Classification and Analysis of the English Pronunciation Problems Facing the Students at University level

Dr. Hamad Mustafa Mohemmed Ahmed

University of Sinnar- Faculty of Arts - Department of English Language.

Abstract: This research is concerned with the classification and analysis of the English pronunciation problems encountered by Sudanese students at university level. It aims at showing the importance of correct pronunciation in EFL classes. It aims also at increasing EFL students' motivation by using oral reading. The study adopted the experimental analytical method. The data of the study were collected by means of oral reading test (pre- and post-test) consist of (1) passage which was distributed (50 copies) to students. The data were analyzed by SPSS program by using T-test. As the result of the analysis, it was found that: Teachers should use CDs - room, projectors and flash card in teaching reading comprehension in EFL classes to help students in pronunciation ability. Crowded classes don't allow teacher to evaluate the techniques used in oral reading class. In the light of these findings the study recommends EFL learners should be motivated through using different reading activities and pronunciation, and Universities should be equipped by English labs to increase pronunciation performance.

تصنيف وتحليل المشاكل التي تتعلق بالنطق لدى دارسي اللغة الانجليزية في المستوي الجامعي
د. حمد مصطفي محمد أحمد

ملخص الدراسة

تناولت هذه الدراسة تصنيف وتحليل المشاكل التي تتعلق بالنطق لدى دارسي اللغة الانجليزية في المستوي الجامعي، كما اهتمت هذه الورقة بتسليط الضوؤ على تحسين النطق الصحيح لدارسي اللغة الإنجليزية كلغة أجنبية . كما اهتمت ايضا بتشجيع الطلاب علي القراءة الجهرية. استخدم الباحث في هذه الورقة المنهج التحليلي التجريبي .تم جمع بيانات هذه الدراسة عن طريق الاختبار الشفوي (اختبار قبلي واختبار بعد)،اشتمل علي نص واحد تم توزيعه على عدد(50)طالب وطالبة .تم تحليل البيانات بواسطة برنامج SPSS باستخدام اختبار (T) وتوصلت الدراسة الي نتائج اهمها . يجب علي الاستاذ استخدام الاسطوانات والاقراص والماسح الضوئ في تدريس مهارة القراءة الجهرية لتحسين النطق لدي الطلاب، القاعات المزدحمة لا تمكن الاستاذ من تقييم التقنيات واداء الطلاب في القراءة الجهرية. وعلى ضوء هذه النتائج ، توصي الدراسة بأن يشجع المدرسون الطلاب على استخدام انشطة مختلفة في القراءة وتحسين النطق لديهم، وحث الجامعات علي انشاء معامل للغة الانجليزية لتحسين مستوي النطق لدارسي اللغة.

د. حمد مصطفي محمد أحمد ـ جامعة سنار ـ كلية الاداب ـ قسم اللغة الانجليزية

Introduction:

Language is sound[1]

The statement that language is sound, may appear obvious, since the most common experience all people have of language is speaking and listening to it. But this statement is meant to point out that the sounds of language have primacy over their representation in writing. People use both forms of language (the spoken and the written) for communication.

Whereas human speech is considered as a means of communication, teaching pronunciation is obviously essential in language teaching and learning.

"Good speech may be defined as a way of speaking which is clearly intelligible to all ordinary people" (Roach, 1983).

Because the new trend in learning the second language is focusing on oral communication, the emphasis on the correct pronunciation became of great demand.

The areas of pronunciation we need to draw our students' attention to include: the individual sounds they are having problems with. Also, we need to draw their attention to the combinations of sounds such as diphthongs and trip -thongs.

Teachers of English need to draw their students' attention to the fact that in connected speech these individual sounds lose their features (as in assimilation), others disappear altogether (as in elision).

In this respect, it is needless to say that teachers are required to pay particular attention to the suprasegmental features such as stress, intonation, rhythem, juncture … all of which have a direct effect on pronunciation.

Teachers present pronunciation in various ways: First, there is "model and imitation" technique where the teacher sets a model that the student attempts to reproduce. If this were an adequate procedure, no problem would appear. But experience has shown that habits of the first language will interfere. Here, the teacher has to know the specific differences in the pronunciation patterns of the first and the second language. Unless the teacher is qualified and well–trained, he/ she cannot possibly succeed in solving the problem of the mother tongue interference.

