

Pragmatic Competence and Its Relationship With Performance in Language Productive Skills of Iraqi EFL University Students

Hasan Ulaiwi Khalil

[hasan.ielewi1207a @ircoedu.uobaghdad.edu.iq](mailto:hasan.ielewi1207a@ircoedu.uobaghdad.edu.iq)

University of Baghdad/ College of Education-Ibn

Rushed for Human Sciences\ English Language Department

Asst. Prof. Elaf Riyadh Khalil, Ph. D

elaf.riyadh@ircoedu.uobaghdad.edu.iq

University of Baghdad/ College of Education-Ibn

Rushed for Human Sciences\ English Language Department

Abstract

This study aims at finding out Iraqi EFL students' level of performance in language productive skills, and their level in pragmatic competence. It also seeks to find out the correlation between these two variables, and to find out the extent of contribution of EFL university students' pragmatic competence in explaining the variation in students' performance in language productive skills. The instruments of the study, which consist of a pragmatic competence test, a speaking test and a writing test, are administered to (370) participants who are randomly selected from three departments of English in the universities of Baghdad, Babylon and Diyala. The statistical manipulation of the data collected indicates that the study sample has a good level of productive skills, and also a good level of pragmatic competence. The relationship between the pragmatic competence and the productive skills are statistically significant. Finally, there is no effect of the pragmatic competence in explaining the variation in the productive skills.

Keywords: Pragmatic Competence, Performance, Productive Skills.

الكفاية التداولية وعلاقتها في أداء المهارات الإنتاجية لدى طلبة الجامعة العراقيين دراسي اللغة

الانجليزية لغة أجنبية

حسن عليوي خليل

[hasan.ielewi1207a @ircoedu.uobaghdad.edu.iq](mailto:hasan.ielewi1207a@ircoedu.uobaghdad.edu.iq)

جامعة بغداد/ كلية التربية ابن رشد للعلوم الإنسانية / قسم اللغة الانجليزية

أ.م.د. إيلاف رياض خليل

elaf.riyadh@ircoedu.uobaghdad.edu.iq

جامعة بغداد/ كلية التربية ابن رشد للعلوم الإنسانية / اللغة الانجليزية

المخلص

تهدف هذه الدراسة إلى معرفة مستوى أداء الطلاب العراقيين في مجال اللغة الإنجليزية لغة أجنبية في المهارات الإنتاجية اللغوية ومستوى الكفاية التداولية لديهم. كما يسعى لمعرفة العلاقة الارتباطية بين هذين المتغيرين، ومعرفة مدى مساهمة الكفاية التداولية لدى طلبة الجامعة الدارسين للغة الإنجليزية لغة أجنبية في تفسير التباين في أداء الطلاب في المهارات الإنتاجية اللغوية. تم تطبيق أدوات الدراسة المكونة من اختبار لمعرفة مستوى الكفاية التداولية واختبار التحدث واختبار الكتابة على (370) مشاركاً تم اختيارهم عشوائياً من ثلاثة أقسام للغة الإنجليزية في جامعات بغداد وبابل وديالى. ويشير العمل الإحصائي للبيانات التي تم جمعها إلى أن عينة الدراسة تتمتع بمستوى جيد من المهارات الإنتاجية، وأن معظم الطلبة لديهم مستوى جيد في الكفاية التداولية. أن العلاقة بين الكفاية التداولية والمهارات الإنتاجية علاقة ذات دلالة إحصائية ايجابية. وأخيراً إن تأثير الكفاية التداولية في تفسير التباين في المهارات الإنتاجية ليس له دلالة إحصائية.

الكلمات المفتاحية : الكفاية التداولية، الأداء، المهارات الإنتاجية.

I. Introduction

The Problem of the Study

Speaking is not given much weight in the schools where English is taught in our nation. As a result, speaking is a talent that is neglected when delivering the lessons. As a result, it becomes challenging to speak English outside of the classroom due to this neglect of the speaking ability (Kedir, 2017).

Some Iraqi researches indicate that EFL students' written performance in general is quite inefficient (AlKarkhi 1999; Abid& Abdul Ridha 2011; Hamza 2012; and Muslim 2014) as cited in (Abbas & Al-bakri, 2018, p. 24). The researchers and professional EFL writing instructors also observe that Iraqi EFL students have a genuine urge to acquire effective communication writing abilities as well as an understanding of the importance of learning such skills (Abbas, & Al-bakri, 2018).

According to Soboleva and Obdalova (2014), neither contextual English interaction in academic settings nor teaching grammar, vocabulary, or linguistics might help learners develop this competency. Until recently, students have been taught a basic academic language disconnected from culture as well as an intercultural pragmatic context. They occasionally feel humiliated when they are unable to reply or act in a culturally appropriate manner, particularly when they are misunderstood or in situations when specific responses are required. The students then discover that what they have learned is not what is needed in such real-world scenarios.

