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Developing Pragmatic Competence of the Sudanese University EFL Learners via Planned Classroom Instruction

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Abstract
The present study intends to explore pivotal role played by planned classroom instruction in promoting pragmatic competence of the Sudanese EFL college learners More specifically, the study tries to investigate the effects of a proposed instructional program on developing the pragmatic competence of a group of 2o male Sudanese university learners who are currently pursuing their bachelor degree at different five Sudanese universities . Four types of speech acts were selected by the researcher to be the focus of the program: apology, request, complaint and refusal. A version of validated Written Discourse Completion Test (WDCT) was conducted as pre-test prior to implementing the pedagogical treatment then the same version of the WDCT was used in order to find out how the instructional program was successful in equipping subjects with pragmatic knowledge needed to generate the four targeted speech acts .The findings of the study revealed remarkable advancement in the subjects performance in the four targeted speech acts in the post-test. Both pragmalinguistic and sociopragmatic of the four speech acts of apology, request, complaint and refusal have increased after the instructional treatment.

Key Words: *Pragmatics, Pragmatic competence, Speech acts, Planned Instruction.*

Introduction
Pragmatics is still ignored in Sudanese traditional EFL classroom which has been for a long time a place for acquiring only linguistic knowledge rather than communicative or pragmatic competence. Although , several recent research have shown that pragmatic competence is teachable , a considerable number of teaching practitioners as well as syllabus writers have still believed that pragmatic competence can't be developed through instructional treatment

Immense amount of recent ESL research have maintained the role of the pragmatic instruction in supporting learners Interlanguage pragmatic competence. Evidence for the utmost importance of pragmatic competence in the L2 acquisition derives from the fact that pragmatics usually goes beyond the realm of linguistics and actually has substantially observable effects on the process of learner's ability to accustom them with L2 speech community.

Accordingly, significance of pragmatic competence in the first place stems from its assumed role in easing and facilitating the process of learners assimilation and integration in the L2 speech community In this regard, It has also been observed   that attaining pragmatic proficiency can lead to familiarize L2 learners with cultural diverse and further enhance their ability to habituate themselves to L2 speech community.

In this respect also, it has been suggested that integrating pragmatics knowledge in English syllabuses and curricula in addition to explicit pragmatic instruction always play a facilitative role in enhancing EFL learners Interlanguage pragmatic competence (Kasper, 2001).

 Accordingly,   the major task towards developing learners Interlanguage pragmatic competence is to provide learners with sufficient input by exposing them to different types of L2 speech acts and to arrange learning opportunities in a way that lead in the end to successful use of language .

Expanding upon the above mentioned viewpoint, the present study will attempt to explore the assumed relationship between the classroom based- instruction on English pragmatics and the development of Sudanese EFL college learners' pragmatic competence , the major focus will be on the significant role   that   planned classroom instruction on pragmatics   play in supporting the Sudanese college EFL learners to acquire or at least become more aware of the pragmatics knowledge of the four speech acts of apology , request , complaint and refusal .

Literature Review

Pragmatic Competence and Its Significance In L2 Communication

Pragmatic competence as defined by Chomsky (reported in Kasper(1997:17) refers to the L2 learners' knowledge of conditions and manner of the appropriate use of language in conformity with various purposes . It is ability to comprehend , construct and convey meanings that are both accurate and appropriate for social cultural circumstances in which communication occurs Accordingly, pragmatic competence is all about the learners ability to match the proper linguistic action with appropriate socio cultural context . It is the learner's ability to comprehend and produce suitable language speech act in accordance to specific social and cultural circumstances.

According to Rose & Kasper(2001) language competence can be subdivided into four sub competencies : grammatical competence , sociolinguistic competence , discourse competence and strategic competence . Grammatical competence refers to the knowledge of linguistic code features such as phonology, syntax and semantic, discourse competence refers to the knowledge of achieving coherence and cohesion in a spoken or written communication. Sociolinguistic competence refers to the knowledge of contextually appropriate language use while strategic competence refers to the knowledge of how to use communication strategies to handle breakdowns in communication and make communication more effective.

As the above taxonomy of language competency suggests , pragmatic competence can be referred to as sociolinguistic competence From the other hand , Bachman (1990) suggests another model of language competence which considers grammatical competence as well as pragmatic competence as two major language competence .The author subdivided these into three : organizational competence which refers to speakers control of aspects of formal language, later this type of competence " organizational competence " has been subdivided into two other sub competencies : grammatical competence (vocabulary , syntax morphology and phonology) and textual competence (cohesion , coherence , rhetorical organization) and pragmatic competence which consists of sociolinguistic and illocutionary competence.

