



Pragmatic Challenges Faced by EFL Learners in Iraqi Preparatory Schools

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Abstract

Pragmatic competence in EFL teaching and learning is essential element for successful communication in different domains. It refers the ability to use language effectively in social interaction, beyond mastering grammar and lexicon. The expression also refers to the ability of understanding what words and sentences mean literally and recognize how their meanings are modified in different contexts. However, this side is neglected by teachers since they focus heavily on grammatical competence which creates obstacles for EFL learners in developing their competence appropriately. As such, the study shed lights on (1) identifying the pragmatic challenges faced by Iraqi EFL learners in preparatory schools due to teacher's negligence of this aspect and (2) exploring the students' viability to use grammatical rules in particular to express themselves appropriately in certain contexts. The data is gathered from the students' test results of 216 5th grade preparatory school to determine their difficulties and abilities in this area. The data is qualitatively gathered and analyzed basing on Bachman's modal (1990) of communicative competence. The results show that the students failed in three questions, with varied rates of success for the easiest to the most difficult, or from the more familiar to the less familiar. The results also show that the difficulties in pragmatic competence fall into three key areas: classroom setting, teaching methods, and curriculum system.

Keywords: pragmatic competence, pragmatic challenges, grammatical competence, communicative competence.



التحديات التدابيرية التي يواجهها متعلمو اللغة الإنجليزية كلغة أجنبية في المدارس الاعدادية العراقية

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المستخلص

تعتبر الكفاءة التدابيرية في تدريس اللغة الإنجليزية كلغة أجنبية وتعليمها عنصراً ضرورياً للتواصل الناجح في مجالات مختلفة. وكذلك تشير إلى القدرة على استخدام اللغة بفعالية في التفاعل الاجتماعي، بما يتجاوز مجرد الإلمام بالقواعد والمفردات. كما تشمل القدرة على فهم المعاني الحرافية لكلمات والجمل والتعرف على كيفية تعديل هذه المعاني وفق السياقات المختلفة. إلا أن معلمي اللغة الإنجليزية قد اغفلوا هذا الجانب ، وباتوا يهتمون بالجانب النحووي دون التدابيري مما يشكل عقبة في تعلم اللغة الإنجليزية وتعليمها بالشكل الصحيح. على هذا النحو يسلط هذا البحث الضوء على (١) تحديد المعوقات التدابيرية التي يواجهها متعلمو اللغة الإنجليزية كلغة أجنبية في المدارس الاعدادية في العراق (٢) واكتساب قدرة الطلبة على اعتماد القواعد النحوية للتعبير عن أنفسهم بطريقة ملائمة و في سياقات معينة دون ملاحظة الجانب التدابيري. وقد قمنا بجمع البيانات من خلال اختبار الطلبة لتحديد الصعوبات والقدرات التدابيرية للطلبة في هذا المجال. وت تكون عينة الدراسة من (٢١٦) طالباً في الصف الخامس الاعدادي. وقد جرى جمع البيانات نوعياً استناداً إلى باخمان (١٩٩٠) للكفاءة التواصيلية. وظهرت النتائج بأن الطلبة بصورة عامة فشلوا في الإجابات على الأسئلة الثلاثة وان نسب او معدلات درجات النجاح متقاربة من الاسهل الى الاصعب او من الاكثر شيوعاً الى اقله شيوعاً. وتظهر النتائج ايضاً بأن للصعوبات التدابيرية تقع في ثلاثة جوانب رئيسية هي : بيئة الصف الدراسي ، وطرائق التدريس ونظام المناهج الدراسية.

الكلمات المفتاحية: الكفاءة التدابيرية ، الصعوبات التدابيرية ، الكفاءة النحوية ، الكفاءة التواصيلية.



1. Introduction

1.1 Statement of the Problem

Foreign language learners should commence their learning into the target language by focusing on vocabulary, syntactic quests, morphology and phonology which is insufficient. Subsequently, it is crucial to develop pragmatic competence in the target language, enabling them to connect their utterances effectively, use the language accurately, and build meaningful relationships to achieve communicative goals. Language serves as a tool for speakers to express their needs, psychological states, such as feelings, emotions, and intentions. Therefore, acquiring grammatical knowledge is not enough for effective communication. Understanding how to appropriately use this grammatical knowledge in real-life situations is also essential (Cheng, 2005: 6). However, Iraqi EFL learners often encounter challenges in generating speech acts due to their deficient pragmatic competence, indicating a lack of sufficient knowledge about when and where to employ speech acts appropriately and they regard this area difficult. Unfortunately, Iraqi EFL learners face various pragmatic challenges, including a lack of pragmatic understanding. Limited exposure to the English language in Iraq's EFL environment restricts the development of their pragmatic skills and negatively impacts their ability to comprehend others' speech in specific social contexts. Moreover, the curricula in Iraqi schools primarily focus on exams, which, unfortunately, results in an emphasis on grammar, vocabulary memorization, and pronunciation. This traditional approach motivates students to acquire the language without prioritizing the development of socially appropriate language use in different situations. In Iraq, both instructors and students often prioritize language accuracy in exams over the communicative aspects of language learning. In the realm of foreign language learning, pragmatics often receives little attention, despite its crucial role in effective communication. Teaching pragmatics in schools presents various challenges, ranging from cultural nuances to contextual appropriateness. This research aims to delve into these challenges, shedding light on the barriers that educators face in imparting pragmatic skills to students. Thus, the purpose of this study is to explore the obstacles of learning pragmatic competence by Iraqi learners in educational settings.

1.2 Objectives of Study

The objectives of the study aim:

1. To identify the pragmatic challenges faces Iraqi EFL learners in preparatory schools.
2. To verify the ability of students to express themselves appropriately in a particular contexts by using grammatical competence.

1.3. Research Questions

This study investigates the following research questions:

1. What pragmatic challenges do Iraqi English foreign learners face in preparatory schools?
2. How feasible is it to use grammatical rules to help students express themselves appropriately in specific contexts?



1.4 The Model Adopted

Although there are many models in the field of communicative competence, and its development is chronologically sequenced starting from Chomsky (1967), Hymes (1970), Canale and Swain (1980), Canale (1983), Bachman (1990), Celce-Murcia, Dornyei, Thurrell (1995), Littlewood (2011), and others, nevertheless, this study adopts Bachman's (1990) framework of communicative competence for several reasons. First, according to the research questions and objectives of the study, this model is more suitable to design the students' test to check the learners' ability in both grammatical and pragmatic areas. Second, this model is more comprehensive and interrelated in its components and gives priority to the pragmatic area parallel to the grammatical area. This model is divided into two main components: (1) organizational knowledge, which includes grammatical knowledge contributing to generating and comprehending acceptable patterns or sentences, either spoken or written, and (2) pragmatic competence, which involves using language appropriately in various social contexts, including realizing and mastering speech acts. Thus, lastly, this model is well- fitted to measure the EFL learners' ability in language proficiency in order to identify the pragmatic challenges for those learners as well as their ability to use grammatical rules appropriately in a certain context.