The second technique is 'explanation'. The teacher tries to guide the student, telling him how to produce troublesome sounds; but again, the teacher himself/ herself needs to give the model ⸺ accurately, clearly and effectively.

A third technique is 'practice'. The application of this technique appears in example sentences that provide multiple opportunities to produce a sound.

A fourth technique is 'comparison and contrast'. The teacher can use minimal pairs such as (sit, seat), (hit, heat), (bit, beat), contrasting /i/ with /i:/

Statement of the problem:

The researcher has had an experience of teaching New interchange Series since 2011. Among the students who join 'New interchange' courses are Sudanese university level students. Through his long experience with both groups, the researcher has noticed a big difference in pronunciation proficiency between 'academic courses' students and 'new interchange' students. The former's pronunciation has always been worse than the latter's.

This case has indicated to researcher that there is a real pronunciation problem in Sudanese students. Thus, this experience has encouraged the researcher to look into the two syllabuses and compare them in terms of approach, techniques and teaching materials. The aim behind this comparison is to find out the differences between 'new interchange' and 'university syllabus' in terms of teaching methods, and to identify what difference, these differences make in the students' pronunciation achievement.

The way the teacher pronounces English definitely reflects on his / her students' pronunciation performance. This case, again, urges the researcher to look into the pronunciation problems that face teachers themselves

The objectives of the research:

The objectives of this research are:
1. To investigate and identify the actual English pronunciation problems that face university students.
2. To find out the main reasons behind these pronunciation problems.
3. To find out how English pronunciation is taught in Academic syllabuses.
4. To find out how English pronunciation is taught in New interchange Series.
5. To compare 'academic syllabuses' pronunciation teaching techniques with those applied in 'New interchange'.

The significance of the research:

1- This research is trying to identify the pronunciation problems in Sudanese university level. As such, it will be beneficial to students of English in Sudan. The research will be a practical study, in that it will look into the approaches, techniques and procedures applied in 'speaking courses' and 'New interchange series'.

2- This investigation and comparison will help the syllabus designer. as well.

3- This work will encourage supplementing materials, adapting techniques and creating effective teaching situations.

4- It will enable the students to pronounce English words as they are normally spoken by native speakers.

5- It will help the students to be aware of the changes that occur to English sounds when they are spoken in natural connected speech.

6- It will measure students' achievement in pronunciation.

Questions of the research:

This research is expected to answer the following questions:

1-   Why is the pronunciation of English problematic to Sudanese learners?

2-   What are the exact problems these students encounter?

3-   What are the root causes behind these pronunciation problems?

4-   What are the criteria for selecting candidates to be teachers of English at university level?

5-   What are the English pronunciation problems facing these students?

6-   In what way/ways does the textbook contribute to the problem?

7-   What techniques does 'New interchange' use in teaching English pronunciation?

8- What techniques and teaching materials does New interchange use for teaching English pronunciation?

9- Which textbook is more effective 'speaking courses' or 'new interchange series'?

10- How can teachers be able to supplement teaching materials and create motivating situations?

Research Hypotheses:

1- As non – native speakers, Sudanese university students and teachers have problems with English pronunciation.

2- The methods that develop English pronunciation are overlooked in 'new interchange'.

3- Teachers' qualification and training help in teaching English pronunciation.

4- Qualified and trained teachers supplement teaching materials.

5- New interchange involves modern techniques for teaching English pronunciation.

6- Tape recordings and video tapes are effective techniques for teaching English pronunciation

Methodology of the study

The researcher adopts the experimental method to conduct the data, by using pre-test and post-test. The present study will conduct to compare the learners' pronunciation before and after the treatment, i.e. learning pronunciation with two, activities (pronounce before listening to native, and after listening). The learners' attitude and satisfaction towards the two activities were also determined. The Samples will be fifty students at university level; will recruit to participate in the present study. They were assigned into 2 groups of 20 based on the scores sought from the test of listening administered prior to the experiment. The population of the study will be at university level.

