Sudan University of Science and Technology

College of Graduate Studies

Collage of Languages – English Language Section

Impact of Syllables on Reading Ability at Sudanese Universities

أثر المقاطع الصوتية في المقدرة على القراءة في الجامعات السودانية

حالة الدراسة جامعة السودان للعلوم و التكنولوجيا (طلاب الللغة الإنجليزية السنة الثانية)

Case Study: Sudan University of Science and Technology, English language Section (Second Year)

A thesis submitted in partial fulfillment for the Requirements of M.A degree in English language (Applied Linguistics)

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الاستهلال

بسم الله الرحمن الرحيم

قَالَ تَعَالَى:

﴿ ٱقْرَأْ بِٱسْمِ رَبِّكَ ٱلَّذِى خَلَقَ ۝ خَلَقَ ٱلْإِنسَٰنَ مِنْ عَلَقٍ ۝ ٱقْرَأْ وَرَبُّكَ ٱلْأَكْرَمُ ۝

ٱلَّذِى عَلَّمَ بِٱلْقَلَمِ ۝ عَلَّمَ ٱلْإِنسَٰنَ مَا لَمْ يَعْلَمْ ۝ ﴾

صدق الله العظيم

سورة العلق: ١ ـ ٥

Dedication

To my family,

Husband,

and beloved aunt Asia Awad!

Acknowledgements

First of all I would like to thank Allah Almighty for the blessingshe gave me, the strength, passion and desire to learn and progress.

I would like to grant a deep grateful thank to the supervisor, AbdarahmanAbulgasim for his priceless guidance.

Great thank to my aunt Asia for her uncounted priceless help.

Abstract

The main aim of this study is to investigate the impact of syllables on reading ability for English students in 2nd year University level. The research has adopted the descriptive analytical approach in collecting and analyzing data and materials of the study purpose. The researcher has designed a test for the students in a quest to get an actual reflection of the problem.

Based on the data collection and analysis, the study has reached into some findings, the most important ones are:Students of 2nd level encounter serious problem in dealing with syllables. The problem of the students lays on the difficulties they find when they split words into syllables especially with many-syllabic words such 'Corporate'.Students also face problem in finding out the stress in a group of given words either first syllable or two syllable.

Based on the findings, the researcher has presented some recommendations as follows:Students should themselves seek the proper solution for the problem by study how syllables work and their complete rules.A lot of reading task is needed from students especially of 2nd level to enhance their ability to deal with syllables.

المستخلص

إن الغرض الأساسي من هذه الدراسة هو بحث تأثير المقاطع الصوتية على مقدرة طلاب المستوى الثاني الجامعي على القراءة. وقد اتبعت الباحثة المنهج الوصفي التحليلي لجمع وتحليل البيانات لغرض الدراسة. ولقد صممت الباحثة اختباراً للطلاب في سعيها لعكس أسباب المشكلة وجوانبها.

وفقاً لعملية جمع وتحليل البيانات فقد تم التوصل إلى مجموعة من النتائج أهمها: أنَّ طلاب المستوى الثاني يواجهون مشكلة حقيقية في التعامل مع فواصل الكلمات، كما تكمن مشكلة الطلاب في الصعوبة التي يواجهونها عندما يقومون بتقسيم مقاطع الكلمات خاصة الكلمات ذاتالمقاطع.إن الطلاب يواجهون مشكلة إيجاد النبرة المناسبة للكلمات ذات المقطع الواحد أو المقطعين.وبناء على النتائج فقد أوصى الباحث بالآتي:على الطلاب حل مشاكل التعامل مع المقاطع الصوتيةوذلك بتعلم كيفية عملها وقواعدها، كما يتطلب من الطلاب المزيد من القراءة خاصة طلاب المستوى الثاني من أجل تقوية قدراتهم على التعامل مع المقاطع الصوتية.

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Introduction

1-0 Background:

Learning a language is not an easy task it is a complicated process that needs a great efforts and practice.

Language ability is identified by some as set of language skills. Any language has four skills listening, reading, speaking and writing. And the four skills model still remains pedagogically useful today, through it lacks support of empirical finding. Reading is considered by many teachers, textbooks, writers and language test constructors to be made up of different skills and components. Reading ability can be described as "cognitive ability which a person is able to use when interacting with texts" Urquhart and Weir, (1998). Thus unlike, which can be viewed as the product of reading a particular text, abilities are seen as a part of the generalized reading process.

We know that reading ability is language based activity so reading failure is a serious problem. In this research, the researcher wants to concentrate on the Impact of syllables on reading ability at Sudanese Universities, Sudan University of Science and Technology, Students of English Language (2th year .

1-1 Statement of the Problem:

The present study attempts to investigate reading ability. Reading is the ability that students need through out their life. In recent year more emphasis has been given to the reading it has been observed that Students at universities level suffering with their reading ability for many factors, one of these factors is the impact of syllables on their reading ability.

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1-2 Significance of the Study:

This study is intended to investigate the impact of the Syllables on reading ability at Sudanese Universities specially second year students of English language at Sudan University of Science and Technology. The issue of syllable is important for students as it helps them on their reading.

1.3 Objectives of the Study:

This study aims to:

1. Find out how syllables can affect the reading ability of the students.
2. Prove that syllables have features that can improve students' ability on reading.
3. Investigate how can we divide words into syllables.

