

**An-Najah National University**  
**Faculty of Graduate Studies**

**The Effect of Using Pragmatic Competence Test  
on the Ninth Graders' Proficiency  
of the Major Four Skills in Nablus City**

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**Submitted in Partial Fulfillment of the Requirements for the Degree of  
Master of Methods of Teaching English, Faculty of Graduate Studies,  
at An-Najah National University, Nablus, Palestine.**

**2004**

# **The Effect of Using Pragmatic Competence Test on the Ninth Graders' Proficiency of the Major Four Skills in Nablus City**

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## Dedication

To

My Father's Memory

My Mother without whose patience,  
support and encouragement and for the  
endless love she has offered me through  
my life and my study; without her help  
I would not have completed my study and

My Sisters,

and all those who love me

## **ACKNOWLEDGEMENT**

I would like to express my deepest gratitude and appreciation to my thesis supervisor Dr. Fawaz Aqel for his continually fruitful suggestions, constructive comments, guidance and advice. I am also in debt of gratitude to Dr. Awad Keshita , Dr.Suzanne Arafat, and Dr. Abed Al-Rheem Barham, for kindly accepting to be on the thesis committee and for their valuable and constructive comments.

Special thanks and gratitude are due to Mr. Ismael Abu Zyadah for his helping me in the statistical analysis.

I will never forget Mr. Eyad Hamad who helped me willingly and honestly in the data collection to achieve the purpose of the study.

I am so grateful to all colleagues, teachers and students who have contributed in one way or another to the completion of this empirical study and consequently to the success of the whole work.

And finally, but foremost, to my family for their patience, confidence and understanding, needless to mention their continuous encouragement, and moral boosting during dark hours of confusion. Thanks are due to all those who have helped me brought this thesis to fruition.

## Table of Contents

<b>Subject</b>	<b>Page No.</b>
Dedication	i
Acknowledgement	ii
List of Tables	iv
Appendices	vi
Abstract	vii
<b>Chapter One:</b> Introduction	1
1.1 Statement of the problem	9
1.2 Purpose of the study	10
1.3 Questions of the study	11
1.4 Hypotheses of the study	12
1.5 Significance of the study	14
1.5 Definitions of the terms	15
1.6 Limitation of the study	18
1.7 Summary	19
<b>Chapter Two:</b> Review of Related Literature	20
Summary	59
<b>Chapter Three:</b>	61
2.3 Methodology	62
2.4 Population of the study	63
2.5 Sample of the study	63
2.6 Instrumentation	66
2.7 Validity of the instrument	66
2.8 Readability of the instrument	67
2.9 Instructional material	67
2.10 Procedures for data collection	68
Description of the Pragmatic Competence Program	70
Research design and statistical analysis	76
Data analysis	77
Variables of the study	78
Summary	79
<b>Chapter Four:</b> Finding of the study	80
<b>Chapter Five:</b> Discussion, Conclusion and	91
Recommendations	
References	105
Appendices	119
Abstract in Arabic	ب

## List of Tables

<b>Table No.</b>	<b>Table</b>	<b>Page No.</b>
<b>Table 1</b>	Distribution of Population by Gender and Section	63
<b>Table 2</b>	Distribution of Population by Gender and Section	64
<b>Table 3</b>	Independent T-Test of the Equivalency of the Control and Experimental Groups	64
<b>Table 4</b>	Independent T-Test of the Equivalency of the Control and Experimental Groups by Gender	65
<b>Table 5</b>	Strategy type, strategy employed, and the communicative activities used	68
<b>Table 6</b>	Independent Sample T-Test with Regards to the Experimental and the Control groups	81
<b>Table 7</b>	Independent Sample T-Test with Regards to the Gender Variable	82
<b>Table 8</b>	Results of Two-Way (ANOVA) with Regards to the First Domain	83
<b>Table 9</b>	Results of Two-Way (ANOVA) with Regard to the Second Domain	84
<b>Table 10</b>	Two-Way (ANOVA) with regards the third domain	85
<b>Table 11</b>	Two-Way (ANOVA) with Regards to the Fourth Domain	86
<b>Table 12</b>	Two-Way (ANOVA) of the Total Degree for the Four Domains	87
<b>Table 13</b>	Paired T-Test of Experimental Group with Regards to Pre-Post Training Program	88
<b>Table 14</b>	Paired T-Test of Experimental Group with Regards to Pre-Post Training Program	89
<b>Table 15</b>	Paired T-Test of Control Group with Regards to Pre-Post Training Program	89

## Appendices

<b>No.</b>	<b>Appendix</b>	<b>Page No.</b>
1	Permit from An-Najah National University to Conduct the Study	118
2	Population of the Study	123
3	Analysis of First Four Units of Petra Five	125
4	Lesson Plan for Control and Experimental Group	127
5	Sample of Work Sheet	130
6	Listening Comprehension	140
7	Writing Activities	147
8	Oral Activities	151
9	General Pragmatic Competence Test and Post Test	153
10	Pragmatic Competence Evaluation Sheet	167
11	Validity Committee	175

**The Effect of Using Pragmatic Competence Test  
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**Abstract**

This study investigated the effect of training ninth graders on Pragmatic Competence activities: linguistic competence (knowledge of form), sociolinguistic competence (ability to use language appropriately in different contexts) and discourse competence (cohesion and coherence).

The study attempted to address the following questions:

- 1- Is there any significant difference at ( $\alpha = 0.05$ ) in the effect of using English pragmatic competence test on the students' proficiency, regarding the four language skills, due to teaching method variable?
- 2- Is there any significant difference at ( $\alpha = 0.05$ ) in the effect of using English pragmatic competence test on the students' proficiency, regarding the four language skills, due to gender, teaching method and the interaction between gender and teaching method variables?

The population of the study consisted of all male and female ninth grade students at the public schools in Nablus City in the first semester of the scholastic year 2003-2004. The sample of the study consisted of 393 ninth grade students (198 males and 195 females).

For data collection, the researcher developed an instrument: General Pragmatic Competence Test (GPCT). It was administered to assess the



general language proficiency of the students as well as their reading comprehension, writing, speaking and listening.

Test validity and reliability were confirmed by a group of experts. The correlation coefficient of the test was 0.86, which was considered statistically acceptable to carry out this study. The data was collected, coded out and analysed by using Independent T-Test, Two-Way ANOVA and Paired T-Test to answer the questions of the study.

The training program comprised 10 sessions, which aimed at training the experimental group. On the other hand, the control group was taught the same material but did not receive any training.

After 10 sessions of training, means of the pre- and post- tests for the two groups were calculated. A t-test was conducted at the level of significance ( $\alpha = 0.05$ ). On the basis of the results, one can infer that: (1) the students' ability improved significantly than that of the control group which remained the same; and (2) pragmatic competence use WAS the only strategy correlated with four skills.

#### Findings of the study

- a) There were no statistically significant differences at  $\alpha = 0.05$  in the improvement of the ninth grade students which might be attributed to gender.
- b) There were statistically significant differences at  $\alpha = 0.05$  in the improvement of the ninth grade students which might be attributed to the use of pragmatic competence activities.

- c) There were considerable significant differences at  $\alpha = 0.05$  in the improvement of the ninth grade students which might be attributed to interaction between the gender and the teaching method.
- d) There were significant differences at  $\alpha = 0.05$  in the improvement of the ninth grade students which might be attributed to the use of pragmatic competence activities on the four skills before and after the training program.

Based on these findings, the researcher recommends that teachers give emphasis to the use of pragmatic competence activities. She also recommends that syllabus designers give more interest to pragmatic competence activities in the curriculum. It is also recommended that other researchers conduct other studies to investigate the relationship between teaching method and students' achievement in English as a foreign language. In particular, research on the relationship between the teaching method and pragmatic competence and communicative skill abilities is still lacking in Palestinian settings.

# *Chapter One*

## *Introduction*

## **Chapter One**

### **Introduction**

Current language teaching methodology views language use as a communicative and interactive process taking as its starting point the notion of communicative competence. Because the development of communicative competence is the main objective for teaching and determining what and how we teach, it would appear that a model of communicative competence would help us identify testing objectives and serve as an appropriate framework for evaluating the washback effect. (Niakaris, 1997, p.20).

Like other educational shifts in the 90s, students' assessment seems to be undergoing a profound transformation. Assessment has a lot of purposes which aim to assess the achievement of all children's attainment of high standard, support teaching and learning, provide process and product information that is useful to students and parents, serve in placement, entry, and certification processes and act as an accountability device for reporting to the public. In addition, the public are much more aware of the impact of assessment on the selection, implementation of curriculum and instruction, student motivation and access to learning, teachers' attitudes toward their students, and on the structure of school accountability systems. This wave of change in student assessment has

occurred as a result of open and often passionate criticism of traditional standardized test (Figueroa and Garcia, 1994, p. 32-45).

Accordingly, testing procedures and testing materials have been influenced by teaching methodologies developed from different theoretical doctrines throughout the history of language education. Because each teaching method has given certain priorities to the relative importance of each language component, a clear-cut distinction between methods and testing has not existed. Because there has been a long period of overlapping and competition among different methods at different times, a chronological ordering of methodologies for teaching and testing does not seem to be applicable.

The history of language education indicates that there have been various trends in language testing. There was not a well-established theory for language testing regarding the distinction between different types of competence and performance before the recent theoretical developments in linguistics and psycholinguistics. The tests developed during those periods included more subjective measure such as translation and essay-type questions. With advances in applied linguistics, the trends shifted toward the development of psychometrically sound tests.

In recent years, the requirements of a good language test have been

theoretically expanded to include psychometric and communicative factors (Farhady, 1980).

It is useful through an over-generalization that language testing can be divided into three major trends:

- 1-The pre-scientific
- 2-The psychometric-structural
- 3-The integrative-sociolinguistic.

The trends follow in order, but overlap in time and approach. The third picks up many elements of the first, and the third coexist and competes (Spolsky, 1978).

Therefore, language testing is a central issue in second and foreign language teaching. A substantial literature has developed on the topic. For numerous reasons, second language testing is probably one of the most neglected areas in the field of applied linguistics. One reason is the complexity of language itself, and another is the complexity of individual second language learner. One particularly formidable problem for those involved in second language testing is evaluating a second language.

Given the difficulty of defining the term “language proficiency”, it is conceivable that the development of proficiency tests would involve complex steps. This may be one of the reasons for the slow progress of

language proficiency testing is the least advanced area in all of language testing (Clark, 1986).

One cannot separate language from the society in which it is used. Therefore, language testing involves multidimensional concerns from various areas of the social sciences. To this broad spectrum of language testing, the principles of educational measurement are added to make the already complex field of language testing more complicated and demanding (Farhady, 1980).

The functional approach to a second language testing is one of the most recent developments in the field of second language evaluation. The pragmatic competence test was designed to investigate the possibilities of constructing discourse-oriented measures of language behavior even through the use of a paper-and-pencil test.

The researcher supports Campbell (1978) who emphasized a direction for the development and use of second language tests called "the functional approach". The social appropriateness of an utterance, who is talking to whom, when, and under what circumstances, is just as important as its linguistic accuracy.

Most second language instruction is mainly concerned with the formal structure of the target language. Consequently, learning a second

language in most language classrooms has been a matter of mastering grammar and pronunciation. As a result, little attention is paid to teaching language as a tool for communication in the real world. It is both valuable and basic to teach and test learners how to manipulate the structures of the foreign language and develop strategies for relating these structures to their communicative functions in real situations and real time. Thus, foreign language teachers must, therefore, provide learners with ample opportunities to use the language themselves for communicative purposes. Foreign language teachers have to remember that they are ultimately concerned with developing the learners' ability to take part in the "process of communicating" through language, rather than with their perfect mastery of individual structures (Littlewood, 1983).

Language use has become a widely researched field during the past two or three decades

As a result, the learning of a language is now viewed as including not only the grammar of that language but also "the capacity to use the language in a way that is appropriate to the situational and verbal constraints operating at any given time (Barqawi, 1995).

These constraints may come from the relationship between the speaker and the addressee, the nature of the topic, the medium that is being used, the specific occasion, other ritualistic conventions, and so forth



(Coulthard, 1977; Criper & Widdowson, 1975; Ervin-Tripp, 1976; Hymes, 1976; White, 1991; Gumperz, 1982; Gumperz & Hymes, 1972; Lakoff, 1973, 1976; Munby, 1978; Paulston, 1974).

Each culture or subculture poses a different set of constraints, and, for a second language learner, the formidable task is that of learning the target language within this framework of constraints. Using structurally correct utterances that violate certain social constraints at a given time may result in miscommunication and, consequently, misunderstanding on the listener's part and frustration on the speaker's part.

Using structurally incorrect utterances, however, reveals the speaker's foreignness and solicits more tolerance from the addressee while violating linguistic norms (Lakoff, 1973). Therefore, helping second language learners achieve language appropriateness should be as important as helping them achieve grammaticality in the target language. Experience in learning a second language as well as past research in the field of language use (Cheek, 1994; Cheek, Kalivoda, & Morain, 1975) both point to the fact that there is a discrepancy between the situational reactions of second language learners and those of the native speakers.

Suggestions have been made to teach the appropriate responses or "autonomous interactions" in foreign language classrooms (Cheek et al.,

1994; Rivers & Temperley, 1978). However, without further knowledge of where the differences lie, any proposed remedies for classroom practice would be just a shot in the dark. Some past research studies have looked at language adaptations of native speakers in response to different purposes, intentions, strategies, or occasions (Blom & Gumperz, 1972; Ervin-Tripp, 1972; Grice, 1975; Halliday, 1973).

The present study aims at investigating the impact of using English Pragmatic Competence Program on the ninth grade students' proficiency of the major four skills (reading, writing, speaking and listening). It consists of linguistic competence (knowledge of forms), sociolinguistic competence (use of language in different contexts) and discourse competence (cohesion and coherence). Because there are almost no language tests that attempt to measure the second language learner's ability to choose socially appropriate responses to clearly defined situations interchange, this study hopefully will make some contribution to the improvement of language learning and teaching in Nablus schools. Also the main object of the study is to construct and validate an instrument, referred to as functional or pragmatic language proficiency test, reflecting the principles of the newer teaching approaches. This test will be titled the Pragmatic Competence Test. This objective will be achieved by developing an inventory of test items.

In addition, the researcher aims at finding out if there are significant differences in using the Pragmatic Competence Program due to gender, teaching method and the interaction between gender and the teaching method.

## **Statement of the Problem**

In the field of language testing, there are few tests available today to assess pragmatic language proficiency ( using language not only grammatically and linguistically correctly but also socially appropriately). As the trend in teaching a second language has shifted during the past few decades toward a focus on communication, there should be language tests that assess examinees' communicative or pragmatic language skills.

Because the notional-functional theory of teaching is considerably newer than other language teaching theories, it is not surprising that few practical advances have been made with respect to functional testing. The necessity for functional tests has been proposed by scholars such as Morrow (1977), Carroll (1980), and Farhady (1980).

Today, however, the principles of functional or pragmatic language testing neither have been thoroughly identified nor have any feasible procedures been suggested. Thus, the goal is to develop such a pragmatic test to the use of language within the communicative context because some teachers follow, and some do not the principles of functional teaching in

the ESL classes where the students are studying. It is possible to have all the necessary skills in phonology, morphology, syntax and semantics and communicating with others in a form that can be easily and efficiently administered.

## **Purpose of the Study**

This study is intended to achieve the following purposes:

- 1- Constructing and validating an instrument referred to as a functional or pragmatic language proficiency test, reflecting the principles of the newer-teaching approaches (communicative and functional approaches).
- 2- Developing an inventory of test items and conducting various statistical analyses specifically item analyses.
- 3- Trying to show the role of gender, teaching method and the interaction between teaching method and gender, in the impact of using English Pragmatic Competence activities on the ninth graders' proficiency in Nablus schools of the major four skills.
- 4- Assessing the educators' use of pragmatic competence test in improving the four skills of student to use the English language successfully.
- 5- Determining whether or not the test assesses linguistic, sociolinguistic, strategic, or communicative skill of an examinee's total language competence.

