



Using communicative  
approach in teaching  
English literature to Iraqi  
students studying English  
as for foreign language  
to enhance writing skill

استخدام المنهج التواصلي في  
تدريس الأدب الإنجليزي للطلاب العراقيين  
الذين يدرسون اللغة الإنجليزية كلغة أجنبية  
لتعزيز مهارات الكتابة

**Tutor: Hind Farooq Ali AlHasan**  
**Ministry of Education**  
**,Ministry of Education**  
**General Directorate of Curricula**

المدرس : هند فاروق علي الحسن  
وزارة التربية / المديرية العامة للمناهج

فصلية مُحَكَّمة تُعنى بالبحوث والدراسات العلمية والإنسانية والفكرية



### Abstract:

The present study investigated the effectiveness of using communicative approach in teaching literature to develop EFL writing skills of fourth year preparatory school students. The study used the control group design and pre-post allocation of the instrument. sixty students from fourth year preparatory school students, were randomly chosen to participate in the study; (30 as an experimental group and (30) as a control. Instrument of the study included a pre-post test of writing skills based on literary texts. Results showed that teaching literature through the communicative approach significantly improved the students' writing. It was recommended that the communicative approach should be used in teaching EFL in different grades.

**Keywords:** teaching literature, the communicative approach, writing skills.

### المستخلص:

بحثت هذه الدراسة في فعالية استخدام المنهج التواصل في تدريس الأدب لتنمية مهارات الكتابة باللغة الإنجليزية كلغة أجنبية لدى طلاب الصف الرابع الإعدادي. استخدمت الدراسة تصميم المجموعة الضابطة، واختبار قبلي وبعدي للأداة. اختير ستون طالباً من طلاب الصف الرابع الإعدادي عشوائياً للمشاركة في الدراسة؛ (٣٠ طالباً كمجموعة تجريبية و ٣٠ طالباً كمجموعة ضابطة). تضمنت أداة الدراسة اختباراً قبلي وبعدي لمهارات الكتابة استناداً إلى النصوص الأدبية. أظهرت النتائج أن تدريس الأدب من خلال المنهج التواصل قد حسن بشكل ملحوظ مهارات الكتابة لدى الطلاب. وأوصي باستخدام المنهج التواصل في تدريس اللغة الإنجليزية كلغة أجنبية في مختلف المراحل الدراسية.

**الكلمات المفتاحية:** تدريس الأدب، المنهج التواصل، مهارات الكتابة.

### Introduction:

Writing is one of the main four skills that foreign language students of English should master. It is a survival skill from primary to college. It is a means of expressing ideas and feelings. Writing is thinking; when students write, they reflect, analyze, and reconsider their own ideas and experiences. Developing writing skills means developing thinking skills, which helps students grow up to thoughtful and reasoning adults.

The significance of writing is stressed by many researchers, (Spandel, 2005 and Koga, 2010; Brown, 2010), who assured that writing is the most important invention in human history through which individuals keep information, express opinions, beliefs, and feelings, discuss arguments, and theories, etc.

In Iraq, as English is studied as a foreign language, students faces many challenges in writing tasks. Many of them struggle express-



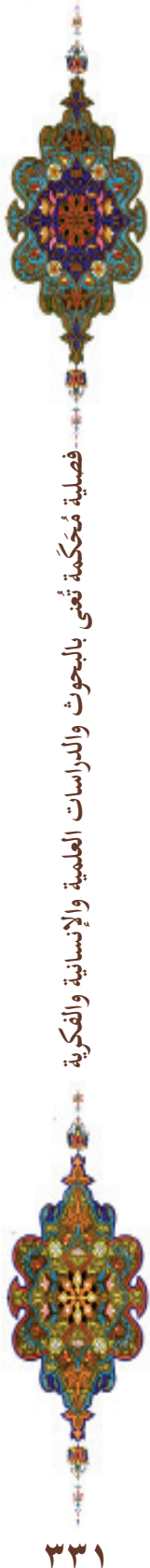
ing ideas clearly. They often have difficulty in writing a strong topic sentence as a lead-in tag for their paragraph construction. Additionally, they frequently fail to recognize and use relevant words that align with the content of their writing. Furthermore, organizing their ideas in a coherent order to form structured writing poses a challenge. Many students also face problems with grammar, including the use of appropriate grammatical structures. (Nasser & Al-Noori, 2021; Hasan Ala'a Ali, 2018).

One way develop writing skills is through using non- traditional ways in teaching writing courses (Hassan, 2001; Kharrufa , 2010 ; Kumar& Sharma , 2021). Recently, there is an agreement among language and literary scholars that using literature in English language classrooms has a positive effect in second language acquisition; it motivates and engages students better in learning process. Various language skills can be practiced depending on literary texts (Violetta-Irene, 2015; Teranishi et al. 2015; Abdalrahman, 2021 Kassem, 2022; Adam ,2015; Bilal, 2013; Choudhary, 2016; Ajoke, 2017; Mahmud , 2017; Ismail, &Mallemari,2020). Additionally, using literature encourages students to involve in writing tasks. It enhances their vocabulary knowledge, so they learn a lot of new words and valuable structures (Abdelrahman, 2021).

Literature is viewed as a powerful tool for writing. Sweet (2013) mentions that it offers learners the opportunity to actively engage in texts while simultaneously considering ideas, values and ethical questions. Through literature , students learn to read personally, actively and deeply. Literary texts present students to various models of language input that learners can lead to effective and automated language output..

Using literature has many positive benefits in schools generally, and in Iraq particularly. English literature can help students develop their critical thinking skills, enhance their cultural knowledge, and improve their language proficiency. Al-Jumaili (2019), Adigüzel (2020), and Shnawa (2020) agree that teaching English literature can promote students' critical thinking skills and aid in the analysis and interpretation of various texts. Additionally, it can foster students' creativity, imagination, and empathy.

