Chapter one

Introduction

1.0   Background

As we know English language has become an international language, so the medium of communication through which people are connected to each other. In this study

The researcher have tried to present new techniques of teaching and learning stress in English language as a crucial part in mastering English language stress. Many students think that learning English depends solely on knowing English grammar and vocabulary. However, studying language is much depends on mastering all skills. On the other hand, oral skills primarily focus on having accurate pronunciation, in particular the phenomenon of stress subordination to the property of individual segments, but rather reflect a hierarchical rhythmic. After a long period of time the study of stress has become as subject of a considerable interest and received a large amount of attention. Many students think that learning English is about learning, consonant, vowels and vocabulary.

1.1 Statement of the problem

The problem which the present study attempts to investigate is that the students of Sudan University of Science and Technology college of Graduate studies MA programmed in ELT do not fully aware of using English stress and faces many difficulties to master English stress. Therefore, the study is conducted to carry out pedagogical theory of English stress.

1.2 Significance of the study

This study is considered a significant for the following reasons
1. The importance of this study comes from the necessity of mastering stress and English pronunciation as well.
2. Providing a new method to attain high position in teaching and learning English pronunciation.
3. It helps in providing the researchers with background information.
4. Encouraging the proficiency of using audio-visual aids as assistant tool in teaching and learning English stress.

1.3 Objectives of the study

The study tries to realize the following objectives:
1. Investigate on the major problem that hinds mastering English language stress.
2. Encourage using audio visual means in instructing English pronunciation as a whole and English rhythmic in a particular.
3. Test the hypothesis of a causal relationship variable in special groups.
4. Enlarge learners' capacity to understand English the use of English language stress.

1.4 Questions of the Study

The study will provide answers for the following questions:
1. What are the problems that encounter the university students in mastering the use of English language stress?
2. To what extent do the use of audio-visual aids affects positively on learners' performance and competence?

1.5 Hypotheses of the Study

The study has the following hypotheses:

1. Mastering English language stress is a difficult task to be used effectively by students without paying too much effort.
2. Using audio-visual aids as a medium of learning English pronunciation affect positively in language teaching and learning.

1.6Methodology of the Study

The study will be analyzed by a descriptive analytical method in nature. The data will be collected via the following instruments A questionnaire for students of MA programmed in ELT The data will be analyzed by SPSS and the results are going to be presented in percentage so as to achieve the reliability and validity of the tests.

1.7limits of the study

The study is limited to students of Sudan University of Science and Technology faculty of Graduate studies MA programmed in ELT Department of languages. In the academic year (2016) – (2017)

Chapter Two

Literature Review and Previous Studies

2.1-Introduction

This chapter aims to illustrate the impact of audio –visual aids on teaching and learning stress in English language for university students.

Stress or pronunciation in general is very important or how pauses in English rhythm help students to understanding conversation. Because English stress is a key factor in understanding native speakers.

The main phonetic ingredients of stress are being of understanding (pitch, length, and loudness).

The phonological problems facing university learners to understand English language .phonology is a branch which investigates the way in which speech sounds are used systematically to form words and utterances.

The audio-visual aids and materials such as(package, slides, tape recorder, audio cassettes, films, poster, computers, television, point radios etc.)These are very crucial in teaching and learning English language stress to produce many activities to reinforce in both teaching and learning production. More recently the audio-visual aids were widely used in pedagogical area.

2.2 Phonology

Phonology is the study of the sound system of a particular language .Phonetics, in contrast, is the study of the articulatory, auditory and acoustic properties of the speech –sounds .Phonology subsumes the study of segmental phoneme of a language (consonants and vowels) and the features that are

superimposed on the segmental phonemes. These features are length, stress and rhythm.

2.3 Suprasegmental:

Much of the current research in phonology has focused on units larger than the segment. stress, tone and duration (vowel and consonant length) are often claimed to be properties of suprasegmental units such as the syllable or word while vowel harmony and nasalization are also sometimes included under this heading (Firth, (1948); Robins, (1957b).that is prosodic features such as those just mentioned are best seen as extending over units which can encompass more than one segment.

The term "suprasegmental" is used to refer to both phonology and grammatical units larger than segment. The phonological suprasmental are those which are defined in terms of the sound segment of they are comprised .while the boundaries of those units are sometimes affected by grammatical considerations, phonological units do not in themselves have grammatical basis or function.

The suprasegmatal features are those aspects of speech that involve more than single consonants and vowels. All suprasegmental features are characterized by the fact that they must be described in relation to other items in the same utterance .It is the relative values of pitch, length, or degree of stress items that are significant .you can stress one syllable as opposed to another irrespective of whether you are shouting or taking softly. Children can use the same intonation patterns as adults, although their voice have a higher pitch. Values are not linguistically important of course to convey information about the speaker's age, sex ,emotional state and attitude toward the topic under discussions.

The syllable has a central role in phonological theory as a constituent that represents phonologically significant groupings of segments. It is needed to Phonological theory which deals with the mental representation and computation of human speech sounds. Account for pervasive cross-linguistic similarities among permissible segment Sequences, which are crucially recurrent. The syllable is also used as a descriptive tool in the traditional accounts of sound patterns, as well as Patterns of poetic meter. The syllable is an abstract phonological constituent without clear phonetic Correlates Ladefoged and Maddieson, (1996). Stetson's (1928) chest pulse Theory – once considered the standard physiological characterization of the Syllable – was shown by Ladefoged (1967) to be largely unsubstantiated. Even segmental sonority – a central concept in explaining the organization of the syllable –is highly homologized. Phonological representations in general, and the syllables in particular, are best characterized in output-oriented frameworks. Our frame of reference Interactions in grammar developed in Prince and Smolensky, (2004 [1993]) in earlier theoretical insights from both rule-based and constraint based approaches that have crucially advanced the understanding of the Syllable as a phonological unit sequencing. Evidence for the linear organization of the syllable presented the role of sonority in the organization of the syllable is extensively by this phonological unit is expressed in terms of implicationally based.