1.4 Questions of the Study:

This study is going to provide answer for the following questions:

1. To what extent do the syllables affect reading ability?
2. What are the features and roles of the syllables?
3. How to identify the syllables in a word?

1.5 Hypotheses of the Study:

The research has the following as its hypotheses:

1. The syllables don not affect the reading ability of the students.
2. There are features and roles of syllables that affect students' reading ability.
3. Students don't easily determine the syllables in a given word..

1-6 Research Methodology:

This study will follow descriptive methods. The data will be collected by using test. It will be distributed to the students at Sudan University of Science and Technology (second year). The data will be analyzed statistically.

1.7 Limits of the Research:

The research will investigate the Impact of syllables on reading ability at Sudanese Universities. The test will be appointed to fifty randomly samples among second year students of language at Sudan University of Science and Technology in (2015-2016).

Chapter Two

Literature Review and Previous Studies

<h1 style="text-align:center">Chapter Two</h1>
<h1 style="text-align:center">Literature Review and Previous Studies</h1>

2.0 Introduction

This chapter contains two parts literature review and previous studies. The researcher discusses the previous studies related to the current study's topic in brief comments.

2.1   Definitions

The term syllable, in its broadest sense, is studied from the phonetic and phonological point of view since it represents one of the basic components in phonetics and phonology. However, the syllable theories are based on evidence taken from different fields of knowledge such as psycholinguistics which involves the study of child language acquisition and language universals Fallows, (1980:76).

Roach, (2002:66) states that "the syllable is a fundamentally important unit in both phonetics and phonology".

2.2 Significance of the Syllable

For Crystal, (1985:447) "The syllable is important in phonology in relation to prosody, and cross-linguistic studies of rhythm .In the distinctive features theory of phonology " syllable " is used to replace the syllabic nucleus".

Likewise, Bolinger, (1975:56) emphasizes that the syllable obtains much of its obviousness because of the role it plays in rhythm, i.e., when people segment the stream of speech and give it a rhythm of strong and weak beats, as in music. In addition, the best justification for ending the structure of sound–units at the level of the syllable is that anything higher

is almost necessarily related to the meaning and the structure of the language.

It is necessary to mention that the significance of syllable has increased especially in models of non–linear phonology in relation to derivation .In addition, a syllable plays a role in prosodic morphology as being "a level above the „Mora and below the „foot- the unit of rhythm in languages"
Finch (2000:68); and the Free Encyclopedia (2005) state that syllables serve in carrying the stressed patterns of English which are essential to the way in which speech is organized.

O'Connor (1973:201) explains the importance of the syllable when he affirms that "the syllable is useful as the largest unit one needs to consider in explaining how phonemes are permitted to combine together in a language". Moreover, Smith and Wilson, (1980:141) also refer to the importance of the syllable in the need for something larger than a phoneme and smaller than a word.

2.3 The Syllable Theories

A number of studies have been made to explain theories of syllable. Phonetically speaking, one of the most important theories is "the chest pulse theory" which tackles the syllables in the context of muscular activities and lung movements in the process of speech. Experiments which have shown that the number of chest pulses, accompanied by the increase of air pressure, can determine the number of syllables produced, thus, allowing associate with the number of chest pulses.

This theory, however, can not account for cases when two vowels occur one after another, for example, in words like being [b'i:ɪŋ] the second chest pulse must be almost irrelevant and thus leads erroneously to the

conclusion that such English words consist of one syllable only. Roach, (2004:1).

Another well-known theory is „the prominence theory, which tackles the syllable from a phonological point of view and depends on auditory judgements, i.e., the number of syllables in a word is determined by the number of peaks of prominence. In the word beautiful,[bj'u:?tɪfʊl], for example, the peaks of prominence are represented by the vowel phonemes /u: , ɪ ,ʊ/, respectively. However, this theory does not help much in the problem of division of the syllable Gimson, (1989:52).

Another theory is the "Sonority theory" in which "the pulses of pulmonic air stream in speech correspond to peaks in sonority". The sonority of speech of a sound is seen as its relative loudness compared to other sounds. Each syllable corresponds to a peak in the flow rate of pulmonic air. Thus, the nucleus elements or syllabic segments are described as intrinsically more sonorant than marginal or non-syllabic segments.

2.4 Nature of syllable Structure.

According to O'Connor, (1973:201) the nature of a syllable structure varies from one language to another since there is no universal phonological syllable. The phonological view of the syllable requires a separate definition for each language. However, Malmberg, (1963:1), among other phoneticians, believes that a syllable consisting of a consonant plus a vowel is the only one which is general for all languages.

There are two types of English syllable structures which can be classified into two types: a phonetic syllable structure and a phonological one.

2.4.1 Phonetic Syllable Structure:

The phonetic syllable structure consists of three phonetic parts: the onset, the peak and the coda (Hyman, 1975:188). Sequences of segments within a phonetic syllable depend upon an inherent hierarchical scale of sonority. The most sonorous segment occupies the nucleus and farther from the nucleus on either margin the least sonorous, the sounds will be optional consonants Hawkins, (1984:66). On the other hand, the phonological syllable structure displays the following pattern of arrangements: 0, 1, 2, 3 consonants +V + 0, 1, 2, 3, 4 consonants. This pattern means that a syllable consists of a vowel(V)which is preceded by zero, one, two, three, consonants and followed by zero, one, two, three, four consonants as in[|a**I**] [th |i:],[tr |a**I**],[str |i:t],[**I**n], [i:?t],[g |a:dn] ….etc. O'Connor, (1973:229).

