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Communicative Language Teaching: Exploring Challenges Faced by Afghan and Indian English Language Teachers

Omid Wali^{1*}, ZareenShakeel², Ahmad Tasal Hazraty³ and Ezzatullah Saghar⁴

¹Department of English, Aligarh Muslim University, India. E-mail: omidwali.shirzad@gmail.com

²Department of English, Aligarh Muslim University, India. E-mail: zareenshakil69@gmail.com

³Department of English, Nangarhar University, Afghanistan. E-mail: tasalhazraty@yahoo.com

⁴Department of English, Nangarhar University, Afghanistan. E-mail: e.saghar@gmail.com

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Abstract

The present study aimed to explore the challenges faced by Afghan and Indian English Language Teachers (ELTs) while implementing Communicative Language Teaching (CLT). The study used a descriptive quantitative research design, employing a survey questionnaire. A total of N=40 ELTs participated in this research from various Afghan and Indian universities. The analysis revealed that both Afghan and Indian ELTs had utterly positive perceptions of CLT implementation since they reported a number of major CLT activities utilized in their classroom practices. The findings also projected certain challenges (challenges related to students, teachers, the education system, and CLT itself) that prevented the Afghan and Indian ELTs from the effective implementation of CLT.

Keywords: CLT, Challenges, Perceptions, ELTs, Implementation

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1. Introduction

Because of its universal, technological, networking, and developmental importance, the English language has linked nations to knowledge and information. As a result, states have pushed to strengthen their human capital so that it can communicate effectively in English, thereby speeding up the process of connecting the world and competing in the global economy (Littlewood, 2007). They altered their school program in an attempt to meet the communicative needs. As a result of these reforms, the use of CLT, the main approach based on communication theory, has evolved (Littlewood, 2007; Richards and Rodgers, 2001).

It is acknowledged that CLT is the most popular and extensively used method of ELT that can result in the goals of successful communication (Freeman, 2000). According to Richards and Rodgers (2001), communicative competence is the main idea behind CLT. CLT aims to improve students' communicative competence and is based on the notion that language is communication. The idea of communicative competency was first introduced by American sociolinguist Dell Hymes (Brown, 2001; Richards and Rodgers, 2001; Littlewood, 2007). According to Hymes (1972), communicative competence is the characteristic feature of competence that enables students to communicate and infer communications as well as exchange implications with others in specific contexts.

* Corresponding author: Omid Wali, Department of English, Aligarh Muslim University, India.
E-mail: omidwali.shirzad@gmail.com

When opposing Chomsky's linguistic competence and performance model, Hymes coined the concept of communicative competence, which refers to the use of language in social contexts. Chomsky believed that structural theories of language were not explained satisfactory. Chomsky's emphasis, however, was primarily on the learners' linguistic competence, and they were expected to construct proper grammatical sentences. The problem was that learners could not employ the grammatical structures they had learned in class in conversation with others outside of the classroom. It was determined that having linguistic competence alone was insufficient for communication (Richards and Rodgers, 2001),

According to Richards (2006), communicative competence consists of grammatical "linguistic" competence, sociolinguistic competence, discourse competence, and strategic competence. There are various opinions regarding the four aspects of communicative competence, but the Canale and Swain's (1980) model is considered the most influential one with regard to defining communicative competence. According to the model, the subject matter of grammatical competence is the knowledge of grammar; sociolinguistic competence focuses on the correct use of language in a specific context, taking the roles of learners, the purpose of interaction, and the function of language into consideration. Discourse competence according to the model is the knowledge of connecting long utterances/sentences to their themes and topics, while strategic competence concerns repairing communication breakdowns caused by deficiencies in other types of competences (Pfungsthor, 2013).

The era of teaching methodology before the emergence of CLT was covered significantly by other classical methodologies such as the Grammar Translation Method (GTM) and Audio-Lingual Method (ALM), where the focus was entirely on the repetition and memorization of forms (Kumar et al., 2013). With the passage of time and when the world became a global village, it was realized that repetition and memorization were not enough, and the focus went on to the direction of practical use of language. Hence, the traditional methodologies gave way to CLT.