Literature Review

Introduction

Jones, (1978. p.1.) states that " …spoken language consists of successions of sounds which are also called 'phones' or 'linear' or 'segmental' features of speech. ”These successions of sounds are emitted by the organs of speech together with certain attributes i-e. suprasegmental features of speech. The succession of sounds are composed of (1) speech–sounds proper, and (2) glides. Speech–sounds are certain acoustic effects voluntarily produced by the organs of speech; they are the results of definite actions performed by these organs. A glide is incidental transitory sound produced when the organs of speech are passing from the position of one speech–sound to that of another by the most direct route. Speech–sounds are made voluntarily; they require that the speech–organs shall be placed in certain definite positions or moved in certain definite ways. The speaker has to go out of his way in order to make a speech–sound. On the other hand, the speaker does not have to go out of his way in order to make a glide; glides occur as the natural and inevitable result of pronouncing two speech–sounds one after the other. Most glides are inaudible or hardly audible even to the most practiced ear; most of the glides occurring in English require no special consideration in the practical teaching of the language.

- Difficulties of pronunciation and appropriate materials for surmounting them :.

The student of spoken English or any spoken language is faced at the outset with difficulties of five kinds. They are as follows:

- Difficulty No .1:

He must learn to "recognize" readily and with certainty the various speeches–sounds occurring in the language, when he hears them pronounced; he must, moreover, learn to remember ' the acoustic qualities of those sounds. This difficulty is a matter of ear–training, or more accurately cultivation of auditory–memory '. No one can hope to be a successful linguist unless he has "a good ear ". If his ear is insensitive by nature, it may be made more sensitive by training; and if his ear is good by nature, it can be made still better by training.

- He must learn to make ' the foreign sounds with his own organs of speech. The position of a 'good' ear is necessary to the linguist for two reasons : (1) if he has a good ear, he will be able to tell whether he pronounces the foreign language correctly or not (2) A good ear helps him to understand the language readily when spoken by natives; he recognizes words instantly and does not mistake one word for another.

The possession of a good ear involves :

(1) The ability to 'discriminate' between sounds (2) the ability to 'remember' the acoustic of foreign words and (3) the ability to 'recognize' foreign sounds with ease and certainty. In other words, the student must be able (1) to hear the differences between the various sounds of the foreign language, and between foreign sounds and the sounds of his mother tongue.

(2) to bring into his consciousness, without the aid of any external situation, memories of foreign sounds previously heard, and (3) to compare sounds simultaneously with the memory–images of sounds previously heard.

To cultivate a good linguistic ear requires systematic practices in 'listening for sounds'. There is only one effective exercise for this purpose, namely, dictation of isolated sounds and meaning–less words by a teacher who can pronounce the foreign sounds accurately. The pupil should write down these sounds and words phonetically. If he makes a mistake in his transcription, it shows that he has confused one sound with another. The teacher will in this case repeat the two sounds a number of times (both isolated and in–syllables) in order to impress on the pupil's mind the difference of acoustic quality.

If the pupil is a beginner, the teacher may use for ear–training exercises, real words which the pupil has not yet learnt.

A few invented words for ear–training practice should be given at the beginning of every pronunciation lesson, until the pupil can be fairly certain of doing the exercises without mistakes.

Difficulty No. 2:

He must learn to use these sounds in their proper places in connected speech.This problem is a matter of 'gymnastics' of the vocal organs. In order to learn to form the speech–sounds of a foreign language the student has to learn to put his tongue, lips and other parts of the organs of speech in certain definite positions, or to perform with them certain actions. He will learn to make such sounds with the greatest accuracy and in the shortest time if (1) he is told precisely what to do with the organs of speech, and (2) he is given, as far as may be necessary, exercises which help him to carryout the instructions. In other words, the language learner should (1) study 'phonetic theory' and (2) do, when necessary, exercises based on that theory.

Difficult y No. 3:

He must learn to 'use' those sounds in their proper places in connected speech.This difficulty requires very different treatment. The student has to learn what is the appropriate 'order' in which to place the sounds so as to make intelligible words and sentences. This is, in fact, a matter of 'memorizing'. The student of spoken English has, for instance, to know that if he wishes to communicate the idea expressed in French by 'armoire' and in German by 'Sonraik'. He must form the English sounds /k/, /n/, /b/, /e/, /d/ one after the other in this order. No other English sounds will do nor those sounds he placed in any other order. However well the student may pronounce the words, he will not convey the meaning unless he uses this particular sequence of them. He must therefore take care to remember that this is the required sequence.

The task of learning to remember what is the appropriate sequence of sounds to use in any given word or sentence is greatly facilitated by the use of 'phonetic transcription'. Phonetic transcription may be defined as an unambiguous system of representing pronunciation by means of writing, the basic principle being to assign one and only one letter to each phoneme of the language.