## Research Questions

This study will hopefully give satisfactory answers to the following questions:

- 1- Is there any significant difference at  $\alpha = 0.05$  in the effect of using English pragmatic competence test on the students' proficiency regarding the four language skills due to teaching method variable?
- 2- Is there any significant difference at  $\alpha = 0.05$  in the effect of using English pragmatic competence test on the students' proficiency regarding the four language skills due to gender variable?
- 3- Is there any statistically significant difference at  $\alpha = 0.05$  in the effect of using English pragmatic competence test on the students' proficiency regarding the four language skills due to interaction between the gender and the teaching method?
- 4- Is there any statistically significant difference at  $\alpha = 0.05$  in the effect of using English pragmatic competence test on the students' proficiency regarding the four language skills due to interaction between gender and the teaching method with regard to the first domain (Reading)?
- 5- Is there any significant difference at  $\alpha = 0.05$  in the effect of using English pragmatic competence test on the students' proficiency regarding the four language skills due to interaction

between gender and the teaching method with regard to the second domain (Writing)?

- 6- Is there any significant difference at  $\alpha = 0.05$  in of the effect of using English pragmatic competence test on the students' proficiency regarding the four language skills due to interaction between gender and the teaching method with regard to the third domain (Speaking)?
- 7- Is there any significant difference at  $\alpha = 0.05$  in the effect of using English pragmatic competence test on the students' proficiency regarding the four language skills due to interaction between gender and the teaching method with regard to the fourth domain (Listening)?
- 8- Is there any significant difference at  $\alpha = 0.05$  in the effect of using English pragmatic competence test on the students' proficiency regarding the four language skills due to interaction between gender and the teaching method with regard to the students' achievement pre-post test in the training program?

### **Hypotheses of the study**

The present study aims at testing the following null hypotheses:

- 1- There is no significant difference at  $\alpha = 0.05$  in using English Pragmatic Competence Test on the ninth graders' proficiency

of the major four skills due to the teaching method.

- 2- There is no significant difference at  $\alpha = 0.05$  in using English Pragmatic Competence Test on the ninth graders' proficiency of the major four skills due to gender.
- 3- There is no significant difference at  $\alpha = 0.05$  in using English Pragmatic Competence Test on the ninth graders' proficiency of the major four skills due to interaction between teaching method and gender.
- 4- There is no significant difference at  $\alpha = 0.05$  in using English Pragmatic Competence Test on the ninth graders' proficiency of the major four skills due to interaction between gender and the teaching method regarding the first domain (Reading).
- 5- There is no significant difference at  $\alpha = 0.05$  in using English Pragmatic Competence Test on the ninth graders' proficiency of the major four skills due to interaction between gender and the teaching method regarding the second domain (Writing).
- 6- There is no significant difference at  $\alpha = 0.05$  in using English Pragmatic Competence Test on the ninth graders' proficiency of the major four skills due to interaction between gender and the teaching method regarding the third domain (Speaking).
- 7- There is no significant difference at  $\alpha = 0.05$  in using English Pragmatic Competence training program on the ninth graders' proficiency of the major four skills due to interaction between

gender and the teaching method regarding the fourth domain (Listening).

- 8- There is no significant difference at  $\alpha = 0.05$  in the effect of using English pragmatic competence test on the students' proficiency of the four language skills due to interaction between the gender and the teaching method regarding the students' achievement in the pre-post the training program.

### **Significance of the study**

To the researcher's best knowledge, this topic has not been dealt with in Palestine, thus the researcher conducts this study in an attempt to show the degree of effect of using English Pragmatic Competence Test (EPCT) on the ninth graders' proficiency of the major four skills.

Measurement is a necessary part of human education. Thus, almost any new development in any aspect of language teaching and learning needs to be evaluated. Functional or pragmatic language tests, which should become very important in the field of applied linguistics today, will allow the testing of various language skills because the test items will be based on the use of authentic or real-life discourse rather than artificial language used for testing purposes.

The inadequacies of structuralism (teaching structures of language



without paying attention to how those structures are actually used) and existing cognitive methodologies in dealing with communicative activities and preparing functionally and pragmatically competent language learners led scholars to seek alternative methods for teaching and testing second languages. Because the development of communicative skills needs to be recognized as a pragmatic goal of second language teaching, teaching methods and tests must be constructed to further this goal.

Pragmatic competence tests may eventually help applied linguists, administrators, and teachers assess the second learners' ability to use language appropriately in different social settings, by providing the learners of a second language with pragmatic competence activities that are relevant to their social setting and their textbook.

## **Definitions of Terms**

The researcher refers to the definitions of the following terms for the sake of facilitating the different components of the study.

## **Pragmatics**

It is a branch of linguistics which deals with the study of meaning that is not encoded in the linguistic structure. It is concerned with contextual meaning, which is beyond the linguistic meaning of message. This can be achieved by the “inward-looking” or the micro approach,

which focuses on deixis, implicature, tenses, discourse, participles, prepositions, relative pronouns, reflexive pronouns, wh-questions and other linguistic elements, or by the “outward-looking” or the macro approach which emphasizes the sociocultural affiliation of the addresser, addressee and the complexities of communication beyond simplistic assumptions of message transference (Mey, 1998).

## **Language Proficiency**

The ability to use language modalities (listening, reading, writing, speaking) and to assume the cultural framework of language being studied for the purpose of communicating ideas and information while guidelines for specific definition of foreign language proficiency get exist (Trask, 1991).

## **Communicative Competence**

The ability to use language appropriately in social situations: knowing how to begin and end conversation, when and how to be polite, how to address people (sociolinguistic competence), and how to organize a piece of speech in an effective manner and to spot and compensate for any misunderstanding or other difficulties (Malmkjear, 1987).

## **Performance**

The actual Linguistic behavior of particular individuals on a

particular occasion, including any hesitation, memory lapses, slips of tongue or processing difficulties arising from long or complex structures (Brown, 2000).

## **Functional Approach**

The functional approach is rarely covered in traditional grammar, but in understanding language, it is of critical importance. From the premise that all languages need to express the same social communication, the functional approach allows the universality of language grammars to be understood by all students and linguists (Brown, 2000).

## **Communicative Language Testing**

Communicative language testing is intended to provide the tester with information about the testee's ability to perform in the target language - in certain context - specific tasks. It has to be recognized that given the constraints of time and practicality, only a small sample of testee's language can be collected, and that however realistic the task may be intended to be, the testee's performance will inevitably reflect the fact s/he was performing under test conditions (Hughes, 1989).

## **Pragmatic Competence**

It means communicative competence; that is, the users of language have the ability to use the TL and SL in ways that are not only grammatically and linguistically correct, but also socially appropriate; likewise, they have the ability to carry out successfully the various pragmatic aspects such as politeness strategies, complaints, request, and suggestions among others (Mahmoud, 2003).

## **Limitations of the Study**

This study has the following limitations:

- 1- The sample of the study was taken from ninth English classes (males and females) in Nablus city during the first semester of the scholastic year 2003/2004.
- 2- The sample consisted of only those schools that had at least three ninth grade sections in the same school taught by the same teacher to exclude any intervening factors related to teacher qualification or experience.
- 3- Generalization on the findings of this study was limited to populations similar to the ninth grade students in similar situations.
- 4- The tool of the study was restricted to a test called “Pragmatic Competence Test” (PCT).

## **Summary**

In this chapter, the researcher provided a relevant introduction to the importance of assesement in language learning. The researcher introduced the statement of the problem and the limitations of the study. The researcher also presented the significance of the study, purposes, questions, hypotheses. She also provided a list of definition of terms related to the subject.

## ***Chapter Two***

### ***Review of Related Literature***

## **Chapter Two**

### **Review of Related Literature**

In order to provide a better perspective of the literature relevant to this study, several issues were addressed. These issues relate directly to the current trends in second language teaching and testing that form the foundation of the present study.

First, sociolinguistic research directly related to this study is presented. Second, a historical background of various second language testing approaches, in conjunction with teaching methodologies, will be discussed in order to examine the relationship between second language teaching and testing. Finally, the current literature, the functional approach to modern language teaching and testing, the notion of functional competence, and its relationship to other language competence are also presented (Walter, 2002).

This division matches with the aim of the study: importance of pragmatic competence and social communication. Likewise, this ultimate aim includes the effect of pragmatics on proficiency in English to achieve appropriateness when using English as a second language.



## **Language and context**

The notion that contextual factors, such as social and otherwise that must be taken into account in determining the acceptability and interpretation of sentences is relatively new (Lakoff, 1973; Walter, 2002).

It was only in 1923 that Malinowski pointed out that language was far from being self-contained; in fact, it was entirely dependent on the society in which it was used (Ho, 1981).

Each language has evolved in response to the demands of a given society, so its nature and use in that society are entirely context-bound or context-dependent.

Hymes (1972) contended that there are rules of use without which the rules of grammar would be useless, and he suggested that the notion of Chomsky's competence should be enlarged to include only contextual appropriateness. In order to account for language use, sociolinguists have come up with a variety of models. In place of Chomsky's dichotomy of competence and performance, Hymes (1971) offered a four-fold distinction that should be included in an adequate theory of language use:

- 1- Whether (and to what extent) something is formally possible.

- 2- Whether (and to what extent) something is feasible by virtue of the means of implementation available.
- 3- Whether (and to what extent) something is appropriate in relation to a context in which it is used and evaluated.
- 4- Whether (and to what extent) something is in fact done, actually performed, and what its doing entails.

Pride and Holmes (1979) supported Hymes (1976) in his argument that a speech event as the smallest unit for analysis and described its components as follows: setting, scene, time and place; also psychological setting and cultural definition are a type of scene. These four sectors of communicative competence model reflect the speaker-hearer's grammatical, psycholinguistic, sociocultural knowledge and ability for the use of language.

Another strand of research in language use is what is generally referred to as "functionalism," (i.e., language as actions).

Jain (1986) supported Austin's suggestion (1962) that "there are three types of speech acts: (a) locutionary acts, (b) illocutionary acts, and (c) perlocutionary acts. A locutionary act is an utterance with a certain sense and reference. That is, the utterance is meaningful. All meaningful utterances are locutionary acts. But a speech act may also be an

illocutionary act because it may do one of the following: announce, state, assert, describe, admit, warn, command, congratulate, comment, request, apologize, criticize, approve, thank, promise, regret, and so on. Or it may be a perlocutionary act, one that brings about or achieves some other condition or effect by its utterance, for example, an act that convinces, deceives, encourages, bores, inspires, irritates, persuades, deters, surprises, or misleads someone. Perlocutionary acts pertain to effects produced on the addressee. Perlocutions may be intended or unintended, whereas illocutions are always intended”.

It is concluded from these studies that research in language use is what is generally referred to as functionalism: language as actions, that almost all utterances are multifunctional, which means that what is grammatically the same sentence maybe a statement, a command, or a request; what are grammatically two different sentences may, as act, both request.

On the other hand, there were studies on classroom language. Behaviors, politeness formulas, interaction between topic, listener, and language have been discussed by a number of scholars such as Black (1978), Brown & Levinson, (1978); Goody (1978), Lakoff (1973), Ervin-Tripp (1964), to name a few. Also there were studies on relation between grammatical structure and persuasiveness (Cantor, 1979), different forms

of directives and their usage (Ervin-Tripp, 1976), adults' understanding of direct and indirect speech acts (Hosman, 1987), relation between language varieties and social situations (Gregory & Carroll, 1978), and others.

In his article on the logic of politeness, Lakoff (1975) suggested two rules of pragmatic competence, Rule one is be clear, and Rule two is be polite. Later she further divided Rule two into three rules of politeness: (a) use passive and impersonal expressions, (b) use expressions such as sort of, I guess, or euphemisms and so on, and (c) use expressions such as like, you know, I mean, and so on. The speaker can give options to the addressee or soften the effect of a statement in concession to a possibly different opinion of the addressee. In request situations, her rules of politeness can be combined into one; use request questions, so that the addressee does not feel pressured and has the option to say "no." The rule of politeness could also be changed to say: use of ways of addressing and greeting to achieve contact and to show difference (Shimazu, 1984, p.33).

Brown and Levinson (1978) intuitively examined language usage obtained by recording informants and came up with a detailed description of politeness strategies. These strategies, pertaining to request situations, are the use of tactful indirection, hedging, minimizing the imposition, showing deference, exaggeration, reducing ego, and apologizing. It seems probable that, when making requests, a person usually poses himself or herself lower in position, using high pitch of voice as a sign of entreaty.

Both Ervin-Tripp (1964) and Goody (1978) investigated status and rank in the communicative event. They found that status and rank play an important role in language variation.

In a recent discourse-analysis study of directives, including those which serve the speakers and those which regulate the addressees, Ervin-Tripp (1976) categorized directives into the following five categories:

- 1- Imperatives like "Bring me a sweater."
- 2- Embedded imperatives like "Could you bring me a sweater?"
- 3- Question directives like "Have you got a sweater here?"
- 4- Statements of need like "I'm cold."
- 5- Hints like "It's a cold night."

She found that the addressee's status or rank relative to, and familiarity with, the speaker were salient features that influenced the use of different forms of directives. Different forms of directives tended to be used in different situations as a function of the degree of familiarity between the interlocutors and the size of the status discrepancy. For example, imperatives are typically used when the addressee is unfamiliar with the speaker or of a higher rank than the speaker. And hints are used when the addressee is a familiar person or someone of a higher rank than the speaker.

Ervin-Tripp (1976) claimed that directives are especially rich in alternations, possibly because the speaker is asking some action of the listener that involves varying degrees of effort. In general, the higher the cost of goods or service, the greater the option offered to the addressee. Typically, as cost goes up, or the task difficulty increases, one moves from imperative to request question and then to statement. In terms of elaboration, the form of address and style used while talking to a person of higher rank are more elaborate. To put it plainly, there is more elaboration when speaking to someone of higher rank or someone less familiar. She found that the devices used to signal social distance or unfamiliarity tended to be those used to indicate higher rank. When "familiarity" and "rank" are weighed together, familiarity is a stronger element in language choices; familiarity neutralizes rank.

Hosman (1987), Farhady (1980), Ho (1981) found that familiarity often overrides rank differences in making language choices. In other words, when a person is very familiar with the addressee, rank differences become insignificant. Similarly, the results of the study, "how university students interact with professors in academic situations," showed that the status of the interlocutors made no difference in the response patterns.

Familiarity and social relation are expressed or implied in the context, if not stated; they are implied; that is it can easily be recognized

by native speakers of English. The rank, status, age, and gender-related restrictions are considered to be minor determinants in the response patterns in English, even in a case of unfamiliar interlocutor's interaction.

Another area of interest in the current study involved laboratory experiments that tested the persuasive implications of specific grammatical variations of 52 male and female undergraduate students at the University of Pennsylvania (Zillmann & Cantor, 1977). The subjects were recruited by means of an announcement posted on the university campus. Rhetorical agreement questions (i.e., "Isn't that ridiculous?") were shown to be more persuasive than the same utterances in statement form (i.e., "This is ridiculous"). Rhetorical concession questions (i.e., "What could be better?") were found to enhance persuasiveness, compared to the statement form (i.e., "Nothing could be better"), when the hearer was favorably predisposed toward the position advocated, but to reduce persuasiveness when the hearer was negatively predisposed. One intervening variable that has been thought to mediate the effects of these and other grammatical variables is the degree to which the forms appear to put the listener under pressure to agree or to comply.

The importance of implications, such as the persuasive, grammatical forms in which, matches with Ervin-Tripp and Goody's findings about the effectiveness or "in terms of politeness" of embedded imperatives over that of direct imperatives.

Cantor (1979) set up a study to test the effects of grammatical form variations in door-to-door solicitations for funds. Four forms of request were elicited by 56 solicitors (38 male and 18 female university students) in a field experiment that was run as part of the American Cancer Society's annual fund drive in Madison, Wisconsin. Persuasion was studied using an obviously valid behavioral measure of compliance (i.e., the money donated). The results showed that, in the context of conventional, polite solicitation approaches to Madison residents, the more pressure associated with the grammatical form, the greater success it would have. It was found that the polite imperative (i.e., "Please contribute to our fund") was the most successful, followed by the agreement question (i.e., "Won't you contribute to our fund?"), the information question (i.e., "Would you like to contribute to our fund?"), and the statement (i.e., "We are asking you to contribute to our fund"). The degree of pressure decreases in the same order.

To sum up, request and its effect are a form of politeness that the context of convention is a polite solicitation. In the request situations, the politeness can be combined into one; use request questions, so that the addressee does not feel pressured and has the option to say "no". The role of politeness could also be changed. The results reported in Cheek's dissertation (1974) revealed the discrepancy between the adult second language German learner's responses and those of the native German



gymnasium speakers under certain given situations. It was shown that different situations demanded different styles or registers and that most native speakers could come up with the appropriate responses whereas language learners could not find the appropriate responses.