Additionally, because students are rated as having exceptional English communication skills, their teachers, parents, and the surrounding community have a positive impression of them. Unfortunately, a number of variables mean that the learners' standing falls short of such expectations. The lack of practice using pragmatic communicative ability in everyday circumstances is the most obvious of these (Ionel, 2011).

The problem of the present study can be highlighted through responding to the following questions :

- 1- Is there any relationship between Iraqi EFL university students' pragmatic competence and their performance in language productive skills?
- 2- What are the Iraqi EFL university students' levels in pragmatic competence, and performance in language productive skills?
- 3- To what extent does Iraqi EFL university students' pragmatic competence contribute in explaining the variation in students' performance in language productive skills?

Aims

The present study aims at:

- 1- finding out Iraqi EFL university students' pragmatic competence and performance in language productive skills.
- 2- identifying the correlation between pragmatic competence and students' performance in language productive skills.
- 3- finding out the extent of contribution of EFL university students' pragmatic competence in explaining the variation in students' performance in language productive skills.

Limits

This study is limited to the Iraqi EFL third year students in the departments of English at three Colleges of Education in the Universities of Baghdad, Babylon, and Diyala; for the academic year (2021-2022).

Value of the study

It is hoped that the results of this study will be valuable for:

- 1- University students to apply the tools of this study, and then compare the results of their application to the results of this study in order to find out the differences and tackle the defects when appear.
- 2- EFL teachers who are in real contact with the students. It can help teachers better understand and evaluate their students' pragmatic competence level of the English language.

II. Literature Review

2.1 The Concept of the Pragmatic Competence

The notion of pragmatic competence (PC) was early defined by Chomsky as the "knowledge of conditions and manner of appropriate use, of the language, in conformity with various purposes"(Chomsky, 1980,p.224). This concept was perceived as opposing grammatical proficiency that in Chomskyan terms was "the knowledge of form and meaning." (Chomsky, 1980, p.225). In their more contextualized model of communicative competence, Canale and Swain include PC as a crucial element. According to this concept, PC is sociolinguistic competence, which is described as knowing how to utilize language in context (Canale& Swain, 1980). Later on, Canale (1988) expands this definition, and states that pragmatic competence includes "illocutionary competence, or the knowledge of the pragmatic conventions for performing acceptable language functions, and sociolinguistic competence, or knowledge of the sociolinguistic conventions for performing language functions appropriately in a given context" (p.78).

Ulaywi (2013) asserts that "In the ideal foreign language classroom, the teaching of culture should be an integral and systemic component. However, as culture has been defined differently in different periods, this has led to different views of what constitutes culture teaching" (p.162).

2.1.1 Dimensions of Variation in Pragmatic Competence

Pragmatic competence includes the following dimensions of variation:

A. Presupposition and Scalar Implicatures

Presuppositions, according to Stalnaker (2002), are the background information that is conveyed as assumed knowledge. They are typically triggered by spoken statements known as presupposition triggers. For instance, the verb "give up" causes the presupposition of an antecedent state, whereas the presupposition "it's raining" is caused by regret in the sentence "I regret that it's raining" (Levinson 1983).When utilizing a presupposing utterance, there are two conceivable consequences. For example, imagine that someone says "Sarah has stopped smoking", the premise is deemed to be satisfied if it is already a widely held belief that Sarah smoked. On the other hand, a presumption that is unknown or contentious results in failure. Failure in this instance can be fixed by accommodation, which is the process through which the assumption that Sara formerly smoked is accepted (Lewis 1979).

This provides preliminary evidence in favor of the hypothesis that pragmatic processing predominantly relies on non-mindreading mechanisms for pragmatic phenomena like presuppositions that normally do not transmit the major point of an utterance, i.e., the speakers' meaning. Understanding a presupposing utterance appears

to require the ability to recover the presupposition introduced by a trigger from the mental model of the discourse that is retained in working memory, a cognitive skill that appears to be mastered more by working memory capacity than by trigger of mind. Converging results have been recorded for scalar implicature, another widely studied pragmatic phenomena that refers to the meaning "not all" obtained from the use of phrases on a scale like "some" and "any" De Neys and Schaeken demonstrated that participants derived fewer scalar implicatures under memory load using a dual task paradigm that required both sentence verification and memorization of dot patterns (De Neys and Schaeken 2007).

This demonstrates both the executive resources' engagement and the non-automatic nature of scalar implicatures. However, research has shown that autistic-like features, which are often used as a proxy for mental skills, are not essential for understanding scalars (Heyman and Schaeken, 2015).

B. Conversational Mechanisms

Two pragmatic phenomena that are crucial to the structure of a conversational exchange, the turn-taking mechanism and politeness, evidence the range of cognitive functions that influence language users' PC .Turn-taking is a collection of guidelines and procedures that manages speaking and listening in a discussion so that there is only one speaker at any given moment (Sacks, et al. 1978).

