



**DEVELOPING COMMUNICATIVE COMPETENCE
OF IRAQI EFL UNIVERSITY STUDENTS
THROUGH TEACHING FICTION**

**2022
MASTER THESIS
ENGLISH LANGUAGE AND LITERATURE**

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Prepared as

Master Thesis

KARABÜK

June 2022

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THESIS APPROVAL PAGE

I certify that the thesis submitted by Rasool Ali HUSSEIN entitled "DEVELOPING COMMUNICATIVE COMPETENCE OF IRAQI EFL UNIVERSITY STUDENTS THROUGH TEACHING FICTION" is certainly valid in both scope and quality, as thesis research to acquire the master degree in Applied linguistics.

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Director of the Institute of Graduate Programs

DECLARATION

I hereby declare that this thesis is the result of my own work and all information included has been obtained and expounded in accordance with the academic rules and ethical policy specified by the institute. Besides, I declare that all the statements, results, materials, not original to this thesis have been cited and referenced literally.

Without being bound by a particular time, I accept all moral and legal consequences of any detection contrary to the aforementioned statement.

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Signature :

FORWARD

First of all, I would like to thank and to present extreme gratitude to our greatest creator " Allah" for his blessings that have been bestowed upon me; besides, a special thanks goes to the messenger of humanity teacher, prophet Muhammed (Peace Be Upon Him). Secondly and sincerely, I have a thankful heart to every member of the family, especially my parents, for encouraging and supporting me throughout my life, specifically this study. Moreover, along with finishing this thesis, I offer my most profound and special thanks to my devoted supervisor Asst. Prof. Dr Dunia Tahir since she offered me the guidance and help whenever I needed them. Also, great thanks go to the Head of the English language and literature Department, Prof. Dr Sardar Ozturk. And special thanks to Dr. Ozkan who agreed to be an examiner for my thesis.

ABSTRACT

The current study deals with developing the communicative competence of Iraqi university students. More specifically, this experiment aimed to answer the main aim of the present study which was to enhance and develop communicative competence for Iraqi EFL university students to develop their proficiency in communicative competence. The present experimental study's objectives are as follows: to find out how teaching fiction affects Iraqi EFL university students' development of communicative competence; to find out how the traditional method affects Iraqi EFL university students' development of the communicative competence in the control group; to find out which component of communicative competence improves more by the Iraqi EFL university students in the post-test. The study is adopted Canale and Swain's (1980) model of communicative competence. The activities focused on the development of students' grammatical and discourse competence. The total number of the sample was (140) who were randomly chosen in the academic year (2020-2021) from Iraqi EFL 2nd year university students at Al-Salam University. The data were gathered quantitatively from a control group and an experimental group. Both groups received pretests and posttests, and the data were analyzed statistically using the program (SPSS). The main findings of the study showed that there are significantly different between the experimental group and the control group. The experimental group is better than the control group. Consequently, the following points are suggested for further research: Developing communicative competence of Iraqi EFL preparatory schools students, the effect of using communicative competence on university students' achievement in writing composition, the impact of communicative competence in teaching literature and the role of using communicative competence to improve pragmatic competence.

Keywords: Developing; Communicative; Competence; Fiction

ÖZ

Mevcut çalışma, Iraklı üniversite öğrencilerinin iletişimsel yeterliliklerini geliştirme ile ilgilidir. Daha spesifik olarak, bu deney, Iraklı EFL üniversite öğrencilerinin iletişimsel yeterlilikteki yeterliliklerini geliştirmeleri için iletişimsel yetkinliği geliştirmek ve geliştirmek olan bu çalışmanın temel amacına cevap vermeyi amaçlamıştır. Bu deneysel çalışmanın amaçları aşağıdaki gibidir: Kurgu öğretiminin Irak'taki EFL üniversite öğrencilerinin iletişimsel yeterlilik gelişimini nasıl etkilediğini bulmak; geleneksel yöntemin, Iraklı EFL üniversite öğrencilerinin kontrol grubundaki iletişimsel yeterlilik gelişimini nasıl etkilediğini bulmak; son testte Iraklı EFL üniversite öğrencileri tarafından iletişimsel yeterliliğin hangi bileşeninin daha fazla geliştiğini bulmak. Araştırmada Canale ve Swain'in (1980) öğrencilerin dilbilgisi ve söylem yeterliklerinin geliştirilmesine odaklanan etkinliklerin iletişimsel yeterlik modeli benimsenmiştir.) Al-Salam Üniversitesi'ndeki Irak EFL 2. sınıf üniversite öğrencilerinden. Veriler, bir kontrol grubu ve bir deney grubundan nicel olarak toplanmıştır. Her iki gruba da ön testler ve son testler uygulandı ve veriler program (SPSS) kullanılarak istatistiksel olarak analiz edildi. Araştırmanın ana bulguları, deney grubu ile kontrol grubu arasında önemli farklılıklar olduğunu göstermiştir. Deney grubu, kontrol grubundan daha iyidir. Sonuç olarak, daha ileri araştırmalar için aşağıdaki noktalar önerilmektedir: Irak İngilizcesi İngilizce hazırlık okulları öğrencilerinin iletişimsel yeterliklerinin geliştirilmesi, iletişimsel yeterlik kullanımının üniversite öğrencilerinin kompozisyon yazma başarısına etkisi, iletişimsel yeterliliğin literatür öğretimindeki etkisi ve iletişimsel becerileri kullanmanın rolü Pragmatik yetkinliği geliştirme yetkinliği.

Anahtar Sözcükler: Gelişmek; İletişimsel; Yetkinlik; Kurgu

ARCHIVE RECORD INFORMATION

Title of the Thesis	Developing Communicative Competence of Iraqi EFL University Students Through Teaching Fiction
Author of the Thesis	Rasool Ali HUSSEIN
Supervisor of the Thesis	Asisst. Prof. Dr. Dunia Tahir HAMEED
Status of the Thesis	Master's Thesis
Date of the Thesis	22/06/2022
Field of the Thesis	English Language and Literature
Place of the Thesis	KBU/LEE
Total Page Number	123
Keywords	Developing; Communicative; Competence; Fiction

ARŞİV KAYIT BİLGİLERİ (in Turkish)

Tezin Adı	Kurgu Öğretimi Yoluyla Iraklı EFL Üniversite Öğrencilerinin İletişimsel Yeterliklerini Geliştirmek
Tezin Yazarı	Rasool Ali HUSSEIN
Tezin Danışmanı	Dr. Öğr. Üyesi Dunia Tahir HAMEED
Tezin Derecesi	Yüksek Lisans Tezi
Tezin Tarihi	22/06/2022
Tezin Alanı	İngiliz Dili ve Edebiyatı
Tezin Yeri	KBÜ/LEE
Tezin Sayfa Sayısı	123
Anahtar Kelimeler	Gelişmek; İletişimsel; Yetkinlik; Kurgu

LIST OF ABBREVIATIONS

CC:	Communicative Competence
CG:	Control Group
CLT:	Communicative Language Teaching
DF:	Degree of Freedom
DL:	Difficulty Level
DP:	Discrimination Power
EFL:	English as A Foreign Language
EG:	Experimental Group
SD:	Standard Deviation

SUBJECT OF THE RESEARCH

Developing Communicative Competence of Iraqi EFL University Students Through Teaching Fiction.

PURPOSE AND IMPORTANCE OF THE RESEARCH

To develop the learners' communicative competence and speak fluently, students should know the main goals of mastering the target language, whereby learning another language is very important to communicate and learn other cultures worldwide.

METHOD OF THE RESEARCH

The research design is quantitative by applying an experimental design. It involved two groups: the experimental group treated by communicative competence, whereas the control group was taught following the traditional method. Both groups will be given a pretest and a posttest. The data were analyzed using SPSS program.

RESEARCH PROBLEM

The acquisition of a foreign language has become more complicated than it used to be due to several reasons. The most important one is the shift of emphasis from teaching grammar to teaching what has become commonly termed communicative competence. Many researchers on classroom interaction and language learning, as Ellis (1980), have focused on providing interaction in the classroom to develop learners' communicative competence. Developing communicative competence, i.e., the skill that most learners regard as their priority, is much more problematic, especially when there is a lack of interaction in the classroom. Interaction among learners is viewed as significant because it enables learners to use the language. The problem that is raised in this research is learners' lack of proficiency in speaking a foreign language due to a lack of communication with each other.

POPULATION AND SAMPLE

The current study included (180) B.A. students from Al-Salam University College as a population and (140) students as a sample who were studying English as a foreign language.

SCOPE AND LIMITATIONS

This study is limited to the famous English novel (Emma) 2nd year college students at the Department of English in the first course for the academic year 2021-2022

CHAPTER ONE: INTRODUCTION

1.1. Introduction

This chapter shows the background, problem of the study, research questions, research objectives, hypothesis of the study, the model adopted, the study's limitations, significance of the study, definitions, and summary of the chapter.

1.2. Background

In the field of education, the syllabus is very important. Items which are selected in the syllabus should be valuable for developing the students' target language. English in Iraq is taught as a foreign language (EFL). In this study, the novel is chosen as a fiction genre to show how effective the Communicative Competence can be developed through teaching fiction. As students learn a language, learners must communicate using that language. Teachers in this case are either activators or just give such keywords to the learners to be able to make a daily life situation dealing with each other, and learners are allowed to have a free syllabus in such kind of learning. Following the Communicative approach lets the teacher create some activities to help the learners achieve their goals, (role play, free conversations, discussions etc.). These will aid the learners in their efforts to communicate effectively in the target language. For people to be able to communicate with each other, they need to learn a new language, so that they can use that language as a platform (Van Ek, 1979).

1.3. Problem of the Study

The acquisition of a foreign language has become more complicated than it used to be due to several reasons. The most important one is the shift of emphasis from teaching grammar to teaching what has become commonly termed communicative competence. Many researchers on classroom interaction and language learning, as Ellis (1980), have focused on providing interaction in the classroom to develop students' communicative competence. Developing communicative competence, i.e., the skill that most learners regard as their priority, is much more problematic, especially when there

is a lack of interaction in the classroom. Interaction among learners is viewed as significant because it enables learners to use the language. However, the problem that is raised in this study is learners' lack of proficiency in speaking a foreign language due to a lack of communication with each other.

1.4. Research Questions

The aim of this study is to address the following research questions to show the effects of teaching fiction on developing the communicative competence of Iraqi EFL university students. Besides, the current study was conducted to examine the role of teaching fiction in developing communicative competence of Iraqi EFL university.

More specifically, the current study aims to address the following research questions:

(1) To what extent does teaching fiction affect Iraqi EFL university students' development of communicative competence in the experimental group?

(2) To what extent does teaching the traditional method affect Iraqi EFL university students' development of communicative competence of the control group?

3) Is there any significant difference between the control group and experimental group in terms of communicative competence?

(4) Which component of the communicative competence was improved more by Iraqi EFL university students in the experimental group?

1.5. Research Objectives

The main aim of the present study was to enhance and develop communicative competence for Iraqi EFL university students to develop their proficiency in communicative competence.

The present experimental study's research objectives are as follows:

1. To find out how teaching fiction affects Iraqi EFL university students' development of communicative competence in the experimental group

2. To find out how the traditional method affects Iraqi EFL university students' development of the communicative competence in the control group

3. To find out the extent of Iraqi EFL university students' communicative competence development in both experimental and control groups?

4. To find out which component of communicative competence improves more by the Iraqi EFL university students in the post-test.

1.6. Hypothesis of the Study

The previous studies have hypothesized that the development of communicative competence in English Language teaching classrooms in many countries will have a better outcome in improving the communicative competence of the learners when compared to classical teaching techniques. Teaching fiction will develop the communicative competence of the students, as compared to classical teaching techniques in Iraq.

The following are the present study's research hypotheses:

1- In teaching fiction, there is a significant difference in Iraqi EFL university students' development of communicative competence in the experimental group

2- In using the traditional method there is a statically significant effect on Iraqi EFL university students' development of communicative competence in the control group

3- In the posttest for both experimental and control groups, there is a statically significant difference in mean scores for developing Iraqi EFL university students' communicative competence

4- There is a significant effect in teaching fiction for grammatical components and discourse components in communicative competence in posttest for the experimental group.

1.7. The Model Adopted

Canale and Swain's (1980) model of communicative competence that was employed in this study provided probably the first complete model of communication competence based on the results of previous studies (e.g. Candlin, 1978; Halliday, 1978; Hymes, 1967, 1972; Morrow, 1977; Munby, 1978). At first, their model comprised three sub-competencies: grammatical proficiency, sociolinguistic proficiency, and strategic proficiency; these were subsequently expanded to four when discourse competence was included as a separate component rather than broadening the sociolinguistic proficiency (Canale, 1983). This model has become so popular because of Canale and Swain's and has implications for the design of the syllabus, instructional style, teacher education, and instructional materials. Besides, this paradigm assumes that learners would improve their communicative skills because of a syllabus that is functionally organized and intentional efforts to make communication as relevant as feasible. The linguistic system is connected to grammatical competence (i.e., a knowledge of sounds, letters, grammar, and morphology) and discourse competence, among the model's four components (i.e. capacity to produce larger volumes of text concerning cohesion and coherence). On the other hand, functional components include strategic competence (i.e., interpersonal communication methods and learning strategies) and sociolinguistic competence (i.e. socio-cultural norms governing acceptability). As Hymes (1972) points out, any skill is likely to have a tacit competence linked with occurrence or usage criteria. In order to enhance students' communicative competence, these activities focused on the development of students' grammatical and discourse competence. Besides making it easier for students to comprehend and enjoy the theme or character being studied, the exercises also allowed them to appreciate the beauty of language itself. As a result, students' communicative competence and language competency improved using novel.

1.8. The Study's Limitations

The current study included the English novel (*Emma*) for the second-year college students at Alsalam University, College Department of English Language during the first course of the academic year 2021- 2022.

1.9. Significance of the Study

The findings of this study will be valuable because it provides evidence on how Iraqi EFL students use communicative competence. Such data should be used to decide which facets of communicative competence are discussed and emphasized. Besides, since the university students who participated in this study will teach English in the future after graduation, data on their use of communicative competence will shed light on Iraqi EFL teachers' competence in this field. In addition, the current study is significant since it covers the gap because only limited studies have been conducted on the use of the English language by Iraqi students at Iraqi universities. The current study will also provide insights into the students' speaking at Iraqi universities, namely their drawbacks and weaknesses. Further, this study will aid those who are concerned with investigating the discourse functions of the different types of communicative competence in the speaking discourse.

1.10. Definitions

Communicative Competence: the capacity of an individual to communicate in one or more forms of speech activity, which is a unique attribute of a genuine linguistic personality acquired by natural communication or structured instruction.

Fiction. Literary fiction frequently employs non-traditional story patterns and incorporates symbolism and metaphor. The character typically takes precedence over the narrative in literary literature, allowing greater space for the internal musings of characters, their backstories, and the novel's primary character's point of view. More specifically, in literary fiction, the story is slowed down to examine ideas or subtexts.

Grammatical competence According to Cook (2008), the term "grammatical competence" refers to the linguistic information an individual has stored in his or her memory. Chomsky first coined the term in the 1960s; it indicates the implicit knowledge of language's structural regularities that exist in the mind, together with the capacity to identify and construct these particular grammatical structures when they are encountered.

Discourse competence According to Canale (1980), discourse competency is defined as the capacity to mix grammatical forms and meanings to establish the unity of oral and written texts in a given situation.

1.11. Summary of the Chapter

This chapter shed light on the background, the problem of the study, research questions, research objectives, hypothesis of the study, the model adopted, the study's limitations, the significance of the study, definitions, summary of the chapter

CHAPTER TWO: LITERATURE REVIEW

The second chapter includes three sections. Section one will cover the background of Communicative Competence, section two will cover teaching fiction, and section three presents a review of all the related studies, and finally, a summary of the chapter is presented.

2.1. Section One: Communicative Competence

2.1.1. The History of Communicative Competence

Teaching and learning second and foreign languages have long been contentious, and language learning ideologies and approaches have been introduced. For many decades, the grammar-translation technique dominated foreign and second language training and is still widely used today. In addition, the field of learning languages has been dominated by the behaviorist theory, which holds that language is just another social behavior that can be acquired in the same manner as any other activity via the process of habit formation; different language drills have been developed to reinforce this concept. Even though all learners share the same goal of 'effective language usage,' which competencies are necessary? Therefore, language acquisition and the methods to be used to accomplish it have been the topic of debate among linguists and methodologists alike (Ahmed & Pawar, 2018).

Following developments in language teaching methods and methodology since the 1970s, communicative competency has been a significant goal of second and foreign language study. Such competency should be represented in language curricula and teacher training, as well as in teaching and learning techniques, among other things. Numerous courses have been altered to include these new pedagogical approaches to meet the demands of language learners. In this regard, communicative competence is defined as the capacity to utilize language or communicate in a culturally appropriate manner to produce meaning and carry out social activities effectively and fluently over a long period (Ahmed & Pawar, 2018).

Chomsky (1965) "contrasts between competence (the speaker-understanding hearer's of his language) and performance (the actual use of language in real settings)" in one of the earliest treatments of competence in literature (p.4). According to Chomsky

(1965), "deviations from the ideal in real performance do not indicate competence: A language's grammar pretends to be a description of the inherent competence of the ideal speaker-hearer" (p.4).

Chomsky adds that all production mistakes may thus be attributed to one of a variety of factors affecting performance, including competence.

However, many applied linguistics studies consider Hymes' work to be foundational in the field of Communicative Competence. Hymes (1972) takes issues with Chomsky's formulation, claiming that Chomsky "omits almost everything of socio-cultural significance" (p.280). Possessing the ability to construct grammatically accurate phrases is inadequate to demonstrate CC. Instead "The goal of a broad theory of competence can be defined as showing how the systematically possible, feasible, and suitable are connected to create and understand actually happening cultural behavior" (p.286). Interference in communication induced by sociolinguistic variations such as "register, lexico-syntax, or pragmatics across dialects of a language or between distinct languages can result in the misinterpretation of well-intended, grammatically accurate locutions." In some cases, a second-language speaker may not understand how a native language (first language) speaker sees a message. This implies that the encoded message's goal and the decoded message's outcome will be different.

