Assessing C1 KPG Candidates' Pragmatic Competence

in Written Tasks: Towards the Design of Task-Specific Rating Scales

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February 2009

Dissertation submitted in partial fulfilment of the requirements for the degree of MA in Applied Linguistics

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ACKNOWLEDGEMENTS

ABSTRACT*

Many authors have occupied themselves in studying the development of learners' pragmatic competence and in exploring the field of language testing and assessment. Nevertheless, little work has been done with regard to the assessment of learners' pragmatic competence and the design of effective instruments for pragmatic performance measurement. The present dissertation attempts the design and application of a task-specific rating scale for the measurement of C1 Kratiko Pistopiitiko Glossomathias (KPG) candidates' pragmatic competence. This research project views pragmatic competence as EFL learners' ability to produce texts which constitute instantiations of particular genres, by selecting linguistic structures which are conventionally attributed to the register and style of the intended text type (genre).

My study has been based on the assumption that task-specific rating scales could assist script raters during the use of the first evaluation criterion of KPG Module 2 activities and increase reliability of scoring. On this premise, this study sets out to develop a methodology which will enable the design of pragmatic competence task-specific rating scales for KPG tasks. After textual analysis of authentic texts and validation of results by expert judges, a task-specific rating scale is devised on the basis of an Index of Pragmatic Performance (IPP). The devised scale is deployed for the assessment of candidates' pragmatic performance in a total of 42 excellent and medium C1 level KPG scripts. The analysis of the findings follows a qualitative approach combined with occasional reference to quantitative data.

After the examination of data, it is revealed that KPG candidates' pragmatic performance can range from poor to excellent. A finding worth mentioning is that all the pragmatic genre-specific features of school newspaper opinion articles were detected in C1 KPG scripts. Pragmatic deficiencies were traced in both excellent and medium KPG scripts. A strong positive correlation was detected between pragmatic performance scores (PPS) and language performance scores (LPS). Finally, the usefulness of KPG task-specific rating scales is discussed with reference to script raters' training and development of exam-preparation materials.

* Abstract is also offered in Greek at the end of the Dissertation

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TABLES AND FIGURES

1. INTRODUCTION

Pragmatics has been defined in a variety of ways in relation to authors' theoretical orientation and audience (Kasper and Rose 2001). According to Crystal's (1997:301) definition, pragmatics is 'the study of language from the point of view of users, especially of the choices they make, the constraints they encounter in using language in social interaction and the effects their use has on other participants in the act of communication'. In other words, pragmatics is concerned with 'speakers' communicative intentions, the uses of language that require these intentions, and the strategies that hearers employ to determine what these intentions and acts are' (Davis 1991:11). Since language is used in context, knowledge of pragmatics is necessary to achieve communication. Hence, pragmatic components have been included in many second and foreign language teaching contexts (Kasper 1997, Rose and Kasper 2001).

With the advent of the 'sociolinguistic revolution' at the beginning of 1970s (Johnson 2001:50), rules and principles of pragmatics entered the field of SLA. In his article 'On communicative competence', Hymes (1970) revisits Chosmky's (1965) concept of competence by approaching it from a pragmatics standpoint since he introduces the notion of 'the appropriate'. The importance of being 'appropriate' in relation to the context in which language is used and evaluated is stressed. It is argued that knowledge of grammar rules should necessarily be accompanied by the ability to use these rules (Hymes 1971, 1972). Therefore, it could be claimed that Hymes' notion of 'the appropriate' represents learners' pragmatic competence even though the latter is not used as a theoretical term.

A number of linguists oppose Chomsky's theory by adopting a similar approach to Hymes'. Jakobovits (1970) pinpoints the importance of social context selection rules by stating they are equally significant to rules of syntax. Campbell and Wales (1970) also consider that Chomsky's notion of linguistic competence is limited. Similarly to Hymes and Jakobovits, they support that the most significant linguistic

ability is for a learner to produce grammatically correct utterances which are appropriate to the context[1].

Some years later, Munby (1978) attempts to provide a more concrete theoretical framework explaining the concept. He draws on Hymes' and Halliday's work since he maintains that contextual factors which affect the development of communicative competence are predominantly sociocultural. Three main components of Munby's (1978) theoretical framework are the following: a sociocultural orientation, a sociosemantic view of linguistic knowledge and rules of discourse. As regards the former, it is deemed that effective communication presupposes not only systemic knowledge but also contextual appropriacy (Munby 1978:23)[2]. Regarding the latter, a type of discourse rules is claimed to be important as well, namely, 'rules of occurrence' (Munby 1978:26), which demonstrate the way stretches of language are combined to provide meaning.   Overall, pragmatics and discourse occupy a significant place in Munby's (1978) theoretical framework.

As the studies discussed so far demonstrate, the notion of language appropriacy to the context seems to become an indispensable part of language learners' competence. The evolution of the concept in the following years can be foreseen through the value attached to it in the 70's.

In recent years, pragmatic competence has constituted a well-established component of communicative competence (Bachman 1990, Bachman and Palmer 1996, Johnson 2001, CEFR 2001, Celce-Murcia and Olshtain 2001, Liu 2006b). However, it should be noted that most models of communicative competence attribute a quite different meaning to the term 'pragmatic competence'. The variety of existing definitions denotes that the concept of pragmatic competence encompasses a wide range of parameters, which vary in relation to the components comprising each

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[1] It should be clarified that context has a dual meaning in Campbell and Wales' framework of study as it encompasses both the verbal and situational context of an utterance. Through their work, the importance of social context for communication is emphasized.

[2] Consequently, Munby (1978) reinforces Hymes' (1970), Cooper's (1968) and Widdowson's (1978) attempts to persuade their readership of the necessity of knowing rules of use together with rules of grammar.

model. Thus, in order to arrive at a definition of the term that is suitable for my research purposes (see section 2), it is useful to consider in some detail theories of communicative competence that have been proposed by laying emphasis on the concept of pragmatic competence.

According to Canale and Swain's (1980) remarkable work, three main components compose communicative competence: grammatical competence, sociolinguistic competence and strategic competence. It is believed that a communicative approach primarily targets at facilitating the integration of all these kinds of knowledge that comprise communicative competence (Canale and Swain 1980:27). As in every model mentioned so far, Canale and Swain admit the importance of grammatical competence. However, it is emphasized that construction of grammatically correct speech is not enough when interactional and discourse contexts are not taken into consideration.

Thus, sociolinguistic competence, which represents the knowledge of sociocultural rules of use and discourse, is crucial for the interpretation and transmission of messages. In particular, sociocultural rules of use define what is in Hymes' words 'the appropriate' (Hymes 1970), respecting contextual features such as topic, role of participants, setting and norms of interaction. Moreover, grammatical forms are expected to be used in appropriate attitude, register and style so as to convey meaning. In addition to sociocultural rules of use, rules of discourse, such as knowing how to create coherent and cohesive texts are estimated as important. In terms of discourse, Canale and Swain (1980) focus on how utterances are combined, sequenced and ordered and how functions are performed.

Hence, it could be concluded that in Canale and Swain's (1980) model, the term sociolinguistic competence is used to denote pragmatic competence. Pragmatic competence is presented as a separate subcategory of competence which is complementary to discourse competence. The term 'discourse competence' is quite restricted since coherence and cohesion are merely embedded in it.

With regard to language testing and assessment, Backman (1990) develops a theoretical framework for communicative language competence and performance

consistent with early work on communicative competence addressed so far. It is assumed that knowledge of and competence in the language are combined with the capacity for implementing this competence in order for language to be used communicatively (Widdowson 1983, Candlin 1986 in Backman 1990:80).

Bachman (1990) provides a slightly different distinction between the parts comprising language competence. Specifically, the concept of language competence is divided into organizational and pragmatic competence. The former consists of the well-known component of grammatical competence accompanied by textual competence, which includes elements of discourse, namely, cohesion and rhetorical organization. Hence, discourse competence is termed textual competence.

Let us focus on Backman's (1990) term 'pragmatic competence'. The notion of pragmatic competence in Backman's model includes illocutionary competence and sociolinguistic competence. The former is the knowledge of conventional rules needed for the performance of acceptable acts while the latter is related to the knowledge of sociolinguistic conventions for the performance of appropriate functions for particular contexts.

Speech acts, in Searle's (1969) terms utterance acts, propositional acts and illocutionary acts, together with language functions, for example the heuristic, the ideational and the imaginative function as they are specified by Halliday (1973), constitute the knowledge a learner is expected to develop in order to be illocutionary competent. Employing illocutionary competence, one is able to interpret the illocutionary force of utterances and combine language functions to construct coherent stretches of speech.

A wide range of sociocultural and discoursal factors affect the appropriateness and the performance of the above mentioned functions. Hence it is sociolinguistic competence that enables speakers to use language in a way which is appropriate to each context. Backman (1990) numbers three types of sensitivity a speaker ought to develop, namely, sensitivity to differences in dialect or variety, to differences in register and to naturalness (Backman 1990:94-98).

It seems that 'sensitivity to differences in register' (Backman 1990: 95) is strongly related to the purposes of the present work. The author adopts Halliday, McIntoch and Stevens's (1964) conception of the term 'register'. Hence she accepts the three-part distinction 'field of discourse', 'mode of discourse' and 'style of discourse' the authors suggest (Halliday *et al*. 1964: 90-94). The first two dimensions denote that language production varies in relation to the subject matter, the entire language use context or the mode of discourse, written or spoken[3]. Communication is achieved if conventions and features of language use are shared between interlocutors. The third dimension, namely, 'style of discourse', refers to relations between participants. Joos (1967 in Backman 1990:96) detects five levels of style, to be exact frozen, formal, consultative, casual, intimate. Inappropriate style may affect relationships negatively. Thus attention should be paid to the selection of appropriate and acceptable linguistic choices in interaction.

In sum, the author has done an excellent job in revising earlier models and selecting features from representative studies. The value of Backman's (1990) model lies in the detailed description of the features composing each component of communicative competence. However, I disagree with the distinction between organizational and pragmatic competence as it is analysed in the model, since textual competence constitutes a part of discourse competence, which can be conceived as part of pragmatic competence.

Before arriving at the definition of pragmatic competence which best suits the purposes of my research (section 2), I will shed light on the concept of pragmatic competence in the Common European Framework of Reference for Languages (2001). Besides Kratiko Pistopiitiko Glossomathias[4] is designed according to the content of this framework.

In the CEFR (2001), communicative language competence is comprised by three components, namely, linguistic, sociocultural and pragmatic competence.

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[3] Swales (1987) accurately uses the term 'discourse domain' for the description of language in context.

[4] Kratiko Pistopiitiko Glossomathias (KPG) is the Greek State Certification for Foreign Languages (for further information see section 2)

Pragmatic competences and sociocultural competences are treated as two separate kinds of competence that a social agent has to develop. Sociolinguistic or sociocultural competences are considered related to sociocultural conditions of use while pragmatic ones are connected to the functional use of linguistic know-how. Thus, while pragmatic and sociolinguistic competences interrelate as they both deal with language use, they are distinguished, in contrast to previous models in which they are used interchangeably. Therefore, it would be useful to briefly elaborate on the features each set of competences presents.

With reference to pragmatic competences, they are perceived as the knowledge and skills employed by the language user in order to retrieve linguistic knowledge for the performance of functions in interactional scenarios or scripts (CEFR 2001:13). In particular, this kind of competence consists of the components of discourse, functional and design competence. Let us consider each component separately.

Discourse competence is defined as the ability of a pragmatically competent language user to obey principles that render a message well structured and coherent. Specifically, it incorporates knowledge of and ability to approach language taking into account characteristics such as topic, 'given' and 'new' information, 'natural' sequencing, cause and effect relations. What is expected when producing language is appropriateness of language choices in terms of thematic organization, coherence and cohesion, logical ordering, style and register[5] and rhetorical effectiveness. Further, a user should know the design conventions of texts in respective communities which are related to the structure of information in realizing various macrofunctions (e.g. description and narrative), how particular genres (e.g. jokes and anecdotes) are told as well as how written texts are built up.

Apart from discourse competence, another component of pragmatic competence is necessary for successful communication. Functional competence is

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[5] It should be noted that the term 'style' is not explained in CEFR (2001) while the term 'register' is defined as 'systematic differences between varieties of language used in different contexts' (CEFR 2001: 120). Both terms are discussed in section 2.

users' knowledge of and ability to perform functions with language. As regards the third component, namely, design competence, written texts and spoken interaction are sequenced according to schemata which learners should be aware of and able to produce.

Sociolinguistic competences include a speaker's ability to handle linguistic markers of social relations appropriately. For instance, factors like relative status and closeness of relation should be taken into account when choosing address forms so as to achieve the intended effect (i.e. to sound formal, informal and so on). Moreover, the ability to use politeness conventions in a proper way is important in communication and should be developed in the foreign language. Recognition of dialects and accents and understanding of folk wisdom constitute sociolinguistic competences as well. Last but not least, as a foreign language learner' s linguistic competence advances, the ability to understand differences between registers and later on to create texts with appropriate register is expected. Overall, in CEFR (2001) sociolinguistic competences are approached as a complementary kind of competence rather than an inherent component of pragmatic competence.

After this overview of the theoretical framework in relation to the notion of 'pragmatic competence', on which the present dissertation is based, a new definition of the notion is provided and discussed in the following section (section 2). Next, I focus on previous work on assessment of pragmatic competence and connect it with the writing module of Kratiko Pistopiitiko Glossomathias (KPG) examinations (section 3).

The aim of the present research is to devise a reliable instrument for the assessment of KPG C1 level candidates' interlanguage pragmatic ability. What is going to be suggested is a methodology for the design of task-specific rating-scales measuring pragmatic competence. In this direction, I will investigate authentic texts of the particular text types used in KPG past papers and candidates' responses to relevant KPG writing activities. Further, I will design a task-specific rating scale measuring candidates' pragmatic ability in relation to the communicative purpose of the produced text and its appropriateness with regard to genre, register and style (section 4). Through this research I hope that I will shed light on features of genre,

register and style expected to be detected in C1 level scripts of the KPG task under examination and assess candidates' pragmatic performance. In addition, the following issues will be examined: (a) Which pragmatic features contribute to a candidate's positive assessment of pragmatic ability in the specific KPG writing activity? (b) What kinds of pragmatic errors are observed in the scripts? (c) Which is the correlation between candidates' pragmatic ability and their overall communicative ability? (section 5). Finally, implications of the application of the rating scale are discussed and interesting conclusions are drawn (section 6).

2. Pragmatic Competence in KPG Written Tasks

After Chomsky's (1965) introduction of the notion of language competence, a range of endeavours have been made to specify what features language competency includes. As it is evident in section 1, all the models of communicative competence consist of either two or three components. It is generally accepted that a highly important part of learners' competence is linguistic or grammatical competence while a part that frequently exists is strategic competence. The other permanent component of competence is related to language use in context. This part is either termed 'pragmatic competence', 'sociolinguistic competence' or 'discourse competence' (section1).

This essential component constitutes the focus of the present study. For the purposes of the present dissertation, the term 'pragmatic competence' is adopted and construed as encompassing features previously attributed to sociolinguistic or discourse competences, too. The terms 'pragmatic competence', 'L2 pragmatic ability' and 'Interlanguage Pragmatics'[6] will be used interchangeably in the research paper (Kasper and Blum-Kulka 1993, Bardovi-Harlig 2001, Kasper and Rose 2001, Liu 2006a, 2006b). What is more, the term 'performance', which is defined as "the manifestation of competence as language in use" (ALTE 1998), will be deployed as well, since in the framework of KPG language testing, it is pragmatic performance that is measured as evidence of candidates' underlying pragmatic ability.

Drawing on Hymes' (1970), Jakobovits (1970), Campbell and Wales (1970) and Munby (1978) (section 1), I would suggest that a key-term for the notion of 'pragmatic competence' is appropriacy. In other words, an EFL learner is expected to develop the ability to make appropriate language choices when using language. It should be noted, however, that appropriacy is not a black or white issue. There are cases in which a speaker perceives a language choice as appropriate while another

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[6] As a domain within L2 studies, learners' acquisition and use of L2 pragmatic ability is usually referred to as Interlanguage Pragmatics (ILP) (Kasper and Blum-Kulka 1993, Bardovi-Harlig 2001, Kasper and Rose 2001, Liu 2006a, 2006b).

does not. Sociocultural factors such as educational background, socioeconomic status, lifestyle and personal experiences affect linguistic choices. What is more, in foreign language learning, learners have either no or little firsthand experience of living and interacting with native speakers of the language. Hence, the learner's sense of what is appropriate or not in the foreign language is mainly developed through instruction or self-study. Despite the variety of factors that contribute to linguistic variation, some choices are generally conceived as the most appropriate ones for particular contexts. Abiding by 'rules of conventionality' (Van Dijk 1977:189-90 in Backman 1990:89), these choices are deemed acceptable for the particular context and can be used as guidelines for both instruction and assessment of pragmatic competence.

In the framework of Kratiko Pistopiitiko Glossomathias examinations, language is conceived as a social phenomenon and candidates are expected to be informed social subjects who can take part in social practices by means of using the foreign language (Mitsikopoulou 2008). Particularly with regard to KPG writing module, a genre-based approach is followed in the design, evaluation and assessment of writing activities. On the basis of the aforementioned view of language as a social action[7](Dendrinos 2005:24), testees are expected to create texts which adhere to social rules. Therefore, candidates are provided with explicit rubrics containing rich contextual information relevant to the participants (writer and readers), the setting and the communicative purpose (Mitsikopoulou 2008). The social rules candidates are supposed to conform to are institutionally bound and affect candidates' selection of linguistic elements (lexicogrammar) for the production of contextually appropriate texts (Mitsikopoulou 2008). Thus candidates have to take into account the purpose of each text, its genre, register and style when choosing which linguistic forms to employ in the particular context.

Language, content and context are brought together for the assessment of KPG C1 level writing competence (Dendrinos 2007). Three evaluation criteria for C1 level writing activities included in the Script Rater Guide May 2007 direct script raters towards the assessment of scripts. The first criterion is "directly related to

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[7] Language is used for the performance of various social acts or functions, for example apologize or persuade. (Dendrinos 2005)

contextual features, i.e. the communicative purpose of the produced text, its appropriateness in terms of genre, register and style" (Dendrinos 2007) (*see* appendix 1). As can be concluded from the overview offered in section 1, candidates' L2 pragmatic ability is evaluated via this criterion. The second criterion is directly connected to discourse competence as it evaluates text organization, coherence and cohesion (*see* appendix 1). The third criterion is related to linguistic or grammatical competence as it focuses on the candidates' lexicogrammar (*see* appendix 1). Hence, candidates' ability to convey socially meaningful messages, in other words candidates' communicative ability, is evaluated through their performance in KPG writing examinations.

In the light of the above, for the purposes of this work, 'pragmatic competence' or 'pragmatic performance' could be defined as the language user's ability to produce a text with appropriate register and style targeted at instantiating a specific genre suitable for the particular communicative purpose. In what follows, related key notions included in the definition of 'pragmatic competence' are discussed.

2. 1 Purpose

Written discourse is used for specific functional purposes (CEFR 2001). Persuading or informing the reader might be the purpose of a text. For instance, the writing purpose is standardly stressed in the rubric of activities, as in the case of activity 1 November 2006 " […] **Agree**[8] with your colleague's advice, **add your own suggestions** about how Ms Herring should diet and **tell her what else she can do** to lose weight (e.g. exercising, strength training, etc.)". Hence, the candidate is expected to suggest ideas and give advice. In activity 2 of the same exam, candidates are asked to produce a report in order to promote the work of an organization and emphasize its significance (i.e. "[…] The aim of the report is to **promote the work** being done in

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[8] Bold letters are used in the rubrics of KPG activities for emphasis.

Greece by the particular organization, and to **stress its importance**. […]"). In general, candidates are required to produce a variety of texts with different functional purposes.

Testees are required to know what functions are expressed through language forms so as to make appropriate linguistic choices. Both microfunctions at the level of utterance, such as conveying and seeking factual information or expressing one's attitudes, and macrofunctions at text level, such as the above mentioned ones, can be performed by means of selection of appropriate linguistic forms (CEFR 2001). Thus candidates demonstrate their pragmatic ability by responding to the functional purpose of the text through writing.

2.2 Genre

'All texts belong to a particular 'text type' or genre (Pierce 2007:77). Generally, texts belonging to a particular genre share goals and purposes as well as lexicogrammatical and stylistic features (Pierce 2007:77). From a sociological perspective, Swales (1990: 58) defines genre as 'a class of communicative events, the members of which share some set of communicative purposes'. In other words, genre constitutes a gathering of communicative events which incarnate social functional purposes. The term 'genre' usually denotes 'types of literary production' (Eggins and Martin 1997:235). Major literary genres, namely, poetry, prose and drama can be subdivided into more detailed categories (Eggins and Martin 1997, Pierce 2007). For example, subgenres of prose are fiction, autobiography and essay. Subgenres can be subdivided further (Pierce 2007). However, the term is also used more widely by including non-literary types of texts as well (Pierce 2007:77). For instance, recipes, commercials and reports are everyday genres each one of which has different social purposes.

The school of systemic-functional linguistics, widely known as 'the Sydney school', approaches the concept of genre as a 'social process' by focusing on the

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stages through which a text achieves its purpose (Johns 2002, Knapp and Watkins 2005). For the systemic-functional school, genres are text-types being determined by an overall social purpose (Knapp and Watkins 2005:25). On the contrary, in Knapp and Watkins' (2005) pedagogical model, genre is seen as a social process by being a 'form of text' which is formed out of the interplay of social dynamics (Kress 1989, Kress and Knapp 1992 in Knapp and Watkins 2005). Knapp and Watkins (2005) suggest that genres should be seen as a core set of generic processes such as describing, explaining, instructing, arguing and narrating rather than text-types or products (Knapp and Watkins 2005:26). By performing groupings of central, quite constant processes, learners should apply relevant structural and grammatical knowledge to succeed in producing appropriate texts (Knapp and Watkins 2005:26).

Genre constitutes a key concept for the KPG examination battery, which adopts a genre-based approach. KPG adopts a systemic-functional approach given that genres are perceived as 'text-types' and candidates' products in the writing module are expected to exhibit conventional features which suit the required genres (Mitsikopoulou 2008) (*see* appendix 1). While in the first and the third modules of KPG exams, which evaluate learners' receptive skills, C1 level candidates deal with a wide range of both literary and everyday genres, it seems that in the production part (Module 2), they are mainly expected to produce everyday genres such as articles and reports. Particular categories of texts, in other words, genres, are referred to in the rubrics of KPG writing activities such as letter, interview, report, editorial, and newspaper article. For instance, various genres were asked in different examination periods like "[…] write a *letter* to your 12-year-old nephew Ronnie […]" (May 2008), " […] send an *e-mail message* to be posted on the website […]" (November 2007), "[…] continue the *article* […] " (May 2006). The required genre is expected to be instantiated through appropriate choices of register and style (sections 2.3, 2.4).

2.3. Register

Register is closely connected to macrofunctions, in other words, functional purposes of texts, and text-types, that is, genres (CEFR 2001). Thompson (2004:43) clarifies the difference between register and genre by means of the cloth and garment simile. Register is seen as cloth and genre is viewed as garment: 'the garment is made of an appropriate type of cloth or cloths, cut and shaped in conventional ways to suit particular purposes' (Thompson 2004:43). Likewise, a genre uses the resources of one or more registers in an appropriate way for the achievement of particular communicative goals (Thompson 2004:43). Register is defined by Halliday (Halliday and Hasan 1985) as 'variation according to use'. In other words, 'certain recognizable configurations of linguistic resources' are typically employed in certain contexts (Thompson 2004: 40). Register is determined by three main variables specified by Halliday: what is talked about (the 'field'), who is taking part in the communicative event, the relationship between participants, their role and status (the 'tenor') and the channel used for communication (the 'mode') (Halliday and Hasan 1985, Pierce 2007:154, Thompson 2004:40). Each one of the three dimensions of register determines and is reflected in one of the metafunctions. Specifically, the 'field', the 'tenor' and the 'channel' correspond with the experiential meanings, the interpersonal meanings and the textual meanings respectively (Thompson 2004).

Register may vary in terms of formality by being formal, frozen, intimate or informal (CEFR 2001). A variety of registers exists, for example, the 'register' of scientific English, or the 'register' of religious English (Pierce 2007). Moreover, registers are frequently subdivided into subregisters such as the register of television broadcast, which is divided into the subregisters of sports announcer talk and political announcer talk (Syrquin 2006). As mentioned earlier (section1), learners need to become sensitive towards differences of register (Backman 1990). Particularly in C1 level examinations, learners have to be pragmatically competent enough to adjust language production by showing systematic differences in language when used in different contexts, that is, by producing the appropriate register (CEFR 2001:120).

2.2.4 Style

Each register is strongly connected to a particular combination of linguistic features. That is to say, 'each register has a particular style' (Pierce 2007:154). The terms register and style are interconnected. Style is an inherent aspect of register (Ferguson 1994, Syrquin 2006). CEFR (2001) mentions frozen, formal, informal, intimate register while Backman (1990) draws on Joos (1967) to refer to five types of style, namely, frozen, formal, consultative, casual and intimate. What differentiates the concept of style from the concept of register is that the former includes 'an element of choice' (Pierce 2007:181). Speakers and writers continually make linguistic choices among potentially available linguistic options according to each particular context of language use (Pierce 2007:181). Moreover, style could be characterized as a product of personal decision according to one's preferences or needs. For instance, although two journalists may write for the same broadsheet newspaper with a sophisticated register, one of them may choose to use an ironic style and the other a sarcastic style when dealing with the same issue (PC Bessie Dendrinos).

Similarly to genre (section 2.3), there are two broad categories of style, namely, literary styles (i.e. of different eras or authors) and non-literary written styles (i.e. styles of different newspapers, or within a newspaper for instance advertisement style) (Sandig and Selting 1996:138, Bex 1996). Hence, the term stylistics has shifted to include the use of linguistics to approach non-literary texts as well (McRae and Clark 2004). Textual features such as the speaker's role, the point of view and the reader's response have become important areas of stylistics analysis (Widdowson 1975). What is of interest to stylisticians is the study of systematic ways language is used in text production, similarities and differences between formal features of texts and effects of language choices for the sociocultural context (McRae and Clark 2004). It is stressed that intuition and interpretative skills play a major role in stylistics analysis (Wales 2001). Stylistics mainly attempt to explain how the readers'

understanding of a text is achieved, by examining an author's linguistic choices in order to deduce from them the effect they have on the overall understanding of the text (Short 1995:53). Besides, as Sandig and Selting (1996:140) state, "styles are ideal means for expressing implied meanings". Therefore, the style of a text indirectly reveals the author's intentions.

3. ASSESSMENT OF PRAGMATIC COMPETENCE

3.1. Pragmatic Tests

Almost three decades ago, Oller (1979) was the first to introduce the concept of pragmatic tests by setting constraints for their administration (Liu 2006a). Thus, pragmatic tests were first defined as tasks requiring the meaningful processing of sequences of language items in the tested language at real-life pace (Oller 1979). It is remarkable that texts are expected to be approached as meaningful linguistic units. What is more, it was claimed that pragmatic tests should resemble real world use to a great extent (Liu 2006a).

Although language testing is a field which has attracted researchers' attention (Hughes 1989, McNamara 1996, 2000), the assessment of pragmatic competence has not triggered much research so far (Kasper and Rose 2001, Röver 2005). An important reason why test developers are not fond of undertaking this endeavour is the difficulty in designing tests that assess learners' pragmatic proficiency (Liu 2006a, Kasper and Rose 2001). Liu (2006a, 2006b, 2007) refers to tests particularly designed to assess specific aspects of pragmatic competence directly.

Accordingly, it could be argued that pragmatic tests are useful for the research of pragmatic competence development. However, given the fact that pragmatic competence is an indispensable aspect of communicative competence (Liu 2007) (see section 1), it could be claimed that pragmatic proficiency is tested every time communicative proficiency is tested. In communication, learners employ knowledge of both language forms and language use. Hence, in the fields of communicative and performance testing[9], pragmatic competence is always indirectly assessed and sometimes directly evaluated. Kratiko Pistopiitiko Glossomathias

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[9] Communicative language tests are defined as 'tests of communicative skills' which 'operationalize theories of communicative competence' (Davies et al: 1999:26). Performance tests are defined as tests 'in which the ability of candidates to perform particular tasks, usually associated with job or study requirements, is assessed' (Davies et al.:1999:144).

(KPG) aims at assessing candidates' overall performance. In the writing module, which is investigated in the present study, candidates' pragmatic ability is also evaluated by means of the first evaluation criterion. Therefore, KPG testing tasks of C1 level Module 2 constitute a type of pragmatic tests.

In the following section (3.1.2), I will focus on the types of pragmatic tests in the literature of pragmatic competence assessment. In section 3.2, KPG written activities will be approached as a kind of pragmatic testing tasks.

3.1.2. Types of Pragmatic Tests

The assessment of pragmatic proficiency has quite recently begun to be explored (Brown 2001). Therefore, research on the field is quite limited (Liu 2006a, 2006b). However, remarkable work has been done so far. It is stated that at least six kinds of pragmatic tests have been developed so far (Brown 2001, Liu 2006a, Yamashita 1996, Yoshitake-Strain 1997 in Liu 2006a). Three of these instruments have been used to measure learners' pragmatic ability in oral interaction. Specifically, oral discourse completion tasks, discourse role-play tasks and role-play self-assessment tasks aim at measuring learners' interlanguage pragmatics after involving them in different situations (Norris 2001, Brown 2001, Liu 2006a). The other three types of measures target at written production. The instruments used for this purpose are written discourse completion tasks, multiple-choice discourse completion tasks and discourse self-assessment tasks (Brown 2001, Liu 2006a).

The focus of the current research is the assessment of EFL learners' interlanguage pragmatics in written tasks. For that reason, it would be interesting to shed light on the aforementioned written pragmatic tests.

3.1.2.1. Written Discourse Completion Task

A pragmatic test which constitutes an effective method to collect evidence of learners' pragmatic ability is the written discourse completion task (WDCT) (Brown 2001, Liu 2006a, Takimoto 2007). In this type of pragmatic test, EFL learners are required to write what they would say in a particular situation taking into account the setting and the participants (Brown 2001). A situational description is provided to the candidate, who is expected to use the appropriate speech act to respond correctly in the particular context. For example, in Blum-Kulka and Olshtain's (1984: 198) WDCT, a student forgets the book she wants to return to her professor and needs to apologize for it (see example (1)). A similar test item is administered by Bachman and Palmer (1982 in Bachman 1990: 96) (see example (2)). Testees are required to select an appropriate greeting and ending for a love letter.

Written Discourse Completion Tasks have been modified through the years. In particular, what has been observed in later versions WDCTs is the presence or absence of a rejoinder[10] (Liu 2006a). Examples (1) and (2) of written discourse completion tasks below include rejoinders. However, the reply may not be directly asked in other instances of WDCTs. Therefore, respondents have to provide all the necessary discourse contributions (Kasper and Rose 2002), as in the WDCT of example (3).

> (1) At the professor's office
> *A student has borrowed a book from her teacher, which she promised to return*
> *today. When meeting her teacher, however, she realizes that she forgot to bring*
> *it along.*
> *Teacher: Miriam, I hope you brought the book I lent you.*
> *Miriam: _____*
> *Teacher: OK, but please remember it next week.*
>
> (Blum-Kulka and Olshtain 1984: 198)

---

[10] A WDCT with a rejoinder asks testees to write a short answer in a provided space so as to respond to the testing task.

(2) In the blanks below, write an appropriate *greeting* and *ending*:

……………………... ,

I've been thinking about you all day, and can hardly wait to hold you

in my arms again. I'll be waiting for you under the apple tree.

………………………………………………………………… .

George

(Bachman and Palmer 1982 in Bachman 1990: 96)

(3) *Two people who are friends are walking toward each other. They are both in a hurry to keep appointments. They see each other and say:*

(Liu 2006a:4)

It could be maintained that the main disadvantage of Written Discourse Completion Tasks is the fact that every test is especially designed to elicit only one speech act at a time (Rose and Kasper 2001). Hence, nothing more than the ability to produce that particular speech act is assessed by means of this instrument of assessment. It could be claimed that this serious limitation of WDCTs renders this kind of testing too restrictive and unreliable for the actual measurement of a learner's pragmatic ability. As shown previously in section 2, the concept of pragmatic competence encompasses a variety of features. Therefore, whether or not a learner can produce specific speech acts is not sufficient for a reliable judgement of one's interlanguage pragmatics ability.

3.1.2.2. Multiple-Choice Discourse Completion Tests

Close-ended tests have also been used for the assessment of pragmatic competence. Multiple-choice Discourse Completion Tests (MDCT) include test items which provide the testee with possible answers to a particular question, with alternative choices offered distinguishable on the basis of their pragmatic features such as formality, style, point of view. The testee is expected to take into consideration the given context so as to choose the correct option (the key). The correct option is the reply that is deemed appropriate for the situation (Brown 2001, Liu 2006a). The following is a sample of this kind of testing items.

> (4) You are a student. You forgot to do the assignment for your Human Resources course. When your teacher whom you have known for some years asks for your assignment, you apologize to your teacher.
> A. *I'm sorry, but I forgot the deadline for the assignment. Can I bring it to you at the end of the day?*
> B. *Pardon me, sir, I forgot about that. Shall I do the assignment at once? So sorry! It's my fault!*
> C. *I've completed my assignment but forgot to bring it with me. I'll hand it in tomorrow.*
>
> (Davies et al., 1999 in Liu 2006a:5)

3.1.2.3. Discourse Self-assessment Tasks

Researchers have attempted to engage learners in a process of assessing their own pragmatic competence through Discourse Self-Assessment Tests (DSAT) (Hudson, Detmer & Brown 1995, Brown 2001, Liu 2006a, Liu 2006b). In this testing technique, testees are required to evaluate their ability to use language appropriately in the particular situation provided. Testees are asked to rate their own expected performance on a five-point scale without having actually produced language.

Hudson, Detmer & Brown (1995: 192) illustrate the form of self-assessment tests. An illustration of DSAT follows:

> (5) *Situation: You and a few of your co-workers are working on a special project. You are at a meeting in the office of the project leader. As you are reaching for your briefcase you accidentally knock over the project leader's umbrella which was leaning against the desk.*
> *Rating: I think what I would say in this situation would be*
> *very unsatisfactory 1 – 2 – 3 – 4 – 5 completely appropriate*

> (Hudson, Detmer & Brown 1995:192)

3.2. Assessing EFL Learners' Pragmatic Competence by means of Kratiko Pistopiitiko Glossomathias (KPG) written tasks

All the above mentioned pragmatic tests are targeted at assessing one's ability to use language in context appropriately. As evident in the literature, the most widely used instrument is the Written Discourse Completion Task. Similarly to the other two types of tests (sections 3.1.2.2, 3.1.2.3), what is assessed through WDCTs is specific speech acts considered appropriate for given scenarios. Thus, the scope of existing pragmatic tests is restricted to isolated speech acts, which are merely a limited piece of evidence of a learner's pragmatic ability (see sections 1, 2).

Moreover, whether it is feasible to stipulate a successful situational context generates debate (Cohen 2008). In the framework of pragmatic testing, contexts are usually contrived rather than authentic. The extent to which specified contexts can be authentic-like is questioned. What research in this type of tasks has demonstrated is that the more detailed the prompt, the longer the candidate's response produced (Varghese and Billmyer 1996 in Cohen 2008). Therefore, in order to elicit more evidence of testees' interlanguage pragmatics, the rubric of the testing task must be informative and contain a real-life context. In this way, chances for testees to score high in pragmatic tests multiply.

KPG testing tasks of Module 2 are designed to measure candidates' overall language ability in writing. Hence, candidates' written production skills are directly tested. However, pragmatic performance is also evaluated. It could be claimed that the KPG C1 level writing activities share characteristics with Written Discourse Completion Tasks even though the latter is a pragmatic test (see section 3.1.2.1). Specifically, the KPG candidate is prompted to respond to the task appropriately having been provided with the context of situation in similar task rubrics. Similarly to WDCTs, KPG testing tasks require testees to use appropriate speech acts. In particular, the utterances included in the scripts are expected to perform the required functions such as informing, requesting and apologizing. However, the most striking difference between written discourse completion tasks and KPG tasks is that the former is especially designed to elicit one particular speech act at a time while the latter elicits more complex responses. Not only do KPG rubrics explicitly state 'who writes what to whom and for what purpose' (Dendrinos 2007, Mitsikopoulou 2008) but also a prompt text provides candidates with input information relevant to the topic[11]. By eliciting long responses with rich pragmatic evidence, KPG activities assess learners' pragmatic performance in a more authentic-like task environment.

