

The Effect of Teacher's Attitude on Using Communicative Approach in EFL Classroom

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Abstract

This study explores the effect of teachers' attitude on using communicative approach in EFL classroom. The study was conducted in Tehsil Dipalpur in District Okara, District Vehari and District Pakpattan in the Province of Punjab, Pakistan. The target population of this study were all the students of Higher secondary and graduate level learning English as Foreign Language while 50 students were selected as sample population from three Higher secondary schools and three Degree Colleges.. The students were taught about a week by communicative method to clear their concepts about it and convenient sampling technique was adopted to collect data and collected data were analyzed on SPSS. The study revealed that helping attitude of the teachers casts positive effect while using communicative approach in EFL classroom. The study also found out that tolerance, feedback, freedom of speech and integrated teaching attitude enhance students learning ability.

Key words: Language, Teachers, Communicative Approach, Punjab.

1. Introduction

English language is lingua franca playing a vital role in bringing the people of diversified ethnicities closer under the influence of rapid globalization. Tendency towards learning English is increasing among the students across the world. To facilitate the students of other than English speaking countries, the linguists made various researches and to have deeper insight through literature review following researches were gone through to find out the gape of the current study. In this regard, Al-Magid (2006) conducted a descriptive case study regarding "The Effect of Teacher's Attitude on The Effective Implementation of Communicative Approach in ESL Classroom" sampling at six secondary schools in Harare, Zimbabwe (as EFL environment) to determine the effect of 38 O-level English teachers' attitudes on their classroom practice. Quantitative and qualitative methods of data collection, including a questionnaire, an observation instrument and a semi structured interview were used to gauge teachers' attitudes, assessing the extent to which attitudes were reflected in their classroom behavior, and eliciting teachers' verbalization of how they conceive of their professional task. The findings show that the effective implementation of the Communicative Approach was critically dependent on teachers' positive attitudes towards this approach.

2. Literature Review

In order to review the importance of the space of the current research following researches were reviewed. First being Chang (2011) who carried out a study aimed at investigating "EFL Teachers' Attitudes toward Communicative Language Teaching in Taiwanese College." An explanatory mixed method was used in the study. It was a two-phase research design, starting with quantitative data collection and analysis, followed by qualitative data collection and analysis. The qualitative phase was used to explain the results of the quantitative phase. The results of this study indicated that the teachers held favorable attitudes toward principles of CLT and displayed characteristics

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of CLT in their beliefs. Also, the results demonstrated that Taiwanese college English teachers believe CLT can make English teaching effective and meaningful.

Savignon & Wang (2003) investigated "Communicative language teaching in EFL contexts: Learner Attitudes and Perceptions" A questionnaire was developed to investigate first-year university EFL learners' perceptions of the classroom practices they had experienced in secondary school as well as their beliefs about language. To maximize the range of perspectives on current secondary school teaching practices in Taiwan, a sample of first-year university students from different elementary and secondary school backgrounds was used. One hundred seventy-four freshman students from two Taipei universities, 105 female students and 69 male students responded to a questionnaire designed to reflect their attitudes and beliefs about English language learning, in general, and their recollections of experiences with EFL instructional practices in secondary school, in particular. He concluded that an understanding of learner attitudes and their perceptions of current teaching practices is important to an accurate definition of the function and goals of EFL and of the methods of teaching that best help learners to attain these goals.

Mulat (2003) investigated the phenomena attempting to find out secondary school English language "Teachers' Attitudes towards Communicative Language Teaching and Practical Problems in its Implementation." A questionnaire that consisted of 30 items was distributed to 80 English language teachers in ten government secondary schools that are found in West Gojjam and Bahir Dar Special Zones of Amhara Region. The results indicate that teachers have mildly positive attitude towards communicative language teaching, implementation of CLT can be more effective if teachers have strong attitude towards it. It is, therefore, suggested that policy makers, syllabus designers, teacher educators and other concerned bodies should take into account teachers' attitudes and beliefs. Besides, in adopting an innovation, it is important to consider the circumstances it is operating so that the communicative approach can fit well into the Ethiopian English language teaching / learning context.

