Investigating Challenges and Opportunities
for Developing Pragmatic Competence
of EFL learners in Iraq

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.1 Abstract

Pragmatic competence is a crucial element of the communicative competence. This element is highly neglected in the ELT in Iraq in which most concentration drawn upon the organizational competence. This paper tries to investigate the challenges as well as the opportunities for developing the pragmatic competence in Iraqi schools. The present study depends on one instrument, students' test, in gathering data to find out the students' pragmatic ability that they have already developed in the course of their studying.

The results of the testees' responses showed that the pragmatic ability of the student is not that good since a lot of them have failed in the exam in general. The subjects were failed in the first two question which are concerned with testing the pragmalinguistic use of English and the situational pictures respectively. On the other, the testees succeeded in the third question which is concerned with giving speech acts i.e. sentences , questions ,commands, etc. this success could be attributed to the concentration of teachers on asking the students to give examples about the taught rule.

These results draw the attention to the importance of giving the pragmatic use of language much more attention and not to satisfy with teaching the structural units of the language.

1.2 Introduction

Indeed, doing any communicative activities could not be achieved through using group of words bounded by grammatical rules, i.e. the linguistic competence, rather , there should be another knowledge about what kind of words should be selected to be bounded by certain grammatical rule in which these selections depend on sociolinguistic features like age , position , the medium, etc. i.e. pragmatic competence.

A lot of the pragmatic ability is universal, i.e. known by any one regardless their language. For example; using the direct way in request seems to be threating the face of the one that is requested in both Arabic and English as well as other languages. Still, some of these pragmatic universals are not followed by some foreign language users since they did not activate this knowledge in the foreign

language either because they lack the linguistic knowledge or they did not pay attention to these universals. So, the role for pedagogic intervention is to help the learners to be aware about these pragmatic universals and encourage them to use these universals in the foreign language (kasper, 1997, p.3).

So, there is a lot of pragmatic knowledge is known for free (Kasper, 1917, p.3), but still this knowledge needs to be activated in order to pass a long way on learning the pragmatics of the foreign language and what remains should be learned as well as activated to be pragmatically competent which could lead to a good communication in the foreign language. Thus, the opportunities should be reinforced and the obstacles should be challenged.

Theoretical Considerations

1.3 Pragmatic Competence

The notion of *pragmatic competence* originates from *pragmatics*, a subfield in linguistics. Pragmatics is defined by Crystal (in Kasper 1997,p.1) as "the study of language from the point of view of users, especially of the choices they make, the constraints they encounter in using language in social interaction and the effects their use of language has on other participants in the act of communication." i.e. it is the study of communicative action in relation to its sociocultural context.

Pragmatic competence can be seen as the ability to use language suitably in a social context (*Taguchi*, 2009, p.1) .To use language to communicate adequately requires much more ability than the linguistic competence. One should be able to transfer intentions into words and do so in such a way that the recipient will recognize those intentions. Recipients have to be able to process reasoning processes in order to recognize the speaker's meaning, and all interactants should be able to do this in such a way so as to avoid offending each other (Holtgraves, 2008, p. 207).

If a user of a language succeeds in producing a sentence in a well linguistic structure, the task of interpreting this is only the beginning. The ambiguous sentence *it is too hot to eat* has more than one interpretation. It could be interpreted as talking about the weather, the one to eat, or the food to be eaten. The choice of the interpretation for sentences like this is based on considerations of relevance: the participants choose the fit choice to the context of the sentence. This choice is out of grammar, i.e. they are not determined by grammar, but they are the result of an inferential process which presupposes a grammatical analysis . Reaching an interpretation is not the end of the story, the participants need to decide what the speaker intends to convey by producing it. Was he/she suggesting cooling the food down, apologize? Implications like these, or "implicatures" as they are called, are again dependent on considerations of what is most relevant. They presuppose knowledge of language, but go beyond it to exploit the inferential resources of the central system (Smith, 2004, p. 34)

