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Communicative Language Teaching as a Strategy for Narrative Writing Proficiency

Johnaviel C. Autor
Cebu Technological University – Main Campus, R. Palma Street, Cebu City, Philippines
johnaviel.autor@gmail.com

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ABSTRACT

This research examined Communicative Language Teaching (CLT) in relation to narrative writing proficiency among Grade 9 learners at Talisay City National High School during School Year 2026–2027. It assessed teachers' self-reported CLT competence, learners' engagement and writing proficiency, and teacher-reported practices and challenges to inform enhancement activities. A descriptive-correlational design with qualitative content analysis involved five (5) English teachers and seventy-five (75) learners selected through convenience sampling. Data were collected using teacher and learner questionnaires, five narrative prompts, and an analytic rubric covering content, organization, vocabulary, grammar, and mechanics. Each learner wrote one composition, independently evaluated by three raters. Averaged, unrounded ratings were analyzed using descriptive statistics and Pearson correlation; open-ended responses underwent qualitative content analysis. Teachers reported being Competent in CLT implementation (M = 4.20). Learners demonstrated Moderate narrative writing proficiency (M = 3.20), with content highest (3.32) and grammar lowest (3.08). Overall CLT engagement fell within the neutral response range (M = 3.31, SD = 0.59). Engagement had a moderate positive, statistically significant relationship with writing proficiency ($r = 0.4453$, $p < .001$). Reported practices included collaborative storytelling, role-playing, peer feedback, and guided revision; challenges involved vocabulary, grammar, confidence, participation, and time. Greater self-reported CLT engagement was associated with higher writing proficiency without establishing causation. Proposed activities target grammar, vocabulary, organization, and structured peer feedback, but their effectiveness requires evaluation. Convenience sampling and the single-school setting limit generalizability.

Keywords: *English Teaching, Teacher Competence, Learner Engagement, Narrative Writing Proficiency, Descriptive-Correlational Design, Environment (Cebu, Philippines)*

INTRODUCTION

Writing is one of the essential macro skills in English language learning, as it enables students to communicate their ideas, experiences, thoughts, and emotions effectively. Among the different forms of writing, narrative writing plays an important role in developing learners' creativity, critical thinking, linguistic competence, and ability to organize ideas logically. It allows students to construct meaningful stories by integrating characters, settings, plots, conflicts, and resolutions. Graham and Perin (2007), in their meta-analysis of writing instruction among students in Grades 4–12, emphasized the importance of explicit writing strategies, peer assistance, prewriting activities, and process-oriented instruction in developing adolescents' writing abilities. Their findings provide empirical support for instructional approaches that engage students actively throughout the writing process.

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In the Philippine educational context, English language instruction emphasizes communicative competence, literacy development, and the ability to produce texts for different purposes and audiences. The Department of Education's Grade 9 MATATAG English curriculum identifies communicative competence and the creation of original literary texts among its learning expectations. These curricular priorities provide a basis for incorporating meaningful communication and creative writing activities into English instruction. Narrative writing activities can support these broader expectations by providing opportunities for students to express personal experiences, organize events, and communicate ideas through written compositions.

Despite the importance of writing, developing narrative writing proficiency can present difficulties for secondary school students. Learners may encounter challenges in generating relevant ideas, organizing events logically, selecting appropriate vocabulary, constructing grammatically accurate sentences, and applying writing conventions. Graham and Perin (2007) identified several instructional practices associated with improvements in adolescent writing, including strategy instruction, peer assistance, sentence combining, and prewriting activities. Their findings suggest that writing development requires more than isolated grammatical exercises and can benefit from structured opportunities for planning, interaction, drafting, and revision.

Communicative Language Teaching (CLT) is an instructional approach that emphasizes meaningful interaction, learner participation, and the practical use of language in communicative situations. In narrative writing instruction, communicative activities may include storytelling, role-playing, group discussions, peer feedback, and collaborative writing. These activities allow students to exchange ideas, negotiate meaning, and participate actively in developing written compositions. Research on collaborative writing in second-language classrooms has examined how interaction, peer feedback, and the joint production of texts can support language learning and writing development.

The application of Communicative Language Teaching to narrative writing provides opportunities for students to develop their ideas before and during the writing process. Through storytelling, learners can explore characters, settings, conflicts, and possible resolutions. Group discussions and collaborative writing allow students to share experiences, evaluate alternative story developments, and organize events into coherent narratives. Peer feedback also enables learners to identify areas requiring improvement and revise their compositions. Vuogan and Li (2023), in a meta-analysis of 26 empirical studies, found an overall positive effect of peer feedback on second-language writing development. Their findings support the inclusion of structured peer interaction in writing instruction, although the effectiveness of such activities may depend on their implementation and the learning context.

The successful implementation of Communicative Language Teaching also requires teachers to demonstrate competence in designing, facilitating, and evaluating communicative activities. Teachers must select appropriate learning tasks, encourage meaningful interaction, provide constructive feedback, and establish clear assessment criteria. A systematic review by Wang et al. (2026) found that peer feedback in second-language writing is more effective when supported by rubrics, teacher modeling, guided review activities, peer dialogue, and opportunities for revision. The review also identified implementation challenges, including differences in students' readiness, limited feedback specificity, insufficient peer trust, and time constraints. These findings highlight the importance of examining teachers' competence in implementing communicative strategies rather than assuming that classroom interaction alone will improve writing proficiency.

Narrative writing proficiency was examined through five dimensions: content, organization, vocabulary, grammar, and mechanics. Content addressed the relevance and development of ideas; organization, the logical sequencing of events; vocabulary, the appropriateness and variety of word choice; grammar, sentence construction and accuracy; and mechanics, spelling, punctuation, capitalization, and paragraphing. These operational dimensions enabled a descriptive assessment of learners' demonstrated strengths and difficulties.

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Identifying effective classroom practices is another important consideration in developing narrative writing proficiency. Graham and Perin (2007) reported positive effects for several approaches to adolescent writing instruction, including peer assistance and prewriting activities. Similarly, Vuogan and Li (2023) provided evidence supporting peer feedback in second-language writing. These findings offer a research basis for examining communicative activities such as collaborative storytelling, guided discussions, peer editing, and cooperative writing as potential practices for improving narrative writing instruction. However, their applicability to the participating Grade 9 students must be established through the findings of the present study.

In this study, Communicative Language Teaching as a Strategy for Narrative Writing Proficiency was examined through the profiles of participating teachers and learners, teachers' self-reported competence in CLT implementation, learners' engagement in communicative activities, and their performance on a narrative writing assessment. The study also identified teacher-reported best practices and implementation challenges, providing a descriptive basis for developing narrative writing enhancement activities. Because the research was nonexperimental, no improvement attributable to CLT was inferred.

The findings formed the basis for the proposed instructional guide, which combines classroom communication, guided writing, peer feedback, and individual revision. The proposed activities require subsequent implementation and assessment before claims about their effectiveness can be made.

Theoretical Background

This research is primarily anchored in the Writer(s)-within-Community Model developed by Graham (2018) and revisited by Graham and Aitken (2025). It is also supported by Hymes' (1972) concept of communicative competence, Canale and Swain's (1980) communicative competence framework, and Vygotsky's (1978) Sociocultural Theory. Graham and Aitken's 2025 discussion offers a contemporary perspective on an established model rather than introducing a new theory. Together, these foundations view writing as an individual process shaped by interaction, purpose, audience, and support from teachers and peers.

The Writer(s)-within-Community Model explains that writing develops through the interaction between writers' knowledge and abilities and the practices, resources, and expectations of their communities. In a Grade 9 English classroom, learners write their own narratives while also participating in activities that allow them to discuss ideas, explore characters, receive feedback, and consider their readers. This perspective supports examining learners' engagement in Communicative Language Teaching (CLT) alongside their narrative writing proficiency, without assuming that engagement automatically leads to better performance.

In this research, the classroom is viewed as a writing community where learners share and develop narrative ideas with their teachers and classmates. Each learner brings personal experiences, language knowledge, and writing abilities into this setting. Through classroom interaction, learners can explore different expressions, discuss the sequence of events, and respond to comments about their work. Narrative writing is therefore understood in relation to both learners' individual abilities and their participation in communicative classroom activities.

This model is relevant to the five CLT activities examined in the study: storytelling, role-playing, pair or group discussions, collaborative writing, and peer feedback. Storytelling allows learners to share experiences and think about how to present events to an audience. Role-playing helps them explore characters, perspectives, and situations that may become material for their narratives. Pair and group discussions provide opportunities to clarify ideas and arrange events, while collaborative writing encourages shared decisions about a text. Peer feedback allows learners to understand how readers respond to their writing and identify passages that may need revision. These connections reflect the researcher's application of the model rather than a fixed set of procedures prescribed by it.

Hymes' (1972) concept of communicative competence provides another foundation for the study. It explains that language ability involves more than knowing grammatical rules; it also includes using

language appropriately in different social situations. Applied to narrative writing, this means that learners need to do more than construct grammatically correct sentences. They must also communicate events, experiences, and relationships clearly enough for readers to understand.

This perspective highlights the importance of purpose, audience, and context in writing. Learners must decide which details to include, how to connect events, and which expressions best convey their intended meaning. CLT reflects these principles by creating opportunities to use language for meaningful communication. In the present research, communicative activities allow learners to express ideas and respond to others, providing a basis for examining how their engagement relates to narrative writing proficiency.

Canale and Swain's (1980) framework further supports this communicative view of language learning. Their framework identifies three interconnected components: grammatical competence, sociolinguistic competence, and strategic competence. Grammatical competence involves knowledge of language forms and rules. Sociolinguistic competence concerns the appropriate use of language in context, while strategic competence involves ways of managing communication difficulties.

In narrative writing, grammatical competence helps explain learners' use of vocabulary and sentence structures. Sociolinguistic competence draws attention to expressions that suit particular characters, situations, and readers. Strategic competence helps explain how learners communicate when their language resources are limited, such as by paraphrasing an unfamiliar expression or clarifying an idea. These connections support the study's communicative orientation. However, its writing rubric does not directly measure every component of communicative competence. Instead, it assesses narrative writing through content, organization, vocabulary, grammar, and mechanics.

Vygotsky's (1978) Sociocultural Theory explains the role of social interaction and guidance in learning. It emphasizes that learners develop knowledge and abilities through interaction with others and through language and other cultural tools. A central concept is the zone of proximal development, which refers to the difference between what learners can accomplish independently and what they can accomplish with appropriate support from adults or more capable peers.

In narrative writing instruction, this perspective suggests that discussing ideas, explaining language choices, and receiving guidance may support learners as they work through writing difficulties. Teachers can help learners recognize problems and consider possible solutions, while classmates can offer alternative ways of expressing ideas or organizing events. Such responsive assistance is commonly described as scaffolding in sociocultural approaches, although the term itself was not originally introduced by Vygotsky.

The research's collaborative and feedback activities reflect this perspective. During pair discussions, learners may clarify events or recognize missing details. Collaborative writing allows them to discuss vocabulary, sentence construction, and narrative sequence. Peer feedback may help them identify passages that readers find confusing and consider revisions. However, participation alone does not establish that meaningful assistance or learning has occurred. The quality of interaction and the suitability of the support remain important.