KPG writing activities are more trustworthy pragmatic assessment tools than traditional written discourse completion tasks. To illustrate this point, I will compare the example of WDCT (Blum-Kulka and Olshtain, 1984:198) offered in section 3.1.2.1 with Activity 1, Module 2, C1 Level KPG May 2007 past paper (*see* appendix 1).

Written Discourse Completion Task rubric:

> (6) At the professor's office
> *A student has borrowed a book from her teacher, which she promised to return today. When meeting her teacher, however, she realizes that she forgot to bring it along.*
> *Teacher: Miriam, I hope you brought the book I lent you.*
> *Miriam: _____*
> *Teacher: OK, but please remember it next week.*
>
> (Blum-Kulka and Olshtain 1984: 198)

---

[11] In other words, candidates are provided with 'social factors' (i.e. 'who is talking to whom', 'the setting or social context', 'the aim or purpose of interaction' and topic) (Holmes 1992:11)

Activity 1, Module 2, C1 Level KPG May 2007 rubric:

> *(7) Imagine you are a 17-year-old student and that you work for your school paper. Write **an article** under the title **"It's (no) fun being an adolescent!"** (200 words). Using some of the information in the text below, **state and support** the view that adolescence is both a very difficult but also a really wonderful time for most people. Note: Your text, unlike the one below, should reflect **the views of a teenager** rather than those of an adult.*

Both WDCT and KPG rubrics overtly provide the contexts of situation. First, the participants' roles are stated. In the WDCT, the testee is a student called Miriam, who has borrowed a book from her teacher. In the KPG activity, the testee is a seventeen-year-old student who works for the school newspaper. As regards the setting and the situation, in the WDCT, Miriam meets her teacher at the professor's office and realizes she has forgotten the book she wants to return to her professor. In the KPG activity, the teenager has undertaken the task of writing an article about adolescence for the school newspaper. It could be argued that both appear to be realistic contexts.

In traditional WDCTs as in example (6), the testee is usually provided with a part of a dialogue and is required to fill in only one utterance which is contextually appropriate. What is assessed in this test is the candidate's ability to produce the speech act of apologizing. Since the context is provided, the WDCT is considered a reliable and valid pragmatic test for the assessment of this speech act.

Unlike the WDCT, the KPG activity is not limited to one aspect of learners' pragmatic competence. Candidates are expected to select the appropriate language forms in order to state and support their opinion. They are required to produce a particular genre, namely, a school newspaper article. Interestingly, candidates are offered a thematically relevant text "So, how tough is it to be an adolescent?", which instantiates another genre, that is, a broadsheet newspaper opinion article (*see* appendix 1). Candidates' pragmatic competence is tested as they are expected to alter the register and style of the given text in order to produce a different text type. If the text provided were of the same genre, the task would be easier in terms of pragmatic performance requirements. Moreover, it should be noted that the point of view from

which candidates respond is stressed in the rubric as it is especially noted that candidates' "text, unlike the one below, should reflect *the views of a teenager* rather than those of an adult.". The testing task becomes more challenging as apart from the genre, candidates have to take into account that they should write from a different point of view as well. Overall, candidates are expected to produce a quite long response to the task (i.e. 200 words) which yields a considerable amount of evidence on pragmatic performance.

A variety of realistic contexts and various genres are included in KPG writing activities. What follow are rubrics of other KPG past papers:

(8) Imagine you are a British student reporting for your college newspaper. Following the American elections, write a short **article** (200 words) using the notes from different sources below **to argue** that today's social conditions in the USA have improved for African-Americans.

Activity 1, Module 2, KPG C1 level November 2008 rubric

In this activity, candidates have to unify the provided notes into a short article (*see* appendix 1). The content of the notes and the topic of the article signal that a quite formal style should be preferred by candidates. Candidates are expected to argue that social conditions in the USA have improved for African-Americans by using the notes critically while adopting the perspective of a college student.

(9) Study the information on this webpage and join the discussion about how each of us contributes to 'Noise Pollution'. Send **an email** message (180-200) words to be posted on the website. **Inform** other **website visitors** about:

- The kinds of noise pollution you experience in your area and how it affects you

- How you, your family and your friends contribute to the problem of noise pollution (see text below)

Activity 1, Module 2, KPG C1 level November 2007 rubric

In this testing item, the candidates' goal is to produce an e-mail. The setting is the particular website, addressees are the website visitors and the functional

purpose is to inform these people about two issues related to noise pollution after reading the website. Again the whole context and the prompt sources seem realistic and, by means of the text provided, guide the candidate's answer (see appendix 1).

> (10) Imagine that you've been asked **to introduce** Evgenios Trivizas **on a U.K. radio show**. Write a short text (about 180 words) which you plan to read out to your listeners before they hear the author himself reading one of his own works. Use information from the book-cover bionote below.

<div align="center">Activity 2, Module 2, KPG C1 level May 2007 rubric</div>

Two genres with very different features of register are combined in this activity (see appendix 1). Candidates are engaged in using information from a book-cover bionote to produce an introduction of a U.K. radio talk show. To instantiate the genre of oral introduction, testees' texts should be personal and informative, exhibiting a conversational semi-formal style (Dendrinos 2007).

Overall, real-like contexts and purposeful tasks are used to trigger candidates' language production in KPG examinations. As it is stressed in the rubrics[12], it is both purpose and genre that are important criteria of pragmatic competence assessment, which constitutes part of C1 candidates' writing ability evaluation (CEFR 2001). As it was made clear in section 2, what is assessed in terms of pragmatic competence is the language user's ability to produce a text with suitable register and style for the genre required. In other words, the candidate's pragmatic awareness (genre, text-type, function, register and style) is evaluated (McRae and Clark 2004). Since genres are social constructs (Knapp and Watkins 2005) (*see* section 2.2), successful performance in a variety of genres should provide reliable indications of candidates' pragmatic and sociolinguistic ability, and certainly a more holistic assessment of one's pragmatic competence than isolated WDCTs. Candidates' responses to KPG writing activities are multidimensional pragmatic entities as they involve various pragmatic aspects such as a social role, purpose, register, style and overall context. Thus, the assessment of candidates' pragmatic ability in written tasks seems to be a rather complex process,

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[12] Genres (i.e. "e-mail", "article") and communicative purposes (i.e. "to argue", "to inform") are written in bold in the rubrics.

since a variety of parameters need to be taken into consideration so as to achieve reliable scoring. In what follows, an attempt is made to measure candidates' pragmatic ability by means of task specific rating scales particularly designed to estimate pragmatic performance.

4. TOWARDS THE CREATION OF A TASK-SPECIFIC RATING SCALE: DATA COLLECTION

4.1. Rationale

To assess KPG candidates' pragmatic performance in written tasks, an instrument for measurement was needed. Since each KPG writing activity is unique, given that different text-types are required and provided in every examination, no single instrument can suit all KPG examinations. Hence, I decided to create a rating scale which is specific to a single KPG writing task so as to measure candidates' pragmatic performance.

From the three main ways of scoring written production, namely primary trait, holistic and analytic (or multiple trait) scoring (Weigle 2002), the former type is selected to be used when designing the pragmatic competence rating scale. Primary trait scoring 'involves the scoring of a piece of work (usually writing) in relation to one principal trait specific to that task' (Davies *et al* 1999:151)[13]. Thus, the criteria for assessment are task-specific (Weigle 2002, Davies *et al.* 1999). For example, where learners are required to produce a text of a particular genre, the trait to be assessed is the extent to which the learners' ability to incorporate appropriate features into their writing is demonstrated[14]. It is deemed that primary trait scales can provide rich information about learners' abilities given that they are detailed and task-specific (Lloyd-Jones 1977, Weigle 2002). The reason why primary trait scoring is less preferred than holistic or analytic scoring is that a time-consuming procedure is needed for the development of this kind of scales. However, task specificity seems to be a necessary condition for the creation of a reliable tool for the assessment of

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[13] As regards the other types of scoring, in holistic scoring, scripts are judged impressionistically according to their overall properties while, in analytic scoring separate scores are awarded for each category of features of a task (Davies *et al* 1999). KPG evaluation criteria of the writing module adhere to the principles of analytic scoring (see appendix 1)

[14] The example is adapted from Davies *et al.* 1999:151 for the purposes of the present work.

pragmatic ability. Moreover, I assume that if task-specific primary trait scales are designed for certain KPG tasks, then subsequent scales can be based on previous ones and ultimately a bank of pragmatic ability rating scales can offer valuable help to script raters in the direction of clarifying the first evaluation criterion for KPG Module 2 (*see* appendix 1).

4.2. Participants

Two different groups of participants provided the data for the purposes of this work. As regards the process of validation which preceded the development of the rating scale, twenty judges filled in validation forms. All the experts who were asked to participate in the validation process specialize in linguistics. They are either tertiary education instructors working at the Faculty of English Studies (National and Kapodistrian University of Athens) with expertise in (Theoretical/Applied) Linguistics or researchers in the fields of Applied Linguistics and Language Testing and Assessment. As far as the second group of participants is concerned, foreign language learners who sat the May 2007 C1 level KPG examination indirectly participated in the research by means of their answers to the writing activity under investigation. The KPG examinees were of C1 level according to the Common European Framework (2001) as their score in writing reveals.

4.3. Material

The present dissertation is based on a testing task of KPG exams. In particular, I chose the first activity of the writing module in KPG C1 level exams of May 2007 in order to suggest an alternative way of measuring candidates' pragmatic competence (*see* appendix 1). In terms of candidates' pragmatic performance, the rubric of the activity and a prompt text guide them towards a successful response to

the task. In the particular activity, the prompt text is a broadsheet opinion article written in English (see section 3.2). Textual analysis was conducted for the identification of distinguishing features of this genre[15].

Since the activity required candidates to create an article for their school newspaper, I conducted a search on the internet to trace School Newspapers written in English. I decided to examine about twenty articles written by teenagers so as to distinguish features of the school newspaper subgenre required in the testing task (*see* appendix 2). It seems that the genre of school newspaper articles is comprised by a range of subgenres like opinion articles, features, news articles and so on. Taking into consideration the article candidates were asked to produce, I selected authentic high-school newspaper articles on the basis of the following criteria.

I analysed opinion articles rather than features or news articles since candidates were required to produce the former. I took into account the topic of the articles. In particular, I dealt only with articles related to social issues, school issues and adolescence. Another criterion for selection was the title since titles also reveal the style of articles. I chose articles whose title had similar characteristics to "It's no fun being an adolescent", which was the title of the KPG task. Therefore, for instance "Failed Humanity" and "Length of School year" (*see* appendix 2) were two of the articles I chose not to analyse since their headlines reveal a more formal or neutral style. This assumption was verified by reading the articles. Moreover, I found a number of school newspapers organized as chronicles and newsletters. Since their aim was to report facts, I did not deal with the articles included in them. A final criterion was the selection of articles written by different teenage authors and included in different issues of the newspapers examined, so as to raise the reliability of results. As a result, nineteen articles which satisfied the aforementioned criteria constituted the main body of material for my research (*see* appendix 2).

Once a provisional categorization of several comparative points between the genres referred to above was prepared, I developed a questionnaire with thirty-one

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[15] Despite my attempt to identify the source of the article, this was not made possible. Therefore, I performed a textual analysis of the provided text.

items (*see* appendix 3). The items included were features detected in either broadsheet newspaper opinion articles or school newspaper opinion articles[16]. Twenty completed judges' validation forms were collected and analysed so as to create the pragmatic competence rating scale (*see* appendix 4).

The rating scale was utilized for the assessment of pragmatic competence in a random sample of C1 level KPG May 2007 scripts. In particular, the sampling frame was a group of scripts kept in RCEL[17] for research purposes as a representative sample of scripts from May 2007 examination period. The RCEL archive contains three groups (strata) of scripts classified according to performance, namely, excellent, medium and borderline. I used a stratified random sample by choosing in random 21 excellent scripts and 21 medium scripts for the purposes of my study (Urdan 2005, Utts 2005)[18]. The scripts are referred to by means of a code (i.e. B1444)[19]. At this point, it should be clarified that I decided to examine excellent scripts (marked 12-15/ 15) and medium scripts (marked 8-11/15) since these scripts were assessed as C1 level language production judging by their total scores (*see* appendix 5).

4.4. Method and Design

The procedure of creating the pragmatic competence assessment tool incorporated three stages: (a) textual analysis of both authentic school newspaper texts and the authentic text provided in the activity, for the detection of distinctive features between the two genres, (b) creation of a judges' validation form, (c)

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[16] In section 4.4, a detailed analysis of the features is offered.

[17] RCEL : Research Centre for English Language Teaching and Testing

[18] As regards the number of units collected from the sampling frame, I was given only 21 excellent scripts as a representative sample, that is why, I decided to collect the same number of medium scripts though the latter were more.

[19] In particular, the codes of excellent scripts begin with a capital letter (i.e. B-V) while the codes of medium scripts are initiated by a small letter (i.e. b-v).

development of a task-specific rating scale of pragmatic competence after the analysis of the judges' validation forms.

4.4.1. Comparative Feature Classification

As regards the first stage (a), the text "So, how tough is it to be an adolescent?" (*see* appendix 1) and authentic school newspaper articles (see section 4.3) were analysed comparatively. I adapted the methodology employed by Eggins and Martin (1997) who introduced 'register and genre theory' (R&GT). According to R&GT, when dealing with two texts, one has to describe and explain both similarities and differences between the texts (Eggins and Martin 1997). In the case of the particular type of KPG writing activity, candidates are given a text and are expected to produce another one of a different kind. Hence, there is a cognitive interplay in the candidate's mind as the candidate deals with two types of texts simultaneously. The candidate is expected to produce a text which is an appropriate instantiation of the genre required after performing an informal comparative analysis of the genres either consciously or subconsciously. In this framework, I attempted to identify linguistic patterns the combination of which amounts to the specific genre, i.e. school. I got useful insights from Carter *et al.* (1997), Bex (1996) and Eggins and Martins' (1997:231-232) illustrative comparative analysis of two texts.

Differences between text types are more marked than similarities and candidates need to be assessed for their ability to convert the text by using stylistically appropriate linguistic patterns. Comparative points between the two genres appear in Table 1. The table is divided into two main categories, namely style and point of view/ perspective. In what follows, each category is considered separately in more detail.

Table 1:   Comparative Features between the *Broadsheet Newspaper Article* and *Opinion School Newspaper Articles*

KΠγ Module 2 C1 Level ACTIVITY 1 May 2007	
Broadsheet Newspaper Article: "So how tough is it to be an adolescent?" (May 2007) KΠγ C1 Level[20]	**Opinion School Newspaper Articles** *Expectations from an Opinion School Newspaper Article*: "It's no fun being an adolescent"[21]
Style	
(A) *Impersonal*	*Personal*
1 No references to the writer [i.e. The journalist's opinion is *implicitly* stated]	2 Frequent references to the writer (e.g. 'Yes, *I* have", "*I* went through high school") [i.e. a. The author's opinion is *explicitly* stated through the use of *formulaic expressions* (e.g. 'To me', 'I think') b. the author's involvement is expressed through frequent use of *intensifying and minimizing adverbs* (e.g. just, only, really, frankly)]
3 -Frequent use of impersonal 3rd singular "It's the picture painted for us", "It creates stress"	4 Personal Pronouns and Possessive Adjectives: -Frequent use of personal pronouns (e.g. I, you, we, they) and possessive adjectives (e.g. my, your) -*You:* (Interaction with the reader "*you*") "you" is the reader, specifically a classmate, a member of the school
5 Reference to groups, or renowned individuals	6 Frequent reference to individuals using their name and their status. Mainly schoolmates' beliefs on the issue under discussion are quoted using direct speech (e.g. " 'I don't remember my long division. That's something I'd like to know how to do', said Hallie Jewell, a grade 12 student."
7 Supporting one's opinion through - reference to *facts* - experts' views - use of percentages (e.g. 9 percent)	8 Supporting one's opinion mainly through: - *examples* from school life, personal experiences in the school or family context, other people's opinion and facts (e.g. "*when I got* my ears pierced ..", "*my mother* wouldn't let *me* get *mine* until *I..*") (e.g. "my parents") - *holistic reference* e.g. "all", "everybody" and *personal point of view*: e.g. "I know" (effect: persuasion of the reader - Use of *numbers* (e.g. "1200 kids", "30 students", "20 liked")
9 *Unabbreviated syntax* - Minimal use of contractions	10 Extensive use of *contractions* (e.g. "you'll probably say", "They all aren't bad", "you can't change it")
11 Punctuation: *Exclamation mark* only used in the only instance of direct speech "saying to them 'these are the best years of your life!' "	12 Punctuation: *Exclamation marks* are frequently used (e.g. "Girls have to pay for a white dress, shoes for each, hair appointments and make up!")

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[20] *See* appendix 1

[21] *See* appendix 2

(B) *Cautious/ Sophisticated*		*Popular*	
13	Use of sophisticated vocabulary (e.g. "remembrance", "withdrawal", "worthlessness")	14	Colloquial expressions, *idioms/ slang* (e.g. "over their heads", "been spoon-fed the idea", "first-hand", "stick over the thought of")
15	Figurative language - A poetic effect is created through metaphors (e.g. "the rosy remembrance", "painful tug of war", "negotiating a path between independence and reliance on others")	16 17 18	Mainly *literal meaning* of expressions *Everyday vocabulary* is used Sporadic use of *irony*: e.g. "Who knows, maybe some day we will be faced with a life or death situation and have to solve a quadratic function in order to survive"
19	Lexically dense noun phrase structures with pre- modification and post-modification (e.g. "painful tug of war filled with mixed messages", "increased arguments with your parents")	20	*Minimal pre-/post- modification*
21	Nominalised vocabulary (e.g. change, arguments, reliance)	22	*Low level of nominalization* (e.g. protection)
23	Long sentences	24	*Mainly short sentences*

(C) *Non-interactive*		*Interactive*	
25	Use of declarative sentences.	26	*Imperative* (e.g. "Try not to judge people..", "Don't be a stereotyper..")
		27	Frequent use of *direct questions* (e.g. "How young were you when your parents let you get your first piercing?")
		28	Frequent use of *rhetorical questions* (e.g. "Come on, is that really necessary?")

Perspective/ Point of View			
(A) *Text Level*			
29 30	Point of View of an Adult *Inclusive "we"*= adults (demonstrating that the writer belongs to the group of adults)	32 33	*Point of View of a Teenager* *Inclusive "we"/ "our"*= the group of teenagers/ young people/ schoolmates (demonstrating that the writer belongs to the group of teenagers)
31	Implied Readers: adults	34	*Implied Readers:* high school students
(B) *Sentence Level*			
35	*Themes*: Abstract Nouns (e.g. "Remembrance", "Stress", "Depression"), Gerunds (e.g. "Growing up", Phrases referring to teenagers (e.g. "Young people", "Most teenagers")	36	*Themes:* Mainly Personal pronouns and people in the position of theme

Style is subdivided into three contrasting categories (A) impersonal / personal (B) sophisticated / popular (C) non-interactive / interactive. Regarding the first category (A), in the newspaper article, impersonal style is fostered through the author's choice to implicitly state his/her opinion without using the first person singular to make reference to his/ herself. The author's view is mainly supported by facts and general truths about groups of people (i.e. "Young people become stressed

for many reasons such as: breaking up with a boyfriend or girlfriend…"). The writer's view is based on research findings as well. In particular, a percentage is mentioned in the provided text (i.e. "Research findings revealing that 9 percent of…"). Objectivity is enhanced by means of the impersonal third singular such as "*It's* the picture painted for us" and reference to views which are widely accepted by either the group of adults or the group of teenagers, for example "*For them*, it is absurd…". Contractions are rarely used in the broadsheet article. Thus standard unabbreviated syntax prevails in the text. What is more, use of exclamation marks is infrequent.

On the contrary, school newspaper writers tend to express their views explicitly by means of subjective evidentials such as "*I think*", "*To m*e". The author's involvement is expressed through frequent use of intensifying and minimizing adverbs (i.e. *just, only, really, frankly*). Subjectivity is achieved via teenage authors' preference to refer to themselves, their school or family experiences (i.e. "*when I got my ears pierced ...*", "*my mother* wouldn't let *me* get *mine* until *I ...*" "Yes, *I* have", "*I* went through *high school*). Personal style is enhanced through frequent use of personal pronouns and possessive adjectives. Moreover, direct speech is commonly used to transfer other people's words by mentioning their name and status (i.e. "'I don't remember my long division. That's something I'd like to know how to do', said Hallie Jewell, a grade 12 student."). In this way, it is individuals' opinions which are presented rather than only groups' views. The author attempts to persuade the reader by means of holistic reference[22] like "all", "everybody" and personal point of view like "I know". In other words, the teenage author has the tendency to overtly express and strongly support his/her opinion by employing a clearly personal (subjective) style. Moreover, school newspaper articles make extensive use of contractions (i.e. "you'll probably say", "They all aren't bad", "you can't change it"). In contrast to the broadsheet newspaper article, exclamation marks are preferred in school newspaper articles. Another feature that seems noteworthy is that when young journalists refer to quantity, they prefer using cardinal numbers (i.e. "30 people"). Teenage authors rarely mention percentages. Therefore, school newspaper articles expressing opinion on social issues are expected to have an informal and personal style.

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[22] holistic: reference to unidentified group of people

As far as category (B) is concerned, the linguistic patterns used in the newspaper contrast to the ones preferred by young journalists in terms of their degree of complexity. The newspaper article exhibits sophisticated vocabulary (e.g. "remembrance", "withdrawal", "worthlessness"). Moreover, lexically dense noun phrase structures with pre- modification and post-modification are commonly used, for instance "painful tug of war filled with mixed messages", "increased arguments with your parents". Sophisticated style is reinforced by means of nominalized vocabulary (e.g. "change", "loss", "reliance", "remembrance"). A poetic effect is achieved by means of expressions used figuratively "the rosy remembrance", "painful tug of war", "negotiating a path between independence and reliance on others". This kind of language interestingly prompts the reader to relate lexical patterns with images not explicitly encoded. Finally, long sentences increase sophistication as well.

In contrast to the sophisticated style of the newspaper article, school newspaper articles adopt a popular style. Everyday vocabulary and literal meanings of expressions make understanding explicit, and as such, more direct. Sophisticated vocabulary is not preferred. On the contrary, slang and idiomatic expressions add to the popular style of the articles (i.e. "over their heads", "been spoon-fed the idea", "first-hand", "stick over the thought of"). Popular expressions facilitate communication between young people. Pre-modification and post-modification is less common than in broadsheet newspaper articles. Actional meanings are usually expressed through action verbs rather than nouns, smoothing the process of understanding. Young authors' preference for short sentences creates the effect of fast and easy reading.

Style category (C) is related to the level of interaction with the reader. The broadsheet newspaper journalist uses only declarative sentences to express his/her thoughts on the subject while in school newspaper articles there is usually a variety of sentence types which promote interaction. For instance, imperatives are frequently used to catch the reader's attention, manipulate the readership's views and prompt them to action (i.e. "Try not to judge people…", "Don't be a stereotyper…"). Interactive style is also achieved by means of direct questions such as "How young were you when your parents let you get your first piercing?" and rhetorical questions

like "Come on, is that really necessary?". Another important feature is that in both imperatives and questions the subject is the second person singular (i.e. "you"). In this way, the young journalist and the reader interact as the writer addresses the reader directly whereas the broadsheet newspaper journalist seems to be distant by never addressing the reader straightforwardly.

The second part of the table refers to perspective, in other words, point of view. At text level, in the broadsheet newspaper article, the journalist is an adult and writes the article from the point of view of an adult. Thus, when inclusive 'we' is used, it denotes the group of adults. As regards school newspaper articles, the perspective is quite different as teenage authors produce the articles. Therefore, they approach the subject from the point of view of a teenager. They frequently use inclusive 'we' to refer to the group of adolescents demonstrating that they share common experiences and values. At sentence level, the thematic position is occupied by different parts of speech in each one of the genres under investigation. As it is evident in the text "So, how tough is it to be an adolescent?", themes are mostly abstract nouns (i.e. "Remembrance", "Stress", "Depression"), gerunds (i.e.. "growing up" or phrases referring to teenagers (i.e. "Young people", "Most teenagers"). A different perspective is expressed in the majority of school newspaper articles. There seems to be a tendency to utilize either personal pronouns or names of people at the thematic position.

In the light of the above, it could be claimed that a variety of interconnected features composes the overall style of each genre. Although the genres share common points, their contrastive ones reveal distinctive differences in style between newspaper articles and school newspaper articles expressing opinion.

4.4.2. Creation of a Judges' Validation Form

After the specification of elements that seem to characterize the genres in comparison (section 4.4.1), a judges' validation form was created[23]. Through the process of validation, I intended to verify the results of my comparative study and rank the features according to their significance in order to devise the rating scale for the KPG writing activity. The validation process would indicate which features are expected to be found in school newspaper opinion articles. Judges' validation should demonstrate whether the school newspaper features included in the questionnaire are considered conventional pragmatic genre-specific features.

Table 1 was employed as a guide for the selection of the items to be included in the judges' validation form (*see* appendix 3). Thirty-one close type questionnaire items were included, each accompanied by two boxes for the judges to tick, either one of them or both. It would be interesting to ask judges to rank the items according to their significance, but it would be too time consuming for the experts, therefore, judges were only asked to tick the boxes without ranking the features because it was assumed that this procedure would not exceed ten minutes for the completion of the form (Dorney 2003a, 2003b, McKay 2006).

Although the focus of my study was the genre of school newspaper opinion articles, I included features of both genres to reduce bias effects on the experts' judgement. In the first part of the form (items 1-15), features of newspaper and school newspaper articles from both the style and perspective in mixed order (see section 4.4.1) were included. In particular, items 1, 4, 5, 7, 9, 11, 13, 14 of the judges' validation form were features found in 'So, how tough is it to be an adolescent?" article while items 2, 3, 6, 8, 10, 12, 15 were features derived from my research on school newspaper articles. After the first fifteen items, I included sixteen more features from *Table 1*(items 16-31 of the judges' validation form). Most of the features were the reverse of already included ones, following the comparison between the two genres. To be specific, the pairs of opposites were 1-20, 2- 23, 23 – 26, 3 –

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[23] I have followed the validation process by means of expert judges used by Ifantidou (2008).

19, 4-18, 5-22, 6-17, 17-24, 7-21, 8- 31, 9-30, 11-29, 13-28, 14-25, 15-27. The reason why opposites were purposely included was to crosscheck the judges' reaction and guarantee reliability of results (McKay 2006).

As regards the administration of the questionnaire, the judges' validation form was sent through e-mail as an attached file followed by an e-mail message. Some judges were required to fill in the questionnaire in person. All the judges were informed neither about the aim of my research nor about the criteria for selection of the features included. In this way, it was assumed that they would judge unaffected by the focus of my research.

4.4.3. The Data

The completed judges' validation forms were collected and a statistical analysis was performed[24]. Data related to broadsheet newspaper articles (N) and opinion school newspaper articles (SN) were gathered in *Table I* and *Table II* offered in appendix 6. Frequency and valid percent were examined for each item in terms of the school newspaper genre. The results of the validation process yielded the level of conventionality of each feature included in the judges' validation form checklist. After the analysis of the frequency and the valid percent found for each feature, an index of pragmatic performance was created in order for the rating scale to be devised.

First, features were grouped according to the significance assigned to them by the judges. In other words, they were grouped in relation to their valid percent. As *Table II* demonstrates, features attributed to school newspaper articles (section 4.4.1) by the researcher were validated by the judges. School newspaper features were selected by more than half (55%) of the judges. Worth considering seems to be the variation between the valid percent of the school newspaper items. According to the

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[24] Descriptive statistics were used to describe basic features of the qualitative analysis conducted for the purposes of the study.

valid percent estimated, these features comprised four groups (I-IV) according to their percentages (see *Table 2a* below).

Table 2a: Initial Validation Results for School Newspaper Features

GROUPS OF FEATURES	JUDGES' VALIDATION FORM ITEMS	FREQUENCY SCORE	VALID PERCENT
I	10(imperative), 12(exclamation marks), 15(personal pronouns as themes), 24(everyday vocabulary), 25(teenage perspective), 26(frequent personal pronouns)	19-20/20	*95-100%*
II	2('you'), 20(expressing opinion explicitly), 22(colloquial style), 29(contractions)	17-18/20	*85-90%*
III	8(low nominalization), 16(direct/rhetorical questions), 18(personal experience and holistic reference), 28(numbers), 30(short sentences)	15-16/20	*75-80%*
IV	3(direct speech), 6(expressions with literal meaning), 21(minimal pre-post modification)	11-12/20	*55-60%*
V	19(reference to groups of people)	15/20	*75%*
VI	1(no reference to the writer), 4(reference to facts), 13(percentages), 17(figurative language), 23(impersonal 3rd singular), 31(nominalized vocabulary)	4-7/20	*20-35%*
VII	5(sophisticated vocabulary), 7(lexically dense noun phrase structures), 9(long sentences), 11(infrequent contractions), 14(adult perspective), 27(abstract nouns and gerunds as themes)	1-3/20	*5-15%*

As regards the first group, of the 18 features belonging to SN genre, items 10, 12, 15, 24, 25, 26 were validated by the vast majority of the judges (frequency 19-20/20 - valid percent 95-100%). Therefore, an opinion SN article is highly expected to be written from the perspective of a teenager and include imperatives, exclamation marks, everyday vocabulary and pronouns at the position of theme. The second group (group II) consisted of features validated by the majority of the judges (frequency 17-18/20 - valid percent 85-90%). The author of a SN article is expected to interact with the reader directly, express one's view explicitly, and use contractions and idiomatic or slang language (items 2, 20, 22, 29). Rhetorical and direct questions, examples from everyday life, short sentences, numbers and low level of nominalization (items 8, 16, 18, 28, 30, group III) were opted for by a considerable number of judges (frequency 15-16/20 – valid percent 75-80%). Regarding the fourth group, items 3, 6, 21 were considered less typical since fewer judges validated them (frequency 11-12 –

valid percent 55-60%). Hence, features such as limited pre- and post- modification, use of names and status when using direct speech and literal meaning of expressions are expected to be found in SN texts but are considered as less likely to be encountered by the judges who volunteered their expert opinion for the purposes of this work.

An important finding is related to item 19, namely "Reference to groups, not particular individuals" (see Table 2a). This feature was initially mostly found in the newspaper article and was assumed to contrast to item 3, which 'belongs' to school newspaper articles[25]. This item was chosen by a remarkable number of judges as a feature of the school newspaper genre (frequency 15/20 – valid percent 75%). Interestingly, it was checked as a significant feature of the broadsheet newspaper article too (frequency 18/20 – valid percent 90%). Hence, this item is highly expected to be found in a newspaper article but it is expected to be present in school newspaper articles, too. As a result, although it was originally considered to contrast to a tendency in SN articles, it was categorized as an inconclusive aspect and was included in the list as a separate category of features (group V).

Moreover, two further groups (group VI and VII) (*see* Table 2a) were created including features which are mostly found in the newspaper article "So, how tough is it to be an adolescent?". As expected, these contrasted to features of SN articles (*see Tables I and II* in appendix 6). As a consequence, only a minority of the judges (frequency 4-7/20 and 1-3/20– valid percent 20%-35% and 5%-15%, respectively) attributed these to SN articles. Group VI (valid percent 20%-35%) is considered a low significance group. Therefore, although implicit reference to the writer and use of third person singular, figurative language, use of percentages and facts to support one's opinion (items 1, 4, 13, 17, 23, 31) might appear in a school newspaper article, they are not considered conventional SN features. Similarly, the other group (group VII) was opted for by even fewer judges (5%-15%). Thus, sophisticated vocabulary, heavy pre-/post- modification of noun phrases, long and complex sentences, absence of contractions, use of abstract nouns and gerunds at the position of theme and adult

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[25] Judges were not informed about the assumption of feature-genre correlation.

perspective (items 5, 7, 9, 11, 14, 27) are rarely expected to be found in school newspaper articles.

What is more, as it was mentioned in section 4.4.2, reverse items were also included in the questionnaire to increase the reliability of judges' responses. An important finding was that, according to the data, a number of experts failed to avoid this kind of pitfalls by checking pairs of opposite items. For instance, two out of twenty judges checked that teenage journalists write articles both from the point of view of an adult (item 14) and from the point of view of a teenager (item 25). Moreover, other judges selected both item 29 "Extensive use of contractions" and the reverse item (item 11) "Infrequent use of contractions" at the column of school newspaper articles. Judges who frequently made this kind of mistakes are deemed unreliable and their questionnaire answers should not be taken into account (McKay 2006). Therefore, conflicting questionnaire answers were left out as unreliable data (items 1-20, 5-22, 6-17, 7-21, 8- 31, 11-29, 14-25, 15-27, *see* Table II appendix 6 pp. 158-9).

As can be seen in *Table III* in appendix 6 and *Table 2b* below, the valid percent of groups I, II, III, and IV altered slightly. For instance, item 8 (i.e. "Low level of nominalization") percentage 77, 77% changed to 80%. These changes were not significant and the items remained in the same groups. However, it was shown that some features that typically belong to newspaper articles were probably checked by mistake in the SN list as their opposites were marked as well. As a result, when judges' ambivalent answers were excluded, three features (i.e. items 11, 14, 27) scored 0%. These items moved from group VII to a new one (i.e. group VIII). This signifies that features like writing from the point of view of an adult, using only unabbreviated syntax and abstract nouns and gerunds at the position of theme, are not considered conventional features of school newspaper articles and are not expected to be detected in this genre. *Table 2b* was designed after taking into consideration the changes of validation results after the omission of ambivalent questionnaire answers. A total of eight groups of features compose the table (groups I-VIII).

Table 2b: Final Validation Results for School Newspaper Features

GROUPS OF FEATURES	JUDGES' VALIDATION FORM ITEMS	VALID PERCENT
I	10(imperative), 12(exclamation marks), 15(personal pronouns as themes), 24(everyday vocabulary), 25(teenage perspective), 26(frequent personal pronouns)	95-100%
II	2('you'), 20(expressing opinion explicitly), 22(colloquial style), 29(contractions)	85-90%
III	8(low nominalization), 16(direct/rhetorical questions), 18(personal experience and holistic reference), 28(numbers), 30(short sentences)	75-80%
IV	3(direct speech), 6(expressions with literal meaning), 21(minimal pre-post modification)	55-60%
V	19(reference to groups of people)	75%
VI	4(reference to facts), 13(percentages), 17(figurative language), 23(impersonal 3rd singular),	20-35%
VII	1(no reference to the writer), 5(sophisticated vocabulary), 7(lexically dense noun phrase structures), 9(long sentences),31(nominalized vocabulary)	5-15%
VIII	11(infrequent contractions), 14(adult perspective), 27(abstract nouns and gerunds as themes)	0%

The valid percents attributed to each feature (see *Table 2b)* demonstrate whether a feature is expected to be encountered in a school newspaper article according to the experts' judgement. Hence, the level of conventionality of each school newspaper feature corresponds with its valid percent. In order to measure KPG candidates' pragmatic performance, an *Index of Pragmatic Performance* (IPP) is devised on the basis of judges' validation results (Table 2c). In IPP, points are allocated to each group of features proportionally, according to the variation of percentages assigned to features in *Table 2b*. Positive scoring, zero scoring and negative scoring categories of features are included in the index. Specifically, features contained in groups I-V are positively marked when detected in scripts since these are expected to be found in the SN genre. The zero scoring group (group VI) contains the features which might be found in a school newspaper article but are not considered conventional ones by the judges so as to be marked positively when encountered in scripts. Finally, groups VII and VIII include features which are rarely or never expected to be found in a school newspaper article. Therefore, they are marked negatively when found in scripts of this genre because they are deemed inappropriate.

Table 2c: Index of Pragmatic Performance (IPP)

GROUPS OF FEATURES	JUDGES' VALIDATION FORM ITEMS	VALID PERCENT	INDEX OF PRAGMATIC PERFORMANCE (IPP)
I	10(imperative), 12(exclamation marks), 15(personal pronouns as themes), 24(everyday vocabulary), 25(teenage perspective), 26(frequent personal pronouns)	95-100%	+40
II	2('you'), 20(expressing opinion explicitly), 22(colloquial style), 29(contractions)	85-90%	+35
III	8(low nominalization), 16(direct/rhetorical questions), 18(personal experience and holistic reference), 28(numbers), 30(short sentences)	75-80%	+30
IV	3(direct speech), 6(expressions with literal meaning), 21(minimal pre-post modification)	55-60%	+20
V	19(reference to groups of people)	75%	+10
VI	4(reference to facts), 13(percentages), 17(figurative language), 23(impersonal 3rd singular),	20-35%	0
VII	1(no reference to the writer), 5(sophisticated vocabulary), 7(lexically dense noun phrase structures), 9(long sentences),31(nominalized vocabulary)	5-15%	-20
VIII	11(infrequent contractions), 14(adult perspective), 27(abstract nouns and gerunds as themes)	0%	-40

In more detail, when a feature of group I is detected in a script, it is marked with 40 points in IPP. Therefore, if a candidate uses all features of group I, s/he is awarded with 240 points in IPP. Proportionally, items of groups II and III are allocated 35 and 30 points per item respectively. Thus, when all features of group II are found in a script, 140 points in IPP are gathered while 150 points can be gathered from use of all group III features. Since, fewer judges opted for the items included in group IV, 20 points in IPP are given when one of these features is encountered in a script. Hence, using features of group IV, one can be awarded up to 100 points in IPP. The last positively marked category of features (group V) is given only 10 points in IPP as valid percents show that it constitutes a feature expected to be found in both genres. Hence, it is positively marked, but it is awarded the least points. Overall, a candidate can gather up to 600 points if all the positively marked features discussed are traced in one's text.

