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The Effect of Communication Skills on EFL Iraqi Pupils' Writing Achievement

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Abstract

This study aims to investigate the effect of communication skills on EFL Iraqi pupils' achievement, specifically in their achievement in written skill, and its hypotheses are as the following: Firstly, There is no statistically significant difference between the mean scores of the experimental group who is taught by using communication skills, and the mean scores of the control group who is taught by traditional method in post achievement test. Secondly, there is no statistically significant difference between the mean scores of the experimental group who is taught by using communication skills in pre and post written achievement tests. To carry out the aims of this study, and validate its hypotheses, a sample of 60 pupils have been randomly chosen from the fifth-preparatory class in Al-Bassma Secondary School for Girls, during the academic year 2024-2025. The two groups are equally divided into, group (A) represents an experimental group that consists of 30 pupils who have been taught communication skills. While group (B) signifies a control

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group that also includes 30 pupils who have been taught by applying the conventional method. Pre-test and posttest are used to collect data. This study reveals a significant difference in posttest scores between the experimental group who is taught through applying the communication skills and the control group who is taught through applying the conventional method. The results show that there is a statistically significant difference between the mean scores of experimental groups who are taught by applying communication skills in pre-post written achievement tests. This indicates that communication skills are more effective than the conventional method. The study concludes with some conclusions, recommendations, and suggestions for further studies.

Keywords: Effect, Communication skills, Writing and Achievement

اثر مهارات التواصل على التحصيل الكتابي للطلبة العراقيين دارسو اللغة الانكليزية

نها سليمان خلف

جامعة تكريت/ كلية التربية للبنات/ قسم اللغة الانكليزية – العراق

و

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المستخلص

تهدف هذه الدراسة إلى معرفة أثر مهارات التواصل على التحصيل الدراسي للتلاميذ العراقيين دارسو اللغة الانجليزية، وتحديدًا في تحصيلهم في مهارة الكتابة، وتمثل فرضياتها فيما يلي: أولاً: لا يوجد فرق ذو دلالة إحصائية بين متوسط درجات المجموعة التجريبية التي تدرس باستخدام مهارات التواصل، ومتوسط درجات المجموعة الضابطة التي تدرس بالطريقة التقليدية في الاختبار التحصيلي البعدي. ثانيًا: لا يوجد فرق ذو دلالة إحصائية بين متوسط درجات المجموعة التجريبية التي تدرس باستخدام مهارات التواصل في الاختبارين التحصيلي القبلي والبعدي. ولتحقيق أهداف هذه الدراسة، والتحقق من صحة فرضياتها، تم اختيار عينة عشوائية من (60) تلميذة من الصف الخامس الإعدادي في مدرسة البسمة الثانوية للبنات، خلال العام الدراسي 2024-2025. وقسمت المجموعتان بالتساوي إلى، المجموعة (أ) تمثل مجموعة تجريبية تتكون من (30) تلميذة تم تدريسهن مهارات التواصل. بينما المجموعة (ب) تمثل مجموعة ضابطة تضم أيضًا (30) تلميذة تم تدريسهن باستخدام الطريقة التقليدية. تم استخدام الاختبار القبلي والبعدي لجمع البيانات. تكشف هذه الدراسة عن وجود فرق كبير في درجات الاختبار البعدي بين المجموعة التجريبية التي تم تدريسها من خلال تطبيق مهارات التواصل والمجموعة الضابطة التي تم تدريسها باستخدام الطريقة التقليدية. أظهرت النتائج وجود فرق كبير إحصائيًا بين متوسط درجات المجموعة التجريبية التي تم تدريسها من خلال تطبيق مهارات التواصل في اختبارات التحصيل الكتابي قبل وبعد. وهذا يشير إلى أن مهارات التواصل أكثر فعالية من الطريقة التقليدية. انتهت الدراسة ببعض الاستنتاجات والتوصيات والمقترحات لمزيد من الدراسات الأخرى.

Section One

1.1 Statement of the Problem

Sometimes pupils understand the grammar rules, but they struggle to write in the language. Communication skills are essential abilities that enable pupils to convey information, ideas, thoughts, and feelings effectively, whether in academic personal environments or professional setting. In the context of EFL learning, communication skills include not only the ability to speak and understand the English language, but also to effectively convey ideas and thoughts in written form (Widdowson,1978).

Owusu-Ansah (1997) notices that pupils are face difficulty to improve their writing skills even after taking communication skills class. There could be a few reasons for this, like where the pupils come from, the teachers' qualifications, and how the class is taught.

