptions and cultural factors.

Coskun further adds that Western-proven teaching methods should not be uncritically applied to non-western contexts, as evidence suggests that CLT may be inefficient in Western environments but potentially ineffective in non-Western ones, which is in line with (Edisherashvili, 2014). Numerous research indicate that CLT fails to adapt to non-western educational contexts due to limited opportunities for genuine language communication in and out of the classroom (Nasseh et al., 2023).

Savignon (2007) argues that CLT is not merely a Western phenomenon but an approach to the universal effort to find direction and inspiration while interacting in various contexts both in terms of application and theoretically. On the one hand, the rise of CLT to fame is undisputable and self-evident, with its stress on communication skills overwhelming traditional teaching methods (Zhu & Shu, 2017). Originated in the West, this construct indicates various adoptions and its limitations in Asian countries; despite teacher enthusiasm, effectively implementing CLT in classrooms across cultures remains a challenge (Mohd-Asraf et al., 2019)

Learning a language is a lifelong process that requires scaffolding by an effective instructor to alter pedagogical strategies to meet the needs of the learners (Almohideb, 2019). This is in line with the Western context classrooms in which CLT prefers student-led communication. At the same time, the instructor facilitates and designs tasks that stimulate students to interact in the target language with each other (Dos Santos, 2020). Students engage in peer interaction in the CLT classroom, which involves exchanging feedback and collaborating on tasks, fostering student communication. For instance, many CLT proponents advocate activities in pairs or groups, role-playing, and games to promote communicative activities.

CLT Application Asia

Although CLT is globally practiced, its application differs in English as a Foreign Language (EFL) contexts as opposed to English as a Second Language (ESL). Studies indicate both the advantages and challenges in the Asian EFL context. The advantage of CLT in the Asian context is that CLT promotes student-centred learning (Kwon, 2017; Qasserras, 2023; Shahid et al., 2022; Wei et al., 2018). CLT ignites learners' motivation to actively engage them in real-life scenarios, which fosters a collaborative learning opportunity where students learn and accomplish a sense of accomplishment. Other advantages of CLT are that it endorses positive teacher-student interaction

through some genuine communicative activities, which this active participation leads to improved language skills (Alhajiri & Alshuraiaan, 2023).

Practicing CLT by students promotes critical thinking, cultural understanding, and practical language skills, which makes the learning process more engaging, interactive, and meaningful.

(Alamri, 2018; Courtney, 2020; Eisenring & Margana, 2019; Shahid et al., 2022). With global connectivity, Asia is rapidly interconnected; CLT prepares learners to communicate effectively with other people from distinct cultures and backgrounds, which facilitates collaborations among nations (Kiyamiddinovna, 2021; Nguyen, 2021; Otajonova, 2022). Regarding class implementations, CLT empowers the learners to actively engage in the learning process rather than being passive participants (Hattani, 2018; Nggawu & Thao, 2023; Zarina et al., 2023).

In summary, CLT provides a well-rounded approach to language learning. It enhances linguistics, critical thinking, and real-life communication skills and instils cultural awareness. Placing students at the center of an interactive context, CLT motivates learners to actively participate, collaborate, and solve problems in the target language. Collaborative activities in and outside the classroom improve English-language fluency and accuracy via group discussions, role assignments, and debates, fostering critical thinking, persuasive arguments, and effective communication (Rahimi, 2024). CLT not only boosts student fluency and adaptability to handle various situations but also empowers them with critical thinking and communication skills that are important for navigating in professional, academic, and social settings.

While some advocate the usage of CLT in Asia, others bring our attention to its shortcomings. For instance, (Wei et al., 2018) article "Communicative Language Teaching in EFL Context Asia" highlights cultural norms and the teacher's traditional role, which contradicts CLT's student-centered approach. Several other studies highlight Cultural norms and teachers' traditional role (Albahri, 2021; Hakim, 2022; Mai, 2017; Zhang, 2023).

Besides, the Lack of resources to implement CLT effectively challenges (Nam, 2023; Nuby et al., 2020; Sabrina, 2020). Most importantly, some critics assert that teachers need more training and support when embracing a communicative approach (Eng & Peidong, 2021; Kwon, 2017; Yanti, 2019). Despite these possible drawbacks, the continual interest in CLT replicates the constant search for enhanced EFL pedagogy in Asia, with educators looking to adjust methodologies to the developing needs of students in a globalized world (Wei et al., 2018).

In short, (CLT) in Asian EFL contexts encounters challenges regarding teachers, student's curriculum, and overall context. Instructors are transitioning from putting away their traditional practices, lacking CLT knowledge, and encountering mismatches in the curriculum that prefer exams over communication skills: lower motivation, insufficient participation, and lack of confidence in students to practice a communicative approach. Large classes, insufficient resources, cultural norms, and the teacher's role complicate it. Large class sizes, limited resources, cultural norms, and teacher roles can further complicate things.

Afghanistan, being an Asian country, might face similar challenges in executing CLT in teaching and learning. Several studies also argue the challenges of CLT in many countries where English is taught as a foreign language, including Afghanistan, where classroom communication is a common challenge. In these settings, Communicative Language Teaching (CLT) faces challenges because it focuses on teaching language through communication to enhance students' ability to communicate effectively (Nasseh et al., 2023; Wei et al., 2018).

It was also emphasized by (Vijay & Suresh, 2023) that Asian countries often struggle to align CLT principles with their educational values and beliefs, where CLT stresses fluency, interactive

learning, and effective communication, which may not align with their existent educational philosophies. Nevertheless, the cultural peculiarities and the specific focus on the use of CLT in higher education may lead to varied findings concerning the use of CLT and the factors associated with it.