2.1.2. The Concept of Communicative Competence

In their study, Bagarić and Djigunović (2007) explain the term communicative competence which is made up of two words; the combination of which means the ability to communicate. This basic lexicosemantic analysis reveals that the word competence is the central word in the syntagm communicative competence, which is the core word in the syntagm communicative competence. The phrase "communicative competence" refers to the ability to communicate effectively. We may dive into the two words that comprise it; the headword of which is 'competence.' In this regard, competence is defined as "the possession of information, aptitude, or capability, whereas the term 'communicative' refers to trade or engagement." Thus, "communication competence" is nothing more than "competence to communicate," which is having the ability to communicate to satisfy the communicational needs (Ahmed & Pawar, 2018).

Dell Hymes coined the phrase 'communicative competence' in 1966 during a presentation presented at "a conference on Developing the Language of Disadvantaged Children." It was later published in 1972 as a paper entitled on "communicative competence" and was republished in (2001). Unlike Chomsky, who distinguished between competence and performance, "Hymes proposes the concept of communicative competence." Competence, according to Chomsky (1965), is "the ideal speaker-understanding listeners of his language" (p.3). He contended "the purpose of linguistic theory is to define the abstract skills of the speaker listener that enable him to generate grammatically accurate sentences" (p.3). Besides, Hymes (1972) "emphasizes that communicative competence encompasses not only the grammatical ability but also sociolinguistic ability." He believes "there are use standards without which grammatical rules are worthless and defines communicative competence as the tacit grasp of the language and the ability for successful communication" (Hymes, 2001, p.16).

The term 'communication competence' refers to the 'capacity to communicate'. This ability can be expressed verbally, in writing, or even nonverbally. It is an all-inclusive word that relates to both understanding the language and the ability to apply it in real-world circumstances to meet communication requirements. According to several academics, language is a way of communication comprised of four fundamental abilities: listening, speaking, reading, and writing. To improve these linguistic talents, it is necessary to not only learn but actively practice grammatical rules.

When an individual acquires language skills, and someone can utilize them effectively and responsibly in the setting in which they operate, we may conclude that they have achieved the necessary degree of communication competence (Ahmed & Pawar, 2018).

According to Savignon (1972), "communicative competence is the capacity to act effectively in a really communicative environment" (p.8). This indicates that her definition of "communicative competence is similar to Hymes' (1972). She defines "communicative competence as the capacity to function in communicative settings," which is fundamentally distinct from Chomsky's (1965) "definition of linguistic competence, as no one can function in real-world situations with merely grammatical competence." According to Savignon (1983), "competence refers to what one knows," whereas performance refers to what one does" (p.94).

In another study, Krahen and Terrel (1983) define "communicative competence" as the ability to communicate effectively in social situations without resorting to the grammatical analysis. They equated communicative ability with communication and failed to emphasize the importance of grammatical competence. This implies that communication demonstrates communicative skills. They contended that the major objective of language education should be the development of communication abilities. They also concluded, "language is most effectively taught when it is utilized to send messages, not when it is deliberately taught for conscious acquisition" (p.55).

In their study, Canale and Swain (1980) define "communicative competence" as the result of the integration of the underlying infrastructure of information exchange knowledge and abilities. This approach concurred with "Hymes and others in asserting that communicative competence encompasses a range of abilities". The term "knowledge" relates to an individual's understanding of many elements of language and language usage, whereas "skill" describes a person's capability of using this kind of knowledge in real-world communications

In another study, Widdowson (1978) defines "communicative competence in terms of Usage and Use, where usage refers to an individual's comprehension of language norms and 'Use' refers to an individual's capacity to communicate successfully utilizing that knowledge" (P.57)

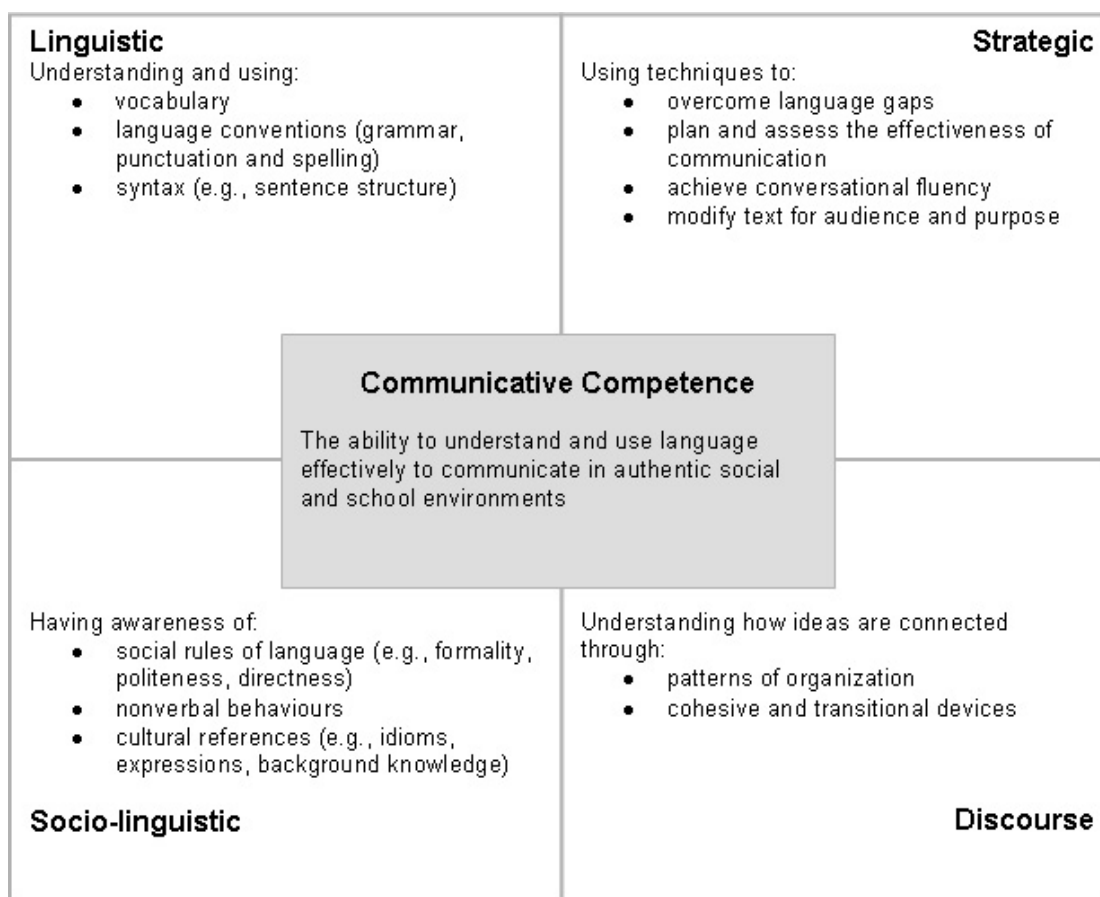


Figure 1. Communicative language teaching today

Richards, J. C. (2005). *Communicative language teaching today*. Singapore: SEAMEO Regional Language Centre.

2.1.3. Models of Communicative Competence

There are four important models explained as follows:

2.1.3.1. Chomsky's Model of Communicative Competence

Chomsky (1965) defines linguistic competence as the ability to articulate precisely what grammar is. This concept of linguistic competency is critical for the comprehension of language and linguistics. However, philosophers have reacted less favorably to it than they might have, in part because of some falsehoods regarding it. He specifically said that when seen as a theory of competence, the grammar of a language

is an idealization, and speakers are aware of the rules defining the right grammar of their language according to the theory of competence.

This is where Chomsky's idea of linguistic competence and the distinction between performance and competence enter the picture. A speaker can use and comprehend terms that he has never heard or used before. Indeed, most phrases encountered by an individual are encountered just once. In addition, people can read, understand, and utilize sentences that are far longer than any sentences they have ever read, understood, or used. Understanding a sentence requires a considerable number of linguistic information, such as familiarity with or recognition of the grammatical relationships included within the sentence. When comparing competencies - the set of processes that creates the linguistic knowledge involved in speakers' linguistic doings — with what speakers actually do or can achieve, it is important to keep the following in mind: (The term "performance" is employed in this dichotomy to refer to two distinct things. It is only when linguistic performance is referred to as data, that the real acts of the speaker are alluded to. Theories of performance, on the other hand, are best understood as theories of a speaker's ability to notice, grasp, and so on in a range of situations.

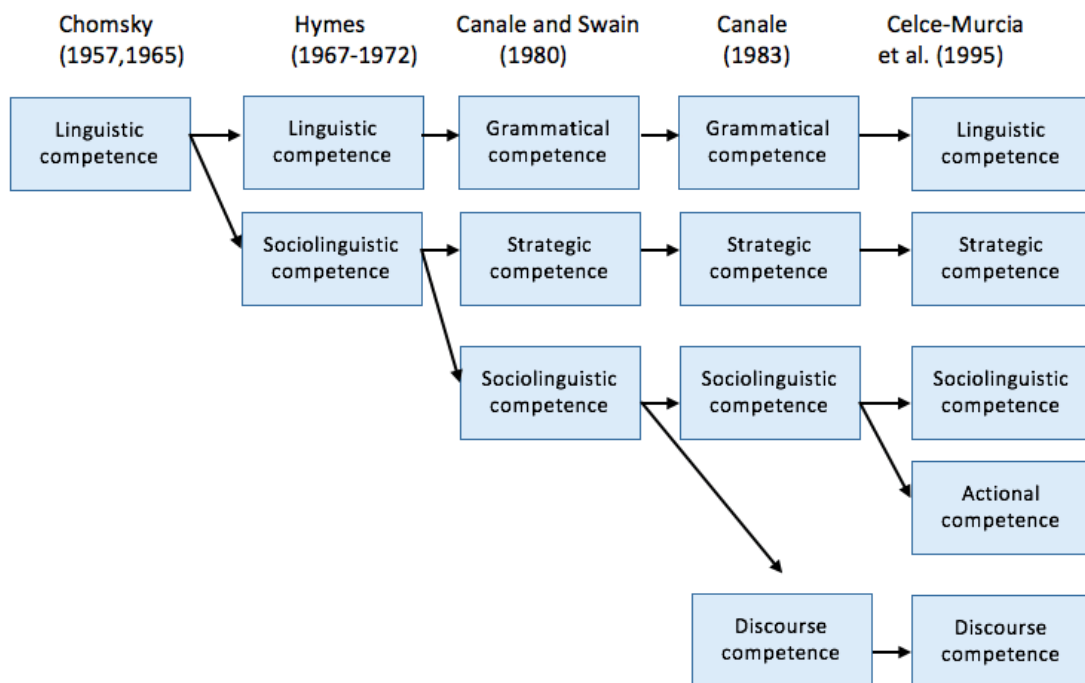


Figure 2. The development of communicative competence models

The development of communicative competence models (Celce-Murcia, 2007)

2.1.3.2. Dell Hymes' Model of Communicative Competence

In 1966, during a study "planning meeting on Language Development Among Disadvantaged Children", Hymes developed the phrase "Communicative Competence." His talk, subsequently in 1972, a paper with the title 'On Communicative Competence' was published, established the phrase, and sparked the controversy in the field of "second and foreign language teaching and learning." He notes that based on the perspective of transformational generative grammar, the linguistic theory is divided into two components: "Linguistic Competence (the tacit understanding of language structure) and Linguistic Performance (the process of applying the underlying knowledge to the actual language use)". There is no way that the importance of performance can be a "linguistic theory since it cannot indicate competence except in the ideal speaker-listener understanding and usage of the language" (Such a theory of competence separates idealized things from the socio-cultural qualities that are considered to be critical to their representation, and performance is regarded as merely the selection of the most readily produced and understood option among the available options. He underlined Chomsky's statement that his stance is also shared by the pioneers of general linguistics, most notably "de Saussure's difference between *Langue* (language structures) and *Parole* (language usage) (individual speech)" (Hymes, 2001,p.55-56). Besides, Hymes argues that language acquisition requires both knowledge of language structure and social norms. For instance, a student develops understanding of language not just at the grammatical level, but also at the application level. More specifically, "he or she develops the ability to know when to speak and when to remain silent, as well as what to discuss with "whom, when, where, and in what way" (p.60). Through this debate, he demonstrates "that grammatical or linguistic knowledge, as defined by Chomsky's linguistic theory, is insufficient to account for a child's ability to meet communicative requirements" (P.60). According to his explanation above, he concludes that to build a theory of language and language usage, judgments and abilities must be acknowledged on four levels not only grammatical correctness and acceptability as in "Chomsky's competence and performance paradigm". He offers this paradigm for integrating "language and communication theories," as well as a cultural theory, and presents the following four issues: - "Whether (and to what degree) something is formally possible;" - "Whether (and to what degree) something is feasible in virtue of means of implementation available;" - "Whether (and to what degree) something is appropriate in

relation to a context in which it is used and evaluated;" - "Whether (and to what degree) something done, actually performed, and what its doing entails" (Hymes, 2001, p. 63)

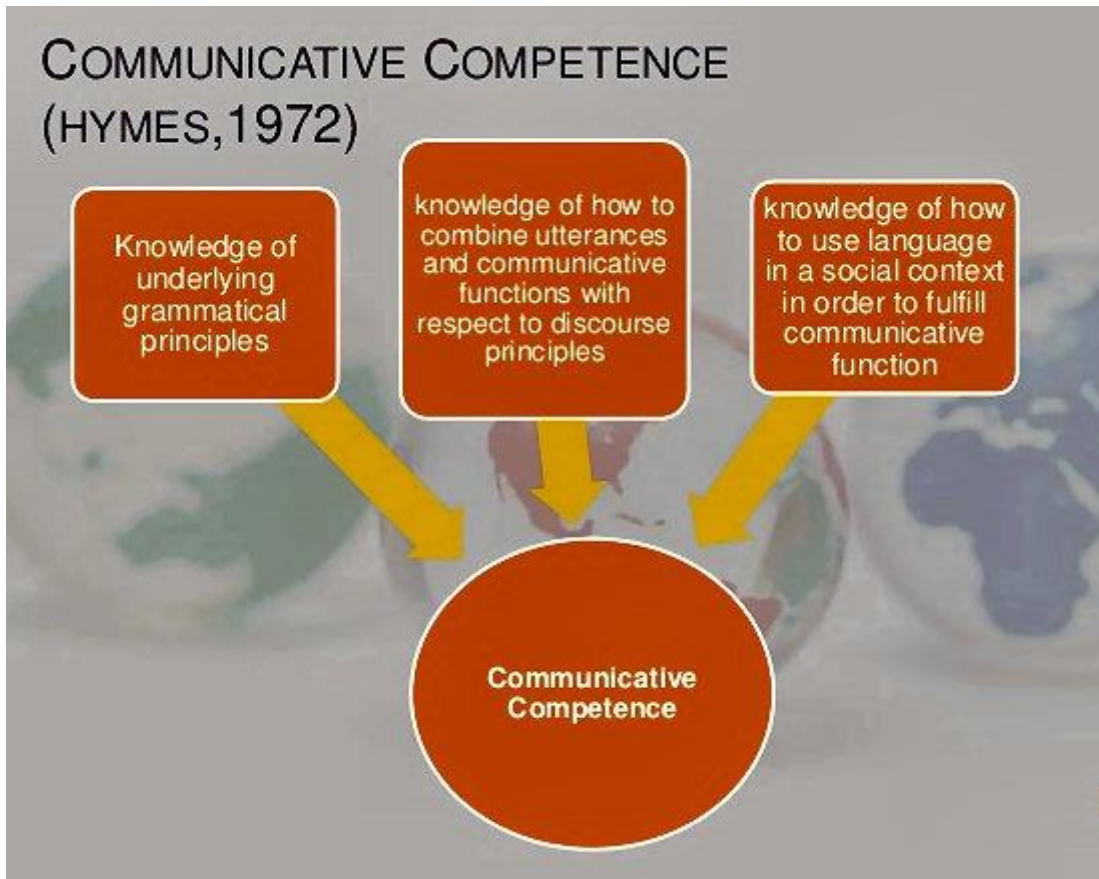


Figure 3. Dell Hymes' Model of Communicative Competence

<https://www.ourboox.com/books/dell-hymes-2/>

2.1.3.3. Canale and Swain's Model of Communicative Competence

Canale and Swain (1980) "developed a model of communicative competence that has since been the most widely used by academics in this subject" The model is not in conflict with Hymes', rather it is an extension of it. This evolution has continued to the present day in the field of "communication skills." Canale and Swain agreed with Hymes' focus in his "model of communicative competence on sociolinguistic work". Their approach is based on the interplay of "grammatical and sociolinguistic competence, and they assert that there are norms of language usage that would be meaningless in the absence of grammar rules" (P.5). For instance, one can acquire

"adequate sociolinguistic competence in Canadian French simply by developing such competence in Canadian English; however, without at least a basic level of grammatical competence in French, one is unlikely to communicate effectively with a monolingual speaker of Canadian French" (p. 5).

This paradigm highlighted grammar's important role in an efficient communication, which contradicts Hymes' argument that grammar rules would be useless in the absence of language usage standards. In any case, both models highlighted the importance of the interplay between grammatical and social competence in each communication event. According to Canale and Swain, "just as the study of grammatical competence is necessary for the research of communicative competence, the study of sociolinguistic competence is necessary for the study of communicative competence" (p. 6).

Canale and Swain (1980) and Canale (1983) introduced the components of communicative competence as follows:

A- Grammatical competence: This competency entails an understanding of "lexical items, morphological rules, syntax, grammar, and phonology". This knowledge is analogous to "Hymes' linguistic competence and is included in communicative competence since it illustrates the language's underlying system and how to correctly analyze and express an utterance's literal meaning" (P.31)

B- Sociolinguistic competence: This aspect of communication competency includes rules for sociocultural language usage. This piece of information is critical for comprehending and generating socially relevant statements. Knowledge of social rules is necessary for creating and comprehending statements that are contextually acceptable. In Hymes' paradigm of communicative competence, it is analogous to sociolinguistic competence.

C- Strategic competence: This component includes "verbal and nonverbal communication techniques that can be used to compensate for communication breakdowns." These "failures in communication may be the result of poor linguistic or sociolinguistic skills" (P.31)

D- Discourse competence: Canale (1983) defined "a component as the ability to integrate language structures and functions into a coherent and coherent text" (P31).

