The Role of Pragmatic Language Activities in Improving Preparatory School Students' Achievement

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دور الانشطة اللغوية الواقعية في تحسين تحصيل طلبة المدارس الاعدادية

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Abstract

Students' need to use different activities to increase their achievement in order to communicate appropriately in different situations. Pragmatic Language Activities are different activities that can be used to improve students' achievement and improve their ability to use language in successful way. The current study aims at finding the role of Pragmatic Language Activities in improving Preparatory School Students' achievement. It aims at finding if there are significant differences between experimental group achievement who taught by implementing pragmatic language activities and control group achievement who taught by adopting conventional method in achievement post- test; finding out if there are significant differences at recognition and production levels for experimental group in achievement post- test. The current study hypothesized that there are significant differences between the mean scores of the experimental group's achievements and that of the control group in the post-test; there are significant differences between the mean score of students' achievement at both recognition and production levels in the post- test. Eighty students have been chosen randomly from fourth preparatory class from AL- Alam Preparatory School for Girls in AL- Alam city in Salah-Aldeen Governorate at first semester of school year 2023/ 2024. An achievement test is constructed to be a tool for data collection in this study. The obtained results show that by using pragmatic language activities, preparatory schools students' achievement can be improved and their ability to communicate and produce in different contexts can also be improved. Finally, this study ends up by presenting some conclusions, recommendations, and suggestions for further researches.

Key Words: The role, pragmatic language activities, improving, achievement .

المستخلص

يحتاج الطلبة دائما لتحسين تحصيلهم من خلال استخدام العديد من الانشطة كي يتمكنوا من التواصل بصورة مناسبة في المواقف التعليمية المختلفة. الانشطة اللغوية الواقعية هي مجموعة من الانشطة المتنوعة المستخدمة في تحسين تحصيل الطلبة وتطوير قدراتهم في استخدام اللغة بصورة صحيحة. تهدف الدراسة الحالية الى معرفة دور الانشطة اللغوية الواقعية في تحسين تحصيل طلبة المدارس الاعدادية حيث تهدف الى ايجاد ان كان هناك فروقا دالة احصائيا بين تحصيل الطلبة في المجموعة التجريبية واللذين تم تدريسهم باستخدام الانشطة اللغوية الواقعية وتحصيل الطلبة في المجموعة الضابطة واللذين تم تدريسهم باستخدام الطريقة المتبعة في الاختبار البعدي, اضافة الى ايجاد ان كان هناك فروقا دالة احصائيا في اداء المجموعة التجريبية عند مستويي الاستيعاب والانتاج في الاختبار البعدي. افترضت الدراسة الحالية ان هناك فروقا دالة احصائيا بين تحصيل الطلبة في المجموعة التجريبية واللذين تم تدريسهم باستخدام الانشطة اللغوية الواقعية وتحصيل الطلبة في المجموعة الضابطة واللذين تم تدريسهم باستخدام الطريقة المتبعة في الاختبار البعدي, كذلك افترضت وجود فروقا دالة احصائيا في اداء المجموعة التجريبية عند مستويي الاستيعاب والانتاج في

الاختبار البعدي. اختيرت عينة عشوائية تكونت من ٨٠ طالبة من طالبات الصف الرابع الاعدادي في اعدادية العلم للبنات من مدينة العلم في محافظة صلاح الدين لتمثيل عينة الدراسة وذلك في النصف الاول من العام الدراسي ٢٠٢٣/ ٢٠٢٤. تم بناء اختبار تحصيلي بعدي كأداة لجمع المعلومات في هذه الدراسة. بينت النتائج ان استخدام الانشطة اللغوية الواقعية ساعد في تحسين تحصيل الطالبات في المدارس الاعدادية. بالإضافة الى ان قدرة الطالبات على التواصل والمشاركة في المواقف التعليمية المختلفة قد تحسن أيضا. انتهت الدراسة ببعض الاستنتاجات بالإضافة الى عرض بعض التوصيات والاقتراحات لدراسات مستقبلية. الكلمات المفتاحية: دور , الانشطة اللغوية الواقعية, تحسين, تحصيل.

