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THE EFFECT OF DEIXIS INSTRUCTIONS ON IRANIAN EFL LEARNERS' LISTENING COMPREHENSION: SOCIO-PRAGMATIC VERSUS PSCYCHO-PRAGMATIC APPROACH

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ABSTRACT
The research purpose is to elucidate the effect of deixis instruction on Iranian EFL learner's listening comprehension considering socio-pragmatic and psycho-pragmatic approach. To ensure the homogeneity of the participants, TOEFL (Test Preparation Kit, ETS, 2002) was administered to 91 participants. Those students whose TOEFL score fell within one standard deviation (SD= 32.81) above and below the mean (M = 559.66) were selected as homogeneous participants for this study. Therefore, 62 students whose score were between 526.85 and 592.47 were selected. Consequently, the experiment was conducted with a sample of 62 Iranian language learners, studying English at Amukhte Foreign Language in Iran, Tehran. They were both male (N =32) and female (N = 30) advanced English language learners aged between 19-28 years old. It is noteworthy to mention that, all of them were native speakers of Farsi. The effect of socio-pragmatic and psycho-pragmatic were compared to see which one was more effective. The superiority of psycho-pragmatic was indicated.

Keywords: Pragmatics, Socio-Pragmatics, Gender, Psycho-Pragmatics, Self-esteem, Deixis, Listening Comprehension

INTRODUCTION
The research aim is to elaborate the effect of deixis instruction on Iranian EFL learners listening comprehension by the socio-pragmatic and psycho-pragmatic approach. There has been a variety of different approaches utilized to determine the effect of deixis instruction on Iranian EFL learners listening comprehension. Surely, the findings in connection with social aspects and psychological aspects of learning will be of great help to EFL learners of English wishing to enhance their listening abilities theretofore. One challenge to studying listening is that the processes involved in listening are primarily cognitive, yet listening is perceived behaviorally (Janusik, 2007). This fact has caused many to study cognition and behavior associated with listening as separate phenomena. Indeed, integrative research in listening is rare. Another challenge facing future theorizing about listening is that work relevant to building general models of listening is spread out among several discipline-specific literatures. Developmental psycholinguists studying the acquisition of pragmatic competence take any of a variety of standpoints-|whether explicitly or implicitly-on the general theoretical issue of the nature of the linguistic system. Investigations of the interactive context of language use in early childhood (Bruner, 1983; Cazden, 1970; Chapman, 1981; Lieven, 1978a, 1978b; Snow, 1977a, 1979, as cited in Rose and Kasper,2001).); studies concerned with the role of maternal input and scaffolding behavior on the acquisition of linguistic forms (eg., Mervis & Mervis, 1988; Moerk, 1976; Nelson, 1977; Nelson et al., 1984; Ninio, 1985; Ninio & Bruner, 1978; Sachs et al., 1976, as cited in Rose and Kasper,2001); and, more marginally, studies in which an appeal is made to putative pragmatic reasons for the explanation of acquisition biases (e.g., Benedict, 1979; Stephany, 1986; Wales, 1986, as cited in Rose and Kasper,2001). Among investigators of early social behavior, there exists wide agreement that infants possess a precocious social understanding which enables them both to emit intentional communicative signals and to interpret the significance of social signals, actions and events in their environment, prior to understanding speech. Gender research has been inspired by and embedded in many different and

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sometimes partly overlapping scholarly traditions, such as empiricism, marxism, psychoanalysis, post structuralism, critical studies of men and masculinities, critical race theory, critical studies of whiteness, intersectionality and postcolonial theory, queer studies, lesbian, gay, bi and trans studies (so-called lgbt studies), critical studies of sexualities, body theory, sexual difference feminisms, black feminisms, ecological feminisms, animal studies, cyborg theory, feminist techno science studies, materialist feminisms. Studies of self-esteem using interview techniques by George Brown and his colleagues suggest the need to move closer to actual data. An exploratory study that takes this direction a step further is described. Recently a task force established by the APA published a warning against the use of tests of significance without effect sizes (Wilkerson 1999). Wilkerson goes on to note that earlier warnings have gone unheeded (1994) publication manual included an important new encouragement to report effect sizes. Unfortunately, empirical studies of various journals indicate that the effect size of this encouragement has been negligible.