Recent research also illustrates the continuing relevance of sociocultural theory to second-language writing. Allami, Najari, and Tajeddin (2025) examined collaborative activities and scaffolding and reported improvements in aspects of IELTS writing. Their findings provide related support for studying writing instruction that involves interaction and guided assistance. However, because their setting differs from Grade 9 narrative writing, their results cannot be assumed to apply directly to the participants in this study.

Together, these theoretical foundations explain complementary aspects of the investigation. The Writer(s)-within-Community Model connects individual writing processes with the classroom environment. The communicative competence perspectives explain the importance of purposeful and appropriate language use, while Sociocultural Theory highlights the possible contribution of interaction and guidance. Their integration supports examining CLT engagement as a measure of classroom participation and narrative writing proficiency as a measure of individual performance.

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In this research, CLT engagement refers to learners' reported engagement in storytelling, role-playing, pair or group discussions, collaborative writing, and peer feedback. Narrative writing proficiency is assessed through five dimensions: content, organization, vocabulary, grammar, and mechanics. Content concerns the relevance and development of ideas; organization addresses the logical arrangement and connection of events; vocabulary focuses on word choice; grammar concerns sentence formation and accuracy; and mechanics covers spelling, punctuation, capitalization, and paragraphing. These dimensions form the study's assessment structure rather than directly reproducing any single theoretical model.

Teachers' self-reported competence and classroom practices provide context for understanding the learning environment. Competence refers to their reported ability to implement CLT, while utilization concerns how frequently they report applying it. Where included in the final research questions, perceived effectiveness reflects teachers' judgments about its usefulness, and reported best practices and challenges describe their implementation experiences. These teacher-level findings remain separate from the statistical relationship between learners' CLT engagement and narrative writing proficiency.

The integrated framework provides a basis for examining whether learners who report greater CLT engagement also demonstrate higher narrative writing proficiency. It does not establish this relationship beforehand. Because the study uses a correlational design and a single writing assessment, it examines the direction and strength of the association between the variables. It cannot establish that CLT caused improvement or that learners' writing proficiency changed over time.

Finally, these theories guide the proposed narrative writing enhancement activities based on the findings. The activities may bring together meaningful communication, peer interaction, appropriate teacher guidance, and focused support for writing dimensions that need attention. In this way, the proposed activities connect the theoretical foundations with learners' identified needs. Their effectiveness would still require subsequent implementation and evaluation.

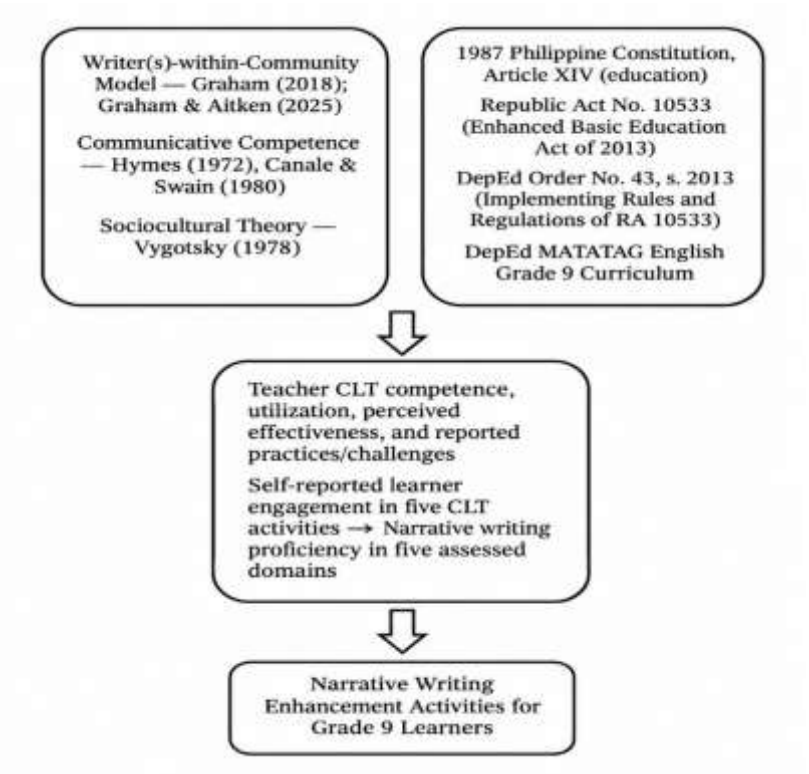


Figure 1. *Theoretical – Conceptual Framework*

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Statement of the Problem

This study examined Communicative Language Teaching (CLT) practices, learner CLT engagement, and narrative writing proficiency among Grade 9 learners at Talisay City National High School during School Year 2026–2027. The findings inform proposed narrative writing enhancement activities.

Specifically, the study sought to answer the following questions:

1. What are the profiles of the participants in terms of the following characteristics?
   - 1.1 Teacher
     - 1.1.1 age,
     - 1.1.2 gender,
     - 1.1.3 educational Attainment; and
     - 1.1.4 CLT-related training
   - 1.2 Learner
     - 1.2.1 Age; and
     - 1.2.2 Sex?
2. What is the level of competence of teacher-participants in implementing Communicative Language Teaching as a strategy for developing narrative writing proficiency of Grade 9 learners?
   - 2.1 understanding and application of CLT principles
   - 2.2 communicative activities for narrative writing
   - 2.3 teacher facilitation and classroom interaction; and
   - 2.4 feedback and assessment
3. What is the learners level of engagement of Grade 9 learners in Communicative Language Teaching (CLT) activities in terms of;
   - 3.1 Storytelling
   - 3.2 Role-playing
   - 3.3 Pair/group discussions
   - 3.4 Collaborative writing; and
   - 3.5 Peer feedback?
4. What is the level of narrative writing proficiency of Grade 9 students in terms of;
   - 4.1 content;
   - 4.2 organization;
   - 4.3 vocabulary;
   - 4.4 grammar; and
   - 4.5 mechanics?
5. Is there a significant relationship between learners' self-reported CLT engagement and their narrative writing proficiency?
6. What best practices may be identified in the utilization of Communicative Language Teaching in developing the narrative writing proficiency of Grade 9 learners?
7. Based on the findings of the study, what Narrative Writing Enhancement Activities may be finalized?

METHODS

This section presents the methods and procedures used to examine Communicative Language Teaching (CLT) as a strategy for narrative writing proficiency among Grade 9 learners. It describes the research design, locale, participants and sampling procedures, research instruments, data-gathering procedures, and statistical treatment of the data. It also explains the ethical considerations observed in conducting the study. These procedures provide a systematic basis for assessing teachers' self-reported CLT competence, learners' CLT engagement, and narrative writing proficiency, and for examining the relationship between learner engagement and writing proficiency.

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Design

This research employed a descriptive-correlational, nonexperimental, cross-sectional design, supplemented by qualitative content analysis of teacher responses. The descriptive strand summarized participant profiles; teachers' self-reported CLT competence, use, and perceived effectiveness; learners' self-reported CLT engagement; and performance on one narrative writing assessment. The correlational strand examined the association between each learner's engagement and writing proficiency scores. The qualitative strand summarized recurring practices, constraints, and suggestions reported by the five participating teachers.

No lesson intervention, random assignment, comparison group, or pretest-posttest sequence was implemented. Accordingly, the data describe proficiency and association at one period of measurement; they do not establish gains over time or causal effects. The teachers' competence ratings were self-reports and were not classroom-observation measures.

Descriptive statistics included frequencies, percentages, means, and standard deviations where applicable. Pearson's product–moment correlation was used for the matched learner-level scores at the .05 significance level, while open-ended teacher responses were categorized by recurring content.

The geographic setting, sample selection, instruments, assessment procedures, scoring rules, and ethical safeguards are described in the succeeding sections to make the study replicable and to clarify its limitations.

Flow of the Study

This research is anchored on the systems model employing the Input–Process–Output (IPO) approach to systematically examine the utilization of Communicative Language Teaching (CLT) in narrative writing instruction and the narrative writing proficiency of Grade 9 students at Talisay City National High School.

The input consists of the profiles of the five (5) teacher-participants and seventy-five (75) Grade 9 learner-participants, teachers' competence in implementing Communicative Language Teaching (CLT), learners' engagement in CLT activities, narrative writing proficiency, and documented CLT best practices. Learner engagement is examined through five dimensions: storytelling, role-playing, pair/group discussions, collaborative writing, and peer feedback. Meanwhile, narrative writing proficiency is assessed according to content, organization, vocabulary, grammar, and mechanics.

The process involves securing permissions and informed consent or assent, collecting teacher and learner profiles, administering the teacher questionnaire and the 15-item learner engagement questionnaire, and assessing seventy-five (75) individual narrative compositions using a common analytic rubric and three independent raters. Descriptive statistics summarize the results, Pearson correlation examines the matched learner-level relationship, and qualitative content analysis summarizes teachers' reported best practices and challenges.

The output is a proposed set of narrative writing enhancement activities designed to address the identified writing needs of Grade 9 learners. These activities integrate communicative and collaborative learning experiences intended to support the development of content, organization, vocabulary, grammar, and mechanics in narrative writing.

The framework illustrates the systematic progression from identifying relevant participant characteristics and instructional variables to analyzing the collected data and developing research-informed enhancement activities.

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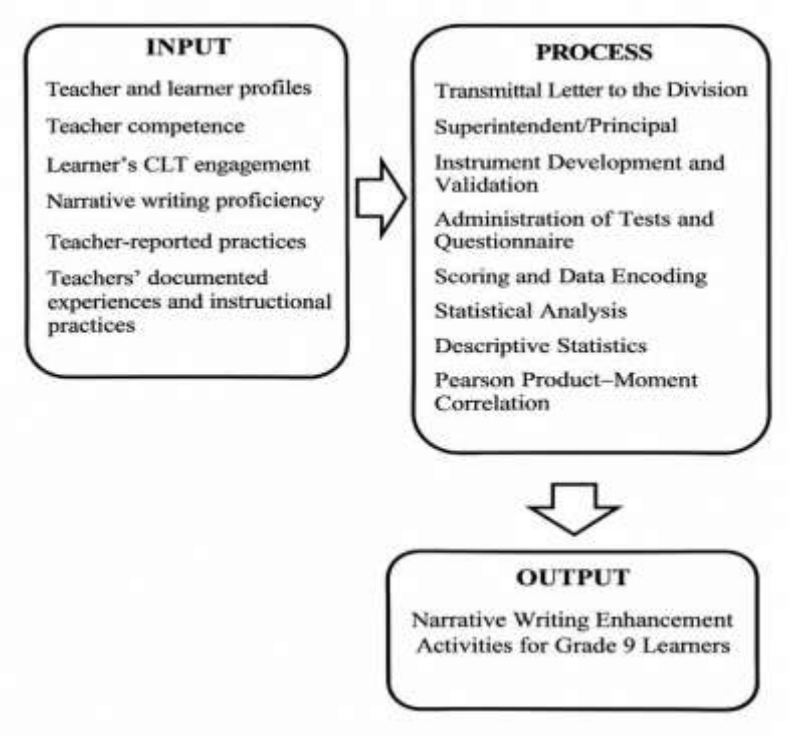


Figure 2. *Flow of The Study*

Environment

Talisay City National High School (TCNHS) is one of the prominent public secondary schools in the city of Talisay, Cebu. The institution was established to address the growing demand for accessible secondary education among learners in the city and neighboring communities. As the population of Talisay continued to increase due to urbanization and economic development within the Metro Cebu area, the need for large public secondary institutions became increasingly evident.