That is why the researchers want to look into how communication skills are being taught in schools to figure out what is going wrong and how to fix it. Abo Gazala (2000) discusses that Iraqi pupils learning English have trouble in writing simple sentences, paragraphs, and letters to their friends because of the way their teachers teach English. In Iraqi schools, English classes are all about learning the rules of grammar, memorizing new words, translating passages, and practicing exercise. Learning English has been a big challenge for many pupils in Iraq. Some pupils would run away from school because of their poor achievement in English (Dehham & Mohammed,2010).

1.2 Aim of the Study

This study aims at :

1. Finding out the effect of communication skills on EFL Iraqi pupils' achievement.
- 2- Finding out the effect of using the communication skills on EFL Iraqi Pupils' Achievement in written skill.

1.3 Hypotheses of the Study

This study hypothesizes that:

1. There is no statistically significant difference between the mean scores of the experimental group who is taught through applying communication skills, and the mean scores of the control group who is taught through applying traditional method in post achievement test.
- 2- There is no statistically significant difference between the mean scores of the experimental group who is taught through applying communication skills in pre and post written achievement tests.

1.4 Limits of the Study

This study is limited to:

1. Fifth preparatory (scientific branch) pupils at AL- Bassma Secondary School for Girls in Al- Hawija city, in Kirkuk governorate.
2. ``English of Iraq`` textbook is conducted in this study, and it is allocated the following unites: unit one, unit two, and unit three.
3. This study is conducted in the first semester of the academic year 2024/2025.
4. The Barnlund's transactional model(1970) is adopted in this study.

1.5 Value of the Study

This study is valuable to :

1. EFL teachers or educators who develop more effective teaching practices, and create a more supportive and engaging learning environment for EFL pupils.
2. The pupils in preparatory schools to increase their motivation, engagement, and improve their achievement in the process of learning English, as well as confidence in their ability to learn and use English.
3. Curriculum designers to develop innovative and effective teaching methods and materials, and appropriate assessment tools to measure pupils' progress in communication skills .

4. Researchers who will work to identify areas for future research, and contribute to the development of pupils communication skills and achievement. As well as give up of conventional style of teaching that depends on teacher in teaching and learning English communication skills .

Section Two

Literature Review

2.1 The Concept of Communication Skills

The concept of communication is derived from the Latin root of “communis, communicare” that means "to share" and is considered as a process of trying to understand and interpret the messages. Participants send to each other by constructing knowledge or symbols (Dökmen, 1998).

According to Ruben and Steward's (1998), the term of "communication" refers to the process of conveying knowledge to other individuals. communication skills are basically dealt with how well can speak to someone and make sure that they understand what the speakers are saying (Saunders & Mills, 1999).

Talking to people is how to share information and connect with each other. people use words and gestures to understand each other and work together in different settings like school and communities (Tubbs & others, 2000).

Communication skills(CSs) refer to the abilities required to successfully convey, receive, and interpret messages through verbal, non-verbal, and written methods. These skills are essential to interpersonal interactions and professional success, including speaking, listening, writing, and body language (Adler & Towne, 2001).

In communication, people in relationships, groups, organizations, and society respond to one another's surroundings by creating messages. People who show strong communication abilities are adept communicators who can handle a variety of social circumstances (Fauchette, 2001).

For an individual to be seen as effective in communication, they must be able to demonstrate self-confidence, responsiveness, and versatility/flexibility. Being good at communication means being able to listen, speak, read, and write well (Mottet al.,2004).

2.2 The Importance of Communication Skills

Communication skills(CSs) are essential in various aspects of life, from personal relationships to professional environments. Effective communication enables individuals to convey their thoughts, ideas, and information clearly, fostering understanding and collaboration. The importance of CSs are as follows:

1. Conflict resolution: Effective communication helps in resolving conflicts by enabling individuals to express their feelings and viewpoints in a constructive way, making it easier to find common ground and solutions (Bolton, 1987).
2. Improved interpersonal relationships: Speaking to each other is important for keeping relationships strong. When share thoughts and feelings clearly, it helps understand each other better. This is true whether talking to friends or working with classmates on a project. Good communication makes pupils trust each other more, and stops from getting mixed up (Adler & Elmhorst, 2010).
3. Professional success: Having good i communication skills important for getting ahead in any job. For example, like it when explain ideas well and work together in collaborators. This helps everyone get more work done and makes the team stronger (Robles, 2012).
4. Boosts self-confidence: Mastery in communication builds confidence, as individuals are more likely to engage in conversations, writing, presentations, and public speaking without fear of being misunderstood (DeVito, 2013).
5. Enhances leadership: Great leaders are really good at talking to people. They can explain their ideas, get everyone excited, and tell everyone what to do to reach their goals. This is super important for making sure the whole team is successful (Northouse, 2018).