Difficulty No. 4:

He must learn the proper usage in the matter of the 'sound–attributes' or prosodies' as they are often called (especially length, strength and voice–pitch)

Difficulty No. 5:

He must learn to catenate sounds 'i.e.' to join each sound of a sequence to the next, and to pronounce the complete sequence rapidly and without stumbling. The ultimate objective of the language learner is to be able to pronounce properly without having to pay any particular attention to the way in which he does it . To attain this end he must in the initial stages of his study focuses his attention continually on the mechanism of speech. After long practice he will gradually acquire the power of pronouncing correctly without thinking of these details. The student, who wishes to be proficient in the written as well as the spoken language, has an additional difficulty which we may call:

Difficulty No. 6:

He has to learn the shapes of conventional letters and the relation between the conventional orthography and the pronunciation.

The ability to 'speak' a language or 'understand it when spoken' does not involve the ability to read or write it in the conventional way. One may learn to speak English perfectly without ever seeing ordinary English orthography. And conversely, it is possible to learn to read and write the language without being able to pronounce it.

As, however, those who wish to learn to speak and understand English almost always wish to be able to read and write it as well. Phonetic transcription, then, is a convenient method of showing sound–order graphically. This graphic. representation of sound–order appeals to the visual memory and thus assists the auditory memory.

Conventional English spelling is far from being phonetic; it does not give the accurate information as to sound order required by the student of spoken English. In the first place English assigns to many of the letters of the alphabet values quite different from those which people in foreign countries are accustomed to associate with them e.g. the 'a' in 'gate', the 'i' in 'find', the 'u' in 'tune'. Doubtless, these values may be learnt without difficulty; but as soon as the foreign student has learnt them, he finds innumerable words in which these letters have quite different values; compare the 'a's' in 'father', 'fall', 'army', 'fat', 'watch' ,the 'i's', in 'wind', (noun), 'machine', 'bird', the 'u's' in 'rule', 'put', 'hut'; compare also the 'O's in 'stove', 'move', 'love', the 'ea's in 'meat', 'head', 'great', 'bear' etc.

He also finds that many spoken English sounds may be spelt in a large number of different ways. Thus the words 'meat', 'meet', 'niece', 'pique', 'key', 'quay' 'seize', all have the same vowel–sound.

It must be borne in mind continually that in ordinary conversation people say their sentences at an average rate of some 300 syllables to the minute or five syllables per second. This then is the ideal rate at which the student should aim, when practicing any given sentence. When practicing catenation exercises the student should frequently time himself to see how near he can get to this ideal rate.

It is worse than useless to try to say words fast or to attempt catenation exercises until the individual sounds have been thoroughly mastered. Above all, the student must be ware of being led astray by an idea that he can learn to make a different foreign sound by merely repeating words containing that sound. That idea is an absurd one. Repeating words with badly pronounced sounds has the precisely opposite effects of fixing the students bad pronunciation. Speech–sounds are learnt by effective methods.

Need for Oral Instruction :

Some features of pronunciation can only be learnt with the aid of a teacher; others can be learnt from books. The services of the teacher are required mainly in connection with. difficulties No.s 1 and 2 above.

The functions of the teacher in regard to these difficulties are (1) to act as a model of pronunciation, (2) to give the pupil ear–training exercises, (3) to tell him whether his attempts at the pronunciation of the foreign sounds and sound–sequences are successful or not and
(4) where the instructions in books are inadequate, to device means which will help the pupil to improve his pronunciation of the difficult sounds and sound–squashes. Good gramophone records can, to some extent, relieve the teacher of the first of these duties.

In regard to the teacher's fourth duty, it should be remarked that all students do not have the same difficulties, and a book on pronunciation cannot provide for the needs of every individual student. The most that a book can do is to deal with difficulties of pronunciation most frequently met with. The rest must be left to the phonetically trained teacher.

Sound–order can be learnt from books of phonetic texts. Usage in regard to length, stress and pitch can likewise be ascertained from books. To attain ability to catenate properly requires neither book nor teacher; it is a matter of private practice on the part of the student.

Utility of books on pronunciation :

It will be seen from what has been said, that though the acquisition of a spoken language is essentially an oral process, yet a book on pronunciation may be of service in many ways.

The directions in which such a book may assist the language learner can be outlined as follows:
(1) descriptions of the English speech–sounds together with information as to their usage .