Despite CLT being a recent trend in ELT across the ESL and EFL contexts, its outcome-based implications are still subject to discussion and debate. Therefore, the present study explores the views and attitudes of Afghan and Indian ELTs on the implementation of CLT, and certain challenges they encounter in the process of CLT implementation. The study first reviews literature to build up a solid background that would help researchers effectively highlight the views and attitudes of Indian and Afghan ELTs on the implications of the CLT approach. The study then discusses the research method and tools of data collection and analysis. The findings and discussion portion reflect the views/attitudes of Afghan and Indian ELTs on the implementation of CLT and certain challenges they faced. The last part of the paper presents conclusions, limitations, and suggestions for further study.

2. Literature Review

According to Freeman (2000), CLT is based on the theory of language as communication. Research and ELT practitioners define CLT in a diverse way, and there is no agreement about one model definition of CLT (McGroarty, 1984). Hence, CLT is usually defined in terms of its principles and characteristic features (Ellis, 2003; Nunan, 1991). These principles and characteristic features set CLT apart from other traditional methodologies of teaching.

2.1. Goals of Teachers who use CLT

A teacher who uses CLT as a core method for her classroom instruction is to make her learners communicate in the target language. Hence, it is important that students require knowledge of linguistic forms, meanings, and functions. It is also significant for learners to understand that various forms can be used to perform a single function, while a single form can also be used to serve multiple functions. Moreover, they must choose the most appropriate form, keeping in mind the social context and the roles of the interlocutors. They are also needed to manage the process of negotiating meaning with their interlocutors. It can be concluded that communication is a process and knowledge of the language forms is inadequate (Freeman and Anderson, 2011).

2.2. The Role of Teacher/Students

The role of the teacher in CLT is to facilitate the communication that occurs in the classroom. One of the key responsibilities is to make the situation possible in order to enhance communication. The teacher acts as an advisor, so she can provide answers to the students' questions and monitor their performance (Freeman and Anderson, 2011). She can note the students' errors that can be corrected in the later stages. Besides this, she may also function as a co-communicator engaging with students in a communicative-based activity (Littlewood cited in Freeman and Anderson, 2011). Above all, the role of students is as communicators and they dominate most of the classroom activities. Hence, they are more responsible for their own learning.

2.3. Characteristics of Teaching/Learning Process

One of the major characteristic features of the learning and teaching process under the CLT umbrella is that everything should be kept with communicative intention in mind. Students in CLT use language based on communicative activities such as games, role-plays, and problem-solving tasks. According to Johnson and Morrow as cited in Freeman and Anderson (2011), activities that are truly communicative in nature have three common-shared features (information gap, choice, and feedback).

2.4. Student-Teacher and Teacher Student Interaction

The interaction between the teacher and students is highly important in the discussion of any method that claims to improve the communicative competence of the learners and where the role of the students is more active. Hence, under the CLT as an advocated method to improve the communicative competence of students, the role of the teacher is most of the time a facilitator and becomes a co-communicator at some point of time. Therefore, he is going to establish situations that promote communication among the students by interacting in pairs, peers, and both small and whole groups (Freeman and Anderson, 2011).

2.5. The Feelings of Students in CLT

There is high respect for students' feelings to express their individuality. They should be provided with the best possible ways to express themselves and feel that they are learning something new and useful. Finally, there should be high security on the part of students so that they can openly interact with their fellow classmates in a tension-free environment (Freeman and Anderson, 2011).

2.6. Language/Culture in CLT

In CLT, the language is for communication. Language should be based on communicative competence. Linguistic competence (the knowledge of forms and their meanings) is only one part of communicative competence (CA). Another aspect of CA is the knowledge of the functions the language is used for. For instance, a number of forms are used to describe a single function. It means a speaker could make a prediction by either using (May or Will: it may rain; it will rain). On the contrary, the same form can be used to describe a number of functions. For example, "may" can be either used to make a prediction or to give permission (i.e., you may start now.).

2.7. The Emphasized Areas/Skills of Language in CLT

The function of language might be emphasized over the forms. The functional syllabus might be used. Various forms would be used to describe a single function. It starts from the very simple to the complex level. For instance, if you would like to teach your students how to make requests, for beginning students we should start with (Would you please give me a glass of water? Or could you please give me a glass of milk? When students become more proficient, then students can learn (I wonder if you would mind giving me a glass of milk?). In addition, the four integrated language skills (listening, speaking, reading, and writing) received attention from the very beginning (Freeman, 2000).

