The Impact of Integrating Modern Technology into English Language Teaching in Iraq by using Communicative Approach

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Abstract

The application of modern technology represents a significant advance in contemporary English language teaching methods. Indeed, Mohammad Reza Ahmadi (2018) maintains that electronic teaching programmers have become the predominant preference of instructors since they arguably boost positive student engagement with teachers and incentivize overall English language learning. Most contemporary English language teachers now actively incorporate a range of technological aids designed to facilitate optimum teaching delivery. The current research therefore addresses various elements of the technology used in English teaching by devising innovative curricula which harnesses recent scientific and technical developments, equip instructors with the technological skills to ensure effective and quality subject delivery, provide technical media such as audio-visual and modern technical programmers, and create student-teacher platforms which maximize positive language learning outcomes. For the purposes of this study, the relevant literature has been reviewed, technology defined linguistically and conventionally, and correlation with modern teaching skills fully evaluated. In light of this, the researcher outlines the fundamental research problem, elucidates the significance of the research objectives and hypotheses, and presents the findings. The paper concludes by offering a number of recommendations which may further contribute to the improvement of teaching methods by advancing the widespread application of modern technology.

These aims have been achieved through verifying the following hypotheses

1.There is a statistically significant differences between the mean scores of the experimental group's and the control groups in the post test.

2.There is no statistically significant differences between the mean scores in the pre and post- test for the experimental group.

This study includes a sample of (60) students at the second intermediate school for girls during the academic year (2025-2026).

The data is collected by using a questionnaire to assess the importance of this media and achievement test to determine the role of communicative approach to enhance the writing skill. The results obtained are as follows:

1.There is a statistically significant differences between the mean scores of the experimental who are taught by using communicative approach and control group who are taught by using traditional method of the post test.

2. There is a statistically significant difference between the mean scores of the pre- and post- test for the experimental group.

Keywords: modern technology, teaching, communicative approach, writing, skills.

تأثير دمج التكنلوجيا الحديثة في تدريس اللغة الانكليزية في العراق باستخدام المدخل التواصلي
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المستخلص

يمثل تطبيق التكنلوجيا الحديثة تقدما كبيرا في اساليب تدريس اللغة الانكليزية المعاصرة اذ يؤكد محمد رضا احمدي (2018) ان برامج التدريس الالكترونية اصبحت الخيار الاكثر شيوعا لدى المدرسين لأنها على الارجح تعزز تفاعل الطلبة الايجابي مع المدرسين وتزيد من تحفيزهم بشكل عام. كما ان معظم مدرسي اللغة الانكليزية في الوقت الحاضر يستخدمون مجموعه من وسائل التكنولوجية التي تهدف الى تسهيل تقديم التدريس بأفضل صوره ممكنه. يتناول هذا البحث عناصر مختلفة من التكنولوجية المستخدمة في تدريس اللغة الانكليزية وذلك من خلال تصميم مناهج مبتكره تستفيد من التطورات العلمية من خلال توفير وسائل تقنيه مثل الوسائل السمعية والبصرية وبرامج التقنية الحديثة باستخدام الطريقة التواصلية. تهدف الدراسة الحالية الى: 1. معرفة ما إذا كان هناك اي فرق كبير في متوسط الدرجات بين المجموعة التجريبية والمجموعة الضابطة في الاختبار البعدي. 2.معرفة ما إذا كان هناك اي فرق كبير بين متوسط الدرجات المجموعة الضابطة في الاختبار القبلي والبعدي.تكونت عينة الدراسة من (60) طالبة لصف الثاني متوسط للعام الدراسي (2026-2025) تم جمع البيانات باستعمال أداتين استبيان لتقييم اهمية هذه الوسيلة واختبار لتحديد دور الطريقة التواصلية في تحسين مهارة الكتابة. النتائج التي تم الحصول عليها هي كما يلي:

1. توجد فروق ذات دلالة احصائية بين متوسط درجات المجموعة التجريبية الذين يتم تدريسهم بواسطة الطريقة التواصلية ومتوسط درجات المجموعة الضابطة الذين يتم تدريسهم من خلال الطريقة التقليدية.

