

# **The Role of Basic School Teachers' Pragmatic Competence in Teaching**

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أهمية القدرة العملية لمعلمي المدارس الأساسية لتعليم اللغة الإنكليزية

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This study entitled “The Role of Basic School Teachers' Pragmatic Competence in Teaching English Language”. The study aims to emphasize the importance of pragmatic competence in the English language environment. The study attempts to tackle various issues which face the process of teaching English language such as: Less attention is paid on speaking in the classroom, lack of professional and pedagogic competence of English teachers. The study hypothesizes that pragmatic competence is one of the neglected aspects in English language teaching in public basic schools. The teachers focus on linguistic knowledge rather than socio-pragmatic knowledge which could potentially reduce students' proficiency in social interactions. Mixed methods have been employed for this study and the data have been collected through questionnaire and observation. The sample population of this study is basic school teachers in Sulaimani city in both Directorates of Education East and West through which they have been chosen randomly. The study consists of five chapters: Chapter one is an introduction which includes: The statement of the problem, the objective of the study, the research questions, the hypotheses, the procedures, the scope of the study, and the significance of the study. Chapter two is about the theoretical background and previous studies. Chapter three involves the methods of data collection used in the study, the sample and the participants, the data collection tools; questionnaire and classroom observation. Chapter four is an analysis and discussion of the data obtained from the questionnaire and classroom observation. Chapter five includes the findings of the research, recommendation and suggestion for further study. The findings of the study illuminate that teachers in our public basic schools are weak in pragmatic knowledge. They often transfer their first language pragmatic knowledge into the English language pragmatic knowledge.

**Keywords:** pragmatic competence, learning, teaching English language, pragmatic knowledge, basic school teacher

## المخلص

هذه الدراسة بعنوان (اهمية القدرة العملية لمعلمي المدارس الأساسية لتعليم اللغة الانكليزية)، هدف الدراسة هو التأكيد على اهمية القدرة العملية في بيئة التعليم اللغة الانكليزية و كذلك لمساعدة معلمي المدارس الأساسية الحكومية لأستعمال أحسن الأساليب و الطرق لتعليم اللغة. إن الدراسة تسعى الى حل المشاكل المتنوعة، الذي تعارض العملية التعليمية للغة الانكليزية مثل: قلة الإهتمام بتكم اللغة الانكليزية في الصف واثاء الدرس، قلة وجود المهارات التربوية لدى المعلم اللغة الانكليزية في المدارس الحكومية. إن فرضية الدراسة هي ان القدرة العملية التي تعتبر منسبة في تعليم اللغة الانكليزية في المدارس الأساسية الحكومية. و ان المعلمين يهتمون بالمعلومات اللغوية اكثر من المعلومات الإجتماعية التي يمكن ان تكون سبباً في تقليل مهارات الطالب من ناحية الإختلاط الاجتماعي. إن منهج الدراسة كانت المنهجاً المختلطاً و ان جمع المعلومات و البيانات كانت عن طريق الإستبيان و المشاهدة و العينة كانت من معلمي المدارس الأساسية في مدينة السليمانية في التريبتين الشرقية و الغربية بشكل عشوائي. الدراسة تتكون من خمسة الفصول: الفصل الاول يتكون من المقدمة والذي يتكون من عرض مشكلة الدراسة و الهدف و اسئلة الدراسة، الفرضيات، و كيفية تطبيق الدراسة، و حالة الدراسة و كذلك اهمية الدراسة. الفصل الثاني يتكون من مواضيع النظرية و الدراسات. الفصل الثالث يتكون من أسلوب جمع المعلومات و البيانات الدراسة و كذلك العينة و أدوات جمع المعلومات و البيانات التي تكون من الاستبيان و المشاهدة. الفصل الرابع يتكون من تحليل البيانات التي حصلنا عليها من الإستبيان و المشاهدة. الفصل الخامس يتكون من نتائج الدراسة و توصيات و مقترحات لعمل دراسات اكثر بهذا الخصوص. نتائج الدراسة تبين لنا ان معلمي المدارس الأساسية الحكومية ضعيفين من ناحية القدرة العملية لتعليم اللغة الانكليزية و انهم في اغلب الأوقات يستخدمون القدرة العملية للغة الأم في المناقشات الصفية في اللغة الانكليزية، و لحل مشكلة كذا من الضروري ان يكون المعلم ذا خبرة في ثقافة اللغة الانكليزية الكلمات الدالة: القدرة العملية، التعلم، تعليم اللغة الانكليزية، المعرفة العملية، مدرس مدرسة الأساسية

## 1. Introduction

Pragmatic competence is a fundamental element in the process of teaching English language as a target language, which is neglected by the teachers of public basic schools. In order to teach students all language skills; listening, speaking, reading and writing, it is required to pay special attention to pragmatic competence. The researcher attempted to present some research questions and to hypotheses to reach the aim of the study.