A follow-up study by Cheek et al. (1975) examined adult students of various language backgrounds and found that situations or social settings determined the choice of appropriate language. Thus, various social situations include expressing irritation, offering assistance, apologizing for forgetfulness, making polite refusal, expressing suspicion, and so on.

The research in the foregoing area has supported Spair's observation that "Language is primarily a cultural or social product and must be understood as such" (Spair, 1966:10). Therefore, failure to meet norms of target cultural will reflect so badly communicator.

Mckay (1991) suggested that language instruction should raise language awareness, proposing the important components that should be incorporated into language education instead of placing emphasis upon teaching a particular variety of English: developing an awareness of language variations; developing an awareness of language appropriateness; and developing strategies for dealing with problems of intelligibility.

Olesky (1987) claimed that learners of a second language would encounter difficulties with regard to the acquisition of pragmatic competence. Their behavior in a foreign language will then display pragmatic errors.

Mahmoud (2003) showed that language philosophers such as Austin (1967), Searle (1969) and Grice (1967), (Lakoff, 1973), Fillmore (1974) direct and help to open the way to incorporate pragmatics in the theory of language. According to them, syntax shows and characterizes the grammatical forms in a language. Semantics shows a three-termed relationship uniting: linguistic forms and communicative function that such a form is capable of serving, with the context or setting in which this linguistic form can have its communicative function.

Varonis (1985) found that native speakers and non-native speakers were handicapped in conversations with each other. They may not share a worldview or cultural assumptions, or both of which may lead to misunderstanding.

## **Competence and Performance**

In the middle of the 1960s, Chomsky (1965) introduced the terms "competence" and "performance" to language professionals and

practitioners. Since then these two terms have been frequently discussed in the linguistics literature.

Chomsky (1965) stated that "We thus make a fundamental distinction between competence (the speaker-hearer's knowledge of his or her language) and performance (the actual use of language in concrete situations)". Competence would probably be equated with a native speaker's tacit or implicit grammar that is concerned with the linguistic components of language generating only grammatical sentences, whereas performance will focus on how language is actually produced and used (Jakobovits, 1970 p.21).

To look at these two terms from the testing perspective will be useful. Although scholars in linguistics distinguish these two, the distinction may not be directly relevant in language testing. The question is whether one is capable of measuring the examinee's language competence.

The purpose of measurement is to determine how people perform a task. No matter what their competence in that particular task may be, evaluating their competence will only be possible by observing their performance. Theoretically, one could be quite competent in one task but unable to use that competence in order to perform the task appropriately and accurately.

One example may be a foreign student who knows many grammatical rules and exceptions to the rules but has difficulty in producing a coherent and appropriate utterance using these rules. Under such circumstances, existing evaluation techniques will fail to assess the examinee's competence accurately because only his or her performance can be observed and measured. Therefore, testing is concerned with performance and not with competence. Such a limitation, however, does not rule out the distinction between the two terms. One major area is the communicative strategies used by the speakers to handle various feature communications. Canal and Swain (1980) stressed the significance and the relevance of strategic competence to communicative competence. They stated, "No communicative competence theorist has devoted any detailed attention to communication strategies that speakers employ to handle breakdown in communication; for example, how to deal with false starts, hesitations and other performance factors, how to avoid grammatical forms that have not been mastered fully, how to address strategies when unsure of their social status. In short, how to cope in an authentic communicative situation and how to keep the communication channel open" (p.50).

Language test developers should avoid theoretical arguments regarding the differences between these two concepts. One could claim that competence is not testable because it is not a directly observable behavior. The existence of competence in a task is a necessity but not a sufficient

requirement for performing the task. Whenever the term "testing" appears with the term "competence," testing of the manifestation of that competence (i.e., performance) is implied rather than the competence itself.

Some sociolinguists believe that the theory of linguistic competence ignores the appropriateness or sociocultural significance of an utterance. Halliday(1978), Hymes (1967), Munby (1978). Hymes (1972 p.278) went one step further and stated that "there are rules of use without which the rules of grammar would be useless".

It can be concluded that the primary function of language is to enable human beings to communicate appropriately and adequately rather than to be an isolated object of inquiry. Applied linguists have coined the term "communicative competence," which is somewhat different from making a distinction between competence and performance.

Communicative competence is primarily concerned with the knowledge or capability of a person to appropriately coordinate the rules of language structure and the rules of language use.

Munby (1978) assumed that linguistic competence is an essential part of communicative competence.

Most linguists and language specialists, Jakobovits (1970), Oller (1973), and Widdowson (1978) agreed that communicative competence includes linguistic competence and some two or three other competencies relevant to language use.

Recent studies in discourse analysis and second language acquisition (Canale & Swain, 1980; Chafe, 1980; Gumperz, 1982; Hatch, 1978; Tarone, 1979) have revealed important information with respect to how people carry out a meaningful communicative act. One major area is the communicative strategies used by the speakers to handle various features of communication.

Canale and Swain (1980) stressed the significance and the relevance of strategic competence to communicative competence. They stated that “No communicative competence-theorists have devoted any detailed attention to communication strategies that speakers employ to handle breakdowns in communication; for example, how to deal with false starts, hesitations, and other performance factors, how to avoid grammatical forms that have not been mastered fully, how to address strategies when unsure of their social status. In short, how to cope in an authentic communicative situation and how to keep the communication channel open”. They introduced an additional component “strategic competence” to be a component of communicative competence.

A three-competent model of language competencies or communicative competence: (a) linguistic, (b) sociolinguistic, and (c) strategic competencies has been established. Thus the task of applied linguists has become more complex.

Although most linguists and language experts agree that communicative competence includes other competencies: linguistic, sociolinguistic, and strategic; there is no empirical evidence to support such a hypothesis (Farhady, 1980). Farhady (1980) used the term "functional competence."

By this, it is meant limiting the domain of communicative competence and proposed a more simplified and clearly specified form of language competence that could account for all selective language competencies.

According to Fraser et al (1979) and Flor Aarts (1989) what was omitted from Chomsky's linguistic theory was knowledge of how to use the linguistic competence in a social context or what Hymes (1979) called "communicative competence". Fraser et al (1979) called it "pragmatic competence". In other words, this meant that native speakers have the ability to use their languages in ways that are not only grammatically and linguistically correct, but also socially appropriate( Mahmoud,2003 p.68).

Kasper (1990) confirmed the idea that non-native speakers may not have politeness where it is expected, and may use it where it is not expected. Because of being less competent, this will lead to violation of politeness norms and thereby forfeiting their claim to being treated as socially equal. However, learners may resort to their native cultural norms to determine their choices of the target language norms. Long (1983) called these “negotiating strategies”. Misunderstanding and embarrassment will take place if the learners choices deviate from the norms of the target language.

Mahmoud (2003) reported that learners of language, as strangers to its culture, usually strive to show politeness in order to get attention and cooperation, which in turn, helps to achieve successful communication.

Kasper and Blum-kulka (1993) pointed out that behaviors that are consistent across L1 and L2 usually result in communication success.

Savignon (1972) explored the effect of classroom training on the development of two traits: linguistic competence and communicative competence. Her subjects (LR) were divided into three groups: experimental I experimental group II E1, E2, C and control group. All received instruction in French following audiolingual method. However, for an additional-hour per week, experimental group I (E1) received special



training in oral French communication skills. Experimental group II (E2) was exposed to aspects of French culture; and (C) control group received extra audiolingual laboratory training. At the end of the semester, all students took two standardized tests of linguistic achievement and an oral communicative competence test. There were no significant differences on the test of linguistic competence. However, there was a significant difference on the instructors' rating and on the test of communicative competence. This result provided an evidence for distinctiveness of linguistic competence from communicative competence.

Politzer and McGoary (1983) undertook a correlation study to investigate the communicative competence of Spanish speaking pupils in bilingual education programs. Two communicative tests were administered: active communicative competence tests and receptive communicative competence tests. Their results indicated that:

- a- low level of linguistic competence appeared incompatible with high levels of communicative competence.
- b- high linguistic competence doesn't guarantee a high degree of communicative competence.
- c- different levels of communicative competence are possible at the same level of linguistic competence.

These results made it clear that formal instruction and grammatical explanation contribute to linguistic competence which doesn't necessarily contribute to communicative competence. In addition, conscious knowledge of language rules doesn't result in acquisition, the state at which learners can communicate functionally in a real life situation.

What can be concluded from these studies is that the ultimate goal of the pragmatic competence is to determine the linguistic, sociolinguistic, strategic or communicative skill of the learner's total language competence which enable language learners to identify their problems and the degree of contribution of each component of language competency to the totality of communicative competence.

## **Language Testing and Teaching**

Testing procedures and teaching materials have been influenced by teaching methodologies developed from different theoretical doctrines (grammar-translation, structuralism, audio-lingual, notional-functional, communicative approaches) throughout the history of language education. Because each teaching method has given certain priorities to the relative importance of each language component, a clear-cut distinction between teaching methods and testing methods has not existed. Because there have been long periods of overlap and competition among different methods at different times, a chronological ordering of methodologies for teaching and

testing does not seem to be applicable (Farhady, 1980).

The history of language education indicates that there have been various trends in language testing. There was not a well-established theory for language testing regarding the distinction between different types of competence and performance before the recent theoretical developments in linguistics and psycholinguistics. The tests developed during those periods included more subjective measures such as translation and essay-type questions.

Due to advances in applied linguistics, the trend shifted toward the development of psychometrically sound tests. In recent years, the requirements of a good language test have been theoretically expanded to include psychometric and communicative factors (Farhady, 1980).

Spolsky (1978) stated, "It is useful, through an over-generalization, to divide language testing into three major trends, which I will call the pre-scientific, the psychometric-structuralist and the integrative-sociolinguistic. The trends follow in order but overlap in time and approach. The third picks up many elements of the first, and the second and the third coexist and compete" (p.213). Spolsky's classification is illustrated in the following table:

<b>Teaching</b>	<b>Testing</b>	<b>Type of test</b>
Grammar Translation	Pre-scientific Essay Exam	Translation
Audio-lingual	Psychometric- Structuralistic	Discrete-point
Cognitive	Integrative Sociolinguistic	Integrative
Notional-Functional	Functional- Communicative	Functional- Communicative

The prescientific period refers to the period prior to the application of principles of educational psychology to language testing (Farhady, 1980).

Instruments developed in this period could be characterized as lacking such properties as reliability and objectivity (Spolsky, 1978). These tests were derived from the Classification of Teaching and Testing approaches.

The major goal of the grammar-translation method was to teach the grammar of the language. Such a teaching method, which ignored fundamental language skills such as speaking and listening, resulted in the development of tests that examined what was taught. Neither the method nor the test dealt with language as communication. The tests developed and used at this time were "composition" and "dictation" in the target language. Because the dictation was administered through a word-by-word reading, it was a spelling test rather than a dictation. The tests at this time also

included some grammar translation tasks from literary passages, which examinees were required to translate into or from the target language (Briere, 1972).

The lack of objectivity and consistency in the scoring methods were the most serious deficiencies of the tests. Many irrelevant factors such as stylistic preference in composition, accuracy of spelling in dictation, and the purpose of the task in translation intruded into accurate measurement of student language proficiency (Briere 1972).

The lack of objectivity in scoring methods and unsystematic testing techniques made it difficult to empirically determine the statistical characteristics of these tests. Test developers were not concerned with the "scientific" properties that a reasonable test should possess (Farhady, 1980). Gradual changes took place in the philosophy of teaching foreign languages.

A change took place in the objectives, methods, and purposes of language teaching. Equating language with literature was no longer the basis for curriculum design in language courses. Language teaching entered a new era called the "structuralist era."

During the Psychometric- structuralist period (1930-1940), the structural

linguistic theory and behavioristic psychology theory merged and influenced language teaching resulting in the creation of a teaching method called the "Audio-Lingual" method. The principles of the Audio-Lingual method are:

1. Speech is primary.
2. Each language must be viewed within its own context as a unique system.
3. The speaker may know nothing "about the language" although he or she is perfectly capable of using it.
4. Learning a new language should be viewed as a sequence of activities leading to a "habit formation."

On the other hand, the behavioristic psychology developed a mechanistic approach to learning. This mechanistic approach led to viewing learning as a series of "stimuli and responses," the connection between which was created by the reinforcement of correct responses. Audio-lingualism had its ideological roots in behaviorist psychology and descriptive linguists such as Bloomfield and Fries (Farhady, 1980, p.37).

On language testing, there was a strong impact of this approach (a set of assumptions that any teaching method is based on) as shown in Lado's (1961) statements. "The theory of language testing assumes that language is a system of habits of communication."

Lado (1961) showed that these habits permit the communicant to give his or her conscious attention to the overall meaning he or she is conveying or perceiving: Due to the cooperation between psychologists and linguists, the contribution of psychology to the theory of language testing was initiated by introducing the principles of educational measurement to language testing.

Psychometric techniques were used by language test makers. Therefore, statistics and statistical analyses received serious attention in the development and administration of tests, as well as in the interpretation of test scores. Concepts such as reliability, validity, and desirable item characteristics became fundamental requirements for a good test. Thus, classifying this period as psychometric-structuralist may be well justified if one considers the two influences on language testing in this period (Farhady, 1980, p. 33).

Anthony & Norris (1972) stated that structural linguists, reinforced by behavioral psychologists, influenced and developed language teaching and testing methods during the Discrete-point period. Discrete-point tests, which are based on the discrete-point approach (a set of theoretical assumptions on which any teaching method is based usually in the form of multiple-choice items), swept the field of language testing. Discrete-point tests are still one of the most popular tests in the field of applied linguistics.

According to the discrete-point testing approach or theory, one assumes that by assessing the language student's knowledge of isolated segments of language (phonemes, morphemes, words, etc.) the test could accurately evaluate the learner's ability in a given language. Considering that linguistic competence is only one of the components of the language ability, the discrete-point testing method ignores other components of the learner's total language competence.

Many scholars have pointed out the weaknesses and limitations of discrete-point tests (Briere,1973; Farhady,1980; Jakobovits,1970; Oller,1979).

Because the discrete-point test developers concentrated on linguistic structures of language, they ignored various extralinguistic factors involved in the use of language (Jakobovits, 1970). If one critically examines the discrete-point testing theory, it becomes obvious that the theory ignores the most important purpose of language, communication. The ultimate goal of learning a language is to function in a given social setting in that language.

In short, a discrete-point approach ignores the communicative aspects of language, and DP testing overlooks assessing the language learners' ability to use language for communicative purposes. The exclusion of communicative competence has raised numerous



objections and scholars have seriously questioned the validity of DP teaching and testing methods.

Lado (1961) and other language specialists have correctly pointed out to the desirability of testing for very specific items of language knowledge and skills judiciously sampled from the usually enormous pool of possible items. This makes for highly reliable and valid testing.

It is a type of approach which is needed and recommended where knowledge of structure and lexicon, auditory discrimination and oral production of sounds, and reading and writing of individual symbols and words are to be tested. However, language testing (or the specification of language proficiency) is completed without the use of an approach requiring an integrated, facile performance on the part of the examinee.

It is conceivable that knowledge could exist without facility. If we limit ourselves to testing only one point at a time, more time is ordinarily allowed for reflection that would occur in normal communication situation, no matter how rapidly the discrete items are presented. For this reason, the researcher recommends tests in which there is less attention paid to specific structure points or lexicon than the total communicative effect of an utterance.

After this criticism, test developers began to search for tests that

measure communicative abilities more realistically. Farhady (1980) stated that all human communication, no matter in what area, directly and indirectly involves language interaction in unknown ways. There is a constant and inevitable interaction among the linguistic components of language. Therefore, testing each component, independently of one another, is not desirable. An adequate test will test all components of language. Ideally, all components should be tested simultaneously. This is too complex and not feasible.

In conclusion, the criticisms of discrete-point testing evolved from its inadequacies in dealing with language behavior as integrative, meaningful, and communicative. Discrete-point tests tested linguistic components only; therefore, they ignored testing as the most important "communicative" aspects of language behavior.