MATERIALS AND METHODS
Subjects
The experiment was conducted with a sample of 62 Iranian language learners studying English at Amukhte foreign language in Iran, Tehran. Gender of the subjects is of paramount significance ;They should be of both genders namely male and female in line with the aim of the study accordingly both male (N=32) and female (N==30) advanced English language learners aged between 19-28 years old participated it is noteworthy to mention that, all of them were native speakers of Farsi.
Instruments
To ascertain the homogeneity of the participants at the beginning of the study in terms of listening proficiency, a language proficiency test named Practice Test TOEFL (Test Preparation Kit, ETS, 2002) was utilized (See Appendix A). Also a TOEFL listening test was administered as a pretest and posttest to both groups (See Appendix B). To separate the participants into lower and higher self-esteem regarding their gender, a Self-esteem questionnaire (Bleeker, 2009) was used (See Appendix C). All three kinds of instruments used in this study were piloted in a pilot study by 30 students who were in the same level and age as the main participants of the study. The reliability of the TOEFL was estimated .89 through KR-21 formula. The reliability of TOEFL Listening test and Self-esteem questionnaire were assessed .92 and .84 respectively through Cronbach alpha method of estimating reliability.
Procedure
For collecting data, several measures were taken. First, to ascertain the homogeneity of the participants of the study in terms of listening proficiency, a language proficiency test named TOEFL (Test Preparation Kit, ETS, 2002) was utilized. Second, the homogeneous participants were divided into two control and experimental groups randomly. Subsequently, a TOEFL (Test Preparation Kit, ETS, 2002) listening test was administered as a pretest to both groups. Then an Independent Sample T-test was used to compare the means of participants' scores and prove that the two groups are homogeneous. In the treatment period which lasted 10 sessions, the experimental group was exposed with some listening passages containing deictic expressions. It is worth mentioning that, male versus female (as a sociopragmatic factor) and high self-esteem versus low self-esteem (as a psycho-pragmatic factor) was taken into account. No doubt, before and after the treatment a TOEFL listening test was administered as the pre-test and post-test. To ensure the homogeneity of the participants, TOEFL was administered to 91 participants. Those students whose TOEFL score fell within one standard deviation (SD=32.81) above and below the mean (M=559.66) were selected as homogeneous participants for this study. Therefore, 62 students whose score were between 526.85 and 592.47 were selected.

RESULTS AND DISCUSSION
To ensure the homogeneity of the participants, TOEFL was administered to 91 participants. Those students whose TOEFL score fell within one standard deviation (SD=32.81) above and below the mean (M=559.66) were selected as homogeneous participants for this study. Therefore, 62 students whose score

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were between 526.85 and 592.47 were selected. The descriptive statistics of the participants 'performances on this test are set forth in Table 4.1.

Table 1: Descriptive statistics for TOEFL proficiency test

N	Range	Min.	Max.	Mean	Median	Mode	SD
91	132	493	625	559.66	560	562	32.815

Table 2: One-sample kolmogorov-smirnov test of normality for TOEFL

N		91
Normal Parameters	Mean	559.66
	Std. Deviation	32.815
Most Extreme Differences	Absolute	.044
	Positive	.042
	Negative	-.044
Kolmogorov-Smirnov Z		.417
Sig. (2-tailed)		.975

Sig. (*p* value) of normality test for scores was .97. This value of significance is more than the selected significance *i.e.* .05. Therefore, we can conclude that the scores have normal distribution. Figure 4.1 graphically demonstrates the normality and related information

Null hypothesis number 1

The first null hypothesis predicted that Deixis instruction and gender (socio-pragmatic concern) do not affect Iranian EFL learner's listening Comprehension.

In order to test this null hypothesis, first the descriptive statistics for male and female participants' performances on post-listening were assessed. Table 4.3 manifests the related information.