### 1.1. The Research Questions:

1. Is pragmatic competence incorporated in English curriculum in public basic schools?

2. How is it incorporated?
2. Is pragmatic competence observed by English language teachers in IKR?
3. What problems are faced by Kurdish EFL teachers in teaching pragmatic competence in public basic schools?
4. What is the important of pragmatic competence in teaching English oral works in public basic schools?

## 2.2.The Hypothesis

1. Pragmatic competence can barely be fulfilled by teachers in public basic schools.
2. Pragmatic competence is one of the neglected aspects in English language teaching in public basic schools.
3. Pragmatic competence in oral works is not paid attention by Kurdish EFL teachers.
4. Kurdish EFL teachers seem to have difficulty in developing a strategy to teach pragmatic competence in IKR public basic schools.

## 2.3.The Procedures

The study is to be carried out as follows:

1. Questionnaire and classroom observations are organized to collect the data. The researcher attempted to explore the hypotheses and the objectives of the study depend on some literature reviews and available reference books to describe the content of the study.
2. The study constructed a questionnaire to the public basic school teachers in Sulaimani city as a diagnostic step to collect data about the research problems.
3. The research analyzed and computed the results of the questionnaire for the purpose of reaching the conclusion.
4. The process of data collection is carried out by using mixed method approach. The main tools for data collection are questionnaire and observation.
5. Observation checklist is prepared to evaluate basic school teachers first-hand.

## 2.4.The Aim of the Study

1. The necessity of developing communication ability in English language.
2. The lack of coherence in language teaching process.
3. To know the level of professional and pedagogic competence of English basic school teachers.

## 3. The most relevant terms will be defined and explained below

### 2.1 Performance:

Performance is 'The actual use of language in concrete situations', [1, p.19]. Performance is the overly observable and concrete manifestation, or realization, of competence. It is the actual doing of something: walking, singing, dancing, speaking. The competence-performance distinction is exemplified in all walks of life. In educational circle, we have assumed that children possess certain competence in given areas (or standards) and that this competence can be measured by elicited samples of performance called tests and examination [2, p.34].

### 2.2 Competence

Competence is the speaker- hearer's knowledge of his language, [1, p.19]. Competence is independent on situation. It represents what the speaker knows in the abstract [1, p.19] Knowledge of language use is different from knowledge of language itself; pragmatic competence is not linguistic competence.

### 2.3 Pragmatic Competence

Pragmatic competence places language in the institutional setting of its use, relating intentions and purposes to the linguistic means at hand, [1, p.19].Pragmatic competence includes speakers' ability to use language for different purposes, to request, to instruct, to the influence change. It includes the listeners' ability to get past the language and understand the speaker's real intentions, especially when these intentions are not directly conveyed in the forms of indirect requests, irony and sarcasm are some examples. It includes command of the rules by which utterances are strung together to create discourse. This apparently simple achievement to produce coherent speech itself has several components turn taking, cooperation, cohesion [3, p.43]. Pragmatics seeks to understand how human beings can comprehend and produce the different intended meanings.

### 2.4 Communicative Competence

Communicative action includes not only using speech acts (such as apologizing, complaining, complimenting, and requesting), but also engaging in different types of discourse and participating in speech events of varying length and complexity [4, p.2]. Communicative language ability (CLA) can be described as consisting of both knowledge, or competence, and the capacity for implementing, or executing that competence

inappropriate, contextualized communicative language use. Communicative competence is the ability to create meanings by exploring the potential inherent in any language for continual modification in response to change, negotiating the value of convention rather than conforming to established principle [5, p.8]. Definitions of communicative competence tend to include at least two components: a code component, which describes a language user's knowledge of syntax, morphology, semantics, lexis, and phonology; and the use component, which describes a language user's ability to use language appropriately for a purpose within a given context [4, p.63]

## 2.5 Grammatical Competence

Grammatical competence, the knowledge of linguistic code features such as morphology, syntax, semantics, and phonology [4, p.64]. It is defined also as formal competence [6, p.90]

## 2.6 Sociolinguistic competence

The ability to follow sociocultural rules of language. This type of competence "requires an understanding of the social context in which language is used: the roles of the participants, the information they share, and the function of the interaction" [2, p.208]. Also sociolinguistic competence described by [4, p.64] as 'the knowledge of contextually appropriate language use'. It is knowing how to use and respond appropriately to different types of speech acts, such as requests, apologies, thanks, and invitations [6, p.90].