1.5 Significance of the study

The study was conducted to examine the difficulties faced by Iraqi EFL learners in preparatory schools in the area of pragmatics. In general, this study is important as it is expected to be significant for those interested in developing syllabi and teaching materials in the pragmatic area. Additionally, this study will serve as a guideline for those responsible for writing textbooks, as it provides an informed opinion in this field by identifying pragmatic challenges and may also act as a guideline to address impediments in this area.

1.6 The Procedures of the Study

The procedures of the current study includes several steps;

1. Presenting the theatrical background for pragmatics and its importance, pragmatic competence, the modals of communicative competence, as well as the challenges facing EFL learners.
2. Selecting the population of the current study.
3. Constructing the students' test in order to explore proficiency of a student as a way to discover those pragmatic challenges.
4. Conducting a pilot study in order to increase the reliability and validity of the test.
5. Analyzing and discussing the quantifying data for qualitative procedures
6. Drawing a conclusion based on the data analysis and findings.



2. Theoretical Part

2.1 Pragmatics

Pragmatics is a new and dynamically growing discipline within the field of linguistics. The term 'pragmatic' has been traced back to Morris, who defines it as part of his 'theory of semiotics,' alongside other disciplines such as syntax and semantics, defining it as the 'study of the relationship of sign to interpreters' (Morris, 1938, p.6). Ariel (2000, p. 13) also defines it as "the area which studies the relationship between language and the rules of using it". It covers many topics, such as speech acts, deixis, context, conversational implicature, and presupposition. Any learner must understand these elements in order to avoid misunderstandings in communication. According to both linguistics and philosophy, pragmatics is regarded as a vital field to interpret and convey the meaning beyond what is said. Furthermore, this field includes many important features that can be traced back to its pioneers, for instance, Austin and Searle (1969s) present their theory of speech acts in order to explain the actions of every speech like promises, requests commands and so on. Grice (1975) in turn, presents another major function in the field of pragmatic "conversational implicatur" which it is defined as "meaning or proposition that is expressed implicitly by a speaker in the utterance of a sentence, which is meant without being part of what is said" (Huang ,2007, p.375). Brown & Levinson (1987) introduce another function within the field of pragmatic which it is "Politeness Theory". By which individual can use various strategies to mitigate potential conflicts and promote harmonious communication in diverse social contexts. (ibid.). Thus, understanding these aspects enhance communicative competence and enhance meaningful interactions in diverse social settings.

2.1 The Importance of Learning Pragmatics

Learning pragmatics is an important aspect of language competence since this area deals with how to use language appropriately. To interact and communicate successfully with others, it is essential to learn pragmatics not only in a second language but also when learning a foreign language. Some scholars pronounce the essentiality of pragmatics and pragmatic competence by stating "Pragmatic competence is not a piece of knowledge additional to the learners' existing grammatical knowledge, but is an organic part of the learners' communicative competence' (Kasper as qtd in Edwards and Csizer, 2004). According to Kasper and Roever (2005) and Rose (2001), learners must not only focus on the linguistic level but also on the pragmatic level, as this helps them use language effectively. As Deda (2013, p. 68) points out that "the grammar of the target language should not be taught in isolation from its use". This implies that learners should develop their pragmatic skills to express themselves effectively during interactions. A study presented by Whong (2011) defines language as both form and function, indicating that these aspects are complementary rather than incompatible. The former deals with linguistic form, while the latter deals with what language accomplishes in different contexts to facilitate communication among people. Choraih & Mansoor (2016) in turn, emphasize the importance of teaching pragmatic competence in classrooms, stating that



language proficiency should encompass not only grammatical knowledge but also pragmatic knowledge of the target language, as the lack of such aspects can lead to communication breakdowns.

According to scholars such as Olshtain & Blum-Kulka (1985), Bardovi-Harlig & Hartford (1990), and Bardovi-Harlig & Taylor (2003), focusing solely on grammatical competence in isolation is insufficient for successful communication without pragmatic competence. Pragmatics is commonly associated with microlinguistics, and the integration of language education with linguistic aspects should resemble understanding a car's engine; just as a driver needs knowledge of both the engine and other components of a car to drive it effectively, language teachers should possess comprehensive knowledge of all language aspects, whether general (macrolinguistics) or specific (microlinguistics), to enable learners to delve deeper into the meaning of dialogues or texts and comprehend them (Abed Zainab, 2022, p. 43). This emphasizes that learning pragmatics is crucial for language learners alongside other aspects of linguistic knowledge such as morphology, phonology, and syntax.

2.2. Pragmatic Competence and Communicative Competence

Models

Pragmatics is important for those who want to communicate because this science refers to the way we convey meaning through communication, including verbal and nonverbal elements, and according to the context (Deda, 2013). With the emergence of the Vikings National Syllabus and its connection to language teaching, the practical purpose of teaching English is increased by such an approach in regard to language learning as communicative competence (Zare-ee, 2005). The term 'competence' was originally introduced by Chomsky (1965, p.4), who defined it as the "speaker-hearer's knowledge of their language encompassing their ability to generate and comprehend sentences". He contrasts the term 'competence' with 'performance' by defining it as "the actual use of language in concrete situations". Hymes regards the view of language represented by Chomsky as limited since it does not consider the 'social nature of language'. Moreover, Hymes considered Chomsky's view very far and different from how language is actually used in everyday life. In 1966, 'Communicative Competence' was introduced, which encompasses "not only the knowledge of what to say but also the knowledge of how to say it, to whom, why, when, and with what effects" (Zare-ee: 2005, p. 125-6).

Communicative competence includes knowledge of different aspects of learning such as grammar, context, and sociolinguistic norms. This trend attracts several researchers interested in this field, leading them to introduce various models reflecting their viewpoints. Prominent contributions can be outlined in chronological order:

(1) In 1972, Hymes proposed communicative competence as a counterpoint to Chomsky's notion of competence, which emphasized grammar only. Hymes used the term 'competence' to encompass both tacit knowledge and the ability to use language. Thus, Hymes, along with others like Habermas(, reacted and argued against the traditional point of view. Accordingly,



Hymes's(1972) notion of communicative competence included not only knowledge of grammar but also knowledge of sociocultural norms of language use.