2.3 The Process of Communication

Communication is a complex process involving four main parts: the sender, receiver, message, and the way it is being sent. It involves encoding a message into words, sending it through various methods, decoding it, and responding. However, successful communication requires both parties to understand the message in the same way, considering the situation and culture. To be proficient in communication, one must learn to

use language and communicate effectively. The four main steps in communication are encoding, sending, decoding, and responding, which are crucial for effective communication in various settings (Adler et al.,2018).

The presentation of these processes of communication are presented as follows:

1.Sender : The person who starts the conversation, and comes up with the idea that they want to share is called the sender or communicator. They are the ones who kick things off and get the message across to everyone else.

2.Encoding: In encoding a message, thoughts, ideas, or feelings that can be turned into something that can be shared with someone else. This can be done by speaking or writing (verbal) or by using gestures, facial expressions, or body language (non-verbal) (Griffin, 2012).

3.Transmission: Transmission is the actual act of sending the encoded message through a selected channel, such as spoken words, written text, or digital communication (Adler et al.,2018). The chosen medium should align with the nature of the message and the context of communication.

4.Receiver : The receiver is the person in which the message is meant for. The receiver try to understand it as best as can so that the communication goal is achieved. How well the receiver understands the message depends on how much they know about the topic, their past experiences, how much they trust the person sending the message, and their relationship with that person(Adler et al.,2018).

5.Decoding: Decoding is the process by which the receiver interprets, and makes sense of the message . When someone is talking to you, it is important to listen and understand what they are saying.

6.Feedback: Feedback involves the response from the receiver, which indicates whether the message is understood as intended. Getting feedback is important to make sure that your message got across to the other person(Adler et al.,2018).

5.Noise: Noise is anything that gets in the way of clear communication. It could be loud sounds , thoughts that make it hard to focus, or not understanding someone because they speak a different language. Minimizing noise is important for enhancing communication effectiveness(Griffin, 2012).

2.4 Types of Communication Skills

There are two main ways people communicate: speaking or writing (verbal communication), and using body language like facial expressions and gestures (non-verbal communication). So basically, the communicator can either use words or body to get message across (McConnell, 2003). These types can be illustrated as follows :

1-Verbal Communication(VC): Verbal communication is a type of communication in which spoken or written words are used for the transmission of a message. speaking to someone in person, on the phone, or through video chat is a way to communicate. It is great because can get a response in right away and show the feeling of the speaker , share thoughts, and give directions (Adler & Rodman, 2003).

Verbal Communication (VC) is classified into a spoken communication and written communication as the following .

a. Oral/Spoken Communication: Talking to someone is a way of communicating where the speaker uses words out loud. It is important because it is the main way that people use to share information with each other. Oral communication can happen in lots of ways, like talking, having a chat face-to-face. Oral communication influencing by volume, pitch, speed, and clarity of speaking (Wenbin Nah, 2008).

b. Written Communication: When someone write something down to communicate with other, that is called written communication. It is like speaking, but with words on paper instead of spoken out loud. To be good at written communication, need to have good writing skills. This means using the right words, grammar, and making sure your writing is clear and easy to understand (Hynes, 2016).

2- Non-Verbal Communication(NVC): Body language, facial expressions, and gestures are forms of non-verbal cues that often convey more than spoken words. They enhance or sometimes contradict the verbal message, and make them critical in understanding the speaker's intentions (Mehrabian, 1972).

Non-verbal communication is like speaking without speaking It is all about using body language and face to send messages instead of using words. So, instead of saying something out loud or writing it down, the speakers can show how they feel or what they mean through their movements and expressions (McConnell, 2003).

3- Visual Communication Skills(VC) :Visual communication includes any method of conveying a message through visual stimuli, like images, maps, drawings, charts, graphs, designs, or images help to simplify complex information, and make it easier to understand. They are particularly useful in presentations, where visuals can support verbal explanations (Lester, 2013).