Located in Barangay Poblacion, the school has gradually developed into one of the major educational institutions in the city. It operates under the Department of Education – Schools Division of Talisay City, which was officially created following the conversion of Talisay into a component city through Republic Act No. 8979 in 2001. The establishment of this division strengthened the administration and supervision of public schools in the city, including Talisay City National High School. Throughout the years, TCNHS has expanded its facilities, academic programs, and student services to accommodate the increasing enrollment of learners. What started as a modest secondary institution gradually evolved into a comprehensive public high school offering both Junior High School and Senior High School education under the K to 12 curriculum implemented by the Philippine educational system.

The school has consistently supported academic excellence and holistic student development through various programs such as campus journalism, academic competitions, leadership training, and sports activities. Students from the institution regularly participate in division and regional competitions, representing the school in different academic and co-curricular events.

In recent years, the school has also introduced initiatives that promote discipline, leadership, and civic engagement among students. For example, student-led volunteer groups have been organized to assist in maintaining order and discipline within the campus, reinforcing the values of responsibility, cooperation, and service among learners.

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Today, Talisay City National High School continues to fulfill its mission of providing quality, inclusive, and learner-centered education. Guided by the Department of Education's educational reforms and the MATATAG Agenda, the school strives to strengthen foundational literacy, improve teaching quality, and ensure a safe and supportive learning environment for all students. As one of the major public secondary schools in the city, TCNHS remains committed to developing students who are academically competent, socially responsible, and equipped with the skills necessary for lifelong learning and community participation.

This study was conducted at Talisay City National High School (TCNHS) located along Jose Rizal Street, Barangay Poblacion, Talisay City, Cebu, Philippines. The school operates under the Department of Education (DepEd), Schools Division of Talisay City, Region VII – Central Visayas.

Talisay City National High School is recognized as one of the largest public secondary schools in Talisay City, serving learners from various barangays within the city and nearby communities. The institution provides both Junior High School (Grades 7–10) and Senior High School (Grades 11–12) education in accordance with the K to 12 Basic Education Curriculum implemented nationwide by the Department of Education.

The school caters to a large and diverse population of learners, reflecting the growing educational demand in Talisay City, which has a population of over 263,000 residents and continues to expand as part of the Metro Cebu urban area. Because of this demographic growth, TCNHS plays a crucial role in providing accessible public secondary education in the city.

In terms of academic offerings, the school provides Junior High School education focusing on foundational literacy, numeracy, and critical thinking skills. At the Senior High School level, students are offered different academic and technical-vocational tracks designed to prepare them for higher education, employment, or entrepreneurship. These commonly include:

- STEM (Science, Technology, Engineering, and Mathematics)
- HUMSS (Humanities and Social Sciences)
- ABM (Accountancy, Business, and Management)
- GAS (General Academic Strand)
- TVL (Technical-Vocational-Livelihood Track)

The school is supported by a team of qualified teaching and non-teaching personnel who implement learner-centered instruction and facilitate various curricular and co-curricular programs. These include academic competitions, campus journalism, sports programs, leadership organizations, and community engagement activities that contribute to the holistic development of learners.

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Figure 3. *Location Map of the Research Environment*

Participants

The research involved five (5) English teachers and seventy-five (75) Grade 9 learners from Talisay City National High School during School Year 2026–2027. The learners were selected through convenience sampling from two intact sections taught by the researcher, limiting the generalizability of the findings. Teachers provided demographic information and self-reports on their CLT competence, practices, perceived effectiveness, instructional experiences, and challenges.

Each learner answered one of five narrative writing prompts, with 15 different learners assigned to each prompt. Three raters independently assessed each composition using a five-dimension analytic rubric. Their ratings were averaged for each dimension, and the five unrounded dimension scores were averaged to determine overall proficiency. Grouped rating distributions were summarized separately from the unrounded proficiency means.

Since the assessment was conducted only once and each prompt involved different learners, the findings could describe proficiency and its relationship with CLT engagement but could not establish changes over time or improvements caused by CLT.

Table 1. *Distribution of Participants*

Respondents	Frequency	Percentage
Teachers	5	6.25 %
Learners	75	93.75%
Total	80	100.00%

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Instruments

The research used a teacher questionnaire, a 15-item learner engagement questionnaire, five individual narrative writing prompts, and a five-domain analytic scoring rubric. The questionnaires and prompts were researcher-developed, while the rubric was modified with reference to the analytic categories of Jacobs et al. (1981). These instruments collected different types of data and should not be presented as interchangeable measures.

Teacher Questionnaire. The researcher-developed instrument recorded age, sex, educational attainment, teaching experience, and CLT-related training. Its 26 self-report indicators covered (1) understanding and application of CLT principles, (2) communicative activities for narrative writing, (3) teacher facilitation and classroom interaction, and (4) feedback and assessment. Additional sections measured reported utilization of CLT and perceived effectiveness. Open-ended items elicited best practices, implementation challenges, and recommended activities. The records supplied do not identify a standardized published questionnaire from which these items were directly adapted.

CLT Learner Engagement Questionnaire. This researcher-developed, 15-item questionnaire asked learners about five communicative activities: storytelling, role-playing, pair/group discussions, collaborative writing, and peer feedback (three statements per activity). Responses used a five-point agreement scale from 1 (Strongly Disagree) to 5 (Strongly Agree). Each learner's overall engagement score was the mean of 15 answers. No item-by-item original instrument or adaptation permission was supplied; the scale is therefore described as researcher-developed, not as a validated published instrument.

Narrative Writing Assessment. Five researcher-prepared prompts covered an unexpected message, a problem and solution, a life-changing day, an important lesson, and an unexpected event. Each learner completed one prompt. Because different students responded to different prompts, prompt-level differences do not measure improvements over time.

Modified Analytic Writing Rubric. The categories were informed by the ESL Composition Profile described by Jacobs, Zinkgraf, Wormuth, Hartfiel, and Hughey (1981): content, organization, vocabulary, language use, and mechanics. For Grade 9 narratives, language use was designated grammar, criteria were expressed in localized descriptions, and all five domains were rated equally on a 1–5 scale instead of retaining the source profile's unequal 100-point weights. Three raters independently assessed the compositions. The rubric is a modified, locally constructed adaptation of the category structure, not an unchanged use of Jacobs et al.'s original instrument.

The instrument sources and operational scoring procedures are documented above; copies of the instruments are included in Appendices B and C. Evidence of content validation, pilot testing, internal consistency, and inter-rater agreement should be reported only if it is present in the actual supporting records. The submitted thesis text does not provide the relevant coefficients, expert-validation documentation, or item-level adaptation records, so no such results are asserted.

Data Gathering Procedure

The researcher sought formal permission from the school principal and concerned English teachers before conducting the study. A letter of request was submitted to the school administration stating the purpose, objectives, procedures, and expected outcomes of the research.

Upon approval, the researcher coordinated with the concerned teachers regarding the administration of the instruments and the schedule for data collection. The teacher-participants were properly oriented regarding the purpose and procedures of the study, while the learner-participants were informed of the nature of their participation and the confidentiality of their responses and written outputs.

The teacher-participants completed the researcher-made questionnaire designed to determine their competence in implementing Communicative Language Teaching, the extent to which CLT practices are utilized, and their perceived effectiveness of CLT in teaching narrative writing.

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The seventy-five (75) learners, selected through convenience sampling from two teaching sections, each completed one of five narrative prompts, with 15 different learners per prompt. Three raters assessed each output using the common rubric. Each learner's dimension score was computed as the sum of the three raters' ratings divided by three. Unrounded dimension averages were retained for all descriptive statistics and correlation analysis; values were rounded only for presentation. The overall learner proficiency score was the equally weighted mean of the five dimension averages, on a 1–5 scale. The equivalent total score is the sum of these five unrounded averages, on a 5–25 scale. Rounded dimension scores and sums of rounded scores were not used for inferential analysis.

The teacher-participants also provided qualitative responses regarding the CLT practices they consider effective, the challenges they encounter in implementing CLT, and the activities and resources they recommend for improving narrative writing instruction.

After data collection, the researcher organized, tabulated, analyzed, and interpreted the quantitative and qualitative information. The findings served as the basis for developing the proposed narrative writing enhancement activities.

Ethical Considerations

The research observed ethical principles intended to protect the rights, privacy, and welfare of participating teachers and Grade 9 learners. Permission from appropriate school authorities, adult informed consent, and parent/guardian consent and learner assent for minors were required before voluntary data collection. The final submission should retain the actual approval and consent documentation rather than assume that permission was granted.

Participation was voluntary, and respondents were free to decline or withdraw without penalty. Because the researcher taught the two participating sections, recruitment and administration needed safeguards against perceived coercion, including clear statements that participation and responses would not affect grades, classroom treatment, or access to instruction. Where possible, an independent staff member should distribute and collect consent/assent forms.

Responses and compositions were identified by codes, and reports presented findings in aggregate form. Raters were to receive coded writing samples and treat records as confidential. The manuscript should state the actual approved storage, access, retention, and disposal arrangements, rather than assert unverified practices.

Only authentic responses and independently assigned ratings were represented as study data. Interpretations were limited to the descriptive and correlational design, without claiming that CLT produced improvement or caused higher writing proficiency.

Statistical Analysis

The following statistical tools and analytical procedures were used to analyze the data gathered in the study:

***Frequency and Percentage*.** These were used to describe the demographic and professional profiles of the teacher-participants and the demographic profiles of the learner-participants.

***Mean*.** Means were used to summarize teacher self-reported competence and learners' narrative writing proficiency. Each learner's score for each writing dimension—content, organization, vocabulary, grammar, and mechanics—was computed by adding the ratings of the three raters and dividing the sum by three. The overall proficiency score was the equally weighted mean of the five dimension averages, expressed on a 1–5 scale. The equivalent total score was obtained by summing the five dimension averages, expressed on a 5–25 scale. Unrounded averages were used in descriptive statistics and correlation analysis; rounding was applied only when presenting the results.

***Learner Engagement Descriptive Statistics*.** Means were computed for each questionnaire item and each CLT activity dimension, with each dimension comprising three items. Standard deviations were

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calculated using the learners' individual dimension averages to describe the variability of their engagement scores. Each learner's overall engagement score was the mean of all 15 item responses. Section-level means were also presented for descriptive purposes.

Qualitative Content Analysis. Open-ended responses from teacher-participants regarding CLT best practices, challenges, recommended strategies, and instructional support were grouped into recurring themes and interpreted alongside the descriptive findings.

Pearson Product–Moment Correlation. Pearson's correlation coefficient (*r*) was used to determine the direction and strength of the relationship between learner CLT engagement and narrative writing proficiency. Engagement and proficiency scores were matched using each learner's unique identification code. The analysis included 75 learners with complete responses and ratings. Each learner's engagement score was the mean of the 15 questionnaire items, while the proficiency score was the mean of the five unrounded dimension averages derived from the three raters' ratings. A two-sided *p*-value was evaluated at the .05 level of significance. Independence of observations, linearity, and the influence of extreme observations were considered in interpreting the findings.