As regards groups VI-VIII, group VI is a zero marking category of features. In other words, if a feature included in group VI is detected in a text under evaluation, it does not influence the measurement of pragmatic competence displayed by the candidate. No point in IPP is added or subtracted if a feature of this group is detected in a script. Groups VII and VIII are marked negatively. These groups include features which are not considered conventional of SN genre. Being conversely proportional to the first four positively marked groups, each feature of group VII is marked with 20 minus points in IPP and each feature of group VIII with 40 minus points in IPP[26]. Hence, when these features are traced in a script, points in IPP are subtracted from their total IPP score. Consequently, up to 240 points can be subtracted from one's scoring if the candidate commits 'pragmatic errors', in other words, if the learner uses features which are not expected to be detected in the particular genre (i.e. features of groups VII-VIII).

The Index of Pragmatic Performance (IPP) is used for the measurement of KPG C1 level candidates' pragmatic performance in the particular KPG writing activity under examination. The task-specific rating scale uses the IPP in order to measure pragmatic performance (*see* appendix 4). The rating scale is designed in the form of a checklist. It includes all features contained in the judges' validation form grouped according to the points allocated per item in IPP. The script rater is expected to judge which features exist in a script and add the points to find the candidate's total IPP score. According to scoring, a candidate's script might be characterized as excellent, good, borderline or poor in terms of pragmatic performance (*see* Table 3).

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[26] This distribution indicates the variation of pragmatic error gravity.

Table 3: Grouping of Scripts in Terms of Pragmatic Performance Scoring

PRAGMATIC COMPETENCE SCORE	DESCRIPTION OF SCRIPTS IN TERMS OF PRAGMATIC PERFORMANCE
Group A: 401-600	EXCELLENT
Group B: 201-400	GOOD
Group C: 1-200	BORDERLINE
Group D: -240 – 0	POOR

Before proceeding with the application of the rating scale (section 5), a few remarks should be made. It is assumed that a script may be evaluated as a fully satisfactory instantiation of the intended genre even though all positively marked features included in the rating scale are not detected or negatively marked ones are identified in it. Every authentic SN opinion article is not expected to include every positively marked feature either (*see* authentic texts in appendix 2). It should be made clear that positively marked features included in the rating scale constitute a number of *conventionally acceptable* traits of the particular register (Clark 1992) while pragmatic errors are those features which are *conventionally* deemed *unacceptable* (Nsakala 1995). However, "pragmatic 'correctness' cannot be specified by absolute rules." (Becker 1988: 9). It is each writer's individual style of writing which is discerned in every writing attempt. A balance between conventions and choice is expected from learners' production attempts (Trappes-Lomax 2004). Therefore, it could be claimed that a script rater who applies this pragmatic competence rating scale is supposed to judge each script as both an attempt at using conventionally acceptable stylistic features and a stylistically unique piece of writing. Eventually, slight divergence of results is expected among different raters' application of the rating scale.

5. APPLICATION OF THE RATING SCALE:

RESULTS AND DISCUSSION

5.1. Assessment of C1 KPG Candidates' Pragmatic Performance

The rating scale (*see* appendix 4) was employed for the assessment of KPG candidates' pragmatic competence as it is exposed in both excellent and medium competence scripts[27]. As it was noted above (section 4.4.3), features that contributed to the creation of the text style and consequently to the successful instantiation of the required genre were marked positively, while linguistic choices which were deemed inappropriate for the communicative purpose and the context of situation were marked negatively. In the following section (5.1.1) descriptive statistics aim at introducing results. Candidates' preferences for features that contributed either to pragmatic success or pragmatic failure are considered in more detail in section 5.2.

5.1.1. Statistical Characteristics of Scripts

The descriptive statistics for the scripts which were assessed in terms of the pragmatic competence exhibited by the candidates are shown in *Table 4a* and *Table 4b* including the mean (i.e. 203/600 for medium scripts, 396/600 for excellent scripts), the median, the mode, standard deviation, minimum and maximum of the pragmatic assessment scores.

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[27] (*see* appendix 5, excellent scripts and medium scripts)

Table 4a: Scores and Descriptive Statistics for Medium Scripts

Candidate's Code	Total Pragmatic Competence Score
b 604	90
c 317	35
d 314	25
e 298	-55
f 295	145
g 293	330
h 292	260
I 291	-40
j 858	425
k 883	15
l 888	260
m 802	320
n 814	105
o 817	430
p 375	325
q 373	140
r 362	230
s 353	165
t 948	570
u 861	510
v 863	70
Descriptive Statistics for Medium Scripts	
MEAN	203
MODE	260
MEDIAN	165
MINIMUM	-55
MAXIMUM	570
STANDARD DEVIATION	184

Table 4b: Scores and Descriptive Statistics for Excellent Scripts

Candidate's Code	Total Pragmatic Competence Score
B 1444	455
C 1498	-170
D 2414	475
E 2490	10

F 2303		420
G 1493		440
H 2661		405
I 1520		290
J 1517		360
K 2421		480
L 2436		485
M 2441		505
N 2443		475
O 2444		545
P 2447		550
Q 1807		305
R 1378		600
S 1308		330
T 1093		390
U 8		470
V 229		490
Descriptive Statistics for Excellent Scripts		
MEAN		396
MODE		475
MEDIAN		455
MINIMUM		-170
MAXIMUM		600
STANDARD DEVIATION		179

As can be seen in *Tables 4a* and *4b*, medium scripts yielded lower mean scores than excellent scripts. When examined as groups, excellent scripts were almost twice as appropriate as medium ones. It should be stressed that the most frequently occurring value in the array of excellent scripts scores corresponds with 79,17% of the total pragmatic performance score (i.e. mean= 475/ 600) while the repetitive value of medium competence group is half of the former (i.e. 43,33%, mean= 260/600). In the following sections (5.1.2, 5.2, 5.3), I will shed light on the devices candidates employed to receive positive or negative scoring in IPP reported here and on the correlations between pragmatic performance and overall language performance.

Especially interesting seems to be the comparison between the smallest and the largest values in *Tables 4a* and *4b* (i.e. minimum and maximum values). With regard to maximum scores, it could be concluded that both medium competence candidates and excellent competence candidates can score high in IPP, MAX 570/600 and MAX 600/600 respectively. An important finding is that a candidate managed to combine all the features under examination so as to produce an instantiation of the targeted SN genre (R 1378, score 600/600) (*see* appendix 5). In section 5.1.2, a discussion on the features that KPG candidates used in order to gather IPP marks follows.

Particularly important and much less expected was the finding that the minimum value of both sets of scripts was identified in the set of excellent scripts rather than the set of medium scripts (C 1498, score -170/600 (MIN)). Compared with other units of the same group, this excellent script constitutes "an outlier" as it is significantly removed from the rest of the data (Utts 2004:108). This finding indicates that candidates with developed linguistic competence produce not only highly appropriate texts (e.g. R 1378, IPP score 600/600) but also inappropriate ones (e.g. C 1498, IPP score -170/600). Therefore, script C 1498 is worth closer examination in section 5.2.2 where I examine features that result in negative scoring, i.e. pragmatic errors, in more depth.

Standard deviation for medium and excellent scripts is demonstrated in the following histograms (*Figures 1* and *2*). As illustrated in *Figure 1*, normal distribution of data is observed in the pragmatic competence scores of medium scripts. In other words, most pragmatic performance scores of medium KPG scripts are close to the average score, while relatively few scores tend to one extreme or the other. On the contrary the histogram of scores for excellent scripts (*Figure 2*) demonstrates right skewness rather than normal distribution, that is to say that most pragmatic performance scores in excellent scripts are high.

Figure 1: Histogram of scores for medium scripts

Histogram of scores for medium scripts

Mean =203,10
Std. Dev. =184,367
N =21
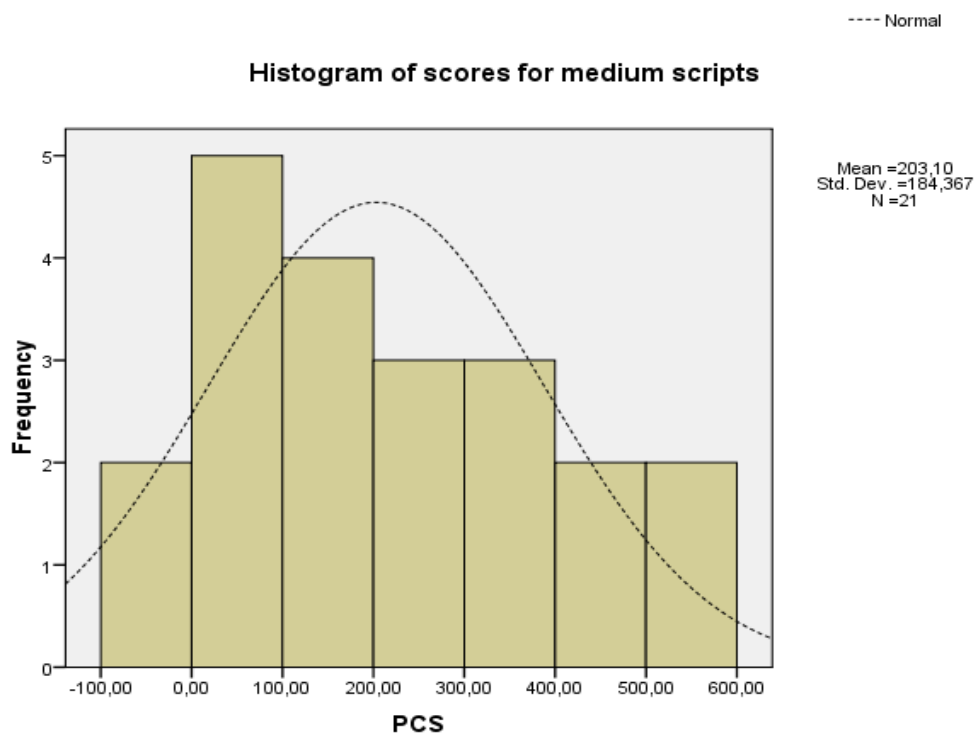
Figure 2: Histogram of scores for excellent scripts

Histogram of scores for excellent scripts

Mean =395,71
Std. Dev. =179,139
N =21
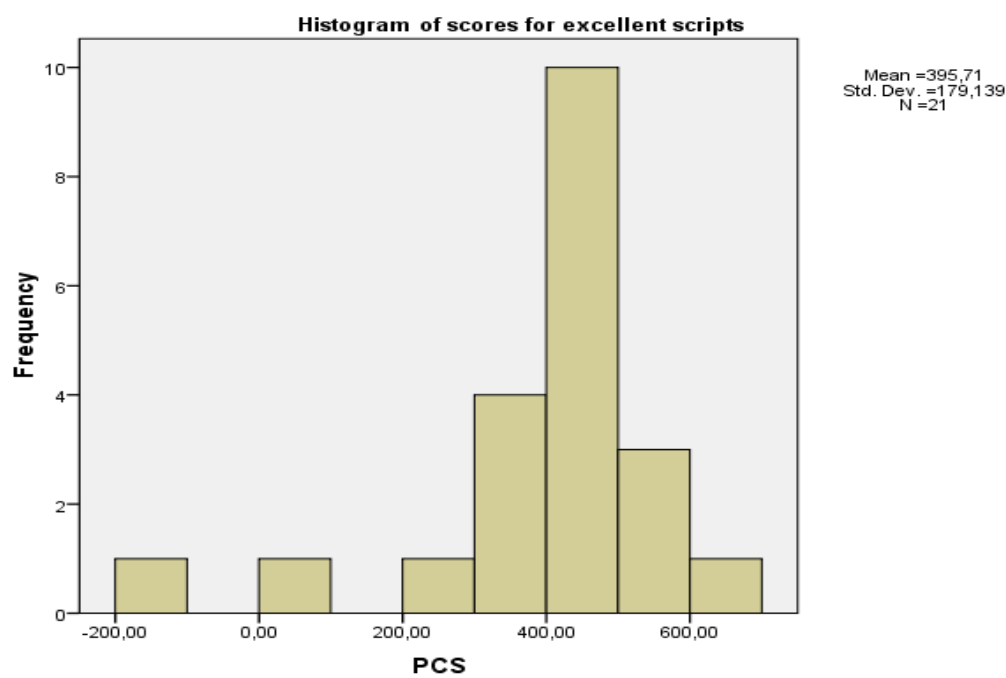
Scripts were grouped in four categories as suggested in section 4.4.3, i.e. 'excellent', 'good', 'borderline' and 'poor' with respect to script writers' pragmatic performance demonstrated (*see Table 3*). As illustrated in *Figure 3* and *Figure 4*, the majority of excellent scripts demonstrated 'excellent' pragmatic performance while medium scripts mainly displayed candidates' 'borderline' or 'good' pragmatic ability. Considered as a whole, many scripts were 'excellent' (i.e. 18/42), a number of scripts were either 'good' or 'borderline' (i.e. 11/42 and 10/42 respectively) whereas a minority of scripts was poor (i.e. 3/42) (*see Figure 5*). A question that remains to be answered is whether there is a correlation between KPG candidates' overall performance scores and IPP scores, which is examined in section 5.3. In the following section, pragmatic success and pragmatic failure are discussed (section 5.2).

Figure 3: Grouping of Medium Scripts

Figure 4: Grouping of Excellent Scripts

Figure 5: Grouping of Both Excellent and Medium Scripts in terms of Pragmatic Performance

5.2. Pragmatic Success and Pragmatic Failure

5.2.1. Pragmatic Performance

Candidates were assessed positively when the features included in the table below (*Table 5*) were encountered in their scripts. As can be seen in *Table 5*, the range of percentages demonstrates that candidates preferred certain features to others (MAX 100%, MIN 21, 43%)[28]. Let us next discuss interesting findings about positively marked features employed by candidates.
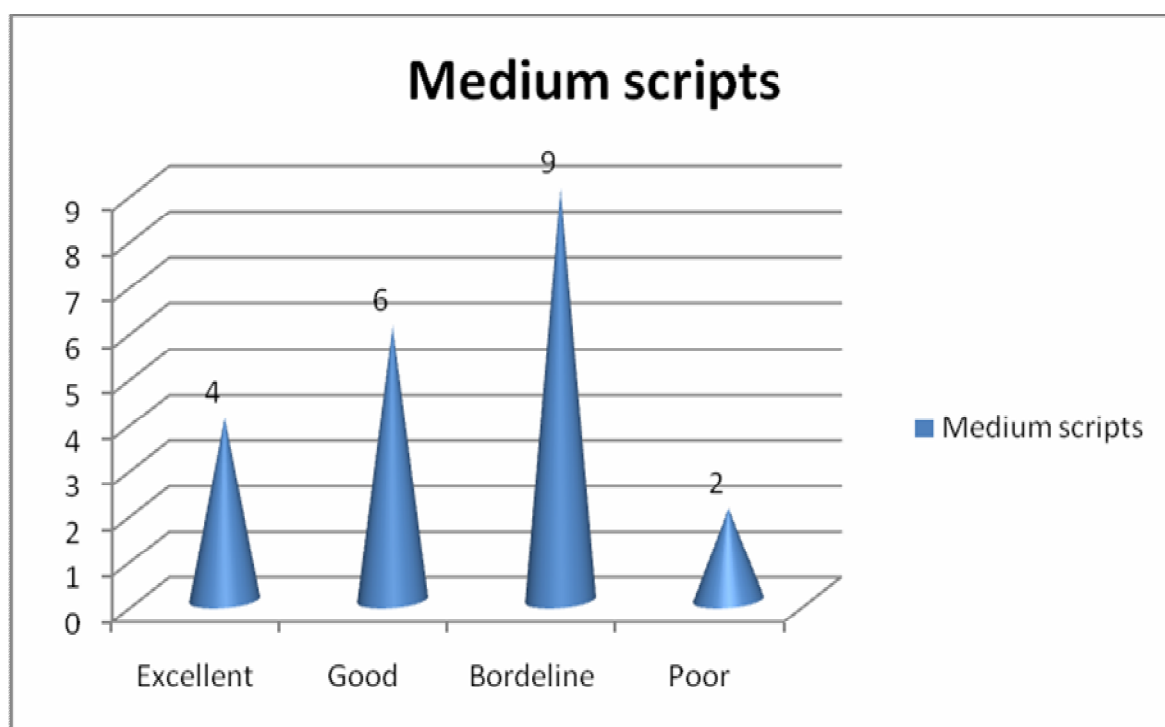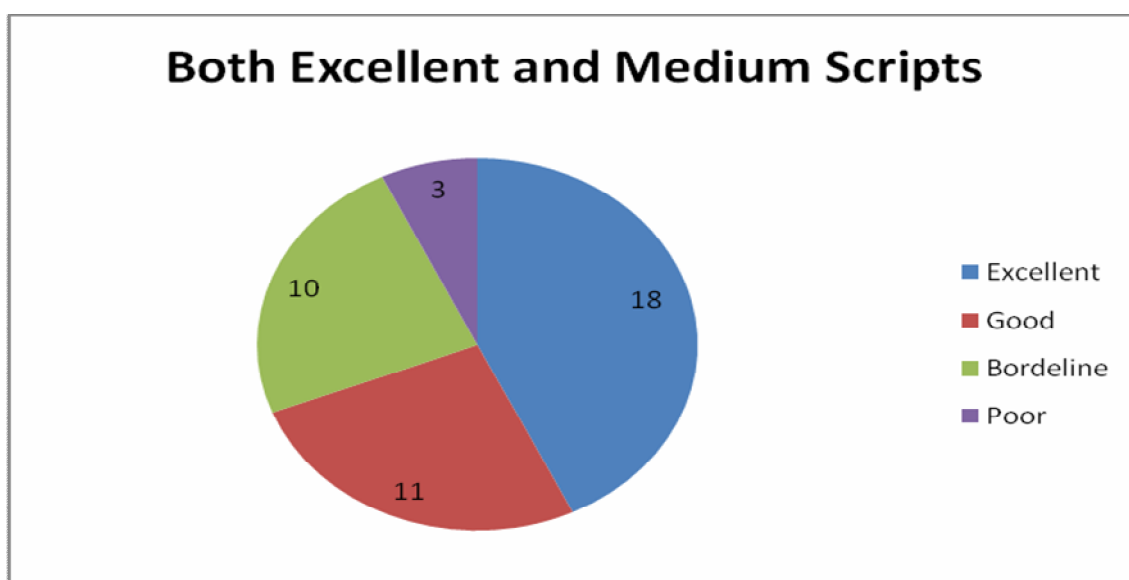
Table 5: Ordered Frequency of Occurrence of Pragmatic Genre-Specific Features in Candidates' Scripts.

Features		Excellent Scripts	Medium Scripts	Excellent and Medium Scripts[29]
a.	Reference to groups of people	*100%*	*100%*	**100,00%**
b.	Everyday Vocabulary	*90,48%*	*80,95%*	**85,72%**
c.	Expressions are mainly used with their literal meaning	*90,47%*	*76,19%*	**83,33%**
d.	Personal Pronouns in the position of theme	*90,48%*	*66,67%*	**78,58%**
e.	Short sentences	*90,48%*	*66,67%*	**78,58%**
f.	Frequent Use of Personal Pronouns and Possessive Adjectives	*95,23%*	*52,38%*	**73,81%**
g.	Point of View of a teenager (we= teenagers)	*95,23%*	*47,62%*	**71,43%**
h.	Supporting one's opinion through examples from everyday life and holistic expressions (e.g. all, everyone)	*85,71%*	*57,14%*	**71,43%**
i.	Use of Contractions	*71,42%*	*61,90%*	**66,66%**
j.	Minimal pre-/post- modification	*76,19%*	*47,62%*	**61,91%**
k.	Low level of Nominalization	*80,95%*	*38,10%*	**59,53%**
l.	Use of 'you' to achieve interaction with the reader	*61,90%*	*57,14%*	**59,52%**
m.	The author's opinion is explicitly stated by means of formulaic expressions such as 'I think', 'To me' etc.	*61,90%*	*42,86%*	**52,38%**
n.	Colloquial style through use of idioms/ slang	*80,95%*	*23,80%*	**52,38%**
o.	Exclamation Marks	*57,14%*	*28,57%*	**42,86%**
p.	Use of direct questions and rhetorical questions	*57,14%*	*28,57%*	**42,86%**
q.	Use of Imperative	*33,33%*	*23,80%*	**28,57%**
r.	Use of individualized direct speech (reference to name and status)	*28,57%*	*14,29%*	**21,43%**

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[28] It seems interesting to note that data from scripts ranked features differently from judges' ranking.

[29] Features are ordered according to the frequency of occurrence of pragmatic genre-specific features in all scripts.

s.	Use of numbers (eg. '30 people')	*23,80%*	*19,05%*	**21,43%**

The vast majority of the subjects (100%) referred to groups of people (*feature a, Table 5*), mainly the group of teenagers or young people and the group of adults or parents (i.e. "As *adolescents*, we are facing…" (I 1520), "…why *parents* keep repeating themselves…" (S 1308)). It is worth noting that irrespective of whether the candidate wrote from the point of view of an adult or the point of view of a teenager, they all made reference to people as groups[30].

In contrast to sophisticated vocabulary frequently found in the given text, everyday vocabulary prevailed in candidates' scripts (*feature b, Table 5*). For instance:

(11) *Extract A:* "It is obvious that most young people like us, do not have to care about their job, family or children. For most of us, our parents have created an environment, for others better for other worst, that we don't care about money or other issues of living." (T 1093).[31]

The lexicogrammar selected for *Extract A* (11) was simple and unsophisticated. The selection of everyday vocabulary, like 'job, family or children' and "care about money" instead of more sophisticated linguistic choices such as "professional and familiar commitments" and "interested in financial issues", created a casual and informal tone (Carter *et al.*:1997).

Moreover, a considerable proportion of candidates primarily used lexical items with their literal meaning (*feature c, Table 5*) instead of metaphors which would create a poetic effect. This signifies their tendency to convert the poetic style of the given text into a simpler, more popular style. However, it should be noted that in compliance with judges' validation form results and, consequently, the rating scale

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[30] As mentioned in section 4.4.3, this feature is highly expected to be found in both broadsheet newspaper articles such as the given text and school newspaper articles. That is why its presence did not affect scoring significantly as it was awarded with the minimum of positive marks (see section 4.4.3).

[31] Errors in lexicogrammar and spelling may be traced in the extracts from candidates' scripts because they are parts of authentic EFL learners' scripts (see appendix 5).

created, when candidates copied the figurative style of the broadsheet article (i.e. "tarnishes *the rosy picture* o adolescence" (S 1308), they were not penalized because this feature was allocated no marks in IPP (section 4.4.3).

As regards personal reference (*features c, e, Table 5*), a considerable number of candidates (83,33%, 78, 58%) were assessed positively because they used pronouns (i.e. I, you, we, they) to identify speakers, addressees and others (*features c, e*) (Carter et al: 1997).

> (12) *Extract B.* "What *I* am trying to say, is that often older people forget the difficulties of *their* own adolescence and younger people cannot understand *us*, due to lack of experiences, so *they* judge *us* in a severe way. What should do from *our* part is to act with maturity and put *them* in front of *their* responsibilities. *We* should not feel hopeless, with drawn, isolated and alone. *We* must try to argue reasonably. Respect is gained and this process is often difficult" (N2443)

The particular extract appears to be an adequate illustration of personal reference. "I" refers (exophorically) to the author his/herself, that is the young journalist who is writing the article, while "their", "they", "them" and "us", "we", "our" (endophorically) to the previously mentioned "older people" and "young people" respectively (Sifianou 2001).

A relevant feature that is worth considering is writing from the "point of view of a teenager" (*feature f, Table 5*). As will be further explained in the following section (section 5.2.2), this feature appears to be crucial for candidates' successful pragmatic performance as it seems to influence candidates' selection of the rest of the features. According to the mean score of percentages, three out of four candidates expressed their opinion from the perspective of a teenager, as it was stressed in the rubric (*see* appendix 1). Especially interesting was the finding that excellent scripts displayed almost double the percentage of medium scripts with regard to *feature f,* 95,23% and 47, 62% respectively (*see Table 5*). Two illustrations of *feature f* follow:

> (13) *Extract C:* "All adults look back with nostalgia in the years of their adolescence and wish they could return to it again. They say they have been the best years of their lives.

> *As a teenager student I agree*, and with me most of you believe, that adolescence has two shades: it can be difficult but also pleasurable. […]" (G1493)

> (14) *Extract D:* "*We, adolescents*, are getting anxious about our final exams which will be the defining factor for our future. As a result, we have little free time to spend with our friends or whatever else. We have all definitely said: that we spend our best years on these desks!" (H2661)

In *Extract C* (13), the candidate explicitly stated her/his opinion on the issue from the perspective of a teenager by employing the phrase "As a teenager student I agree". Interestingly, in *Extract D* (14), the candidate wrote from the point of view of a teenager and expressed her/his identity by claiming membership to the group of adolescents via the theme "We" and the explanation "adolescents".

It should be noted that the first plural pronoun 'we' was detected in a considerable number of scripts. The pronoun 'we' was inclusive of teenage schoolmates. Used to contribute to the understanding of identities, "we" distinguished 'insiders', adolescents, and 'outsiders', adults (Woodward 1997:2 in Mitsikopoulou 1999). One of the candidates stressed the divergence of beliefs and feelings between the groups by stating the following:

> (15) *Extract E:* "There is a myth about adolescence and the high – school years. This myth is created and reproduced by *the adults*, simply because *they*'ve forgotten the difficulties *they* faced during *their* own school yearss. […] *On the other hand,* it is wonderful when *we* have free time from *our* routine to go to cinema, to listen to *our* favorite music, to be with *our* bossom friends […]" (F 2303).

It can be assumed from *Extract E* (15) that the candidate's intention was to emphasize the contrast between the two groups, namely, adults and adolescents by referring to each group in separate parts of the text. S/he managed to strengthen her/his identity as an adolescent by using language conveying resentment towards adults and positive connotations towards adolescence.

Another detected preference was candidates' tendency to construct short sentences (*feature d, Table 5*). Generally speaking, it could be suggested that even if a

couple of short utterances are included in a text, the candidate's attempt to create a less sophisticated style is shown. Illustrations of this point are offered below.

(16) *Extract F:* "[…] Many times they choose to do the wrong thing rather that following the right way. They prefer to have fun that take responsibilities. The adults are obliged to accept this behavior, they can't change something. Teenagers will always be worry and huppy at the same time. They will always feel lonely although they have many friends. That is because they are trying to find themselves. And to understand the world." (h292)

(17) *Extract G*: "[…] *However, sometimes teenagers feel stressed. I must confess it!* Some of the reasons which make them feel stressed are the following: breaking up with a boyfriend or girlfriend, increased arguments with parents, trouble with brother or sister, increased arguments between parents, charge in parents' financial status, serious illness or injury of family member, trouble with classmates and trouble with parents. But, teenagers face these problems easily. *They solve their problems! As, a teenager I know it! They know how to overcome them.*

Finally, no matter what adults say, I believe that these are the best years of our life. *So, have fun.* Our live is full of feelings and this is very good!" (m 802)

Extract F (16) contains merely short sentences. By this means reading is facilitated. *Extract G* (17) is part of a script that includes both long and short sentences. Though long sentences could have been avoided, the existence of short sentences balances the effect created by long ones.

As it was observed in authentic school newspaper articles, cautious language does not appear to constitute a trait of this genre. Young journalists support their view by stating it with certainty by means of using holistic referring expressions. Likewise, KPG candidates frequently utilized lexical items such as "we have *all definitely* said: […]" (H 2661). "*It is certain* that *all* these make you […]" (D 2414) "*All of us* who are in this age have thought, at least once, how […] (K 2421)" "as *all of you* […] know […] *everyone* expects from us to succeed in school" (O 2444) to persuade their readers. Moreover, performing as teenagers, candidates claimed that personal experiences had enabled them to feel certain about their views. Interestingly, expressions of certainty commonly used in authentic SN articles, were detected in

65

scripts as well "*I'm sure*" (D 2414). Moreover, evidential parenthetical expressions like 'I know' contributed to the explicit aspect of communication (Ifantidou 2001:120) (i.e. "*I know* I have to make the best of it. And that's with my friend, *because I know*, when […]" (V 229)). The combination of these lexical features signals candidates' intention to act as opinion manipulators (Carter *et al*. 1997, Reah 1998).

Another preferred way of supporting one's view was the narration of personal experiences. Since the style of the provided text was quite impersonal, it was a risk for a candidate to alter the style by adding personal information. However, a couple of candidates took this risk by referring to their personal life. Excellent illustrations of the above are the following:

(18) *Extract H:* "How funny is it to be an adolescent after all? *This question occured to me last nignt, after an argument I had with my parents about (what else?) my grades of the last simester*.[…] The answer was obvious: *the sudden death of grandma and the change of the job for my father (he got fired from the previous one but fortunately got a new one quickly)*. However *neither my parents nor my brother* took the time and effort to think about how these changes influenced me" (N 2443).

(19) *Extract I:* "*Certainly, we all remember of the recent 7 – day excursion with school in Rhodes, the party that C class organised or the day that some students left from school to go at the nearest pool for a bath. We can all recall, when our school team won at the basketball championship and we celebrated till 2 o'clock in the morning by organising a fiesta (like the big teams do). Perhaps, that is that our parents and teachers see, and they all say in one voice, these are the best years of your life*. But is this actually the scene? Even though adolescence is a time period without serious daily life problems, it is full of stress, anxiety and questions. […]" (T 1093)

In script N2443 (18), the candidate narrated a recent personal experience. Specifically, s/he discussed a conflict between her/himself and her/his parents. Script T1093 (19) contained the candidate's reminiscence of past school events. It is significant that in both cases candidates wrote about their school experiences in a highly persuasive manner.

Hints of informal, simple and popular style were detected in more than half of the scripts (*features i, j, k, Table 5*). Enough candidates employed abbreviated forms (feature i: 66,66%). For instance:

> (20) *Extract J:* "Well, that*'s* the good side of life. […] They*'re* standing on a bridge and they do*n't* know which way is proper to follow." (J 1517).

The clauses included in *Extract J* (20) are standard abbreviated forms.   Use of abbreviations is a typical feature of the spoken mode and increases the effect of directness (Hughes 1996:21).

What is more, action verbs were preferred to nouns in order to create straightforward and easily understood speech (*feature k: 59,53%, Table 5)*. When nouns were used, usually a few or no words pre- or post- modified them *(feature j: 61,91%, Table 5)*. Let us discuss the following extract in terms of the level of pre-/post-modification and nominalization it exhibits:

> (21) *Extract K:* "At school, *we hang out between classes*, and after school *we'll go for a coffee*. I have two best friends, and let me tell you, we're inseparable. We've been best friends since daycare. Kind of like, the female version of the "three musketeers". We do have a lot of laughs.
>
> Even when *my parents got divorced*, I had such a tough time copint with the fact that my Dad *would be moving out of the house*." (V229)

As regards *feature k (Table 5)*, the negative politeness device[32] of nominalization was avoided by the candidate (Brown and Levinson 1978/1987:206 in Sidiropoulou 2002:50). By using action verbs such as "hang out", "go", "got divorced", "moving out", the candidate achieved to minimize social distance (Brown and Levinson 1987:130 in Sifianou 2001:132). With reference to *feature j (Table 5)*, the majority of nouns included in the extract were neither pre- nor post- modified (i.e. "classes", "coffee", "parents"). Few noun phrases were traced. For instance, the noun phrase "best friends" consists of the core noun "friends" pre-modified with the word "best" (Carter *et al*.:1997).

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[32] Negative politeness devices are structures that indicate distance and formality (Sifianou 2000:150).

Highly interactive texts were produced by many candidates (59,52 %). The personal pronoun "you" was employed to address the readership, that is, their imaginary schoolmates. For instance:

(22) *Extract L:* "*You* will always remember the jokes and the funny stories with *your* classmates. *Your* first flirt, *your* first girlfriend or boyfriend will remain unforgettable." (L 2436)

(23) *Extract M:* "*as all of you, aged between fourteen to nineteen,* know,[…]" (O 2444)

(24) *Extract N:* "*My dear fellow schoolmates* each and everyone of *you* have heard […] *You* all know [..] *You* meet […] *your* life […]" (U 8)

In *Extracts L,M,N,* "you" is the addressee. The addressee is expected to be a schoolmate. The pronoun "you" as well as the honorific "My dear fellow schoolmates", are employed to adjust interpersonal distance between the author and the reader (Sidiropoulou 2002). With regard to *feature m (Table 5)*, expressions like "*I believe* that […]" (H 2661), *"[...] as far as I'm concerned* […]" (K2421), "What I am trying to say" (N 2443) were selected by almost half of the candidates to express their opinion explicitly (52,38%). By using formulaic expressions, candidates stress their opinion and help readers realize the former's intentions. An interesting finding in relation to *feature n (Table 5)* was that the majority of excellent scripts exhibited colloquial style as they used idiomatic expressions like "it's in our hands to make the best of it" (G 1493) "they are trapped in this routine" (Q 1807) "the bright side of our life" (R 1378), "sure li(*f*)e does *have it's ups and downs*" (V 229) which would not be expected in more formal texts.

Less expected was the finding that highly frequent features in authentic school newspapers such as the use of imperatives, interrogatives and declaratives with exclamation marks, were used by a minority of candidates (28,57%, 42,86%, 42,86% respectively, *Table 5*).

(25) *Extract O:* "Don't you get furious when you are told that adolescence is the most beautiful period of life?" (D 2414)

(26) *Extract P:* "What about exams, grades, stress and trouble at home? How does it feel like being an adolescent? […] Self confidence, trust and – why not? – love" (I 1520)

(27) *Extract Q: "*But is this really the case?" (S 1308)

(25), (26) and (27) contain direct questions and rhetorical questions posed by candidates. They were used as a means of increasing readers' involvement in the text and developing a sense of immediacy (McLoughlin 2000).

(28) *Extract R*: "I'm sure you get!" (D 2414)

(29) *Extract S*: "Afterall we are not adults yet!" (R 1378)

(30) *Extract T:* "Don't worry! […] Gather hope and courage and keep your head up!" (P 2447)

(31) *Extract U:* "Focus on the good side of it, but at the same time try to face our problems in a more optimistic and mature way." (R 1378)

Declarative sentences with exclamation marks (D2414, R1378) and imperative sentences (P 2447, R1378) are included in the extracts above. These sentence types constitute attention-seeking devices aimed at attracting readers' interest and stressing the author's view (Goddard 1998). Through these direct forms, writers attempt to trigger feelings of emphathy in the reader (McLoughlin 2000). Overall, it could be claimed that candidates' use of these *features o, p, q (Table 5)* was a manipulative strategy in order to affect readers' way of thinking and create an information gap which arouses the latter's interest (Drossou 1998:132).

Features r, s (Table 5) yielded the lowest scores in the list of candidates' preferences (21,43%). This result was quite expected given that learners produced language in a non-authentic environment, that is, in a testing environment. Therefore, even if they imagined they were teenage students working in a school newspaper, they did not actually live that experience at the same moment. Therefore, they were not capable of producing utterances like "[…] That's something I'd like to know how to do'*, said Hallie Jewell, a grade 12 student*." discussed in section 4.1.1 as part of

authentic school newspaper articles. Thus all candidates who intended to use direct speech, transferred utterances that groups of people say, like the following:

(32) *Extract V:* "*Our parents* tell us *"These are the best years of your life!"* but they continue *"Don't go out! You have to study!"*"." (L 2436)

(33)*Extract W*: "we all have heard *our parents* tellling us: *"I wish I was in your age"* or *"These are the best years of your life"* (Q 1807)

(34) *Extract X*: "*For us* the question is: *"To be an adolescent or not to be?"* (R 1378).

In (32) and (33), candidates' parents' words were transferred unchanged while in (34) a rhetorical question was used as teenagers' thought. It could be claimed that direct speech made text style more lively and realistic. Another feature assumed to be difficult for a candidate to deploy is the use of numbers in the way they are found in authentic school journals (i.e. 30 people). However, what was important and was taken into account in the assessment procedure was the use of numbers instead of percentages or words. Some candidates used numbers "I'm *17* years old" (M 2441).

