مجلة التربوي
مجلة علمية محكمة تصدر عن كلية التربية
جامعة المرقب

العدد التاسع عشر
يوليو 2021م

هيئـــة تحريـر
مجلة التربوي

ضوابط النشر:

يشترط في البحوث العلمية المقدمة للنشر أن يراعى فيها ما يأتي :

- أصول البحث العلمي وقواعده .

- ألا تكون المادة العلمية قد سبق نشرها أو كانت جزءا من رسالة علمية .

- يرفق بالبحث تزكية لغوية وفق أنموذج معد .

- تعدل البحوث المقبولة وتصحح وفق ما يراه المحكمون .

- التزام الباحث بالضوابط التي وضعتها المجلة من عدد الصفحات ، ونوع الخط ورقمه ، والفترات الزمنية الممنوحة للتعديل ، وما يستجد من ضوابط تضعها المجلة مستقبلا .

تنبيهات :

- للمجلة الحق في تعديل البحث أو طلب تعديله أو رفضه .

- يخضع البحث في النشر لأولويات المجلة وسياستها .

- البحوث المنشورة تعبر عن وجهة نظر أصحابها ، ولا تعبر عن وجهة نظر المجلة .

Information for authors

1- Authors of the articles being accepted are required to respect the regulations and the rules of the scientific research.
2- The research articles or manuscripts should be original and have not been published previously. Materials that are currently being considered by another journal or is a part of scientific dissertation are requested not to be submitted.
3- The research articles should be approved by a linguistic reviewer.
4- All research articles in the journal undergo rigorous peer review based on initial editor screening.
5- All authors are requested to follow the regulations of publication in the template paper prepared by the editorial board of the journal.

Attention
1- The editor reserves the right to make any necessary changes in the papers, or request the author to do so, or reject the paper submitted.
2- The research articles undergo to the policy of the editorial board regarding the priority of publication.
3- The published articles represent only the authors' viewpoints.

❁ ❁ ❁

English Pronunciation problems Encountered by Libyan University Students at Faculty of Education, Elmergib University

Aisha Mohammed Ageal[1], Najat Mohammed Jaber[2]
Department of English, Faculty of Education, El-Mergib University
a.m.ageel@elmergib.edu.ly[1], n.m.abumengl@elmergib.edu.ly[2]

Abstract

This study examines the segmental pronunciation problems faced by the advanced students at Faculty of Education, El-Mergib University. The segmental pronunciation here refers to the way consonant and vowel sounds are pronounced regarding of the phonetic aspects. The advanced students are chosen as the research subjects since this study attempts to find out the English sounds which are problematic even to those who have been seriously studying English.

This descriptive study aims to describe how segmental English Sounds are incorrectly pronounced by the research subjects. It revealed that the research subject encountered a number of segmental pronunciation problems consisting of consonants and vowels including pure vowels and diphthongs. As known that sound or combination of sounds is causing different meanings, thus it will lead the hearers to misunderstand what is being tried to deliver.

Introduction

All around the world, there are a lot of people with a strong desire to learn and speak English with correct pronunciation. The most important part of learning English as a second language rests on pronunciation. Speaking is an important factor in learning and using English appropriately (G*ussenh*oven & Jakob). This means that studying the techniques of teaching English pronunciation is a valuable source to explain the proper techniques of teaching English pronunciation in order to minimize as much as possible the mistakes of students pronunciation. They speak English clearly but truth is vast majority of ESL learners make numerous errors. Consequently, the pronunciation errors made by EFL learners are regarded as reflections of the sound inventory, rules of sounds clustering, the syllable and stress and intonation patterns of learners' L1.

This study attempts to investigate the proper techniques and materials of teaching pronunciation. English pronunciation teaching has undergone a change in focus from what is called a narrow approach – concentrating on segmental – to a broader one that emphasizes suprasegmentals and regards pronunciation as an integral part of oral language use (e.g. Morley 1991).

Also, Many ESL teachers have no formal preparation to teach pronunciation. Our study helps teachers to get knowledge about the effective techniques and materials which improve the effectiveness of teaching pronunciation. Good pronunciation should be one of the most important thing that you learn in English. You can learn without advanced vocabulary, you can use simple words to say what you want to, you can learn without advanced grammar, you can use simple grammar structures instead, but there is no such thing as simple pronunciation. If you do not have good pronunciation, you will have a bad pronunciation, by (Toms z p.zyna Isky). In other words, learners with good English pronunciation tend to be understood despite their frequent grammatical mistakes in the speech.

Hypothesis of the study:

1- The most of students suffer large problems with speaking skill.
2- Some teachers do not correct the pronunciation when students pronounce by mistake.
3- To know the proper techniques and materials which used in teaching English pronunciation**.**

Research Questions:

1- Do teachers regard pronunciation as important factor in learning English language?
2- Why pronunciation is so difficult to learn?
3- What are the techniques do language teachers prefer using to teach pronunciation to their students?

The scope of the study:

This study is to investigate the proper techniques that should be used in teaching pronunciation by teachers in the faculty of Education and improving their students to avoid pronunciation problems.

Research Objective:

1- To describe common techniques and materials in teaching English pronunciation of English language students at the faculty of Education at Elmergib university.
2- Find out the factors that influencing English pronunciation.
3- Find the best solution for the problems that faced by many students in pronunciation.

Literature review

According to Oxford Advanced learners pronunciation is defined as the way in which the word or letter is said, or the way in which a language is spoken. Pronunciation is the production of signification sound used by a particular language as a part of the language and used to achieve meaning in context (Seidlhofer,1994). According to that, pronunciation is speaking in clear manner which is ensure conveying and understanding the desired meaning rather than using correct grammar.

Also, Cook (1996) as cited in Gilakjani (2016) defined that pronunciation as the production of English sounds. Pronunciation is learnt by repeating sounds and correcting them when produced inaccurately. When learners start learning pronunciation they make new habits and overcome the difficulties resulting from the first language. According to Yates (2002) as cited in Gilakjani (2016), pronunciation is the production of sounds that is used for making meaning.

Pronunciation considered as the most important factor in learning English and it is a difficult problem that students face when they learn English language. So, incorrect pronunciation can lead to misunderstanding and ineffective communication. According to Adut Migrant, English Program Research Center (AMEP,2002), students who have good English pronunciation are more likely to be understood even if they make mistakes in other areas. On the other hand, learners with incorrect pronunciation will not be understood even their grammar is perfect.

The importance of pronunciation was emphasized by many learners, teachers, and researches, but it should be noted that language learners always have some difficulties with pronunciation. According to Harmer(2001), a lot of teachers do not pay enough attention to English pronunciation. Harmer emphasized that the main aim of teaching and learning in any language is to enable students to communicate in the target language. This is the responsibility of teachers to persuade their learners to study pronunciation severely and help them learn to pronounce English sounds correctly. According to Fraser (2000), teachers should be provided with courses and materials that help them improve their pronunciation instruction.

Harmer (2001), also emphasized that through pronunciation instruction, students not only learn different sounds and sound features but also improve their speaking skill. However, not all the students will be able to get native-like pronunciation. Understandable pronunciation should be one of the basic aims of language learners. Pronunciation instruction has some realistic aims that need to be emphasized in order to achieve proper communication. According to Wrembel (2002), these aims are as following:

1- Functional intelligibility-developing spoken English that is easy to understand for incommunicative needs.
2- Increased self-confidence-developing a positive self-image.

3- Speech-monitoring abilities and speech-modification strategies-that will allow students to develop intelligibility, communicability and confidence outside the classroom**.**

Factors Influencing Pronunciation

There are several factors influencing on pronunciation of the EFL learners, that is, interference of the mother language, learner's age, attitude and psychological, prior pronunciation instruction and the insufficient language knowledge of English phonology and phonetics. Pennington and Richards (1986) stated that there is some factors influencing pronunciation like native language interference and age and these factors should be particularly considered in pronunciation. Therefore, if teachers and learners want to teach and learn pronunciation effectively, they should consider these affecting factors in their instruction and learning. According to Kenworthy (1987), learners may be affected by various factors such as the native language, the age factor, the amount of exposure, the phonetic ability, the attitude and identity, the motivation and concern for good pronunciation.

