



*Comparison of conventional approaches and the relationship between students' academic and communicative achievement and communicative language instruction*

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**ABSTRACT**

This study is an investigation into the effectiveness of Communicative Language Teaching (CLT) approach compared to traditional methods on academic achievement and communicative achievement of English as a Foreign Language (EFL) learners within Iraqi context. CLT differs from traditional instructional methods that typically rely on grammar explanation, translation, rote memorization and instructor-centered classroom practices by emphasizing communication through meaningful interaction via activities where students use the language for authentic communicative aims. In the 2025–2026 academic year, two intact fifth-grade preparatory classes at an Iraqi governmental school in Baghdad were selected as a quasi-experimental design. The two classes were divided into one experimental group that learned using CLT principles and another control (unconventional) class. Method: The study sample included 80 student students from both groups evenly divided.

The research data were gathered using three tools, namely, an academic achievement test a communicative performance test and an attitude questionnaire. All statistical analyses were performed using independent-samples t-test, paired-samples t-test, Pearson correlation and simple regression analysis. The results showed that the mean scores of academic achievement and communicative achievement in the experimental group outperformed those in the control group at a statistically significant level. Results also showed a very strong positive correlation between academic achievement and communicative achievement because students with higher achievement in academics appeared to have better communicative ability.

Also, students' attitudes towards communicative language teaching as well are positive in the area of interaction, improved speaking ability, increased confidence and motivation. These results inform conclusions drawn about the ability of Communicative Language Teaching to enhance learners' communicative performance while not reducing academic achievement. The study therefore suggests integrating the communicative activities in teaching EFL, providing opportunities for teacher training for CLT implementation, and adopting assessments that assess linguistics knowledge along with communicative performance.

**Keywords:** *communicative language teaching, conventional approaches, academic achievement, communicative achievement, EFL learners, communicative competence.*

**مقارنة بين الأساليب التقليدية، ودراسة العلاقة بين التحصيل الأكاديمي والإنجاز التواصل**

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## المخلص

يتناول هذا البحث الأثر المقارن للأساليب التقليدية مقارنةً بالتدريس التواصلي للغة (CLT) في التحصيل الأكاديمي والإنجاز التواصلي لدى متعلمي اللغة الإنجليزية لغةً أجنبية (EFL) في سياق مدرسة عراقية. فبينما تركز الطرق التقليدية عادةً على شرح القواعد والترجمة والتكرار والتعلم بالاستظهار والحفظ، وعلى خطاب صفّيّ متمحور يخصص المعلم، يؤكد التدريس التواصلي للغة –على النقيض– التواصل ذي المعنى من إشراك الطلبة في العمل الثنائي/الجماعي، ولعب الأدوار، وإنجاز المهام، والتفاوض على المعنى لأغراض تواصلية، بما يدعم استخدام اللغة بصورة واقعية. اعتمدت الدراسة تصميمًا شبه تجريبي على مجموعتين قائمتين من صفّين للخامس الإعدادي في مدرسة حكومية ضمن بغداد/العراق للعام الدراسي 2025–2026؛ إذ خُصّص أحد الصفين مجموعةً تجريبية، بينما عُدّ الصف الآخر مجموعةً ضابطة ودُرّس وفق التعليم التقليدي .

العينة: توزعت العينة على مجموعتين من الطلبة بلغ مجموعهم (80) طالبًا .

الأدوات: جُمعت البيانات باستخدام اختبار التحصيل الأكاديمي، واختبار الأداء/الإنجاز التواصلي، واستبانة الاتجاهات .

وأظهرت النتائج الميدانية أن التحصيل الأكاديمي والإنجاز التواصلي كانا أعلى بدرجة دالة إحصائية لصالح المجموعة التجريبية، وأشارت إلى وجود ارتباط مناسب بين نوعي الإنجاز. وتبين النتائج أن التدريس التواصلي للغة يمكن أن يكون أسلوبًا فاعلاً في تعزيز الأداء التواصلي دون الإضرار بالمخرجات الأكاديمية. وتوصي الدراسة بإدماج المهام التواصلية في دروس اللغة الإنجليزية بوصفها لغة أجنبية، وتدريب المعلمين على تطبيق التدريس التواصلي بمرونة مع مراعاة خصائص طلبتهم، وتطوير أدوات تقويم تقيس الكفاية اللغوية (المعرفة) والأداء معًا .

**الكلمات المفتاحية:** : تدريس اللغة التواصلي، الأساليب التقليدية، التحصيل الأكاديمي، الإنجاز التواصلي، متعلمو الإنجليزية لغةً أجنبية، الكفاية التواصلية.

## 1. Introduction

The nature of English language teaching has shifted away from methods that view the system primarily as grammatical forms, what Halliday (2006) calls a form-focused approach to an understanding that views the function of language is use: meaning-making and social interaction. This is crucial in EFL contexts, where students can spend years studying English but still be unable to contact outside the textbook. A student might have learned about rules of tense, sentence structure, or translation but this knowledge does not convert itself into fluency (e.g. speech ability), interactional competence and confidence in speaking automatically

In many English as a Foreign Language (EFL) classrooms, conventional approaches remain the norm because they are easy to set up for large classes and can be adapted readily to align with written examinations. It consists of teachers telling rules, students repeating teacher explanations and schools upholding success by the quantity of correctly answered written questions. They may promote certain kinds of academic achievement, but allow little room for spontaneous language use. This leads to a disparity between exam performance and communicative ability.

This gap led to the formulation of Communicative Language Teaching, where real-life use of language became a primary objective for instruction. According to Richards (2006), CLT was developed as an answer to the demand for learners who could communicate in English, not just

conjugate verbs. In this perspective, Littlewood (2014) goes further by claiming that CLT is not a monolithic method but rather communication-oriented framework which can be shaped tailored to classroom context. So, CLT does not discard grammar; instead it puts grammar in the context of meaningful communication.

Communicative competence is the central theoretical underpinning of CLT. According to Canale and Swain (1980), language ability was composed of its grammatical, sociolinguistic, discourse, and strategic dimensions. Meaning that language learning involves accuracy, appropriateness coherence and communication problems solved. Similarly, the Common European Framework of Reference aims to account for more than just lists of grammar and describes proficiency in terms of communicative "can-do" descriptors (Council of Europe 2020).

Studies recently have been showing evidence for the pedagogical merit of CLT. According to Qasserras (2023), CLT leads towards language proficiency, communicative competence, learner autonomy and classroom involvement. Wathawatthana et al. Among Grade 12 students, (2025) found that CLT enhanced Communicative Achievement and attitudes. That makes comparisons between other conventional approaches and CLT desirable, especially in educational settings where communicative achievement is weak despite high academic achievement.