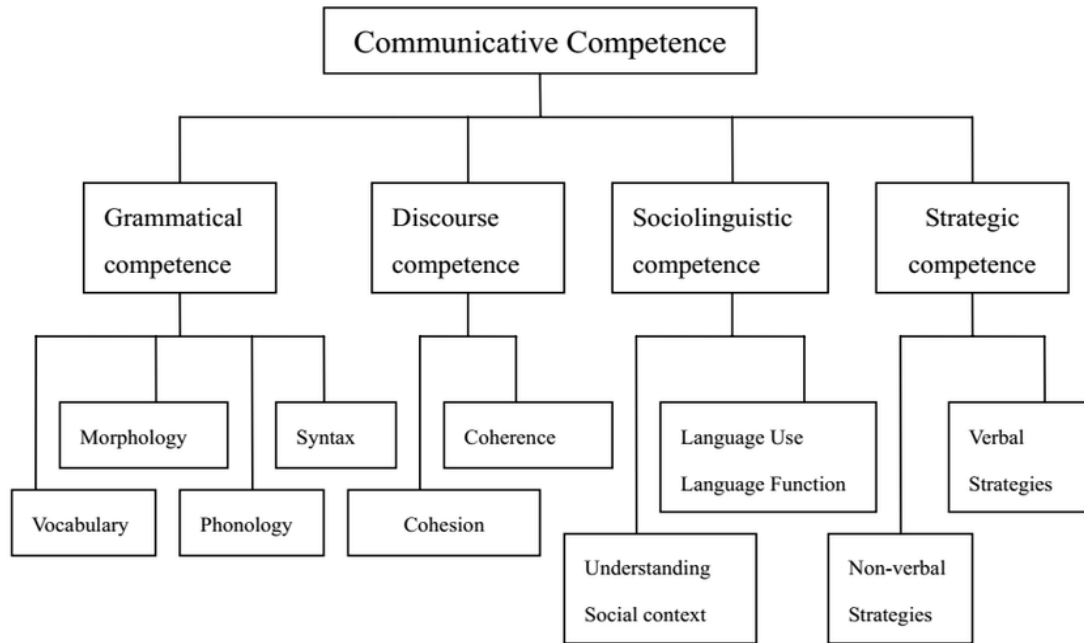


Figure 4. Adoption of Communicative Competence
 Canale and Swain's (1980) adoption of Communicative Competence

2.1.3.4. Alcon's Model of Communicative Competence

While many models of communicative competence have emphasized the essential significance of language in communication, they have overlooked the importance of "the four language macro skills (listening, speaking, reading, and writing)" as a key component of "communicative competence". They have simply addressed many:

Components of communicative competence in relation to various aspects of the language, stressing both its sociolinguistic and cultural dimensions as well as its pragmatic consequences. as a model for communicative ability in the context of a foreign language is the one recently proposed by Alcon; nevertheless, owing to the article's Spanish language, it has received little attention in the literature (P.56).

Alcon's concept of "communicative competence, according to Jordà (2005), consists of three major components: discourse competence, psychomotor skills, and strategic competence" (P.56).

A-"The discourse competence comprises linguistic competence, textual competence and pragmatic competence" (P.56).

B-"The psychomotor skills include the language four macro skills: listening, speaking, reading and writing" (P.56).

C-"The last component which is strategic competence refers to the strategies used for compensating lack of linguistic or sociolinguistic competencies" (P.56).

The competencies in the preceding model are comparable to those in the "Canale and Swain (1980) and Canale (1983) models, whereas the language macro skills correspond to listening, speaking, reading, and writing" (P.56) However, information on grammatical and sociolinguistic norms is meaningless if the student cannot use that knowledge in conversations. In this regard, language macro abilities are fundamental and a significant component of communicative competence. As an example,

some learners may understand how to apply grammatical rules in their writing and, at the same time, due to their reading of sociocultural rules or being aware of such rules in their native language, they may understand how to apply social and cultural rules appropriately to the context, but they will be unable to express themselves fluently unless they possess the speaking ability (Jordà, 2005, p.56).

2.1.4. Developing EFL Students' Communicative Competence

Improving "communicative competence in English as a foreign language" is a challenging objective for students in Iraq. Besides, there are a lot of countries where English is taught as a second language. Attaining this objective is dependent on several factors, including instructors, syllabi, teaching scenarios, and the learning environment. In this regard, numerous methods and activities are often employed to accelerate language learning. These language-enhancing activities are often communication- and task-based. In contrast to imitations, memorizing, and repeating drills, which emphasize language and its structures above language use, these activities often play a major part in developing "communicative competence and enhancing communication skills". In the latter third of the twentieth century, a new tendency emerged: "the Communicative Language Teaching Approach, which advocates for teaching English through communication or through its use". Therefore, this section summarizes numerous activities which may assist in the design of students' "communicative competence" based on the researcher's "considerable experience teaching English as a foreign language and

his reading of recent research in the field of teaching English as a foreign or second language" (Ahmed & Pawar, 2018, p.5).

A- Oral conversation and dialogue in pairs or groups:

English language teachers must know that the only place where EFL students can speak and learn English is in the classroom. While children acquire their capacity to speak in their native language by being exposed to their native language environment, foreign language learners have few opportunities outside school hours to practice the target language. As a result, educators should promote pair and small group communication among students. These activities have been found to be highly effective in increasing students' "communicative competence" because they expose students to novel circumstances and help them build language confidence and overcome language anxiety. More specifically, to improve language learning, it is necessary to develop self-confidence and overcome linguistic anxiety, since these two traits are often recognized as the fundamental barriers to language acquisition. Pair and group work activities give chances for students to practice their language and expose them to it and utilize it. These activities are efficient in fostering many areas of communicative competence because they involve the use of language, which ensures that the language skills and capabilities at the macro and micro levels are being developed (Krashen, et al., 1981).

B- Teacher-student interaction:

The EFL instructor's role in the classroom should be a facilitator, who facilitates language acquisition. He should cultivate a democratic and passionate climate conducive to interaction among his students. In other studies, teachers who encourage more interactions with their students achieve better results and produce competent speakers, whereas teachers who spend the majority of their time instructing while students actively listen and take notes frequently fail to cultivate their students' "communicative competence" and produce students who are incompetent users of the English language. As a result, instructors should establish personal connections with each student in their class and create an atmosphere in which students feel comfortable, expressing themselves in English (Wang & Castro, 2010).

C- Using Literature:

Literature, regardless of its genres (plays, short stories, novels, etc.), is regarded beneficial for building EFL students' communicative ability since it gives real language input and familiarizes students with English culture. If EFL students see films with Native English actors, they will have a better understanding of English pronunciation, social interactions, and cultural features. By providing pupils with a store of vocabulary and grammatical norms, these literary works aid in the development of linguistic competence. In addition, they aid learners in grasping English culture and learning how to use language appropriately in a number of circumstances. In the classroom, storytelling may be used to teach pupils how to communicate successfully. Besides, teachers encourage students to read stories to their friends and then narrate them to the rest of their class. This will assist students in improving their linguistic talents as well as their communication skills (Ahmed & Pawar, 2018).

Consequently, the literary works utilized in English syllabi at colleges and universities have become more diverse. However, some literary works are insufficient for developing students' "communicative competence" for two reasons: "the first is that only a small number of texts are chosen for instruction, and the second is that the texts chosen are from older literature, which learners find frustrating to deal with because of its ancient language, which is mostly out of date in today's world" (Ahmed & Pawar, 2018, p.6). In order to pass "end-of-term examinations, the majority of students read just summaries of literary materials rather than genuine texts, which are intended to provide them with natural inputs and cultural elements that are required for language acquisition" (Ahmed & Pawar, 2018, p.6).

D- Simulation and Role-play Activities:

Garca-Carbonell, Rising, Montero, and Watts (2001) conducted a study on the effectiveness of simulation and role-play exercises in increasing students' communication ability. The critical requirement is that students believe themselves to be as authentic as possible. These exercises have been shown to help foster communicative skills and enliven the educational environment. When researchers looked at the impact of simulation and gaming activities on the development of "communicative competence in a foreign language" they discovered that they were more effective in increasing "communicative competence than traditional classroom instruction in the language" (p.481-491). In addition, role-playing activities are essential

for the development of pupils' communication abilities. In these activities, EFL students are expected to perform sequences from a play or create dramatic materials for use in an acting production. The role-playing technique is a method for increasing pupils' communication ability. Further, research has established that role-playing is an excellent method for fostering communication skills and cultural sensitivity. Thus, it was noted that these exercises allow students to express themselves, gain confidence in their ability to utilize the language they have learned, and improve their communication abilities (Quing, 2011, Ampatuan & San Jose, 2016).

5. Computer-Assisted Classroom Activities:

Teachers should be able to profit from the computer and contemporary technologies in the classroom when teaching English. There are several English programs, records, and films available today that assist students in learning English and developing their communication skills. Incorporating such technology into classroom instructions will be highly effective in enhancing the competency of EFL learners and simplifying language learning for the teacher. In the classroom, utilizing "computer-based oral activities exposes students to native English speakers in ways that they would not otherwise have exposure to in their natural environment" (Ahmed & Pawar, 2018, p.7).

In another study, Chun (1994) investigated the "use of computer-assisted classroom discussion to aid first-year foreign language German learners in developing their interactive ability in written discourse". His research indicated that students felt more liberated to suggest subjects, engage, and ask questions more than they do during formal instruction, as the instructor's position is decentralized. According to Chun, the study may be applied to students' verbal competency as well.

2.1.5. The Importance of Communicative Competence in Language Teaching

Adoption of communication-oriented teaching of a foreign language colloquially denoted to as the Communicative Language Teaching (CLT) in the English classrooms is emphasized frequently by researchers of SLA. Although there are no empirical data to support this, researchers feel that the structured communicative method in a functional

way seems to be more likely than the grammar-based method to "have good implications for learner motivation" since it provides a motivating type of in-class instruction in terms of the application of techniques in the acquisition of a target language (Canale & Swain, 1980).

Comprehensible aims of interaction include enabling second language learners to get the cultural and linguistic knowledge they need to cope with the social difficulties they experience. L2 instructors need to realize that when preparing to teach L2 speakers a second or a foreign language in a classroom context, second-language grammar and denotative meanings alone are inadequate to prepare L2 speakers for genuine target language interactions in the target language. Therefore, it is necessary for L2 speakers to be aware of the communication objectives that are inherent in their individual cultural environments to completely display their communicative talents (Savignon, 1997).

In response to Savignon's study, Lightbown and Spada (2013) offer "support for the idea that meaning-based education is desirable, rather than that form-based instruction is not". Therefore, the focus on form needs not be omitted from CLT since it allows pupils to be creative in their use of language. Teachers can help language learners acquire textbook language variations by utilizing a "sociocultural paradigm of pragmatics as mediated action" (Compernelle, 2013, p. 358).

2.1.6. Advantages of Communitive Competence in Language Teaching

Fang (2010) shows the advantages of communitive competence in language teaching as below:

1. While students are honing their speaking talents and expanding their vocabulary, they are also improving their listening abilities and growing confidence in the communication process.

2. It is obvious that when CLT is used, an English context is naturally produced through numerous activities, whereby English is used as a method of communication for pupils.

3. The English context may assist students to develop their sense of language and provide an environment conducive to students' growth.

4. CLT allows students to communicate and exchange ideas in a reasonably relaxed environment. As a result, students take on the role of protagonists in the classroom, enhancing their initiative and drive.

5. The issue of students being unable to learn English due to a lack of an English context may be resolved using this teaching approach since CLT emphasizes not only how well students can listen and speak, but also how well they can read and write.

6. CLT enables the introduction of novel teaching techniques, thereby diversifying the teaching process. In this regard, teachers can utilize a variety of materials to assist students in developing their "communicative abilities, which is another example of the teaching method's versatility"

7. In addition, grammar may be studied while going through this process. However, the issues associated with CLT cannot be ignored, and China's traditional ELT paradigm may be difficult to change in the future.

2.1.7. Communication

Communication is one of the most critical and prevalent actions or processes in people's daily lives in society. Considering all modes of communication (including non-verbal) and beliefs that individuals communicate by their looks, it is nearly difficult to discover a person who does not communicate. Nowadays, the term communication is extensively employed in a variety of situations and across a wide variety of fields. Since communication ideas are the focus of multiple disciplines, ranging from psychology and education to linguistics, numerous attempts to describe communication have been made, but developing a single definition that is applicable across all fields appears to be difficult. According to Clevenger, "the ongoing difficulty in defining communication for academic or scientific reasons derives from the fact that the verb 'to communicate' is firmly established in the popular lexicon and hence difficult to capture for scientific use" (Clevenger, 1991, p. 351).

The word communication is derived etymologically from the Latin verb communicate, which means to make common to a large number, share, or transmit. The following paragraphs demonstrate how scientists and scholars interpret communication in very diverse ways.

In their study, Morreale, Spitzberg, and Barge (2007) state that communication, in general, is traditionally seen as an action “in which a message is sent by a source through a channel to a receiver” (p.7-8). While the source is the one who originally produces the message, the receiver is “the ultimate audience for this message”. By channel, they mean various ways of transmitting the message from a source to a receiver. Channels can be of the following types: written (e.g. letters, postcards), oral in case of verbal communication face-to-face, nonverbal (e.g. facial expressions, proxemics), and mediated using modern technologies (e.g. emails, video calls).

Based on the linguistic point of view, Canale describes communication as “the exchange and negotiation of information between at least two individuals through the use of verbal and non-verbal symbols, oral and written/visual modes, and production and comprehension processes” (p. 51). Compared to the definition mentioned above which describes communication rather as a one-way process, he emphasizes the negotiation of information along with the interaction between participants and is aware of the necessity to understand what is being communicated (Canale, 1983)

Similar to Canale, communication is seen as a two-way process in Revell who also adds an element of something new (i.e. new information) which she believes it is the core and the reason for communication. In this regard, “Communication is an exchange, between people, of knowledge, of information, of ideas, of opinions, of feelings. ... For genuine communication to take place, what is being communicated must be something new to the recipient, something that the person does not know in advance” (Revell, 2013, p. 1).

While Revell speaks only about a new message or information, Fiedler (2007) adds “Not only are the motives and goals of communication manifold, but also the rules, means, channels and the available symbol systems” (p.3). This point of view makes communication unpredictable and very dynamic; therefore, it is difficult for L2 speakers (Fiedler, 2007).

2.1.8. Communicative Approach in Language Teaching

Communication is a way of interaction between people during which an exchange of something new (e.g., of information) takes place. This is one of the reasons

why it might be difficult for L2 speakers to communicate in their second language. Apparently, to hold a conversation, it is necessary to react to what has been said by the other speaker. The problem is if there is always something new in communication, it is impossible to predict its content; therefore, it is difficult to prepare for it. Jane Revell (2013), the author of *Teaching Techniques for Communicative English*, believes “It is this element of unexpectedness and unpredictability which makes communication what it is, and for which it is so hard to prepare the student by conventional teaching methods” (p.). An approach that is based on an effort to prepare pupils or students for genuine lifelike communication is what we call A method to language learning that is communicative (Revell, 2013).

The beginning of the communicative approach lies in the early 1970s and is connected to the so-called ‘communicative movement’ in foreign language teaching during which the communicative ability was set as the main goal of foreign language learning and the implications of this goal were explored and described more than they had been before. Unlike traditional language-centered methods, the communicative approach opens new perspectives on language teaching and is rather learner-centered (Hanušová, 2008).

Widdowson (1987) as cited in Brumfit and Johnson, (1987) states that it is impossible “...to suppose that a knowledge of how sentences are put to use in communication follows automatically from a knowledge of how sentences are composed and what signification they have as linguistic units” (p. 119). For teachers, it implies that language cannot be treated only as a set of structures (grammar, vocabulary) but it is also necessary to be interested in how to use the structures in communication. In other words, “... it is not enough to teach learners how to manipulate the structures of the foreign language. They must also develop strategies for relating these structures to their communicative functions in real situations and real time” (p. 199)

In another study, Brown (2000) defines the communicative approach as the current mainstream method of language teaching, whereby numerous books and studies have commented on it, explored it, and defined it. In an attempt to summarize the main principles of communicative language teaching, the following points are listed:

1. Classroom objectives include not only grammatical and verbal proficiency.

2. "Language approaches are designed to engage students in pragmatic, authentic, and functional language used to accomplish meaningful goals. The emphasis is not on organizational language forms, but on the language features that assist the learner in achieving those objectives" (Brown, 2000, p. 266-267)

3. The concepts of fluency and accuracy that underpin communication strategies are viewed as complementary. At times, fluency may need to take precedence over accuracy to maintain learners' meaningful engagement with the language usage.

4. "Students eventually have to utilize the language productively and receptively in unrehearsed settings in the communicative classroom" (Brown, 2000, p. 266-267)

2.1.9. Teacher's Role

The existence of a new approach requiring different types of in-class activities also implied new roles for a teacher who is seen "first, as an organizer of resources and as a resource himself, second as a guide within the classroom procedures and activities" and is supposed to enrich the class with "appropriate knowledge and abilities, actual and observed experience of the nature of learning and organizational capacities" (Breen & Candlin, 1980, p. 99).

In their study, Richards and Rodgers (1991) added three more roles, specifically, the roles of a need analyst, a counselor, and a group process manager. The main responsibility of a teacher as a need analyst is to determine his or her learners' needs connected with language learning and properly respond to them. A teacher is required to perform the duties of a counselor to be a model and an example of "an effective communicator seeking to maximize the meshing of speaker intention and hearer interpretation, through the use of paraphrase, confirmation, and feedback" (p.78). When acting as the group process manager, a teacher's role is to limit the amount of time spent on teacher-centered classroom management and create the classroom as a place for conversation, which he or she monitors and supports.

2.1.10. Learners' Role in the Classroom

The CLT method places a greater emphasis on the communication processes more than understanding the language structures. As a result, learners are assigned distinct roles. In this regard, the communicative language instruction is a student-centered method that places a premium on the learner, whereby the students are expected to participate actively in the communication process. CLT's emphasis on cooperative (rather than individualistic) learning maybe also new to the learner. As a consequence, CLT methodologists advise that learners gain an appreciation since bad communication is a shared responsibility rather than the speaker's or listener's fault. Similarly, a successful communication is characterized by reciprocal acknowledgment of accomplishments (Richards & Rodegers,1986).

2.1.11. Component of Communicative Competence According to Canale & Swain Model

2.1.11.1 Grammatical Competence

According to Cook (2008), the term "grammatical competence" refers to the linguistic information an individual has stored in his or her memory. Chomsky first coined the term in the 1960s; it indicates the implicit knowledge of language's structural regularities that exist in the mind, together with the capacity to identify and construct these particular grammatical structures when they are encountered.