2.8. The Role of Students' Native Language

In CLT, there is more focus on using target language for the main lesson learning as well as other classroom management activities such as assigning homework, etc. It means that the target language is the vehicle of communication, not an object to be studied. Besides this, there is permission to use the mother tongue of students if needed (Freeman, 2000).

2.9. Evaluation/Assessment Process in CLT

Both the accuracy and fluency of students will be evaluated by a teacher. If a student who has the best control of the structures and vocabulary is not considered to be the best communicator. As an advisor and co-communicator, a teacher can informally evaluate his/her students' performance. For a more formal evaluation, a teacher needs to develop an integrative test, which has real communicative function (Freeman, 2000). For example, in order to assess the students' writing, a teacher may ask them to write a paragraph describing what their school looks like.

2.10. Teacher's Response to Student Errors

Students' errors on forms are tolerated when the class is in fluency-based activity, which is considered normal to occur for the development of communication skills. Hence, students may have limited linguistic knowledge and still be good communicators. On the contrary, when the class comes to the accuracy-based activity, the teacher can return to the students' errors he/she has noted during the fluency-based activity (Freeman, 2000).

2.11. CLT Challenges in EFL and ESL Contexts

The implementation of a method that is developed in one region and applied in another has its own difficulties and challenges (Holliday, 1994; Sullivan, 2000). The same is the case with CLT, which was initially developed in the Western context based on its needs and culture. Ample studies have been conducted and reported various challenges and problems ELTs encounter while implementing CLT as the main approach and method of their classroom instruction. For the sake of the current study, the researchers reviewed the following cases of EFL and ESL contexts to establish a solid background understanding.

2.12. EFL Context

Afghanistan: Noori (2018) investigated Afghan EFL teachers' perceived challenges in implementing CLT at one of the Afghan public universities. The nature of his study was both descriptive and quantitative in nature. The findings revealed that Afghan EFL teachers had positive perceptions towards the implementation of CLT as there was evidence of a number of major CLT activities in their classrooms, plus there was an encouraging atmosphere in terms of the fruitful implementation of CLT. However, they faced certain challenges that made it difficult for them to implement CLT effectively. These challenges fell into five categories (teacher-related challenges, student-related challenges, system-related challenges, administration-related challenges, and CLT itself-related challenges). Takal and Benti-Ibrahim's review (2019) also endorsed that there are still many areas of CLT to be critically studied and that CLT generously receives its welcome note in the Afghan context.

Bangladesh: A study conducted by Karim (2004) in order to investigate EFL teachers' perceptions towards communicative activities, the CLT, and their outlooks regarding the CLT. The study indicated that teachers' attitudes matched with their reported classroom practices. The study further highlighted that teachers revealed a positive attitude towards CLT and mentioned that they use communicative activities in their classroom instructions. The study also identified certain incongruities between the teachers' perceptions and the actual classroom practices. In this connection, Karim argued that the discrepancies are not because of the surveyed teachers' misconceptions and lack of knowledge about CLT. It is rather because of lack of resources, large classrooms, lack of administrative and system support and the traditional exam system.

Indonesia: Mutafa (2009) carried out important research to study the application of CLT in the Indonesian context. The findings of this study reveal that the implementation of CLT in the Indonesian educational context has been problematic for several reasons. First, the study found teachers with low confidence in using the target language, which is recommended by CLT. Secondly, the findings also highlight large classes with less time for sessions that prevent students from social communication as another major problem before the application of CLT. Finally, the emphasis on written exams, a lack of authentic materials, and a lack of opportunities for students to use English outside of the classroom are all major challenges that teachers face when implementing CLT.

Saudi Arabia: A similar study was conducted by Alzaidi (2011) to explore the extent to which the CLT was implemented by EFL teachers in intermediate state schools for girls. The study shows that teachers had positive attitudes towards CLT and they too had knowledge of the principles of CLT, but classroom observation of this study reports that teachers did not use CLT. Instead, they were still bound to follow traditional ways of teaching. There were a number of reasons behind the scenario why CLT was not implemented. Among them were the curriculum load and students' deficiency in English, which caused adverse effects on the implementation of CLT.