Scoring Procedure

The teacher questionnaire, learner engagement questionnaire, and narrative writing assessment were scored separately according to their respective scales. Means were computed for the quantitative measures, while open-ended responses were analyzed qualitatively. Unrounded values were retained for computation and statistical analysis, and scores were rounded to two decimal places only for presentation.

Teacher Questionnaire

The teacher questionnaire began by gathering personal and professional information about the participants. These details were summarized using frequencies and percentages and kept separate from the questionnaire scores. In Part II, teachers rated their own competence in implementing Communicative Language Teaching (CLT) across four areas. Items 1–6 focused on understanding and applying CLT principles, Items 7–14 on communicative activities for narrative writing, Items 15–20 on teacher facilitation and classroom interaction, and Items 21–26 on feedback and assessment. Teachers rated each item on a five-point scale from 1 (Not Competent) to 5 (Highly Competent). Their responses were averaged within each area and across all 26 items to obtain their overall competence score. In Part III, teachers reported how often they used CLT practices on a scale from 1 (Never) to 5 (Always). Scores were averaged separately for pre-writing activities (Items 1–6) and writing activities (Items 7–14), and the average of all 14 responses gave the overall utilization score. In Part IV, teachers indicated how much they agreed with 10 statements about the effectiveness of CLT in teaching narrative writing, using a scale from 1 (Strongly Disagree) to 5 (Strongly Agree). The average of these 10 responses gave each teacher's perceived effectiveness score.

For each measure, group means were computed by averaging the teacher-participants' corresponding individual scores. Teacher mean scores were interpreted using the following guide:

Mean Score Interval	Self-Reported Competence	Utilization of CLT Practices	Perceived Effectiveness
$4.20 < M \leq 5.00$	Highly Competent	Always	Strongly Agree
$3.40 < M \leq 4.20$	Competent	Often	Agree
$2.60 < M \leq 3.40$	Moderately Competent	Sometimes	Neither Agree nor Disagree
$1.80 < M \leq 2.60$	Less Competent	Rarely	Disagree
$1.00 \leq M \leq 1.80$	Not Competent	Never	Strongly Disagree

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Responses to Parts V and VI, concerning best practices, challenges, and recommendations, were not assigned numerical scores. These responses were examined through qualitative content analysis and organized into recurring themes.

Learner CLT Engagement Questionnaire

The Learner CLT Engagement Questionnaire consisted of 15 positively worded statements covering five activity areas: storytelling (Items 1–3), role-playing (Items 4–6), pair/group discussions (Items 7–9), collaborative writing (Items 10–12), and peer feedback (Items 13–15). The statements assessed learners' self-reported participation in these activities, their application of ideas and feedback, and the perceived benefits of the activities for narrative writing.

Responses were scored using a five-point agreement scale: 5 for Strongly Agree, 4 for Agree, 3 for Neither Agree nor Disagree, 2 for Disagree, and 1 for Strongly Disagree. Since all statements were positively worded, no reverse scoring was applied.

Each learner's activity-area score was computed by adding the responses to the three corresponding items and dividing the sum by three. The overall CLT engagement score was obtained by adding all 15 item responses and dividing the sum by 15:

Overall CLT Engagement = Sum of the 15 Item Responses ÷ 15

Scores ranged from 1 to 5, with higher scores indicating stronger agreement with statements about participation, application, and perceived benefits. Thus, the overall score represented a composite measure of self-reported CLT engagement rather than a direct measure of participation frequency. Each item received equal weight, and each activity area contributed equally to the overall score because it contained three items. Group means and standard deviations were computed from the learners' individual activity-area and overall scores.

Narrative Writing Assessment

Each learner's narrative composition, written in response to the assigned prompt, was independently evaluated by three teacher-raters using an analytic rubric. The rubric assessed five criteria: content, organization, vocabulary, grammar, and mechanics. Each criterion was scored according to its specific descriptors using the following scale:

Score	Descriptive Rating
5	Excellent
4	Very Good
3	Good
2	Fair
1	Needs Improvement

Content assessed the relevance and development of ideas and narrative elements. Organization evaluated the logical sequence and structure of the narrative. Vocabulary assessed the variety, precision, and appropriateness of word choices, while grammar evaluated control of grammatical forms and sentence structures. Mechanics covered spelling, punctuation, capitalization, and paragraphing.

Each learner received three ratings for each criterion. The final criterion score was computed by averaging the ratings of the three teacher-raters:

Criterion Score = (Rater 1 Score + Rater 2 Score + Rater 3 Score) ÷ 3

The overall narrative writing proficiency score was then obtained by averaging the five unrounded criterion scores:

Overall Narrative Writing Proficiency = (Content + Organization + Vocabulary + Grammar + Mechanics) ÷ 5

The three raters and five criteria were given equal weight. Overall proficiency scores ranged from 1 to 5, with higher scores indicating stronger narrative writing performance. An equivalent total score

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ranging from 5 to 25 could also be obtained by adding the five unrounded criterion scores; however, the overall mean on the 1–5 scale was used for interpretation and correlation analysis.

Interpretation of Scores

Learners' activity-area and overall CLT engagement means, as well as their criterion and overall narrative writing proficiency means, were interpreted using the following guide:

Interval	CLT Engagement Level	Engagement Agreement Label	Narrative Writing Proficiency Level
$4.20 \leq M \leq 5.00$	Very High	Strongly Agree	Very High
$3.40 \leq M < 4.20$	High	Agree	High
$2.60 \leq M < 3.40$	Moderate	Neither Agree nor Disagree	Moderate
$1.80 \leq M < 2.60$	Low	Disagree	Low
$1.00 \leq M < 1.80$	Very Low	Strongly Disagree	Very Low
Interval	**CLT Engagement Level**	**Engagement Agreement Label**	**Narrative Writing Proficiency Level**

The rubric descriptors—Excellent, Very Good, Good, Fair, and Needs Improvement—guided the raters in assigning scores to individual criteria. The proficiency levels in the interpretation guide were used to classify the resulting mean scores.

All computations and classifications used unrounded scores to prevent rounding from changing the assigned interpretation. Means and standard deviations were rounded only for presentation. For correlation analysis, each learner's overall CLT engagement score was paired with the same learner's overall narrative writing proficiency score using a unique participant code.

RESULTS AND DISCUSSION

Profile of the Participants

This section presents the profiles of the five teacher-participants and 75 Grade 9 learner-participants. Teachers are described according to their age, sex, highest educational attainment, teaching experience, and CLT training attendance, while learners are described by age and sex. These profiles provide context for understanding the study's findings.

Teacher-Participants

The teacher-participants' personal and professional backgrounds provide context for understanding their reported use of Communicative Language Teaching (CLT). In this research, age refers to the teachers' reported age in completed years; educational attainment refers to the highest level of formal education they had reached, categorized as having earned master's units or completed a master's degree; teaching experience refers to their reported number of years in the teaching profession; and attendance at CLT training refers to their reported participation in training related to Communicative Language Teaching. Table 1 presents these characteristics, together with the participants' sex.

Table 2. *Teacher-Participants (n = 5)*

Variable	Category	Frequency	Percentage
Age	35 years old	3	60.00%
	42 years old	1	20.00%
	46 years old	1	20.00%
Sex	Female	4	80.00%
	Male	1	20.00%

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Highest Educational Attainment	With master's units	3	60.00%
	Master's degree	2	40.00%
Teaching Experience	11–15 years	5	100.00%
CLT Training Attended	Yes	3	60.00%
	No	1	20.00%
	No recorded response	1	20.00%

In terms of age, three teachers (60.00%) were 35 years old, while the remaining two were 42 and 46 years old, respectively (20.00% each). Female teachers accounted for four participants (80.00%), while one (20.00%) was male. These figures describe a predominantly female group whose ages ranged from 35 to 46. However, the distribution does not establish differences in CLT competence or instructional effectiveness based on age or sex.

Regarding educational attainment, three teachers (60.00%) had earned master's units, while two (40.00%) had completed a master's degree. All five (100.00%) had 11–15 years of teaching experience. Thus, the participants had pursued graduate studies and accumulated substantial classroom experience, providing a background for examining their instructional practices. These qualifications alone, however, do not demonstrate effective CLT implementation. In a study involving 95 English teachers, Nam (2023) identified teacher competence as a significant factor in CLT implementation, reinforcing the importance of examining pedagogical competence alongside professional background.

For CLT training, three teachers (60.00%) reported attendance, one (20.00%) reported none, and one (20.00%) had no recorded response. Most participants therefore reported some exposure to CLT training, although the unanswered item should not be interpreted as nonattendance. Since the training titles, duration, frequency, and content were unavailable, the depth and relevance of this exposure could not be determined. This suggests the value of documenting training experiences and identifying specific professional learning needs. Darling-Hammond, Hyler, and Gardner's (2017) review of 35 studies found that effective professional development included content-focused learning, collaboration, coaching, feedback, and sustained opportunities for practice. Their findings support looking beyond attendance when considering how training may strengthen classroom instruction.

Overall, the five teachers were experienced and had pursued postgraduate education, with most reporting CLT training attendance. Their profiles help contextualize their responses but do not independently establish CLT competence or effectiveness. The results apply to these participants and should not be generalized to the broader teaching population.

Learner- Participants

The learner profile describes the Grade 9 students who participated in the study on Communicative Language Teaching (CLT) engagement and narrative writing proficiency. Table 2 presents the distribution of the 75 learners by age in completed years and by recorded sex.

Table 3. *Profile of the Learner-Participants (n=75)*

Variable	**Category**	**Frequency**	**Percentage**
Age	13 years old	0	0.00
	14 years old	38	50.67
	15 years old	34	45.33
	16 years old and above	3	4.00
Sex	Male	28	37.33
	Female	47	62.67
Total		75	100.00

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Learners aged 14 made up the largest group, with 38 participants (50.67%), followed by 34 learners aged 15 (45.33%). Three learners (4.00%) were 16 or older, and none were 13. Together, the 14- and 15-year-olds accounted for 96.00% of the sample. The overall findings therefore primarily reflect learners in this narrow age range, with limited representation of older Grade 9 learners.

Female learners accounted for 47 participants (62.67%), while male learners accounted for 28 (37.33%). The overall results thus reflect the responses and writing scores of more female than male learners. Because Table 2 reports only the composition of the sample, examining differences in CLT engagement or writing proficiency by sex would require a separate analysis. Reilly et al. (2019), for example, compared writing scores directly to examine group differences in a large U.S. assessment. Their study illustrates the distinction between describing who participated and comparing how groups performed.

For the proposed writing activities, the age profile can guide the selection of prompts that draw on experiences familiar to Grade 9 learners. The level of support each learner receives can be guided by the writing assessment, particularly the needs evident in their drafts. This approach is consistent with Graham and Perin's (2007) findings that explicit writing strategies and peer assistance supported writing quality among school-age learners.

Level of Competence of Teacher-Participants in Implementing Communicative Language Teaching (CLT)

Teachers' self-reported competence provides insight into how they view their ability to support communicative narrative writing instruction. In this research, competence refers to teachers' ratings of their knowledge and skills across four areas: understanding and applying CLT principles, organizing communicative writing activities, facilitating classroom interaction, and providing feedback and assessment. Table 3 presents the group means for these dimensions based on the responses of five teacher-participants.