2. Grammar

According to Weaver (1996), grammar is a critical component of a language. It is referred to be the language's heart since it supplies the grammatical structures that are necessary for producing proper and meaningful discourse. However, the concept of grammar continues to be a source of contention throughout the history of linguistics and language education. Language specialists approach grammar from a variety of angles, postulating grammar as a technique of explaining the syntax of a language. As a theoretical tool and organizational structure, grammar aids in the development of a good phrase when speaking a foreign language. This idea also supports the concept of grammar as a collection of rules in every language that governs the transformation of

words into new forms and the connection of words at the sentence level (Chierchia & Ginet, 2000).

2. Competence

Competence is the ability that someone develops to achieve brilliantly in his or her field of endeavor. Several experts have diverse definitions of the term "competence". According to Pianda (2018), competence is a combination of traits that an individual must possess to do his or her job effectively. In addition, it is defined as the capacity acquired by a person during a prolonged time of learning or educational pursuit (Jamal, 2009; Piet & Suhertian, 2003). On the other hand, according to Mulyasa (2004), competence is described as the sum of an individual's knowledge, abilities, values, and conduct as exhibited in one's thought and action patterns. Further, it incorporates the elements of cognition, attitude, and interest into the equation (Gordon, 2009).

3. Grammatical Competence

Ur (2011) asserts that language learners must possess grammatical proficiency to develop communicative proficiency. It is a fundamental component of various theories of communicative competence. The importance of grammatical competence in language learning has made it a priority in recent years, and grammar training continues to be important in foreign language textbooks and classroom techniques. Scholars, on the other hand, have differing perspectives on the concept of grammatical competence. When it comes to grammatical competence, it is characterized as the users' understanding of the language's structure (Skehan, 1998).

4. Strategies for Teaching Grammar

Linguistic experts have advocated a variety of strategies for teaching grammar.

1. Inductive and deductive (Thornburry, 1999). The deductive method is used to teach grammar using rules. In addition, it is referred to be regarded as "top-down processing" in some circles. Teachers can use this strategy in conjunction with the grammar-translation method, in which they begin by teaching the principles of grammar before moving on to instances of grammar in communicative contexts.

2. Functional-notional strategy (Finnocchiaro & Brumfit, 1983). It is a method of teaching grammar that focuses on what pupils require in their daily conversation. The purpose of this strategy is to educate students on how to use language in their everyday

lives for communicative purposes. The subjects covered include the phrases used to introduce oneself, make requests, make offers, advice, directions, and information.

3. Situational setting (Nunan, 1998). Teachers should initiate this method by giving tools, images, films, and other materials that help create a relevant setting. Contextual situations include organizing a school trip, following a recipe's instructions, finding a place on a map, obtaining directions, and inviting someone over the phone. Following that, instructors will train pupils on how to utilize the appropriate words and phrases in a variety of contexts. This technique will assist pupils in comprehending the concept, whereby this approach requires the students' active participation.

4. Stories. Teachers use this strategy when distributing texts, dialogues, short stories, and other forms of information to students. The stories are read aloud to students, and then teachers assist them through the analysis of the grammatical components included within the stories, using the simple present tense or the simple past tense verbs from the tales. It is feasible for higher-level students to accomplish this task since it demands them to apply their reading skills. Before they can evaluate the texts, they must first grasp them completely. If they are unable to grasp the texts themselves, they will be unable to comprehend the grammatical components that are incorporated within them.

5. Songs and poems .teacher Grammar use tales, songs, and poetry with texts. Although teachers offer the texts to pupils, it results in happy learning. In this regard, the most enchanting and culturally rich materials are songs and poems.

5. Assessing Grammatical Competence

The purpose of "assessing grammatical competence" is to determine the extent to which pupils' grammatical competence has improved. Although testing is a component of assessment, assessing grammar is distinct from testing grammar. Grammar assessment can be accomplished by watching students' language when they engage in questioning and answering, debate, dialogues, and other forms of communication, and it is possible even if the pupils are unaware. While testing, students are aware that they will be evaluated, and so they prepare adequately for the exam. Thus, teachers must consider various factors while developing the test, including its practicality, length, validity, and realism (Brown, 2004).

However, teachers are not obligated to assess students' "grammatical proficiency in communication processes, particularly spoken language, in a grammar testing format since this does not look natural, and because students will only study for the exam" (Thornbury 1999). In the meanwhile, teachers can measure students' grammatical competency using informal evaluations, like dialogues, interviews, asking and answering questions, and debate among other activities.

Since students are not prepared for the goal of receiving marks (Brown, 2004), they will be able to witness individuals exhibiting their grammatical abilities in both natural and integrated ways. Furthermore, Purpura (2013) believes that performance tasks are the most effective method of testing students' grammatical competencies. Because of the interdependence of these components, language learners should put their grammar knowledge to test by participating in the activities (Larsen-Freeman, 2001).

6. Grammatical Competence in L2 Communication

Grammar is seen as a critical component of communication in terms of the formation of speech. According to Ur (1988), grammar is the rule that governs how words are combined and constructed into bigger units in terms of meaning. It is the study of constructing possible language structures (Thornbury, 1999). In addition, Ur asserts that grammar is not just concerned with syntax and morphology but also with linguistic chains and slots. That is, grammar endows someone (the speaker) with the capacity to chain certain words in a specific sequence (determined by the rule) and provide a variety by identifying other words that fit into any link in the chain. Thus, in this instance, it is important to possess the capacity to utilize grammar appropriately to connect with others.

However, studying grammar does not always imply learning about grammar alone but also about other elements of language. According to Radford (1988), grammar is a set of rules or principles that govern the construction, pronunciation, and comprehension of phrases and sentences in a given language. This means that when learning grammar, not only syntax will be covered, but also phonology and morphology. Thus, understanding grammar enables someone to communicate effectively and fluently in a foreign language.

6. Focus on Forms Instruction

Teaching grammar may be a difficult endeavor since the instructor will need to cover not just the rules but also other facets of language. In response to this issue, instructors may use a variety of methods, ideas, and tactics while teaching grammar to guarantee that the teaching and learning process is both effective and relevant.

Thombury (1999) explain that when teaching grammar, there are four possible techniques. The first is an inductive technique that focuses on the process of discovering grammatical rules via the analysis of sample sentences.

They will practice by constructing their own examples after they have discovered the rules (Savage, 2010 as cited in Brown, 2015). The second method is deductive which focuses on a process in which instructors introduce grammatical principles and illustrate them with examples. The third technique is the implicit presentation of forms which focuses on the act of using the target form in a specific communication. The fourth technique is the emphasis on form approach which emphasizes the practice of seeking to draw learners' attention to the target grammatical rules as they participate in communicative activities. The grammar instruction is guided by principles such as focusing on all three dimensions of grammar, namely form, meaning, and use, providing opportunities for learners to practice and use forms in communicative tasks, emphasizing both input-based (comprehension) and output-based (production) grammar and vocabulary, and utilizing an inductive, deductive, implicit presentation of forms, or focus on forms approach, depending on the learning objective and learner (Loewen, 2011 as cited in Brown, 2015).

The concentration on the form method is one of the techniques that emphasize grammar, meaning, and application. This strategy is designed to direct students' attention to grammatical rules as they engage in expressive activities (Brown, 2015). The primary emphasis is also on students' ability to notice critical grammatical elements for effective target language usage. According to Brown (2015), several of the qualities include keeping natural language learning more readily adhering to the notion of interlanguage development, distributing pupils to build communicative feel, and generating intrinsic drive by letting students discover rather than be given the rules.

2.1.11.2. Discourse Competence

1. Definition

According to Canale (1980), discourse competency is defined as the capacity to mix grammatical forms and meanings to establish the unity of oral and written texts in a given situation.

2. Concept of discourse competence

The concept of discourse competence originates in the idea of communicative competence. Indeed, it appears in all models of communicative competence in a language. Hymes (1972) initially presented the idea that communicative competence in a language encompasses a variety of separate aspects in response to Chomsky's definition of competence as distinct from performance (Chomsky, 1965). Hymes asserts that Chomsky's "notion of linguistic competency appears to overlook the critical significance of sociocultural characteristics inherent in human communication" To emphasize the significance of these sociocultural factors, Hymes (1972) defines communicative competence as the state of possessing knowledge (grammar rules and ability) and using that information correctly in the context.

Canale (1983) expanded the notion of communicative competence proposed in his earlier work (Canale & Swain, 1980) by including discourse competence, which he defines as the mastery of integrating grammatical forms and meanings to produce a coherent spoken or written text in a variety of genres. This growth is especially essential when designing a curriculum that emphasizes communication through spoken and written media. Discourse competence, as a subset of communicative competence, is, therefore, an essential component of the competencies required for students engaged in academic reading and writing. However, developing this ability has been identified as a specific problem for ESL students.

3. Aspect of discourse competence

1. Cohesion

Since the term "coherence" in a paragraph relates to express discourse cohesiveness in English, Halliday and Hasan (1976) offer five cohesive devices that are based on the content connection. In this regard, cohesion has a critical function in the development of sentences in any given text which is accomplished by connecting several

sections of a text to one another to give the text structure. It aids in the logical connection of sentences, ensuring that they have the intended meaning. Thus, cohesiveness is related to the more general idea of coherence.

According to Halliday and Hasan (1976), there are two major kinds of coherence in English: grammatical coherence and lexical cohesion which are two important aspects of writing. In relation to written speech, grammatical cohesion is the surface indicator of the semantic link between clauses and sentences, whereas in the spoken dialogue, it is the surface signal of the semantic connection between utterances and turns. Regarding the lexical cohesion, it refers to the writer's consistent use of lexical components, such as verbs, adjectives, nouns, and adverbs in order to connect the text to its subject (Eggins, 1994), and is communicated by using lexical elements/vocabulary.

2. Coherence

The word 'coherence' refers to the link between concepts in a text that enables readers to follow the flow of thinking (Castro, 2004). According to Halliday and Hasan (1976), coherence refers to the intrinsic aspects of a text, which include cohesiveness and register.

According to Pearson and Pennock (2005), coherence is a wide phrase that refers to a multitude of criteria, comprising the sequence of events covered in the text, the completeness of the deeds or ideas shown in the text, and the text's compliance with the demands of a certain genre of writing.

3. Genre

Another term that is integrated into discourse concepts is genre. Originally, this word refers to literary forms of speech, such as novels, poetry, and plays. The term "genre" refers to how various forms of speech may be distinguished by the virtue of their basic form and general structural design. Applied linguists have recently modified the word to encompass a variety of other forms of communication occurrences.

Their thesis is that language exists to perform specific tasks, and these functions determine the overarching form or generic structure of a particular discourse. This structure emerges because of the regular stages of human communication. The communicative intent will be also represented in the discourse's fundamental building elements, namely its vocabulary and grammatical structures. This implies that each

communication event will be unique in terms of the characteristics that allow receivers to recognize it. Sermons, speeches, newspaper articles, and informal chats are all examples of communicative occurrences. Given that a sermon is unique from another sermon and a casual conversation is distinct from another, some characteristics distinguish various types of speech (Nunan, 1993).

According to Grabe and Kaplan (1996), the genre is a critical concept in the development of writing and learning via writing. Students develop mastery over language as they grasp genre, writing purpose, content, and situations. To be effective when employing a genre as a discourse tactic in the classroom, it is vital to highlight that each genre has its own set of norms and that students must be exposed to a range of genres throughout their academic careers (Drew & Sorheim 2004). Examples may be obtained from the applicable course's textbook. Therefore, the instructor must give an appropriate reading material and identify the discourse features of each genre. In addition, as stated previously, the genre transcends the confines of literature, and genre traits must be observed in the development of spoken writings.



Figure 5. Communicative Competence

Susanto, G. (2017). Communicative Competence

2.2. Teaching Fiction

2.2.1. The Definition of Fiction

Literary fiction frequently employs non-traditional story patterns and incorporates symbolism and metaphor. The character typically takes precedence over the narrative in literary literature, allowing greater space for the internal musings of characters, their backstories, and the novel's primary character's point of view. More specifically, in literary fiction, the story is slowed down to examine ideas or subtexts.

Besides, literary fiction is a phrase used in the book trade to differentiate novels of literary value from the majority of commercial or "genre" fiction (Milhorn, 2006).

2.2.2. Types of Fiction

Milhorn (2006) divides the literary fiction into prose genres based on their duration and it includes the following:

1. Short story: The line between a long short story and a novella is hazy, whereas a short tale is often less than 7,500 words in length.
2. Novella: Novellas typically range in length from 17,500 to 40,000 words; notable examples are Robert Louis Stevenson's *Strange Case of Dr. Jekyll and Mr. Hyde* (1886) and Joseph Conrad's *Heart of Darkness* (1899).
3. Novel: at least 40,000 words in length

2.2.3. The Importance of Teaching Novel

The novel has been essential in the development and enhancement of language skills because the book demonstrates "the complete range and variety of the English language, with tangible examples of writing abilities in action (for example, the sequencing of ideas)" (Hurst, 1989-1990: 68). An extensive collection of oral work prompts is also included in the package, which provides a rich context for the grammar and vocabulary aspects. For starters, it could stimulate your interest in completely and attentively researching the subject matter. In addition, the book serves as the major source for students to learn new vocabulary and practical grammatical structures in a practical setting. Besides, it may indirectly improve English pronunciation, particularly

when reading aloud in school or at home. Furthermore, the two abilities of reading and writing are actively reinforced via the study of the English novel (Hurst, 1989, 1990).

2.2.4. Advantages of Novels in Teaching Language

Babae and Yahya (2014) demonstrate that novels written in a foreign language may be an extremely valuable resource for both establishing linguistic structures and learning the target language. That is, selecting an appropriate book may pique the learner's interest in the target language. In other words, utilizing novels to assist in the acquisition of a second language might have the following benefits:

1- Increasing students' understanding of many cultures, traditions, societies, and individuals.

2- Providing situations that are evocative of actual life.

3- Allowing students to express their creativity.

4- Enhancing one's capacity to think critically.

5- Stimulating the creativity of the students.

6- Developing the ability in oral and writing communication. When an instructor selects a book for language training, he or she should consider the storyline.

2.2.5. Teaching Literature

Two decades ago, in the field of teaching and learning a foreign language, literature appeared to have had a significant impact on language skills, such as "writing, reading, speaking, and listening, as well as language components such as grammar, vocabulary, and pronunciation" (Babae & Yahya, 2014, p.80-85) and this is consistent with previous studies. In addition, during translation sessions, language teachers sometimes urge students to translate certain genres of literature into their native tongue, since translation enables students to use their practical, grammatical, stylistic, and semantic skills. The next section explores why language teachers include literature in their lessons and how they choose which literary works are appropriate for language training. In their studies, Obediat (1997), Custodio and Sutton (1998) "assert that

literature may assist learners in developing competency in the target language, acquiring the ability to use idiomatic phrases, speaking properly, and becoming more fluent and creative in the target language" (81). More specifically, literature creates opportunities for learners to inquire, criticize, and explore. In a nutshell, literature provides learners with an abundance of a real content, and students will be able to absorb the language more efficiently if they learn this subject matter well (Elliot, 1990).

2.2.6. Teaching Novel in the Classroom

Reading novels teaches pupils how to arrange their thoughts and engage appropriately and seriously in discussions about various issues. Besides, it lays the groundwork for acquiring and honing the four English language abilities of listening, speaking, reading, and writing. In this regard, a book may be a fascinating and varied source of activities for language learners without requiring them to engage in an in-depth literary/practical criticism analysis (Hurst, 1989,1990). Literary aspects, such as narrative, location, theme, and so on should not be the primary reason for discussing the work in class. Concerning literary aspects, Hurst (1989, 1990) argues "knowledge of narrative, subject, characterization, organization, and style, among other things, may be attained indirectly but is not a main goal" (68).

Motivation

Novels are seen as inspiring and improving literary elements in the classroom, whereby Alkire (2010) "discovered that kids love reading books, which motivates them to do well in class. Furthermore, she claimed that novels promote personal engagement in the language learning process" (p.2). Besides, by utilizing books, kids may engage in stimulating activities such as extended reading (Lazar, 1990).

Cultural Enrichment

According to several studies (Alkire, 2010; Lazar, 1990; Tsai, 2012; Hişmanolu, 2005), novels are used to enhance students' cultural understanding. For instance, Alkire (2010) conducted a study on the use of novels and discovered that when pupils learn books, they will get an understanding of other people's cultures. Another study demonstrated that novels also assist students in comprehending the thoughts, behaviors, and beliefs of the inhabitants of the nation about whom the novel is written. Further, it

is emphasized that novels give students critical background information about the events, which enables students to absorb the events more deeply (Tsai, 2012).

Language Improvement

According to Maples, et al. (2016), novels are nonthreatening works of literature that give chances for pupils to apply their newly acquired language and literacy abilities. According to them, "a literary text may be a great springboard for oral activity" (p.7). The utilization of books in the classroom can make it easier for students to learn new languages. In addition, reading books allows children to express their feelings and thoughts, and assists them in improving their linguistic abilities. The four language skills, namely reading, writing, speaking, and listening are all enhanced when pupils read novels, and are necessary for success at any level of education. Besides, novels are beneficial to children because they force them to contribute vocally to the classroom. To begin, they enhance their reading ability. Thus, the use of novels in the classroom is critical for a variety of reasons, including motivating students to read outside of class to enhance their reading ability. Further, children are engaged throughout the reading process when novels are used, which helps them enhance their reading skills. Second, they aid in the development of one's writing skills. Moreover, when students are exposed to literary works like novels in the language classroom, they get a grasp of specific syntactic qualities of sentences, the breadth of possible structures, and the different ways to connect ideas. Each one of these activities contributes to the growth and improvement of their writing talents. Because a literary work is an actual and original effort, pupils who strive to write consider it to be a model when they encounter it in the real world. Third, they assist pupils in developing their public speaking skills.

Developing Interpretative Abilities

As a result of reading books with kids, their ability to understand and grasp the language increases. To illustrate, literary works, such as novels, are a fantastic resource for students who are striving to decipher the meaning and provide explanations since they have several layers of relevance that may be explored (Pinar & Jover, 2012).

2.2.7.1 Challenges While Reading Novels

There are several studies in this part that address the challenges students may have when reading a novel.

Large amount of vocabulary

Several studies, including Lazar (1990) and Lazar (2007), have been conducted on the difficulties that students may have when reading novels, such as the enormous amount of foreign vocabulary. For instance, when students read books and are unable to understand the meaning of an extensive amount of language, they would feel befuddled at any level of proficiency (Lazar, 1990).