The primary function of pragmatic competence as indicated by many studies is to enable learners communicate more effectively and relate the proper linguistic action to the appropriate language sociocultural context. Accordingly , the vital role that pragmatic competence in L2 communication stems from the fact that language has been viewed in the first place as communicative process therefore the development of communicative competence is the ultimate goal for teaching . Good communication in L2 requires not only mastering of basic linguistic features such as phonology, morphology, syntax and semantics but also the ability to use appropriate expression in the appropriate context.

Furthermore, recent studies in pragmatics and second language learning stressed the significance of pragmatic competence in developing communication skills among SL learners, for instance Bachman (1990) states : "In order to be successful in communication, it is essential for second language learners to know not just grammar and text organization but also pragmatic aspects of the target language " P.11

Immense amount of research and studies on this point asserted that learners must be provided for opportunities to develop their pragmatic and communicative competence for instance Bachman (1990) emphasizes the role of pragmatics knowledge in effective communication he says : " In order to successful in communication , it is essential for the second language learners to know not just grammar and organization ,but also pragmatic aspects of the target language" p.23

It is clearly evident from the above reviewed literature that increasing concern with significance of pragmatic dimension in the FL class stems from the fact that though learners have sometimes a good knowledge and command of grammar and lexis , they always encountered by serious difficulties when engage in real-like communicative activities since they lack the necessary ability to use the appropriate expression in the appropriate context and that is mainly due pragmatic failure or pragmatic incompetence . Similarly, Thomas (1983) points out several serious consequences of pragmatic failure , he further maintains that pragmatic incompetence or failure is usually more serious even than grammatical errors since NSs tend to treat pragmatic errors as offensive rather than being as just a mere reflection of their lack of pragmatic knowledge. According to the author pragmatic failure leads to very serious consequences such as negative judgments of learners as having bad manner or bad temperament or in other words the lack of pragmatic proficiency is a direct indication of learner's inability of a successful use of language.

Likewise, Baradovi- Harlig (1991) refers to pragmatic incompetence or failure as any failure that related to use of language in socially and culturally appropriate way . He stress the great role played by pragmatics in the process of L2 communication arguing that: " We advocate teaching pragmatics because quite simply observation of language learners shows that there is a demonstrated need for it "

In the same way, Nazarieva (2005) relate different serious problems that block communication or usually hinders opportunities of mutual understanding between L2 speaker and NSs interlocutor to learners undeveloped pragmatic competence and pragmatic faulty . Therefore , they put much emphasis on pragmatics education as the only way out to release such difficulties.

In conclusion ,evidence for the utmost importance of pragmatic competence in the L2 acquisition as referred to by many previous studies   derives from the fact that pragmatics usually goes beyond the realm of linguistics and actually has substantially observable effects on the process of learners ability to accustom themselves with L2 speech community

Classroom Instruction And Development Of L2 Pragmatic Input

A substantial and growing body of second language research highlights the importance of pragmatics knowledge and classroom instruction in raising learners pragmatic awareness, for example Kasper &Rose(2001) maintain the role of language classroom as a social context in which great opportunities for developing L2 pragmatic ability are usually offered .

In this regard, most of the previous studies carried out to examine efficiency of classroom instruction as pointed out by kasper & Rose(2002) typically adopted a pretest –posttest design . Research in this respect include (Baradovi-Harlig ,1996) which have viewed classrooms as the best setting for acquiring and enhancing L2 pragmatics input. Furthermore, Baradovi-Harlig (1996) strived hard   to bridge the gap between pragmatic research and pragmatic pedagogy. In addition, the author maintained the role of classroom instructors as facilitators whose major function is to assist learners to become more aware of their pragmatic competence rather than perpetuating the model of teacher- centered classroom.

The majority of studies that highlighted overall advantages of classroom instruction were all based on classroom research, for instance (Hinkel,1994 &Kasper,1997) have conducted classroom research to examine the impacts of some teaching techniques namely: awareness-raising and observational tasks on developing learners pragmatic competence . The findings indicated apparent effectiveness of instructional techniques of explicit approach compared to implicit approach.