Ansarey (2012) explored "Communicative Language Teaching in EFL Contexts: Teachers Attitude and Perception in Bangladesh." A mixed method research design was used for this research. Participants for this study were thirty teachers of English teaching at primary and secondary levels. The main modes of data collection consisted of questionnaire and informal interviews. The results show that English for foreign language (EFL) teachers, whilst aware of the achievements, observe many difficulties in implementing CLT in their classrooms. These difficulties stem from four directions, namely, the teacher, the students, the educational system, and CLT itself. The results suggest that despite showing keen interest in change and being eager to identify with CLT, teachers are not optimistic about the complete adoption of CLT, and thus feel that only by overcoming the difficulties from these four sources and by establishing more favorable conditions for the implementation of CLT, they can truly benefit from CLT in their English classrooms.

Bahumaid (2012) investigated "The Communicative Approach in EFL Contexts." It also aimed at making a brief critical evaluation of the impact of CLT in the Gulf public school system. He concluded that the utilization of communicative language teaching in public education in the Arab Gulf region for more than three decades have undoubtedly produced some positive results affecting both syllabi and teaching material as well as the instructional process in class. However, several

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pitfalls and limitations have now become apparent. These include questions regarding the 'feasibility' of setting communicative objectives for teaching English in a situation where learners have only limited exposure to English outside the class and may not perceive a real need to use the language in their local community. Other limitations include culturally inappropriate texts and the lack of competence of many Arab teachers of English in the foreign language as well as in communicative methodology. To tackle these limitations, the writer has proposed specifying 'realistic' objectives for TEFL in the Gulf situation on the basis of a analysis of the learners' needs, producing 'culturally appropriate' and 'truly natural' materials, adopting an eclectic approach in the selection of the communicative teaching techniques and learning tasks that would be used in the English classrooms in the Gulf and launching intensive training programs for Arab teachers of English in communicative methodology.

Ahmad & Rao (2013) observed "Applying Communicative Approach in Teaching English as a Foreign Language: a Case Study of Pakistan." The methodology of this research was comprised of a survey study to investigate the Pakistani teachers' perception of the CLT approach and their perceived impediments in its application at the higher secondary level. A semi-structured questionnaire was used for this purpose, and ten teachers were interviewed. This research proved the fact that, if provided with suitable conditions, Pakistani learners can increase their communicative ability. The use of the CLT approach has shown to increase motivation for learning. The survey study also signifies the possibility of implementing the CLT approach in Pakistan. The respondent teachers showed their willingness to incorporate communicative activities in classrooms. They have a good understanding of the use of the CLT approach.

So, keeping in view the above mentioned reviews we can say that positive, helping and appreciated teachers' behavior in using communicative approach in ESL classroom is integrative, in that it is designed to help individual's function in the community. It is also dependent on the teacher's language proficiency, teaching resource and, the availability of suitable material. The topic further investigates the phenomenon by postulating the following objectives of the study:

3. Objectives of the Study

Maintaining the idea about the effect of of teachers' attitude on using communicative approach in EFL classroom, the study postulates the following objectives:

4. Hypothesis

1. To find out the perception of the students towards communication approach in teaching English as a foreign language.
2. To explore effectiveness of communicative approach in EFL class.

5. Methodology

The current study was based on mix methods research: qualitative and quantitative. It was descriptive research for which questionnaire was developed and an experiment was carried out by teaching a number of 50 students for a week. The purpose of teaching was to develop a concept of communicative teaching among the students of EFL classroom and to collect the responses of the students about the effect of teachers' behavior towards it. The population was all the students of higher secondary and graduation level of Tehsil Dipalpur in District Okara, District Vehari and from District Pakpattan in the Province of Punjab, Pakistan. The data collected through

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questionnaire was analyzed on SPSS version 20 to get the mean score, standard Deviation and standard Error.