(2) In 1980, Canale and Swain, influenced by Hymes' (1972) approach, proposed their model, considered a pioneering one in the field of communicative competence. Their model aimed to develop language proficiency and measure learners' knowledge, consisting of three competencies: grammatical, sociolinguistic, and strategic competencies.

(4) In 1983, Canale expanded the model which presented by Canale and Swain (1980) by introducing an additional competence called discourse competence. Grammatical competence deals with linguistic proficiency, encompassing knowledge of phonology, morphology, syntax, and semantics. Sociolinguistic competence involves proficiency in sociocultural norms, while strategic competence focuses on the proficiency in strategic use of verbal and nonverbal devices for communication. Lastly, discourse competence entails proficiency in comprehending and producing texts across various skills.

The previous models introduced by Canale and Swain (1980) and Canale (1983) faced criticism from scholars such as Bachman & Cohen (1998) and Schachter (1990). The former critique suggests that the two models are static and not interactively connected, while the latter argues that they are isolated from pragmatic competence. Schachter raises questions such as "Where does pragmatics fit into the Canale and Swain framework? Is it assumed not to exist, or is it coextensive with discourse competence?" (Schachter, 1990, p. 42).

(5) In 1990, Bachman presented a framework for communicative competence, describing it as "consisting of both knowledge or competence and the capacity for implementing or executing that competence in appropriate, contextualized communicative language use" (Bachman, 1990, p. 84). This model is also more associated to both Canale and Swain (1980) and Canale (1983), with Bachman adding pragmatic competence and regarding it as an independent competence. The model consists of two main competencies: organizational competence and pragmatic competence. Organizational competence includes grammatical proficiency in lexis, morphology, phonology, and syntax, as well as textual competence, which involves knowledge of rules to combine or join sentences together (written or spoken) to form cohesive and coherent texts. Pragmatic competence, on the other hand, is divided into two main components: illocutionary competence and sociolinguistic competence. Illocutionary competence pertains to the proficiency to perform and interpret utterances, while sociolinguistic competence refers to the proficiency to use and perform utterances appropriately in a particular context. Zhang (2017, p. 28-29) presents a clear description of the additional component for Bachman's (1990) model, named strategic competence. This competence is subdivided into three components: assessment, planning, and execution. Assessment helps us identify needed information, check available resources, ensure mutual understanding, and evaluate goal achievement. Planning involves retrieving relevant knowledge and formulating a plan. Execution implements the plan in the appropriate modality and channel for the goal and context. However, Bachman separates it from the other components since he believes that the strategic competence is not a part of language competence (ibid.).



(6) In 1995, Celce-Murcia, Dornyei, and Thurrell introduced another model in the field of communicative competence, consisting of five competencies: linguistic, strategic, cultural, actional, and discourse. This model builds upon Canale and Swain's (1980) and Canale's (1983) frameworks, with two differences in terminology. For example, they use "linguistic competence" instead of "grammatical components" and "sociocultural" instead of "sociolinguistic" (Eghtesadi, 2017, p. 33).

(7) Finally, in 2011, Littlewood presented another framework model of communicative competence. His model also draws from the earlier models of Canale & Swain (1980) and Canale (1983), but he introduces a fifth component and adopts differences in terminology. Littlewood's model consists of five components: linguistic, discourse, pragmatic, sociolinguistic, and sociocultural. The addition of the sociocultural component addresses psychological issues not mentioned in Canale & Swain's model, making it highly relevant for second language speakers.

To sum up, the researcher of this study will adapt Bachman (1990) for several reasons. Firstly, the models of Hymes (1970), Canale and Swain (1980), Canale (1983), as well as those presented by Celce-Murcia, Dornyei, and Thurrell (1995), and Littlewood (2011) implicitly touch on pragmatic competence to some extent, while Bachman's (1990) model addresses it explicitly. Secondly, as described by Soler and Flor (2008, p. 202), Bachman's framework provides a theoretical direction for measuring interlanguage pragmatics. Additionally, Bachman outlines several functions within the field of pragmatic competence, all of which are crucial for researchers interested in both second and foreign language contexts. Finally, Bachman's model introduces additional components named strategic competence, which are subdivided into three components: assessment, planning, and execution. These components enable the assessment and evaluation of learners studying English as a foreign language.

2.3 Challenges in Developing Pragmatic Competence for English Language Learners

English Foreign learners face various challenges and difficulties in developing their pragmatic competence. Some are related to the classroom setting, while others are linked to textbook materials and teacher education.

2.3.1 Challenges Related to EFL's Textbook

The role of textbooks in English Language Teaching (ELT), particularly in English as a Foreign Language (EFL) classrooms, is crucial as they serve as the primary source of linguistic input (Kim & Hall, 2002). Altbach (1991) also confirms that textbook is an essential mean used in classroom and it is essential to establish links between textbooks, curriculum and language use and lesson planning in order to understand the role of ELT textbooks in education. This means that the curriculum system should be an essential means for those interested in pragmatic competence, as this system serves as a roadmap for both learners and teachers (Mraddy Moghddan, 2013). Additionally, assessment plays a crucial role in any curriculum system since



it is designed to measure learners' pragmatic ability to use English in real-life situations (Bachman & Palmer, 1996). However, EFL textbooks prioritize linguistic competence, such as grammar, vocabulary, and pronunciation over pragmatic competence (Richards and Schmidt, 2013). Furthermore, the nature of exams and textbooks includes structured lessons and emphasizes language form and accuracy, providing learners with a solid foundation in grammar rules and sentence structure (Harmer, 2007). This leads to the observation that the curriculum aims to equip learners with linguistic devices to comprehend and produce English effectively, while pragmatic considerations are less prominent. The nature of assessment in EFL often focuses on measuring learners' abilities in language structure and vocabulary through standardized tests and examinations (Brown, 2004), while the performance of such linguistic abilities in real situations may be less utilized or ignored. Daar (2020) mentions two main problems that learners face when learning their target language. Firstly, lacking basic knowledge in the language they want to learn causes difficulties in learning complex materials related to the four skills, resulting in other psychological problems such as boredom, indifference, and laziness. Secondly, difficulties in materials and subjects lead students to pay less attention or take learning their target language less seriously, and all these difficulties ultimately lead to the conclusion that students have a significant tendency to give up their efforts to develop communicative competence when they faced challenges.