Table 4. *Level of Competence of Teacher-Participants in Implementing CLT (n = 5)*

Competence Dimension	Item Numbers	Number of Indicators	Group Mean	Interpretation
Understanding and Application of CLT Principles	1–6	6	4.20	Competent
Communicative Activities for Narrative Writing	7–14	8	4.20	Competent
Teacher Facilitation and Classroom Interaction	15–20	6	4.20	Competent
Feedback and Assessment	21–26	6	4.20	Competent
Overall Self-Reported Competence	**1–26**	**26**	**4.20**	**Competent**

The five teacher-participants rated themselves as *Competent* across all four dimensions of CLT implementation, with each dimension receiving a mean of 4.20.

In *Understanding and Application of CLT Principles*, teachers saw themselves as capable of putting CLT principles into practice. In a narrative writing lesson, this can mean giving learners time to share an experience, consider what a reader needs to know, and decide how best to tell the story. The rating reflects how teachers viewed their ability to design lessons around meaningful communication.

The rating for *Communicative Activities for Narrative Writing* indicates that teachers felt able to organize activities such as storytelling, role-playing, group discussions, and collaborative writing. These activities give learners a chance to try out story ideas and build on what their classmates share. The rating captures teachers' perceptions of their ability to organize these tasks. Frequency of use and effects on learning are separate questions.

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In *Teacher Facilitation and Classroom Interaction*, teachers rated themselves as capable of giving clear directions, encouraging participation, and stepping in when learners needed help. Classroom observations could show how this guidance plays out, such as when a teacher helps a group work through a difficulty and then gives learners time to make their own writing decisions.

For *Feedback and Assessment*, teachers saw themselves as capable of evaluating narratives and helping learners revise them. Feedback can address content, organization, vocabulary, grammar, and mechanics while helping writers see where a reader might need more detail or clarification. Reviewing teachers' comments alongside learners' drafts and revisions would show how this guidance was provided and used.

Nam (2023), in a research of 95 English teachers, identified teacher competence as a significant factor in CLT implementation. In their review of 35 studies, Darling-Hammond et al. (2017) identified collaboration, coaching, feedback, reflection, and sustained learning as features of effective professional development. In this setting, the five teachers' self-ratings can guide conversations about professional learning. Classroom observations, lesson materials, and feedback samples can ground those conversations in actual practice, while learners' written work can provide separate evidence of writing performance.

Level of Engagement of Grade 9 Learners In Communicative Language Teaching (CLT)

Learners' responses provide insight into their engagement in Communicative Language Teaching (CLT) activities and the benefits they perceived from participating. In this study, CLT engagement was measured through 15 statements covering storytelling, role-playing, pair/group discussions, collaborative writing, and peer feedback. Table 4 presents the means and standard deviations computed from the 75 learners' individual scores.

Table 5. *Level of Engagement of Grade 9 Learners in Communicative Language Teaching (n = 75)*

CLT Activity Area	Questionnaire Items	Mean	SD	Rank	Interpretation
Role-playing	4–6	3.39	0.85	1.5	Moderate
Storytelling	1–3	3.39	0.86	1.5	Moderate
Pair/Group Discussions	7–9	3.32	0.95	3.5	Moderate
Collaborative Writing	10–12	3.32	0.84	3.5	Moderate
Peer Feedback	13–15	3.14	1.06	5	Moderate
Overall CLT Engagement	**1–15**	**3.31**	**0.59**	**—**	**Moderate**

Legend: M = Mean; SD = Standard Deviation; n = Number of learners; — = Not applicable.

Role-playing and storytelling shared the highest displayed mean of 3.39, with standard deviations of 0.85 and 0.86, respectively. These results suggest that learners responded somewhat more positively to activities involving acting out situations and sharing stories than to the other activity areas. Such activities may offer useful starting points for helping learners explore characters, experiences, and events before writing. However, their slightly higher means do not establish that they were more effective in improving narrative writing.

Pair/group discussions and collaborative writing followed, both with a displayed mean of 3.32. Their standard deviations were 0.95 and 0.84, respectively, indicating greater variation in responses to discussions than to collaborative writing. The findings suggest opportunities to strengthen shared idea development through clear group roles, discussion prompts, and guided drafting. Supporting the instructional value of such approaches, Graham and Perin's (2007) meta-analysis found that peer assistance and prewriting activities positively supported writing outcomes among learners in Grades 4–12. Their

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findings provide a rationale for these activities, although they do not explain the engagement ratings in the present study.

Peer feedback received the lowest mean of 3.14 and the largest standard deviation of 1.06. Compared with the other areas, learners gave less positive and more varied responses to reviewing one another's work. This points to peer feedback as an area for closer examination and additional support. Teachers could model constructive comments, provide simple review checklists, and guide learners in using suggestions during revision. Min (2006) found that trained peer review supported improvements in revision and writing quality among university EFL learners. Although the participants differed from those in the present study, the findings support considering explicit training before expecting learners to provide useful feedback independently.

Overall, learners reported a Moderate level of CLT engagement (M = 3.31, SD = 0.59). All five activity areas also fell within the Moderate range, indicating room to strengthen learners' engagement and perceived benefits, particularly in peer feedback. These self-reports describe learners' perceptions; they do not directly measure participation or establish that CLT activities caused improvements in narrative writing.

Level of Narrative Writing Proficiency

Narrative writing proficiency involves developing meaningful stories, arranging events clearly, choosing appropriate words, constructing accurate sentences, and observing writing conventions. Table 5 presents the proficiency of the 75 learners in content, organization, vocabulary, grammar, and mechanics, based on the independent assessments of three teacher-raters.

Table 6. *Learners' Narrative Writing Proficiency by Criterion (n = 75)*

Criterion	Mean	SD	Rank	Proficiency Level
Content	3.32	0.78	1	Moderate
Mechanics	3.24	0.83	2	Moderate
Organization	3.20	0.76	3	Moderate
Vocabulary	3.18	0.81	4	Moderate
Grammar	3.08	0.83	5	Moderate
Overall	**3.20**	**0.73**	—	**Moderate**

Content ranked first, with a mean of 3.32 and an SD of 0.78, interpreted as Moderate. This indicates that developing the substance of a story was the learners' relative strength, although their narratives still required further development. Instruction can build on this foundation by helping learners expand important events, develop characters, and include relevant details. Graham and Perin's (2007) meta-analysis found that prewriting activities and strategy instruction supported writing quality among learners in Grades 4–12, providing a basis for guided planning and idea-development activities.

Mechanics placed second, with a mean of 3.24 and an SD of 0.83, also classified as Moderate. Mechanics covers spelling, punctuation, capitalization, and paragraphing. Although learners performed relatively better in this area than in organization, vocabulary, and grammar, the result suggests that writing conventions still need attention. Guided proofreading and focused editing checklists could help learners review their narratives more systematically. The specific conventions requiring the most support should be identified through an examination of their written work.

Organization ranked third, with a mean of 3.20 and an SD of 0.76, interpreted as Moderate. This criterion concerns the logical arrangement and connection of narrative ideas and events. The result suggests a need to strengthen story structure and flow through clear beginnings, connected events, and appropriate endings. Story mapping, sequencing, and guided revision could support this development. These approaches are consistent with Graham and Perin's (2007) findings on the benefits of strategy instruction and process writing.

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Vocabulary followed in fourth place, with a mean of 3.18 and an SD of 0.81, likewise interpreted as Moderate. Vocabulary concerns selecting words that express characters, settings, actions, and emotions appropriately and precisely. The finding points to opportunities for strengthening word choice through contextualized vocabulary activities and revision of descriptions. However, the score alone does not establish whether learners' main difficulties involved limited variety, inaccurate usage, or inappropriate expressions.

Grammar obtained the lowest mean of 3.08, with an SD of 0.83, placing fifth within the Moderate category. Grammar concerns sentence construction and the accurate use of language structures. Its relatively lower rating makes it a priority for additional support, guided by recurring errors identified in the compositions. Sentence-combining exercises and revision of learners' own sentences may help address these needs. Graham and Perin (2007) found positive effects for sentence combining on writing quality, supporting its consideration as part of writing instruction.

Overall, the learners obtained a mean of 3.20 and an SD of 0.73, indicating Moderate narrative writing proficiency. All five criteria fell within the same proficiency category, with content receiving the highest rating and grammar the lowest. The small differences between means describe relative performance and should not be interpreted as statistically significant differences. The standard deviations also indicate variation among learners, suggesting that instructional support should consider individual needs alongside the group results.

The findings support balanced instruction that develops storytelling while strengthening organization, word choice, sentence accuracy, and writing conventions. Guided revision and structured peer feedback may contribute to this approach. Min (2006) found that trained peer review supported improvements in revision and writing quality among university EFL learners. Although that context differs from the present Grade 9 group, the study provides a rationale for teaching learners how to give and use constructive feedback. These recommendations address the needs reflected in the assessment; the results themselves do not establish improvements caused by CLT.

Content concerns the relevance, clarity, and development of ideas in a narrative, including how learners present characters, settings, and events. Table 6 presents the content proficiency of the 75 learners, classified using the unrounded average of the three teacher-raters' content scores.

Table 7. *Learners' Narrative Writing Proficiency in Terms of Content (n = 75)*

Proficiency Level	**Average Content Score Interval**	**Frequency**	**Percentage**
Very High	$4.20 \leq M \leq 5.00$	10	13.33%
High	$3.40 \leq M < 4.20$	18	24.00%
Moderate	$2.60 \leq M < 3.40$	37	49.33%
Low	$1.80 \leq M < 2.60$	8	10.67%
Very Low	$1.00 \leq M < 1.80$	2	2.67%
Total	—	**75**	**100.00%**
Group Mean	**3.32**	—	—
Standard Deviation (SD)	**0.78**	—	—
Overall Interpretation	**Moderate**	—	—

The largest category included 37 learners (49.33 percent), who were categorized as Moderate. Thus, approximately half of the students fell into the intermediate proficiency level for content. This finding suggests that developing ideas is a critical area where instructors may want to provide additional support. For instance, teachers can use guided questions regarding events, why they were significant, and how the characters reacted to them, to encourage learners to further develop their stories. On the other hand, each student's written work needs to be reviewed individually to determine exactly which components of their writing require improvement.

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The next largest group consisted of 18 students (24.00 percent), who performed at the high level. This was followed by 10 students (13.33 percent), who performed at the very high level. Together, these two groups accounted for 28 students (37.33 percent), who performed comparatively better than the other groups in terms of content. Students in these two groups may be able to use enrichment activities to help them create deeper characterizations, provide more meaningful details, and continue to develop their narratives.

Additionally, there were eight students (10.67 percent) who were identified as "Low" and two (2.67 percent) as "Very Low." Therefore, there are 10 students (13.33 percent) who could potentially require additional guidance in creating and expanding upon story ideas. There are several ways to begin this process, including oral storytelling, picture prompts, guided brainstorming sessions, and individual conferences with teachers prior to beginning the actual writing portion of the assignment.

The average rating (mean) of 3.32 (Moderate) indicates that although Content Development received the highest rating in the entire evaluation, it continues to need support. The standard deviation (SD) of 0.78 suggests that there is a range of learner performance, which supports the use of both whole-class teaching and individualized guidance and enrichment.

