



# Pragmatics teaching based on its role and effectiveness on social self-esteem in Secondary school female students in second district of Yazd

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**Abstract:** *The present study is aimed at investigating the effectiveness of teaching language functions via role play in enhancing second-grade high school female students' self-esteem in society in Region 2 of Yazd Province. In terms of objective, the study is considered as a type of applied research study, with a quasi-experimental and pretest-posttest design. The population of the study comprises all the high school female students in Region 2 of Yazd Province (2880 students). In order to glean the data, the Coopersmith Self-Esteem Inventory (CSEI) was used which contained 58 items, describing the feelings, beliefs and responses of the participants. The participants were asked to fill out the inventory once before and once after the treatment. The treatment, which was teaching language functions via role play, was conducted for 10 sessions. As such, 10 scenarios were made by the researcher, each focusing on a specific speech act of language, for example, request or apology. The results of the covariance analysis revealed that teaching language functions via role play had a significant effect on enhancing the students' self-esteem in society.*

**Keywords:** *Self-esteem in society, Pragmatics, Language functions, Role play*

## INTRODUCTION

The importance of self-esteem is clear for those who deal with children and young people. Psychologists and sociologists consider positive self-esteem as the core of social adjustment and this view has deep historical roots. New experimental findings have proved the relationship between positive self-esteem and good effective performance. The issue of self-esteem and self-worth is one of the most basic factors of personality development in children and adolescents. Having a strong self-esteem and willpower, will be followed by decision-making powers and initiatives, creativity and innovation, sanity, health and good social relations. Language is the primary means of this connection. It seems one of the causes of weakness and failure in proper communication skills and social interactions in high school students can be due to inadequate teaching and lack of density of their position in the social environment and the proper use of words. Among other reasons for this weakness can be teacher-centered education at most levels of education in the country, in which students do not have much to do with responsibility. Thus, for an active and effective participation of adolescents and youth of Iran in society, the grounds must be created in different social situations, especially at high school so they all can learn communication skills, mutual understanding and cultural exchanges, moral values with a positive attitude and high motivation.

And this is dependent on having good self-esteem. One of the ways that we can solve this problem is advantage of using role play, to change the traditional education system and make it more of a student-centered education and put people in different social situations to make personal character and social development of the students. Another important issue is to have an understanding of the things people say, and to communicate properly with them, we need a knowledge that is called Functional knowledge of Language.

The ability to be able to understand others and express your desires with words and in the right place, is called pragmatic knowledge. Pragmatic is a look at the invisible language means anything that cannot be seen. And for a person to have this knowledge and be able to communicate well he should know some prerequisite. These prerequisites include knowing the meaning of words and their conventional meaning that we make our sentences with. In addition, what is taught in our literature, we must also consider context, and in addition to having functional capabilities, we have pre-learned knowledge. The ability to use language can be taught that affect self-esteem and confidence and reduce stress.

Increasing the power of Pragmatics in students can affect their strength and a result be effective on their self-esteem and social and educational status. In general, the use of language has an important role in communication. And the person who uses language well, will communicate in a good way and will have more self-esteem. Research shows that a teenager who lacks self-esteem cannot effectively learn, establish relationships profitability, could not take advantage and be self-sufficient, and have a clear view of the path of his life.

## **Self-esteem**

### **Definition and explanation**

Most of our feelings and thoughts about ourselves is subject to our daily experience. The score we get in an exam, the behavior of friends with us, joys and hardships of life, romantic relationships are all temporary impact on our mental health. According to Cooper Smith, Self-esteem refers to the individual evaluation which represents an attitude of acceptance or refusal of one's features, importance, success and value, which usually the individual keeps this evaluation to himself. In short, self-esteem is a personal judgment of being precious that is shown by attitudes that the individual has about himself.

### **Dimensions of Self-Esteem**

Since the self-esteem is individual's assessment of all areas of activity some dimensions can be considered for it. Including self-esteem in social, academic, family, physical aspects and general self-esteem (Eslami Nasab, 1994).

### **Social self-esteem**

Social self-esteem includes Child's beliefs about himself as a friend to others, do other children like him? his beliefs and thoughts are valuable to them? do they involve him in their activities? is he satisfied with communication and interaction with peers? In general, children whom their social needs are met (Regardless of how much they correspond with national customs and principles) will have a good feeling in this regard (Biyabangard, 2003).

### **Pragmatics of language**

The so-called "pragmatic" covers the whole range of applied linguistics which is of interest by researchers. To get a good understanding of what people say and have a good relationship with them, we just need a knowledge which is called Pragmatics of language. According to Joel, factors that are important in the discussion of Pragmatics are:

1. Tissue Factor
1. The reference factor
2. Interpretation factor
3. assumptions and presupposition
4. Speech acts
6. Politeness and respect for social prestige

In the following section, we talk about the speech act.