In the addition to the above reviewed literature, a considerable number of other research have also provided support for the claim that classroom instructional techniques always yield noticeable positive impacts on raising learners pragmatic awareness , yet most of these studies as indicated by (Baradovi-Harlig, Mahan-Tylor &Reynolds, 1991) have a little to say about how to design the teaching or pedagogical materials.

A similar argument is also developed by Kondo (2001) who provides additional evidences that support effectiveness of classroom instruction . After administrating Oral Completion Discourse Tasks (CDT) both before(pre-test) and after(post-test) explicit pragmatic instruction to a group of Japanese learners , the author found that instructional effects on the development of the overall pragmatic skills of Japanese learners is quite obvious and noticeable.

Likewise (Baradovi-Harlig (1996) supports the claim that pragmatic competence can be systematically developed through various explicit classroom instruction. Moreover the author proposes four main goals for any teaching program targeting at developing pragmatic awareness:

Firstly: To implement courses for all levels beginners, intermediate and advanced.
Secondly: To urge specialists in syllabus design to work on both pragmalinguistic and sociolinguistic awareness.
Thirdly: To demand from language instructors to use it more effectively from the pragmatic level.
Fourthly: To ask from English native speakers (NS) to become more aware of the cultural differences of NNSs with L2 expected behavior.

Furthermore, Boulton (1994) claims that instruction on pragmatics has desirable effects .His claim was totally based on the results of a study conducted to compare two groups of undergraduate foreign language learners performance of speech acts. The results have shown that the instructed group of learners who received six hours a week of instruction in different aspects of pragmatics surpassed those learners who hadn't received instruction .

Besides, in a study conducted by Scarcella(1990) it is found that classroom instruction has a significant role in motivating learners to carry on acquiring different aspects of pragmatics . The author states that:
"providing exposure to successful interactional styles and emphasizing real communication in classrooms may help students in formal classes develop conversational competence" (p.145)

Classrooms as context for acquiring L2 pragmatics according to Kasper and Rose(2002) provide learners mainly with two kinds of opportunities : Firstly , pragmatics can be acquired through various pedagogical planned and directed action and secondly it may be learnt from exposure to input and production of output through classroom use .

Likewise , Schmedit (1993) stressed classroom instruction and emphasized its superiority over prolonged exposure to the target language . Moreover, Necessity of instruction has been also supported by (Baradovi-Harlig ,2001) who argues that learners who do not receive instruction on pragmatics differ significantly from native speakers in their pragmatic production and comprehension.

Generally, results and findings of most previous studies reviewed so far are encouraging . They suggest that instruction can facilitate pragmatic development , Yet a considerable number of these research have shown that classrooms have a very limited or no role in developing pragmatic competence . For example Kasper (1997) argues that:

'Can Pragmatic Competence Be Taught?' The simple answer to the question as formulated is "no". Competence, whether linguistic or pragmatic, is not teachable. Competence is a type of knowledge that learners possess, develop, acquire, use or lose. The challenge for foreign or second language teaching is whether we can arrange learning opportunities in such a way that they benefit the development of pragmatic competence in L2.. (P.15'

In contrast Fukya&Clark (2001) found almost no significant results for learners who received explicit instruction of requesting modifiers as compared to control group. Similarly both (Talkashi,2001) and (Billmyer,1990) have found that instruction almost produce no encouraging results after conducted a pre test-post test research to measure the overall impact of second language proficiency on pragmatic acquisition.

According to Narzieva (2005) there are basically two conditions for any successful programme of pragmatics teaching inside foreign language classrooms: context- reduced and context -enriched condition. The context- reduced condition includes the provision of the specific linguistic forms and semantic formula and strategies, whereas the context-enriched instruction includes video clips that always enhance the explanations of different aspects of pragmatics. Moreover (Nazierva, 2005) maintains the role of body language in teaching of pragmatics in foreign language classroom.

In brief, most of reviewed previous studies put much emphasis on the significance of classroom instruction in raising the level of pragmatic competence among EFL learners , however very few amount of these studies have reported contrary evidence .

Objectives and Research Questions
The present study aims at determining whether planned pedagogical treatment could lead to development of the instructed subjects' pragmatic production of the four target speech acts of apology , request , complaint and refusal . To this end the present study intends to address the following questions:
- Does classroom instruction increase the amount of pragmatic production of the four speech acts of apology, refusal complaint and request among instructed subjects ?
- Does pedagogical treatment lead to development of both linguistic and pragmatic strategies that are needed to realize the four types of speech acts of apology ,refusal complaint and request ?
Considering the above two research questions, It is hypothesized that there will be statistical significant difference between the subjects scores in the post –test and pre-test and that planned instruction would produce tangible effects on the development of the subjects ' ability of production of the four target forms of speech acts.