2.4 Syllable:

The syllable is a very important unit, which illustrates the syllable's importance in the rhythm of speech and in the history of writing. While the study of the syllable has along uninterrupted history there are typically three questions which arise in this context :(1) how does one define the syllable ?(2) how does one determine syllable boundaries ?(3) is the syllable a

necessary concept ?   .As stated by Malmerg(1963:129) "a syllable consisting of consonant plus vowel represents the most primitive , *p Roach* defines the syllable ''it may be defined both phonetically and phonological . (Syllables are usually described as consisting of center which has little or no obstruction to airflow and which sounds comparatively loud; before and after this center (at beginning and end of the syllable) there are greater obstruction to the airflow and /or less loud sound.

Some people use the word syllable to talk about the part of a written word. But the word syllable is used to talk about the pronunciation of the words not the writing.

2.5 languages stress :

In stress languages, one or more syllables in each word or phrase is said to be 'more prominent' than others. 'Prominence' is not an intrinsic property of stressed syllables, but a matter of relative strength between 'stronger' and 'weaker' syllables. Most stress languages distinguish only two degrees of stress: stressed and unstressed. Yet a further distinction among stressed syllables into primary and secondary stress is common, while some languages even display a three-way distinction into primary, secondary, and tertiary stress.

Primary stress is indicated by a superscript vertical bar before the syllable carrying it, secondary stress by a subscript vertical bar. Consider, for example, the transcription for 'designate': ["d e.zIg.

"neIt].There is no unique phonetic property corresponding to stress, although it is cross-linguistically highly common for stressed syllables to have higher pitch levels, longer duration, and greater loudness than unstressed syllables. Stress is clearly different from tone in the sense that stress does not assimilate, neither locally between adjacent syllables, nor across longer

distances. Cross-linguistically, relations between segmental properties and stress are common. The vowels of stressed syllables are prone to lengthen, while those of unstressed syllables may undergo reduction. Stressed syllables tend to license a largest of vowels than unstressed syllables.

In 'free stress' languages, word stress is lexically contrastive, resulting in minimal pairs that differ in terms of stress alone (e.g. Russian ["bagritj] 'to spear fish' and [ba"gritj] 'to paint crimson'). In 'fixed stress' languages, Stress is phonologically predictable, but a word's morphological structure may affect the location of stress.

2.5.1 Word stress:

Word stress in English may appear to be unsystematic. English and other Germanic languages make far more use of differences in stress than do most of the languages. Stress is asprasegmental feature of utterance .it applies not to individual vowels and consonants, but to whole syllable .a stress syllable is pronounced with greater amount of energy than the unstressed syllable and is more prominent in the flow of speech. The three main factors that influence stress placement (1) historical origins of words (2) changes bring by affixation (3) a word's grammatical function within an utterance. According to some phoneticians ,there are many six levels of word stress that differentiated levels of stressed and unstressed syllable within a word .however ,most of these are not readily discernible to the ear and are not useful for pedagogical purposes .in fact, most English language teaching texts and dictionaries for English language learner refer to only three levels of stress : strong ,medial ,and weak (also referred to primary ,secondary ,and tertiary).

2.5.2 The placement of stress:

A research in the area of lexical stress (Atchison 1994; Barambah 1997; field 2005) has revealed that the correct placement stressed syllable in a word plays a significant role in the overall intelligibility of nonnative –speaker speech. This is because the listener depend on the stressed syllable in the incoming stream of speech rather than the unstressed syllable to help them process meaning. When lexical stress is misplaced, important cues that help the listener decode meaning are missing .As a result, communication breakdown may occur.

The lexical stress is important to teach especially for those learners from syllable –time language who may have difficulty correctly placing stress in English word and is more likely to be understood by native speakers than a learner who places strong stress on the final syllable of turbine (I.e., instead of the correct stress pattern TURbine).the learner may have a tendency to transfer over the stress patterns of their first language. Differences in word stress within the English –speaking world are another potential cause for confusion in the language classroom .although these differences are relatively rare .teacher may wish to point out regional variations in lexical stress (along with the resulting changes in vowel quality to students.

2.5.3 Words stress in English:

In many language, including English, one or more of the syllable in every content word are stressed .stress syllable, which can be marked by an acute accent (ˊ) is perceived as more prominent than unstressed syllable. Some words may contain more than one stress vowel ,but exactly one of the stress vowels is more prominent than others .the vowel that receive primary stress is marked by an acute accent (ˊ) the other stress vowels are indicated by grave accents (ˋ) over the vowels (these vowels receive secondary stress).

Generally ,the speaker of the a stress –timed language like English language (as opposed to French ,say) know which receives primary stress ,which ones receives secondary stress ,and which ones unstressed .it is part of their implicit knowledge of the language .

Stressed syllables are most often defined as those syllables within an utterance that are longer, louder, higher in pitch. From the speaker's point of view, stress involves a greater outlay of energy as air is expelled from the lungs in order to articulate stressed syllables. However, from the listener's point of view, the most salient features of stress are probably longer vowel duration in stress syllable and higher pitch.

2.5.4 Stress and Unstressed syllables:

It is important that the difference between stress and unstressed syllable is greater in English than in most other languages.