South Korea: Li (1998) conducted a study to investigate the perceptions of teachers and students towards the implementation of CLT. The findings of this significant study confirmed that South Korean teachers have similar problems while implementing the CLT in their classrooms. Li (1998) further looked into the perceived problems with adopting CLT among eighteen South Korean Secondary English School EFL teachers who studied at a Canadian school at that time. It was a mixed qualitative and quantitative study whose results endorsed various challenges the South Korean teachers encountered that fell into four categories caused by: (1) the teacher; (2) students; (3) the educational system; and (4) by CLT itself (Noor, 2018; Li, 1998).

2.13. ESL Context

Malaysia: Ramasivam (2019) conducted a study which revealed some important significant results with theoretical, educational, and practical consequences. In terms of pedagogical consequences, all of the respondents (teachers) were

skeptical that the CLT technique would assist pupils and were unwilling to use it in the classroom. According to the data, teachers' knowledge and skills in CLT are restricted because not all teachers have been educated in this strategy. As a result, it is critical for all ESL teachers to possess the necessary information, abilities, and training in how to use the CLT technique to teach speaking skills.

Singapore: Zhang (2006) explores the CLT principles and practices as reflected in the English language syllabuses of 1991 and 2001, with a focus on Singapore's experience with an ecological approach to ELT innovations. CLT ideas were incorporated into the 1991 syllabus, as well as an integrated, thematic, and process-based curriculum. Discussions on ELT, particularly how to improve the quality of English education in schools, have been common. The recently constituted Language Teaching Review Committees (LTRC), which are chaired by State Ministers, are a compelling example. This is due to the fact that English has played a critical role in Singapore's infrastructure, economic viability, racial harmony, and national unity. Singapore's administration has also been skilled at adjusting to rapid tides of change due to the country's vulnerability in many ways. Surprisingly, because CLT was interpreted to suggest that teachers should focus on fluency rather than accuracy, teachers did not devote enough time to formal grammar acquisition in the early years of CLT adoption. This skewed practice could be attributed to the teachers' lack of understanding of what CLT was supposed to be. Given the unique language learning setting in which Singapore students study English, the MoE believes it is critical for pupils to have a firm foundation in grammar.

Zimbabwe: Nyamayedenga (2017) conducted research on the implementation of CLT in primary schools and found that teachers lacked sufficient awareness of CLT and, as a result, were unaware that they should employ socioculturally relevant topics, activities, and learning aids to incorporate CLT into their English classes. Because English was their second language, the teachers were unable to communicate effectively (L2). The goal of the study was to see how primary school teachers in Zimbabwe use CLT as a technique to teach English as a second language (ESL). This study fills a research gap in the literature regarding the CLT strategy by analysing how Grade 7 primary school English teachers use CLT in select schools in Zimbabwe's Harare Metropolitan Province. The study focused on the activities and materials that teachers utilize and other elements that may obstruct or facilitate CLT adoption. A number of foreign scholars have researched the adoption of the CLT strategy. However, the majority of those studies have concentrated on secondary schools and universities. The study's major goal was to develop a contextual model for successful deployment. This study builds on previous research and embraces fundamental CLT concerns but contextualises them to better understand CLT implementation techniques in Zimbabwe.

Pakistan: Khan *et al.* (2006) investigated the effectiveness of CLT in public sector colleges in Pakistan. According to his research, the students in the experiment group showed a considerable improvement in their learning process, understanding, and writing skills. The findings showed that CLT is appropriate in the context of Pakistani ESL. In this study, it was also discovered that the teacher's role in a CLT-based classroom is critical. To teach using a CLT-based method, teachers must not only have a thorough understanding of all of the genre's key aspects but also be able to maintain students' interest. This study involved the teacher's explicit contribution to the development of language skills for meaningful communication. Because of the outdated approaches to ESL education in Pakistan's public-sector institutions, the study has the potential to assist students who struggle with English language conventions. This study demonstrated how teachers could benefit their students by switching to CLT-based education without making significant modifications to the curriculum.