2.4.2 Phonological Syllable Structure :

Moreover, as for phonological theories of syllable, they are mostly concerned with the internal structure of syllables .In this respect, phonologists have adduced every possible configuration for the internal structure of syllables. For instance, the main concern of CVC syllables is whether the vowel is grouped with the prior consonant (called the onset) or with the posterior consonant (called the Coda) or with neither.

More recently, some phonologists have claimed that the components of the syllable are units of weight called "Moras" Hyman, (1982:9).

Two parts can be found in the internal structure of the syllable. These parts are onset and rhyme; with the rhyme, nucleus and coda are found .It is important to point out that not all syllables have these parts; the smallest possible syllable contains a nucleus only .Simply, onset means the beginning sound(s)of the syllable which precede the nucleus and coda means the sounds at the end of the syllable which follow the nucleus. These are always consonants in English Roca and Johnson, (2000:239). Vowels and consonants do not act alone, but there are very few words-

like which consist of only one sound, for instance, (I, eye, oh, m (to show agreement), or, are….etc.).

Accordingly, there are four patterns of syllables.They are: (ØVØ), (CVØ), (ØVC) and (CVC). In this case, a syllable may be a vowel only, viz. the pattern (ØVØ), as in or ['ɔ :], this kind of syllable is known as a „minimum syllable. The syllable which is not closed by consonant, viz. the pattern (CVØ) as in be [b'i:] is called an "open syllable".

Phonetically speaking, syllables consist of a centre, which has little or no obstruction to air flow and before and after this centre, there may be greater obstruction as in eye ['a**I**], in ['**I**n]. more [m'ɔ :]. But phonologically, consonants always occupy the margins of the syllable structure, and it happens that a consonant occupies the nucleus of the syllable as in syllabic consonant‟ Gimson, (1989: 54).

2.5   The major syllables types

English syllables are classified into simple and complex according to their structure.. The simple syllable consists of a nucleus only or a nucleus with one consonant preceding it and /or another consonant following it. Consequently, the simple syllable has the structures: V, CV, VC and CVC as in "I" ['a**I**] , „knee‟ [n'i:] , „if‟ ['**I**f] and dog[d'ɒg]. Other types of syllables are complex, i.e., they have cluster(s) of consonants before and /or after the vowel.

Concerning the longest complex monosyllable English words, the following is a list of some of the nine- letter English words which have (7) sounds that each consists of a single complex syllable:

Nine‑ letter Monosyllabic words in English

The word narrow Trans.

syllable structure scratched

[skr'æ?ʧ t]

CCCVCCC

straights

[str'eɪ?ts]

CCCVCCC

stretched

[str'e?ʧt]

CCCVCCC

scrounged

[skr'aʊndʒd]

CCCVCCC

scrunched

[skr'ʌn ʧt]

CCCVCCC

strengths

[str'eŋθs]

CCCVCCC

2.6   Open and Closed Syllables

Syllables are divided into open and closed according to the ending of the syllable. Open (free) syllables are those that end with a vowel or diphthong, i.e., they end with „nuclei‟ . Closed syllables (also called complete or blocked) are those that have at least one consonant following the vowel, i.e., they end with 'coda'. Hartman and Stork, (1976:228).

Thus, closed syllables are those that have a branching rhyme while open syllables have a non-branching rhyme Roach et al., (2004). The most common closed syllable has the structure CVC as in „died‟ [d'aɪd]. This type of syllables, that has the CVC structure, is thought to be

a subsequent innovation of the open syllable CV Brosnahan and Malmberg, (1970:210). On the other hand, the most common open syllable has the structure CV, as in „we" [w'i:] , the CV (a consonant followed by a vowel) structure, which is not closed by another consonant, is regarded as a basic phonological unit in all languages since relatively all languages have it in their structures and may be the first systematic utterances of children are expected to be of this form Hogg and McCully, (1989:36).

Cox et al., (2004) show the different structures of each type in English monosyllabic words as illustrated below:

Open and closed Syllables

(A). Closed syllables

VC

is ['iz]

VCC

End ['end]

VCCC

Ants ['ænts]

CCVCCCC

Prompts [prompts]

CVC

Moon [m'u:n]

CVCC

Jump [ʤ ʌ mp]

CVCCC

Hands [h'ændz]

CVCCCC

Sixths [s'Iksθs]

CCVCCC

Plants [pl'ænts]

CCVCCC

Twelfths [twelf θ]

CCCVC

Strong [str'ɒŋ]

CCCVCC

Springs [spr'Iŋz]

CCCVCCC

Splints [spl'Ints]

(B.) Open syllables

V

Or ['ɔ :]

CV

Sea [s'i:]

CCV

Through [θr'u:]

CCCV

Screw [skr'u:]

2.7 Strong and Weak Syllables

Phoneticians have found that it is useful to make a distinction between syllables that have more prominent nucleus and less prominent nucleus .In this respect they divided syllables into strong and weak syllables.

Smith, (1982:10) refers to strong syllables using the terms "heavy" and "long", and to weak syllables using the terms "light" and „short". These two types of syllables can be described in part in terms of stress since they are closely associated with this aspect. Also, in a polysyllabic word

there is always a syllable with primary stress; this syllable is called a "strong syllable". Syllables that have no stress are known as "weak syllables" Singh and Singh, (1979:170).