Bachman (1990,p.90) has argued that the knowledge of language could be divided into   two branches : *organizational* , and *pragmatic competence* . *organizational competence* refers to the control of the formal structure of language in order to produce and recognize the grammatical structures of sentences , understand their propositional content, and order them to make text. Indeed , *pragmatic competence* is concerned with two aspects of communicative language use : the relationship that holds between *sign* and *reference* on one hand , and language *users* and the *context* of communication . This pragmatic competence is divided into subdivisions: *illocutionary competence,* and *sociolinguistic competence.* The first one refers to the knowledge of pragmatic conventions that are needed to perform acceptable language functions, while the second refers to the knowledge of the sociolinguistic conventions that are required to perform language functions adequately in relation to the given context
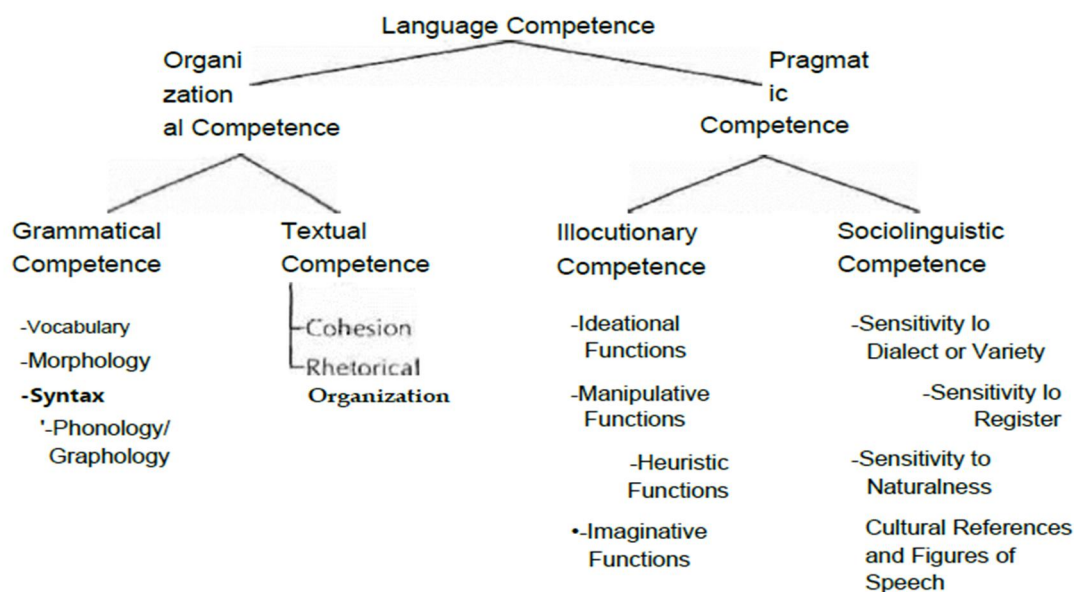

Figure No.1 the components of communicative competence according to Bachman 1990

Another explanation has been presented by Celes-Murcia, Dornyei, and Thurrell in 1995 (as cited in Flor & Juan & Guerra 2003). They refer to pragmatic competence as *actional competence*, since it needs the understanding of speakers' communicative intent by performing and interpreting speech act sets, this actional competence, according to them, is divided into two main subdivisions: knowledge of language functions, and knowledge of speech acts.

According to Leech (1983, pp.10-11), the general pragmatics or the pragmatic ability, is divided into two subdivisions: *pragma linguistics,* and *socio-pragmatics.* The former means the linguistic aspects within pragmatics, i.e. the linguistic end of pragmatics where the particular resources of a given language are considered to provide particular illucations, while the latter refers to the social

interface of pragmatics, i.e. the social and cultural differences among different languages and communities.

The relevance of pragmatic competence to the field of foreign language learning has increased the number of studies addressing the need to conduct the area of inter language pragmatics that is dealing with the learning and use of pragmatic issues in the foreign language by the learners(Flor & Juan & Guerra, 2003, p. 12).

Some studies show that the pragmatic knowledge is obtained slowly in naturalistic contexts, i.e. mere exposure is not enough for foreign language pragmatic development and thus instructions are important to raise the learner's awareness of form-function relation and pertinent contextual variables which might not be salient enough to be noticed (Nguyen et al, 2012, p. 416). In order to communicate well in the target language, learners of the foreign language need to develop pragmatic competence, which can be achieved through pragmatic instruction inside the classroom. With the raise of pragmatic awareness, it is expected that learners will develop the competence and their foreign language performance will be improved. Besides, the teachers who are to explore and enhance materials from the textbook, material developers and curriculum designers should also include some pragmatic features in the books and curricula (Krisnawati, .July 2011, p. 109).

1.4 Challenges and Opportunities for Developing Pragmatic Competence

It is really challenging, not only for the teacher, but also to the textbook, students, and the educational system to provide the learners with opportunities to develop pragmatic competence. This difficulty lies in the impossibility to teach this competence directly. "Competence, whether linguistic or pragmatic, is not teachable. Competence is a type of knowledge that learners possess, acquire, develop, use or lose. The challenge for foreign or second language teaching is whether we can arrange learning opportunities in such a way that they benefit the development of pragmatic competence in L2."(Kasper, 1997, p 1).

Teachers should not view pragmatic competence as simply as a reward that could be added on if time and learners' interest allow. Indeed, in order to communicate successfully in the foreign language, some measure of pragmatic competence in the foreign language is necessary. But how do teachers in an EFL setting begin to introduce students to pragmatics in English? (Brock& Nagasaka, 2005,p. 20) It is clear that learning a foreign language requires not only the knowledge of the structural side of the language, but also, language learners should learn how to use these linguistic forms appropriately in relation to the social and cultural aspects of that language, which are, in most cases, different from those of learners' first language. Learning how to acquire these aspects

seems very challenging for the teacher who is the fundamentally responsible for guiding the learners to learn the language in the appropriate way. He has to recognize as well as face what is known as *Pragmatic transfer,* "an influence from the learners' native language and culture on their inter-language pragmatic knowledge and performance." (Kasper& Blum-Kulka, 1993, p. 10). *The negative pragmatic transfer* is a cause of intercultural miscommunication by the effect of the native language and has a bad impact on the foreign language in the pragmatic aspect. (Kasper & Omori, 2010, p. 464) Many language learners attempt to focus on the form of the language as if it is the only aspect of the foreign language.