Turn-taking behaviors are typically regarded as universal (Stivers, et al. 2009), and they can be seen in verbal and sign language with minimal difference in their quantitative and qualitative characteristics, (Holler et al. 2015). Executive functions and shared attention have a significant impact on turn-taking abilities. Regarding the cognitive foundations of pragmatic processing, politeness processes are a potential area of study. According to Brown and Levinson (1987), the conventions of politeness, particularly the idea of a positive and negative face, are universal elements of human society. However, a linguistic community's specific politeness standards are culturally dependent and are learned relatively late as a result of explicit parental education, (Foster 1990). More specifically, usually developing learners get better and better at articulating indirect requests, which is a politeness skill that is typically taught to children between the ages of (2) and (4) years, (Aksu-Koç and Slobin 1985). Many studies support the notion that the development of trigger-of-mind skills coincides with the ability to utilize politeness rules as a result of social skill acquisition.

C. Metaphor

In Grice's proposal (1975), metaphor is a clear example of a Quality Maxim breach that results in conversational implicature. The focus of Relevance Theory is on mental processes that enable the hearer to understand the speaker's metaphoric meaning. Hearing the statement "Sally is an angel" causes the hearer to narrow the concept of "angel", eliminating logical characteristics like being a supernatural being, and expand it to include individuals who share encyclopedic characteristics of angels, like being kind and gentle (Wilson and Carston, 2007).

D. Irony

This section has highlighted several pragmatic tasks where the researcher has found that a trigger of the mind is insufficient for appropriate pragmatic behavior. The challenge the researcher will tackle involves irony, where the influence of the trigger of mind does appear to be more ubiquitous. In the Gricean framework, irony and metaphor both had a connection to breaking the Quality maxim. The complexity of irony, which is clearly a meta-cognitive process connected to the expressing of attitudes, is not fully taken into account in this account. The Relevance Theory-

proposed echoic theory of irony, which holds that ironic statements echo ideas and express contempt or derision toward them, captures this element (Wilson, 2006).

2.2 The Concept and Components of the Speaking Skill

Speaking ability is the most crucial talent in a language, according to Akdeniz (2017), and speaking ability is often used as a gauge of language proficiency. Speaking is arguably the most challenging talent to teach, evaluate, and assess when compared to other skills. Teachers must devise new strategies to help students improve their speaking skills in order to get around these challenges. The use of student video recordings may present a variety of chances for the improvement of learners' speaking abilities. Speaking components are grammar, vocabulary, pronunciation, fluency, and comprehension.

Abdulrazzaq (2023) says "As for speaking activities, a number of speaking skills activities have been repeatedly practiced by EFL teachers and proven to help improve students' speaking skills in the classroom. Among these activities, the most popular ones are role plays, storytelling, and group discussions" (p.384).

2.2.1 Barriers to Progress in Developing Speaking Skills

When students want to enhance their speaking skill, they face some severe obstacles that hinder them. Those obstacles are as follows:

A. Lack of Exposure to Language

Khan asserts that it is possible that Arab students' limited exposure to L2 acts as a barrier to language learning and hinders their ability to master the language. The same issues that Arab students face are present in other parts of the world as well, indicating that this lack of proficiency is not exclusive to Arab students (Khan, 2011).

B. Lack of Motivation

To become proficient in a second or foreign language, motivation is a crucial component (Gardner & Lambert, 1972). The cognitive theory of learning proposed by Ausubel suggested a reciprocal relationship between learning and motivation: "motivation can promote learning and learning can produce motivation again" (Hong & Ganapathy, 2017, p. 17).

C. Students' Anxiety and Lack of Confidence

Although anxiety and lack of confidence are internally generated emotions, they can be increased or decreased by environmental influences. Learners who suffer foreign language anxiety have been specifically identified by Horwitz, Horwitz, and Cope (1986) as having this type of anxiety. The level of anxiety a student experiences has an impact on their ability to speak in the target language.

D. Inadequate Familiarity With English

Without sufficient knowledge of the target language, which is an outside component, one cannot talk clearly. To pronounce phonemes correctly, students need a solid understanding of sound production, including phonemes and their combinations (Canale & Swain, 1980).

E. Ineffective Teaching Methodology

Inadequate teaching preparation for EFL instructors in Arab nations is cited by Fareh (2010) as a serious challenge. Alhaisoni and Rahman (2013) share this concern and emphasize the importance of providing students with a solid foundation in fundamental skills. They also suggest that English teachers should stop using antiquated teaching strategies like the lecture mode of instruction and the dictation of notes.

2.3 The Concept of the Writing Skill

Writing is seen as one of the language abilities crucial to language mastering in the context of English as a Foreign Language, alongside listening, speaking, and

reading. Nunan (1991) asserts that written language fulfills a variety of tasks in daily life, including those of public signs, product labels, instructions, magazines, novels, and movie subtitles. Additionally, we can communicate with readers through written language regardless of their location or time (Brown, 2007).