(2) information as to English usage in the matter of length, stress and pitch .
(3) descriptions of mistakes of pronunciation that foreign learners frequently make.
(4) indications of methods which will help them to avoid such mistakes.
(5) Specimen catenation exercises and lists of words illustrating the use of the various sounds.
(6) Specimen exercises and lists of words to be dictated for ear–training.

To perfect his pronunciation the learner should do a considerable amount of reading aloud from phonetic texts. He should also have much practice in transcribing phonetically passages of the language he is learning. His transcripts should, as a rule, be corrected by his teacher. He may, however, derive much benefit from transcribing passages. From a book of phonetic of phonetic texts containing a key in ordinary spelling (by transcribing from the key and correcting his transcripts by reference to the phonetic version).

METHODOLOGY

Introduction

The present study was conducted to compare the learners' Pronunciation before and after the treatment, i.e. learning pronunciation with two, activities (pronounce before listening to native, and after listening). It was also aimed to determine the learners' Pronunciation ability improved from experiencing teaching with guessing reading (oral) content from storytelling compared with that gained from learning activities. The learners' attitude and satisfaction towards the tow activities were also determined. The following research elements procedure was included in carrying out to obtain the research objectives.

Population of the study

The population of this study include students at second level were chosen from Sinnar University, faculty of Arts department of English language.

Sample of the Study

This includes the samples who responded to the tests. A random sample of fifty (50) students at second level was chosen from Sinnar University, faculty of Arts department of English language. The researcher teach them course (reading-1) through ten lectures he taught them 8 topics with paying extra attention to pre and post-reading activities to improve their pronunciation ability and vocabulary knowledge , then the researcher choose one topics from those he teaches for the Test of the study. Then the researcher gives them the test. The test was administered to measure the subject's pronunciation ability twice, before and after the treatment, i.e., once as pre-test and the other as post-test, respectively They were assigned into two groups of 25 based on the scores sought from the test of oral reading administered prior to the experiment, their age ranges between 23and25 years.

Tools of Data Collection

The tool was used for collecting data, is a test.

The Test

The oral reading test constructed specifically for the present study consisted of 1 passage. The test was administered to measure the subject's pronunciation ability twice, before and after the treatment, i.e., once as pre-test and the other as post-test, respectively. The subjects will finish the test within 40 minutes. The researcher used simple and clear language in order to help the students to express themselves and provide the data required.

Validity of the Test

The test was checked by a number of expert lecturers at Sinnar University in departments of English Language- Faculty of Arts Sinnar and faculty of education Singaa. The face validity was checked. All the teachers agree that the test is valid.

Reliability of the Test

The split half method was used to measure the reliability of the test, in which the items of the test are divided into two halves for scoring purposes. For this purpose, the even numbered items and the odd numbered ones are scored separately to obtain corresponding scores. The researcher has used correlation coefficient of Pearson's equation, which is stated as follows:

$$R = \frac{N \sum XY - \sum X \sum Y}{N\sum X2 - (\sum X)2 \; (\sum Y) \; 2 - (\sum Y)2}$$

Where:
R	= reliability of the test
N	= Number of all items in the test.
X, y	= Parallel lists of candidates scores.
$\sum$	= Sum

Techniques of Data Analysis

The present study was an experimental research. The following research activities were performed in the data collection procedure.
 Selecting research subjects and giving the selected subjects an orientation, including the explanation of the research objectives.
 Administering the pre-test to the 50 students who were assigned into two similar groups of 25 students. The pre-test was aimed at measuring the subjects' pronunciations ability before receiving the designated treatment.
 Giving treatment (teaching correct way of pronunciation) to the 50 subjects selected. They were all receiving the same lessons, comprising 10 lesson plans. They were divided into two groups to receive a specific activity. Then, the researcher had the first group learning listening activity. They were requested to guess the story contents from the story telling. The implementing the listening activity, which was given to the second group, on the other hand, the researcher gave a 1-2 sentence brief summary of the story. The subjects were requested to ask questions from the researcher's summary. After the listening activities, both groups were doing the same while-listening activities, and took the same post-listening test.
 Giving a listening test after the treatment, the post-test.

The data obtained from the subject by means of the test was organized and tabulated to be processed manually and by computer. The program, which was used by the researcher, was (SPSS) which refers to Statistical Packages for social Sciences. The researcher adopted an analytical experimental method to conduct the study. Percentages were used to convey the statistical information because it is simple for the readers to grasp besides its accuracy and effectiveness.

