بسم الله الرحمن الرحيم

(۞ وَاللَّهُ خَلَقَكُمْ ثُمَّ يَتَوَفَّاكُمْ وَمِنكُم مَّن يُرَدُّ إِلَىٰ أَرْذَلِ الْعُمُرِ لِكَيْ لَا يَعْلَمَ بَعْدَ عِلْمٍ شَيْئًا إِنَّ اللَّهَ عَلِيمٌ قَدِيرٌ)

صدق الله العظيم

(سورة النحل– آيه70)

قواعد ومعايير النشر

– تهتم المجلة بنشر الدراسات والبحوث الأصيلة، التي تتسم بوضوح المنهج، ودقة التوثيق في حقول الدراسات المتخصصة في اللغة العربية، والإنجليزية، والدراسات الإسلامية، والشعر والأدب، والتاريخ والجغرافيا، والفلسفة وعلم الاجتماع، والتربية وعلم النفس، وما يتصل بها من حقول المعرفة.

– ترحب المجلة بنشر التقارير عن المؤتمرات والندوات العلمية المقامة داخل الجامعة، على أن لايزيد عدد الصفحات عن خمس صفحات مطبوعة.

– نشر البحوث والنصوص المحققة والمترجمة، ومراجعات الكتب المتعلقة بالعلوم الإنسانية والاجتماعية، ونشر البحوث والدراسات العلمية النقدية الهادفة التي تقدم المعرفة العلمية والإنسانية.

– ترحب المجلة بعروض الكتب على ألا يتجاوز تاريخ إصدارها ثلاثة أعوام ولا يزيد حجم العرض عن صفحتين مطبوعتين، وأن يذكر الباحث في عرضه المعلومات الآتية (اسم المؤلف كاملاً –عنوان الكتاب –مكان وتاريخ النشر–عدد صفحات الكتاب –اسم الناشر–نبذة مختصرة عن مضمونه –تكتب البيانات السالفة الذكر بلغة الكتاب).

ضوابط عامة للمجلة

ـ يجب أن يتسم البحث بالأسلوب العلمي النزيه الهادف ويحتوي على مقومات ومعايير المنهجية العلمية في إعداد البحوث.

– يُشترط في البحوث المقدمة للمجلة أن تكون أصيلة، ولم يسبق أن نُشرت أو قُدمت للنشر في مجلة أخرى، أو أية جهة ناشرة، وأن يتعهد الباحث بذلك خطيًا عند تقديم البحث، وتقديم إقرار بأنه سيلتزم بكافة الشروط والضوابط المقررة في المجلة، كما أنه لا يجوز يكون البحث فصلًا أو جزءًا من رسالة (ماجستير – دكتوراه) منشورة، أو كتاب منشور.

ـ لغة المجلة هي العربية، ويمكن أن تقبل بحوثًا باللغة الإنجليزية أو بأية لغة أخرى، بعد موافقة هيئة التحرير.

– تحتفظ هيئة التحرير بحقها في عدم نشر أي بحث، وتُعدُّ قراراتها نهائية، وتبلغ الباحث باعتذارها فقط إذا لم يتقرر نشر البحث، ويصبح البحث بعد قبوله حقًا محفوظًا للمجلة ولا يجوز النقل منه إلا بالإشارة إلى المجلة.

– لا يحق للباحث إعادة نشر بحثه في أية مجلة علمية أخرى بعد نشره في مجلة الكلية، كما لا يحق له طلب استرجاعه سواء قُبلَ للنشر أم لم يُقبل.

– تخضع جميع الدراسات والبحوث والمقالات الواردة إلى المجلة للفحص العلمي، بعرضها على مُحكِّمين مختصين (محكم واحد لكل بحث) تختارهم هيئة التحرير على نحو سري لتقدير مدى صلاحية البحث للنشر، ويمكن أن يرسل إلى محكم آخر؛ وذلك حسب تقدير هيئة التحرير.

– يبدي المقيم رأيه في مدى صلاحية البحث للنشر في تقرير مستقل مدعماً بالمبررات على أن لاتتأخر نتائج التقييم عن شهر من تاريخ إرسال البحث إليه، ويرسل قرار المحكمين النهائي للباحث، ويكون القرار إما:

* قبول البحث دون تعديلات.

*قبول البحث بعد تعديلات وإعادة عرضه على المحكم.

*رفض البحث.

– تقوم هيئة تحرير المجلة بإخطار الباحثين بآراء المحكمين ومقترحاتهم إذا كان المقال أو البحث في حال يسمح بالتعديل والتصحيح، وفي حالة وجود تعديلات طلبها المقيم، وبعد موافقة الهيئة على قبول البحث للنشر قبولًا مشروطًا بإجراء التعديلات يطلب من الباحث الأخذ بالتعديلات في فترة لا تتجاوز أسبوعين من تاريخ استلامه للبحث، ويقدم تقريرًا يبين فيه رده على المحكم، وكيفية الأخذ بالملحوظات والتعديلات المطلوبة.