2.توجد فروق ذات دلالة احصائية في الاختبار القبلي والبعدي للمجموعة التجريبية.

الكلمات المفتاحية: التكنولوجيا الحديثة، التعليم,المدخل التواصلي، مهارة، الكتاب.

Section One

Introduction

1.1 Statement of the Problem

In Iraq, English Language Teaching faces challenges including limited teaching resources, crowded classrooms, and curricula that emphasize grammar over communication. While sporadic efforts to integrate technology exist, the systematic effect of such integration—when combined explicitly with communicative pedagogy—remains under-investigated. The importance of teaching communicative approach has increased in educational environments Abdullah (2019). However, students often face challenges on writing, including spelling errors, language rules problems, vocabulary restrictions, and the difficulty of transferring their ideas briefly due to the restrictions of letters. In

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addition, it may be difficult for students to a balance between informal language suitable for social media and conservative professionalism, especially when using communicative approach for educational purposes. Writing is one of the most complex human activities. In the current study, communicative approach is popular and widely used by students. They upload videos or photos with descriptions and interact with others by writing comments or sending messages. Thus, communicative language can provide an ideal environment for students to create written texts.

1.2 Aims of the Study

This study aims to:

The study aims to advance knowledge in a number of significant areas. In the first instance it will identify traditional teaching practice challenges which retard or obstruct the process of effective language learning in order formulate a range of solutions to update them with technological methods and aids. The research will also evaluate the scale of the difficulties confronted by English teachers who use modern technology and determine whether additional IT skill training is required. It is hoped that the ensuing data may be used as a reference guide for future researchers in the same field and context, along with a detailed analysis of the teaching and education sector as intrinsic to infrastructure of any modern society. Technology has become ubiquitous in all forms of contemporary life. Since the teaching process cannot be atomized from this global trend, this study further considers the impact of recent English teaching technology as compared to traditional practices which arguably render students' passive, and prone to boredom. Indeed, this study demonstrates that the introduction of modern technological assistance yields timely learning progress and improved student proficiency across all English language skills including writing, reading, and conversation. Ultimately, the research provides key educative stake-holders and authorities with practical solutions to tackle the problems related to the use of modern technology in English language teaching for teachers and students alike.

1.3 Limits of the Study

The present study is limited to:

1. The use of communicative language teaching for improving students' writing skill.

2. Iraqi EFL second intermediate school for girls during the academic year (2025-2026)

1.4 Hypotheses of the study

The study hypothesizes that:

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1.There is a statistically significant differences between the mean scores of the experimental groups and the control groups in the post test.

2.There are no statistically significant differences between the mean scores in the pre- and post- test for the experimental group.

1.5 Value of the Study

The value of the current study can be summarized as below:

1. Using communicative approach to improve writing skill offers several valuable benefits

2.The communicative approach encourages students to think critically about combining images with concise, impactful text, fostering creativity and effective communication.

3.Engaging with diverse content on writing exposes students to the various writing styles and perspectives, broadening their understanding of language usage and storytelling techniques.

1.6 Definitions of the Basic Key Terms

1.6.1 modern Technology: modern technology refers to the latest tools, machines, systems, and digital innovations that are developed using current scientific knowledge to make life easier, faster, and more efficient David (2009). P. 134

1.6.2 Teaching: is the process of acquiring knowledge, skills, values, beliefs, and habits through teaching, training, study, or experience John (1916)

1.6.3 Communicative Approach: Is a method of language teaching that focuses on developing learners' communicative competence effectively and appropriately in real-life situations jack and Richards (2014).

1.6.4 Writing: is the process of showing the knowledge, ideas, information or experience and understanding to gain the knowledge or some information to learn and share White (1986).

Chapter Two: Literature Review

2.1Introduction

This chapter reviews the relevant literature related to the integration of modern technology into English Language Teaching (ELT) through the Communicative Approach, with particular reference to the Iraqi educational context. It explores key concepts such as modern educational technology, the Communicative Language Teaching approach, the role of technology in enhancing

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communicative competence, and previous studies related to technology-based language instruction.