Noaman (2013) says "Writing is skill that is productive and interactive at the same time .it is productive but because we believe that, seen from a broader perspective, in the sense that when we write ,we produce language in order to convey our thoughts to other ,and it is interactive in the sense that when we write we try to fulfill a purpose and deliver a message to reader who is usually in our mind" (p. 127).

2.3.1 Types of Writing Performance

The four kinds of written performance that Brown and Abeywickrama present to represent the diversity of written production are taken into consideration here.

A. imitative

This sort of writing includes tasks like copying, listening puzzle selection, picture-cued tasks, form completion, and converting numbers and abbreviations to words, as well as tasks in (Hand-)writing Letters, Words, and Punctuation. Additionally, spelling tests, picture-cued assignments, multiple-choice exercises, and matching phonetic symbols are also examples of tasks for detecting phoneme-grapheme correspondences (Brown and Abeywickrama, 2019).

B. Intensive

Dictation and Dicto-Comp, Vocabulary Assessment Tasks, Ordering Tasks, Short-Answer and Sentence-Completion Tasks, Grammatical Transformation Tasks, and Picture-Cued Tasks such as Short Sentences, Picture Description, and Picture Sequence Description are all examples of tasks that fall under this category of writing.

C. Responsive

The following tasks fall within the categories of responsive and extensive writing: paraphrasing, guided question and answer, and paragraph construction tasks.

D. Extensive

It focuses on completing a task, organizing information logically, and creating ideas, utilizing details to support or show ideas, demonstrating syntactic and lexical variety, and using details to support or illustrate ideas. The occasional editing or proofreading of a draft is all that is done to focus on grammar (Brown and Abeywickrama, 2019).

2.3.2 Factors Influencing Writing Skills

Writing ability is a unique mindset that writers can use to put their thoughts in writing. Students interact with words and messages in their minds by using their writing skills. Writing is a crucial component of language learning. The language is also represented in a written medium by a collection of symbols. Writing is a difficult skill, though. It is challenging to write clearly. Word and phrase combination skills are required. Writing is a fun assignment where students can share their opinions and interests on a certain subject. Defazio et al., state that "writing may instead be a laborious and even dreaded exercise of attempting to place thoughts on paper while developing mastery over the rules of writing, such as spelling, citation format, and grammar" (Defazio et al. 2010, p.34; as cited in Abbas & Al-bakri, 2018, p. 24).

Frak (2020) says "Many students find it difficult to write genuinely motivating stories, especially if writing a story is taught in a progressive manner and that's happen to random learners"(p.4).

Mohammed (2022) says "Employing a group testing as an influential assessment strategy had a positive effective role on increasing and promoting students' performance on writing composition"(p.685).

2.3.3 Cohesion and Coherence in Writing

The ability to communicate oneself through writing allows the writer to convey ideas and opinions. For this reason, in order to write coherently, students must pay close attention to linking and connecting concepts. Coherence and cohesiveness are crucial elements that aid in the pupils' ability to write effectively. A student can readily convey his ideas and express himself if his writing is coherent and cohesive. Cohesion unites related concepts and distinguishes texts from non-texts. By using the right coherent devices, the reader may readily perceive the connections between what has been written, what is now being written, and what will be written in the future. Also, cohesion is known as the “foundation upon which the edifice of coherence is built” as well as it is known as “an essential feature of a text if it is judged to be coherent”(Aminovna, 2022, p.85).

2.3.3.1 Factors for Being Coherent

Scholars have explored the components of coherence in relation to literature-related studies on writing coherence. The following subsections go into more detail about these elements:

A. Analyzing Literary Contexts

One of the elements that enables a learner to strengthen his or her writing abilities is the analysis of literary context. According to Abdalrahman (2021), coherent paragraphs can be written when the writing instructor incorporates literature into the writing session. He believes that a learner must study literary texts in order to automatically gain grammatical structures, unity, construction, and coherence because occasionally, students will take the format and style of an author as a model for their own writing.

B. The Use of Lexical Chain

One of the things that contributes to writing's coherence has been identified as the use of lexical chains. According to Mukherjee, et al., (2018), lexical chains are a series of semantically related ideas that are independent of the grammar structure of a text. The repeated relative ideas in a text are highlighted by the chain capture lexical coherence. There are other categories in which to put lexical objects that are semantically connected.

2.3.3.2 Factors of Being Cohesive

The characteristics that cause students to write a cohesive text were discovered in earlier study projects the researchers had done on the topic. The following subsections have discussed these elements:

A. Reference

Reference denotes referring to a component that cannot be understood if another semantically related word is not used to refer to it. Referencing tools in a text include comparatives, demonstratives, articles, and pronouns. These objects serve as the writers' references to the text's words. Exophoric and endophoric allusions are the two different categories of references (Bahaziq, 2016). The reader is forced to search beyond the text in order to deduce the interpreted referent in the first kind. For instance: "That is a fantastic idea!".