Materials & Methods
Subjects
A sample of (20) undergraduate male students aged between 18-22 years was non randomly selected. They are university students studying at five different Sudanese universities (University of Khartoum, Al ziem Al Azhari University, Omdurman Ahlyia University , Omdurman Islamic university and University of Bahri). They all share the basic characteristics of age and L1 Their level of L2 proficiency is not significantly different. They have been studying English language as a compulsory subject for more than six years.

All subjects also have a very limited or no exposure to English in their daily life and they had never visited any English speaking country before. They all agreed to participate in this study as members of intact class on voluntarily basis. The subjects were also asked to fill out a written discourse completion test (DCT) before they had received any instructional session on English pragmatics. The subjects were also received instructional sessions planned and delivered by the researcher two weeks later after the pre-test had been administrated then they were asked to fill out the same version of the DCT in order to evaluate the impact of the instructional program.

Data Collection
The data of this study were collected via a validated version of Written Discourse completion test (hereafter, WDCT). This version of the WDCT was administrated both as a pre-test and post – test. First it was given as a pre-test to measure the subjects' pragmalinguistic and socio- pragmatic knowledge of the four targeted speech acts of apology, complaint, request and refusal. Then later , it was conducted as the post-test at the end of instructional program in order to detect any progress regarding the subjects' pragmatic production of the four speech acts .

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Instructional Treatment

In order to achieve the aim of this study, an instructional program on the four speech acts of apology, request , complaint and request was carefully designed and developed by the researcher . The researcher has made use of many current English curricula and syllabuses in designing this program .The program was basically planned, scheduled and given to the subjects by the researcher for the purpose to be an instructional syllabus to raise pragmatic awareness of the subjects. Four types of speech acts: request, apology, complaint and refusal were selected as major components for this programme on the basis of the participants needs and interests.

The researcher utilizes primarily explicit approach of instruction in this programme. In addition, the model of "three Ps " methodology as suggested by McCarthy (1998) was used in planning all classroom activities since it is the model of teaching pragmatics that seems to be much consistent with basic principles of explicit approach of pragmatics teaching.

Following methodology of the three Ps, all lessons in the program encompass three major phases : presentation –practice and production whereas the initial phase that precedes the presentation phase is usually an introductory phase which involves warming up activities .

In what follows a detailed description of each phase of the lesson in the programme will be given:
Pre- presentation: Warm up phase
Presentation Phase: the teaching material presents the learners with various hypothetical situations to help them to get the feeling of the speech act . At this stage also the native speakers model is introduced to the learners through different extracts from authentic materials through audio visuals.
Practice (Doing) phase: This stage involves providing learners with opportunities to reinforce the pragmatic knowledge they have acquired. Learners are asked to respond to similar situations via completing DCT and to explain and clarify both sociopragmatic and pragmalinguistic information of the given tasks.
Production Phase: The learners are asked to analyze their own speech act performance then they were asked to produce less-controlled and free speaking activities based on what they have acquired from the previously learnt knowledge of the speech acts. These main stages of the lesson including pre-presentation stage will be outlined in the following table.
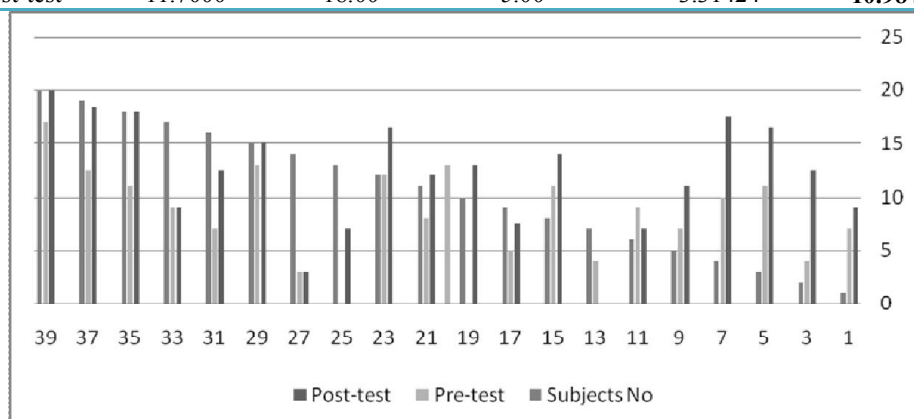
Results & Discussion
Two types of data analysis statistical procedures: descriptive statistics and inferential statistics were conducted using SPSS software. A paired T-test using on SPSS was also used in order to ensure any significant difference between subject's responses to the WDCT situations in the pre-test and post-test.