In a nutshell, by means of making pragmatically correct genre-specific linguistic choices, C1 KPG candidates manifested increased ability to use language appropriately in the particular context. A finding worth mentioning is that every conventional feature of SN opinion articles, that is, every SN feature validated by expert judges, was discovered in the scripts. Impressing is the fact that many realistic texts, in other words pragmatically excellent scripts, were produced although they were produced in a language testing environment rather than in real life conditions. Apart from positively-scored items, negatively-scored ones were identified in candidates' scripts as well. Pragmatic errors constitute the focus of the following section (section 5.2.2).

5.2.2. Pragmatic Errors

As observed in the scripts under evaluation, some candidates' language choices were not deemed pragmatically correct because they were not considered conventional features by the expert judges. Hence, they were perceived and marked as pragmatic errors in IPP. In Corder's (1973:259) words, these linguistic choices are defined 'breaches of the code' in terms of contextual appropriateness. To put it differently, 'pragmatic errors' or 'social gaffes' (Nsakala 1995:21) are certain forms used in a situational context for which they are conventionally deemed unacceptable. These errors are 'context-bound' (Nsakala 1995:23), that is, the same structures may be considered erroneous choices in one context while they are totally acceptable in a different context.

In accordance with the overview of the notion of pragmatic competence discussed in sections 1 and 2, James (1998) supports that discourse error types demonstrate limitations in the use of one's linguistic competence rather than one's linguistic knowledge itself. He suggests that pragmatic errors could be termed 'pragmalinguistic errors' given that linguistic competence is employed (James 1998:164). Janicki (1980 in James 1998) employs the term 'sociointeractional rule encroachment' and Thomas (1983) refers to 'sociopragmatic failure' when addressing errors committed due to sociocultural incompetence rather than linguistic inability.

Hence pragmatic errors are deviations from the norm in terms of pragmatic rules. In the case of KPG written tasks, the norm is the set of features which comply with the lexicogrammatical choices and pragmatic principles generally accepted for the particular genre. In compliance with the principle of conventionality (Clark 1992), forms that speakers do not expect to be used in the particular context are classified as pragmatic errors. In the present study, judges' validation form results showed the level of conventionality of each feature as some features were expected to be found in SN genre more than others (*see* sections 4.4.2, 4.4.3). In particular, after performing a statistical analysis on the judges' validation forms results, features such as long sentences, lexically dense noun phrase structures, absence of contractions,

absence of reference to the writer, nominalized and sophisticated vocabulary, adult perspective of writing and gerunds or abstract nouns as themes (Groups VII, VIII in *Table 2b*) were not expected to be found in the genre under examination, namely, the school newspaper article. Therefore, I grouped these features as 'negatively assessed' in the Index of Pragmatic Performance (IPP) (see section 4.4.3) because they were not deemed conventional elements of the genre KPG candidates were asked to produce. They are considered deviations in terms of pragmatic performance. In *Table 6*, the frequency of pragmatic errors detected in candidates' scripts is presented.

Table 6: Ordered Frequency of Occurrence of Negatively Marked Pragmatic Features in Candidates' Scripts.

Features	Excellent Scripts	Medium scripts	Excellent and Medium Scripts[33]
i. No references to the writer (stating one's view implicitly)	33,33%	52,38%	**42,86%**
ii. No use of contractions (e.g. you're)	23,81%	38,10%	**30,96%**
iii. Point of View of an Adult (i.e. "we"= adults)	4,76%	52,38%	**28,57%**
iv. Common use of long sentences	14,28%	38,10%	**26,19%**
v. Themes are usually abstract nouns and gerunds	23,81%	23,81%	**23,81%**
vi. Use of sophisticated vocabulary	19,04%	28,57%	**23,81%**
vii. Lexically dense noun phrase structures with pre-modification and post-modification	14,28%	14,29%	**14,29%**
viii. Nominalized Vocabulary	0%	28,57%	**14,29%**

As shown in *Table 6*, a number of KPG candidates expressed their opinion on the subject implicitly, without making reference to themselves in medium scripts (52,38%). A similar proportion of scripts (52,38%) were not written from the point of view of a teenager as required with clarity in the task rubric. On the contrary, this pragmatic error was infrequent in excellent scripts (4,76%). Moreover, some candidates (30,96%) included only unabbreviated forms in their scripts and several

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[33] Features are ordered according to the frequency of occurrence of negatively-marked pragmatic features in all scripts.

scripts (26,19%) mainly contained long sentences. As regards the rest of the negatively marked features (*features v, vi, vii, viii, Table 6*), they were detected in the minority of scripts (23,81%- 14,29%).

I will next focus on the excellent script that exhibited the lowest pragmatic ability (C1498) in order to illustrate the notion of 'pragmatic error' in the context of the particular KPG writing activity:

(35) "A wise man of the East said that: "Untill my 15 years I played, untill my 25 I loved, until my 35 I fought, untill my 45 I earned and now I am begginning to learn".

Adolescence, is the period that is charaterized by joy and enthusiasm, sadness and despair, energy and frustration. It is the period every grown up person wants to live again, when he follows the time which goes back to the depth of the past, with his imagination. The most important friendships that last a lifetime. It is the period of experiences, which will from the "ego" of the adolescent. It is the period of innosence and love, where the teenager is liberated from the anguish of survival, trying to reconcile himself with his fellow - beings and the entrire world. His creative power is big, he is ready to assimilate creatively every effect from his environment and use it in order to achieve his aims.

In a splintered – off, irrational and empty world where the modern materialistic perception has destroyed the balance between the two poles, material and moral, in a period of deep contradictions and conflicts, every attempt to restore the harmony into this world, is based exclusively to the young people, who compose our future.

They are full of visions and ideals, insticts and passion, elements which not only preserve life but also contribute to its renewal.

This is adolescence. The most importand period in a person's life of coure it's fun being adolescent!, allthough sometimes the teenager feels crushed and tensioned. That is something absolute normal. It is something we all have been through, in order to acquire the ability of a correct and objective estimation of things. It is a necessity which will help us to find out our limits." (C 1498)

The article (35) is written from the point of view of an adult given that the candidate refers to teenagers by means of the third person "[…] allthough sometimes *the teenager feels* crushed and tensioned.". Moreover, the writer stresses that s/he has experienced adolescence (i.e. "That is something absolute normal. *It is something we all have been through,* in order to acquire the ability of a correct and objective estimation of things.") The style of the text is rather formal and sophisticated provided that sophisticated lexical expressions such as 'despair', 'frustration', 'assimilate creatively', 'liberated from the anguish of survival', 'the modern materialistic world', 'trying to reconcile' are used throughout the script. Furthermore, complex long sentences, for example "In a splintered – off, irrational and empty world […] is based exclusively to the young people, who compose our future", increase sophistication and point to other genres such as literary or political ones. As can be seen in (35), lexically dense structures with heavy pre- and post- modification can impede readers' understanding. What is more, the level of formality is further increased by the candidate's use of unabbreviated syntax (i.e. "*It is* the period of experiences" [instead of "It's"]) (Eggins and Martin 1997). This effect is enhanced by placing nouns, noun phrases and impersonal structures in thematic position of the majority of sentences (i.e. "Adolescence", "It is the period of innosence and love", "The most important friendships").

It could be concluded that this candidate either did not take the context into account, or was not pragmatically competent enough to convert the style of the given text and create a different style that corresponded with the genre of the school newspaper opinion article. Presumably, one of the two script raters completely ignored the first evaluation criterion[34] and marked the script as fully satisfactory (15/15)[35]. On the contrary, it seems that the other script rater penalized candidates' pragmatic deficiency by subtracting almost all the points for pragmatic performance (11/15).

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[34] The first evaluation criterion is concerned with pragmatic competence as it is defined in section 2 (*see* appendix 1).

[35] Script raters' grades are offered on each script included in *appendix 5*

As regards the overall sample of scripts, it could be argued that acceptable forms prevailed in several scripts while in others instantiations of pragmatic errors in combination with acceptable choices were detected. As can be concluded from the data, when candidates wrote from the point of view of an adult, they committed more pragmalinguistic errors as their intention was to create a quite sophisticated, formal and less interactive style similarly to the given broadsheet newspaper article. Therefore, writing from the perspective of an adult appears to be a crucial error for candidates' pragmatic performance.

5.3. Overall Language Performance in Correlation with Pragmatic Performance

A growing interest has been observed in relation to the connection between the development of pragmatic competence and the development of linguistic competence. Studies on pragmatic development or pragmatic assessment have attempted to shed light on whether these kinds of competence evolve at the same rate (Chou *et al.* 2006, Kasper and Rose 2001, Bardovi-Harlig 1999). In the present study, it was not possible to have access to KPG script raters' analytical scoring grids so as to isolate the assessment of each criterion and consequently access the candidates' linguistic performance score. Nevertheless, data on the raters' marks for candidates' written language production and on the scores from the application of the pragmatic rating scale performance could lead us to interesting conclusions developed here about the correlation between pragmatic performance and overall language performance[36].

The observed variation between script raters' marks might be partly ascribed to an underestimation of the first KPG evaluation criterion (*see* appendix 1). It should be noted that each one of the sample scripts was marked by two KPG script

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[36] In order to compare the variables, I changed IPP scores from full marks 600/600 to 15/15, similarly to KPG writing activity full marks, that is, 15 points. Therefore, for this part of the study all scores in IPP are divided by 40. For example, a candidate who received 475/600 in IPP is marked with approximately 11,8/15 in IPP.

raters. The average mark constituted the candidates' overall score for their writing production in the activity. As can be seen in *appendix 5*, script raters' judgement often coincided (i.e. scripts t948, F2303). However, in some cases, the difference between raters' scoring varied from 1/15 (7%) (i.e. scripts B1444, k 883) to 4/15 (27%) (i.e. scripts l888, v863, C1498).

After examining the data, it could be assumed that misunderstanding or ignorance of the first evaluation criterion, which is concerned with pragmatic performance (*see* appendix 1 *and* section 2), might have resulted in the significant inter-rater scoring variation (27%). As mentioned earlier (section 5.2.2), a linguistically excellent script (C 1498) was marked as fully satisfactory by one rater despite the basic pragmatic misinterpretations it involved. Evidently, one script rater evaluated the script by taking into account only criteria 2 and 3 (*see* appendix 1).Therefore, the specifically-designed rating scale for pragmatic performance could have moderated the observed inter-rater variation in scoring as it would have required script raters' consideration of specified pragmatic features. As a consequence, the reliability of script raters' scores could be reinforced.

With reference to the correlation between candidates' pragmatic performance and overall language performance, a statistically significant ($p<0.05$) correlation between Pragmatic Performance Score (PPS) and Language Performance Score (LPS) was demonstrated, regardless of whether a script was medium or excellent. The *Pearson r* showed the magnitude, in other words, the strength, and the direction of PPS and LPS correlation. A strong positive correlation ($r=0.478$) was discovered. The increase of PPS is closely associated with the increase of LPS. Therefore, a candidate with high language performance tends to present high pragmatic performance.

If the correlation between PPS and LPS is estimated after taking into account whether a script is medium or excellent, the following conclusions are drawn. In medium scripts, PPS and LPS correlation is statistically significant and very strong ($r= 0.834$). In excellent scripts, the correlation is statistically significant and strong ($r=0.385$). Consequently, Pragmatic Performance Score is almost equivalent to Language Performance Score in medium scripts, while the correlation in excellent

scripts is strong but smaller. The following scatterplot *(Figure 6)* illustrates the correlation of Pragmatic Performance Score with Language Performance Score.

Figure 6: Scattergram of Pragmatic Performance Score and Language Performance Score Correlation.

Scatterplot of Language Performance Score and Pragmatic Performance Score
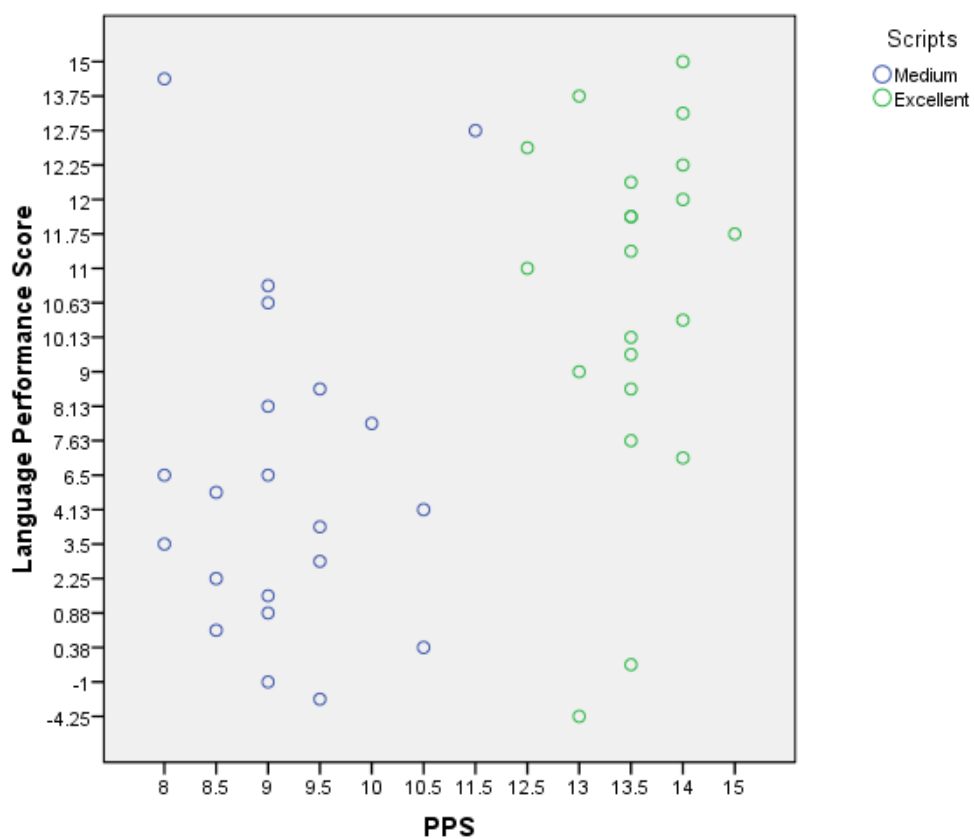
6. CONCLUSIONS AND IMPLICATIONS OF THE STUDY

In the light of the above, it could be argued that task-specific rating scales could constitute valuable instruments for the measurement of C1 KPG candidates' pragmatic performance in KPG written tasks. What is assessed by means of task-specific rating scales is candidates' underlying ability to produce texts which instantiate the required text-type (genre) by selecting contextually appropriate forms and structures for the creation of the intended register and style (section 2), while serving a specific purpose (e.g. to inform) and adopting a specified perspective (e.g. of a teenager). The method followed for the specification of the scale variables seems effective and feasible to be adapted for the purposes of the KPG exams battery. Hence, a repertoire of task-specific rating scales could be gradually developed given that variables included in one scale can be reshuffled to facilitate the design of pragmatic assessment rating scales for other tasks which share features in terms of style.

As regards the procedure of developing a rating-scale for the assessment of pragmatic performance followed in the present thesis, distinctive traits of text styles need to be specified first by comparative assessment of authentic texts of both required and given genres according to register and genre theory (R&GT) (Eggins and Martin 1997) (section 4.4.1). In this case, expert judges' validation is required (section 4.4.2). A classification of results according to each feature's valid percent reveals which features are perceived by the experts' community as the expected ones and which ones should be considered less expected forms for the particular register under examination (Clark 1992). On the basis of the judges' validation data, an Index of Pragmatic Performance (IPP) is developed and a task-specific rating scale for the measurement of candidates' pragmatic performance is devised (section 4.4.3).

Apart from the construction of a pragmatic assessment tool, which was the main focus of the present study, its application yielded interesting results. In particular, worth mentioning is the finding that differences between script raters' marks might be attributed to wrong evaluation of candidates' pragmatic performance

(section 5.3). The use of pragmatic competence task-specific rating-scales would guide script raters in how to use the first KPG evaluation criterion (*see* appendix 1 p. 87 and section 3.2).

Provided that 5/15 marks of the KPG writing activity are allotted to the first evaluation criterion, these marks should be distributed among the above mentioned parameters of pragmatic ability. A suggestion would be to assess candidates' pragmatic performance, as demonstrated in the task-specific rating scale, in terms of four categories, namely, excellent, good, borderline and poor (see *Table 3* in section 4.4.3). First criterion full marks should be given to pragmatically excellent scripts, while pragmatically poor scripts are expected to get no or the minimum of marks.

What is more, noteworthy is the finding that many candidates' pragmatic performance was excellent (43%) (section 5.2.1). All features considered by the expert judges as conventional ones for the genre of school newspaper opinion article were discovered in the sample scripts. Hence pragmatic ability of C1 EFL learners appears to be quite developed. Interestingly, one excellent script (R 1378) contained all pragmatic genre-specific features and was awarded full marks in IPP (600/600). In contrast, another excellent script (C 1498) scored very low in IPP (-170/600) since it contained unconventional genre-specific features. The estimation of standard deviation yielded that most medium scripts scored almost the average IPP score in medium scripts (mean=203) while most excellent scripts scored high (section 5.1.1).

As regards pragmatic errors, features which were considered least expected to be traced in a school newspaper article by the expert judges, for example writing from the point of view of an adult or using no contractions, were allocated negative points in IPP (section 4.4.3). Through the processes of comparison between the provided text type and the required one and of judges' validation, the specification of unconventional genre-specific features was made possible. It is worth mentioning that all the potential pragmatic deficiencies were detected in both excellent and medium KPG scripts (section 5.2.2). An important finding was that writing from the adult perspective, led candidates to unexpected linguistic choices which resulted in an awkward style of writing a school newspaper article.

With regard to the correlation of Pragmatic Performance Scores (PPS) with overall Language Performance Scores (LPS), it was discovered that there is a statistically significant correlation between the variables ($p<0.05$) (*see* section 5.3). Regardless of whether a script is medium or excellent, a strong positive correlation was detected (*Pearson r*= 0,478). Therefore, the more Pragmatic Performance increases the more overall Language Performance increases. The *Pearson r* showed a stronger correlation between PPS and LPS in medium scripts (r=0,834) than in excellent scripts (r=0,385). That is to say that Pragmatic Performance in medium scripts is almost equivalent to Language Performance whereas in excellent scripts there is a smaller correlation between PPS and LPS but the association is strong as well.

In practical terms, examples of candidates' pragmatically successful choices and pragmatically erroneous ones yielded from the assessment of scripts when applying the task-specific rating scale could be used in teacher training and learners' instruction (*see* sections 5.2.1, 5.2.2). For instance, these examples could be presented and discussed in script rater seminars in order to illustrate what exactly is perceived as appropriate and what is not, to be included, or not, in a text. Moreover, these examples could be included in a handbook to be used by script raters and teachers who prepare candidates for KPG exams. This handbook may constitute a guide for the assessment of scripts in terms of genre, purpose, register and style (i.e. first KPG evaluation criterion, *see* appendix 1). Further comparative points of text-types gathered during the first stage of the suggested methodology (see section 4.4.1) and authentic EFL learners' both appropriate and inappropriate linguistic selections could constitute material to be used for the design of C1 KPG preparation material. In this way KPG examinations positive backwash effect[37] would be enhanced as a genre-based approach would be adopted by instructors who 'teach' to KPG exams and, eventually, EFL learners' pragmatic ability would be fostered (Johnson 2001, Hughes 1989).

Nevertheless, a number of limitations can be perceived as constraining the findings of the present work. Inevitably, the assessment of learners' pragmatic

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[37] *Backwash* or *washback effect* is "the effect that testing has on teaching" (Johnson 2001:291-292)

competence by one rater imposes the limitation of subjective evaluation in the process of script evaluation. However, the fact that in the actual KPG examinations context, two script raters assess the candidates' performance compensates for the subjectivity of one rater's judgement and increases reliability of scoring. As evidenced in total performance marks, differences in pragmatic competence assessment of open-ended exam items like KPG writing activities are expected (see appendix 5).

In terms of methodology, the judges' validation form could be modified to include ranking of the features according to significance. In other words, judges could be asked to prioritize their expectations in terms of each genre. In this way, it can be assumed that reverse items, such as 'point of view of a teenager' and 'point of view of an adult'[38] would not be selected by judges because the latter would devote more time to the questionnaire in order to rank the items. Taking into consideration judges' limited available time, I would suggest merging some categories which share common features like "Themes are mainly personal pronouns and people" (item 15) *"Frequent use of personal pronouns (e.g. I, you, we, they) and possessive adjectives (e.g. my, your)"* (item 26) (*see* judges' validation form, appendix 3). As a result, fewer items would facilitate judges' ranking.

As regards future research, it would be interesting to create more task-specific rating-scales and explore their effectiveness by using them in actual script evaluation by two script raters. Moreover, it would be interesting to investigate the correlation between candidates' pragmatic performance in C1 KPG M2 Activity 1 and C1 KPG M2 Activity 2 (i.e. the mediation task).

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[38] (i.e. item 14 and item 25 of the judges' validation form) (*see* appendix 3)

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Appendices

Appendix 1: KPG Documents

EVALUATION CRITERIA

1. **CONTENT/ TOPIC, TEXT TYPE (GENRE), COMMUNICATIVE PURPOSE, REGISTER AND STYLE**

   Candidates are expected to understand rubrics and the prompt text in order to develop the topic required in Activity 1 and 2, and produce texts:

   ➢ of a particular text type (genre), such as a book summary or a film review, a semi-official report, a newspaper article, an advertisement, a contract, a formal or informal letter, etc.

   ➢ for a particular communicastive purpose, such as to argue for or against a proposal, promote a product, express and justify an opinion, etc.

   ➢ the style and register of which are natural and appropriate for the context of situation.

   For Activity 2, candidates are also expected to use (but not necessarily all) the information given in a Greek text which serves as a prompt for production in English.

2. **TEXT GRAMMAR**

   Candidates are expected to produce texts, which:

   ➢ are well-structured and organized in a way which is suitable for the genre and topic

   ➢ are coherent (i.e. sentences / utterances and parts of the text must follow a logical sequence)

   ➢ make use of appropriate cohesive devices within and across sentences/ utterances

   ➢ make use of punctuation (e.g. commas, apostrophes, quotation marks, etc.) to facilitate meaning making and contributing to the coherence of the text.

3. **SENTENCE GRAMMAR AND LEXICAL FEATURES**

   Candidates are expected to produce texts, in which:

   ➢ the words selected express intended meaning, conform to the basic morphological rules of the English language and their spelling does not prevent intelligibility

   ➢ there is use of colloquialisms (e.g., it ain't gonna happen, the cat is out of the bag), idiomatic expressions (e.g., turn one's back on someone, waste one's breath on someone), sayings (e.g. kill two birds with one stone, a blessing in disguise), and discourse connectors (e.g., as a matter of fact, that is to say)

   ➢ utterances / sentences respond to the basic rules of the grammar and syntax of standard varieties of English. (Are articles, verbs and tenses, prepositions, pronouns used correctly? Is S+V connected?.)

   Utterances should respond to the rules of language use rather than to rules of formal grammar.

   Source: Script Rater Guide May 2007, pp. 32-33

ACTIVITY 1

Imagine you are a 17-year-old student and that you work for your school paper. Write **an article** under the title **"It's (no) fun being an adolescent!"** (200 words). Using some of the information in the text below, **state and support** the view that adolescence is both a very difficult but also a really wonderful time for most people. <u>Note</u>: Your text, unlike the one below, should reflect **the views of a teenager** rather than those of an adult.

So, how tough is it to be an adolescent?

The rosy remembrance of happy high-school years – of school dances and sporting events, of hours on the phone talking with your friends about anything under the sun, of dreaming about the girl or boy you're crazy about... But this is only part of the picture. It's the picture painted for us in teen movies and advertisements intended to sell goods and… happiness. As we all know, life for adolescents is a painful tug of war filled with mixed messages and conflicting demands from parents, teachers, friends and oneself. Growing up —negotiating a path between independence and reliance on others— is difficult stuff. It creates stress, and it can create serious depression for young people ill-equipped to cope, communicate and solve problems. For them it is absurd to hear adults saying to them "these are the best years of your life!"

Stress is characterized by feelings of tension, frustration, worry, sadness and withdrawal that commonly last from a few hours to a few days. Depression is both more severe and longer lasting. It is characterized by more extreme feelings of hopelessness, sadness, isolation, worry, withdrawal and worthlessness that last for two weeks or more. Research findings revealing that 9 percent of high school students in the U.S.A. are severely depressed are important since depression can lead to desperate actions.

Young people become stressed for many reasons such as: breaking up with a boyfriend or a girlfriend; increased arguments with parents; trouble with brother or sister; increased arguments between parents; change in parents' financial status; serious illness or injury of family member; trouble with classmates; trouble with parents. All these events are centred in the two most important domains of a teenager's life: home and school. They relate to issues of conflict and loss. Loss can reflect the real or perceived loss of something concrete such as a friend or money, and it can mean the loss of such intrinsic things as self-worth, respect, friendship or love.

Most teenagers respond to stressful events in their lives by doing something relaxing, trying positive and self-reliant problem-solving, or seeking friendship and support from others. Common examples include listening to music, trying to make their own decisions, daydreaming, trying to figure out solutions, keeping up friend-ships, watching T.V. and being close to people they care about. These behaviours are appropriate for adolescents who are trying to become independent, take responsibility for themselves, and draw on friends and family for support.

ACTIVITY 1

Imagine you are a British student reporting for your college newspaper. Following the American elections, write a short **article** (200 words) using the notes from different sources below **to argue** that today's social conditions in the USA have improved for African-Americans.

Late eighteen hundreds

- *Whites, especially in the South used blacks as slaves and were successful in keeping the Negro down for many years.*
- *The Thirteenth Amendment to the Constitution of the United States of America made the Negroes free and the Fourteenth Amendment gave them all the rights of citizenship.*

Early twentieth century

- *National Association for the Advancement of Colored People, an interracial Association, founded so as to fight against racial discrimination and work for equality. Other organizations followed -some more militant than others.*

Mid twentieth century

- *Marches, sit-ins, and other kinds of demonstrations for the civil rights of blacks. Whites joined in these activities. Gifted black leaders like Martin Luther King became symbols.*
- *1960s: First and second Civil Rights Act*
- *No funding for school districts that failed to integrate its school system*
- *Ensured the voting rights of blacks*
- *Illegal to practice racial prejudice in selling or renting houses.*
- *1970's: Blacks:*
- *Progress in employment as well as in education*
- *Many in skilled trades / some in white-collar jobs*
- *Colleges making special efforts to attract black students, prepare them for academic and professional careers.*
- *Some elected to government positions (Black mayors in a few cities / several black judges - one even elected to the Supreme Court)*
- *Today:*
- *The largest minority in the USA except the Hispanic population*
- *Many whites are still quite prejudiced against blacks*
- *It's politically incorrect to call blacks 'colored people' today. They are referred to as African-Americans.*
- *No segregated schools today*
- *Some African-Americans are in top universities*
- *Many have substantial education and good jobs, and some have entered politics (e.g., Condoleezza Rice and Collin Powell) and have even run for president (e.g., Jessie Jackson and Barack Obama).*
- *Racial problems have not been fully resolved in the USA*

ACTIVITY 1

Study the information on this webpage and join the discussion about how each of us contributes to 'Noise Pollution'. Send **an email** message (180-200 words) to be posted on the website. **Inform** other **website visitors** about:

- the kinds of noise pollution you experience in your area and how it affects you
- how you, your family or your friends contribute to the problem of noise pollution (see the text below)

NOTE: Do **NOT** use your real name. Sign as: "Tired Ear"

Welcome to Tabbed Browsing - Windows Internet Explorer

http://www.noisepollution.org

File Edit View Favorites Tools Help

Noise Pollution

Noise pollution

- **Noise pollution sources**
- **Community action against pollution**
- **Ways of coping with noise pollution**
- **Personal experiences**
- **Places in the world with extreme noise pollution**

Share your experiences with us. To write an email click here: ✉

We may not be aware of it, but each and every one of us contributes to noise pollution which can be extremely harmful because

- it may disturb our work, concentration and relaxation
- it may cause stress and affect our health

Noise pollution affects our health and we may experience

- hearing loss
- heart disease (noise causes stress and the body reacts with increased adrenaline, changes in heart rate and a rise in blood pressure)
- sleep disruption (noise which affects the quantity and quality of sleep – something which may result in lack of efficiency at work and ill health)
- disturbed mental and social well-being (when noise becomes sufficiently loud or unpredictable, our first annoyance can lead to more extreme behaviour)

TYPES OF NOISE POLLUTION

- Residential noise (this noise could come from neighbours and the most common problems come from stereos and television)
- Road traffic noise (people living or working near busy roads can find road traffic noise disturbing and annoying)
- Industrial noise (from industries, factories, plants, shipyards, etc.).
- Entertainment noise (loud music from hotels, clubs, discos and concerts)
- Alarm noise (alarm systems are used to deter burglars but their loudness and pitch can cause problems if not turned off straight away or if they are faulty)
- Motor vehicle noise (car horns misused by drivers, exhaust noise levels and car alarms)
- Aircraft noise
- Construction sites (buildings under construction)

ACTIVITY 2

Imagine that you've been asked **to introduce** Evgenios Trivizas **on a U.K. radio show**. Write a short text (about 180 words) which you plan to read out to your listeners before they hear the author himself reading one of his own works. Use information from the book-cover bionote below.

Ο **Ευγένιος Τριβιζάς** γεννήθηκε στην Αθήνα το 1946. Σπούδασε νομικά και οικονομικά και είναι καθηγητής εγκληματολογίας στην Αγγλία. Διδάσκει στο Πανεπιστήμιο του Reading και σε άλλα πανεπιστήμια. Είναι γνωστός ως συγγραφέας βιβλίων για παιδιά, έχει όμως γράψει και για ενήλικες («Ο Ερωτευμένος Πυροσβέστης»). Συνολικά, έχει γράψει γύρω στα 150 βιβλία: δηλαδή, μυθιστορήματα, παραμύθια, θεατρικά έργα, λιμπρέτα για όπερες, αλφαβητάρια, διηγήματα, κόμικς, εκπαιδευτικά βιβλία και έχει συνεργαστεί με παιδικά περιοδικά, ενώ έχει επίσης ασχοληθεί με την παραγωγή εκπαιδευτικού λογισμικού (CD-ROM) για παιδιά.

Photo © E.KE.BI, 2001, Μητρόπουλος

Ο σημαντικός Έλληνας συγγραφέας ασχολήθηκε με τη λογοτεχνία από τότε που ήταν παιδί αλλά τα έργα του εκδόθηκαν όταν πλέον ωρίμασε. Αμέσως έγινε ιδιαίτερα αγαπητός σε μικρούς και μεγάλους και για την προσφορά του έχει βραβευθεί από την Ακαδημία Αθηνών, την Ένωση Ελλήνων Λογοτεχνών, τον Κύκλο του Ελληνικού Παιδικού Βιβλίου και τη Γυναικεία Λογοτεχνική Συντροφιά. Επίσης έχει πάρει πολλά βραβεία, μεταξύ των οποίων το Ελληνικό Κρατικό Βραβείο Παιδικής Λογοτεχνίας, το Parents Choice Amazing Accomplishment Award, το Hudson, Massachusetts Children's Choice Award και το Arizona Library Association Young Readers Award.

Από τα κύρια χαρακτηριστικά του έργου του είναι η ζωηρή φαντασία και το χιούμορ: χιούμορ καταστάσεων με έντονο φραστικό στοιχείο, παρωδία αλλά και σάτιρα.

Το θεατρικό του έργο «Το όνειρο του σκιάχτρου» παίχτηκε το 1992 στο θέατρο του Βρετανικού Μουσείου της Αγγλίας στα πλαίσια του European Arts Festival. Τον ίδιο χρόνο το έργο του «Χίλιες και Μία Γάτες», σε μετάφραση του Rudrinski, βραβεύτηκε με το Α' βραβείο στον παγκόσμιο διαγωνισμό θεατρικού έργου που οργάνωσε το Πολωνικό Κέντρο Τέχνης για τη Νεότητα.

Το 1993 το βιβλίο του «Τα Τρία Μικρά Λυκάκια» έφτασε στη δεύτερη θέση των αμερικανικών παιδικών best sellers (Picture Books). Βιβλία του Τριβιζά έχουν επίσης μεταδοθεί από το BBC, έχουν περιληφθεί στα αναγνωστικά ελληνικών και αμερικανικών σχολείων και έχουν μεταφραστεί στα αγγλικά, γερμανικά, ισπανικά, ολλανδικά, σουηδικά, ιαπωνικά και σε πολλές άλλες γλώσσες. Στην Αμερική η βιβλιοθήκη του Πανεπιστημίου της Μινεσότα των Η.Π.Α. αποφάσισε να συγκεντρώσει το σύνολο των λογοτεχνικών βιβλίων του, μελέτες για το έργο του, χειρόγραφα και άλλο υλικό σε μια ειδική ερευνητική συλλογή. Η έκθεση των πρώτων αποκτημάτων της συλλογής έγινε στο Πανεπιστήμιο της Μινεσότα το Μάιο του 2000, όπου ο Τριβιζάς μίλησε με θέμα «Τα στερεότυπα του καλού και του κακού στην Παιδική Λογοτεχνία».

Appendix 2: Authentic School Newspaper Opinion Articles

In order to list the School Newspaper Article features, I have analysed the following articles:

1. "Leaving High School: Not the End of the World!", by Tamara Buckley (source: The Hound, Opinions, Issue 3, 2007, page 3)

2. "White Dresses vs Gowns", by Samantha McDevin (source: The Hound, Opinions, Issue 3, 2007, page 3)

3. "Originality in Clothing", by Melissa Hayward (source: The Hound, Opinions, Issue 2, 2007, page 3)

4. "Student Hygiene", by Melissa Hayward (source: The Hound, Opinions, Issue 2, 2007, page 3)

5. "Banning Dogs? I don't think so!" by Amy Hunter (source: The Hound, Chew on This, October 2004, page 5)

6. "Cuffing Class The Deadly Disease" by Jory Moore (source: The Hound, Opinions, Issue 4, 2006, page 4)

7. "Getting No Credit is Ridiculous!", by Jane Alison McKinney (source: The Hound, Opinions, Issue 4, 2006, page 4)

8. "Grad Ring Tradition", by Charlotte Bursey (source: The Hound, Opinions, Issue 4, 2006, page 3)

9. "Grade Nines: Getting Worse?", by Samantha Cornier (source: The Hound, Opinions, Issue 4, 2006, page 3)

10. "Too Young for a Promise Ring?", by Brittany Saab (source: The Hound, Opinions, Issue 5, 2006, page 4)

11. "Teen Romance", by Soleil Leger (source: The Hound, Opinions, Issue 4, 2006, page 2)

12. "How Young is too Young?", by: Amy Hunter (source: The Hound, Chew On This, November 2004, page 2)

13. "Shopping for Joy", by Carolyn Radcliffe (source: The Hound, Opinions, April 2005, page 2)

14. "Mixed Feelings on New Cell Phone Rules", by Hallie Jewel (source: The Hound, Opinions, April 2007, page 4)

15. "Stereotyping of Teenagers Sucks", by Emily Abrams (source: The Hound, Opinions, April 2007, page 4)

16. "Why do So Many Students Fail Math?", by Mitchell Pert (source: The Hound, Opinions, April 2007, page 4)

17. "Take It Off", by Bruce Dryer (source: The Vitalis, Opinions, June 2004, page 3)

18. "Pre-marital Sex", by Ashley Henderson (source: The Vitalis, Opinions, June 2004, page 2)

19. "Letter from the Editor-Isabelle", by Isabelle Worley (source: Switch, the newsmagazine for kauai's teens)

Leaving High School: Not the End of the World!

by: Tamara Buckley

With graduation approaching, it seems natural that grads would want to review the past four years. When I started high school, I was told that these would be the best years of my life, but frankly, if my life has peaked at 18 and high school really is as good as it gets, then that is a fairly depressing thought

I am not sure when we adopted this idea that these years are the epitome of our existence. I went through high school comparing my experiences to those around me, people who always seemed to be having a lot more fun and feeling a lot less awkward.

I see now that most of them are probably faking it, but it presents many false standards for those of us who aren't crazy about pep rallies and football games. High school caters to the socially adapted, the teenage elite.

High school is filled with young people who have no idea who they are or what direction they want their lives to take, and not just in the career sense either. Take 1200 kids stuck in an identity crisis, throw in the raging hormones and the overvaulting insecurities, and you have high school.

To me, it is kind of like survival of the fittest. It's like Charles Darwin and an episode of Animal Kingdom all rolled into one. You can easily spot the ones who can honestly say these will be the best years of their lives; they tend to coast through high school easily without a lot of the pressures that the rest of us face.