B. Substitution

In a text, substitution entails swapping out one word for another, and substitution promotes grammatical coherence. To prevent repetition, the authors employ replacements. Different from the reference is substitution. While references link meanings rather than words, substitution refers to the relationship between words. Clausal, verbal, and nominal substitutions are the three types of substitutions (Daud,

et al., 2016). Clausal substitution is the usage of "so" or "not" in place of a clause. The dialogue that follows demonstrates this:

A: "Do you anticipate that the teacher will be absent tomorrow"?

B: "No. I don't believe so.

So replaces the clause "going to be absent" in this discussion. The second form is verbal substitution, which entails switching out a verb or verbal group for a different verb. For instance:

"I'm going to challenge you to win the game before I do!"

The verb "do" is used to replace the verb "win the game".

Nominal substitution is the third type. A noun or a nominal group is substituted with another noun in a nominal substitution. Do is used as a verb substitute in this sentence. One, Ones, and Same are some of the elements for this type. For instance,

"This car is dated. I'll purchase a new one.

The nominal equivalent of the noun "car" is "one" (Daud, et al., 2016).

C. Ellipsis

Ellipses are used to omit words from text that don't need to be repeated. Ellipses prevent writers from duplicating words that have already been written in the text. The sentences will be shorter if these terms are not included. Since ellipsis substitutes by zero, it is comparable to replacements. Because the words that have been removed are present in the text, scholars have been regarded as anaphoric substitutions. Ellipses do not detract from the passage because the meaning of the word that was omitted from the text can still be understood. Similar to substitution, ellipses come in three varieties: verbal, clausal, and nominal (Mukherjee, et al., 2018). In a sentence, verb ellipsis refers to leaving out the verb. For instance:

Question: "Have you been studying" ?

Answer: Yes, I have [0] . [0]: been engaged in studies.

The verb "been studying" is not present.

When a clause is omitted by the author, the ellipsis will end. For illustration:

Question: "Who is writing on the board " ?

Answer: "Alice is [0]" . [0]: The board is being written on.

The phrase "writing on the board" is "the omitted clause".

Eliminating a noun is known as nominal ellipsis. For instance, "My brothers enjoy athletics. In actuality, [0] both adore football. [0: My brothers] "My brothers" is the omitted noun in the second clause (Mukherjee, et al., 2018).

D. Conjunction

Connective words known as conjunctions are used to join sentences or clauses in texts. They differ from other grammatical devices because they logically connect phrases or clauses rather than grammatical structures or words. Additionally, they connect phrases in a logical order, which makes the material easier for the reader to comprehend. There are four different kinds of conjunctions: temporal, adverse, causal, and additive. Temporal conjunctions, such as first, second, finally, at the same time, etc., indicate the chronological order of activities and occurrences in a sentence or a paragraph. The following, Adversative conjunctions, which contrast outcomes or viewpoints in a text, are formed by words like "but," "in contrast," "whereas," etc. Causal conjunctions are used to highlight outcomes, causes, or objectives. The phrases as, so, thus, so, because, etc. are frequently used. Additive conjunctions, in the end, connect ideas or sentences that are comparable (Kusumawardani, 2018). For instance: are, and, similarly, additionally, etc.

2.3.4 Mechanics of Writing

The use of punctuation aids the reader in understanding what has been written. When we speak, we not only use words to communicate; we also employ body language, voice tone and emphasis, and pauses. Contrarily, when we write, we must employ punctuation to clarify our meaning for the reader, including commas, comma mistakes, colons, semi-colons, apostrophes, and capital letters (APA, 2020).

III. Methodology

3.1 Population and Sampling

The population of this study is third-year students in English Language Departments of Colleges of Education in Iraq, except Kurdistan Region. The sample consists of the students in Baghdad University (College of Education/Ibn Rushd), Babylon University, and Diyala University during the academic year (2021/2022). The total number of the population is (3478) students, (370) of which are chosen as the sample.

Table 3.1

The Sample of The Study

No.	University	College	Number of Students
1	Baghdad	College of Education For Human Sciences	130
2	Babylon	College of Education For Human Sciences	120
3	Diyala	College of Education For Human Sciences	120
Total			370

3.2 Instruments

To get the necessary data, the following tools have been used:

- 1- An MCQ test to measure students' level of pragmatic competence.
- 2- A test to measure students' speaking skill.
- 3- A test to measure students' writing skill.

3.3. Reliability

A group of (30) students from the Department of English at the College of Education/University of Babylon, is used to conduct the pilot administration of the instruments. The pilot administration is carried out in order to achieve the following goals:

1. Examine the clarity of the items on the tests.
2. Check the time participants take to respond.
3. Determine the reliability of the tests.

