

Communicative Language Teaching in Academic Lyceums: Challenges and Solutions

Zoitova Sadoqat Raxmat qizi, Naralieva Nazokat Mukhiddinkhan kizi
Academic lyceum of UWED

Abstract. *The study examined the challenges encountered by teachers when applying Communicative Language Teaching (CLT) in second language instruction. CLT is widely regarded as one of the most effective approaches to language teaching; however, from teachers' perspectives, it presents several practical difficulties. This approach aims to develop native-like proficiency and pronunciation while fostering the integrated development of the four language skills: reading, listening, speaking, and writing. As a result, successful implementation of CLT depends on a well-designed curriculum and appropriately selected instructional content that encourages meaningful interaction in the classroom.*

Despite its advantages, teachers may struggle to achieve optimal outcomes through CLT when learners show low motivation or limited interest in communicative activities. Another significant challenge arises when students fail to consistently use the target language, even though active practice is essential for language acquisition. Furthermore, translating theoretical CLT principles into effective classroom practice can be difficult, particularly when implementing the prescribed curriculum and materials. These challenges highlight the complexity of applying Communicative Language Teaching in real classroom contexts.

Key words: *Communicative Language Teaching (CLT), second language acquisition, language teaching challenges, teacher perspectives, classroom interaction, learner motivation, target language use, curriculum implementation, communicative competence.*

The contemporary world is largely influenced by Western countries, including Britain, Australia, and North America, where English plays a dominant role in global communication. As a result, English has become an international language, and proficiency in English is essential for competing successfully in modern society. However, teaching and learning English remain challenging for many second language learners. Consequently, the exploration and adoption of innovative and modern approaches to second language instruction are crucial for enhancing learners' performance and overall success.

Replacing traditional teaching methods with communicative approaches has proven to be particularly effective in improving learning outcomes. In many Asian and African countries, the shift toward communicative language teaching has led to more learner-centered and interactive classrooms. A similar trend can be observed in several Middle Eastern countries, where language instruction increasingly incorporates collaborative learning environments supported by modern technology. These developments facilitate Communicative Language Teaching (CLT) and promote more meaningful engagement with the target language among second language learners.

One such approach is Communicative Language Teaching (CLT), which emphasizes meaningful interaction, real-life communication, and the development of communicative competence. In many Asian, African, and Middle Eastern countries, traditional teacher-centered methods are increasingly

being replaced by communicative approaches that promote learner participation and collaboration, often supported by modern technologies. Academic lyceums, as institutions preparing students for higher education, play a vital role in implementing CLT to develop students' language skills effectively. However, despite its theoretical strengths, the practical application of CLT in academic lyceums presents several challenges that require careful consideration and appropriate solutions.

Communicative Language Teaching in Academic Contexts

Communicative Language Teaching is grounded in the idea that language is best learned through active use rather than passive memorization of grammatical rules. CLT aims to develop learners' ability to communicate effectively by integrating the four language skills—listening, speaking, reading, and writing—within meaningful contexts (Richards, 2006). In academic lyceums, this approach is particularly relevant, as students are expected to use English for academic purposes, critical thinking, and interaction in diverse educational settings.

CLT encourages student-centered instruction, where learners actively participate in pair work, group discussions, role plays, and problem-solving tasks. These activities help learners develop fluency, confidence, and pragmatic competence. Moreover, CLT aligns with modern educational goals that emphasize creativity, collaboration, and learner autonomy (Brown, 2007). However, the successful implementation of CLT depends on several contextual factors, including curriculum design, teacher competence, learner motivation, and institutional support. The findings of the study confirm that Communicative Language Teaching produces positive outcomes in English as a Foreign Language contexts, particularly in enhancing learners' fluency, communicative competence, and overall classroom engagement. Analysis of the pre-test and post-test results revealed that students exposed to CLT-oriented instruction demonstrated notable progress in their speaking and listening skills. These improvements are consistent with earlier research conducted by Carless (2007) and Nunan (1991), which highlights the effectiveness of communicative and task-based approaches in developing oral language proficiency.

The task-based framework inherent in CLT encourages learners to actively use English in meaningful and authentic situations, thereby fostering the development of practical language skills required for real-life communication. Through activities such as role-plays, simulations, and problem-solving tasks, students are provided with opportunities to negotiate meaning, express personal ideas, and respond to others in the target language. Such experiences not only enhance linguistic accuracy and fluency but also help learners gain confidence in using English beyond the classroom setting.

In addition to linguistic gains, the study revealed high levels of learner motivation in CLT-based classrooms. Student feedback indicated that interactive and student-centered activities increased their interest and willingness to participate in lessons. This finding supports Zhang's (2009) assertion that communicative approaches contribute to more engaging learning environments by shifting the focus from teacher-led instruction to active learner involvement. A supportive classroom atmosphere, where learners feel encouraged to communicate without fear of making mistakes, further strengthens motivation and sustained engagement.