2.3.2 Challenges Related to EFL's Classroom setting

In the field of English as a Foreign Language (EFL), pragmatics is frequently a neglected area, receiving little attention in the classroom. Kasper and Rose (2002) confirm that EFL classrooms often do not provide authentic materials for learning. Furthermore, Han & Tanrıöver (2015) also assert that in the EFL classroom, English is not utilized as a tool of communication; rather, it is practiced in an imaginary manner, lacking authenticity. Consequently, there is no real context within the classroom to develop pragmatic norms. Pragmatic competence is defined as "the ability to use language effectively in various social contexts" (Taguchi, 2018) However, the social contexts are limited, restricted and sometimes culturally mismatches. The classroom environment does not support learners in using the language outside of class; it is confined to the classroom setting (Daar, 2020). Moreover, limited time for practice and differences in cultural norms within the classroom hinder students' development of pragmatic ability. In addition, mismatches between the cultural norms embedded in the teaching materials and those of the learners further complicate their acquisition of pragmatic competence. This lack of natural or appropriate contexts outside the classroom creates a significant gap in applying what learners have learned in class. Bardovi-Harlig and Donyie (1998) also observe that the nature of exam content in EFL classrooms typically prioritizes grammatical accuracy (macro-level) over pragmatic competence (micro-level). This imbalance results from the educational system's lack of emphasis on pragmatic competence and its focus on grammatical competence. Additionally, the materials provided by the education system encourage EFL learners to prioritize grammatical competence, including structural accuracy, morphology, syntax, and vocabulary, while neglecting pragmatic competence. In



sum, students of English as a foreign language face a range of big challenges within classroom setting that significantly influence their pragmatic development.

2.3.3 Challenges Related to the EFL's Teachers

The teacher plays a crucial role in teaching material in the classroom, and the success of education depends completely on the role of the teacher. The recognition of the necessity and importance of teaching pragmatics has been confirmed by Eslami-Rasekh (2005) and Rose & Kasper (2001). However, language teachers still show hesitation towards integrating pragmatics into their classrooms. Matsuda (1999) identifies two primary reasons for this reluctance in pragmatics instruction. Firstly, teaching pragmatics is perceived as a challenging and delicate matter due to the high degree of face threat it often entails. Secondly, there is a limited availability of pedagogical resources for teaching pragmatics. Additionally, the reluctance can be attributed to the absence of valid methods for assessing interlanguage pragmatic knowledge (Jianda, 2006, p. 15-16). Jianda summarizes several reasons contributing to this reluctance. Firstly, EFL teachers feel a lack of native speaker intuition, which contributes to their reluctance in teaching pragmatics in the classroom. Secondly, EFL teachers encounter difficulty in selecting appropriate materials for teaching pragmatics. Thirdly, although textbooks often contain plenty of evidence of speech acts, this aspect is often ignored. Lastly, the lack of instructional methods also impedes EFL teachers from effectively teaching pragmatic knowledge in the classroom. Omaggio (as cited in Uso-Juan & Martinez-Flor, 2008) provides three reasons for the neglect of intercultural/pragmatic competence in language classrooms by teachers: Firstly, an overcrowded curriculum leaves little time to dedicate to teaching culture, which requires substantial effort. Secondly, teachers often possess limited knowledge of the target culture and are therefore hesitant to teach it. Lastly, teachers are often confused about which cultural aspects to cover.

3. Methodology

3.1 Research Design

Examining the pragmatic challenges faced by Iraqi EFL learners in preparatory schools falls under the category of a quantifying qualitative method. According to the objective of the study and the study's procedures, the current study is quantify qualitative data. Quantitative methods are used to gather the data, while qualitative methods are used to analyze the results of the students. In other words, this design aims to quantify the challenges or obstacles faced by students in their pragmatic knowledge, and then explore their ability to use them appropriately both grammatically and pragmatically. This method, as described by Udo & Stefan (2019, p. 178), is termed 'a common integration strategy'. Creswell & Clark (2017, p. 188) further elaborate that "researchers typically implement this strategy by simply counting the frequency of specific codes". Namey et al. (2011) state an advantage of using this method by mentioning that numbers help the researchers describe the sources of qualitative findings in different ways. Thus, this study is qualitative in nature, based on the quantification of qualitative data. The



rationale behind choosing such design is to identify and measure the pragmatic obstacles, and then analyze them to gain a certain outcome.

3.2 Participants

The participants of the current study are 216 Iraqi EFL learners in the fifth class of the preparatory school, distributed among nine schools in the west of Anbar. The rationale for selecting the fifth class is based on the belief that these learners have a certain degree of English language proficiency and possess the ability to express themselves appropriately both grammatically and pragmatically. Eight student's test papers were randomly selected from the total of (216). Each selected student's paper was assigned a code like (S1, S2, S3,..., S8) to ensure anonymity. These codes are used throughout the analysis section to indicate to student's test paper.

3.3 The Instrument of the Study

The main instrument of the study is a written discourse test. The purpose of the test is to identify the difficulties faced in the pragmatic area which is the main component of the communicative competence. Thus, the test is designed to measure these abilities. Moreover, Communicative competence in English should be identified by sub-tests (Bachman 1990). This means it is impossible to measure learners' competence with one question. Thus, the researcher designed three questions for this purpose: verb corrections, identifying speech acts, and situational pictures. "The test is subject to analysis" (Morrison et al., 2002, p. 421), and they add that "test items should be suitable, clear, and unambiguous for the participant in order to gather the data easily". Therefore, the researcher of the study designs the items of the questions to be familiar to the learners. The test consists of three questions: (A) deals with pragmalinguistics, the second (B) deals with identifying speech acts as multiple choice, and finally, (C) situational pictures are designed to discover underlying knowledge in both pragmatics and grammar in according to Bachman (1990). Each question is given a special evaluation, it will evaluate the students who passed each question according to the number of items for each question. For example, students who pass question (A) should complete at least eight items, question (B) should have at least three items, and question (C) should have at least two items.

3.4 The Pilot Study

Newby (2014, p. 663) defines the process of a pilot test as an "investigation that takes place before the main investigation and is designed to test and evaluate the effectiveness of the research procedures". Gathering data by testing students is not an easy task. Therefore, by conducting this procedure, the researcher can generalize to include a large group. Following the successful completion of the pilot study with 14 students on 1/4/2024 in the second semester of the fifth class of preparatory schools, the researcher gained valuable insights into the effectiveness of the research procedures employed. And the period of data collection between pretest and post-test is fourteen days. The researcher of this study doing this process as a way to increase the reliability and validity of the study. After the conducted of the pilot study, several issues are including; first, forty minutes is enough to conduct the test. Second, no modification



conducted to the length of the test. Third, the test is familiar to students. Finally, the last process is conducted to a large group as a way to gather the data of the study.

3.5 Reliability

Reliability is very important. It is a process where a researcher conducts a study as a pretest, and then the same study is conducted again to achieve the same results. In this way, it can be said that the data is reliable (Edwin, 2019, p. 3). Thus, the researcher of this study conducted the study by selecting 14 students as a sample from the fifth class of preparatory school on 1/4/2024 in the second semester. The process shows that the test fits in time, length, and familiarity for learners. This means that the students' test is reliable.