Crystal (2003:493) states that syllables can be metrically "heavy" or "light":- a light syllable is one whose rhyme comprises a short vowel nucleus alone or followed by a coda of no more than one short consonant, thus it has the structure CV or CVC.

In fact, English puts certain restrictions on the structures of strong syllables .They can be open only if they contain a long vowel or a diphthong and only a closed strong syllable may have a short vowel. In other words, long vowels and diphthongs can occur in both open as in „sue‟ [s'uː], „bay‟ [b'eI] and closed as in „bean‟ [b'i:n]and „eight‟ ['eI?t]which constitute strong syllables, whereas short vowels occur only in closed ones as in „cat‟ /kh'æ?t/ and „ill‟ /'Il/(Roach et al., (2004:Int).

Generally, strong syllables can have in its centre any long vowel, like the first syllable of the word „father‟ [f'a:ðə] or diphthong as the first syllable of the word „daily‟ [d'eIlI] except the vowel [ə], whereas weak syllables can only have the following types of nucleus Roach, (1999:76):

2.8 (A) Short Schwa

Schwa is symbolized as /ə/, which is the most common unstressed vowel in English. This vowel occurs initially e.g. „alive‟ [əl'aIv], medially e.g. „forget‟ [fəg'e?t] and finally as in „cinema‟ [s'Inəmə]. Many English words have one stressed vowel and a schwa in their unstressed syllables as in „purpose [p'ə:pəs], elephant‟ ['elIfənt] and „tremendous‟

[trəm'endəs] Kreidler, (2003:80). Actually in English, there are words that have two forms in pronunciation: one with short schwa (the weak form) and the other with some other vowels like / **I** /, / æ / and / ɒ/ instead of this schwa. For example, „of‟ has the weak form [əv] and the strong form ['ɒv] Wells and Colson, (1981:24).

B. The [i, u] vowels

Roach, (1999: 77-8) illustrates that the weak syllable can have one of two other vowels as its centre. The first is a vowel that occurs in the general area between /i:/ and **/I/** while the second one lies in the region between /u:/ and /u/. Here, unlike the case with strong syllables, there is no clear borderline between the long and short forms of each vowel in weak syllables, i.e., no one can tell which vowel one realizes in words like „easy‟ or „busy‟ . Wells and Colson, (1981:22) argue that these vowels are more like the long forms when they come before another vowel and they tend to be shorter when they precede a consonant or pause. Thus, a different (or a third) vowel is introduced symbolized as [i] in the first example and [u] in the second one. As a result, the words „busy‟ ,„easy‟ and influence are transcribed as [b'**I**zi] ,['i:zi] and ['**I**nfluəns] respectively. Some other examples are the [i] in „happy‟ /hæpi/; „valley‟ [væli] and [u] thank you [θæŋkju] and „coffee‟ [kɒfi] .

C. Syllabic Consonants:

Laver,(1994:114) pointed out that "the syllable must have a compulsory constituent in its structure, i.e., the nucleus, which consists of a vowel (pure or diphthong"). The exception to this rule is syllabic consonants. Those are the lateral sound [ǀ **l**] and the nasals [ǀ **m**], [ǀ **n**], [ǀŋ] in which each consonant can form a syllable. The English syllabic consonants in RP symbolized by vertical dash[ǀ], written under the sound as in

„bottle" [b'ɒtl l]; „bottom" [b'ɒtl m]; „garden" /g'a:dl n/and „thicken',
[θ'Iklη]but /θ'Ikl n/, is also possible Jones, (1984:55) .

2.9   Syllabication

Pulgram, (1970:40) defines syllabication as a phonotactic operation
which is performed in conformity with the distributional criteria of the
language under analysis CF.Hans, (1981:257). Although it is possible that
one can specify the number of syllables in words, it is very difficult to
determine syllable boundary placement. Ladefoged, (1975:218).

Some phonotactic criteria for syllable boundary placement are suggested
by a number of phoneticians. Pulgram, (1970:47-51) proposes the
following principles:

1. A principle of maximal open syllabicity.

2. A principle of minimal coda and maximal onset.

3. A principle of irregular coda.

As far as the first principle is concerned, a syllable boundary is inserted
after every vowel of a word. Thus, words such as rooster and master are
syllabified as [r|ʋ.st□] and [m|æ.st□] so as to make the first syllable
open. A problem arises; however, in the form (mæ . st□) since the
principle of maximal open syllabicity creates a sequence which violates a

sequential constraint in English by which the short vowel /I, e, æ, ɒ, υ /
are disallowed in word-final position. Since [m| æ. st□] contains the
vowel / æ/, which doesn" t occur in word finally, it must be resyllabified
by the next principle to yield [m|æs.t□]. A similar motivated
readjustment must occur in a second set of circumstances. Pulgram,
(1970:40) explains this by stating that: If the syllable can not be kept
open because the consonant or consonants that would form the onset of
the next syllable do not occur in word- initial position,

then many consonants, as necessary –but not more –to reduce the onset to a permissible word-initial shape, must be detached from it and transferred to the preceding syllable as coda, to close the syllable.