There is no simply way of knowing which syllable or syllables in English words most be stressed, but every time you learn words you must be sure to learn how it is stressed ; good dictionary of English language will give these information. If you stress the wrong syllable it spoils the shape of the word the English hearer   may be having difficulty in recognizing the word.

Not all words are stressed, but all English words more than one syllable are stressed, in some circumstances English speakers do not stress such words, if they are purely grammatically like pronouns (I, me, you, he, she etc. .) are not stressed ,prepositions (to ,for ,at. From, by) and articles (the, a, an, some).

Other words are stressed, for example, full verbs (eat, love, take, try) nouns (chair, book, pen, head)

Adjectives (blue, long, cold, good) adverbs (well, just, not, quite)

In general it is the picture of words which are stressed, the words which give us the picture or provide most information.

It's usually easy to distinguish between stressed and unstressed syllables.

Stress is a property of the syllable rather than a segment; it is a prosodic or suprasegmental feature.

To produce a stressed syllable, one may change the pitch (usually by raising it), make the syllable louder, or make it longer.

2.6 The function of stress:

Stress can be contrastive in English: it distinguishes between nouns and verbs and also distinguishes between words categories. Stress patterns can help to hear the difference between similar sentences .for example, verbs with negative ending –n, t are always stressed. The helps us to hear the difference between can and can't in the following two sentences, because the two sentence have difference stress patterns he can talk. He can't talk.

It can be used in sentence to give special emphasis to a word or to contrast one word with another .the contrast can be implicit rather than explicit. The placement of the stress indicates the syntactic category of the word Phonetic means to stress syllable.

2.7 Teaching and learning word stress:

Teaching pronunciation present particular difficulties in Grammatical structures can be ordered and taught in sequence ;a vocabulary compiled on basis of frequency of occurrence can be utilized for presentation of early grammatical structures ,with addition of special set of lexical items as situations or special proposes require . Pronunciation on the other hand, does not permit such progressive treatment, since all phonetic

/phonological features are potentially present from the very first lesson, unless vocabulary items are artificially introduced.

Nevertheless, the teacher must deal systematically with the teaching of pronunciation, even though he may be forced to postpone the correction of some mistakes which occur in the early stages.

Grammar, vocabulary and pragmatic receive more attention in recent years, and however, we know less about pronunciation and how it is learned and taught. Phonology is a central component in teaching pronunciation during the audio-lingual era, several techniques for teaching pronunciation are develop at that time and most of them focused on getting learners to perceive and to produce distinguish between single sounds (i.e.segmentals) in minimal pair drills (for example, ship and sheep) when audio lingualism behaviorism fell into disfavor and replace by other views of learning.

There has been little research to document the developmental sequence of individual sounds in second language phonological acquisition of some features of stress and rhythm, it is also clear that learning of first language, plays an important role.

Initially, learners need to understand that the a basic characteristic of every English word containing more than a syllable is stress pattern .They also need to understand that even if all individual sounds are pronounced correctly ,incorrect placement of the stress can cause misunderstanding so the teacher must know how native speaker highlights a stressed syllable (length, volume, pitch); how they produce unstressed syllable (often with vowel reduction.We need examine the primary dilemma faced by our students-namely ,hearing and predicting

where stress falls in words .we know that word stress in English is not nearly as predictable such as French or polish.

Nonetheless, stress place in English word for most part a rule – governed phenomenon, and explicit teaching of word stress patterns should be a part of the ESLs pronunciation curriculum. When addressing this in the classroom, teacher task must minimize students frustration and clarify the systematical of stress placement in words.

It is important to acquaint learners with the way in which their learner dictionaries indicate lexical stress .whatever system for marking stress teacher ultimate choose, they can add aural reinforcement by humming ,clapping or tapping the stress pattern. This can be done while holding up the fingers of one hand to indicate visually the number of syllables and where the strong stress falls.

Teacher beginning the presentation of word stress with a brief discussion of the nature of stress .explaining to the leaners that stressed syllables are different in the nature unstressed syllable (i.e., are either longer, louder ,and /or higher in the pitch) can be reinforced by holding up a rubber band and stretching it to show the lengthened syllable .for more advanced learner ,it may be relevant to provide a brief introduction to the historical origins in English to fix stress patterns that occur in certain categories of the words such as cardinal and ordinal number compound word ,word beginning with prefix ,and other categories such as reflexive.

Teacher reinforce classroom explanation of specific word –stress rules with both inside –classroom and out of class opportunities for students to make predictions about stress placement and apply any of new rules they been exposed to the class.

When teaching compounds it is important to call students attention to the fact that the stress patterns of the word in the compounded differ from the same sequences of word when they occur alone. In compound containing two noun elements (e.g. notebook, drugstore, and paperclip); the second element tends to carry the generic meaning whereas the first element provides more specific information. This principle provides a useful pedagogical tool since in compounds; the more information tends to be highlight through stress. Urging students to consider which of the compound carries more specific meaning.

For advanced-levels and professionals or university students, it is useful to extend the discussion word stress to discipline –specific terms. Students can bring in a list of five or ten multisyllabic words or compound from their field to share with the class .volunteers can write examples on the board for the class to analyze.

Using the rules of predicting where stress falls, class members first determine stress placement and then try to pronounce the word. For example
Beneficiary
Liability
Conservatorship
Life insurance trust
Pooled income fund
This activity not only allows students to exchange information about their area of expertise. But also illustrates how valuable a clue stress can be determining the correct pronunciation of multisyllabic word.

Differences in the word stress within English –speaking world are another potential cause for confusion in the language classroom. Although these differences are relatively rare,

teachers may wish to point out regional variation in the lexical stress (along with the resulting changes in the vowel quality) and students must practicing the differences for example British English stress and American English stress.