For the rest of us, it's not quite that simple. I think, as someone who is typically on the outside, we need to look past it all. High school should be fun, but there shouldn't be so much pressure to fit in, settle, and know exactly who you are. We're teenagers – we're not supposed to know exactly what we want yet. It's supposed to be a time when we do not have to deal with an identity crisis, but that is the reality that we face.

The thing is, I'm not sure high school was ever meant to be "the best years of our lives", how could it be? It's supposed to be a little awkward and strange because that is virtually the portrait of every high school student. All the politics and mind games that come with these years are just the consequences of pretending to have it together, when we really don't.

Look at the Columbine shootings. The shooters were two high school boys who were in way over their heads. Maybe if they hadn't been spoon-fed the idea that high school is the absolute end of the world, they would've had a little more hope that things would get better for them. Maybe this would have prevented their actions.

I am graduating in 6 weeks. The thought has never crossed my mind that I would be leaving behind something irreplaceably great by graduating. It will actually be a relief to be out of high school. We'll finally be in the real world, and as corny as it sounds, I think that after high school is when life truly begins.

White Dresses vs Gowns

by: Samantha McDevitt

As graduation draws near, everyone is getting excited, sad and nervous. At SJHS, graduation means taking another step in life and finding who you really are. It also means a lot of tradition! One of the biggest controversies about graduating here is the white dresses and suits we use instead of caps and gowns.

When you come to SJHS most people know that they will be graduating in white dresses for the girls and suits for the guys. But once you're in grade twelve, you realize that graduation is very expensive. We have to pay a student fee and a grad fee as well as buy a grad ring, a year book and grad photos! I know that we don't have to get the yearbook, but most grade twelve students want one for their final year.

All these things do add up, and the biggest expense of all is prom. Girls have to pay for a white dress, prom dress, shoes for each, hair appointments and make up! Guys have to get a suit or tux, shoes, prom tickets and a corsage.

Prom is a special time, but it costs too much! We are trying to save money for post secondary education. This can be hard when you're spending $500-700 just to graduate.

One way we could cut down these costs would be to wear cap and gowns. I know that SJHS has been wearing the white dresses since 1805 but we don't have to carry out this tradition forever.

Here is what Mr. Harbinson has to say: "Saint John High is known to be very unique and white dresses have been used for 200 plus years. On the fourth floor there are pictures of your predecessors wearing their white dresses and suits. This tradition is very important to the school."

I did a count of 55 grade twelve students. There were 30 students who wanted to wear a cap and gown while 25 liked the white dresses and suits. There is not a big difference, and most students I asked didn't seem to care. So why don't we stop wearing white dresses and suits because it is just an added cost to graduating students.

Originality in Clothing

by: Melissa Hayward

If you walk down the halls of SJHS, you'll notice that several other people may be wearing the same shirt as you, or the same pants, shoes, and so on. This is really no surprise because, quite frankly, there are very few stores to choose from in Saint John's good 'old McAllister Mall.

You know, there is American Eagle, Athlete's World, Garage, Pseudio, etc., and that is it. It is very difficult these days to be original and have your own sense of "style" when there are so few possibilities. Go to the States and you will see malls with three stories and they have many stores to shop in.

When a popular store at the mall comes out with new clothing, you will see everyone wearing it. I find it very difficult to buy any clothes at American Eagle, for example, without having dozens of people at school with the same thing. And for this reason, I think that Saint John should bring in some new stores.

There are approximately 100 stores in McAllister Place and only a possible 10 stores for teenagers to shop at for clothing, including all different styles. So if you are into skateboarding clothing, you only have 1 store to shop at. If you are more into athletic clothing, then you have about 2 stores to shop at. Girls who are interested into a more dressy style, have a few different stores to choose from.

All I am saying here is that I really think Saint John should look into bringing in more stores for the public; not only for teenagers, but for adults too. After all, our city council is always trying to bring more people into Saint John and attract tourists, so maybe if we had a bigger shopping mall then we would bring more people in. I know that there are some new stores being built at the moment so hopefully they will be a step in the right direction.

Clothing is often worn to "reflect your personality". So be it! Let's get some new clothing stores in Saint John because American Eagle is so last year!

NHL Violence
by: Justin French

Fighting really hasn't been an issue in the NHL until this season. The players are a lot bigger and stronger than they used to be, and can pack more of a punch if in a fight.

Over the past month there have been many hockey "insiders" who have been debating whether fighting should be taken out of the game, due to player injuries. Then the coaches got into the action and contributed their opinion; next came the players themselves.

The "insiders" are going back and forth at each other giving reasons why fighting should be eliminated, and why it should stay. ESPN analyst and former NHL center Bill Clement said, "I have always believed that far more people come to games to see the fights than stay away. One aspect of the human makeup seldom changes, and it is our sense of morbid curiosity. ... Fighting sells!"

Some coaches believe it should be taken out of the game because they are losing too many players to injury. Edmonton head coach Craig McTavish spoke out, "I've been saying all along that someone is going to get really seriously hurt."

The players thought they should have a say since they are the ones getting involved so Jeremy Roenik said, ''I think you're going to lose fans, as much as I hate to say it. You'd like to think everybody comes to see the exciting players do their thing - but there's a large amount of people who love the physical, tough aspect of our sport. And fighting is a favorite of a lot of people."

In my opinion fighting has been in the game for too long, and you can't take it away now. A player may be provoked by another player, but he doesn't have to fight. It has always been another exciting part of the game. Every time a fight breaks out, everybody gets out of their seat to get a better look. At the end of the fight the fans and players usually give the combatants a round of applause, saluting their efforts. Then the rest of the game the crowd is waiting to see what will happen when players get out of the penalty box.

Student Hygiene
by: Melissa Hayward

Hygiene is personal for many people. But when there is a lack of hygiene, it becomes public, and everybody's problem. Hygiene is more than just being clean – it is defined as promoting sanitary practices and as the maintenance of health. Practicing good personal hygiene prevents people from catching and spreading disease, as well as helping people be confident in themselves and their bodies. Being clean is very important; poor hygiene is just plain unacceptable and also unhealthy.

Good hygiene includes washing your body, hands, hair, brushing your teeth, and all that good stuff. Doing these things regularly will help reduce bacteria on your body. Yes, having some bacteria is harmless, but a build-up of it can really damage your health.

In case you didn't know, once you hit puberty your body will go through a number of changes, which require you to pay a lot more attention to your personal hygiene. Hormones cause physical changes in your body, which means taking a lot more time cleaning and taking care of yourself and dealing with all the fun stuff like acne, bad breath, and a stronger body odor.

I'm sure that many of you have noticed while you're walking down the halls of SJHS that you sometimes come across some weird, and not so pleasant, smells. This could be easily prevented with a nice hot shower and some soap! Then, why not add some deodorant under those arms? And a little bit of toothpaste on your toothbrush will surely take that bad breath away. These are all little things that can keep you feeling and smelling fresh, and not drowning the person beside you in a rotten smell of B.O.

It is your body, so take care of it! And think of others too.

Banning Dogs? I don't think so!

by: Amy Hunter

Pitbulls, Rottweilers, Akitas. Why does the government all of a sudden want to ban these breeds of dogs from New Brunswick and Ontario? I know you'll probably say, "Well haven't you heard the stories?" Yes I have but that should not be the deciding factor to ban all of them. They all aren't bad.

Everyone's heard the story about the vicious attack on the little boy on the Kingston Peninsula. Lots of people blame it on the dogs. There are many theories about what could have happened. The female may have been in heat or perhaps the boy ended up outside and got in between the three fighting dogs.

Nobody knows what really happened but I put the full blame on the father. What kind of a parent leaves their small, 4-year-old child alone with three 80- pound Rottweilers? Every child should be supervised around any type of dog, mixed or pure breed, it doesn't matter.

Another incident happened in Ontario when a man was walking his friend's two Pitbulls at 3 AM. One question: Why at 3 in the morning? Anyway, the dogs just turned on him and the man received injuries to his legs, arms, and back. A witness said that the cops had to shoot the dogs 16 times to get them to stop. What could have spooked them or turned them to attack the hand that feeds them? Who knows? Maybe an autopsy can tell us. I think that the owner of these two Pitbulls was a careless owner. He probably used them for protection and not just as loving family pets.

You've probably read the newspaper about the government setting up a meeting to ban these breeds. They have no idea what they are talking about. It's not only Pitbulls, but also the Staffordshire Bull Terrier and the American Staffordshire Bull Terrier. It says, "They must be kept in an enclosed pen or on a chain that keeps the dog at least two meters from the property boundaries at all times." That's the worst thing you can do is keep any kind of dog on a chain. That's what makes them more aggressive. The government also wants owners to carry liability insurance in case of dog attacks. Why doesn't everybody carry that because any breed of dog can just turn on just about anyone?

On November 16th and 17th, 2004, the government is deciding on a Restricted Dogs Act in Fredericton. They invite the public to join and state their opinion on the idea. I'll try my best to be there.

The Pitbull has been bred for hundreds of years. They were bred for fighting and this is in their genes and no one can change that piece of them. It's the same as

being born with a birthmark; you can't change that either.

Fellow students seem to agree with my opinion. Stephanie French, a grade 11 student said, "These types of dogs shouldn't be banned. Just because some of these dogs are known to be violent, it doesn't mean that they all are. As long as they are handled properly they should be ok."

I discovered a book on dog aggression and it explains the many types of aggression. There is Dominance-Aggression, Territorial Aggression, and Fear-Based Aggression. Males tend to try to become the "Alpha Male" but owners must overpower that and show the dog that man is the boss and not the dog. If the dog thinks that he is able to get away with anything, it might escape and bite someone. Before getting any breed of dog, especially one of these breeds, make sure you are educated about the breed and are taking the dog through proper obedience training.

Anna Richard, a grade 10 student says, "I think they should not be banned but they have to be kept on a leash." Everyone can state his or her own opinion on this topic but I'm not changing mine. I would fight to keep these dogs alive.

So as the government decides on this topic, send them your thoughts. Don't vote to ban, vote to keep. Keep your precious pets happy, healthy, safe and away from danger.

half a minute ago. We were so lucky. What happened? Horrible Video.

"Try Honesty" by Billy Talent. Don't get me wrong I love this song, but the lead singer just should not be doing what he is doing. He looks crazy. He is head banging like a mad man; any normal man would have head trauma. I feel like he is going to jump out of his little shack of a house and destroy me with his aggressive head banging skills! I like the song, but the video doesn't suit the lead singer. If not for his insanity, this video would be great.

These 3 videos are bad in my opinion, but if you want to check them out for whatever reason, go for it!

SJHS Spirit

by: Charlotte Bursey

"Two Bits, Four Bits, Six Bits, A Dollar, "Everyone for High School stand up and holler." This is Saint John High School's cheer. I can tell you right now, about half of the population of this school doesn't know the whole thing.

Have you ever taken a look around in assemblies or pep rallies? How many times have you seen everyone standing up, cheering and clapping with excitement? Probably never! I know I've never seen it. Most students won't even chant the cheer, let alone stand up when everyone else is chanting it.

Spirit is all about the students, and we all know that Saint John High is overflowing with them. So where's the spirit? I don't think even half of us want to be proud of the school that we go to. I mean, everyone had their choice of high schools, right? And we all chose to go here, so why not show everyone why we did?

When I asked a good friend of mine, grade 11 student Erin Caldwell, what she thought about SJHS school spirit, she commented: "I feel we have no school spirit, but we need stuff to be excited about, and not just sit in the classroom the whole time doing work."

I think a big thing is assemblies. Instead of splitting them up, why not put everyone all together in the gym? That way the whole school will be there together to get hyped up. Also, the assemblies are too strict and no one has any fun. No wonder many students skip them!

The SJHS football team has only lost one game so far this year! But it would be safe to say that only 50-150 people show up for games. Football games are a good way to find your school spirit. Everyone should be there cheering on our Hounds and showing everyone how proud we are of our school and our teams. They're always a good time and an awesome way to spend your Friday night.

Some people think they're too cool to show their school spirit. Some people at Saint John High think that standing up, cheering and showing spirit will somehow make you look dumb, but when you're sitting there by yourself when everyone else around you is showing pride for their school, you are the one looking dumb. At the basketball games, there's always a gym full of students, but only about 50% of them are there showing their school spirit. Who do you think looks dumb?

Overall, Saint John High is low on school spirit. If you're proud of your school, show it, and let people know why Saint John High is your school!

Getting No Credit is Ridiculous!

by: Jane Alison McKinney

I think it is ridiculous that students who live in New Brunswick do not it get any school credit for extra-curricular activities involving the arts or sports. Many students spend more time on their outside school activities than they do on an entire course at school.

A lot of people think that sports-related activities and the arts are not as important as regular academic courses like math, science and English. However, there are many benefits of being involved in an arts or sports activity. Not only do they broaden a student's skill level, they also provide life skills that are hard to achieve or learn in a regular academic class. Teamwork, discipline, sportsmanship, and determination, some of the most important lessons to learn in life, are just a small portion of the many life skills that students involved in an extra-curricular activity will develop. Students also become accustomed to failure and learn that sometimes you can put forth your best effort and still be rejected. If it were possible to receive school-credit for these activities then more students would feel compelled to be involved and they too, would achieve these important life skills.
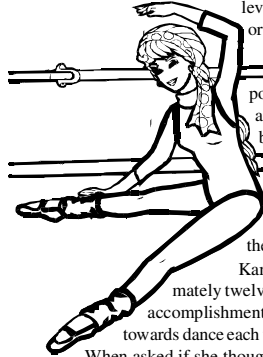
Karen Galbraith, who has been ballet dancing for approximately twelve years, has never received school credit for her ballet accomplishments. Galbraith, who puts in over twenty hours of work towards dance each week, aspires to make a career of being a ballet teacher.

When asked if she thought that arts and sports activities were as important as regular academic classes she said, "Yes, with a capital Y-E-S! Artists and athletes work just as hard as IB students works on their IB courses. It's just a different subject." Last year Galbraith passed a ballet exam called Checcetti Intermediate Exam, an extremely difficult dance exam that she will not receive any school credit for. "I worked very hard for the entire year for it," said Galbraith, "Although the exam will mean something in the ballet world, it will not mean anything to an academic university because it is not on my transcript."

The government will not do anything to change this because noone makes it an issue. As students, teachers and staff of Saint John High School we should be fighting for this very important issue that is hardly ever addressed.

Students who achieve a great level of ability in certain arts or sports-related extra-curricular activities spend hours upon hours of work and effort to be the best they can be. Students should be rewarded for this hard work and dedication with school credit to help them on their journey towards a better future.

Cuffing Class The Deadly Disease

by: Jory Moore

You all do it, whether you call it skipping, jigging or cuffing. Almost everybody

skips classes, but you never stop to think what effects missing classes has on your grades. I for one know a thing or two about skipping classes; I have been in high school for five years now because of skipping classes. You may say "What can one or two missed classes do to my grades?" Well, I am here to tell you.

You miss a class and slowly your grades start to slip. You didn't get the assignment. You didn't know about the project you had to do and you weren't there for the test. There goes a lot of marks all because you wanted to go get something to eat or do something else and all the while you're wondering why you are failing classes. It's all your own fault, so when the time comes to blame someone you will just have to look in the mirror and blame yourself.

Skipping classes is a disease. Once one class is missed others will soon follow. And nobody skips alone so, the disease is contagious. Most people start to skip classes near the end of the school year when it starts to get warm and nice out.Unfortunately, with the nice weather and hot days come the final exams of the year and for grade twelves this is very, VERY important.

With the new exemption plan implemented maybe the level of skipping will go down but maybe it won't. If people wish to skip classes then why would they care if they had to go to the exam? They would be failing the class anyway. Some of you may be thinking now, " Oh, this is all just a bunch of crap", but it's not, and you really should listen to someone who has experience with this sort of thing. I have failed many classes due to skipping.

Whether you choose to listen to me or not, this will become apparent to you in the end: skipping, cuffing and jigging, whatever you want to call it, will all turn out bad for you. No matter how much you try and deny it, it is your fault and nobody else's, not the teacher's, not the work's and not your friend's.It's yours.

A Woman's Worth
by: Kaylah Jackson

Why is it when someone wants to talk about women's rights, an egotistical male says things like: "Oh don't be a man hater." Why do men always jump to conclusions on a subject like this when it's a subject that every girl should know about? Well, boys don't worry because this article is not about you! This article is for the girls who need to get a taste of reality.

Everyday at school there are girls who are not being treated as equals. But even worse they don't realize what's happening. Girls are neither a possession nor a prize to be won by the highest bidder! Then why do they act like they are? Personally, I put some of the blame on the media. When you turn on the television you see women who fit into this image of being as fake as possible! These are girls with no self-esteem, no morals or goals, and definitely no personality!

Girls like Paris Hilton portray an unrealistic lifestyle that young girls today are greatly influenced by. Girls today need to learn to respect themselves if they ever want to be respected by others. We need to stand up and not take abuse from men or other girls. Being "Fake" is not cool! It's sad! Who are you if you can't be yourself? The more you bottle up your personality, the less personality you will have left. If you let yourself be treated like an object you will never get respect.

If you're wondering how important women's rights really are, there are famous people who do care about it: celebrities like Pink, Avril Lavigne and Alicia Keys. A song that really gives the right message is Christina Aguilera's "Can't Hold us Down." If you listen to the words of the song it's about having respect for yourself as a woman. The first two lines of the song are "What? Am I not supposed to have an opinion? Should I be quiet just because I'm a woman?"

Should we be quiet? Should we sit there and smile like nothing's wrong? How about "No!" That sounds like a good idea!

Grad Ring Tradition
by: Charlotte Bursey

Well Grads, we've all waited through these past twelve years and now our time has come. Time to graduate! And what better way to celebrate and honor our school than purchasing a graduation ring. Of course, this sounds like a silly tradition. Who really needs a ring to honor their school? But indeed, a grad ring is the perfect idea.

When you think about it, it doesn't seem like a $310 ring would do much, except burn a hole in your bank account, but in reality it's just the right thing for remembering your years at Saint John High School. Although it is just a material object, these rings can hold great significance for some people. Now I am not writing this to tell everyone you have to buy one; it's optional. But it would be a great thing to have.

One thing that is unique and special about our grad ring is that it is a one of a kind, traditional ring. There is nowhere else that you can purchase this ring. And we are one of the very few schools privileged enough to have a crest ring. Of course it kind of sounds like this tradition thing is just used as a marketing scheme to boost sales for Jostens, but really these rings date as far back as the 1930's. Who wouldn't want to carry on this tradition?

Another good reason for getting a ring is if you have a parent or any other relative who graduated from Saint John High School, it would be nice to carry on the tradition in the family and have the same ring. For example, my dad and grandfather both graduated from SJHS and we will all have virtually the same ring.

Once again, I am not trying to convince you to buy a ring. I'm just saying that it would be a nice thing to have. After all, in 10 or 20 years , you might regret that you never got one.

Personality v.s Looks
by: Katlyn Hopkins

They say that first impressions are everything. Often when meeting a new person we find ourselves giving them the once over. What are we looking for? We take in all their physical characteristics and most of the time do we not base our perception of their character traits on their appearance? This is terrible; before even giving them a reasonable chance to get on our good or bad side we set them on one. Everyone knows it isn't right to come to a conclusion without any evidence to back it up, so why do we still do this? If a person with dyed black hair, spiked jewelry and dark make-up is set in front of you, are you not going to assume they are an extremely angry, aggressive person who strictly listens the death metal? Of course you are. But on the inside that person could be the most happy-go-lucky individual you'd ever meet, if you gave them a chance.

Does what we wear always have to compliment our personality? Can't it contradict? If you are for it complimenting then by all means you should be allowed to be stereotyped; the assumption about your personality would be correct. But if you side with it being able to contradict then your clothes say absolutely nothing about you. We've come up with a term for that: "posers". Is there not a place we can meet in the middle; a happy medium? Do we always have to generalize someone's personality based on a part of themselves that they wish to express through dress?

We have become too materialistic. You cannot categorize a person entirely by an article of clothing they wear. It could reveal something completely different depending on how the onlooker perceives things. So how can you make assumptions about what a person is like purely by their appearance when everyone associates different things with different styles of clothing?

Grade Nines: Getting Worse?

by: Samantha Cormier

Is it just me, or every year do grade 9s' seems to get worse and worse? Their maturity level is unbelievable. Whether it's them running down the halls like a pack of wild animals or throwing food at each other just for the "fun" or it, it never stops, and yes, I realize that I too was a grade 9. But, I was never like the grade 9s' of today. The worst thing I ever did in grade 9 was mess up my friend's locker while she was trying to open it, or laugh and giggle really loudly so the whole hall heard me.

It's the same thing every year with the 9s. They are always stopping in the hallways and each year someone writes about it in the newspaper. But it has got to stop! A person should be able to get through the hallways without having to wait a minute until the only spot to walk through becomes available. Just the other day I said to a couple of grade 9s: "Excuse me. May I get through?" Do you think they moved? I had to practically shove them out of my way before they decided to move a bit to the right.

The one thing that I have found most disturbing about the grade 9s' this year is their respect. About a week ago, I was getting on the bus when a horse trolley came by with a bunch of tourists on it. They waved at us and I kind of smiled and waved back. The next thing I saw was a bunch of boys throwing a sub at them!! It got all in the trolley and even hit an elderly lady. I mean come on, don't kids have any respect left in them at all now a days?

Student Voice
The Hound newspaper welcomes letters to the editor from students and teachers.

Leave them in the school office

The Military: No Life Like it?

by:
Andrew Clark

As teenagers get older they start to think about what they are going to do with their lives after high school. One option that a lot of teens consider is a career in the military.

A career in the military seems easy and ideal when promoted from a booth on career day; there are all sorts of bonuses: the pay's great - $77.00 a day starting out - they will pay for your education, you are able to retire when your 40 with a full pension and still have a life ahead of you and they will even give you a gun!

However, what they don't advertise from the booth is the other, not so pretty, side of joining the military. When enlisting in the regular forces you are telling the government they can send you anywhere at any time to any conflict and with the state of the world today that's not always a great thing. So as far as pay and pension go, they had better pay well, I think risking my life everyday is worth 77 bucks. As for paying for school, that's available, true enough, but only with a guarantee of a number of years of service meaning that if you want to quit, all of that money they gave you for school you have to pay back. Oh, and that gun you got? The bad guy's got one too!

I'm not trying to say don't join up. I just want to make sure that teens understand what they are getting into when they enlist.

Also, there are other options in the military. If you don't want to sign your life away you can join the reserves instead of the regular forces. The reserves do not have the power to send you out to any conflict they want. You are only contracting for any major conflict that directly affects Canada. However, if you wish to go overseas you can volunteer. Regarding post secondary help, they may not pay completely for school but they will still help out. As well, there is the CIC - Cadet Instructor Cadre. If you like a military life, like kids, and like to teach them you can enlist in this branch of the military where you are not a service officer; you simply help out teaching and participating in cadet units around Canada.

So, I hope after reading this, teens can go away with a better understanding of what they are getting into when they join the strong, proud Canadian Forces.

Equality:Gone Far Enough?

Throughout history women have made some very significant achievements. These have, in return, finally gained them more respect from men. However, just when women are so close to the ultimate goal of being viewed as equals, they are bringing themselves down. Women must learn to draw the line and quit while they're ahead.

In this fight for equality women are attempting to change the way particular words are presented because they feel it is excluding their sex. This is used with the idea that women are not being recognized in the use of words such as 'human' and 'man-made', etc..

by:
Katlyn Hopkins

It's understandable; they are demonstrating just how strongly they feel by going to the extremes but it's become ridiculous. People won't take this word change seriously. It will be a joke and more importantly women have to realize that yes, they are completely capable of changing any rule they wish but they cannot force the acceptance of these rules. You cannot kill the mentality behind it all and how people have been raised to think.

Some are fighting to have titles changed to better acknowledge both sexes. For example 'Fisherman' would be reduced to 'Fisher'. The problem with this is that originally men dominated that occupation. It was considered to be a difficult job that involved important knowledge of particular skills. That's changing the meaning of it; the title 'fisher' implies that the job isn't really all that difficult since it's become co-ed. Women have finally reached the standards of men and it's being ruined for them.

Another thing to think about is how this new 'language' would be applied. Would it be forced into English classrooms? It would be plausible if their goal were to teach it as an elective in the same way that many dying languages are accessible in universities. The question however of whether or not that's where it will stop is important. Or would schools just be the first step up? When will women finally be satisfied?

The question women should be asking themselves is: 'Are these small changes worth the fight?' When you say something like "Hey guys" to a group of 3 boys and 2 girls it doesn't mean that you are ignoring the females. Or when you see that someone has forgotten something like a bag, you say "He forgot his bag". This does not mean that you are ruling out the possibility of the owner being a female and it does not make you sexist. Of course you could say "Someone left their bag" but that's grammatically incorrect. It's implying that several people that own the bag have left it there. Women who are pushing for this language movement are reading into things and being overdramatic.

Too Young for Promise Ring?

What is a promise? When is it ok to break a promise? What is an unreasonable promise? To some, these may seem like very controversial questions, but so is the question of promise rings in high school relationships. Some will argue that a promise ring is a great way of showing someone how much you care. In my mind spending hundreds of dollars on a promise that you will most likely not keep is borderline ridiculous.

What I don't understand is how you can promise that a relationship will last when you're still a teenager. On average, high school relationships last 2-4 months. That's a pretty short time when you stop to think about it. Many students of Saint John High School share this view, including grade eleven student Dylan Crawford: "I think that they're an alright idea, but not in high

by:
Brittany Saab

school. That's kind of stupid." I understand that many high school students are in very mature relationships and truly do love the person they're with. In these cases I think that as long as you're not doing it to get "brownie points" or just because you feel like you have to then it is alright.

Please, give it at least 6-8 months before you make a decision like this. A lot of the time girls will be put into an awkward situation when they're given one. What if they don't feel the way you do? Maybe they're not ready for this type of relationship. If, after only a couple months, someone makes you a promise like this it kind of backs you into a corner. Sometimes a promise ring is just a desperate attempt to get someone to stay with you. If someone is going to change their mind just because of a piece of jewelry then something tells me this relationship isn't going to last.

While many agree with this, others take a different side to the argument. Many have the opinion that promise rings aren't really a big deal. Becky Stilwell said simply: "I think they're cute".

I'm not shooting down the idea altogether. If you've been with someone for a long time and you both know where you stand in the relationship then they can be a good idea. My point is simply that you can't promise someone that a relationship is going to work, because you can never know for certain that it will.

If you're thinking of getting one, please just consider everything involved. It could do a relationship more harm than good.

Marilyn Made Me Do It

by: Rachel Titus

In the past few years, cases of school shootings and youth violence have dramatically increased and gained more attention. Events such as Columbine and the Dawson College shooting have shocked the world and left us searching for a reason why such awful things happen. One thing is usually blamed: violence in the media.

It's definitely true that movies, music, TV and video games have all become more violent. But arguing that song lyrics, video games and gory scenes in movies cause school shootings is ridiculous. An average, sane person who is playing a violent video game might enjoy the game, but they don't get the urge to shoot people for real. It takes an already sick mind to even think of something like that, yet whenever a shooting occurs there's always way too much focus on the kind of music the shooter listened to, their favorite movies, etc.. Because of this, many artists, movies, games, shows and even books have been assigned more blame than the actual perpetrators.

A good example of this is the tragedy that occurred at Columbine High School in Littleton, Colorado. The shooting left 12 students and 1 teacher plus the 2 shooters dead, and countless injured. In the aftermath of the shootings, people were scrambling to find a reason why the students behind it did what they did.

Eric Harris and Dylan Klebold were bullied constantly at school, and felt isolated. Both had anger management problems and criminal records, and one of them was taking an antidepressant at the time of the shootings. But the fact that the boys were fans of Marilyn Manson, *The Matrix* and the computer game *Doom* became much more widely known. Their favorite bands and movies were blamed for what happened while other important facts were ignored.

It's pretty obvious that Harris and Klebold were both troubled, and that many things contributed to their actions. It's impossible to point to one thing and say, "That was the cause". For example, many shootings occur in places with lax gun control laws (making it easy for someone to get a gun). The people behind these crimes are often bully targets. They usually have a history of violence and have given out warning signs that weren't taken seriously enough. Those are just a few of many possible factors.

To me, those things are much more important and alarming than the shooter's favorite bands. So to single out the media as the problem just doesn't make sense! Many people who HAVEN'T committed mass murders listen to Manson, play *Doom* and watch *The Matrix*. The media doesn't take a healthy, sane person and encourage them to kill.

If we want to prevent school shootings in the future, we need to stop focusing on unimportant details. Blaming these events on the media is a much too easy and convenient answer to a difficult and serious question. Our time would be better spent on bullying prevention and changing gun control laws. Wasting our time blaming pop culture isn't going to solve the problem. Many things might drive someone to commit a shooting, but the media isn't one of them.

Balanced Waistlines by: Kate Hopkins

It used to be that the ideal body shape was the hourglass figure. On the catwalk women displayed clothing that was, although expensive, actually wearable in everyday life. Now fashion shows have become an extreme art form and the women are practically skeletons, representing blank canvases for the designers.

It seems that young girls are missing the point. The purpose of the models' bodies looking this way is strictly to compliment the clothing. It is not intended for people to take this realistically. Women have taken the media's power of suggestion way out of context when it comes to issues involving appearance. With these boney women on the catwalk and anorexic celebrities being the recent highlights on magazine covers, it's becoming the desired look for the average person.

In Madrid measures have been taken to encourage a balanced body weight by prohibiting models to set foot on the runway if they are recognized as underweight by the Body Mass Index chart. The limitations set will exclude an estimated 30% of the models in every show. Manufacturers of brands such as Dove have made attempts at promoting a healthy weight by using ordinary often somewhat overweight women in their advertising campaigns.

Most ads involve a person who appears to be "perfect". We see this and think if we buy what they are selling we too will look just like them, and be as happy as they are.

In the new Dove campaign average women are showing off their natural, healthy bodies with genuine happiness. You don't have to look perfect. This is what we need from the media: less fake, more realistic. We look at models and want to look just like them, without realizing how they got that way and the consequences of eating disorders.

It seems we have gotten to the point that, dare it be said, things couldn't get any worse. We have to start concentrating on how to change the direction of today's body image. Health risks are at hand in the form of eating disorders and it seems that throughout history when things reach the max they start to go backwards. Hence; history repeats itself. In other words we are meant to go back to the image of a healthy waistline. Movements such as schools enforcing a health program in phys.ed and cafeterias have been constructed to promote healthy living. Although small, these attempts at promoting the desire to have a balanced weight are crucial.

Teen Romance by: Soleil Leger

The phenomenon of teen romance! From the loving to the hating, the drama to all of the good times, being 'in love' has a big effect on the lives of teenagers nowadays. When looking down the halls of our own school, specifically at all of the P.D.A, there is no denying that 'love' is in the air. While loving someone else and being loved back usually feels good, there can be some pretty heavy ups and downs to this teen romance.

One of the most annoying downsides of teenage romance are the public displays of affection among young people these days. There's not one day that goes by in the life of an SJHS student where we're not exposed to foolish amounts of P.D.A, especially by the marble stairs at lunchtime. While fooling around with someone is fun, nobody needs to know the extent of your affection for one another. "I understand that people are very 'in love' in high school, but the rest of the school just really doesn't need to know about it," says Joanna Vlamakis.

So, if teenage romance leads to some pretty heated make-out sessions in the school hall, movie theatres or park benches, imagine what goes on behind closed doors! For many teenagers these days, 'dating' and 'going steady' basically means that you're getting laid. I'm not here to preach or to save the world, but when having sex, always be safe. Last year, according to the march of dimes statistics, 860,000 teenagers became pregnant in Canada and the United States, while 425,000 actually gave birth. Over 90% of these pregnancies were unexpected and unwanted, and could have been easily prevented. Guys, I realize it's annoying and usually a mood breaker to have to put on a condom, but in the end, it's worth it and it shows that you really do care about your girl. Girls, remember that teen mothers are less likely to finish high school, and it is also estimated that as many as 80% of these teen mothers will end up on welfare; all it takes is one pill a day to prevent this, so do it. Having a child in high school just isn't worth any of the good times you would be missing out on, no matter how much you love your partner.

When dating, the most important thing is to always stay true to yourself. If you ever feel the need to change who you are for another person, then they are not the right one for you. If you notice you're starting to stray away from your past interests, your friends and your family, then you're partner is just bringing you down. So, in high school, why not just have fun, be safe and keep it real.

Schedule Shuffles

by: Alex Bent

It's the first day back to school, and you get your schedule, only to discover that you've got Physics, Advanced Math, Calculus, Economics and Chem all in the same semester. You know what you've got to do. It's time to get a schedule change. Good luck!

Now, this is the new school year, so you've got to be reasonable. Guidance counsellors are going to be busy, but who knew it would be so difficult! Sometimes things go smoothly. You go in, say you need a change, they find your classes, things go from one semester to the next no problem, and you walk out happy as can be. Other times, you're in there looking from class to class to find openings, switching blocks and classes, sometimes dropping what you want all together, just to move a course around.

Then there are the times when you're in your class for a week or so, and realize that the class is just going to kill you and there is nothing you can do to make it bearable. You go to get a new class, and all you can do is hope that there is something better available in the same block or that you can switch another class's block to get the new one in that block! Now there's a thought that's going to hurt you if you think about it too much!

That's a big hassle just to get a course changed, but I wont lie, it's the most amazing thing in the world sometimes. Sometimes when you get back from the summer you try for a course that was full the previous year. Often it will now have the space for you. In the end you get exactly what you wanted. No matter what you do, remember, they'll try to get you classes that suit you're preferences, but it won't always work out, so go in with some patience, and a stress ball.

It Ain't No Vegetarian Bible

by: Jocelyn Godwin
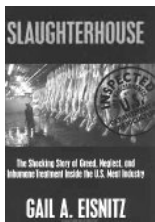
Ever wonder what goes on behind closed doors? In 1989, that's exactly what Gail Eisnitz decided to find out.

It began with a simple complaint of animal cruelty by a local slaughter-house worker and escalated into one of the most revealing books about the meat packing industry.

In "Slaughterhouse," Eisnitz interviews hundreds of employees, meat inspectors and veterinarians who work in the slaughterhouses. During her investigation she finds cases of animal cruelty, unhealthy working conditions, meat contamination and slack regulations. She becomes stranded in the meat packing industry and dives deeper and deeper into the lives of the workers.

This book isn't simply just pages full of facts; it is an actual story of one woman's journey through an industry that doesn't seem to want to correct its problems. She discovers that although the government knows about the conditions of the slaughterhouses, they do nothing to solve them. Not only do they ignore their problems, they fire anyone who is willing to speak out against them.

It's a David vs Goliath type story as she tries to take on an industry backed by the government. It is a tale of how a few thousand mid-sized slaughterhouses, which once operated under good conditions, have changed into mass-producing, mass-killing factories. The assembly line of dead animals does not stop for conscious animals or injured workers because it costs too much money to slow down. Not only does the high speed cause injuries to both animals and humans, it causes slack conditions in which veterinarians cannot properly inspect meat and so it ends up being packaged with deadly viruses.

Saint John High School grade 10 student, Sara Beveridge, says, "I thought it was very moving and it opened my eyes to a lot of unpleasant facts I would have rather thought untrue."

This is in no way a "vegetarian book". It does not preach, it simply tells it like it is. Whether you care about animals or your fellow consumer, whether you eat meat or not, this book is an excellent eye opener.

How Young is too Young? by: Amy Hunter

How young were you when your parents let you get your first piercing? My parents, thankfully, didn't really care about when I got my ears pierced. All parents are different when it comes to tattoos and piercings.

Pierced ears are fine at any age but when it comes to facial piercing and other bodily piercing, young people should seriously think about it. Don't just get a piercing because your friends are doing it or because of peer pressure. I know that piercings aren't for life but a lot of people will judge you by the way you look and the way you present yourself.

I think too many piercings is when your eyebrows, nose, the bridge between your eyes, lips, tongue, cheek and anything on your face that can be pierced, is pierced. To me, that's way too much. Seriously, good luck getting through airport security. Another disgusting thing is when your "other parts" have been pierced. Come on, is that really necessary?

Now how about those tattoos? My mother wouldn't let me get mine until I turned sixteen. I thought for six years about what I really wanted. I had many ideas but I finally decided and I got it. I hate it when teens go out and get a tattoo without their parent's approval and then a couple months or years down the road, they don't like it or they want something different in that spot. I especially think that it's funny when people get a tattoo of their boyfriend or girlfriend's name on them and then break up with that person. They are stuck with that tattoo for life.

Teens should not be able to get tattoos until they are at least 19 years old, or they should be required to have their parent/guardian sign for them. That way they can have control over a tattoo that is reasonable. Tattoos and piercings can be beautiful but when teens take it too far, it can be too much and they will probably regret it in the future.