Hence, while employ [**I**mpl'o**I**] would be syllabified [I .mpl'o**I**] by the principle of maximal open syllabicity, this would create a syllable- initial /mpl/ sequence which can not occur in word initially. Hence, the/m/ must be sent back to the first syllable to yield [Im.pl'o**I**] where each syllable now meets the syllable structure constraints of English. Pulgram's final principle is stated as follows:

If the necessary transfer from syllable- initial to syllable-final position leads to a group of consonants, then the burden of irregularity must be borne by the coda rather than the following onset.

Pulgram's principle is further expanded by Fallows (1980:78) who suggests two principles of syllabication: stress and ambisyllabicity. The first principle means that a stressed syllable will attract the maximum number of consonants in both initial and final position. The next principle shows the sharing of an inter-vocalic consonant by the neighbouring syllables. So, a word like begin [b**I**g'**I**n] is syllabified as [b**I**.g**I**n] or [b**I**g.**I**n). It seems that the second division of the word begin [b**I**g-In] is more acceptable since it is familiar to find English beg and in through the dictionary.

2.10   Rules of syllabification

1- Recognition of certain prefixes and suffixes un-,mis-,dom-,in-**.**

2- If the first syllable in disyllabic words is a long or a diphthong vowel, it ends the syllable**.** And the next sound goes to the following syllable**.**

Example. Writer [r'a**I** **.** ?t□] o [r'a**I**?t **.** □]

3- The syllable division is marked before the schwa /□/ in triphthongs**.**

Example.

chaos khh'e**I.**□s]

Note: Division of disyllabic and polysyllabic words should not produce unacceptable consonant cluster in both the onset and coda in English language.

4- In **VCV** if one consonant occurs between two vowels and the second vowel is long (stressed or unstressed), the consonant becomes part of the second syllable.

Example.

Return [rI ?t '□:| n] VCV

V C V [rI?t'ɜː| n]| | Short long

Vacation [v □.?k 'eIʃ.| n]| | |V C V | | short long

Delay [dIl'eI] VCV [dI.l'eI]

Example

Windy [w'In.dI] [w'Ind.I]

But not

[wI . ndI] English words can not begin with (nd-)

5- In (VCV) if one consonant occurs between two short vowels, and the first vowel is stressed the consonant goes with the preceding vowel.

Example.

[l 'I m I? t] [l'Im.I?t] | | short short | | Stressed unstressed

6- In the intervocalic consonants as in [b] in [h'æbI?t] here, the consonant sound [b] is treated as ambisyllabic ,i.e. , Therefore , [b] has dual function. [b] can be to the first syllable coda and onset to the second syllable.

2.11 Previous Studies

Study of **Nipa Aungcharoen,** (2006) Srinakharinwirot University
Title:

An Investigation of the English Word Stress Perception And

Production Skills of Thai 12th-Grade Students

The study has investigated the word stress perception and production of 12thgrade students studying at Benchamaratcharungsarit School, Chachoengsao, Thiland, in the academic year 2005.

Methodology Approach:

Descriptive analytical study using test for students of different gender.

Findings:

The results of the study indicated that the students with high proficiency in English had better skills in word stress perception and production than the students with low proficiency in English, which supported the hypothesis.

Study of **Murat Hismanoglu** (2012), Akdeniz University, Antalya, Turkey

Title:

Teaching Word Stress to Turkish EFL (English as a Foreign Language) Learners through Internet-Based Video Lessons

The purpose of the study was to elicit problem causing word stress patterns for Turkish EFL (English as a foreign language) learners and investigate whether Internet-based pronunciation lesson is superior to traditional pronunciation lesson in terms of enhancing Turkish EFL learners' accurate production of stressed syllables in English words.

Methodology Approach

The study has adopted the descriptive analytical approach and the researcher has designed test for students.

Findings:

The experimental group outperformed the control group in the final test administered.

Study of Fozi Abd Elgader (2008) Sudan University of Science and Technology

Title:

Problems of Word Stress as Encountered by Sudanese Learners of English, Case Study: 4ᵗʰ Year Students of English, Sudan University of Science and Technology

Methodology Approach:

Descriptive and analytical methods.

Findings:

- The study has revealed students weakness on placing stress within different syllables of work classes.
- The problem is as a result of students' mother tongue interference and English word stress is unpredictable.

2.12 Comparison between the finding of the previous studies and the Current study

The study of Fozi has revealed students weakness on placing stress within different syllables of work classes as a result of students' mother tongue interference and English word stress is unpredictable. These findings are in agreement of those in the current study, but no mother tongue interference is tested. Study of Nipa finds a relationship between the students proficiency and placing word stress, which is not covered in the current study, while the study of Murat is totally different in its finding from this study as it investigates the

problem that causes word stress pattern and it findings shows that experimental group outperformed the control group in the final test administered.

Chapter Three

Methodology

Chapter Three
Methodology

3.0 Introduction

This chapter provides a description of the tools used in collecting and analyzing the data. Then it describes the methodology, the subject of the study, instrument, the procedure, reliability and validity, and summary of the chapter.

3.1 The methodology:

The researcher adopted descriptive and analytical qualitative methods of research design for data collection and data analysis .As for qualitative method the researcher used test for students of English at Sudan University of Science and Technology in 2nd level. The use of mixed methods complement and strengthen research results.