Although the great benefits of using literature in EFL class-



rooms in Iraq, the education system often overlooks the importance of teaching literature units, causing students to miss out on the valuable benefits they provide. (Waham, 2023). Literary texts is taught as a part of learning EFL under the title 'literature focus' at three levels of the preparatory stage. some genres of literary texts , such as poems, short stories and scripts from great novels are taught followed by comprehension questions and glossary of vocabulary items.

Sharhan & Janfeshan, K. (2024) declares that Teaching English literature in Iraqi schools faces numerous challenges. One significant issue is the shortage of resources, including textbooks, materials, and trained teachers. Additionally, students often lack interest and motivation, perceiving English literature as boring and irrelevant. Furthermore, the focus on exam-oriented teaching methods and rote learning impedes the development of critical thinking and analytical skills. These obstacles have hampered the effective teaching and learning of English literature in Iraqi schools (Hasan, 2020). Khalil (2022) observed, when teacher's lesson plan was analyzed, that teachers do not use the right activities for the right lesson. Students comprehend teaching during activities employed in the classroom.

To overcome all the previous challenges, the researcher suggested teaching literature using communicative approach to enhance writing skills. Teaching literature in a communicative way offers a dynamic method to develop students' writing skills in EFL contexts. This approach combines literary analysis with communicative activities, fostering a deeper understanding of language use and enhancing students' ability to express their ideas in writing. Darmawati & Asrifan (2022) and Islam & Mallemari (2020) consider teaching literature may be an interesting or attractive material in the classroom if it is taught through the communicative approach.

Consequently, the present study tried to suggest communicative activities to teach some literary texts to fourth year preparatory school students in order to enhance their writing skills through engaging students in a meaningful and interactive learning process. Literary texts often present real-life situations and experiences. By studying these texts, students iden-





tify how language is used in different contexts, and apply this knowledge to their own writing. by understanding how authors convey themes, emotions, and narratives, learners learn to express their ideas more effectively, which accordingly, could develop their writing style. Teaching literature through the communicative approach emphasizes student participation and interaction. Many communicative activities could be used to encourage students to articulate their thoughts clearly and coherently such as group discussions, role-playing, and debates based on literary texts.

### **The Statement of the problem**

Based on the recommendations of previous studies that recommends the change of traditional methods of teaching EFL in general and English literature in particular, the status quo of preparatory school students' writing skills, the present study tried to investigate the effectiveness of teaching literature via the communicative approach in enhancing fourth year preparatory school students' writing skills.

#### **1.3. Aim of the study**

The present study aimed at developing fourth year prep school students' writing skills through the use of the communicative approach in teaching English literature.

#### **1.4. Limits of the study**

**The study is limited on :**

- Teaching Literature Focus sections of fourth year students EFL textbook through the use of the communicative approach
- Asample of fourth year preparatory school students at El Kendy prep school, ElYarmouk governorate
- Some writing sub-skills distributed over the following main skills: content- structure- reflection and mechanics

### **2. Review of Literature**

#### **2.1.Communicative approach for language learning and teaching Definition and Nature**

The origins of the communicative Approach was back to Chomsky's perspective on language. Rather than considering language acquisition as mere imitation or learning structures, Chomsky believed that it involves more than that. According to him, a teacher's role is to facilitate effective communication



using language. This approach emphasizes real-life situations, student-centered learning, and meaningful interactions. In communicative language teaching, both the process and the ultimate goals of language study focus on interaction. Richards (2006) defined it as group of guidelines and principles regarding the objectives of language instruction, the methods by which students acquire a language, the types of classroom exercises that most effectively promote learning, and the roles of educators and students within the classroom setting.

Thus, Communicative approach could be defined procedurally, as an approach to language teaching that emphasizes interaction and communication as both the means and the ultimate goal of study. It is based on the idea that the primary function of language use is communication.

## 2.2. Principles

The Communicative approach places significant emphasis on meaning because communication serves as the ultimate goal of second language acquisition. Magnan, (2007) declares that the central idea behind this approach is that language instruction should not solely concentrate on teaching grammar and vocabulary; it should also encompass the study of the meanings and functions of utterances within various authentic contexts. Savignon (2007) and Little wood (1981,1) state the main principals of the communicative approach, stating that language learning goes beyond mere memorization of structures; it's about effective communication. The holistic view emphasizes that language is more than the sum of its parts. Learners actively engage in the process, understanding what they're doing. Both form and function matter—the processes are as crucial as the forms. Learning by doing is key. Meaning takes precedence, and fluency is a primary goal. Mistakes aren't always negative; they contribute to learning. Group or pair practice is encouraged. Students should gain independence and confidence in using the foreign language. Teachers select activities that foster meaningful and authentic language use, considering learners' diverse needs, interests, and cognitive styles.

Thus, communicative approach emphasizes the importance of communication in learning of language structures, it values the



ability to use language effectively in real-life situations. Learning should be student-centered, focusing on meaningful and relevant linguistic experiences. Accordingly, classroom activities should facilitate learning through interaction and help learners practice language skills in a way that mirrors real-life communication.

### **The role of teacher**

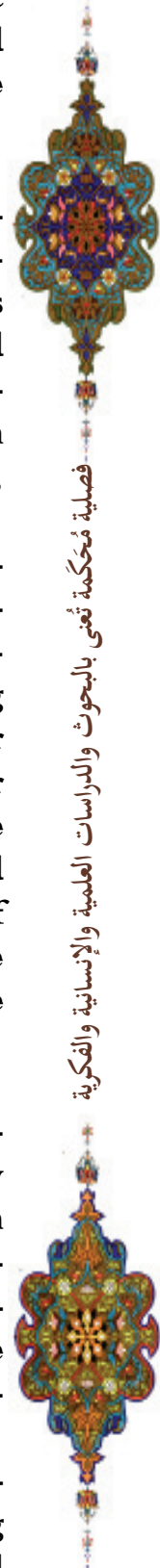
Despite being learner-centered, CA also emphasizes the teacher's role as a facilitator rather than an instructor. Breen and Candlin (1980, 90) summarize the teacher's dual roles as he facilitates communication among all participants in the classroom and taking the role of independent participant within the learning-teaching group. In addition to these roles, teachers may take on various roles, such as manager, facilitator, planner, motivator, and group organizer (Richards and Lockhart, 1994).