Mother tongue interference:

Students learning English as a second or foreign language might have difficulties in pronunciation, depending on their native language and how similar its sounds are to those of the target language. Most researchers agree that the learner's mother tongue influences the pronunciation of the target language and is a significant factor in accounting for foreign accents. As Khan (2011) argued that "most English language learners often commit linguistic mistakes of syntax and pronunciation as an effect of the interference of their L1." Some Libyans students tend to have difficulty with English sounds because they are deeply influenced by similar Arabic sounds. The mispronunciation of words by nonnative speakers reflects the influence of the sounds, rules, stress, and intonation of their native language. For example, nonnative speakers' production of English rhythm was investigated in several studies (Wenk, 1985; Machinzki-Sudo, Kiritani, 1991).

(Alkhuli, 1983) noted that Arab students of English confuse /p/ with /b/ and that is linked to the influence of the mother tongue, and they commit such errors until the mastery of L2 sounds. This case happen because there is only the phoneme /b/ in Arabic language and Libyans students face the same problem, and if we ask them to say some words like ("Park","bark), ("pen" , "ben"), they pronounce /b/ instead of /p/ in each pair of the words above and sometimes /p/ is used in the place of /b/ but this rarely happens. Also students have problem with pronunciation of the labiodental fricative /v/, because this consonant does not exist in Arabic language. Thus students tended to substitute the labiodental fricative /v/ with /f/.

Although English shares the same vowel sounds as Arabic, the pronunciation of these sounds and phonemes are different. For example in Arabic the letter /a/ is pronounced as /ɑː/ . However, in English 'a' may be pronounced as /ʌ/, / ɑː/, /e/, / ə/, / eɪ/ or even /æ/. It is therefore, anticipated that students are likely to be confused and make pronunciation errors when learning to pronounce English sounds and words. Al-Saidat's (2010) results demonstrate that Arab EFL learners unintentionally insert an anaptyctic vowel (a short vowel between consonants) at the beginning as well as in the end of certain English syllables. The findings suggest that certain English syllables are difficult to learn for Arab learners of English and this leads to pronunciation problems.

Age

Age has a great impact on English pronunciation. According to Nation and Newton (2009) stated that if learners do not learn a foreign language before a certain age, they may be cannot obtain a better pronunciation than those who learn a foreign language at a proper age. O'Connor (1980,pp 1-3) also explain that ability to imitate the language perfectly weakens with age as children of ten years or less are able to gain excellent knowledge of any language they are exposed to, but children who are older than ten years are more likely to struggle with a difficulty in mastering the pronunciation.

Age has a great impact on English pronunciation. Celce-Murcia, Brinton, & Goodwin, (1996), Gillette (1994), Graham (1994) and Pennington (1994) discuss that the age is the debate over the impact on language acquisition and specifically pronunciation is varied. Some researchers argue that, after puberty, lateralization (the assigning of linguistic functions to the different brain hemispheres) is completed, and adults' ability to distinguish and produce native-like sounds is more limited. other refer to the existence of sensitive periods when various aspects of language acquisition occur, or to adults' need to re-adjust existing neural networks to accommodate new sounds. Most researchers, however, agree that adults find pronunciation more difficult than children do and that they probably will not achieve native-like pronunciation. In sum, according to those researchers reviewed above largely emphasizes that foreign language instruction begin before age ten and to take advantage of this critical period in developing good foreign language skills in the child.

Motivation

Motivation plays an important part in improving and developing the learners' pronunciation. According to Dŏrnyei (1998), motivation is seen as of the keys that influence the rate and success of language learning. Students need to feel encouraged to learn and use the language in different real life situation. According to Shively

(2008) found that accuracy in the production of Spanish is significantly related to age at first exposure to the language, amount of formal instruction in Spanish, residence in a Spanish speaking country, amount of out-of-class contact with Spanish, and focus on pronunciation in class. Therefore, teachers should focus on pronunciation and accent in class, and they should encourage learners to speak English outside the classroom and provide them with assignments that structure those interactions.

Attitude

In Elliot's study (as cited in Gilakjani, 2012), he found that the participants' attitudes towards learning native or near-native pronunciation, "was the principal variable in relation to target language pronunciation. If the students were more concerned about their pronunciation of the target language, they tended to have better pronunciation of the target allophones" (p.122). Elliot also stated that the subjects' attitude toward acquiring native or near-native pronunciation as measured by the pronunciation Attitude Inventory (PAI), was the principal variable in relation to target language pronunciation. In other way, If the students were more concerned about their pronunciation of the target language, they tended to have better pronunciation of the language (Elliot, 1995).

Amount of exposure

It is very difficult to measure reliably the amount of L1/L2 use. However it is done, it must at some point involve an element of self-assessment on the part of the individual, thus inviting a degree of inconsistency between speakers. However, it is understandably a central feature in much SLA research. Flege et al. (1999) found that in a comparison between native Korean speakers living in the US who used English often and Korean rarely and a similar group who used English rarely and Korean often, those in the first group were judged to have significantly better pronunciation of English. Similar findings with regard to frequent use of the L1 having a negative influence on pronunciation accuracy in the L2 can be found in Flege et al. (1997) and Piske et al. (2001).

Features Involved in English Pronunciation
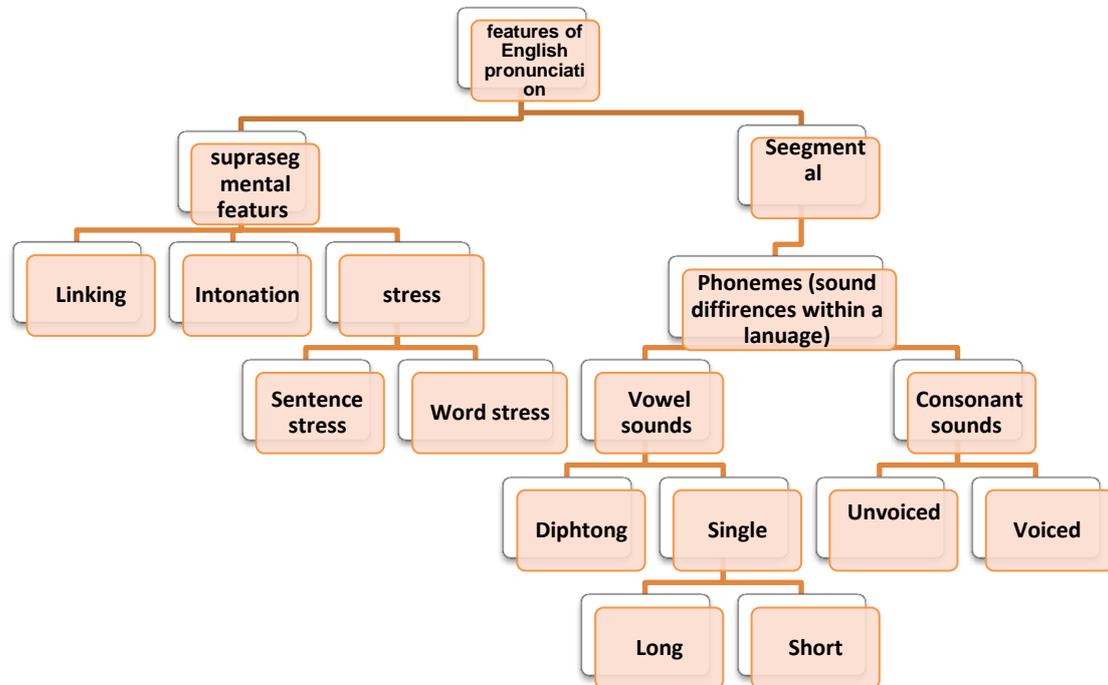
Super segmental features

Super segmental features usually are listed either as a set of features consisting as a pitch, stress, and quantity. or Analyses those features of speech which extend over more than one segmental, such as intonation or vowel harmony. It transcend the level of individual sound production. They extend across segmental. It refers to properties of utterance that apply to group of segments, rather than to individual segments.

