



A COGNITIVE APPROACH AND COMMUNICATIVE LANGUAGE TEACHING BASED PROGRAM TO DEVELOP PROSPECTIVE TEACHERS' EFL ORAL COMMUNICATION, ACADEMIC WRITING SKILLS AND POSITIVE THINKING

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Abstract

This study aimed to develop prospective teachers' EFL oral communication, academic writing skills and positive thinking via a program based cognitive approach and communicative language teaching. No previous studies dealt with this program, which is based on cognitive approach and communicative language teaching, so this is the novelty point of the current study. There are thirty-five participants for the experimental group and the same for the control group. Questionnaires on oral communication, academic writing skills and positive thinking were designed and juried. The positive thinking scale was designed and juried. Then, the oral communication and, academic writing tests and positive thinking scale were juried and administered to the participants of the two groups. The program was designed and administered in the second term of 2025, the academic year, and lasted for the entire term with one session per week for the experimental group. The study results revealed that the experimental group's post-results exceeded its pre-results in the post-administration of the instructions. Furthermore, it could be determined that the proposed program substantially enhanced the stated variables.

Keywords: Oral communication, academic writing skills, positive thinking, cognitive approach and communicative language teaching.

1. Introduction

EFL oral communication skills are necessary for language learners to succeed in social, academic, and personal affairs as well as in their interactions with others. The process of communication as a whole depends on effective oral communication (Castillo 2016). Sheeba (2017) added that effective EFL oral communication extends beyond the mere use of language. It encompasses a range of essential skills that facilitate meaningful exchanges. These include understanding one's audience, practicing active listening, and employing non-verbal cues.

Academic writing is a central component of higher education and scholarly activity. It serves as a distinctive type of communication that allows academic learner-writers to develop knowledge, interact with relevant academic communities, and demonstrate intellectual rigor. In contrast to casual or creative writing, academic writing adheres to conventions that prioritize clarity, formality, coherence, and critical engagement with established knowledge (Hyland, 2019). Lillis and Scott (2015) clarified that EFL academic writing goes beyond simplistic technical skills; it is fundamentally a cognitive and social activity intricately linked to the construction of knowledge. Through academic writing, academic learner-writers can strategically place themselves in ongoing discussions within their fields by presenting claims, carefully assessing evidence, and forming strong arguments.

Positive thinking serves as an essential psychological driver in language learning, directly enhancing learners' cognitive flexibility and resilience. Enhancing a positive mindset not only strengthens



perseverance and the acquisition of skills but also mitigates anxiety related to communication—more effective oral and written performance. Specific interventions focusing on positive thinking significantly improve pedagogical outcomes by encouraging intrinsic motivation, creative problem-solving abilities, and flexible learning strategies vital for professional growth (Seligman, 2009).

According to Richards & Rodgers (2001), Communicative language teaching refers to a wide variety of principles that signify a communicative perspective of language and language learning which could be applied to support a wide range of instructional strategies. Communicative language teaching prioritizes developing learners' communication and interaction skills. Learning a language throughout communicative language teaching is more effective as a procedure of teaching a foreign language such as English. Communicative language teaching helps learners acquire a language successfully by having them communicate the real meaning. It is regarded as an effective approach that focuses on learners' communicative competence (Kaisheng, 2007).

According to Schneider & Stem (2010), the importance of cognitive learning is established on the assumption of knowledge obtaining that lies at the core of learning process. When learners gain new information in learning environments, they are expected to use that information in eventually variety situations later in life. This is only possible if they have understood it correctly and stored it in a well-organized manner in their long-term memory. Mulyana (2012) argued that the function role of cognitive approach led to advancements in the components of oral communication such as; pronunciation, discourse management and interactive communication. As a result, proficient learners can acquire a language at a higher level than those who cannot communicate well.

1.1 Delimitations of the Study

The present research will be delimited to:

Seventy students enrolled in the fourth year, English Section, Faculty of Education, Zagazig University, Egypt,

Some EFL oral communication skills the jury members approved.

Some EFL academic writing skills the jury members approved.

EFL positive thinking.

The cognitive approach and communicative language teaching-based program.

The duration of the academic year is 2024/2025.

1.2 Context of the Problem

The problem of the present research has been emphasized through the following ways:

The researcher's experience as an EFL teacher, the researcher observed a gross lack of EFL oral communication and a low level of academic writing as well as positive thinking among the fourth-year learners, English Section, Faculty of Education, Zagazig University, Egypt.