1. Introduction.English as foreign language (EFL) classrooms need to be effective. For that, several elements must be taken into consideration, one of which is how instructors communicate with students. According to Celce-Murcia (2000), the process and activities used in the classroom affects students' knowledge and learning. They give students opportunity to practice real-life communication and comprehend context, intention, and cultural norms. These activities can significantly enhance their ability to use language appropriately in different situations and then led to improve their achievement by measuring their outcomes and results at the end of a given course of study.

Teaching of English effectively requires a teachers to use variety of process in order to give students the ability to participate correctly in different learning contexts. Pragmatic language activities are list of activities in which teachers can apply to engage the students in real materials from daily life situations. These activities play an active role in developing students' understanding and mastering on different language aspects(Brown, 2015). By applying these activities, teachers enhance students' comprehension, increase their critical thinking skills and encourage them to interact appropriately (Smith and Johnson, 2018). Using of different learning activities in English as a foreign language (EFL) classes creates a "dynamic learning environment" and students can apply their different roles and express their knowledge practically. Pragmatic language activities then emphasize active learning and direct students' toward success by providing language skills that needed in EFL classes (Highland, 2021).

1.1 Problem of the Study and its Significant In teaching of EFL, the main goal is to give EFL students the ability to communicate and interact by expressing thoughts and ideas correctly and then improve their achievement in different language skills. In some cases, EFL students may face difficulties when they are not acquired enough knowledge and they may need to use different methods, strategies and activities as well as acquire a lot of proficiency in various language aspects as grammar, pronunciation, vocabulary and as so (Francis et al.,2006). Students have different levels and also different abilities to communicate in different language contexts. So, it can be said that there is a difficulty with the process in speaking or acting in English classes (Nurani, 2015). According to her, the use of routine in teaching may create a boring atmosphere and the students may cat in different reactions according to their level of understanding.Students of EFL face many difficulties in both oral and written communication (Rababah, 2002). So, Iraqi students and in different stages of learning may take a place in classrooms without any communication and no additional instructional aids, which resulted at the end of the course of the study in poor exam results. The teacher's lack of using suitable activities in teaching the language and the pupils' lack of motivation were all factors that contributed to the situation described above. Many learners are unable to read or comprehend English texts and this lead to the lack in using English appropriately or suitably in different situations. Also, many schools lack the necessary equipment to present better instruction for students (Rashid, 2016). In this case, teachers need to use different activities and strategies to teach the foreign language for improving EFL students in using of discourse. To shed light on some of these activities, the current study attempted to select pragmatic Language Activities that can be used for improving preparatory school students' achievement and encourage them to effectively produce and comprehend coherent and appropriate language in various contexts.

1.2 Aims of The Study. This study aims at finding the role of Pragmatic Language Activities in improving Preparatory School Students' achievement. It aims at finding out:

1. If there are statistically significant differences between experimental group's achievement who taught by using pragmatic language activities and control group's achievement who taught by adopting conventional method in achievement post- test.

2. If there are statistically significant differences between recognition and production levels for experimental group in achievement post- test.

1.3 Hypotheses of the Study.

The current study hypothesizes that:

1. There are statistically significant differences between the mean scores of the experimental group's achievements who taught by using pragmatic language activities and that of the control group who taught by using conventional method in the post-test.

2. There are statistically significant differences between the mean score of students' achievement at both recognition and production levels in the post- test.

1.4 Limits of The Study.The present study is limited to pragmatic language activities and their effect on improving preparatory school students' achievement. It applied on fourth preparatory class in AL- Alam Preparatory School for Girls in AL- Alam city at Salladin Governorate in first semester of School Year 2023/ 2024. Unit 1, 2 and 3 have been chosen to be the study material from "English for Iraq" textbook which includes Students' Book and Activity Book.

2 . Theoretical Background.

The variables treated in this research are presented in detail in this section.

2.1 Concept of Pragmatics.Pragmatics is a language aspect that investigates how the language context forms intended meaning. Language pragmatics is a subfield that explores how humans understand language meaning in relation to their immediate surroundings (Fromkin, et al.,1999). According to Kadmon(2001), pragmatic shows how language can be used with meanings that go beyond the literal. So, as Peccei (1999,p.76) says, "Pragmatics focuses on features of meaning that cannot be predicted merely based on linguistic understanding."