The performance simulations of Exams, tests, and the activities that are similar are done to assess knowledge, skill, or performance, which could be useful in distributing life chances. A test of learners' ability of using a foreign language is not an easy task. There should be a consideration to the fundamental concepts of language testing as well the validity of that test (Kasper& Rose, 2007, pp. 2045-2046). In most of cases, the teacher is responsible for designing tests to assess his / her learners. Choosing the topics, items, and the type of questions seems like a very hard task to achieve. The process of testing is not merely giving items related to what the learners have taught, rather, it includes many psycholinguistic factors that should be taken into consideration. For example – asking a question orally is not the same as asking the same question in a sheet of paper, so designing an appropriate test seems very challenging for the teachers to the extent that many teachers fail in designing a good test.

Dealing with pragmatic competence in prescribed textbooks and their accompanying teacher's guides is very infrequent. There are some try to include some mini-dialogues for a few speech acts which the learners are required to practice. In spite of that, those mini-dialogues are usually highly contrived and decontextualized, i.e. not authentic (El-Okda, 2011, p. 180). A quality textbook should be a model of good teaching and should facilitate students' language learning (Guilloteaux, 2012, para. 5). Designing a textbook requires a wide knowledge not only about scientific aspects, but also some sociolinguistic factors like age, gender, individuals differences, the culture of that society, and the scientific grade of the learners. Gathering all these aspects in one package and introducing it as a course book for the learner, requires a long-term study concerning these aspects in relation to the learners of that foreign language.

The language learners, on the other hand, should be ready to face the pragmatic competence of the foreign language and develop it. In her two-dimensional model: Knowledge versus control, Bialystok (1993) has argued that acquiring knowledge is of relatively minor importance for foreign language learners of pragmatics. She argued that they should acquire a certain amount of knowledge, in the form of an increasingly explicit understanding of foreign

language pragmatic features. However, she asserts that the crucial process for them is to have control over the attention to their knowledge. They generally produce inappropriate utterances not because of a defect in their knowledge but because they cannot access it rapidly enough to use it when they need it (Bialystok, 1993, pp. 43-55; Hassall, 2008, p. 74). This knowledge and control over the pragmatic aspects of the foreign language requires the capability and responsibility in the side of the learners to acquire them. Bialystok (1993, p. 47) has added that each component is specialized for an aspect of the complex process of learning and using a language in everyday life situations. In addition, each one of these processing components develops with experience and maturity on its own. The development of these two processing components is normally interrelated.

Finally, it seems that the whole educational system is in a challenge with the process of bringing the learners with opportunities to develop a communicative competence that has pragmatic competence as a fundamental aspect of language learning. This responsibility comes from many sides: starting with training teachers to be a foreign language successful teachers, and going through choosing a suitable textbook and ending with supervising EFL classes to stand on the problems that face the learners, and trying to find some support for the teacher to solve them.

On the other face of the coin, opportunities to develop pragmatic competence, an important question may be asked: how to provide the learners with opportunities to develop the pragmatic competence of the foreign language? – In reality, the same challengers –the teacher, textbook, audio-visual aids, language learner, and educational system, should answer this question. The teacher's talk provides the learners with a model to learn the language. The teacher's instructions enable the learners to pass some learning difficulties. Having a strong relationship with the students, language teachers can make a speech community within the learning classroom, in which the learners play different roles and produce a variety of speech acts. A classroom like that facilitates the learning process of pragmatic competence.

In order to be successful language learners, students should be competent members of their classroom community; this membership requires classroom-specific ways of participation. (Tateyama& Kasper, 2008, p. 45). Working in groups, and supporting one other create a good environment to develop pragmatic abilities. Also, through practicing the foreign language, the student would be able to create some situations and think about the appropriate linguistic form that suites that situation.

The textbook, on the other hand, provides a very good chance to develop pragmatic knowledge of the learner. Being filled with pictures and speech acts,

and implicatures…etc., the learners may reach some conclusions about the context and the way in which a specific linguistic form is used. Also, the textbook is a good provider of interrelated forms and uses, since it is, in most cases, well designated by specialists who know the interests as well as the requirements of the learners that the textbook is designated for. Fusing the textbook with the usage of the audio-visual aids may lead the learners to reach a very good stage of understanding the pragmatic aspects, to the extent that they feel that they are in a real speech community. This would facilitate the understanding of the sociolinguistic aspects of the foreign language. Finally, the educational system is the major source of learning opportunities. They are responsible for training teachers, designing textbooks, providing some audio-visual aids, and supervising the work of the teacher. Doing this the right way would easily create very good chances to learn the foreign language.

2. Practical part
2.1 Research Methodology
2.1.1 Population

A population refers to "the entire group of people who are of interest in a particular survey" (Brown, 2001, pp.71-72). At the present study, the population covers the students at the intermediate stage in the center of Mothana province, Samawa.