## 2.7 Strategic Competence

Strategic competence, the knowledge of how to use communication strategies to handle breakdowns in communication and make communication effective [4, p.64]

## 2.8 Discourse Competence

The ability to connect sentences in stretches of discourse and to form a meaningful whole out of a series of utterances. With its inter-sentential relationships, discourse encompasses everything from simple spoken conversations to lengthy written texts (articles, books, etc.) [2, p.208]. Discourse competence is the knowledge of achieving coherence and cohesion in spoken or written communication [4, p.64] Sometimes considered part of sociolinguistic competence, that is knowing how to begin and end conversation [6, p.91]

## 3. The Cooperative Principle

The basic idea behind the cooperative principle (CP) is that interlocutors are attempting to be cooperative in conversation. Make your conversational contribution such as is required, make your utterances appropriate to their conversational context. The CP consists of four "maxims" each of which covers one aspect of linguistic interaction and describes what is expected of a cooperative speaker with respect to that maxim [7, p.41-42]. Grice famously went on to underpin his Cooperative Principle with four maxims: Quantity; Quality; Relations; and Manner. He describes these maxims as follows:

- **Quantity:** Be informative. (1) Make your contribution as informative as required. (2) Do not make your contribution more informative than is required.
- **Quality:** Be truthful. Try to make your contribution one that is true. (1) Do not say what you believe to be false. (2) Do not say that for which you lack evidence.
- **Relation:** Be relevant
- **Manner:** Be perspicuous. (1) Avoid obscurity of expression. (2) Avoid ambiguity. (3) Be brief. (4) Be orderly [8, p.51]

## 4. Speech Acts

Pragmatics concerns speaker meaning, specifically deriving the intended communicative message from what is said in a particular context [9, p.7]. A speaker's decision-making involves word choice, syntactic structures, prosodic contour, constraints on how to address the listener in the context, and the possible effect on the listener. Scholars in pragmatics strive to describe the principles and theories that underlie how human beings achieve utterance interpretation and production. In order to address that general concern, pragmatics engages that scholar in a wide variety of topics. One major area is speech acts [9, p.8]. Austin isolates three basic senses in which in saying something one are doing something, and hence three kinds of acts that are simultaneously performed: [10, p.236]

- Locutionary act: the utterance of a sentence with determinate sense and reference
- Illocutionary act: the making of a statement, offer, promise, etc.
- Perlocutionary act: the bringing about of effects on the audience by means of uttering the sentence, such effects being special to the circumstances of utterance.

## 6. Discourse Analysis

In technical terms, discourse is any string of words that extends beyond the sentence. A single sentence can seldom be fully analyzed without considering its context, and since virtually no interactive communication is a single

sentence, we string sentences together in interrelated, cohesive stretches of discourse. In most oral language, our discourse is marked by exchanges with another person or persons, in which a sentence or sentences spoken by one participant are followed and built upon by sentences spoken by another. Without the pragmatic contexts of discourse, our communications would be extraordinarily ambiguous [2, p. 217-218].

### 7. Out-of-Class and In-Class Language learning

In out-of-class situations the purpose of language is always to communicate the focus is always on meaning. However, in academic settings the focus is often on language itself rather than what one does with language [11, p.136]. One main source of input is the teachers themselves. They provide a wide range of language input regarding L2 pragmatics, from content such as the basic rules of politeness, the need to be aware of social markers, and what to say to whom in which contexts. At the same time, they model the appropriate formulaic expressions and explain the differences in the variety of linguistic forms that can be used. The assumption is that the teacher knows the L2 code well and has studied pragmatics. In other words, the teacher has knowledge of social appropriateness in language use and can act as an informed role model for learners. However, without experience in the target language culture, the teacher may lack such knowledge [9, p.245]. Another source of input in the learning environment is the materials: textbooks, dictionaries, videos, multimedia, and tests. Still another source of input in the classroom is what the learners bring, their sociocultural backgrounds and expectations [9, p.247-248]. Adult learners get a considerable amount of L2 pragmatic knowledge for free. This is because some pragmatic knowledge is universal, and other aspects may be successfully transferred from the learners' L1 [4, p.4].

### 8. Teaching Pragmatics

According to [12, p.7] "All second language learners, regardless of age, have acquired at least one language. This prior knowledge may be an advantage in the sense that the learner has an idea of how language works". They already have experience in using cognitive processes that they can use for learning languages. They know about language and how it works which often makes their second language learning easier by transferring all this knowledge to it positively. However, if the learners make some incorrect guesses about how the second language works, they will be transferring their L1 knowledge into their L2 negatively causing errors and mistakes [12, p.8] Teaching pragmatics aims to develop the students' skills to find socially appropriate language for the situations they face during their real life interaction with people. Pragmatics includes areas of language that are not usually addressed in language teaching curricula [12, p. 17]. According to [13, p.73] It has been noted that dialogues in textbooks do not follow patterns of naturally occurring talk and are mainly designed to introduce new grammar and/or vocabulary. As a result, they fail to discuss L2 socio-pragmatic norms and cultural differences underlying speakers' verbal behavior.