The most information to communicate   to learners concerning prefixes is that they are never strongly stressed, instead learners should be directed to the place the strong stress on the first syllable of the root word .when teaching a new prefix ,teachers teach students the stress pattern at the same time as its meaning when teaching how prefix un-functions to negate verbs teachers can provide learners with examples that illustrate the pattern and graphically illustrate them on the board as follows :un.DO,un.WIND, un.FAST.en and when teaching how the prefix dis –combines with nouns to express opposite meanings ,teachers show how this prefix receives light stress ,the addition of the suffixes to the root word can affect word stress in several ways.

Word and sentence stress combine to create the rhythm of the English utterances that is, the regular patterns beat of stressed and unstressed syllables and pause just as in music ,English moves in regular ,rhythmic stress –time nature of English means that the length of an utterance depends not on the number of syllables (as it in syllable-timed language like Spanish or Japanese)but rather on the number of stresses. A good drills of this language through poem ,chants, nursery rhymes and limericks are helpful in learning stress.

Learners from syllables –time languages (such as French, Spanish, Italian, and many African languages) rhythm is a function of the number of syllable in a given phrase not the number stressed elements thus unlike English .Phrases with an equal number of syllable take roughly the same time to produce

,and the stress received by each syllable is much more even than English of this differences they tend to stress syllables in English more equally without giving sufficient stress to the main words and without sufficiently reducing unstressed syllables so teachers should build upon students' knowledge of word stress to help them begin to understand sentence stress in English .in addition students should understand that there is a basic hierarchy in the correct determining stress placement within an utterance. This involves knowing the stress patterns for the individual multisyllabic words in an utterance and deciding which words normally stressed.

It is a major priority in the classroom pronunciation to explain and illustrate for students the stress-time nature and rhythm of English, distinction between stressed and unstressed syllables in English, provides learners with clear guidelines concerning which words (I function and content words) in a sentence tend to receive stress.

2.7.1 Listening discrimination:
The teacher needs to be sure that students hear the difference between stressed and unstressed syllables; this can be checked at a very basic level by reading aloud pairs of word with nonsense syllable. The number of syllable is given for the students and several examples of a particular stress patterns are provided as reinforcement .In the more –challenging exercise, students must decide whether the word they hear has three or four syllable, then determine the patterns by comparing it to a model word. Students who already have some knowledge of word-stress rule, and additional predictive stage can precede the listening activity .students use their own knowledge of word stress rules and spelling to predict the stress pattern before listing to the word. To practice distinguishing nouns compound from nouns modified by an adjective, teachers can present students with a listening

task on tape record and then the teacher reads the task. Once students are able to hear the stress element, they can be asked to determine logical responses to the two choices, and provide the appropriate response when they hear a given sentence. Teachers feedback during classes, can be done through audio visual aids for example gestures or pronunciation correction sings to provide feedback silently .out-of-the class feedback can be provided through audiocassette or computer sound, which errors should we correct rather than overwhelming the student with feedback on every possible errors; which breakdown in communication or errors which relate to the pronunciation points we are teaching.

Peer feedback among students; if a role play between two students is recorded on tape, then can prescribe together and also fill in the analysis from together .in this case, it would be good to pair students who don't necessarily share the same pronunciation or stress difficulties Learning form someone who is only a little further along than be an effective alternative to instructor feedback alone, leaners also gain confidence in their pronunciation. Any oral performance to be evaluated for a grade should be recorded on tap. This makes the teacher's evaluation of it easier. And learner review and revise the tape before turning it, this helps learners monitor their own speech, control, assess, criticize their pronunciation.

2.8 The meaning of audio-visual aids:

We usually mean the most modern the recently used of these methods (films, filmstrips, radios, and televisions, overhead projectors, slides fillip charts, computers, tape records, posters....) their tendency among the immense majority of men. And it is confirmed by the very attitude of the educator basically must contribute to the training with a view to his integration into society and teach new ideas. It is thus relatively easy to define the goals at which the educator aims ,Achieving these goals is task

which brings him with the basic problem of pedagogy .To solve this problem, the educator resorts to infinitely varied means ,among them audio-visual aids and the educator and the teacher alone choose the means which are best adapted to their subject ,the same necessity would be interesting to study and their circumstance .It is thus clear that audio-visual aids cannot be separated from educational materials in general.

Edgar Dale (1969:140) states that' 'with increasing effectiveness at all level of learning. The fundamental idea of the audiovisual aids instruction than is no longer on trial just as education through textbooks and laboratory technique is practically speaking, no longer on trial. We use audio visual aids confidently as a part of material educational system"

Here are some of these materials have investigated the effectiveness of pronunciation instruction.

2.8.1Computer software:

A number of CD –ROM programs now exist that target pronunciations .these vary in scope, price ,type of hardware needed, and easy to use .some programs focus on sounds, whereas others visually display the length and loudness of an utterance. And others come with a stock set of utterance for the learner to practice. The learners must be trained to make effective use of these visual representations of stress in English language.

2.8.2-Internet:

The internet offers a wide array of resources for both teachers and learners of stress. The internet provides a continually expanding number of websites which can be mined for pronunciation instruction. These include articles about teaching lesson plans, charts, diagrams, audio and video listing tasks, dictionaries with pronunciation features and oral homework

exercises. Many sites will require sound cards, headphones, speakers and microphones.