India: Jabeen (2004) conducted a study that analyze instructors' classroom conduct; using a Communicative Approach (CA) in the classroom is uncommon. Although teachers claim to use a CA, they appear to use traditional methods in practice. The purpose of the suggested study was to examine the current scenario regarding the employment of a CLT in teaching English at the secondary level in various Delhi schools that follow the Central Board of School Examination (CBSE) New Delhi curriculum. To better understand instructors' attitudes about communicative skills, a Likert-type attitude measure was created. To further assess teachers' opinions regarding the communicative approach, a Likert-type attitude measure was created. The implementation of CLT is hampered by issues such as students' level of proficiency, a large volume of written work, time constraints, and teachers' fluency. Teachers' awareness of communicative language education was also found to be inadequate, despite the fact that multiple CA workshops are held each year for all schools that participate in communicative activities.

3. Research Methodology

3.1. Research Design

The present study is expected to explore the CLT perceptions of Afghan and Indian English Language Teachers (ELTs) and their perceived challenges/difficulties in implementing it. Hence, a descriptive quantitative survey method is used and is considered to be the appropriate research methodology. Quantitative research is a method that explains phenomena by collecting numerical data that is analyzed using a mathematically based method (Creswell and Creswell, 2017).

3.2. Research Questions

Keeping the overall goal (exploring the Afghan and Indian ELTs' perception of CLT and the perceived challenges/difficulties in its implementation) in account, the present study attempts to answer the following research questions:

1. What are the Afghan and Indian ELTs' perceptions of using CLT classroom activities?
2. What are the Afghan and Indian ELTs' perceptions of the challenges in CLT classrooms?

3.3. Participants

A total of ($N=50$) English language teachers (ELTs) from Afghan and Indian universities were selected to partake in the study using a simple random sampling technique. The sample size was calculated using G*Power Version 3.0.10 (Faul et al., 2007; Asif et al., 2022). It was also intended that an equal number of ELTs would participate from both the mentioned countries. However, at the time of survey execution, only ($N=40$) ELTs reliably participated in the online survey.

3.4. Data Collection Tool and the Process

The data collection tool for the present study, a survey questionnaire, was adopted with minor changes from the previous studies conducted in Asia by Noori (2018) and Li (1998). In order to ensure the reliability and internal consistency of the survey, two separate Cronbach Alpha tests were applied (Huck et al., 2008). Based on the collected data, the reliability and internal consistency were calculated (0.783 and 0.781), which are acceptable. The reason behind twice applying Cronbach Alpha is the two different Likert Scales used in the survey (Table 1).

Table 1: Cronbach Alpha Test 1 and 2		
Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.783	0.780	13
0.781	0.782	18

3.5. Data Analysis

The data obtained was analyzed by the Statistical Package for Social Sciences (SPSS) Version 26.0. The researchers applied frequency analysis in the form of a percentage, mean, and standard deviation to get various descriptive statistics to understand the CLT perception and its perceived challenges of implementation faced by Afghan and Indian ELTs. A one-way ANOVA test was applied to address the research question and respond to the statistical hypotheses (i.e., if there is a significant difference between the attitude/perception of Afghan and Indian ELTs).

4. Results

This section presents the methodical investigation of the data from a survey questionnaire duly adopted with minor required contextual changes from similar studies conducted by Noori (2018) and Li (1998) to identify the challenges faced by both Afghan and Indian ELTs while implementing the CLT in their classroom teaching. The percentage, mean score, and standard deviation results are depicted through organized tables. The research questions of the current study have been addressed using descriptive analysis and interpretation.

4.1. Demographic Results

Age, gender, country of residence, qualifications, teaching experience, and teaching load are the intended demographic factors in the current study (Table 2).

Table 2: Participants' Demographic Information					
		Demographic Information			
		Frequency	Percent	Valid Percent	Cumulative Percent
Age	Under 30	15	37.5	37.5	37.5
	30-40	23	57.5	57.5	95.0
	41-50	2	5.0	5.0	100.0
	Total	40	100.0	100.0	
Gender	Male	33	82.5	82.5	82.5
	Female	7	17.5	17.5	100.0
	Total	40	100.0	100.0	
Country	Afghanistan	20	50.0	50.0	50.0
	India	20	50.0	50.0	100.0
	Total	40	100.0	100.0	
Qualification	Ph.D.	14	35.0	35.0	35.0
	Master	24	60.0	60.0	95.0
	Bachelor	2	5.0	5.0	100.0
	Total	40	100.0	100.0	
Teaching Expearence	1-3	13	32.5	32.5	32.5
	3-5	3	7.5	7.5	40.0
	5-10	13	32.5	32.5	72.5
	11 Over	11	27.5	27.5	100.0
	Total	40	100.0	100.0	
Teaching Load	1-3	13	32.5	32.5	32.5
	3-5	3	7.5	7.5	40.0
	5-10	13	32.5	32.5	72.5
	11 Over	11	27.5	27.5	100.0
	Total	40	100.0	100.0	

