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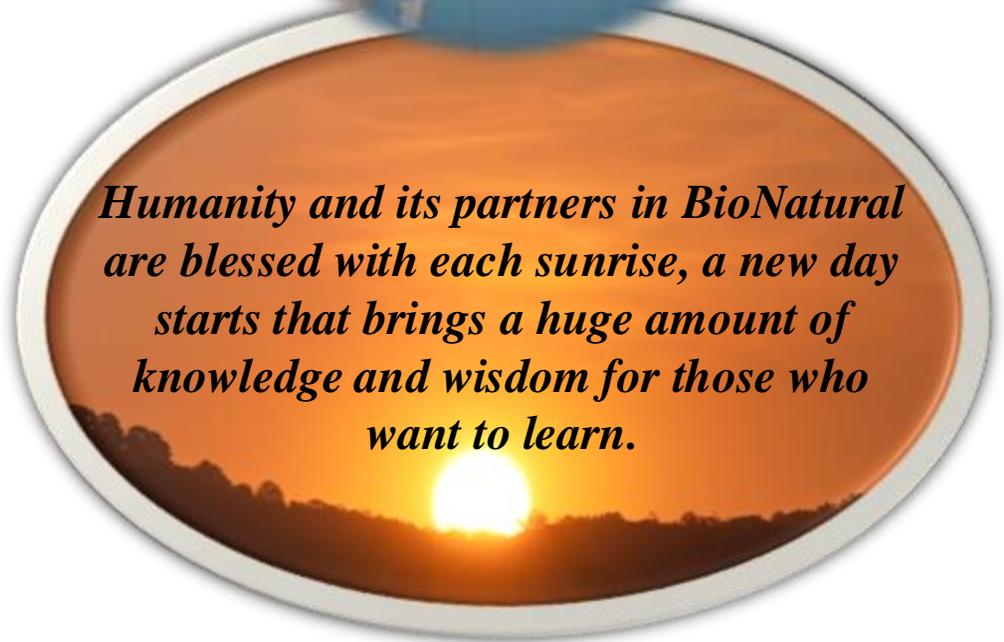
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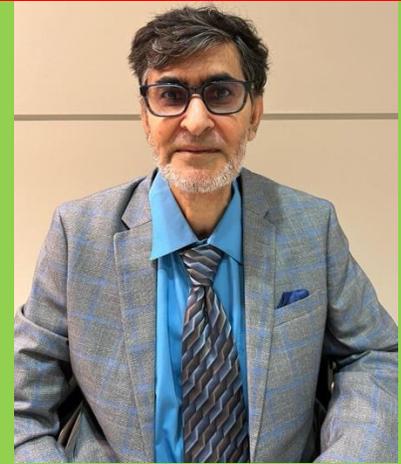
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On behalf of BioNatural Healing College (BNHC), it is with great pleasure that we extend Thanks & appreciation to Mr. Mahmood Rahimi Ph.D Candidate and Dr. Fahim Rahimi for their very informative research article and contribution to thist October BNHC E-Magazine edition. We look forward to receiving his invaluable contribution in the future and wish him much success in future endeavors.

Message: from the President of BioNatural Healing College (BNHC)

Greetings!



I am thrilled to express my heartfelt gratitude to the Almighty God for granting me the privilege to introduce the BioNatural Healing College (BNHC) E-Magazine October 2024 edition to our esteemed readers. Additionally, I extend my thanks to each one of you, especially our cherished readers, for your invaluable feedback and unwavering support. It's important to emphasize that the content within this magazine is intended solely for educational purposes, the author's perspectives are independent of any affiliation with BNHC.

We have high hopes that this BNHC E-Magazine will prove to be a valuable resource, made possible by the diligent contributions of esteemed researchers and colleagues from across the globe. With gratitude, I wish you all the best in health and a life filled with prosperity.

Warmest regards,

Dr. Nadir Sidiqi, Ph.D.