Length Novels

According to Alkire (2010), the length of a novel is a concern for students when they are reading. They assert "conventional narrative is more likely to succeed than a work that is excessively detailed, lengthy, or experimental" (p.3). In other words, the novel's length should undoubtedly correspond to the pupils' level of skill (Lazar, 1990).

2.2.8. Types of Novels

A novel is a work of fiction that is informally defined as having 50,000 or more words. However, this definition has been expanded to include graphic novels and novellas. In this regard, novels are often classified into three types:

1. literary fiction,
2. genre fiction,
3. mainstream fiction.

<https://www.masterclass.com/articles/an-overview-of-fiction-genres>

2.3. An Introductory Note

This section will examine what has been done by other studies on the same subjects as those discussed in the previous section, which is the development of communicative competence. This evaluation of the literature will include several important topics, such as the objectives, the sample, the methodology, and some conclusions.

Fang's (2010) study aims to "analyze the necessity and feasibility of developing students' communicative competence in College English Teaching (CET) and also discusses the advantages and challenges of Communicative Language Teaching (CLT) for CET" (p. 111). The sample of the study included (150) Chinese students (lower-intermediate students and higher-intermediate). Fang used a questionnaire as a tool in his study. The results of the study reflect students' opinions about the implementation and effectiveness of the communicative teaching approach in teaching and learning English. Besides, the results showed that this communicative language teaching style assists Chinese college students in increasing their English proficiency.

Another study by Nakano, et al. (2011) aimed "to investigate the effect of two guest speakers' presentations on the cultures of Singapore and Nepal in terms of Byram's (1997) five components of Intercultural Communicative Competence (ICC): attitudes, knowledge, skills to interpret and relate, skills to discover and interact, and critical cultural awareness" "The sample of study is Forty-six Japanese university students of English as a foreign language (EFL) attended the presentation on Singaporean culture (Case 1) and twenty-three other Japanese EFL learners attended the presentation on Nepalese culture (Case 2)"

Pre- and post-surveys were used as an instrument. Several components of the ICC, including critical cultural awareness, were demonstrated in the pre-survey, indicating that the majority of students had prior comprehension. As a result of the presentations made by speakers from a variety of cultural backgrounds, his findings provide support for the development of the first two components, understanding the third and fourth components, and the learners' awareness of the International Cooperation Council (ICC). Though students understood the importance of the third and fourth components of ICC, they reported that they have a difficulty in putting them into practice in verbal and nonverbal communication with people from a variety of different

cultural backgrounds. Specifically, the findings show that to successfully construct the ICC through guest-speaker sessions, clear instructions to guest speakers, as well as well-organized pre and post-activities, are necessary

Another study by Gómez and Fernando (2012) was "to describe an action research experience carried out in an advanced English as a foreign language classroom of the language program at a university in Bogotá, Colombia, in 2010" Their study recommends

real literary texts be integrated into the English as a foreign language classroom through the use of four constructivist techniques in order to foster intercultural communicative competence. The participants in this study were a group of 23 advanced EFL learners, ranging in age from 18 to 22

They used a questionnaire in their study. The findings demonstrate that these approaches may be used to improve EFL teaching practices by facilitating a process of meaningful negotiation and the promise of more personal, memorable, and meaningful knowledge development. Providing learners with appropriate approaches, together with clear directions and tasks, may also aid them in more readily discovering and interpreting genuine literature according to another finding. It is, therefore, preferable to use consistent pedagogical approaches such as the ones offered by the social constructivist theory when teaching literature in EFL at advanced levels rather than trying to study the literary texts separately without taking into consideration the solid pedagogical perspectives.

In Farooq's (2015), the focus was on teachers' perceptions and practices regarding Communicative Language Teaching (CLT) and its impact on the communicative competency of the students. The study included 50 male and 50 female instructors at Taif University, English Language Centre (TUELC), whereas 10 classes (male teachers) were randomly selected and observed for data collection.

The findings indicate that EFL teachers are aware of the features of CLT, its application, and its effect on students' communicative ability. Despite their enthusiasm for change and eagerness to apply CLT, EFL teachers are pessimistic about its widespread acceptance due to classroom issues and hurdles, such as overcrowded classes, a lack of time, students' low level of competency, and time restrictions. Besides, they think that only by overcoming obstacles and creating more favorable conditions for

CLT implementation they will be able to reap the full benefits of CLT in their classrooms.

In another study by Ali and Ahmed (2019), the aim was to investigate the impact of using literature on improving students' communicative competence at Dar Salaam Secondary Schools (Khartoum State). The sample of the study included 40 students, both males, and females, who represent third-year students preparing to join the Sudan Secondary Certificate final examinations during the academic year (2018-2019) at Dar Salaam Municipality.

The students were separated into two groups (control and experimental).

A pre-and post-test method and classroom materials were employed. The findings were relatively similar to those of the previous studies; students in the experimental group performed much better than students in the control group in communication. To summarize, the study concluded that including literature in our classrooms may assist students in developing strong communication skills. As a result, it can be concluded that literature has established itself as a wonderful tool for addressing the English language, and it is always a method to practice writing and spelling properly. Besides, the students came up with a variety of proposals for incorporating literary works into the school curriculum.

The previous studies have shown different findings. According to Fang (2010), the findings represent students' perceptions of the efficacy and execution of the communicative teaching technique in teaching and learning English. The communicative language teaching technique was shown to be effective in assisting college students in China in improving their English abilities.

According to Nakano et al. (2011), the pre-survey indicated that the majority of students had a prior understanding of several components of ICC, including critical cultural awareness. Additionally, our findings support the growth of the first two components, as well as knowledge about the third and fourth components, and the learners' awareness of ICC as a result of the presentations made by speakers from various cultures. While students recognized the value of the third and fourth components of ICC, they reported having trouble implementing them in verbal and non-verbal communication with persons from various cultures. The findings indicate that to build

ICC successfully through guest speaker sessions, it is critical to offer precise instructions to guest speakers and well-planned pre-and post-session activities (p.50)

In their study, Gómez and Fernando (2012) demonstrate that these approaches may be used to improve EFL teaching practices by facilitating a process of meaning negotiation and the promise of more personal, memorable, and meaningful knowledge development.

Table 1. Summary of Previous Studies

No	Author/s	Sample	Data collection and data analysis	types of Data	Main findings	Limitation and Suggestion
1	Fang (2010).	150 Chinese student	a questionnaire	Quantitative	The findings represent students' perceptions of the efficacy and execution of the communicative teaching technique in teaching and learning English.	The study was restricted to college students. A medium-sized tertiary institution in Southern China was selected for the study; 150 participants responded to the questionnaire; eighty-seven were lower-intermediate students and sixty three were higher-intermediate students. It will be suitable to use a communicative language teaching strategy to assist Chinese college students in improving their English abilities.
2	Nakano, et al. (2011)	Forty-six Japanese university students	pre- and post-surveys	quantitative and qualitative	The results show that for the successful development of ICC through guest-speaker sessions, it is essential to provide detailed instructions to guest speakers and well-planned pre- and post-activities.	The research included 46 Japanese university students studying English as a foreign language (EFL) who attended a presentation on Singaporean culture and 23 additional Japanese EFL students who saw a presentation on Nepalese culture during the academic year 2010-2011. Additional study is required to assess if the presenters' subjects and pre- and post-activities may assist university-level EFL learners in developing both the late and early components of ICC

3	Gómez and Fernando (2012)	a group of 23 advanced EFL learners, ranging in age from 18 to 22 years	a questionnaire	Quantitative	The findings show that these techniques provide a foundation for enhancing EFL teaching practices through a process of meaning negotiation.	Literature instruction in EFL should be a more consistent practice at the upper levels, using eclectic and consistent pedagogical techniques such as those advocated by the socio-constructivist theory.
4	Farooq (2015)	fifty male and fifty female teachers.	A questionnaire	qualitative and quantitative	The results show that the EFL teachers are aware of the CLT characteristics, its implementation and its impact on the communicative competence of the students.	The study was restricted to fifty male and fifty female instructors at Taif University English Language Centre (TUELC), and ten classes (male teachers) who were randomly chosen and monitored for data collection during the academic year from 2014 to 2015. A syllabus designer may redesign language curricula to assist instructors in enhancing students' communicative skills.
5	Ali and Ahmed (2019)	It included forty students both males and females	The researcher has followed the design of pretest and posttest using literature in the classroom.	Quantitative	The findings showed that students in the experimental group had higher communication skills.	The research was confined to 3 rd -year students at Dar Salaam Secondary Schools (Khartoum State) who represents the third-year students in the academic year 2018-2019 at Dar Salaam's Municipality? this paper is a recommendation to the ministry of education to safeguard literary works such as poetry, theater, and novels while teaching English in the classroom.

Table 1.2 shows methods and procedures used in previous studies in the context of using literature to teach a foreign language

2.4. summary of chapter two

The second chapter recovers three sections. Section one covers the background of Communicative Competence, section two covers teaching fiction, section three presents a review of all related studies, and finally, a summary of the chapter is presented.

CHAPTER THREE: METHODOLOGY

Chapter three introduces research design, the population, the sampling, Method of Data Collection, data analysis, the pilot study, Validity of the Achievement Test, The Achievement Test Reliability, and the summary of the chapter.

3.1. Research Design

The present study is quantitative research based on an experimental design applying pretest and post test. According to Best and Khan (2006), the experimental design is "the blueprint of the procedures that enable the researcher to test hypotheses by reaching at reasonable conclusions about the relationship between independent and dependent variables" (p.) Moreover, Creswell (2012) defines the experimental design as a "traditional approach to conducting quantitative analysis or evaluate an idea (or procedure or practice) to determine whether it influences an outcome or dependent variable" (p.)

The following is a description of the experimental design that was employed in the current experiment, which is labeled "Posttest Only, Equivalent-Group Design". This design is shown in Table (3.1). It consists of the following elements:

- 1- Formulation of hypotheses based on statistical evidence relevant to the scientific hypothesis.
- 2- Determining (independent variables) and (dependent variable/s).
3. Specifying the population.
4. Describing how to use random methods to assign experimental units to different treatment levels.
5. The statistical analysis determination to be carried out (p.1).

Table 2. Experimental Design

N	Pre-test	Groups	Independent variable	Post-test
1		Experimental (Ex)	Developing communicative competence	Posttest
2		Control (Co)	Traditional method	

3.2. The Study Population and Sample

According to Creswell (2012), the population is a group of individuals who have something in common with one another (or perhaps a group of organizations) that have a trait that can be identified and studied by the researcher before the study is conducted. A sample, as defined by the American Sociological Association, is a subset of a population that a researcher chooses to investigate to make generalizations about that particular community.

This study's total population consists of (180) form the second stage of university students from Alsalam University who attended the university during the academic year (2021-2022). The students were classified into two groups: A and B. These two groups A and B were randomly chosen to serve as the (CG) and (EG) groups, respectively, with (140) participants in a total number. (70) Students make up Section A and (70) Students make up Section B, whereas Section C has been designated as a pilot project consisting of (40) students as explained in Table 2.3

Table 3. The Study Population and Sample

Groups	No. of students	No. of the pilot study	No. of sample
Experimental	95	25	70
Control	85	15	70
Total	180	40	140

3.3. Method Of Data Collection

The quantitative data was acquired via pre-and post-tests administered to the university's experimental group. These pre-and post-tests were used to determine if increasing communicative competence inspired students' enthusiasm to study and has the expected learners effects in teaching fiction classrooms, as well as the extent to which growing communicative competence motivated EFL learners. This research provided the learners with the proficiency of communicative competence; the study included two groups of EFL learners, with the experimental group receiving communicative competence and the control group receiving GTM, that is a more traditional teaching style.

To obtain data, both groups had pre-tests of developing communicative competence (experimental group and control group). Following that, the experimental group used developing communicative skills, whereas the control group used the established traditional approach of instruction (GTM). After fourteen weeks of developing communicative competence, each week consisted of two sessions lasting for 50 minutes.

3.4. Data Analysis

The present study analyzed the data employing the Statistical Package for Social Sciences (SPSS). In this quantitative study, undergraduate students were given pre- and post-tests which were administered using the same sampling approach. The data acquired during the pre-and post-tests were analyzed using the SPSS version 22 software., as well as a Paired Samples T-test was utilized to examine whether there were statistically significant differences between the groups in the EFL performance scores between the two groups.

3.5. The Two Groups Equivalence

To establish parity between the two groups, it is essential to manage the following variables that may affect students' achievement, namely their age, their overall English level, and their parents' educational level (Good, et al. 1978).

3.6.1. Age of the Students

The students' age up to the first of December (2022) must be calculated to establish whether or not there is a difference in their age in the two groups, as stated in the appendix (G). When the t-test formula is applied to two independent groups. In accordance with the experimental findings, no statistically significant difference in age between the experimental group and the control group can be found, as shown by the mean value of the experimental group being equal to that of the control group with a mean value that is (246.50) as well as the standard deviation that is (13.81). The mean value in the control group is calculated as (250.14), in contrast to the standard deviation,

which is (16.59). After considering the significance level and degrees of freedom (138), the calculated t-value is (1.41). At the significance level, this is shown as (0.05) which is less than the tabulated value of (1.98). As a result, it may be stated that the two groups of students are equal in age.

Table 4. The students' ages, expressed as the mean, standard deviation, and t-test value.

Group	No. of students	Mean	SD.	T-Value		DF	Level of Significance
				Calculated	Tabulated		
EG	70	246.50	13.81	Calculated	Tabulated	138	0.05
CG	70	250.14	16.59	1.41	1.98		

3.6.2. Parents' Level of Education

3.6.2.1. Fathers' Level of Education

This study employed the chi-square calculation to assess if there is a disparity in the students' educational levels of fathers who took part in the study, and the results were positive. As a result, the calculated value of the chi-square is (2.83), which is less than the list value of (11.07), the freedom degree is (5), and the level of significance is (0.05), showing that the two groups are not statistically different (i.e., in terms of their fathers' educational level).

Table 5. Father's Educational Level Chi-Square Value

Level of education	Groups		Total	Chi-Square Value		DF	Level of Significance
	EG	CG		Calculated	Tabulated		
Illiterate	8	7	15	2.83	11.07	5	0.05
Primary	19	12	31				
Secondary	20	23	43				
Bachelor	15	20	35				
Diploma	3	4	7				
Higher studies	5	4	9				
Total	70	70	140				

3.6.2.2. Mothers' Educational Level

By this tool " the Chi-Square Formula", it is revealed that both groups are equal in terms of their mothers' educational levels (or lack thereof). Considering the freedom degree (5) and significance level (0.05), the resultant value is (1.14), which is smaller than the tabular value, which is (11.07), thus leading to inconsistency in the results between the two values (0.05). This suggests that the two groups are equal and no one in the two groups is different from the other in terms of this metric (see Table (5.3)).

Table 6. Mothers' Educational Level Chi-Square Value

Level of education	Groups		Total	Chi-Square Value		DF	Level of Significance
	EG	CG		Calculated	Tabulated		
Illiterate	12	13	25	1.14	11.07	5	0.05
Primary	26	28	54				
Secondary	21	22	43				
Bachelor	7	5	12				
Diploma	2	1	3				
Higher studies	2	1	3				
Total	70	70	140				

3.6.3. The Proficiency of Students in the English Language Over the Previous Academic Year

In the appendix, it can be seen how students' English performance over the previous academic year (2020-2021) was evaluated and contrasted (B). In the (Ex) and (Co) groups, statistically significant differences exist between the mean values of the two groups, with standard deviations of (69.01) and (8.29) for the (EX) group and (70.36) for the (CO) group. It was found that the given degrees of freedom (138) and the significance level (0.05), whereby the computed t-value is (1.01) that is lower than the tabular value (1.98). Based on previous results, this result shows that these two groups are equal and no difference between the two groups exists.

Table 7. The novel's mean scores, standard deviations, and T-value for the previous academic year's students

Group	No. of students	Mean	SD	T-Value		DF	Level of significance
EG	70	69.01	8.29	Calculated	Tabulated	138	0.05
CG	70	70.36	7.44	1.01	1.98		

3.6.4. Students' English Language Proficiency Pre-Test

Using students from two different groups (Ex and Co), the researcher administered the pre-test to them. The results show that the average score is (48.16), and the average standard deviation of the (Ex) group is (7.94). In contrast, the results showed that the (Co) group received an average score of (49.16), and an average standard deviation of (5.22). This study used the T-test of two independent groups to prove that when the mean scores of the (Ex) and (Co) groups are compared, there is no statistically significant difference in the average scores obtained by the participants in each group (0.05). As shown in the table, the calculated t-value (0.88) is less than the value in the table (1.98), and the freedom degree (138) indicates that the (Ex) and (Co) groups are similar in the pretest, as explained in Table 7.3.

Table 8. The Pretest T-Test Value for the Two Groups

Group	No. of students	Mean	SD	T-Value		DF	Level of significance
EG	70	48.16	7.94	Calculated	Tabulated	138	0.05
CG	70	49.16	5.22	0.88	1.98		

3.7. Instructional Material

The content is given to the two groups of students (English novel textbook), from the novel *Emma* for the second-year university students "English novel." Each of these units has been defined according to the annual plan provided. It is restricted to writing a text and cohesion that will help students improve their writing abilities. It is decided to

conduct the experiment for this research during the 1st semester of the academic year 2021 – 2022. In October, the (Ex) group received treatment for fourteen weeks until the 4th of February, 2022, when the study was concluded. In the (Ex) group, the students are taught by using the developing communicative competence, whereas in the (Co) group, the students continued to be taught by using the traditional techniques.

3.7.1. The Plan of The Lesson

Droff (1988) states that the objectives of the lesson preparation are as follows:

1. Instructors should be aware of both the goals and linguistic content of the class they are currently teaching.

2. Instructors should be assisted in differentiating between the many phases of a lesson and understand the connection between the two.

3. To assist teachers how to design a concise lesson plan.

The required lesson plan was already created in advance. The lesson plan for the (CO) group is based on the guidelines provided in the teacher's guidelines. The (EX) group course is developed according to the developing communicative competence.

3.7.2. The Experimental Group Will Be Taught Using a Lesson Plan That Is Developed for Them.

The experimental group will be taught to use a lesson plan that is developed for them.