2. Method

Articles were selected based on five essential characteristics to make sure their relevance and quality meet the need of this conceptual paper. The focus was on CLT practices, problems, and attitudes within the Afghan higher educational context. This research conducted by using mixed-method study. The researchers prioritized studies with explicit research goals and numerous varieties of methodologies used such as surveys, interviews. This technique ensures that the findings are grounded on diverse data sources in order to enhance reliability and validity. Those mentioned articles were selected through a structured procedure which were focusing on CLT in Afghan higher education.

The articles were reviewed from the last six years to confirm their relevance of findings. The methodology used here in this review paper such as surveys, interviews and mix methods were analyzed for alignment and consistency with CLT approach goals. Articles that provided novel perspectives addressed knowledge gaps and highlighted future research directions were preferred. Only articles easily found in Google Scholar databases that could be thoroughly reviewed were chosen. The papers were then read to extract the research questions, methods employed, data collection and analysis techniques, and the significant findings.

Although there are few publications, the following eight articles offer significant insights into the challenges of implementing Communicative Language Teaching in Afghan English as a Foreign Language teaching in higher education. The selected publications provide a detailed and current understanding, encompassing a range of study objectives, methodology, and conclusions. The characteristic mentioned above enhances the conceptual grasp of CLT within the particular setting of Afghanistan. The current review underscores numerous findings such as the emerging challenges and modern perspectives on CLT application in Afghan higher education. The above-mentioned insights contribute to a deeper understanding of CLT activities and practices and provide potential implications for future practices and research.

2.1 CLT Application in Afghanistan

Table 1. CLT Application in Afghanistan

Study	Focus	Methodology (Participants)	Key Findings
(Akramy et al., 2024)	Student Perceptions	Quantitative Survey (54 students)	Students exhibited both positive and negative attitudes towards CLT. Students support CLT and value group work; CLT activities boost student motivation. The challenges identified in CLT implementation were the need for professional training for teachers.
(Qasemi and	Teacher Challenges	Quantitative Survey (25 teachers)	Afghan EFL Teachers' Challenges with CLT were insufficient English proficiency, Lack of training in CLT principles, time constraints for CLT preparation, and unfamiliarity with the

(Quvanch, 2024)			target language culture. Student-related difficulties were low English proficiency, passive learning styles, and lack of motivation.
(Alokozay et al., 2023)	Teacher Perceptions	Quantitative Survey (50 teachers)	The study shows that Afghan EFL instructors generally have positive views on Communicative Language Teaching (CLT) in Afghan public universities, with teachers' roles highly supported and error correction receiving the lowest mean. Future research should further explore the opinions of Afghan EFL instructors in both public and private universities.
(Wali et al., 2023)	CLT vs. GTM Effectiveness	Quantitative Survey (74 participants)	CLT is considered a result-oriented methodology. The study shows that CLT is favored for its effectiveness in promoting fluency and classroom interaction, and CLT is perceived as more effective than GTM.
(Wali and Zafir, 2022)	Perceptions & Challenges (Afghan & Indian)	Quantitative Survey (40 ELTs)	The findings revealed that despite positive attitudes towards CLT, obstacles such as large class sizes, heavy teaching loads, and student engagement issues were identified. ELTs commonly use CLT activities like group discussions, pair work, and role play, but there is a need for further training to enhance their proficiency in CLT methodologies.
(Takal et al., 2021)	Perceptions & Challenges	Mixed Method (20 quantitative, five qualitative)	Findings indicate positive views on CLT principles, with challenges including students' low English proficiency and traditional teaching methods.
(Takal & Ibrahim, 2019)	Teacher Challenges	Quantitative Survey (35 teachers)	The paper discusses the challenges and perceptions of implementing (CLT) in EFL contexts, focusing on Afghan EFL lecturers. It highlights obstacles such as student-related, teacher-related, and CLT-related challenges. The study emphasizes the need for more research in Afghan public universities to improve English teaching and learning.
(Abdullah, 2018)	Activity Use & Challenges	Quantitative Survey (32 teachers)	The paper shows that Afghan EFL teachers are positive about using CLT activities but face challenges like large class sizes and traditional exam formats. Addressing these issues is crucial for successfully implementing CLT principles in the Afghan EFL context.

Table 1, above represents a summary of different research papers concentrating on the application of CLT in the context of Afghan higher education. As mentioned earlier, the papers offer valuable insights into the challenges and opportunities educators, students, and policymakers confront. The papers above have some limitations regarding data collection and the method applied, which restricts the ability to fully grasp the intricacies and depth of complexities of applying the communicative language teaching approach. The studies above all merely rely on quantitative research surveys, which possibly miss the intricacies and complexities of classroom dynamics and

the experience of the student learning process. Overreliance on the quantitative method overlooks the qualitative portion of the CLT application in Afghanistan.

Interviewing with the instructor and the student and *classroom observation* could provide an in-depth and enriching experience/data. Besides, some papers did not provide a precise data analysis method, raising concerns about the findings' validity and reliability. The studies did not highlight the impact of cultural or contextual factors on CLT application in Afghanistan, which could miss critical factors that shape teachers' experiences. The above-all research papers concentrate on public universities, while private universities are three times higher than public universities. Some of the paper's scope of research is limited, focusing on a single university and sampling. Finally, as mentioned earlier, many of the papers only focus on teachers' perspectives and overlook students' experiences, which are the main stakeholders in the teaching and learning process.

