

## عنوان مقاله:

The Effect of Language-focused Tasks and Metacognitive-based Instructions of Requesting and Apologizing on Developing Pragmatic Competence of Iranian EFL Intermediate Level Learners

## محل انتشار:

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## نویسندگان:

Davod Kuhi - *Department of English Language, Maragheh Branch, Islamic Azad University, Maragheh, Iran*

Maryam Piri - *Department of Translation Studies, Tabriz Branch, Islamic Azad University, Tabriz, Iran*

## خلاصه مقاله:

This study set out to investigate the effect of language-focused tasks and metacognitivebased instructions of requesting and apologizing on developing pragmatic competence of Iranian EFL intermediate level learners. In order to carry out the study, 40 participants (21 females and 19males aged 19-25) at intermediate level of language proficiency were randomly assigned to two groups, metacognitive and focused task-based group. Each received different instructions for tenthirty minute sessions. The results of the comparisons between the means of the two groups through t-test proved that practicing metacognitive and focused task-based instructions hadsignificant effects on the pragmatic competence of the learners. The results, however, showed no superiority of either method of instruction on pragmatic competence of the learners

## کلمات کلیدی:

لینک ثابت مقاله در پایگاه سیویلیکا:

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