Speech act is actually doing an act by saying (Young, 2002). So, we can conclude the conversation is the speech act of communication. Searle has classified them into five sections (Alam, 2004).

1. Representative: Speaker has been committed to the truth of that statement, "I will say that I was born when the earth trembled." These actions emphasize the point or makes a conclusion of a point.
2. Directive: these actions are an attempt to force the listener to act or giving information to the speaker and they can be found in questions and requests.
3. Commissive: the speaker is committed to the development of future actions. Promises, oaths and contracts are within this group. As sentences that we write at meetings: "I have read and accept", "record is equal to the document".

4. Expressive: Speaker Express his feeling with apology, congratulations, profanity, etc.
5. Declarative: The speaker announces new conditions to the audience: "From this moment I declare the end of the war. "All these samples can be put into a unit called speech acts.

Speech act classification according to Searle (1969) is one of the major classifications provided by Searle. To carry out the classification Searle, the researcher designs different positions in accordance with the classification of Searle.

This position can be considered at three levels: 1. Higher level 2. Equal level 3. Smaller level

- **Role play:** One approach that has contributed in the development of individual and social personality is the role-playing method, different positions of this procedure are a small sample of playing the roles in real life and can examine the learners better than other methods. Role Playing both as a model and as a method is used for visualizing actual topics and lessons that are proper for display. Teacher can use this model in the science, social fields and displaying some skills, such as how to give artificial respiration and shows have educational and moral message. In role playing model, students under the guidance of a teacher will conduct a subject in different ways, with short show. So, in this sense, role playing does not need specific skills, such as theater and cinema arts, but the teacher according to the situation, object and subject, uses it as a teaching model. The distinctive feature of role playing is that the observers (students) can make emotional connection with the show and the actors, and with excitement watch the show of their classmates and be involved in their emotions, since all the attention of students will be on the show, thus, better learning takes place (Fazli Khani, 2004).

### **Research Methodology**

The study based on the objectives is an applied research. This research can be considered in the realm of empirical research (quasi-experimental). In this study, quasi-experimental pre-test, post-test was used. In this study, experimental and control groups were measured twice, once before teaching and again after the teaching. Accordingly, the experimental group were influenced by teaching Pragmatics through role playing while the control group was not given any teaching.

### **Research method**

This study aimed to design pragmatic teaching by role-play on increasing self-esteem in Secondary school female students in second district of Yazd. After preparation of needed material, questionnaires were given to the students. At this time teachers were present to help students but it was not explained to the students what was being measured.

**Data analysis**

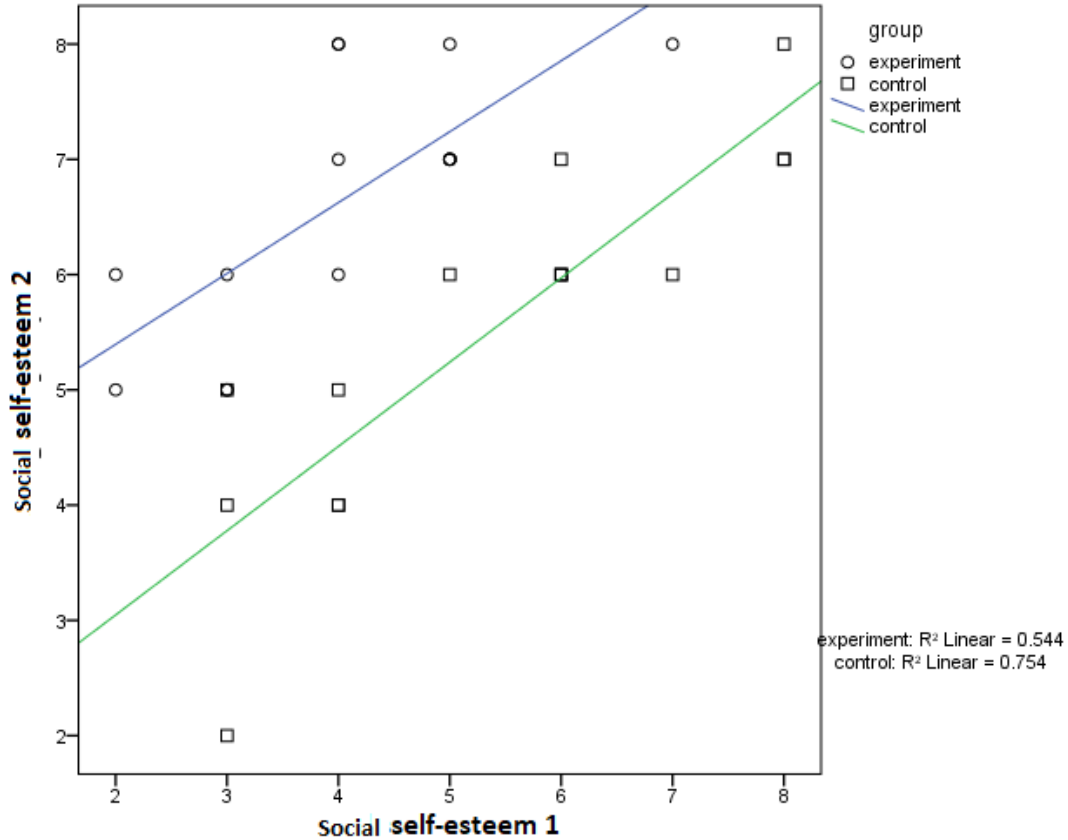
First, by using descriptive statistics, data collected on the samples were summarized. To summarize the information to fit the scale measurement of variables, descriptive indicators (minimum, maximum, mean and standard deviation) were used. In the analytical section to evaluate hypotheses regarding the nature of the measured variables and hypotheses, Covariate Test was used. It should be noted that the assumption of the normal distribution of variance test scores, including linearity and homogeneity of regression slopes are investigated. The significance level of (0.05) is considered.