Graham and Perin (2007) conducted a meta-analysis showing that strategy instruction, prewriting activities, and peer assistance each improved the quality of writing for students in grades 4–12. Based upon these results, it would seem appropriate to consider guided planning and collaborative development of ideas as possible strategies to meet the requirements of those reflected in Table 7. However, it should be noted that there is no evidence that the use of these activities produced the content scores reported in this study.

Organization

Organization refers to the logical arrangement and connection of narrative events, including the beginning, development, climax, and ending. Table 7 presents the organizational proficiency of the 75 learners, based on their unrounded average scores from three independent teacher-raters.

Table 8. *Learners' Narrative Writing Proficiency in Terms of Organization (n = 75)*

Proficiency Level	**Average Organization Score Interval**	**Frequency**	**Percentage**
Very High	$4.20 \leq M \leq 5.00$	8	10.67%
High	$3.40 \leq M < 4.20$	14	18.67%
Moderate	$2.60 \leq M < 3.40$	40	53.33%
Low	$1.80 \leq M < 2.60$	13	17.33%
Very Low	$1.00 \leq M < 1.80$	0	0.00%
Total	—	**75**	**100.00%**
Group Mean	**3.20**	—	—
Standard Deviation (SD)	**0.76**	—	—
Overall Interpretation	**Moderate**	—	—

The largest group of learners, comprising 40 students (or 53.33%), was identified as being in the Moderate category. Therefore, more than one-half of the study population was at an intermediate level of proficiency with regard to organization. The findings suggest that we should focus on improving the ordering of events in the narratives, as well as developing better connections between them. It would be beneficial to examine the students' compositions to see if they are having difficulty with disconnected events, unclear transitions, or an inability to sufficiently develop specific sections of their stories.

The second-largest group of learners consisted of 14 students (18.67%) who had reached the "High" level. This group demonstrated higher organizational skills than the other groups and would be well-served by activities that allow for greater control over their pacing and relationships among events. The remaining 13 learners (17.33%) fell into the "Low" category. Learners in this category require more structured support,

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such as the use of story maps, model narratives, and/or guided outlining, to organize their thoughts prior to writing and to locate gaps during the revision process.

Another eight learners (10.67%) reached the Very High level. Combined with the learners who reached the High level, these two groups represented a total of 22 learners (29.33%), indicating that approximately one-third of the learners obtained scores in either of the two highest performance levels. Enrichment activities may assist these learners in developing better-organized narrative structures and making smoother transitions. There were no learners classified as Very Low; however, the presence of learners classified as Low indicates that some students require additional support.

The group's average (mean) score of 3.20 is considered a "Moderate" level of performance, indicating that there are still areas where this group can develop. The standard deviation (SD) of 0.76 shows that the students' scores vary on both sides of the mean; therefore, teachers should use a variety of instructional methods, including whole-class instruction, individualized help, and enrichment activities. Within CLT-based instruction, oral storytelling and collaborative planning could allow students to discuss event sequences and how each part of the story relates to another.

Graham and Perin (2007) identified three approaches to improving the writing quality of students in Grades 4–12: strategy instruction, prewriting activities, and peer assistance. Each of these approaches supports the teacher's rationale for providing instruction that promotes planning and revising through collaboration in order to meet the organizational requirements demonstrated in Table 8. Teachers can model how to organize the order of events within a narrative, assist students with creating an outline, and utilize feedback from peers to determine where students are making poor transitions or illogical connections. Activities such as those listed above will promote students' development of coherent narratives while also allowing for creative expression.

Vocabulary

Vocabulary refers to the variety, precision, and appropriateness of words used to communicate meaning in a narrative. Table 8 presents the vocabulary proficiency of the 75 learners, classified according to their unrounded average scores from three independent teacher-raters.

Table 9. *Learners' Narrative Writing Proficiency in Terms of Vocabulary (n = 75)*

Proficiency Level	**Average Vocabulary Score Interval**	**Frequency**	**Percentage**
Very High	$4.20 \leq M \leq 5.00$	10	13.33%
High	$3.40 \leq M < 4.20$	13	17.33%
Moderate	$2.60 \leq M < 3.40$	39	52.00%
Low	$1.80 \leq M < 2.60$	12	16.00%
Very Low	$1.00 \leq M < 1.80$	1	1.33%
Total	—	**75**	**100.00%**
Group Mean	**3.18**	—	—
Standard Deviation (SD)	**0.81**	—	—
Overall Interpretation	**Moderate**	—	—

The largest category, which represented 52% of all learners in the study (39), was referred to as Moderate. Therefore, over half of the students in the study were at the average level of vocabulary development. Based upon these results, it is apparent that there should be additional emphasis on developing students' ability to use language effectively by providing them with opportunities to practice using language to provide detailed descriptions of characters, settings, actions, and emotions. An analysis of each learner's

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written work will reveal whether they had problems with using a wide variety of words, imprecise words, or improper word usage.

The next largest group included 13 students (17.33%) who had achieved the High level. They displayed better vocabulary performance than other groups and could benefit from tasks that develop meaning, tone, and descriptive details. At the same time, 12 students (16.00%) were labeled as being in the Low category. This indicates that they would require additional structure. Contextualized word banks, models of descriptions, and guided sentence revisions may assist them in finding appropriate words to use in their stories.

An additional 10 learners (13.33%) attained the Very High level. These learners, combined with the learners who were categorized as High level, represent 23 learners (30.67%). Therefore, nearly one-third of the total number of learners scored at either the High or Very High level. Activities that promote enrichment can provide opportunities for the High- and Very High-level learners to choose words strategically based on the content of their stories. Conversely, there was only one learner (1.33%) identified as Very Low. This learner will likely require individual support and manageable vocabulary assignments based upon past experiences.

The mean value of 3.18 indicates that although students have some understanding of vocabulary, they still need to develop their knowledge in this area. The SD of 0.81 suggests that the students differ significantly from each other. Therefore, both whole-class instruction and individualized instruction would be appropriate. In addition, within the framework of communicative language teaching (CLT), storytelling and collaborative writing can allow the teacher to address alternative vocabulary choices and the impact of those choices on meaning.

Storch's (2005) classroom study on adult ESL students showed that when students were asked to write collaboratively, they were able to use each other's ideas and give each other feedback on their writing. While Storch's study was conducted with a different group of students and did not show whether the current students had made any progress in terms of learning new vocabulary, the study does give us a reason to have adult ESL students work together on writing assignments. Working together will allow students to select words that express what they want to say clearly and appropriately, rather than encouraging them to use overly complicated language.

Grammar

Grammar refers to the accurate use of language structures and sentence patterns to communicate meaning clearly. Table 9 presents the grammatical proficiency of the 75 learners, classified using the unrounded average of three independent teacher-raters' scores.

Table 10. *Learners' Narrative Writing Proficiency in Terms of Grammar (n = 75)*

Proficiency Level	**Average Grammar Score Interval**	**Frequency**	**Percentage**
Very High	$4.20 \leq M \leq 5.00$	8	10.67%
High	$3.40 \leq M < 4.20$	14	18.67%
Moderate	$2.60 \leq M < 3.40$	31	41.33%
Low	$1.80 \leq M < 2.60$	21	28.00%
Very Low	$1.00 \leq M < 1.80$	1	1.33%
Total	—	**75**	**100.00%**
Group Mean	**3.08**	—	—
Standard Deviation (SD)	**0.83**	—	—
Overall Interpretation	**Moderate**	—	—

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The majority of students (31) were categorized into the "moderate" category. Therefore, it is likely that most students had some difficulty with grammar and/or the ability to create well-formed sentences. Students in this category can be assisted through guided practice in revising and providing constructive feedback on their writing. Students who receive assistance with these skills will learn to find and fix errors in their own written work. However, knowing that a student falls into the "moderate" category does not provide insight into specific areas of weakness in their writing, nor does it indicate how frequently errors in their writing negatively impacted the overall clarity of their message.

The second-largest group of students was made up of 21 learners (28.00%) who were at the low level. This large percentage indicates that there may be a need for more formal instruction on improving grammar usage and sentence structure. Teachers could review the compositions of each of these students to determine if they are consistently making similar types of mistakes in their writing. Then, teachers could develop specific lessons based on those common mistakes, create model sentences, and give students practice applying the correct forms in their own writing.

The remaining portion of the group—specifically 14 learners (18.67%)—achieved High proficiency, and eight learners (10.67%) achieved Very High proficiency. This means that a total of 22 learners (29.33%) attained scores in the top two levels of proficiency. These learners could be given challenging tasks to enhance their ability to create varied sentences with accurate word choices without compromising the clarity of their writing. On the other hand, there was one learner (1.33%) who fell into the Very Low category; he or she will most likely need individual attention from the teacher, along with small-step sentence-building exercises.

The group's average score of 3.08 (moderate) indicates that grammar is an area for further improvement. The standard deviation of 0.83 represents the differences in performance among learners, indicating the need to provide differentiated instruction. A total of 53 learners (70.67%) were identified as moderate or below, which means that the instruction provided on grammar should represent a significant portion of the writing instruction. To determine how much of the writing instruction will be devoted to addressing grammar issues, the instructor needs to examine the learners' actual written products.

Graham and Perin (2007), through a meta-analysis, determined that using sentence-combining strategies was beneficial to the quality of writing for students in grades 4–12. Therefore, guiding students to combine and revise sentences may be an effective strategy to meet the needs of those identified in Table 9. Students can engage in collaborative revision of sentences within the context of a CLT-based lesson to identify various sentence structures, explain why they chose the structure they did, and make revisions collaboratively while maintaining the intended message of the sentence. The suggestions provided here reflect the results of the assessments and do not provide evidence that the use of CLT resulted in the students' grammar performance.

Mechanics

Mechanics refers to the writing conventions that support readability, including spelling, punctuation, capitalization, and paragraphing. Table 10 presents the mechanics proficiency of the 75 learners, classified using the unrounded average of three independent teacher-raters' scores.

Table 11, *Learners' Narrative Writing Proficiency in Terms of Mechanics (n = 75)*

Proficiency Level	Average Mechanics Score Interval	Frequency	Percentage
Very High	$4.20 \leq M \leq 5.00$	10	13.33%
High	$3.40 \leq M < 4.20$	15	20.00%
Moderate	$2.60 \leq M < 3.40$	38	50.67%
Low	$1.80 \leq M < 2.60$	11	14.67%
Very Low	$1.00 \leq M < 1.80$	1	1.33%
Total	—	**75**	**100.00%**

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Group Mean	**3.24**	—	—
Standard Deviation (SD)	**0.83**	—	—
Overall Interpretation	**Moderate**	—	—

A total of 38 learners (50.67%) were placed in the "Moderate" category. Therefore, slightly more than one-half of the learners were at the moderate level of proficiency in mechanics. The results indicate that learners need to continue practicing the use of conventions associated with writing. Using guided proofreading and editing checklists will assist learners in systematically reviewing their narratives; however, learners' compositions should be analyzed first to determine which conventions need the most practice.

The next largest group of participants in the study consisted of 15 individuals (20%) at the "High" level. This group had the highest level of performance and would likely benefit from practicing editing tasks designed to improve accuracy, as well as developing independence in self-correction. On the other hand, there were 11 participants (14.67%) categorized as "Low," indicating that they may require more formal support. Small-group editing exercises using common errors identified within their written work would likely provide more meaningful learning opportunities.