These studies explore common research objectives, including attitudes, perceptions, and challenges students and teachers encounter in implementing CLT. Most of these papers employed quantitative research focusing on survey questionnaires to collect the data, except one paper used a mixed method, a questionnaire, and an interview. Most of the findings shed light on the participants' positive perception of CLT principles while stressing its potential to enhance motivation and language proficiency.

Nevertheless, the challenges concerned with teachers' proficiency, the classroom dynamics, and the institutions' support are highlighted. Overall, the evidence highlighted from the literature, as mentioned earlier matrix, shows that certain things are not scholarly discussed in those papers. First, all the papers relied merely on survey questioners' data, and none of the papers above conducted qualitative research solely to understand the depth and complexities. The lack of classroom room observation and interviewing both instructors were the other sides of the coin. Most papers conducted in CLT in public universities overlook the significant presence of private universities, which outnumber public universities by three times more than public universities. According to the Ministry of Higher Education of Afghanistan, 42 public and 134 private registered universities and institutes offer bachelor's, master's, and doctoral degrees, as per their website (MOHE, 2024). In addition to the central universities, several universities have branches in other provinces.

2.2 Challenges of CLT Afghan English Departments

Despite the positive perception of specific studies in Afghanistan regarding CLT execution in public universities, it is also vital to acknowledge the challenges associated with CLT application. To begin with, the researcher in this study explores those studies that spotlight the challenges of CLT application in Afghan English departments in public universities. (Akramy et al., 2024) Highlights the challenges of CLT in their research that there is a lack of clear understanding among Afghan EFL teachers, limited preparation time, inadequate teaching materials, a gap between teachers' understanding and classroom application, lack of expertise in learning theories, and cultural factors influencing learners' acceptance and attitudes. (Qasemi & Quvanch, 2024). It also highlights challenges in CLT, including teacher-related issues like English proficiency, insufficient training, and cultural differences. In contrast, student-related issues include passive learning styles, low English proficiency, and lack of motivation.

Wali et al. (2023) emphasizes the challenges of CLT, such as traditional methods, limited resources, cultural and societal factors, varying English proficiency levels, curriculum alignment,

assessment tools, technology access, and resistance to change. (Alokozay et al., 2023)Underscores the challenges of inadequate exposure, low English proficiency, large class sizes, exam-focused instruction, resistance to change, and socio-economic factors. Students and instructors may lack English proficiency, large class sizes can hinder interactive learning, exam-focused instruction may detract from communicative aspects, and socioeconomic factors like poverty and war impact may affect resources and infrastructure.

Besides, Abdullah (2018) illuminates the challenges of CLT, including limited exposure to English outside the classroom, weak English-speaking skills among graduates, lack of communicative competence among Afghan students and graduates, poverty and instability due to prolonged war, and a lack of essential equipment for effective CLT implementation in schools, universities, and institutions. Abdullah (2018) also features the challenges in implementations that students with low English proficiency, teachers with insufficient training, teachers with poor spoken English proficiency, system challenges like large class sizes, and CLT not being tailored to differences between EFL and ESL teaching contexts, and system-related issues like inadequate instruments for assessing communicative competence.

Wali and Zafir (2022) bring the challenges to the surface, such as lack of proficiency, insufficient training, and misconceptions; student-related issues like passive learning, low English proficiency, and lack of motivation; system-related issues like inadequate administration support, and differences between EFL and ESL teaching contexts. (Takal et al., 2021) accentuate the challenges in implementing (CLT) in EFL settings, including large class sizes, grammar-based examinations, lack of authentic materials, traditional views on teachers and learners, and lack of administration support. Students also face issues like passive learning styles and low English proficiency. Misconceptions about CLT, lack of assessment tools, and resistance to change from traditional teaching methods hinder CLT implementation.

Figure 1. The above figure shows the numerous challenges regarding (CLT) application in Afghan public universities.

3. Results and Discussion

Based on the synthesis of the reviewed literature, this study identifies a range of challenges that hinder the effective implementation of Communicative Language Teaching (CLT) in English

departments of Afghan public universities. The findings indicate that these challenges are not isolated but occur across multiple dimensions, including teachers, students, institutional resources, sociocultural context, educational systems, and communicative exposure.

3.1 Results

3.1.1 Teacher-Related Challenges

The findings reveal that teacher-related factors constitute one of the most significant barriers to CLT implementation. Many EFL instructors demonstrate limited theoretical understanding of CLT principles and lack practical skills for applying communicative activities in classroom settings. The literature frequently reports insufficient professional training opportunities, which restrict teachers' ability to shift from traditional, teacher-centered approaches to communicative and learner-centered practices.

In addition, low English language proficiency among some instructors further constrains effective CLT application. Teachers with limited proficiency tend to avoid interactive tasks and communicative activities, relying instead on grammar-focused instruction. The absence of continuous professional development programs and limited exposure to recent pedagogical research also contribute to inconsistent and partial implementation of CLT in Afghan universities.

3.1.2 Student-Related Challenges

Student-related challenges emerged as another major finding of this review. Low levels of English proficiency among students were consistently identified as a key obstacle to communicative learning. Many students experience anxiety, lack confidence, and feel uncomfortable participating in speaking activities, which reduces classroom interaction and communicative practice.

Passive learning behavior was also highlighted in the literature, often associated with students' prior educational experiences and limited exposure to communicative teaching methods. In addition, low motivation among students further hinders CLT implementation, as meaningful communication requires active engagement and willingness to participate. These factors collectively limit students' ability to benefit fully from communicative language instruction.