2.1.2 Sample of the Research.

It is not an easy task to collect data from every individual in a setting or population. Sampling involves selecting of subjects from the whole population of the study. By doing so, the subgroup will be the representative of the large population. This is important because it limits effort, resources, and anguish which have to go into a survey project (Brown, 2001, p.71) .Thus, Seven hundred and thirty-three students, males and females, in the third grade of intermediate stage. The number of the students is 733 at the third grade of intermediate stage in Samawa city. Those students were distributed in sixteen schools in Samawa, nine of them for females, and the rest for males.

The main instrument of this paper is the students' test, which is designed to stand on the level of pragmatic development of the students in the three pragmatic areas that are well represented in the textbooks of the intermediate stage: situational pictures, speech act, and pragmalinguistics.

2.1.3 The test of the students

In order to elicit pragmatic content to the test as well as the level of difficulty, there is a dependence on the nature of the pragmatic content of the textbooks. The pragmatic areas that are found in the textbooks of the intermediate stage are: situational pictures, speech acts, pragmalinguistic content, and politeness strategies. The first three components are well represented in the content of the

three textbooks of the intermediate stage, whereas the last one, politeness strategies, are mentioned twice only. Thus, it is excluded from the test and the other three only were the pragmatic areas to be tested. So, the first form of the test was modified.

These three main areas were included in three questions. Being examining different pragmatic areas, each question is given a different score and evaluated separately. The Pragmalinguistic content is tested in two paragraphs, containing fifteen items. Each item gets three marks. Thus, the score of the first question is forty five marks .The second question contains two items and each one gets ten marks. So, the score of the second question is twenty marks. Finally, speech acts are tested in five items, each one gets seven marks. Thus, the last question gets thirty five marks. Being scored and evaluated separately, the results questions are not affected by the given marks. The marks were estimated in order to avoid Decimals and to make the sum of the three questions equal one hundred.

2.4 Face Validity.

In order to check the validity of the students' test, the test has been exposed to four referees in the fields of ELT, linguistics, and experienced teachers of intermediate stage. The referees have been requested to point out their opinions, remarks and suggestions about the suitability, validity, and applicability of the questions of the students' test. After reviewing the referees' important remarks and corrections, some items of the test have been modified. So, the final version of the test has been designed, see appendix 1.

2.5 Reliability

In order to achieve test reliability, a pretest is applied on fifty students. The marks of their answers are divided into two split halves randomly, and they are measured through using person formula, in order to test the internal cofficiency. The internal cofficiency of the fifty subjects is 0.81, this shows that the test is highly reliable. So the reliability of the test is achieved.

2.6 Administration of the test.

After conducting the test in its final form as well as checking its face validity, the test has been administered. It has been administered to 733 students in the third grade of intermediate stage, distributed in 16 schools. The test has been administered on 13th of April 2014 for the academic year, 2013-2014. The period of distributing the test and gathering the testees' responses lasted for thirteen days. It was conducted by the researcher by person, since the teachers needed to know about the subject of the research and the way that their students should answer the questions of the test.

2.7 Practical investigations

2.7.1 Students' test objectives.

1. Whether the students are able to use the grammatical rules that they have learned within a context appropriately.
2. Whether the students are able to perform communicative activities in an appropriate way.
3. Whether the students are able to express themselves.
4. Whether the males are better than females or vice versa.

2.7.2 The Test

   In order to check students' ability in performing communicative activities with suitable pragmatic use of linguistic forms, students were given a test composed of three questions ,A, B, and C. Each question is dedicated to investigate students' ability in a different pragmatic area. These questions are scored as well as described separately (see appendix 1). The statistical means that are used to describe the data are the mean, standard deviation, and the ANOVA.