Another group of ten learners (13.33%) reached the Very High level. This group, along with the learners classified as High, accounted for 25 learners (33.33%). Therefore, one-third of all learners achieved scores at either the High or Very High level of the proficiency continuum. The learners in these two groups should be able to do more complex proofreading work and also explain why they made changes to the document during the proofreading process. However, one learner (1.33%) was placed at the Very Low level and will probably need to receive instruction tailored to their needs regarding the use of basic writing rules.

The group average was 3.24, which translates to Moderate and suggests that mechanics continues to be a growth area for the students. There was some student-to-student variability, with an SD of 0.83, suggesting that there is room for both whole-class instruction and individualized help. Students who were assessed at the Low or Very Low level (12 students, or 16.00%) may benefit most from receiving direct guidance when editing their writing. However, it cannot be determined from these scores whether the students struggled more with spelling, punctuation, capitalization, or paragraphing.

Using guided peer editing within a CLT framework will provide opportunities for students to discuss corrections and understand how using correct writing conventions will enable the reader to better understand their stories. Min (2006) demonstrated that peer review training was beneficial in improving revisions and writing quality for EFL university students. Although Min's research was unable to show whether peer review training resulted in mechanical improvements for Grade 9 students, it supports the idea of demonstrating effective feedback to students before they conduct independent peer reviews of each other's work.

Significant Relationship Between Learners Reported Communicative Language Teaching Engagement And Their Narrative Writing Proficiency

Examining the relationship between CLT engagement and narrative writing proficiency helps determine whether learners who reported greater engagement also obtained higher writing scores. Table 11 presents the Pearson correlation between these two variables among the 75 learner-participants.

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Table 12. *Significant Relationship Between Learners' Overall CLT Engagement and Narrative Writing Proficiency (n = 75)*

Variables Correlated	Pearson r	Two-Sided p-Value	Decision at α = .05	Interpretation
Overall self-reported CLT engagement and overall narrative writing proficiency	0.4453	0.00006245	Reject H_0	Moderate positive, statistically significant relationship

The Pearson coefficient of r = 0.4453 indicates a moderate positive relationship. Learners who reported greater engagement and perceived benefits from CLT activities tended to obtain higher narrative writing proficiency scores. The relationship was not perfect, showing that engagement and writing performance did not correspond uniformly across learners.

The two-sided p-value of 0.00006245 was below the 0.05 significance level. Therefore, the null hypothesis of no significant linear relationship was rejected. The findings provide statistical evidence of a positive association between the two variables among the participating learners.

This result suggests that learner engagement deserves attention when planning narrative writing instruction. Storytelling, role-playing, discussions, collaborative writing, and peer feedback may provide opportunities to develop ideas, consider alternative expressions, and review written work. However, the overall correlation does not identify which activity had the strongest relationship with proficiency.

Graham and Perin's (2007) meta-analysis found that peer assistance and prewriting activities positively supported writing quality among learners in Grades 4–12. These findings support incorporating collaborative planning and guided interaction into writing instruction, although their research examined instructional interventions rather than the same engagement relationship assessed in this study.

The findings support including meaningful engagement opportunities in proposed narrative writing enhancement activities, together with guidance in content, organization, vocabulary, grammar, and mechanics. Nevertheless, the cross-sectional, correlational design cannot establish that CLT engagement caused higher writing proficiency. Existing writing ability, language knowledge, motivation, and other factors may contribute to the association. The results describe the participating learners and should be interpreted within the limits of convenience sampling.

Best Practices in the Utilization of Communicative Language Teaching

Teachers' accounts offer practical insights into how communication and collaboration can support narrative writing. Table 12 presents the recurring themes identified in the five teacher-participants' responses concerning useful practices and recommended activities. These responses were analyzed qualitatively and were not assigned numerical scores.

Table 13. *Best Practices in the Utilization CLT*

Theme	Practices Identified	Summary of Teacher Responses
Peer-supported review	Peer feedback and peer editing	Mentioned by all five teachers as useful for interaction, reviewing written work, or revision.
Collaborative story development	Collaborative storytelling and collaborative writing	Frequently mentioned in relation to generating ideas, drafting, and proposed enhancement activities.
Exploring narrative situations	Role-playing	Identified by four teachers as an effective or recommended activity.
Planning and organizing ideas	Brainstorming, story mapping, sequencing, and pair sharing	Repeatedly described as useful in preparing learners to write.

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Interaction during drafting	Peer discussion and collaborative drafting	Described as opportunities to exchange ideas and refine developing narratives.
Guided revision	Peer editing, teacher feedback, checklists, and redrafting	Recommended as support for reviewing and improving completed narratives.

Peer feedback and peer editing were the most consistently mentioned practices, appearing in all five teachers' responses. This suggests that participants valued learners' involvement in reviewing one another's work. Peer review can give writers a reader's perspective and create opportunities to discuss unclear ideas or possible revisions. Its practical implication is the need to prepare learners to give specific, constructive comments. Min (2006) found that trained peer review supported improvements in revision and writing quality among university EFL learners. Although the context differed from the present study, the findings support providing guidance before expecting learners to review independently.

Role-playing, identified by four teachers, was another prominent practice. Teachers perceived value in allowing learners to explore situations through performance before developing them into narratives. This suggests opportunities to connect enacted experiences with discussions of characters' actions, feelings, and decisions. However, its frequency of mention does not establish that it was more effective than other activities.

The remaining themes were described as recurring, but exact counts were not available; consequently, they cannot be ranked by frequency.

Collaborative storytelling and writing reflected teachers' preference for shared idea development and composition. These practices suggest that enhancement activities could include opportunities for learners to discuss possible events and negotiate how to express them. Storch (2005) found that collaborative writing allowed adult ESL learners to pool ideas and provide feedback, offering a rationale for guided collaboration while recognizing differences between that population and the present Grade 9 learners.

For *planning and organizing ideas*, teachers repeatedly mentioned brainstorming, story mapping, sequencing, and pair sharing. These responses suggest that learners may benefit from structured preparation before drafting. During writing, *peer discussion and collaborative drafting* extended that support by allowing learners to clarify intentions and consider alternatives. Graham and Perin's (2007) meta-analysis found positive effects for prewriting activities, strategy instruction, and peer assistance on adolescent writing quality, supporting consideration of these approaches in enhancement activities.

Finally, *guided revision* brought together peer editing, teacher feedback, checklists, and redrafting. Teachers' recommendations emphasized giving learners opportunities to act on feedback and revisit their work. The implication is that writing activities should provide time for revision, with clear guidance on what learners should examine and improve.

Taken together, the themes describe teacher-perceived practices that support learners before, during, and after drafting. They provide a practical basis for proposed narrative writing enhancement activities. However, because the findings came from five teachers' accounts, they represent perceived usefulness and recommendations rather than demonstrated improvements in learners' writing.

Supplementary Findings on the Extent of Utilization of CLT Practices

The extent of CLT utilization refers to how frequently teachers reported using communicative practices in narrative writing instruction. Table 13 presents the responses of the five teacher-participants across communicative pre-writing and writing activities.

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Table 14. *Extent Utilization of CLT Practices (n = 5)*

Area	Mean	Interpretation
Communicative Pre-Writing Activities	4.23	Often
Communicative Writing Activities	4.15	Often
Overall	4.19	Often

Communicative Pre-Writing Activities received the higher mean of 4.23, interpreted as Always. This suggests that communicative preparation was a well-established part of the teachers' reported writing instruction. Practices such as brainstorming, pair sharing, and discussing story ideas provide opportunities to explore possible content before drafting. The implication is that enhancement activities can build on this reported practice by connecting shared ideas with clear narrative plans. However, the area mean does not reveal how frequently each specific activity was used.

Communicative Writing Activities followed with a mean of 4.15, interpreted as Often. Teachers reported frequently incorporating interaction while learners developed their narratives. Such opportunities may include discussing emerging ideas, composing collaboratively, and seeking classmates' input. This finding suggests a basis for strengthening guided interaction during drafting, particularly through clear collaborative tasks and opportunities to explain and revise writing choices.

The difference between the two reported means was 0.08. Although the areas fell into different interpretation categories, their numerical values were close and lay on opposite sides of the 4.20 boundary. The classifications should therefore not be taken as evidence of a substantial difference in practice. No statistical comparison was reported.

Related research supports considering communicative support across both stages of writing. Graham and Perin's (2007) meta-analysis found that prewriting activities and peer assistance positively supported writing quality among learners in Grades 4–12. These findings provide a rationale for connecting collaborative preparation with supported drafting, although they do not establish the effectiveness of the practices reported by these five teachers. Similarly, Storch (2005) found that collaborative writing allowed adult ESL learners to pool ideas and provide feedback, supporting the instructional value of interaction during composition while recognizing differences in learner context.

Overall, the reported mean of 4.19, interpreted as Often, suggests that teachers regularly incorporated CLT practices into narrative writing instruction. These practices provide a starting point for enhancement activities that link idea generation with drafting and revision. Nevertheless, the findings describe teachers' reported frequency of use; classroom observations and instructional samples would provide further evidence of how these practices were implemented.

Supplementary Findings on Perceived Effectiveness of CLT

Perceived effectiveness refers to teachers' judgments about the usefulness of CLT in supporting narrative writing instruction. Table 14 presents the five teacher-participants' overall assessment based on the 10 statements in Part IV of the questionnaire.

Table 15. *Perceived Effectiveness of CLT (n = 5)*

Measure	Questionnaire Items	Number of Statements	Group Mean	Interpretation
Overall Perceived Effectiveness of CLT	Part IV, Items 1–10	10	4.20	Agree

The overall mean of 4.20**,** interpreted as Agree, indicates that teachers generally viewed CLT favorably as an approach to narrative writing instruction. Since the table presents only one overall measure, no highest-to-lowest comparison can be made. The result also does not identify which statements received the strongest agreement or whether all five teachers held similar views.

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This favorable perception suggests that teachers saw value in creating opportunities for learners to communicate and work together during writing lessons. Story discussions, collaborative drafting, and feedback exchanges are examples of how such interaction may be incorporated. However, the overall mean does not establish which activities teachers considered most useful or how effectively they implemented them.

The finding provides a starting point for refining classroom practices and planning narrative writing enhancement activities. Teachers' favorable views could support collaborative lesson planning and reflection on how communicative tasks address learners' needs. These discussions should be informed by classroom observations, samples of feedback, and learners' written outputs.

Storch (2005) found that collaboration allowed adult ESL learners to pool ideas and provide feedback to one another. Likewise, Graham and Perin's (2007) meta-analysis identified positive effects of peer assistance and prewriting activities on adolescent writing quality. These studies support the instructional potential of selected communicative practices, but they do not validate the present teachers' perceptions or demonstrate the effectiveness of every CLT activity.

Overall, the five teachers expressed a favorable assessment of CLT's usefulness in narrative writing instruction. This represents their professional perceptions rather than direct evidence of improved learner performance. Determining instructional outcomes requires evidence beyond the questionnaire, and the study's correlational findings do not establish that CLT caused improvements in writing proficiency.

Narrative Writing Enhancement Activities

The proposed enhancement activities translate the study's findings into practical opportunities for learners to strengthen their narrative writing. Table 15 connects the assessed writing needs with CLT-oriented strategies involving discussion, collaboration, feedback, and individual practice. The activities build on the learners' Moderate overall proficiency and their reported engagement in communicative tasks. They are proposed instructional responses whose effectiveness remains to be evaluated.