3.1.3 Resource and Infrastructure Challenges

The findings indicate that limited resources and weak infrastructure significantly affect CLT implementation in Afghan public universities. Prolonged conflict, poor institutional management, and limited funding have resulted in shortages of teaching materials, inadequate classroom facilities, and restricted access to technology.

Many institutions lack CLT-oriented instructional resources such as authentic materials, multimedia tools, and task-based learning materials. Inadequate administrative support and limited availability of technological infrastructure further reduce opportunities for interactive and communicative classroom practices.

3.1.4 Sociocultural Challenges

Sociocultural factors were found to play an important role in constraining the application of CLT. Cultural norms emphasizing teacher authority and examination-oriented learning often conflict with CLT principles that promote learner autonomy and classroom interaction. Resistance to change among some instructors, particularly preference for traditional teaching methods, was also identified as a challenge.

In the Afghan context, some studies suggest that CLT is perceived as a Western-oriented approach, raising concerns about its compatibility with local cultural and educational traditions. These perceptions contribute to hesitation in fully adopting communicative methodologies.

3.1.5 System-Related Challenges

System-level challenges were also identified in the reviewed literature. Large class sizes were frequently reported as a major obstacle, limiting opportunities for pair work, group interaction, and individualized feedback. Curriculum misalignment further restricts CLT implementation, as assessment systems often prioritize grammatical accuracy and examination performance over communicative competence.

Additionally, students' limited exposure to English outside the classroom reduces opportunities for authentic language use, making it difficult to reinforce communicative skills developed in instructional settings.

3.1.6 Communication and Language Proficiency Challenges

The findings further indicate that limited exposure to English in non-English-speaking environments significantly affects students' communicative competence. Many EFL students and graduates demonstrate insufficient ability to use English for real-life communication, despite years of formal instruction.

This lack of communicative competence reflects broader challenges in CLT implementation, including limited input, restricted opportunities for meaningful interaction, and insufficient integration of communicative objectives into teaching and assessment practices.

3.2 Discussion

The findings of this conceptual review indicate that the challenges hindering the implementation of Communicative Language Teaching (CLT) in Afghan public universities are complex, interrelated, and deeply embedded within pedagogical, institutional, and sociocultural contexts. Rather than stemming from a single source, these challenges collectively shape the limited effectiveness of CLT practices in English language departments.

Teacher-related challenges emerged as one of the most influential factors affecting CLT implementation. The lack of sufficient theoretical understanding and practical expertise among EFL instructors reflects a broader issue of inadequate professional development. This finding aligns with previous studies conducted in other EFL contexts, which emphasize that teachers' pedagogical beliefs and training backgrounds significantly influence their classroom practices (Ashoori Tootkaboni, 2019; Athawadi, 2019). In the Afghan context, limited access to continuous professional development programs further reinforces reliance on traditional, teacher-centered approaches. Without sustained training and institutional support, teachers may struggle to transition toward communicative and student-centered instruction.

Student-related challenges further complicate CLT implementation. Low English proficiency, learner anxiety, and passive classroom behavior reduce opportunities for meaningful interaction, which is central to CLT. These findings support earlier research suggesting that students' prior learning experiences and cultural expectations strongly shape their participation patterns (Huang, 2016; Dos Santos, 2020). In contexts where traditional instruction dominates earlier education, students may lack the confidence and communicative strategies required for active engagement.

Moreover, low motivation among students limits the effectiveness of communicative activities, as CLT relies heavily on learners' willingness to interact and negotiate meaning.

Resource and infrastructure limitations also play a critical role in constraining CLT practices. The findings suggest that insufficient teaching materials, limited technological access, and weak administrative support reduce teachers' ability to design and implement communicative tasks effectively. These constraints reflect broader systemic challenges within Afghan higher education, where prolonged conflict and limited funding have negatively affected institutional capacity. Previous studies similarly emphasize that CLT requires supportive learning environments, including access to authentic materials and interactive technologies (Roy, 2016; Yuan, 2022). Without such resources, CLT remains difficult to sustain beyond a theoretical level.

Sociocultural factors further shape the implementation of CLT in Afghan universities. Cultural norms that emphasize teacher authority, examination performance, and rote learning often conflict with CLT principles that promote learner autonomy and interactive learning. Resistance to pedagogical change among some instructors may stem from deeply rooted beliefs about effective teaching and learning. Additionally, the perception of CLT as a Western-oriented methodology raises concerns regarding its cultural appropriateness. Similar debates have been documented in other non-Western contexts, suggesting that successful CLT implementation requires contextual adaptation rather than direct transplantation (Abdullah, 2018; Qasemi & Quvanch, 2024).

System-level challenges, including large class sizes and curriculum misalignment, further undermine CLT effectiveness. Large classrooms limit opportunities for pair and group work, reduce individual feedback, and increase teachers' reliance on lecture-based instruction. Curriculum and assessment systems that prioritize grammatical accuracy over communicative competence also discourage teachers from adopting communicative approaches. These findings reinforce existing literature that highlights the importance of aligning instructional objectives, teaching methods, and assessment practices to support CLT (Saleem et al., 2023; Tun, 2023).

Finally, limited exposure to English outside the classroom significantly restricts the development of communicative competence among Afghan EFL students. Unlike ESL contexts, where learners benefit from natural language immersion, Afghan students rely primarily on classroom instruction for language input. This lack of authentic exposure weakens students' ability to apply communicative skills in real-life contexts, thereby reducing the overall impact of CLT. As previous studies suggest, meaningful language use beyond the classroom is essential for reinforcing communicative learning outcomes (Wei et al., 2018).