4.2. Descriptive Results

To understand how frequently Afghan and Indian ELTs use CLT activities in their classrooms, the participants were given the options of both CLT and non-CLT activities to select. The purpose of this research question analysis is to explore respondents' actual use of CLT activities. The respondents were asked to choose the value point of (1-4), which means (1=Never, 2=Sometime, 3=Often and 4=Always). The result is shown in Table 3 in terms of mean score and standard deviation.

Observing the data in Table 3, the study found that Afghan and Indian ELTs use both the CLT and non-CLT activities in their classroom teaching. Teachers in both Afghanistan and India **often** use group discussion as a major CLT

activity, with a mean value of (3.03) and (SD=0.733). Pair work is another major CLT activity that is often used by Afghan and Indian ELTs when they teach English both as a foreign and second language, with a mean score of (3.05) and (SD=0.741). The study also highlights that calling on students to orally respond to any issue or topic is another CLT activity which is **often** practiced by Afghan and Indian ELTs with a mean value of (3.35) and (SD=0.802). Besides this, stimulation and role play are also **often** used by Afghan and Indian ELTs with a mean score of (3.03) and (SD=0.733). Reading and reporting from websites, games, listening to audio tapes, and answering questions are other major CLT activities used by Afghan and Indian ELTs with mean scores of (2.65), (2.75), and (2.75) with standard deviation values of (SD=0.864), (SD=0.870), and (SD=0.954), respectively. These three mean values are close to or share borders with (3), which means that Afghan and Indian ELTs **often** incorporate the mentioned CLT activities into their teachings.

Table 3: ELTs' Perceptions of Classroom CLT & Non-CLT Activities

	CLT and Non-CLT Activities		
	N	Mean	Std. Deviation
Grammar Explanation	40	2.30	0.939
Group Discussion	40	3.03	0.733
Pair Work	40	3.05	0.714
Translation Activities	40	2.25	0.840
Dictionary/Vocabulary Exercises	40	2.55	1.037
Stimulation/Role Play Activities	40	3.03	0.733
Reading and Reporting from Websites Activities	40	2.65	0.864
Reading Aloud	40	2.68	0.997
Pronunciation Drills Activities	40	2.70	0.883
Games	40	2.75	0.870
Listening to Audio Tape and Answering Questions	40	2.75	0.954
Call on Students to Orally Respond to any Issue/Topic	40	3.35	0.802
Reading/Reciting Dialogue	40	2.70	0.758
Valid N (listwise)	40		

Observing the data in the above table, the study found that Afghan and Indian ELTs use both the CLT and non-CLT activities in their classroom teaching. Teachers in both Afghanistan and India **often** use group discussion as a major CLT activity, with a mean value of (3.03) and (SD=.733). Pair work is another major CLT activity that is **often** used by Afghan and Indian ELTs when they teach English both as a foreign and second language, with a mean score of (3.05) and (SD=.741). The study also highlights that calling on students to orally respond to any issue or topic is another CLT activity which is **often** practiced by Afghan and Indian ELTs with a mean value of (3.35) and (SD=.802). Besides this, stimulation and role play are also **often** used by Afghan and Indian ELTs with a mean score of (3.03) and (SD=.733). Reading and reporting from websites, games, listening to audio tapes, and answering questions are other major CLT activities used by Afghan and Indian ELTs with mean scores of (2.65), (2.75), and (2.75) with standard deviation values of (SD=.864), (SD=.870), and (SD=954), respectively. These three mean values are close to or share borders with (3), which means that Afghan and Indian ELTs **often** incorporate the mentioned CLT activities into their teachings.