2.8.3-Audio:

Audio recording is the most basic way to capture sound – either a model or the students', s own speech for the learners to review tapes from a variety of textbook series can be made available in language laboratory ,either for use in the class with teacher supervision or self –access. Learner can create a pronunciation tape and short written lists of words and phrases they find hard in English stress .the teacher should embed any individual words the students requests into a phrase this motivates learners to make choice about what they want to learn and gives the instructor insight into learner needs and interests. Similar to written dialogues journals, students can record oral entries on an audiocassette in an exchange with the teacher .The entries can be structured by teacher or left completely to the student's choice. Such oral journals can be effective ways of helping students to locate error patterns, review the instruction feedback, direct their own learning, and note progress over time.

2.8.4Video:

Growing number videotape programs focus on stress and usually involve teaching and learning pronunciation lessons or actors preforming a scene with exercise. Recordings can provide motivating peer target model for your learners. A video camera is a wonderful tool for recording students' performances. The teacher can also evaluate the performances in more depth than would be noticed taking during the performance. In the class where the students are videotaped regularly, class members can be trained to operate the camera.

2. 9 Review of previous studies:
2.9.1 The first study:

This study was carried in 2004 by Osama Elgili Osman .the researcher investigated (the Interference of Arabic Stress in Speaking English language. The study was carried out at university Omdurman Islamic university .the researcher examined by test which is used as instrument of the study .he came up with the results that English stress is a key of understanding spoken native speaker and the problem is that students faced difficulty to understand native speaker without using word stress .he recommended that teacher should train his students to practice and using audio-visual aids in learning stress .he attributed this to the students of Omdurman university level four English Department faculty of arts the size of the study was hundred students .to investigate the crucial problems of the transferability of the mother tongue of Arabic stress in speaking English language.

2.9.2 The second study:

This study was carried out in 2012 by Sawsan Awad Allah Salim .The researcher investigates(the Effectiveness of Audio-visual Aids in Teaching English as foreign language the Basic level (8) Case of study (Basic schools in Sharg Aneel localty (Khartoum north .the researcher examined by a questionnaire to fifty English foreign language teachers and classroom observation .she came up with the results that (Audio-visual aids are minimally used in Sudan to teach English language due to some educational and financial difficulties ,the English language teachers have positive attitudes towards using audio-visual aids in their classroom , effect in students motivation and English language achievement. She recommended that the ministry of education has to give more important to use of audio-visual aids in teaching foreign language, particularly English language and

provides basic schools with teaching aids or material .she attributed this to show the important of using the audio visual aids in teaching English language at the basic level schools.

2.9.3 The third study:

This study was carried out in 2014 by Amor Motasim Mohammed .the researcher topic was investigate Knowledge of the Syllable and Stress used among Sudanese English foreign language university learners. The study was carries out Sudan University Science and technology, Collage of language Department of English third level year2013-2014

The researcher used a distributed test   to 50 students. He come up with the results that ;Sudanese universities students are unable to place stress within words syllables in their speech and word stress is unpredictable so Sudanese university learners get confused in placing words stress within different syllables of word classes(verbs, nouns…..etc.) he attributed this study to show that English words stress.

Chapter Three

Methodology of the Research

3-0 Introduction

This chapter describes the methodology of the research .used descriptive and analytical method which depends on questionnaire for students of MA to report reliability, validity and show the procedure followed in eliciting the research data.

3-1 Methods

The data of this study were collected from the English language students of MA degree college of languages ,Sudan University of Science and Technology for academic year 2014.data was collected after the researcher had made questionnaire for (30) students who taught phonetics and phonology course .

3-2 Tools

It has shown that in this chapter the data of the research has been elicited through questionnaire and significant of adopting questionnaire for students particularly for those who taught phonetics and phonology course.

The researcher designed a questionnaire on the effective of audio visual aids in teaching and learning stress to encourage students and teachers   to use the audio visual aids ,the questionnaire consist of (20) statement

Most of the statements were collected from research questions entitle of phonetics and phonology course.

3-3Procedures

The questionnaire consist of (20) questions formed in a way that represent asset of phrases and clauses relevant to the study subject then the students begin to answer the statements by choosing one answer of the giving five choice of the statement by (strongly agree ,agree ,neutral ,dis agree and strongly disagree).

3-4Validity

To ensure that the questionnaire meets its face value, it was submitted they expressed their opinions and advised me to make some addition ,omissions and some modifications concerning the scale the items and the statement and the observations checklist submitted by essential aspects of the topics to ensure the efficiency and validity of the questionnaire and the observations divided into two parts teach and learn by audio visual aids .

3-5Reliability

This questionnaire was distributed randomly for (30) students who learn at MA degree in Sudan University College of graduate studied.

3-6Summary

This chapter describes the methodology of the research and the tools that are used in eliciting the research data .also it gives a description of the study.

Chapter Four

Analysis & discussion of the Results

Chapter four

4-0Introduction:

4-1- The aim of this chapter is to analyze, discuss and state the results and findings arrived at the date which will be analyzed and discussed as mentioned in the previous chapter was gathered by one instrument (MA students' questionnaire).

4-2 analysis of students' questionnaire:

As mentioned in the previous chapter, this questionnaire conducted on (MA) students at Sudan University of science and technology, it consists of two questions the first question has forty items and the second one has six items.

4-3 Results of Data Analysis:

The following tables display the results of data analysis obtained by the means of questionnaire.

4-3-1 Number of syllables:

The tables display the results concerning the number of syllables.

4-4 summary of the chapter:

The chapter analyzed the data, displayed the results and discussed the questionnaire was administrated to Sudanese university of science and technology.

It attempted to questionnaire the researcher hypotheses that AM students encounter the problems that hind them to mastering English language stress and how the use of audio visual affect positively of teaching and learning stress .A sample of students is

(30) students performed the questionnaire, and the data obtained from the questionnaire were computed and respond analyzed through the statistical package for the social sciences (spss) responses were presented in tables.