2.2 Technology in Language Learning

web-based tools have been widely researched, Multimedia supports multiple input channels (audio, video, text, images), while synchronous (e.g., Zoom, Teams) and asynchronous tools (forums, LMS) enable flexible interaction. Studies indicate technology can increase input exposure, provide corrective feedback, and create communicative tasks that mirror real-world situations. In recent years, technology has become an important part of English language teaching because it supports the development of the four main skills: listening, speaking, reading, and writing. It also increases students' motivation and encourages active participation in the classroom Chapelle (2001).

2.3 Modern Educational Technology

Modern educational technology refers to the use of advanced digital tools, devices, and systems to improve teaching and learning. It includes computers, smart boards, mobile phones, online platforms, educational applications, virtual classrooms, and artificial intelligence . Roblyer, M. D., & Hughes, J. E. (2019) Modern educational technology helps teachers present lessons in an interactive way and allows students to learn more effectively. It supports different learning styles such as visual, auditory, and kinesthetic learning. It also makes learning more flexible because students can access educational materials anytime and anywhere through the internet. In addition, modern technology encourages collaboration and communication between students and teachers through online learning platforms such as Google Classroom, Microsoft Teams, and Zoom. It also provides immediate feedback through online quizzes and educational applications, which helps students improve their performance.

2.3.1 Importance of Modern Educational Technology

- It increases student motivation and engagement.
- It supports distance learning and blended learning.
- It helps students learn independently.
- It improves communication between teachers and learners.
- It provides rich multimedia resources (videos, audio, images). Das,R.C (1993).

2.4 The Communicative Language Teaching Approach

The Communicative Approach emphasizes meaningful language use, task-based activities, negotiation of meaning, and real-life communication. Research shows that when instruction focuses on authentic interaction, learners develop better fluency and pragmatic competence. The Communicative Approach, also known as Communicative Language Teaching (CLT), is a teaching method that focuses on improving students' ability to communicate in real-life situations. It

emphasizes using the language for meaningful interaction rather than only learning grammar rules and memorizing vocabulary. In this approach, students learn through activities such as role-play, group work, discussions, and problem-solving tasks. The teacher's role is to guide and support learners, while students become active participants in the learning process. The Communicative Approach helps students develop fluency, confidence, and communicative competence, which means knowing how to use the language correctly and appropriately in different contexts. Richards, J. C., & Rodgers, T. S. (2001).

2.4.1 Importance of the Communicative Approach

- It improves speaking and listening skills.
- It increases student interaction and participation.
- It develops fluency and confidence.
- It helps learners use English in real-life communication.
- It encourages cooperative learning through pair and group work.

2.5 The role of Technology in enhancing Communicative Competence

The role of technology in the Communicative Approach Chappelle (2001). (Communicative Language Teaching - CLT) is very important because technology supports meaningful communication and real-life language use. The Communicative Approach focuses on interaction, fluency, and communicative competence, and modern digital tools help students practice these skills inside and outside the classroom. Technology provides authentic materials such as videos, podcasts, online articles, and real conversations that expose learners to natural language. This helps students improve their listening, pronunciation, and understanding of how English is used in real contexts. In addition, technology encourages collaboration through online platforms and communication tools. Students can work in pairs or groups using applications such as Google Classroom, Microsoft Teams, Zoom, WhatsApp, and discussion forums. These tools increase student interaction and create more opportunities for speaking and writing. Technology also supports interactive activities that match CLT principles, such as role-play, online presentations, digital storytelling, and problem-solving tasks. Moreover, educational applications and online quizzes can provide immediate feedback, which helps learners correct mistakes and improve their performance.

Examples of Technology Used in CLT

- Video conferencing tools (Zoom, Microsoft Teams) for speaking practice and discussions.
- YouTube and podcasts for authentic listening materials.
- Quiz platforms (Kahoot, Quizizz) for interactive communication activities.
- Google Classroom for sharing tasks and group projects. Dudeney & Hockly (2007).