   The first question is composed of two texts which include fifteen items. Each item takes three marks:
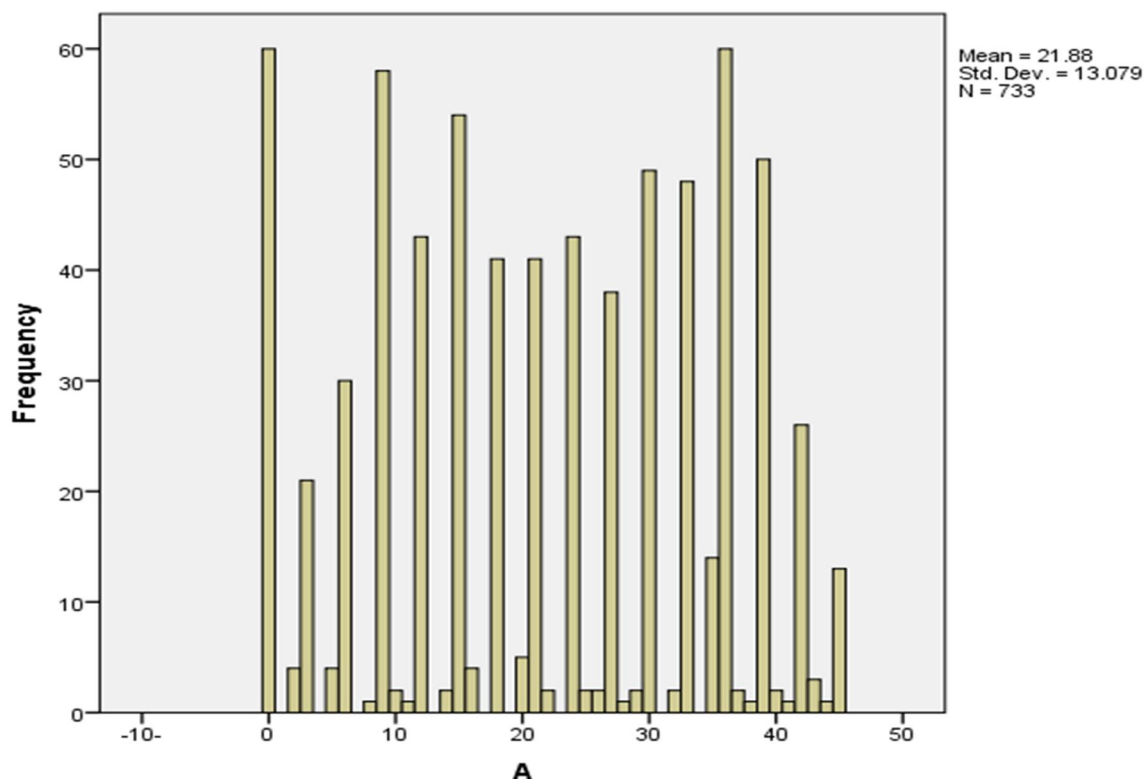

Figure no.2 the frequency of the students' marks in question "A" as well the *mean* and *standard deviation*.

   Figure No. 2 above describes the marks of 733 students, males and females together, in the first question. On the horizontal axe, the marks of the students are

drawn, while the vertical axe represents the frequency of the subjects, i.e. the number of the students who take a specific mark. As it is clear on the up right of figure no. 2, the standard deviation of question "A" is 13.079. The mean of the marks is 21.88 out of 45 marks. So, the students in general have failed to pass this question. This indicates that, although the major concern of some teachers is to teach grammar, the students still failed in responding appropriately to the use of the grammatical rule in relation to the given context. Thus, objective no.1 is achieved. Indeed, many students answered by using correct grammatical rules linguistically, but still they are pragmatically wrong.

Looking at figure no.2, it is clear that the highest frequencies are of zero and 39 marks. This simply indicates that some teachers seem to be not caring about the pragmalinguistic features of the grammatical rules and satisfied with giving the formula of the rule alone. On the other hand, it seems that some other teachers have given some attention to the pragmatic use of the grammatical rule and this is reflected on the high success of some students. The other marks may indicate the individual differences, the guessing, or the readiness to the test.

The second question, question "B", is concerned with the use of language in relation to *situational pictures* which stimulates the students to give some responses in relation to the given situation. This question is composed of two situational pictures related to the contexts of the first question. Each picture requires a comment from the students about what they see, what happens, or even what they guess about the end of these situations. This question takes 20 marks, i.e. 10 marks for each comment.
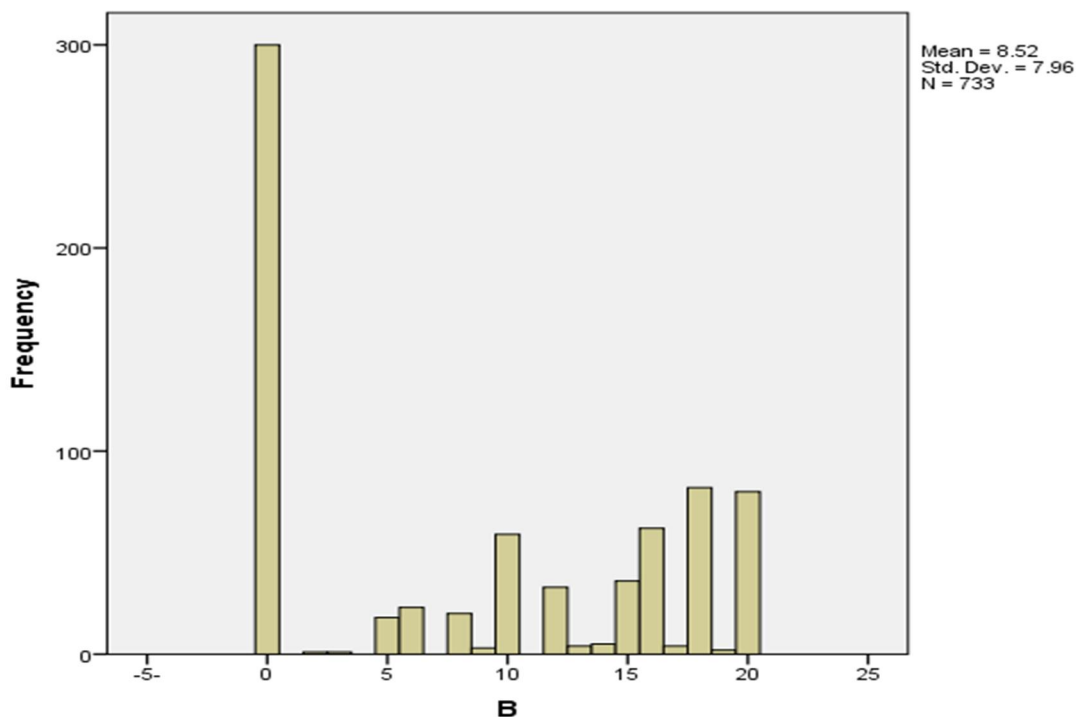