### 9. What Facilitate Teaching Pragmatic Competence?

Teachers confront the reality of helping learners develop their pragmatic competence in a foreign language context. It is particularly difficult when they themselves are nonnative speakers of the language. They may have had no experience abroad in the target language environment. Human beings constantly send pragmatic meanings through their use of language and language-related behaviors, such as intonation contours, tone of voice, and head movements, as well as linguistic phrases. Those behaviors are all part and parcel of human communication. The instructor can teach about communication in general and the use of formulaic routines, speech acts, and social dimensions in the L1 about L1. The teacher can engage the learners in doing fieldwork in their own communities, so that they become ethnographers of their own lives [9, p.254-256]. To teach pragmatics in the classroom, enriching classroom input with real-world materials, such as recordings of native speaker conversations, radio programs, and even television soap operas, can be beneficial. To provide sufficient pragmatic input for the students, it is also important to supplement textbooks with additional books that focus on pragmatics [14, p.17]. Teachers as being non-native speakers of English should provide much more opportunities for communication practices and enrich the classroom input with authentic written and spoken English as well. This is to highlight the need to match the gap between the classroom instruction and the real life use of language. Teachers also need to make their learners aware of the role of the social variable across cultures. Though the difficulty of teaching pragmatics explicitly, it can be logical to teach their students the socio-pragmatic and pragma-linguistic rules of the TL speech acts as to make them aware of the similarities and differences between their first language and the target language to avoid miscommunication due to the mother tongue interference [15, p.145]. Pragmatic competence develops where learners can enact a variety of social roles; rather than restricting participation to answering teacher's questions or responding to set prompts by peers, students need to practice asking

questions, eliciting information, and engaging in a variety of speech acts in such activities as role plays, simulations, debates, and other tasks [9, p.130]

## 10. The Role of Culture in Teachers' Pragmatic Competence

Culture may mean different things to different people. In anthropological sense, culture is defined as the way people live [11, p.302]. In the sociolinguistic approach to pragmatics, 'culture' is not Culture, with a capital C- that is the literature, music, and art of one speech community or grouping of people. Rather, it is culture as a reflection of the values and beliefs about the world [9, p.81]. Culture is a "blue print" that guides the behavior of people in a community, is incubated in family life, governs our behavior in groups, and helps us know what others expect of us and the consequences of not living up to those expectations [2, p.175]. Culture is inseparable from language and therefore must be included in language study [16, p.258].

## 11. How to Teach Culture

Pragmatics, in simple terms, is about culture, communication, and in the case of second languages, about intercultural communication. In order for the second language learners to acquire pragmatic competence, they need to acquire cultural understanding and communication skills. It is important to remember that our culture teaches us our behavioral actions or habits since we were born, and therefore, most of our behavior is unconscious. As a result, human beings speak more with just words; we also use body language and gestures to communicate ideas [17, p.18-20]. The basic decision facing the teacher is how to coordinate culture with the other material to be learned in the class. Learning the language itself is a full-time task [11, p.306]. As [18, p.78] mentioned, culture may be defined as the kind of knowledge which we learn from other people, either by direct instruction or by watching their behavior. Since we learn our culture from those around us, we may assume that we share it with them, so this kind of knowledge is likely to play a major role when we communicate with them, and in particular when language is used. The teacher may decide to spend even more time on some cultural activity. She can show a film, use visual aids or models, develop a culture cluster, have the students prepare miniskits, prepare a bulletin board display as a class activity [11, p.307].

## 12. Pragmatic Failure

**the result of two occurrences:**

(1) The hearer's misunderstanding of the assigned sense and reference to the word of the speaker.  
(2) The hearer's misunderstanding of the assigned force or value of the words of the speaker. There are two types of pragmatic failure: Pragma-linguistic failure, which occurs when the pragmatic force mapped by S onto a given utterance is systematically different from the force most frequently assigned to it by native speakers of the target language, or when speech act strategies are inappropriately transferred from L1 to L2. Socio-pragmatic failure; refers to the social conditions placed on language in use. It stems from cross-culturally different perceptions of what constitutes appropriate linguistic behavior. [9, p. 88] as well mentioned another categories of pragmatic failure which is; Misunderstood intentions, the third type of cross-cultural pragmatic failure involves mismatches of expectation and intentions at a more macro level.