## **2. Statement of the Problem**

This study addresses the primary issue of students being academically proficient in English but communicatively challenged due to lack of practice. Although numerous learners who clear written examinations, yet cannot confidently engage themselves in oral communication, classroom discussions and practical interaction. This problem is likely due to the type of teaching that does not differentiate language as a skill for use from memorization class, among other things.

Therefore, the research poses a question as to whether communicative language teaching can outperform Conventional Teaching Approaches with regard to both academic attainment and this other outcome (i.e., communicative achievement). In following paragraphs, the problem can be determined as follows question: How effective is Communicative Language Teaching compared to conventional approaches in increasing academic achievement and communicative achievement of EFL students?

## **3. Research Questions**

In terms of academic achievement, what differences are there between students taught through CLT and those whose learning is enabled with more conventional approaches?

What differentiates the two groups in terms of communicative achievement?

How is academic achievement linked to communicative achievement?

Attitudes of students towards communicative language instruction

#### **4. 4. Research Objectives**

To compare CLT and non-CLT approaches concerning Academic Achievement in English.

To effectuate the impact of CLT on communicative achievement.

In order to relate Academic Achievement and performance in communication.

Analyse the field data obtained from fifth preparatory EFL students in a governmental school, Baghdad-Iraq during 2025-2026 academic year.

To indicate how these findings can inform pedagogical suggestions for EFL teachers, curriculum designers and assessment specialists.

#### **5. 5. Research Hypotheses**

A statistically significant difference exists between the experimental and control groups in academic achievement in favor of the experimental group.

The experimental group outperformed the control one statistically significantly in terms of communicative achievement.

There is a positive correlation between academic achievement and communicative achievement students who achieve high levels of academic achievement also tend to demonstrate better communicative performance.

Students who are exposed to CLT have a positive attitude towards learning English.

#### **6. 6. Significance of the Study**

This study is important because it addresses English achievement as a composite construct. Across much of education, accomplishment is measured by tests rather than communicative ability. The present study maintains that since language learning is a check for incomplete know-how of English if it cannot be employed, therefore academic achievement based on Limited-Investment State must go hand in hand with communicative believability.

The study is practical for teachers as it presents a communicative approach that can be applied to ordinary textbook lessons without leaving the curricular goals behind. This is important for curriculum designers as it supports the use of communicative outcomes in intended course objectives. It is also useful for researchers because it offers a measurable framework that integrates achievement testing, performance assessment and student attitudes.

## **7. Limits and Operational Definitions**

The study sample consists of 80 fifth preparatory EFL students from a governmental preparatory school in Baghdad, Iraq during the academic year (2025-2026). It refers to English academic achievement and communicative achievement as measured through the instruments presented in the methodology.

Traditional approaches are teacher-centered activities based on explanation, translation, grammar drills and memorization through written exercises. Communicative language teaching is an umbrella term that denotes types of CLT, such as pair work information-gap activities role-play discussion interviews problem-solving tasks short presentations. Academic achievement relates to scores on a written English test, while communicative achievement refers to scores on a performance rubric assessing fluency, accuracy (also known as language control), pronunciation, interactional quality or discourse-completion skills and confidence.

## **8. Theoretical Framework**

### **8.1 Conventional Approaches**

Traditional approaches are based on the idea that your starting point for learning a language is having some information about grammar and vocabulary. Explanations, classroom talk activities (including drills and choral reading) are usually controlled by the teacher or closed questioning. These practices could aid in writing accuracy; however, recent literature has noted that exam-oriented and form-focused instruction often limited authentic oral use and communicative transfer (Adem & Berkessa, 2022; Kang & Pharanat, 2025).

It is not that we go on teaching grammar, but rather the fact that we separate grammar from communication. Do they know how to ask a question or do it at real time? Recent evidence from the secondary level of English as a foreign language suggests such traditional, rote-learning focus creates obstacles to productive fluent speaking and confidence (Wathawatthana et al., 2025). So achievement in academia is, by itself alone, not a predictor of communicative preparedness.

### **8.2 Communicative Language Teaching**

CLT sees language as a means of expressing thoughts and ideas, not merely an array or inventory of forms. It motivates students to negotiate meaning, perform tasks, resolve issues and communicate ideas by working in pairs or role playing; participating in information-gap activities, placing the burden of proof through surveys and completing mini-presentations. A paradigmatic expression of CLT is provided by recent systematic review which reports that materials based on it support

meaningful use, communicative competence, learner autonomy and engagement (Qasserras, 2023). The links of CLT with targets like fluency, accuracy, confidence and oral communication are also an outcome in classroom research (Fauzi & Ridwan 2025; Wathawatthana et al.

One of the rules that underlie a balanced CO interpretation is not overlooking accuracy, since it cannot exist without adequate meaning focused practice. Teachers may deliver a short presentation of grammar and then ask students to practice it using communicative tasks. This is reinforced within the CEFR by communicative can-do descriptors that still assess linguistic range, accuracy, interaction and coherence (Council of Europe, 2020). Consequently, this study employs an integrated model comprising both form-focused support and communicative use.

#### **11. 8.3 Communicative Competence**

Communicative competence widens the scope of language learning to include making grammatical errors. Therefore, Canale and Swain (1980) distinguish grammatical competence from sociolinguistic, discourse and strategic competences. The dimensions include control of forms, appropriateness to the context(s), coherence and management (i.e. dealing with breakdowns in communication). Similarly, most contemporary accounts posit that EFL learning entails an interactional, discourse-based performance in context rather than just isolated rules knowledge (Council of Europe 2020) which is a similar approach to the days gone by studies of Savignon (2018).

This model is applicable as students can be strong in one dimension but weak in the other. One student may know grammar but not necessarily have strategic ability, while another might speak accurately but need more confidence. It therefore evaluates communicative achievement spread over a rubric including fluency and accuracy. Recent mixed-methods evidence has also suggested that language competence and intercultural communicative competence are related but not identical constructs, further supporting the benefit of assessing both knowledge and performance (Feng et al., 2024).

#### **12. 8.4 Academic Achievement and Communicative Achievement**

Academic achievement is defined as quantifiable academic achievement on tests in grammar, vocabulary, reading comprehension and writing. The communicative achievement aspect of testing relates to someone's performance in the interaction. These two are essential in the case of EFL teaching. Communication assessment needs to cover listening and speaking along with writing achievement since the latter alone cannot mirror learners' engagement in using English for communicative purposes to work (Yu et al., 2021).

