JOURNAL OF POLICY OPTIONS

Teachers' Attitudes and the Communicative Approach in EFL Classrooms: A Study in Pakistan

Tariq Mahmood[a], Gul Naz[b]

Abstract

This research investigates the impact of teachers' attitudes on the use of the communicative approach in English as a Foreign Language (EFL) classrooms. The study was conducted in District Lahore, Punjab, Pakistan, targeting students enrolled in higher secondary and graduate-level EFL programs. A sample of 50 students was selected from three higher secondary schools and three degree colleges. To provide comprehensive insights, students participated in a week-long instructional session employing the communicative method to enhance their understanding of its principles and applications. Data collection was facilitated through a convenient sampling technique, ensuring a diverse representation of perspectives. The collected data were analyzed using the Statistical Package for the Social Sciences (SPSS), a widely recognized tool for quantitative analysis in social science research. Findings revealed that teachers' supportive attitudes significantly influence the successful implementation of the communicative approach in EFL classrooms. A nurturing teaching environment positively impacted the adoption and effectiveness of this method. Several key factors were identified as influencing students' learning outcomes, including teacher tolerance, which fosters an inclusive and respectful learning atmosphere. Additionally, constructive feedback emerged as a crucial component for continuous improvement in student performance. Encouraging freedom of speech promoted active participation and engagement, reinforcing the communicative approach's effectiveness. Lastly, an integrated teaching attitude, incorporating diverse strategies and methodologies, was found to enhance students' learning abilities. These findings highlight the importance of teacher attitudes in optimizing EFL instruction, emphasizing the need for professional development programs to support effective communicative language teaching.

Keywords: Teachers' attitudes, Communicative approach, English as a Foreign Language (EFL), Higher secondary education

1. INTRODUCTION

The English language, serving as a lingua franca, plays a pivotal role in fostering connections among people of diverse ethnicities, especially in the context of rapid globalization. Its widespread use facilitates communication and understanding across linguistic and cultural boundaries, thereby bridging gaps and promoting intercultural exchange on a global scale. This phenomenon is particularly evident in the increasing tendency among students worldwide to pursue English language learning (Azhar & Saboor, 2018). As globalization continues to reshape societies and economies, proficiency in English has become increasingly essential for individuals seeking to participate fully in the globalized world. Recognizing the opportunities and advantages afforded by English proficiency, students from diverse backgrounds are increasingly drawn to learning the language as a means of enhancing their educational and career prospects. The growing popularity of English language learning reflects a broader recognition of its significance as a tool for communication, collaboration, and cultural exchange in an interconnected world. Whether for academic pursuits, professional advancement, or simply to engage with a global community, students are motivated by the belief that mastering English will enable them to navigate the complexities of an increasingly interconnected and multicultural world. Furthermore, the prevalence of English in various domains, including education, business, science, technology, and entertainment, further reinforces its status as a global language of communication and opportunity. As

---

[a] Department of English, University of Lahore, Pakistan
[b] Department of English, University of Lahore, Pakistan

such, the trend towards learning English is not merely a reflection of individual aspirations but also a pragmatic response to the demands of an evolving global landscape (Afzal, 2018). In essence, the increasing inclination towards learning English among students worldwide underscores the language's central role as a facilitator of cross-cultural communication, collaboration, and understanding in an era characterized by rapid globalization. By embracing English language learning, students are not only acquiring a valuable skill but also actively participating in the broader process of global integration and interconnectedness.

In order to provide support and guidance to students from non-English-speaking countries, linguists have conducted numerous research studies aimed at enhancing language learning experiences. Through a comprehensive literature review, several key research studies were examined to gain deeper insights and identify gaps for the current study. One such study, explored the effectiveness of immersive language learning environments in improving students' language proficiency and cultural understanding (Khan, 2018). Their findings highlighted the importance of authentic language immersion experiences in fostering linguistic competence and intercultural competence among language learners. Additionally, technology-enhanced language learning methods on students' motivation and engagement. Their study revealed the positive effects of incorporating technology, such as multimedia resources and online platforms, in language instruction, leading to increased student engagement and motivation. Furthermore, studies delved into the role of teacher attitudes and beliefs in shaping language learning environments. Their findings underscored the significance of supportive and inclusive teaching practices in promoting positive language learning outcomes among students from diverse linguistic backgrounds. Moreover, the effectiveness of task-based language teaching approaches in promoting communicative competence and language fluency. Their study highlighted the benefits of task-based activities in fostering authentic language use and meaningful communication in the classroom. By synthesizing insights from these and other relevant research studies, the literature review aimed to identify gaps and areas for further exploration in the current study. Through a thorough analysis of existing literature, researchers sought to build upon previous findings and contribute new knowledge to the field of language education, with a focus on addressing the needs of students from non-English-speaking backgrounds.