As for the first hypothesis regarding the mastering English language stress is a difficult task to be use by students, the results through indicating some aspects of difficulties they do not generally support this hypothesis. It is reported that the respondents performance in this question is generally satisfactory, regarding the second hypothesis which is about the about of this the hypothesis .the researcher has so far analyzed and discussed. The results of the data obtained by the research tool (questionnaire for MA students).the next chapter will be providing a summary and conclusions for the study. In addition recommendation and suggestions for the further studies will be provided. The following tables will show the data analysis.

Table (4: 1)

Statement (1) 1-Tape recorder lessons are important in acquiring pronunciation.

Answer	Number	Percent
Strongly agree	19	63,3%
Agree	8	26,7%
Neutral	1	3,3%
Disagree		
Strongly disagree	2	6,7%
Total	30	100%

Its clear from the table (19) students who in this strongly agree with this point by (63,3%)and there are (8) students who agree with this statement (26,7%) and there is(1) of the students who neutral point by (3,3%)and there are (2) students who strongly disagree in this point by (6,7%)

Table (4:2)

Statement (2) Non-native teachers should make use of listing equipment to teach English stress.

Answer	Number	Percent
Strongly agree	13	43,3%
Agree	9	30%
Neutral	4	13,3%
Disagree	1	3,3%
Strongly disagree	3	10%
Total	30	100%

It clear from the table(13) students who in this strongly agree with this point by (43,3%)and there are (9) students who agree with this statement (30%) and there are(4) of the students

who neutral point by (13,3%)and there is (1) of the students who disagree in this point by (6,7%).

Table (4:3)

Statement (3) Pronunciation is the hardest lessons to teach

Answer	Number	Percent
Strongly agree	6	20%
Agree	9	30%
Neutral	6	20%
Disagree	7	23,3%
Strongly disagree	5	16,7%
Total	30	100%

Its clear from the table (6) students who in this strongly agree with this point by (20%) and there are (9) students who agree with this statement (30%) and there are (6) students who neutral point by (20%)and there are (7) students who strongly disagree in this point by (23,3%) and there are (5) students who strongly disagree in this point by (16,7%).

Table (4:4)

Statement (4) Spelling can help to predict the placement of the stress in a word.

Answer	Number	Percent
Strongly agree	5	16,7%
Agree	13	43,3%
Neutral	5	16,7%
Disagree	0	
Strongly disagree	7	23,3%
Total	30	100%

Its clear from the table (5) students who in this strongly agree with this point by (16,7%)and there are (13) students who agree with this statement (43,3 %) and there are (5) students

who neutral point by (16,7%)and there are (7) students who strongly disagree in this point by (23,3%).

Table (4:5)

Statement (5) when adding suffixes and prefix to a root of word change stress placement.

Answer	Number	Percent
Strongly agree	11	36,7%
Agree	10	33,3%
Neutral	3	10%
Disagree	1	3,3
Strongly disagree	5	16,7%
Total	30	100%

Its clear from the table(11) students who in this strongly agree with this point by (36,7%)and there are (10) students who agree with this statement (33,3%) and there are (3) of the students who neutral point by (10%)and there is (1) students who disagree in this point by (3,3%) and there are (5)students who strongly disagree in this point by (16,7%).

Table(4:6)

Statement(6) 7-The difference in the stress pattern helped to reinforce the difference between part of speech.

Answer	Number	Percent
Strongly agree	8	26,7%
Agree	14	46,7%
Neutral	6	20%
Disagree	1	3,3%
Strongly disagree	1	3,3%
Total	30	100%

Its clear from the table (8) students who in this strongly agree with this point by (26,7%)and there are (14) students who agree with this statement (46,7%) and there are (6) students who neutral point by (20%) there is (1) of the students who disagree in this point by (3,3%)and there is (1) of the students who strongly disagree in this point by (3,3%).

Table (4:7)
Statement (7) Stress is crucial part in understanding the meaning of the word.

Answer	Number	Percent
Strongly agree	9	30%
Agree	9	30%
Neutral	4	13,3%
Disagree	3	10%
Strongly disagree	5	16,7%
Total	30	100%

Its clear from the table (9) students who in this strongly agree with this point by (30%)and there are (9) students who agree with this statement (30%) and there are (4) of the students who   neutral point by (13,3%)and there are (3) students who disagree in this point by (10%) and there are (5)students who strongly agree in this point by (16,7%).

Table(4:8)

Statement (8) Most of the English lexemes are stressed and few of them are unstressed.

Answer	Number	Percent
Strongly agree	5	16,7%
Agree	11	36,7%
Neutral	7	23,3%
Disagree	3	10%
Strongly disagree	4	13,3%
Total	30	100%

It's clear from the table (5) students who in this strongly agree with this point by (16,7%)and there are (11) students who agree with this statement (36,7%) and there are (7) of the students who neutral point by (23,3%)and there are (3) students who disagree in this point by (10%).and there are (4) students who strongly agree in this point by (13,3%)

Table (4:9)

Statement (9) Using audio visual aids in teaching and learning stress save time and effort for both students and teachers.

Answer	Number	Percent
Strongly agree	16	53,3%
Agree	7	23,3%
Neutral	4	13,3%
Disagree	1	3,3%
Strongly disagree	2	6,7%
Total	30	100%

Its clear from the table (16) students who in this strongly agree with this point by (53,3%)and there are (7) students who agree with this statement (23,3%) and there are(4) students who neutral point by (13,3%),there is (1)of the students who disagree

with this point by (3,3) there are (2) students who strongly disagree in this point by (6,7%).