Overall, this discussion suggests that improving CLT implementation in Afghan public universities requires an integrated and context-sensitive approach. Addressing teacher preparation, student engagement, institutional resources, cultural considerations, and systemic alignment simultaneously may enhance the effectiveness and sustainability of communicative language teaching in Afghan higher education

4. Conclusion

The study has explored the factors that impede the Application of Communicative Language Teaching in Afghan public universities through the existing literature review in Afghanistan. It has been evident that several factors have been found that impede the application of CLT in English departments in Afghan public universities. Most factors, such as teacher-related and student-

related, can be addressed and improved over time, while others can take a long time to improve, like system-related and language proficiency issues. This paper explores the challenges educators, students, and the educational system in Afghanistan face when implementing Communicative Language Teaching (CLT).

It identifies teacher-related, student-related, resource and infrastructure-related, sociocultural factors, system-related, and communication and language proficiency challenges. Teacher-related issues include lack of understanding, insufficient training, low English proficiency, and resistance to change from traditional methods. Student-related issues include low English proficiency, passive learning styles, and lack of motivation. Resource and infrastructure-related issues include limited teaching materials, lack of technology access, and inadequate administrative support. Sociocultural factors, such as cultural differences and resistance to traditional methods, also pose challenges. System-related issues include large classroom sizes and curriculum misalignment.

The application of Communicative Language Teaching (CLT) in English departments of Afghan public universities involves a collaborative effort from educators, administrators, and policymakers. Educators can enhance their understanding of CLT principles and methodologies through professional development opportunities and continuous training programs. Administrators must support CLT implementation by providing resources, fostering a supportive institutional culture, and facilitating faculty collaboration. Policymakers can shape the educational framework by allotting enough funding for teacher training programs, curriculum development initiatives, and infrastructure improvements. They can also collaborate with stakeholders to develop thorough policies and guidelines that align with international standards and best practices in language education.

In conclusion, addressing the challenges associated with CLT implementation in Afghan public universities requires an intensive effort and commitment from teachers, administrators, and policymakers. These stakeholders can work together through collaborative initiatives and strategic interventions to overcome barriers, enhance teacher capacity, improve student engagement, and promote effective language learning outcomes in Afghan higher education institutions. By prioritizing CLT integration and capitalizing on cooperative actions, Afghan higher education can further their commitment to providing quality education and preparing students with the necessary language skills for success in today's modern technology world.

References

Abdulkader, F. A. (2016). An investigation of Saudi EFL teachers' perceptions of the appropriateness of communicative language teaching (CLT) in a Saudi context. International Journal of Educational Investigations, 3(6), 42-68.

Noori, A. (2018). Communicative Language Teaching (CLT) In EFL Context: Exploring Afghan EFL Lecturers' Perceived Challenges in Implementing CLT. International Journal of Research, 5(16), 1049-1063.

Acosta, H., & Cajas, D. (2018). Analysis of teaching resources used in EFL classes in selected Ecuadorian universities. Indonesian Journal of Applied Linguistics, 8(1). https://doi.org/10.17509/ijal.v8i1.11469

Hattani, H. A (2018). Communicative Language Teaching in the Moroccan EFL Classroom. Journal of English Language Teaching and Linguistics, 3(2), 87. https://doi.org/10.21462/jeltl.v3i2.108

Akhatovna, K. O. (2023). CLT Play an Important Role to Learn Language Effectively. World Bulletin of Management and Law, 21, 133–136.

Akramy, S. A. (2022). Shocks and aftershocks of the COVID-19 pandemic in Afghanistan higher education institutions. Cogent Arts & Humanities, 9(1), 2029802. https://doi.org/10.1080/23311983.2022.2029802

Akramy, S. A., Daqiq, B., & Orfan, S. N. (2024). Attitudes of EFL learners towards communicative language teaching. American Journal of Education and Learning, 9(1), 22–37. https://doi.org/10.55284/ajel.v9i1.1026

Al Asmari, A. A. (2015). Communicative Language Teaching in EFL University Context: Challenges for Teachers. Journal of Language Teaching and Research, 6, no (5 (2015)), 976.

Alamri, W. A. (2018). Communicative Language Teaching: Possible Alternative Approaches to CLT and Teaching Contexts. English Language Teaching, 11(10), 132. https://doi.org/10.5539/elt.v11n10p132

Albahri, M. A. (2021). DOCTOR OF PHILOSOPHY.

Alhajiri, F., & Alshuraiaan, A. (2023). Comparative Analysis of TESOL Methods within the Context of English Language Education in Kuwaiti Universities. Journal of World Englishes and Educational Practices, 5(3), 25–34. https://doi.org/10.32996/jweep.2023.5.3.2

Al-Mahrooqi, R., & Denman, C. (2018). English Language Proficiency and Communicative Competence in Oman: Implications for Employability and Sustainable Development. In Al-Mahrooqi & C. Denman (Eds.), English Education in Oman (Vol. 15, pp. 181–193). Springer Singapore. https://doi.org/10.1007/978-981-13-0265-7_11

Almohideb, N. (2019). Investigating Saudi Arabian teachers' and students' perspectives on teaching English by using the CLT Approach (Doctoral dissertation, University of Glasgow).