- Chat tools (WhatsApp, Telegram) for communication and collaborative learning.

2.6. Previous Research

Stepp-Greany (2002, p. 165) used survey data from Spanish language classes which utilized a range of technological approaches and methods in order to determine the importance of the role of teachers, the relevance and availability of technology labs and individual components, and the effect of using technology on the learning process of a foreign language. The results confirmed student perceptions of the teacher as the primary learning facilitator, and stressed the importance of regularly scheduled language labs and the use of CD Rom. Stepp-Greany recommended a follow-up study to measure the effects of relevant technology on the learning process of foreign language acquisition. Warschauer (2000a) proposed two different ways to integrate technology into the class: a cognitive approach which gives learners the opportunity to meaningfully increase their exposure to language and thus make their own knowledge; and a social approach which gives learners opportunities for authentic social interactions as a means to practice the real-life skills obtained through engagement in real activities.

Bordbar (2010) investigated the reasons and factors behind language teachers' use of computer technology in the classroom. The study further explored teacher attitudes towards computer and information technology and the various ways they applied practical computer-assisted language learning experience and knowledge to their own language instruction delivery. The results found that almost all the teachers held positive attitudes towards the use of computers in the class. The results also underscored the importance of teachers' overall perceptions of technology, technological experience, skill, and competence, and the cultural environment that surrounds the introduction of IT into schools and language institutes and shapes attitudes towards computer technology. Shyamlee (2012, p. 155) analyzed the use of multi-media technology in language teaching. The study found that such technology enhances student learning motivation and attention.

Chapter Three: Methodology

3.1Introduction

This chapter describes the research methodology adopted in the current study. It explains the research design, participants, instruments, procedures, and data analysis methods used to investigate the impact of integrating modern technology into English language teaching in Iraq using the Communicative Approach. The study adopts a descriptive and quantitative research design. This design is appropriate for examining students' perceptions regarding the use of modern technology in communicative English language teaching.

3.2 Experimental Research

Experimental research is a scientific procedure that aims to determine cause and effect for two or more variables Leavy (2017). Empirical research is a process of testing hypotheses and planning experiments, and for this reason, the data gained can be tested to reach correct and objective conclusions Ryan (2007). To implement the current study experience, two classes were selected in a secondary school. The test was offered for both the experimental and control classes. The experimental group is taught using communicative approach, while the control group is taught using the task-based approach, and at the end of the experiment, students are assigned to a test after the experiment, as indicated in Table (1):

The Groups	Independent riables	The Test
Exp.	communicative approach	Pre and Post-test
Con.	Task-Based	Post

Using this design, researcher can evaluate the effectiveness of using communicative approach in improving the performance of students in writing skills. The performance of students in the experimental group can be compared with the performance of students in the control group to determine whether communicative approach use leads to a significant improvement in writing performance.

3.3 Population and Sample.

The population of the current study includes students of the second stage for girls in Tikrit intermediate schools in Salah al-Din Governorate during the academic year (2025-2026), whose total number reached (228) students. The selected sample includes (60) female students from the second intermediate school at Sabe Al-mathani School for Girls, which are considered distinguished students in the city of Tikrit. This sample represents 26% of the indigenous.

Table (3) The Questionnaire

These questions are directed to assess the attitudes of middle school students towards the use of modern technology in communicative English language classrooms, aims to measure how communicative approach use affects various aspects of their academic and social lives

No.	Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	The communicative approach helps me improve my speaking skills in English					
2	C communicative activities increase my confidence in					

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	using English inside the classroom					
3	Pair work and group work help me practice English more effectively					
4	The communicative approach encourages me to participate actively in class discussions.					
5	Using real-life situations helps me understand English better					
6	Communicative activities Improve my listening comprehensions skills					
7	I have more opportunities to speak English when the communicative approach is used					
8	Learning grammar through communication ids the more effective than traditional methods					
9	The communicative approach makes English classes more interesting.					
10	Classroom discussions help me express my ideas clearly in English					
11	Role-play activities help me use English in real –life situation					
12	Communicative language teaching reduces my fear of making mistakes					
13	I fell motivated to learn English through communicative activities					
14	The communicative approach improves my pronunciation skills					
15	Communicative tasks helps me develop my vocabulary					
16	I interact more with my classmates during communicative activites					