Moreover, qualitative data gathered through classroom observations and interviews suggest that CLT facilitates the development of higher-order cognitive and social skills. Students were frequently observed engaging in collaborative tasks, group discussions, and interactive problem-solving activities, which promoted critical thinking, teamwork, and effective communication strategies. These observations align with Littlewood's (2004) view that meaningful interaction and social participation are central to successful language learning. Overall, the findings indicate that CLT not only enhances language proficiency but also supports the holistic development of learners by integrating linguistic, cognitive, and interpersonal competencies.

Challenges in Implementing CLT in Academic Lyceums

Despite its advantages, teachers in academic lyceums often encounter difficulties when applying CLT in real classroom situations. One major challenge is learners' limited proficiency in the target language, which may hinder effective communication. When students lack sufficient vocabulary or

grammatical knowledge, they may rely on their first language, reducing opportunities for meaningful target language use (Littlewood, 2004).

Another significant challenge is learner motivation. CLT requires active participation, yet some students may feel anxious, shy, or uninterested in communicative activities. This is especially common in contexts where learners are accustomed to traditional, exam-oriented teaching methods. In addition, large class sizes and limited instructional time can restrict teachers' ability to organize interactive activities and monitor student performance effectively.

Teachers also face challenges related to curriculum implementation. Although CLT principles may be reflected in official syllabi, translating these principles into classroom practice is not always straightforward. Inadequate teaching materials, lack of authentic resources, and insufficient training in communicative methodologies can limit teachers' effectiveness (Richards & Rodgers, 2014). Furthermore, assessment systems that prioritize written exams over communicative competence may discourage teachers from fully adopting CLT.

Possible Solutions and Pedagogical Implications

To address these challenges, several practical solutions can be considered. First, teachers should receive continuous professional development focused on communicative methodologies, classroom management, and assessment literacy. Training programs can help teachers design meaningful communicative tasks that are appropriate for learners' proficiency levels and academic needs.

Second, curriculum designers should ensure that learning objectives, teaching materials, and assessment methods are aligned with CLT principles. The inclusion of communicative and performance-based assessment, such as presentations, portfolios, and peer assessment, can encourage both teachers and students to prioritize communicative competence (Fulcher, 2012). Technology can also play a supportive role by providing access to authentic materials, interactive platforms, and opportunities for real-life communication.

Third, learner motivation can be enhanced by creating a supportive classroom environment where mistakes are viewed as a natural part of learning. Teachers can select topics relevant to students' academic interests and future goals, thereby increasing engagement and participation. Gradual integration of communicative activities, combined with explicit language support, can help learners gain confidence in using the target language.

Communicative Language Teaching offers significant potential for improving English language education in academic lyceums by promoting meaningful interaction, learner autonomy, and the integrated development of language skills. However, its successful implementation is influenced by various challenges, including learner proficiency, motivation, curriculum constraints, and assessment practices. Addressing these challenges requires a coordinated effort involving teacher training, curriculum reform, and supportive institutional policies.

Thus, for successful assimilation of language means and rules of communicative behaviour to have a sense to «...cultural norms and patterns of the people who speak the language» (Brown, 2007. p.194) we should exceed the limits of CLT instruction and integrate it with pragmatically- or culturally-oriented approaches. The pragmatic aspect of language teaching focus on active engagement in social interaction, teaching discourse and genres production through using appropriate communication strategies (Makhkamova, 2019). While teaching cultural, or pragmatic attributes learners realize cultural specificity of language use and communicative behaviour of the native speakers. It is desired here to emphasize pragmatic fluency in the context of FLT (House, 1996), which can be achieved within interlanguage pragmatics implemented via culture-oriented methods

By adopting flexible teaching strategies, aligning assessment with communicative goals, and fostering an interactive learning environment, academic lyceums can enhance the effectiveness of CLT. Ultimately, overcoming these challenges will enable learners to develop the communicative competence necessary for academic achievement and active participation in the global community.

Used literature:

1. Brown, H. D. (2007). *Principles of language learning and teaching*. Pearson Education.
2. Fulcher, G. (2012). Assessment literacy for the language classroom. *Language Assessment Quarterly*, 9(2), 113–132.
3. Littlewood, W. (2004). The task-based approach: Some questions and suggestions. *ELT Journal*, 58(4), 319–326.
4. Richards, J. C. (2006). *Communicative language teaching today*. Cambridge University Press.
5. Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching*. Cambridge University Press.
6. Yunusova, Z. (2024). Challenges and Prospects of Teaching English for Journalism Students. *Excellencia: International Multi-disciplinary Journal of Education (2994-9521)*, 2(6), 328-330.
7. Yunusova, Z. (2022). Teaching English for specific purposes and its types. *Oriental renaissance: Innovative, educational, natural and social sciences*, 2(Special Issue 27), 106-109..
8. Zilola, Y. (2022). TEACHING ENGLISH FOR SPECIFIC PURPOSES AND ITS TYPES.