Table 1: Showing the perception of the students towards communication approach in teaching English as a foreign language

Statements	N			Std. Deviation
		Mean	Std. Error	
Communicative approach is an appropriate method for EFL classroom?	50	1.60	.095	.670
Students' performance is based on the behavior they imitate by their teacher consciously or unconsciously.		1.28	.064	.454
English may be taught most effectively when it is used as student-teacher conversation in the classroom.		1.36	.080	.563
Teacher's appreciation instigates the learning attitude in the students of EFL classroom.		1.50	.112	.789
Direct Feedback to the students puts positive effects on the learning of the students.		1.74	.139	.986
Teacher is a facilitator whose ultimate aim is to help the students by all means.		1.48	.100	.707
Good English language learning takes place in a communicative environment where teacher is a leader.		1.46	.091	.646
Using communicative Approach activates the students' minds to the learning of English.		1.44	.082	.577

Statement 1 in the above table shows the mean score about communicative approach as an appropriate method that is 1.60 with SE .095 and SD .670. The mean score 1.60 shows that communicative approach is suitable for students in learning English as foreign language. Statement 2 shows the mean score about students' performance based on the teacher's behavior that is 1.28 with SE .064 and SD .454. The mean score 1.28 shows that students' performance is necessarily based on the behavior they imitate by their teacher consciously or unconsciously. Statement 3 shows the mean score about the effectiveness of teaching English that is 1.36 with SE .080 and SD .563. The mean score 1.36 shows that English can be taught effectively if it is used as communication between teachers and students in the classroom. The 4th statement of teachers' appreciation, a motivation for learning attitude has a mean statistic 1.50 with SE .112 and SD .789. The mean score is 1.50 that means the teacher's appreciation motivates the learning attitude in the students of EFL classroom. The next statement about the effect of direct feedback carries the mean static 1.74 with SE .139 and SD .986. The mean score 1.74 shows that the direct feedback to the students puts positive effects on the learning of the students. After that the statement about the teacher's role as a facilitator has a mean score 1.48 with SE .100 and SD .707. The mean score 1.48 reveals that the teacher is a facilitator whose ultimate aim is to help the students by all means. The next statement about the environment of English language learning has mean score 1.46 with SE .091 and SD .646. The mean score 1.46 shows that good English language learning takes place in a communicative environment where teacher is a leader. The last statement about the use of

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communicative approach has a mean score 1.44 with SE .082 and SD .577. The mean score is 1.44 which means using communicative Approach activates the students’ minds to the learning of English.

Table 2 showing results about the effectiveness of communicative approach in EFL class

Statements	N			Std. Deviation
		Mean	Std. Error	
Communicative Approach brings confidence among the students to speak English in the class.	50	1.52	.104	.735
Communicative Approach in the English Language class inspires teacher to seek more knowledge for the students.		1.40	.086	.606
In communicative Approach, teacher provides learners with activities which create interest among the students.		1.54	.082	.579
Communicative Approach encourages the students to the learning of English.		1.56	.104	.733
Correcting errors in communicative approach is ignored.		2.04	.154	1.087
Communicative Approach provides freedom of speech to the students by building confidence.		1.46	.091	.646
Communicative Approach helps in creating socialization between the teacher and students.		1.66	.113	.798
Students improve their spoken form of language through Communicative Approach.		1.60	.128	.904

The first statement about bringing confidence among the students shows the mean static 1.52 with SE .104 and SD .735. The mean score 1.52 means communicative approach brings confidence among the students to speak English in the class. The next statement about the inspiration of the teacher has mean static 1.40 with SE .086 and SD .606. The mean score 1.40 indicates that communicative approach in the English Language class inspires teacher to seek more knowledge for the students. The third statement about the provision of activities for the learner has mean static 1.54 with SE .082 and SD .579. The mean score 154 means in communicative Approach, teacher provides learners with activities which create interest among the students. The next statement about the encouragement of learning English shows the mean static 1.56 with SE .104 and SD .733. The mean score 1.56 depicts that communicative approach encourages the students to the learning of English. After that the statement about correcting errors in communicative approach has the mean static 2.04 with SE 154 and SD 1.08. The mean score 2.04 shows that correcting errors in communicative approach is ignored. In the next statement about the freedom of speech the mean static is 1.46 with SE .091 and SD .646. The mean score 1.46 indicates that