3.6 Validity

Validity is another important aspect of methodology. Thus, to enhance the validity of a students' test, the researcher follows a process of showing the test instrument to linguistic experts and others who have a great experience in teaching in preparatory schools. After discussions and suggestions, the final version of the test is completed, indicating that validity has been achieved. See Appendix 1.

3.7 Data Analysis Procedures

In order to answer the research questions and objectives of the study, which are related to pragmatic challenges and students' ability to use grammatical rules appropriately to express themselves. Thus, a structured approach to data analysis is essential. This study adopts a research design that involves quantifying qualitative data, thereby integrating both qualitative and quantitative methodologies to provide a comprehensive understanding. By integrating both qualitative and quantitative methods, the analysis aims to provide answers that are both numerical and insightful. This means that the quantifying data allows for the identification of patterns and the measurement of frequencies, facilitating a systematic examination of the collected information. This quantitative aspect complements the qualitative data, providing additional depth and context to the findings. Corbin and Strauss, as cited in Ward (2010, p. 2), emphasize the importance of an integrated approach to data collection and analysis. They assert that both processes should be systematic and sequential to capture all potential aspects of the topic under investigation. Therefore, the data analysis procedures will involve numerous steps. Firstly, the collected data will be organized to facilitate systematic analysis. Secondly, quantitative methods will be applied to quantify patterns and trends within the data. Thirdly, qualitative analysis techniques such as thematic coding will be employed to extract meaningful insights and interpretations from the data. Finally, the findings from both quantitative and qualitative analyses will be synthesized to provide a comprehensive understanding of the research questions and objectives. Through this structured and integrated approach to data analysis, this study aims to generate meaningful insights into pragmatic challenges and students' language abilities, thereby contributing to the existing body of knowledge in the field of English as a Foreign Language (EFL) education.



4. Practical Part

4.1 Data Analysis and Discussions

The data utilized to shed light on pragmatic challenges and achieve the objectives of the study which are presented and formulated by the researcher. The data includes the answers of 216 students from fifth preparatory schools to the student test, which has been gathered and analyzed qualitatively using quantifying qualitative procedures. The answers of the students represent the data of the study in order to explore the students' abilities in communicative competence according to Bachman (1990). Thus, the students' test is divided into three questions (A), (B), and (C), each question set up to explore the proficiency of students in various areas of linguistic knowledge. These questions will be analyzed separately since each question focuses on a particular area of communicative competence.

Question (A) consists of two paragraphs. These paragraphs include 15 blanks that require correcting the verbs. The corrections for the verb forms are in the present and past simple. The students' answers are shown in Table (1) as follows:

Table (1) of the students' Answer of Question (A)

Category	Frequency	Percentage
passed	67	31.02%
failed	149	68.98%
Total Students	216	100%

The above table shows the answers of (216) participants, including students from fifth preparatory schools. The results indicate that only (67) learners (31.02%) passed the exam, while (149) learners (68.98%) failed. These results reflect the learners' capacity in this type of question, influenced by teaching methods and the question's nature. Teachers spent more time to teaching students about this type of question, indicating its familiarity to them. The results also demonstrate that students who passed have a strong grammatical competence and can apply these rules appropriately. See to Appendix (B) S1 for details. However, for students who failed, despite teachers emphasizing grammar rules and spending more time teaching them, there's still a need to start controlling their target language with formal structures to produce correct and comprehensible sentences. See appendix (B) S2. Overall, the results highlight teaching methods and student weaknesses as significant challenges facing EFL learners in developing pragmatic competence. Therefore, Objective one is nearly achieved.

Question (B) consists of five sentences that require students to identify the speech act as a multiple-choice task. The sentences include an offer, a suggestion, a refusal, and a compliment. The results are shown in Table (2):



Table (2) Students' Answers of Question (B)

Category	Frequency	Percentage
Passed	63	29.16%
Failed	134	62.03%
Total	216	100%

Table (2) shows that the number of participants who passed the exam is the lowest, representing (63) students (29.12%). In contrast, the number of participants who failed the exam is higher, totaling 134 students (62.03%). Accordingly, the table indicates that more students failed the exam than passed. This means that a significant number of students did not succeed in this exam.

After illustrating a quantitative account of the data in the table, let's move to the qualitative aspect of the analysis, which is the central topic of the present study. The results show that the students who passed this type of question have the capacity to recognize most speech acts. However, it can be noted that their answers depend heavily on syntactic forms to identify these speech acts. This means that their pragmatic knowledge relies on the use of grammatical rules learned during their academic studies (see Appendix B, S3). On the other hand, the students who failed do not have any effective strategy to recognize or understand most speech acts due to their weakness in both grammatical and pragmatic knowledge. The former refers to grammatical rules or syntactic forms, and the latter refers to the context or the use of these rules (see Appendix B, S4). This indicates that these students have difficulties in learning their target language, possibly due to the challenges posed by the textbooks or the teaching methods (communicative approach). In other words, this approach may not be suitable for weaker students and some teachers do not pay attention to include speech acts like thanking, complimenting, apologizing, etc., in their classes. This is due to difficulties faced by foreign language teachers, such as large class sizes, insufficient time, students' low proficiency levels, and a lack of sufficient pragmatic materials. Thus, Objective one is achieved.

In order to get more insight into students' awareness of speech acts in question (B), Let's look at students' recognition of some speech acts as shown in Table (3):

Table (3) Frequencies and Percentages of Students' Awareness

Speech Acts	Frequency	Percentage
Offer	88	40.74%
Suggestion	86	39.81%
Refusal	90	41.66%
Compliment	42	19.44%
Offer	73	33.79%



The table displays the frequency with which students recognized various speech acts. The most frequently recognized speech act is refusal, it is recognized by (90) students (41.66%). Next, the speech act of offering, with two utterances: utterance (1) is recognized by (88) students (40.74%) and utterance (2) is recognized by (73) students (33.79%). Then, the speech act of suggestion is recognized by (86) students (39.81%). Lastly, the speech act of compliment is recognized by (42) students (19.44%).

The table illustrates the varying levels of awareness among students regarding speech acts. It is evident that students' responses primarily reflect their experiences with textbooks rather than real-life situations. This lack of real-life exposure is apparent in their limited awareness of speech acts, such as compliment, which is not covered in their textbooks. Only a few students are aware of this, perhaps by chance. Thus, it is very clear that most students are not familiar with this type of speech act, and their teachers do not bring external materials focused on pragmatic knowledge. Instead, they may bring external materials focused on grammatical knowledge. Moreover, students' responses predominantly reflect theoretical knowledge acquired in academic schools, rather than drawing from their social, cultural, and everyday experiences. Their awareness of some speech acts are similar to some extent in doing question (A), where students' answers rely heavily on the form of some utterances. These utterances are pragmatic, but their awareness depends heavily on their syntactic forms.

