



Attitude of English Language Teachers' Towards Communicative Approach in ESL Classrooms

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ABSTRACT

This study is related to Communicative Language Teaching. It is an attempt to find out the Upper Primary school English Language Teachers' attitudes towards Communicative Language Teaching. It is set out to investigate the possible problems that may hinder the implementation of the approach in the classrooms. The study of literature found that most of the study done on the school and University (higher education) students. There is no study undertake for the primary teachers' English language skill improvement. Objective of the study is to examine the attitude of English language teachers' towards communicative approach in ESL classrooms. This is an empirical study done on primary data collected from the 50 English language teachers' respondents of different government and granted upper primary schools of Jamnagar District. The selection of sample has done by random cluster method. Result of study indicates that if respondents get proper practice, demonstration and audio-visual aided support for language improvement, it can be turned in positive outcome.

Introduction:

There is no common definition of attitudes. The Oxford Advanced Learners' Dictionary of Current English (1995:66) defines attitudes as "the way that you think and feel about somebody or something; the way that you behave towards somebody or something that shows how you think and feel". This study is related to Communicative Language Teaching. It is an attempt to find out the Upper Primary school English Language Teachers' attitudes towards Communicative Language Teaching. It is set out to investigate the possible problems that may hinder the implementation of the approach in the classrooms.

Review of Literature:

The situational factors that influence teachers' attitudes towards the implementation of ESL teaching methods are explored. Finally, the scale for measuring attitudes is discussed. According to Larsen-Freeman and Long (1991:178-79), teachers' attitudes are



decisive for L2 learning. Considerable research has been conducted on the role of attitudes and motivation in ESL learning from the point of view of the learner. Prominent in this regard are the works of Lambert (1955), Lambert (1985), Gardner and Lambert (1959, 1972), Gardner and Smythe (1981) in Gardner and Macintyre (1993:2). There are three main interrelated dimensions: beliefs, feelings, and behaviors.

Research Gap:

The study of literature found that most of the study done on the school and University (higher education) students. There is no study undertake for the primary teachers' English language skill improvement. The present study is an attempt in this direction to analyze student's language competency and improvement efforts in terms of English language.

Objective of the study:

1. To examine the attitude of English language teachers' towards communicative approach in ESL classrooms.
2. To analyze the methods/activities used by the English language teachers' for communicative approach in ESL classrooms.
3. To find out the difficulties faced by the English language teachers' for communicative approach in ESL classrooms.

Hypothesis of the study:

1. The attitude of English language teachers' towards communicative approach in ESL classrooms is not equal.
2. There is no significant difference among methods/activities and difficulties used/faced by the English language teachers' for communicative approach in ESL classrooms.

Research Methodology:

This is an empirical study done on primary data collected from the 50 English language teachers' respondents of different government and granted upper primary schools of Jamnagar District. The selection of sample has done by random cluster method.

The pre test has been taken after giving them group work for the presentation of oral communication through dialogues. The dialogues were selected from the standards 7th and 8th Gujarati medium English textbooks. Second year respondents have to learn these content in English language for presentation, it is the reason of the material selection for the study.

After a week, the post test has been conducted. The trainees have presented their conversations in pair or group. They have selected different and new situational dialogues to present them in an innovative way/method.



In both test observation was made by three observers to nullify to bias of the researcher. The secondary data has been collected from various available sources for the purpose of reference. The collected primary data has been tabulated, cross tabulated for the purpose of analysis, the percentage, average and T test has been administer to avail the result for the analysis.

The details of the collected data has been summarized and tabulated, then presented in table and graphical way as under:

Table 1 Respondents Profile

Item	Responses		
Stream of 12th	Arts = 43	Science = 03	Com = 04
% in 12th standard	Upto 55 = 02	Upto 70 = 11	>70 = 37
% in 1st year PTC	Upto 55 = 00	Upto 70 = 00	>70 = 50
12th with English	Yes = 50	No = 00	-
After 12th English	Yes = 00	No = 50	-
Reading English News paper / Magazine	Yes = 11	No = 39	-
Done English Course	Yes = 01	No = 49	-
Viewing English Channels	Yes = 20	No = 30	-
Family command on English	Yes = 28	No = 22	(Comc= Commerce)
Interested in learning English	Yes = 50	No = 00	

As table 1 indicates the profile of the all respondents, it can be depicted that the respondents are divided by stream, result of 12th standard with/without English and 1st year of P. T. C, and their language learning habits and competency of English language.