– ترسل البحوث المقبولة للنشر إلى المدقق اللغوي، ومن حق المدقق اللغوي أن يرفض البحث الذي تتجاوز أخطاؤه اللغوية الحد المقبول.

– تنشر البحوث وفق أسبقية وصولها إلى المجلة من المحكم، على أن تكون مستوفية الشروط السالفة الذكر.

– الباحث مسئول بالكامل عن صحة النقل من المراجع المستخدمة، كما أن هيئة تحرير المجلة غير مسئولة عن أية سرقة علمية تتم في هذه البحوث.

– ترفق مع البحث السيرة العلمية (CV) مختصرة قدر الإمكان تتضمن الاسم الثلاثي للباحث، ودرجته العلمية، وتخصصه الدقيق، وجامعته وكليته وقسمه، وأهم مؤلفاته، والبريد الإلكتروني والهاتف ليسهل الاتصال به.

– يخضع ترتيب البحوث في المجلة لمعايير فنية تراها هيئة التحرير.

– تقدم البحوث إلى مكتب المجلة الكائن بمقر الكلية، أو ترسل إلى بريد المجلة الإلكتروني.

– إذا تم إرسال البحث عن طريق البريد الإلكتروني أو صندوق البريد يتم إبلاغ الباحث بوصول بحثه واستلامه.

– يترتب على الباحث في حالة سحبه لبحثه أو إبداء رغبته في عدم متابعة إجراءات التحكيم والنشر، دفع الرسوم التي خصصت للمقيمين.

شروط تفصيلية للنشر في المجلة

–عنوان البحث: يكتب العنوان باللغتين العربية والإنجليزية، ويجب أن يكون العنوان مختصرًا قدر الإمكان، ويعبر عن هدف البحث بوضوح، ويتبع المنهجية العلمية من حيث الإحاطة والاستقصاء وأسلوب البحث العلمي.

– يذكر الباحث على الصفحة الأولى من البحث اسمه ودرجته العلمية والجامعة أو المؤسسة الأكاديمية التي يعمل بها.

– أن يكون البحث مصوغًا بإحدى الطريقتين الآتيتين:

1– البحوث الميدانية: يورد الباحث مقدمة يبين فيها طبيعة البحث ومبرراته ومدى الحاجة إليه، ثم يحدد مشكلة البحث، ويجب أن يتضمن البحث الكلمات المفتاحية (مصطلحات البحث)، ثم يعرض طريقة البحث وأدواته، وكيفية تحليل بياناته، ثم يعرض نتائج البحث ومناقشتها والتوصيات المنبثقة عنها، وأخيرًا قائمة المراجع.

2– البحوث النظرية التحليلية: يورد الباحث مقدمة يمهد فيها لمشكلة البحث مبينًا فيها أهميته وقيمته في الإضافة إلى العلوم والمعارف وإغنائها بالجديد، ثم يقسم العرض بعد ذلك إلى أقسام على درجة من الاستقلال فيما بينها، بحيث يعرض في كل منها فكرة مستقلة ضمن إطار الموضوع الكلي ترتبط بما سبقها وتمهد لما يليها، ثم يختم الموضوع بخلاصة شاملة له، وأخيرًا يثبت قائمة المراجع.

– يقدم الباحث ثلاث نسخ ورقية من البحث، وعلى وجه واحد من الورقة (A4) واحدة منها يكتب عليها اسم الباحث ودرجته العلمية، والنسخ الأخرى تقدم ويكتب عليها عنوان البحث فقط، ونسخة إلكترونية على(CD) باستخدام البرنامج الحاسوبي (MS Word).

– يجب ألا تقل صفحات البحث عن 20 صفحة، ولا تزيد عن 30 صفحة، بما في ذلك صفحات الرسوم، والأشكال، والجداول، وقائمة المراجع.

– يرفق مع البحث ملخصان (باللغة العربية والإنجليزية) في حدود (150) كلمة لكل منهما، وعلى ورقتين منفصلتين بحيث يكتب في أعلى الصفحة عنوان البحث ولا يتجاوز الصفحة الواحدة لكل ملخص.

– يُترك هامش مقداره 3 سم من جهة التجليد بينما تكون الهوامش الأخرى 2.5 سم، المسافة بين الأسطر مسافة ونصف، يكون نوع الخط المستخدم في المتن Times New Roman 12 للغة الإنجليزية ومسافة ونصف بخط Simplified Arabic 13 للأبحاث باللغة العربية.

