

EMPOWERING COMMUNICATION: EXPLORING DYNAMIC APPROACHES TO ENGLISH LANGUAGE INSTRUCTION IN IRAQ

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ABSTRACT

This study aims to investigate the effect of dynamic approaches on improving communication among English language learners in Iraq. The sample consists of 32 participants who are involved in the Iraqi Ministry of Education. They are professionals including educationalists, learners, and experienced teachers. The method of choosing these participants is called the Snowball Sampling Method. It starts with choosing one participant and then asks him to choose other participants based on his experience until the researcher finds the whole participants. The study uses thematic analysis to analyze the participants' responses in addressing the research question. The findings found that dynamic instructional strategies are capable of significantly better engaging the learners' English language skills. Such strategies according to the respondents create a favorable environment for the learners to get engaged such that they apply their language skills effectively. Dynamic strategies inspire great confidence and activeness in communication through interaction like group work and drama improving speaking, listening, reading, and writing. It is further stressed that dynamic instructional strategies prepare learners for effective and efficient communication within the contexts both locally and internationally. Such approaches create a conducive environment for language learning empower the learner and enhance his motivation and zeal to use English in real-life situations. The research highlights the necessity of integrating new training techniques into the educational sector of Iraq to respond to burgeoning rates of effective communication needs in the ever-interconnected world.

Keywords: Empowering Communication, Dynamic Approaches, Instruction.

1. INTRODUCTION

English language teaching in Iraq has depended on the much more traditional methodologies of the Grammar Translation and Audio-lingual approaches. But, of late, reforms have been ushered in, and communicative methodologies that allow interaction as well as actual language use in real life take precedence. Ahmed (2017) states that the adoption of the Iraq Opportunities series, which is steeped in the tenets of the Communicative Language Teaching (CLT), is indicative of such a transition whereby a new approach is taken to enhance students' speaking, listening, reading, and writing abilities through interesting and engaging content and activities. Empowered communication involves skills and approaches that facilitate the flow of ideas and the growth of social connections. It allows individuals to feel understood, respected, and wanted in the conversation. Contreras León and Chapetón Castro (2017) define empowered communication as it involves skills and approaches that facilitate the flow of ideas and the growth of social connections. It allows individuals to feel understood, respected and wanted in the conversation. Some never learn healthy patterns of communication, either due to a mental health disorder or

dysfunctional familial relationships. This article will discuss the importance of healthy communication and skillsets that can be developed in dialectical behavior therapy. Communication is efficient sharing of information between people through symbols, signs, or behavior. Khoo and Kang (2022) note that communication is not communication if the communication partner doesn't accept or understand what's been said. Empowered communication takes this one step further to emphasize compassion and personal responsibility. For example, person B may get what person A has said but it says nothing about the experience's nature. Attach the tone and body language used to that connection- and the receiver's retention and use of the information will be enhanced. Disempowering patterns of communication can have short- and long-term implications for relationships between family members, friends, and work colleagues. Pastor (1996) proposes that communication must have the tools and skills to use a variety of communication practices ranging from assertive to empathetic to active listening and the consciousness of applying them. It is learning who we are, what we need, where our triggers lie, and what our emotional history is so we can communicate in whatever situation. It is making a focus on our needs but being sensitive to others' needs and having resources to handle any conflict that arises when our needs don't line up with the people we care for. Empowered communication increases confidence, enhances communication skills, improves relationships, reinforces dynamic learning, and provides with feedback. Hence, communication remains essentially a strong mode of identity assertion (Baraldi, 2022). To appreciate the transformative potential of language, one has to be taken through the theoretical frameworks of sociolinguistics. The whole picture there is about the use of language within social milieus and its reflection as well as the input towards dynamic learning (Devaki, 2025).