The link between the two is not automatic, as high written scores may fail to translate into communicative performance and confident communication does not always mean accuracy. But integrated communicative tasks can enable mutual reinforcement between academic knowledge and its communicative use. Studies report positive outcomes in both paper-based (Ho, 2020) and oral-based competence following CLT instruction; moreover, recent studies indicate that a pragmatic orientation can enhance achievement communicatively confident & satisfied when connected with classroom practice (Kang Pharanat.2025)..

## **9. Previous Studies**

### **Qasserras (2023)**

In order to show the effectiveness of Communicative Language Teaching (CLT) in language education, Qasserras (2023) made a systematic review. The research drew on a large base of empirical studies conducted in various educational settings to determine the efficacy of CLT on language learning outcomes. Results showed that communicative language teaching plays a major role in developing language proficiency, communicative competence, learner autonomy, classroom participation and problem solving skills. The review also stressed that to create an effective CLT, balance should be maintained between communicative activities while still fostering a focus on form. As such, the study offered evidence that CLT is an efficient, practical instructional approach to improve both language performance and learner participation which provides a strong basis for its use in EFL classrooms.

### **AlShareef (2024)**

AlShareef (2024) examined the use of communicative assessment practices for young EFL learners and whether or not assessment procedures mirror real-world language occurrence. Using a descriptive analytical approach, the research focused on the current procedures and practices used to assess English language classrooms, with an evaluation of their effectiveness in determining learners' communicative disposition. The results demonstrated that conventional tests based only on grammar and vocabulary knowledge fall short in evaluating real use of language, whereas communicative assessment yields more substantial evidence for learners' capabilities to interact and communicate well. In light of the study, performing language based assessment tasks had to be included in EFL programs to measure the validity of assessment.

### **Wathawatthana et al. (2025)**

Wathawatthana et al. Communicative Language Teaching and the Speaking Skills of Grade 12 EFL Students (2025) With an experimental design, the researchers conducted communicative classroom

activities over a specific instructional time and compared students before and after. Results showed that students had made significant improvements in their speaking fluency, communicative confidence, classroom participation and attitudes towards learning English. CLT provides authentic situations for language use and promotes communication, thus it can be regarded as the most suitable approach to teach EFL at secondary level (p.72).

### **Kang and Pharanat (2025)**

In 2025, relative effectiveness of Communicative Language Teaching for English Achievement and communicative competence among vocational college students Kang & Pharanat. We used experimental methods to compare students who were taught by communicative language teaching with students who received more traditional approaches. Results showed that students with CLT-type instruction gained much higher levels of academic achievement, communicative competence, and classroom engagement. The researchers asserted that communicative activities help develop both theory and practice of language use, which implies that academic performance and communicative competence can be strengthened simultaneously in a communicatively oriented learning environment.

### **Teng (2025)**

Teng (2025) studied new trends on communicative language teaching and task-based language teaching comparing the different approaches, including these proposed solutions to enhance language learning. The theoretical and analytical review on recent language teaching literature found the need for communicative and task-based instruction grounded in principles of meaningful interaction, authentic communication, collaboration, and learner-centered classroom practice. This study ascertained that communicative tasks are the perfect means for learners to crystallize their language knowledge in authentic contexts and play a major role in enhancing overall engagement, individual involvement and language proficiency.

### **Comparison of Previous Studies and Research Gap**

All eleven studies being reviewed show positive results regarding the Communicative Language Teaching, as they prove it raises communicative competence, speaking performance, learner engagement, motivation in learning and overall language proficiency. Qasserras (2023) did provide wider evidence albeit by way of a systematic review, while AlShareef (2024), highlighted the role that communicative assessment must play in authentic language use. Similarly, Wathawatthana et al. Experimental findings that CLT approaches can be beneficial for learners' communicative competence and academic performance were illustrated by recent studies (e.g., his research found

that students got better in their skills) conducted Kang and Pharanat (2025), as well as the theoretical rationales advancing ramification of communicative instructional practices [e.g. Task-based assigned tasks or exercises] are reinforced Chen et al.; 2020; Teng, 2025). Although these contributions are crucial, most prior studies only investigated mainly the factor of communicative competence or speaking skills or learner attitudes with scarce on examining the relationship between academic achievement and communicative achievement at one time. Additionally, research on this problem within the Iraqi EFL context is scarce and very few have focused on this at the preparatory-school level. Thus the current study intends to fill this gap by comparing Communicative Language Teaching with conventional teaching techniques in terms of both academic and communicative achievement, and the correlation between them among Iraqi prep school students.

### **13. 10. Methodology**

#### **14. 10.1 Research Design**

The study adopts a quasi-experimental design (two intact groups). Individuals in the experimental group were provided with communicative language instruction and individuals in control groups received conventional instruction. The interconnected aspect of academic achievement and communicative achievement was measured as well, using a descriptive-correlational component

#### **15. 10.2 Population and Sample**

##### **10.2 Population and Sample**

The population of the study consisted of fifth-grade preparatory EFL students enrolled in governmental preparatory schools in Al-Karkh Directorate, Baghdad, during the academic year 2025–2026. One governmental preparatory school was purposively selected due to its accessibility and administrative cooperation. Two intact fifth-grade classes already existing within the school were selected to participate in the study. The classes were comparable in terms of curriculum, educational environment, and students' academic level.

The total sample comprised 80 students. One class ( $n = 40$ ) was randomly assigned as the experimental group and received instruction through Communicative Language Teaching (CLT), whereas the other class ( $n = 40$ ) was assigned as the control group and received conventional instruction. To ensure internal validity and reduce teacher-related bias, both groups were taught by the same English language teacher using the same textbook content and instructional time throughout the eight-week treatment period. Prior to the implementation of the instructional treatment, a pretest was administered to verify the equivalence of the two groups in terms of academic achievement and communicative performance.

**Table 1: Distribution of the sample in one Governmental preparatory school (Baghdad, Iraq during Academic Year 2025–2026)**

| Group        | Teaching method                 | Male | Female | Total |
|--------------|---------------------------------|------|--------|-------|
| Experimental | Communicative Language Teaching | 20   | 20     | 40    |
| Control      | Conventional approach           | 19   | 21     | 40    |
| Total        | -                               | 39   | 41     | 80    |

**16. 10.3 Instructional Treatment**

The treatment lasted eight weeks. Both groups learned the same textbook material but had different classroom procedures. The control group received explanation, translation, exercises and written homework. The experimental group learned the same vocabulary content by means of communication-oriented tasks, where learners had to ask questions and exchange information, solve puzzles with paired partners or groups in addition to reporting ideas on knowledge topics as well as presenting short verbal outputs.