Tables and graphs presented below represent a comparison between the mean scores gained by the subjects in the pre - post test for each one of the target speech acts .

1- The Impact Of Instructional Treatment On Developing Subjects pragmatic Production Of The Speech Act Of (Apology) :

Table 1 : Descriptive Statistics Of Subjects Responses to the first and second situations : The Speech Act Of Apology.

Test Type	Mean	Max.	Min.	St. Deviation	Variance
Pre-test	7.7500	12.00	1.00	2.98901	**8.934**
Post-test	11.7000	18.00	5.00	3.31424	**10.984**

Figure 1. Graphical Representation of The Subjects Responses To Situations (1) and (2) in the WDCT

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The means of the correct response of apology as presented in the above table and graph , states that the subjects in the present study showed a change towards the speech act of apology after receiving several instructional sessions. It has been also observed from the pre-test and post –test data that all subjects gained some knowledge of strategies needed in English apologizing under instruction, However very few number of these subjects continued to transfer some Sudanese Arabic strategies and semantic formula used for realizing the speech act of apology .

The following two examples illustrate the change in subjects performance of Situation (1) in the post –test of the DCT :
Pre-test :   forgive me . Very sorry . I forgot to return the laptop to you   .
Post –test :   I am terribly sorry for keeping your laptop all this time.
The subjects in the above two examples showed a great development in linguistic realization of the speech act of apology . In the pre-test example the subject relied very much on transferring Sudanese Arabic strategy for realizing apology .Most of the expressions produced in the pre-test deviated from the correct English responses. In contrast , the second example of the post-test shows clearly how the subject used an intensified expression of regret " terribly sorry" to realize the speech act of apology which can be considered a sign of progress in pragmatic production of the speech act of apology

2- The Impact Of Instructional Treatment On Developing Subjects pragmatic Production Of The Speech Act Of (Refusal) :

Table 2. Descriptive Statistics Of Subjects Responses to the third and fourth situations : The Speech Act Of Refusal.

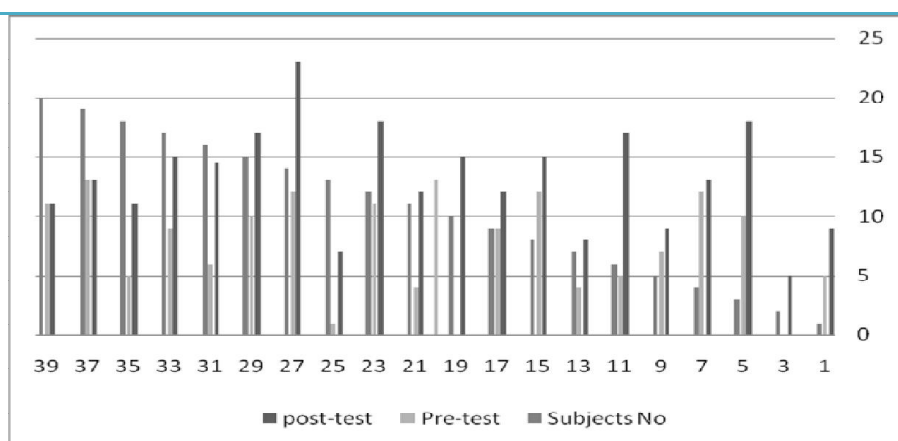| Test Type	Mean	Max.	Min.	St. Deviation	Variance
Pre-test	7.7250	13.00	.00	.95798	**18.355**
Post-test	13.1250	23.00	5.00	.97729	**19.102**

Figure 2. Graphical Representation of The Subjects Responses To Situations (3) and (4) in the WCT.
As it revealed by the above table and graph , the difference between the pre- and post-tests mean scores is statistically significant . The mean scores obtained by the subjects in the post –test (13.1250) is higher than that of the pre- test (7.7250) and this indicates that the performance of the group of subjects on the speech act of refusal proved to be developed after they had received instructional treatment on the speech act of refusal .