Reviewing the previous studies that tackled oral communication (Akl, 2020; Sanad, H. A., 2021), academic writing (Khaled, H. 2023; Mustafa, 2022; El-Sakka, 2016), and positive thinking (Elbaly, 2023; Rezeki, 2022). These studies revealed that there is a profound weakness in oral communication and a low level of academic writing skills as well as positive thinking among EFL students.

Conducting a pilot study using an EFL oral communication test, EFL academic writing skills test and a positive thinking scale, administered to (20) fourth year learners. This confirmed that most students have a low level of oral communication and academic writing skills.

1.3 Statement of the Problem (Criteria for Selecting the Researcher Object)

The problem of the current research is that learners enrolled in the fourth year, English Section, Faculty of Education, Zagazig University, Egypt, have poor low levels of EFL oral communication,



academic writing skills and positive thinking. Addressing such a problem, the current research investigates the effectiveness of a program based on cognitive approach and communicative language teaching in developing prospective teachers' EFL oral communication, academic writing skills and positive thinking.

1.4 Questions of the Study

The present research attempts to answer the following main question:

What is the effect of a cognitive approach and communicative language teaching-based program on developing prospective teachers' EFL oral communication, academic writing skills and positive thinking?

Out of this main question, the following sub-questions could be derived:

1. What are the target EFL oral communication skills necessary for prospective teachers?
2. What are the target EFL academic writing skills necessary for prospective teachers?
3. To what extent do prospective teachers successfully perform these EFL oral communication and academic writing skills?
4. What are the dimensions of positive thinking suitable for prospective teachers?
5. How can a proposed program based on a cognitive approach and communicative language teaching to develop EFL oral communication, academic writing skills and positive thinking be designed?
6. What is the effect of a cognitive approach and communicative language teaching based program on developing prospective teachers' EFL oral communication skills?
7. What is the effect of a cognitive approach and communicative language teaching based program on developing prospective teachers' EFL academic writing skills?
8. What is the effect of a cognitive approach and communicative language teaching-based program on developing prospective teachers' positive thinking?

2. Literature Review

2.1. Oral Communication

Learning a language involves communicating in culturally, socially, and academically suitable ways compatible with the norms and traditions of the target language community. Communication is a process of constructing meaning through interactions between individuals. The more interactions among learners, the better the language learning achieved by them (Zuheer, 2008).

Chen (2005) claimed that "In everyday communication, language is employed to express meaning, yet language functions as more than just a means of communication; it also serves to reflect social and cultural contexts. Learners cannot successfully participate in real-life communications in the target culture by learning only the target linguistic knowledge; they also need to develop the target pragmatic competence, the ability to blend cultural knowledge into language use and select appropriate language in a variety of socio-cultural contexts".

According to Zhang (2005), the study of EFL oral communication has its foundations in speech, discussions, and dialogues. Each concept has its own connotations and definitions, but taken together at once, they lay the groundwork for a thorough comprehending of oral communication.

2.2. Academic Writing

According to Sultan (2013), EFL academic writing is a unique form of writing utilized by individuals in academia and research communities that is distinguished by its impartial objectivity, reliance on critical analysis, and presentation of well-structured, unambiguous arguments based on facts and reason.

Irvin (2010) characterized academic writing as a form of evaluation that necessitates learners to show their understanding and proficiency with certain disciplinary skills of thinking, interpreting, and



presenting. To be proficient in academic writing, learners must pay close attention to, and be cognizant of, expectations set out by lecturers to produce writing of the required standard.

As claimed by Senel (2018) in academic writing, student writers need to employ a variety of complex cognitive processes to transfer their thoughts and ideas into approved written formats for their audiences. Fukao and Fujii (2001) emphasized that "academic writing demands learners to be able to integrate skills such as collecting information, paraphrasing and organizing resources, structuring ideas in a logical order, editing, and ultimately proofreading".

2.3. Positive Thinking

Khaleel (2013) argued that positive thinking is an essential means through which learners face the vicissitudes of the modern era. As thinking profoundly shapes a learner's beliefs, inclinations, and perceptions of the world, improving a positive mindset is increasingly regarded as necessary in equipping learners to meet the demands of rapidly changing social, professional, and educational environments. Positive thinking enables learners to build psychological resilience, adapt to challenges, and maintain motivation in the face of adversity (Seligman, 2011). Positive thinking significantly impacts essential performance skills in cognitive, emotional, and behavioral domains. Osfour (2013) emphasized the considerable effect it has on learners' capacity to perform, confirming that positive thinking is a strong indicator of crucial competencies like problem-solving skills, sound decision-making, flexibility, and adaptability.