Chomsky defines pragmatics as the study of how language is used in relation to the situation in which it is used. Here, Pragmatics defines as "the study of language from the point of view of users, especially the choices they make and the effects their use of language has on other participants in the act of communication" (Crystal, 2008, p.301). The aspects of "choice" and "effect" are particularly related in order to achieve wanted results through communication. In terms of pragmatic choices, EFL students need to put in consideration many linguistic and strategic options that can be used in specific circumstances. The linguistic options may vary according to cultural background from their first language(Blum-Kulka, 1984).

2.2 Pragmatic Language Activities.

Pragmatic language activities refer to variety of practices that can be used to enhance the ability to use language appropriately in social situations. It presents the best understanding and using of nonverbal cues, taking turns in conversations, using polite language, and adapting communication style based on the context. These activities are crucial for effective communication and building relationships with others. Developing pragmatic skills in students is essential as it sets the foundation for their future social interactions. By honing these skills at an early age, students can become more confident communicators and develop positive relationships with their peers and adults (McKay 2003).

As Brown (1995) says, this type of activities make students recognize what the correct choices that they use in different situations in order to communicate and express themselves in a way they intend rather than being unable to understand the discourse because of their low level of pragmatic speaking ability. Through ordered teaching and learning process, students will comprehend their ability of pragmatic choice and then exercise that ability to get intended interaction effects.Different kinds of activities can be applied in EFL classes and help in improving students' achievement such as role- play, problem- solving, dialogue completion, Situational Simulations, group discussion, storytelling, politeness scenario, interactive games, **Pragmatic Oddities** and so on. These activities help students develop not only their language skills but also their ability to navigate social interactions effectively and appropriately. The use of specific list of activities depends mainly on students' need, levels of study, and given instructional materials(Jones, 1990, Freeman, 2000, Achmad & Yusuf, 2014 and Highland, 2021).

These activities help students practice real-life communication and give them an opportunities to express opinions and thoughts then enhance their understanding of text and social rules in target language . Some of these activities can be listed to show their benefits for preparatory school students in EFL classes.

1. Role- play Activity.

Communicative Approach of language teaching usually presents in three main steps: presentation, practices and production. Production step can be presented with applying role-play activity, which emphasizes much on the effective performance of the target language (Ladousse, 1995).Role play is an activity that can be used in EFL classes. Students perform this activity in pairs or groups by adopting a given scenario in a particular situation. In this regard the students may take a role of a specific character in real- life situations and they can express their knowledge, ideas and points of view in a dynamic style. By using role- play, students are allowing to participate, practice and apply their knowledge and abilities in a dynamic and engaging manner ,so, their speaking and listening skills are enhanced in a meaningful way(Freeman, 2000).Nunan, (2003) says that by using role-play activity in classroom, variety of opportunities can be created and also a lot of fun. For example, students can act a situation in greeting people at the airport or asking for a special type of food at restaurant. This activity is considered as an usual part of

the class and an additional activity in class event in which students have the chance to express themselves and encourage to participate freely.

2. Dialogue Completion Exercises.Dialogue is one of the most important teaching activities and by performing a dialogue, the students comprehend both new vocabulary and the accurate rules of target language. The learning of dialogue can represent the students' communication by using suitable vocabulary in utterances and give them an opportunity to interact with other students (Brown, 2001).Dialogue completion exercises are activities used in EFL classes to help students practice a dialogue or a conversation in a particular context. According to Harmer (2007), dialogue completion exercises can use to encourage students for using different completion of information and missing details in a specific situation and subject. The students need to add their information in order to perform a correct task. So, these activities provide students with a dialogue which needs to be completed by them and students have to fill in the blanks with suitable answers. This activity helps students to practice speaking and use the appropriate response to complete the conversation. These activities improve students ability in listening and speaking skills as Bygate, (2002) believes that the use of dialogue practices based mainly on listening and speaking skills and the main principle in teaching English focuses on the students' production of a spoken language. Lazaraton, (2001) adds that the oral communication skills are the point of focus in all EFL classes.