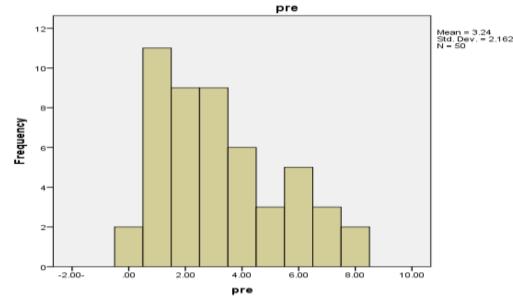## DATA ANALYSIS AND DISCUSSION

Introduction

The preceding chapter provided a detailed explanation of how the data are gathered and the instruments used for gathering the data. This chapter covers the analysis and discussion of the data obtained from the results of the students' test.

Test Discussion

Table (1) Pre-test Result

Result/Students	Students	%
Pass	13	26%
Fail	37	74%
Total	50	100%

Table (1) and (2) below shows students' scores the researcher notices according to the table the pretest rates very week for example, (37) are fail and (13) are pass.

Table (2) Students Pretest Scores

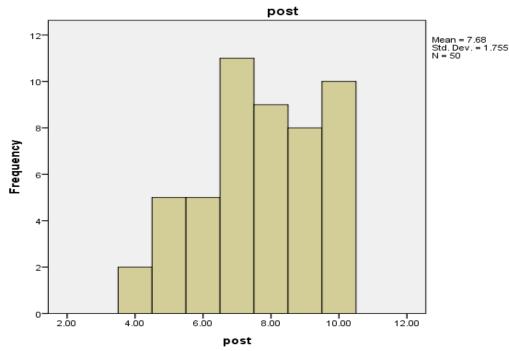| Grades	0.4	5.6	7.8	9.10	Total
Number of student	37	8	5	0	50
100%	74%	16%	10%	0%	100%

Figure (1)

Table (3) and Figure (1) reveal that no Students get scores between (9.10), and there are (37) students fail their scores between (0.4)
degree. Also the table show that (8) students get between (5.6) scores and (5) get between (7.8).

Table (4) Post-test Result

Result/Students	Students	%
Pass	48	96%
Fail	2	4%
Total	50	100%

(Table 5) Students Post test scores

Grades	0.4	5.6	7.8	9.10
Number of student	2	10	21	17
100%	4%	20%	42%	34%

Figure (2)

According to Table (5) and Figure(2) 48 students out of 50 get pass and there are (2) students fail their scores between(0.4) and 10
students get good between (5.6) and 21 get between (7.8) very good. and 17 students get excellent between (9.10). It is clear that
the post reading have good effect in students reading comprehension.

 Treatment Stage (Post-Test)
The same group sat for the post-test after treatment stage, but after 8 weeks of about 16 hours of classes of treatment program, and
at the end of the classes of treatment program, the researcher gave the same group (after treatment stage) the same test but with
change in ordering of the passage to avoid any remembering the pretest questions. (96%) had passed after treatment stage at the
posttest scoring between 5 to 10 and 2 failed after treatment stage at the posttest scoring between 1 to 4 marks out of 10, see table:3

Table (6) Post-test result

Result/Students	Students	%
Pass	48	96. %
Fail	2	4.%
Total	50	100%

Posttest students who pass the post-test grades out of 10
Table (6) below shows students grades out of 10 the full marks as the researcher notices according to the bellow table the academic rates had increase according to the program for example ,48 students score between 5-10 , which indicates the progress which occur according to the treatment program (table 6) .And only 2 students score 0 to 4 (4%).

Students posttest scores grades
The researcher transfers the students' grades out of word to elicit the students' actual successful result.

Table (7) Students posttest scores grades

Result in word	Pass	Good	Very good	Excellent	Total
Number of student	10	21	8	9	48

9 students get Excellent (10), with comparing of pretest no student get excellent degree, which consider as good indicator of the treatment stage, whereas 8 of students got Very good (8)   whereas 21 of students got good (7-8), if the researcher compare this with the pretest , we can find that , in the pretest only 8 (16%) student get good ,which will be consider as a good indication of the treatment program.