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communicative approach provides freedom of speech to the students by building confidence. The statement about socialization has the mean static 1.66 with SE .113 and SD .798. The mean score 1.66 shows that communicative approach helps in creating socialization between the teacher and students. The last statement about the improvement of speaking skill has the mean score 1.60 with SE .128 and SD .904. The mean score 1.60 depicts that students improve their spoken form of language best through communicative approach.

6. Discussion

The analysis of the data depicted that the current study investigated the perception of the students towards communication approach in teaching English as a foreign language and the effectiveness of communicative approach in EFL class. According to the respondents the communicative approach is suitable for students in learning English as foreign language as the mean score is 1.60 and SD .670. The response about students' performance is that it is highly based on the teacher's behavior as the mean score 1.28 with SD .454 clearly shows that the students think that their performance is necessarily based on the behavior they imitate by their teacher consciously or unconsciously. The mean score 1.36 with SD .563 in statement 3 about the effectiveness of teaching English shows the response of the students that English can be taught effectively if it is used as communication between teachers and students in the classroom. The perception of the students regarding teachers' appreciation, a motivation for learning attitude has a mean statistic 1.50 with SD .789 that means the teacher's appreciation highly motivates the learning attitude in the students of EFL classroom. The response of the students about the effect of direct feedback carries the mean static 1.74 with SD .986 which shows that the direct feedback by the teacher to the students puts positive effects on the learning of the students. After that the response about the teacher's role as a facilitator has a mean score 1.48 with SD .707 reveals that the teacher is a facilitator whose ultimate aim is to help the students by all means. The next response about the environment of English language learning has mean score 1.46 with SD .646 shows that good English language learning takes place in a communicative environment where teacher is a leader. The response of the students about the use of communicative approach has a mean score 1.44 with SD .577 which means using communicative Approach activates the students' minds to the learning of English.

Discussing our second objective which carries the question about effectiveness of communicative approach in EFL classroom also got the good and positive response by the students. The first response about bringing confidence among the students shows the mean static 1.52 with SD .735 means communicative approach brings a lot more confidence among the students to speak English in the class. The next response about the inspiration of the teacher has mean static 1.40 with SD .606 indicates that communicative approach in the English Language class inspires teacher very much to seek more knowledge for the students. The response about the provision of activities for the learner has mean static 1.54 with SD .579 means in communicative Approach, teacher provides learners with a number of activities which create interest among the students. The next response about the encouragement of learning English shows the mean static 1.56 with SD .733 depicts that communicative approach encourages the students very much to the learning of English. After that the response about correcting errors in communicative approach has the mean static 2.04 with SD 1.08 shows that correcting errors in communicative approach is often ignored. In the next response about the freedom of speech the mean static is 1.46 with SD .646 indicates that communicative approach provides freedom of speech to the students by building a lot of confidence. The response

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about socialization has the mean static 1.66 with SD .798 shows that communicative approach helps much more in creating socialization between the teacher and students. The last response collected by the students about the improvement of speaking skill has the mean score 1.60 with SD .904 depicts that students improve their spoken form of language best through communicative approach in EFL classroom.

7. Conclusion

Keeping in view the above mentioned facts and figures we can say that the effect of teachers' attitude matters very much while using communicative approach in EFL classroom. The positive and helping attitude increases students' performance through a friendly teacher-student conversation, teacher's appreciation, direct and indirect feedback and creating an environment where teacher is a facilitator. It is further concluded about the effectiveness of communicative approach in EFL classroom that it not only works for students but also for the teachers by improving their knowledge, confidence and skills in devising activities for the students. A teacher should ignore the minute errors made by the students, giving them freedom of speech to develop socialization among them so as the purpose of communicative teaching should be achieved.

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