

Wahidullah - From the viewpoints of Afghan university lecturers revision.

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From The Viewpoints of Afghan University Lecturers, Using The Communicative Language Teaching Method to Teach and Learn English Language

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Abstract

Investigating how English as a Foreign Language (EFL) instructors at Afghan public universities felt about the application of Communicative Language Teaching (CLT) was the aim of this study. The study used a quantitative research design that included a survey questionnaire. The survey questionnaire was completed by fifty Afghan EFL instructors, and the results were evaluated using descriptive statistics (mean, standard deviation, and frequency). Overall, the findings demonstrated that CLT is seen well by Afghan EFL instructors. The most favourable opinions regarding the role of students in CLT were displayed, suggesting that students firmly think that learners have a crucial role in putting CLT into practice. The role of quality/quantity of error-correction had the lowest mean. The overall findings showed that the Afghan EFL lecturers have positive perceptions about. Future research should be done, according to this study, to learn more about the opinions of Afghan EFL lecturers at both public and private universities. Teachers, students, and policymakers should all take note of the current findings. Curriculum revisions are implemented by policymakers to align with the nation's adoption of CLT.

Key words: learning and teaching English language, Communicative language method, lecturers' perception

Introduction

The profession of teaching languages began in the nineteenth century. During that period, applied linguists aimed to create guidelines for successful and efficient instruction in the then-emerging sciences of linguistics and psychology. The twentieth century saw numerous modifications to language teaching techniques as a result of advancements in methodology and changes in development. These modifications to language instruction were also influenced by historical demands on the proficiency of the students. For example, shifting the emphasis of language requirements from text comprehension to oral competence altered language and language education ideas in addition to the teaching approach (Kelly, 1969; Howatt, 1984). The 1970s saw the introduction of Communicative Language Teaching in European countries, and the 1980s saw its incorporation into English language curriculum, according to Littlewood (2007) and Ozsevik (2010). CLT is viewed as an approach as opposed to a method (Richards Jack and Rodgers, 2001; Larsen-Freeman, 2000). It is believed by Nunan and Carter (2001), Richards & Renandya (2002), and Richards Jack and Rodgers (2001) that the Situational Language Teaching Approach from the 1960s served as the inspiration for CLT. The idea behind communicative

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