Alokozay, W., Shadab, N., & Shamar, E. (2023). From The Viewpoints of Afghan University Lecturers, Using the Communicative Language Teaching Method to Teach and Learn English Language. Randwick International of Education and Linguistics Science Journal, 4(4), 1013–1019. https://doi.org/10.47175/rielsj.v4i4.866

Ariatna. (2016). The need for maintaining CLT in Indonesia. TESOL Journal, 7(4), 800–822.

Armnazi, M., & Alakrash, H. (2021). Factors Affecting the Application of Communicative Language Teaching CLT in Syrian Schools. TESOL and Technology Studies, 2(1), 1–14. https://doi.org/10.48185/tts.v2i1.143

Ashoori Tootkaboni, A. (2019). Teachers' beliefs and practices towards communicative language teaching in the expanding circle. Revista Signos, 52(100), 265–289. https://doi.org/10.4067/S0718-09342019000200265

Athawadi, A. (2019). Factors hindering the implementation of Communicative Language Teaching in Libyan university English classes. European Journal of English Language Teaching. https://doi.org/10.5281/ZENODO.2564001

Bachman, L. (1990). Fundamental considerations in language testing. Oxford University Press.

Brown, H. D. (2014). Principles of language learning and teaching: A course in second language acquisition (Sixth Edition). Pearson Education.

Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing.

Chang, M., & S. Goswami, J. (2011). Factors Affecting the Implementation of

Communicative Language Teaching in Taiwanese College English Classes. English Language Teaching, 4(2), 3. https://doi.org/10.5539/elt.v4n2p3

Chen, F., Ge, Y., Zhang, S., Xu, W., Yu, J., Zhang, Y., & Xu, X. (2023). Changing kindergarten teachers' mindsets toward children to overcome compassion fatigue. Psychology Research and Behavior Management, 16, 521–533. Scopus. https://doi.org/10.2147/PRBM.S398622

Courtney, D. (2020). Activities to Activate and Maintain a Communicative Classroom. US Department of State. Bureau of Educational and Cultural Affairs, Office of English Language Programs, SA-5, 2200 C Street NW 4th Floor, Washington, DC 20037., 1, 10–21.

Daba, D., Teshome, Z., & Bekele, E. (2022). Communicative language teaching: The missing link between theory and practice. International Journal of Research Studies in Education, 11(13). https://doi.org/10.5861/ijrse.2022.337

Daqiq, B., & Hashemi, A. (2021). Attitude of Afghan youths on watching foreign dubbed serials: A case study of Takhar University, Afghanistan. International Journal of Social Sciences and Education Research, 7(2), 173–180. https://doi.org/10.24289/ijsser.874101

Dhany Triwibowo, F. (2023). Enhancing English proficiency: the impact of communicative language teaching on second language learners. Tomorrow's Education Journal, 1(2). https://doi.org/10.58660/tej.v1i2.40

Dilshodovna, G. A., & Yusupova, M. A. (2024). Advancing language proficiency through communicative language teaching in english education. Ta'lim Innovatsiyasi va Integratsiyasi, 17(4), 67–72.

Dos Santos, L. M. (2020). The Discussion of Communicative Language Teaching Approach in Language Classrooms. Journal of Education and E-Learning Research, 7(2), 104–109. https://doi.org/10.20448/journal.509.2020.72.104.109

Edisherashvili, N. (2014). Communicative language teaching in Georgia: From theory to practice. Netherland: Leiden University.

Eisenring, M. A. A., & Margana, M. (2019). The importance of teacher – students' interaction in communicative language teaching. Prasasti: Journal of Linguistics, 4(1), 46. https://doi.org/10.20961/prasasti.v4i1.17052

Eng, L. S., & Peidong, Z. (2021). An investigation of the use of communicative language teaching in a higher education institution in china: a case study. BERJAYA Journal of Services & Management, 15, 3–24.

García León, E. P. (2019). Communicative language teaching (CLT) activities to develop English

speaking skills (Master's thesis, Universidad Técnica de Ambato.

Hakim, I. (2022). Exploring The Challenges of Communicative Language Teaching in Indonesian Context from a Constructivist Perspective. ELS Journal on Interdisciplinary Studies in Humanities, 5(1), 1–11. https://doi.org/10.34050/elsjish.v5i1.19163

Huang, S.-H. (2016). Communicative Language Teaching: Practical Difficulties in the Rural EFL Classrooms in Taiwan. Journal of Education and Practice.

Hymes, D. (1972). On Communicative Competence. Sociolinguistics, 269–293.

Ilmudinulloh, R., Bustomi, A., Pratiwi, W. R., & Ilyas, M. (2022). Communicative Language Teaching (CLT) Approach in Kampung Inggris Pare in The New Normal Period. (JINOTEP (Jurnal Inovasi Dan Teknologi Pembelajaran) Kajian Dan Riset Dalam Teknologi Pembelajaran), 9(3), 250. https://doi.org/10.17977/um031v9i92022p250

Kimkong Heng. (2014). Communicative Language Teaching in EFL Contexts: Challenges and Suggestions for Successful Implementation. https://doi.org/10.13140/RG.2.2.10684.28809

Kiyamiddinovna, U. M., U. M. (2021). The importance of communicative language teaching for the acquisition of adult learnersforeign language. Вестник Науки и Образования, (9-1 (112)), 68–70.

Kwon, Y. (2017). A Study of Thai Teachers' Perceptions Toward the Implementation of Communicative Language Teaching of English HRD JOURNAL, 8(1), 114-125.

Lailiyah, M., & Setiyaningsih, L. A. (2020). Students' perception of online communication language learning through Instagram. EnJourMe (English Journal of Merdeka) : Culture, Language, and Teaching of English, 5(2), 188–195. https://doi.org/10.26905/enjourme.v5i2.5202

Littlewood, W. (2011). In Handbook of research in second language teaching and learning. Communicative language teaching: An expanding concept for a changing world.