3 . Situational Simulations Activities.Situational simulations are teaching activities used for allowing students to express and sheer their thoughts, ideas and points of view with their peers. These activities can be done in groups of two, three or four students (Ochildinovna, 2022). According to Jones (1990, p.286), "A situational simulation is an event. It is not taught. The students become participants and shape the event. They have roles, functions, duties and responsibilities as ecologist, king, manager, explorer, reporter, survivor, administrator within a structures situation involving problem solving and decision making".

4 . Group Discussion Activity.One of the most important used activities in EFL classes recently is discussion in which students develop their engagement. By using group discussion activity, students allow to learn from others and share information. This activity can create a time for students to speak and interact with classmates and with teacher. A meaningful conversation cab be built in target language by discussion (Achmad & Yusuf, 2014). Group discussion provides opportunities for individuals to "practice turn-taking, active listening, and expressing opinions in a group setting". So, students response with more chances to present their ideas and communicative competence (Burke, 2011, p.89).

5 . Storytelling Activity.Storytelling activity is an enjoyable activity that promotes language skills. The applying of this activity encourages students to create their own stories or retell familiar tales. This activity helps students in comprehending and understanding narrative text, use expressive language, and engage in turn-taking during group storytelling times. Students are Provided by encouraging to interact and participate their imagination, thoughts and improve creative thinking (Murray, 2003).Koh et.al.,(2018) state that students bring their personal experiences, emotions, feelings with them to class and when they give a space to tell their own stories and share social actions, they feel confident and they take a part in the class to derive the time of the lesson themselves. They can tell stories from real- life situations with their peers and this activity is very important one in which it cerate long term memories for the students. it is a fact that learning through context or story can enhance the emotional side of students and they can remember all actions according to memories which form our knowledge. They can remember what happened and why it happened due to sequence of actions in a story.

6. Problem- solving activities.Problem- solving activities present students with problem that need to be solved, these activities are cooperative and expressive activities in which students play the role of decision- makers when they try to solve problems and search about suitable solution for putting the context in an appropriate form(Tylor, 1987). According to Oestreicher(2019), in most of EFL classes teachers face a problem of making their students participate with targeted language. So, using of such activities engages students for involving their capacities and use foreign language as mean to solve a problem. Students try as much as possible to present their critical thinking skills as well as their cognitive and logical skills for making solutions to problems or negotiate a scenarios which may consider a real- life problems and scenarios. Using of problem- solving activities assess students ability to use language in a strategic way and reach to the logical solution.The above activities and another long list of activities can be applied based on the level, needs and interests of students, and they can provide practical ways to engage students actively in using and understanding language of class and then it can increase and develop their achievement.

2.3   Suggestions for Implementing Pragmatic Language Activities in EFL Classes.

When teaching pragmatic language activities, EFL teachers can use a variety of processes to enhance student responses, they can use a number of relevant teaching points to improving their classes. One of classroom activity

is to ask students to make their responses concerning the subjects in the lessons by using a game. This process helps in enhancing their output and make them practice the revised response. The use of video recordings can provide students' output for peer or teacher communication(Leaver & Stryker, 1998).

Applying Pragmatic Language Activities in EFL classes can be done through adopting many suggestions as (McKay 2003, Burke, 2011, and Highland, 2021)   suggest in the following:

1. Set aside an additional time for applying at least one or two activities to add an enjoyable time and break the ice in class.

2. Use different activity in each beginning of your class to avoid boring in repeating the same activity.

3. Encourage your students to practice and apply the activities that they prefer during lesson and in their daily routine.

4. Give positive reinforcement as additional marks for the best students who practice well.

3. Methodology.

Procedures for study design, population, sample and data collection tool have been presented in this section.

3.1   Design of the Study.

Creswell (2012,p.294) defines a research design as "conventional technique to undertaking quantitative analysis or evaluating an idea or procedure or practice to see if it affects an outcome or dependent variable." Gay et al.,(2009) adds that choosing a specific design for a study helps the researcher to collect and analyze data as well as interpret the obtained results. The current study has been built on the design of "post-test only for two equivalent groups" as shown in Table 1.Table 1Design of The Study

Groups	Independent Variable	Dependent Variable	Test
Experimental	Pragmatic Language Activities	Students' Achievement	Achievement post- test
Control	Conventional Method	Students' Achievement	Achievement post- test