The advocates (Oller,1979; Clark,1986; Spolsky,1978) believed that integrative tests measure the actual aspects of language activities that one must normally perform in using language. They maintained that performance on integrative tests depends on how an examinee understands, processes, and produces normal language in real-life situations.

Spolsky and Jones (1975) believed that the integrative theory of testing could handle the full complexity of language by using socio-

linguistic rules involved in actual communication.

Cooper (1968) and Jakobovits (1970) emphasized the necessity of incorporating sociolinguistic and sociocultural rules in the tests. Cooper (1968), Jakobovits (1970), and Oller (1973) wanted to demonstrate that integrative tests could tap the learners' communicative competence.

Farhady (1980) pointed out the inadequacies of integrative tests. He stated integrative tests have their own inadequacies and most of them do not assess the communicative ability of the language learner.

## **Pragmatic Language Proficiency Teaching and Testing**

The ultimate goal of pragmatic competence test is to determine whether or not the test assesses linguistic, sociolinguistic, strategic, or communicative skill of the examinee's total language competence.

Pragmatic language testing, free from the problems of dictation and cloze tests, is a new direction in testing the examinee's language ability.

This study intended to produce a valid pragmatic competence test that would indicate a language learner's progress toward acquiring competence in English.

The test developed for the present study attempted to measure student's proficiency in acquiring communicative competence test skills either from his or her learning in a functional teaching context.

Farhady (1980) realized that teaching and testing linguistic forms of language without paying attention to how these forms are actually used was not sufficient. Social appropriateness of an utterance, who is talking to whom, when, and under what circumstances, is just as important as linguistic accuracy.

In preparing second language learners with necessary functional and pragmatic language skills, the inadequacies of structuralist and existing cognitive methodologies in dealing with language activities have led scholars to seek alternative methods for teaching and testing second languages. The movement toward development of such a theory of language teaching started in Europe and has received increasing attention from methodologists in the United States such as Campbell (1978) and Rivers (1983).

Wilkins (1976) reported a shift in focus of language instruction from teaching linguistic forms to teaching categories of communicative functions, which were intended to teach the appropriate use of language.

Because none of the existing tests was developed on the basis of the notional-functional approach, the need for a new testing approach was sought. Although the necessity of functional proficiency or pragmatic competence tests has been realized and mentioned by various scholars such as Wilkins (1976), Morrow (1977), van Ek (1976), Canale and Swain (1985), and Carroll (1981), there have been only a few attempts to construct such tests.

In spite of the existence of different views on the definition of language proficiency, a general issue on which many scholars in applied linguistics seem to agree today is that the focus of proficiency tests is no longer on classroom achievement but student's ability to use language (Farhady, 1980, p.19).

Clark (1986) defined language proficiency as the language learner's ability "to use language for real life purposes without regarding the manner in which that competence was acquired."

Thus, in proficiency testing, the frame of reference shifts from the classroom to actual situation in which the language is used. Therefore, a pragmatic competence or functional test in a format that is relatively easy for examiner to administer and score is needed.

Both Bachman and Palmer (1982) designed a study to validate oral language proficiency tests. It was planned to administer a series of tests to 100 native Mandarin Chinese-speaking subjects (foreign students and their spouses). The tests measured communicative competence in speaking (ability to speak, exhibiting control of linguistic, sociolinguistic, and pragmatic rules; and fluency) and communicative competence in reading (ability to react to these rules as manifested in written language, and to react fluently). Three different testing methods were used, resulting in a multitrait-multimethod design: interviews, translation, and self-rating. The results verified hypotheses of competence, and the components of the construct and oral proficiency.

Farhady (1980) developed a functional or pragmatic language test. It was developed in three phases. They were administered to 200 native speakers of English to elicit socially appropriate and linguistically accurate items were pretested with 30 native and nonnative speakers to insure appropriateness of the options. Results suggested that shorter composites could be created to decrease the number of items in the Functional Tests and the ESLPE without losing significant information about the examinees' English language proficiency. In response to the research questions, learners' background variables (gender, university status, major field of study, nationality, and native language) were indicated that explained significant differences in performance among the subjects of ESLPE.

Watanabe et al. (1997) developed a battery of written test items aimed at assessing learners' communicative ability, and particularly their pragmatic competence. This revealed that there was a strong positive correlation between the test scores on an oral interview test and those on a written test constructed following Watanabe's framework. It assumed that the latter was a valid indicator of the students' communicative ability. This can pave the way towards consideration of the practical application of the said mechanism in Japanese EFL classrooms.

Rodriguez-Brown and Lucia (1981) focused on the current developments with regard to the assessment of language proficiency in children who were from non-English speaking backgrounds. Instruments currently used to assess language proficiency for placement in English programs usually fail validity and reliability tests. These tests usually measure formal aspects of language omitting the importance of function in communicative skills. The data used in this study were part of a larger study of language proficiency which includes six bilingual children at different levels of proficiency in both Spanish and English. The study was both qualitative and ethnographic in nature. The children's language repertoire was collected at school and in the community through the use of video and audiotapes and collected field notes. The results of the analysis illustrated that only a small amount of the child's natural language repertoire was measured with tests currently used to measure language

proficiency. The authors suggested that discourse analysis be used as a means for enhancing the measurement of language proficiency and for looking at communicative competence. Such analysis provides insight into what children are capable of rather than what they are incapable of doing linguistically.

Politzer (1983) conducted a study of the interrelationships of linguistic and communicative competence in English and Spanish, self-concept, field-independent cognitive style, and scholastic achievement among Mexican-American pupils at the elementary, junior high, and high school levels. He found that linguistic and communicative competence were highly related within languages, and communicative abilities were also related across languages.

Ken Enochs et al (1999) conducted an experimental study on the use of a commercially produced proficiency test (the Secondary Level English Proficiency(R) test) for student placement in a core EFL program at a private junior college and university in Tokyo. The research was conducted to judge the degree to which the use of the SLEP(R) test was appropriate for student placement purposes. Pre-test and post-test results for 538 students were analyzed for item facility, item discrimination, and item difference indices. It was found that the test did not appear to "fit" the students nor the program. They urged the adoption of supplemental



placement procedures as well as the development of more program-sensitive tests.

Caroline (1996) investigated the ESP claim that tertiary level ESL students should be given reading proficiency tests in their own academic subject areas, and studied the effect of background knowledge on reading comprehension. It was set against a background of recent research into reading in a first and second language, and emphasized the impact schema theory has had on this.

Mufti (1990) (quoted in Mukattash,1980) found a significant difference of means of scores in L2 proficiency between those students who said they had travelled aboard and those who they had not. However, length of time spent aboard was not investigated nor other variables related to the intensity of exposure to the L2.

Johnson and Krug (1980) studied 72 adult students at Southern Illinois University. A modest but significant correlation of 0.34 was found between proficiency of English and subjects' report of the amount of leisure time they spent speaking and listening to English (as measured by accuracy of grammatical morphemes in obligatory occasions in an interview situation).

Hugenberg et al (1996) discussed the action and reaction approaches to communication competence, competence as a set of communication skills, competence as achieving goals, competence as appropriateness, a transactional approach to competence, and implications for the basic communication course. Also he addressed the "Competent Speaker" form specifically offering criticism of the form concerning its ability to discriminate levels of competence, the generalizations from the teacher's point of view to the audience as a whole, and the cultural narrowness of the competencies. They concluded that communication educators can, and should (1) profess to teach a knowledge base that can help students make informed analyses and judgements about their past, present, and future communication interactions; (2) teach skills that students can use in a variety of communication contexts; and (3) discuss and demonstrate communication strategies that might be helpful in future interactions.

The National Communication Association (1999) provided the Standards and Competency Statements. The Standards and Competency Statements are not designed to be used as a curriculum; rather, they are designed to enhance and support curriculum. The Competency Statements under each of the 20 Standards are categorized according to three dimensions of communication competence: knowledge, behaviors, and attitudes. Within each of those three dimensions, the Competency Statements are grouped according to content and, when appropriate,

increasing levels of difficulty. Some of the 20 Standards were: competent communicators' demonstrated knowledge and understanding of the relationships among the components of the communication process and the influence of the individual, relationship, and situation on communication; competent communicators demonstrated the ability to demonstrate sensitivity to diversity when communicating; competent speakers demonstrated knowledge and understanding of the speaking process, and the ability to adapt communication strategies appropriately and effectively according to the needs of the situation and setting; competent listeners demonstrated knowledge and understanding of the listening process, and the ability to use appropriate and effective listening skills for a given communication situation and setting; and media literate communicators demonstrated knowledge and understanding of the ways people use media in their personal and public lives, and the ability to use media to communicate to specific audiences.

The researcher agrees with Beebe (1995) who presented the "Competent Group Communicator." That is an assessment tool designed to evaluate the performance of individual members who participate in task-oriented small group discussions. This instrument is designed to be used to evaluate the performance of students enrolled in a small group communication course, as a course placement tool, as a pre- and post-test of student mastery of group communication competencies, or to assist

academic institutions in determining the effectiveness of small group communication instruction in group communication courses. Support is provided for six task competencies and three relational group communication competencies. Task competencies are: (1) define the problem; (2) analyze the problem; (3) identify criteria; (4) generate solutions; (5) evaluate solutions or alternatives; and (6) maintain task focus. Relational competencies are: (7) manage conflict; (8) maintain a supportive climate; and (9) manage group interaction.

Scafe et al (1979) reported that the department of communication at the University of Oklahoma has developed a test of communication competencies to be administered to potential undergraduate business majors. In developing their list work by the Speech Communication Association in identifying five broad categories of communication competence and 22 minimal communication competencies that children should have. Before determining their own list of competencies, department members identified topics covered in basic college communication courses, as determined by national surveys. They then examined and rejected two methods for assessing communication competencies (behavioral assessment and psychometric devices), deciding instead to use indirect measurement through written testing. The development of the written test was divided into four phases. In the first phase, department members identified six communication categories to be

tested: formal speaking skills, development of arguments, analysis of messages, spontaneous communication skills, management of communication, and communication apprehension. The second phase focused on development of test items, the first pretest, and analysis of items. The third phase involved the revision of the test, the second pretest, and analysis of items. In the fourth phase, department members planned for further test revisions.

Woods (1995) noted that in the second language classroom people were able to communicate even if they made mistake in grammar. Thus there was no need for a focus on grammar which was seen to be a powerful undermining and demotivating force among L2 learners. Attention, therefore shifted from thinking of ways of getting learners to communicate.

Lobe (2002) investigated communication issues in English as a second/foreign language using discourse analysis as a theoretical and methodological tool. He investigated how three Hispanic international graduate assistants used their communicative competence with four evaluators in a performance test at a university in the American Midwest. Furthermore, this study explored the nature of communicative competence using conversational and critical discourse analyses.

Critical discourse analysis of the data showed that the three test-takers embedded in their conversational frame issues related to social class,

national and cultural origin, teacher talk, language of control, among other possibilities.

From a sociolinguistic perspective, the data showed that the female and the male participants used language differently. He suggested that conversational competence and the language of power, typical of American academic interviews, should be included in the current conceptualization of communicative competence.

## **Summary**

To sum up, most of the research on the area of the pragmatic competence and the proficiency of using the language has come up with more or less, the same result; that is, areas related directly to the current trends in second language teaching and testing have detrimental effect on pragmatic competence. Also sociolinguistic research directly related to this study is motivational effect of pragmatic competence.

To the best of researcher's knowledge, a few studies dealt with the effect of pragmatic competence on the learners' language proficiency. Therefore, this study is meant to address this question the effectiveness of pragmatic competence activities on the major four skills and language proficiency of ninth grade students.

A historical background of various second language testing

approaches, in conjunction with teaching methodologies, were discussed in order to show the relationship between second language teaching and testing. Finally, the current literature, the functional approach to modern language teaching and testing, the notion of functional competence, and its relationship to other language competence were also presented.

## ***Chapter Three***

### ***Methodology***



## **Chapter Three**

### **Methodology**

The researcher followed an experimental study of the relative effectiveness of a pragmatic approach and a none-pragmatic approach on improving the four skills of the students in the ninth grade at the public schools in Nablus city.

To investigate the importance of pragmatic competence in improving the teaching and learning English language skills and to enhance the students' potentials in social communication, the researcher conducted this study.

This chapter includes the population of the study, the instructional materials, instrumentation, validity and reliability of the test respectively.

The statistical analyses were carried out by using SPSS. For all the questions of the test. Likewise, the researcher used One Way Analysis of Variance (ANOVA), Sample T-Test, Paired T-Test in order to compare all the questions of the test in the two groups (the experimental group and the control group).

## Population of the study

The population of the study consisted of all male and female ninth graders at the public schools in Nablus city. The field work was carried out during the first semester of scholastic year 2003/2004. The students' ages ranged from 14 to 16 years. (See appendix 1).

The student's English language proficiency level can be considered to as low according to the teacher's assessment. That is consistent with the researcher's results based on the General Pragmatic Competence Test (GPCT).

Table 1 shows the distribution of the population of the study by sex and section.

**Table 1.** Distribution of the Population by Gender and Section

<b>Gender</b>	<b>Number of schools</b>	<b>Numbers of 9<sup>th</sup> grade sections</b>	<b>Number of 9<sup>th</sup> grade students</b>
Male	8	22	924
Female	10	26	1071
Total	18	48	1995

Most of the teachers in these schools were B.A holders with varying experiences. They all used the same syllabus and the same teacher's book.

## Sample

The sample of the study consisted of 393: 198 males and 195 females. They were all attending public schools in Nablus City. The subjects of the study were distributed into eight sections in four different

schools: four male sections and four female sections. Eight sections, two four males and two four males, were chosen randomly and these four sections represented the experimental sections. The four sections were taught by using pragmatic competence activities strategy, whereas the other sections were taught according to the traditional method. Table 2 shows the sample of the study:

**Table 2.** Distribution of the sample by gender

<b>Gender</b>	<b>No.</b>	<b>Percent %</b>
Males	198	50.4%
Females	195	49.6%
Total	393	100%

The experimental group was taught differently by one of the schools' teachers after training him/her on the pragmatic competence program by the researcher. On the other hand, the rest of the students were taught by the non-pragmatic approach (traditional one).

**Table 3.** Independent T-Test of the equivalency of the control and experimental groups

<b>Experimental (194)</b>			<b>Control (199)</b>			
<b>Domain</b>	<b>St.D.</b>	<b>Mean</b>	<b>St.D.</b>	<b>Mean</b>	<b>Mean</b>	<b>PV</b>
Reading	6.24	13.86	6.69	12.72	12.72	0.08
Writing	5.72	1.42	6.09	9.84	9.84	0.33
Speaking	4.67	5.38	5.72	4.67	4.67	0.47
Listening	4.23	7.36	5.12	7.21	7.21	0.76
Total	15.92	37.04	18.39	35.51	35.51	0.38

Table 3 shows that there was no significant difference between the control group and the experimental group, which means that the two groups were equivalent.

**Table 4.** Independent T-Test of the equivalency of the control and experimental groups by gender

Males (194)			Females (195)		T	* PV
Domain	St.D.	Mean	St.D.	Mean		
Reading	6.52	13.27	6.47	13.30	-0.046	0.96
Writing	5.90	10.15	5.94	10.11	- 0.73	0.94
Speaking	5.90	10.15	5.94	10.11	0.97	-0.029
Listening	4.69	7.29	4.71	4.71	0.023	0.98
Total	17.21	36.27	17.26	36.26	0.006	0.99

Table 4 shows that there was no significant difference between the control and the experimental group due to gender variable, which means that the groups were equivalent.

The two groups were given the post-test, containing the following items:

1. Linguistic competence (knowledge of form).
2. Sociolinguistic competence (ability to use language appropriately in different contexts).
3. Discourse competence (cohesion and coherence).
4. Strategic competence (knowledge of verbal and non-verbal communication strategies).

The training pragmatic approach contained written phrases, written sentences as well as short written texts. Each respondent in the experimental group was trained on the pragmatic competence of the afore-said pragmatic method, texts, etc. The students in the controlled group will be exposed only to modified non- pragmatic approaches.

## **Instrumentation**

Since this study was intended to train ninth graders on a set of communicative competence, the researcher's first priority was to develop a test that would assesses the basic stage of students' competence skills.

To classify these skills, the researcher depended on Swain (1980), Canale, M. and M. Swain (1980), Farahdy (1980), Canale (1983), Weir (1990), Irvine-Niakaris (1997) , classification of skills into four categories: reading, writing, listening, and speaking.