Date: 10th

Second: year

Subject: Emma

1. Objectives:

- Familiarize the students with the historical background of the novel.
- Refresh the student regarding certain keywords and expressions
- Draw character sketches of the main characters in the novel

2. Lesson content: *Emma* the textbook

3. Warm-up:

- Ask the students questions regarding figures of speech

Ask general questions regarding the main themes in the novel.

4. Activities:

- Discuss the thematic meanings of certain keywords.
- Give students time to ask questions.
- Read specific quotations from the textbook.

5. Assessment:

- Ask feedback questions
- conduct a quiz

6. Reflections questions:

- Ask the students thematic questions related to certain social issues.

3.7.3. The Plan of Lesson for Teaching the Control Group

Date 2021

Class:2nd year students

Period: 40-50 min

Topic: Chapter one from *Emma*

Organization of seats: students are kept as they are

Aim: familiarize students with the setting of the novel and Emma's character

Steps of presenting the lesson material

1-Ask brainstorming questions.

2-Explain the meanings of keywords.

3-Choose selected passages related to the setting of the novel and Emma's character.

4-Ask the students to read with critical comments.

5-Assign homework.

3.8. The Structure of the Achievement Test

Based on the content and behavioral goals of the educational material, an achievement test was developed and implemented. As shown in Table (8.3), the post-test includes (5) questions with (12) items which are scored according to the possible (100) points.

Question (1) consists of (5) items. Each item has the following mark: (4) marks, and the total number of marks is (20).

Question (2) has four items. First and second items are (6) marks and the third and fourth items are (4) marks for each one and the total number of marks is (20).

Question (3) includes one request and the total number of marks is (20).

Question (4) includes one request and the total number of marks is (20).

Question (5) includes one request and the total number of marks is (20). The test is constructed depending on from "English novel ". For behavioral goals, the achievement test is utilized as a method of evaluation. (See Appendix F).

Table 9. Specifications of the Content, Behavior, Items, and Marks of Posttest

No/ Q	Content	Behavioral Objectives	No Items	Marks
1	The students should answer five items by giving a suitable response for each item	Answering for five items by giving a suitable paraphrasing, selecting, correcting and assessing other meaning to assess the grammatical awareness knowledge.	5	20
2	The students should answer four items, each item talk about communicative competence The students should write good idea about quote.	To assess the student's knowledge recognition of conjunction words.	4	20
3	The student should compose a perfect idea about the writer's Emma novel about women	Comprehension assessment and evaluation of student knowledge	1	20
4	The student should write a perfect idea about the romance in Emma's time.	Comprehension assessment and evaluation of student knowledge	1	20
5	The student should write a perfect idea about the type of love in Emma novel with mentioning the cause.	Comprehension assessment and evaluation of student knowledge	1	20

3.9. The Scoring Scheme of the Posttest

Scoring is distributed as follows:

1- A- Rephrase the quote using the third person pronoun.

-Four scores will be given if they are done correctly.

-Zero is given for the wrong completion.

1-B. Meaning

- Four scores will be given for the correct answer.

1-C. Selecting the right answer that best completes.

- Four scores will be given for the correct answer.

1-D. Punctuation

- Four scores will be given for the correct answer.

1-E. Selection (four items)

- One score will be given for the correct answer.

2-A. Selection (three items)

- Two scores are given for the correct completion.

- Zero is given for the wrong answer.

2-B. Adding

- Six scores are given for the correct completion.

- Zero is given to the wrong answer.

2-C. Conjunction

- Four scores will be given for the correct answer.

2-D. Spelling

- Four scores will be given for the correct answer.

3. Idea

From (1-20) are given to the answer of question.

4. Idea

From (1-20) are given to the answer of question.

5. Idea

From (1-20) are given to the answer of question.

The subjective questions are evaluated by four members of committee as well as the researcher himself. The most difficult questions were checked by the members who are more qualified than others, depending on their span of time spent practicing the specific major. Nonetheless, they were more generous in supervising the other members during the checking process. They are

Prof.: Tariq Abdulhadi Mohammed

Assist. Prof. Aneed Thanwan Rustam

Lecturer: Zubaida Tariq

Assist. Lecturer: Osama Abed Hamdi

Table 10. The Scoring Scheme of the Posttest

Criteria	Qualities	Scores		
		Q3/20	Q 4/20	Q 5/20
Grammar	Very good	6	8	6
	Good	4	6	4
	Weak	0	0	0
Vocabulary	Very good	3	3	3
	Good	1	1	1
	Weak	0	0	0
structure linking	Very good	7	6	7
	Good	5	4	5
	Weak	0	0	0
punctuation and spelling	Very good	4	3	4
	Good	2	1	2
	Weak	0	0	0

3.10. Validity of the Achievement Test

According to Mousavi (2009), face validity is the degree to which a test appears to be correct and appears to measure the abilities or knowledge that the test claims to be able to measure, based on the subjective judgment of test takers, administration personnel who make the decision about using or not using a particular assessment tool, and other non-psychometrically trained individuals. There are eight arbitrators who review and approve the final exam after it has been presented to them for validation of its validity. The arbitrator's comment on the language used in the test and whether or not it is appropriate for students at this grade level. The final exam was revised in response to these comments and is now approved. In order to guarantee the reliability of the evaluation, it was carried out in its original configuration, which had six paragraphs that were connected to one another. The aforementioned set of arbitrators is required to provide their input into the table that details the behavioral goals and requirements. In

consideration of the extent to which the test reflects the behavioral objectives of the educational material, the appropriateness of its paragraphs to the objectives of the material, as well as the linguistic formulation, and their suitability to the level of students, and in consideration of the comments made by the referees, certain test items were modified in terms of paraphrasing the substitutions, but no paragraph was removed. The final test is an addition to the course. It was given to a panel of specialists in the domains of linguistics, English language teaching practices, and English literature so that the test's apparent validity could be verified. It has been ensured that each and every one of the professionals' remarks and recommendations will be taken into account (see appendix H).

3.11. Test Pilot Administration

To familiarize the researcher with any potential difficulties throughout the testing procedure, a pilot study was conducted using a sample that is distinct from the experimental sample (Good,1973). The followings are the pilot study's objectives:

1. Determine if the items are appropriate for the situation.
2. Examine the test items and determine their difficulty level as well as their discrimination power.
3. Go through the exam instructions with care.
4. Determine the amount of time that will be needed for the examinees to complete the examination. Therefore, the exam was administered to forty students who were randomly chosen from Sections (A, B). The instructions given for a particular exam are clear as the results show. This indicates that the time required to complete all the questions is between 40 and 70 minutes.

3.12. The Achievement Test Reliability

The study is consisted of two groups of students was taught for about fourteen-week employ developing communicative competence regard as the experimental group, and another group line with the traditional method of teaching considered as the control group. Pre-test and post-test were made with both groups (experimental group and

control group), The study participants were from the Al-Salam University College the participants of the experimental group were taught about fourteen-week employ developing communicative competence, and the control group line with the traditional method of teaching. The test-retest method is adopted to ensure the reliability of the test. Therefore, the pilot sample of (40 student) have been subjected to the same test twice within an interval of the twelve days. The place, time, and quietness of administration have been considered throughout the two occasions of the test. Pearson formula has been used to find out the correct correlation coefficient between the two sets of scores The degree to which a collection of test results is consistent measures whatever they are intended to assess is referred to as reliability. The Alpha- Cronbach Formula is used to determine the coefficient of reliability, which is determined to be (0.82). Because it is more than (0.50), high dependability is regarded as acceptable in this context (Nunnaly, 1972). According to this explanation, the element (0.82) relates to the sort of homogeneity that exists among the test questions.

3.13. Analyses of the Test Items

Analyzing the test items is necessary to establish two key characteristics of the test: the discrimination power and the difficulty level.

3.13.1. Difficulty Level of the Post-Test

The item difficulty level (p) is defined as the percentage of examinees who properly answer a given question (Crocker & Algina, 1986).

For Ebel (1972), he states that the level of difficulty is the proportion of students who correctly answer the items. Following a ranking system, the total scores of the twenty-two students were sorted from top to down and were divided into two groups depending on their rankings. Then, for each group, the total number who answered the questions of the test correctly in both the lower and upper groups is divided by all students in the two groups to arrive at the final score. Finally, it estimates the DL of each item in the list.

Madsen (1983) emphasized that the items of the test should diverge in their level of difficulty between 10 to 90 degrees, whereby the acceptable levels of difficulty range from 30% to 90%.

Thus, the difficulty of the items of the test is considered to be acceptable ranging from (0.48% - 0.70%).

3.13.2. The Power of Discrimination

In any testing, the discrimination power of an item relates to how well it distinguishes between students who have high and low achievement levels (Stanely & Hopkins, 1972).

Specifically, Brown (1981) states that a test question is regarded as good when it has a discriminating power of (0.20) degrees or above. A test item's discriminating power is calculated. The acceptable range for the power of discrimination is between (0.27) and 0.40, which is regarded to be acceptable.

Table 11. The Difficulty Level and Discrimination of the Power (posttest items)

Questions	Items	Higher	Lower	Difficulty	Discrimination
Q1	A	14	8	0.55	0.30
	B	15	8	0.58	0.35
	C	13	8	0.53	0.25
	D	14	6	0.50	0.40
	E	18	11	0.73	0.35
Q2\A	1	14	8	0.55	0.30
	2	13	6	0.48	0.35
	3	16	10	0.65	0.30
Q2\B	1	13	8	0.53	0.25
	2	13	7	0.50	0.30
	3	15	7	0.55	0.40
	4	17	10	0.68	0.35
Q2\C	1	12	7	0.48	0.25
	2	15	9	0.60	0.30
	3	14	7	0.53	0.35
	4	15	8	0.58	0.35
Q2\C	1	14	7	0.53	0.35
	2	15	8	0.58	0.35
	3	16	10	0.65	0.30
	4	13	6	0.48	0.35

Q2\D	1	14	9	0.58	0.25
	2	13	7	0.50	0.30
	3	12	6	0.45	0.30
	4	15	8	0.58	0.35
Q3	1	284	165	0.56	0.30
Q4	1	245	143	0.49	0.26
Q5	1	222	124	0.43	0.25

3.14. Final Administration of the Posttest

The experimental group received treatment from the 11th of October 2021 till the 29th of January 2022. On the 2nd of February, 2022, and after confirming the reliability, validity, and pilot administration, the test was ultimately administered to two groups of students (Ex and Co) which lasted for three days until all the participants attended the test. The study team has given the test papers to the intended test subjects and instructed them to carefully read the instructions for each question and to respond to each question within the time constraints of the test session (50 minutes). Then, all the test papers were gathered and assessed in accordance with the scoring system that was established.

3.16. Summary of Chapter Three

The third chapter of the study presents the research design of the study, the population, the sampling, the method of data collection, data analysis, the pilot study, the validity of the achievement test, the Achievement Test Reliability, and the summary of the chapter.

CHAPTER FOUR: FINDINGS AND DISCUSSION

4.1. Introduction

Chapter four introduces the research questions and the findings: the finding of research question one, the finding of research question two, the finding of research question three, the finding of research question four, a review of the findings, a discussion of the findings, and finally, the summary of the chapter.

4.2. Research Questions and Findings

The main aim of the current study is to seek into developing the communicative competence of Iraqi EFL university students through teaching fiction. 140 students took part in this study. They were divided into two groups. One was formed as the control group, while the other was formed as the experimental one. The control group consisted of 70 students, and the experimental group consisted of 70 ones. The study used experimental teaching to enhance the development of communicative competence of Iraqi EFL university students. The experimental teaching depended on teaching fiction to develop the communicative competence, whereby the experimental group was taught for fourteen weeks of English language teaching using fiction. In contrast, the control group went on the English language teaching using the classical method of language learning in Iraq.

Table 12. The research questions and the data sources used to answer the research questions

No	Questions of Research	Sources of Answer
1	To what extent does teaching fiction affect Iraqi EFL university students' development of communicative competence in the experimental group?	1. Comparing the Achievement of the Experimental Groups in the Pre-test and Post-test.
2	To what extent does teaching the traditional method affect Iraqi EFL university students' development of communicative competence in the control group?	2. A comparison of how well the control group did in the pre- and post-tests.

3	To what extent does teaching fiction develop Iraqi EFL university students' communicative competence?	3. Mean Scores of the Experimental Group and the Control Group in the Posttest Comparison
4	Which components of the communicative competence was improved more by Iraqi EFL university students in the experimental group?	4. Comparison between grammatical competence and discourse competence of experimental group's achievement in the post-test.

4.3. Finding of Research Question One

1) To what extent does teaching fiction affect Iraqi EFL university students' development of communicative competence in the experimental group?

4.3.1. Comparing Between the Achievement of the Experimental Groups in the pre-test and Posttest

Table (4.2) reveals that the mean score of the pretest is (48.16) without any variation in the mean that is (7.94), while the mean score of the post-test is (57.23) with a standard deviation of (5.80). To establish whether there is a statistically significant difference between the mean scores obtained from the Experimental sample, the t-test calculation was used, whereby the result of the calculated t-value is (9.21), and the tabulated t-value is (1.67) at a freedom degree of (69) and with the significance level (0.05), as it is clear in the table.

Table 13. Pre- and post-test experimental group mean scores, SDs, and T-Values

Experimental Group	No. of students	Mean	SD.	T-Value		DF	Level of Significance
Pre-test	70	48.16	7.94	calculated	Tabulated	69	0.05
Post-test		57.23	5.80	9.21	1.67		

Hypothesis one

In teaching fiction, there is a significant difference in Iraqi EFL university students' development of communicative competence in the experimental group.

Table 4.2 demonstrates that there is a great significant difference in pre- and post-tests of the experimental groups; this means that the hypothesis which states that: in teaching fiction, there is a significant difference in Iraqi EFL university students' development of communicative competence of the experimental group. Hypothesis one is accepted.

4.4. Finding of Research Question Two:

2) To what extent does using the traditional method affect Iraqi EFL university students' development of the communicative competence of the control group?

4.4.2. A Comparison of How Well the Control Group Did in the Pre- and Post-Tests

The comparison between the achievement of the control groups in the pre- and post-tests shows that there is no statistically significant discrepancy. In the mean scores, the mean of the pre-test is shown (49.16). In this case, the standard deviation is (5.22), in contrast to the post-test mean of (48.31). In this case, the standard deviation is (4.52). The t-test formula is used to assess whether there is a substantial disagreement between the results. Its calculated T value is (1.37), whereas the tabulated t-value reaches (1.67) at a freedom degree (69) at a significance level of (0.05), as it is clear in Table (4.3).

Table 14. The Control group's mean scores, standard deviations, and T-Values in the pre- and post-test

Control Group	No. of students	Mean	SD.	T-Value		DF	Level of Significance
Pre-test	70	49.16	5.22	Calculated	Tabulated	69	0.05
Post-test		48.31	4.52	1.37	1.67		

The Second Hypothesis

In using the traditional method, there is a statistically significant effect on Iraqi EFL university students' development of communicative competence in the control group

The results in Table 4.3 reveal that the second hypothesis is rejected because in using the traditional method, there is no statistically significant effect on Iraqi EFL university students' development of communicative competence in the control group.

4.5. Finding of Research Question Three

3) To find out the extent teaching fiction develops Iraqi EFL university students' communicative competence.

4.5.3. Mean Scores of the Experimental Group and the Control Group in the Post-test Comparison

As for the third hypothesis, there are no statistically significant discrepancy between the two groups in the post-tests of both experimental and control groups. Besides, there is a statistically significant difference in the mean scores through teaching fiction classes for developing Iraqi EFL university students' communicative competence. The results show that the mean scores of the experimental group are (57.23), whereas the mean scores of the control group are (48.31), with t-value of (10.14), and the tabulated t-value is (1.98) at a degree of freedom (138) and at a level of significance (0.05), as it is clear in Table 4.4 below.

Table 15. The Means Scores, Standard Deviations, and T-Values of the Two Groups in the Achievement Post-test

Group	No. of students	Mean	SD	T-Value		DF	Level of significance
				Calculated	Tabulated		
EG	70	57.23	5.80			138	0.05
CG	70	48.31	4.52	10.14	1.98		

Third Hypothesis

In the post-test of both experimental and control groups, there is a statistically significant difference in the mean scores for developing Iraqi EFL university students' communicative competence. As shown in the findings of Table (4.4), there is a statistically significant difference between the mean scores obtained by the experimental group compared to those obtained by the control group in this study, with the experimental group gaining an advantage in this situation. As a result, the achievement of the experimental group, which was reliant on the development of communicative competence, was superior to the achievement of the control group. As a consequence, the hypothesis is accepted.

4.6. Finding of Research Question four

Which component of the communicative competence was improved more by Iraqi EFL university students in the experimental group ?

4.6.4. Comparison Between Grammatical Competence and Discourse Competence of Experimental Group's Achievement in the Post-test.

Regarding the fourth hypothesis, which proposes that there is a significant effect in teaching fiction on grammatical components and discourse components of the communicative competence in the post-test of the experimental group.

The results include that the mean scores of grammatical competence are (33.30) with a standard deviation of (6.58), whereas the mean score of discourse competence are (32.94) with a standard deviation (7.06). To examine whether there is a statistically

significant difference between the scores, the t-test formula for two-paired samples was then used to see if there is a difference between the two groups. The calculated t-value is (1.03), whereas the t-value tabulated is (1.67) at a level of freedom (69) having a degree of importance that is significant (0.05), as demonstrated in Table (4.5).

Table 16. Mean Scores, Standard Deviations, and T-value of grammatical competence and discourse competence for Experimental group's Achievement in Post-test

Type	No. of students	Mean	SD	T-Value		DF	Level of significance
grammar	70	33.30	6.58	Calculated	Tabulated	69	0.05
discourse		32.94	7.06	1.03	1.67		

The Fourth Hypothesis

There is a significant effect in teaching fiction on the grammatical components and discourse components of the communicative competence in the post-test of the experimental group. The result in Table 4.5. reveals that there is a statistically significant effect in teaching fiction on the grammatical components and discourse components of communicative competence in the post-test of the experimental group, so the fourth hypothesis is accepted.

Table 17. Show that the hypothesis of the current study which were accepted or rejected.