3.2 Population and Sampling of the Study.

The population is defined by Gay and Geoffrey (2010) as a group of students in which a researcher wishes to generalize the results of the study. According to Arikunto (2006,p.130), Population is "the sum of the research subject and it presents all the individuals related to the research subject".The population of the current study involves EFL Iraqi Preparatory School students of fourth class in AL-Alam city in Salah Al-den Government. The total number of fourth preparatory class students is (219) as shown in table(2).Creswell, (2012) defines the sample of any study as a selected group from a specific population in which the researcher tries to assess and collect data for the sake of generalizing the results on population. The sample , from Ary, et, al. (2006) point of view, refers to a number of persons and objects who are selected from the population of the study to apply the procedures.The sample of the current study represents eighty fourth class students at AL- Alam Preparatory School for Girls in AL- Alam city, Salladdin Governorate during the first semester of the school year 2023/ 2024. Those students have been chosen randomly and classified in to two groups (A and B), group A represents the experimental group with 40 students and group B represents the control group with the others 40 students. Another 15 students have been chosen to take a role in pilot study of the achievement post- test of the current study from fourth preparatory class in AL- Hikma Preparatory School for Girls in AL- Alam city, Salladdin Governorate as shown in table 2.

Table 2Population and Sampling of the Study

Name of School	Number of Students	Number of Sample
AL- Alam Preparatory School for Girls	80	40 (Experimental Group)
		40 (Control Group)
AL- Hikma Preparatory School for Girls	73	15 (Pilot Students)
AL- Kharja Preparatory	66	
Total	219 (Population)	80 (Sample Students) 15 (Pilot Students)

3.3 Equivalence of The Two Groups.

It is important step in any experimental study to make an equalization between the groups. This step requires controlling many variables which may affect in students' achievement such as, the students' age, their levels, and their parents' educational attainment(Good,1976).

So, students of the two groups have been equalized in variables including their age and their scores in the pre-test.

3.3.1 The Students' Age

To find out if the students' ages in months are equaled, t-test- formula for two independent samples is used. The results show that there is no statistically significant difference between the students in experimental group and those in the control group in their ages in which the mean scores of the experimental group is 192.11 and standard deviation is 7.39. While that of the control group is 190. 48 and the standard deviation is 5.82. The Calculated t-value is 0.328 which is lower than the tabulated value which is 2.00 at 78 degree of freedom and 0.05 level of significance. This proves that the students' ages in the two groups are equal , as presented in table 3.

Table 3

The Students' Ages in The Two Groups

The Groups	Students' Number	Mean Score	Standard Deviation	t- value		Degree of Freedom	Level of Significance
				Calculated	Tabulated		
Experimental	40	192.11	7.39			78	0.05
Control	40	190.48	5.82	0. 328	2.00		

3.3.2 Students' Scores in The Pre- test

Students' Scores in the Pre- test have been estimated by applying t- test formula for two independent samples for the purpose of equalization. The students in experimental and control groups are submitted to the same pre-test. The mean scores value of the students in the experimental group is 56.283 with 22.273 standard deviation, while that of the control group is 54.431 with 27.834 standard deviation. The degree of freedom is 78 and the level of significance is 0.05. Thus the calculated t-value is 0.472, which is lower than the tabulated value which is 2.00 and this results prove that there is no statistically significant differences between the students' achievement at both experimental and control groups in the pre- test as presented clearly in table 4.

Table 4The Mean Score and t- test Value for The Two Groups in The Pre- test

The Groups	Number of Students	Mean Score	Standard Deviation	t- value		Degree of Freedom	Level of Significance
				Calculated	Tabulated	78	0.05
Experimental	40	56.283	22.273				
Control	40	54.431	27.834	0.472	2.00		

3.4 Construction of An Achievement Post- test.

The post-test has been constructed based on the instructional materials of the course of the study "English for Iraq" ; (unit one, two and three) and on behavioral objectives. Four questions have been constructed to form achievement post- test. The first question, which is a question of recognition, is reading and answer question with 5 items and 5 scores for each item, the second question, which is also a question of recognition, is a multiple choice question with 5 items and 5 scores for each item. The third question, which is a question of production, consists of 5 items and each item takes 5 scores and it presents by giving a passage and ask the students to read it carefully and then answer the followed questions. The last question is question four which relates to the students' ability for producing the language (production level) by using their own words in which they have been asked to choose one out two

topics and write 100- 150 words and form a passage, the total scores of this question is 25 scores. So, the total number of the post- test scores is 100.