Question (C) consists of four situational pictures. Each picture depicts a different situation. Students are required to imagine themselves as one of the people in each picture and say something appropriate for each situation. The students' answers are summarized in Table (4) as follows:

Table (4) the Students' Answers of Question (C)

Category	Frequency	Percentage
Passed	17	7.76%
Failed	199	92.12%
Total	216	100%

The table displays the students' answers to the situational pictures. The number of students who passed this type of question is only (17), (7.76%), while (199) students (92.12%) are failed. Accordingly, the students who have the ability to pass this type of question possess several competencies, such as knowledge of vocabulary, morphology, and syntax, as well as a knowledge of pragmatics. These skills enable them to put words together and generate acceptable sentences to express themselves appropriately in a given context. Additionally, these students use a strategy that depends heavily on their sensitivity to a particular context, which is part of sociolinguistic competence. This suggests that answering this type of question requires a very complicated process, as it necessitates the integration of various competencies: grammatical, pragmatic, and sociolinguistic. In other words, these pictures require students to express their language skills in out-of-classroom settings to demonstrate their ability to use language based on their knowledge to convey their psychological states. Unfortunately, only a



small number of students succeeded in passing this type of question. Thus, objective two is achieved (see Appendix B, S5).

Conversely, students who failed this question make up the largest number, so they can be divided into three groups according to their answers. The first group consists of students who can do only one sentence. They succeed in imagining and expressing one of the situational pictures by using a heuristic function. This function relies heavily on the language memorized in the classroom or the language acquired through everyday learning inside the classroom (see Appendix B, S6).

The second group consists of students who use unconnected utterances to link their speech with the situational pictures. This language does not reflect the meaning of the situational pictures, as it is meaningless and does not show the context. Additionally, while this language is grammatically correct, it is not pragmatically accurate. Thus, it could be said that learning the target language is confined to the classroom, and these learners will fail to use the language and express themselves appropriately outside the class. Therefore, objective two is achieved (see Appendix B, S7).

The third group consists of students who have the ability to use only one word to imagine themselves as one of the people in the situational pictures. This means that they are able to describe the content of the picture, but they lack knowledge of morphology by affixing inflectional or derivational morphemes, as well as the knowledge of constructing sentences with accurate representation and contextual acceptability. In other words, they lack the pragmalinguistic knowledge to express their thoughts or feelings. Students like this represent a larger number than those mentioned above. This suggests that these students are not active participants in the class due to their lack of these competencies mentioned previously. This leads to say that most students rarely interact with each other and with their teachers. Their role is primarily just listening to and watching their teachers, while the role of the teachers is confined to present the content of the materials, assign the tasks, and evaluate student tests. Thus, most students do not express their underlying knowledge; therefore, objective 2 is achieved (See Appendix B, S8).



5. Conclusion

The study was conducted to address challenges in learning pragmatics among EFL learners in preparatory schools. The study concludes that the challenges exist in three areas: classroom settings, teacher education, and the curriculum system. These obstacles create a restriction in the development of pragmatic competence in Iraqi EFL learners. Developing pragmatic competence requires learners to be exposed to authentic material or a natural environment; however, Iraqi EFL learners are deprived of such situations. The challenges which are linked to the English textbooks for Iraqi preparatory schools like grade fifth, which containing only little information of pragmatics this creates obstacles in teaching pragmatics to students since the English textbooks are the most essential source to develop communicative proficiency. In other words, the Iraqi English textbooks are not helpful with learners to develop their pragmatics Knowledge. Additionally, students who become aware of speech acts through knowledge acquired from everyday learning experiences in their schools rather than from the surrounding context or everyday life. This, in turns, causes a limitation in their knowledge of culture and social norms. The results also reflect other difficulties related to teaching methods. Accordingly, it appears that most teachers are accustomed to traditional ways of teaching. These methods focus on linguistic competence, involving knowledge of grammar, vocabulary, and syntax, while pragmatic knowledge is neglected. Additionally, teachers may bring external materials focused on grammar knowledge rather than pragmatic knowledge. There are additional factors related to the learners themselves, which may have a negative effect on acquiring pragmatic competence; on the other hand, they have a positive effect on acquiring grammatical competence. Most students learn English primarily to pass exams rather than for practical use, due to the nature of the ministry exams. Thus, a significant number of students cannot use grammatical rules to express themselves appropriately. They give more weight to grammatical rules but don't pay attention to their practical application. Moreover, Teachers and textbooks are integral and essential components in teaching language in general within the Iraqi EFL setting since there is limited opportunity for learners to practice their language outside the classroom, and they heavily rely on their teachers and textbooks. However, the current Iraqi teachers and textbooks do not provide enough pragmatic knowledge and employ it successfully, leading to difficulties for students in developing these important language skills. To sum up, pragmatic competence does not develop hand in hand with grammatical competence; instead, it should be developed in parallel with the three aforementioned areas: teacher education, curriculum systems, and test design. Special attention should be given to teachers, as they play a crucial role in developing pragmatic knowledge. Teachers can integrate pragmatic knowledge into their teaching alongside grammatical competence. Ultimately, by focusing on both grammatical rules and the practical use of language, students will be better equipped to communicate successfully in different environments.



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Appendices

Appendix A

Test

A) Complete the sentences by correcting the verbs for each blank space.

1. Sami.....(walk) to school every day. He usually(leave) home at 7:30 a.m. and.....(arrive) at school by 8:00 a.m. Along the way, he(greet) his neighbors and sometimes.....(stop) to pet their dogs. Then, he(wear) his favorite backpack and(carry) his lunch in a brown paper bag .
2. Sarah(visit) her grandparents' house last week. She(ride) her bike there because it(be) a sunny day. When she(arrive), her grandparents(welcome) her with warm hugs. They(prepare) a delicious lunch together and(talk) about old memories. After lunch, Sarah(hug) her grandparents tightly.

B) Circle the correct speech act from A to D for each sentence:

1. We're having a barbecue this weekend. You're welcome to come!
a. refusal. b. agreement. c. offer. d. apologize
2. How about watching a movie this weekend?
a. compliment. b. advice. c. offer. d. suggestion
3. I appreciate the offer, but I can't make it to the party on Saturday.
a. offer. b. gratitude. c. refusal. d. agreement
4. You did an excellent job on the presentation.
a. disagreement. b. compliment. c. advice. d. preference
5. Would you like some help with carrying those bags?
a. advice. b. promise. c. suggestion. d. offer

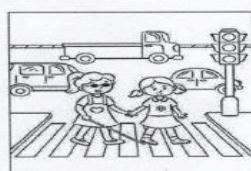
C) Imagine you are one of those people. What do you say?