Hypotheses of the Current Study

N.	Hypotheses	Accepted Ones	Rejected Ones
1	In teaching fiction there is a significant difference on Iraqi EFL university students' development of communicative competence of the experimental group.	Accepted
2	In using the traditional method, there is a statistically significant effect on Iraqi EFL university students' development of communicative competence of the control group.	Rejected
3	In the post-tests for both experimental and control groups, there is a statistically significant	Accepted

	difference in mean scores for developing Iraqi EFL university students' communicative competence.		
4	There is a significant effect in teaching fiction on the grammatical components and discourse components of the communicative competence in the post-test of the experimental group.	Accepted

4.7. Review of the Findings

As for the first question, which states: To what extent does teaching fiction affect Iraqi EFL university students' development of communicative competence of the experimental group?

The findings of the pre- and post-tests of the EFL performance in the experimental group were compared to determine the answer to research question one. The pre-test scores in EFL developing communicative competence were compared to the post-test results after a fourteen-week treatment period. After fourteen weeks, EFL students demonstrated an increase in their capacity to communicate in English. To detect the statistically significant changes between pre- and post-test scores, a paired samples T-test was performed. There were substantial variations in pre- and post-test results. Hence, developing communicative competence boosts students' confidence in their speaking abilities while also encouraging them to get acquainted with and communicate with one another.

As for the second question: To what extent does using the traditional method affect Iraqi EFL university students' development of communicative competence of the control group?

The results indicate that there is no difference in the performance between the control group's pre- and post-tests of Iraqi EFL university students.

Regarding the third question: To find out to what extent teaching fiction develops Iraqi EFL university students' communicative competence in both experimental and control groups in the post-test?

The experimental group's EFL performance scores were compared to the control group's EFL learners' improvement in communicative competence. EFL students in the experimental group outperformed those in the control group. The efficiency of teaching

fiction in relation to new techniques for language education was proven in the Iraqi EFL environment. It was expected that instructing EFL students using fiction would help them increase their communication ability. University students studying English as a foreign language learn that improving communicative competence enables them to uncover new meanings and vocabulary. Additionally, they find it pleasurable, which enables them to express themselves freely and stimulate their thinking.

As for the fourth question: which component of the communicative competence was improved more by Iraqi EFL university students in the experimental group ?

In the post-test, the performance of Iraqi EFL university students was evaluated focusing on two components: grammatical competency and discourse competence. This suggests that teaching fiction is more effective and beneficial than building grammatical competence and cohesive competence, and that growing communicative competence is a more useful technique than teaching fiction.

4.8. Discussion of the Findings

The following discussions show a comparison between the findings of the current study and previous studies.

The findings of the pre- and post-tests on the EFL performance in the experimental group were compared to determine the answer to research question one. The pre-test scores in EFL developing communicative competence were compared to the post-test results after a fourteen-week treatment period. After fourteen weeks, EFL students demonstrated an increase in their capacity to communicate in English. To detect the statistically significant changes between pre- and post-test scores, a paired samples T-test was performed. There were substantial variations in pre- and post-test results. Developing communicative competence boosts students' confidence in their speaking abilities while also encouraging them to get acquainted with and communicate with one another. This finding was confirmed by another study by Nakano et al. (2011). Several components of the ICC, including critical cultural awareness, were demonstrated in the pre-survey, indicating that the majority of students had prior comprehension. As a result of the presentations made by speakers from a variety of cultural backgrounds, his findings provide support for the development of the first two components, as well as an

understanding of the third and fourth components, and the learners' awareness of the International Cooperation Council (ICC). Although the students understood the importance of the third and fourth components of ICC, they reported having a difficulty putting them into practice in verbal and non-verbal communication with people from a variety of different cultural backgrounds. Specifically, the findings show that to successfully construct the ICC through guest-speaker sessions, clear instructions to guest speakers as well as well-organized pre and post-activities are necessary.

Further, the results indicate that there is no difference in the performance between the "control group's pre- and post-tests of Iraqi EFL university students using the traditional method. The findings of the study by Gómez and Fernando (2012) demonstrate that these approaches may be used to improve EFL teaching practices by facilitating a process of meaning negotiation and the promise of more personal, memorable, and meaningful knowledge development. Providing learners with suitable approaches, together with clear directions and tasks, may also aid them in more readily discovering and interpreting genuine literature. It is therefore preferable to use consistent pedagogical approaches such as the ones offered by the socio-constructivist theory when teaching literature in EFL at advanced levels rather than trying to study the literary texts separately without taking into consideration the solid pedagogical perspectives.

The experimental group's EFL performance scores were compared to the control group's EFL learners' improvement in the communicative competence. EFL students in the experimental group outperformed those in the control group. The efficiency of teaching fiction in relation to new techniques for language education was proven in the Iraqi EFL environment. It was expected that instructing EFL students in fiction would help them increase their communication ability. University students studying English as a foreign language learn that improving communicative competence enables them to uncover new meanings and vocabulary. Additionally, they find it pleasurable, which enables them to express themselves freely and stimulate their thinking. These findings support the findings of Fang (2010) which reflect the opinions of students about the effectiveness and implementation of the communicative teaching approach in teaching and learning English. This communicative language teaching style assisted the Chinese college students in increasing their English proficiency.

In the post-test, the performance of Iraqi EFL university students was evaluated focusing on two components: grammatical competence and discourse competence. In Ali and Ahmed's (2019) study, the findings corroborated the study's hypothesis, and this was verified by the analysis of the (SPSS) data. As a result, literature has established itself as a wonderful tool for addressing the English language, and it is always a method to practice writing and spelling properly. Following that, students came up with a variety of proposals for incorporating literary works into the school curriculum. Consequently, the literary works should be interesting and engaging to attract the attention of the audience.

The results of this current study are in agreement with those of Fang (2010). that reflect students' views on the implementation and effectiveness of the communicative teaching approach in English language teaching and learning. Besides, the results showed that this communicative competence teaching style helps Chinese university students to increase their English proficiency. This is what we found consistent with the method of teaching the communicative competence of Iraqi foreign language learners.

Another study, by Nakano et al. (2011). First and second components, as well as a better comprehension of the third and fourth components, are supported by his research. Third and fourth components of ICC were important to the students, but they struggled to put them into reality when communicating with persons from varied cultural backgrounds. According to the results, clear instructions for guest speakers as well as well-organized pre and post-activities are important in order to build the ICC via guest-speaker sessions.

The findings of the present study support the findings of the study by Gómez and Fernando (2012) that these techniques may enhance EFL teaching practices by promoting meaning negotiation and more personal, memorable, and meaningful knowledge growth, according to Gómez and Fernando (2012). Giving students appropriate techniques, clear directions, and assignments may help them find and comprehend real literature. When teaching literature in EFL at higher levels, it is desirable to apply consistent pedagogical methods, such as socio-constructivist theory, rather than studying literary works independently without pedagogical viewpoints.

These results were consistent with those of another comparable research done by Farooq (2015), Results show that EFL instructors are aware of the characteristics, applicability, and impact on students' communication abilities of CLT. Due to classroom challenges and barriers, such as overcrowding classrooms, a lack of time, students' poor competence levels, and time limits, EFL instructors are skeptical about CLT being widely accepted even though they are enthusiastic about change and willing to use it. Because of this, many educators feel as though their classrooms will only be able to enjoy the full advantages of CLT when these roadblocks have been removed and more favorable circumstances have been created.

The findings of the current study are similar to Ali and Ahmed's (2019) research results validated the study's premise, as confirmed by (SPSS) data analysis. Literature is a great way to learn English and improve writing and spelling. Students then proposed adding literature to the curriculum. Therefore, literary works should be fascinating and engaging to attract readers.

On the other hand, the present study finds that teaching fiction plays an important role in developing proficiency of speaking for students, also it encourages them to overcome shyness and enables them to increase their ability to imagine, and moreover, it improves their abilities to write texts well and to practice contact with each other. Tseng.(2018). showed that the students had favorable feedback, not only about their increased language competence, but also regarding their greater awareness and comprehension of the appropriate usage of the target language. In addition, there were encouraging remarks made on increased self-assurance as well as advances made via collaborative learning.

The findings of this study show that teaching fiction affects the communicative competence which enhances their ability in communication skills, exchange opinions, exchange ideas, practice speaking, and improves their ability to use phrases smoothly. Manjooran & Resmi. (2013). indicated that the target group had substantially better communication capacities than the control group, strongly advocating that theatre be carefully (re)considered as an essential tool for teaching second languages.

The findings of the current study show that teaching fiction enhances students' communication skills such as writing and reading, fluent speaking, discovering serious meanings and using them in useful sentences, constructing speech, and enhancing the

ability to analyze and use imaginative phrases. According to Yasin & Kamran (2021) both EFL instructors and students appreciate the use of theatre to enhance communication skills.

The current research has proven that teaching imagination has a major role in developing grammatical skills, such as writing and constructing sentences correctly, in addition to using tenses as well, and how to arrange the phrases and sentences. D'Andrea. (2010) demonstrates that writing activities may be effective tools for both instructors and students since they can give students the opportunity to reflect on language in all skill areas. As far as grammar is concerned, they'll be looking for the finest ways to convey that point. When it comes to sociolinguistics, they get to decide who their target audience is and how the language they use is appropriate for them. The final document must be cohesive in terms of speech. Finally, when it comes to strategy, they'll need to choose the right genre so that the readers are engrossed.

The finding of this study is supporting another study. Gurav (2005) states that teaching of poetry may play a key role in enhancing the communicative proficiency of ESL students. (p. 46) underlines the significance of teaching poetry in the acquisition of English as a foreign or second language by stating that teaching poetry adds diversity to instruction and helps build and deepen learners' enthusiasm in learning English as a second or foreign language. Gurav (2005) adds, "Poetry... stimulates and intensifies the learners' interest, passions, and emotions." Poetry instruction is crucial because it stimulates and fosters an enthusiasm in studying the English language (p. 46). Poetry as a literary form has the captivating ability to catch learners' attention and pique their interest in learning the new language.

Finally, the finding of this study is similar to (Harmer, 2007) who found that Drama activities also help to improve the students' integrated language competence when students are expected to read and write scripts, as well as perform the scripts. Similar to WLA, theatre exercises strengthen students' communication skills through activating language to transmit genuine meaning

5.9. Summary of the Chapter

This chapter introduces the research questions and the findings, as well as presents the discussions of the findings and a summary of the chapter.

CONCLUSIONS

The fifth chapter of the current study discusses the conclusion, implication of the study, the study's limitations, recommendations and suggestions for future studies and the summary.

Conclusions

The current study deals with developing the communicative competence of Iraqi university students. More specifically, this experiment aims to try and answer the main aim of the present study which is to enhance and develop communicative competence for Iraqi EFL university students to develop their proficiency in communicative competence. based on the findings of the current study. In communicative competence, the understanding of the rules of language and the use of language, as well as the ability to use that information effectively and properly in real-life circumstances are considered to be essential. The communicative competence has emerged as a primary goal for second and foreign language learning, and models have been created to include a variety of characteristics of language, such as linguistic, sociolinguistic, pragmatic, strategic, language macro abilities, and other dimensions of language. The respondents of the current study's experimental group have dealt favorably with the development of communicative competence, demonstrating a high level of interest and motivation in the procedure. Building communicative competence is helpful, acceptable, and successful in terms of improving speaking skills. It assists students who are studying English as a foreign language at universities in improving the comprehension of written texts. Communicative competence development encourages students to use the words and understand what they imply. In order to progress the social interactions that are targeted among students, it is beneficial to employ communicative competence development in the classroom. Sharing knowledge, engaging in reading comprehension, and answering questions in a free and open manner are all expected from students. Students (even timid and quiet persons) gain confidence as a result of the opportunity to work constructively in pairs provided by this method. As a result, it instills in them a cooperative mentality. The development of communicative competence requires students to demonstrate comprehension that supports their confidence, as well as the ability to write at least a portion of their response to productive inquiries. The results of this study are similar to

those of other studies by researchers like, Nakano et al. (2011). his findings provide support for the development of the first two components, as well as an understanding of the third and fourth components, and the learners' awareness of the International Cooperation Council (ICC). Gómez and Fernando (2012) they find it pleasurable, which enables them to express themselves freely and stimulate their thinking

Fang (2010) which reflect the opinions of students about the effectiveness and implementation of the communicative teaching approach in teaching and learning English. This communicative language teaching style assisted the Chinese college students in increasing their English proficiency. Ali and Ahmed's (2019). As a result, literature has established itself as a wonderful tool for addressing the English language, and it is always a method to practice writing and spelling properly. Farooq (2015), Results show that EFL instructors are aware of the characteristics, applicability, and impact on students' communication abilities of CLT. Tseng.(2018). showed that the students had favorable feedback, not only about their increased language competence, but also regarding their greater awareness and comprehension of the appropriate usage of the target language. In addition, there were encouraging remarks made on increased self-assurance as well as advances made via collaborative learning.

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(Harmer, 2007) who found that Drama activities also help to improve the students' integrated language competence when students are expected to read and write scripts, as well as perform the scripts.

Implication of the Study

In this finding of current study's, the benefit was most important for both EFL learners and EFL teachers as well. This study was beneficial for university students in order to develop their abilities in writing texts. In addition, the current study should be so helpful for the students because the students will practice the language. Moreover, the finding of this study will encourage students to interact with each other and to discover new meanings and new vocabularies. The main goal of this study is how student develops communicative competence. The findings of this study enable the students to get rid of shyness and develop their abilities in grammatical competence and discourse competence.

The Study's Limitations

The current study was limited to the English novel (EMA) for second-year students at Al-Salam University, Department of English, during the first session of the academic year 2021-2022. The current study is limited to university students. Also, the study is limited to one model on the and to a small number of students. In addition to that, the study is limited to the quantitative approach.

Recommendations and Suggestions for Future Studies

These recommendations are made in the light of the present findings as well as the inferences formed from these results. The study recommends that communicative language teaching approaches and activities, as well as current technology and cooperative learning should be used in Iraqi schools and institutions to get the highest level of communicative competence in EFL. The training should be given to English instructors in the event of incorporating communicative competence into the teaching of writing comprehension to improve the students' performance. The curriculum designers

and EFL methodologists are encouraged to include communicative competence into the writing text they are developing in their classes. Communication competence allows instructors to understand their function and their students by assisting them in learning the structures as well as the norms of the English language. It is more advised that instructors emphasize the processes and phases of communicative competence rather than using the traditional techniques in teaching writing comprehension. It is recommended that EFL universities encourage their students to speak English to analyze difficulties and grasp concepts in the classroom. to give students a greater opportunity in acquiring EFL, teachers, and educators must emphasize cooperative learning in the classroom. Furthermore, for future studies the following points are suggested: developing communicative competence of iraqi EFL in preparatory schools, the effect of using communicative competence on achievement of university students in writing composition, the impact of communicative competence in teaching literature, and the role of using communicative competence to improve pragmatic competence.

Summary of the Chapter

This chapter gives a review of discussion and conclusion, implication of the study, limitations of the study, recommendations and suggestions for future studies and the summary.

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Appendix

Appendix (A) The Students' Ages in Months

Experimental Group		Control Group	
No	Scores	No	Scores
1	256	1	252
2	250	2	248
3	242	3	249
4	238	4	238
5	238	5	270
6	252	6	263
7	255	7	285
8	247	8	242
9	260	9	267
10	237	10	263
11	252	11	225
12	248	12	251
13	239	13	243
14	228	14	233
15	241	15	263
16	249	16	260
17	250	17	267
18	242	18	258
19	238	19	226
20	238	20	243
21	252	21	229
22	255	22	250
23	247	23	247
24	260	24	253
25	237	25	269
26	252	26	231
27	248	27	230
28	239	28	255
29	228	29	231
30	241	30	278
31	249	31	295
32	252	32	239
33	259	33	258
34	236	34	273
35	260	35	262
36	226	36	257
37	249	37	227
38	247	38	236
39	241	39	247
40	294	40	237

41	268	41	253
42	240	42	231
43	232	43	252
44	245	44	280
45	223	45	229
46	225	46	259
47	297	47	273
48	250	48	238
49	238	49	235
50	249	50	262
51	231	51	229
52	234	52	251
53	243	53	268
54	227	54	287
55	252	55	254
56	228	56	241
57	243	57	263
58	262	58	225
59	250	59	230
60	237	60	244
61	272	61	236
62	269	62	242
63	244	63	255
64	247	64	230
65	247	65	266
66	237	66	234
67	252	67	260
68	231	68	249
69	267	69	244
70	243	70	240

Appendix (B) Students Previous Year Degrees in novel

Experimental Group		Control Group	
No	Scores	No	Scores
1	67	1	62
2	61	2	64
3	68	3	86
4	60	4	71
5	86	5	79
6	67	6	71
7	68	7	71
8	66	8	83
9	68	9	73
10	68	10	70
11	69	11	91
12	59	12	61
13	80	13	55
14	55	14	75
15	74	15	67
16	63	16	71
17	67	17	65
18	66	18	62
19	79	19	73
20	57	20	73
21	60	21	67
22	65	22	79
23	60	23	60
24	65	24	79
25	85	25	76
26	67	26	68
27	66	27	57
28	70	28	80
29	67	29	66
30	74	30	77
31	82	31	76
32	71	32	64
33	66	33	74
34	65	34	78
35	64	35	75
36	88	36	77
37	55	37	63
38	76	38	75

39	76	39	87
40	73	40	55
41	64	41	68
42	92	42	64
43	67	43	57
44	61	44	66
45	76	45	67
46	71	46	70
47	61	47	69
48	76	48	60
49	74	49	71
50	66	50	73
51	80	51	72
52	65	52	68
53	63	53	65

Appendix (C) The Pretest exam for second year university students

Pretest

Q1/Re-arrange the following text (20marks)

"Mr. Woodhouse was fond of society in his own way. He had his friends come and see him and from various causes he liked to, from his long residence at Hartfield and his good nature from his fortune his house and his daughter he could command the visits of his house"

Q2/ change the following sentence into passive voice:(40marks)

- 1.Mr. Elton gave Emma a marriage proposal.
 - 2.Mr. Churchill will repeat his visits to Hartfield.
 - 3.Emma encourages Jane to be more confident.
 - 4.Mr. Knightley has kept Emma under a critical eye.
 - 5.Emma gave Harriet's a hint on how to behave.
 6. The Martins will serve Mr. Churchill as his farmers.
 7. Mr. Woodhouse has left a property for Emma.
 - 8.Mr. Knightley Criticize Emma as a true friend.
-

Q3. Give state the synonyms and opposite of the underlined words. (40marks)

Such a brilliant regular features open countenance with a complexion oh what a bloom of health and such a pretty size. There is bloom not only in her health but also in her glances. Emma couldn't feel a doubt of having given Harriet's fancy a good direction and raised the gratitude of her young vanity to a good purpose. she was confident to create such liking without hesitation

Appendix (D) Students' Scores in the Pretest

Experimental Group		Control Group	
No	Scores	No	Scores
1	51	1	51
2	55	2	54
3	54	3	48
4	57	4	54
5	50	5	49
6	45	6	50
7	44	7	43
8	51	8	51
9	43	9	50
10	50	10	54
11	40	11	51
12	53	12	45
13	55	13	51
14	44	14	44
15	34	15	54
16	46	16	43
17	37	17	55
18	47	18	51
19	40	19	50
20	33	20	43
21	40	21	50
22	55	22	41
23	43	23	40
24	32	24	55
25	56	25	41
26	50	26	56
27	59	27	44
28	43	28	41
29	39	29	50
30	50	30	54
31	44	31	56
32	58	32	41
33	41	33	51
34	49	34	53
35	50	35	59
36	59	36	50
37	43	37	54
38	51	38	51

39	48	39	56
40	57	40	43
41	44	41	56
42	68	42	48
43	31	43	41
44	40	44	53
45	55	45	56
46	43	46	44
47	48	47	49
48	54	48	56
49	56	49	41
50	51	50	53
51	44	51	57
52	31	52	51
53	40	53	55
54	55	54	45
55	50	55	45
56	54	56	57
57	45	57	54
58	57	58	49
59	61	59	45
60	50	60	41
61	48	61	50
62	60	62	43
63	54	63	41
64	51	64	46
65	40	65	45
66	39	66	52
67	50	67	51
68	57	68	44
69	41	69	50
70	58	70	46

Appendix (E) the Achievement Posttest

(a letter for the pre / posttest to the jury members)

University of Karabuk

Department of English language and literature

Dear Prof/ Asst.Prof

The title of the researcher is " Developing Communicative Competence of Iraqi EFL University Students Through Teaching Fiction

" The present experimental study's research objectives are as follows:

- 1.To find out How does teaching fiction effect on students' development communicative competence in pre and posttest for the experimental group
2. To find out How does teaching fiction effect on students' development communicative competence in pre and posttest for the control group
3. To find out to what extent teaching fiction classes developing Iraqi EFL students, communicative competence between the two groups experimental and control in posttest?
4. To find out which component of communicative competence that improves more by Iraqi EFL university students in post test

I would be grateful if you, as a specialist in the field of linguistics or methods of teaching English as a foreign language, pass your judgment on the suitability of the test items. Any comments or modifications would be highly regarded and appreciated.

