

## **DEDICATION**

To my dear parents, to my patient wife and children.

## **ACKNOWLEDGMENTS**

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## Abstract

This study aimed at identifying the influence of using English language phonological features on developing L2 students' oral communication skills. It has adopted experimental and descriptive methods as well as qualitative analysis by using statistical techniques (SPSS). The sample of study was (30) students who has been exposed to the test and (42) university teachers who responded to the questionnaire. University teachers confirmed and reinforced the statements of questionnaire (see tables 4.10, 4.13, 4.14). The study has come up with some of main findings that most study subjects are weak in speaking skills. (see tables 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 4.14) and (the diagrams of students' sound spectrums 4.1 to 4.30 for the features of students' voices). Moreover, using of phonological features bring L2 students' closer to a native English speaker (see native speaker' sound spectrums No. 4.1a / 4.2a and students' sound spectrums No. 4.1 to 4.30). The study offered some important recommendations that university students face a big challenge in using English language phonological features (Linking, intonation, stress, etc.) therefore, the teaching of these features should start from the secondary level as a base for a university in addition to that teaching phonics from the very beginning enable the L2 students not to develop bad habits and fossilized errors furthermore university teachers should expose L2 students to the sounds of English native speakers by using modern technologies such as videos spectrograms, etc. Beside that L2 students lack of natural language environment or language situation where could interact freely. Rooms are artificial, there for, they should need more real situations such as English language educational clubs. Some suggestions for further studies were proposed.

## مستخلص الدراسة

هدفت هذه الدراسة الى التعرف على تأثير استخدام ملامح النظام الصوتي للغة الإنجليزية على تطوير مهارات الاتصال اللفظي لدى دارسي اللغة الانجليزية كلغة ثانية . اعتمدت الدراسة المنهج الوصفي والتجريبي والتحليل النوعي باستخدام التقنية الإحصائية (SPSS) لتحليل البيانات. تكونت عينة الدراسة من 30 عينة من الطلاب الذين عرضوا للاختبار و42 مدرسا جامعيًا أجابوا على الاستبيان. وقد بين التحليل الإحصائي للمجموعة التجريبية ما يلي: فيما يتعلق بخصائص الاصوات القطعية (الصوامت و الصوات) والاصوات الفوققطعية (النبرات و التنغيمات) وعلامات الوقف المؤقت في المقارنة بين الاختبار القبلي والاختبار البعدي كان هناك تحسن ضعيفا في أداء العينات. كل الردود على استبيان البيانات بالنسبة للاصوات القطعية و الفوققطعية و علامات الوقف المؤقت جاءت موافقا مع محتوى الاستبيان وقد توصلت الدراسة إلى بعض النتائج التي كشفت عن استخدام السمات الصوتية الإنجليزية التي هي سمة مؤثرة في تطوير مهارات الاتصال اللفظي لدى طلاب اللغة الانجليزية كلغة ثانية أهمها: أن معظم موضوعات الدراسة ضعيفة في مهارات التحدث المنطوقة. انظر الى الجداول رقم (4.5 , 4.6 , 4.7 , 4.8 , 4.9 , 4.1 , 4.11 , 4.12 , 4.13 , 4.14) و المخططات الصوتية 4.1 الى 4.30 بالنسبة لملامح الفاظ الطلاب). ان استخدام ملامح النظام الصوتي يجعل الطالب قريبا من حيث الصوت الى المتحدث بلغة الام ( انظر الى الاطياف الصوتية 4.1 الى 4.30 و 4.1a الى 4.2a). عرضت الدراسة بعض التوصيات المهمة منها ان طلاب الجامعة يواجهون تحديا كبيرا في استخدام السمات الصوتية الإنجليزية مثل ( النبرة و التنغيم و الادغام الخ)، وبالتالي تدريس خصائص هذه السمات يجب أن تبدأ من المستوى الثانوي كمدخل للجامعة كما و ان تدريس الاصوت منذ وقت مبكر تمكن دارسي اللغة الانجليزية كلغة ثانية من عدم تطوير العادات السيئة والأخطاء المتحجرة علاوة على ذلك يجب تعريض دارسي اللغة الانجليزية كلغة ثانية في الجامعات والثانويات إلى أصوات الناطقين باللغة الإنجليزية باستخدام التقنيات الحديثة مثل أشرطة الفيديو واجهزة قياس الاصوات الخ. و اخيرا ان دارسي اللغة الانجليزية كلغة ثانية يفتقروا إلى البيئة و الاوضاع الطبيعية للغة للتفاعل بحرية و ينبغي الحوجة إلى مواقف أكثر واقعية مثل الأندية التعليمية للغة الانجليزية. كما ضمن الباحث بعض المقترحات للدراسات المستقبلية.

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