So in conclusion, think hard before you decide to get pricked or poked.

How 'bout Them Movies?

by: Char Butler

New movies are coming out every week. Some look good, some look bad, but most people enjoy movies. I have recently been to several and here are my reviews.

* = Lowest   ***** = Highest

"Saw" this was a good movie to see for Halloween. It was gory, gross, and freaky. Basically there is a man who doesn't kill anyone, but tortures people with head games until they kill themselves or someone else. I gave this: ***

"Ladder 49" was a kind of a chick flick. I say this because while watching this movie, even the guys cried. It told a lot about families, love, and friendship. This movie was made out of respect and thanks for all of the fire fighters that risk their lives every day, especially those who lost their lives on September 11, 2001. I gave this: *****

"The Grudge" was also a very good movie to see around the Halloween season. I was scared before the previews were even over! Any movie with deceased freaks crawling down stairs and popping up out of nowhere is going to be scary... but wait! This all sounds far too familiar. Does anyone remember "The Ring"? It looks as if they took the girl from "The Ring", you know the one that crawled out of the TV and killed the guy, and put her in "The Grudge". While it was a scary movie, they could have been a little more creative about making a character who didn't look exactly like a character from another scary thriller which was popular only two years ago. I gave this: ***1/2

"The Forgotten" was an interesting movie but was fairly predictable. Some parts of the movie really got me going and I got freaked out. In other parts of the movie I questioned why they would choose something so stupid to show people. I give credit to the actors and actresses who are in this movie as they did a very good job. I gave this: ***

"Raise Your Voice" While Hilary Duff's acting and singing career have really taken off, many of us wish that it hadn't. This movie is too pathetic to even call cheesy. It is about a small town girl who heads to the big city, L.A, against her father's wishes, to perform. She believes that she is dreaming big, while he believes she has made a mistake...and she did...she made this movie!!! I gave this: * (Can you not give a star? That would be better.)

"Shark Tale" was an entertaining movie which had a cute sense of humor to it. Many have been saying that this movie is really just trying to rip off "Finding Nemo". I gave this: **

"Shall We Dance?" Most people don't find Jennifer Lopez to be a very good actress, but in this movie she seemed to pull it off well. J Lo has been known for her dance moves and in this movie she gets to be herself. The actors in this film are very good at what they do. I gave this: *** 1/2

"Team America" Anyone who has seen this movie knows that it surpassed funny. If you haven't seen it yet, you should. You'll laugh until you cry...or pee yourself. I Gave this: ****

The Joy of Homework

by: Sarah Arthurs

It takes a lot to push me 'til I respond. I accept that life is tough; I know that to get somewhere you have to do things you don't want to do. Conceive and write an article in a day, Mr. Williams? Here it is.

There are those who do squat in our classes: if they fail, it's their fault- some never learn responsibility. But what about the others- like me- who recognize a need to do well to get scholarships and good references? What we do now sets the foundation of our very near future. We need the grades, we need the experience… but do we need the excessive homework?

They say school prepares us for the real world: there's merit to that, but I know that when my parents come home at the end of the day, their work stays at the office. There are even labor laws that say a person isn't required to work more than forty hours a week. I guarantee a good student with good grades puts more into school than that.

A lot of students participate in other activities and a lot more have jobs. University isn't cheap, they've been telling us that for years: a full resume and some money in the bank is a must. All this takes time and something has to give.

Now don't get me wrong, I like a challenge and I like to learn. I also like to sleep, and maybe have a meal that isn't eaten at my computer.

I agree that in the real world you have to make sacrifices, but what values are we being taught? Work is more important than relationships? Or perhaps the ultimate value is that it is a competitive world and we have to be ahead of the game.

A line has to be drawn between work and home. These are the kind of sentiments Dr. Phil teaches every week to parents, why aren't kids subject to this lesson too?

All I know is that I'm weary from all the work assigned by an English/Journalism teacher who openly admits he's evil.

Ultimately, I take homework in good humor, but I know I'm not the only student to express this… though I may be the only one with access to a medium in which to vent it publicly.

Same Sex Marriages

by:Melanie Chaisson

To walk in someone else's shoes for a day seems pretty intense. In society today, it seems like everyone is made fun of for one reason or another. Homosexuality is sadly one of the ways of life that is looked down upon the most, especially the idea of same-sex marriages.

Even the thought of liking the same sex today seems pretty risqué, but some see it as a way of life. What's so wrong with that?

In the Bible, the act of homosexuality is portrayed as a sin. It is not the people themselves, but their ways of life, and their practices that are criticized. Religious individuals are opposed to same-sex marriages for this very reason, but even religious people have their own opinions.

Most of those who oppose same-sex marriage, regard all homosexual behavior, including that within a loving, committed
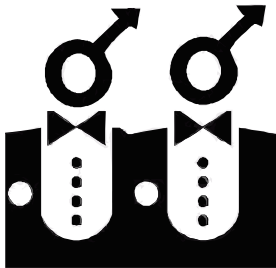
relationship to be immoral. Many would like to have it criminalized. Most feel that granting marriage rights to same-sex couples would damage and perhaps destroy the institution of marriage, and perhaps damage the culture of Canada beyond repair.

Most who are in favor of same-sex marriage see marriage as a human right and they feel that creating and maintaining second-class citizenship for same-sex couples is immoral. They feel that granting marriage rights to those same-sex couples who want to marry would strengthen the institution of marriage.

Holland and Belgium were the first political jurisdictions in the world to allow same-sex couples to marry. In mid-2003, the province of Ontario became the third.

As of February 1st, 2005, same-sex couples can now marry in seven out of the ten provinces of Canada and in one out of the three territories. A court case is expected in Alberta in early 2005. If that case authorizes same-sex marriage in the province, then only 3% of Canadians will live in a jurisdiction that still prohibits it.

Canada is one of the few countries which permits gay immigration for partners in same-sex marriages and, now, with the imminent legalization of same-sex marriage, Canada is a torch bearer. By recognizing same-sex marriage, Canada has distinguished itself as being a progressive nation and it has become a beacon and a preferred destination for partners of same sex marriages around the world wishing to live in a country which not only permits same-sex marriage but ascribes the same rights to partners of a same-sex marriage as it does to heterosexual couples.

Saint John isn't seen as a place which welcomes the homosexual society fully. We've been told that we can't have a Pride Parade, for the simple reason that people, who are straight, don't have parades because they are straight. Why don't they then?

Gay Pride should be something that is promoted, and if people want to get married sexuality shouldn't matter. If they love each other, let it be.

Just Let Go   by: Libby Bolton
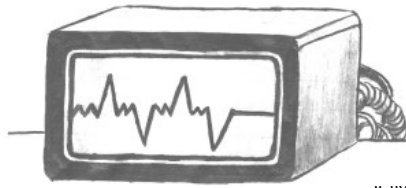
Look at your life. Think of all the things you can experience, places you can go, things that you have accomplished, and things to come in the future. There are unlimited possibilities in your life!

Now imagine that you're in a hospital bed, and the only thing that's keeping you alive is a feeding tube. You've suffered brain damage, so you can't communicate in any way. You can't move either. You're basically a vegetable. When you take the time to think through this situation, you realize that no one would want to live in that state.

But if you can't communicate, who has the right to decide if you should live or die? It's true, for almost all of us, our families know us the best. But if they had to make the choice between keeping you alive or not, their decision would probably be biased because of overwhelming emotions such as grief, anxiety, and remorse.

Besides your family, there is the federal court that can make the decision. Even though they don't know you, their decision would probably be more practical, without being biased.

When someone is in a vegetative state, they can appear to be awake with their eyes open and moving around. This can make it very difficult to accept that they are completely and irreversibly unaware of their surroundings. But we know that their condition will not improve, and that without the food tube they will die. So why force this being to live an artificial life? Why not just let them go in peace and die a natural death?

Tons of people need medical attention every day. What if, patients in a vegetative state are using up time and space in hospitals, and people who could actually benefit from medical help couldn't receive it in time? Or had a harder time receiving the attention the need?

People should realize that in these situations, it is not practical to force a person to live an artificial life. In the end, the decision isn't about eliminating their life, but simply letting them go.

Shopping for Joy   by: Carolyn Radcliffe

Ahh... How do I even begin to describe the joy that is shopping? I think Rebecca Bloomwood from *Confessions of a Shopaholic* says it best: "That moment. That instant when your fingers curl round the handles of a shiny, uncreased bag-and all the gorgeous new things inside it become yours. What's it like? It's like going hungry for days, then cramming your mouth full of warm buttered toast. It's like waking up and realizing it's the weekend. It's like the better moments of sex. Everything else is blocked out of your mind. It's pure, selfish pleasure."

Yes, shopping is definitely a pleasure and a very good way to relieve stress. Worried about school? Go buy a pair of shoes! Fretting over work? Go get a manicure or a facial! When it comes to stress relief, shopping definitely kicks aromatherapy's butt! Although... buying lots of candles is fun too. "I always say shopping is cheaper than a psychiatrist!" says Tammy Faye Bakker.

I don't understand how some people hate shopping! It is something I will always fail to comprehend. Even grocery shopping can be fun! How could somebody possibly hate a day of pampering yourself? The only downside to shopping is that you need money to do it. But all the same shopping is still one of the best pastimes I can think of. Think of all the things you can buy! Clothes, makeup, shoes, movies, mp3 players, laptops! There's always something for everyone.

No doubt about it! When it comes to shopping there is no way to be disappointed, unless you've made a bad investment choice, that is. "Shopping is better than sex," says Adrienne Gusoff. "If you're not satisfied after shopping you can make an exchange for something you really like." Precisely!

The Mental Corset

by: Meredith Hickman

We all have a mental corset, meaning an image in our head of what we should look like. We think that if we look any other way that we are ugly. Some girls think that the only hope for them is plastic surgery.

Beauty is in the eye of the beholder. Many different things that the modern western society would consider ugly would have been considered very beautiful in other cultures. People would do such things as in Mayan society where head flattening was very popular. This was done by taking an infant and binding their heads between two pieces of wood. Slowly the soft bone in the infant's head would elongate into what was thought to be very beautiful; they would be admired by their society. When most people hear about this their first thought is: Why would you do that? But this is just one of the extreme examples of how views of what is beautiful can differ greatly.

Girls and women alike try to achieve this perfect body that the media throws at us, but really over time the body image that is most desired has changed greatly. Women used to wear corsets to change the way that their body shape looked. The first corsets actually flattened the body in to a cylindrical shape and then later progressed to the hour glass figure that we are so used to seeing with corsets. Instead of using corsets, women could use waist training to decrease their waist size. The gradual tightening of corsetry would routinely reduce a 22-inch waist down to the breadth of a handspan. It's crazy what girls have done to themselves to try to fit the standard that the media has set.

Then there was the flappers, who had their athletic figures, bob cuts and short skirts. In this era it was completely normal to practice breast binding. A tight cloth was wrapped around the breasts to make them smaller, to try to get that flat chest look that was so in at the time. There was Marilyn Monroe with her natural hour glass figure which would more than likely be thought to thick for our media today.

Hearing all of this leads us to wonder: Is it all really worth it? That question is really for each person to decide but the most important thing to remember is that really it doesn't matter what other people think. The only person that you have to make happy is yourself and the sooner you realize that, the happier you will be. Any person who doesn't want to go out with the real you is not worth going out with

Why Do So Many Students Fail Math?!

by: Mitchell Pert

Let's face it, not everybody is born with the same talents. Not everybody was born with the ability to find the square route of a cosine derivative in an integral…or something.

I have seen an alarming number of students fail a math course at some point in their high school career. It seems to me that many students are forced into a level of math way over their head once grade 9 comes. Maybe it isn't the students' fault that they are failing math.

I'm sure that all math teachers have been asked, "Why are we learning this?" But is there really a logical answer to that question?

When I was in elementary school, I remember learning math that I could apply to my every day life. But when you learn math in high school, most of the time you forget it after you have been tested on it. Perhaps it's

time that we start focusing on the basics.

"I don't remember my long division. That's something I'd like to know how to do," said Hallie Jewell, a grade 12 student. And let's be honest, how many people can honestly say that they know all of their multiplication tables? Who knows, maybe some day we will be faced with a life or death situation and have to solve a quadratic function in order to survive.

Maybe it's time to rethink the way we teach math.

The Hound

Mixed Feelings on New Cell Phone Rules

by: Hallie Jewell

Recent modifications or clarifications of the cell phone policy in SJHS have caused a lot of debate. Whether you think it is a pointless policy or for the good of the school, the policy is not likely to be revoked any time soon.

This policy clearly states that cell phones will not be permitted during instruction time. However, most students were unaware that "instructional time" also includes before class and during breaks. If any student is caught using a cell phone at any time during the school day, excluding lunch hour, the cell phone will be confiscated.

As a cell phone policy offender, I have experienced first hand the consequences of

using a cell phone during school hours. I was using my cell phone on a Friday morning during break, and it was confiscated and brought to the office.

My parent was then instructed to retrieve it after school or I would be with out a cell phone until it could be picked up the following Monday. I was then informed of the "serious" risks involved in using cell phones during breaks. Apparently the use of cell phones during breaks results in students neglecting to turn their phones off for the next class.

My intention is not to argue with the policy, as I am actually in favor of the rule that the use of cell phones in class will not be tolerated. Students are often caught text messaging or even talking on phones during classes and this does distract that student and students around them.

"There's nothing wrong with keeping cell phones out of class, but I don't see why we can't use them at break. My Dad would be really mad if he had to miss work to come pick up my cell phone," says Kevin Kincade.

There's not much we can do about the cell phone policy. Like it or not, our only option is to keep cell phones out of class and use the pay phones if really necessary during breaks.

Stereotyping of Teenagers Sucks!

by: Emily Abrams

One thing that really bothers me is stereotyping. But I'm not really sure what bothers me more: teens stereotyping teens or adults stereotyping teens.

Have you ever been in a store and noticed that one of the employees was following you around? I have experienced this and it's quite annoying. Assuming that one student will steal something simply because another student has is an unfair assumption. If they're going to use that type of logic, then they should be following everybody who comes into their store, or just following those who look like they may steal instead of everyone a certain age. Judging what someone might do based on their age isn't much different than judging someone by the color of their skin.

Teens stereotyping teens is a little different. It's more based on what someone wears or looks like, rather that their age. If somebody has different clothes or a different hairstyle, they may receive the title of a "freak" or a "loser". If someone wears black, they're automatically labeled a "goth". Teens get called "preps", "gangsters", "weird" or anything really just based on how we look. I've heard some people take the stance that "If they don't look like me, then they are weird." The way people dress should have nothing to do with the way you see someone as a person.

Try not to judge people by the age they are or by the way they look. Don't be the stereotyper because you wouldn't want to be the stereotypee!

Words We Love To Hate

by: Corey Christie

Photo by: Andrew Black

They're everywhere. We hear them in the workplace, at school, at home; they're in the movies we watch, the music we listen to, the books we read...the Vitalis articles we write. What could possibly serve such a broad purpose in our society, yet be shunned by so many? The answer to that question is simple. Words, but not just any words, those evil ones some people like to call "profanity".

Originally, the term profanity was coined to mean "blasphemy", or using the Lord's name in vain, however nowadays it has come to represent a wide variety of taboo words. The use of profanity seems to be the real trend to transcend generations. For many centuries people from all over the world have been corrupted by this foul language. We are not only talking about English either. Practically every language has it's own unique set of curse words to choose from. Some modern historians call Scotland the "home of the swear word", attributing the creation of English profanity to them, but we're not going to play the blame game. No matter what brilliant minds came up with these popular terms, the point is, they are much too frequently used on a day-to-day basis, to be considered profane. Profanity veteran Andrew Black when asked, stated, "Profanity....profanity is like a contraction, it takes a long drawn out word, phrase, or emotion and compresses it into one small action-packed word!" This is true, the F-word for example can be used as a verb, noun, interjection, present participle, portmanteau, and probably several other ways, which only come off as sounding ridiculously funny.

These days, the mass media takes the opportunity to capitalize on curse words. Most musicians integrate these words into their lyrics at one time or another, and novels, and especially movies, employ swearing freely. Some record breakers in the movie department include "Pulp Fiction" with 271 F-words, "The Boondock Saints" with 238 F-words, and "Scarface" which took the 80's by storm with its once unheard of 206 F-words. You can sleep more easily at night knowing this.

Don't be fooled though, it's not only fictional characters who like to swear. Many respectable individuals have been caught with their pants down when it comes to profanity. For example, pornographer Larry Flint took the liberty of yelling "F this court!" while on trial in front of the U.S. Supreme Court, and similarly former Canadian Prime Minister, Pierre Trudeau, reportedly told opposition MP's to "F-off" in the House of Commons, back in 1983.

With such a fountain of dirty words being delivered to the ears of today's youth, I think it's going to take a little more than a bar of soap to wash out the mouths of this society. Grade 12 student, Charles Stebbings, agrees saying, "It's pretty tough to defend swearing without sounding like an asshole." While these words continue to satisfy a plethora of situations, all I ask is that we treat the language we use so loosely with more respect. In times of trouble, more cursing always seems to help. I think it's time we returned the favour; ask not what swear words can do for you, but what you can do for swear words. Seeing as how we eat, breathe, and sleep profanity, it is almost a sin not to swear. Jordon Condren reminds us: "If profanity was tolerated everywhere by everyone, I would not have had such a struggle to make this statement clean for the paper." With that said, for those about to swear, we salute you!

Take It Off

by: Bruce Dryer

Photo by: Bruce Dryer

As you all know SJHS has a policy about wearing hats in school; it is not permitted. Is this such a big deal? Should teachers enforce this rule? Should students be allowed to wear hats in school? Without this policy would anyone be at risk? These are just a few questions that pop into my mind while thinking about this subject.

I have seen some teachers that get very upset when they see students walking down the hall with hats on. Many hats get confiscated. Is this solving anything? Or is it just keeping teachers and students apart? Josh Stewart suggests that we as students should be given the option of wearing hats in school. "I have had my hat taken away from me on various occasions and it doesn't accomplish anything," says Josh. "The only thing it may do is create a negative relationship between students and teachers."

Some of you may be thinking: "Isn't it disrespectful to wear hats inside?" You were completely right about twenty years ago! People today do not seem to make as big of a deal about wearing hats inside. If teachers are looking for respect from students by us not wearing hats they are looking in the wrong place. Teachers should be more concerned about being respected in the classroom rather than students taking their hats off in the school. Josh Stewart says that this policy makes our school look respectable, but times have changed. "I don't believe people should think that you are disrespectful just because you wear a hat indoors," suggests Josh. "People should concentrate on the way people act and talk instead."

On a lighter note, as we all know everyone has a bad hair day sometime in their life. If this policy did not stand, students would not have to worry as much about how their hair looks in the morning. They could just put on a ball cap and head to school. Jessica Johnson says: "People have bad hair days once in a while and they should be able to put on a hat and not have to worry about their hair for the whole day." This could also help students concentrate on their studies rather then always worrying about how their hair looks.

Many people have many different opinions on the subject of wearing hats in schools. Wearing a hat inside does not put anyone in danger. As far as the respect thing goes, we as students, teachers and a society should be more focused on a person's words and actions instead of a piece of cloth covering up a bad hair day.

Check It Out!

Illustration by: Scott Delaney

by: Brittany Auvinen

Walk down a hall of Saint John High and you'll notice a guy or girl "checking out" a person of the opposite sex. The tight pants, short skirts, and rippling muscles are sure to give just about anyone a second chance. Even people of the same sex, check one another out. Yet, the reason for doing so varies, as many people check out someone of the same sex to sum up their competition or simply because they are attracted to the look that draws them in and they think to themselves, 'Ohh..I love her sweater. I wonder where she got it." When the topic came up in SJ High, it instantly became a hot topic.

In 1991, in Massachusetts, charges were placed against a doctor for the mere action of glaring at a female patient during a breast exam. There were no improper actions carried out by the doctor during the actual process of the examination, from the beginning to end. However, the look that he had given her as she walked into his office had given her a "bad feeling". The woman's statement was just enough to take the case to court, resulting in two court dates and several hours of valuable law work. In the end, the doctor was found innocent, but the money spent on legal assistance, time off, and the weakening of a medical reputation was all due to a glance.

When SJHS students were asked about their opinion on the matter of being checked out, there was a positive response. Tanya Troffemencoff stated, "It boosts your confidence if they're hot!". But what about those who aren't viewed as "hot" by society? Are people being treated differently according to their appearance? "When strange guys hit on me, I ignore them and just keep on walking". As for Mr. Milley's perspective on the topic, he pondered, "How can I put this without getting fired? Everyone likes attention." It's a well known fact that that's the case. It's a sure confidence booster for those being checked out. Afterall, people don't look at things that aren't worth being looked at. So, in the words of SJHS student Jordan Condren, when you see someone checking you out, "Shake it!" Saint John High.

The Importance of Not Caring

by: Valeria Stephens

There are definite parallels between municipal and student elections. Both involve smearily printed advertisements everywhere, candidates who speak with earnest seriousness and, for the most part, both are irrelevant.

It's not that I have anything against either form of government. I merely wish to point out that absolutely nothing will change, no matter who is elected. Secondly, since both rely on advertising and artificial images, those people who bother voting will be so poorly informed on the candidates' actual platforms, that voter choice will be based on things like who looks the cutest.

Primarily the thing to consider is that in any place where people get power for reasons other then skill at managing things, the bureaucracy takes over. We could elect one of the tigers from the Cherry Brook Zoo as mayor and the only difference would be more exciting politicians to look at in the parades.

All right, I admit I'm cynical. But when asking adults who they wished to vote for in the municipal election the responses I got were as diverse as: "I'm voting for the fat kid" to "Anyone but Shirley".

When you think about it, this is roughly the decision making process you used to select your member of student government. Although, perhaps you mocked the fat kid instead of voting for him.

Now I'm going to let you in on a little secret. Student government really has power! Yup, they get to plan budgets for events and things. Which means that they're roughly the equivalent of a glorified glee club. Yes, you can blame the quality of recent dances on your elected officials.

Likewise the city council has limited control over bylaws and they can sometimes slash budgets for things. But like a student government they only have a finite amount of money to work with

Pre-Marital SEX

by: Ashley Henderson

It's happening all the time and it doesn't seem to even spark a concern. Pre-marital sex is something common all around the world. Just as the planet we inhabit changes, our values and morals have changed over the years as well. Twenty or thirty years ago being pregnant before marrying was unacceptable and this unforgivable circumstance left you an outsider.

In the current day we are faced with many issues like abortion, gay/lesbian rights and freedom of choice. How did our values change within a time period of only two decades?

Bob Fogey a 29 year-old musician said, "The subject of sex is much more open and liberal. I wasn't aware of sex until I was 11 whereas nowadays some boys learn about sex or hear about it at the young age of 8. I also find that the media plays a big role in exposing sex to children at a young age.

So, it's now considered a trend, eh? Well, now we are also suffering the mighty consequences. Teens are getting pregnant at a young age and all of the 'kids' know what they're doing - or so they think. I can't count the many times I've heard my friends say, "Oh, I don't need a secondary protection (condom) 'cause I'm on the pill."

YES, YOU DO! You need a child like you need a hole in the head and that is precisely why you need to take all the necessary precautions to make sure it doesn't happen. Have fun before marriage 'kids', but stay safe.

Graduation Expenses
Where Does the Money go?

by: Ashley Henderson

So, before we get out of this nightmare we must pay. That's right we have to dish out the dough before we can escape Saint John High School. Even if you try and save money and cut corners there are still grad fees, prom expenses, graduation suits/white dresses, photos, rings and God knows what else.

As a senior female student I understand what the others went through and what many others are going through. It is complete havoc. I have my mother constantly poking me and saying, "Be careful, you won't fit into that dress of yours." After paying a great sum for my dress, which most females do, I am faced with the task of finding yet another dress. A white dress at that. I have indeed traveled to a bigger mall in hopes of finding an unfamiliar and different-looking white dress. My hopes were crushed and I soon realized I might not find a white dress unless I went to Sears. I do in fact have a graduation ring. It cost a great deal as well and it calls my name each and everyday at the bottom of my father's drawer. My parents informed me last June that I would not be able to wear the white-gold band until I was handed my diploma.

The hair appointments and make-up appointments are endless and the cash flow isn't. It's an expensive procedure but it is necessary. My pictures were taken in the fall and of course, my parents had to give one to everyone on the face of the earth and their dog. I don't even want the pictures but I'm still forced to buy the $290 package and for what? To stare at a face that doesn't even look like me?

Prom is a one night thing but I'll still be feeling the repercussions in my wallet a while after the evening passes. My parents insist on having a little get-together for my friends and family before I graduate and food must accompany this party. More money will be needed. If I wasn't so fortunate I would have to go on social assistance to fill the needs of my graduation year. In the end we're poor but we have many memories and smiles forever pasted on our faces. Maybe it is worth it after all.

a newsmagazine for kauai's teens

Letters From the Editor-Isabelle

By Isabelle Worley

It's Halloween night, you hear a knock on your door. You open your front door holding a bucket full of candy corn and Snickers, expecting to find a mini-Cinderella or the purple Teletubby. Instead a teenager dressed up in something that resembles a fireman outfit mumbles trick or treat, takes a huge handful of candy and hurries off knocking over small children on the way.

Maybe the lack of an age limit on trick or treating is unique to Kauai, but it seems that teenagers don't stop trick or treating until either they find something better to do or they move off the island. Who says you have to stop trick or treating once you hit 12?

I understand it may be a little awkward to open your door to find an oldie that obviously just threw their costume together 15 minutes before they hit the streets. But who can blame us?

Halloween is an important part of everyone's childhood and giving up Halloween means giving up that one night where you get to feel like a kid again. It means giving up planning your Halloween costume months in advance, and most importantly giving up your huge pillowcase full of free candy. Being on the other side of the door seems so boring. Who wants to give away candy instead of receive it? Not me.

So on Halloween night ignore the disapproving looks parents give you as you compete with their five year old child for candy. You don't have to bring your little brother or sister as an excuse to trick or treat.

Be proud to sport your questionable costume and brag about your pillowcase full of candy.

Don't be embarrassed to knock on that door draped in fake spider webs and proudly sing, "trick or treat, trick or treat, give me something good to eat!"

Source: < *my.highschooljournalism.org/hi/lihue/island* >

Failed Humanity by: Tamara Buckley

Since July of 2003, an ongoing conflict has raged in the Darfur region of western Sudan. The tension is between the Janjaweed, a militia group recruited from the tribes of the Bedouin Arabs, and the "non-Baggara people", who are mostly African farmers. The tension rose over scarce land resources, but as of 2003, the Janjaweed rose up after two separate groups, the Sudan Liberation Army, and the Justice and Equality Movement took up arms against the Sudanese government. In response to the uprising, the Janjaweed began to pillage towns and villages of the African tribes from which the rebel forces draw their strength. The Sudanese government has denied any affiliation with the Janjaweed, however both victims and international observers lay out the financial, and military support which the government guarantees the Janjaweed.

Reports of the estimated number of deaths varies between organizations, the Sudanese government has largely underplayed the conflict, but the United Nations has cited as many as 400,000 deaths, and as many as 2.5 million are said to be displaced as of October 2006. The media has classified the actions in Darfur as genocide, although the United Nations still refuses to do so. The UN refers to them, rather as "gross violations".

The reports from Amnesty International sparked international public attention towards the conflict, and numerous rallies have been held to protest the lack of government action in Sudan. With no political will to actually address the conflict, world leaders have reduced it to humanitarian assistance terms, refusing to take the issue on the legitimate scale of genocide. Despite mass murder, and rape, the UN report stated that "genocidal intent appears to be missing".

We have been in this situation before. Have we learned nothing from Rwanda? Political leaders waited out that conflict, refusing to take any substantial action on behalf of the victims, and when the conflict finally passed, they made statements to the public of their deep regret and shame that they did so little to protect so many. They laid out the actions they should have taken, to ensure that it wouldn't happen again. Following their public apologies, they announced plans and strategies they could use if such a conflict were to arise again. Now is their chance to redeem their political failure. There is, of course, no way of bringing back the victims who have already suffered at the hands of this conflict, but world powers have the means of securing peace for those who remain. Why is it that our concern seems to extend solely to those who reside within the confines of our own borders? It is as though because they are not Canadian, and do not speak English, we have no moral obligation to maintain their safety.

Between our nations there are great cultural differences. We speak different languages and we follow different religions. Our ways of life are dramatically different, but all of humanity should be united in one goal: peace. Despite political and ethnic diversities, people could come together on that basic principle. Instead, we ease our consciences by forming committees and attending rallies. All of those things are worthless if they are not followed by legitimate action.

It is said that humanity, as a whole, is doomed. We are told that "the fall" is inevitable; genocides will rage, wars will be fought, the poor will continue to starve and children will continue to die needlessly. We've convinced ourselves that there is nothing to be done, because it is the law of nature, as though genocide were simply some twisted form of social Darwinism. In reality, the only reason people die needlessly is because those with the power to put an end to the violence, have resigned themselves to complacency. I would say, however that the only inevitable factor in this situation, is that Darfur will become yet another item on our list of things we would change, if we had the chance.

On our hands we'll mix the blood of the people of Darfur with that of Rwanda. Our society will grow louder, and busier to block out any conscience or guilt, and we will move on, a great deal faster than we should.

Length of School Year

by: Daniel Stephen

A typical school year in Canada and the U.S. is approximately 180 days, beginning in September and ending in June. This leaves students with the summer months of July and August off. This is not so in many other nations around the world. For instance, Japanese and German school years last 240 days per year. When given international examinations, our students are definitely getting more disappointing results.

The purpose of the 10 month school year goes back to our agrarian days. There was a large number of farming families at the time and the children were needed to help out during the busy summer months. Today, with fewer family farms and with everything being mechanized, this is no longer such a necessity. Perhaps it is time to rethink how long our school year should be in our current Internet age. Also, should we reconsider how this time could be best spent?

If we wish to play catch-up with other countries perhaps we could consider a gradual change. Maybe a bit more focus on core academic subjects such as math, English and the sciences, with a slightly shorter summer vacation over a few years would allow us to see if the difference in the length of school year would be significant enough to make the change permanent.

I realize this may not sound like a great idea to students. Who wants to change a good thing and give up some of our summer vacation. But at the same time the world is moving ahead at a fairly fast pace and it is an uncomfortable thought that while they forge steadily ahead, we may be left behind, especially in this technological age. It is definitely food for thought.

Appendix 3: Judges' Validation Form

Judges' validation form

Dear Professors,

For the purposes of my MA dissertation, I would greatly appreciate your judging which of the following types of texts is expected to include the features below as follows:

a. If the feature is frequently found in **newspaper articles expressing opinion**, please *cross* (X) column **N.**

b. If the feature is expected to be found in a **high school newspaper opinion article**, please *cross* (X) column **SN**.

c. If the feature can be easily found **in both** types of texts, please *cross* (X) **both** columns.

Feature	N	SN
1. No references to the writer (i.e. the writer's view is implicitly stated)		
2. Frequent use of *you* to achieve interaction with the reader		
3. Frequent use of individualized direct speech with reference to individuals using their name and their status		
4. Supporting one's opinion through reference to facts		
5. Use of sophisticated vocabulary		
6. Expressions are mainly used with their literary meaning		
7. Lexically dense noun phrase structures with pre-modification and post-modification		
8. Low level of nominalization		
9. Common use of long sentences		
10. Use of imperative		
11. Infrequent use of contractions (e.g. you're, it's)		
12. Exclamation marks are frequently used		
13. Use of percentages (e.g. 9 percent)		
14. Point of View of an Adult (i.e. inclusive "we"= adults)		
15. Theme*s* are mainly personal pronouns and people in the position of theme		

16. Frequent use of direct questions and rhetorical questions		
17. Use of figurative language: A poetic effect is created through metaphors		
18. Supporting one's opinion through examples from everyday life and holistic expressions (e.g. all, everyone)		
19. Reference to groups, not particular individuals		
20. The author's opinion is explicitly stated through the use of formulaic expressions (e.g. 'To me', 'I think')		
21. Minimal pre-/post- modification		
22. Colloquial style through excessive use of idioms/ slang		
23. Frequent use of impersonal 3rd singular		
24. Everyday vocabulary is used		
25. Point of View of a Teenager (i.e. frequent use of inclusive "we"/ "our"= the group of teenagers).		
26. Frequent use of personal pronouns (e.g. I, you, we, they) and possessive adjectives (e.g. my, your)		
27. Themes are usually abstract nouns and gerunds.		
28. Use of numbers (eg. '30 people')		
29. Extensive use of contractions		
30. Mainly short sentences		
31. Nominalised vocabulary		

Thank you very much for your time

Appendix 4: Task-Specific Rating Scale

Pragmatic Competence Rating Scale [for Activity 1 Module 2 C1 Level May 2007]

Scoring Features	
Positive Scoring	
+40	
Use of Imperative	
Exclamation Marks	
Personal Pronouns and Proper Names in the position of theme	
Everyday Vocabulary	
Point of View of a teenager (we= teenagers)	
Frequent Use of Personal Pronouns and Possessive Adjectives	
+35	
Use of 'you' to achieve interaction with the reader	
The author's opinion is explicitly stated by means of formulaic expressions such as 'I think', 'To me' etc.	
Colloquial style through use of idioms/ slang	
Use of Contractions	

+30	
Low level of Nominalization	
Use of direct questions and rhetorical questions	
Supporting one's opinion through examples from everyday life and holistic referring expressions (e.g. all, everyone)	
Use of numbers (eg. '30 people')	
Short sentences	
+20	
Use of individualized direct speech with reference to individuals using their name and their status	
Expressions are mainly used with their literary meaning	
Minimal pre-/post- modification	
+10	
Reference to groups of people	

+0	
Supporting one's opinion through reference to facts / Use of percentages /Figurative Language creating a poetic effect/ Frequent use of impersonal 3rd singular	
Negative Scoring	
-20	
No references to the writer (stating one's view implicitly)	
Use of sophisticated vocabulary	
Lexically dense noun phrase structures with pre- modification and post-modification	
Common use of long sentences	
Nominalized Vocabulary	
-40	
No use of contractions (e.g. you're)	
Point of View of an Adult (i.e. "we"= adults)	
Themes are usually abstract nouns and gerunds	
Candidate's Total Score :	

Appendix 5: C1 KPG Excellent and Medium Scripts

Κωδικός Υποψηφίου	Κωδικός Τετραδίου	Κωδικός Βαθμολογητή Α	Κωδικός Βαθμολογητή Β	Βαθμός **Α** Βαθμολογητή	Βαθμός **Β** Βαθμολογητή
2010431	*B 1444*	2759	2808	13	14

THE SCRIPTS

ACTIVITY 1 SCRIPT	For office use only
	MARK:

It's (no) fun being an adolescent!

We're living a very special phase of our lives and this phase is called adolescence. It's the bridge between our childhood and our lives as adults. What is all about that makes this phase so special? It's exactly it's transitional nature. During this period we change. We're no longer children, but still we aren't grown ups. Changes are evident in our bodies, our spirits, our characters and we have to cope with them.

As almost everything in life, it has its good and its bad aspects. The bad ones? Probably, you all know them very well. We have to face the demands of almost everyone. We have to behave proper, we have to work hard in our schools in order to succeed in our future lives, we are not free to do whatever we want. These demands place a great burden in our shoulders and sometimes we feel we can't bear it! As a consequence comes frustration, anxiety, stress that many lead to hostile feelings for the environment that depresses us. We also have to phace changes in our personal envirnment like breaking up with a girlfriend, disagreements with our parents, possible deaths etc. All these are causes of depression.

But here come the good aspects that help us survive through this phase. We feel for the first time in our lives creative, we make new friends, we literally discover the world, we probably meet the love of our lives for the first time we feel responsible for our lives.

What is the conclution? Adolescence is a phase of life we need to live in order to grow up. It has good aspects and difficulties. But all of them strenghten us. After all, everyone has passed this phase.

Κωδικός Υποψηφίου	Κωδικός Τετραδίου	Κωδικός Βαθμολογητή Α	Κωδικός Βαθμολογητή Β	Βαθμός **A** Βαθμολογητή	Βαθμός **B** Βαθμολογητή
2010243	*C 1498*	2755	2834	11	15

THE SCRIPTS

ACTIVITY 1 SCRIPT	For office use only
	MARK:

A wise man of the East said that: "Untill my 15 years I played, untill my 25 I loved, until my 35 I fought, untill my 45 I earned and now I am begginning to learn".

Adolescence, is the period that is charaterized by joy and enthusiasm, sadness and despair, energy and frustration. It is the period every grown up person wants to live again, when he follows the time which goes back to the depth of the past, with his imagination. The most important friendships that last a lifetime. It is the period of experiences, which will from the "ego" of the adolescent. It is the period of innosence and love, where the teenager is liberated from the anguish of survival, trying to reconcile himself with his fellow - beings and the entrire world. His creative power is big, he is ready to assimilate creatively every effect from his environment and use it in order to achieve his aims.