3.5 Validity and Reliability of Achievement Post- test Items.

Validity refers to suitability of the test and how it can be used in an identical way for achieving the aims of the test. The main purpose of estimating validity of a specific test is to find the test is measured what it is intended to measure (Bachman, 1990). According to McNamara (2000,p.133) validity is "the extent to which a test meets the expectations of those involved in its use, e.g. administers, teachers, candidates and test score users."Harris (1969,p.19) states that "a test has face and content validity if it is designed to measure the mastery of a particular domain of study and is relevant to that domain". So, for achieving validity of the items of the post- test in the current study, a draft of post- test is presented to a list of jurors in the field of ELT and they believe that the test questions are acceptable for achieving the aims of this study and measuring the students' achievementWhile reliability refers to the stability of the test where it is applied for more than one time it gives the same or nearly the same results. So, we can say that the test is a reliable one if the participant get similar scores in two times of applying the test (Jackson, 2009).According to Good (1976), a pilot study is conducted on a part of the sample to shed light on many obstacles that may occur in administration of data collection instrument. It intends to show reliability and suitability of the items of the test and the time needed for answering the questions.So, A pilot study is conducted on 15 students from fourth class in AL- Hikma Preparatory School for Girls in AL- Alam city, Salladdin Governorate before two weeks of the final administration of the achievement post- test. According to the pilot study results, it can be concluded that the post- test directions are clear, the items are suitable in their difficulty level and discrimination power and the time it takes to answer the test questions is between 45 and 50 minutes . The papers have been corrected by the researcher and a teacher of English language at the same school. Also, by using Cronbach alpha formula, the estimated coefficient value of reliability is 0.83% which shows that the used test is a reliable one.

3.6 Final Administration of Achievement Post- test.

The students in experimental and control groups are exposed to an achievement post- test at the end of the period of experiment. The achievement post- test is conducted by the researcher and applied on 80 students of fourth preparatory class in AL-Alam Preparatory School for Girls by adopting an identical testing process. The achievement post- test has been conducted on the sample of this study on 19 of December/ 2023. Both groups of the study; experimental and control groups have been tested by the researcher and the papers of the test have been collected in order to treat them statistically.

4. Data Analysis and Results Discussion.

The student's responses to achievement post- test items have been analyzed statistically and the results show the following:

4. 1 Data Analysis of The First Aim of The Study.

To achieve the first aim of the current study and to find out if there are statistically significant differences between the mean scores of the experimental group who are taught by using Pragmatic Language Activities and that of the control group who are taught by adopting the conventional method in the post-test, t-test formula for two-independent samples has been used. The outcomes show that the mean scores of the experimental group is 71.42 with 7.22 standard deviation and 78 degree of freedom at 0.5 level of significant and that of the control group is 57.14 with 5.48 standard deviation and 248 degree of freedom at 0.5 level of significant. The computed t- value is 7.08, and the tabulated t- value is 2.00 which shows that there are statistically significant differences between students' achievement in both groups and in favor of experimental group. So, the first hypothesis which states that "there are statistically significant differences between the mean scores of the experimental group's achievements who taught by using pragmatic language activities and that of the control group who taught by using conventional method in the post-test" is accepted. Table 5 shows the first aim results clearly.

Table 5 The Results of The Two Groups in the Post- test.

Groups	No. of students	Mean	S.D	Computed t-value	Tabulated t-value	D. F	L.S
Experimental	125	71. 42	7.22	7.08	2.00	78	0.05

Control	125	57.14	5.48				

4 .2 Data Analysis of The Second Aim of The Study.

To achieve the second aim of this study which states at finding out the differences between experimental group students' achievement at recognition and production levels in the post-test, t-test formula for one independent sample is applied. The obtained results show that the mean score of the students in experimental group at recognition level is (52.24) with (2.98) standard deviation and (0.5) level of significant. It also shows that the mean score of students in experimental group at production level in post- test is (79.66) with (4.6) standard deviation and (0.05) level of significant and 39 degree of freedom. The results indicate that the computed t- value is (8.82) which is higher than the tabulated t- value which is (1.81) and this proves that there are differences between experimental group achievement at both levels in the post- test and in favor of production one . According to these results, it can be said that the second hypothesis which states that "there are statistically significant differences between the mean score of students' achievement at both recognition and production levels in the post- test" is also accepted. These results present clearly in table 6.