## 13. Politeness and Impoliteness

Politeness can be defined as showing awareness and consideration of another person's face [19, p.156]. Another definition of Politeness by [20, p.65] is itself a kind of social practice. We acquire politeness routines from our regular experiences of social interactions. Politeness routines or formulae are expressions which have become conventionally associated with politeness attitudes in specific contexts. Linguistic politeness can be taken to mean the use of expressions that are both contextually appropriate and judged as socially positive by the target [21, p.201]. [21, p. 203] proposes that there are two rules of pragmatic competence, one being "be clear" and the other being "be polite". The latter Politeness Principle consists of the following maxims: (1) don't impose, (2) give options, and (3) make your receiver feel good. Impoliteness has to be seen as an assessment of someone's behavior rather than a quality intrinsic to an utterance. Impolite speech acts, such as reproaching, threatening and insulting are performed by speakers with the intrinsic purpose of attacking or undermining the hearer's face [22, p.122].

## 14. Explicit and Implicit of Teaching Pragmatics

Implicit knowledge is information that is automatically and spontaneously used in language tasks. While explicit knowledge includes facts that a learner knows about language [2, p.294]. Another way of looking at the implicit/ explicit dichotomy is to think of language processing as analyzed and unanalyzed knowledge [2, p. 294]. The explicit method of pragmatics instruction has proved to be more effective than implicit teaching [23, p. 2]. Children implicitly learn phonological, syntactic, semantic, and pragmatic rules for language, but do not have access to an explicit description of these rules [2, p. 294].

Explicit learning is input processing with the conscious intention to find out whether the input information contains regularities and, if so, to work out the concepts and rules with which these regularities can be captured. Implicit learning is input processing without such intention, taking place subconsciously.

Logically, the process of explicit and implicit learning should contribute to the development of explicit and implicit knowledge, respectively, which are also of pivotal importance to the field of second language acquisition and foreign language pedagogy [24, p.13-14].

## 15. Approaches of Language Teaching

Learners learn a language through the process of communicating of it, and that communication that is meaningful to the learner provides a better opportunity for learning than through a grammar-based approach [25, p.12]. [26,1997] in her article "Can pragmatic competence be taught?" demonstrated that in student-centered activities do more than just extend students' speaking time: they also give them opportunities to practice conversational management, perform a large range of communicative acts, and interact with other participants in completing a task. Both American and British proponents typically described CLT as an approach that aimed to (a) make communicative competence the goal of language teaching and (b) develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication [27, p. 85].

## 16. Sample and Participants

Sampling is a procedure to select a limited number of units from a population in order to describe this population [28, p.9]. In order to investigate to what extent basic school teachers give attention to teach pragmatic competence in their lessons directly or indirectly, the researcher designed a checklist classroom observation and conducted a questionnaire for basic school teachers. The participants in this study included 60 basic school teachers, grades (7-9). They were chosen randomly in Sulaimani basic schools of East and West Directorate of Education, which were divided into two groups; 30 teachers were visited and observed their lessons in the class. As well as they were answering the questionnaire but, 30 of them merely answering the questionnaire without observing their classes.

### Social background of both groups of participants (Observed and Non-observed)

Social Background	Scales	Frequency	Percentage
Gender	Male	18	30%
	Female	42	70%
Age	21-35	25	41.67%
	36-50	33	55.00%
	51-65	2	3.33%
Education	Diploma	5	8.33%
	Bachelor	54	90.00%
	Master	0	0.00%
	PhD	1	1.67%
Graduation	College of Basic Education	29	48.33%
	College of Language/ English Dep.	22	36.67%
	College of Language/Translation Dep	1	1.67%
	Others	8	13.33%
Experience	1--5	12	20.00%
	6--10	15	25.00%
	10-Above	33	55.00%
Worked in an English classroom	Yes	2	3.33%
	No	58	96.67%

**16. Data Collection Tools** To investigate the hypotheses and answer the research questions. The study involves using two tools, questionnaire and classroom observation checklist. They were obtained from other researchers; Watman (2019) and Ghafour (2012). Mixed methods were applied through conducting these two tools; classroom observation checklist, and questionnaire. This refers to the idea that both quantitative

and qualitative methods have their specific strengths and weaknesses, combining their results by building on strengths and minimizing weaknesses [29, p.278]. The questionnaire and checklist observation were sent to some experts in the field of Applied Linguistics as jury members. Their opinions were taken into consideration for the final draft.

## 17. Pilot Test

A pilot study is a small-scale version of the real thing; a try-out of what you propose so that its feasibility can be checked [30, p.156]. The pilot test was conducted among 10% of the population of the study to test the validity and reliability of the questionnaire. The result assured the researcher that the items were appropriate and acceptable.