These skills are vital not just for achieving academic success but also for effectively navigating complex real-world scenarios. In educational psychology, positive thinking has been linked to increased levels of cognitive engagement, metacognitive regulation, and goal-directed behavior (Zimmerman, 2002).

2.4. Cognitive Learning Approach

The cognitive learning approach is based on the premise that learning involves the active processing of information and closely linked to internal mental functions such as memory, perception, problem-solving, and language comprehension (Mayer, 2002; Ormrod, 2016). While behaviorist theories concentrate only on observable stimuli and responses, cognitive theories highlight the importance of understanding how knowledge is gained, organized, stored, and recalled by the mind (Sweller et al., 2011). This shift in perspective was largely influenced by developments in cognitive psychology during the mid-20th century, particularly in response to limitations found in behaviorist models (Eysenck & Keane, 2020). Cognitive theorists argued that learners actively interact with information, combining it with existing knowledge to create meaningful comprehension, as opposed to passively taking in inputs (Anderson, 2005).

2.5. Communicative Language Teaching Approach

Communicative Language Teaching draws upon different theoretical perspectives, including sociolinguistics, cognitive psychology, constructivism, and humanistic education, highlighting meaningful communication and interaction over solely linguistic accuracy, aiming to develop learners' communicative competence. (Richards & Rodgers, 2014). Communicative Language Teaching situates learners at the center of the educational process, envisaging them not as merely recipients of knowledge but as active participants in meaning-making and language development. This learner-centered and interaction-based pedagogy enhances autonomy, critical thinking, and collaborative engagement—principles that are especially salient in teacher education, where reflective practice and professional discourse are necessary (Nunan, 2015; Littlewood, 2022). Communicative language teaching approaches highlight the value of authentic communication and cooperative learning techniques, such as group discussions, peer teaching, and problem-based tasks. These interactive activities not only promote linguistic competence but also foster essential interpersonal and cognitive skills, such as negotiation of meaning, perspective-taking, and co-construction of knowledge (Richards & Rodgers, 2014; Dornyei & Murphey, 2003).



3. Methodology

3.1. Study Design

The present study adopted the quasi-experimental design. Two classes were selected to represent the experimental group and the control group. The experimental group was taught by implementing the cognitive approach and communicative language teaching-based program. The control one received regular instruction. A pre-post oral communication test, a pre-post academic writing and a pre-post positive thinking scale were administered to the two groups before and after the experiment.

3.2. Participants

The participants in the present study were fourth year learners, English Section, Faculty of Education, Zagazig University in the second semester of the academic year 2024-2025. They were selected to develop their EFL oral communication, academic writing skills, and positive thinking. They were divided into two groups: the experimental group (N=35) "taught by implementing the cognitive approach and communicative language teaching-based program," and the control group (N=35) "received regular instruction". Some variables were controlled to ensure that the improvement of the participants' EFL oral communication, academic writing skills, and positive thinking in the experimental group was attributed to the cognitive approach and communicative language teaching-based program. These variables included the participants' ages, which ranged from 21 to 23 years old, and the economic level both belonged to the same economic level.

3.3. Instruments

After reviewing the related literature and the previous studies related to EFL oral communication, academic writing skills, and positive thinking. The researcher designed the following instruments in light of the study's independent variable:

A. For EFL oral communication skills "Variable:

1. An EFL oral communication skills checklist.
2. An EFL oral communication skills test.
3. An EFL oral communication skills rubric.

B. For EFL academic writing skills "Variable:

1. An EFL academic writing skills checklist.
2. An EFL academic writing skills test
3. An EFL academic writing skills rubric

C. For positive thinking "Variable:

1. A questionnaire to determine positive thinking dimensions.
2. A positive thinking scale.

3.4. Verifying the Hypotheses of the Study

The first hypothesis was stated as follows:

"There is a statistically significant difference between the mean scores of the experimental group in the pre / post administrations of the EFL oral communication test results, in favor of the post ones"

To verify this hypothesis, data were treated statistically. Means, standard deviation, to show the significance of the differences, t-value was calculated for the difference between the mean scores of the two groups. This is illustrated in table (1):



Table (1): t-Value and effect size of both groups

Skills	Paired Differences		t-value	d.f	Sig
	Mean	Std. Deviation			
Comprehension	1.94	1.08	10.612	34	Significant at (0.01)
Grammar	1.46	0.78	11.052	34	Significant at (0.01)
Pronunciation	2.49	1.09	13.434	34	Significant at (0.01)
Semantics	1.80	0.83	12.782	34	Significant at (0.01)
Fluency	0.77	0.43	10.712	34	Significant at (0.01)
Discourse	0.74	0.44	9.911	34	Significant at (0.01)
Vocabulary	0.86	0.36	14.283	34	Significant at (0.01)
Oral Communication Skills	10.06	2.46	24.179	34	Significant at (0.01)

It is clear from table (1) that the calculated value of "t" (=24.179) which is higher than the tabulated value of "t" with 34 degrees of freedom and significant level "0.01". This reflects that the difference between the mean scores of the pre posttest reached the level of statistical significance.