17	The teacher guides and supports students during communicative lessons					
18	Communicative language teaching helps me become a more independent learners					
19	Using communicative activites improves my overall English proficiency					
20	The communicative approach is suitable for second-year department students					

The 60 students were divided into groups A and B. Group A consists of 25 students, while Group B consists of 35 students. Group A was randomly selected as the control group, while Group B was chosen as the experimental group, as shown in Table 2:

No. of Population	No. of Sample	Percentage
228	60	26%

3.4 Instruments of the Study

A questionnaire is a set of carefully written questions related to a specific research topic, and when presented and answered accurately by carefully selected individuals who are called representatives, it will provide the data necessary to complete the research project Westling and Zappaterra (2019).

As a result, in the current study, the questionnaire is used to measure the use of communicative approach. The five-point Likert scale was used, which ranges from 1. Strongly agree to 5. Strongly disagree in the questionnaire, where students mark (yes) on the options for responses to the evaluation scale, which are as follows: 1. Strongly agree2. agree 3. Neutral 4. Disagree 5. strongly disagree.

The main instrument used in this study is a questionnaire designed to collect data about the effectiveness of integrating modern technology in communicative English language classrooms. The questionnaire includes close-ended questions using a Likert scale.

3.5 Construction of the Achievement Test

The achievement test is a tool for teachers to evaluate students in the school environment. In the school environment, it is used as a tool to measure the success of the individual in a specific topic or a set of topics. The achievement test provides information about what individuals acquire through their capacity test Gronlund (1988). The current study consists of two written questions, where students are required in the first question to describe the post by writing an article about it. The second question is asked to write a story for the video they see about

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communicative approach. The total test mark is 50 degrees, as shown in Table (4).

This test aims to measure the extent to which students' writing skills improve after using the communicative approach in the learning process. The test focuses on the ability to express thoughts and imagine through writing, and provides a reference point for measuring students' development in this skill.

Table (4) Specifications of Posttest Contents, Behaviors, and Scores

Level	Bahavioural Objectives	No.of Questions	Scores
Production	Describing a post through written an article	1	25
Production	Analyzing the main themes of a video see on communicative language teaching	2	25

This data shows more required behaviors and the number of questions related to them in the final exam, providing more diversity in assessing students' written production skills.

3.6 Validity of the Research Instruments
3.6.1 Validity of the Questionnaire
Validity is the effect of a scanning tool, as it is supposed to measure: validity is an estimate of its accuracy wainer and Braun(2013). Validity related aspects in this study are facial validity and validity content. The arbitrators review the questionnaire and make some amendments to some elements before reaching an agreement on the validity of the questionnaire. The goal of verifying validity is to ensure that the questionnaire measures accurately aspects that aims to measure, which helps in providing accurate and reliable results for study.

3.6.2 Validity of the Achievement Test
Validity indicates the degree of influence of the tool, analytical process, statistical method, or testing of the accuracy of what is measured Newton and Shaw (2014). Validity related aspects in this study are facial validity and content validity. In order to ensure the validity of the tool, it was presented to a committee of experts in English language education and language science, and some changes and amendments were considered before preparing the final test.

3.7 Reliability of the Research Instruments
3.7.1 Reliability of the Questionnaire
Secretariat and accuracy indicate the accuracy and consistency in the use of the measurement used in the study to analyze the same idea. In order to achieve the Secretariat, the researcher used Alpha Cronbach laboratory and found it 0.77,

which is an acceptable result. It is the result of 0.77 for Alpha Cronbach laboratory is an acceptable result, which means that the questionnaire has good reliability.

3.7.2 Reliability of the Achievement Test

Trust and accuracy are a way to assess internal cohesion and test measurement. Reliability specifications are used when the test is designed to measure one characteristic, or when the feature of the test changes by the test over time, or when the frequent results affect the frequent exposure to the test. Alpha Cronbach laboratory, which statistically evaluates the internal consistency, was used to detect the reliability of the evaluation test. The result of the formula was 0.83, which is an appropriate number. The result of 0.83 for Alpha Cronbach laboratory is an appropriate result, indicating that the test has good reliability.