Table 2 Frequency for Pre Oral Test Score

Score	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Frequency	2	1	3	6	2	2	6	8	3	2	6	2	3	0	2	1	1

(Total score of Pre Oral Test = 27)

Table 2 indicates that total 17 different score frequency were found from the responses as per their scores. The lower score is 01 and higher is 17 of all the respondents. The highest frequency is of score 08. It reveals that the English language skills of the respondents in pre oral test is found at medium competency level.

Table 3 Frequency for Post Oral Test Score

Score	17.5	17.75	18	18.5	18.75	19	19.5	19.75	20	20.5	20.75	21	21.5	22	22.5	23	23.5
Frequency	2	5	2	4	1	4	3	3	5	2	1	3	2	4	4	1	2



(Total score of post test = 27)

Table 3 of post oral test i.e. audio-visual aided test of the respondents for English language skill, A total 17 scores found from the 50 frequency, where, 17.50 is the lower score and 23.75 is the higher score found. The result of table 2 shows that the audio-visual aided oral test has improved the English language skill of the respondents. Their language competency improve from medium to higher competency level.

Testing of Hypothesis:

The two hypotheses has been framed to found the silent features of the results, a T test has administer through Excel to found the significance of the hypothesis of present study. The result of testing is as under

Hypothesis 1

The English language speaking skill among the respondents is not equal.

Table 4 testing of English language skill among the P. T. C. trainees

Item	N	Average of scores	T ratio	d f	Significance
P.T.C.students	50	8.6875	0.0008564	49	N. S.

(Coefficient level:0.005)

Table 4 is of testing of hypothesis 1 "The English language skill among the respondents is not equal". The result of the testing at 0.005 coefficients is found 0.0008564 as the T ratio, where the average of scores is 8.6875 and degree of freedom is 49.

The result of the T analysis of is not found significant. Therefore, the null hypothesis is accepted. It reveals that there is difference in the English language skill among the respondents.

Hypothesis 2

There is no significant difference among the score of pre test and post test on the English language skill of the respondents.

Table 5 testing of English language skill among the P. T. C. trainees

Item	N	Average of score	T ratio	d f	Significance
P.T.C.students	50	20.38888889	8.8351716	49	Significant

(Coefficient level:0.005)

Table 5 is of testing of hypothesis 2 "There is no significant difference among the score of pre test and audio-visual aided post test on the English language speaking skill of respondents. The result of the testing at 0.005 coefficients is found 8.8351716 as the T ratio, where the average of scores is 20.38888889 and degree of freedom is 49.



The result of the T analysis is found significant. Therefore, the alternate hypothesis is accepted. It reveals that there is difference in the English language skill among the respondents after the audio-visual aided support. It indicates that if respondents get proper audio-visual support for language improvement, it can be turned in positive outcome.

The major findings:

- The respondents are divided by stream, result of 12th standard with/without English and 1st year of P. T. C, and their language learning habits and competency of language. A total 17 different score frequency were found. The lower score is 01 and higher is 17 the highest frequency is of score 08. It reveals that the English language skill of the respondents in pre oral test is found at medium competency level.
- From total 17 scores found from the 50 frequency, where, 17.50 is the lower score and 23.75 is the higher score found. This shows that the audio-visual aided oral test has improved the English language skill of the respondents. Their language competency improves from medium to higher competency level.
- Testing of hypothesis 1, the result of the testing at 0.005 coefficients is found 0.0008564 as the T ratio, where the average of scores is 8.6875 and degree of freedom is 49. The result of the T analysis of is not found significant. It reveals that there is difference in the English language skill among the respondents.
- Testing of hypothesis 2, the result of the testing at 0.005 coefficients is found 8.8351716 as the T ratio, where the average of scores is 20.38888889 and degree of freedom is 49. The result of the T analysis of is found significant. Therefore, the alternate hypothesis is accepted. It reveals that there is difference in the English language skill among the respondents after the audio-visual aided support.

Recommendation:

Result of study indicates that if respondents get proper practice, demonstration and audio-visual aided support for language improvement, it can be turned in positive outcome.

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