Besides that , they enhance understanding and retention by leveraging the human brain's ability to process visual data faster and more effectively than text alone. When someone see pictures or videos, they remember them better than just reading words. Some researches show that after three days, people remember 65% of what they see, but only 10% of what they read text-based content. So, if someone want to make sure people understand and remember what they are trying to say, using pictures and videos can really help. Plus, it makes it more interesting for everyone listening(Medina, 2014). In this research VC and NVC are used.

2.5 Barriers to Communication skills

Effective communication is crucial for any group, but communication barriers can hinder it. These barriers can occur at any point in the process, such as sending, receiving, responding, or the situation. Examples include message overload and message complexity, which can lead to misinterpretation or inappropriate responses, affecting the overall effectiveness of the communication(Wambui et al. ,2012) .

Some of these Communication Barriers can be Presented as Follows:

a- Physical barriers : Sometimes things around pupils can make it hard to focus or do their best. This could be because of old or broken equipment, things that distract them, loud noises, or not enough light. (Adler & Rodman, 2003).

b- Semantics barriers : Semantics refers to talking about the meaning behind the words people use. Sometimes, people can interpret the same word in different ways based on how they think and what they know. If they do not explain things clearly or if they do not understand each other, it can lead to a lot of confusion .Semantic barriers are common in multicultural settings where words may have different meanings (Locker & Kaczmarek, 2013).

c- Perceptual Barriers: Everyone sees things differently based on their own experiences and expectations. This means that two people can look at the same thing and come up with different ideas about what it means. If the person who sending the message does not make sure it is clear, the person receiving it might not understand what they are trying to say (Adler & Rodman, 2003).

d- Psychological Barriers: Feelings, thoughts, and opinions can impact on how well pupils communicate with others. It can be more difficult to understand what someone is trying to communicate when they are under stress, have preconceived notions, or allow their opinions to interfere with their communication (Guffey & Loewy, 2012).

e- Organizational Barriers: In some workplaces, having a strict chain of command and complicated rules can make hard for people to share information. If different departments do not talk to each other or if there are too many levels of bosses, it can create barriers that make it tough for everyone to work together (Bovee & Thill, 2012).

f- Emotional Barriers: When you are feeling mad, sad, or super happy, it can make hard to understand what someone is trying to say. That is why it is important to be aware of your emotions when you are talking to someone, so you can communicate better (Guffey & Loewy, 2012).

2.6 Communication Skills Activities in EFL Classroom

In an English class where pupils are learning English as a foreign language, it is important to do lots of different activities that help them practice, and help them get better at using English in everyday situation. These activities can be clarified as follows:

1- Storytelling : Encouraging pupils to write stories or personal experiences is another powerful tool for enhancing communicative competence. Through storytelling, pupils practice organizing their thoughts, using various tenses, and improving pronunciation. storytelling provides a meaningful context for language use. As well as public speaking practice provide opportunities for pupils to deliver presentations or speeches. This helps develop organization, and effective nonverbal communication (Thornbury ,2005).

2- Information Gap Activities : In information gap activities, pupils work together in pairs or groups. Each person has some information that the others do not have. They have to ask each other questions to figure out the missing pieces, and finish a task or solve a

problem as a team. Information gap tasks are effective in encouraging authentic communication and negotiation of meaning, as pupils must use language to exchange information (Brown, 2007).

2.7 Teacher's Role in Communication Skills Activities

In EFL classroom, the teacher plays an important role in fostering CSs by creating an environment that encourages interaction, facilitates language practice, and builds pupils' confidence. Teachers' roles extend beyond delivering content to modeling effective communication, and using techniques that enhance language acquisition (Richards, 2006). Here are some specific roles teachers adopt to promote CSs in EFL classroom:

1. Motivator and Encourager of Self-Expression: Teachers encourage pupils to express their own ideas, opinions, and emotions in English. Teachers might use open-ended discussion prompts, personal storytelling, giving pupils opportunities to communicate in a way that feels personally significant, thereby promoting language use (Dörnyei, 2001).

2. User of Technology and Multimedia Resources: In modern EFL classrooms, teachers often incorporate technology to provide diverse and engaging communication opportunities. Digital tools such as video conferencing, and language learning apps expand the ways pupils can practice language. They might use video platforms for virtual language exchanges, or incorporate apps where pupils can record dialogues, practice pronunciation, or engage in interactive exercises. This multimedia approach enriches pupils' communicative experiences, and exposes them to different English dialects and contexts (Chapelle, 2003).