Descriptive

**Table 1:** Descriptive indicators of social self-esteem of students

Group	Variable	Numbers	Minimum	Maximum	Mean	Standard deviation
Experimental	Pretest	15	2	7	4.07	1.335
	Posttest	15	5	8	6.67	1.113
Control	Pretest	15	3	8	5.40	1.844
	Posttest	15	2	8	5.53	1.552

According to the data in the [table 1] mean social self-esteem scores in the experimental group pre-test was 4.07 and in posttest was 6.67. The mean social self-esteem scores in the control group pre-test was 5.4 and in posttest was 5.53.



**Table 2:** Investigation of the homogeneity of variance in the scores of pre-test and post-test of variables

Variable	F	Standard deviation 1	Standard deviation 2	Significance level
social self-esteem	.082	1	28	.777

According to the significant level of F test that is higher than the error in the study (0.05), homogeneity of variance is confirmed. Next assumptions that have been studied is homogeneous slope of the regression.

**Table 3:** analysis of the Regression slope homogeneity of scores

Source	Total square	Degrees of freedom	The mean square	F	Significance level
Interact with:					

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Social self-esteem	.221	1	.221	.354	.557
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Given the level of interaction with statistically different variables, that is higher than error level of the research, regression slope homogeneity of scores is confirmed.

**Evaluation of the research hypotheses**

Hypothesis: Teaching pragmatic based on role playing will increase social self-esteem of students.

**Table 4:** Covariance analysis the effect of teaching pragmatic based on role playing on social self-esteem of students

Source	Total square	Degrees of freedom		F	Significance level	Eta square
		freedom	The mean square			
Corrected Model	44.284	2	22.142	36.419	1.000	.730
Intercept	23.377	1	23.377	38.450	1.000	.587
Social self-esteem	34.651	1	34.651	56.993	1.000	.679
Group	26.752	1	26.752	44.001	1.000	.620

Given the significant level of variance test which is less than error level of research (0.05 > 0.000). The effect of teaching pragmatic based on role playing on increasing social self-esteem of students is confirmed. Given the Eta square (0.62) a strong relationship is shown. 62% of social self-esteem score of students is explained by teaching pragmatic based on role playing. So the research hypothesis is confirmed.

**Conclusion**

Having a strong self-esteem and willpower, will be followed by decision-making powers and initiatives, creativity and innovation, sanity, health and good social relations. This ability will help us show ourselves verbally and nonverbally in a proper way with the culture of society and position.

The idea that one has about himself has a major role in determining relationships with others. The main reason for building self-esteem should be searched in a person's relationship with his community especially during important period of childhood and adolescence. People who know the language skills can speak well in public and will receive good feedback by different people in the community. With regard to the role of communication in human society, many research in this field has been done. But attention to teaching Applied Language has been done very less in Iran. While it seems teaching for students in this field is required and necessary, but the attractive and practical teaching which is student-centered and can meet their needs. This is done through teaching Pragmatics and social position. The results showed that the research hypotheses are confirmed. This way students personally understand social situations and experience them. It is hoped that teachers by using this method and other methods are able to increase students' social self-esteem.

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