Intonation

Intonation, the rises and falls in tone that make the 'tune' of an utterance is an important aspects of the pronunciation English, often making a difference to meaning or implication. Intonation also, refers to the variations in pitch in the voice of the speaker. By changing in the intonation of a single utterance, speaker can express very different attitudes.

Underhill (2005) argued that intonation is "it is not what you say, but the way you say it. He also mentioned that a choice of intonation can be subjective without intonation, it is impossible to understand the expressions and thoughts that go with words. The 'melody' you hear is the intonation. Intonation presents some features like,

It is divided into phrases, also known as 'tone units'; the pitch moves up and down, within a 'pitch range'. Everybody has their own pitch range. Languages, too, differ in pitch range. English has particularly wide pitch range.

The English intonation is not the same as the intonation of any language. English language intonation is the music of the language. Also tone is necessary in each conversation. Because the Intonation has a crucial role in the speakers' conversation, which make meanings. "speakers with good pronunciation and intonation might continue discussions (conversations) much easier (Burns, 2003:45). According to this these speakers could achieve intelligibility, comprehensibility, and interpretability even with low accuracy of vocabulary and grammar.

The Problem of intonation is mother's tongue interference. It means the learner will not remember the real sounds of the foreign language. And they may be instead this sound by another sound It can also change the pronunciation of the word such that it sounds like a different word.

Stress

According to Cele-Murice, Brinton, Goodwin and Giner (2012) "stressed syllable most often defined as those syllable within an utterance that are long, louder, and higher in pitch" (p.184). Also, Stress can always be defined in terms of something a speaker does in one part of un utterance relative to another. In other way words the learners can study stress from the point of view of pronunciation and of perception.

The importance of putting the stress on the right syllable in English words cannot be underestimated; putting the stress on the wrong syllable is more likely to make a word unintelligible than is mispronouncing one of its sounds. According to Brown (1997, 56) " from the point of view of the comprehension of spoken English, the ability to identify stressed syllables and make intelligent guesses about the confute of the massage from this information is absolutely essential".

Stress could show its importance through three different levels:

- **Lexical level**: the stress on the multi-syllabic words could be on one or more syllables.
- **Sentential level:** only the important words are stressed.
- **Contrastive stress:** the words with important positions carry greater stress.

In addition, Celece-Murica, Brinton, Goodwin, and Griner (2012) classified stressed syllable in words in three categories: strongly stressed represent large capital letters, lightly stressed represent small capital letters, and unstressed represent lower letters or small case letters.

Linking

One of the reasons non-native speakers have problems understanding and pronouncing English is because of linking. Roach (2009) mention that in our hypothetical mechanical speech all words would be separate units placed next to each other in sequence; in real connected speech, however, we link words together in a number of ways. In addition, Linking occurs when a word ends in a consonant and the following word starts with a vowel. The consonant sound is linked with the vowel when it is pronounced. Linking is the process in which two sounds are joined together and it is a very familiar process.

Segmental features

Segmental features relate to sounds at the micro level. They include specific sounds within words (for example, l as in lamp, r as in ramp, a as in hat). The sound systems of consonants, vowels or their combinations are called phonemes. Phonemes are sounds that, when pronounced incorrectly, can change the meaning of the word (Burns, 2003). Also, According to Carr (2008, p.157) "Segmental phonology is the study of segmental phenomena such as vowel and consonant allophones". So, segmental means analyses the speech into distinctive units, or phonemes, which have a fairly direct correspondence with phonetic segments. Hansen (1995) notes that segmental techniques, like drilling minimal pairs, have lost favor in the current pedagogical climes of CLT (p. 289).

Consonants

A consonant is a letter (sound) of the English alphabet that is not a vowel. More specifically, a consonant is a sound that when paired with a vowel makes a syllable. A consonant is any sound that a letter makes that is not a vowel sounds. Also, A consonant is a sound that made is made by blocking air from flowing out of the mouth with the teeth, tongue, lips or palate.

English consists of 24 consonantal phonemes: six of them stops (/p/, /b/, /t/, /d/, /k/ and /g/), nine of them fricatives (/f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, and /h/), two affricates (/tʃ/ and /dʒ/), three nasals (/m/, /n/, and /ŋ/), two liquids (/l/ and /ɹ/) and two semi vowels (/w/ and /j/). on the other side , Arabic consists of 28 consonants that include eight stops (/b/, /t/, /d/, /tˤ/, /dˤ/, /k/, /q/, and /ʔ/), 13 fricatives (/f/, /θ/, /ð/, /ðˤ/, /s/, /sˤ/, /z/, /ʃ/, /x/, /ɣ/, /ħ/, /ʕ/, and /h/), one affricate /dʒ/), two nasals (/m/ and /n/), one lateral (/l/), one trill (/ɹ/), and two semi-vowels (/w/ and /j/) (cf. Watson, 2002). Moreover, there are 9 consonants that exist in Arabic but have no equivalents in English (i.e., /tˤ/, /dˤ/, /ðˤ/, /sˤ/, /χ/, /ɣ/ /q/, /ħ/, and /ʕ/). Due to the phonotactic differences between the two languages, Arabic consonants tend to present considerable difficulties for English

learners (Al Mahmoud, 2013; Alosh, 1987; Alwabari , 2013; Asfoor, 1982; Kara, 1976; Rammuny, 1976).

A lot of work has been done on errors committed by Arab learners of English as a foreign language, particularly, phonology, morphology and syntax. Al-Shuaibi (2009) investigates the interlanguage of 30 Yemeni learners of English as a second language. Focusing on the phonology of phonotactics, he finds that learners have difficulty in producing English initial consonant clusters having three members and final consonant clusters of three and four members. He pointed out some processes involved in the pronunciation of these clusters, namely, reduction, substitution and deletion. According to (Tushyeh, 1996), some of the pronunciation problems may be attributed to the learners' pronunciation that English consonant sounds have equivalents in Arabic. This mispronunciation leads them to substitute the assumed similar Arabic consonant sounds for English ones.

Majeed (1999) stated that some English consonants do not exist in the Arabic sound system like /p/, /tʃ/, /dʒ/, /ʃ/, /ŋ/, and /v/ and even those consonants, which seem similar to some Arabic consonants like /t/ or /k/, are not identical, but different in manner and in place of articulation. Barros (2003) identifies and analyzes the difficulties encountered by Arabic speakers when pronouncing English consonants. The participants were a group of Arabic speakers came from different Arab countries with different colloquial Arabic backgrounds. All participants were in contact with the target language group and culture after the age of puberty for at least four years. The results show that eight English consonants, namely, /ŋ/, /p/, /v/, /d/, /l/, /dʒ/, /ð/, and /r/ are identified as problematic ones for Arabic speakers. Also, The Australian Government (1978) published an article about the likely difficulties of English pronunciation Arabic speakers encounter when learning English. It was reported that Arabic speakers have difficulties with consonant clusters (pronouncing, 'espy' for 'spy'), and consonants /tʃ/, /p/, /v/, /ŋ/, /θ/, /ð/, /r/, /l/, /gl/, and /dʒ/).

Altaha (1995) focused on pronunciation errors made by Saudi sophomores English students. He identified seven major pronunciation errors: first, replacing the sounds /p, v, e/ and /ɛə/ with the sounds [b, f, i] and [əː], respectively, second, vowel insertion in words that contains a sequence of two consonants initially or inserting a vowel between the first two consonants in words that have a sequence of three consonants initially, third, the pronunciation of "silent" letters; fourth, pronouncing the letter c as [k] when it should be pronounced as [s]; fifth, pronouncing the voiced stop /g/ as a voiced affricate [dʒ] and vice versa; sixth, pronouncing the digraph dg as two phonemes medially; seventh, shifting the place of stress.