## 18. Validity and Reliability

Validity (in testing) the degree to which a test measures what it is supposed to measure, or can be used successfully for the purposes for which it is intended [25, p.575]. Validity means that the researcher checks for the accuracy of the findings by employing certain procedures, while reliability indicates that the researcher's approach is consistent across different researchers and different projects [31, 2014]. The items were divided among the jury members in order to face validate the questions, and then their valuable comments were taken into account.

### Reliability Statistics

Cronbach's Alpha	N of Items
.741	16

## 19. The results of classroom observation checklist

N.	Item Category	Spotted		Un Spotted		Total	
		Frequenc	Percentag	Frequenc	Percentage	Frequenc	Percentag
1	Student's respond to greetings	18	60%	12	40%	30	100%
2	ng a natural language to commun	7	23.33%	23	76.66%	30	100%
3	Aware of both cultures	11	36.66%	19	63.33%	30	100%
4	es culturally appropriate eye con	14	46.66%	16	53.33%	30	100%
5	individual differences into consid	17	56.66%	13	43.33%	30	100%
6	r's responds to interaction with e	30	100%	-	-	30	100%
7	Pragma-linguistic awareness	6	20%	24	80%	30	100%
8	Participates in turn taking activiti	26	86.66%	4	13.33%	30	100%
9	Participates in group discussion	3	10%	27	90%	30	100%
10	Makes requests and commands	26	86%	4	13.33%	30	100%
11	ropriate facial expression, gestu osture for the situation in the cla	12	40%	18	60%	30	100%
12	Treated students with respect	22	73.33%	8	26.66%	30	100%
13	Use of target language	3	10%	27	90%	30	100%
14	ppportunity for the students to con	11	36.66%	19	63.33%	30	100%
15	on the knowledge of how to e more than the linguistic kn	5	16%	25	83.33%	30	100%
16	ing the procedures and techn Teacher's Book (Using CLT	4	13.33%	26	86.66%	30	100%

## 20. The Analysis of Basic School Teacher's Questionnaire

### The results by most powerful questions

Grade	Question	Always	Sometimes	Rarely	Never	Weight
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		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	
1	11	43	71.67%	15	25.00%	2	3.33%	0	0.00%	3.68
2	5	40	66.67%	20	33.33%	0	0.00%	0	0.00%	3.67
3	6	38	63.33%	20	33.33%	2	3.33%	0	0.00%	3.60
4	3	36	60.00%	22	36.67%	1	1.67%	1	1.67%	3.55
5	7	36	60.00%	21	35.00%	3	5.00%	0	0.00%	3.55
6	4	28	46.67%	31	51.67%	0	0.00%	1	1.67%	3.43
7	1	26	43.33%	33	55.00%	0	0.00%	1	1.67%	3.40
8	12	26	43.33%	30	50.00%	3	5.00%	1	1.67%	3.35
9	10	17	28.33%	37	61.67%	3	5.00%	3	5.00%	3.13
10	13	13	21.67%	40	66.67%	6	10.00%	1	1.67%	3.08
11	2	12	20.00%	43	71.67%	2	3.33%	3	5.00%	3.07
12	16	12	20.00%	38	63.33%	7	11.67%	3	5.00%	2.98
13	14	7	11.67%	34	56.67%	12	20.00%	7	11.67%	2.68
14	15	7	11.67%	24	40.00%	11	18.33%	18	30.00%	2.33
15	9	5	8.33%	27	45.00%	4	6.67%	24	40.00%	2.22
16	8	9	15.00%	15	25.00%	12	20.00%	24	40.00%	2.15

**Question number 1 (Do you offer enough opportunity to the students to communicate?).** It is noticed that nearly (43.33%) of the participants always offer enough opportunity to the students to communicate in the class while (55.00%) of them are sometimes do that, only (1.67%) of them never offer enough opportunity to the students to communicate. It is indicated that majority of the participants prefer to offer enough opportunity to the students to communicate. The weight of this question is (3.40).

**Question number 2 (Do you explain the culture and life style of native English speakers?).** It is noticed that (20.00%) of the participants always explain the culture and life style of native English speakers. As many as (71.67%) of the participants sometimes do it, while only (3.33%) of the participants rarely do it. As little as (5.00%) of the participants never do it.

**Question number 3 (Do you inform the students about the benefits of learning the English culture?).** It is noticed that (60.00%) of the participants always inform the students about the benefits of learning the English culture while (36.67%) of the participants sometimes do it. As little as (1.67%) of the participants rarely do it, and (1.67%) of the participants never do it.

**Question number 4 (Do you think that watching video clips make students familiar with the English culture and help them use language appropriately in different social contexts?).** It is noticed that (46.67%) of the participants think that always watching video clips make students familiar with the English culture and help them use language appropriately in different social contexts. Almost half (51.67%) of the participants sometimes do it. As little as (1.67%) of them never do it.