In a splintered – off, irrational and empty world where the modern materialistic perception has destroyed the balance between the two poles, material and moral, in a period of deep contradictions and conflicts, every attempt to restore the harmony into this world, is based exclusively to the young people, who compose our future.

They are full of visions and ideals, insticts and passion, elements which not only preserve life but also contribute to its renewal.

This is adolescence. The most importand period in a person's life of coure it's fun being adolescent!, allthough sometimes the teenager feels crushed and tensioned. That is something absolute normal. It is something we all have been through, in order to acquire the ability of a correct and objective estimation of things. It is a necessity which will help us to find out our limits.

Κωδικός Υποψηφίου	Κωδικός Τετραδίου	Κωδικός Βαθμολογητή Α	Κωδικός Βαθμολογητή Β	Βαθμός **Α** Βαθμολογητή	Βαθμός **Β** Βαθμολογητή
3010269	**D 2414**	2763	2820	13	14

THE SCRIPTS

ACTIVITY 1 SCRIPT	For office use only
	MARK:

"It's no fun being an adolescent!"

Don't you get furious when you are told that adolescence is the most beautiful period of life? I'm sure you get!

Of course, we have to admit that being an adolescent means a great deal of pleasant things that you can enjoy, such as having a lot of friends and going with them to parties and concerts. What is more, you don't have to worry about money and other problems that adults have to face.

However, what is your opinion when it comes to school, foreign languages and pressure put by our parents in order us to study harder and to behave in the way they want? It is certain that all these make you feel rather stressed and not so happy about being teenager. In addition, you have to deal with all those questions that arise in this age as regards life, relationships and your future in general. Last but not least, an adolescent often does not have the right to make decisions about hiself. Everything is arranged by our parents. Is there anything tougher than this?

So, although adolescence is a nice period of life, it would be better if adults were thinking more before they called it the most wonderful and careless time of life.

Κωδικός Υποψηφίου	Κωδικός Τετραδίου	Κωδικός Βαθμολογητή Α	Κωδικός Βαθμολογητή Β	Βαθμός **Α** Βαθμολογητή	Βαθμός **Β** Βαθμολογητή
2890288	*E 2490*	2877	2772	13	14

THE SCRIPTS

ACTIVITY 1 SCRIPT	For office use only
	MARK:

"It's (no) fun being an adolescent"

Many readers of the newspaper and co – students have expressed to me their troubling thoughts about being an adolescent, at various occasions. Most of them conclude that adolescence is both very difficult also a really wonderful time for most of us.

This time period of our lives, we experience new feelings for first time. Being responsible and seeking out friendships in our own, is something very common and it is done in a concrete way. Building up friendships at this age can be very demanding but it also fills us with a lot of presure when it is succeeded. Moreover, independence is something we start experiencing these days. There are small things that we can and we are allowed to do on our own and this is very rewarding most of the times.

On the other hand there are som many things changing at the same time. Our body looks very different than it used to, people, who are near us, seek from us new demands. At the same time, we do not have the so – called "previous experience" how to handle all these great changes in our lives. Many times we fill confused and lost.

But we always have to remember that we are not the only ones who feel this way. There are so many other people who are in the same situation, people who can help us and can also enjoy with us being an adolescent.

ΠΕΡΙΟΔΟΣ: Μάιος 2007

ΕΠΙΠΕΔΟ: Γ1

Κωδικός Υποψηφίου	Κωδικός Τετραδίου	Κωδικός Βαθμολογητή Α	Κωδικός Βαθμολογητή Β	Βαθμός A Βαθμολογητή	Βαθμός B Βαθμολογητή
2300326	*F2303*	2813	2762	14	14

THE SCRIPTS

ACTIVITY 1 SCRIPT	For office use only
	MARK:

"It's (no) fun being an adolescent"

There is a myth about adolescence and the high – school years. This myth is created and reproduced by the adults, simply because they've forgotten the difficulties they faced during their own school yearss. It is so easy to compare the problems you have faced in the past (and you survived after) with the problems of the present life. Adults usually consider that it is "luxury" to attend a high – school where you see your friends every – day, have a "few" obligations, flert with boys or girls. To tell you the truth, being a teenager is a completely different situation. School is much more demanding. The daily schedule is tough and leaves no time for fun or leisure activities. Parents complain all the time to achieve high degrees, to learn two foreign languages and to spend less time by meeting our friends or going out on Fridays' and Saturdays' nights.

On the other hand, it is wonderful when we have free time from our routine to go to cinema, to listen to our favorite music, to be with our bossom friends and to walk together with our beloved boyfriend or girlfriend. Parents should understand our inner need to explore and to conquire life. Everything is new in front of our eyes and we really need to know it, to feel it and to live it till the end. Parents should let us "seize the day".

ΠΕΡΙΟΔΟΣ: Μάιος 2007

ΕΠΙΠΕΔΟ: Γ1

Κωδικός Υποψηφίου	Κωδικός Τετραδίου	Κωδικός Βαθμολογητή Α	Κωδικός Βαθμολογητή Β	Βαθμός A Βαθμολογητή	Βαθμός B Βαθμολογητή
2010843	*G 1493*	2755	2834	13	12

THE SCRIPTS

ACTIVITY 1 SCRIPT	For office use only
	MARK:

"It's (no) fun being an adolescent"

All adults look back with nostalgia in the years of their adolescence and wish they could return to it again. They say they have been the best years of their lives.

As a teenager student I agree, and with me most of you believe, that adolescence has two shades: it can be difficult but also pleasurable. Moreover, we surely enjoy its benefits: not worrying about making money, having time for fun, going out with friends.

On the other hand, there are the harsh possibilities we have to keep up with, such as school, sports and all the activities we feel there are important to have a beneficial future. However, these concude in feelings of stress, depression, loss, fear of the aunknown and also that people expect more than we can give.

Adolescence is a weird period. On one hand we seek our independence and the responsibilities of our actions with the help of our friends and family, while on the other hand we have to face ourselves, the world and the conflicting demands from all.

Yes, adolescence can be both: happiness and misery and it's in our hands to make the best of it.

ΠΕΡΙΟΔΟΣ: Μάιος 2007

ΕΠΙΠΕΔΟ: Γ1

Κωδικός Υποψηφίου	Κωδικός Τετραδίου	Κωδικός Βαθμολογητή Α	Κωδικός Βαθμολογητή Β	Βαθμός **Α** Βαθμολογητή	Βαθμός **Β** Βαθμολογητή
2930145	**_H2661_**	2865	2873	14	13

THE SCRIPTS

ACTIVITY 1 SCRIPT	For office use only
	MARK:

"It's fun being an adolescent!"

There is an old saying which tell us that "Nothing is perfect". So, I am of the opinion that everything in our life is difficult and so is adolescence. Adolescence is not, for sure, the perfect situation but it is not the worse thing ever. I believe that being an adolescent is extremely difficult but it has, parallely, a lot of fun!

First and foremost, adolescence has many disadvantages. One of them is the pressure which derives form the high – level and, as a result, difficult education. We, adolescents, are getting anxious about our final exams which will be the defining factor for our future. As a result, we have little free time to spend with our friends or whatever else. We have all definitely said: that we spend our best years on these desks!

Another problem for the adolescents is that we are extremely sensitive and fragile. We cannot stand the changes in our lifes, whatever they are. A change in parent's financial status, a break – up with a boyfriend or girlfriend, or even a simple trouble with friends, parents or classmates, can harm us. Such changes can lead to depression which hides many dangers for our physical and mental health.

But adolescence has not only disadvantages. Its advantages are countless instead. Although we have many duties, if we really want, we find the time to do everything we desire. We find the time to be with friends, to go to a party or to organise a prorts tournament. To make a long story short, we can find countless ways of having fun!

Moreover, the disadvantage of the lack of free time, can also be a advantage! According to an old saying; if you do not lose something, you will not appreciated it. So, because of the fact that we do not have much leisure time, we really enjoy the little time left and we have more fun!

On the whole, adolescence may be a period which is characterised by adverse conditions, but it is the best period of the human life. Personally, I wish I could stay forever a teenager!

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ΠΕΡΙΟΔΟΣ: Μάιος 2007

ΕΠΙΠΕΔΟ: Γ1

Κωδικός Υποψηφίου	Κωδικός Τετραδίου	Κωδικός Βαθμολογητή Α	Κωδικός Βαθμολογητή Β	Βαθμός A Βαθμολογητή	Βαθμός B Βαθμολογητή
2370033	*I1520*	2820	2751	14	14

THE SCRIPTS

ACTIVITY 1 SCRIPT	For office use only
	MARK:

Happy schooldays, fun, school dances, teenage love… For many adults adolescence seem to have become synonymous with all these. What about exams, grades, stress and trouble at home? How does it feel like being an adolescent?

As adolescents, we are facing a lot of challenges in our everyday life. Finding a balance between independence and family like could be extremely hard, while reaching our potential at school could be a constant struggle. Our social life can also give us a hard time concerning fitting in our peers, in order to feel accepted by them and therefore successful and popular. The opposite sex is also a new challenge we have to face.

And that's exactly the time when stress and depression comes into our life. According to researches, 9 percent of high school students in the USA suffer from depression that could lead to desperate actions.

Dealing with stress though, can show us the other side of the story. Compassionate friends, caring parents and devotated teachers can show us the way to a more optimistic approach to life. Self confidence, trust and – why not? – love and a new relationship can help us overcome many problems and prove that adolescence could also be a really wonderful time for most of us!

Κωδικός Υποψηφίου	Κωδικός Τετραδίου	Κωδικός Βαθμολογητή Α	Κωδικός Βαθμολογητή Β	Βαθμός **A** Βαθμολογητή	Βαθμός **B** Βαθμολογητή
2370097	*J 1517*	2820	2751	13	13

THE SCRIPTS

ACTIVITY 1 SCRIPT	For office use only
	MARK:

"It's (no) fun being an adolescent!"

Adults will never admit it, but teenagers can feel it every day of their life… It's no fun being an adolescent!

Going to dances, doing mad things, running away from home at night… Well, that's the good side of life. Teenagers have to face the difference between being a six year old child and an adult. They're standing on a bridge and they don't know which way is proper to follow.

Stress, sadness, anxiety, fear, anger, worry are the emotions which make them a complicated personality and sometimes doesn't know what to decide in difficult situations or even feel! They usually become depressed about everything, like for not passing the exams, having a fight with a family member or missing a school party. As a result, they may lead to isolation and lonelyness in order to satisfy their alter ego.

Beyond these difficulties of being a teenager, this part of our life still remains the most wonderful time and our parents remember it with happiness.

The only responsibility of a teenager is going to school and much spare time to spend in entertainment and relaxing. Thinking positive, being independent and free, supporting their friends, having fun can characterize them. On the whole, just live (our) life and fighting the problems of this age!!!

Κωδικός Υποψηφίου	Κωδικός Τετραδίου	Κωδικός Βαθμολογητή Α	Κωδικός Βαθμολογητή Β	Βαθμός **A** Βαθμολογητή	Βαθμός **B** Βαθμολογητή
3010002	**_K 2421_**	2763	2820	13	15

THE SCRIPTS

ACTIVITY 1 SCRIPT	For office use only
	MARK:

IT'S (NO) FUN BEING AND ADOLESCENT

Adolescense in an important stage of human's life. All of us who are in this age have thought, at least once, how it would be if we were older.

It's true that being a teenager is very hard. You are not allowed to drink, not allowed to drive and, of course, not allowed to stay out late. Additionally, there is school and so many lessons that we have to follow, so studying absorbs lot of our free time. Not to mention the overprotecting parents who are always complaining about us not doing our homework. Sometimes all these reflect negativelly to a sensitive child who subconsiouslly becomes depressed or addicted to illegal substances.

But let's look the bright side of adolescense. For most of us is the age where we fall in love or get kissed for the first time. It's the age of innosence and fun. We get the chance to meet friends that maybe have the money to pay the bills or not. The only obligation we have is studying, and as far as I'm concerned, studying has harmed no one so far. Lastly, it is the time that we can play, dance and do crazy things more than ever.

So, in conclusion, for some maybe is fun being and adolescent and for some others not. What is important is to experience both negative and possitive things and learn from our mistakes.

Κωδικός Υποψηφίου	Κωδικός Τετραδίου	Κωδικός Βαθμολογητή Α	Κωδικός Βαθμολογητή Β	Βαθμός A Βαθμολογητή	Βαθμός B Βαθμολογητή
3011106	*L 2436*	2763	2820	13	14

THE SCRIPTS

ACTIVITY 1 SCRIPT	For office use only
	MARK:

"It's (no) bun being an adolescent!"

Our parents tell us "These are the best years of your life!" but they continue "Don't go out! You have to study!". Our teachers encourage us to become actives citizens and not to lead a passionate life but they critisize us each time we bring some new ideas.

All these contradictory states make us question whether being an adolescent is really fun. At this age, there are too many things to deal with and you have to do your best in all of them with the view to meeting the demands of our competitive society. Going to school, learning foreign languages – at least two – and taking private lessons are dominant on our agenda and restrain to a great extend your free time. In other words, too stressful conditions to have fun as a teenager.

On the other hand, adolescence is undoubtedly a remarkable age and certainly memorable. You will always remember the jokes and the funny stories with your classmates. Your first flirt, your first girlfriend or boyfriend will remain unforgettable. Our age is full of "first moments" and these moments are the ones which never fed away.

All in all, besides the stressful obligations of adolescence, we are at the best time of our life and what we have to do is just to live it!

Κωδικός Υποψηφίου	Κωδικός Τετραδίου	Κωδικός Βαθμολογητή Α	Κωδικός Βαθμολογητή Β	Βαθμός A Βαθμολογητή	Βαθμός B Βαθμολογητή
3011592	*M 2441*	2763	2820	11	14

THE SCRIPTS

ACTIVITY 1 SCRIPT	For office use only
	MARK:

Subject: "It's (no) fun being an adolescent!"

I'm 17 years old. I like my life so far. I'm spending a lot of time with my friends and we're really having a great time together. We're hanging out at coffee shops and sometimes in the evenings, we are gathering at my home where we listen to my records. I imagine that in ten years from now I will look back at the days when we got together and I'm pretty sure that I would feel happy. Unfortunately life isn't all about fun. I'm getting a lot of pressure from my parents lately because I don't study enough or so they say. On top of that I have to decide what proffesion suits me best in the near future which is very frustrating! How can they let this happen? I can't think clearly! I haven't decided which college I should go to yet and they are asking me for my future? I don't know. It is very compicated stuff. It is very difficult for a person who has my age to make up his mind on things like that. So, I guess being and adolescent isn't so much fun.

Κωδικός Υποψηφίου	Κωδικός Τετραδίου	Κωδικός Βαθμολογητή Α	Κωδικός Βαθμολογητή Β	Βαθμός **Α** Βαθμολογητή	Βαθμός **Β** Βαθμολογητή
3011035	**_N 2443_**	2763	2820	12	15

THE SCRIPTS

ACTIVITY 1 SCRIPT	For office use only
	MARK:

It's (no) fun being an adolescent!

How funny is it to be an adolescent after all? This question occured to me last nignt, after an argument I had with my parents about (what else?) my grades of the last simester. A "C" in chemistry and a "D" in Maths were enough to tury both of them on; and the most curious think was that my seven years old brother took also their part!

I really felt very disappointed. After the argument, I didn't fell like reading, eating or talking to my girlfriend at all. I only wanted to watch TV and fall to sleep, in order to avoid thinking how worthless and withdrawn I was.

This morning I woke up with a different perspective: I looked over my past simester grades and remembered that they were all "A" s and one "B". So I started thinking possible reasons why it went so bad this simester. The answer was obvious: the sudden death of grandma and the change of the job for my father (he got fired from the previous one but fortunately got a new one quickly). However neither my parents nor my brother took the time and effort to think about how these changes influenced me. So I decided to talk to them and expose my feelings. Now everythink is seatled down and we took together some decisions. Today I feel more calm, less stressed and closer to my family.

What I am trying to say, is that often older people forget the difficulties of their own adolescence and younger people cannot understand us, due to lack of experiences, so they judge us in a severe way. What should do from our part is to act with maturity and put them in front of their responsibilities. We should not feel hopeless, with drawn, isolated and alone. We must try to argue reasonably. Respect is gained and this process is often difficult.

So continue dreaming, fall in love, do sports, argue with friends and family but also try to cope with your own responsibilities at school at home, in a mature way. This is the most beautiful period of our life. Do not spoil it feeling stressed, or sad or isolated. Communicate your problems and everythink will be solved easier, in order to leave time for fun and hapiness. This is the way is to experience the fun of adolescence. It is fun to be a teenager if you act this way.

ΠΕΡΙΟΔΟΣ: Μάιος 2007

ΕΠΙΠΕΔΟ: Γ1

Κωδικός Υποψηφίου	Κωδικός Τετραδίου	Κωδικός Βαθμολογητή Α	Κωδικός Βαθμολογητή Β	Βαθμός A Βαθμολογητή	Βαθμός B Βαθμολογητή
3010544	*O 2444*	2763	2820	14	14

THE SCRIPTS

ACTIVITY 1 SCRIPT	For office use only
	MARK:

It's (no) fun being an adolescent!

When it happens to mention our age in he presence of adults, many times we receive the ensounding response: "17? Wow! What a fantastic age!"

However, as all of you, aged between fourteen to nineteen, know, there is nothing "fantatic" about our age. Being an adolescent nowdays entails a lot of difficulties and stress.

It's true that most of our problems in relevance with our family are encountered by adults as well, but the difference is that there is little we can do about them. We can't do much neither for the financial problems of the family nor the arguments between our parents.

On top of that everyone expects from us to succeed in school and in life in general. We get anxious and wonder whether we'll manage. Sometimes we get intimidated by the expectations that our teachers and parents hold for us and we withdraw and feel depressed.

Luckily, there is an andidote to all this. That is our friends and classmates. With their presence all our problems apparent to be common problems and consequently more easy to deal with them. With the possitive attitude which derives from our youth, and possibly some good music, we lift our spirits and we go on with our lives.

ΠΕΡΙΟΔΟΣ: Μάιος 2007

ΕΠΙΠΕΔΟ: Γ1

Κωδικός Υποψηφίου	Κωδικός Τετραδίου	Κωδικός Βαθμολογητή Α	Κωδικός Βαθμολογητή Β	Βαθμός **A** Βαθμολογητή	Βαθμός **B** Βαθμολογητή
3010818	**_P 2447_**	2763	2820	13	13

THE SCRIPTS

ACTIVITY 1 SCRIPT	For office use only
	MARK:

Why everyone keeps saying that I'm on the best time of my life?

Being a teenager is not easy. What's more, we will only find out that these are the best years of our lives when it will be too late. Trying to grow up can hide many traps and also demands crucial decisions. On the other hand, it can be fun!

It's a fact that we have a great variety of issues to take care of. Our obligations seem to be innumerable and in comparison with the demands from our parents and teachers can really lead us to stress or even depression. Now is the time to build our character and, according to my experience, our feelings go mad. We tend to feel isolated just because of an argument with a classmate, or pressured due to many homeworks!

But, we should look on the bright side! Everyone has gone through the adolescence and remembers it as an experience of a lifetime. During adolescence, we choose the main characteristics of our personality. Furthermore, we are interested in social relationships and we develop most of the stronger friendships ever. We have the opportunity to leisure and dream of our future with no guilty, something which is not easy for the busy adults. What's more we have a very romantic aspect of life: a small incident can be proven very thought – provoking.

Don't worry! Everything has come to pass. It's up to us to make this period our best. Gather hope and courage and keep your head up!

ΠΕΡΙΟΔΟΣ: Μάιος 2007

ΕΠΙΠΕΔΟ: Γ1

Κωδικός Υποψηφίου	Κωδικός Τετραδίου	Κωδικός Βαθμολογητή Α	Κωδικός Βαθμολογητή Β	Βαθμός **A** Βαθμολογητή	Βαθμός **B** Βαθμολογητή
3011499	*Q 1807*	2810	2857	14	13

THE SCRIPTS

ACTIVITY 1 SCRIPT	For office use only
	MARK:

"It's (no) fun being an adolescent!"

From times to times, we all have heard our parents tellling us: "I wish I was in your age" or "These are the best years of your life". However, adolescents don't think so! Sometimes our age is great and sometimes is a nightmare from which we want to wake up and be adults. Why is that?

An adolescent's life has to do only with home and school. A large proportion of the student are feeling that they are trapped in this routine and that their life will begin only when they will graduate. As we all know, being a student means that a lot of people, such as our teachers, our parents or even our friends have demands from us. This fact creates so much stress that can lead to serious depression. Research findings revealed that 9 percent of high school students in the U.S.A. are severely depressed. Conflicting feelings as worry, sadness and frustration affect adolescents because of a variety of reasons. A break – up with our boyfriend or girlfriend, an argument with our parents or our siblings, troubles with family members or classmates, are increasing stress in our life and it is annoying the fact that adults don't seemto understand why this is happening.

Despite all the above, being young is not so awful. Fortunately, we know how to respond to our stress, by truying to think positive. Having a good friendship can help us forget our problems or figure out solutions.

Simple things, like watching TV, listening to music or even daydreaming are making our lifes more relaxed.

On the whole, noone's life is perfect. What matters is to know how to deal with both sides of our life. By this way a young would be a responsible person in society, who may some day would say "I wish I was in your age".

ΠΕΡΙΟΔΟΣ: Μάιος 2007

ΕΠΙΠΕΔΟ: Γ1

Κωδικός Υποψηφίου	Κωδικός Τετραδίου	Κωδικός Βαθμολογητή Α	Κωδικός Βαθμολογητή Β	Βαθμός A Βαθμολογητή	Βαθμός B Βαθμολογητή
3050449	*R 1378*	2799	2869	14	14

THE SCRIPTS

ACTIVITY 1 SCRIPT	For office use only
	MARK:

It's (no) fun being an adolescent!

It is fun being an adolescent, or maybe not. For us the question is: "To be an adolescent or not to be?" Of course, our live is not a tragedy, but it is not a romantic comedy, either. Our parents keep saying that "these are the best years" of our lives, but we have certain reasons to disagree with them.

Firstly, because we realise that soon we will have to tendfor ourselves and we are going to take decisions, vital for the rest of our lives. For example, we have to choose our future studies, profession and generally our life style. And it is really hard to set your course when you are 16 or 17 years old. Furthermore, the pressure we feel at school, constant fights with our parents and sometimes our inadequate education or training can result in depession and sadness or even in the feeling of worthlessness and isolation. Not to mention that breaking up with our mates is not considered to be a factor of stress by our parents and teachers. Sometimes we try so hard to satisfy our famiy and teachers that if we fail in The school exams, we feel that every attempt in the future will be vain. And for us this is a feeling really hard to deal with.

But, fortunately, there is also the bright side of our life as teenagers. We have our friends and schoolmates to relie on, since we share the same experiences. Also, falling in love can trigger our interests and imagination and, of course, make our heart beat. Our age allows us to be spontaneus, willing to try new thinks and enjoy our holiday time with friends.

To sum up, I belive that the only thing that counts is to relish every moment of air everyday life. Focus on the good side of it, but at the same time try to face our problems in a more optimistic and mature way. I can't quarantee that this attitude will make our life easier but I think is usefull and worthy to try. Afterall we are not adults yet!

ΠΕΡΙΟΔΟΣ: Μάιος 2007
ΕΠΙΠΕΔΟ: Γ1

Κωδικός Υποψηφίου	Κωδικός Τετραδίου	Κωδικός Βαθμολογητή Α	Κωδικός Βαθμολογητή Β	Βαθμός **Α** Βαθμολογητή	Βαθμός **Β** Βαθμολογητή
2100163	**S 1308**	2789	2854	13	14

THE SCRIPTS

ACTIVITY 1 SCRIPT	For office use only
	MARK:

It's (no) fun being an adolescent!

We have all heard the same thing again and again. "These are the best years of your life!" Most parents are prone to repeating themselves because they want us to finally realise that we are going through the most magical era of our life. But is this really the case?

It is a fact that we all recognise a thing's value when we lose it. This is mainly why parents keep repeating themselves. Having left behind those years, they clearly see their worth and living with us is surely reminiscent of their adolescence.

However there have been many changes in the way of living, since they were young and this tarnishes the rosy picture o adolescence they have in mind. External factors like the rise of criminality* and the advance of technology play an important role in a teenager's life. This followed by stress at school, peer pressure, bulking hormonic changes and an inner battle tryijng to balance feelings doesn't exactly appear to all teenagers, yet in partly reflects reality.

Nevertheless most manage to lead a normal life, by the end of which they face adulthood. That' s when "ex – teenagers" realise the treasure they had for such a long time: a home always there for them, parents who care and love them as they are and won't ever question them[2]. Adolescents unconsiously live their own fairy tale through teenage life. There will always be a wicked witch but somewhere will aso be their very own fairy...

On the whole adolescence is undeniably a minefield for both parents and childre. It's up to us to make our lief even more wonderful because we after all are the ones supposed to bring "the world's former glory back". Teenagers carry hope, teenagers are the future.

*the great power all media has gained
[2]or wait for "pay back".

ΠΕΡΙΟΔΟΣ: Μάιος 2007

ΕΠΙΠΕΔΟ: Γ1

Κωδικός Υποψηφίου	Κωδικός Τετραδίου	Κωδικός Βαθμολογητή Α	Κωδικός Βαθμολογητή Β	Βαθμός A Βαθμολογητή	Βαθμός B Βαθμολογητή
2590229	*T 1093*	2874	2834	15	12

THE SCRIPTS

ACTIVITY 1 SCRIPT	For office use only
	MARK:

"It is (no) fun being an adolescent"

Certainly, we all remember of the recent 7 – day excursion with school in Rhodes, the party that C class organised or the day that some students left from school to go at the nearest pool for a bath. We can all recall, when our school team won at the basketball championship and we celebrated till 2 o'clock in the morning by organising a fiesta (like the big teams do). Perhaps, that is that our parents and teachers see, and they all say in one voice, these are the best years of your life. But is this actually the scene? Even though adolescence is a time period without serious daily life problems, it is full of stress, anxiety and questions.

It is obvious that most young people like us, do not have to care about their job, family or children. For most of us, our parents have created an environment, for others better for other worst, that we don't care about money or other issues of living. Most of us, we care about recreation, sports, shopping, fashion and other non serious problems.

However, this is the one side of the coin. Our only concern is not clothes or searching for the ideal boyfriend or girlfriend. At that period, many questions arise. We are searching for who we are and what we would like to be. We try to understand the environment through our eyes and the eyes of the elder. We feel frustration about the rapid changes taking place in our body and around us. Sometimes, we even feel withdrawal from friends, teachers or even worst from parents, which creates confusion.

In addition, we feel a lot of stress due to upcoming exams. It is horrible, to try to read when spring is outside your door. The scene becomes a nightmare when everyone says that is the period that you have to invest in your future, to secure a better life. Finally, I think, they can not conclude whether adolescence is the period to enjoy or to get anxious about our future.

Finally, I would conclude, that adolescence is an anxious period filled with stress and questions, but none of us would change it

ΠΕΡΙΟΔΟΣ: Μάιος 2007

ΕΠΙΠΕΔΟ: Γ1

Κωδικός Υποψηφίου	Κωδικός Τετραδίου	Κωδικός Βαθμολογητή Α	Κωδικός Βαθμολογητή Β	Βαθμός **Α** Βαθμολογητή	Βαθμός **Β** Βαθμολογητή
2750174	_**U 8**_	2752	2827	15	15

THE SCRIPTS

ACTIVITY 1 SCRIPT	For office use only
	MARK:

"It's (no) fun being an adolescent!"

My dear fellow schoolmates each and everyone of you have heard, at least once, an adult sayiing that adolescence is a wonderful period. The period in which you have no anxieties, no strict obligations and any kind of worries. The only thing that must be important in our lives is school. Well, isn't school the worst and the hardest obligation or not?

You all know how stressful and demanding the final exams can be. After all, here in Greece we have a "remarcable" educational system that obliges us to go to school the whole day long by attending supporting lessons in the afternoon, also. This has led to a way of life rather pressed without free time and other activities, which can certainly help us pschologically and physically. There are many examples of children's depression or even worst isolation, because of the above.

But on the other side, teh bright one, it is, indeed, the best period of a person's life. You meet the most important people of your life and creat the most real relationships that will definately last forever, if they have solid bases. You don't have to worry about money, or how to make a living and of course is the period that you can have the time of your life. Adolescence is the period of daydreaming and my advice is that we should all enjoy it for as long as it lasts.

Κωδικός Υποψηφίου	Κωδικός Τετραδίου	Κωδικός Βαθμολογητή Α	Κωδικός Βαθμολογητή Β	Βαθμός **Α** Βαθμολογητή	Βαθμός **Β** Βαθμολογητή
2900013	**_V 229_**	2760	2774	14	14

THE SCRIPTS

ACTIVITY 1 SCRIPT	For office use only
	MARK:

It's fun being an adolescent!

The best years of my life are right now. Being in high school, hanging around with my friends, talking on the phone until late at night, and dreaming about the best looking boy in school. His face, his hair, they way he walks, the way he talks. It's enough to drive you insane.

Anyways, enough about that, I enjoy my life. I am a 17 years old female, and sure lie does have it's ups and downs, but I think I have it balanced out. But, I do owe it to my friends. Through thick and thin, good times and bad, they are always there for me.

At school, we hang out between classes, and after school we'll go for a coffee. I have two best friends, and let me tell you, we're inseparable. We've been best friends since daycare. Kind of like, the female version of the "three musketeers". We do have a lot of laughs.

Even when my parents got divorced, I had such a tough time copint with the fact that my Dad would be moving out of the house, I had the help of my friends to get me through it. It wasn't esy to talk to anyone else, but them. They helped me get by it, and gave me that shoulder to cry on.

Anyways, being a teenager, might be a difficult time in life, I know I have to make the best of it. And that's with my friend, because I know, when we're old, and grey, we'll look back at this time in our lives, and say "those were the best years of our lives".

ΠΕΡΙΟΔΟΣ: Μάιος 2007

ΕΠΙΠΕΔΟ: Γ1

Δραστηριότητα: 1

Κωδικός Υποψηφίου	Κωδικός Τετραδίου	Κωδικός Βαθμολογητή Α	Κωδικός Βαθμολογητή Β	Βαθμός **Α** Βαθμολογητή	Βαθμός **Β** Βαθμολογητή
3160113	_b604_	2869	2762	9	8

THE SCRIPTS

ACTIVITY 1 SCRIPT	For office use only
	MARK:

"It is no Fun being an adolescent". Today we are going to analyse this statement.

The world of adolescent is a difficult stuff. The high school years are characterized by years of stress. The relationships between teenagers and between teenagers and parents are difficult. Parents and teachers have demands. Which are mostly the same. To be good at school, and to do their lessons…

Teenagers want to be intependant. and that creates them stress and depression. They believe all the world is around them.

Friendship is very important for them because they spent with friends most of their time. They share the problems and solve them and the most important is that they have common problems.

As a teenager I know the difficulties of being an adolescent…

ΠΕΡΙΟΔΟΣ: Μάιος 2007

ΕΠΙΠΕΔΟ: Γ1

Δραστηριότητα: 1

Κωδικός Υποψηφίου	Κωδικός Τετραδίου	Κωδικός Βαθμολογητή Α	Κωδικός Βαθμολογητή Β	Βαθμός **Α** Βαθμολογητή	Βαθμός **Β** Βαθμολογητή
2490401	**_c317_**	2764	2799	8	10

THE SCRIPTS

ACTIVITY 1 SCRIPT	For office use only
	MARK:

In our days many people believe that it's no fun being an adolescent, while others believe that it is fun. Strong arguments there are to support both sides, witch implies that it is worth examining the two options.

First of all, adolescents have their problems. They are trying to understand the changes they have as they grow up and this make them feel stressfull worry and even depress. Furthermore they have worries with the orther sex as they are in the age in witch they discover the differences between the two sexes and they have emotions for the opposite sex. Not only this, but also they have school and teachers, as far as parents who don't understand them and their desires.

On the other hand they don't have to worry for important things. What I mean is that they don't care about what they are going to eat or where they will stay or about money, because their parents take care of them. And of course they don't face the proplem of not having a job, witch will be their major problem after finishing school or university.

To sum up, before reaching any conclusions we have to see the benefits and the drawbacks of adolescent. There are periods not good in this age, but it's something witch will pass and will never come again.

Κωδικός Υποψηφίου	Κωδικός Τετραδίου	Κωδικός Βαθμολογητή Α	Κωδικός Βαθμολογητή Β	Βαθμός **Α** Βαθμολογητή	Βαθμός **Β** Βαθμολογητή
2490332	*d314*	2764	2799	8	9

THE SCRIPTS

ACTIVITY 1 SCRIPT	For office use only
	MARK:

It's no fun being an adolescent

Sometimes I here my parents or other adults talking about their moments as teenagers. They recall memories from the high – school years, dancing or sporting events, school trips and all the pleasures a teenager has. But have you ever think how peinful is the life of an adolescent?

It is a well – known fact, that adolescents are filled with mixed messages, sometimes negative or positive, and conflicting demands from parents, teachers and friends. This combinetion creates stress and then stress leads the teenager into a variety of feelings with the most common tension, worry, frustretion, isoletion and sadness. Research findings support this point of view, as most of the teenagers are forced to turn to desperate actions such as addiction with drugs or even sometimes to suicide.

There are meny weys that a teenager becomes stressed. First of all, the arguments with the family members especially with perents is the mein reason of such results. And when the relationship between the parents is not good the child will live under circumstances of fear. It will feel guilty about his actions in the femily and would afford the loss of his self – worth. Moreover the reletionship between the teenager and his friends is a serious fect. Trouble with classmates or breeking up with a girlfriend or boyfriend makes the teenager stressed.

However, most of the teenegers menage to overcome these obstacles by doing something enjoyable, relexing or creative such as listening to music, or hanging around with friends, peinting etc. Furthermore, the adolescents heve to cere about their friends, solving problems with them. Those are the most vital beheviors for an adolescent who wents support from his friends and family and succes in his/her cerrer.

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ΠΕΡΙΟΔΟΣ: Μάιος 2007

ΕΠΙΠΕΔΟ: Γ1

Δραστηριότητα: 1

Κωδικός Υποψηφίου	Κωδικός Τετραδίου	Κωδικός Βαθμολογητή Α	Κωδικός Βαθμολογητή Β	Βαθμός **Α** Βαθμολογητή	Βαθμός **Β** Βαθμολογητή
3011338	_**e298**_	2811	2865	9	10

THE SCRIPTS

ACTIVITY 1 SCRIPT	For office use only
	MARK:

"It's (no) fun bein an adolescent.

This life period for most of the people is the best. The remembrance of happy high – school years, of schools dances, sporting events, strong friendships and the hours spendind with your girlfriend or boyfriend, make them believe that this is the trime of happiness. However they don't see the other part of the picture.

Watching the other side we can see how painfull is adolescence for young people. The main problems of this period is depression and stress. Derpession is a mix of bad feeling as hoplessness, sadness, isalation, worry, withdrawal and worthlessness. Thise can lead to desperate actions. Teenager must think positive to avoid depression. Furthermore stress is a result of reasons such as breaking up with a girlfriend or a boyfriend. Nowadays adolescents have very high rates of stress. Moreover arguments between parents, serious injury of family member or even a loss of a family member can make the teenagers very stressfull.

These are the main problem that adolescents have to deal with and if they want to avoid them, they have to choose relaxing activities to spend their spare time like; listent to music, daydreaming, participating in sports activities and be cloze to people they care about.

ΠΕΡΙΟΔΟΣ: Μάιος 2007

ΕΠΙΠΕΔΟ: Γ1

Δραστηριότητα: 1

Κωδικός Υποψηφίου	Κωδικός Τετραδίου	Κωδικός Βαθμολογητή Α	Κωδικός Βαθμολογητή Β	Βαθμός **Α** Βαθμολογητή	Βαθμός **Β** Βαθμολογητή
3010297	**_f295_**	2811	2865	10	9

THE SCRIPTS

ACTIVITY 1 SCRIPT	For office use only
	MARK:

"Its (no) fun being an adolescent"

Being young and living for the moment that you will be an adult, it's like running the marathon for 18 years. It 's an unfair competition with the older people such us parents, teachers and all the everyday people who'es opinion is always the right one. And usually our wills are ruch, our actions – are immature, our needs are simple for them.

Imagine there was a superior court that would judge according to peoples feelings. that could have access inside an adolescents mind and heart, that feel the worries, the mental pain, the dissapointement and finally give a fair decision whether adolescent have all the privilegies of life.

Or imagine a revolutionary high technology device (not bigger than an MP3 player), that could transfer emotion and stress data inside an adult mind.