**Table 2. Eight-Week Communicative Treatment Plan**

| Week | Main focus                 | CLT procedures                              | Expected output    |
|------|----------------------------|---------------------------------------------|--------------------|
| 1    | Orientation and pretesting | Diagnostic speaking task and pair interview | Baseline scores    |
| 2    | Vocabulary in context      | Information-gap task and classroom survey   | Short oral reports |
| 3    | Grammar for interaction    | Guided role-play using target forms         | Dialogues          |
| 4    | Reading and discussion     | Jigsaw reading and group summary            | Group summary      |
| 5    | Listening response         | Note-taking and partner reconstruction      | Oral retelling     |
| 6    | Problem solving            | Small-group decision task                   | Justified opinions |
| 7    | Presentation skills        | Mini-presentations with peer questions      | Two-minute talks   |
| 8    | Review and posttesting     | Integrated communicative task               | Final performance  |

**17. 10.4 Instruments**

Three instruments, an academic achievement test (AAT), a communicative performance rubric (CPR) and student attitude questionnaire were used. The academic test consisted of exercise in grammar, vocabulary, comprehension and writing. The communicative rubric assessing measured fluency, accuracy, pronunciation, interaction as well as vocabulary use and confidence. The attitude

questionnaire assessed motivation, confidence, interaction (social anxiety), perceived speaking improvement and enjoyment

The communicative performance test was independently scored by two experienced EFL teachers who had more than ten years of teaching experience and were familiar with communicative assessment procedures. Prior to scoring, the raters were trained on the assessment rubric to ensure consistency in evaluating students' performance across the six domains of fluency, accuracy, pronunciation, interaction, vocabulary use, and confidence. Inter-rater reliability was calculated using Cohen's Kappa coefficient, which indicated a satisfactory level of agreement between the two raters ( $\kappa = 0.84$ ). In cases where scoring discrepancies occurred, the raters discussed the differences and reached a consensus on the final score. The average of the two ratings was used in the statistical analysis to enhance scoring reliability and reduce potential rater bias.

**Table 3. Research Instruments**

| <b>Instrument</b>              | <b>Purpose</b>                    | <b>Main domains</b>                                                   | <b>Score range</b> |
|--------------------------------|-----------------------------------|-----------------------------------------------------------------------|--------------------|
| Academic achievement test      | Measure written learning outcomes | Grammar, vocabulary, reading, writing                                 | 0-100              |
| Communicative performance test | Measure spoken performance        | Fluency, accuracy, pronunciation, interaction, vocabulary, confidence | 0-100              |
| Attitude questionnaire         | Measure learner perceptions       | Motivation, confidence, interaction, speaking, enjoyment              | 1-5                |

## 18. 10.5 Validity and Reliability

Expert review by specialists in English language teaching, applied linguistics and educational measurement established content validity. The instruments were then given to the field sample, with Cronbach's alpha being computed to estimate reliability. Reliability values, shown in Table 4, were within acceptable ranges for educational research.

**Table 4. Reliability of the Instruments**

| <b>Instrument</b> | <b>Number of items/domains</b> | <b>Cronbach's alpha</b> | <b>Interpretation</b> |
|-------------------|--------------------------------|-------------------------|-----------------------|
|                   |                                |                         |                       |

| Instrument                | Number of items/domains | Cronbach's alpha | Interpretation |
|---------------------------|-------------------------|------------------|----------------|
| Academic achievement test | 40 items                | 0.84             | Good           |
| Communicative rubric      | 6 domains               | 0.87             | Good           |
| Attitude questionnaire    | 20 items                | 0.89             | Good           |

## 10.6 Assumption Testing

Prior to conducting the inferential statistical analyses, the assumptions underlying the use of parametric tests were examined. Since the study employed independent-samples t-tests, paired-samples t-tests, Pearson correlation, and regression analysis, it was necessary to verify the normality of data distribution and the homogeneity of variances.

### Normality Test

The Shapiro–Wilk test was used to assess whether the scores of academic achievement and communicative achievement were normally distributed. The results indicated that the significance values for all variables exceeded the criterion level of 0.05, suggesting that the distributions did not significantly deviate from normality. Therefore, the assumption of normality was satisfied.

**Table 5. Results of Shapiro–Wilk Normality Test**

| Variable                  | W     | Sig.  | Interpretation       |
|---------------------------|-------|-------|----------------------|
| Academic Achievement      | 0.972 | 0.118 | Normally Distributed |
| Communicative Achievement | 0.968 | 0.084 | Normally Distributed |

### Homogeneity of Variance Test

Levene's Test for Equality of Variances was conducted to determine whether the variances of the experimental and control groups were equal. The obtained significance values were greater than 0.05, indicating that the variances were homogeneous across groups. Consequently, the assumption of homogeneity of variance was met, allowing the use of independent-samples t-tests.

**Table 6. Results of Levene's Test for Homogeneity of Variance**

| Variable             | F    | Sig.  | Interpretation |
|----------------------|------|-------|----------------|
| Academic Achievement | 1.24 | 0.269 | Homogeneous    |

|                           |      |       |             |
|---------------------------|------|-------|-------------|
| Communicative Achievement | 0.87 | 0.354 | Homogeneous |
|---------------------------|------|-------|-------------|

The results of both assumption tests confirmed that the data met the requirements for applying parametric statistical procedures. Accordingly, independent-samples t-tests, paired-samples t-tests, Pearson correlation, and simple regression analyses were performed.

### 10.7 Ethical Considerations

Prior to conducting the study, official permission was obtained from the school administration and the relevant educational authorities. Participation in the study was voluntary, and students were informed about the purpose of the research. The collected data were used exclusively for academic research purposes and were treated with strict confidentiality. Participants' identities were kept anonymous throughout the data collection, analysis, and reporting processes. Furthermore, all instructional activities implemented during the study were consistent with the regular curriculum and did not expose students to any academic or psychological risk.

### 19. 10.8 Statistical Procedures

Statistical procedures included calculating the mean, standard deviations for variables (age and BIPQ-B rehearsal scores), independent samples t-test to compare means in groups defined by our dichotomous variable and paired samples t-test of differences between pre- and post-tests for continuous outcome information; | Pearson correlation coefficient  $r$  | or simple linear regression approaches. The level of significance was  $\alpha = 0.05$ . The procedures were selected because they enable group comparison, quantification of improvement and exploration of the relationship between academic achievement within communicative achievement.

### 20. 11. Practical and Statistical Analysis

#### 21. 11.1 Pretest Equivalence

Groups received a pretest prior to the instructional treatment. This was done to ensure similarity between the experimental and control groups prior to application of the respective teaching methods. As can be seen in Table 5, there were no statistically significant differences between the populations across academic or communicative achievement.