The Kuder-Richardson formula is used to assess the tests' reliability. The correlation coefficients in this manner is (0.89) for PC and (0.90) for the productive skills, which indicate good indicators of reliability.

IV. Results

4.1 Results Related to the First Aim

So as to obtain the first aim which is (Finding out Iraqi EFL university students' pragmatic competence, and performance in language productive skills), the instruments are applied to the study sample.

4.1.1 The Level of Pragmatic Competence among Iraqi University Students

To achieve this aim, the researcher has applied the pragmatic competence test on the study sample which consists of (370) students. The results of the research show that the arithmetic mean of the scores of the test is (15,708) , with a standard deviation of (2,729) degrees.

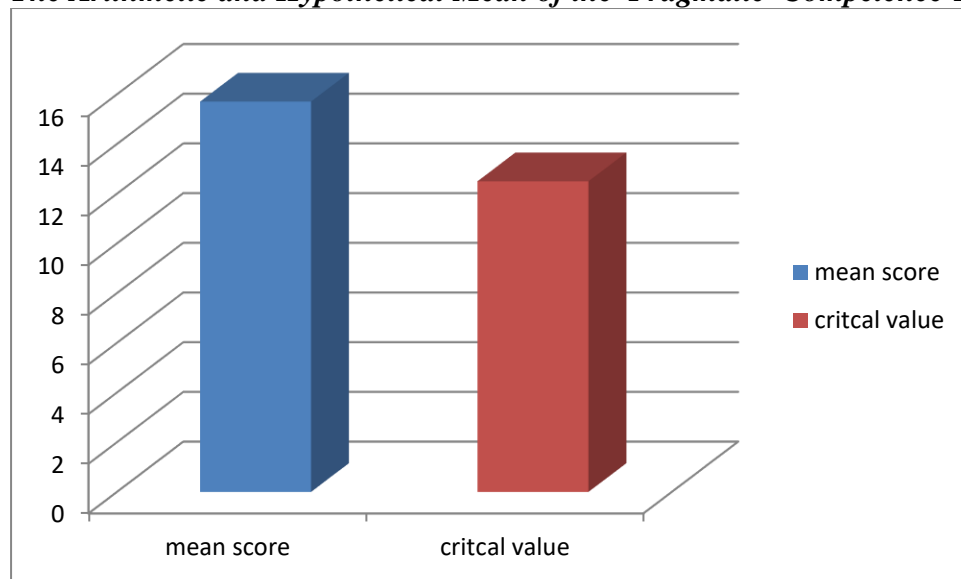
The researcher has utilized the t-test for one sample in order to determine the significance of the difference between the arithmetic mean and the hypothetical mean, which equals to (12.5) degrees. It is found that the difference is statistically significant at the level of significance (0.05), as the computed t-value reaches (22,611), which is greater than the tabular t- value of (1.96), with a degree of freedom (369). This means that the study sample has a good level of pragmatic competence. Table (4.1) and figure (4.1) illustrate this.

Table 4.1

The Arithmetic Mean, Standard Deviation, and T-Value of the P C Test

Variable	Sample	Arithmetic mean	S D	Hypothetical mean	* t-value		Significance. (0.05)
					Computed	Tabular	
P C	370	15.708	2.729	12.5	22.611	1.96	Significant

Figure 4.1

The Arithmetic and Hypothetical Mean of the Pragmatic Competence Test

4.1.2 The Level of the Productive Skills among Iraqi University Students

To achieve this goal, the researcher has applied the productive skills test on the research sample which consists of (370) students. The results of the research show that the arithmetic mean of the scores of the sample is (37,057) with a standard deviation of (7,309) degrees. For the purpose of knowing the significance of the difference between the arithmetic mean and the hypothetical mean which amounts to (33) degrees, the researcher has used the t-test for one sample. It is found that the difference is statistically significant at the level of significance (0.05), as the computed t-value reaches (10.676), which is greater than the tabular t-value which is

(1.96), with a degree of freedom (369). This means that the research sample possesses a good level of productive skills. Table (4.2) and figure (4.2) illustrate this.