Thus, the hypothesis was accepted which indicated that "There would be a statistically significant difference between the mean scores of the experimental group in the pre / post administrations of the Oral Communication skills test results, in favor of the post results"

The second hypothesis was stated as follows:

"There is a statistically significant difference between the mean scores of the experimental group and the control group of the EFL oral communication test results, in favor of the experimental group"

To verify this hypothesis, data were treated statistically. Means, standard deviation, minimum and maximum scores were computed and table (2) reveals this.



Table (2): t-Value and effect size of both groups

Skills	Group	Mean	Std. Deviation	t-value	d.f	Sig
Comprehension	Experimental	4.20	0.58	10.061	68	Significant at (0.01)
	Control	2.54	0.78			
Grammar	Experimental	3.26	0.51	9.146	68	Significant at (0.01)
	Control	1.94	0.68			
Pronunciation	Experimental	4.71	0.93	8.903	68	Significant at (0.01)
	Control	2.63	1.03			
Semantics	Experimental	3.46	0.51	7.582	68	Significant at (0.01)
	Control	2.06	0.97			
Fluency	Experimental	1.80	0.41	7.210	68	Significant at (0.01)
	Control	1.14	0.36			
Discourse	Experimental	1.77	0.43	6.705	68	Significant at (0.01)
	Control	1.14	0.36			
Vocabulary	Experimental	1.89	0.32	9.159	68	Significant at (0.01)
	Control	1.14	0.36			
Oral Communication Skills	Experimental	21.09	1.52	12.379	68	Significant at (0.01)
	Control	12.60	3.76			

It is clear from table (2) that the calculated value of "t" (=12.379) which is higher than the tabulated value of "t" with 68 degrees of freedom and significant level "0.01". This reflects that the difference between the mean scores of the two groups reached the level of statistical significance.

Thus, the hypothesis was accepted which indicated that " There is a statistically significant difference between the mean scores of the experimental group and the control group on the post test of EFL Oral Communication skills in favor of the experimental group"

The third hypothesis was stated as follows:

“The cognitive approach and communicative language teaching based program would have a positive effect on developing the experimental group Oral Communication”.

To investigate the effect and educational importance of the results, the value of ETA squared (η^2) and the effect size (d) were calculated, using the following equations.

$$d = 2 \frac{\sqrt{\eta^2}}{\sqrt{1-\eta^2}}$$



Table (3): Reference standers of (η^2) and (D) values

Test	Effect volume		
	Small	Medium	Large
η^2	0.01	0.06	0.14
D	0.2	0.5	0.8

Table (4): t- test results, and Cohen's d

Skill	t. value	d.f	Sig	$^2\eta$	d	Effect size
Comprehension	10.061	68	at (0.01)	0.60	2.44	Large
Grammar	9.146	68	at (0.01)	0.55	2.22	Large
Pronunciation	8.903	68	at (0.01)	0.54	2.16	Large
Semantics	7.582	68	at (0.01)	0.46	1.84	Large
Fluency	7.21	68	at (0.01)	0.43	1.75	Large
Discourse	6.705	68	at (0.01)	0.40	1.63	Large
Vocabulary	9.159	68	at (0.01)	0.55	2.22	Large
Oral Communication Skills	12.379	68	at (0.01)	0.69	3.00	Large

ETA squared was 0.69 reflecting its practical significance. And in the light of this, It can be said that 69% of the variations between the scores of Teachers could be due to using A Cognitive Approach and Communicative Language Teaching Based Program, and the effect size (d) = 3 and that there was height effect and educational importance for improving and developing EFL Oral Communication Skills.

The effect size d is large as it is more than 0.80. These gains confirm that the using of A Cognitive Approach and Communicative Language Teaching Based Program was effective in developing EFL Oral Communication Skills.

