

Dedication

To whom I am always and forever indebted to them:

My Parents

Acknowledgement

Firstly, I am grateful to Allah who gives me strength to do this study. Secondly, I would like to express my deep gratitude to my supervisor Dr.Mohammed Eltayeb who has patiently and sincerely guide me towards various routes of knowledge which have led to the completion of this thesis and for his valuable advice, suggestions, and support. Also, I appreciate his willingness to devote his time and efforts for every help whenever I needed. Thirdly, thousands of regards are due to my father who keeps encourage me to be well-educated and knowledgeable. Fourthly, I am also grateful to all my colleagues in the College of Languages at Sudan University of Science and Technology who were constant source of support both moral, and intellectual. Finally, this acknowledgement would not be complete without thanking my mother for her patience and support throughout the duration of this study.

Abstract

This study aims at investigating the awareness of syllable structure and stress use among Sudanese University EFL learners. The aims of this study are; investigate the students' awareness of English syllable structure, and to know to what degree students are able to use stress correctly. To achieve the objectives of the study, the researcher designed and administered a test for a sample of 50 of the third year students majoring in English. The researcher has followed the quantitative analytical method to analyze the results. The validity and reliability of the tool mentioned above were measured. The study was based on two hypotheses, the first one stated that students are no aware of English syllable structure, and it was rejected according to the participants' responses. The second one claimed that students are not able to use stress correctly, and it was confirmed according to their performance. The findings of the study revealed that students are aware of English syllable structure, and they are not able to use stress correctly. Based on the findings the researcher recommended paying stress area more attention, because of its importance in pronunciation. The researcher also recommended giving phonological awareness a considerable portion in the learners' store of linguistic information. Finally, the researcher suggested the following; conducting studies in another area of stress, which is sentence stress, applying the same study to other levels, using other instruments for testing the subjects' syllable and stress knowledge. In addition, comparative studies could be conducted to find the similarities and dissimilarities between English and Arabic regarding the characteristics of syllable and stress.

Abstract

(Arabic Version)

مستخلص الدراسة

تهدف هذه الدراسة إلى تقصي وعي دارسي اللغة الإنجليزية في جامعة السودان للعلوم والتكنولوجيا بوصفها لغة أجنبية، لتركيب مكونات المقطع وبيان مدى قدرة الطلاب على استخدام النبر بصورة صحيحة. ولتحقيق أهداف الدراسة، قام الباحث بتصميم اختبار لعينة (50) من طلاب السنة الثالثة الدارسين للغة الإنجليزية تتبعته الدراسة في ذلك المنهج الوصفي، ومن أدواته التحليل. بنيت الدراسة على فرضيتان: صرحت الأولى أن الطلاب ليس لديهم الوعي لتركيب مكونات المقطع، وقد رُفضت هذه الفرضية بناءً على أجوبة المشاركين. أما الثانية فقد ادعت أن الطلاب غير قادرين على استخدام النبر بصورة صحيحة، أما هذه رفضت بناءً على أدائهم. كشفت نتائج الدراسة أن الطلاب يملكون الوعي لتركيب مكونات المقطع، وأنهم ليسوا قادرين على استخدام النبر بصورة صحيحة. بناءً على هذه النتائج، أوصى الباحث بإعطاء النبر اهتماماً أكثر لأهميته في النطق. أوصى الباحث أيضاً إعطاء علم الأصوات الكلامية جزءاً أكبر لأهميته في إثراء الذخيرة اللغوية لدى الطلاب. أخيراً، قام الباحث باقتراح التالي: عمل دراسات أخرى في مجال النبر وهي النبر في الجملة، وتطبيق نفس الدراسة في مستويات أخرى وذلك باستخدام أخرى لإختبار معرفة الخاضعين للدراسة لتركيب المقطع والنبر. إضافة إلى ذلك عمل دراسات لغوية مقارنة لمعرفة أوجه الاختلاف والشبه ما بين الإنجليزية والعربية حول سمات المقطع والنبر.

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