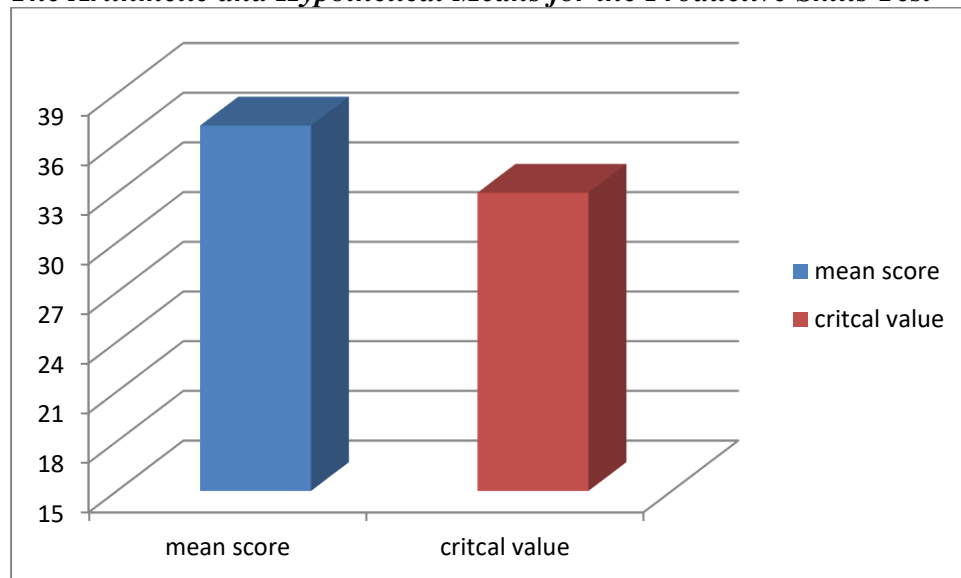
Table 4.2

The Arithmetic Mean, Standard Deviation, and T-value of the Productive Skills Test

Variable	Sample	Arithmetic Mean	S D	Hypothetical Mean	* t-value		Significance (0,05)
					computed	tabular	
Productive Skills	370	37,057	7,309	33	10,676	1,96	Significant

Figure 4.2

The Arithmetic and Hypothetical Means for the Productive Skills Test



After that, the researcher has carried out another procedure, which is to identify the two productive skills (speaking and writing), each skill separately, and the results are as shown in table (4.3).

Table 4.3

The Arithmetic Mean, Standard Deviation, and T-value for Speaking and Writing Skills

Productive Skills	Sample	Arithmetic Mean	SD	Hypoth. Mean	* T- value		Significance (0,05)
					Computed	Tabular	
Speaking Skill	370	19.235	3.886	18	6.114	1.96	Significant
Writing Skill	370	17.822	3.464	15	15.667	1.96	Significant

The following results appear in the previous table:

1. For the speaking skill, the arithmetic mean of the sample's answers is (19,235) with a standard deviation of (3,886), and the hypothetical mean of (18). The computed t-value is (6,114) which is statistically significant, as it is greater than the tabular value which is (1.96) at the level of significance (0.05) and a degree of freedom (369), which means that the research sample has a good level in this skill.
2. For the writing skill, the arithmetic mean of the sample's responses is (17,822) with a standard deviation of (3,464) and a hypothetical mean of (15). The computed t-value is (15,667) which is statistically significant as it is greater than the tabular value which is (1.96) at the level of significance (0.05) and a degree of freedom (369), which means that the research sample has a good level in this skill.

4.2 Results Related to the Second Aim

The second aim is (Identifying the correlation between pragmatic competence and students' performance in language productive skills). So, its results are as follow:

4.2.1 Identifying the Correlation between Pragmatic Competence and Language Productive Skills

To confirm this correlation, the researcher has taken the answers of the research sample of the pragmatic competence test and the language productive skills test. Then, the researcher has used Pearson Correlation Coefficient to find the correlation between the two variables. The results are as shown in table (4.4).

Table 4.4

The Relationship between Pragmatic Competence and Language Productive Skills

Language Productive Skills	No.	The Value of the correlation coefficient between Pragmatic Competence and Productive Skills	T-value		Level of (0.05)Significance
			Computed	Tabular	
Speaking Skill	370	0.482	10.478	1.96	Significant
Writing Skill	370	0.465	10.109	1.96	Significant
Both Skills	370	0.477	10.369	1.96	Significant

The following results appear in the above table:

1. The correlation coefficient between speaking ability and pragmatic competence is (0.482). The researcher has employed the t-test to analyze the correlation coefficient's significance in order to determine the importance of this association. At the level of significance (0.05) and degree of freedom (368), the computed t-value of (10.482) is higher than the tabular value of (1.96). This indicates that there is a statistically significant correlation between pragmatic competence and speaking ability, i.e., that students do better when they have higher levels of pragmatic competence.
2. The correlation coefficient between writing skill and PC is (0.465). The researcher has employed the t-test to analyze the correlation coefficient's significance in order to determine the importance of this association. The computed t-value which reaches

(10.109) is greater than the tabular value which is (1.96) at the level of significance (0.05) and a degree of freedom (368). This indicates that there is a statistically significant correlation between pragmatic competence and writing skill, i.e., that students do better in writing performance when they have higher levels of pragmatic competence.