The Modified Blake's Gain Ratio was calculated between the average scores of the experimental group in the pre and post administrations of the EFL Oral Communication Skills as shown in table (5)

Blake Modified Gain Ratio	Blake's Gain Ratio
$\frac{\bar{P} - \bar{X}}{T - \bar{X}} + \frac{\bar{P} - \bar{X}}{T}$ <p>Accepted as it is above 1.2 ⁽¹⁾</p> <p>\bar{P} = Mean of scores for the post test for the experimental group \bar{X} = Mean of scores for the pre-test for the experimental group T = Total score in the test.</p>	



Table (6): Blake Modified Gain Ratio in the EFL Oral Communication Skills of the experimental group

skills	Pre-Test	Post-Test	Full Mark	Modified Blake's Gain Ratio
EFL Oral Communication skills	11.03	21.09	25	1.2

It is clear from table (6) that the values of Modified Blake's Gain Ratio in the EFL Oral Communication Skills (= 1.2). This indicates that the cognitive approach and communicative language teaching-based program is highly effective in developing the EFL Oral Communication Skills of the experimental group.

Thus, the hypothesis was accepted which indicated that "The cognitive approach and communicative language teaching-based program would have a positive effect on developing the experimental group Oral Communication"

The fourth hypothesis was stated as follows:

"There is a statistically significant difference between the mean scores of the experimental group in the pre / post administrations of the EFL academic writing test results, in favor of the post ones".

To verify this hypothesis, data were treated statistically. Means, standard deviation, to show the significance of the differences, t-value was calculated for the difference between the mean scores of the two groups. This is illustrated in table (7):

Table (7): t-Value and effect size of pre posttest

Skills	Paired Differences		t-value	d.f	Sig
	Mean	Std. Deviation			
Mechanics and Accuracy	4.26	1.24	20.232	34	Significant at (0.01)
Planning and Organization	4.09	1.17	20.615	34	Significant at (0.01)
Comprehension and Data Handling	5.63	1.46	22.855	34	Significant at (0.01)
Structure and Coherence	4.40	1.22	21.380	34	Significant at (0.01)
Academic Conventions and Criticality	2.97	0.92	19.044	34	Significant at (0.01)
Academic writing Skills	21.34	2.84	44.488	34	Significant at (0.01)

It is clear from table (7) that the calculated value of "t" (=44.488) which is higher than the tabulated value of "t" with 34 degrees of freedom and significant level "0.01". This reflects that the difference between the mean scores of the pre posttest reached the level of statistical significance.

Thus, the hypothesis was accepted which indicated that "There would be a statistically significant difference between the mean scores of the experimental group in the pre / post administrations of the Academic writing skills test results, in favor of the post results.

The fifth hypothesis was stated as follows:

"There is a statistically significant difference between the mean scores of the experimental group and the control group of the EFL academic writing test results, in favor of the experimental group"



“To verify this hypothesis, data were treated statistically. Means, standard deviation, to show the significance of the differences, t-value was calculated for the difference between the mean scores of the two groups. This is illustrated in table (8):

Table (8): t-Value and effect size of both groups

Skills	Group	Mean	Std. Deviation	t-value	d.f	Sig
Mechanics and Accuracy	Experimental	8.54	0.85	17.504	68	Significant at (0.01)
	Control	4.57	1.04			
Planning and Organization	Experimental	8.57	0.85	17.840	68	Significant at (0.01)
	Control	4.60	1.01			
Comprehension and Data Handling	Experimental	10.40	0.91	18.600	68	Significant at (0.01)
	Control	5.09	1.42			
Structure and Coherence	Experimental	8.71	0.83	18.192	68	Significant at (0.01)
	Control	4.57	1.07			
Academic Conventions and Criticality	Experimental	6.86	0.69	11.915	68	Significant at (0.01)
	Control	4.29	1.07			
Academic writing Skills	Experimental	43.09	1.98	26.072	68	Significant at (0.01)
	Control	23.11	4.08			

It is clear from table (8) that the calculated value of "t" (=26.072) which is higher than the tabulated value of "t" with 68 degrees of freedom and significant level "0.01". This reflects that the difference between the mean scores of the two groups reached the level of statistical significance.

Thus, the hypothesis was accepted which indicated that " There is a statistically significant difference between the mean scores of the experimental group and the control group on the post test of EFL Academic writing skills in favor of the experimental group"

The sixth hypothesis was stated as follows:

"The cognitive approach and communicative language teaching based program would have a positive effect on developing the experimental group Academic writing". To investigate the effect and educational importance of the results, the value of ETA squared (η^2) and the effect size (d) were calculated, using the following equations.

