

AL-MUSTANSIRIYAH UNIVERSITY

**COMPARATIVE STUDY BETWEEN PRAGMATIC-
SEMANTIC METHOD AND TEXTUAL
METHOD IN TEACHING PROSE
TO EFL COLLEGE
STUDENTS**

**A THESIS
SUBMITTED TO THE COUNCIL OF THE COLLEGE
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FOR THE DEGREE OF MASTER OF ARTS
IN EDUCATION**

(Methods of Teaching English as a Foreign Language)

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ABSTRACT

Literature is any artifact that is characterized by something extraordinary about the language in which it is framed. The works of literature that use a special language express the truth of human thoughts and feelings. What distinguishes literature from other fields of knowledge is the fact that it gives truth and beauty. Though the characters and the events of literary works are fictitious, they are representations of human life.

Prose is a type of writing that deals with facts, ideas and events. Prose writing is usually used for the description of facts or the discussion of ideas. Prose; however, varies fundamentally depending on the purpose of the writing. In short stories, for instance, it is used skillfully to suggest different moods and ideas. Prose writers use various styles to express the complexities of mankind.

In relation to the role that prose plays in the process of learning and teaching EFL, no study has undertaken the task of investigating the effect of each of the pragmatic-semantic method (SPM) and textual method (TM) on students' achievement in English prose. Hence, there is an urgent need for empirical studies to explore and validate such methods and compare between their efficiencies in teaching prose to EFL students. Thus, this study has undertaken the tasks of:

- a- Finding out the efficiency of the PSM in teaching prose to the first year EFL college students.
- b- Finding out the efficiency of the TM in teaching prose to the first year EFL college students.
- c- Comparing the efficiency of the two identified methods in relation to the data concerned.