3.8 Scoring Scheme of the Research Instruments

3.8.1 Scoring Scheme of the Questionnaire

The registration is based on the Likert scale, which consists of five points, ranging from 1. "strongly agree to 5. Strongly disagree" that was used in the questionnaire. Students are required to respond with a 'yes' sign. A normative value for alpha Cronbach laboratory is 0.75, which is an appropriate result. The result of 0.75 for the Alpha Cronbach standard is an appropriate result, indicating that the questionnaire has good reliability.

3.8.2 Scoring Scheme of the Achievement Test

The registration process is the process in which the results of the results are evaluated using a digital scale. In the current study, the test sample includes two questions. Students are registered with 50 marks. 25 marks are allocated to the first question, where students are required to write an article about the post they saw. 25 marks are devoted to the second question, where students are asked to write a paragraph about the video they watched on Instagram. The researcher evaluates the answers themselves according to specific criteria, namely: content, organization, vocabulary, and language use.

3.9 Final Administration of the Research Instruments

3.9.1 Final Administration of the Questionnaire

The survey was finally administered on March 25, 2026, Sab-Al Mahtani Secondary School for Girls. The researcher clearly explained the objective of the questionnaire to the participants, where the importance of participating in the study and how to use the questionnaire to collect data was explained.

3.9.1 Final Administration of the Achievement Test

The final exam was conducted on the same day and at the same location after the completion of the questionnaire. The objective of the test was clearly explained to the students, where the importance of assessing and improving students' writing skills using the communicative approach was emphasized

Chapter Four: Results and Discussion

4.1 Introduction

This chapter presents the results and discussion of the data collected from the

research sample. The data were gathered through a questionnaire distributed to English language students to investigate the impact of integrating modern technology into English language teaching using the Communicative Approach in Iraq. The total number of participants was 60.

4.2 Analysis of the Questionnaire

An analysis of students' responses was conducted, and the results are shown in Table (5). The table provides information about the number of items in the content, their weighted percentages, and weighted averages for each item. The analysis revealed that the number of items in the content was (4.34), indicating a relatively comprehensive coverage of the topic. Weighted percentages, listed from highest to lowest, indicate the distribution of answers across items Zainuddin & Halili (2016).

This indicates that the majority of students have positive attitudes toward using communicative approach in their classrooms. These findings suggest that communicative approach is viewed as a valuable tool for enhancing teaching and learning outcomes among Iraqi EFL secondary school students.

Table (5)
The Average, Percentages, and trend of Students'' Reactions to using communication

N	Items	Weighted Mean	Percentage	Tendency
1	4	4.90	98	Strongly agree
2	8	4.85	97	Strongly agree
3	3	4.75	95	Strongly agree
4	2	4.66	93	Strongly agree
5	9	4.64	92	Strongly agree
6	16	4.62	90	Strongly agree
7	19	4.55	88	Strongly agree
8	18	4.44	86	Strongly agree
9	11	4.43	85	Strongly agree
10	20	4.42	83	Agree
11	17	4.41	81	Agree
12	5	4.40	80	Agree
13	15	4.40	78	Agree
14	12	4.39	76	Agree
15	6	4.38	75	Neutral
16	13	4.37	73	Neutral
17	7	4.36	71	Neutral
18	14	4.35	70	Neutral
19	10	4.34	68	Neutral

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| 20 | 1 | 4.34 | 68 | Neutral |

4.2 Presentation of the Results of the Test

4.2.1 Comparison between the Mean Scores of the Experimental and that of Control Groups in the post-Test

   To find out if there are any statistically significant differences between the mean scores of the experimental group's and the control groups in the post test. Statistics show that the mean score of the experimental group is (76.46) and that of the control group is (54.88). By using t-test formula for two independent variables, the calculated t-value is found to be (9.89), while the tabulated t-value is found to be (2.00) at the degree of freedom (58) and level of significance (0.05). This means indicates that there is a significant difference between the achievement of the two groups and in favors of the experimental group. Thus, the first hypothesis, which states that there is a statistically significant differences between the mean scores of the experimental group's and the control groups in the post test, is accepted, as indicated in table (4.2.1)