Vowel

A vowel is a sound that is made by allowing breath to follow out of the mouth, without closing any part of the mouth or throat. By another way vowels are produced with a relatively open vocal tract; no significant Consonant of the oral (and pharyngeal) cavities exists. As we know, English has four vowels a, e, I, o, and u. There are three vowels in Arabic -/i/, /u/, and /a/- that appears in long and short variations. The tongue position for the short forms is somewhat lower for /i/ and /u/, resembling /ɪ/ and /ʊ/ respectively, while the short /a/ vowel qualitatively approaches /æ/. Arabic also has two diphthongs, /aj/ and /aw/ (Fathi, 2001).

According to Power (2003) English and Arabic are, not only differentiated in terms of the size of their vowel systems but also in the phonetic qualities of the vowels.

Many Arab students find a difficulty in using right vowel quality in a minimal pair like ant /ænt/ and aunt /ɑːnt/ although both [æ & ɑ:] existing in Arab language. The distinction between specific vowels, especially open, lax, short, vowels such as /i/, /ɜ/, and /ʊ/ will be problematic for the Arabic speakers.

Learners Difficulties:

Students learning English as a second or foreign language might have difficulties in pronunciation , depending on their native language and how similar its sounds are to those of the target language . Foreign language learners will inevitably encounter difficulties (Kucukoglu, 2012) especially in pronunciation (Gilakjani, 2012). Learners of English face countless difficulties that hinder their learning process. Libyan learners are no exception. Tushyen (1996) stated that errors were crucial to the pronunciation of Arab learners of English, She reported errors caused by differences between the sounds systems such as the substitution of the sound /b/ for the letter /p/ as in /bibəl/ for "people". She claimed that Arabic sound system does not include a voiceless bilabial plosive, but only a voiced bilabial plosive /b/. Hassan (2014) discovered that students of English whose language background is Sudanese Spoken Arabic, had problems with the pronunciation of English vowels that can be pronounced in more than one way in addition to the consonant sound contrasts such as /z/ and /ð/, /s/ and /θ/, /b/ and /p/, /ʃ/ and /tʃ/.

Also, there are other problems that any ESL student will face to learning English like:

The over-use of native language in the classroom because they will learn English best only, if their teachers forced them to communicate in English even if they are just to talking to each other. the limited learning environments which has a negative impact on learners when they only make an effort to speak appropriate English in the

classroom under the supervision and ignore that if they leave the classroom, because they are unable to speak it outside.

3- Research design:

The research is a combination of qualitative and quantitative research supported by some other researchers' studies to collect the necessary information related to EP. Both qualitative and quantitative data were collected through two survey instruments, an observation and a questionnaire.

Participants:

In this survey, the information will BE gathering from samples in faculty of Art at Almergib university, in order to obtain the most accurate results as far as possible. The two samples are teachers and student. Thus, the researchers are applied the questionnaire as an instrument for boat teachers and students and the observation at the class.

Sample size and selection of sample:

The participants of this study will be thirty-one mixed of teachers and students from the faculty of Education in Elmergib university. Nine of them will be teachers and twenty-two of them will be students. They will be mixed of males and females. The age of teachers is of thirty to thirty nine years old. And the age of the students is from eighteen to twenty one years old, all of them from first year.

Results and discussion

In this chapter the results and data analysis are presented and described the data were collected for this current research is to investigate techniques and materials using in teaching pronunciation . From this perspective, the collection of data had been categorized into observation, questionnaire and content analysis.

Analyzing the observation

According to the observation that was conducted in the collage of Art on the first year students. It has been observed and found that, the teacher was using no materials in teaching pronunciation to her/his students. They just let them talk a lot and sometimes correct their wrong pronunciation when they pronounce any word in a wrong way. The topic of the lesson was "meet a friend in airport" and the strategy of the teaching was pair work, each two students make a presentation together and there is no a good technique used in teaching pronunciation. The teacher only interacted with how the mount of speech and the fluency of the students and also, she did not pay any attention on the poor pronunciation of the students and how they pronounce the words.

(Analysis of the Students Questionnaire)

Item	Yes	No	Sometimes
1-Do your teachers apply skills that allow you to practice the pronunciation into classroom?	9%	33%	55%
2-Do you ask your teacher to pronounce the difficult word for you?	40.9%	31.8%	27.2%
3-Are all of the phonetic symbols difficult for you?	40%	50%	-
4-Do you think your teacher must include activities that make you improve your pronunciation?	68.1%	31.8%	-
5-Do you agree with teacher's methodology applying when she/he correct you into a classroom?	59%	40.9%	-
6-Do you have enough time to learn and practice EP?	54.5%	40.9%	-
7-Do you have the chance to use English for communication in the real world?	63%	36.6%	-
8-Do you think that the mother tongue effects your pronunciation?	50%	50%	-
9-Do you always pronounce silent letters?	50%	50%	-

Analysis for the teachers Questionnaire

The all number of our sample "teachers" is 9, their ages between 30-39 years. Also, there are 4 of them males and they give percentages of 44.4%, whereas 5 of them females and they give percentages of 55.5%.

Graphic 11. First question
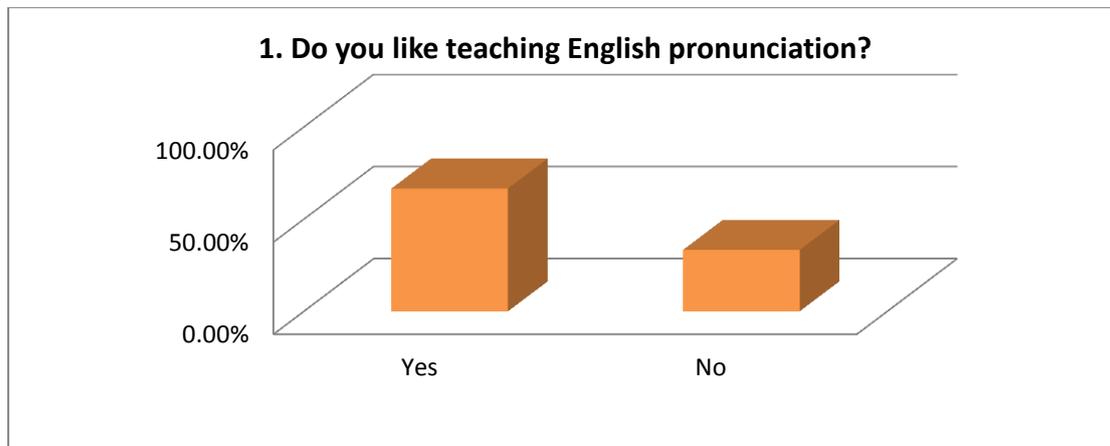
Four teachers out of 9 answered (Yes) 3 of them males and 3 of them fameless and they gave percentages of 66.6%, Whereas 3 teachers out of 9 answered (No)

1 of them male and two 2 of them fameless. These positive answers refer to that there is large number of teachers prefer teach English pronunciation.

