The Impact of Task Performance and Explicit Instruction on Iranian EFL learners' Interlanguage Pragmatics: in the Case of Request Expressions

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Second language learners need to acquire not only linguistic rules but also socio linguistic ones to communicate appropriately and effectively. This study investigated the effect of four treatment tasks and explicit instruction on the production of requests. The sample involved 85 Iranian male and female students. They were at A1 proficiency level of English according to common European framework of research that was evaluated for their ability to perform speech acts of request. There were four treatment tasks used in this study. Listening through which situations of request were given to the participants; Movies were another task in which twenty short movies containing request forms were presented to the participants; oral production was the other task used in which participants had to make requests in the form of telephone message and the last task was role-play that native speakers of English interacted with each other to make request forms in a variety of situations. Explicit instruction of request forms was another variable used in this study. The participants received structures of making requests explicitly. At the end in order to elicit information on whether the participants noticed the target request forms a retrospective follow-up questionnaire was developed for use after the post-test.