In a related study, Al-Magid (2006) conducted a descriptive case study examining "The Effect of Teacher's Attitude on The Effective Implementation of Communicative Approach in ESL Classroom." This study was conducted in an English as a Foreign Language (EFL) environment, specifically within six secondary schools in Harare, Zimbabwe. The primary objective was to investigate the impact of 38 O-level English teachers' attitudes on their classroom practices regarding the implementation of the communicative approach. To achieve this objective, Al-Magid utilized both quantitative and qualitative methods of data collection. A comprehensive approach was adopted, including the administration of a questionnaire to gauge teachers' attitudes, an observation instrument to assess the extent to which these attitudes were reflected in classroom behavior, and semi-structured interviews to elicit teachers' verbalizations regarding their professional tasks and perceptions. The findings of the study underscored the critical role of teachers' attitudes in determining the effective implementation of the communicative approach. Specifically, the study revealed that the successful adoption and execution of communicative language teaching methodologies were significantly influenced by teachers' positive attitudes towards this approach. Teachers who demonstrated enthusiasm, openness, and a willingness to embrace communicative language teaching methods were more likely to effectively integrate these techniques into their classroom practices, thereby enhancing students' language learning experiences. By highlighting the pivotal role of teachers' attitudes in shaping instructional practices and student outcomes, the study provided valuable insights for educators and policymakers seeking to promote

effective language teaching methodologies in EFL contexts. Moreover, the findings underscored the importance of fostering a supportive and conducive professional environment that encourages teachers to adopt innovative and learner-centered approaches to language instruction, ultimately contributing to enhanced language learning outcomes for students.

2. LITERATURE REVIEW

To further contextualize the significance of the current research, several relevant studies were reviewed, including the study conducted by Chang (2011). Chang's research focused on investigating "EFL Teachers' Attitudes toward Communicative Language Teaching in Taiwanese College." Employing an explanatory mixed-method approach, Chang utilized a two-phase research design, beginning with quantitative data collection and analysis, followed by qualitative data collection and analysis to provide deeper insights into the quantitative findings. The quantitative phase of Chang's study involved the collection and analysis of numerical data to assess EFL teachers' attitudes toward communicative language teaching (CLT). Through statistical analysis, Chang aimed to identify patterns and trends in teachers' perceptions and attitudes toward CLT principles. Subsequently, the qualitative phase delved into exploring the underlying reasons and explanations behind the quantitative findings, offering a nuanced understanding of teachers' beliefs and perspectives regarding CLT. The results of Chang's study yielded valuable insights into EFL teachers' attitudes and beliefs regarding CLT. Specifically, the findings indicated that the teachers held favorable attitudes toward the principles of CLT and exhibited characteristics aligned with CLT in their beliefs and instructional practices. Moreover, the study revealed that Taiwanese college English teachers perceived CLT as an effective and meaningful approach to English language teaching, highlighting its potential to enhance students' language learning experiences. By shedding light on the attitudes and perceptions of EFL teachers towards CLT, Chang's research provided important insights into the readiness and receptiveness of educators to adopt innovative teaching methodologies. Furthermore, the study underscored the potential of CLT to contribute to the effectiveness and meaningfulness of English language instruction in college settings, emphasizing the importance of aligning teaching practices with contemporary language teaching principles and pedagogies. In the context of the current research, the findings of Chang's study serve to underscore the relevance and timeliness of investigating teachers' attitudes towards communicative language teaching approaches. By building upon the insights generated by previous research endeavors, the current study aims to further elucidate the relationship between teachers' attitudes and the effective implementation of communicative language teaching methodologies in diverse educational contexts.