**Question number 5 (Do you provide a lot of information and conversation rules of how to use English correctly?).** It is noticed that (66.67%) of the participants always provide a lot of information and conversation rules of how to use English correctly while (33.33%) of the participants sometimes do it.

**Question number 6 (Do you prefer your English class to focus on communicative language teaching and practice?).** It is noticed that (63.33%) of the participants always prefer to focus on communicative language teaching and practice in their classes, while (33.33%) of the participants sometime do it, while (3.33%) of the participants rarely focus on communicative language teaching and practice in their classes.

**Question number 7 (Do you think that the knowledge of how to use the language is as important as the linguistic knowledge (e.g. vocabulary and grammar?).** It is noticed that (60.00%) of the participants think that always the knowledge of how to use the language is as important as the linguistic knowledge while (35.00%) of the participants sometimes do it. As little as (5.00%) of the participants rarely do it.

**Question number 8 (Do you think that the main reason for teaching English language is to pass the students the exam?).** It is noticed that (15.00%) of the participants think that always teach the language to

pass the students the exam, while (25.00%) of the participants sometimes do it. (20.00%) of the participants rarely do it. As many as (40.00%) of them never teach the language to pass the students the exam.

**Question number 9 (Do you think teacher's explanation is enough to get information about the use of English language?).** It is noticed that (8.33%) of the participants think that always teacher's explanation is enough to get information about the use of language. Almost (45.00%) of the participants sometimes do it. (6.67%) of the participants rarely do it. (40.00%) of the participants never do it.

**Question number 10 (Do you think that teaching a language requires teaching its culture?).** It is noticed that (28.33%) of the participants think that teaching a language always requires teaching its culture, and (61.67%) of the participants think that teaching a language sometimes requires teaching its culture, (5.00%) of the participants think that teaching a language rarely requires teaching its culture, while (5.00%) of them think that teaching a language never requires teaching its culture.

**Question number 11 (Is developing your student's communication ability one of your teaching goals?).** It is noticed that (71.67%) of the participants think that always one of their goals is to develop student's communication ability, while (25.00%) of the participants think that sometimes one of their goals is to develop student's communication ability, and (3.33%) of them think that rarely one of their goals is to develop student's communication ability.

**Question number 12 (Do you follow the procedures and techniques of Teacher's Book effectively?).** It is noticed that (43.33%) of the participants always follow the procedures and techniques of Teacher's Book effectively, while (50.00%) of the participants sometimes follow, while (5.00%) of the participants rarely follow, only (1.67%) of them never follow the procedures and techniques of Teacher's Book.

**Question number 13 (Do you use the student's native language in your class?).** It is noticed that (21.67%) of the participants always use the student's native language in the class. While only (66.67%) of the participants sometimes use it, while (10.00%) of the participants rarely use it. (1.67%) of the participants never use the student's native language in the class.

**Question number 14 (Do you think the textbook is adequate for the teacher to depend on for teaching communicative competence?).** It is noticed that (11.67%) of the participants think that the text book is always adequate for the teacher to depend on for teaching communicative competence, while (56.67%) of the participants think that sometimes it is enough, whereas (20.00%) of the participants rarely think that, and (11.67%) of the participants think that it is never adequate for the teacher to depend on for teaching communicative competence.

**Question number 15 (Do you think that the time allotted to the teaching of all language skills is sufficient?).** It is noticed that (11.67%) of the participants think that the time allotted to the teaching of all language skills is sufficient, while (40.00%) of the participants think that sometimes the allotted time is enough. (18.33%) of the participants rarely think that the allotted time is enough, while (30.00%) of the participants think that the time is not sufficient to teach all language skills in the class.

**Question number 16 (Do you have any difficulties or challenges when teaching students the communicative knowledge?).** It is noticed that (20.00%) of the participants always faced difficulties when teaching the communicative knowledge, while most of them which is (63.33%) of the participants sometimes faced difficulties, nearly (11.67%) of the participants rarely faced difficulties, only (5.00%) of the participants never faced difficulties or challenges.

### 21. Frequency and percentages of the second set of questions (17- 21)

Questions	Yes		NO		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
17	42	70%	18	30%	60	
18	16	27%	44	73%	60	
19	54	90%	6	10%	60	
20	10	17%	50	83%	60	
21	41	68%	19	32%	60	

**Question number 17 (Does the sunrise textbook emphasize the use of language?).** It is noticed that (70%) of the participants think that the sunrise textbook emphasizes the use of language, while (30%) of the participants think that the sunrise textbook does not emphasize the use of language.