BioNatural Healing College

BioNatural Healing College Stands on Seven Core Pillar Foundations as follows:

1. All living organisms are made from the water this beautiful connection, connects us to praise the Creator of Creation for the provision of feeding, fueling, and healing to humanity.
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Factors that Impede the Application of Communicative Language Teaching in Afghan Public Universities: A Conceptual Review Paper

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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) instructors and 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, and system-related language proficiency that hinder 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

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 elaborates on the development of education from 1973 to 1978 and the hindrances and advancement to education from 1978 to 2001. It is widely used in education, business, government, media, and social networking (Akramy, 2022; DaqiQ & Hashemi, 2021; Noori et al., 2022). English Language is introduced as a foreign language from primary and remains mandatory in higher education across all disciplines (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 commonly 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 innate language ability as opposed to the classification of performance variables that accurately do 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 their ability to control and organize their 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 at 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. **Literature Review:** Experts in language teaching introduced a vast array of teaching methods to choose from, yet only some approaches work 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 indicates 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-centered 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 instills 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, inadequate 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 (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 existing 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. **Material and Method:** Articles were selected based on five essential characteristics to make sure their relevance and quality meet the needs of this conceptual paper. The focus was on CLT practices, problems, and attitudes within the Afghan higher educational context. The researchers prioritized studies with explicit research goals and numerous varieties of methodologies used, such as surveys, interviews, or mixed methods to offer a thorough view. This technique ensures that the findings are grounded on diverse data sources in order to enhance reliability and validity. The articles mentioned above were selected through a structured procedure that focused on CLT in Afghan higher education. The articles were reviewed over the last six years to confirm the relevance of the findings. The methodology used here in this review paper, such as surveys, interviews, and mixed 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 characteristics mentioned above enhance 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 insights mentioned above contribute to a deeper understanding of CLT activities and practices and provide potential implications for future practices and research. **CLT Application in Afghanistan**

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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 Quvanch, 2024)	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 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	Perceptions &	Quantitative	The findings revealed that despite positive attitudes towards CLT, obstacles such as large class sizes, heavy teaching loads, and student

(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: CLT Application in Afghanistan

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 using the communicative language teaching approach.

The studies above all rely on quantitative research surveys, which may 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 needed to 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 documents 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. **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' knowledge 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) emphasize 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.

Discussion Among the growing interest in English language learning and teaching, CLT has secured a place of high importance and positive perception in the research conducted. However, this study aimed to explore the challenges confronting the application of CLT in the English departments of Afghan public universities. Many other studies discuss the challenges of CLT application in higher education institutions (see (Eng & Peidong, 2021; Ashoori Tootkaboni, 2019; Athawadi, 2019; Chang & S. Goswami, 2011; Kimkong Heng, 2014; Vongxay, 2013)

To move on to a comprehensive discussion that explores the challenges in implementing (CLT) principles in English language departments based on the literature research to understand the obstacles hindering its practical implementation in Afghan higher education, thereby contributing to a deeper understanding of the subject matter. The study found several challenges in applying CLT in Afghan English departments.

Teacher-Related Challenges: The literature review unearthed a range of challenges impeding the application of CLT. First of all, the teacher-concerned challenges included a lack of understanding and solid knowledge of CLT among EFL teachers, which is aligned with several other studies (Abdulkader, 2016; Ashoori Tootkaboni, 2019; Athawadi, 2019). Athawadi also found the need for continuous teacher training programs to effectively implement CLT, stating that a lack of such programs hinders its successful implementation. Insufficient training is another challenge, and Afghan teachers need more training to apply CLT accordingly. Several other studies highlighted low English proficiency among teachers in applying CLT effectively (Ariatna, 2016; Athawadi, 2019; Daba et al., 2022). Chen et al. (2023) highlight that teachers' lack of expertise in learning theories is another major issue. Some English as a Foreign Language classroom instructors need to apply CLT due to the need for more awareness and understanding of this current approach, undermining their students' communicative abilities (Hattani, 2018). In order to implement CLT effectively, teachers have to broaden their horizons by getting training, sharpen their understanding by conducting research, and dig deeper to overcome teacher-related challenges.

Student-Related Challenges: One of the challenges that hamper the implementation of CLT is the low level of English proficiency of the students themselves. This is also found in several other studies that pinpoint the low level of students who feel anxious and uncomfortable participating or communicating in class (Alhajiri & Alshuraiaan, 2023; Huang, 2016; Ng et al., 2020; Toro et al., 2018). Therefore, Enhancing English proficiency among low-skilled students can enhance Communicative Language Teaching effectiveness by promoting active participation in communicative activities and understanding authentic language use. A study by (Shahid et al., 2022) found that traditional teaching methods, which prioritize grammar and lecture-based approaches, make it difficult for students to be proficient in the target language, leading to difficulties in higher education-level communicative abilities.