$d = 2 \frac{\sqrt{\eta^2}}{\sqrt{1 - \eta^2}}$	$\eta^2 = \frac{t^2}{t^2 + df}$
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Table (9): Reference standers of (η^2) and (D) value

Test	Effect volume		
	Small	Medium	Large
η^2	0.01	0.06	0.14
D	0.2	0.5	0.8

Table (10): t- test results, $^2\eta$ and Cohen's d

Skill	t. value	d.f	Sig	$^2\eta$	d	Effect size
Mechanics and Accuracy	17.504	68	at (0.01)	0.82	4.25	Large
Planning and Organization	17.84	68	at (0.01)	0.82	4.33	Large
Comprehension & Data Handling	18.6	68	at (0.01)	0.84	4.51	Large
Structure and Coherence	18.192	68	at (0.01)	0.83	4.41	Large
Academic Conventions and Criticality	11.915	68	at (0.01)	0.68	2.89	Large
Academic writing Skills	26.072	68	at (0.01)	0.91	6.32	Large

ETA squared was 0.91 reflecting its practical significance. And in the light of this, It can be said that 91% of the variations between the scores of Teachers could be due to using A Cognitive Approach and Communicative Language Teaching Based Program, and the effect size (d) = 6.32 and that there were height effect and educational importance for improving and developing EFL Academic writing Skills.

The effect size d is large as it is more than 0.80. These gains confirm that the using of A Cognitive Approach and Communicative Language Teaching Based Program was effective in developing EFL Academic writing Skills.

The Modified Blake's Gain Ratio was calculated between the average scores of the experimental group in the pre and post administrations of the EFL Academic writing Skills as shown in table (11)

Blake Modified Gain Ratio	Blake's Gain Ratio
$\frac{\bar{P} - \bar{X}}{T - \bar{X}} + \frac{\bar{P} - \bar{X}}{T}$ <p>Accepted as it is above 1.2⁽¹⁵⁾</p> <p>\bar{P} = Mean of scores for the post test for the experimental group \bar{X} = Mean of scores for the pre-test for the experimental group T = Total score in the test.</p>	



Table (12): Blake Modified Gain Ratio in the EFL Academic writing Skills of the experimental group

skills	Pre-Test	Post-Test	Full Mark	Modified Blake's Gain Ratio
EFL Academic writing skills	21.74	43.09	50	1.2

It is clear from table (12) that the values of Modified Blake's Gain Ratio in the EFL Academic writing Skills (=1.2). This indicates that the cognitive approach and communicative language teaching based program is highly effective in developing the EFL Academic writing Skills of the experimental group.

Thus, the hypothesis was accepted which indicated that "The cognitive approach and communicative language teaching-based program would have a positive effect on developing the experimental group Academic writing"

The seventh hypothesis was stated as follows:

"There is a statistically significant difference between the mean scores of the experimental group in the pre / post administrations of the EFL positive thinking test results, in favor of the post ones".

To verify this hypothesis, data were treated statistically. Means, standard deviation, to show the significance of the differences, t-value was calculated for the difference between the mean scores of the two groups. This is illustrated in table (13):

Table (13): t-Value and effect size of pre posttest

skills	Paired Differences		t-value	d.f	Sig
	Mean	Std. Deviation			
Positive thinking	51.91	19.92	15.420	34	Significant at (0.01)

It is clear from table (13) that the calculated value of "t" (=15.420) which is higher than the tabulated value of "t" with 34 degrees of freedom and significant level "0.01". This reflects that the difference between the mean scores of the pre posttest reached the level of statistical significance.

Thus, the hypothesis was accepted which indicated that "There would be a statistically significant difference between the mean scores of the experimental group in the pre / post administrations of the Positive thinking test results, in favor of the post results".

The eighth hypothesis was stated as follows:

"There is a statistically significant difference between the mean scores of the experimental group and the control group of the EFL positive thinking test results, in favor of the experimental group"

To verify this hypothesis, data were treated statistically. Means, standard deviation, to show the significance of the differences, t-value was calculated for the difference between the mean scores of the two groups. This is illustrated in table (14):



Table (14): t-Value and effect size of both groups

Skills	Group	Mean	Std. Deviation	t-value	d.f	Sig
Positive thinking	Experimental	125.71	16.75	11.862	68	Significant at (0.01)
	Control	73.71	19.80			

It is clear from table (15) that the calculated value of "t" (=11.862) which is higher than the tabulated value of "t" with 68 degrees of freedom and significant level "0.01". This reflects that the difference between the mean scores of the two groups reached the level of statistical significance.

