

## **DeDication**

To my mother... whose kindness has been a necklace ...since I was an infant... ..

To my father... whose wisdom has helped me ...to overcome obstacles along the road of knowledge.....

To my mother in law... who has supported me with all her heart...

To my husband, with love and patience has stood by my side.....

To my children, with their love and prayers I can overcome all hazards of life.....

To my sisters and brothers.....

To my sister in law Fatin Awad.....

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## **Abstract**

This study aims at investigating the degree of students' knowledge concerning identifying and producing different tones and the tonic syllable in the intonation of English language; moreover whether this ability could be improved through teaching Intonation. Another aim is to find out the degree of students exposure to English language and whether it affects their standard concerning English language. One of the aims is to examine the intonation of Sudanese colloquial Arabic to point out the similarities and differences between it and the English intonation, to determine if there is any kind of transfer. To achieve these aims the researcher used two methods namely the descriptive and the experimental methods. The data was collected through testing a sample of 92 third year students. Statistical analysis of the students' performance showed the following: Students' performance regarding the receptive and productive tests as total has improved after being taught intonation by about 20%, and 30% respectively. Students' performance has improved regarding the three levels level of word level of sentence and level of tonic syllable but the improvement is quite obvious concerning the level of sentence in the receptive test, and level of tonic syllable in the productive test. Regarding the tonic syllable the students in the pre-test have an inclination not to choose and intensify the structure words as a tonic syllable. Their understanding in this area has improved.

The most important recommendations are: Supra-segmental feature and particularly intonation should be diffused in different syllabuses in the curriculum of the English language. Teachers should be well trained to teach such features.

## المستخلص

هدفت هذه الدراسة إلى معرفة مقدرة الطلاب على التعرف على ونطق النغمات المختلفة والمقطع الذي تقع عليه النغمة في تنغيم اللغة الإنجليزية. بالإضافة إلى امكانية تنمية هذه المعرفة من خلال تدريس هؤلاء الطلاب التنغيم. هدف آخر هو معرفة مدى تعرض الطلاب للغة الإنجليزية و هل يؤثر ذلك على مستواهم في اللغة الإنجليزية. ومن الأهداف أيضا التدقيق في التنغيم للغة الدارجة السودانية وذلك لتحديد أوجه الشبه و الاختلاف بينها وبين التنغيم في اللغة الإنجليزية، وذلك لتحديد تأثير ذلك على اللغة الإنجليزية. للوصول لتلك الأهداف أستعمل الباحث طريقتين الطريقة الوصفية و الطريقة التجريبية. تم جمع البيانات من خلال اختبار عينه من 92 طالبا من طلاب السنة الثالثة. أوضح التحليل الإحصائي النتائج التالية: أوضحت النتائج أن مستوى الطلاب بصورة مجملة قد تحسن فيما يخص كل من اختباري الإستماع والنطق بحوالي 20% و 30% على التوالي. كما لوحظ أن مستوى الطلاب قد تحسن في كل من الثلاثة أسئلة لكن التحسن كان أوضح على مستوى الجمل بالنسبة لإختبار الإستماع ومستوى المقطع الذي تقع عليه النغمة في إختبار النطق. أما بالنسبة للمقطع الذي تقع عليه النغمة وجد ان الطلاب كانت لديهم النزعة في الإختبار القبلي لاختيار وتنغيم الكلمات التركيبية (Structure Words) لتمثل هذا المقطع، ووجد أن فهمهم في هذا المجال قد تحسن.

أهم التوصيات هي: المقاطع فوق الصوتية وبالأخص التنغيم يفضل بأن يكون مشعا كجزء من كل مقرر من المقررات المختلفة ضمن منهج اللغة الإنجليزية . ومن الأفضل تدريب الأساتذة لتدريس مثل هذه الظواهر.

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