



## **CHALLENGES IN IMPLEMENTING COMMUNICATIVE LANGUAGE TEACHING IN UZBEKISTAN'S EFL CLASSROOMS**

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**Abstract:** Communicative Language Teaching (CLT) has been widely adopted as an effective approach to English as a Foreign Language (EFL) instruction, promoting learners' communicative competence through interactive and learner-centered activities. In Uzbekistan, the implementation of CLT in EFL classrooms faces several challenges, including large class sizes, limited resources, traditional teaching practices, and insufficient teacher training. This article examines these challenges and discusses potential strategies to enhance the effectiveness of CLT in the Uzbek EFL context.

**Key words:** Communicative Language Teaching, EFL, Uzbekistan, language education, teacher training, classroom challenges

### **Introduction**

The Communicative Language Teaching (CLT) emphasizes the development of learners' communicative competence through interaction and meaningful communication. In Uzbekistan, the adoption of CLT in EFL classrooms has been encouraged by educational reforms aiming to improve English language proficiency among students. However, the practical implementation of CLT faces several obstacles.

One significant challenge is the prevalence of large class sizes, which hinders the effective application of CLT principles. In overcrowded classrooms, it becomes difficult for teachers to manage interactive activities and provide individualized feedback, essential components of CLT (Rakhmonova, 2023). Additionally, limited access to authentic teaching materials and technological resources constrains the ability to create engaging and communicative learning environments (Underwood, 2017).

Traditional teaching practices, deeply rooted in grammar-translation methods, also pose a barrier to CLT implementation. Many teachers continue to focus on grammatical accuracy and rote memorization, which contrasts with the communicative approach's emphasis on fluency and interaction (Makhkamova and Kusanova, 2020). This adherence to traditional methods is often reinforced by high-stakes examinations that prioritize grammatical knowledge over communicative competence (Underwood, 2017).

Teacher training and professional development opportunities related to CLT are limited in Uzbekistan. Many EFL teachers lack sufficient training in communicative methodologies, resulting in a lack of confidence and proficiency in implementing CLT strategies effectively (Rakhmonova, 2023). Furthermore, the absence of continuous professional development programs impedes teachers' ability to adapt to new pedagogical approaches and integrate CLT into their teaching practices (Akhmedov and Ne'matov, 2021).

Students' low English proficiency levels and limited exposure to the language outside the classroom further complicate the adoption of CLT. In many cases, students struggle with basic language skills, making it challenging to engage in communicative activities that require a certain level of linguistic competence (Esanova, 2024). Moreover, the lack of an English-speaking environment outside the classroom limits opportunities for students to practice and reinforce their language skills, which is vital for the success of CLT (Nazirova et al., 2023).

## Conclusion

In conclusion, to address these challenges, several strategies can be considered. Reducing class sizes or implementing group-based activities can facilitate more effective interaction and personalized feedback. Investing in teacher training programs focused on CLT methodologies will equip educators with the necessary skills and confidence to implement communicative approaches. Curriculum reforms that align assessment methods with communicative objectives can also encourage the adoption of CLT. Additionally, incorporating technology and multimedia resources can enhance the availability of authentic materials and create more engaging learning experiences.

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