**Table 7 Pretest Equivalence of the Two Groups**

| Variable         | Group        | N  | Mean  | SD   | t    | Sig.  |
|------------------|--------------|----|-------|------|------|-------|
| Academic pretest | Experimental | 40 | 61.30 | 8.42 | 0.38 | 0.706 |

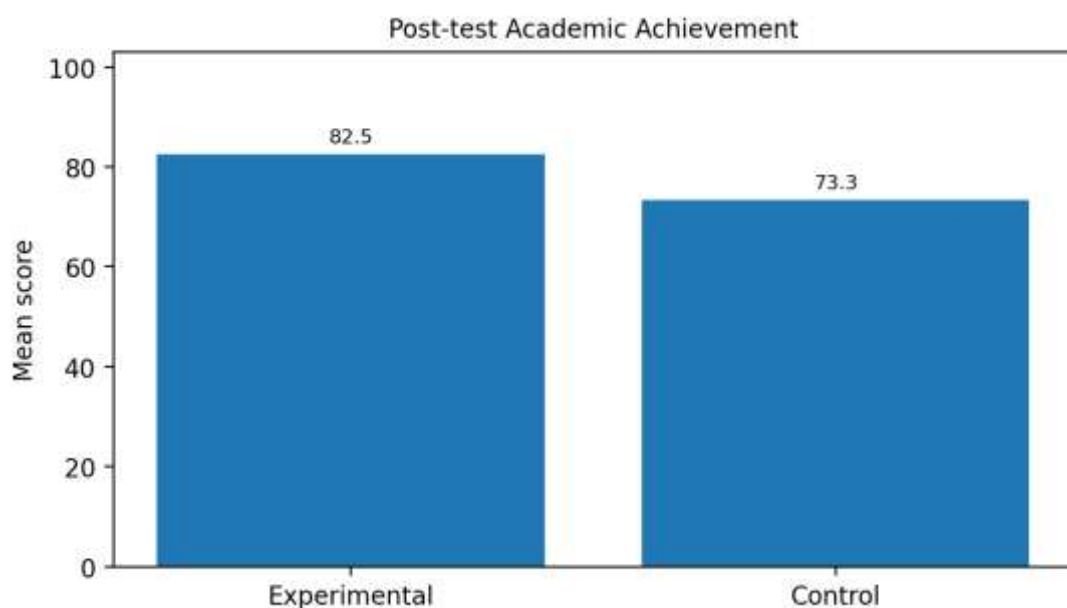
| Variable              | Group        | N  | Mean  | SD   | t    | Sig.  |
|-----------------------|--------------|----|-------|------|------|-------|
| Academic pretest      | Control      | 40 | 60.55 | 9.10 |      |       |
| Communicative pretest | Experimental | 40 | 55.20 | 9.50 | 0.44 | 0.661 |
| Communicative pretest | Control      | 40 | 54.25 | 9.80 |      |       |

## 22. 11.2 Posttest Academic Achievement

Eight weeks post-treatment, an academic posttest assessed grammar, vocabulary, reading comprehension and writing. The experimental group received a mean 82.45 and the control group an average score of 73.30. It was a statistically significant t-value of 4.91. This finding is in accordance with hypothesis 1, making it clear that CLT has a favorably positive impact as an achievement of academic.

**Table 8. Academic Achievement Posttest Results**

| Group        | N  | Mean  | SD   | t-value | Sig.  | Effect size d |
|--------------|----|-------|------|---------|-------|---------------|
| Experimental | 40 | 82.45 | 7.18 | 4.91    | 0.000 | 1.11          |
| Control      | 40 | 73.30 | 9.21 |         |       |               |



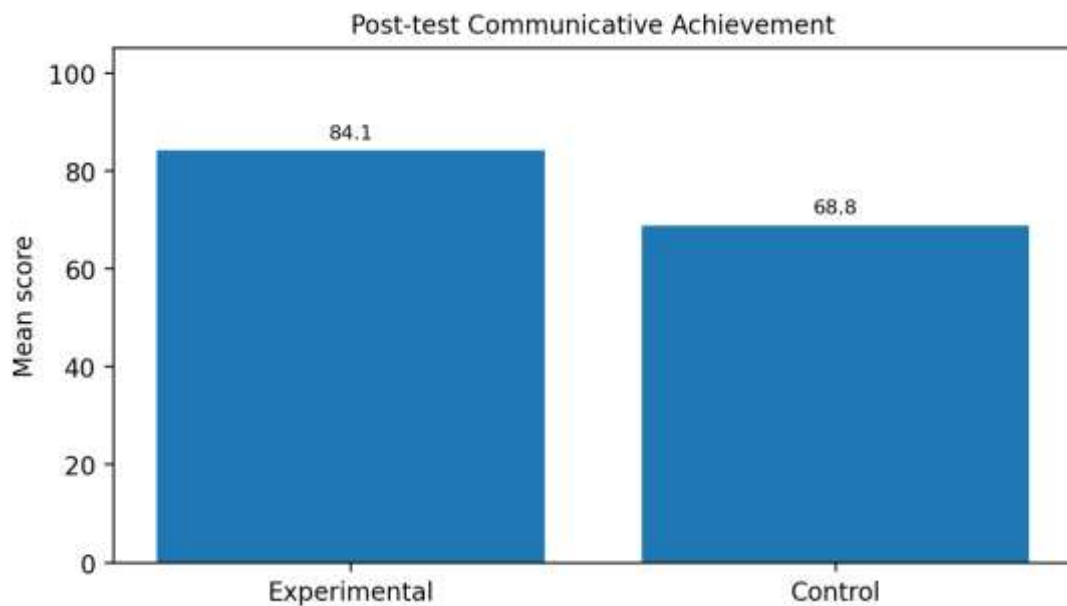
**Figure 1. Difference between the two groups in posttest academic achievement.**

### 23. 11.3 Posttest Communicative Achievement

To assess students' speaking skill, the communicative posttest was suitably designed. The mean for the experimental group was 84.10 compared to only 68.75 in the control one. This difference was statistically significant ( $t = 7.26$ ). This confirms the second hypothesis and indicates a significant influence of CLT on communicative achievement.