– في حالة وجود جداول وأشكال وصور في البحث يكتب رقم وعنوان الجدول أو الشكل والصورة في الأعلى بحيث يكون موجزًا للمحتوى وتكتب الحواشي في الأسفل بشكل مختصر، كما يشترط لتنظيم الجداول اتباع نظام الجداول المعترف به في جهاز الحاسوب، ويكون الخط بحجم 12.

– يجب أن ترقم الصفحات ترقيمًا متسلسلًا بما في ذلك الجداول والأشكال والصور واللوحات وقائمة المراجع.

طريقة التوثيق: يُشار إلى المصادر والمراجع في متن البحث بأرقام متسلسلة توضع بين قوسين إلى الأعلى هكذا: (1)، (2)، (3)، ويكون ثبوتها في أسفل صفحات البحث، وتكون أرقام التوثيق متسلسلة موضوعة بين قوسين في أسفل كل صفحة، فإذا كانت أرقام التوثيق في الصفحة الأولى مثلاً قد انتهت عند الرقم (6) فأن الصفحة التالية ستبدأ بالرقم (1).

– ويكون توثيق المصادر والمراجع على النحو الآتي:

أولًا: الكتب المطبوعة: اسم المؤلف ثم لقبه، واسم الكتاب مكتوبًا بالبنط الغامق، واسم المحقق، أو المترجم، والطبعة، والناشر، ومكان النشر، وسنته، ورقم المجلد –أن تعددت المجلدات –والصفحة. مثال: أبو عثمان عمرو بن بحر الجاحظ، الحيوان. تحقيق وشرح: عبد السلام محمد هارون، ط2، مصطفى البابي الحلبي، القاهرة، 1965م، ج3، ص40. ويشار إلى المصدر عند وروده مرة ثانية على النحو الآتي: الجاحظ، الحيوان: ج، ص.

ثانيًا: الكتب المخطوطة: اسم المؤلف ولقبه، واسم الكتاب مكتوبًا بالبنط الغامق، واسم المخطوط مكتوبًا بالبنط الغامق، ومكان المخطوط، ورقمه، ورقم اللوحة أو الصفحة. مثال: شافع بن علي الكناني، الفضل المأثور من سيرة السلطان الملك المنصور . مخطوط مكتبة البدليان بأكسفورد، مجموعة مارش رقم (424)، ورقة 50.

ثالثا: الدوريات: اسم كاتب المقالة، عنوان المقالة موضوعًا بين علامتي تنصيص " "، واسم الدورية مكتوبًا بالبنط الغامق، رقم المجلد والعدد والسنة، ورقم الصفحة، مثال: جرار، صلاح: "عناية السيوطي بالتراث الأندلسي–مدخل"، مجلة جامعة القاهرة للبحوث والدراسات، المجلد العاشر، العدد الثاني، سنة 1415هـ/ 1995م، ص179.

رابعًا: الآيات القرآنية والأحاديث النبوية: تكتب الآيات القرآنية بين قوسين مزهرين بالخط العثماني﴿ ﴾ مع الإشارة إلى السورة، ورقم الآية. وتثبت الأحاديث النبوية بين قوسين مزدوجين «» بعد تخريجها من مظانها.

ملاحظة: لا توافق هيئة التحرير على تكرار الاسم نفسه (اسم الباحث) في عددين متتالين؛ وذلك لفتح المجال أمام جميع أعضاء هيئة التدريس للنشر.

فهرس المحتويات

Second Language Teacher Cognition and Learner Outcomes: A Case Study of English Pronunciation Teaching in a Libyan University

Najah Mohammed Genaw

Abstract

Teaching pronunciation remains an essential issue for English second language learners in classrooms. English language courses which are offered at Libyan university mostly focus on teaching phonetic sounds, with few concerns on teaching pronunciation. Therefore, this study investigates the relationship between Libyan second language teachers' cognition, pedagogy, and learners' pronunciation outcomes in the English Department in a Libyan university. A case study for a group of ESL teachers in order to demonstrate learners' needs and improve their pronunciation instructions. Teachers' data from questionnaires and learners from interviews, have led to clear results which conclude most of the participants have never practiced pronunciation before and that students found a huge difficulty in pronouncing most new vocabulary. Thus, in this study, it is suggested that the importance of using effective methods and materials for teaching pronunciation inside ESL classrooms. An implication for helping teachers to work together collaboratively in order to teach pronunciation instructions effectively should be considered.