Table 16. *Narrative Writing Enhancement Activities*

Focus Area and Basis	Proposed Activity	CLT-Oriented Strategy	Intended Objective
Content: highest criterion mean, but still Moderate (M = 3.32)	Collaborative Story Circle	Collaborative storytelling and information-gap tasks	Develop relevant ideas through details about characters, settings, and events.
Mechanics: Moderate proficiency (M = 3.24)	Editing Partners	Guided peer editing, teacher feedback, and proofreading checklists	Strengthen the application of spelling, punctuation, capitalization, and paragraphing through revision.
Organization: Moderate proficiency (M = 3.20)	Arrange My Story	Story mapping, group sequencing, and partner retelling	Improve the logical sequence and connections among narrative events.
Vocabulary: Moderate proficiency (M = 3.18)	Words That Bring Stories to Life	Picture prompts, brainstorming, and pair sharing	Develop precise and context-appropriate word choices.
Grammar: lowest criterion mean (M = 3.08)	Talk, Write, and Correct	Collaborative sentence revision and contextualized grammar practice	Strengthen sentence construction and grammatical accuracy using learners' own writing.

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Focus Area and Basis	Proposed Activity	CLT-Oriented Strategy	Intended Objective
Peer feedback: lowest engagement mean (M = 3.14)	Editing Partners	Teacher modeling, guided feedback exchanges, and redrafting	Help learners provide useful comments and apply feedback when revising.
Role-playing: highest engagement mean based on unrounded scores (displayed M = 3.39)	From Role-Play to Narrative	Role-playing, discussion, and individual writing	Help learners develop oral ideas into written narratives and encourage participation.

Of the five writing categories, *content* had the highest average score (3.32), though it was still categorized as Moderate. "Collaborative Story Circle" builds on this somewhat stronger area of performance, as it encourages students to share their thoughts and opinions with one another, ask questions about what other students are saying, and add details to each other's ideas. Information-gap activities give students a reason to talk to one another, as each student has some knowledge that the rest of the class does not. While this activity can certainly help students write longer stories, its primary purpose is to help students create more fully developed stories.

Mechanics ranked second with an average score of 3.24. Editing Partners is a program that provides students with structured opportunities to revise for mechanical issues, including spelling, punctuation, capitalization, and paragraphing. Teachers model how to revise for mechanical issues using a checklist; students then use the checklist to help identify potential mechanical issues within their own writing, and writers revise their drafts based upon the identified mechanical issues. It is important to teach students how to correct the types of errors they commit when writing. This is because the assessment does not provide enough information to determine what mechanical issue created the most difficulty for the student.

Organization obtained a mean of 3.20**.** “Arrange My Story” uses story maps, sequencing, and partner retelling to help learners examine how events connect. Learners explain their proposed sequence and identify information a reader may need to follow the story. This provides a practical way to strengthen narrative flow before and during revision.

The average *vocabulary* score was 3.18. "Words That Bring Stories to Life" provides students with the opportunity to find words that fit specific characters, settings, actions, and emotions. Through the use of pictures and paired student discussions, they can choose the best words for their narratives. Precision and appropriateness are stressed over using unnecessarily complicated words.

Grammar was the lowest-performing area, making it a high priority for intervention. The "Talk, Write, and Correct" approach uses students' own sentences as the basis for teacher-led discussions about errors in their writing and ways to correct them. After the teacher identifies common errors in the students' writing, the teacher helps students examine different ways to structure their sentences and explains why correcting a sentence will maintain its intended meaning or improve clarity. Research conducted by Graham and Perin (2007) found that sentence combining, teaching strategies, pre-writing activities, and peer-assisted learning all have positive effects on the quality of writing produced by adolescents. These studies provide evidence to support the use of planned, organized writing activities and sentence revision as part of the proposed writing program.

Peer feedback was the only writing criterion with a lower mean for engagement, at 3.14. Because of this, it is necessary to provide students with instruction and guidance prior to using "Editing Partners." In order to help students learn how to make constructive comments about each other's work and to give them practice responding to feedback, we will use models of good constructive criticism and allow students to respond to feedback. Min (2006) showed that university-level EFL learners who were trained to use peer

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review made more significant revisions and produced higher-quality writing. Although these were college-aged students, we believe that the same principle can be applied to Grade 9 students; specifically, we can train students to participate in peer review.

The "From Role-Play to Narrative" program is built around the idea that learners tend to be more engaged when they role-play. When learners act out a scene, they then discuss the actions of the characters and what might happen next as a result of those actions. After discussing these ideas with other students, each student writes their own version of the story. The purpose of this activity is to help connect oral communication with written expression. One of the goals of the program may be to increase student confidence; however, increased confidence cannot be inferred solely from the amount of student involvement in the role-playing portion of the lesson.

Finally, the *Communicative Writing Workshop* ties all the steps in writing together into a sequence of planning, drafting, reviewing, and revising. Working collaboratively gives students a chance to share their thoughts and opinions with others. On the other hand, working independently gives instructors a way to evaluate how well each student is doing. Storch (2005) found that when adult English Language Learners (ELLs) wrote collaboratively, they were able to use their collective knowledge to develop ideas and give feedback. This suggests that there is good reason to guide interactions among students as they develop their written work.

The suggested activities are responsive to the assessed needs of learners while being based upon their engagement in communicating. When implementing the suggested activities, it is recommended to review the learners' draft work, revisions made to their writing, and the level of participation they exhibit during the activity to identify the effectiveness of each activity and whether adjustments are needed. There is a strong relationship between engagement and proficiency, so it is appropriate to consider both factors when designing an instructional plan; however, this relationship does not guarantee that the suggested activities will improve the learners' performance.

Findings

The participants in this research included five (5) English language teachers and seventy-five (75) Grade 9 students from two separate classes. The teachers' ages ranged between 35 and 46 years old; most of the teachers (80%) were female, and all of the teachers had completed some postgraduate education. The teachers all had 11–15 years of teaching experience. One teacher did not indicate whether he or she had participated in CLT-related professional development, one teacher stated that he or she had never received any CLT-related professional development, and three teachers reported that they had received some CLT-related professional development. Most of the students were 14–15 years old (96%), and females comprised 62.67% of the total number of students.

Teachers had an overall positive attitude toward being able to implement CLT (M = 4.20), as well as having used CLT practices frequently (M = 4.19). Additionally, teachers indicated that CLT was supportive of narrative writing (M = 4.20). The most common practice that teachers stated they utilized during group discussions was peer editing. Peer editing was the least used practice. The above findings are based on teacher self-reports, not observations of teachers in action.

The response provided by learners regarding their involvement with CLT was categorized as "Neither Agree nor Disagree" (M = 3.31, SD = 0.59). Role-play had the highest rank, whereas peer feedback had the lowest. There was a moderate, positive correlation between the level of engagement and the ability to write a story ($r = 0.4453$, $p < .001$). This led to the rejection of the null hypothesis. It appears that those learners who stated they were more involved with CLT produced better writing; however, there is no evidence to support the claim that the engagement was responsible for the increased writing abilities.

Overall, learners exhibited moderate narrative writing skills (M = 3.20). Content had the highest rating (3.32) and mechanics had the second-highest rating (3.24), followed by organization (3.20),

vocabulary (3.18), and grammar (3.08). Each area was rated as moderate; however, grammar, vocabulary, and organization required the most assistance.

Teachers identified a variety of effective instructional strategies for use in their classrooms, including storytelling, role-playing, brainstorming, story mapping, collaborative writing, and peer feedback. Although teachers found these strategies beneficial, they also reported several problems that hindered their ability to implement them effectively. These included: a lack of vocabulary knowledge among students, students having difficulty with grammar rules, students lacking confidence in speaking English, students having varying levels of academic ability, students not participating equally in group activities, large classes, and a lack of instructional time. To overcome these obstacles, teachers recommended the following solutions: model lessons for students, provide additional guidance or support for struggling students, use vocabulary-building exercises, differentiate instruction based on student needs, and provide constructive feedback to all students.

The findings led to the development of proposed enhancements to student learning, such as idea generation, oral interactions among students, collaborative writing, peer reviews, and revising. In addition, teachers stated that they required ongoing professional development, appropriate curriculum resources, model essays/examples of writing, assessment criteria, and sufficient time and resources to implement all of the above-mentioned activities.

CONCLUSIONS

The research findings indicated that a positive correlation existed between the amount of participation by Grade 9 students in Communicative Language Teaching (CLT) activities and their performance on a narrative writing assessment. Based on these results, it can be concluded that providing students with opportunities to discuss ideas, interact with peers, and work together on writing assignments could potentially contribute to their ability to develop narrative writing skills. However, the study does not provide evidence that CLT activity participation led directly to improved writing performance.

Although teachers expressed confidence in their teaching abilities and indicated they frequently used CLT strategies, there was still much room for improvement regarding learner participation, particularly the use of peer feedback. Learners demonstrated some ability in producing written narratives; however, grammar, vocabulary, and organization were identified as areas where additional instruction could help them improve. The results indicate that while teachers report being prepared and regularly utilizing communicative techniques, they will need to provide learners with clear instructions and structure for each student to participate in activities, obtain feedback, and revise their work.

As such, the proposed narrative writing enhancement activities represent an effective solution for addressing the concerns identified in the study. In addition to providing learners with an opportunity to improve their writing abilities and confidence through a combination of storytelling, role-playing, collaborative writing, and peer review, along with vocabulary support, teacher modeling, and guided revision, these activities will also require appropriate materials, ongoing teacher development, and sufficient instructional time to be successfully implemented. The findings of this study apply to the sample group and settings used in the study; however, the effectiveness of the proposed narrative writing enhancement activities is yet to be determined.

Recommendations

Based on the results and conclusions, the following suggestions are offered:

English teachers should provide more opportunities for their students to tell stories, engage in role-play, participate in group discussions, and work together on writing projects. Providing clear directions and assigned tasks will encourage all students to contribute in the classroom, especially those who may be hesitant to speak English.

Writing lessons should be designed to teach students more about the fundamentals of writing, such as grammar, vocabulary, and organization. Short lessons, sentence starters, vocabulary drills, sample narrative examples, and story mapping are all ways that teachers can support their students' specific learning requirements. Support provided to students during the drafting and revising stages of the writing process can assist them in applying the skills they have acquired to their individual writing.

Teachers should guide students on how to offer constructive criticism in a non-judgmental manner during peer feedback and editing. Teachers can use simple checklists and rubrics to help students formulate their feedback, and they should allow sufficient time for revisions so that students can utilize the feedback provided by their peers to improve their writing.

The school district should provide practical training to staff members who will be implementing CLT. This includes guidance on managing large classrooms, addressing individual students' needs, and encouraging every student to actively engage in class. Additionally, the district can create resources such as teaching materials, example stories, visual aids, and avenues for staff members to share their classroom strategies with one another to assist them in utilizing CLT.

The suggested narrative writing improvement exercises can first be piloted on a limited basis prior to being implemented on a larger scale. Teachers' evaluation of students' written work, classroom involvement, and reactions to the exercises will enable teachers to adjust the activities and determine whether they meet the students' needs.

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