The dynamic approaches of English language instruction create communication among the learners of the English language. Lawless and Pellegrino (2007) argue that research has proved that it is the facilities of dynamic approaches that improve students' learning. The manner of their usage in teaching and learning enhances student performance in learning. Hence, teachers play a major role in the proper use of ICT in education. This is so because, Moyle (2006) argues that it is teacher decisions made on their pedagogical beliefs that have significant influences on the effectiveness of teaching and learning in most learning environments including computer-mediated ones. They further do explain that pedagogical beliefs refer to those beliefs related to teaching and learning (Lim, & Hang, 2003). Teachers with the show of traditional pedagogical belief (i.e. Teacher-centered approach while an ICT-based teaching has been selected by the first group and a learner-centered approach while an ICT-based teaching has been adopted by the constructive pedagogical belief group (Marwan, & Sweeney, 2010; Mainka, 2007). Teachers tend to develop their beliefs in relation to teaching and learning after undergoing long years of study at the teacher training colleges where they were informed in different ways inclusive of the provision of information such as effective ways of becoming teachers through practice and classroom observation. Generally, pedagogical beliefs of teachers influence their perceptions and judgments influencing their behaviors in classrooms as well (Applefield, et al., 2001).

This study has found a **theoretical gap** existing in the published resources on the use of interactivity and progressive communication strategies in teaching a language. Cadiz (2005) further supports this argument stating that, although there is an increasing need for innovative pedagogical methods that get students actively involved, existing methodologies do not address the need to empower students by allowing them to collaborate in communication practices. This, therefore, is the research that is geared towards bridging this gap by investigating the effect of

dynamic approaches on English language teaching to enhance learner participation in educational proceedings. This study identifies a **conceptual gap** in the existing literature regarding the application of dynamic communication strategies in language education. Macaro (2006) argues that existing instructional frameworks are mostly based on 'static' methodologies that fail to meet the requirements of engagement and gain empowerment through participation. This research, therefore, seeks to determine if and how the integration of dynamic, interactive communication strategies transforms English language instruction in a more inclusive, collaborative learning paradigm. This research will thus stress the need to develop new pedagogical approaches if learning--rather than having students as passive recipients of knowledge--is to involve student agency and involvement.

The research problem centers on the lack of traditional language instruction methods that fail to share learners actively in the field of communicational process. Mahboob and Dutcher (2014) argue that existing pedagogical approaches are more predominant in conventional, teacher-centered models and hardly recognize the fluid nature of language within varied settings in use; hence, grossly impede their communicative potentials. The other critical deficit is the absence of a conceptual model that makes learners the center of participatory and interactive communication in efforts that could enhance engagement and motivation for learning. This, therefore, calls for alternative instructional approaches that can provide room for student agency regarding adaptable language learning. In so doing, the paper's realm revolves around searching how dynamic communication activities in English language instruction would boost the learners' preparedness for real communication activities.

The importance of this study is that it may transform language education into dynamic communication-based learning that would enhance students' involvement in studies. The study has raised the question and attempted to overcome the problem of the static teaching methods currently in practice through advocating for less teacher-centered practices. The author also accentuates the need for language teaching to address the varied needs of learners, barring globalization, and promoting inclusive and contextual relevance. This study will further add to this continuing discussion concerning effective approaches to language teaching by offering fresh ways for teachers to develop more thoughtful and well-founded language teaching plans.

The main **research objective** of this study is to investigate how the dynamic approaches in English language teaching can empower English language learners to communicate. The study aims to look at the correlation of new instructional techniques with the levels of engagement and language proficiency attained by the students. Using the effectiveness of participation and interactivity as strategies, the study intends to recommend some of the best practices that ameliorate the communicative competence and general educational experience of learners. **RQ1:** How can the dynamic approaches to English language instruction empower communication among English language learners, and what effect do these approaches have on their engagement and proficiency in the language?