Table (4.2.1) Means, Standard Deviation, and T-values of the Two Groups

Groups	No. of Students	Mean Scores	SD	T-value		DF	Level of Significance
				Calculated	Tabulated		
Experimental	35	76.46	15.56	9.89	2.00	58	0.05
Control	25	54.88	14.72				

4.2.2 A Comparison between Experimental Group in the Pre and the Post-Test

   According to the second hypothesis that show "there is no statistically significant differences between the mean scores in the pre and post- test for the experimental group. It is found that the mean score between the students' performance of the experimental group in the post-test is (76.46) with a standard deviation (15.56) Whereas that of the pre-test is (44.94) with a standard deviation (11.20). The calculated t-value is (9.89), which is found to be higher than the tabulated t-value which is (2.06) at (0.05) level of significance when the degree of freedom is (34), as indicated in table (4.2.2). These means indicate that there is a significant difference between the mean score of pre -test and that of the post-test. Final results show there is a significant difference and in favor of the post –test using Instagram. Thus, the second hypothesis is rejected.

Table (4.2.2) The T. Test Value of Samples, the Experimental Group Achievement in the Pre-Test and Post-Test

Groups	No. of Students	Mean Scores	SD	T-value		DF	Level of Significance
Post-test	35	76.46	15.56	Calculated	Tabulated	34	0.05
				9.89	2.06		
Pre-test		44.94	11.20				

4.3 Discussion of the Obtained Results

The results of the present study show that students' achievement of the an experimental who taught by utilizing communicative approach have a positive impact on writing skill is better than those of the control who has been taught by utilizing Task-based approach. This explains the proficient utilize of communicative in improving students' ability to comprehend and develop positive and beneficial thoughts. From the researcher point of view, the development of the students' achievement in English language by utilizing communicative method could be attributed to the following factors:

1.Communicative approach can enhance students' self-esteem.

2. It motivates students to learn English language.

3.It improves students' confidence in their writing ability.

4.It enhancing visual learning of the students through photos and videos, that can give

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in better understanding and keeping of information.

Section Five

Conclusions, Recommendations, and Suggestions

5.1 Conclusions

1.The current study aims to shed light on communicative approach in intermediate school students, communicative approach, learning is better from students utilizing communicative method.

2.Utilizing communicative approach makes students enhanced engagement: modern technology and interactive nature can capture attention of the students and make teaching more reliable.

3.Communicative approach helps students to link with organizations, experts and communities related to their field of study, providing real-world context and networking opportunities.

4.Utilizing communicative is readily available making it suitable for students to join in educational activities any time.

5.2 Recommendations

In light of the findings, the researcher suggests the following

1. Substitute modern technology for obsolete English language teaching methods.

2. Provide appropriate training for all teachers to use modern technology in English language teaching.

3.Adopt complete electronic curriculum projects in line with modern requirements.

4. Urge English teachers to encourage students to use modern technology as a means to develop their language skills.

5. Establish Internet networks within educational institutions to equip teachers to properly avail of modern technology.

6. Provide appropriate student training in all forms of available technology in order that they maintain pace with the requirements of the electronic.

7. Establish an English language teaching portal school-home connection to enable students to learn in their free time.

 8. English teacher development of classroom dialogue and discussion

5.3 Suggestions

There are some suggestions for using modem technology by teachers and students to improve further studies

1.The researcher can encourage students to document their study progress through regular stories or posts, which can serve as a motivational tool and help in tracking their learning journey.

2.The researcher can use communicative language teaching to enhance critical thinking exercises, where students analyze and discuss the content and engagement with the material.

3. Both teachers and students can follow educational accounts, subject matter experts and educational influencers to stay updated with the latest of resources and knowledge.

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