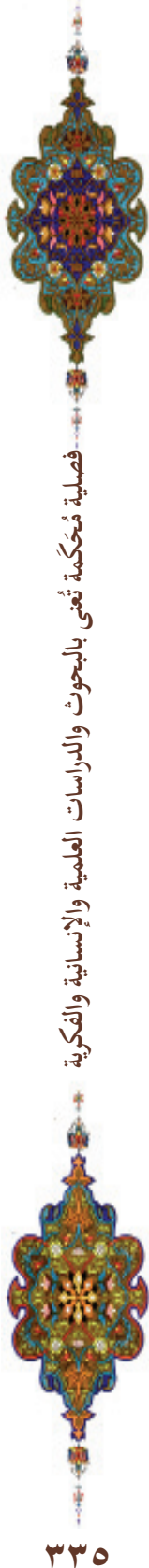
According to Atkins et al (1996) teachers positively impact students' comprehension by asking questions, providing opportunities for students to ask and answer questions, creating an encouraging atmosphere for participation. In this criteria, Phuong & Vang (2019) investigate whether EFL teachers fulfill the four major roles in a Communicative Language Teaching classroom or not and which may prevent the teachers accomplishing these roles. The findings revealed that although the teachers completed the roles of participants and group process managers, the role of need analysts and facilitators were somewhat ignored due to the three major hindrances: the students' low level of English, large class size and multilevel classes.

### **The role of students**

According to Ozsevik (2010), the environment in a Communicative Approach (CA) is student-centered, in which students play an active and positive role. They interact and communicate with each other, valuing and cooperating with one another to maximize learning. The primary goal is for students to assist each other through communication. When challenges or questions arise during the lesson, students attempt to resolve them independently or in pairs or groups before seeking help from the teacher.

Breen and Candlin (1980) also discuss the roles of learners, describing them as negotiators who interact with the learning process and each other. They emphasize that students should





contribute to and benefit from the learning experience in an interdependent manner. Similarly, Ozsevik (2010) highlights that in a CLT classroom, students actively engage in interpreting, expressing, and negotiating meaning, with the teacher acting as a facilitator and participant. Breen and Candlin (1980) further stress that students must take responsibility for their learning and share this responsibility with peers and the teacher. They must commit to communicative tasks with their group members, fostering a supportive environment where their contributions are recognized as valuable.

#### Merits and demerits

Reviewing previous literature, there is an evidence that the incorporation of communicative approach practices enhance language proficiency and competence, increasing motivation, autonomy and engagement, fostering cultural competence. The great benefits of communicative approach in teaching language could be as follows:

- It prioritizes real-life communication to develop language competencies in authentic contexts (Richards & Rodgers, 2001). Engaging students in communication tasks improves their ability to transmit and interpret messages proficiently, enhancing their communicative competence (Krasheri, 1981).
- Chaudhury (2015) found that interactive learning environments with communicative activities significantly improve language proficiency and communicative competence, as evidenced by substantial post-test score disparities.
- Practicing language in meaningful contexts profoundly improves language proficiency (Savignon, 1972).
- Communicative approach promotes learner-centeredness, facilitating student autonomy in language acquisition (Ellis, 1999). It encourages active participation, creativity, and self-direction (Long, 1996; Snider & Schnurer, 2002). Therefore, the use of communicative approach assists the students in developing confidence in practicing language communicatively and purposefully in interaction and other social contexts (Abebe, 2012, 53)
- Authentic communicative tasks, such as role plays and debates, enhance verbal expression and reduce teacher talk time,





allowing students to take responsibility for their learning (Benson, 2011; Little, 1991).

- Communicative approach effectively fosters cultural competence by encouraging engagement with authentic language materials from diverse cultural contexts (Nunan, 1991). Communicative approach enables effective communication in multicultural settings by promoting understanding and respect for different cultural norms (Byram, 1997; Kramsch, 1993).
- Hua's (2011) study highlights that integrating cultural education in EFL courses enhances cultural consciousness and communication skills, supporting CLT's principles of incorporating authentic cultural contexts.
- Communicative approach improves learners' critical thinking and problem-solving skills through communicative tasks that require negotiating meaning (Hasibuan & Batubara, 2012).
- Incorporating communicative language teaching practices creates an environment conducive to critical thinking and oral communication proficiency (Halpern, 2003).

Despite the great importance and effectiveness of communicative approach in foreign language teaching and learning, communicative language approach has been criticized for not adequately addressing explicit grammar and vocabulary instruction, which can negatively impact learners if they neglect language structure (Larsen-Freeman, 2000; Nassaji, 2000; Spada & Lightbown, 2008). Ellis (2003) warns that an over-emphasis on fluency can lead to neglect accuracy-focused activities which may lead to a lot of errors. These ingrained errors can be difficult to correct and negatively impact language learning.

In this way, the communicative approach stresses the importance of integrating form-focused activities within an integrative approach to L2 teaching that balances meaning with form. Thus, explicit instruction is crucial. It emphasizes the significance of form for beginning-level learners and cultural lessons (Nassaji, 2000; Grim, 2008; El-Dakhs, 2015; Ahmad & Rao, 2013) argues that . to sum up, integrating form-focused activities alongside meaningful communication can enhance language learning by addressing both accuracy and fluency.



Bachman (1990) points out that CA may not prepare students adequately for writing exams focusing on grammar and vocabulary. Critics like Norland and Pruett-Said (2006) express concerns that neglecting grammatical rules and vocabulary might hinder clear and effective interpersonal communication.