**Question number 18 (Do you think that a student could be a fluent speaker through English lessons at school?).** It is noticed that only (27%) of the participants think that a student could be a fluent speaker through English lessons at school, nearly (73%) of the participants do not think so.

**Question number 19 (Do you consider playing CDs as an effective way of teaching English?).** It is noticed that (90%) of the participants think that playing CDs is an effective way of teaching the language, a mere of (10%) of the participants do not think so.

**Question number 20 (Do you believe that teaching vocabulary and grammar is enough for students to use English appropriately in all social situations?).** It is noticed that (17%) of the participants believe that teaching vocabulary and grammar is enough for students to use English appropriately in all social situation, while the majority (83%) of the participants do not think so.

**Question number 21 (Have you participated in any course about language teaching?).** It is noticed that (68%) of the participants have been participated in ELT courses, while (32%) of the participants have never participated in any courses about language teaching.

## 22. Frequency and percentages of the third set of questions (22- 24)

Questions		Scales	Frequency	Percentage
22	errors are more serious	Grammatical errors	19	31.67%
		using the language during conversation	41	68.33%
23	one is better in teaching communicative competence	English native speaker	50	83.33%
		No native speaker	10	16.67%
24	level pragmatic knowledge should be taught	At the beginner level	32	53.33%
		students reach a certain level of language proficiency	28	46.67%

**Question number 22 (Which errors do you think are more serious? Grammatical errors or the errors of using the language during conversation.** The results of this question show that (31.67%) of the participants think that grammatical errors are more serious, while most of them (68.33%) of the participants think that the errors of using the language during the conversation are more serious.

**Question number 23 (In your opinion which one is better in teaching communicative competence, English native speaker or non-native speaker?)** The results of this question show that (83.33%) of the participants think that English native speaker is better in teaching communicative competence, while only (16.67%) of the participants think that non-native speaker is better in teaching communicative competence,

**Question number 24 (In your opinion in which level pragmatic knowledge should be taught? At the beginner level or after students reach a certain level of language proficiency.** The results of this question show that (53.33%) of the participants prefer the beginner level to teach students pragmatic competence, while nearly half of them (46.67%) of the participants think that the pragmatic knowledge should be taught after students reach a certain level of language proficiency.

## 23. Conclusions

**on the analyzed data, the following conclusions can be drawn:**

1. It was hypothesized that the pragmatic competence can barely be fulfilled by teachers in public basic schools and is one of the neglected aspects in English language teaching. Thus, the hypothesis was proved since the teachers generally have little knowledge about teaching pragmatic competence in the class.
2. It was also hypothesized that the pragmatic competence in oral works is not paid attention by Kurdish EFL teachers. Most of basic school teachers use student's native language in their classes. They think that the knowledge of how to use the language is as important as the linguistic knowledge, but, they focus on linguistic knowledge more than the knowledge of how to use the language. It is noticed that most of them required students to memorize the grammar rules, therefore, they teach grammar inductively.
3. It is noticed that basic school teachers have difficulty in teaching pragmatic competence. The reason behind this is the lack of group discussion and role-play activities in the class.
4. Teachers in their classes did not actually manage to use the communicative language teaching approach efficiently. They used to apply classical methods in teaching language such as Grammar Translation Method.
5. Based on the analysis, the teachers rarely possess knowledge of pragma-linguistic.
6. The teachers generally believe that a student could

Based

1. It was

not be a fluent speaker only through English lessons at school.  
7. Teachers attempt to participate students in daily activities but very rarely they divide students into pairs and groups.

## 24. Recommendations

**Depending on the conclusions, the study recommends the following:**

1. Teachers should be trained intensively from time to time through courses. Besides, there should be free English courses for students during summer holidays concentrating on communicative approach in teaching the language.
2. The teachers have considered pragmatic competence as an essential part of teaching language and taught pragmatic knowledge through explicit and implicit ways in their classes.
3. It is better that English curriculum in public basic schools consist of two types of lessons separately one for communication and the other for learning language skills.
4. Sometimes, it is typical for teachers to focus on linguistic knowledge more than communicative competence knowledge, whereas in the examination process there is not any oral test. The questions are all about grammar, vocabulary and writing.
5. CLT is one of the effective teaching approaches. If language teachers use it for teaching it will support students to become a well-qualified, fluent speaker.
6. Teachers should emphasize on social interaction activities that takes in discussion, dialogue and role-plays in the classroom.
7. To teach pragmatic competence teachers should use authentic (from life) materials in the classroom. Such as videos or films about life in an English speaking community to familiar with English culture.
8. Sunrise syllabus needs to be updates. To add some new events or subjects about language and culture, as well to remove some elderly contents.

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