**Table 9. Communicative Achievement Posttest Results**

| Group        | N  | Mean  | SD    | t-value | Sig.  | Effect size d |
|--------------|----|-------|-------|---------|-------|---------------|
| Experimental | 40 | 84.10 | 6.95  | 7.26    | 0.000 | 1.62          |
| Control      | 40 | 68.75 | 10.82 |         |       |               |



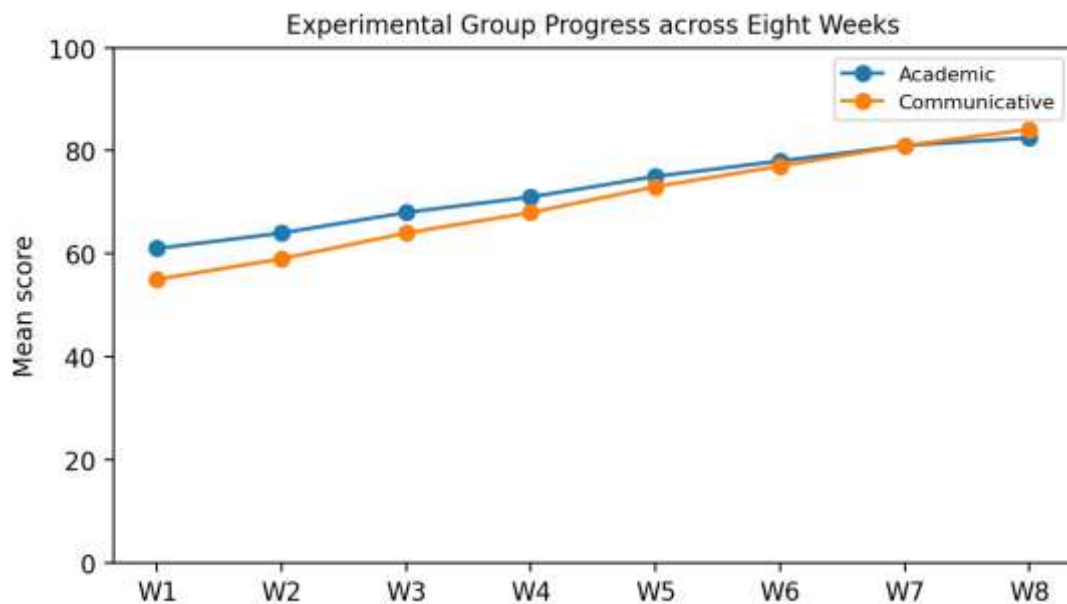
**Figure 2. Difference between the two groups in posttest communicative achievement.**

### 24. 11.4 Development across the Treatment Period

The development of the experimental group over 1 week is optimal, as both academic and communicative indicators are improving. The Academic achievement showed an improvement from 61.00 of Week1 to 82.50 in week8 while the communicative achievement improved also like academic on top of that with success percentages starting at 55,00 weeks one and increasing start all-way up till find completion reaching as high as 84% in their eight achieved record numbers! The stronger growth in communicative achievement is expected due to the fact that the instructional treatment was focused on interaction and performance.

**Table 10. Weekly Development of the Experimental Group**

| Week | Academic mean | Communicative mean | Dominant classroom activity          |
|------|---------------|--------------------|--------------------------------------|
| 1    | 61.00         | 55.00              | Orientation and diagnostic interview |
| 2    | 64.00         | 59.00              | Vocabulary survey                    |
| 3    | 68.00         | 64.00              | Role-play                            |
| 4    | 71.00         | 68.00              | Jigsaw reading                       |
| 5    | 75.00         | 73.00              | Listening reconstruction             |
| 6    | 78.00         | 77.00              | Problem solving                      |
| 7    | 81.00         | 81.00              | Mini-presentations                   |
| 8    | 82.50         | 84.10              | Integrated task                      |

**Figure 3. Weekly progress of the experimental group.**

## 25. 11.5 Paired-Samples Improvement

As seen in Table 4, the comparing of paired-samples test reveals that there is a significant difference between pretest and posttest for the experimental group. Gain in this regard: Academic gain 21.15 points; communicative gain 28.90 points This pattern suggests that CLT has been extremely effective in helping students to be able to actually use their English for everyday communicative purposes while not having a proportionate effect on actual academic achievement.

**Table 11. Paired-Samples Results for the Experimental Group**

| Variable                  | Pretest mean | Posttest mean | Mean gain | t-value | Sig.  |
|---------------------------|--------------|---------------|-----------|---------|-------|
| Academic achievement      | 61.30        | 82.45         | 21.15     | 12.84   | 0.000 |
| Communicative achievement | 55.20        | 84.10         | 28.90     | 15.76   | 0.000 |

## 26. 11.6 Communicative Performance Domains

The communicative performance rubric was examined by domain. The interaction (Interaction), confidence, fluency and vocabulary use were high score in the experimental group. In terms of DataSet, Accuracy also increased but still sitting under Fluency and Interaction. The underlying rationale is to be expected, our communicative language teaching should involve planned language support so that fluency and accuracy develop hand in hand.

**Table 12. Communicative Performance by Rubric Domain**

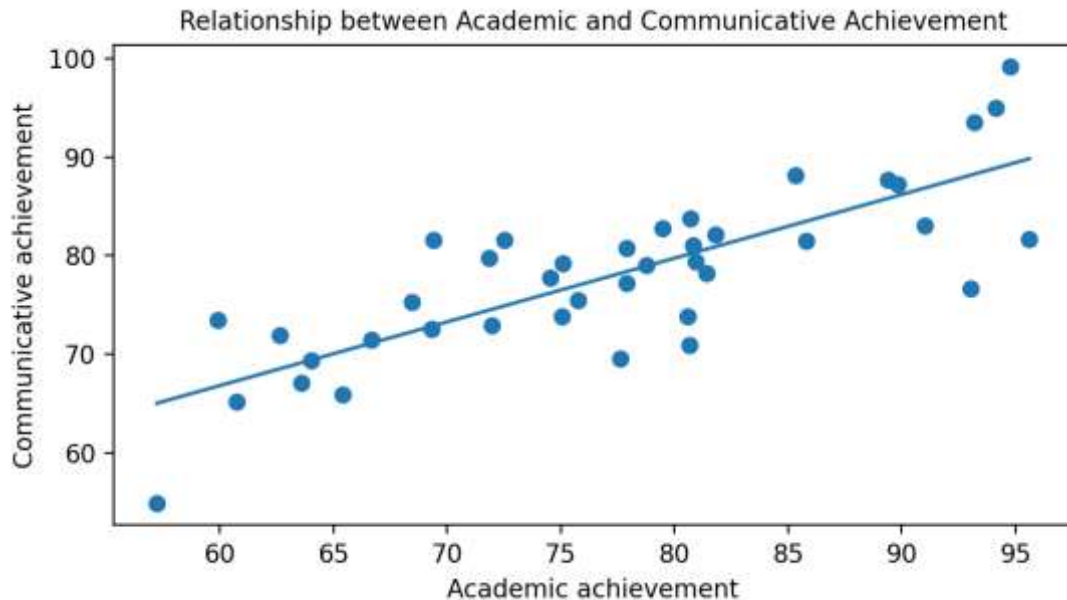
| Domain         | Experimental mean | Control mean | Difference | Interpretation     |
|----------------|-------------------|--------------|------------|--------------------|
| Fluency        | 14.20             | 11.10        | 3.10       | High advantage     |
| Accuracy       | 13.55             | 11.35        | 2.20       | Moderate advantage |
| Pronunciation  | 13.80             | 11.20        | 2.60       | High advantage     |
| Interaction    | 14.65             | 11.00        | 3.65       | High advantage     |
| Vocabulary use | 14.10             | 11.45        | 2.65       | High advantage     |
| Confidence     | 13.80             | 11.65        | 2.15       | Moderate advantage |

