

Dedication

I affectionately dedicate this research report to my beloved daughter "Layan" and also to my wife who sacrificed her comfortable life to make this work possible.

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Abstract

The present study intends to explore the pivotal role of classroom instruction in promoting pragmatic competence among Sudanese EFL college learners . More specifically, the study tries to investigate the effects of a proposed instructional program on developing pragmatic competence of a group of 60 male Sudanese university learners who are currently pursuing their bachelor degree at five different Sudanese universities . Four types of speech acts were selected by the researcher to be the focus of the program :apology , request , complaint and refusal.

Two versions of validated tools of data collection : Discourse completion test (DCT) and Multiple-choices pragmatic comprehension Test (MCPCT) were conducted as pre-test prior to implementing the pedagogical treatment then the versions of the same two tests were used in order to find out how the instructional treatment was successful in equipping the subjects with pragmatic knowledge that needed to generate and realize the four targeted speech acts .The data obtained from both the

pre-test and post-test were coded and analyzed by means of the SPSS software .The findings of the study revealed remarkable advancement in the subjects' performance in the four set of the target speech acts in the post-test. Both pragmalinguistic and sociopragmatic knowledge of these four speech acts have increased after the instructional treatment .

: مستخلص الدراسة

تهدف هذه الدراسة إلي فحص الدور الهام الذي يلعبه التدريس الممنهج في تعزيز الكفاءة التداولية لدي دارسي اللغة الانجليزية وبشكل أكثر تحديدا تحاول الدراسة استكشاف أثر برنامج تعليمي مقترح في رفع هذه الكفاءة وسط مجموعة مكونة من ستين مفحوصا يواصلون دراستهم الجامعية في مرحلة البكالوريوس في خمس جامعات سودانية مختلفة و قد تم اختيار أربعة أنواع مختلفة من أفعال الكلام الانجليزية هي : (الطلب) و (الشكوى) و (الاعتذار) و (الرفض) كعناصر أساسية للبرنامج الدراسي المقترح . قام الباحث كذلك باعتماد نوعين من أنواع الاختبارات كأداتين رئيسيتين لجمع البيانات و هما الاختبار التحريري لتكملة الخطاب و اختبار فهم و استيعاب الوظيفة التداولية للغة ذو الاختيارات المتعددة لقياس أداء الطلاب في قبل تنفيذ البرنامج الدراسي كما تم اعتماد ذات الأدوات لجمع البيانات الخاصة بالاختبار البعدي من أجل معرفة الفعالية الخاصة بالبرنامج . تم تحليل البيانات الخاصة بأداء المفحوصين للتحليل SPSS في كلا من الاختبارين القبلي و البعدي بواسطة برنامج

الإحصائي و قد أثبتت نتائج الدراسة أن هنالك تطورا ملموسا لدي هؤلاء المفحوصين فيما يتعلق بتعزيز الكفاءة التداولية الأمر الذي مكنهم في نهاية الأمر من التعبير عن الأفعال الكلامية الأربعة المستهدفة بدرجة كبيرة جدا.

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