Ellis (1996), Brown (1994), and Larsen-Freeman (2000) have highlighted several challenges associated with using the Communicative approach: 1) some teachers may unintentionally revert to traditional, teacher-centered routines despite adopting CA principle which may hinder the effective implementation of CA. 2) according to this approach, students should have certain prerequisite language skills whose lack may affect the successful application of the communicative approach. 3) as the communicative approach emphasizes communication and authentic language use, the traditional exams often focus on discrete language components, posing a challenge for CLT implementation.

Overall, The Communicative approach as a learner centered approach and real-life communication and interactive environment, offers significant benefits in enhancing communicative competence, learner motivation, autonomy, engagement, cultural competence, and critical thinking skills. However, it must be supplemented with explicit grammar and vocabulary instruction to ensure a balanced and comprehensive language learning experience. Integrating form-focused activities and ensuring preparation for formal writing and exams can address the criticisms and enhance the overall effectiveness of CLT.

## 2.2. Literature use in EFL classroom

Recently, literature has increasingly been recognized as a fundamental component and source of authentic texts within the language curriculum, rather than merely an ultimate aim of English instruction. Literature serves as authentic material in language teaching. Unlike materials specifically designed for language learners, literature is produced for proficient speakers, reflecting normal language use within the language community. Learners encounter unexpected language nuances, requiring them to cope with real-world language challenges (Picken, 2007).

Traditionally, literature has been valued for several reasons;



firstly, it provides exposure to genuine language, as reading literature evokes students' interests due to its personal relevance. Secondly, literature encourages learners to analyze language forms and handle linguistic creativity. Thirdly, exposure to literature fosters awareness of cultural contexts (Picken, 2007). Hismanoglu (2005) emphasizes that literature offers a wide range of language varieties, developing sociolinguistic competence in the target language. Additionally, the stylistic quality of literary texts engages learners and motivates continued reading. Using authentic literary texts in the language classroom creates a positive learning environment, encouraging active participation and positive attitudes toward the target language (Khatib & Askari, 2012; Lazar, 1993, p. 1-14).

To sum up, literature provides a unique context for learning a foreign language, as it enables students to reflect on their lives, learning, and language. It broadens horizons, encouraging students to question, interpret, connect, and explore. Literature significantly contributes to teaching the four basic language skills: reading, writing, listening, and speaking. However, when incorporating literature into the language classroom, these skills should be taught in an integrated manner rather than in isolation. Teachers should strive to teach basic language skills as integral components of both oral and written language use, aiming to create both referential and interactional meaning, rather than focusing solely on the production of words, phrases, and sentences.

### 2.3. writing skills

#### 2.3.1. Definition and Nature

Writing is one of the four language skills. It is a system of written symbols, representing sounds, syllables or words of language, with different mechanism, capitalization, spelling and punctuation, word form and function. It is one of the ways that people use to communicate. However; it is a complex process which includes cognitive and meta cognitive activities. Some of these activities include brainstorming, planning, outlining, organizing, drafting and revising (Durga & Rao, 2018)

Writing is defined as the ability to reason and communicate through the inscription or recording of signs and symbols. Pim-



sarn (2013,99) adds that writing is the representation of language in a textual medium with a set of signs or symbols known as a writing system to convey an intended meaning. It involves encoding message and translating thoughts into language and sharing ideas with others. it also defined as the ability to communicate thoughts and ideas into structured patterns , in order to help readers understand what is meant by writing (Elhabiri , 2013, 22). According to Abdelhameed (2020, 60), writing involves students creating well-constructed pieces of writing. This proficiency encompasses using grammatical rules accurately, employing correct sentence structures, deducing the meanings of unfamiliar words, and avoiding errors in spelling and punctuation. Based on the previous definitions, the researcher define Writing is indeed a multifaceted process that involves creativity, expression, and communication. It involves discovering the most appropriate language to convey thoughts, emotions, and ideas. Thus, it involves self-control, planning, the construction of and therefore the revision of knowledge processes, which is the construction of cognitive content.

writing is considered in its nature as a mean for creating ideas. It is a continuing process of discovering how to find the most effective language for communicating one's thoughts and feelings. It also a set of various thinking processes(analyze, interpret and reflect) which writers practice or organize during the act of composing. Moreover, it is a means of communicating knowledge, as well as a part of the acquisition of knowledge. It is a skill and, at the same time, a process dependent upon a range of other skills

### 2.3.2. Writing skills and micro components

Writing in an EFL context is a multifaceted and challenging task requiring significant mental effort and various sub-skills. Salem (2007) highlight the importance of content quality, organization, language, and mechanical skills. Writing involves more than just producing graphic symbols; it encodes messages for readers, requiring technical capacity and cognitive-psychomotor cooperation (Zaid, 2011).

Brown (2010) and Hossain (2015) categorize writing skills into micro and macro skills, mechanical components, and coherence and cohesion. Macro skills involve communicative functions,





fluency, paraphrasing, and utilizing feedback for revisions. Micro skills cover graphemes, orthographic patterns, writing speed, and producing an acceptable core of words. Mechanical components include handwriting, spelling, punctuation, constructing well-formed sentences, and using paragraphs correctly. Cohesion refers to grammatical and lexical linking within the text, while coherence deals with the logical sequencing of information (Harmer, 2004).

Durga and Rao (2018) outline the stages of writing, including brainstorming, idea extension, organization, drafting, peer evaluation, revision, and final evaluation. Writing is an active process, demanding higher-order thinking skills compared to speaking, listening, or reading (Manchón, 2011). Nodoushan (2009) and Kraayenoord et al. (2009) describe writing as a complex process requiring organization, accuracy, effective use of rhetorical patterns, and careful vocabulary and grammatical choices.

Helwa (2013) categorizes writing skills into horizontal (grammatical, syntax, mechanics), vertical (vocabulary choice, stylistics, content), and outlining skills (judgment, organization). Ali (2016) and Hassan (2021) divide skills into pre-writing (planning), during writing (fluency, accuracy, content, organization, stylistics, mechanics), and post-writing (revision). Writing, therefore, requires attention to multiple interconnected skills to be effective and meaningful.