3.2 The Sample

The sample of this study consists of fifty students out of the entire population. All of them are studying at Sudan University of Science and Technology collage of Languages, randomly chosen regardless to their gender and age.

3.3 Instrument

The method of inquiry used in this study was a test which focused on the student's ability in dealing with syllables in English language. The students were given 3 questions each of which consists of five sub-questions and they were required to answer all of them in quest to obtain bare indication of their actual potentials.

3.4 Reliability and Validity

The concepts of the research reliability and validity are usually associated with the method of data collection.

3.4.1 Reliability analysis - scale (alpha):

N of Cases =   50.0

Item Means	Mean	Minimum	Maximum	Range	Max/Min
Variance					
	3.2700	1.5300	4.5900	3.0600	3.0000
1.3512					

Item Variances	Mean	Minimum	Maximum	Range	Max/Min
Variance					
	1.0183	.6557	1.5758	.9201	2.4033
.1407					

The above results demonstrate the reliability analysis which is done using SPSS program package. Applying the analysis on the whole 50 cases results in a .9201 as shown above which can be shown in 92.01%.

3.4.2 Validity

To ensure the validity of the test, the researcher submitted it, in its initial version to the supervisor. The test was modified according to his suggestions in its final form, the test consisted of 15 items as shown later in appendix.

3.5 Procedure

The measuring instrument was a test which focused on the impact of syllables on reading ability in English language. The items of the test were 15 items. The items were put into a 3 different parts.

The researcher has prepared a suitable environment for the sample to undergo the test in a classroom and time period about half an hour was given for them to complete the task.

3.6 Summary

This chapter presents the methodology of the study. Specifically, the chapter presents a description of the materials employed for data collection. The chapter includes the methodology, the subject, instrument, validity and reliability, and procedure of the study.

Chapter Four

Data Analysis and Discussion of the Results

Chapter Four

Data analysis and Discussion of the Results

4-0 Introduction

The chapter reviews the analysis carried out on the obtained data. The researcher discusses the results obtained from students' test. Tables of results along with brief comments accompanying them are provided.

The First Question:

Table (4-1): The descriptive Analysis of the First Question

Items	Students' No.	The correct answers freq.	Percentage of correct ans.	The incorrect answers freq.	Percentage of incorrect ans.
1	50	21	42%	29	58%
2	50	18	36%	32	64%
3	50	33	66%	17	34%
4	50	25	50%	25	50%
5	50	23	46%	27	54%
Total	250	110	44%	140	56%

The table describes the total result of the first question of students' test. The question consists of five items with each item includes five choices. Students are asked to pick the most correct answer.

As noticed in the table, students in the first item got 21 correct answers with percentage of 42% while they get 29 incorrect answers with percentage of 58%.

The researcher has noticed that more than half of the students have failed to find out the correct as proved in the percentage.

In the second item of the question students only have got 18 correct answers and 32 incorrect answers with percentages 36% and 64% respectively.

As the case in the previous item, less than half of the students succeeded in guessing out the correct answer. The task in the item is to divide the word "SOLAR" into proper syllables.

The third item of the question shows students get 33 correct answers with percentage 66% and incorrect answers with percentage 34%. This item is with contrast to the previous ones as most of the students succeed in finding out the correct answer.

In the fourth item of the question shows that students split into exactly two halves as they got 25 correct answers and the same for the incorrect answers. The percentage is 50% for each.

The last item of the question shows that students get 23 correct answers with percentage of 46% while they get 27 answers with percentage of 54%.

The overall result of the first question shows that students find it difficult to put some chosen words into their proper syllables. The result proves that students do not know how to put the words into syllables.
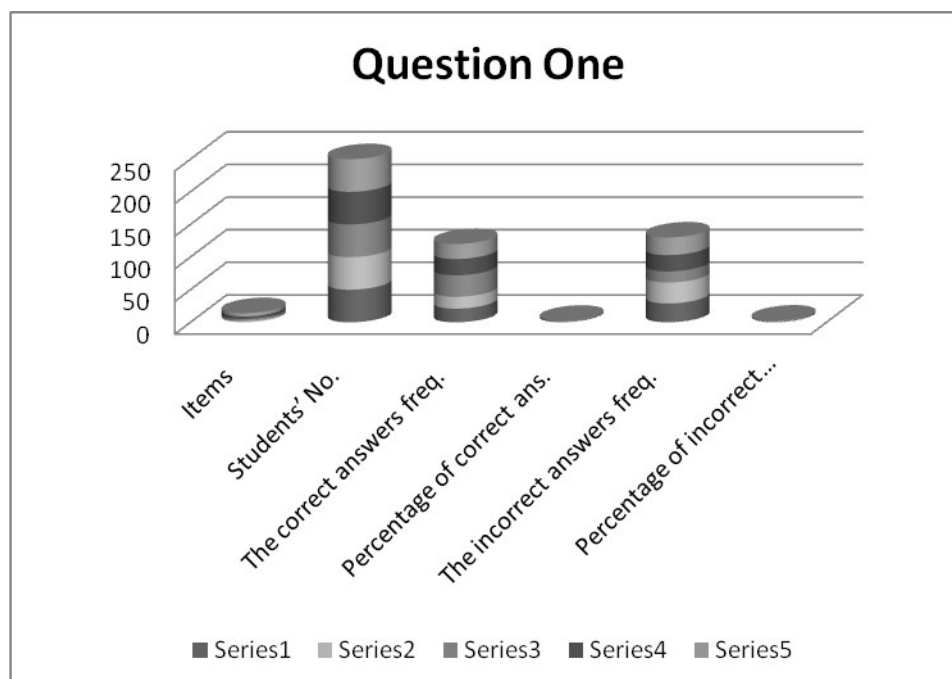
Figure (4-1)