In addition to CLT activities, grammar explanation, translation, dictionary/vocabulary exercises, reading aloud, pronunciation drills, and reading and reciting dialogues are other non-CLT activities that the Afghan and Indian ELTs

sometimes/often utilize in their teachings. All of the stated activities are in the range of mean values of (2.30 to 2.70), which means 2=sometimes but shares borders with 3=often.

To investigate the second research question (the challenges the Afghan and Indian ELTs encounter while implementing the CLT method), the study classified the challenges into four sub-categories, which are (1) challenges related to teachers; (2) challenges related to students; (3) challenges related to system; and (4) challenges related to CLT itself. To measure the respondents perceptions, the study asked the research subjects to select the value rate from 1-4, meaning (1=not a challenge at all, 2=challenge, 3=minor challenge, and 4=major challenge).

	CLT Challenges Related to Teachers		
	N	Mean	Std. Deviation
Teachers' proficiency in spoken English is not sufficient.	40	2.85	0.921
Teachers lack the knowledge about the appropriate use of language in context.	40	2.62	1.005
Teachers lack the knowledge about the target language (English) culture.	40	2.85	0.975
There are few opportunities for teachers to get CLT training.	40	2.50	1.013
Teachers have little time to develop materials for communicative classes.	40	2.70	0.992
Teachers have misconceptions about CLT.	40	2.32	0.971
Valid N (listwise)	40		
Overall Average of (Mean) and (SD)		2.64	0.9795

The analysis in Table 4 reveals that: lack of teachers' spoken proficiency; lack of knowledge of appropriate use of language in context; lack of knowledge of target language culture; few CLT training opportunities for teachers; shortage of time for CLT material development; and teachers' misunderstandings about CLT are found to be minor challenges with the overall average of the mean value (2.64), which shares border with the mean value (3).

	CLT Challenges Related to Students		
	N	Mean	Std. Deviation
Students have low-level English proficiency.	40	2.68	0.997
Students have a passive style of learning.	40	2.73	0.987
Students resist participating in communicative class activities.	40	2.58	0.984
Students lack motivation for developing communicative competence.	40	2.55	0.959
Valid N (listwise)	40		
Overall Average of (Mean) and (SD)		2.635	0.98175

Findings in Table 5 illustrate that students' low level of English proficiency, passive learning style, resistance to classroom participation, and lack of motivation for developing communicative competence are considered minor challenges of CLT related to students with the overall average mean score of (2.635), which shares border with the mean value (3).

Table 6: ELTs' Perceptions about CLT Challenges Related to System			
	CLT Challenges Related to System		
	N	Mean	Std. Deviation
There is a lack of enough support from administration.	40	2.40	0.871
Teachers lack authentic materials such as newspapers, magazines, movies, etc.	40	2.65	0.949
Traditional view on teachers' and learners' role is not compatible with CLT.	40	2.50	0.961
Classes are too large for the effective use of CLT.	40	2.85	1.099
Grammar-based examinations have a negative impact on the use of CLT.	40	2.48	1.037
Valid N (listwise)	40		
Overall Average of (Mean) and (SD)		2.576	0.9834

Table 6 highlights the findings of the study in terms of Afghan and Indian ELTs' perceptions about the challenges of CLT related to the system. It is found that lack of administrative support before the learning/teaching process, lack of authentic learning/teaching materials, the traditional role of teacher and students, and large classrooms are all minor CLT challenges related to the system with the overall average mean score of (2.576) which is close to the mean value of (3).

Table 7: ELTs' Perceptions about CLT Related Challenges			
	CLT Challenges Related to Challenges		
	N	Mean	Std. Deviation
There is a lack of effective and efficient instruments to assess communicative competence.	40	2.60	0.955
CLT does not take into account the differences between EFL and ESL teaching contexts.	40	2.35	0.834
Western educational assumptions are not suitable within Asian contexts.	40	2.52	1.062
Valid N (listwise)	40		
Overall Average of (Mean) and (SD)		2.49	950333

Table 7 presents data about the challenges related to CLT itself as a method. It means there are still issues of concern among the practitioners of CLT that CLT as a method (Noori, 2018), despite having a lot of positive notes, CLT has a number of shortcomings when it specifically comes to effective assessment tools to assess learners' communicative competence, the different EFL and ESL teaching contexts, and the Western assumptions that are not suitable for Asian contexts. Hence, Afghan and Indian ELTs considered the stated shortcomings as minor challenges before the effective implementation of CLT. The average mean value is (2.49), which shares a border with (3).