The other key challenge in CLT implementation is passive student, either because of their cultural background or lower level of foreign language exposure. East Asian students often exhibit passive learning behavior, deferring arguments to peers and teachers, potentially limiting the effectiveness of the CLT approach due to their cultural background (Dos Santos, 2020). The solution for the teacher to effectively apply CLT in the class lies in the idea that the teacher should provide and promote active and student-centered learning (Dilshodovna & Yusupova, 2024; Mirzayev & Oripova, 2022; Toro et al., 2018). Furthermore, lack of motivation among the students was another obstacle to effectively applying CLT. The student has to be intrinsically motivated to create meaningful opportunities for students to enhance their English language interaction (Lailiyah & Setiyaningsih, 2020; Syarief, 2016; Yousaf et al., 2017). **Challenges of Resource and Infrastructure:** Protracted conflict and other factors like corruption and poor management have directly or indirectly impacted human resources and infrastructures. Limited teaching material also hinders the successful implementation of CLT applications. Teachers must tailor teaching materials to CLT principles, incorporating communicative activities, authentic texts, role-plays, and task-based assignments to enhance meaningful language use and interaction (Acosta & Cajas, 2018; Sarikha, 2022). Lack of technology access and inadequate administration support were other hurdles in CLT implementation, as highlighted by certain other studies (Ariatna, 2016; Armnazi & Alakrash, 2021; Roy, 2016). Educators can boost technology resources in institutions by highlighting the advantages of technology-enhanced language learning, aligning with CLT principles to support CLT application (Yuan, 2022). This issue is also brought up by (Ilmudinulloh et al., 2022), the general problem of human resources and infrastructure in implementing CLT. Similarly, it is also stressed by (Al Asmari, 2015), in his research at Taif University English Language Centre, that instructors faced many challenges while implementing CLT.

Among the many challenges were accessing CLT resources and the education system. **Sociocultural Factors:** When it comes to the application of CLT, cultural differences are impeding the application of CLT, also highlighted by some other studies (Huang, 2016) (Mathieson, 2018) (Akhatovna, 2023). Teaching materials should include cultural diversity, diverse perspectives and contexts, and flexible lesson plans incorporating culturally relevant content and activities for different learners. Resistance of teachers to traditional teaching methods is considered a challenge to the successful application of CLT. Thornbury (2016) also states that teacher resistance may be partly motivated by resistance to change. Some papers in Afghanistan also raised concerns over the cultural aspect of CLT application. Abdullah (2018) argues that CLT is a Western product, and its application may not be practical. Building on Abdullah's previous statement, Qasemi and Quvanch (2024) argue that studies from various countries indicate that cultural discrepancy hinders CLT implementation. Takal and Ibrahim (2019) also mentioned the impacts of respective cultural practices that impede CLT's better application between the teacher and the student in the classroom. Finally, this is also stated by (Akramy et al., 2024) that the influence of cultural factors on Afghan student to adopt and enhance their understanding is also vital in CLT application. **System-Related Challenges:** The large classroom has also been brought to our attention and is considered a challenge in successfully implementing CLT. Several other studies also asserted that large classrooms constrain applying CLT (Ariatna, 2016; Chen et al., 2023; Sherwani & Kiliç, 2017).

Studies also indicate that curriculum misalignment impedes the implementation of CLT, which is in line with other studies that found this mismatch, too (Roy, 2016; Saleem et al., 2023; Tun, 2023). Another issue raised by the studies in Afghanistan was the challenge that EFL students often lack exposure to authentic English language use outside the classroom, which makes it a challenge to offer meaningful language input, while ESL students have enough exposure to language immersion, which is also supported by (Wei et al., 2018).

Communication and Language Proficiency Challenge: Limited exposure to English outside the classroom and in non-English speaking contexts can significantly challenge language learners, impacting their acquisition and proficiency development (Wei et al., 2018). Additionally, the issue of inadequate communicative competence among students and graduates in Afghanistan in communicative language teaching (CLT) was another factor that raised concern. This concern was discussed by (Al-Mahrooqi & Denman, 2018; and Nyinondi et al., 2016) that CLT teaches Communication Competence (CC), focusing on meaningful language use, understanding different purposes, setting and participant differences, creating diverse texts, and upholding communication despite language limitations through numerous strategies, including formal and informal speech, suitable language for written and spoken communication. In conclusion, this study has explored several avenues to discover the challenges of communicative language teaching (CLT) in English departments of public universities in Afghanistan. It discusses it comprehensively, stating that several limitations and obstacles were deeply addressed, such as teacher-related, student-related, systemic issues, limited resources, and cultural differences. It emphasizes the need for educators, administrators, and policymakers to provide adequate training, resources, and support to improve CLT implementation and language learning outcomes in Afghan higher education.

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 its commitment to providing quality education and preparing students with the necessary language skills for success in today's modern technology world.

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