Table (4:10)

Statement (10) Using audio visual aids provide the students with the positive attitude towards learning English stress.

Answer	Number	Percent
Strongly agree	15	50%
Agree	6	20%
Neutral	6	20%
Disagree	2	6,7%
Strongly disagree	1	3,3%
Total	30	100%

Its clear from the table the table (15) students who strongly agree with this point by (50%), there are (6) students who agree with this point by (20), there are also (6) students who neutral with this point by(20),there are(2)students who disagree with this point by(6,7)and there is (1) of the students who strongly disagree with this point by(3.3%)

Table (4:11)

Statement (11) Audio visual aids enlarge learner's competence.

Answer	Number	Percent
Strongly agree	10	33,3%
Agree	13	43,3%
Neutral	4	13,3%
Disagree	2	6,7%
Strongly disagree	1	3,3%
Total	30	100%

Its clear from the table(10) students who in this strongly agree with this point by (33,3%)and there are (13) students who agree with this statement (43,3%) and there are(4) students who

neutral point by (13,3%)and there is (1) of the students who strongly disagree in this point by (3,3%).

Table (4:12)

Statement (12) English stress is a key feature in understanding native speaker.

Answer	Number	Percent
Strongly agree	11	36,7%
Agree	9	30%
Neutral	2	6,7%
Disagree	3	10%
Strongly disagree	5	16,7%
Total	30	100%

Its clear from the table (11) students who in this strongly agree with this point by (36,7%)and there are (9) students who agree with this statement (30%) and there are(2) students who neutral point by (6,7%) ,there are (3) students who disagree with this point by (10)and there are (5) students who strongly disagree in this point by (16,7%).

Table (4:13)

Statement (13) Suprasegmental considered a problem that hind master English phonology.

Answer	Number	Percent
Strongly agree	4	13,3%
Agree	13	43,3%
Neutral	6	20%
Disagree	4	13,3%
Strongly disagree	3	10%
Total	30	100%

Its clear from the table (4) students who in this strongly agree with this point by (43,3%)and there are (13) students who

agree with this statement (43,3%) and there are(6)of the students who neutral point by (20%)and there are (4) students who disagree in this point by (13,3%)and there are (3)students who strongly agree with this point by (10%).

Table (4:14)

Statement (14) stress is unsystematic in English language.

Answer	Number	Percent
Strongly agree	2	6,7%
Agree	6	20%
Neutral	10	33,3%
Disagree	7	23,3%
Strongly disagree	5	16,7%
Total	30	100%

Its clear from the table(2) students who in this strongly agree with this point by (6,7%)and there are (6) students who agree with this statement (20%) and there are(10) of the students who neutral point by (33,3%)and there are (7) students who disagree in this point by (23,3%)and there are (5)students who strongly disagree with (16%))

Table (4:s15)

Statement (15) mastering English stress depends on the ability to imitate the native speakers.

Answer	Number	Percent
Strongly agree	7	23,3%
Agree	11	36,7%
Neutral	9	30%
Disagree	1	3,3%
Strongly disagree	2	6,7%
Total	30	100%

Its clear from the table(7) students who in this strongly agree with this point by (23,3%)and there are (11) students who agree with this statement (36,7%) and there are (9) of the students who neutral point by (30%),there is (1) 0f the students who disagree with this point by (1) there are (2) students who strongly disagree in this point by (6,7%).

Table(16)

Statement (16) Syllables are not clear for the learners to distinguish between stress and unstressed syllable.

Answer	Number	Percent
Strongly agree	3	10%
Agree	9	30%
Neutral	5	16,7%
Disagree	5	16,7%
Strongly disagree	4	13,3%
Total	30	100%

Its clear from the table (3) students who in this strongly agree with this point by (10%)and there are (9) students who agree with this statement (30%) and there are(5) of the students who neutral point by (16,7%)and there are (5) students who disagree in this point by (16,7%)and there are (4)students who strongly agree with this point by (13,3).

Table (17)

Statement (17) stress functions in the mother to tongue affect pronunciation of a foreign language.

Answer	Number	Percent
Strongly agree	9	30%
Agree	8	26,7%
Neutral	7	23,3%
Disagree	4	13,3%
Strongly disagree	2	6,7%
Total	30	100%

Its clear from the table (9) students who in this strongly agree with this point by (30%)and there are (8) students who agree with this statement (26,7%) and there (7) of the students who neutral point by (23,3%),there are |(4)students who disagree with this point by(13,3) there are (2) students who strongly disagree in this point by (6,7%).

Table (18)

Statement (18) the learner must use dictionary in learning stress.

Answer	Number	Percent
Strongly agree	12	40%
Agree	13	43,3%
Neutral	1	3,3%
Strongly disagree	4	13,3%
Total	30	100%

Its clear from the table (12) students who in this strongly agree with this point by (40%)and there are (13) students who agree with this statement (43,3%) and there is(1) of the students who neutral point by (3,3%)and there are (4) students who strongly disagree in this point by (13,3%).

Table (19)

Statement (19) learning and teaching by audio visual aids waste of time.

Answer	Number	Percent
Strongly agree	1	3,3%
Agree	4	13,3%
Neutral	3	10%
Disagree	8	26,7%
Strongly disagree	14	46,7%
Total	30	100%

It's clear from the table(1) of the students who in this strongly agree with this point by (63,3%)and there are (4) students who agree with this statement (13,3%) and there is(3) students who neutral point by (10%) there are (8)students who in this disagree with this point by(26,7)and there are (14) students who strongly disagree in this point by(46,7%).