The Second Question

Table (4-2): The descriptive Analysis of the Second Question

Items	Students' No.	The correct answers freq.	Percentage of correct ans.	The incorrect answers freq.	Percentage of incorrect ans.
1	50	16	32%	34	68%
2	50	24	48%	26	52%
3	50	20	40%	30	60%
4	50	35	70%	15	30%
5	50	22	44%	28	56%
Total	250	117	46.8	133	53.2%

The above table shows the statistical analysis result of the second question where students are asked to separate each given word into syllables using vc/cv pattern.

As it can be seen in the table, students in the first item got 16 correct answers with percentage of 32%, while they got 34 correct answers with percentage 68%. This item is considered to have the minimum percentage of correct answers so far as it asks students to separate the word "Basket" into vc/cv pattern.

In the second item of the question students have got 24 correct answers with percentage of 48% while they get 26 with percentage of 52%. In the item students are asked to separate the word "Pencil" into syllables.

The third question shows that students have got 20 correct answers out of 50 with percentage 40% which indicates that less than half of them have succeeded in finding out the correct answer. This percentage proves that students hardly can put the word "Napkin" into vc/cv syllables.

In the fourth item of the question, students got 35 correct answers as the highest frequency with percentage 70% while they got 15 incorrect answers with percentage 30% which is believed to be the lowest percentage of incorrect answer.

The last item of the question shows that students got 22 correct answers and 28 incorrect answers with percentage 44% and 56% respectively.

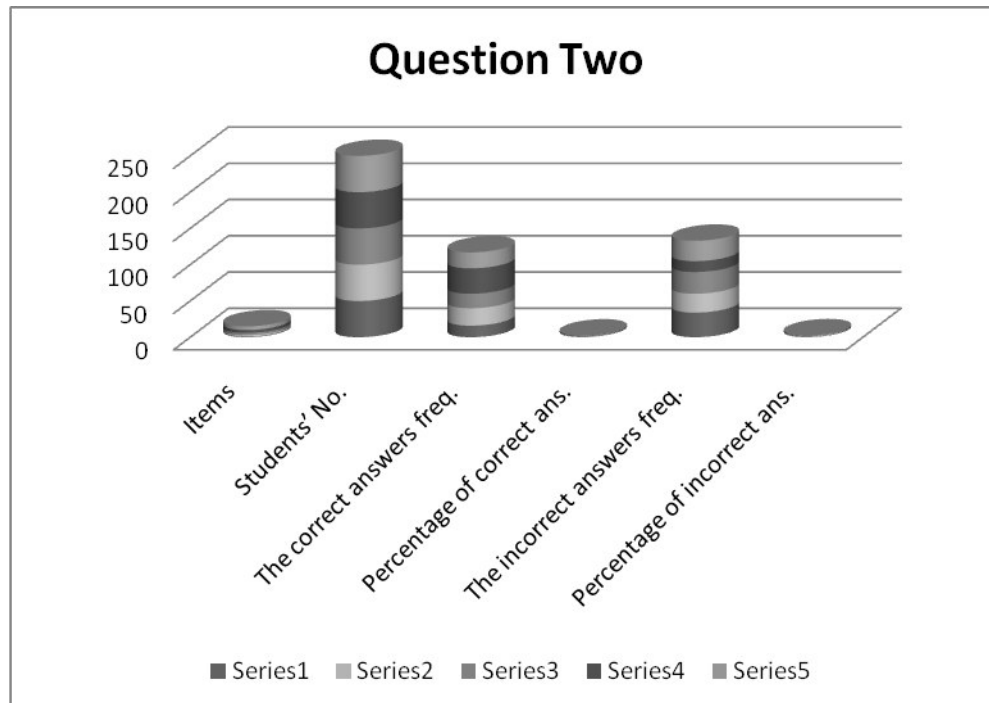The overall result proves that students struggle in separating words into syllables using vc/cv pattern.

Figure (4-2)

The Third Question

Table (4-3): The descriptive Analysis of the Third Question

Items	Students' No.	The correct answers freq.	Percentage of correct ans.	The incorrect answers freq.	Percentage of incorrect ans.
1	50	20	40%	30	60%
2	50	35	70%	15	30%
3	50	22	44%	28	56%
4	50	25	50%	25	50%
5	50	23	46%	27	54%
Total	250	125	50%	125	50%

The above table shows the statistical result of the third question. Students are asked to show the stress in each of the given words. With both first syllable and second syllables.

The first item of the question students have got 20 correct answers out of 50 with percentage 40% which indicates that less than half of them have succeeded in finding out the correct answer.
In the second item of the question, students got 35 correct answers as the highest frequency with percentage 70% while they got 15 incorrect answers with percentage 30% which is believed to be the lowest percentage of incorrect answer so far.

The third item of the question shows that students got 22 correct answers and 28 incorrect answers with percentage 44% and 56% respectively.

In the fourth item of the question which asks students to divide the word "corporate" into correct syllable shows that students split into exactly two halves as they got 25 correct answers and the same for the incorrect answers. The percentage is 50% for each.