Graphic 12. Why yes?
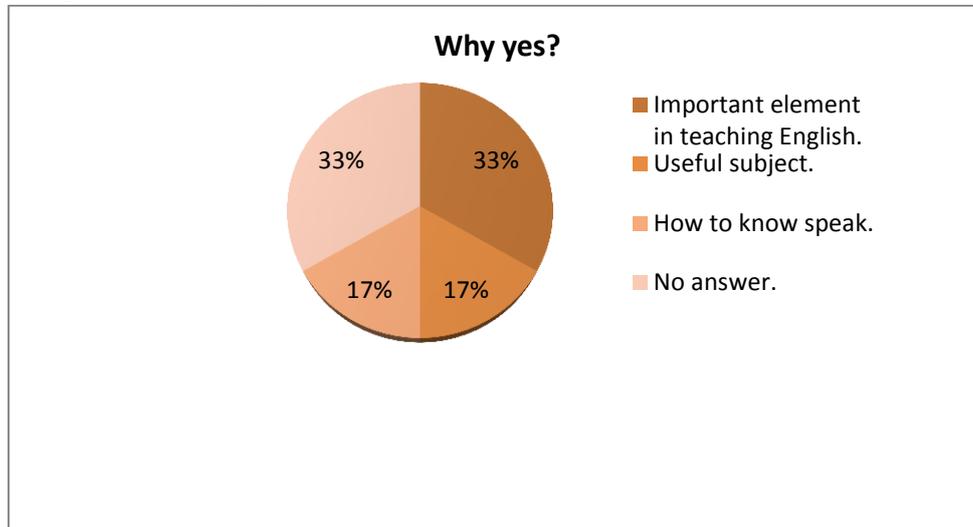
Almost 33.3% of the teachers who answered yes expressed that it is an important element and fundamental component skill in teaching English. 16.6% expressed that it is just useful subject and 16.6% too expressed that it is just to how to know pronounce words, whereas there are 33.3 did not clarify why they are like teaching pronunciation.

graphic 13. Why not?
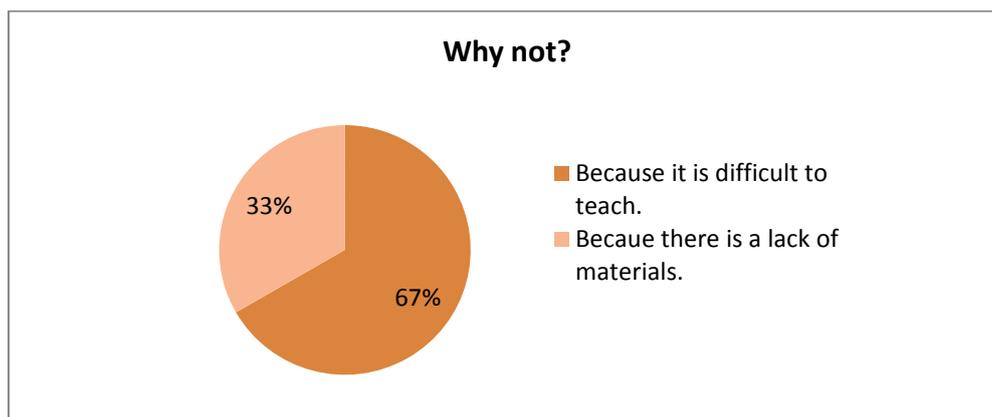
Almost 66.6% of the teachers who answered no expressed that it is a difficult subject to teach which there is no certain rule and there are a lot of similarities in the sounds, whereas 33.3% expressed that there is a lack of materials and equipments for teaching pronunciation.

Graphic 14. Second question

2. Do you use different typs of techniques to enhance the proper pronunciation of students?
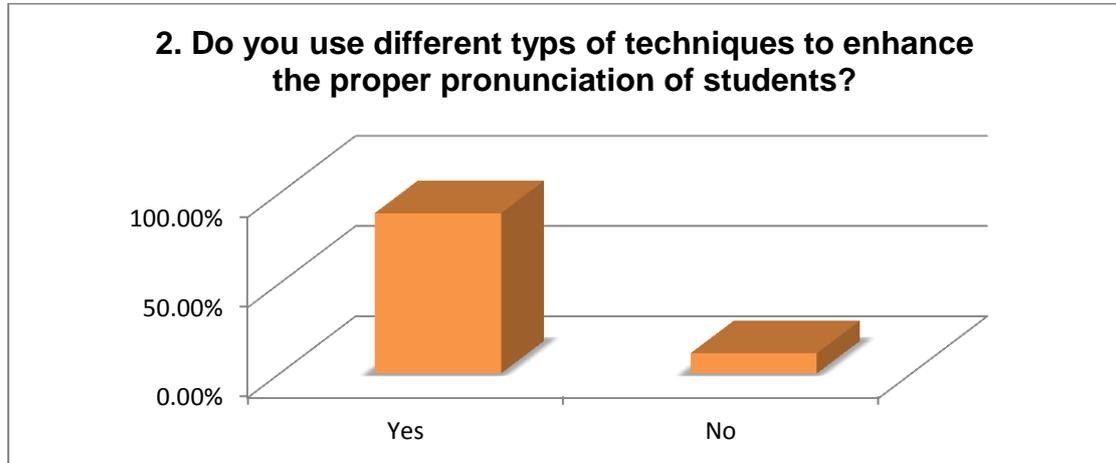
8 teachers out of 9 answered (Yes) and they gave percentages of 88.8%, whereas there is one teacher out of 9 answered (No) and it was percentages of 11.1%. These positive response offer that most of teachers use

Graphic 15. Third question.

3. Do you think pronunciation is very important in learning English?
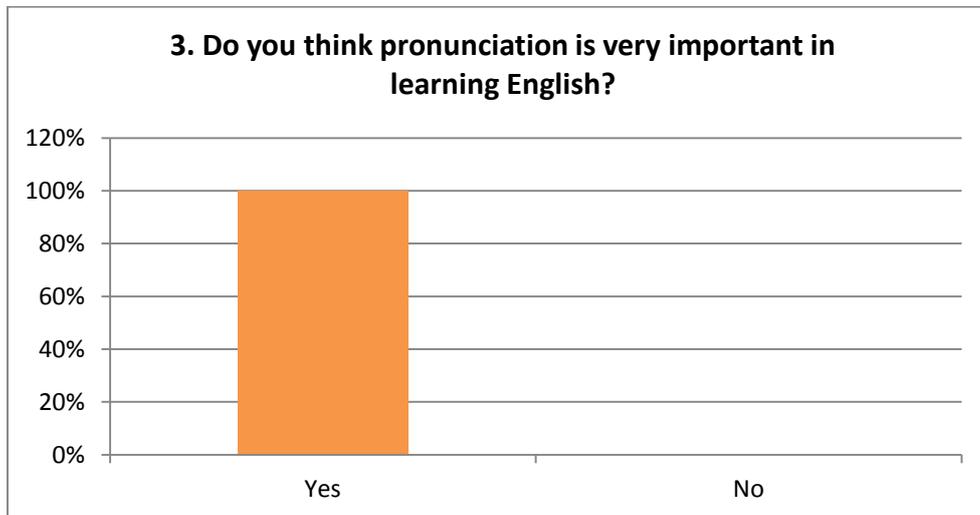
9 teachers out of 9 answered (Yes) and it was gave percentage 100% that means all the teachers considered the pronunciation as a primary element in learning English language.

different types of techniques to enhance the proper pronunciation of students.

Graphic 16. Forth question.
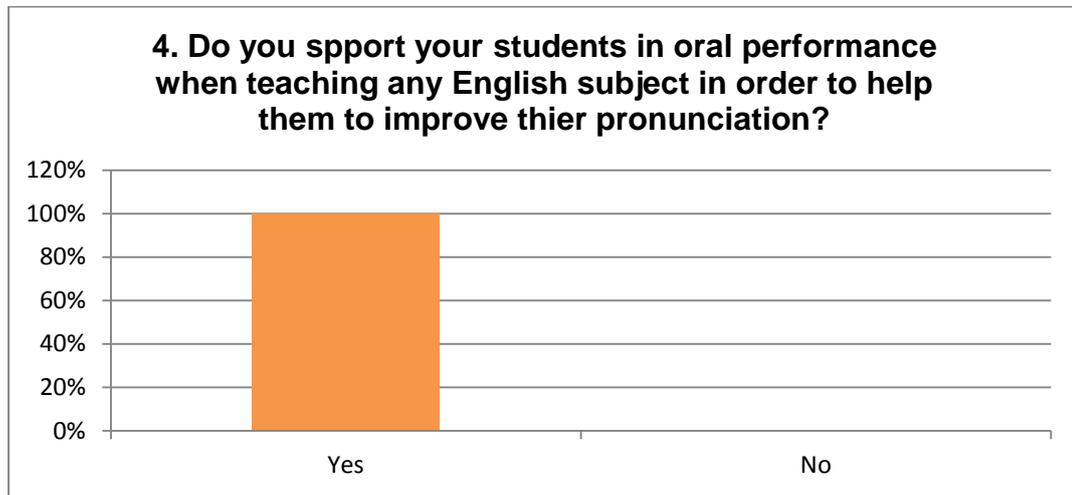
9 teachers out of 9 answered (yes) and the percentage was 100% that means all the teachers support their students to speak when they teach any English subject in order to help them to improve their pronunciation.

