

## **Dedication**

To children torn by war and the peace makers

## **Acknowledgements**

Thanks due to my all teachers who have enlightened my way from very beginning of my schooling up to this moment: my teachers of primary , intermediate and secondary school in addition to Khartoum University, Nile valley and Sudan University of science and technology.

My special tributes to my two supervisors Dr. Abdelmohmoud Idris and Dr. Nada Sid Ahmed Aljack who never stop guiding and paving my way to achieve the intended target.

I would like to seize this opportunity to thank my all friends and colleagues who have encouraged and supported me with source of endless advice in specific U\Habeb who helps in computer process and Abdul-Jabbar, Mutwakil, Abulgasim and Ahmed Ballal who provided me with lots of relevant resources.

Definitely, family's role should not be ignored I owe to them: parents, my two brothers Ahmed and Dr. Mohammed, my younger sister U\ Shema and her husband U\ Albadri and my cousin Abdelmoniem all of them push me in a good face to fulfill my dream till it comes true.

## **English Abstract**

This study attempts to investigate the effect of pronunciation on understanding the speaker's message, which is conducted at Ahfad University for women. The researcher noticed a real problem in students' listening comprehension; they misunderstand the spoken language of native speaker, so the objective of the study to provide a practical and experimental study of listening skill problem and its characteristics. Three hypotheses were assumed:

First conventional Labs using audio aids have positive effect on students' listening comprehension.

Secondly teaching connected speech enhances students' listening comprehension.

Thirdly, different Pronunciations of American and British vocabulary's models affect listeners' understanding.

Analytical experimental method was followed to prove or disprove the first and second hypotheses. Non probability convenience sample is used to collect the data for the first and second hypotheses while probability random sample is used for the second and third hypothesis. To collect the data for the first hypothesis, the researcher selected two groups: experimental group and control group. They both utilized from the same environment except the lab which is exclusively aided for the experimental group. The experiment took 60 credit hours. For the second hypothesis "Teaching connected speech enhances students' listening comprehension" the same students were selected to collect the data using observational check lists. Teacher's questionnaire was used for the third hypothesis "different Pronunciations of American and British vocabulary models affects listener understands" here the questionnaire is used to collect the data.

The collected data from the mentioned instruments: tests, observation and questionnaire check list have been analyzed, tested and interpreted using SPSS software aided with tables and charts.

After analysis of the result, the study came out with the following findings:

First, there are statistical differences between the experimental group's and control group's performance, accordingly conventional Labs using audio aids have positive effect on student's listening comprehension.

Secondly, there are statistical differences in students' performance before teaching connected speech and after the experiment, when Learners achieved a remarkable progressing and development in listening comprehension in all aspects; accordingly, teaching aspects connected speech enhances students' listening comprehension.

Thirdly, different pronunciations of British English and American English vocabulary confuse listeners' understanding, when a word of the first model pronounced differently from the second model and vice versa also is proved.

## Arabic version

### المستخلص باللغة العربية

تهدف هذه الدراسة للتحري عن أثر النطق في فهم رسالة المتحدث التي اجريت تجربتها بجامعة الاحفاد للبنات. وقد لاحظ الباحث ان هنالك مشكلة حقيقية تتمثل في ضعف مهارة الاستماع عند الطلاب وعليه هدف البحث لاجراء دراسة عملية وتجريبية للفرضيتين الاولى والثانية وقد افترض الباحث ثلاث فرضيات لها علاقة بمهارة الاستماع:

- استخدام المعامل التقليدية السمعية لها اثر ايجابي علي مهارة الاستماع.
- تدريس الكلام المتصل ينمي من مهارة الاستماع الاستيعابي.
- اختلاف نطق الكلمات باللهجتين الانجليزية و اللهجة الامريكية يؤثر على مهارة الاستماع.

وقد اتبع الباحث المنهج التحليلي التجريبي لاثبات الفرضيات اعلاه باستخدام العينة الملائمة غير الاحتمالية للفرضيتين الاولى والثانية وعينة احتمالية عشوائية للفرضيتين الثانية و الثالثة. ولجمع المعلومات استخدمت للفرضية الاولى الية الاختبار حيث تم اختيار مجموعتين من جامعة الاحفاد مجموعة تجريبية واخرى ضابطة حيث وفرت لهما كل الظروف المواتية لاجراء التجربة ووفرت للمجموعة التجريبية المعمل السمعي دون رفيقتها المجموعة الضابطة درست بالطريقة التقليدية. وا استخدمت الية الاختبار - قبل التجربة وبعد التجربة- حيث احرزت المجموعة التجريبية تقدما ملحوظا بعد نهاية التجربة والتي استغرقت ستون ساعة معتمدة. اما الفرضية الثانية فقد استخدم لها الية اسلوب الملاحظة واستغرقت ثلاثون ساعة معتمدة مصحوبة بالية الاستبانة لمعلمي اللغة الانجليزية بالجامعات التي تدور حول فعالية الكلام تدريس المتصل في الاستماع الاستيعابي. اما الفرضية الثالثة فقد استخدم لها الاستبانة التي وزعت على عينة عشوائية من اساتذة الجامعات واثبتت ان اختلاف نطق الكلمات بين الانجليزي الامريكي والانجليزي البريطاني يؤثر على مهارة الاستماع الاستيعابي.

وقد تم تحليل البيانات باستخدام برنامج SPSS ومن ثم اثبتت التجارب صحة الفرضيات الثلاثة السابقة الذكر وقد خرجت الدراسة بالنتائج التالية:

- هنالك فروق فردية بين الطلاب الذين درسوا مهارة الاستماع عن طريق الوسائل السمعية والذين درسوا المهارة بالطريقة التقليدية مما اثبت صحة الفرضية الاولى: استخدام المعامل التقليدية السمعية لها اثر ايجابي علي مهارة الاستماع
- هنالك فروق فردية في مستوى الطلاب قبل دراسة الكلام المتصل وبعد الدراسة مما اثبت صحة الفرضية الثانية تدريس الكلام المتصل ينمي من مهارة الاستماع الاستيعابي.
- اختلاف نطق الكلمات باللهجة الانجليزية و اللهجة الامريكية يودي الى التشويش في مهارة الاستماع

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