### 3. Methodology

The present study followed a pre-post control group design. Two groups participated in the study; the experimental group was instructed the literature unit using communicative approach with an objective to enhance fourth year preparatory school students' writing skills, while the control group was instructed using the conventional procedures mentioned in Teacher's Guide prep 4. The experiment lasted for six weeks, (four weeks for teaching) a class period for twice a week. At the end of the experiment, both

#### 3.1. participants of the study

Sixty male students from fourth year were chosen randomly from El kendy prep school, as the sample of the present study. To make sure of the groups' homogeneity, some variables



were controlled; the academic as the school system distributed the students in classes in an equal way that guarantees variance in academic level ( equal number of excellent, average and poor ). The students who were chosen in the study were all of fourth year prep school, aged from 15– 16. Therefore, all of them had a 8–year experience of learning English. Additionally, the majority were from a very similar cultural, educational standard social background (Elyarmouk governorate).

### 3.2. The Experimental treatment

– Description of the selected units: The studyer selected the literature part (entitled Literature Focus) as it is involved recently in the instructional plan of the prep school. This part is consisted of two main units (the first handles scripts from Robert Louis Stevenson’s novel Treasure Island; the other unit handles scripts from the French writer Jules Verne adventure novel : Around the World in Eighty Days . Each unit consists of three lessons. Most activities are reading and answering comprehension questions. A glossary of unknown words are included.

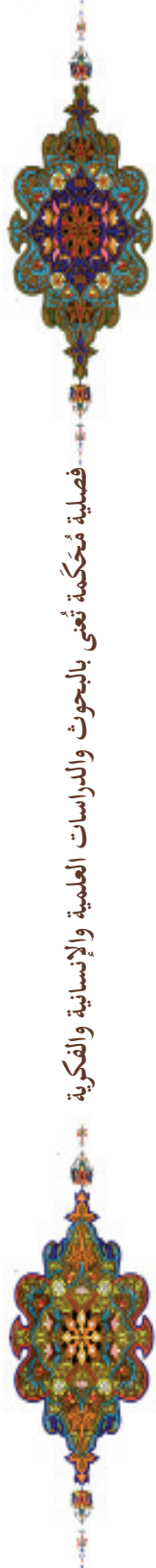
– Instruction based on the communicative language teaching approach:

Based on the content of Literature Focus part, and the principles and activities of the communicative language teaching, the researcher designed the instruction based on communicative approach. As CA in teaching EFL focuses on interaction and communication of the learners and the materials while learning a language. Thus, by using this approach in teaching literature, the instruction should focus on meaningful communication, interactive activities, and collaborative tasks that encourage students to use the language creatively and purposefully especially in their writing. The researcher suggested the following communicative language teaching tasks and activities:

- Pre writing activities: building learner’s knowledge: which may involve:
  - o Discussion Teacher should discussions about the themes, characters, or settings of the literature scripts.
  - o Prediction: teacher can encourage students to predict the content or outcomes based on the title, cover, pictures or introductory paragraph.



- o Enhancing vocabulary storage: in this stage, teacher should
- o introduce the vocabulary items from the text that may be unknown or challenging.
- o Guide students to practice interactive exercise like matching words with definitions or using the new words in sentences.
- o Interactive Reading: learners read the text, responding to questions to check understanding, analyze different scenes of the text, identifying the main idea, character traits, or significant events. and discuss interpretations.
- o Rewriting some scenes for dramatization or role-playing. Teacher encourage students to express their opinions, agree or disagree with characters' actions, and relate the text to their own experiences.
- Writing activities: in this stage students are involved in more independent activities based on their understanding of the literary texts. Teacher should promote students' use of a process approach to writing where they brainstorm, draft, revise, edit, and produce their writing. Teacher should provide clear guidelines and checklists for each stage of the writing process. The following activities could be used
- o Creative Responses: students write other ending to specific scene, letters from one character to another, or diary entries from a character's perspective. Teacher can encourage students to write opinion pieces, reflections, or analyses connecting the literature to their own experience.
- o Collaborative Writing: students can be engaged in group tasks, such as co-authoring a short narrative based on the literature piece. Students should give and receive feedback on each other's writing.
- o Literature Circles: teacher organizes literature circles where students choose specific scenes or dialogue from the literary text, discuss them in small groups, and write about their reading experiences. To achieve the task students are assigned to different roles within the groups (e.g., discussion leader, summarizer, connector) to express various perspectives and deep analysis.
- Summative Assessment:



o Teacher evaluate students' writing through rubrics that focus on content, organization, language use, and reflection.

### 3.4. Instruments of the study

- Description of the test : To explore the effectiveness of using communicative approach in teaching literature on enhancing the fourth year preparatory stage students' writing skills, the researcher designed and used a pre-post writing test in literature. The test consists of two composing prompts based on the literary texts, that students have been studied. The first prompt asks students to write a letter to a story character reflecting on his behavior in specific action. the second prompt encourage students to describe a scene picture in a ten sentence paragraph.

- Scoring the test : The students' writing are evaluated according to a writing scoring rubrics. In this rubric, a total of thirty marks was divided among four main items: content (Main ideas, supporting details, and writing discourse); structure (strong introduction, comprehensive conclusion, Organizing the ideas, cohesive devices, transition); Reflection (expressing strong points of view and using own experiences) and Mechanics skills (spelling, punctuation & using appropriate language. Each of the four components is rated according to the rating scale ranging from the 'competent level' to the poor level'(competent (3 marks), developed (2 marks) & poor(1marks) ). The total score for whole rubric is (30) . the total score of the test is (60 marks)

- Content Validity of the test: the test was evaluated by the jury members(n=9), to consider its validity, linguistic appropriateness, and alignment with course content, objectives, and learning outcomes.