A multiple-choice General Pragmatic Competence Test (GPCT) was used to assess the subjects' pragmatic competence prior and after the experiment. This instrument was designed to assess the following pragmatic competence skills:

- Reading
- Writing
- Listening
- Speaking

## **Validity of the test**

To ensure the content of the test is valid, the instrument was given to juries and was subjected to judgment and piloting as well. A panel of nine judges two university professors, one supervisor of English, and six teachers of English were consulted to establish the test validity by assessing

the appropriateness of the test to the whole purpose of the study.(See Appendix11).

### **Reliability of the test**

The test reliability was established by using the following procedure: 30 ninth-grade students (who were excluded from the experiment) were randomly selected and subjected to a pre and post- test. A two-week lapse of time was allowed between the two tests. The reliability correlation coefficient of the test was calculated. It was 0.86 and it was found to have had a good test- retest reliability.

#### **Instructional Material:**

The instructional material for this study was that of PETRA 5 texts due to the fact that teachers may use the available textbooks to devise their learning strategies programs in the future and to enrich material which supported the basic material. The instructional units were for both the experimental and control groups.

The activities (tasks) for control group were based on the traditional procedure as suggested by Teacher's Book 5. The experimental group underwent a training program adopting a communicative and functional approach to pragmatic competence into which the target communicative competence were embedded in the tasks which were designed to build

students' awareness to communicative competence. Training objectives were given for each training session.

Table 5 presents the type of the overall strategy, the specific strategy employed, and the communicative activities that students worked on.

**Table 5.** Strategy type, strategy employed, and the communicative activities used

Strategy type	Specific strategy	Communicative activities
Linguistic Competence	Knowledge of form	Paying attention to : <ul style="list-style-type: none"> <li>- tenses</li> <li>- prepositions</li> <li>- modals</li> <li>- nouns</li> <li>- adjectives</li> <li>- adverbs</li> </ul>
Sociolinguistic Competence	Ability to use language appropriately in different contexts	<ul style="list-style-type: none"> <li>- Agreeing and disagreeing</li> <li>- refusing</li> <li>- persuading</li> <li>- apologizing</li> <li>- complaining</li> </ul>
Discourse Competence	Cohesion and coherence	<ul style="list-style-type: none"> <li>- pronoun reference</li> <li>- linking words</li> <li>- synonyms</li> <li>- antonyms</li> </ul>
Strategic Competence	Verbal and non-verbal communication	- Act cooperatively to perform various tasks

The students in the experimental group were trained according to the pragmatic competence activities while the students in the controlled group were given the non-pragmatic materials available in the school textbook..

## Data Collection

The following procedures were followed to conduct the study:

- 1- A permit was obtained from the Ministry of Education to conduct this study (Appendix 3).
- 2- A test of equivalency was administered to the participating sections to see if the eight sections were equal with regard to their achievement level in English (Table 3).
- 3- Four pragmatic competence skills were developed and validated by a group of specialists before they were used in teaching the four units of Petra five ( ninth grade textbook).
- 4- Validity and reliability of testing instruments were guaranteed.
- 5- The researcher met the teachers participating in this study. She explained the purpose of the study and trained them to do their job properly.
- 6- During the study, the researcher made five visits to the schools participating in the study to guarantee that the work was going on as planned.
- 7- Towards the end of the study (after the ten sessions), a pilot study was conducted on 20 students randomly chosen from 1995 students. Test reliability was 0.86, which was considered satisfactory to do the analysis.
- 8- A random sample of 393 students from each of the eight sections was chosen to take the pragmatic competence test.
- 9- At the end of the experiment, after the ten sessions, the test was administered to the subjects of the study. Only 8 sections in the



Nablus schools were tested because of reasons explained in the limitation of the study.

## **Description of the Pragmatic Competence Program**

This study was experimental in nature. The current training program language teaching methodology views language use as a communicative, interactive process taking as its starting point the notion of communicative competence.

Since the development of communicative competence is the main objective for teaching, determining what we teach and how we teach, it would appear that a model of communicative competence would help us to identify testing objectives and serve as an appropriate framework for evaluating the washback effect, provided, of course, that the test under review has been designed on the basis of the principles of communicative competence.

The utilized “communicative competence” originated in sociolinguistics with Dell Hymes (1972). Communicative teaching is guided by the model put forward first by Canale and Swain in 1980 and revised by Canale in 1983.

According to this model, communicative competence describes the learner’s ability to use the language in listening, speaking, reading and

writing in terms of the following competencies:

- 1- Linguistic competence (knowledge of form).
- 2- Sociolinguistic competence (ability to use language appropriately in different contexts).
- 3- Discourse competence (cohesion and coherence).
- 4- Strategic competence (knowledge of verbal and non-verbal communication strategies).

The training for the experimental group lasted for ten sessions-45 minutes each and went as follows:

- 1- In the first task of the listening section, the students listened to short dialogues or announcements related to everyday situations. Students were asked to listen for gist or specific information and respond to a set of pictures or to a set of questions. There was no reading involved in the task, and the skills tested were appropriate for this type of text. This design is intended to enhance its authenticity as a communicative activity. In the second section, students listened to a ten-minute interview which was presented in short segments followed by two to four questions after each section. Students were allowed to take notes, which was an appropriate task for this type of text. Notetaking was also an

authentic sub-skill which most candidates needed to develop.

- 2- The reading tasks assimilated real tasks in order to test different approaches to reading. The different tasks were matched with appropriate text-types.
- 3- The speaking section was oral in which students talked about personal background information and asked questions about a set of two or three photographs. The questions had a purpose: to help students come to a decision, which they had then to explain. This role-play facilitated the use of certain features of spoken discourse that are prevalent in real communication such as asking for clarification and forming questions. Moreover, the fact that there was an outcome in such an activity increased its communicative potential.
- 4- The writing task represented a real-life task, in that a purpose is created for writing: students wrote a composition or a letter in response to a reading prompt. The topics related to the life experience of young adults so that they were not stuck for ideas and could concentrate on expressing themselves well.
- 5- The final activity was the Communicative Strategy Evaluation Sheet which contained a list of various communicative strategies used when handling the context. Students were asked to evaluate their work as a group and

how well they had utilized the target strategies and suggested other strategies that were not mentioned in the evaluation sheet.

Many of the features that contributed to the creation of real-life tasks had the following characteristics:

- They were contextualised and related to every day situations.
- They tested authentic skills.
- They provided a purpose for communication.
- They were appropriately matched to text type.
- They had an outcome.

Each of these components was tested in a variety of ways, both separately and in relation to one another.

Linguistic competence was tested with a multiple-choice format in the grammar section. This section tested the recognition of a wide range of basic grammatical structures including tenses, word forms, prepositions, etc.

Linguistic competence was also tested indirectly in the listening and reading sections through comprehension of gist and specific information which may require the understanding of a specific grammatical item. It is

tested as well in the productive skills sections of the test (speaking and writing) where students were required to produce grammatically correct basic sentences in their compositions.

Most integrated skills aimed to develop linguistic competence through skills development as well as controlled grammatical exercises which focused on recognition of form.

However, teachers tended to over-emphasize the latter in their teaching mainly because it was a more concrete way of teaching grammar and because it also easily lent itself to self-study.

Sociolinguistic competence was tested to some extent in the vocabulary section, where students were required to choose the word that best completed the sentence. Very often collocations were tested, i.e., words which are firmly associated with each other; e.g., make a mistake, apply for a job. Words were tested in a sentence context, which means that candidates can apply the strategies they have developed from classroom instruction for guessing words in context using clues such as synonyms, antonyms, punctuation, and discourse markers.

Discourse competence and linguistic competence were tested in the reading and listening sections. Comprehending gist involved making connections between different parts of the text (discourse competence)

while comprehending specific details may involve linguistic contributory skills referred to earlier. Although an integration of these comprehension sub-skills is essential to the learner's ability to function in real communication, it is an accepted pedagogical practice to break down the comprehension process into separate skills for both teaching and testing.

All four competencies were tested integratively in the writing and speaking sections, where the students were asked to produce language typically used in everyday contexts. The language had not only to be accurate (evidence of linguistic competence) but also appropriate (evidence of sociolinguistic competence) and coherent (evidence of discourse competence).

A student also had the opportunity to demonstrate his or her strategic competence in the oral drills; here strategic competence is essential for maintaining the flow of communication when the student lacks a particular word or phrase, or needs to ask for clarification (Irvine-Niakaris, 1997).

The experimental group and the control group used the same material. The control group was taught by using the non-pragmatic approach (traditional approach) instructional procedure. Thus, the control group did not have any training on the target strategies used by the experimental group.

On the whole, Pragmatic Competence Program reflects current methodology in teaching by focusing on testing the components of communicative testing discretely and integratively using all four skills. It also makes an attempt to test students' ability to use language through real-life tasks.

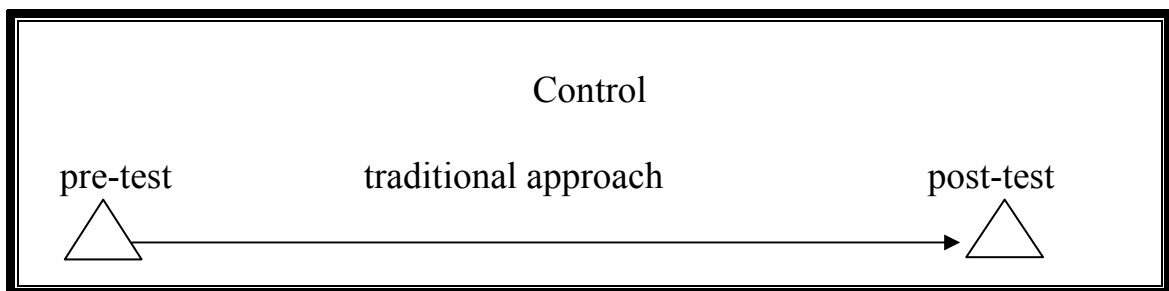
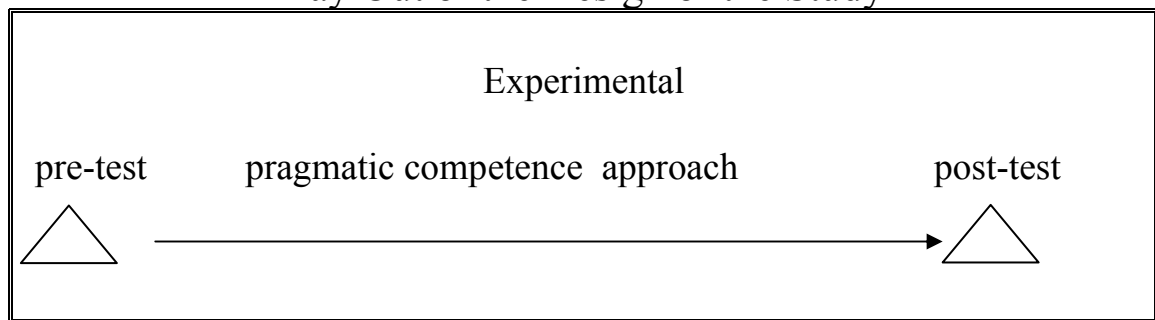
A cooperative learning strategy was used to get student to share their prior knowledge and pool their information and efforts while working on the tasks, thus encouraging weaker students to participate and gain knowledge as members of that supportive group. In all the ten sessions, students worked in groups of 4-5 students.

On the other hand, the control group began with the normal activities designed to introduce the topic of the text and set the purpose of task. The teacher explained the meaning of the key words and pronounced them for the students. Students were asked to read the text silently and answer the pre-reading questions. The reading material was read again before answering. The next activity was to do drills on the workbook related to the text. The final activity was to get students to read the text aloud in order to check their pronunciation by the teacher.

## Research Design and Statistical Analysis

The design for this experiment was that of pre-test, post test control group. The independent variable was the achievement training program. The dependant variable was the students' achievement score in the pragmatic competence post-test. The lay out of the design of the study was as follows:

### Lay Out of the Design of the Study



To answer the research questions, a preliminary T-test was conducted to test the equivalency of the two pre-test means. Depending on the results of such test, the analysis of covariance was used to test the significance of the difference between the post-test means for the experimental and control group.



## **Data Analysis**

The data collected by the researcher were statistically analysed by using SPSS. The following tests were used:

1. Independent Samples t-test.
2. Paired Samples T-Test.
3. Two ways ANOVA.

## **Variables of the Study**

### **A. Independent variables:-**

- Gender: males and females.
- The teaching program: pragmatic Competence

### **B. Dependent variable:-**

- The response of the ninth graders on the items of instrument (Pragmatic Competence Test).

## **Summary**

In this chapter the researcher has presented the methodology of the study. She has also explained how the pragmatic competence test had been modified to fit the purpose and sample of the study. In this chapter, the researcher also presented the hypotheses of the study, population of the study, sample of the study, research instrument, validity of the instrument, reliability of the instrument, instructional material, procedures for data collection, description of the Pragmatic Competence Program, data analysis and the variables of the study.

## ***Chapter Four***

### ***Results of the Study***

## Chapter Four

### Results

The purpose of the study was to assess the ninth grade students' pragmatic competence of the four language skills (Reading, Writing, Listening and Speaking). Therefore, the results of this study were presented in the order of the questions of the study in chapter three. But before presenting these results, the findings of equivalency test were as follows:

**Table 6.** Means and standard deviations with regard to General Pragmatic Competence Test

<b>Group</b>	<b>Mean</b>	<b>Std.D</b>
Experimental (194)	37.04	15.93
Control (199)	35.51	18.40

As Table 6 shows the mean score of the experimental group was 37.0412 and was higher than the mean score of controlled group 35.5126 on the general pragmatic competence test.

The observed mean scores between the experimental and the control groups with regard to general pragmatic competence test showed that they were different.

#### **Results related to the first hypothesis:**

There is no significant difference at  $\alpha = 0.05$  in using English Pragmatic Competence Test on the ninth graders' proficiency of the major

four skills due to teaching method.

In order to test this null hypothesis, the researcher used Independent T-Test

**Table 7.** Independent Sample T-Test with regards the experimental and the control groups

Domain	Con (199)		Ex. (194)		T	*PV
	Mean	Std. D	Mean	Std.D		
Reading	9.98	5.16	20.72	3.89	-23.24	0.001
Writing	6.84	5.31	19.29	4.48	-25.06	0.001
Speaking	2.73	3.43	14.95	5.35	-26.95	0.001
Listening	5.07	4.94	13.39	3.52	-19.15	0.001
Total	24.64	13.61	68.37	11.26	-34.64	0.001

\*Significant ( $\alpha = 0.05$ )

As Table 7 shows, the mean score of the experimental group was 68.37, and was higher than the control` group (24.64). That is, there were significant differences between the students who were taught by using pragmatic competence activities and who were taught by using the traditional method.

### **Results related to the second hypothesis:**

There is no significant difference at  $\alpha = 0.05$  in using English Pragmatic Competence Test on the ninth graders' proficiency of the major four skills due to gender.

The researcher used independent T-Test to test this null hypothesis. Table 9 shows the results:

**Table 8.** Independent Sample T-Test with regards to the Gender variable

Domain	Male (198)		Female (195)		T	*PV
	Mean	Std.D	Mean	Std.D		
Reading	15.60	6.88	14.96	7.23	0.894	0.37
Writing	13.30	7.54	12.66	8.32	0.800	0.42
Speaking	8.91	8.04	8.62	7.09	0.383	0.70
Listening	9.27	5.90	9.09	6.08	0.298	0.76
Total	47.10	24.29	45.34	26.34	0.689	0.49

**\*Significant ( $\alpha = 0.05$ )**

This table shows that there were no significant differences between male students and female students who were taught by using pragmatic competence activities and who were taught by the traditional method which might be attributed to gender variable.

### **Results related to the third hypothesis**

There is no significant difference at  $\alpha = 0.05$  in using English Pragmatic Competence Test on the ninth graders proficiency of the four major skills due to interaction between gender and the teaching method.

Results of the Two-Way ANOVA of the interaction between the gender and the teaching method regarding the first domain of the study (Reading).