Table 3: Descriptive statistics for male and female participants' performances on post-listening

Group	Gender	Mean	Std. Deviation	N
Control	Male	35.25	5.398	16
	Female	30.86	4.881	14
	Total	33.20	5.542	30
Experimental	Male	39.00	5.125	16
	Female	36.56	5.549	16
	Total	37.78	5.399	32
Total	Male	37.12	5.517	32
	Female	33.90	5.915	30
	Total	35.56	5.894	62

The mean score of male participants in control group was 35.25 with standard deviation of 5.39, while for the females it as 30.86 with standard deviation of 4.88. In addition, the mean score of the males in experimental was 39.00 with standard deviation of 5.12, however, for the females it as 36.56 with standard deviation of 5.54. Figure 4.2 below graphically shows the results.

Table 4: Two-way ANOVA to test the effects of deixis instruction and socio-pragmatic

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	516.590	3	172.197	6.232	.001	.244
Intercept	77512.835	1	77512.835	2805.191	.000	.980
Group	345.284	1	345.284	12.496	.001	.177
Gender	180.180	1	180.180	6.521	.013	.101

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ANOVA detected a statistically significant effect for group, *i.e.* deixis ($F = 12.49$, $p = .001$, $p< .05$, Effect size = .17) and for gender, *i.e.* Socio-Pragmatic ($F = 6.52$, $p = .01$, $p< .05$, Effect size = .10); therefore the first null hypothesis which states Deixis instruction and gender (socio-pragmatic concern) do not affect Iranian EFL learner's listening Comprehension was rejected. Hence, with high degree of confidence, it can be claimed that deixis instruction and gender (socio-pragmatic concern) affect Iranian EFL learners listening comprehension.

Null hypothesis number 2

This second null stated that Deixis instruction and self-esteem (psycho-pragmatic concern) do not affect Iranian EFL learner's listening comprehension.

In order to test this null hypothesis, first the descriptive statistics for high and low self-esteem participants' performances on post-listening were assessed. Table 4.5 represents the related information.

Table 5: Descriptive statistics for high and low self-esteem participants' performances on post-listening

N	Range	Min.	Max.	Mean	Median	Mode	SD	Variance
62	37	5	42	22.02	21.00	13[a]	9.635	92.836

a. Multiple modes exist. The smallest value is shown

The mean score of all 62 participants of the study on self-esteem questionnaire was 22.05. Hence, those students (N = 29: Con=14, Exp=15) whose scores were 22 and more were considered as high self-esteem group, and those (N = 33: Con=16, Exp=17) who gained less than 22 score were regarded as low group to test null hypothesis 2.

To test this null hypothesis, first the descriptive statistics for participants' performances with high and low self-esteem on post-listening were measured. Table 4.6 presents the related information.

The mean score of participants with high self-esteem in control group was 35.21 with standard deviation of 6.12, but for the low self-esteem group it was 31.44 with standard deviation of 4.44. Moreover, the mean score of the high self-esteem group in experimental was 41.73 with standard deviation of 3.36, still, for the w self-esteem group it was 34.29 with standard deviation of 4.35. Figure 4.3 below graphically demonstrates the results.

Table 6: Descriptive statistics for post-listening of participants with low and high self-esteem

Group	Self-esteem level	Mean	Std. Deviation	N
Control	High Self-esteem	35.21	6.129	14
	Low Self-esteem	31.44	4.442	16
	Total	33.20	5.542	30
Experimental	High Self-esteem	41.73	3.369	15
	Low Self-esteem	34.29	4.356	17
	Total	37.78	5.399	32
Total	High Self-esteem	38.59	5.840	29
	Low Self-esteem	32.91	4.565	33
	Total	35.56	5.894	62

Table 7: Two-way ANOVA to test effects of deixis instruction and psycho-pragmatic on listening comprehension

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	872.485	3	290.828	13.530	.000	.412
Intercept	78472.983	1	78472.983	3650.616	.000	.984
Group	338.846	1	338.846	15.763	.000	.214
Self-esteem level	484.925	1	484.925	22.559	.000	.280

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ANOVA results showed a statistically significant effect for group, *i.e.* deixis ($F = 15.76$, $p = .000$, $p < .001$, Effect size = .21) and for Self-esteem level, *i.e.* psycho-pragmatic ($F = 22.55$, $p = .000$, $p < .001$, Effect size = .28); consequently the second null hypothesis which states that Deixis instruction and self-esteem (psycho-pragmatic concern) do not affect Iranian EFL

Learner's listening comprehension was strongly rejected. Thus, with high degree of confidence, we can claim that Deixis instruction and self-esteem (psycho-pragmatic concern) affect Iranian EFL learner's listening comprehension.