Thus, the hypothesis was accepted which indicated that " There is a statistically significant difference between the mean scores of the experimental group and the control group on the post test of EFL Positive thinking in favor of the experimental group"

The ninth hypothesis was stated as follows:

"The cognitive approach and communicative language teaching-based program would have a positive effect on developing the experimental group Positive thinking"

To investigate the effect and educational importance of the results, the value of ETA squared (η^2) and the effect size (d) were calculated, using the following equations.

$$d = 2 \frac{\sqrt{\eta^2}}{\sqrt{1 - \eta^2}} \quad \eta^2 = \frac{t^2}{t^2 + df}$$

Table (16): Reference standers of (η^2) and (D) values

Test	Effect volume		
	Small	Medium	Large
η^2	0.01	0.06	0.14
D	0.2	0.5	0.8

Table (17): t- test results, η^2 and Cohen's d

Skill	t. value	d.f	Sig	η^2	d	Effect size
Positive thinking	11.862	68	at (0.01)	0.67	2.88	Large



ETA squared was 0.67 reflecting its practical significance. And in the light of this, It can be said that 67% of the variations between the scores of Teachers could be due to using A Cognitive Approach and Communicative Language Teaching Based Program, and the effect size (d) = 2.88 and that there was height effect and educational importance for improving and developing EFL Positive thinking. The effect size d is large as it is more than 0.80. These gains confirm that the using of A Cognitive Approach and Communicative Language Teaching Based Program was effective in developing EFL Positive thinking.

The Modified Blake's Gain Ratio was calculated between the average scores of the experimental group in the pre and post administrations of the EFL Positive thinking as shown in table (18).

Skills	Pre-Test	Post-Test	Full Mark	Modified Blake's Gain Ratio
EFL Positive thinking	73.8	125.71	142	1.2

It is clear from table (18) that the values of Modified Blake's Gain Ratio in the EFL Positive thinking (=1.2). This indicates that the cognitive approach and communicative language teaching-based program is highly effective in developing the EFL Positive thinking of the experimental group

"Thus, the hypothesis was accepted which indicated that "The cognitive approach and communicative language teaching-based program would have a positive effect on developing the experimental group Positive thinking"

4. Results

Results of the current study are discussed with references to the variables of the study (oral communication, academic writing skills, and positive thinking).

Concerning the Development of EFL oral communication.

There have been improvements in oral communication for the participants in the experimental group as follows:

Participants could demonstrate clearer articulation and more precise pronunciation, leading to enhanced intelligibility.

An increase in discourse management was noted, as participants structured their ideas more coherently and maintained topic relevance throughout interaction.

Participants demonstrated improved fluency, communicating with fewer hesitations, a more fluid rhythm, and increased confidence.

There was a significant enhancement in interactive communication, as participants utilized appropriate turn-taking, clarification requests when needed, and provided responses that sustained conversations effectively.

Participants demonstrated a heightened skill to convey complex ideas orally, exhibiting improved utilization of cohesive devices and academic expressions in discussions.

The participants demonstrated enhanced comprehension skills, which was clear in their skill to accurately answer questions from both their classmates and the teacher.

The experimental group displayed a heightened degree of pragmatic competence, characterized by their more suitable use of tone, politeness tactics, and context-sensitive expressions.

Participants demonstrated enhanced fluency in spontaneous conversation, with increased skill to think aloud, produce ideas quickly, and sustain communication without interruptions.



The participants demonstrated a significant enhancement in overall oral proficiency, reflected in their skill to combine vocabulary, grammar, and discourse skills into successful verbal communication in various contexts.

Concerning the Development of EFL academic writing

Concerning the development of EFL Academic Writing Skills. The participants fostered a collaborative and encouraging environment for EFL academic writing. The focus shifted away from teacher-directed corrections towards promoting learner independence and interaction. A cognitive approach and communicative language teaching-based program was adopted throughout the study. There are significant improvements for all participants in EFL academic writing skills in the experimental group as follows:

It was noticed that the participants, through the program, could use freewriting strategies to brainstorm ideas, organize their writing, and express their impressions prior to drafting. The teacher raised reflective questions related to their topics, which motivated the participants to identify purpose, main arguments, and gather the relevant information for EFL academic writing.

It was noticed that, throughout the program, the participants were encouraged to critically engage with their writing by raising reflective questions, anticipating potential counterarguments, and refining their claims. They demonstrated enhanced skills to assess and synthesize information from various academic sources, paraphrase ideas accurately, and use lexical variation, such as the use of synonyms and antonyms to promote precision and cohesion in EFL academic written texts.

Through the program, the participants were motivated to use cognitive strategies such as creating mental outlines and visual organizers, which they transformed into coherent paragraphs and well-structured sections. This process allowed them to consolidate their comprehension of academic content, deepen their analytical engagement, and formulate reflective questions that guided revision. Furthermore, they were supported in enhancing personal stances toward their topics and in generating appropriate titles for essays and research-based assignments, which reflected both critical awareness and EFL academic writing competence.