**Table 9.** Results of Two-Way ANOVA with regards to the first domain.

Source	Sum of squares	Df	Mean square	F	Sig.
Method	11331.117	1	11331.117	542.800	0.000
Gender	35.358	1	35.358	1.694	0.194
Method* Gender	43.635	1	43.635	2.090	0.149
Error	8120.492	390	20.875		
Total	111403.000	393			

There were significant differences between the mean score of the students who were taught by using pragmatic competence activities and who taught by the traditional method. However, there were not significant differences between males and females. Also there was no interaction between gender and the teaching method on the ninth graders. That is, the significance was higher than 0.05.

### **Results related to the fourth hypothesis**

There is no significant difference at  $\alpha = 0.05$  in using English Pragmatic Competence Test on the ninth graders' proficiency of the four major skills due to interaction between gender and the teaching method.

Results of the Two-way ANOVA of the interaction between gender and the teaching method regarding the second domain of the study (Writing).

**Table 10.** Results of Two-Way ANOVA with regard the second domain

Source	Sum of squares	Df	Mean square	F	Sig.
Method	15254.857	1	15254.857	650.868	0.000
Gender	33.653	1	33.653	1.436	0.232
Method* Gender	324.767	390	324.767	13.857	0.000
Error	9117.276	393	23.438		
Total	91017.000				

There was a significant difference between the mean score of the students who were taught by the traditional method and who were taught by using pragmatic competence activities. Also the differences appeared due to interaction between gender and the teaching method. However, there were no significant differences due to gender variable. This result can be attributed to the same conditions that the two groups encountered (the same textbook).

### **Results related to the fifth hypothesis**

There is no significant difference at  $\alpha = 0.05$  in using English Pragmatic Competence Test on the ninth graders' proficiency of the four Major skills due to interaction between gender and the teaching method.

Results of the Two-way ANOVA of the interaction between the gender and the teaching method regarding the third domain of the study (Speaking).



**Table 11.** Two-Way ANOVA with regards to the third domain

Source	Sum of squares	Df	Mean square	F	Sig.
Method	14669.40	1	14669.40	730.21	0.000
Gender	6.18	1	6.18	0.30	0.579
Method*Gender	65.573	1	65.573	3.26	0.072
Error	7814.71	390	20.08		
Total	52760.00	393			

There were significant differences between the mean score of the students who were taught by the traditional method and who were taught by using pragmatic competence activities. Also there were significant differences due to interaction between the gender and the teaching method. There weren't, however, significant differences due to gender variable.

### **Results related to the sixth hypothesis**

There is no significant difference at  $\alpha = 0.05$  in using English Pragmatic Competence Test on the ninth graders' proficiency of the four major skills due to interaction between gender and the teaching method.

Results of the Two-Way ANOVA of the interaction between gender and the teaching method regarding the fourth domain of the study (Listening).

**Table 12.** Two-Way ANOVA with regards to the fourth domain

Source	Sum of squares	Df	Mean square	F	Sig.
Method	6804.079	1	6804.079	365.513	0.000
Gender	2.381	1	2.381	0.128	0.721
Method *Gender	4.558	1	4.558	0.245	0.621
Error	7241.283	390	18.615		
Total	47193.000	393			

There was a significant difference between the mean score of the students who were taught by using traditional method and who were taught by using pragmatic competence activities. Also there were no significant differences appear due to interaction between the gender and the teaching method but there were significant differences attributed to gender variable.

### **Results related to the seventh hypothesis:**

There is no significant difference at  $\alpha = 0.05$  in using English Pragmatic Competence Test on the ninth graders' proficiency of the major four major skills due to interaction between the gender and the teaching method.

Results of the Two-Way ANOVA of the interaction between gender and the teaching method regarding the fourth domain of the study (Total degree).

**Table 13.** Two-Way ANOVA of the total degree for the four domains

Source	Sum of squares	Df	Mean square	F	Sig.
Method	187979.39	1	187979.39	1224.54	0.000
Gender	248.92	1	248.92	1.62	0.204
Method* Gender	1215.20	1	121	7.91	0.005
Error	59714.24	390	153.50		
Total	1088967.00	393			

There were significant differences between the mean score of the students who were taught by using the traditional method and who were taught by using pragmatic competence activities. Also there was significant difference due to interaction between the gender and the teaching method. However, there were no significant differences attributed to gender variable.

### **Results related to the eighth hypothesis**

There is no significant difference at  $\alpha = 0.05$  in using English Pragmatic Competence training program on the ninth graders' proficiency of the four major skills due to students' achievement before and after the pragmatic competence program for the control and experimental groups.

In order to test this null hypothesis, the researcher used Paired T-Test.

Tables 14, 15 present the results:

**Table 14.** Paired T-Test of experimental group with regards to pre-post Training Program

Domain	Mean	Std.d	No.	T	P
Reading	6.86	6.36	193	15.02	0.001
Writing	8.86	5.85	193	21.10	0.001
Speaking	9.56	6.91	193	19.26	0.001
Listening	6.03	5.12	193	16.41	0.001
Total	31.32	15.38	193	28.37	0.001

**\*Significant ( $\alpha = 0.05$ )**

Table 14 shows that there was a considerable difference between the mean scores of the experimental group before and after the training program. This difference was due to the higher ability of the experimental group after the training.

**Table 15.** Paired T-Test of control group with regards to pre-post Training Program

Domain	Mean	Std.d	No.	T	P
Reading	2.73	7.59	193	5.07	0.005
Writing	3.00	6.98	193	6.06	0.001
Speaking	2.89	5.47	193	7.69	0.001
Listening	2.14	6.90	193	4.37	0.001
Total	10.86	19.48	193	7.86	0.001

**\*Significant ( $\alpha = 0.05$ )**

Table 15 shows that there was a considerable difference between the mean scores of the control group before and after the training program. This difference was due to the higher ability of the experimental group after the training program.

## Summary

In this chapter the researcher presented the findings of the statistical analysis. These results have been displayed in the terms of answers to the questions of the study and the eight hypotheses. To answer the questions of the study and to test its hypotheses, the researcher conducted this study on a sample 393 males and females attending public schools in Nablus City. The subjects of the study were distributed into eight sections in four different schools: four males and four females. Eight sections, two four males and two four males, were chosen randomly and these four sections represented the experimental sections. The four sections were taught by using pragmatic competence activities strategy, whereas the other sections were taught according to the traditional method.

A pre-knowledge pragmatic competence test was administered to make sure the even between the two groups. An achievement test was also administered in the first four units of PETRA 5. Referees checked reliability of the test and validity was calculated by using coefficient correlation. Its value was 0.86. Data were analyzed by using the Independent T-Test, Two-Way ANOVA and Paired T-Test to test the study hypotheses.

## ***Chapter Five***

### ***Discussion, Conclusion and Recommendations***

## **Chapter Five**

### **Discussion, Conclusion and Recommendation**

To discuss the results of the study, the researcher followed the same order used in chapter four to deal with each hypothesis. But before discussing the results, there is a discussion of the results of the equivalency test.

Table 3 shows that the control and experimental groups in the study were equivalent with regard to their general achievement in English. This means that language skills are independent, so achievement in language as whole can be promoted through focusing on all skills simultaneously as the whole language approach suggests.

#### **Discussion of the Finding Related to the First Hypothesis**

This hypothesis is ultimately dependent on question one. After analyzing the data, the researcher found that the students in the experimental group who were taught by using pragmatic competence activities achieved a mean score (68.37) that is higher than students in the control group who taught by traditional method (24.64).

Results of independent Two-Way ANOVA of the students' pragmatic competence test score show that there were significant differences between the control group and the experimental group of the

study which can be attributed to the pragmatic competence activities (tasks). These differences were in favor of pragmatic competence activities (24.64) because the difference between them was statistically significant. This result can be due to the motivational effect of pragmatic competence compared to traditional method where even the poor achievers can take part in pragmatic competence activities each according to his potential. In addition, pragmatic competence may be used to suggest the environment in which a situation takes place. This can be useful to take into consideration when there are cultural differences between native and language and the target language. Pragmatic competence activities can be important for setting atmosphere, something which is often difficult to convey and which often has a strong influence on language.

It can be assumed that by using pragmatic competence activities with the students, we can arouse their attention, motivate them to participate in communication and provide them with the relevant skills necessary for using language in real situations.

The results above are in line with those of Jain (1986), Farhady (1980), Canale and Swain (1980) which suggested ways of coping in an authentic communicative situation and how to keep the communication channel open.

In the researcher's opinion, it was natural for the students taught by



traditional method to occupy lowest position because these activities relied on written or reading encoding only, and neglected the rest of communicative skills which are very important and appealing for young students the like of the subjects of this study.

### **Discussion of the Finding Related to the Second Hypothesis**

This hypothesis is ultimately dependent on the second question. After analyzing the data, the researcher found that the Independent t-test and the Two-Way ANOVA of the students' pragmatic competence test shows that gender hasd no effect on their proficiency of the major four skills.

In the researcher's opinion, this result may be attributed to the fact that both male and female students, who participated in the study, had many things in common: they are similar in their ages; they have the same educational linguistic and socio-economic background. Moreover, the schools where the study was conducted had similar teaching learning facilities. This explains why there are many efforts at the international level to correct the stereotyping about linguistic differences between male and female students. These efforts are being done in a two-step approach; the first step is to educate instructional designers to attend to the needs of a pluralistic society, the second step is for instructional designers to diffuse that knowledge into society to the degree that people will change their

attitudes and practices. Designers who are knowledgeable about and sensitive to pluralistic needs can influence the development of materials that attend to the needs of males as well as females (Kunupfer, 1997).

It might not be strange, therefore, that there were no statistically significant differences in the achievement of ninth grade students in pragmatic competencies activities which can be attributed to gender.

### **Discussion of the Finding Related to the Third Hypothesis**

This hypothesis is ultimately dependent on the third question. After data analysis, the researcher found that the Independent t-test and the Two-Way ANOVA of the students' pragmatic competence test shows that gender has no effect on their proficiency of the major four skills.

Also there was a considerable effect of using a pragmatic competence activities than the non-pragmatic on improving the reading comprehension skill of the students. This can be seen from the results of Table 9.

### **Discussion of the Finding Related to the Fourth Hypothesis**

This hypothesis is ultimately dependent on the third question. After analyzing the data, the researcher found that the Two-way ANOVA of the students' pragmatic competence test shows that there was a considerable

effect of using a pragmatic competence activities than the non-pragmatic on improving the writing skill of the students. This can be seen from the results on Table 10.

### **Discussion of the Finding Related to the Fifth Hypothesis**

This hypothesis is ultimately dependent on the third question. After analysing the data, the researcher found that the Two-way ANOVA of the students' pragmatic competence test shows that there was a considerable effect of using a pragmatic competence activities than the non-pragmatic on improving the speaking skill of the students. This can be seen from the results on Table 11.

### **Discussion of the Finding Related to the Sixth Hypothesis**

This hypothesis is ultimately dependent on the third question. After analysing the data, the researcher found that the Two-way ANOVA of the students' pragmatic competence test shows that there was a considerable effect of using a pragmatic competence activities than the non-pragmatic on improving the listening skill of the students. This can be seen from the results on Table 12.

### **Discussion of the Finding Related to the Seventh Hypothesis**

Results of the analysis Two -way ANOVA for the total degree of the students' pragmatic competence test (Table 13) show that there were

significant differences between the controlled group and the experimental group of the study which can be attributed to the pragmatic competence activities.

The afore-mentioned results, in order to generate communicative sentences and overlooking other components, e.g. the social situation will result in communication breakdown because these are lingual components, are interdependent. Additionally, when exposing the students to researcher's pragmatic competence activities, their results improved considerably and this shows that language and communicative skills are inextricably tied together, and that it is impossible to teach a foreign language without communicative skills because communicative skills affect comprehension and interpretation. This supports Mahmoud (2003).

Thus, it is urgent that students comprehend and grasp the situation well, before they communicate. Based on this ground, communicative skill is regarded as the skill of the skills, which entails comprehension, writing, listening and speaking among other skills and sub-skills.

So when comprehending language situation, students become more together all the components of the language to achieve the ultimate communication of the situation as intended.

Based on these grounds, one cannot improve the English communicative skills unless the four skills are highly achieved through enhancing the students' procedure ( pragmatic competence activities in teaching and learning English as a second language). This finding corroborates the findings of language philosophers, such as Austin (1962), Searle (1969), and Grice (1967) as well as Lakoff (1973) and Fillmore (1984), to open the way to incorporate pragmatics in the theory of language. According to them, pragmatics shows a three-termed relationship that unites:

- Linguistic forms
- Communicative function that such a form is capable of serving
- Setting in which linguistic form can have its communicative function.

Therefore, the researcher showed that the need of pragmatic competence is urgent because it provides the learners with all the basic features of English that might affect the communication.

The afore-mentioned results show that students in the experimental group, who were taught according to the researcher's technique of teaching English as second language, made improvements in their English skills. Therefore, the researcher recommends providing the students with adequate knowledge about the cultures of target language and second language. This

should be born in mind when teaching English and designing future textbooks.

### **Discussion of the Finding Related to the Eighth Hypothesis**

Results of the analysis of Independent T-Test of the students' pragmatic competence test (Table 14 and 15) show that there were significant differences between the controlled group and the experimental group of the study that can be attributed to the pragmatic competence activities. This difference is due to the higher ability of the experimental group after being trained on the pragmatic competence activities. The significance was higher than 0.05. The may be attributed to the interest of many students and their parents on learning English also that many students have privates lessons out side the schools.

## **Conclusion**

Several conclusions have been drawn from this study. These can be summed as follows:

1. The experimental group achieved much more progress than that of the control group in the pragmatic competence test.
2. The experimental group outperformed the control group on each component of the general pragmatic competence test.
3. Some 95% of the students in the experimental group passed the pragmatic competence test compared with 37% of the control group.
4. Both students in the experimental and control groups showed the same pragmatic competence test.
5. The pragmatic competence material could enrich the communicative skills of the students of the experimental group; it provided them with a variety of technical and general English vocabulary. This explains why the experimental group had the highest adequacy level on reading comprehension.
6. The students in the experimental group had much higher mean scores in pragmatic competence test than those of the control group because they were given material that suited their individual needs and interests.

## **Pedagogical Implications**

These findings of the study have some pedagogical implications which can be helpful and useful from an educational perspective. The following implications might be drawn from the study:

1. The pragmatic competence material is effective in improving students' performance in English language learning. This can be due to the purposefulness, relevance and appropriateness of this material to students' real needs.
2. The pragmatic competence material can enrich students' lexical knowledge since it presents a variety of activities.
3. Teaching pragmatic competence involves the teaching of four language skills (RWSL) and discourse features. Each of these skills is assumed to have some effect on communication. Ignoring any one of them will impede pragmatic competence.
4. The pragmatic competence material provides students with communicative skills. It effectively helps them to be more proficient in using English language. Therefore, teaching pragmatic competence activities give students an opportunity to use language in real situations.
5. The pragmatic competence material directly touches students' outlook.



## **Recommendations**

In light of the findings of the study, the researcher has the following recommendations which teachers, course designers, the Ministry of Education and researchers can take into consideration

1. It is beneficial to extend the period of the training of the same strategy, as used in this study, over a period of a whole semester, or year, if possible. On the basis of this, it is recommended that pragmatic competence strategy training programs be modified clearer and effects, ( positive or negative ) associated with them, be described more fully.
2. Teachers are recommended to overcome students' weakness in the four skills through providing them with pragmatic competence activities related to their study. These activities can stimulate students' interests and motivation and make use of pragmatics activities in enriching students' knowledge.
3. Training English teachers on pragmatic competence activities and using pragmatic approach during the teaching learning process.
4. Teachers of English should train students in various pragmatic competence techniques that together can help to render their communicative skills; they should train their students in various strategies that are beneficial for communication and the four skills.
5. Teachers, headmasters/mistresses and supervisors should consult

and refer pragmatic competence activities in the teaching of English as a communicative language. Besides, teachers should gear the students' attention towards the pragmatic competence activities that help greatly in learning English.

6. The course designers are recommended to devise pragmatic competence textbook pertinent to students' specific needs and interests to be used in all schools in Palestine and to take into account the application of pragmatic competence courses at early stages of students' study to achieve good results.
7. The Ministry of Education is recommended to introduce pragmatics activities in the textbook.
8. Asking the Palestinian universities, and their faculties of Education in particular, to take into account the pragmatic approach in their designing of curriculum and providing pragmatic competence activities to the students.