3. Facilitator of Interactive Learning: Teacher's role serves as facilitators who creates a communicative environment that emphasizes real-life language use. Instead of just lecturing, teachers design activities that encourage pupils to interact, discuss, and negotiate meaning with peers. For example, group discussions, and information-gap tasks provide opportunities for pupils to practice English in authentic contexts, in order to improve writing, and confidence (Richards, 2006).

4. Model of Effective Communication: Teachers show pupils how to listen and by using the right words, speaking clearly, and paying attention to body language. When teachers do these things, pupils can learn from them and to write down what they hearing. Here are

some activities teachers can do to help pupils get better at writing. Teachers can model conversations or discussions, highlighting the use of tone, intonation, and pauses. This practice helps pupils understand not only what to say but *how* to say it, which is basic for fluency, writing, and pragmatics (Brown, 2007).

5. Encourager of Peer Interaction and Collaboration: Teachers encourage pupils to work in pairs or groups, facilitating peer-to-peer interaction. This collaboration allows pupils to practice English more extensively, and fosters a supportive learning environment. Activities like small group tasks, or project-based learning encourage pupils to communicate with each other, and helping them develop negotiation and cooperation skills (Ellis, 2008).

6. Provider of Support and Feedback :Teachers help pupils learn by explaining difficult language concepts in simpler terms ,and giving them the help step-by-step. This feedback can be correcting pupils grammar or vocabulary mistakes, and also giving them encouragement to keep trying. It is important to get this feedback, so they can speak more accurately and confidently (Lightbown & Spada, 2013).

2.8 Pupil's Role in Communication Skills Activities

In learning English as a foreign language, pupils have a big part to play in improving their CSs. They need to take charge of their own learning, participate in activities that involve speaking to others, and work with their classmates to get better at using the language. They should be involved, work together, and think about how they can get better at speaking English(Richards, 2006). Here are some of the roles that pupils can take to enhance their communication skills:

1-Collaborators in Pair and Group Work : When pupils work in a small group, they get to work together to finish assignments or solve problems. This way of learning helps them practice in a more natural, everyday way, as they would in real life (Long &Porter, 1985).

2- Problem-Solvers and Critical Thinkers :Effective communication often involves critical thinking, where pupils analyze and respond to complex ideas. This role helps pupils not only to develop language skills but also to apply them in reasoning, argumentation, and creative thinking (Nunan, 1999).

3-Active Listeners : Good communication means really paying attention when someone is talking to you. It is not just about hearing the words they say, but also understanding what they mean and picking up on their body language. This helps pupils learn new words and phrases , and makes it easier to communicate with others (Brown, 2001).

4-Active Participants in Communication Activities : In class, pupils get to do all sorts of fun things to help them get better at speaking and understanding the language they are learning. Pupils do things like debates, group discussions, and presentations to practice using words and listening to others. It is a great way to get more comfortable speaking in front of others, and to build up their confidence (Richards, 2006).

5-Observers and Imitators of Effective Communication : Observing and mimicking fluent speakers are a valuable part of learning. Pupils often imitate teachers, peers learning pro friends, or even TV shows to pick up on how to say things, intonation, and body language, which contribute to their own communicative competence (Lightbown & Spada, 2013).

2.9 The Relationship between Communication Skills and Four Skills

Reading, writing, speaking ,and listening skills are essential components of effective communication. Communication skills enable individuals to express ideas clearly and coherently, which in turn improves their ability to speak and write with confidence. Research indicates that there is a significant correlation between communication competence and the development of language skills (Al Hosni, 2014).

2.9.1 The Relationship between Communication Skills and Listening Skill

Listening is a foundational element of effective communication, as it enables individuals to understand messages, respond appropriately, and engage meaningfully in conversations. Teachers can enhance pupils' listening skill by incorporating them into communication activities that involve speaking, interaction, and feedback. Interactive listening tasks, like pair and group discussions, encourage active listening and meaningful responses, focusing on understanding tone, intent, and meaning, rather than just hearing words (Brown & Lee, 2015).

2.9.2 The Relationship between Communication Skills and Speaking Skill

Teaching speaking skill through CS improves pupils' oral communication and academic achievement. When teachers emphasize effective communication techniques during instruction leads to improve confidence and proficiency. Saito and Lyster (2012) find that pupils who engage in communicative activities like role-plays and group discussions show greater improvement in their speaking skill compare to those who receive traditional lecture-based instruction, as these methods enhance their ability to articulate thoughts and respond to others.