Graphic 17. Fifth question.
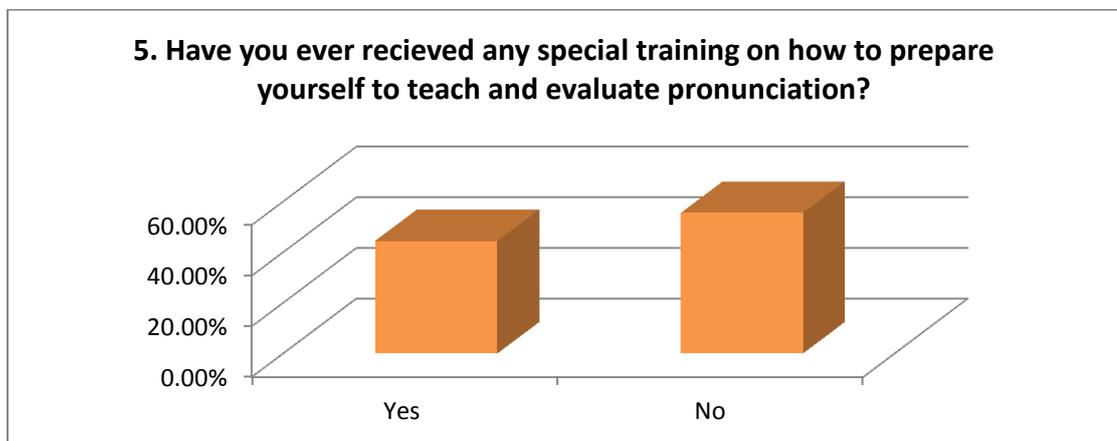
4 teachers out of 9 answered (yes) and the percentage was about 44.4% whereas 5 teachers out of 9 answered (no) and they gave percentages of 55.5%, that means most of teachers have never attended any special training about teaching and testing pronunciation.

Graphic 18. Sixth question.

.
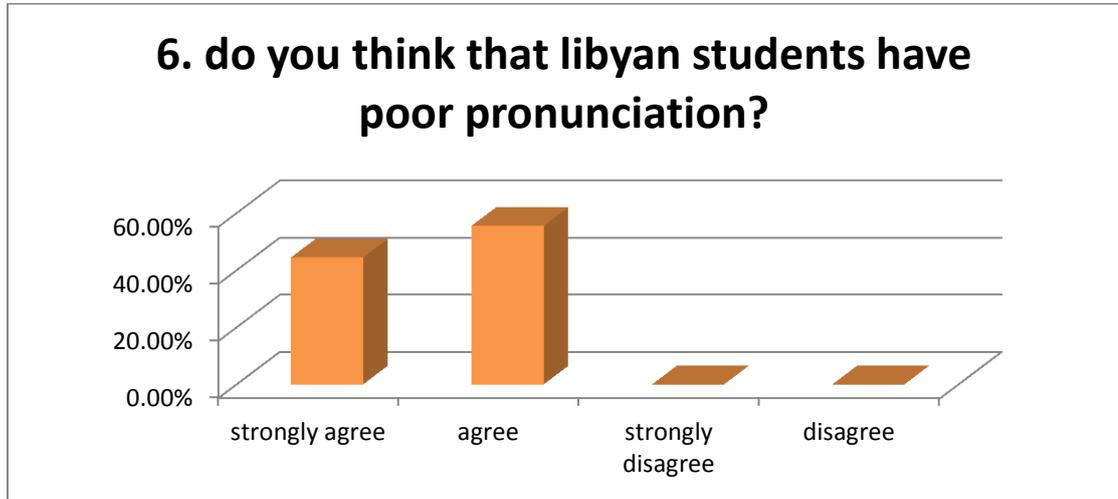
Most numbers of teachers (55.5%) selected strongly, and (44.4%) selected that they agree whereas there is no teacher selected strongly agree or disagree, So it shows that reading aloud with teacher is a good technique in improve pronunciation to the students.

Graphic . Ninth question.
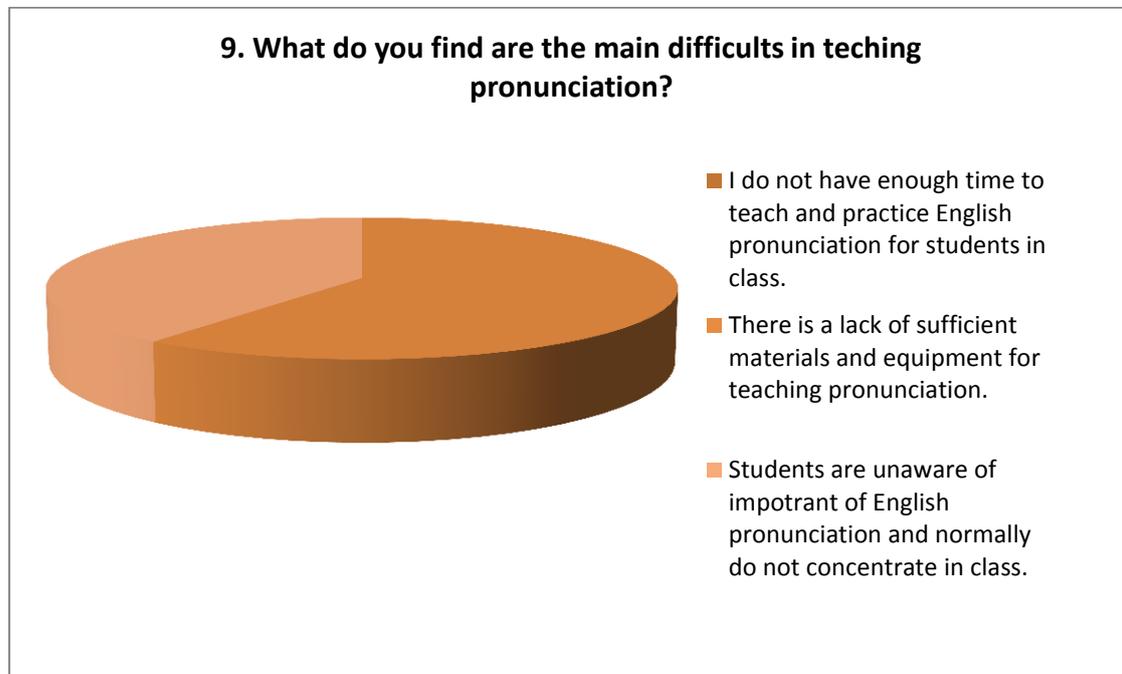
60% of teachers reported that there is a lack of sufficient materials and equipment for teaching pronunciation. In addition 40% of them reported that the students are not aware of important of English pronunciation.