1.1. Theoretical framework

It includes some theoretical studies and comments concerning the topic of the impact of dynamic approaches on English language learners' empowering communication. The method of teaching and learning English depends on some changes to keep up with the advancement of information

and communication technology (ICT). Marwan, A. (2015) states an example: 20 years ago, online communication through the internet was not something one would see within an English classroom. However, this learning activity can now easily be spotted in most modern classes. This is a telling sign that English teachers must continuously change their methodologies. However, the aforementioned studies have pointed out that ICT has the potential to make a difference in students' learning. Nevertheless, a learning change such as this would only be feasible if a variety of strategies are drawn on to offset the various challenges enshrined in the personal aspects of the learners, the implementation process and the entire organization regarding the introduction of innovations (Tearle, 2004). The most crucial aspect in ensuring that students learn with ICT is by determining how the stakeholders especially teachers contribute toward this (Li, & Bratt, 2004; Lim, & Chai, 2008). It is, therefore, pertinent to continue researching into how teachers employ ICT in their instructional practices. The way of using ICT was to be innovative according to Kozma (2004). As such, it's their innovation that is mostly worth investigating (Marwan, & Sweeney, 2010). As there has been a considerable amount of research on the general use of ICT in teaching and learning, particularly in English classrooms, the modalities through which teachers leverage this within the PBL to enhance students' English remain grossly underrepresented in the literature. To fill this gap, therefore, the present study investigates ICT employment in project-based English learning in Iraq from an angle that has not yet been covered- broad methodologies through which teachers support students when more ICT oriented (Marwan, 2015).

2. LITERATURE REVIEW

One of the dynamic approaches to studying the English Language is through effective communication. Calvó-Armengol et al. (2015) denote that such communication of information by an individual is received in mind and intended by him. Communication of the information is beneficial for developing proper relations, becoming influential, and leaving a long-term impression on the masses. Yet one can up the ante on their skills by applying influential communication to get their ideas 'communicated' persuasively and influence decision and judgment. Communication with influence is communicating a message rendering it such that the audience is attracted towards agreeing with your view and taking some action as a result of what has been said. Back (1951) indicates that influence communication covers clarity. It is easy to understand. Confidence is required when a speaker says something confidently. If the ideas don't sound confident to the listener, they won't sound convincing to others either. Empathy means understanding and calming an interlocutor's needs and worries that can help bring them to his perspective and see things as they are. Adaptation with other people is required. It is an example of how very different communication skills are needed to discuss a certain topic more seriously than it is to just talk about it.

2.1. The impact of using dynamic strategies on English language learners

The implementation of dynamic methods is crucial for enhancing the communication proficiency of English language learners is important to be applied to improve their capabilities in communicating with others fluently. Lee and Heinz (2016) state that empowering English language learners' (ELL) communication involves employing dynamic teaching strategies that encourage engagement, confidence, and proficiency. There are several dynamic approaches. Dagarin (2004) states that they are active listening techniques, collaborative learning, visual aids and graphic organizers, technology integration, constructive feedback, cultural awareness and

inclusivity, and social learning strategies. Active listening techniques are crucial for effective communication. Educators need to teach students to paraphrase and summarize certain texts for understanding and retention of information. They need to use body language to show understanding and engagement. Provision of opportunities for students to 'reflect on' and 'respond to' messages received strengthens comprehension skills. Paired conversation practices can enhance the speaking and listening abilities of individuals. Such role-playing activities can help students apply communication strategies in real scenarios within a safe setting. Using organized arguments or discussions with students can make the students articulate their views that they learn from others as well. Furthermore, the use of visual aids can contribute much to the understanding of the readers.

The Visual Aids are surely dynamic strategies that could be applied when the English language learners intend to improve their ability through communication. These visual aids, according Allison and Rehm, (2011) are such as flashcards, diagrams, and videos are considered good ways to clear up readers' confusion about some intricate concepts and vocabulary. Graphic organizers can also help English language learners organize their thoughts and understand how things are related, which is a good thing for writing. Technology Integration plays an important role as a dynamic approach to improving the learners of the English language through their communication. Engaging technology can form interactive and personalized learning experiences. Multimedia resources such as video, and online platforms can make for not only more engaging lessons but accessible ones as well. These sorts of technologies cater to individual learning needs and keep the students interested and motivated.