5. Discussion

The present study explored the challenges that Afghan and Indian ELTs face while implementing the CLT method. Two important research questions guided the study. The first research question sought to understand the perceptions of Afghan and Indian ELTs regarding the use of CLT and non-CLT classroom activities. The analysis clearly shows that despite CLT being an effective method of ELT both in EFL and ESL contexts, it still has a number of challenges before its effective implementation by ELTs. The study shows that despite the major CLT activities, teachers both in EFL "Afghanistan" and ESL "India" are consciously or subconsciously influenced by non-CLT activities referencing the

classical or traditional methods of language teaching. For instance, the current study highlights that the use of grammar explanations, translation activities, dictionary/vocabulary exercises, reading aloud, and reading and reciting the dialogues are sometimes and/or often used by Afghan and Indian ELTs. Hence, it is understood that traditional methods still have their own scope of implementation in the current CLT era. The results are in line with similar studies conducted by Takal and Benti-Ibrahim (2019); Noori (2018); Karim (2009); Mustafa (2009); and Alzaidi (2011).

The second research question mainly investigated the CLT challenges related to teachers, students, the system, and CLT itself as a method. The study asked the respondents a number of key challenges in each section, where Afghan and Indian ELTs did not deny that they had no problems when it came to the implementation of CLT. First, they highlighted that lack of teachers' proficiency in spoken English, lack of teachers' knowledge about the appropriate use of language in context, keeping in mind that every language is amazingly complex (Justice, 2004), few CLT training opportunities for teachers, insufficient time for CLT material development, and teachers' misconceptions about CLT are all the challenges before successful and quality implementation of the CLT method, specifically in Afghan and Indian contexts. Secondly, the respondents also projected certain CLT challenges on the part of students. They are students' low-level English proficiency, passive learning style, resistance to classroom participation, and lack of motivation for developing communicative competence.

Next, participants in the current study further expressed their viewpoints about a number of CLT challenges related to the education system, which are the lack of enough support from administration towards the learning/teaching process that is based on CLT, lack of sufficient authentic materials such as newspapers, magazines, etc., the traditional view of student role (passive) and teacher (active) are not compatible with CLT, large classrooms and the existence of grammar-based explanations that have quite negative impacts on the use of CLT. Finally, the research subjects, both in Afghan and Indian contexts, agreed on the viewpoint that there are particular challenges related to CLT itself as a method. In this connection, the lack of effective and efficient assessment tools to evaluate the communicative competence of learners, the significant difference among the EFL and ESL teaching contexts and unsuitability of western assumptions with Asian contexts are considered some of the key highlighted challenges. The findings in this part are quite similar with other studies conducted by Zhang (2006); Li (1988); Jabeen (2004).

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6. Conclusion, Limitations and Suggestions for Further Research

The present study explored the challenges both the Afghan and Indian ELTs encountered while implementing the CLT method. The overall attitude towards the implementation of CLT was positive and encouraging as ELTs indicated that they utilized the method in practice. Despite the positive attitude/perceptions, ELTs in the current study perceived specific challenges that affect the effective application of CLT in classroom practices. The findings of this paper are not so diverse from what other researchers have found in both EFL and ESL contexts. The challenges were investigated into five main categories (teacher related challenges, student related challenges, administration related challenges, and CLT related challenges). The challenges identified in the present study included large classes; heavy teaching loads; grammar-based testing; lack of administrative support; students' low English language ability; and students' lack of enthusiasm to participate in communicative activities. Finally, it is clearly understood from the analysis that, regardless of the challenges Afghan and Indian ELTs face, there is a warm welcome note for CLT implementation since the respondents found that they apply major CLT activities in their classroom practices.

Besides this, the current study is based on a quantitative research design and is limited to English teachers in Afghanistan and India. For a more effective and holistic analysis of CLT implementation, the study suggests a mix of qualitative and quantitative methods, involving students in addition to teachers. It is further suggested that a comparative study may be conducted to find out how Afghan and Indian ELTs are diverse in their responses when it comes to the challenges of CLT in the process of implementation.

Conflicts of Interest

The authors have no conflicts of interest to declare.

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