Pre and Post-test Statistical Result

Table (8) Total Results of the two Parts of the Test

Section	Pre test				Total		Posttest				Total	
Result	Pass	%	Fail	%	N	**%**	Pass	%	Fail	%	N	**%**
Students	13	26%	37	74%	50	100%	48	96. %	2	4 %	50	100%

Descriptive Statistics of the Pre and post Test Results

(Table 9) Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	*P*re	3.2400	50	2.16239	.30581
	Post	7.6800	50	1.75476	.24816

Table (10) Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pre & post	50	.704	.000

Table (11) Paired Samples Test

		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1pre – post	4.44000		1.55393	.21976	4.88162	3.99838	20.204	49	.000

The above tables prove that there are significant differences between the results of the pretest and post-test as the mean value scores show. The mean value of the posttest (7.6800) is greater than the mean value of pretest (3.2400). This indicates that the posttest result shows a significant advantage over the posttest with regard to the scores in the posttest. Apparently, not all students improve their performance from their pretest and posttest score. This could be affected by outside factors; however their participation in the class is increase. The test aims to measure the EFL students' abilities in pronunciation ability through both a pre-posttest. The study aims to test students' abilities in pronunciation and new vocabulary reading. The sample of the study consists of (50) EFL students from Sinnar University Faculty of Arts- Department of English Language. The researcher used statistical analysis to know the variation of the statistical function between the samples. The following are results:

Paired Samples Test

Table (12) Paired Samples Test

	Paired Differences							
			Std. Error Mean	95% Confidence Interval of the Difference		T	Df	Sig. (2-tailed)
	Mean	Std. Deviation		Lower	Upper			
Pair 1pre – post	4.44000	1.55393	.21976	4.88162	3.99838	20.204	49	.000

The statistical analysis of table (2) pretest shows that the learners' weaknesses. It indicates that learners achievement in the pretest before the treatment was (6) as the result of the scores of the learners and stander error mean was (.219) while the stander deviation was (1.55) which reflected the learners' weaknesses English pronunciation. Students found difficulties in pronunciation. Most of the learners read the text carelessly and some of them are not able to choose the suitable items in vocabulary pronunciation in the test. Whereas, in the posttest students made a progress as the analyses in table (6) showed which indicated that (7.68) of the learners in post-test after listening to native speaker reading the passage. Moreover,(48) of the students' reading pronunciation improved after the strategies and treatments used through the 56 days after pretest which indicated that the techniques were very useful in oral reading, in posttest .
The Correlation between pre-test and post-test is (.704) shows that there is a strong relation between them.

Paired Samples Correlations
Table (13)Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pre & post	50	.704	.000

The value of (T- test) =(20.204) shows that there is a progress within the two tests (pre- post test) so that improved student ability in oral reading . From the above statistical analysis of table (4.6) the posttest showed that, most of the sample pronunciation ability in the posttest better than in the pretest. This means that some progress had been achieved by the learners after the treatments and strategies used to overcome those difficulties.

CONCLUSION, FINDINGSAND RECOMMENDITIONS
5.0 Conclusion
This chapter presents the results and the findings of the study have come up with in terms of the extent to which it has confirmed the hypotheses and the answers of the questions of the study. In addition, it provides recommendations, conclusion and suggestions for further studies.
5.1 Findings
In the light of the data analysis the study has reached the following findings:
   a. Crowded classes don't allow teacher to evaluate the techniques used in oral reading class.
   b. The time given to teach reading comprehension in University level is not enough
   c. Using pre and post-reading activities for example pictures, videos and evaluation questions enable students to be familiarized with authentic materials.
   d. Explaining the meaning of new words is said to be a good techniques for encouraging learners to read the text.
   e. Reading aloud is one of the types of reading that can be used to check the students' pronunciation.
   f. Techniques used for teaching reading comprehension need to be evaluated.
   g. Teachers should use CDs - room, projectors and flash card in teaching reading comprehension in EFL classes to help students in pronunciation ability.
5.2 Recommendations
Based on the findings, the study has recommended the following:
   a. Teachers should encourage students to infer the meaning of   word rather than looking them up in a dictionary.
   b. Teacher should care of literature and short stories to improve student's oral reading skills.
   c. EFL learners should be motivated through using different reading activities and pronunciation.
   d. Students should be encouraged to read(oral reading) extensively outside the classroom.

e. Pair work activities should be assessed through learners' production.
f. Universities should be equipped by English labs to increase pronunciation performance.

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