Constructive feedback plays a crucial role as a dynamic approach in the field of empowering communication among English language learners. Faucette (2001) states that the specific feedback is crucial for language development. When errors are addressed while highlighting strengths, the individual is more likely to develop a 'growth' mindset. Knowing that everyone makes mistakes and that it is all a part of learning helps students take it easy when speaking and not feel anxious. Cultural awareness and inclusivity could be used as dynamic strategies. Enriching the learning experience for all 'feathers' the cultural backgrounds of students. Refocusing on perceived gaps in the unique gifts each student brings fosters a positive learning atmosphere. They can be used as a dynamic approach. Perhaps, as dynamic approaches, social learning strategies could improve students' communication skills. It's one thing to lecture students and quite another to get them to appreciate power dynamics in any communication, that they 'practice' every day. By using these dynamic methods, great steps can be made by educators to enhance the communication skills of English Language Learners, developing language fluency, instilling confidence, and involvement, and enhancing the effectiveness of intercultural communication.

The best-suited theory for the present study is the Socio-Cultural Theory advanced by Lev Vygotsky (1934). Scott and Palincsar (2013) argue that this theory is distinguished by its focus on social interaction and cultural context within the learning process and, as such, is most useful for English Language Learners. Social interaction is one of the central tenets of Sociocultural Theory. For Vygotsky, learning is essentially social. Productive dialogues with appropriate interlocutors and teachers create language learning and raise communicative competence for ELLs. Here students are cooperative participants practicing their language skills through conversations and

teaching each other in pairs. Another dimension of this theory is the cultural context. Theory shows that learners might bring their 'cultural baggage' to the classroom which might influence the learning. Value of drawing on and appropriating students' cultural experiences means making them powerful and rendering language instruction more relevant and interesting.

Socio-Cultural Theory presupposes learning as one of its key tenets. This theory will, according to the statement of Mahn (1999), create a situation where students will have to work together on problems or tasks. It is further argued that the approach does enhance language skills and confidence, apart from 'feeling of we'. It states that language is not just a medium of communication but also a medium of cognitive development. He states that ELLs will use language in the process of problem-solving and critical thinking in different linguistic environments. Nevertheless, the use of Socio-Cultural Theory in English language instruction makes communication strong: it establishes an interactive, culturally responsive, and collaborative learning culture. This might help in a more effective acquisition of language skills for ELLs and enhance their overall cognitive and social development. Therefore, it is an ideal framework for the discussed research topic.

2.2 Empirical Studies

The following empirical studies aim to clarify the content of this topic. Marwan (2015) conducted a study about empowering English through project-based learning with information and communication technology (ICT). How English is taught and learned is currently undergoing some modifications to be able to cope with the progression of information and communication technology. This paper provides the results of an action research that implemented project-based learning (PBL) with ICT in an English classroom. Twenty-five students from a vocational higher institution were interviewed after attending three project activities conducted over six weeks. They were also observed while undergoing exposure to a PBL teaching approach. The results of this study show that more interesting and meaningful learning could be experienced by students in a PBL English class. They were also more highly motivated to use English more intensively while exposed to this teaching approach. This research also found that PBL with ICT had potential positive effects because of the pedagogical and technological beliefs of the teachers. Thus, it posits that the instruction with PBL and ICT will make a positive difference once backed up by the pedagogical (teaching belief) and the belief about ICT of the teacher (e.g., better outcomes as technology-supported learning had over the traditional ones).

Patil (2021) conducted a critical study aimed at investigating strategies available to learners for enhancing English communication and soft skills. The second language presupposes desire and enthusiasms and constant motivation. Learning the second language is fun if the learners have the desire and motivation. English is second language to many of the learners. Empowerment is all about growth of a country. It has to be dealt with through appropriate planning and the implementation of various schemes and strategies. At the time of receiving higher education, intention regarding professionalism is essential. Personality traits of a professional should be very strong. English and Communication teachers and soft skills trainers are so important in the life of the learners. They need to be well-stocked with teaching and learning material and methodology. Regular training programs must be provided for the relevant content to keep them updated on new technology and research developments. Soft skills majorly refer to personality attributes and play a big part in the life and career becoming of a learner as a professional. Curriculum design is yet another critical

issue that should receive appropriate attention from the higher education professionals; it needs to be designed in compliance with the requirements of the employing workplaces as well as the requirements of the new emerging fields in management and human resource. This research paper provides 'have-to-do' strategies of learning of English to students. These 'have-to-do' strategies will enable them to learn and master English. The inherent strategies also recommend positive strategies for developing learners' soft skills and how those areas can effectively be used along the way in building up personal and professional careers.