2.9.3 The Relationship between Communication Skills and Reading Skill

One of the best methods for learning a foreign language is by reading. Simply, reading is the process of interpreting written communication. There is a strong relationship between CS and reading skill, as the ability to comprehend written texts enhances vocabulary, critical thinking, and overall language proficiency, which are essential components of effective communication (Smith & Johnson, 2020). However, Teachers can enhance pupils' communication and reading skills through integrated, interactive classroom strategies. For example, incorporating group reading and discussion activities helps pupils develop fluency and comprehension while simultaneously building their ability to articulate ideas clearly (Brown, 2019).

2.9.4 The Relationship between Communication Skills and Writing Skill

Hyland (2016) illustrates that teaching writing through communication-centered approaches, such as peer review and group writing activities, significantly increases pupils engagement and motivation. Engaged pupils are more likely to invest effort in their writing tasks, leading to improved writing skills and academic achievement. Additionally, Jitendra et al. (2016) find that pupils who participated in writing instruction that emphasize communication skills have showed notable improvements in their ability to clarify and elaborate on their ideas. This is not or only enhance their writing quality but also contributed positively to their academic achievement across various topics

2.10 Communication Skills Model

Barnlund's transactional model of communication, developed in 1970, posits that communication is a continuous, simultaneous process where all parties are both senders and receivers. This model contrasts with earlier linear or interactive models, which focused on one-way processes. It emphasizes the interdependent nature of communication, focusing on key principles such as simultaneous sending and receiving, multi-dimensional communication, environmental factors, noise, feedback loops, and individual communicators' perspectives. In the context of learning, Barnlund's model emphasizes active student involvement, promoting hands-on interaction and feedback. It also emphasizes non-verbal cues, such as body language and facial expressions, to help teachers interpret pupils' engagement and adapt their methods. This theory can enhance the learning experience by supporting an inclusive and responsive classroom.

Methodology

3.1 Experimental Design

Montgomery (2017) describes experimental design as a statistical technique to study processes and optimize outcomes by manipulating and analyzing variables.

As well as, Creswell and Creswell (2018) define experimental design as the process of systematically testing fundamental hypotheses by controlling and manipulating variables in a structured research setting (Research Design: Qualitative, Quantitative, and Mixed Methods Approaches). In the experimental study (Quantitative), the information is collecting from two different groups the experimental group (EG) and the control group (CG) by using pre-test and post-test to see how the treatment affected on the results.

3.2 Population and Sample of the Study

Richards (2017) identifies the population as the individuals whose information will be gathered. The population of the study contains of EFL Iraqi preparatory pupils of the fifth scientific class from Al-Basma Secondary School for girls in Kirkuk- Al-Hawija . The total number of the fifth class pupils' population is (84) , as shown below in Table 1 .

Table 1

The Population of the Study

| No. | Schools | Pupils' Number |
|--------------|-----------|----------------|
| 1. | Al-Hawija | 27 |
| 2. | Al-Shams | 25 |
| 3. | Al-Taybeh | 32 |
| Total | | 84 |

In order to complete the study's objectives, (60) fifth -year pupils from Al-Basma Secondary School for Girls in Kirkuk- Al-Hawija during the 2024–2025 academic year are chosen at random to serve as the study's sample. Pupils are divided into sections A and B. (30) pupils in section (A) are selected at randomly to be the EG, while (30) pupils in section (B) are selected to be the CG, as shown in the Table below.

Table 2

The Sample of the Study

| Group | Section | Number | Total |
|--------------|---------|--------|-------|
| Experimental | A | 30 | 60 |
| Control | B | 30 | |

3.3 Construction of the Study Instrument

Choosing the appropriate kind of instrument, describing the research objectives, and validating the tool through testing and improvement are all crucial aspects in the instrument creation process (Creswell, 2014). In the current study, the instrument that has been developed and used to achieve the study's goals is the post- written test. It has given to the pupils which includes three questions as follows:

- **Question 1** is an objective one. It includes ten items. It has created to assess how well pupils manage grammar. The pupils are expected to complete each task as specified. This

question has a total score of 20, with two points awarded for each item. If the answer is correct, it takes 2 scores, if it is incorrect takes zero, if a half of answer correct takes 1 score. To gauge their (correct) level of application.