1-.....



2-.....



3-.....



4-.....



Appendix B

Samples of the Students' Answers

S1

A) Complete the sentences by correcting the verbs for each blank space.

1. Sami ~~walk~~(walk) to school every day. He usually ~~leav~~~~ve~~.....(leave) home at 7:30 a.m. and ~~arrive~~(arrive) at school by 8:00 a.m. Along the way, he ~~greet~~ his neighbors and sometimes ~~stop~~(stop) to pet their dogs. Then, he ~~wear~~ his favorite backpack and ~~carries~~(carry) his lunch in a brown paper bag .

2 Sarah ~~visit~~(visit) her grandparents' house last week. She ~~ride~~ her bike there because it ~~was~~... (be) a sunny day. When she ~~arrive~~(arrive), her grandparents ~~welcom~~(welcome) her with warm hugs. They ~~prepar~~~~e~~ (prepare) a delicious lunch together and ~~talk~~(talk) about old memories. After lunch, Sarah ~~hug~~ her grandparents tightly.

B) Circle the correct speech act from A to D for each sentence:

1. We're having a barbecue this weekend. You're welcome to come!
a. refusal. b. agreement. offer. d. apologize
2. How about watching a movie this weekend?
a. compliment. b. advice. c. offer. suggestion
3. I appreciate the offer, but I can't make it to the party on Saturday.
a. offer. b. gratitude. refusal. d. agreement
4. You did an excellent job on the presentation.
a. disagreement. b. compliment. c. advice. preference
5. Would you like some help with carrying those bags?
a. advice. b. promise. suggestion. d. offer

C) Imagine you are one of those people. What do you say?



1-Please, can...have...my coffee



2- I...bought...print.....



3- I...let...people...cross...the...street



4- I...am...reading.....

S2

A) Complete the sentences by correcting the verbs for each blank space.

1. Sami ~~walk~~(walk) to school every day. He usually ~~leav~~~~ve~~.....(leave) home at 7:30 a.m. and ~~arrive~~(arrive) at school by 8:00 a.m. Along the way, he ~~greet~~ his neighbors and sometimes ~~stop~~(stop) to pet their dogs. Then, he ~~wear~~ his favorite backpack and ~~carries~~(carry) his lunch in a brown paper bag .

2 Sarah ~~visit~~(visit) her grandparents' house last week. She ~~ride~~ her bike there because it ~~was~~... (be) a sunny day. When she ~~arrive~~(arrive), her grandparents ~~welcom~~(welcome) her with warm hugs. They ~~prepar~~~~e~~ (prepare) a delicious lunch together and ~~talk~~(talk) about old memories. After lunch, Sarah ~~hug~~ her grandparents tightly.

B) Circle the correct speech act from A to D for each sentence:

1. We're having a barbecue this weekend. You're welcome to come!
a. refusal. b. agreement. offer. d. apologize
2. How about watching a movie this weekend?
a. compliment. b. advice. c. offer. d. suggestion
3. I appreciate the offer, but I can't make it to the party on Saturday.
a. offer. b. gratitude. c. refusal. d. agreement
4. You did an excellent job on the presentation.
a. disagreement. b. compliment. advice. d. preference
5. Would you like some help with carrying those bags?
a. advice. promise. c. suggestion. d. offer

C) Imagine you are one of those people. What do you say?



1-Please, can...have...my coffee



2- I...bought...print.....



3- I...let...people...cross...the...street



4- I...am...reading.....



S3

A) Complete the sentences by correcting the verbs for each blank space.

1. Sami walks (walk) to school every day. He usually leaves... (leave) home at 7:30 a.m. and arrives (arrive) at school by 8:00 a.m. Along the way, he greets (greet) his neighbors and sometimes stops (stop) to pet their dogs. Then, he wears (wear) his favorite backpack and carries (carry) his lunch in a brown paper bag.

2. Sarah visited... (visit) her grandparents' house last week. She rode... (ride) her bike there because it was... (be) a sunny day. When she arrived, her grandparents welcomed (welcome) her with warm hugs. They prepared (prepare) a delicious lunch together and talked (talk) about old memories. After lunch, Sarah hugged... (hug) her grandparents tightly.

B) Circle the correct speech act from A to D for each sentence:

1. We're having a barbecue this weekend. You're welcome to come!
a. refusal. b. agreement. c. offer. d. apologize

2. How about watching a movie this weekend?
a. compliment. b. advice. c. offer. d. suggestion

3. I appreciate the offer, but I can't make it to the party on Saturday.
a. offer. b. gratitude. c. refusal. d. agreement

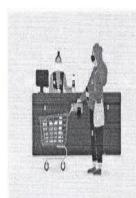
4. You did an excellent job on the presentation.
a. disagreement. b. compliment. c. advice. d. preference

5. Would you like some help with carrying those bags?
a. advice. b. promise. c. suggestion. d. offer

C) Imagine you are one of those people. What do you say?



1-...can I have... a cup of



2-...Hello... Good morning



3-...thank you.....



4-...excuse me.....

S4

A) Complete the sentences by correcting the verbs for each blank space.

1. Sami walks (walk) to school every day. He usually leaves... (leave) home at 7:30 a.m. and arrives (arrive) at school by 8:00 a.m. Along the way, he greets (greet) his neighbors and sometimes stops (stop) to pet their dogs. Then, he wears (wear) his favorite backpack and carries (carry) his lunch in a brown paper bag.

2. Sarah visited... (visit) her grandparents' house last week. She rode... (ride) her bike there because it was... (be) a sunny day. When she arrived, her grandparents welcomed (welcome) her with warm hugs. They prepared (prepare) a delicious lunch together and talked (talk) about old memories. After lunch, Sarah hugged... (hug) her grandparents tightly.

B) Circle the correct speech act from A to D for each sentence:

1. We're having a barbecue this weekend. You're welcome to come!
a. refusal. b. agreement. c. offer. d. apologize

2. How about watching a movie this weekend?
a. compliment. b. advice. c. offer. d. suggestion

3. I appreciate the offer, but I can't make it to the party on Saturday.
a. offer. b. gratitude. c. refusal. d. agreement

4. You did an excellent job on the presentation.
a. disagreement. b. compliment. c. advice. d. preference

5. Would you like some help with carrying those bags?
a. advice. b. promise. c. suggestion. d. offer

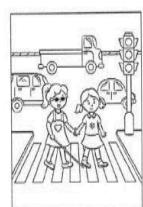
C) Imagine you are one of those people. What do you say?