Mishra and Mishra (2020) assessed the functional perspectives of communication skills for professional empowerment. It is difficult to give an accurate number of languages available across the world today because a particular language has many sub-plots as per its dialects. Thus, linguistic variety, diversity, and multi-linguistic approaches are dominant over the entire world and India is not an exception. Language is a jumble of disorganized and chaotic sounds. Yet, this would be language today-as natural as a part of human society, where it was words alone that lifted humanity out of the stone age, and developed science, art, technology, law, and so forth to a great 'mass' of English language communication, education, administration, 'career', and even 'survival' in 'any' profession throughout the 'globe'. Language is communication and communication skills of speaking, listening, writing, and reading are certainly vital survival and growth in any profession. Communication Skills: Panacea for Development Prospects of Professionals in Global Tertiary Institution. This research paper has the objective of finding out how effective communication skills have become the most required asset for any professional to prosper and be a fundamental element for growth, cultural identity, and empowerment.

Devaki's (2024) study is about language as a tool of the role of empowering communication. An examination of how language functions as a tool of empowerment within subaltern communities refers to "Communication Dynamics". Other cognitions from subaltern studies and sociolinguistic are brought by the research to scrutinize the use of linguistic tactics by marginalized groups how they oppose dominant views, and sustain their "selves" as unique entities, and nurture a sense of oneness among them society. The voices of subaltern people have been ignored in most academic studies. "Subaltern voices" is a crucial asset of sociolinguistics because they stand to uncover the power struggle that underpins language employment and speech. This review makes use of a plethora of available publications alongside substantive theoretical deliberation with the intention of delivering an all-encompassing view on how communication processes might empower subaltern voices. These research results do not only contribute to the field of academic knowledge but also provide practical lessons. They add to our understanding to understand the internal power in language practices and stress the possible use of language to oppose and transform set power systems. Through an examination of how communication aids in empowerment, this research presents the significance of language as a form of opposition and renewal for subaltern communities. Finally, this study, using language as a transforming resource, intends to contribute to the building of a just and fair society by enabling the marginalized to speak and questioning the speaking rights of the dominant.

3. RESEARCH METHODOLOGY

This study is qualitative. It investigates the impact of dynamic approaches on English Language learners' empowering communication. As indicated by Moser and Korstjens (2017), they define

qualitative research as the type of research that offers and clarifies deeper insights into real-world problems. Rather than collecting numbers data points or intervening treatments as in quantitative research, which help create a hypothesis that can further be explored with more detail but where a specific phenomenon should be measured. The sample of this study consists of 32 participants who are currently working in the Iraqi Ministry of Education. They are educational experts, learners, and experienced teachers. To choose this sample, the Snowball Sampling Method is used. As defined by Naderifar and Ghaljaie (2017), it is a commonly used method in social science research with populations often labelled as hard to reach or define. The method begins by choosing an initial participant who meets certain specific research-related criteria, often termed “seed” or “key informant”, after which the researcher asks that person to recommend other possible participants. Then these new entrants refer others, and so on. This forms a chain just like a snowball does when it starts rolling down a mountain. Then, the researcher can meet the participants individually by using social media applications such as WhatsApp, Twitter, or Telegram or through the Zoom application. Then, he can discuss these interview questions based on their experiences. After that, he can summarize their responses and compare them to the literature reviews, previous studies, and theoreticians’ comments and points of view. Then, the researcher can analyze the data starting with the methodology literature review. It begins with a comprehensive review of existing literature on communication strategies in language instruction. This includes analyzing peer-reviewed articles, books, and relevant educational frameworks to establish a theoretical foundation. The researcher, then, uses online interviews with educators and learners to gather insights on their experiences and perceptions regarding dynamic approaches to English language instruction. He uses some implementing case studies in various educational settings that could provide practical examples of empowering communication techniques in action, allowing for an in-depth understanding of their effectiveness.