- Piloting the test: The test was piloted on a group of students. It was administered before the treatment to a group of participants (n=25) out of the groups of the study. The pilot study aims to estimate the time, reliability and calculated validity of the test . it is revealed that:

- Reliability coefficient through Cronbach Alpha formula was 0.892. This coefficient indicate that the items are accurate





and measure what they meant to measure. The coefficient alpha suggests that the items have relatively high internal consistency.

- Inter rater reliability: three raters from the department of EFL evaluated some of the students' writings using the designed rubrics. The inter-rater reliability co-efficient of the written items of the test was high ( $r = 0.923^{**}$ ) and it is acceptable as it is significant at (0,01) level.
- Time of the test : the time allotted for every student to answer the test is one hour.

Procedures of implementing the experimental study

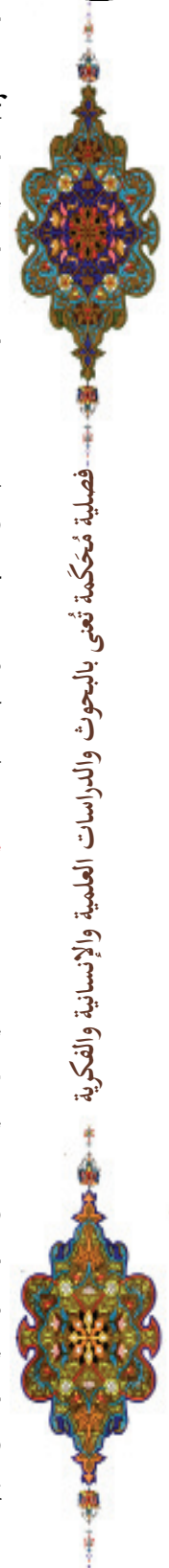
- Selecting the study Groups: Two classes were chosen from El kendy prep school. The two classes represented the two groups; they were randomly assigned to the experimental and the control group. Each class consisted of thirty students.
- Pre-testing: A pre-administration of the writing test was conducted before teaching. The responses were evaluated by two raters of the same qualifications and years of experience in teaching EFL. "t-value" was computed using "t-Test".

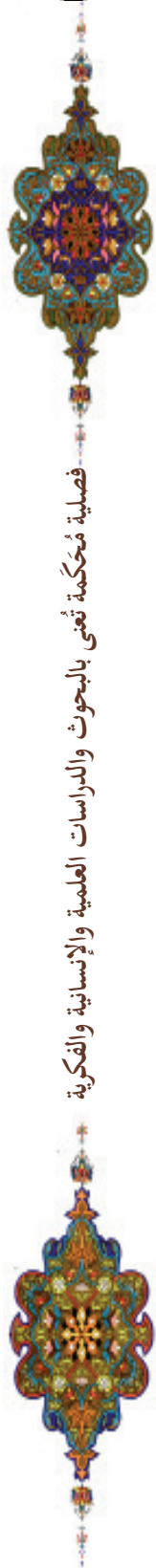
**Table (1) The Control and Experimental Groups means on the Pre-Test**

Group	N.	DF.	Means	SD.	"t" value	Sig
Experimental	30	58	23.6222	2.10291	0.218	Not
Control	30		23.8222	2.04816		

Results of the pre administration revealed the low performance of students in writing skills, and there is no statistically difference between the mean scores of both the experimental and the control group which assures the homogeneity of both groups.

Teaching : Teaching the units of literature focus directed to fourth year prep school students to the control group followed the steps and procedures mentioned in the Teacher's Guide prepared by the Ministry of Education. Therefore, the researcher decided to teach to the experimental group. Additionally, he attends the lessons taught to the control group to take notes. Enough copies of the Student's Activity Book were prepared to be distributed on a daily basis to the students. The teacher introduced the new teaching materials according





the detailed description of the new adapted teacher's guide. Teaching each lesson consumes two hours a day.

#### 4. Results and Findings

. The researcher analyzed the quantitative data getting from the writing test using "T" test formula.

##### 4.1. Testing the hypotheses

1-there is a statistically significant difference between the means of scores obtained by the experimental group on the pre and posttest of writing skills (in favor of the posttest). To test this hypothesis, the following statistics were done.

Table (2)

The experimental group statistics in the Pre and the Post-Testing

Variables	Administration	DF	Means	STD	"T" Value	Sig	η2
Content	Post	29	26.77	1.608	45.52	0.01	0.959
	Pre		13.3	1.15			
Structure	Post	29	11.11	0.745	47.48	0.01	0.962
	Pre		3.93	0.6875			
Reflection	Post	29	10.53	1.865	22.26	0.01	0.849
	Pre		3.933	0.687			
Mechanics	Post	29	5.200	0.694	16.47	0.01	0.755
	Pre		2.577	0.811			
Writing	Post	29	53.62	3.039	54.53	0.01	0.971
	Pre		23.82	2.04816			

Table (2) shows that the experimental group showed higher mean scores in post-testing for writing (53.622) compared to pretest-scores (23.822). The significant "T" value is (54.385) which suggests that the instruction based on the communicative approach contributed to these gains. Consequently, literature instruction integrated with the communicative approach improved effectively fourth-year preparatory school students' writing skills, as indicated by Etta's square (0.959).

Testing the second hypothesis which predicted that there is a statistically significant difference between the means of scores obtained by the experimental group and that of the control group in the posttest of writing skills (in favor of the experimental group).