-Question 2 consists of two branches which are A and B. Both are objective tests that consist of five items. In branch (A) pupils are asked to complete the sentences, this measures their analyzing level. While in branch (B) they are asked to give the synonym of each word, this measures their synthesizing level. Branches (A) and (B) have a combined score of twenty points. Ten points are assigned to each branch. The right response receives two points, while the wrong response receives zero.

-Question 3 is a subjective question where pupils are asked to write an e-mail to a friend in Britain describing a traditional celebration in Iraq. The total score of this question is (20). This question is used to measure the creation level. The total score for this post-test is (60) marks. See Appendix (A).

3.4 Validity of the Post Achievement Test

Validity refers to the extent to which a test measures what it is intended to measure (Messick, 1989). Validity ensures that the assessment accurately evaluates pupils' knowledge, skills, and abilities. In this study, two types of validity are used as follows:

3.4.1 Face Validity

Face validity refers to whether a test appears to assess what it is supposed to measure, even if it lacks deeper scientific validation (Bachman & Palmer, 1996). Face validity refers to the effectiveness of an instrument in measuring its intended purpose. A test with observable and intelligible measurement is considered valid. A panel of English language specialists assesses the test's validity and potential adjustments.

3.4.2 Content Validity

According to Howell (2003), the goal of the course outcomes is to outline what pupils should know and be able to do at the conclusion of the course. As well as Best & Kahn (2006), state that content validity is the extent to which the test's items truly measure or are particularly related to the characteristic for which it is created and is being utilized.

3.5 Reliability of the Post Achievement Test

Alderson (1995) states that reliability is the degree to which test scores are consistent. Reliability is explained by Ravitch (2007), In testing, a measure of consistency. For example, if a person takes different forms of the same test on two different days, the scores on both tests should be similar. The Alpha-Cronbach formula is used to measure the internal reliability of the posttest items. The coefficient is found to be (0.78), which is considered acceptable.

3.6 Analysis of the Post Test Items

Bachman and Palmer (1996) mention that item analysis is a process that comprises different statistical means directed to investigate the quality of test items that have been given to pupils. The purpose behind this process is to discover the difficulty level and discrimination power of the items in the test.

3.6.1 Difficulty Level

Item difficulty level (DL) refers to the measurement device that measures the pupils' failure or pass in a specific item (Devellis, 2003). DL of the item is measured by selecting the higher group which has the highest mark and the lower group which has the lowest mark. The most suitable test item will have the items difficulty varying between (0.15) and (0.85) (Brown,2010).The DL of the items of written test is varied from (0.33) to(0.71).

3.6.2 Discrimination Power

According to Groulund (1974), the discrimination power (DP) is defined as the instrument which is used to find out the items of the test whether they are effective or not. So, the DP formula is used to find out the DP of the items. According to Brown (2010), the high power of discrimination will be near 1.0, and the power of discrimination will not be zero. The DP for the items of written test are considered effective because they extend from (0.30) to(0.73). The discrimination power of the post written test ranges is considered suitable:

3.7 Final Administration of Post-test

On December 30, 2024, the experimental and control groups take the post-test on the same day, at the same time, and at the same location. Two teachers assist the researcher in keeping an eye on the classroom while she explains the questions to the pupils. Pupils in the written test takes (45 minutes) to finish the exam. The pupils complete their answers on their worksheets after the researcher helpfully reads the questions. After they have finished responding, the documents are gathered.

Analysis of Results

4.1 Results Related to the First Aim

The first aim of the current study is devoted to: *Finding out the effect of communication skills on EFL Iraqi pupils' achievement.* However, to find out if there is any significant difference between the mean score of the experimental group and those of the control group in the post test. Statistics show that the mean score of the experimental group is (84.13) and that of the control group is (54.30), with standard deviation (9.91) and (16.30) respectively. By using the t-test formula for two independent variables, the calculated t-value is found to be (8.562), while the tabulated t-value is found to be (2.000) at the degree of freedom (58) and level of significance (0.05). This means that there is a significant difference between the achievement of the two groups, in favour of the experimental group. Thus, the first hypothesis, which states that there is no statistically significant difference between the mean scores of the experimental group who is taught by CS, and the mean score of the control group who is taught by traditional method in post achievement test, is rejected, as shown in Table 3.