### **Suggestion for Further Studies**

In the light of the study findings, the researcher also recommends the following:

1. Conducting other studies to investigate the relationship between the pragmatic competence method and students' achievement in English as a foreign language. In particular research on the relationship between the teaching method and pragmatic

competence activities is still lacking in the Palestinian setting.

2. Conducting a comparative study on the elementary and secondary students' proficiency by using the pragmatic competence activities.
9. Using other instruments to measure the students' pragmatic of the major four skills.

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## **Appendix 1**

### **Permit from the Ministry of Education to Conduct the Study**









## **Appendix 2**

### **Population of the Study**



### **Appendix 3**

#### **Analysis of First Four Units of Petra Four**





## **Appendix 4**

### **Lesson Plan for Control and Experimental Groups**

## **Lesson Plan-Experimental Group**

**Unit One**

**Time: 45 minutes**

**Topic:**Price Sultan and the space shuttle

**Theme:** Exploring the Space

**Objectives:**

**Students are expected to :**

1. Express their feeling (pleasure and displeasure).
2. Listen and answer
3. Match words with their meaning
4. Write a short paragraph.

**Procedures and activities:**

1. Teacher presents the topic by asking them a set of questions.
2. Students answer the introductory questions, then they write what they know about the topic, and what they expect the text to tell them.
3. Students work together and talk about the differences between picture A and picture B.
4. Students read the text silently and work in groups to:
  - Summarize main idea of each paragraph.
  - Read again to identify specific details
  - Give the meaning of vocabulary
  - Locate the source of difficulty
  - Teacher offers feedback information
  - Students answer questions on Students Book in-group.
5. Students listen to the cassette and answer the questions in the workbook.
6. Now students are finished with worksheet.

**Control Group- lesson Plan****Unit One****Time: 45 minutes****Topic:** Price Sultan and the space shuttle**Theme:** Exploring the Space**Objectives:****Students are expected to:**

1. recognize the meaning of the key words .
2. Read silently and answer pre-reading questions or listening then read.
3. Write the activities related to the topic in their workbook.

**Procedure:**

4. Teacher presents an introductory note about the lesson and asks students a set of questions. (Teacher helps students where needed).
5. Teacher introduces key words by writing them on the chalkboard and giving their meanings. Teacher helps students pronounce the words correctly. Students repeat key words.
6. Students read pre-reading questions and listen to the text or read it silently.
7. Students answer questions orally or in writing.
8. Teacher asks several students to read text aloud checking their pronunciation where necessary.
9. Students write down the drills in their workbook.

## **Appendix 5**

### **Sample of Work Sheet**

**Work sheet- Unit one**  
**Teacher copy**

---

While students learn the names of the planets in our solar system, they also practice very large numbers, asking and answering questions, listening carefully, confirming the information, spelling and even a little ordinal practice.

Because this lesson is highly structured, even lower-ability level students can do it; but it's also useful for more advanced students as well.

In pairs, students ask each other questions such as:

**Student B:** What's the name of the first planet?

**Student A:** It's Mercury.

**Student B:** What's the distance (of Mercury) from the sun?

**Student A:** It's 57,910,000 kilometers.

**Student B:** What's (the length of) its orbit?

**Student A:** Its orbit is 88 days.

**Student B:** What's its diameter?

**Student A:** Its diameter is 4,878 kilometers.

**Student B:** What's its rotation?

**Student A:** Its rotation is 58 days and 16 hours.

When finished, students will know the names of all of the planets and will have practiced using some very large numbers.

Did you know that Pluto is 5,913,520,000 kilometers from the sun? It takes 248.54 years to complete one orbit (Earth takes 365 days), and one day on Earth - 24 hours- takes 6 days and 9 hours on Pluto!

## Worksheet - Unit One

Look at the picture and talk about it, the bellow questions may help you:



1. What's the name of the first planet?
2. What's the distance (of Mercury) from the sun?
3. What's (the length of) its orbit?
4. What's its diameter?
5. What's its rotation?

Name of planet	Distance from the sun(km)	Time taken to go round the sun	Width (diameter)	Average surface temperature
Earth	149,600,00 km	365 days	12,756 km	+ 22 ° C
Mercury	57,900,00 km	88 days	4,880 km	+ 520° C
Venus	108,200,000 km	225 days	12,104 km	+ 480 °C
Mars	277,900,000 km	687 days	6,787 km	10. 23 °C
Jupiter	778,300,000 km	4,333 days	142,800 km	11. 123 °C
Saturn	1,427,000,000 km	10,760 days	120,000 km	12. 180 °C
Uranus	2,869,600,00 km	30,685 days	51,800 km	13. 248 °C
Neptune	4,496,600,000 km	60,195 days	49,500 km	+ 228 °C
Pluto	5,900,000,000	90,475 day	6,000 km	- 230 °C

**Worksheet- Unit Two****Teacher Copy**

---

Talking about one's experiences is guaranteed to get students involved. In this lesson, students in pairs ask each other **Have you ever...?** Ask questions using the present perfect tense and then follow up the questions with simple past tense questions.

A typical conversation might sound like this:

**Student A:** Have you ever found any money?

**Student B:** Yes, I have.

**Student A:** How much money did you find?

**Student B:** I found \$20.00.

**Student A:** Where did you find it?

**Student B:** I found it in the parking lot.

**Student A:** Which one?

**Student B:** At the Crossroads Shopping Mall.

**Student A:** Who was you with when you found it?

**Student B:** I was with my sister.

**Student A:** Did you give her any of it?

**Student B:** No, because I found it first.

**Student A:** What was it in?

**Student B:** Nothing, it was just on the pavement.

**Student A:** What did you do with it?

**Student B:** I put it in my pocket.

**Student A:** What did you spend it on?

**Student B:** I bought some jeans. etc.

\*\*\*\*\*

These are experiences for pairs of students to discuss - but these are in the passive form of **Have you ever had / been (PP)... by someone?** Ask questions using the present perfect tense and then follow up the questions with simple past tense questions.

A typical conversation might sound like this:

**Student A:** Have you ever been bitten by a dog?

**Student B:** Yes, I have.

**Student A:** When were you bitten?

**Student B:** I was bitten when I was 12.

**Student A:** Where were you bitten?

**Student B:** I was bitten on my leg.



**Student A:** Which one?

**Student B:** My left leg.

**Student A:** What kind of dog were you bitten by?

**Student B:** It was a mutt.

**Student A:** Whose dog was it?

**Student B:** It was my neighbor's dog.

**Student A:** Did you go to a doctor?

**Student B:** No, it wasn't that serious.

**Student A:** What were you doing when you were bitten?

**Student B:** I was playing in the yard.

**Student A:** Did you tell your neighbor that you were bitten?

**Student B:** I was playing with my neighbor's kids and they saw it happen.  
etc.

There is **Have you ever...?** questions on the worksheet. Because students are inherently interested in hearing about their partner's experiences, this lesson is a wonderful tool to get students talking.

**Worksheet- Unit Two**

---

**Experiences**

Talk with your partner about your own experiences:

**Sami** : Have you ever found any money?

**Fadi** : -----.

**Sami** : How much money did you find?

**Fadi** : I found -----.

**Sami** : Where did you find it?

**Fadi** : I found it in -----.

**Sami** : Which one?

**Fadi** : At the -----l.

**Sami** : Who were you with when you found it?

**Fadi** : I was with -----.

**Sami** : Did you give her any of it?

**Fadi** : -----.

**Sami** : What was it in?

**Fadi** : -----.

**Sami** : What did you do with it?

**Fadi** : I put it in my pocket.

**Sami** : What did you spend it on?

**Fadi** : I bought -----.

**You can talk about these:**

- ☐ The concert started at 8:30 last night. Why did you arrive at 6:00?
- ☐ Why were you digging a hole in your neighbor's garden?

**Worksheet – Unit Three****Teacher Copy**

---

This is a multi-approach lesson, fun and very useful to practice:

- Prepositions of time (...**on** day, **at** time)
- Teacher's choice of grammar practice including:
- future tense (What will you do? OR What are you going to do?)
- present tense (for future) (What are you doing on day, at time?)
- past tense (What did you do / were you doing on day, at time?)
- Spelling
- Working with time
- Giving hints (in sentences) using the same letter of the alphabet, i.e., Cooking a Chicken with Caroline.
- Practice with articles
- Learning a few proverbs

In pairs, students have to ask and answer questions. They don't give away the answers, but they give each other hints. For example, if the answer is Pig, students give their partners hints using the letter "**P**". For example, a typical conversation would go like this:

What are you doing on Monday at 1:12?  
I'm **P**laying the **P**iano with **P**eter.  
Is it a **P**?  
Yes, it is.

In this way, students give each other hints about the answer.

## Worksheet – Unit Three

**1- What are you doing on Monday at 1:12?**

I'm P\_\_\_\_\_ the P\_\_\_\_\_ with P\_\_\_\_\_.

Is it a P?

Yes, it is.

**2- Round and round the rugged rock. The ragged rascal ran.**

**How many R's are there in that? Tell me if you can.**

**3- \_ooking a \_hicken with \_aroline.**

**4- Read:**

Funny – Money

Pay – Day

Dream – Team

**Notice:**

1- I have a meeting **at** 9 a.m.

2- The shop closes **at** midnight.

3- Jane went home **at** lunchtime.

4- In England, it often snows **in** December.

5- Do you think we will go to Jupiter **in** the future?

**Simple Future Tense**

I will sing.

The **simple future tense** is often called **will**, because we make the simple future tense with the modal auxiliary will.

**How do we make the Simple Future Tense?**

The structure of the simple future tense is:

<b>subject</b>	+	<b>auxiliary verb WILL</b>	+	<b>main verb</b>
		<b>invariable</b>		<b>base</b>
		<b>Will</b>		<b>V1</b>

- Hold on. I'll **get** a pen.
- We **will see** what we can do to help you.
- Maybe we'll **stay in** and **watch** television tonight.

## Worksheet- Unit Four

### Teacher Copy

---

In pairs, students compete against other teams to create a long chain of events.

The conversation might go something like this:

**Student A:** I'm so glad I did my homework last night.

**Student B:** What would have happened if you hadn't done your homework last night?

**Student A:** If I hadn't done my homework last night, I would have had to do it this morning.

**Student B:** What would have happened if you had had to do it this morning?

**Student A:** If I had had to do it this morning, I wouldn't have had time for breakfast.

**Student B:** What would have happened if you hadn't had time for breakfast?

**Student A:** If I hadn't had time for breakfast, I would have had to eat on the bus.

**Student B:** What would have happened if you had had to eat on the bus?

**Student A:** If I had had to eat on the bus, the bus driver would have become angry.

The real beauty of this lesson is the way it creates energy among the students. As they literally build their chains, they automatically watch the progress of the other groups which only encourages them to add more and more links.

They'll be so busy adding to the chains that they won't realize they are working with a fairly difficult grammar tense - future perfect with conditionals!!

And, perhaps more importantly, **they WILL be able to do it!**

**Worksheet- Unit four**

---

Read the following example:

**Student A:** I'm so glad I did my homework last night.

**Student B:** What would have happened if you hadn't done your homework last night?

**Student A:** If I hadn't done my homework last night, I would have had to do it this morning.

-----  
In pairs, compete against other teams to create a long chain of Events.

**Student B:** What would have happened if you hadn't done your homework last night?

**Student A:**-----

**Student B:** What would have happened if you had had to do it this morning?

**Student A:** -----

**Student B:** What would have happened if you hadn't had time for breakfast?

**Student A:** -----

**Student B:** What would have happened if you had had to eat on the bus?

**Student A:**-----

## **Appendix 6**

## Listening Comprehension

---

A customer comes into a shop to make a complaint. Listen and answer the questions below.

1. What does the customer say to attract the shop assistant's attention?
2. How does the shop assistant offer to help?
3. What had the customer bought?
4. Why did she bring it back to the shop?
5. Is the shop assistant polite?
6. What does the shop assistant ask the customer for?
7. Why does she ask for this?
8. Why does the shop assistant offer to do?
9. What does one in another one refer to?
10. Is the customer satisfied?



## Listening Comprehension

---

**A customer comes into a shop to make a complaint**

**Customer:** Excuse me.

**Shop assistant:** Yes, madam. Can I help you?

**Customer:** Yes, I bought this watch here yesterday and the strap has already broken.

**Shop assistant:** Oh, I am sorry to hear that. Have you got your receipt?

**Customer:** Yes, I have. Here it is.

**Shop assistant:** Good. Thank you. I'll get another one for you.

**Customer:** Thank you very much.

## Listening Comprehension

---

Anthony Long lives in a flat on a housing estate. It is nearly midnight and Anthony is in bed. He cannot sleep because his next-door neighbour is playing music very loudly. Anthony decides to go and complains about the noise. Listen the conversation then answer the questions.

**Neighbour:** Hello!

**Anthony:** I'm sorry to bother you but it's nearly midnight and I'm trying to get some sleep. Would you mind playing your music more quietly?

**Neighbour:** Is it disturbing you? I'm sorry. I'll turn it down.

**Anthony:** Thank you very much.

## Listening Comprehension

---

Anthony Long lives in a flat on a housing estate. It is nearly midnight and Anthony is in bed. He cannot sleep because his next-door neighbour is playing music very loudly. Anthony decides to go and complain about the noise. Listen the conversation then answer the questions.

1. Where does Anthony live?
2. What time is it?
3. What is he trying to do?
4. Why can't he sleep?
5. What does he decide to do?
6. Is Anthony polite?
7. Is the neighbour polite?

**Listening Comprehension**

---

**Peter:** Ann! I've just seen a snake going into the building next door. What should I do?

**Ann:** if I were you, I'd call 999 either the police or the fire service.

**Peter:** Should I try to catch it?

**Ann:** No, I wouldn't if I were you. If you did that, you could get bitten.

## Listening Comprehension

---

**Listen to Peter and Ann ; then answer the following questions.**

1. What has Peter seen?
2. What advice does Ann give him?
3. Why does Ann advise Peter not to try and catch the snake?
4. What would you do if you were Peter?

**Appendix 7**  
**Writing Activities**

**Writing**

---

Mohammed cooked his dinner. Write a short description of what he did.  
The first sentence is done for you.

**a. First,----- ( take)**

First, Mohammed took a burger from the fridge.

**b. Then,----- (pour)**

-----

**c. Then,----- (heat)**

-----

**d. Next,----- ( put)-----**

-----

**e. Then,----- ( fry)-----**

-----

**f. After,----- (put)-----**

-----

**g. Finally, -----**

**Writing**

---

Complete this post card written from Nablus.

Dear _____,	<b>Address:</b> _____
I am on holiday in _____ I'm staying	_____
in a _____ in the town. The buildings	_____
are _____. The food is _____ but the	_____
people are _____. So far, the weather	_____
has been _____. Every day _____	_____
Home next	
Best wishes,	

---



**Writing**

---

Make sentences using the given words. Follow the examples.

Accidents-avoid-being careful

Accidents can be avoided by being careful.

Beaches- spoil- leaving rubbish on them

Beaches can be spoiled by leaving rubbish on them.

1. books – spoil – careless handling
2. handwriting – improve – writing more slowly
3. roads – improve – making them wider
4. a radio – break – dropping it .
5. a pen – ruin – pressing too hard .
6. a watch – ruin – getting it wet.
7. Money – save – walking to school.
8. Spelling – improve – using a dictionary.
9. Money – change – taking it to a bank or a money-changer.
10. Electricity – save – turning off all lights.

**Appendix 8**  
**Oral Activities**

**Oral**

---

With a partner try to describe one of the tasks below. Using the joining words first, next, lastly, etc.

- 
1. How to make a pot OF tea.
  2. How to change a wheel on a car.
  3. How to do a simple experiment.
  4. How to take a photograph outside.
-

## **Appendix 9**

### **General Pragmatic Competence Test and Post Test**

## Test Assessment Sheet

**Dear Teacher,**

**Kindly read the enclosed test (12 questions) carefully and rate its suitability to the ninth grade level on a scale rating from 1 to 5 (1 being very easy, and 5 too difficult) as far as students' language proficiency is concerned, taking into consideration the test's vocabulary, grammatical structure, syntax complexity, and discourse level. Any further recommendations will be taken into consideration.**

Thank you for your cooperation.

---

Tick the box that corresponds to your choice opposite each of the enclosed test questions

<b>Question No.</b>	<b>Very easy 1</b>	<b>Easy 2</b>	<b>Average 3</b>	<b>Difficult 4</b>	<b>Very difficult 5</b>
Reading Comprehension					
Writing					
Speaking					
Listening					

**Further recommendations:**

- 1).....
- 2).....
- 3).....
- 4).....