Graphic . tenth question

10. Which of these phonetics and linguistics aspects do you consider more important when you evaluate and test student's pronunciation?
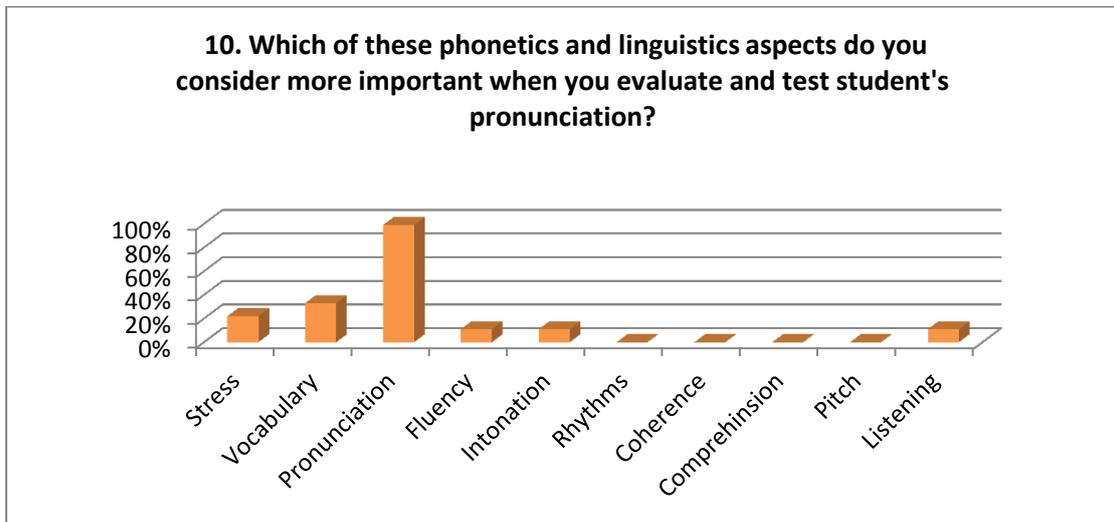
English teachers consider that pronunciation then vocabulary and stress are the most important phonetic and linguistic aspects at the time to evaluate and test the students' pronunciation.

Graphic . Eleventh question.
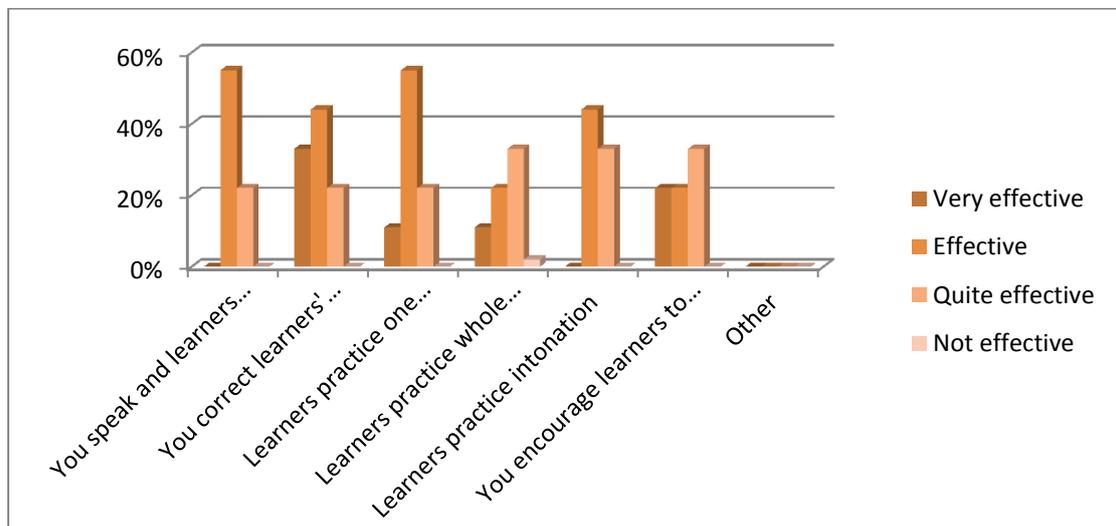
In this question, the most number of teachers (60%) thinking that if she/he speak and learners repeat after them as an effective technique to improve English pronunciation for their students, also (60%) of them thinking that learners practice one sound or word at a time consider as an effective technique too. Whereas 24% or less thinking that learners practice whole sentences together as an effective technique in teaching pronunciation.

Discussion and conclusion

The aim of this study was to investigate the techniques and materials which used for teaching English pronunciation at the Art College of El-mirgeb University. To obtain primary data, the researchers have used observation and questionnaire.

The results presented above provide enough information to formulate the answers to the three research questions, the first of which focused on teachers' opinions about the importance of pronunciation and the effective role it plays in learning English. Pronunciation should be viewed as more than correct production of individual sounds or words. It should be viewed as an important part of communication that is incorporated into classroom activities. Teachers can motivate their learners to monitor their own pronunciation and practice their speaking skills as much as possible in and outside the classroom. Understandable pronunciation is an essential component of communicative competence. Kenworthy (1987) said that there are just some students who know the value of good pronunciation. This is the responsibility of teachers to persuade their learners to study pronunciation severely and help them learn to pronounce English sounds correctly.

The second research question concerned with the difficulty of learning to pronounce a foreign language. Many learners of English as a second language have "major difficulties" with English pronunciation even after years of learning the language. This often results in them facing difficulties in areas such as finding employment. Pronunciation is like any other skill – it involves learning new movements and rules and practicing them until they become second nature. In fact, how hard it is to learn depends on what your native language is; and this follows as languages are more (or less) closely related to one another; if your mother tongue is more similar, in terms of sounds, vocabulary and grammatical patterns to another then English will be easier to learn. But if you speak a language that comes from a more distantly related tongue then English is more likely to prove a tougher nut to crack.

The third research question is about the appropriate techniques and materials that used by teachers in teaching pronunciation. Results showed that language teachers prefer employing traditional classroom techniques, such as dictation, reading aloud, and dialogues to a great extent to teach pronunciation to their students. However, the teachers doesn't use any of modern techniques, such as computer, instructional software, and the internet because of the lack of materials which should be available. in this vein, the teachers are teaching pronunciation to their students in the same way that they were taught. This implies that they were taught with traditional techniques, so they prefer implementing the same techniques.

The reason of why the focusing was on the techniques of teaching pronunciation is that modern techniques of teaching pronunciation are not employed by language teachers in foreign language classes.

In sum up, we have established that pronunciation can be one of the most difficult part for a language learners in faculty of Art at Almergib university. According to this, students need to be taught pronunciation, as all other aspects of language, in a communicative method. Though communicative method for teaching vocabulary, grammar and pragmatics have been around for decades, there has been little development of a communicative method for pronunciation teaching. so, teaching pronunciation should be an integral part of an English teaching program from the early stage in order to eliminate the factors affecting the pronunciation of the learners in a negative way and also to overcome the negative influence of mother tongue interference, fear of making mistakes etc.

Recommendations

Based on the literature review and results obtained the researchers have got some suggestion for the techniques of teaching pronunciation :

1. Setting up a speaking exercise e.g dialogue, role-play etc.
2. Focusing on individual sound.
3. Students should repeat pronounce the words many times.
4. Teacher should proper the teaching pronunciation stage to guide their students in the teaching and learning activity.

References

1- Al Mahmoud, M. S. (2013). Discrimination of Arabic contrasts by American learners. Studies in Second Language, 3(2), 261-292

2- Alhuli, M. A. (1983). English as a foreign language. Ph. D Disseration, King AbdulAziz public library.

3- Alosh, M. L. (1987). The perception and acquisition of pharyngealized fricatives by American learners of Arabic and implications for teaching Arabic phonology (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses database. (Order No. 8717599).

4- Al-saidat, E. (2010). Phonological analysis of English phonotactics : A case study of Arab learners English. The Buckinghum Journal of language and linguistics, 3, 121-134.

5- Alwabari, S. (2013). Non-Native Production of Arabic Pharyngeal and Pharyngealized Consonants. Master's Thesis). Carleton University, Ottawa. Available from ProQuest Dissertations and Theses database.

6- AMEP Research Center (2002). Fact sheet-setting goals for teaching pronunciation. Australia. Adult migrant English program Research Center. Pronunciation 2.

7- Asfoor, M. A. (1982). Difficulties English speakers encounter in Arabic phonology. Unpublished doctoral Dissertation. University of San Francisco.

8- Australian Government. (1978). English a new language: English pronunciation for Arab speakers.

9- Brown, A. (1992). Approaches to study production.

10- Burns, A. (2003). Clearly speaking: pronunciation in action for teachers. National Center for English Language Teaching and Research, Macquaire Universaity, Sydney.

11- Clce-Mareia, M,D Briton., & J.Goodwin. (1996). Teaching pronunciation : A reference for teachers of English to speakers of other language. Cambridge : Cambridge : University press.