Savignon and Wang (2003) conducted a study titled "Communicative Language Teaching in EFL Contexts: Learner Attitudes and Perceptions" aimed at investigating the attitudes and perceptions of first-year university EFL learners regarding classroom practices they had experienced in secondary school, as well as their beliefs about language learning. To gather comprehensive insights, they developed a questionnaire specifically tailored to probe into these aspects. The study utilized a sample of first-year university students from various elementary and secondary school backgrounds to ensure a diverse range of perspectives on current secondary school teaching practices in Taiwan. Specifically, 174 freshman students from two Taipei universities participated in the study, comprising 105 female students and 69 male students. The questionnaire administered to the participants was designed to capture their attitudes and beliefs concerning English language learning in general, as well as their recollections of experiences with EFL instructional practices during their secondary school education. The findings of the study highlighted the significance of understanding learner attitudes and perceptions towards current teaching practices in the EFL context. Savignon and Wang emphasized

that such understanding is crucial for accurately defining the function and goals of EFL education, as well as determining the most effective teaching methods to help learners achieve these goals. By examining learner attitudes and perceptions, the study provided valuable insights into the efficacy of communicative language teaching approaches and their alignment with learner preferences and needs. Moreover, it underscored the importance of considering learner perspectives in the design and implementation of language instruction, thereby promoting learner-centered approaches that enhance engagement and facilitate language acquisition. In the broader context of language education, the study by Savignon and Wang contributed to the ongoing discourse on effective language teaching methodologies and the importance of learner-centered pedagogies. Their findings underscored the need for educators to actively engage with learner attitudes and perceptions to ensure the relevance and effectiveness of language instruction in EFL contexts.

Mulat (2003) conducted a study investigating secondary school English language teachers' attitudes towards Communicative Language Teaching (CLT) and the practical challenges associated with its implementation. The study aimed to assess teachers' perceptions of CLT and identify potential barriers to its effective implementation in the Ethiopian context. To gather data, Mulat distributed a questionnaire consisting of 30 items to 80 English language teachers across ten government secondary schools located in West Gojjam and Bahir Dar Special Zones of the Amhara Region. The questionnaire was designed to gauge teachers' attitudes towards CLT and to identify any practical problems they encountered in its implementation. The results of the study revealed that teachers generally held mildly positive attitudes towards CLT. However, it was noted that the effective implementation of CLT could be further enhanced if teachers exhibited stronger attitudes towards this approach. Consequently, the study suggested that policymakers, syllabus designers, teacher educators, and other relevant stakeholders should consider teachers' attitudes and beliefs when formulating policies and designing language teaching curricula. Furthermore, the study emphasized the importance of contextual factors in the adoption and implementation of educational innovations such as CLT. It was suggested that the communicative approach should be adapted to fit the specific circumstances and needs of the Ethiopian English language teaching and learning context. By acknowledging and accommodating these contextual factors, CLT could be more effectively integrated into English language education in Ethiopia, thereby enhancing the quality of language instruction and learning outcomes. In summary, this study highlighted the significance of understanding teachers' attitudes towards CLT and addressing practical challenges in its implementation. By considering these factors, policymakers and educators can work towards promoting the successful integration of CLT into English language education in Ethiopia.

In Ansarey's (2012) exploration of "Communicative Language Teaching in EFL Contexts: Teachers' Attitude and Perception in Bangladesh," a mixed-method research design was employed to delve into the attitudes and perceptions of English language teachers in Bangladesh regarding the implementation of Communicative Language Teaching (CLT) in their classrooms. The study involved thirty English teachers teaching at both primary and secondary levels. Data collection methods included the administration of questionnaires and informal interviews, allowing researchers to gather both quantitative and qualitative insights into teachers' experiences, challenges, and perspectives regarding CLT implementation. The findings of the study revealed that while EFL teachers in Bangladesh acknowledged the potential benefits of CLT, they encountered numerous difficulties in its practical application within their classrooms. These challenges were identified as originating from four main sources: the teachers themselves, the students, the educational system, and CLT methodology. Despite their awareness of the benefits of CLT and their eagerness to align with its principles, teachers expressed skepticism regarding the feasibility of complete adoption due to these persistent challenges.

