The Effect of Teaching Socio-pragmatic Strategies along with Linguistic Features of Vision 1 on the Improvement of Iranian Secondary Intermediate Students' Speech Act

Sharbanoo Kanani chafi*,

The present study attempts to investigate the effect of teaching socio-pragmatic strategies along with linguistic features of Vision 1 on the Iranian secondary intermediate EFL students' speech acts ability. To this end, 40 students out of 64 at Imam Ali Nemuneh-Dolati Girls School (the second period of Intermediate, Vision 1) in Langroud, Guilan, Iran, were ed based on their scores of Solutions Placement Test (SPT). The participants were 15-16 years old and were randomly assigned in the experimental (N = 20) and the control (N = 20) groups. A socio-pragmatic test as the pretest was administered to all participants. Next, the experimental group received an eight-week training program via four socio-pragmatic strategies (apologizing, greeting, requesting, and inviting speech acts) regarding linguistic features of the students' English textbook, and the modelling instruction for the control group was based on Iran regular educational system. The data were analyzed using the SPSS software, and the results were scrutinized through descriptive statistics, paired samples t-test, independent samples t-test, eta squared and the Levene's test. The results showed a significant difference between two groups' scores which highlighted the significant effect of teaching socio-pragmatic strategies along with linguistic features of Vision 1 on the experimental group's speech acts knowledge compared to that of the control group. Therefore, it is helpful to teach socio-pragmatic strategies along with linguistic features as scaffolding tools to raise the students' awareness of the importance of speech acts competence, communicative competence, socio-pragmatic competence and linguistic competence in the process of their second language learning.

Keywords : Socio-pragmatic Strategies, Linguistic Features, Students' Speech Act