In responding to situations (3) and (4) all subjects transferred some Sudanese Arabic semantic formula to realize the speech act of refusal . Undoubtedly ,The subjects failure to gain much success in realizing the L2 refusal in the pre-test can be attributed to the L1 influence from one hand and the lack of refusal instruction from the other hand . The following two examples illustrate how the pedagogical treatment influenced the subjects performance of the L2 refusal on the post :
Situation (3) : One of your friends invites you to dinner ,but really you can't go since you have a lot of things to do so you want to refuse politely, you say :

Pre-test :   No , I can't . Thank you very much .
Post –test :   I'd love to but I can't since I have a lot of things to do tonight
Unlike the native speakers who usually start refusing an offer with gratitude or positive opinion before they show regret and finally end with the direct   "NO" followed by excuse, all subjects of the present study initiated their English responses to situations (1) and (2) in the pre-test with gratitude followed by direct" NO ". In comparison , the subjects response to the same situation in the post-test as it can be seen in the above example is more linguistically accurate and pragmatically appropriate .

To summarize , the instructional sessions received by the subjects had an obvious impact on promoting both linguistic and pragmatic strategies of realizing the speech act of refusal .

3- The Impact Of Instructional Treatment On Developing Subjects pragmatic Production Of The Speech Act Of (Complaint) :

Table 3 . Descriptive Statistics Of Subjects Responses to the Fifth   and Sixth situations : The Speech Act Of Complaint

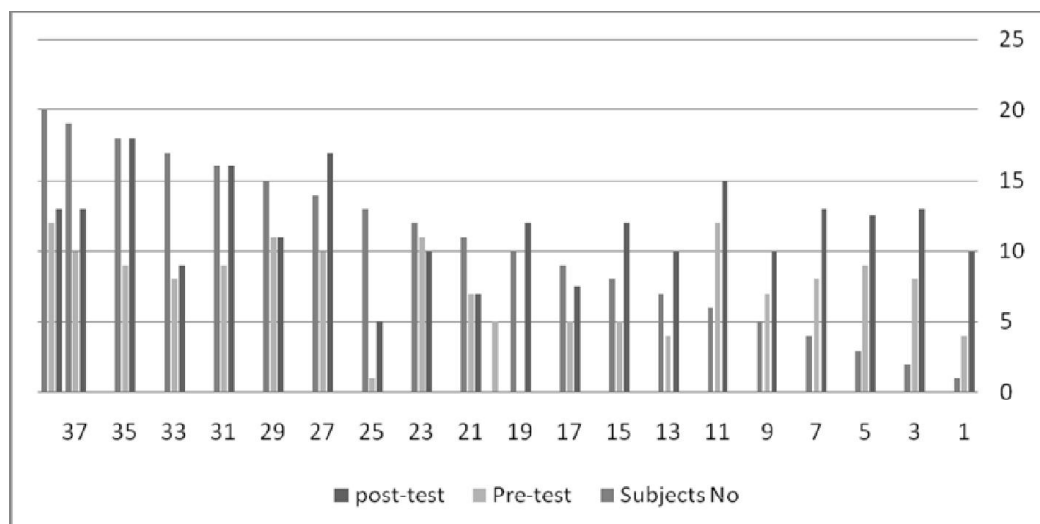| Test Type	Mean	Max.	Min.	St. Deviation	Variance
Pre-test	8.8500	15.00	3.00	3.38767	**11.476**
Post-test	12.0250	19.00	3.00	3.97517	**15.802**

Figure 3. Graphical Representation of the Subjects Responses To Situations (4) and (5) in the WDCT

Table and graph No (3) represent statistical descriptive of scores gained by the subjects in the fifth and sixth situations of the WDCT. These two situations respectively measure the subjects performance on the speech act of complaint. As it shown by the above table and graph , the subjects did much better in the post-test. The mean scores of the subjects in the post-test (12.0250) is higher than that of the pre-test (8.8500) . This indicates an obvious improvement in subject's performance on the target speech act of (complaint).

Generally speaking the pre-test results showed that the subjects didn't master both linguistic and socio-pragmatic skills that enable them to produce appropriate and accurate responses to situations (5) and (6) . To clarify this finding we can examine the following two examples of the subjects responses to Situation(5) and (6) in the pre-test :
Situation No(5) : While you are standing in a very long line waiting for your turn to buy a bus ticket to travel to a nearby city to visit one of your relatives there, someone tries to cut the line in front of you , you say
Subject (1) : Go back and wait for your turn to come.
Subject (2) :   Don't cut the line in front of me .