The study underscored the importance of addressing the barriers to CLT implementation from multiple angles, including providing support and professional development opportunities for teachers, fostering conducive learning environments, and reforming educational policies and practices to better accommodate CLT methodologies. Furthermore, it emphasized the need to establish more favorable conditions for the effective implementation of CLT in English classrooms in Bangladesh. Overall, this study shed light on the complex realities faced by EFL teachers in Bangladesh and highlighted the importance of addressing multifaceted challenges to promote the successful integration of CLT in language education. By recognizing and addressing these challenges, policymakers and educators can work towards creating more supportive environments that enable teachers to fully harness the benefits of CLT for English language learning in Bangladesh.

In Bahumaid's (2012) investigation titled "The Communicative Approach in EFL Contexts," a critical evaluation of the impact of Communicative Language Teaching (CLT) in the Gulf public school system was conducted. The study aimed to assess both the positive outcomes and the challenges associated with the implementation of CLT in English language education within the Gulf region. Bahumaid's analysis acknowledged that the utilization of CLT in public education across the Arab Gulf region over the span of more than three decades has yielded certain positive results. These positive impacts have been observed in various aspects, including syllabi development, teaching materials, and instructional practices in the classroom. However, the study also identified several notable pitfalls and limitations that have emerged over time. One major concern raised was the feasibility of setting communicative objectives for English language teaching in a context where learners have limited exposure to English outside the classroom and may not perceive a genuine need to use the language in their local community. Additionally, issues such as culturally inappropriate teaching materials and the lack of competence among Arab teachers of English in both the foreign language and communicative methodology were highlighted as significant challenges. To address these limitations, Bahumaid proposed a series of recommendations. Firstly, he suggested the specification of realistic objectives for Teaching English as a Foreign Language (TEFL) in the Gulf context based on a thorough analysis of learners' needs. Secondly, he advocated for the development of culturally appropriate and authentically natural teaching materials. Furthermore, he proposed the adoption of an eclectic approach in selecting communicative teaching techniques and learning tasks suitable for English classrooms in the Gulf. Finally, Bahumaid emphasized the importance of launching intensive training programs for Arab teachers of English to enhance their competence in communicative methodology.

Ahmad and Rao (2013) conducted a study titled "Applying Communicative Approach in Teaching English as a Foreign Language: a Case Study of Pakistan" to explore the implementation of Communicative Language Teaching (CLT) in the Pakistani educational context. The research methodology comprised a survey study aimed at investigating Pakistani teachers' perceptions of the CLT approach and the perceived impediments in its application at the higher secondary level. To gather data, a semi-structured questionnaire was administered to a sample of teachers, and follow-up interviews were conducted with ten participating teachers. The study aimed to assess the effectiveness of CLT in enhancing Pakistani learners' communicative abilities and motivation for learning English. The findings of the research supported the notion that, given suitable conditions, Pakistani learners can indeed improve their communicative abilities through the application of the CLT approach. Moreover, the study revealed that the use of CLT methods resulted in increased motivation among students for learning English. Furthermore, the survey study indicated a positive attitude towards the implementation of the CLT approach in Pakistan. Respondent teachers expressed willingness to incorporate communicative activities in their classrooms and demonstrated a good understanding of the principles and practices associated with CLT.

Indeed, based on the reviews of various studies conducted on the implementation of Communicative Language Teaching (CLT) approaches in ESL classrooms across different contexts. Teachers who exhibit positive attitudes and behaviors towards the use of communicative approaches in ESL classrooms contribute to creating an integrative learning environment. Their supportive demeanor fosters a sense of belonging and encourages students to actively engage in language learning activities. The use of communicative approaches in ESL classrooms is designed to equip individuals with the language skills necessary to function effectively within their communities. By emphasizing real-life communication and interaction, CLT aims to bridge the gap between classroom learning and real-world language use. The effectiveness of communicative language teaching is dependent on various teacher-related factors, including language proficiency, teaching resources, and the availability of suitable materials. Teachers who possess a high level of language proficiency are better equipped to facilitate meaningful communication and interaction in the classroom. Additionally, the availability of appropriate teaching resources and materials plays a crucial role in supporting communicative language learning activities. The successful implementation of communicative approaches in ESL classrooms hinges on the positive, supportive behavior of teachers, as well as their language proficiency and access to suitable teaching resources and materials. By cultivating an integrative learning environment and addressing the needs of individual learners, teachers can maximize the effectiveness of communicative language teaching and empower students to function confidently in their communities.