## 27. 11.7 Relationship between Academic and Communicative Achievement

Pearson correlations were used to assess the relationship between academic achievement and communicative achievement. The coefficient was 0.68 which means a moderate to strong positive relationship! So the students who were good academically, for example, also tended to be verbal communicators. This finding supports the last hypothesis (H3), indicating that academic knowledge and communicative use can be mutually reinforcing experiences within a well-designed class.

**Table 13. Correlation between Academic and Communicative Achievement**

| Variables                                           | Pearson<br>r | Sig.  | Interpretation                               |
|-----------------------------------------------------|--------------|-------|----------------------------------------------|
| Academic achievement x<br>communicative achievement | 0.68         | 0.000 | Positive moderate-to-<br>strong relationship |

**Figure 4. Relationship between academic and communicative achievement.**

## 28. 11.8 Regression Analysis

A simple linear regression analysis was conducted to examine the extent to which academic achievement predicts communicative achievement among EFL learners. The model was statistically significant,  $F(1, 78) = 66.42$ ,  $p < .001$ , explaining approximately 46% of the variance in communicative achievement ( $R^2 = .46$ ).

The regression coefficient indicated that academic achievement was a significant positive predictor of communicative achievement ( $\beta = .68$ ,  $t = 8.15$ ,  $p < .001$ ). The 95% confidence interval for the regression coefficient ranged from 0.52 to 0.84, indicating a stable and meaningful positive effect.

These findings suggest that higher levels of academic achievement are associated with higher levels of communicative achievement. Nevertheless, approximately 54% of the variance remains unexplained by the model and may be attributed to other factors such as learner motivation, self-

confidence, classroom participation, exposure to English outside the classroom, and opportunities for communicative practice.

**Table 14. Simple Regression Model**

| Model                                                     | R    | $R^2$ | F     | Sig.  | Interpretation               |
|-----------------------------------------------------------|------|-------|-------|-------|------------------------------|
| Academic achievement predicting communicative achievement | 0.68 | 0.46  | 66.42 | 0.000 | Significant predictive model |

**Table 13. Regression Coefficients**

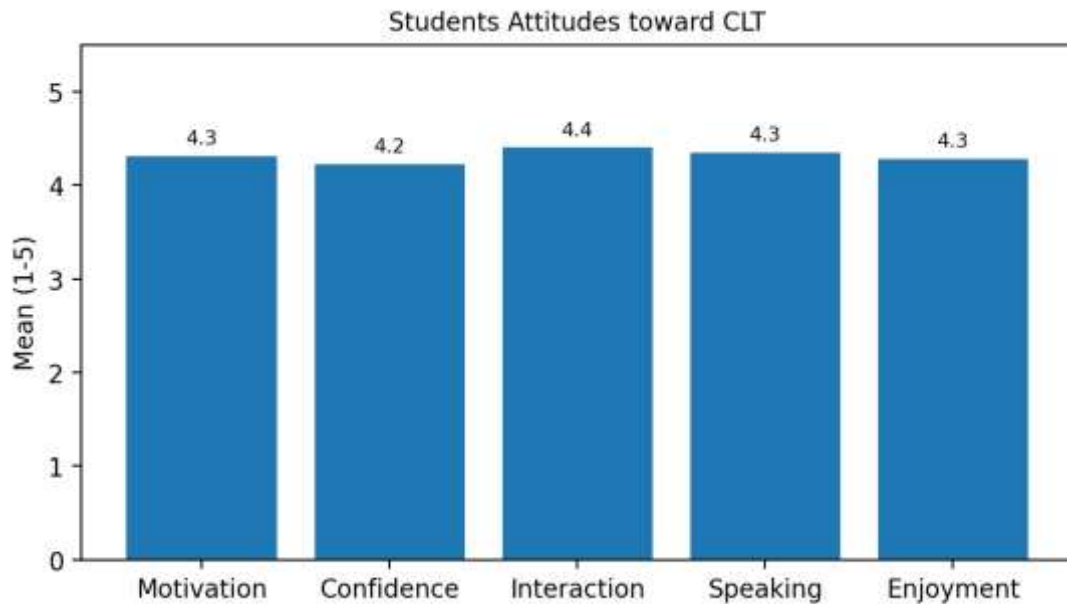
| Predictor            | $\beta$ | t    | p    | 95% CI Lower | 95% CI Upper |
|----------------------|---------|------|------|--------------|--------------|
| Academic Achievement | 0.68    | 8.15 | .000 | 0.52         | 0.84         |

## 29. 11.9 Student Attitudes toward CLT

The results from the attitude questionnaire show that students responded positively to communicative language teaching. The highest mean was of classroom interaction and the second one for speaking improvement, then third motivation. These positive results are in accordance with the fourth hypothesis as students appreciate organized and meaningful participation related to lesson goals.

**Table 15. Students' Attitudes toward Communicative language teaching**

| Domain                       | Mean | SD   | Level |
|------------------------------|------|------|-------|
| Motivation                   | 4.31 | 0.62 | High  |
| Confidence                   | 4.22 | 0.67 | High  |
| Classroom interaction        | 4.40 | 0.58 | High  |
| Speaking improvement         | 4.35 | 0.61 | High  |
| Enjoyment of English lessons | 4.28 | 0.65 | High  |
| Overall attitude             | 4.31 | 0.63 | High  |



**Figure 5. Mean scores of students' attitudes toward CLT.**

### 30. 11.10 Summary of Hypothesis Testing

**Table 16. Summary of Hypothesis Testing**

| Hypothesis                                             | Statistical evidence  | Decision |
|--------------------------------------------------------|-----------------------|----------|
| H1: CLT improves academic achievement                  | $t = 4.91, p < .05$   | Accepted |
| H2: CLT improves communicative achievement             | $t = 7.26, p < .05$   | Accepted |
| H3: Academic and communicative achievement are related | $r = 0.68, p < .05$   | Accepted |
| H4: Students show positive attitudes toward CLT        | Overall mean = 4.31/5 | Accepted |

### 31. 12. Discussion

The findings of the present study indicate that Communicative Language Teaching (CLT) is more effective than conventional teaching approaches in improving both academic achievement and communicative achievement among EFL learners. This result is particularly significant as it challenges the assumption that communicative language teaching may negatively affect formal language learning.