12- Flege, James Emil, Elaina M. Frieda, et al. (1997). "Amount of native-language (L1) use affects the pronunciation of an L2." Journal of Phonetics 25(2): 169-186

13- Gilakjani, A.P.(2012). A study of factors affecting EFL learner's English Pronunciation learning and the strategies for instruction. International Journal of Humanities and social Science. 2(3), 119-128. Retrieved on 8,April, 2013 : http://www.ijhssnet.com/journals/vo1-2No-3february-2012/17.pdf.

14- Hansen, D. (1995). A study of the effect of the acculturation model on second language acquisition. Ed. Eckman, P. Second Language Acquisition: Theory and Pedagogy. Mahwah, NJ: Lawrence Erlbaum Associates.

15- Kara, R. A. (1976). The problems encountered by English speakers in learning Arabic (Unpublished doctoral dissertation). University of California, Berkeley.

16- Khan, I. A (2011). Learning Difficulties in English : Diagnosis and pedagogy in Sudi Arabia. Educational Research, 2 (7), pp.1248-1257.

17- Lambacher, S. (1999). A CALL tool for improving second language acquisition of English consonants by Japaneselearners. *Computer Assisted Language Learning,* 12(2):137-156. doi:10.1076/call.12.2.137.5722
London: Mcmillan.

18- Majeed, Z. (1999). English Phonetics and Phonology for Arab Students, (Leeds, UK).

19- Nation, I.S.P. & Newton, J.(2009). Teaching ESL/EFL listening and speaking. NewYork : Routledge.

20- Otlowski, M. (1998) "Pronunciation : What Are The Expectations?" The internet TESL Journal, IV, No.1. (http://iteslj.org/Articles/Otlowski-pronunciation.html;visited,20,5,2003)

21- Power, T. (2003). Practice for Arabic Language Background. Retrieved September 15, 2007

22- Prouhosein in Gilakjani, A.(2016). What factors Influence the English pronunciation of EFL learners? Modern Journal of language Teaching Methods (MJLTM), 6(2), 314-326.

23- Rajaurai, J.(2001). An Investigation of the Effectiveness of Teaching pronunciation to Malaysian TESOL students forum, 39, No 3 (2001), 10-15.

24- Rammuny, R. M. (1976). Statistical Study of Errors Made by American Students in Written Arabic. Journal of American Association of Teachers of Arabic, 10, 11-29 Retrieved on 10, March, 2013 : http://www.bjll.orj/index.php/bjll/article/view/2656

25- Schimt, N.(ed) (2002). An Introduction to Applied Linguistic. London : Arnold.

26- Thornbury S. (2005). *How to Teach Speaking*. England. Person Education Limited

27- Ur, Penny (1996) *A course in language teaching: practice and theory* Cambridge [England]; New York :Cambridge University Press.

28- Wenk, B. (1985). "Speech Rhythms is second language Acquisition." Language and speech, 28, No. 2, 157-175.

29- Wennerstrom, A.(1999). Why Suprasegmentals? TESOL Matters, (October/November,20).

30- Wong, R. (1987). Teaching Pronunciation : Focus on English Rhythm and Intonation.

31- Wong, R. (1993). Pronunciation Myths and facts. Forum, 31,No 4, 45-46.

الفهـــــــــرس

256-284	خيري عبدالسلام حسين كليب عبدالسلام بشير اشتيوي بشير ناصر مختار كصارة	Impact of Information Technology on Supply Chain management	15
285-294	Salem H. Almadhun, Salem M. Aldeep, Aimen M. Rmis, Khairia Abdulsalam Amer	Examination of 4G (LTE) Wireless Network	16
295-317	نورالدين سالم قريبع	التجربة الجمالية لدى موريس ميرلوبوتي	17
318-326	ليلى منصور عطية الغويج هدى على التقبي	Effect cinnamon plant on liver of rats treated with trichloroethylene	18
327-338	Fuzi Mohamed Fartas Naser Ramdan Amaizah Ramdan Ali Aldomani Husamaldin Abdualmawla Gahit	Qualitative Analysis of Aliphatic Organic Compounds in Atmospheric Particulates and their Possible Sources using Gas Chromatography Mass Spectrometry	19
339-346	E. G. Sabra A. H. EL- Rifae	Parametric Tension on the Differential Equation	20
347-353	Amna Mohamed Abdelgader Ahmed	Totally Semi-open Functions in Topological Spaces	21
354-376	زينب إمحمد أبوراس حواء بشير بالنور	كتاب الخصائص لابن جني دراسة بعض مواضع الحذف من ت"392" المسمى: باب في شجاعة العربية	22
377-386	لطفية محمد الدالي	Least-Squares Line	23
387-397	نادية محمد الدالي ايمان احمد اخميرة	THEORETICAL RESEARCH ON AI TECHNOLOGIES FOR LEARNING SYSEM	24
398-409	Ibrahim A. Saleh Tarek M. Fayez Mustafah M. A. Ahmad	Influence of annealing and Hydrogen content on structural and optoelectronic properties of Nano-multilayers of a-Si:H/a-Ge: H used in Solar Cells	25
410-421	أسماء محمد الحبشي	The learners' preferences of oral corrective feedback techniques	26
422-459	آمنة محمد العكاشي ربيعة عثمان عبد الجليل عفاف محمد بالحاج فتحية علي جعفر	التقدير الإيجابي المسبق لفاعلية الذات ودوره في التغلب علي مصادر الضغوط النفسية " دراسة تحليلية "	27

460−481	Aisha Mohammed Ageal Najat Mohammed Jaber	English Pronunciation problems Encountered by Libyan University Students at Faculty of Education, Elmergib University	28
482−499	الحسين سليم محسن	The Morphological Analysis of the Quranic Texts	29
500−507	Ghada Al-Hussayn Mohsen	Cultural Content in Foreign Language Learning and Teaching	30
508−523	HASSAN M. ALI Mostafa M Ali	The relationship between *slyA* DNA binding transcriptional activator gene and *Escherichia coli* fimbriae and related with biofilm formation	31
524−533	Musbah A. M. F. Abduljalil	Molecular fossil characteristics of crude oils from Libyan oilfields in the Zalla Trough	32
534−542	سعدون شهوب محمد	تلوث المياه الجوفية بالنترات بمنطقة كعام، شمال غرب ليبيا	33
543−552	Naima M. Alshrif Mahmoud M. Buazzi	Analysis of Genetic Diversity of *Escherichia Coli* Isolates Using RAPD PCR Technique	34
553−560	Hisham mohammed alnaib alshareef aisha mohammed elfagaeh aisha omran alghawash abdualaziz ibrahim lawej safa albashir hussain kaka	The Emergence of Virtual Learning in Libya during Coronavirus Pandemic	35
561−574	Abdualaziz Ibrahim Lawej Rabea Mansur Milad Mohamed Abduljalil Aghnayah Hamza Aabeed Khalafllaa[3]	ATTITUDES OF TEACHERS AND STUDENTS TOWARDS USING MOTHER TONGUE IN EFL CLASSROOMS IN SIRTE	36
575−592	صالحة التومي الدروقي أمال محمد سالم أبوسته	دافع الانجاز وعلاقته بالرضا الوظيفي لدى معلمي مرحلة التعليم الأساسي "بلدية ترهونة"	37
593−609	آمنة سالم عبد القادر قدورة نجية علي جبريل انبية	الإرشاد النفسي ودوره في مواجهة بعض المشكلات الأسرية الراهنة	38
610−629	Hanan B. Abousittash, Z. M. H. Kheiralla Betiha M.A.	Effect Mesoporous silica silver nanoparticles on antibacterial agent Gram- negative *Pseudomonas aeruginosa* and Gram-positive *Staphylococcus aureus*	39
630−652	حنان عمر بشير الرمالي	برنامج التربية العملية وتطويره	40
653−672	Abdualla Mohamed Dhaw	Towards Teaching CAT tools in Libyan Universities	41