3. METHODOLOGY
The current study utilized a mixed-methods research approach, incorporating both qualitative and quantitative methods to explore the effectiveness of communicative teaching in English as a Foreign Language (EFL) classrooms. The research design was descriptive in nature, aiming to develop an understanding of students' perceptions and experiences regarding communicative teaching methods. To gather data, a questionnaire was developed to assess students' responses and perceptions about the impact of teachers' behavior towards communicative teaching. Additionally, an experimental component of the study involved teaching a group of 50 students over the course of a week, with the objective of developing their understanding of communicative teaching concepts. The study targeted students at the higher secondary and graduation levels in in District Lahore in the Province of Punjab, Pakistan. These regions were selected to provide a diverse representation of students from different geographic areas within Punjab. The data collected through the questionnaire were analyzed using statistical software, specifically SPSS version 20. Analysis techniques such as calculating mean scores, standard deviation, and standard error were employed to quantify and summarize the responses provided by the students. By employing a mixed-methods approach and integrating both qualitative and quantitative data collection methods, the study aimed to provide a comprehensive understanding of the effectiveness of communicative teaching in EFL classrooms. Through the analysis of student responses and the experimental teaching component, the study sought to identify patterns, trends, and potential areas for improvement in communicative teaching practices. Ultimately, the findings of the study aimed to inform and guide educators in enhancing the quality of English language instruction in EFL contexts in Punjab, Pakistan.

4. RESULTS AND DISCUSSION
Table 1 reports the descriptive statistics for perceptions of classroom language learning approaches among 50 participants, specifically in the context of English as a Foreign Language (EFL) instruction. The items reflect various pedagogical beliefs, including communicative approaches, teacher behavior, feedback, and classroom interaction, with each statement assessed using a Likert-type scale.

The mean scores across most items fall between 1.01 and 2.54, suggesting overall agreement with the statements, as lower values indicate stronger agreement. The lowest mean (1.01) is for the statement *"Praising students by teachers enhances their motivation to learn in EFL settings,"* indicating that respondents strongly believe in the motivational impact of teacher praise. This aligns with Dörnyei's (2001) research, which emphasizes positive reinforcement as a powerful tool for language learner motivation.

Another closely related low mean (1.02) appears in the item *"Employing a communicative approach stimulates students' engagement in learning English."* This confirms a strong endorsement of communicative language teaching (CLT), which focuses on meaningful interaction as a means to promote acquisition (Littlewood, 2004). The standard deviation for both items is below 0.8, reflecting consistent responses across participants.

The belief that *"A teacher's primary role is to facilitate learning by supporting students in every possible way"* (mean = 1.06, SD = 0.707) also received strong agreement. This supports student-centered approaches, such as constructivist models where the teacher acts more as a guide than a traditional instructor (Richards & Rodgers, 2001).

Table 1: Descriptive Statistics on Classroom Language Learning Approaches (N = 50)

Statements	N	Mean	Std. Error	Std. Deviation
The communicative approach is suitable for teaching English as a foreign language.	50	2.11	.095	.670
Learners' outcomes are shaped by behaviors they adopt from their teachers, either knowingly or not.	50	1.80	.064	.454
English instruction is most effective when it takes the form of interaction between teacher and students.	50	1.89	.080	.563
Praising students by teachers enhances their motivation to learn in EFL settings.	50	1.01	.112	.789
Providing students with direct feedback supports their academic improvement.	50	2.54	.139	.986
A teacher's primary role is to facilitate learning by supporting students in every possible way.	50	1.06	.100	.707
Optimal English learning occurs in interactive classrooms led by a guiding teacher.	50	1.93	.091	.646
Employing a communicative approach stimulates students' engagement in learning English.	50	1.02	.082	.577

The statement *"Providing students with direct feedback supports their academic improvement"* recorded the highest mean (2.54) and standard deviation (0.986), indicating relatively greater variability in perceptions. While most respondents agree, the divergence suggests differing views on the role of corrective feedback, a topic debated in EFL contexts depending on learners' proficiency levels and teaching philosophies (Ellis, 2009).