Table 6

The Results of The Experimental Group's Achievement at Recognition and Production Levels in The Post- test

Levels	No. of students	Mean	S.D	Computed T-value	Tabulated T-value	D.F	L.S
Recognition level	125	54.14	2.49	8.69	2.00	39	0.05
Production level		78.63	4.72				

4.3 The Obtained Results' Discussion.

The findings obtained in this study reveal that there are differences between the achievement of the experimental group who taught by using Pragmatic Language Activities and that of the control group who have been taught by applying conventional method and in favor of the experimental group. This means that the using of these activities in EFL classes improves the students' achievement and helps them to participate in different contexts appropriately. The results also reveal that the experimental group students' achievement at production level is better than their achievement at recognition one which proves that the students' were tend to be more effective in producing their thoughts and ideas and they were encouraged to use their own vocabulary in clarifying the meaning of language. It can be said that the using of various cooperative learning activities as pragmatic language activities can play a positive role in improving preparatory school students' achievement than the conventional methods of teaching. The improvement of the students' achievement helps in giving an atmosphere of enjoyable in EFL classes in which the students can communicate with other class mates and with their teacher actively by participating together is groups which gave them an opportunity to discuss their thoughts freely.Role-play is important in the communicative approach because it gives learners an opportunity to practice communicating in different social contexts and different social roles (Freeman, 2000). The students need to develop their pragmatic skills in EFL classes in order to improve their social, communication skills and emotional development then they can build positive relationships with others. So, by giving these activities, teachers create fun and engaging learning experiences for their students. A role-play is a highly flexible learning activity, which has a wide scope for variation and imagination. Thus, role play can improve learners' speaking skills in any situation, and helps learners to interact. For the shy learners, role play helps by providing a mask, where learners with difficulty in conversation are liberated .In addition, It is fun and most learners will agree that enjoyment lead to better learning.

1. Conclusions, Recommendations and Suggestions for Further Researches.

Some conclusions are put in the following as well as recommendations and suggestions for furthers researches.

5.1 Conclusions

According to the findings obtained in the analysis of the results of the current study, the following conclusions were put forward:

1. Pragmatic language activities have a positive impact on EFL students' achievement in experimental group in which their results in achievement post- test are better than those of control group.
2. The students ability for producing and using language has enhanced since their achievement in production level is better than the recognition one in the achievement post- test.
3. Teaching by using pragmatic language activities is better for students than using of conventional method because the students acquire the new knowledge in simple way and connect it with previous knowledge.
4. Implementing pragmatic language activities in EFL classes improves students' ability to communicate in real-life situations appropriately.
5. Pragmatic language activities encourage EFL students for successful social interaction.
6. Applying these activities provide students' participating in group discussions.
7. Using of different activities in implementing the lesson enhances the students' social communication skills and builds a positive relationship between students from one side and with teacher from the other side.
8. By trying some of these activities, EFL teachers support students' pragmatic language development in a meaningful way.

5.2 Recommendations.

It can be recommended that EFL teachers need to apply different pragmatic language activities as role- playing, storytelling, board games and puppet shows, to improve their students' achievement. The use of pragmatic language activities helps students to understand the material successfully, so, the students are recommended to participate and discuss their thought and ideas with classmates and with teachers freely. Also, the curriculum designers are advised to concentrate on the materials that simplify the way of applying different language activities in classes. It's essential to involve teachers, curriculum developers, and researchers in the process of presenting the activities to ensure that pragmatic language activities are not only available but also effectively implemented and aligned with the needs of Iraqi EFL students. Additionally, feedback from students can provide valuable insights into the relevance and effectiveness of these activities in their language learning process.

5.3 Suggestions for Further Researches.

It is suggested to conduct a similar study on different levels of students. Also, a similar study can conduct for enhancing EFL students with different language skills as critical thinking skills.

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