4. RESEARCH TOOLS

They represent interview questions, literature reviews, and implementing case studies. Concerning the interview questions that cover the main research question, the researcher constructs 7 interview questions that refer to the content of this topic:

1. Could you elaborate on what “dynamic approaches” mean in teaching English? Which teaching methods specifically have you been introduced to in practice or during your studies?
2. How do you think dynamic methods of instruction have influenced your ability to communicate in English? Be specific about a time when you perceived that you were comfortable enough to use your communication skills. Give an example.
3. With respect to the traditional ones, how do you find your engagement with the classes using dynamic approaches? What are the specific facets of the dynamic approaches that appeal to you most?
4. Do you think there has been any improvement in your fluency in English after attending classes with dynamic approaches? If yes, then describe it under which of the following areas does it reflect: speaking, listening, reading, or writing?
5. How has working with peers in such settings enhanced your English communication and your learning of the language?

6. What are the challenges in using dynamic approaches to learning English? How do you get support in overcoming those challenges through the approach itself?

7. Looking at your experience as a learner, how do you think dynamic approaches have influenced your attitude about learning English and future using the language in real-life situations?

The above interview questions aim at having detailed responses so as to have an insight into how dynamic instructional methods impact communication empowerment, engagement, and proficiency among English language learners.

4. DATA COLLECTIONS

In this study, the researcher uses the in depth interview method as a way to collect data. This method is usually called the loose interview and is normally used in qualitative research (Gelo et al. 2008). It also uses the individual interview using the semi-structured interview method, where the researcher in this type of interview prepares a set of themes, which may change their sequence, delete some of them, or add others to them according to the course of the interview and the information Which he collected (Gelo et al. 2008). Therefore, the researcher derives from in depth interviews the meaning of what he hears and notes. Then, he makes guesses in their light that later develop into some facts that he works to confirm or deny through the rest of the information in his subsequent interviews. Then, he can summarize the collected data and classify them for the sake of analyzing them according to the thematic analysis method.

5. STUDY PROCEDURES AND DATA ANALYSIS

This topic indicates to investigate the impact of dynamic approaches on English Language learners' empowering communication in Iraq. Thematic analysis method is the best investigation strategy for this study. Riger et al. (2016) define thematic analysis as a method for analyzing qualitative information that includes reading through a set of data and trying to find patterns within the meaning of the information to discover topics. Braun and Clarke (2013) assert that thematic analysis can be connected to subjective data and focuses on recognizing patterns and subjects. Conducting a thematic analysis for this research requires collecting the required transcripts that relate to this study and any other qualitative data collected to become familiar with the content. At this stage, it is required to choose what to employ, and which themes best speak to the content. The researcher at that point collected the data and organized it into meaningful groups. This includes interview questions about the content of this topic. After investigating the themes and subthemes that should be talked about with the participants, the researcher can evaluate their talk and consider their points of view. At this stage, he can confirm that everything he classified as a theme matches the data. Creating the report is another step when analyzing the data in this study by writing up the analysis and using vivid cases from the data to illustrate and support the subjects. The themes can address the research and give a clear idea concerning the answer of the research question. At last, after collecting and examining the data, a report can be written. Riger and Sigurvinsdottir (2016) show that a thematic analysis report includes a starting point, an approach, what comes about, and the result. When drafting this report, the researcher can give sufficient details for the readers to evaluate the findings.