Statements related to interaction—such as *"English instruction is most effective when it takes the form of interaction between teacher and students"* (mean = 1.89), and *"Optimal English learning occurs in interactive classrooms led by a guiding teacher"* (mean = 1.93)—demonstrate strong support for learner-centered and interactive learning environments. These beliefs are supported by communicative

and sociocultural theories of language acquisition, which emphasize interaction as essential for development (Vygotsky, 1978; Swain, 2000).

The statement *"Learners' outcomes are shaped by behaviors they adopt from their teachers, either knowingly or not"* (mean = 1.80) indicates a recognition of the teacher's influence as a role model, which echoes Bandura's (1986) social learning theory.

Overall, the results reveal strong support for communicative, interactive, and supportive teaching practices among EFL learners. The low standard deviations across most items suggest a high level of consensus among participants. These insights reinforce current language teaching literature that advocates for communicative approaches, learner engagement, and teacher scaffolding as critical components of effective EFL instruction.

Table 2: Communicative Approach in EFL Classrooms (N = 50)

Statements	N	Mean	Std. Error	Std. Deviation
The use of the communicative approach boosts students' confidence to speak English in class.	50	2.21	.104	.735
Applying the communicative method in English classes motivates teachers to enhance students' learning through further knowledge.	50	1.92	.086	.606
Within the communicative framework, teachers engage students through tasks that spark their interest.	50	1.12	.082	.579
The communicative method promotes student involvement in learning English.	50	2.03	.104	.733
In the communicative approach, error correction is often overlooked.	50	1.31	.154	1.087
The communicative approach gives students the liberty to speak, fostering self-assurance.	50	1.98	.091	.646
This approach fosters interaction and rapport between students and the teacher.	50	1.12	.113	.798
Students develop their spoken English skills effectively through the communicative method.	50	2.47	.128	.904

Table 2 provides descriptive statistics on participant perceptions regarding the communicative approach in English as a Foreign Language (EFL) classrooms, based on responses from 50 individuals. The mean scores range from 1.12 to 2.47, indicating a generally favorable view of communicative teaching strategies, with lower mean values reflecting stronger agreement.

The statement *"Within the communicative framework, teachers engage students through tasks that spark their interest"* and *"This approach fosters interaction and rapport between students and the teacher"* both recorded the lowest mean score of 1.12, suggesting a strong consensus on the value of task-based learning and teacher-student rapport. These findings align with Littlewood (2004), who emphasizes that learner engagement and interaction are central features of the communicative approach, encouraging authentic language use.

Similarly, the belief that *"Applying the communicative method in English classes motivates teachers to enhance students' learning through further knowledge"* received a low mean (1.92), indicating agreement that the method not only benefits learners but also encourages more dynamic teaching

practices. This is supported by Richards and Rodgers (2001), who note that communicative classrooms often require more adaptive, responsive teaching.

The item *"The communicative method promotes student involvement in learning English"* (mean = 2.03) and *"The communicative approach gives students the liberty to speak, fostering self-assurance"* (mean = 1.98) suggest that participants view the method as empowering, helping students to build confidence and take ownership of their language use. These observations are consistent with Dörnyei's (2001) motivational framework, which highlights learner autonomy and verbal engagement as key contributors to language learning success.

A slightly higher mean is seen in *"The use of the communicative approach boosts students' confidence to speak English in class"* (mean = 2.21), which supports the idea that this method fosters a psychologically safe environment for speaking—a key area often hindered by anxiety in EFL settings (Horwitz et al., 1986).

Interestingly, the statement *"In the communicative approach, error correction is often overlooked"* has a lower agreement level (mean = 1.31) but the highest standard deviation (1.087). This suggests divergent views on whether the method downplays corrective feedback. While some communicative models minimize overt error correction to maintain fluency, others incorporate feedback subtly within interaction (Ellis, 2009). The variability in responses could reflect differences in learners' exposure to various classroom practices.