Thank you in advance for your assistance and cooperation.

Yours

The Researcher
Rasool Ali Hussein

The Supervisor

Asst. Prof. Dunia T. Hameed (Ph.D.)

Appendix (F) Posttest Achievement

the Achievement Posttest for

Republic of Iraq
Ministry of Higher Education & Scientific Research
AlSalam University College

second: year
subject: novel
year 2021-2022

Q1. Read the following quotation

(20 marks)

"I promise you to make none for myself, papa; but I must, indeed, for other people. It is the greatest amusement in the world! And after such success, you know! — Everybody said that Mr. Weston would never marry again. Oh dear, no! Mr. Weston, who had been a widower so long, and who seemed so perfectly comfortable without a wife, so constantly occupied either in his business in town or among his friends here, always acceptable wherever he went, always cheerful—Mr. Weston need not spend a single evening in the year alone if he did not like it. Oh no! Mr. Weston certainly would never marry again. Some people even talked of a promise to his wife on her deathbed, and others of the son and the uncle not letting him. All manner of solemn nonsense was talked on the subject, but I believed none of it."

Now answer these questions

A- Rephrase this line using the third person pronoun.

"I promise you to make none for myself, papa; but I must, indeed, for other people"

B- What do these lines imply?

It is the greatest amusement in the world! And after such success, you know!—
Every body said that Mr. Weston would never marry
again. Oh dear, no! Mr.

a/ life enjoyment

b/ being married

c/ happiness

b/ live life freely

C- Choose the right answer that best completes the following sentence:

Comfortability of life is seemingly fulfilled

- 1/ perfectly away from a partner
- 2/ perfectly with wife
- 3/ perfectly with marrying another wife
- 4/ perfectly getting a wife .
- 5/ perfectly stay single

D- Respond to the following:

1. Trace the punctuation marks in the quote and show each one's function.
2. Was the thought completed with punctuation marks in this quotes.

E-Read and select a suitable word between the brackets! (4 Marks)

"To be sure, so it (is, are). But they live very comfortably. They (has, have) no indoors man, else they do not want for any thing; and Mrs. Martin (talk, talks) of taking (an, a) boy another year"

Q.2. (20) marks

A/ what are figurative language elements in the following sentences?
(6M)

personification / simile / metaphor / hyperbole

1. His company so sought after, that every body says he need not eat a single meal by himself if he does not choose it; that he has more invitations than there are days in the week.

2. One is sick of the very name of Jane Fairfax. Every letter from her is read forty times over.

3. And here are we, probably with rather thinner clothing than usual, setting forward voluntarily, without excuse, in defiance of the voice of nature, which tells man, in every thing given to his view or his feelings, to stay at home .

B/ Add these pronouns to make the text more cohesive and coherent. (6M)

(who/You/ me/ we/ his/ them)

"A very fine young man indeed, Mr. Weston. You know I candidly told you I should form my own opinion; and I am happy to say that I am extremely pleased with him.— may believe. I never compliment. I think him a very handsome young man, and manners are precisely what I like and approve— so truly the gentleman, without the least conceit or puppyism. You must know I have a vast dislike to puppies— quite a horror of. They were never tolerated at Maple Grove. Neither Mr. Suckling nor me had ever any patience with them; and ...used sometimes to say very cutting things! Selina, is mild almost to a fault, bore with them much better."

c/ Put these connections in their suitable places. (4M)

(and with, however, and and, after)

Captain Weston, who had been considered, especially by the Churchills, as making such an amazing match, was proved to have much the worst of the bargain; for when his wife died, a three years' marriage, he was rather a poorer man than at first, a child to maintain. From the expense of the child, , he was soon relieved. The boy had, with the additional softening claim of a lingering illness of his mother's, been the means of a sort of reconciliation; Mr. Mrs. Churchill, having no children of their own, nor any other young creature of equal kindred to care for, offered to take the whole charge of the little Frank soon after her decease. Some scruples and some reluctance the widower-father may be supposed to have felt; but as they were overcome by other considerations, the child was given up to the care and the wealth of the Churchills, and he had only his own comfort to seek, and his own situation to improve as he could.

D/ Determine the phrases in the following sentences . (4M)

participial / gerund / infinitive / appositive / prepositional.

1. Highbury, the large and populous village almost amounting to a town,

to which Hartfield, in spite of its separate lawn and shrubberies and name, did really belong, afforded her no equals.

2. Emma turned away her head, divided between tears and smiles.

3. Mrs. Bates, the widow of a former vicar of Highbury, was a very old lady, almost past everything but tea and quadrille.

4. Emma Woodhouse, handsome, clever, and rich, with a comfortable home and happy disposition, seemingly to unite some of the best blessings of existence; and had lived nearly twenty-one years in the world with very little to distress or vex her.

Q4- How does Jane Austin depict Women in Emma?

Q5- In what way is Jane Austin's Emma a commentary on the simple romance of her time?

Q6- What type of love is presented in Jane Austin's Emma? Why?

Appendix (G) Students' Scores in the Posttest

Experimental Group		Control Group	
No	Scores	No	Scores
1	60	1	50
2	50	2	55
3	55	3	50
4	60	4	45
5	55	5	42
6	56	6	55
7	58	7	52
8	56	8	55
9	60	9	48
10	65	10	45
11	58	11	54
12	52	12	56
13	55	13	48
14	58	14	45
15	61	15	50
16	64	16	45
17	62	17	50
18	56	18	54
19	50	19	46
20	54	20	44
21	65	21	48
22	58	22	45
23	45	23	42
24	48	24	45
25	67	25	50
26	66	26	55
27	49	27	45
28	56	28	48
29	58	29	40

30	50	30	52
31	55	31	54
32	52	32	45
33	50	33	50
34	60	34	45
35	64	35	54
36	58	36	52
37	50	37	58
38	48	38	45
39	50	39	48
40	60	40	44
41	55	41	45
42	67	42	45
43	58	43	46
44	58	44	50
45	50	45	54
46	52	46	45
47	55	47	54
48	58	48	50
49	57	49	45
50	65	50	48
51	58	51	54
52	51	52	48
53	50	53	40
54	55	54	44
55	58	55	46
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58	50	58	44
59	70	59	40
60	58	60	46
61	65	61	52

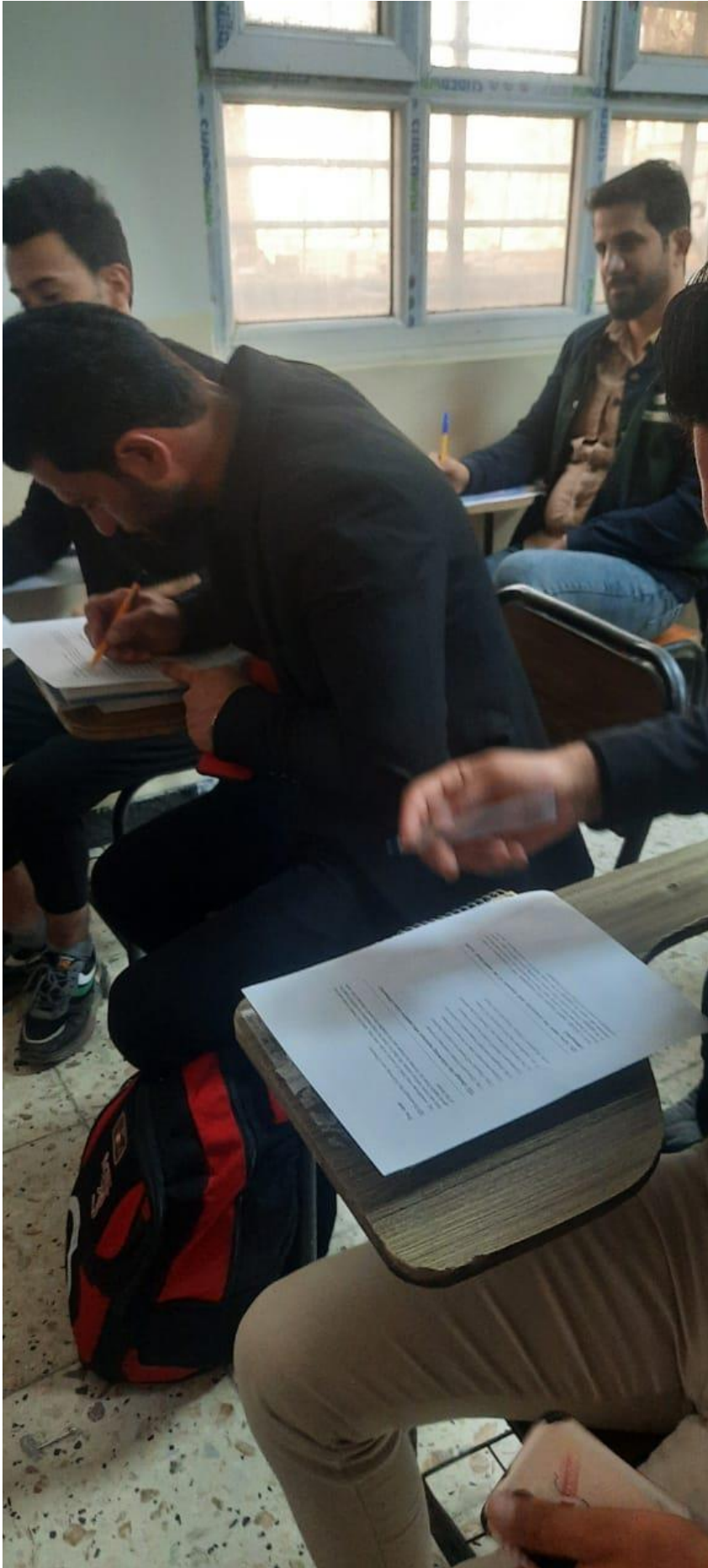
62	68	62	44
63	60	63	48
64	58	64	42
65	56	65	44
66	50	66	54
67	55	67	46
68	65	68	44
69	58	69	54
70	69	70	48

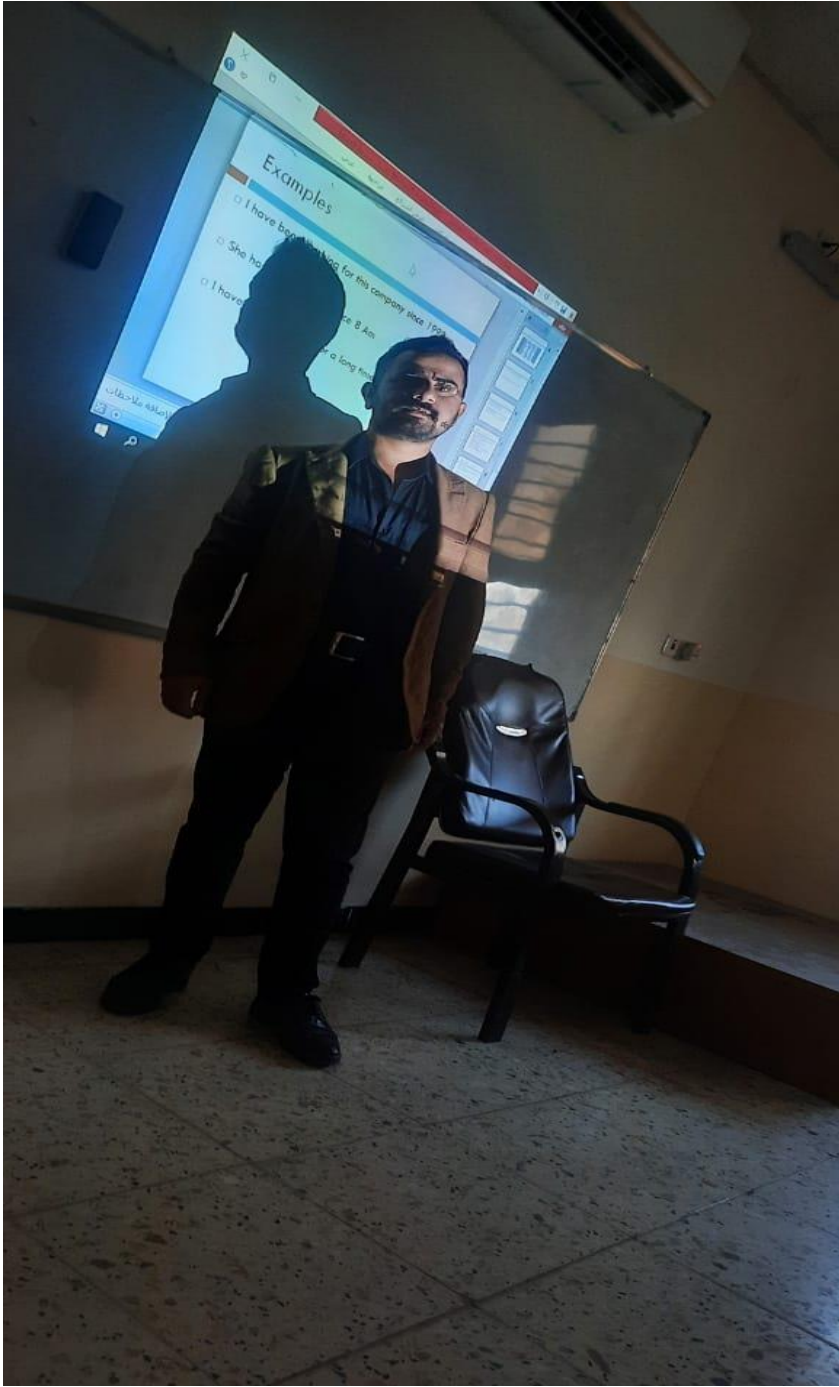
Appendix (H) Jury Members

No	Name	Speciality	Position/college of
1	Prof. Dr Nahida T. Majeed	TEFL	Education for the Humanities / University of Tikrit.
2	Prof. Dr Nagham Q. Yahya	TEFL	Education for the Humanities / University of Tikrit.
3	Asst. Prof Dr. Manal O. Musa	TEFL	Education for the Humanities / University of Tikrit.
4	Asst. Prof. Dr Shaima M. Salih	TEFL	Education / University of Baghdad.
5	Asst. Prof. Dr Shoaib S. Abdulfatah	TEFL	Education for the Humanities / University of Mosul.
6	Asst. Prof. Dr Brween Sh. Kawther	TEFL	Education for the Humanities / University of Saladin.
7	Asst. Prof. Dr Alaa I. Challob	TEFL	Education for the Humanities / University of Anbar
8	Asst. Prof. Dr Ali S. Jameel	TEFL	Arts Department of English / University of Anbar

Appendix (I) Photos of Using Communicative Competence in the Class







Appendix (J) Formal Letters

AL SALAM UNIVERSITY
COLLEGE

كلية السلام الجامعة
قسم اللغة الإنكليزية

ALSALAM UNIVERSITY COLLEGE

العدد: 8/12/2022
التاريخ:

To whom it may concern

Dear sir(s),

This is to certify that (Mr. Rasool Ali Hussein), M.A. student, has done the experimental part of his thesis entitled (Developing Communicative Competence of Iraqi EFL University Students through Teaching Fiction) for the students of the second year at Department of English, Al-Salam College, in the academic year 2021-2022 during the period of 11/10/2021 to 29/1/2022. He is provided with this document upon his request.

With best regards

كلية السلام الجامعة
رئيس قسم اللغة الإنكليزية

A-T. Rustam

Aneed Thanwan Rustam
Head of the Department

زهراء خليل ٨ / ١٢ / ٢٠٢١

CS CamScanner الممسوحة ضوئياً بـ

CURRICULUM VITAE

Rasool Ali HUSSEIN finished Al-Shafee high school in 2009-2010 and graduated from Al- Salam University in Iraq in 2014-2015 receiving his Bachelor's degree in English language and literature. He attended several participants in English Language and Literature. He got on certificate from association of translators. He has certificate in proficiency in language of English form Al Mustnsriaha University. To pursue his studies, he joined the postgraduate program at the English Department, faculty of Arts, at Karabuk university in Turkey in 2020. He speaks three languages; he also has experience in administration and planning. He has worked on computer program in proficiency.