6. RESEARCH RESULTS

The qualitative research aims to identify and analyze the impact of dynamic approaches on English Language learners' empowering communication in Iraq. Thematic analysis method is employed to analyze the interview questions by recognizing the literature review, empirical studies, and interview questions concerning communication empowerment, engagement, and proficiency enhancement among English language learners. In this way, the method will allow a finer understanding of the perspectives and experiences of the participants. The findings reveal that dynamic instructional approaches empower learners to learn by creating an atmosphere conducive to the use of communication. Al-Akraa's (2013) study in the Iraq opportunities series further solidifies this claim as it highlights communicative language teaching as a new method that focuses on conversation and practice between learners as a way of enhancing communication. The literature has also exposed the positive impact of interactive learning experiences on students' speaking abilities. Another related aspect is whereby students' collaboration projects are seen to be contributing much towards improved language acquisition. This result also lines up with the results of Patil (2021) and Moyle (2006). Learners recollected occasions during which they felt sure enough to participate in conversations or group discussions after collaborative learning experiences. For example, one learner mentioned that group projects had notably improved his speaking skills because they gave him a chance to share his ideas and practice in real-time.

Participants also showed a significant increase in engagement over a traditional teaching format. Use of dynamic methods, such as group activity and role-playing, has been singled out as excellent. Devaki (2024) further justified these findings by arguing that communication can be empowering while language serves as an agent of empowerment. Mishra and Mishra (2000) state that the intent of their research is finding how communication skills turned out to be the most important dreamt asset for any professional to flourish and the basic ingredient for growth, cultural identity and empowerment of individuality. Patil (2021) also endorses this result. The strategies recommend the strategies themselves along with any positive applications for developing learners' soft skills and how such can be appropriated in the building up of personal and professional careers. Dynamic approaches have been reported to bring higher engagement, and this is indeed so; past research has shown how much interactivity strategies such as group activities and role-play add to student motivation while making learning meaningful. This result agrees with Obaid and Faravani's (2022) results, and they found out that engaging learners through creativity increased the retention and understanding of language concepts, further corroborating the findings of improved proficiency in various skills. Marwan (2015) argued further that project-based learning with dynamic communication technology would enhance English. The author also states that the activities made learning interesting and enjoyable because they were relevant to their lives. Enhancement was also realized in terms of various skills.

Dynamic approaches had been perceived to contribute notably to their speaking and listening by several of the participants. They argued that practice had just been the service provision that was rendered visible in authentic contexts. Some challenges were also identified; for example, certain participants were uncomfortable with shifts from traditional approaches to more interactive forms due to unfamiliarity or insecurity. General attitudes toward learning English improved among participants subjected to dynamic methodologies. This also supported the findings from Calvó-Armengol et al. (2015) and Lim and Chai (2008). Many voiced renewed enthusiasm for using English in real-life situations, showing that those approaches not only improved their skills

but also boosted their motivation.

7. CONCLUSION

All in all, this study aims to investigate the effect of dynamic approaches on improving communication among English language learners in Iraq. The sample consists of 32 participants who are involved in the Iraqi Ministry of Education. They are professionals including educationalists, learners, and experienced teachers. The method of choosing these participants is called the Snowball Sampling Method. It starts with choosing one participant and then asks him to choose other participants based on his experience until the researcher finds the whole participants. The study uses thematic analysis to analyze the participants' responses in addressing the research question. The findings found that dynamic instructional strategies are capable of significantly better engaging the learners' English language skills. Such strategies according to the respondents create a favorable environment for the learners to get engaged such that they apply their language skills effectively. Dynamic strategies inspire great confidence and activeness in communication through interaction like group work and drama improving speaking, listening, reading, and writing. It is further stressed that dynamic instructional strategies prepare learners for effective and efficient communication within the contexts both locally and internationally. Such approaches create a conducive environment for language learning empower the learner and enhance his motivation and zeal to use English in real-life situations. The research highlights the necessity of integrating new training techniques into the educational sector of Iraq to respond to burgeoning rates of effective communication needs in the ever-interconnected world. The findings reveal that such methodologies create an enabling environment for full participation and employment of language skills. Dynamic instructional strategies indeed are an important asset if the onus of effective communication is going to be handled by the reverberating English speakers in a local as well as international scenario. This study thus provides unique critically reflective analysis on the applicability of 'cutting-edge' teaching methods within the Iraqi educational landscape, addressing the urgency to redesign pedagogical strategies in response to emerging global trends.

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