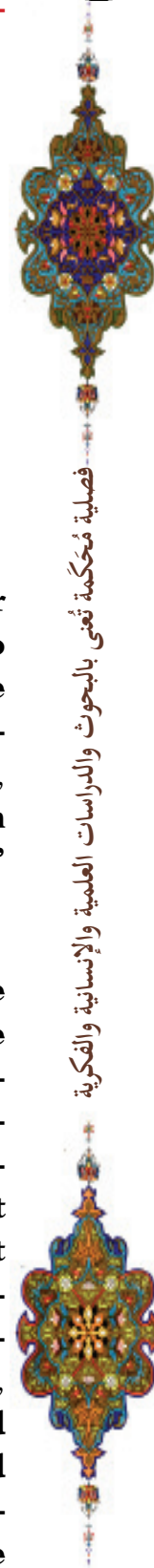
**Table (3)**  
**the experimental group statistics in the Pre and the Post-Test-  
ing of the writing**

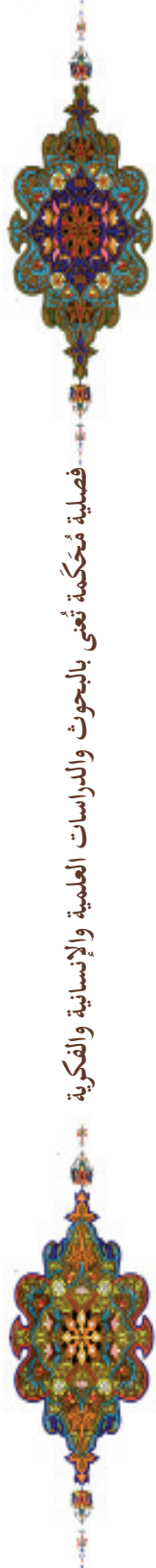
Variables	Group	DF	Means	STD	"T" Value	Sig
Content	Experimental	58	26.777	1.60806	45.474	0.01
	Control		13.088	1.22144		
Structure	Experimental	58	11.111	.74536	38.297	0.01
	Control		4.2667	.93905		
Reflection	Experimental	58	10.533	1.86596	20.766	0.01
	Control		4.0667	.93905		
Mechanics	Experimental	58	5.2000	.69413	17.414	0.01
	Control		2.7111	.66134		
Writing	Experimental	58	53.622	3.03980	51.240	0.01
	Control		24.133	2.37984		

Table (3) shows that the experimental group achieved higher mean scores in the post-testing of writing (53.622) compared to their pretesting mean scores (23.822). The significant "T" value (54.385) which suggests that the instruction based on the communicative approach contributed to these gains. Consequently, literature instruction aligned with the communicative approach improved effectively fourth-year preparatory school students' writing skills, as indicated by Etta's square (0.959).

#### 4.2. Discussion

The present study investigated the effectiveness of using the communicative approach in teaching literature to enhance fourth year English preparatory school students' writing. Analyzing students' performance in the pre and post test, it was revealed that the treatment group showed a significant enhancement in writing. All the participants' performance in the pre test indicated that It's evident that the participants faced significant challenges in their writing skills. Mechanical errors, lack of organization (both in ideas and sentences), and difficulties expressing reflective viewpoints were common issues. Additionally, they struggled with constructing effective topic sentences and providing evidence for their reflective theses. Repetition and brevity were also noticeable patterns in their writing. Addressing these areas through targeted training could greatly enhance





their writing abilities. Most of the writings were short , and vague and even some of the students left the question without an answer. There is no supporting details during their writing. The sentences where not linked together. There is no effective introduction or conclusion, also, there is a lack in organizing ideas logically in some students' writing. Additionally, the lack in using cohesive devices or transition words. There is a lot of incorrect punctuation, spelling, and grammar rules. It is observed that there was a lower level of reflection as a general element among all learners. The learners listed very a few replies, and the difference between their current knowledge and their experience was recognized; they showed little to no awareness of what was going on. Reflection is not thoughtfully written, but it reveals flaws, lacks progress, and details. They showed little progress in care and self reflection.

In the post-test the students' show the ability to formulate a clear and outstanding main idea and to provide relevant and adequate supporting details which are relevant to the topic. In addition to the ability to use an appropriate writing discourse that reflects the author's awareness of the topic, purpose, and audience. The students were able to write an effective introduction and an effective concluding sentences and using some cohesive devices properly .In addition to ability to use some transitional words. Moreover, the learners' ability to use varied sentence structures. The students were able to use many words to generate a well organized sentence. The sentences were easy to read and the writing was smooth, and natural. The length of the sentence is different from the pre-test and it's varied and effective. The students'' developed ideas , using e-mind mapping , story map to create the target story. Using correct punctuation , spelling , capital letters and using high . In the post test It is noted how the participants commented on their answers, finding explanations, facts and supporting their ideas . The teacher allowed learners to focus on the subject in order to refine their experience, and evaluate all results. The learner continued to show reflective awareness of the topic .

From the observation the researcher has done throughout the instruction, the researcher concluded that most students enjoyed

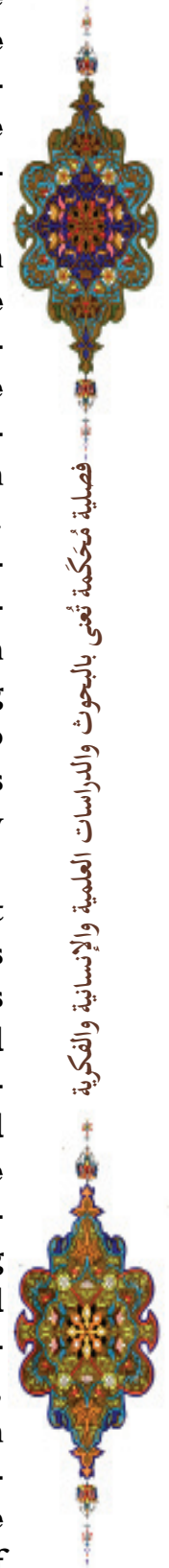


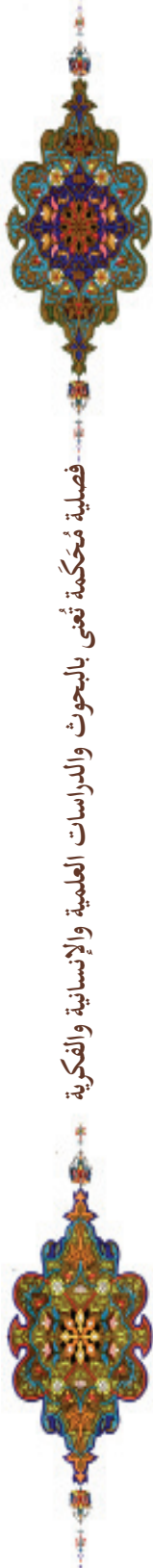


reading the literary texts of the course because it was very interesting, Many students agreed that teaching literature through the communicative approach improved their writing and increase their confidence. They express that they feel interested and excited while writing. They made use of the texts as a model while writing. They were encouraged to write about their personal experiences and stories.