Teacher's name:.....

General English Pragmatic Competence Test  
for the Ninth Grade  
2003-2004

**Student's Name:** \_\_\_\_\_  
**Section: A,B,C**

**Date:** \_\_\_\_\_  
**Points:100**

**1. Reading Comprehension:(20 Points)**

***1. Read and Answer: -***

Yesterday I was walking down a dark street at ten o'clock. Suddenly I fell over a large black bag. I took it under a lamp and opened it. Inside I found a lot of paper money, a big knife, and some clothes all covered with red.

"These must belong to someone who killed a man and took away his money", I said to myself. I took the bag to the police station and told the policeman what I thought. But the policemen laughed at me. They said, "The bag belongs to a butcher. All the money that people paid him in his shop today is in the bag. Look! He is here already". How glad he was when I gave him back his bag.

**Choose the best answer:**

**(4 points)**

1. All this happened-----.

a- in the morning                      b-in the evening                      c-at noon

2. The bag was-----

a-small                      b-red                      c-black                      d-open

3. The man thought that-----lost the bag.

a- a killer                      b- a butcher                      c- a policeman                      d- a woman

4. The man who found the bag went -----.

a-to find the murder                      b- to his home                      c- to the butcher's shop  
d-to the police station

**2. True or False:**

**(4 points)**

- |   |   |   |
|---|---|---|
| 1-The policeman laughed at the man who had found the bag. | T | F |
| 2-The money in the bag belonged to a butcher.             | T | F |
| 3-The butcher threw this bag away.                        | T | F |

4-The story is about a man who found a bag under a lamp. T F

**3.The underlined pronouns refer to: (2 points)**

A- It :-----

B-They: -----

**4. Find words in the text that have similar meanings to the following: (6points)**

A-: Big: -----

B-Happy: -----

C-Steal: -----

**5. Give a suitable title for the text: (2 points)**

-----

**5. About you: (2 points)**

a. Have you ever found something? Where?

-----

b. Who did you tell about it?

-----

**II . Structure :- ( 10 points)**

**Choose the correct answer:**

1-Letters -----by birds.

a. carry

b.used to carry

c.used to be carried

2-Many athletes-----part in the Olympic games.

a. will be taking

b.will taking

c. be taking

3-“Where is your school?” .The teacher asked me

a. Where is your school.

b. Where your school was.

c. Where my school was.

4-There has been no rain ----- September.

a. since

b. science

c. for

5- -----hundreds of years, we have been living here.

a. Since

b. For

c. Ago

6-Samya is heading the list of good students.

- a. noun                      b.verb                      c. adjective

7-Mr.Arafat is the head of Palestinian Government.

- a. noun                      b.adjective                      c.verb

8- In the past, the land-----fertile.

- a. used                      b. used to be                      c. be fertile

9-Muslims-----money in Ramadan.

- a.donate                      b.donation                      c.donated

10-*Hamlet* is a play which-----by Shakespeare.

- a. is wrote                      b. was written                      c. was wrote

### **III- Writing(30 points)**

1. Complete with the most suitable word (9 points)

A: I'm sick. My head -----.

- a. hurt                      b.hurts                      c.hurted

B: His handwriting is so bad that I cannot \_\_\_\_\_ out his signature.

- a- find                      b-pick                      c-make

C: The patient ----- blood.

- a-gives                      b-gave                      c- was given

2. Write suitable questions for these answers: (6 points)

A:-----?

My car is the blue, big one.

B:-----?

I'm feeling very well.

3. Rearrange these words to form meaningful sentences:( 4 points)

A. the nurse / I was /called / frightened / so I

-----

B. has started / the lesson / shouldn't / come into the class /  
you/after



-----

**4. Correct the following:( 4 points)**

beetthoven was a german composer who was active at the end of the eighteenth and the beginning of the nineteenth centuries.

-----

-----

**5. Fill this form so that you can become a member of the English club in your school. (4 points)**

<b>Application of the English School Club Membership</b> For teacher use- do not write above this line	
✎ <b>Put a tick in the correct brackets:</b> I wish to apply for membership in the English School Club as a * Young member ( )      * Junior member ( ) * Senior member ( )	
✎ <b>Complete the following:</b> Mr. _____ Miss _____ (first name) _____ (family name)	
Address: _____	
Date of birth: _____ Date of application: _____	
<b>I enclose my first year's membership fee of NIS</b>	
For application under years of age 16 The statement below must be signed by a parent. I am the parent of the above applicant, and would like him/her to become a member of the ESC. Singed _____ Date _____	

**6.What do you say in the following situations:(3 points)**

- 1- You need to borrow a book from the library
- Would you please excuse me? I need to fetch a book.
  - Give me this book.
  - This is the book.
- 2- You agree with others about the noise
- I like the sound of birds.
  - I hate the sound of cars. Yes, I hate it, too.

c. I don't know.

**3- You are a waiter in the restaurant. One of the customers doesn't like the coffee.**

a. Waiter: I don't care.

b. Waiter: I'm sorry Sir. Shall I change it, or would you like something different.

c. Waiter: Pay money first.

**IV. Speaking: (20 points)**

**A: Match**

**(5 points)**

- |  |                                    |
|--|------------------------------------|
| 1. Can we buy a car?                     | a. We can't. We're tired.          |
| 2. Shall we play football now?           | b. I'd rather visit Jerusalem.     |
| 3. Would you like to write about planes? | c. Yes, We've got plenty of money. |
| 4. Would you rather swim or travel?      | d. No, I enjoy listening to songs. |
| 5. You don't live in France, do you?     | e. No, I live in Nablus.           |
|  | f. Yes, all right. I will.         |

**B: Define the following words ( 5 points)**

1. Telephone: -----
2. Reserve: -----

**C: Complete the following dialogue (7 points)**

Suad: Oh dear, -----! I've got a terrible toothache.

Dentist: Oh dear, you didn't brush them, did you?

Sauad: No,-----

Dentist: And just look at this toothbrush! It's very old.

You should-----

Suad: All right I ----- How ----- should I brush my teeth?

Dentist: -----a day-once at night and once in the-----

Suad: Thank you. I'm going to brush my teeth every day now.

**D: Circle similar meaning to the sentences: (5 points)**

**1. I accepted the new job.**

a. I agree to take the new job.

b. I refused to take the new job.

2. **He lied to me.**
  - a. He told the truth.
  - b. He did not tell the truth.
3. **Dan was unhappy because he failed the test.**
  - a. Dan wasn't happy since he failed the test.
  - b. Dan wasn't sad since he passed the test.

**V- Listening:(20 points)**

**Choose the best answer:**

1. Naief left Hebron in----- .  
a.1938                      b. 1983                      c.1980
2. Naief has been working in Nau'r for ----- .  
a. 15                      b. 51                      c.50
3. Naief still has family in ----- .  
a. Halhoul                      b. Haifa                      c.Hebron
- 4.Glass is made by-----it; this means that they use-----Pepsi base for the glass they use.  
a. recycle/old    b.recycling/new                      c.recycling/old
5. Glass is coloured when it is ----- .  
a. hot                      b. cold                      c. very hot
- 6.Jugs, jars and bowls are made of----- .  
a. glass                      b.glasses                      c. class
- 7.Naief sells his glass jugs and bowls to shops in-----and----- .  
a.Nablus/Nau'r    b.Amman/Nau'r                      c.Nau'r/Hebron
- 8.Naief-----lives in Nau'r.  
a. never                      b.still                      c. sometimes
- 9.Naief is a----- .  
a. glassmaker                      b.watchmaker                      c. fish monger
10. The Natches were born in ----- .  
a. Haifa                      b. Hebron                      c. Halhoul

**Good Luck**

## Answer Key

### I- Reading Comprehension:

1- 1.b 2.c 3.a 4.d

2- 1.T 2.T 3.F 4.F

3- a. bag b. policemen

4- a. large b. glade c. took away

4- a. b. the students answer

### II- Structure:

1.c 2.a 3.c 4.a 5.a 6.b 7.b 8.a 9.b 10.a 11.b

### III- Writing:

1- A. b B.a C.c

2-A. Which one is your car?

B. How do you feel? Or how are you?

3- 1. I was frightened so I was called the nurse.

2. You shouldn't come into the class after the lesson has started.

4- Beethoven was a German composer who was active at the end of the eighteenth and the beginning of the nineteenth centuries.

5- Students' answer

6- 1.a 2.b 3.b

### IV- Speaking:

c a d b e

B- Students' answer

C- dentist – I didn't – buy new – will – many times – once – morning

D- 1.a 2.b 3.a

### V- Listening:

1.c 2.a 3.a 4.c 5.c 6.a 7.b 8.a 9.b 10.b

English Pragmatic Competence Test  
for the Ninth Grade  
2003-2004

**Student's Name:** \_\_\_\_\_  
**Section: A,B,C, H**

**Date:** \_\_\_\_\_  
**Points:100**

Reading Comprehension : (20 points)

The Regent's Park Mosque took three years until it was finally built in 1977. It has a shiny copper dome and beautiful tall minaret. The final cost of building the Mosque was about ten million dollars.

The Mosque is not only a place of worship but it acts as a cultural and social centre for Muslims. It has a large library of books on Islamic affairs. The Mosque is visited by more than 2,000 non-Muslims school children every week to learn about Islam.

**Questions:-**

1. When did work start on the Mosque?

-----

2. What's the dome of Regent's Park Mosque made of?

-----

3. What other functions besides being a place of worship does it have?

-----

4. How many school children-do you think- visit the Mosque every month?

-----

5. Why do non- Muslims visit the Mosque?

-----

**B:- Complete the following sentences from the passage:-**

1. The final cost of building the Regent's Park Mosque was -----

-----

2. The Mosque has a very big ----- of books on Islamic affairs.

**C: Vocabulary:**

1. How to get to Alexandria.  
a- on train                      b- at train                      c- by train                      d- with a train
2. John did not mean that:  
a- to be kind                      b- to intervene                      c- intend                      d- to be unkind
3. The prisoner returned to his cell.  
a- post-office                      b- home                      c- prison                      d-office
4. Which of the following means “the hotel is on the other side of the park”?  
a- “The hotel is along the park”.  
b- “The hotel is over the park”.  
c- “The hotel is by the park”.  
d- “The hotel is through the park”.

\*\*\*\*\*

**Speaking: (20 points)**

**A: Fill the table with the correct form:**

	<b>Verb</b>	<b>Noun</b>
1.	Locate	-----
2.	-----	movement
3.	worship	-----
4.	-----	action
5.	invade	-----

**B: Match words and meaning by writing the correct number alongside the meaning in the parantheses :**

- |                |                   |
|----------------|-------------------|
| 1. complicated | ( ) because of    |
| 2. summit      | ( ) very special  |
| 3. due to      | ( ) fast          |
| 4. quickly     | ( ) difficult     |
| 5. unique      | ( ) highest point |

**C: Circle the similar meaning:**

1. **The policemen were able to catch the thieves.**
  - a. The thieves were caught by the policemen.
  - b. The thieves were able to escape.
2. **She answered all the questions except one.**
  - a. She did not answer any questions.
  - b. She did not answer all the questions.
3. **Laila is the cleverest girl in our class.**
  - a. No one, in the class, is cleverer than Laila.
  - b. All the students in our class are cleverer than Laila.

\*\*\*\*\*

**Writing: (30 points)****1. Complete with the most suitable word: ( 9 points)**

- A: An author is someone who \_\_\_\_\_ books.  
 a. publishes                      b. prints                      c. writes
- B: when the doctor turned up the oxygen, the patient felt \_\_\_\_\_  
 a. worse                      b. better                      c. the worst
- C: The first film I saw was \_\_\_\_\_ "Omar Mukhtar".  
 a. called                      b. recalled                      c. perform

**2. Write the suitable questions for these answers: (6 points)**

- A: \_\_\_\_\_ ?  
 Khaled goes to **Jericho** every week.
- B: \_\_\_\_\_ ?  
 Palestine was occupied by Israel **in 1948**.

**3. This conversation between Nabeela and John :(9 points)**

1. david needs some trousers some shirts and tie

-----

2. why dont more people live in the desert

-----

3. if you leave jerusalem now you wont be late

---



**4. Fill in the blanks using one word from the list: (6 points)**

**European – afraid – killed – discovered – living – lands – came**

When the Europeans \_\_\_\_\_ America in 1492, the red Indians were already \_\_\_\_\_ there. Most of them were killed while fighting against the \_\_\_\_\_. Ariond was \_\_\_\_\_ of white men, because they fought and \_\_\_\_\_ Indian people and took their \_\_\_\_\_.

\*\*\*\*\*

**Listening : (30 points)**

**Listen and circle the correct answer:**

1. 1. Wild animals are sometimes killed simply because of \_\_\_\_\_.  
a. fashion                      b. experiment                      c. studying
2. In some countries, people believe that parts of animals have \_\_\_\_\_.  
a. skins                      b. magic powers                      c. money
3. Sealskins are used to make \_\_\_\_\_.  
a. papers                      b. coats                      c. food
4. Elephants are killed just for their \_\_\_\_\_ tusks.  
a. ivory                      b. metal                      c. glass
5. Chinese think that the horn of the \_\_\_\_\_ can make you strong.  
a. goats                      b. cows                      c. rhinoceros
6. People use animals' skin to make \_\_\_\_\_.  
a. ornaments                      b. shapes                      c. powers
7. The result of killing animals is that \_\_\_\_\_.  
a. extinction                      b. deforestation                      c. flood
8. The ivory \_\_\_\_\_ into beautiful shapes.  
a. carved                      b. written                      c. planned
9. \_\_\_\_\_ imported more than 500 tonnes of ivory in 1984.  
a. Jordan                      b. Japan                      c. Korea
10. Animals are \_\_\_\_\_ all over the world.  
a. eating                      b. sleeping                      c. dying

**Good Luck**

## Answer Key

### Reading Comprehension:

**A:** 1. 1974      2. Copper    3. cultural and social centre    4. more than 2000  
5. because of its big library

**B:** 1. 10 million      2. library

### C: Vocabulary:

**A:** 1.c    2.c    3.c    4.a

**B:** difficult – highest point – because of – fast – very special – invasion

**C:** 1.a    2.b    3.a

### Writing:

**A:** 1.c    2.b    3.c

**B:** 1. Where does Khalid go?

2. When did they occupy Palestine?

**C:** 1. David - , - .

2. If you – Jerusalem - , - .

3. Why don't

4. discovered – living – European – afraid – killed – lands .

### Listening:

1. a    2.b    3.b    3.a    4.a    5.c    6.a    7.a    8.a    9.c    10.c

## **Appendix 10**

### **Pragmatic Competence Evaluation Sheet**

















**Appendix 11**  
**Validity Committee**

- |                            |  |
|----------------------------|--|
| 1- Jawadat Sa'adah         | Professor of Education. – Faculty of Educational Sciences, An-Najah National University, Nablus. |
| 2- Fawaz Aqel              | Assistance professor – Faculty of Educational Sciences, An-Najah National University, Nablus.    |
| 3- Ahmad Mahmoud           | Assistance professor – Faculty of Educational Sciences, An-Najah National University, Nablus.    |
| 4- Mr. Adel Zawawy         | M.A in English Language, Supervisor UNRWA  |
| 5- Mr. Mohammed Alhmed     | M.A in TEFL, Teacher, Ministry of Education  |
| 6- Mr. Yousef Barakat      | B.A in English, Teacher, Ministry of Education   |
| 7- Mrs. Suzanne AbedelAziz | B.A in English, Teacher, UNRWA   |
| 8- Mrs. Ghada Hamdan       | M.A in Translation, Teacher, UNRWA   |

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**2004**

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( $\alpha = 0.05$ )		.2
( $\alpha = 0.05$ )		.3
( $\alpha = 0.05$ )		.4
( )		

( $\alpha = 0.05$ ) .5

( )  
( $\alpha = 0.05$ ) .6

( )  
( $\alpha = 0.05$ ) .7

( )  
( $\alpha = 0.05$ ) .8

393 - -

.

45

(Two-Way ANOVA) ( T- Test)

. ( $\alpha = 0.05$ )

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.1

Pragmatic)

.(Competence

(Pragmatic Competence)

.2

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