Table 3

Means, Standard Deviation, and T-Value of the Two Groups in the Achievement Post Test

| Groups | No. of pupils | Mean | SD. | T-Value | | DF | Level of Significance |
|--------|---------------|-------|-------|------------|-----------|----|-----------------------|
| EG. | 30 | 84.13 | 9.91 | Calculated | Tabulated | 58 | 0.05 |
| CG. | 30 | 54.30 | 16.30 | 8.562 | 2.000 | | |

4.2 Results Related to the Second Aim

The aim of the study is devoted to : Finding out the effect of communication skills on EFL Iraqi pupils' achievement in written skill . In order to find out the difference between the mean scores of the experimental group who is taught by communication skills in pre and post written achievement tests. It is found that the mean score of pupils' achievement in the pre-test is (31.60) with a standard deviation of (10.41) ,and their achievement in post-test is (53.93) with a standard deviation of (5.31). The calculated t-value is (13.680), which is found to be higher than the tabulated t-value, which is (2.045) at degree of freedom is (29), with a level of significance of (0.05). Thus, the second hypothesis, which states that there is no statistically significant difference between the experimental group's achievement in pre and post written tests, is in favour of the written post-test. Therefore, the second hypothesis is rejected, as shown in Table 4 .

Table 4

The T-test Value of Paired Samples of the Experimental Group Achievement in the Pre and Post Written Test

| Test | No. of pupils | Mean | SD. | T-Value | | DF | Level of Significance |
|----------|---------------|-------|-------|------------|-----------|----|-----------------------|
| Pretest | 30 | 31.60 | 10.41 | Calculated | Tabulated | 29 | 0.05 |
| Posttest | 30 | 53.93 | 5.31 | 13.680 | 2.045 | | |

Discussion

According to the obtained results, the experimental group, who is taught by communication skills , performed better on the post-test in terms of the English language proficiency than the control group, who is taught by conventional methods. The study provides strong statistical evidence that teaching EFL Iraqi pupils by using communication skills significantly enhances their overall achievement in written skill compared to traditional teaching methods. However, the results show that pupils in the communication skills are more successful than those in normal classrooms .Moreover, the results show

that teaching communication skills have a positive and significant impact on enhancing pupils' written performance . Therefore, The study shows that incorporating communication skills into EFL instruction significantly improves Iraqi pupils' academic achievement, particularly in written skill. This leads to improved attitudes, confidence, engagement, and effective communication in the classroom, fostering deeper learning and increased motivation. As well as, incorporating communication skills into EFL instruction significantly improves Iraqi pupils' academic achievement, particularly in written skill.

Conclusion

Based on the findings of this study, the aim is to investigate the effect of communication skills on the achievement of EFL pupils as well as in written skill. Following data collection and analysis, the results of the scores indicate that pupils who are taught by communication skills are better than those who are taught by conventional methods. The **calculated t-values** in all comparisons are significantly higher than the **tabulated t-values**, confirming a statistically significant difference in favor of the experimental group. On the other hands, the use of verbal and non-verbal cues enhance comprehension, while strong verbal skills lead to higher language proficiency and better results. Therefore, this study provides strong evidence that communication skills significantly contribute to the academic success of EFL Iraqi pupils, particularly in writing skill.

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Appendix (A)

(Written Achievement Post-test)

(60 Marks)

Q1/ Do as required: (20M)

- 1.It's green and wet outside. I am sure it (rain) .(Deduction)
- 2.It's (so- such) a hard exam that we failed in. (Choose)
3. Warning. Touch it (Imperative :Negative)
4. How long have you work here ?(present perfect continuous)
5. People whom don't like working is lazy . (Correct)
6. Are you afraid(of - about) snake ?(Choose)
7. Go to museum (Make suggestion)
8. Ali is wearing a (green / pretty / black / cotton) shirt.(Reorder the adjectives)
9. She live in Basra, isn't she ?(Correct)
- 10 . He have wrote three letters to Ali . (Correct)

Q2/A- Complete the sentences with the following words. (10M)

(Expensive / worried /easy-going /bored /bad-tempered / sociable)

- 1.Iam -----.Let's go to the cinema.
2. Do not buy those pastries . Everything in that shop is too-----.
- 3.My sister is very ----- . She never gets angry .
4. Calm down and stop shouting . There's no need to be-----.
- 5.My aunt Farida invites her friends round all the time. She loves meeting new people .She is very-----

Q2/ B- Write the synonym for each of the following words: (10M)

1. Very big -----.
2. Exchange -----.

3. Most recent -----.

4. Open to everyone -----.

5. Look thoroughly -----

**Q3/ Write an e-mail to a friend in Britain describing a traditional celebration in Iraq.
(20M)**