The last item of the question shows that students get 23 correct answers with percentage of 46% while they get 27 answers with percentage of 54%.

The overall result of this question shows that students encounter serious problem in finding out the stress in a group of given words either first syllable or two syllable.
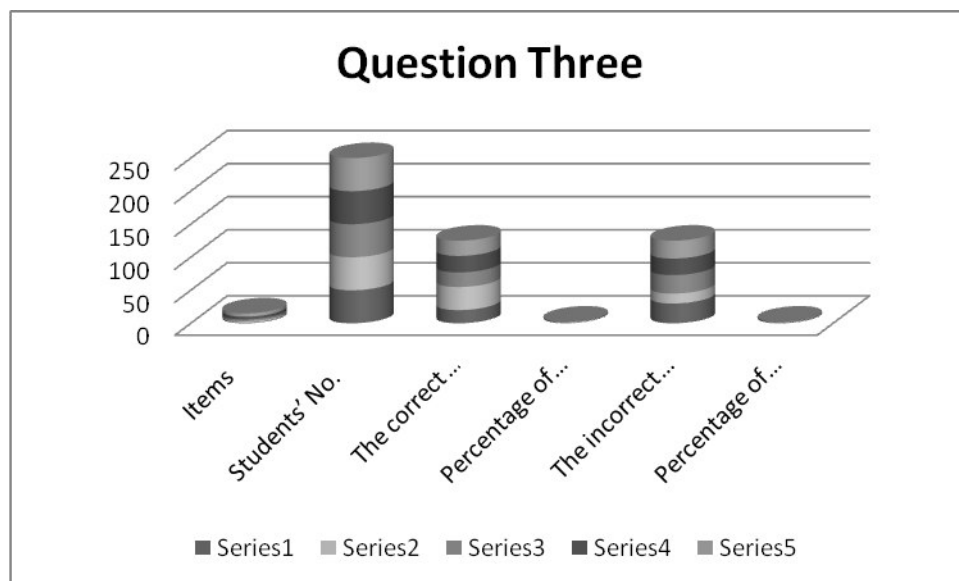
Figure (4-3)

4-2 Summary

The researcher has analyzed the obtained data of the test giving frequencies and percentages for each table. Brief comments have been given for each table along with demonstrating graph.

Chapter Five

Conclusion, Recommendations and Suggestions for Further Studies

Chapter Five

Conclusion, Recommendations and Suggestions for Further Studies

5-0 Conclusion

The main aim of this study was to investigate "Impact of Syllables in Reading Ability". The researcher had followed the descriptive analytical approach in which data have been collected from different resources. The test was considered the primary tool for data collection along with literature review from different scholars with regard to the topic.

The research has been divided into five chapters, the first chapter was an introduction, the second chapter discussed the literature review while in the third chapter the researcher reviewed the methodology used in the study. In chapter four, the researcher analyze the obtained data and provided the results and findings in the fifth chapter.

5-1 Findings:

Based on what have been obtained from literature review, the previous studies and the data analysis, the study has reached to some findings, the most important are:

1- Students of 2nd level encounter serious problem in dealing with syllables.

2- The problem of the students lays on the difficulties they find when they split words into syllables especially with many-syllabic words such 'Corporate'.

3- Students also face problem in finding out the stress in a group of given words either first syllable or two syllable.

4- The lack of knowledge is believed to be the main causer of the problem, so taking brief knowledge about syllables could be valuable and in great favor.

5- There is no gender specific issue about the problem, as students from both sex (male and female) face the same problem.

5-2 Recommendations

Based on what have been obtained from the study findings, the researcher recommends the following:

1- Students should themselves seek the proper solution for the problem by studying how syllables work and their complete rules.

2- A lot of reading task is needed from students especially of 2nd level to enhance their ability to deal with syllables.

3- Teacher should have their say on finding the solution for students by giving them some advises and guidelines about how to deal with syllables.

5-3 Suggestions for Further Researches

These are some suggestions further studies in the future :

1) The effect of Using audio aids on reading ability for students.

2) This study could be extended to include different levels for the Learner of English as foreign Language.

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Appendices

Part I: Please answer the following questions:

Select the correct way to divide this word into syllables

1- **GAIN**

    A: g-ain

    B: ga-in

    C: gai-n

    D: gain

2- **SOLAR**

    A: s-olar

    B: so-lar

    C: sol-ar

    D: solar

3- **BUTTER**

    A: butter

    B: bu-tter

    C: butt-er

    D: but-ter

4- **COOPERATE**

    A: coo-per-ate

    B: coop-er-ate

    C: cooper-ate

    D: co-op-er-ate

5- **MONSTER**

    A: mons-ter

B: monster

C: monst-er

D: mon-ster

Part II: Separate each word into syllables using vc/cv pattern:

1- Basket   ………/………..

2- Pencil   ………/………..

3- Napkin ………/………..

4- Plastic   ………/………..

5- Muffin ………/……….

Part III: where the stress in each of the following words:

1- Present (n)

(a) First syllable   (b) second syllable

2- Export (v)

(a) First syllable   (b) second syllable

3- Import (n)

(a) First syllable   (b) second syllable

4- Desert (v)

(a) First syllable   (b) second syllable

5- Forest (n)

(a) First syllable   (b) second syllable

Best Wishes