Well, lets not be selffish. Most of the times adults are right. We have an obligationto make them understad us. The solution is away from sience fiction

We must try to make adults young again. Make them to listen fun music, remind them how is to be in love and laugh with silly innocent jokes

Life is a miracle and being an adolescent in a world of adults is like sprint attaching the winter full of flawers and collours of nature cover the naked rocks. But sometimes there are allergic reactions on a small group of people.

The adults.

Κωδικός Υποψηφίου	Κωδικός Τετραδίου	Κωδικός Βαθμολογητή Α	Κωδικός Βαθμολογητή Β	Βαθμός **Α** Βαθμολογητή	Βαθμός **Β** Βαθμολογητή
3010964	**_g293_**	2811	2865	9	10

THE SCRIPTS

ACTIVITY 1 SCRIPT	For office use only
	MARK:

"It's (no) fun being an adolescent".

It is all over accepted that being a teenager might be the most enjoyable period of all your life. The majoritry of adults all over the world have great memories of their school years and seem to remember all the past events with a sense of pleasure. There are a lot of parents who feel a bit jealous towards their children who live such a funny life without any sense of obligations.

Of course such an option is merely true but adults seem to forget the variety of problems may face in the school years As we all know when you are a teenager you tend to be more sensitive and your actions might be more irresponsible. It is a crisis which affects all young people but some of us seem to be affected a little bit more. There are those who have to face a divorce, financial problems, and even worse a serious ilness of member of their family.

The fact is that young people need the support of their family in order to succeed in being independant. Apart from the schools' and the familys' help, every young person should try to make his own decisions in order to be capable enough to face the world. We should never forget that these are the best years of our life and we should enjoy as more as we can.

ΠΕΡΙΟΔΟΣ: Μάιος 2007

ΕΠΙΠΕΔΟ: Γ1

Δραστηριότητα: 1

Κωδικός Υποψηφίου	Κωδικός Τετραδίου	Κωδικός Βαθμολογητή Α	Κωδικός Βαθμολογητή Β	Βαθμός **Α** Βαθμολογητή	Βαθμός **Β** Βαθμολογητή
3010587	**_h292_**	2811	2865	8	8

THE SCRIPTS

ACTIVITY 1 SCRIPT	For office use only
	MARK:

"It's (no) fun being an adolescent"

Have you ever thought the pros and the cons of being an adolescent? The majority adults believe that this is an extremelly easy role. If somebody have the same view it would be advisable to take into consideration that a teenager should do many different things at the same time, except from that their parents demant to be the best in whatever they are doing. In this way children are getting anxious. A teenager nowadays doesn't have enough time to live the best years in someone's life. Everybody knows that a child is more sensitive in comparison with an adult. Adults should help teenagers to solve their problems even if their problems are wothless. Many times they choose to do the wrong thing rather that following the right way. They prefer to have fun that take responsibilities. The adults are obliged to accept this behavior, they can't change something. Teenagers will always be worry and huppy at the same time. They will always feel lonely although they have many friends. That is because they are trying to find themselves. And to understand the world.

ΠΕΡΙΟΔΟΣ: Μάιος 2007

ΕΠΙΠΕΔΟ: Γ1

Δραστηριότητα: 1

Κωδικός Υποψηφίου	Κωδικός Τετραδίου	Κωδικός Βαθμολογητή Α	Κωδικός Βαθμολογητή Β	Βαθμός **Α** Βαθμολογητή	Βαθμός **Β** Βαθμολογητή
3010476	_**i291**_	2811	2865	8	10

THE SCRIPTS

ACTIVITY 1 SCRIPT	For office use only
	MARK:

<center>"It's (no) fun being an adolescent!"</center>

Nowdays an adolescent has many responsibilities and have to cope with many different situations. Situations that will make him ore her to feel happy or sadness.

First of all, today an adolescent goes to school and everyone demands from him to become the best student. This fact causes stress and in the case of the failure the child may feel dissatisfaction and obtain chycological problems. Moreover the adolescent is growing up by being dependable on his parents and as a result he or she cannot cope with problems in the rest of his life which may probably appear to him.

Nevertheless, an adolescent is in the happiest age of his life because he can do anything without being responsible for important things which influence his life. His responsibilities are too simple and easy. He can talk with his friends for hours, dream what he would like to become. In addition to this he listen to music, make his own decisions, make friends and go with them for a walk. No one can ask for him to go to work, to be on time, to raise a family, to make money.

In conclusion on the one hand adolescent have to be reliable to his family, respect his parents and follow their decisions but on the other hand the adolescent has his own life and have to respect it and live it in limits of freedom.

Κωδικός Υποψηφίου	Κωδικός Τετραδίου	Κωδικός Βαθμολογητή Α	Κωδικός Βαθμολογητή Β	Βαθμός **Α** Βαθμολογητή	Βαθμός **Β** Βαθμολογητή
2010155	*j858*	2762	2756	9	9

THE SCRIPTS

ACTIVITY 1 SCRIPT	For office use only
	MARK:

"It's (no) fun being an adolescent!"

There both advantages and disadvantages when you are 17-years-old. Being an adolescent has good and bad times like all things in this world.

The good things when you are teenager is first that you have plenty time to do everything you want. Such as dancing in club, going for a coffee with your friends, talking hours on the phone with your friends, dreaming with your friends about yours future, listening music on the radio or listening your new CD on CD – player, watching T.V. or dvd on your dvd – player, going to partys with your friends, loving for the first time with a girl or boy and many others things.

But these are the good side of being an adolescent. As many things in this world, we have and a bad side. Growing up – negotiating a path between independence and reliance on others – is difficult stuff. It creates stress, makes you feel nervous and angry and it can creates serious depression for you ill equipped to cope, communicate and solve problems. Also makes you to feel worry about the future, sad sometimes and think about the worst. Some reasons about it are first of all when you are breaking up with your girlfriend or your boyfriend. Second is increased arguments with parents, brothers or sisters, if, you have, teachers or your friends. Also it's important to have a balance in your family, because a reason is serious illness or injury of your family member or a change in your parents financial status or increased arguments between your father and mother.

Athouth an adult does not understand you, because he works and has less time for you, it's important to communicate with you and try to understand you. An adult's advices could help you to plan your future and solve your problems.

Finally it's important for you to know that "these years are the best years of your life" and in the future you remember these years with love. Enjoy these years and think with hope about the future.

ΠΕΡΙΟΔΟΣ: Μάιος 2007

ΕΠΙΠΕΔΟ: Γ1

Δραστηριότητα: 1

Κωδικός Υποψηφίου	Κωδικός Τετραδίου	Κωδικός Βαθμολογητή Α	Κωδικός Βαθμολογητή Β	Βαθμός **A** Βαθμολογητή	Βαθμός **B** Βαθμολογητή
2010624	_**k883**_	2762	2756	10	11

THE SCRIPTS

ACTIVITY 1 SCRIPT	For office use only
	MARK:

"It's (no) fun being an adolescent!"

Nowadays, many young people believe that adolescence is both a very difficult but also a really wonderful time. It is true that a lot of domains of a teenager's life are at home and school.

To begin with, when you are a teenager you have to do many things. For example, listening to music, watching TV, talking with your friends on the phone about anything you want and also dreaming about the girl or boy you are crazy about. Furthermore, another benefit is that you try to become independent and take responsibility for yourshelf.

On the other hand, life for adolescents maybe have some mixed messages or conflicting demands from parents, teachers or friends. For instance, young teenagers become stressed for many reasons such as troubles with brothers or sisters, trouble with classmates and parents. All these events characterized by feelings of worry, frustration, stress and so on.

All in all, most teenagers respond to stressful events in their lives by doing relaxing things, trying positive and support from others. A lot of people support the view that the most happiest years are the high – school because you have not any worries for something.

ΠΕΡΙΟΔΟΣ: Μάιος 2007

ΕΠΙΠΕΔΟ: Γ1

Δραστηριότητα: 1

Κωδικός Υποψηφίου	Κωδικός Τετραδίου	Κωδικός Βαθμολογητή Α	Κωδικός Βαθμολογητή Β	Βαθμός **Α** Βαθμολογητή	Βαθμός **Β** Βαθμολογητή
2010230	*I888*	2762	2756	7	11

THE SCRIPTS

ACTIVITY 1 SCRIPT	For office use only
	MARK:

"It's (no) fun being an adolescent!"

Adolescence has a very complicated meaning, but I'm sure all teenagers are waiting to be in this position due to feeling independent persons. But this situation has two options that many of us have never considered.

Nowdays, young people have usually problems like breaking up with a boyfriend or a girlfriend or trouble with parents, classmates. Beside these, adolescence has more serious problems than student's life. Adults are responsible for many things at the same time. They are worried about children, work, other responsibilities of their house. In addition, they have a lot of pressure on their job and they are obliged to solve every problem. Finally, they face the lack of leisure time and a variety of different feelings such as sadness, loneliness, stress, worry.

However, adults may not have school dances and the advantage of talking with their friends of hours on the phone, but they have the most important thing, that is independence. They feel free and do whatever they want at any time. First of all, they go out for entertainment and they don't tell to anyone at what time they will return. Also, they are in a good financial position to make their dreams in reality. It's time to take their life in their hands and choose where they want to work or study.

All in all, adolescence has the above advantages and drawbacks, but everyone believes that every age has its value and we have to live as better as we can!

ΠΕΡΙΟΔΟΣ: Μάιος 2007

ΕΠΙΠΕΔΟ: Γ1

Δραστηριότητα: 1

Κωδικός Υποψηφίου	Κωδικός Τετραδίου	Κωδικός Βαθμολογητή Α	Κωδικός Βαθμολογητή Β	Βαθμός **Α** Βαθμολογητή	Βαθμός **Β** Βαθμολογητή
2860214	_**m802**_	2867	2764	12	8

THE SCRIPTS

ACTIVITY 1 SCRIPT	For office use only
	MARK:

It's (no) fun being an adolescent!

I know, adolescence is a very difficult time for most people but I strongly believe that it is also a really wonderful time.

First of all, they spend a lot of time with their friends and they have fun! They are many hours with them. It is true that young people, and I mean teenagers, believe that they can do everything and nothing can stop them. Their life is full of fun. They listen to music, try to make their own decisions, keep up friend-ships, watch T.V. etc. Some adults say that "you can trust your friends who are your friend from a youg age". In my opinion, they are right. I strongly believe that the most important friends are those who are from a young age! Also, I feel that I must confess, as a teenager, that when you are a teenager you have no limit. When they want something, they will do it.

However, sometimes teenagers feel stressed. I must confess it! Some of the reasons which make them feel stressed are the following: breaking up with a boyfriend or girlfriend, increased arguments with parents, trouble with brother or sister, increased arguments between parents, charge in parents' financial status, serious illness or injury of family member, trouble with classmates and trouble with parents. But, teenagers face these problems easily. They solve their problems! As, a teenager I know it! They know how to overcome them.

Finally, no matter what adults say, I believe that these are the best years of our life. So, have fun. Our live is full of feelings and this is very good!

ΠΕΡΙΟΔΟΣ: Μάιος 2007

ΕΠΙΠΕΔΟ: Γ1

Δραστηριότητα: 1

Κωδικός Υποψηφίου	Κωδικός Τετραδίου	Κωδικός Βαθμολογητή Α	Κωδικός Βαθμολογητή Β	Βαθμός **Α** Βαθμολογητή	Βαθμός **Β** Βαθμολογητή
2860156	**_n814_**	2867	2764	10	9

THE SCRIPTS

ACTIVITY 1 SCRIPT	For office use only
	MARK:

"It's (no) fun being adolescent!"

Adolescence is both a very difficult but also a really wonderful time for most people.

Not only adults but adolescents have many problems. When you are stressed you feel probably the tension, the sadness, the worry or the frustration. Many young people are stressed because of the lessons and the pressure of the school and the family. Also the arguments with their parents are increased, many times they disagree with their parents. Adolescents are stressed because of the trouble with their classamates or with their brothers or sisters. Furthermore there are another reasons for teenagers to be stressed such as breaking up with a boyfriend or a girlfriend and a serious illness or injury of a family member.

On the other hand the schoolyers are unforgattable. You dream for whatever you want to do in the future, to go to the university and generally you try to make your own decisions and to take responsibilities for yourself. You meet many people, you make new friends and try to support them. Additionally, adolescents can do many activities such as doing sports, listening to music, entertaining and of course relaxing. Many young people go out with their friends and participate in young member's clubs.

It is really wonderful to be a teenager and to spend many times with friends but it is too difficult because of the so many problems.

ΠΕΡΙΟΔΟΣ: Μάιος 2007

ΕΠΙΠΕΔΟ: Γ1

Δραστηριότητα: 1

Κωδικός Υποψηφίου	Κωδικός Τετραδίου	Κωδικός Βαθμολογητή Α	Κωδικός Βαθμολογητή Β	Βαθμός **Α** Βαθμολογητή	Βαθμός **Β** Βαθμολογητή
2860220	_**o817**_	2867	2764	8	10

THE SCRIPTS

ACTIVITY 1 SCRIPT	For office use only
	MARK:

"It's (no) fun being an adolescent"

Adolescence is a period of time in our life that is both fascinating and messing. The feelings that dominate in our everyday life are mixed up and they can change quite frequently during the day.

Adolescents have to deal with a large range of problems that are usually linked with school and home, as these are the places, where we spend most time of our day. Conflilcts between classmates or friends, parents or teachers never disappear. Contradictly, they multiply, as everyday new problems that we have to deal with come up.

Also, stress that always exists in every field of our lives doesn't make things better. School and teachers in combination with the large amount of homework and the parents' pressure about everything is something really annoying and exhausting too.

The lack of time is another issue that occupies us. As a result of the many responsibilities, we don't have enough time to dedicate to ourselves. Adittionally, whenever I find even a little time and I want to stay in my room and listen to music, relax, paint or even dream the door will knock and it will be my mum, who will tell me to take care of the baby, or help her with the chores, or go at super market. When will they undrestand that I need time for myself and that I have a private life?

No matter how things are, what I would advice you and what I do is to enjoy every aspect of my life, to have fun and to make problems seem simple, so as to deal with them easier.

Κωδικός Υποψηφίου	Κωδικός Τετραδίου	Κωδικός Βαθμολογητή Α	Κωδικός Βαθμολογητή Β	Βαθμός **Α** Βαθμολογητή	Βαθμός **Β** Βαθμολογητή
2780100	*p375*	2787	2813	10	8

THE SCRIPTS

ACTIVITY 1 SCRIPT	For office use only
	MARK:

"It's fun being an adolescent!"

Adults say that being an adolescent is the best period of a person's life. In fact, as an adolescent people have lots of things to face. Because of this teenagers are very stressful. Although, a point that characterize a teenager is the way he or she has to forget everything and forgive everyone. Sometimes parents cannot understand our difficult situation and this is a reason for the fights between parents and teenagers.

On the other hand, this period of our life "gives" to us a lot of fun. During this period we can enjoy every moment of our lives with our friends and our boyfriends or girlfriends. If we could see our lives more realistic, then we would realize that during this period is the first time we can feel love, friendship and hapiness.

To sum up, an adolescent in this time feel the most difficult but in the same time, the happiest moments of his, or her whole life. If parents could understand teenagers' difficult situations and teenagers could understand parents' ones, then we would realize that it's fun being an adolescent!

ΠΕΡΙΟΔΟΣ: Μάιος 2007

ΕΠΙΠΕΔΟ: Γ1

Δραστηριότητα: 1

Κωδικός Υποψηφίου	Κωδικός Τετραδίου	Κωδικός Βαθμολογητή Α	Κωδικός Βαθμολογητή Β	Βαθμός **Α** Βαθμολογητή	Βαθμός **Β** Βαθμολογητή
2780291	_g373_	2787	2813	7	9

THE SCRIPTS

ACTIVITY 1 SCRIPT	For office use only
	MARK:

<u>"It's (no) fun being an adolescent!"</u>

As a 17-year-old student, I know many things about being an adolescent.

First of all, being an adolescent is a difficult job because you have in your mind many ideas and stress about life, about a girlfriend or a boyfriend, about your family, about school etc. Teenagers think that life is a labirinth of the world and try to do things that cannot doing and then have many troubles. Growing up is a difficult staff that creates stress and it creates serious depression for young people.*

Many teenagers think that being an adolescent is the worst thing in world, but others think the exactly opposite. Teenagers try to become independent and take many responsibilities for themselves, and draw on friends and family for support.

* Young people become stressed for many reasons such as: have an argument with family or breaking up with a girlfriend or boyfriend, trouble with brother and sister or sometimes with classmates.

For be more specific, being an adolescent is a very difficult era in our life and very difficult to understand who we are.

Κωδικός Υποψηφίου	Κωδικός Τετραδίου	Κωδικός Βαθμολογητή Α	Κωδικός Βαθμολογητή Β	Βαθμός **A** Βαθμολογητή	Βαθμός **B** Βαθμολογητή
2780208	*r362*	2787	2813	8	9

THE SCRIPTS

ACTIVITY 1 SCRIPT	For office use only
	MARK:

"It's no fun being an adolescent!"

The life of a human crosses by many different domains. One of them is the adolescence which is the most important domain of his life. Though an adolescent has many problems to occupy with.

At first, an adolescent has some problems with the school. Teachers are having many demands from them and they don't try to understand the personality of an adolescent and his problems. Also the subjects are very difficult and the teachers don't try to make them easier so as to "pull" the adolescents to study. They have also much stress because their teachers are very demandful.

Secondly, an adolescent has personal problems. He sees himself changing and sometimes this change fears him. Also, he is too nervous and he feels that everybody is against him. Then his nervous character creates problems with his parents and maybe with his teachers or his friends.

Finally, an adolescent has problems with his family and his future. His parents are having many school demands from him and they press him to study very hard. Also, an adolescent is anxious about his future because he sees everyday that people can't find easily a job. So he doesn't know what to do: to study hard or to take a job from a small age.

To conclude, I have to say that an adolescent has many problems to occupy with and this makes his life depressed.

ΠΕΡΙΟΔΟΣ: Μάιος 2007

ΕΠΙΠΕΔΟ: Γ1

Δραστηριότητα: 1

Κωδικός Υποψηφίου	Κωδικός Τετραδίου	Κωδικός Βαθμολογητή Α	Κωδικός Βαθμολογητή Β	Βαθμός **Α** Βαθμολογητή	Βαθμός **Β** Βαθμολογητή
2780096	**_s353_**	2787	2813	10	11

THE SCRIPTS

ACTIVITY 1 SCRIPT	For office use only
	MARK:

"It's (no) fun being an adolescent."

Modern life! Man has mannaged to surpass himself and to set the limits of his intergration. But besides this multiform process a lot of problems have come out. Problems related to the rare spare time, the lack of rest, the stress and depression issues that modern man has to face everyday. We, the adolescents, have to deal with theese facts, in every aspect of our daily routine. Without doubt it's a very alarming problem of modern society and we have to provide efforts to make it clear to the elders that we want a better life!

The modern educational system, which requires timeless studying and the demands from our parents for better marks, are increasing the hopelesness, sadness and worryingness for our future in the employing field. We live in an age which everything is bold. Therefore we have large numbers of teenagers stressed or depressed by breaking – up issues. Besides this, there are several examples from adolescents feel frustrate, and sad due to the arguments between the family members or speech – conflicts and troubles with the parents.

What we should do? We should realise that we life maybe in the most beautifull era of ourlives. We shall commonise our problems, in orded to make it clear to everyone that we need to love, to dream, to live. This beautifull era must be filled up with emotions, feelings, freedom. Only then can we dream of an auspicious future.

ΠΕΡΙΟΔΟΣ: Μάιος 2007

ΕΠΙΠΕΔΟ: Γ1

Δραστηριότητα: 1

Κωδικός Υποψηφίου	Κωδικός Τετραδίου	Κωδικός Βαθμολογητή Α	Κωδικός Βαθμολογητή Β	Βαθμός A Βαθμολογητή	Βαθμός B Βαθμολογητή
2690083	_t948_	2853	2779	8	8

THE SCRIPTS

ACTIVITY 1 SCRIPT	For office use only
	MARK:

Adults often meet you and say: How lucky you are to be an adolescent? So you look at them with a querry, what do they mean?

Being an adolescent, yes it's fun some times. Every morning you go to school, you meet your friends, you study, you have a whole life waiting for you. I's fun going to parties, playing sports, learning different things about life, science.... In adolescence probably its the first time that you are in love, its a feeling that I would probably remember in the rest of my life, that is the way I think of it now, because now that is what I feel.

But, being an adolescent has it's bad views as well. It's the time for us to feel free but we can't. Because we are adolescents. The teachers wont let us, the parents wont, the society as a whole wont!

We are considered too young for lots of things, but on the other side, too old for other things. We are too young to take desicions, so we need advice, we are too young to say our opinion. On the other hand we are too old to act like babies or disbehave as adults name it.

What about all the other "problems" that turn around in our heads? Questions like what will I do with my life? Would I become a doctor, a journalist, a hairdresser? What my mum dad think of that? Would they like it, be disappointed with me or what?

Next question that we all have in mind is: will someone like me? Am I attractive? Am I smart? And then the more real problems? Am I social enough, do I have real friends? How my exams will go? Will everyone be happy?

Thinking everyone except myself. You want a break from being an adolescent? As an adolescent I would say that either you like it or not you are an adolescent. So find ways to coope with it. Listen to your music, the one you like, study for school but read the book you like at home. Smile at the classmates you dislike but invite your friends only at home. Pretend you listen to your parents and teachers but do your own thing.

The girl, boy you like does not like you, find another girl/boy to like, there are so many at school. Go to all the parties and events! Try to make your dreams come true and adolescence will soon be past!

It's only a time of our lives that we have to live in edges and this time either if you like being an adolescent either if you hate being an adolescent has an end! Enjoy it, is my advice!!!

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Κωδικός Υποψηφίου	Κωδικός Τετραδίου	Κωδικός Βαθμολογητή Α	Κωδικός Βαθμολογητή Β	Βαθμός **A** Βαθμολογητή	Βαθμός **B** Βαθμολογητή
2011224	_**u861**_	2762	2756	12	11

THE SCRIPTS

ACTIVITY 1 SCRIPT	For office use only
	MARK:

"It's fun (no) being an adolescent!"

"I wish I was twenty" is the answer that you' ll hear when you ask a teenager how old he'd like to be. But why teenagers prefer to be twenty than 16 or 17?

Most of us have the intention to see everything black in that age. We see only the problems that we have without understanding the benefits. Problems like stress and depression, family, school, friends are the most important things in the teenager's life but they are also the things that create stress and depression. The feeling that we can't talk to our parents, that our friends don't understand us, that school is demanding too many things lead us to other feelings like worry, sadness, withdrawal and isolation. But what happens next? We become agressive, violent, worry and when we have a problem like a breaking up with our boyfriend or girlfriend we can stand it and we also think about suicide!

What can we do about all these problems? Well I think that we must stop concentrate to them and start enjoying our age. Because all the ages have problems but also they have pleasures. When you think that you' ll have again the time to relax, to dream, to see your friends, to go on holidays as long as you want? So, boys and girls, catch the day and think possitive! Now is the time to have fun!

ΠΕΡΙΟΔΟΣ: Μάιος 2007

ΕΠΙΠΕΔΟ: Γ1

Δραστηριότητα: 1

Κωδικός Υποψηφίου	Κωδικός Τετραδίου	Κωδικός Βαθμολογητή Α	Κωδικός Βαθμολογητή Β	Βαθμός **Α** Βαθμολογητή	Βαθμός **Β** Βαθμολογητή
2011089	**_v863_**	2762	2756	11	7

THE SCRIPTS

ACTIVITY 1 SCRIPT	For office use only
	MARK:

"It's (no) fun being an adolescent"

It's said that the most wonderful period in a person's life is between twelve to twenty years old or the adolescence. Mostly it is heard from an adult's mouth rather from an adolescent. To be a teenager is not as easy as many may think.

Considering an adult's daily life, adolescent problems may sound funny at first. However changes that take placein physical, mental and emotional life of a teenager are responsible for the stress every adolescent feels. Parents ask for better marks, deny long-lasting autings, insist on being and behave like an adult, things that confuse a teenager.

On the other hand, all these changes are unique. Adolescence is a beautiful period of life in which you can make great things, such as friendships, or protesting for matters that bother you. The feeling that you can change the world is found only in adolescence.

In conclusion, is obvious that as every period in human life has both two sides, adolescence is not an exception. I advice you to live every moment of your life happily and enjoy every occasion without bother.

Appendix 6: Tables with Results of Validation

Judges' Validation Form Features	Score ___ / 20
No references to the writer (i.e. the writer's view is implicitly stated)	16
Frequent use of *you* to achieve interaction with the reader	5
Frequent use of individualized direct speech with reference to individuals using their name and their status	11
Supporting one's opinion through reference to facts	20
Use of sophisticated vocabulary	19
Expressions are mainly used with their literary meaning	7
Lexically dense noun phrase structures with pre- modification and post-modification	19
Low level of nominalization	2
Common use of long sentences	19
Use of imperative	2
Infrequent use of contractions (e.g. you're, it's)	16
Exclamation marks are frequently used	4
Use of percentages (e.g. 9 percent)	20
Point of View of an Adult (i.e. inclusive "we"= adults)	18
Theme*s* are mainly personal pronouns and people in the position of theme	5
Frequent use of direct questions and rhetorical questions	13
Use of figurative language: A poetic effect is created through metaphors	18
Supporting one's opinion through examples from everyday life and holistic expressions (e.g. all, everyone)	11
Reference to groups, not particular individuals	18
The author's opinion is explicitly stated through the use of formulaic expressions (e.g. 'To me', 'I think')	6
Minimal pre-/post- modification	4
Colloquial style through excessive use of idioms/ slang	4
Frequent use of impersonal 3rd singular	15
Everyday vocabulary is used	5
Point of View of a Teenager (i.e. frequent use of inclusive "we"/ "our"= the group of teenagers).	0
Frequent use of personal pronouns (e.g. I, you, we, they) and possessive adjectives (e.g. my, your)	2
Themes are usually abstract nouns and gerunds.	18
Use of numbers (eg. '30 people')	13
Extensive use of contractions	1
Mainly short sentences	2
Nominalised vocabulary	17

Table I: Judges' Validation Forms Results for Broadsheet Newspaper Features

FEATURES	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	SCORE	VALID PERCENT
1.No references to the writer (i.e. the writer's view is implicitly stated)			1		1							1	1			1					5	25%
2.Frequent use of *you* to achieve interaction with the reader	1	1	1	1	1		1	1	1	1	1	1		1	1	1	1	1	1	1	18	90%
3.Frequent use of individualized direct speech with reference to individuals using their name and their status	1		1	1					1	1	1	1	1	1	1					1	11	55%
4.Supporting one's opinion through reference to facts		1	1					1	1				1	1					1		6	30%
5.Use of sophisticated vocabulary					1			1	1												3	15%
6.Expressions are mainly used with their literary meaning	1	1			1		1	1	1		1		1	1	1	1				1	12	60%
7.Lexically dense noun phrase structures with pre-modification and post-modification													1			1					2	10%
8.Low level of nominalization	1		1	1	1	1	1		1	1	1	1	1	1	1	1	1			1	16	80%
9.Common use of long sentences													1			1					2	10%
10.Use of imperative	1	1	1	1	1	1	1	1	1	1	1	1		1	1	1	1	1	1	1	19	95%
11.Infrequent use of contractions (e.g. you're, it's)													1			1		1			3	15%
12.Exclamation marks are frequently used	1	1	1	1	1	1		1	1	1	1	1	1	1	1	1	1	1	1	1	19	95%
13.Use of percentages (e.g. 9 percent)	1			1			1				1					1					5	25%
14.Point of View of an Adult (i.e. inclusive "we"= adults)				1												1					2	10%
15.Theme*s* are mainly personal pronouns and people in the position of theme	1	1	1	1	1	1	1	1	1		1	1	1	1	1	1	1	1	1	1	19	95%
16.Frequent use of direct questions and rhetorical questions	1		1	1	1		1		1	1	1	1	1			1	1	1	1	1	15	75%

Feature																					Total	%
17. Use of figurative language: A poetic effect is created through metaphors			1		1		1			1	1			1		1			1		7	35%
18. Supporting one's opinion through examples from everyday life and holistic expressions (e.g. all, everyone)	1	1	1	1	1		1	1	1	1		1	1			1	1	1	1	1	16	80%
19. Reference to groups, not particular individuals	1	1	1	1	1	1		1	1	1	1		1	1	1	1	1				15	75%
20. The author's opinion is explicitly stated through the use of formulaic expressions (e.g. 'To me', 'I think')	1	1	1	1			1	1	1	1	1	1	1	1	1	1	1	1	1	1	18	90%
21. Minimal pre-/post- modification	1	1	1	1		1	1	1	1		1	1	1				1			1	11	55%
22. Colloquial style through excessive use of idioms/ slang	1	1	1	1		1	1	1	1		1	1		1	1	1	1	1	1	1	17	85%
23. Frequent use of impersonal 3rd singular			1						1					1	1						4	20%
24. Everyday vocabulary is used	1	1	1	1		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19	95%
25. Point of View of a Teenager (i.e. frequent use of inclusive "we"/ "our"= the group of teenagers).	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	100%
26. Frequent use of personal pronouns (e.g. I, you, we, they) and possessive adjectives (e.g. my, your)	1	1	1	1	1	1		1	1	1	1	1	1	1	1	1	1	1	1	1	19	95%
27. Themes are usually abstract nouns and gerunds.													1								1	5%
28. Use of numbers (eg. '30 people')	1	1	1	1	1	1	1	1		1		1	1			1	1	1	1	1	16	80%
29. Extensive use of contractions	1	1	1	1		1	1	1	1	1	1	1		1	1		1	1	1	1	18	90%
30. Mainly short sentences	1	1	1	1		1	1	1	1		1	1		1	1		1	1	1	1	16	80%
31. Nominalised vocabulary							1				1	1	1						1		5	25%

Table II: Jugdes' Validation Forms Results for School Newspaper Features

Jugdes' Validation Form Items	Score	Total of Valid Responses	*Final Valid Percent*	[Initial Valid Percent]
1. No references to the writer (i.e. the writer's view is implicitly stated)	1	16	6,25%	25%
2. Frequent use of *you* to achieve interaction with the reader				90%
3. Frequent use of individualized direct speech with reference to individuals using their name and their status				55%
4. Supporting one's opinion through reference to facts				30%
5. Use of sophisticated vocabulary	1	18	5,56%	15%
6. Expressions are mainly used with their literary meaning	9	17	52,94%	60%
7. Lexically dense noun phrase structures with pre- modification and post-modification	1	19	5,26%	10%
8. Low level of nominalization	14	18	77,77%	80%
9. Common use of long sentences				10%
10. Use of imperative				95%
11. Infrequent use of contractions (e.g. you're, it's)	0	17	0%	15%
12. Exclamation marks are frequently used				95%
13. Use of percentages (e.g. 9 percent)				25%
14. Point of View of an Adult (i.e. inclusive "we"= adults)	0	18	0%	10%
15. Themes are mainly personal pronouns and people in the position of theme	18	19	95%	95%
16. Frequent use of direct questions and rhetorical questions				75%

17. Use of figurative language: A poetic effect is created through metaphors	4	17	23,53%	35%
18. Supporting one's opinion through examples from everyday life and holistic expressions (e.g. all, everyone)				80%
19. Reference to groups, not particular individuals				75%
20. The author's opinion is explicitly stated through the use of formulaic expressions (e.g. 'To me', 'I think')	14	16	87,50%	90%
21. Minimal pre-/post- modification	10	19	52,63%	55%
22. Colloquial style through excessive use of idioms/ slang	15	18	83,33%	85%
23. Frequent use of impersonal 3rd singular				20%
24. Everyday vocabulary is used				95%
25. Point of View of a Teenager (i.e. frequent use of inclusive "we"/ "our"= the group of teenagers).	18	18	100%	100%
26. Frequent use of personal pronouns (e.g. I, you, we, they) and possessive adjectives (e.g. my, your)				95%
27. Themes are usually abstract nouns and gerunds.	0	19	0%	5%
28. Use of numbers (eg. '30 people')				80%
29. Extensive use of contractions	15	17	88,23%	90%
30. Mainly short sentences				80%
31. Nominalised vocabulary	2	17	11,77%	25%

Table III: Final Valid Percents for School Newspaper Features

Appendix 7: Abstract in Greek

Περίληψη

Η ανάπτυξη της πραγματολογικής ικανότητας των μαθητών της ξένης γλώσσας καθώς και η αξιολόγηση της ξένης γλώσσας έχουν ελκύσει το ενδιαφέρον πολλών ερευνητών. Ωστόσο, η αξιολόγηση της πραγματολογικής ικανότητας των μαθητών της Αγγλικής ως ξένης γλώσσας και η δημιουργία οργάνων μέτρησης της πραγματολογικής τους επίδοσης δεν έχουν μελετηθεί εκτενώς. Η παρούσα διπλωματική εργασία στοχεύει στη δημιουργία και την εφαρμογή μιας κλίμακας αξιολόγησης συγκεκριμένης δοκιμασίας για τη μέτρηση της πραγματολογικής ικανότητας των υποψηφίων του Κρατικού Πιστοποιητικού Γλωσσομάθειας (ΚΠγ) επιπέδου Γ1. Στα πλαίσια της ερευνητικής εργασίας ο όρος «πραγματολογική ικανότητα» αντιστοιχεί στην ικανότητα των μαθητών ξένων γλωσσών να παράγουν κείμενα τα οποία αποτελούν πραγμάτωση συγκεκριμένων κειμενικών ειδών, μέσω της επιλογής γλωσσικών δομών που συμβατικά αποδίδονται στο συγκεκριμένο ύφος και στυλ του επιδιωκόμενου κειμενικού είδους.

Η παρούσα μελέτη βασίζεται στην υπόθεση ότι τέτοιου είδους κλίμακες αξιολόγησης συγκεκριμένων δοκιμασιών θα μπορούσαν να ενισχύσουν τους βαθμολογητές στο έργο τους κατά την εφαρμογή του πρώτου κριτηρίου αξιολόγησης της δεύτερης ενότητας των εξετάσεων ΚΠγ, αυξάνοντας την αξιοπιστία της βαθμολογίας. Βάσει αυτού, στόχο της μελέτης αποτελεί η πρόταση μιας μεθοδολογίας που θα οδηγεί στο σχεδιασμό κλιμάκων αξιολόγησης συγκεκριμένων δοκιμασιών ως προς την πραγματολογική ικανότητα που επιδεικνύουν οι υποψήφιοι του ΚΠγ. Όσον αφορά στη μεθοδολογία, μετά την ανάλυση αυθεντικών κειμένων και την επικύρωση των αποτελεσμάτων από εξειδικευμένους κριτές, παράγεται μια κλίμακα αξιολόγησης συγκεκριμένης δοκιμασίας βάσει δεικτών πραγμαλογικής επίδοσης. Στην παρούσα μελέτη, η κλίμακα που δημιουργήθηκε χρησιμοποιήθηκε για την αξιολόγηση της πραγματολογικής επίδοσης των υποψηφίων σε ένα σύνολο 42 άριστων και μέτριων γραπτών επιπέδου Γ1. Στην ανάλυση των αποτελεσμάτων ακολουθήθηκε κυρίως ποιοτική ανάλυση σε συνδυασμό με ποσοτικά στοιχεία.

Μετά την εξέταση των στοιχείων, αποκαλύπτεται πως η επίδοση των υποψηφίων ΚΠγ κυμάνθηκε από φτωχή έως άριστη. Αξίζει να σημειωθεί πως όλα τα κοινώς αποδεκτά στοιχεία των άρθρων γνώμης σχολικών εφημερίδων εντοπίσθηκαν στα

γραπτά των υποψηφίων επιπέδου Γ1 που μελετήθηκαν. Πραγματολογικά λανθασμένες γλωσσικές επιλογές ανιχνεύθηκαν όχι μόνο σε μέτρια αλλά και σε άριστα γραπτά. Η ισχύς της συνάφειας μεταξύ πραγματολογικής επίδοσης και γλωσσικής επίδοσης όπως υπολογίζεται από το δείκτη Pearson r είναι δυνατή και η φορά της θετική. Αυτό σημαίνει πως η αύξηση της πραγματολογικής επίδοσης σχετίζεται με την αύξηση της γενικής γλωσσικής επίδοσης και επομένως αυτός που έχει υψηλόβαθμη γενική γλωσσική επίδοση τείνει να έχει και ψηλό βαθμό ως την πραγματολογική του επίδοση. Στο τέλος, ακολουθεί συζήτηση της χρησιμότητας των εξειδικευμένων κλιμάκων αξιολόγησης στα πλαίσια εκπαίδευσης βαθμολογητών και τη δημιουργία υλικού προετοιμασίας των εξετάσεων ΚΠγ.