Mai, H. T. N. (2017). Contextual Factors Affecting the Implementation of Communicative Language Teaching in Vietnam. EFL JOURNAL, 2.

Mathieson, P. (2018). Examining the cultural appropriateness of the communicative approach to language teaching in Japan.

Mirzayev, A., & Oripova, S. (2022). Communicative method–a new approach in the practice of teaching foreign language. Science and Innovation, 1(B6), 778–783.

Mohd-Asraf, R., Hossain, M. T., & Eng, T. K. (2019). Fifty years of communicative language teaching. The Asian ESP, 150.

Nam, H. (2023). Challenges and Constraints of Implementing Communicative Language Teaching: Teacher-Related vs. Non-Teacher-Related Factors. 16(1).

Nasseh, A., Sarab, M. R. A., Nourmohammadi, E., & Nasseh, A. (2023). The Effect of Adapting Textbook Activities to Make Them More Communicative on Classroom Communication Orientation: An Action. 8(5).

Ng, C. S. M., Chai, W., Fok, H. K., Chan, S. P., Lam, H. C., & Chung, K. K. H. (2020) Building preschool teachers' capacity for teaching Chinese to ethnic minority children in Hong Kong: A qualitative study. Journal of Early Childhood Teacher Education, 41(3), 284–305. Scopus. https://doi.org/10.1080/10901027.2019.1638852

Nggawu, L. O., & Thao, N. T. P. (2023). The impact of Communicative Language Teaching (CLT) Approach on Students' Speaking Ability in a Public Indonesian University: Comparison between Introverts and Extrovert Groups. International Journal of Language Education, 7(3). https://doi.org/10.26858/ijole.v7i3.50617

Nguyen, M. T. (2021). Communicative language approach in Vietnamese English as a foreig language teacher preparation and K-12 context: A qualitative case study. (Doctoral dissertation).

Noori, A. Q., Orfan, S. N., Akramy, S. A., & Hashemi, A. (2022). The use of social media in EFL learning and teaching in higher education of Afghanistan. Cogent Social Sciences, 8(1), 2027613. https://doi.org/10.1080/23311886.2022.2027613

Nuby, Md. H. M., Rashid, R. A., Rahman, A. R. Md. M., & Hasan, M. R. (2020) Communicative Language Teaching in Bangladeshi Rural Schools. Universal Journal of Educational Research, 8(2), 622–630. https://doi.org/10.13189/ujer.2020.080235

Nyinondi, O. S., Mhandeni, A. S., & Mohamed, H. I. (2016). The use of communicative language teaching approach in the teaching of communication skills courses in Tanzanian universities. International Journal of Research Studies in Language Learning, 6(3). https://doi.org/10.5861/ijrsll.2016.1528

Orfan, S. N., Noori, A. Q., & Akramy, S. A. (2021). Afghan EFL instructors' perceptions of English textbooks. Heliyon, 7(11), e08340. https://doi.org/10.1016/j.heliyon.2021.e08340

Orfan, S. N., & Seraj, M. Y. (2022). English medium instruction in Higher Education of Afghanistan: Students' perspective. Language Learning in Higher Education, 12(1), 291–308. https://doi.org/10.1515/cercles-2022-2041

Otajonova, S. (2022). What are the advantages of communicative language teaching (clt)? Science and Innovation, 1(B8), 1076–1079.

Philpo John. (2020). "Communicative Language Teaching Approach in Tanzania Primary Schools: English Language Teachers' Understanding and its Relevance on Learning Outcomes" (Unpublished) Ph.D. Dissertation, University of Dar es Salaam. https://doi.org/10.13140/RG.2.2.20937.83040

Qasemi, A. S., & Quvanch, Z. (2024). Afghan EFL Teachers' Perceptions Toward Challenges They Encounter in Implementing CLT in Their Classes. Sprin Journal of Arts, Humanities and Social Sciences, 3(1), 35–40. https://doi.org/10.55559/sjahss.v3i1.193

Qasserras, L. (2023). Systematic Review of Communicative Language Teaching (CLT) in Language Education: A Balanced Perspective. European Journal of Education and Pedagogy, 4(6), 17–23. https://doi.org/10.24018/ejedu.2023.4.6.763

Rahimi, F., & Samadi, H. (2022). English Teachers' Opinions on Challenges Face in Teaching English as Foreign Language: The Case of Jalalabad selected Secondary Schools. Journal of Research Initiatives, 6(1), 7. https://digitalcommons.uncfsu.edu/jri/vol6/iss1/7/

Rahimi, M. (2024). Learning Ecology Perspective of Instructors to Enhance EFL Students' Speaking Skills: A Microsystem Perspective of Bronfenbrenner's Bioecological Model. Vision: Journal for Language and Foreign Language Learning, 12(2).   DOI:10.21580/vjv13i118058

Rahimi, M. (2024). Implementation of English as Foreign Language Teaching during Pre- and post-COVID-19 Pandemic: A Narrative Review. Development in Language Studies, 4(1), 19-31. DOI: https://doi.org/10.30880/dils.2024.04.01.004

Richards, J. C., & Rodgers, T. S. (2001). Approaches and methods in language teaching. USA: Cambridge University Press.

Roy, S. (2016). Challenges to Implementing Communicative Language Teaching (CLT) in Bangladesh. Language in India, 16(3).