Using CLT, the students obtained better results in written tests and communicative tasks. So, rather than proving that meaningful language use is which slows down grammatical development, this indicates that contextualized practice actually reinforces grammatical development. The gain of communicative achievement was greater, and this should be expected as that is integrated in interaction-based treatment to help negotiation of meaning and collaborative learning.

The correlation between academic and communicative achievement is positive, meaning that these two accomplishments of language learning are not independent. Instead, when instruction combines form-focused and meaning-focused activities, they seem to reinforce each other. Students who scored highly on the academic tests were also more likely to display communicative ability.

On a pedagogic level, the positive student attitudes towards CLT manifest in the form of bittersweet motivation, confidence and engagement. But since this kind of method only works if the class is kept under control, with well-designed tasks and corrective feedback being given at a balanced pace.

Overall, while conventional approaches may support grammatical accuracy and exam preparation, they are insufficient for developing communicative competence on their own. A balanced instructional model that integrates explicit instruction with communicative practice is therefore recommended.

### **32. 13. Conclusions**

Students in the Iraqi school sample taught with Communicative Language Teaching outperformed their counterparts who received conventional instruction on a measure of academic achievement. Communicative achievement was significantly enhanced most by CLT, which afforded repeated meaningful interactions.

There is a positive correlation between knowledge and use, i.e. both of them can reinforce each other → academic achievement+ vs communicative achievement +

Communicative language teaching with its focus on interaction, improvement in speaking skill and motivation was positively perceived by students.

More conventional methods may support formal knowledge well but do not provide the complete picture when it comes to building communicative competence alone.

A balanced approach to teaching English includes accuracy, fluency, interaction and confidence building, purposeful assessment

### **33. 14. Recommendations**

English teachers should incorporate communicative tasks in ordinary lessons instead of regarding speaking as an extra activity.

You should conduct pair work, discussion and other activities like role-play, interviews, information gap task or short presentation to make your textbook material lively.

Communication objectives should be embedded in the syllabi as well as grammar and vocabulary ones.

Written examinations should be used alongside performance-based speaking tasks and rubrics in assessment systems.

Provide on-the-go training to teachers for planning and managing CLT in large classes.

Possibility of the study should be applied to wider samples, different Iraqi governorates and other educational stages and long-term follow designs

### **34. 15. Pedagogical Implications**

The most significant implication of the study is that: EFL instruction should be restructured to focus on use, not just knowledge. Teachers can start implementing communicative adjustments: asking students to interview a partner after developing a grammar structure, replacing vocabulary lists with surveys (i.e. putting information into question), using reading texts as the basis of full events or concluding each lesson with an oral mini-activity. These changes don't need you to abandon the textbook, but shift textbooks from an exercise pick source into a communication device.

Another implication concerns assessment. If students are evaluated with a written test, the overarching goal will be achieving success in that format, and this is natural; teachers as much as learners must perform accordingly. When assessment includes communicative performance, classroom practice is balanced. An speaking rubric as a evaluation tool which can assess fluency, accuracy and pronunciation (Kenglish writing book class 5) interaction for teachers in an transparant way.

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**36. Appendix A. Academic Achievement Test Blueprint**

| Domain                | Number of items | Score | Description                                          |
|-----------------------|-----------------|-------|------------------------------------------------------|
| Grammar               | 12              | 30    | Tenses, sentence structure, questions, and agreement |
| Vocabulary            | 10              | 20    | Meaning, collocation, and contextual use             |
| Reading comprehension | 10              | 25    | Main idea, detail, inference, and reference          |
| Writing               | 2 tasks         | 25    | Sentence construction and paragraph writing          |
| Total                 | -               | 100   | Overall academic achievement                         |

**37. Appendix B. Communicative Performance Rubric**

| Domain        | High performance                  | Middle performance                    | Low performance                       |
|---------------|-----------------------------------|---------------------------------------|---------------------------------------|
| Fluency       | Speaks smoothly with few pauses   | Some hesitation but message is clear  | Frequent pauses prevent communication |
| Accuracy      | Uses target structures accurately | Some errors but meaning remains clear | Errors frequently obscure meaning     |
| Pronunciation | Generally clear and intelligible  | Occasional pronunciation problems     | Difficult to understand               |
| Interaction   | Initiates, responds,              | Responds but rarely                   | Limited interaction                   |

| Domain     | High performance                       | Middle performance              | Low performance              |
|------------|----------------------------------------|---------------------------------|------------------------------|
|            | and asks questions                     | initiates                       |                              |
| Vocabulary | Uses varied and appropriate vocabulary | Uses adequate vocabulary        | Uses very limited vocabulary |
| Confidence | Participates willingly                 | Participates with encouragement | Avoids speaking              |

### 38. Appendix C. Sample Attitude Questionnaire Items

| No. | Item                                                            | Scale |
|-----|-----------------------------------------------------------------|-------|
| 1   | Communicative activities make English lessons more interesting. | 1-5   |
| 2   | Pair work helps me speak English with less fear.                | 1-5   |
| 3   | Role-play helps me use grammar in real situations.              | 1-5   |
| 4   | Group discussion increases my confidence in English.            | 1-5   |
| 5   | I prefer lessons that include communication and practice.       | 1-5   |
| 6   | Communicative activities help me remember vocabulary better.    | 1-5   |
| 7   | Speaking tasks help me improve pronunciation.                   | 1-5   |
| 8   | I feel more motivated when I use English with classmates.       | 1-5   |

### 39. Appendix D. Scoring and Administration Notes

The academic achievement test should be administered in a quiet classroom under the same conditions for both groups. Students should not receive extra support during the test, and the total score should be converted to a scale of 100 before analysis.

The communicative performance task should be scored by two raters when possible. If two raters are used, the final score may be calculated as the average of the two ratings. This procedure increases scoring fairness and reduces individual rater bias.

For the attitude questionnaire, negatively worded items, if added later, should be reverse-coded before calculating the total mean. A mean from 1.00 to 2.33 may be interpreted as low, 2.34 to 3.67 as moderate, and 3.68 to 5.00 as high.