Finally, the effect of socio-pragmatic and psycho-pragmatic were compared to see which one was more effective. Accordingly, psycho-pragmatic was more effective than socio-pragmatic on Iranian EFL Learners listening comprehension.
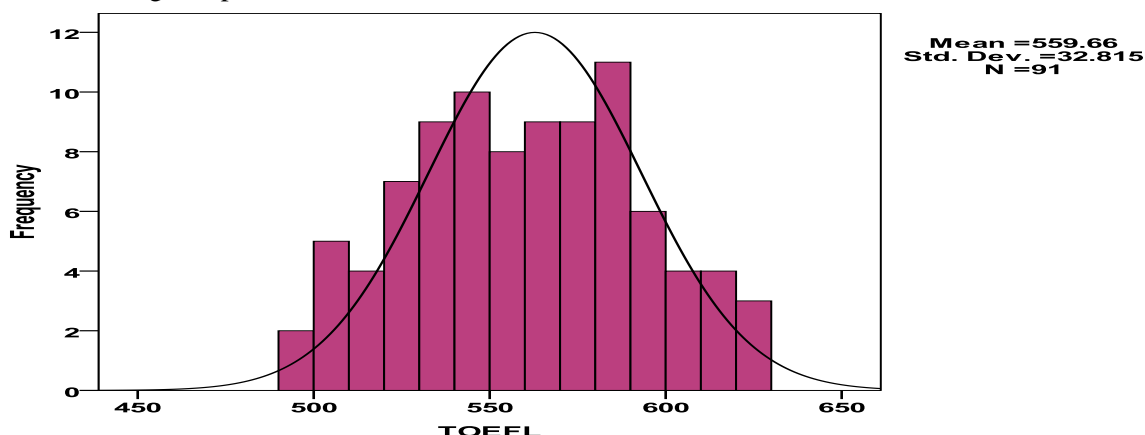

Figure 1: TOEFL test scores

Figure 1 graphically displays the normal distribition of the results obtained on TOEFL along with frequency of the participants'scores. The range was 132 with standard deviation of 32.81 showing large distribution of scores around the mean. Based on discriptive results, the mean, median and mode are 559.66, 560 and 562 respectively that are to a large extent the same reflecting a normal distribution.
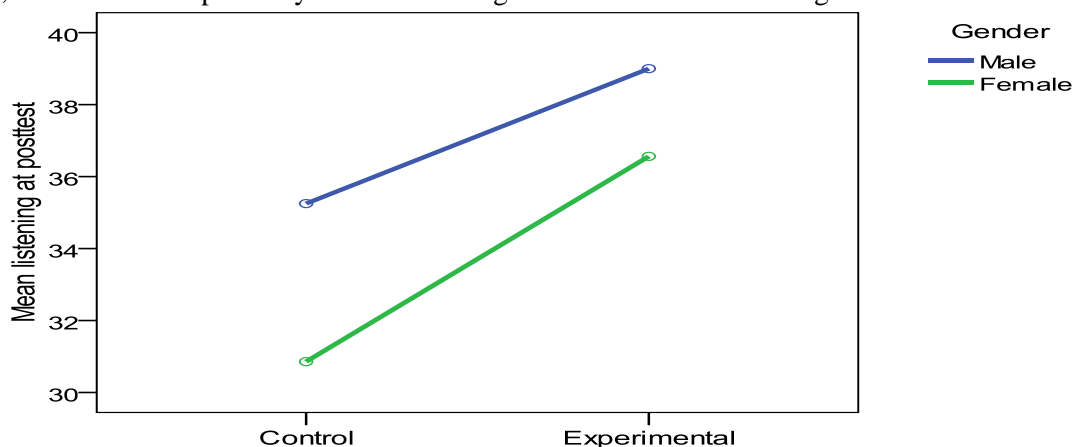

Figure 2: Post -Listening Means of Male and Female Participants in Two Groups

Two-way ANOVA was applied to compare the mean score of male and female participants in control and experimental groups to see whether deixis instruction and socio-pragmatic are effective or ineffective in Iranian EFL learner's listening comprehension. Table 4.4 shows the related results.