The above two samples from the subjects responses to situation (5) in the pre-test demonstrate subjects tendency towards using explicit ways of complaint . These two examples also revealed that the subjects preferred way of complaint in English is "imperative " e.g. (Go back – don't cut the line -) . The majority of the subjects expressed their annoyance in both situations (5) and (6) through intensifying imperatives.

Imperatives have occurred much in the expressions produced by the majority of subjects in the pre-test We can further illustrate this through the following examples :
Subject (1) stand at the end of the line please
Subject (2) don't be selfish, go back
Subject (3) keep standing at the end of the line.

As shown in the above three examples the subjects tended to use imperatives in order to express their annoyance .This very high percentage of imperative frequency indicates both   pragmalinguistic and sociopragmatic deficiency and it can be directly attributed to the L1 pragmatic transfer as well as inadequate pragmatic knowledge . In spite of the fact that some of the subjects

showed a noticeable development in their performance in the post-test , a considerable number of these subjects kept on using the imperative form .

From the other hand, the pedagogical treatment was successful in equipping the majority of subjects with both linguistic and sociopragmatic knowledge that enabled a number of these learners to realize the speech act of complaint by some forms other than imperative . This can be clarified by the following examples from the post-test :

Situation (6) : Knowing that your room will be vacant over the week end as you visiting your family who lives in another city , your friend requests to stay in the room over the weekend , you permit him to stay . However, when you come back you find that your friend has behaved carelessly messed up the room ,you say :

Response (1) : I am sorry to tell you that I am quite disappointment .I will never let you use my room again.

Response (2) **:** Could you please clean the room .It is so dirty.

Compared to their responses to situation (6) in the pre-test , the subjects responses to the same situation in the post –test were remarkably more advanced . While imperative form has been adopted by most subjects in the pre-test as transferred linguistic strategy , request and threat or warning are used in turn to realize the speech act of complaint in the post –test   . All subjects showed great tendency towards using such strategy after they had been instructed on complaint and this of course provides much evidence regarding effectiveness of the instructional program .

4- The Impact Of Instructional Treatment On Developing Subjects pragmatic Production Of The Speech Act Of (Request) :

Table 4. Descriptive Statistics Of Subjects Responses to the Seventh and Eighth situations: The Speech Act Of (Request)

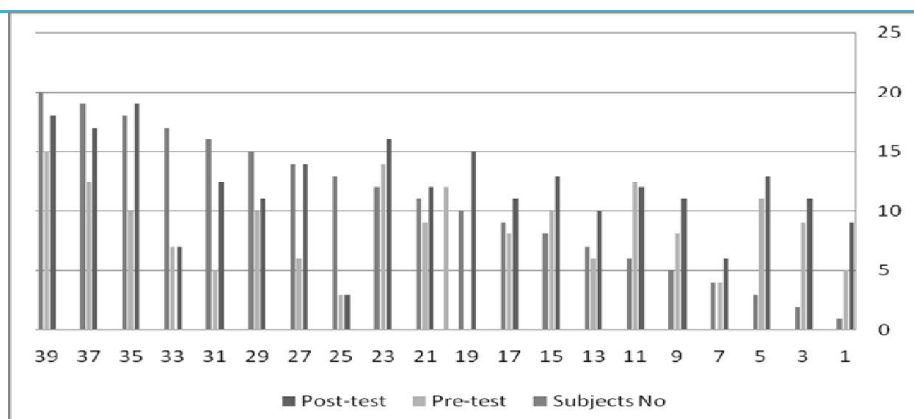| Test Type	Mean	Max.	Min.	St. Deviation	Variance
Pre-test	8.6750	17.00	.00	4.13036	17.060
Post-test	12.2250	20.00	3.00	4.84354	23.460

Figure 4. Graphical Representation Of the subjects responses to the Seventh and eighth situations in the WDCT

The post-test mean scores of the subjects responses to situations (7) and (8) in the WDCT as it revealed by the above table and graph indicates a significant statistical difference in the subjects scores . The subjects mean score in the post –test (12.2250) is higher than that of the pre-test (8.6750) .This indicates that there is an obvious increase in the subjects pragmatic knowledge of the speech act of complaint through programmed instruction.