Figure No.3 the frequency of students' marks in question "B" as well as the *mean* and *standard deviation*

Figure No. 3 shows the results of the 733 subjects of the test, both males and females. Similar to the previous figure, it has two axes, vertical and horizontal. The horizontal axe shows the subjects' marks, while the vertical axe indicates the frequency of the marks.

As it is shown in the up right of figure No. 3, the standard deviation of question "B" is 7.96. On the other hand, the mean of this question is 8.52. This result indicates that the students also have failed in this question. The requirement of this question needs complicated processes to be answered. Actually, it needs a full understanding of the given texts, and thinking about what to say to describe the situations,and Then to put these thoughts in appropriate linguistic output, i.e. to perform a complete communicative activity.

As it is clear in figure No.3, the frequency of the mark zero is the highest one. Forty one percent of the students failed completely in this question, which seems to be the most communicative question of the three. Thus, the results of the students show that many of them cannot participate in communicative activities in English because they lack the pragmalinguistic ability, as well as the ability to express their thoughts in English in relation to the given situation, as they failed in the second question. This achieves objective No.2

The third question is devoted to the performance of speech acts. This question is composed of five items. In each item, there is a symbol used as a clue to stimulate the subjects to perform a linguistic act in relation to that symbol. It does not matter whether the response is a sentence, command ,or a question…etc. the important thing, according to the aim behind this question, is to test the students' ability in performing individual acts to express something.

As it is clear in the up right of figure No.4, the standard deviation of question "C" is 10.931. The mean of this question is 25 out of 35. This means that the subjects were able to succeed in this question. This success could be attributed to the concentration of the teachers on giving individual example sentences as well as asking the students to produce similar sentences using the given grammatical rule. This way of teaching was adopted by most of the teachers who were the subject of the personal observation lessons. Looking at figure No.4, it is clear that the full mark, thirty five, has gotten the highest frequency. This shows the ability of the students over such area of language because they practiced on it regularly. This gives a good impression about the students, since many of them are able to master such activity when they get a good practice about it. This achieves objective No. 3.
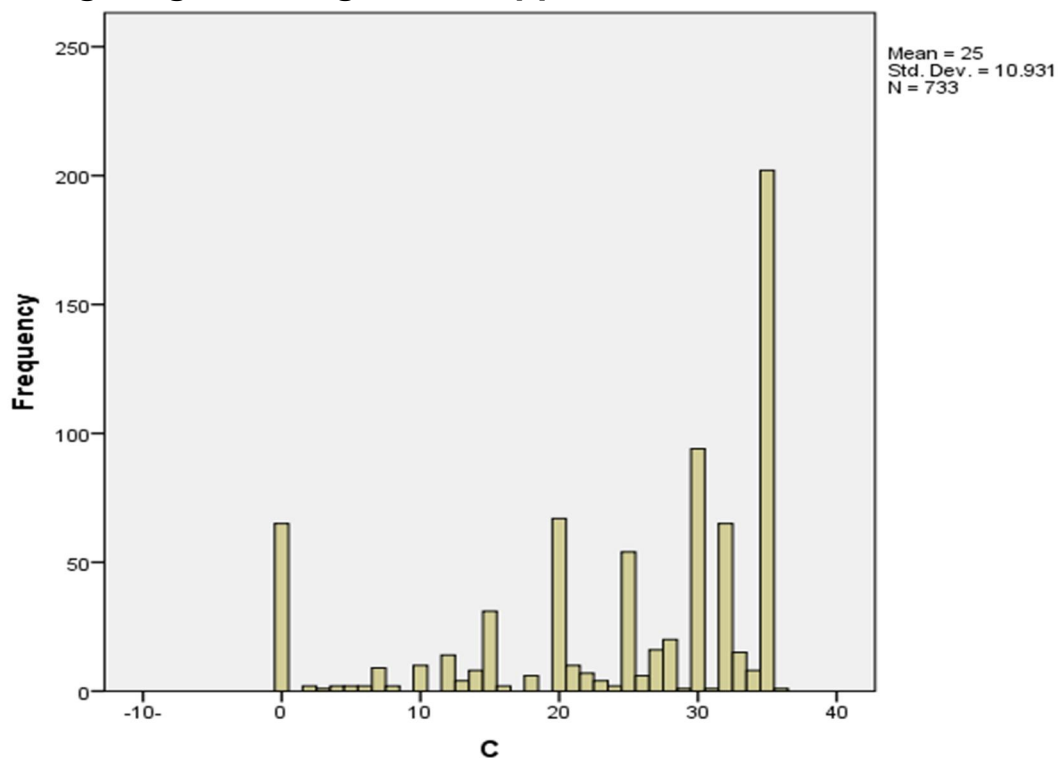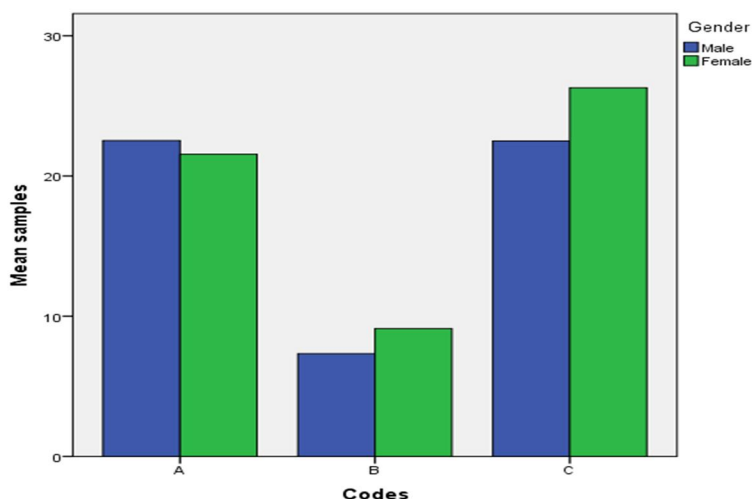
Figure No.4 the frequency of students' marks in question "C" as well as the mean and standard deviation.