Samadi, H., Rahimi, M., & Rahimi, F. (2023). Exploring Female Teachers' Intrinsic and Extrinsic Motivation to Keep Teaching the Girl's in Afghanistan After the Taliban's Ban on Girl's

Education. DOI: https://doi.org/10.17509/civicus.v23i2.64693

Sabrina, A. (2020). The Implementation of Communicative Language Teaching in English Practice. NOTION: Journal of Linguistics, Literature, and Culture, 2(1), 17. https://doi.org/10.12928/notion.v2i1.1750

Saleem, M., Larik, A. R., & Bukhari, S. G. A. S. (2023). Loopholes in developing English communicative competence: A comparative case study of Pakistan and China. Research in Comparative and International Education, 18(3), 373-394.

Sarikha, P. (2022). Thai EFL secondary school teachers' perceptions and the challenges

regarding the implementation of communicative language teaching (CLT).Savignon, S. J. (2007). Beyond communicative language teaching: What's ahead? Journal of Pragmatics, 39(1), 207–220. https://doi.org/10.1016/j.pragma.2006.09.004

Shahid, C., Abbasi, I. A., & Bhutto, S. (2022). Improving Communicative Competence through CLT Approach in Second Language Learning at the Undergraduate Level. Pakistan Journal of Humanities and Social Sciences, 10(4). https://doi.org/10.52131/pjhss.2022.1004.0305

Sherwani, S., & Kiliç, M. (2017). Teachers' Perspectives of the use of CLT in ELT Classrooms: A Case of Soran District of Northern Iraq. Arab World English Journal, 8(3), 191–206. https://doi.org/10.24093/awej/vol8no3.13

Shinta, E. M., & Triastuti, A. (2020). Communicative language teaching and its application in developing slow learners' 21st century skills. Teacher Education and Professional Development in Industry, 4.0, 261-266.

Siddiq, K. A., Miri, M. A., & Sarwarzada, T. (2019). Afghan Students' Attitudes and Motivations Toward ESP and EGP Courses. Language in India, 19(6).

Syarief, K. (2016). Communicative Language Teaching: Exploring Theoretical Foundations and Practical Challenges.

Takal, G. M., & Ibrahim, N. M. (2019). Perceptions and Challenges of CLT in EFL Classes— Possible Research in Afghan Tertiary EFL Context. International Journal of Engineering and Advanced Technology (IJEAT).

Takal, G. M., Ibrahim, N. M., & Jamal, M. (2021). Communicative Language Teaching in Public Universities in Afghanistan: Perceptions and Challenges. Theory and Practice in Language Studies, 11(11), 1434–1444. https://doi.org/10.17507/tpls.1111.11

Toro, V., Camacho-Minuche, G., Pinza-Tapia, E., & Paredes, F. (2018) The Use of the Communicative Language Teaching Approach to Improve Students' Oral Skills. English Language Teaching, 12(1), 110. https://doi.org/10.5539/elt.v12n1p110

Tun, P. W. (2023). Investigating teachers' implementation of a new communicative English language curriculum in Myanmar primary schools. 26.

Vongxay, H. (2013). The implementation of communicative language teaching in an English department in a Lao higher educational institution: a case study (Master's thesis).

Wali, O., Khan, S. U., Zafir, K., & Alokozay, M. F. (2023). Analyzing the Effectiveness of Grammar Translation Method (GTM) and Communicative Language Teaching (CLT) Employed on Undergraduate Students of Nangarhar University, Afghanistan. African Journal of Humanities and Social Sciences, 3(1). https://doi.org/10.51483/AFJHSS.3.1.2023.1-9

Wali, O., & Zafir, K. (2022). A Case Study of Afghan Foreign Language (FL) Teachers' Attitudes towards Literature as a Method of Teaching. 6(1).

Wei, L., Lin, H.-H., & Litton, F. (2018). Communicative Language Teaching (CLT) in EFL

Context in Asia. Asian Culture and History, 10(2), 1. https://doi.org/10.5539/ach.v10n2p1

Welch, A., & Wahidyar, W., A. (2020). Quality assurance in Afghan higher education: Achievements and challenges. Asian Education and Development Studies, 9(4), 479–493.

Yanti, G. S. (2019). Perceptions and attitudes of indonesian teachers toward communicative language teaching. Jurnal Ilmiah STBA, 5(1).

Yousaf, M., Umar, H., & Habib, A. (2017). Communicative language teaching (CLT), role of grammar and teachers' beliefs. Journal of Research in Social Sciences, 5(1), 116.

Yuan, L. (2022). Communicative Competence Fostered in a Nested EFL Learning Ecology: Technology-Enhanced Learning in the Chinese Context. Theory and Practice in Language Studies, 12(11), 2307–2315. https://doi.org/10.17507/tpls.1211.10

Zarina, A., Bibisora, O., & Zaynab, S. (2023). Embracing communicative language teachin fostering fluency and real-world communication.

Zhang, T. (2023). Grammar Instruction in Communicative Language Teaching: Balancing Fluency and Accuracy for Language Proficiency. Journal of Education, Humanities and Social Sciences, 23, 715–719. https://doi.org/10.54097/ehss.v23i.13909

Zhu, Y., & Shu, D. (2017). Implementing foreign language curriculum innovation in a Chinese secondary school: An ethnographic study on teacher cognition and classroom practices. System, 66, 100–112.Blyth, A. (2012). Extensive listening versus listening strategies: Response to Siegel. *ELT Journal*, *66*(2), 236–239. https://doi.org/10.1093/elt/ccs001