Obviously, the communicative approach shifted the focus from teachers to students and their interactive engagement with the material. Through this approach, the traditional role of the students as passive receptors were changed, as they learn and practice the language skills meaningfully. This activities provided opportunities for students to meaningfully, write, express and reflect on personal experiences, ideas, concerns or topics of their interests. For all these reasons, communicative approach could be an effective approach in developing writing skills, specifically, if it is integrated with teaching literature, as it provided them with enough instruction about how to write an organized paragraphs, training them on the mechanics of writing using interesting prompts to write about. The participants produced significantly more words and sentences; they developed organized reflective points of view based on their personal experiences.

The use of literary texts help to enhance the students' context awareness (linking new ideas to previous knowledge) as well as strengthening their knowledge construction (connecting ideas to each other) . based on these texts, the researcher employed a number of tasks and activities based on communicative approach of language teaching, such as predicting which proved to be an effective strategy that encouraged students to anticipate outcomes and think creatively about the subject matter. Dramatization, additionally, was a powerful task that brought learning to life, allowing students to actively participate in the content and experience it in a more tangible way. Putting students in educational situations, such as simulations or real-world scenarios, provided practical context and helped bridge the gap between theory and application. These diverse teaching strategies catered to different intelligences and helped the researcher create an engaging classroom atmosphere. By incorporating a mix of





prediction, imagination, dramatization, and real-world situations, the researcher offered a well rounded and comprehensive learning experience for enhancing writing.

To conclude, using the communicative approach based instruction promoted fourth year EFL preparatory stage students' writing in general and showed specifically, remarkable improvements in mechanic , organization, meaning construction and reflection skills. The results of the present study added to the results of Sharhan & Janfeshan, K. (2024) (Hasan, 2020). Khalil (2022) (Waham, 2023) Al-Jumaili (2019) and Adigüzel (2020) which revealed that using literature had a positive effect on teaching English and developing students' performance.

It also was in consistence with the studies of Darmawati & Asrifan (2022) and Islam & Mallemari (2020) which revealed that teaching literature in a communicative way enhances the learners' direct engagement in learning process and has a positive effect on learner's achievement in various language skills, learning and success. It also was in consistence with the studies of Likaj (2015), Abdelhameed (2020), Abuelfottoh, (2020); Nabil (2021) which revealed that communicative approach in language instruction enhances the learners' performance in writing skills.

#### 4.3. Conclusion

The present study has examined how teaching English literature through the communicative approach could be effective in enhancing fourth year prep school students writing skills. Using communicative approach help students to write well expressing relevant and convinced ideas, organize their thinking and write an organized paragraphs. Using literature, encourages students to use language appropriately; students used language structures mentioned in the literary texts. Using literary texts encourage students to analyze actions of characters, express a consistent point of view. Applying the communicative approach to literature instruction can foster students' language skills across various domains. By emphasizing authentic communication, meaningful interactions, and real-world contexts, students engage more deeply with literary texts.

#### 4.4. Recommendations

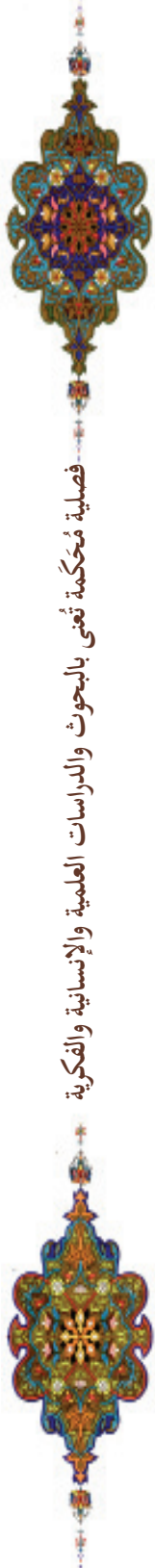
Based on the results of the study, It is highly recommended to:



1. Involve Online activities which provide flexibility and overcome time constraints in traditional classrooms, e.g. virtual discussions, collaborative writing, and online writing projects which allow students to interact beyond physical class hours.
2. Include various writing exercises such as descriptive tasks, argumentative, and creative writing which may help students practice different writing sub skills effectively.
3. Supply classrooms with a variety of literary genres (e.g., poetry, short stories, novels) which encourages active participation.
4. Consider students' different learning styles, themes, and cultural contexts while instruction.
5. Conduct training courses for teachers to equip them with strategies for integrating communicative activities into language instruction.

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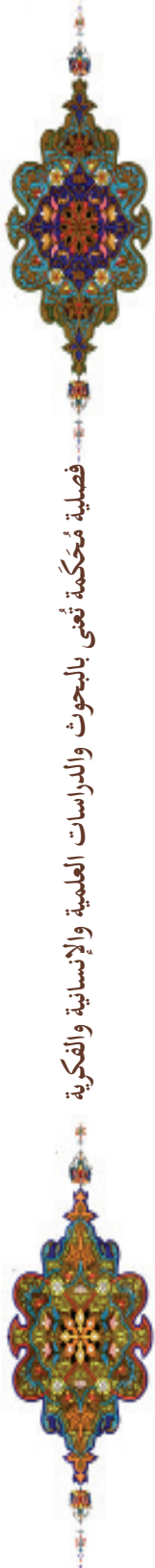


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