Now, there will be a comparison between male and female students. The subjects of the test, 733 students, are composed of 248 male students and 485 female students. Figure No. 5 shows a comparison between the mean of the marks in each question in relation to each gender. The mean of the males in the three questions, A, B, and C, are 22.52, 7.33, and 22.49 respectively, while the females get 21.55, 9.11, and 26.28 respectively. The following figure shows this comparison between males and females in the three questions:

To describe the results of each gender separately, the following figure shows the results of the two divisions, males and females, for the three questions:
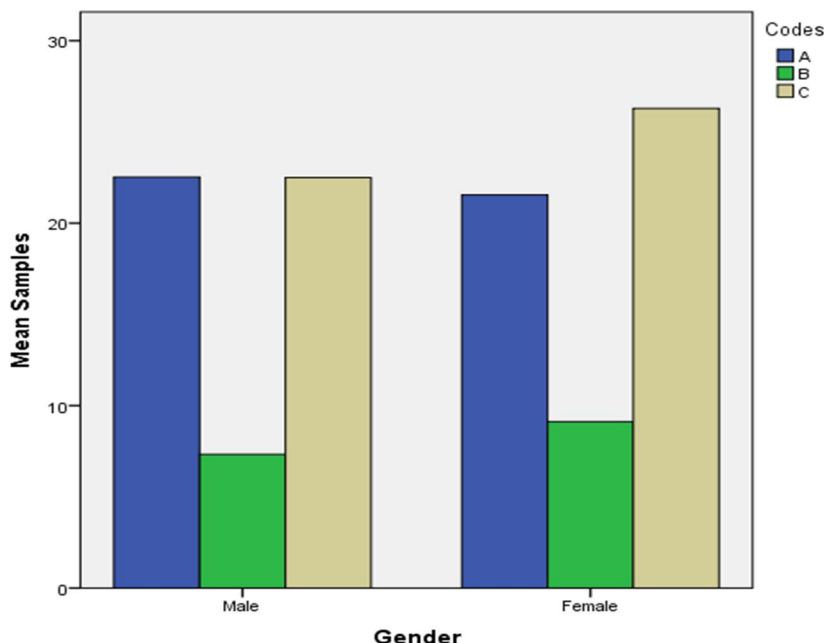

Figure no.6 the mean of each question two each gender.

As it is noted in the two previous figures, the females have slide better means in questions B ,and C ,while males are better in question A . In order to investigate whether these differences are significant or not, ANOVA test is adopted:

Table No. 1 Test of Homogeneity of Variances

Samples

Levene Statistic	df1	df2	Sig.
.400	1	2197	.527

Through the comparison between (Sig=0.527) and the level of significance (α = 0.05), it is found that (Sig. > α), so the supposition that propose that the data of male and females are homogeneous (σ^2 Male = σ^2 Female), which is one of the Conditions of approving the results of the *ANOVA,* is accepted .The second condition is the *normality* which is already achieved because of the width of the data.

Table No.2 ANOVA between male and female
CRD with more than one observation per experimental unit

S.O.V.	D.F.	S.S.	M.S.	F	$F_{table(0.05,1,4)}$
Treatments	1	1157.346614	1157.346614	0.30	7.71
Experimental error	4	152362.7453	38090.68633		
Sampling error					
Total	2198	371525.4252			

When:
S.O.V. = Source of variance
D.F. =degree of freedom
S.S =sum of square
M.S. = mean square

Through the comparison of the Calculated value of F (0.30) and the Value of the f_{table} (f_{table} = 7.71) at freedom degree (1,4) and Level of significance (α = 0.05), it is found that f_{table} is bigger than F , so the supposition that says that there are no significant differences between males and females is accepted .Thus , objective No. 4 is achieved.