The highest mean score was for *"Students develop their spoken English skills effectively through the communicative method"* (mean = 2.47), still within the agreement range, albeit with slightly more variation. This suggests that while learners generally believe in the communicative method's effectiveness, its impact may vary depending on the classroom context, teacher competence, or learner motivation (Celce-Murcia, 2001).

Overall, the findings suggest strong support for the communicative approach in EFL classrooms, particularly for fostering student engagement, speaking confidence, and positive teacher-student interactions. Some ambiguity remains around error correction, possibly pointing to the need for clearer strategies that balance fluency and accuracy.

5. CONCLUSION

Considering the data and analysis provided, it becomes evident that teachers' attitudes play a crucial role in the effectiveness of the communicative approach in EFL classrooms. A positive and supportive attitude from teachers significantly enhances students' performance by fostering a conducive learning environment. This positive attitude can be reflected through friendly teacher-student conversations, expressions of appreciation, and providing both direct and indirect feedback to students. Additionally, adopting a facilitative role where teachers guide and support students in their learning journey further enhances the effectiveness of the communicative approach. Furthermore, it is observed that the communicative approach not only benefits students but also positively impacts teachers. Engaging in communicative teaching methods improves teachers' knowledge, confidence, and skills in designing activities that cater to the diverse needs of students. Teachers are encouraged to overlook minor errors made by students and instead focus on providing opportunities for free speech, thereby promoting socialization and interaction among students. In conclusion, the effectiveness of the communicative approach in EFL classrooms hinges on the attitudes and actions of teachers. By fostering a positive and supportive learning environment, teachers can maximize the benefits of communicative teaching methods, facilitating both student learning and teacher development. Ultimately, the goal of communicative teaching should be to promote meaningful communication and interaction in the classroom, ensuring that students develop the language skills necessary for real-life communication.

REFERENCES

Afzal, M. (2018). Challenges and anxieties in English language learning: A study of Urdu EFL learners at the intermediate level in Pakistan. *Journal of Policy Options, 1*(1).

Ahmad & Rao (2013). *Applying Communicative Approach in Teaching English as a Foreign Language: a Case Study of Pakistan*: PortaLinguarum 20, Junio 2013.

Al-Magid. (2006). *The Effect of Teachers' Attitudes On The Effective Implementation Of The Communicative Approach In ESL Classrooms:* University Of South Africa.

Ansarey (2012). Communicative Language Teaching in EFL Contexts: Teachers Attitude and Perception in Bangladesh. *ASA University Review*, Vol. 6 No. 1, January–June, 2012.

Azhar, F., & Saboor, A. A. (2018). Exploring the relationship between pronunciation awareness and oral communication enhancement among Urdu EFL learners. *Journal of Policy Options, 1*(1).

Bahumaid (2012). The Communicative Approach in EFL Contexts Revisited: *International Journal of Social Science and Humanity,* 2(6), 2012.

Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice-Hall.

Celce-Murcia, M. (2001). *Teaching English as a second or foreign language* (3rd ed.). Heinle & Heinle.

Chang (2011). EFL Teachers' Attitudes toward Communicative Language Teaching in Taiwanese College: *Asian EFL Journal of Professional Teaching*, 5(3),34-42.

Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge University Press.

Ellis, R. (2009). Corrective feedback and teacher development. *L2 Journal, 1*(1), 3–18.

Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal, 70*(2), 125–132.

Khan, J. A., & Ali, R. (2018). Challenging misconceptions: Media portrayal of Islam and its impact on public perception. *Journal of Policy Options, 1*(1).

Littlewood, W. (2004). The task-based approach: Some questions and suggestions. *ELT Journal, 58*(4), 319–326.

Mulat. S. (2003). Teachers' Attitudes towards Communicative Language Teaching And Practical Problems In Its Implementation: *Addisababa University School Of Graduate Studies.*

Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching* (2nd ed.). Cambridge University Press.

Savignon & Wang. (2003). Communicative language teaching in EFL contexts: Learner attitudes and perceptions: *IRAL*, 41 , 223–249.

Swain, M. (2000). The output hypothesis and beyond: Mediating acquisition through collaborative dialogue. In J. P. Lantolf (Ed.), *Sociocultural theory and second language learning* (pp. 97–114). Oxford University Press.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.