The participants enhanced stronger reflective habits in their EFL academic writing, regularly assessing the clarity, coherence, and academic style of their drafts. This process of reflection promoted their skill to improve accuracy, cohesion, and the academic quality of their written work.

The results of this study supported the use of a cognitive and communicative-based program in improving EFL academic writing. The program encouraged interaction among teachers and learners, as well as peer collaboration, leading to increased confidence, motivation, and engagement in creating more effective and academically suitable written works than in regular instruction.

Concerning the Development of positive thinking

The enhancement of positive thinking can be attributed to the cognitive and communicative language teaching approach-based program, which was effective in improving learners' optimistic attitudes, confidence, and constructive approaches toward challenges. Participants promoted the skill to approach EFL academic tasks with a growth mindset, perseverance, and motivation to succeed. The improvements in positive thinking among the experimental group were evident as follows:

1. The participants acquired skills to set achievable objectives, organize their tasks, and monitor progress, which nurtured a feeling of self-confidence and responsibility for their own success.
2. They exhibited optimism by approaching difficulties in learning with hopeful attitudes, viewing challenges as opportunities for growth, and expecting positive results.
3. The participants demonstrated resilience by continuing to push through challenges, reflecting perseverance and belief in their skills to overcome obstacles in EFL oral and written tasks.
4. Through peer interaction and collaborative tasks, participants fostered teamwork and mutual support, which enhanced empathy, encouragement, and positive self-talk.



5. The participants engaged in reflective strategies, such as assessing their strengths, identifying areas for improvement, and asking for constructive feedback, which bolstered their problem-solving skills and self-awareness.
6. Participants cultivated the skill to celebrate their progress, recognize their achievements, and value effort as much as results, which reinforced happiness and internal drive.
7. The participants improved their skill to manage negative emotions by adopting positive self-talk, focusing on solutions instead of problems, and maintaining composure in academic challenges.

Accordingly, there was a notable development in the participants' positive thinking, as the program fostered optimism, confidence, and constructive attitudes that extended beyond EFL academic contexts into their broader personal and social interactions.

6. Recommendations

In light of the results obtained from this study, the subsequent recommendations are suggested:

1. Cognitive approach and communicative language teaching could be used as a successful teaching method in EFL classrooms.
2. It is recommended that teacher education programs include cognitive learning strategies explicitly in their curriculum to improve prospective teachers' ability to plan, monitor, and evaluate their EFL oral communication and academic writing performance.
3. EFL Curriculum designers should pay attention to the effect of the cognitive approach and communicative language teaching on developing English Language in general and EFL oral communication and academic writing skills in particular.
4. EFL oral communication and academic writing skills should be prioritized to be promoted from the start of learning a foreign language at primary, preparatory and secondary stages.
5. Teachers should pay attention to use cognitive approach and communicative language teaching as a new way of controlling learning processes that would support language learning opportunities.
6. EFL educators ought to focus on exercises that encourage positive thinking, such as self-affirmation training, constructive self-dialogue, and beneficial reflection to improve resilience and motivation in their students.
7. Teaching needs to shift from teacher-centered approach to learner-centered settings that promote interaction, peer collaboration, and problem-solving activities that replicate real-life communication scenarios.
8. Prospective teachers ought to be trained to become reflective practitioners capable of adjusting cognitive strategies and CLT techniques to various classroom environments, thereby promoting continuous professional growth.
9. Programs should offer consistent, constructive feedback on both spoken and written skills, enabling trainees to track their progress and foster a positive attitude toward improvement.
10. To enhance learners' positive thinking, EFL teachers must employ suitable stimulus in the classroom.
11. Supportive learning communities should be fostered within teacher education programs to create a safe environment where learners can share ideas, develop language skills, and reinforce positive thinking.
12. EFL teacher educators should design activities that motivate creative thinking and self-expression, which can improve trainees' confidence in utilizing English both orally and in academic writing.
13. Technology-enhanced tools (e.g., online discussion boards, collaborative writing platforms, video presentations) should be integrated to optimize opportunities for practice, reflection, and positive peer interaction.



14. Prospective teachers ought to be motivated to conduct classroom-based research on how cognitive and communicative strategies, combined with positive thinking, impact their learners' performance, thus fostering a culture of evidence-based practice.
15. Ongoing professional development sessions need to be provided to assist future EFL teachers remain updated on the latest research and best practices in cognitive approaches, CLT, and strategies for nurturing positive thinking.

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