1-...asked... food



2-...Shop...ing



3-...thank... you



4-...excuse me.....



S5

A) Complete the sentences by correcting the verbs for each blank space.

1. Sami walk(walk) to school every day. He usually leave.....(leave) home at 7:30 a.m. and arrive.....(arrive) at school by 8:00 a.m. Along the way, he greet.....(greet) his neighbors and sometimes stop.... (stop) to pet their dogs. Then, he wear.....(wear) his favorite backpack and carry.....(carry) his lunch in a brown paper bag .

2. Sarah visit.....(visit) her grandparents' house last week. She ride.....(ride) her bike there because it was.....(be) a sunny day. When she arrive.....(arrive), her grandparents welcome.....(welcome) her with warm hugs. They prepare.....(prepare) a delicious lunch together and talk.....(talk) about old memories. After lunch, Sarah hug.....(hug) her grandparents tightly.

B) Circle the correct speech act from A to D for each sentence:

1. We're having a barbecue this weekend. You're welcome to come!
a. refusal. b. agreement. c. offer. d. apologize
2. How about watching a movie this weekend?
a. compliment. b. advice. c. offer. d. suggestion
3. I appreciate the offer, but I can't make it to the party on Saturday.
a. offer. b. gratitude. c. refusal. d. agreement
4. You did an excellent job on the presentation.
a. disagreement. b. compliment. c. advice. d. preference
5. Would you like some help with carrying those bags?
a. advice. b. promise. c. suggestion. d. offer

C) Imagine you are one of those people. What do you say?



1- May I have a cup of coffee?



2- It costs 65,000 IQD.



3- Grandma, be careful when you cross the road.



A) Complete the sentences by correcting the verbs for each blank space.

1. Sami walk.....(walk) to school every day. He usually leave.....(leave) home at 7:30 a.m. and arrive.....(arrive) at school by 8:00 a.m. Along the way, he greet.....(greet) his neighbors and sometimes stop.... (stop) to pet their dogs. Then, he wear.....(wear) his favorite backpack and carry.....(carry) his lunch in a brown paper bag .

2. Sarah visit.....(visit) her grandparents' house last week. She ride.....(ride) her bike there because it was.....(be) a sunny day. When she arrive.....(arrive), her grandparents welcome.....(welcome) her with warm hugs. They prepare.....(prepare) a delicious lunch together and talk.....(talk) about old memories. After lunch, Sarah hug.....(hug) her grandparents tightly.

B) Circle the correct speech act from A to D for each sentence:

1. We're having a barbecue this weekend. You're welcome to come!
a. refusal. b. agreement. c. offer. d. apologize
2. How about watching a movie this weekend?
a. compliment. b. advice. c. offer. d. suggestion
3. I appreciate the offer, but I can't make it to the party on Saturday.
a. offer. b. gratitude. c. refusal. d. agreement
4. You did an excellent job on the presentation.
a. disagreement. b. compliment. c. advice. d. preference
5. Would you like some help with carrying those bags?
a. advice. b. promise. c. suggestion. d. offer

C) Imagine you are one of those people. What do you say?



1- Food

2- Shipping



3- Street



4- I wish I had read harder



S7

A) Complete the sentences by correcting the verbs for each blank space.

1. Sami ~~walks~~ (walk) to school every day. He usually ~~leaves~~....(leave) home at 7:30 a.m. and ~~arrives~~ (arrive) at school by 8:00 a.m. Along the way, he(greet) his neighbors and sometimes....~~stop~~.... (stop) to pet their dogs. Then, he ~~wears~~....(wear) his favorite backpack and ~~carries~~ (carry) his lunch in a brown paper bag.

2. Sarah ~~visits~~....(visit) her grandparents' house last week. She(ride) her bike there because it ~~is~~.....(be) a sunny day. When she ~~arrived~~....(arrive), her grandparents(welcome) her with warm hugs. They.....(prepare) a delicious lunch together and ~~talked~~ (talk) about old memories. After lunch, Sarah(hug) her grandparents tightly.

B) Circle the correct speech act from A to D for each sentence:

1. We're having a barbecue this weekend. You're welcome to come!
a. refusal. b. agreement. c. offer. d. apologize

2. How about watching a movie this weekend?

a. compliment. b. advice. c. offer. d. suggestion

3. I appreciate the offer, but I can't make it to the party on Saturday.

a. offer. b. gratitude. c. refusal. d. agreement

4. You did an excellent job on the presentation.

a. disagreement. b. compliment. c. advice. d. preference

5. Would you like some help with carrying those bags?

a. advice. b. promise. c. suggestion. d. offer

C) Imagine you are one of those people. What do you say?



1- the man...give...the...eat.



2- the...woman...shop...ing...



3- an, I will help yo...
of the cars



4- the boy...read...a...book
and it is very booring

S8

A) Complete the sentences by correcting the verbs for each blank space.

1. Sami ~~walks~~ (walk) to school every day. He usually ~~leaves~~....(leave) home at 7:30 a.m. and ~~arrives~~ (arrive) at school by 8:00 a.m. Along the way, he ~~greet~~....(greet) his neighbors and sometimes....~~stop~~.... (stop) to pet their dogs. Then, he ~~wear~~....(wear) his favorite backpack and ~~carry~~ (carry) his lunch in a brown paper bag.

2. Sarah ~~visits~~....(visit) her grandparents' house last week. She ~~ride~~....(ride) her bike there because it ~~was~~.....(be) a sunny day. When she ~~arrived~~....(arrive), her grandparents ~~welcome~~ (welcome) her with warm hugs. They ~~prepa~~....(prepare) a delicious lunch together and ~~talked~~ (talk) about old memories. After lunch, Sarah ~~hug~~....(hug) her grandparents tightly.

B) Circle the correct speech act from A to D for each sentence:

1. We're having a barbecue this weekend. You're welcome to come!

a. refusal. b. agreement. c. offer. d. apologize

2. How about watching a movie this weekend?

a. compliment. b. advice. c. offer. d. suggestion

3. I appreciate the offer, but I can't make it to the party on Saturday.

a. offer. b. gratitude. c. refusal. d. agreement

4. You did an excellent job on the presentation.

a. disagreement. b. compliment. c. advice. d. preference

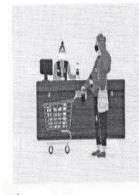
5. Would you like some help with carrying those bags?

a. advice. b. promise. c. suggestion. d. offer

C) Imagine you are one of those people. What do you say?



1-...offe...ce.....



2-...Shop...ing.....



3-...cross...ing.....



4-...read...ing.....