The mean score of participants with high self-esteem in control group was 35.21 with standard deviation of 6.12, but for the low self-esteem group it was 31.44 with standard deviation of 4.44. Moreover, the mean score of the high self-esteem group in experimental was 41.73 with standard deviation of 3.36, still,

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for the w self-esteem group it was 34.29 with standard deviation of 4.35. Figure 4.3 below graphically demonstrates the results.
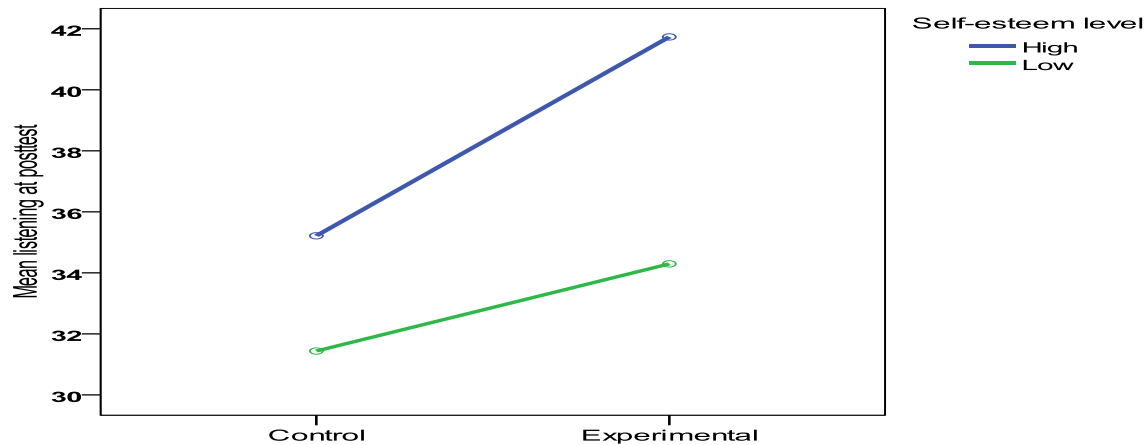

Figure 3: *Post-listening means of high and low self-esteem participants in two groups*

Conclusion

These findings of the study have aided the researcher to figure out that deictic instruction is of paramount importance in improving Iranian EFL learner's listening comprehension ability both psycho and socio pragmatically. The study concentrates on the impact of instruction of deictic expressions upon listening comprehension in overall performance of the examinee only and does not account for other parameters such as language background and ethnicity.

To ensure the homogeneity of the participants, TOEFL was administered to 91 participants. Those students whose TOEFL score fell within one standard deviation (SD= 32.81) above and below the mean (M=559.66) were selected as homogeneous participants for this study. Therefore 62 students whose score were between 523.85 and 592.47 were selected. One-Sample Kolmogorov-Smirnov Non-parametric Test was utilized to test the normality the scores on Michigan test. We can conclude that the scores have normal distribution. Shapiro-Wilk Test was utilized to test the normality of the motivation scores at pre and post test. Table 4.6 represents the related information. An independent-sample t- test was used. ANOVA detected a statistically significant effect for Group ($F_{(1,345)}$ = 12.49, p = .001, $p<$ .05, Effect size = .17) and for Gender ($F_{(1,180)}$ = 6.52, p = .01, $p<$ .05, Effect size = .10); therefore the first null hypothesis which states that deixis instruction does not affect Iranian EFL learners listening comprehension positively socio-pragmatic wise was rejected. ANOVA results showed a statistically significant effect for Group ($F_{(1,338)}$ = 15.76, p = .000, $p<$ .001, Effect size = .21) and for Self-esteem level ($F_{(1,484)}$ = 22.55, p = .000, $p<$ .001, Effect size = .28); consequently the second null hypothesis which states that deixis instruction does not affect Iranian EFL Learners Listening comprehension positively psycho-pragmatic wise was strongly rejected. ANOVA result revealed that the interaction between Group and Self-esteem level was not significant (F = 2.40, p = .12, $p>$ .05, Effect size = .04).

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