3. Conclusions and Recommendation

3.1 Conclusions

After analyzing the research instruments; i.e. the students' test, some conclusions have been arrived at:

1. Most of the students are unable to use the grammatical rules in appropriate way in relation to the given context. They put all their concentration on the formula of the grammatical rules, and pay little or no attention to their use. This is also, as it is mentioned before, motivated by the nature of ministry exams who focuses in most of their questions of form rather than use.

2. Most of the student are unable to express themselves when they are engaged in communicative activity in the foreign language; English. The interest of the students derived from learning English in order to be able to communicate by using it into learning the easiest way for passing the exams. The students look for the summaries as well as the additional courses that instruct them to pass the exam rather than learn the language itself.

3. Significant number of students are able to perform speech acts because they subjected to regular training through asking them to give examples. This gives a good impression about the students that they are able to have some control over the other pragmatic components if they have suitable training specially that many of the pragmatic aspects among the natural languages.

4. There are no significant differences between male and female students. Both, males and females, failed in the first two questions, "A" and "B", and also they both succeeded in the third question, "C". This equality shows that the opportunities as well as the challenges that face the students' learning process are the same. Thus, the challenges could be counted to give some solutions, and the opportunities also counted to be reinforced.

3.2 Pedagogy and Recommendations

Due to the research findings, certain recommendations and suggestions could be useful for teachers of English who teach at the Iraqi intermediate stage as well as for the syllabus writers at the ministry of education, and the educational system as a whole concerning facing the challenges that face the students' pragmatic developments as well as reinforcing the opportunities of learning. These recommendations and suggestions can be summarized in the following points:

1. Textbook designers have to include much more concentrations on the pragmatic area since it has its crucial importance to the learners. Also, they have to include some much more pragmatic components like idioms and types of requests...etc. these will help the students to be introduced to the foreign language much more better.

2. The textbook designers have to include situational pictures that touch the interests of students through taking in consideration the psychology of their age as well as the Iraqi culture. This will have pedagogical importance since it will motivate the students to learn more.

3. Ministry exam designers have to devote much more items to the examination of the students' pragmatic competence in order to encourage the students as well as the teachers to pay much more attention to this area.

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استقصاء التحديات والفرص التي تواجه تطوير القدرة التداولية لمتعلمي

اللغه الا ْ بليزية كلغه اجنبيه في العراق

الدكتور علاء حسين عودة و سلام عباس محمود

الخلاصة

تعد القدره التدولية عنصرا حاسما من عناصر القدرة التواصلية، وهذا العنصر قد اهمل جدا في تعليم اللغه الانجليزية في العراق و الذي يركز فية جل الاهتمام على القدرة التنظيمية للغة. يحاول هذا البحث

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استقصاء الفرص والتحديات التي تواجة تطوير القدره التداولية في المدارس العراقية. تعتمد هذه الدراسة على اداة بحثية واحدة في جمع البيانات للبحث وهي عبارة عن اختبار للطلبة من اجل الوقوف على مدى ما حصلو علية من قدرة تداولية اثناء دراستهم.

اظهرت نتائج اجابات الطلاب ان قدرتهم التداولية ليست جيدة بالدرجة المطلوبة كون ان الكثير منهم قد فشلوا في الاختبار بشكل عام. فشلت عينة البحث في السؤالين الاولين من الاختبار اللذين كانا معنيان باختبار الاستعمال التداولي-اللغوي والصور الموقفية بالترتيب .من جهة اخرى ، فقد نجح الطلاب في اجتياز السؤال الثالث الذي كان معنيا باعطاء افعال كلاميه اي جمل، اواسئلة ، او اوامر....الخ . هذا النجاح ممكن ان يعزى الى تركيز المدرسين على الطلب من الطلاب اعطاء امثلة حول القاعدة التي يتعمونها.

هذه النتائج تثير الانتباة الى اهمية اعطاء الاستعمال التداولي للغة اهتمام اكبر وعدم الاكتفاء بتدريس الوحدات التركية للغة.

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Appendix 1. Students' test

(A) put the verbs in the suitable form to complete the following

1) Salma usually …..(get up) at 7 o'clock and …..(Have) a big breakfast. She often ….(walk)to work , which…. (Take) her about half an hour. She….(start) work at 8.45. She….. (not have) lunch .she ……(finish) work at 5 o'clock .she and Ali always…. (go) home together. They …..(greet) each other when they ….(reach) their homes , and they …. (not see) each other till the next morning. One day ,Ali meets Salma after going home.

2) Tom ……(have) woken up at 8 o'clock . He ….(sleep) late yesterday . After wearing his clothes, he …(go)quickly to his car. He is on his way to work .since he is later today, he ….(drive) madly.

Investigating Challenges and Opportunities …………………..………

(B)Now, suggest an end to both stories depending on what you see in these pictures.

(A)

(B)

(C) Write sentences about the following symbols:

 ………………………………………………………

 ………………………………………………………

…………………………………………………………

 ………………………………………………………

 ………………………………………………………