Table (20)

Statement (20) Audio visual aids have a negative impact on learning and teaching English stress.

Answer	Number	Percent
Strongly agree	2	6,7%
Agree	3	10%
Neutral	7	23,3%
Disagree	6	20%
Strongly disagree	12	40%
Total	30	100%

It's clear from the table (2) students who in this strongly agree with this point by (6, 7%) and there is (3) students who agree with this statement (10%) and there are (7) of the students who neutral point by 2(3, 3%) and there are 1(2) students who strongly disagree in this point by (40%).

CHAPTER FIVE:

Summary, conclusions, recommendations and suggestions

5-0 introduction:

This chapter will draw the threads of the study together by answering the research question and verifying the hypotheses. Data from chapter four will be accumulated under each questions and hypotheses also presents recommendations and suggestions for further studies.

5-1 summary:

the purpose of this study was investigate the affective of using the audio visual aids in teaching and learning stress in English language among Sudaneselearners.it attempted to explore the affective of using the audio visual in teaching and learning stress in English language ,the study also aimed to investigating that students using English stress and faces many difficulties to master English stress .the study provided prefect examples of audio visual aids that will be helpful to teach and learn stress, the researcher used the descriptive analytical method in this study ,the objective of study were to investigate the major problem that hinds mastering English language stress and encourage using audio visual means in instructing English pronunciation as a whole and English stress in a particular .to collect the required data ,the researcher designed questionnaire and administrated to MA students of English language department at Sudan university of science and technology ,it was contained multiple choice questions to facilitate the participants responses. The validity of the researcher tool was verified by consisting of two experts for the reliability of the questionnaire .the researcher calculated it manually using a formula having assured the validity and reliability of the researcher tool.

The questions and hypotheses will be paired and data that relate to them will be assembled in order to answer the questions and check the hypotheses.

5.1.1 Question one and hypothesis one

Q1: what are the problems that hind the university students mastering to use of English language stress.

H1The first hypothesis which stated students face problems to master use of English language stress.

5.1.2Qustion two and hypothesis two

Q2: to what extent do the use of audio –visual aids affects positively on teachers' and learners' performance and competences.

H2: which claimed that the use of audio –visual affects positively on teachers and learners' performance and competences confirmed by the responses of students questionnaire .

It could generally be concluded that the present study assessed the way students English language major handle the difficulties to use English language stress.

5-2Conclusions:

Based on the results of the data analysis the study following results:

Regarding the first hypothesis which states that students are faces problems to use English language stress the results of the study show that majority of students are strong agree that audio –visual aids help them to use English language stress. The second hypothesis, the results show that this hypothesis is significant according to the score of the students in the questionnaire the second hypothesis was confirmed and accepted.

Accordingly, it could be concluded that:

1-Sudanese University students are facing problems to use stress in English language.

2- Use of audio visual aids develops learners and teachers performance and competence.

3- Phonology in general and suppraesmental in particular are considered a problem that hinders mastering English language stress.

5-3 recommendations:

In the light of findings of study the searcher recommends the following: 1- As mentioned, the area of phonology is difficult to understand. First learners must grasp the basic concepts of phonetics and their acoustic properties.

2-teachers need to be sure that students understand the rule of how to use English language stress by giving them several examples of stress patterns are provide as reinforcement.

3-oral performance enhances students understanding and also allows the learners review, control, assess, criticize pronunciation and English stress in particular.

4-the learners should be given sufficient time to drill and practice on English language stress depending on the level of grade such as repetition, expansion and substitution.

5-teachers should use pronunciation English language dictionary and train students to use it.

6-lerners must be encouraged to role-play which will build their confidence in their pronunciation.

7- Teachers feedback is necessary on every possible pronunciation errors.

8-technological and audio-visual aids used to reinforce the teaching and learning English language stress.

5-4 Suggestions for further studies:

The following line of this study, the researcher suggests the following further area of interest to prospective (MA) and (Ph.D.) researchers:

1-The ways to teaching rules of English language stress.

2 The differences between writing and listening English language stress.

3-The phonological problems facing English learners to learn English language.

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5.5 References

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APPENDIX

Dear students, this questionnaire are conducted for the purpose of the research as a part of thesis in fulfillments of master degree in Arts. We are kindly asked to answer this questionnaire.

Statement	Strongly agree	agree	Neutral	disagree	Strongly disagree
1-Tape recorder lessons are help in acquiring pronunciation					
2-stress anon-native speaks the L I of her learners than native English teachers					
3-Pronunciation is the hardest to teach					
4-Spelling can help to predicted the placement of the stress in word					
5-when adding suffixes and prefix to a root of word they change stress placement					
6- The difference in the stress pattern helped to reinforce the difference between part of speech					
7-Stress is crucial part in understanding the meaning of the word					
8-Most of the English lexeme are stressed and some of them are unstressed					

9-Using audio visual aids in teaching and learning stress save time and effort for both students and teachers					
10-Using audio visual aids provides the students with the positive attitude towards learning English stress					
11-Audio visual aids enlarge learner's competence					
12-English stress is a key of understanding native speaking					
13-Suprasegmental consider a problem that hind master English phonology					
14-Stress is not rule covered or unsystematic in English Language					
15-Mastering English stress depend on ability to imitate the native speaker					
16-Syllables are not clear for the learners to distinguish between stress and unstressed syllable					
17- Stress functions in the mother to tongue affect pronunciation of a foreign language.					
18- The learner must use dictionary in learning stress.					
19- Learning and teaching by audio visual aids waste of time.					
20- Audio visual aids have a negative impact on learning and teaching English stress.					