3. The value of the correlation coefficient between the PC and the productive skills is (0.477). To find out the significance of the relationship, the researcher has used the t-test for the significance of the correlation coefficient. The computed t-value which reaches (10,369) is greater than the tabular value which is (1.96) at a significance level (0.05) and a degree of freedom (368). This means that the relationship between the pragmatic competence and the productive skills is statistically significant, that is, the higher the level of the pragmatic competence of the students, the better their performance is in language productive skills.

4.3 Results Related to the Third Aim

The third aim says (Finding out the extent of contribution of EFL university students' PC in explaining the variation in students' performance in language productive skills).

In order to accomplish this, the multiple regression coefficient is calculated to determine the relationship between the research sample's pragmatic competence (independent variable) and language productive skills (the dependent variable). The multiple regression coefficient is (0.576), and the square of the regression coefficient is (0.332). So as to know the effect of the PC variable on the productive skills, regression analysis is used by using the (Inter) method. The findings of the analysis of variance for regression are as shown in table (4.5).

Table 4.5

Results of the Analysis of Variance for Regression

Variance Source	Total of Squares	Degree of Freedom	Mean of Squares	Phi Percentage	Significance (0.05)
Regression	6541.401	3	2180.467	60.585	Significant
The rest	13172.407	366	35.990		
Total	19713.808	369			

It appears from the table (4.5) that the value of the computed Phi percentile for regression analysis amounts to (60.585) is greater than the tabular percentile which is (2.60) at the significance level (0.05) and two degrees of freedom (3.366). This means that there is a varying effect of the studied variables.

The values of beta (B), the standard error, the beta value of the standard relative contribution, and the partial correlation coefficients (PART) are computed to determine the relative contribution of the variable's effect in explaining the relationship between the another variable. The t-value is computed to show the extent of the contribution of the independent variable to the dependent variable. Table (4.6) shows this.

Table 4.6

The Contribution of the Independent Variable to the Total Variance of the Dependent Variable in the Research Sample

The Variables	non-standard Coefficients		standard beta coefficient	partial correlation PART	T-Value	Significance (0.05)
	Beta	Standard Error				
fixed limit	16.965	1.825	-	-	9.293	Significant
PC	0.148	0.223	0.055	0.028	0.662	Significant

It is clear from the previous table that:

1- The fixed limit: the result indicates that the value of the regression coefficient (B) has achieved (16,965) degrees, and the computed t-value for it has achieved (9,293) which is greater than the tabular value (1.96) at the significance level (0.05), and the degree of freedom (368). This indicates that there are other variables that have an impact on the productive skills that are not covered by the current research.

2- The effect of the PC in elaborating the variation in the productive skills, is equal to (0.028), and this is manifested by the partial correlation (PART). This effect is reflected by the square (PART) which is equal to (0.0007). That is, (0.07%) of the variation in the productive skills is due to the effect of the pragmatic competence. It is not statistically significant at the Level (0.05) as the computed t-value (0.662) is smaller than the tabular t-value (1.96) with a degree of freedom (368).

V. Discussion of Results

This study indicates that Iraqi EFL university students have a good level of performance in the productive skills, and a good level of PC. Furthermore. The findings also indicate that students' PC is statistically correlated with their performance in the productive skills. Finally there is no contribution of PC in explaining the variation in the productive skills.

VI. Conclusions

The results of the present study support the following conclusions:

1. It is concluded that Iraqi EFL university students have a good level of pragmatic competence.
2. The current study concludes that there is a great relationship between PC and the productive skills. Thus, the higher the level of PC of the students, the better their performance in the productive skills.
3. It is concluded that there is a varying effect of the language productive skills (the dependent variable) and the PC (independent variable) on the research sample.
4. The current study concludes that there is no effect of the PC on the productive skills.

VII. Recommendations

The following recommendations are given out in light of the study's findings and conclusions:

- 1- EFL teachers must put in a lot of effort to create appropriate speaking and writing tasks, as well as teach their students how to participate freely and constantly in such activities, especially shy and unmanageable students.

- 2- EFL writing instructors should work to improve their students' learning by emphasizing compositions and essay writing tasks regularly and correctly.
- 3- Separate instruction in EFL writing is not appropriate. It is more beneficial to adopt proper writing strategies that complement various linguistic abilities; and are harmonious with students' abilities to manifest their PC.
- 4- EFL instructors should encourage their students to critique one another's speaking and writing assignments so that they can be aware of their own areas of weakness.
- 5- Students should be given appropriate themes to write about or speak about. For students' speaking and writing assignments, real-world subjects from personal experience, broad life aspects, and life lessons are preferable.
- 6- EFL instructors need to take more precautions to maintain discipline and prevent any potential student chaos. This can be accomplished by paying close attention to the assigned tasks. Teachers of EFL students should exercise caution when deciding how much of an intervention to make during speaking interactions when beginning conversations, interviews, chats, debates, etc. All of these techniques, along with others, will help students learn the English language better, and may even advance them to the level of native speakers and writers.

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