While attempting to respond to situations (7) and (8) in the pre-test the respondents used the form of direct request . The following examples present some samples from the subjects responses to situation (7) in the pre-test and post –test respectively :

Situation (7) :You are on a way to college and you are a bit late ,you have left your watch at home A person of your age wearing a watch passes by . You want to know what time is it , you say

The pre-test :

Respondent (1) : What is the time please?

Respondent (2) : Tell me the time please

The Post –test :

Respondent (1) : could you tell me what time it is

Respondent (2) : can you tell me the time please?

In this situation as shown in the above examples it can be observed that respondents prefer to employ direct request with modal " could you please .. can you please " in the post –test . They directly asked what they want to. This form is the most frequently

used one by the majority of respondents in the pos-test since it is more straightforward and uncomplicated form of performing request.

In contrast , the pre-test results revealed great tendency among the subjects to employ some forms that are very related to "order" rather than "request" as shown in example (1) and (2) . The respondents were unable to distinguish between these two different illocutionary acts . They tended to use the form of orders " tell me the time ..what is time now " in order to ask for time . In addition , there are also much occurrences of other forms of request in the post –test data such as "want statement and suggestry formula which were all acquired by the learners under instruction.

Paired Sample T-test
In order to ensure effectiveness of the instructional program and to make the statistical analysis more vivid , it is to put that p-value (Exact sig.2-tailed) is the probability of obtaining a test statistics. It is assumed that the value-test is α (p < 0.05) in order to compare it with the output of the results. If the p-value is less than assumed significance α (p < 0.05) then null hypothesis is rejected and that is to say that the difference between the pre-test and post-test is significant.

As illustrated in the following table, the p-value or the table significance is less than α (p < 0.05) . This a clear evidence of the fact that the planned instruction makes a difference in developing pragmatic performance of the participants .

Table 5. Paired Sample t-test of subjects Responses to the WCT Situations

Situations(1+): Request			Situations(3+4): Refusal			Situations (5+6): Complaint			Situations(7+8): Apology		
t-	df-	Sig. (2-tailed)	t-	df-	Sig. (2-tailed	t-	df-	Sig. (2-tailed	t-	df-	Sig. (2-tailed
.001	19	3.736-	.000	19	-5.631	.001	19	-4.078	.007	19	-3.039

Again, as indicated by the above table the p-value for all pre-test /post-tests responses of the participants to all situations of the WDCT   is (000) which means that the null hypothesis is rejected . This indicative to the fact that instruction received by the participants before the post-test conducted makes a significant difference in developing learners pragmatic production of the target speech act forms

Impact of Instructional Program on Developing Strategies That Used For   Realizing the Four Target Speech Acts
Analysis of the post –test results showed also a significant development in the subjects' strategies of realizing the four targeted speech acts. The following table demonstrates some examples of strategies that used by the subjects in the pre-test and post-test of the WDCT.

Table 7. Examples of Strategies Used by Subjects In the pre-test and post –test

Speech Act	Test	Strategy
apology	Pre-test	transferred Arabic semantic formulae.
	Post –test	Expressions of regret with adverbial intensifiers. Sub-formula " *Sorry*"
Refusal	Pre-test	Gratitude following with direct "No
	Post –test	Excuse. Expression of regret
Request	Pre-test	Imperative
	Post –test	Want statement. suggestry formula.
Complaint	Pre-test	Imperative form.
	Post -test	Threat and warning Request

The above table displays some examples of strategies used by the group of subjects in the pre-test and post –test .These examples indicates remarkable advancement in subjects performance of the targeted speech acts .The kinds of apology ,request ,complaint

and refusal produced in the post –test were much pragmatically and linguistically appropriate. Over all, that the subjects have developed both linguistic and pragmatic strategies for realizing the four targeted speech acts and their responses were both linguistically correct and pragmatically appropriate

Conclusion

The present study explores the impact of planned classroom instruction on developing the Sudanese university EFL learners pragmatic competence. Findings from this study have been found to be consistent with the findings of several related studies on the importance of pragmatics teaching and its usefulness in raising the level of pragmatic competence among the EFL learners. In addition, findings of the present study also confirmed the claim that supported by many other related studies that there is no obvious correlation between linguistic knowledge and pragmatic knowledge. Moreover, other related issues to the main findings of the present study were further discussed in relation to the previous research findings such as the role of L1 pragmatic transfer in L2 pragmatic production and comprehension and the role of context where English is taught in producing more tangible results of pragmatic instruction

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