1- Introduction:

1.1 Background:

Nowadays, second language learners are in need of developing better pronunciation in order to develop good speaking skills. It seems to be that achieving comprehensible pronunciation has become a challenging task for both ESL teachers and learners (Baker & Burri 2016). It is stated that teaching pronunciation in second language classrooms for ESL learners has been debated. It is indicated that very little training in pronunciation teaching is given in the TESOL program. Thus, observation and experiments were conducted to find out an answer to many questions of whether pronunciation should or can be taught? And if so, what should be taught and how? Which pedagogical pronunciation will be more effective and suitable in teaching pronunciation for ESL learners? How much time and attention should be given to ESL in order to practice effective pronunciation. Pronunciation can be defined as "the production of a sound system which doesn't interfere with communication either from the speakers' or the listeners' viewpoint" (Paulston & Burder 1976 cited in Gilakjani 2012) . It can be stated that the connection between teachers' cognition, practice, pedagogy and learners' pronunciation outcomes in the ESL classroom plays an effective role in developing pronunciation instructions. Teachers' cognition can be defined as "Teachers' beliefs, knowledge and perceptions in connections to what they actually do in the classroom" (Brog 2003 cited in Baker & Burri 2016). Consequently, this paper aims to investigate the relationship between Libyan second language teachers' cognition pedagogy and learners' pronunciation outcomes in the English department in Libyan university. A case study for a group of ESL teachers in order to demonstrate learners' needs and improve their pronunciation instructions. An implication for helping teachers to develop teaching pronunciation instructions effectively should be considered.

1.2 The Significance of the Research

Although, there are significant advantages in teaching second language classrooms in the university context in Libyan universities, yet very little has been done to identify an effective approach for teaching pronunciation. Importantly, there is a lack of empirical study that critically evaluates the implementation of effective teaching approaches and teachers' knowledge of teaching pronunciation in the second language classrooms in Libyan universities. Therefore, this research attempts to find out fun and effective approaches for teaching native-like pronunciation for L2 learners in the university context in Libya. This paper is conducted as try to:

1. Investigate the relationship between teachers' cognition and learners' pronunciation outcomes and practice pedagogy in ESL classrooms.

2. Increase the awareness among teachers that teaching pronunciation is an essential part inside ESL classrooms.

3. Emphasize the high quality of teaching techniques inside ESL classrooms.

4. Enhance students' learning through teaching pronunciation instructions and practicing effective material inside ESL classrooms.

1.3 The Statement of the Problem:

It is widely recognized that pronunciation is an important part of the learning cycle, but both students and teachers frequently express disappointment and frustration in relation to pronunciation processes. Students may complain that pronunciation has not been taught sufficiently in second language classrooms. Additionally, students sometimes report that they are not given guidance as to how to use pronunciation effectively in order to improve speaking and have accurate articulation in subsequent performance. However, teachers frequently comment that students are not interested in practicing new words and are only concerned with marks. Furthermore, teachers express frustration that students do not incorporate pronunciation advice into subsequent tasks. Thus, this paper will primarily focus on identifying the real relationship between Libyan second language teachers' cognition, practices and pedagogy that have been used in teaching pronunciation to ESL learners in the English department in a Libyan university. A case study for a group of ESL teachers in order to demonstrate learners' needs and improve their pronunciation instructions. However, where relevant and necessary, an analysis of different language learners' pronunciation from different language backgrounds that assist this research will be made.

1.4 The Research Questions:

The research of this study is to deeply investigate the teachers' knowledge, practice, and approaches in teaching pronunciation to second language learners in Libyan universities. This project aims to achieve the following objectives:

1- Identifying the practiced elements that have been used in teaching pronunciation in second language classrooms in the English department in Libyan universities.

2- What effective systematic instruction of teaching pronunciation could be used in teaching second language learners in Libyan universities?

3- What are the important factors behind native-like pronunciation in L2 classrooms in Libyan universities?

4- Exploring the real dynamic relationship between the teachers' practices, knowledge and approaches which have been applied in second language classrooms in Libyan universities.

5- Investigate the quality of teaching resources that are utilized in teaching pronunciation in second language classrooms in Libyan universities.

1.5 The Research Hypotheses:

In terms of the research issue of teaching pronunciation in the second language classrooms, the following questions are developed as follows:

1- Do the teachers' feedback assist second language learners who are willing to achieve native-like pronunciation?

2- Are teachers of ESL in need to be trained in order to use more effective approaches in teaching pronunciation?

3- Is there any significant impact in students' learning processes if they receive good practice in pronunciation?

4- Is it significant for the teachers to consider using clear, intelligible speech patterns when teaching pronunciation?

5- Is it important for teachers to give extra attention regarding pronunciation when teaching speaking in second language classrooms?

6- Will using fun and effective approaches play an important factor in improving intelligibility of pronunciation?

7-

1.6 The Theoretical Framework:

This study is based on several theories of second language learning and pedagogy regarding pronunciation and its important role in learning processes in general. In both behaviorist and cognitive theories of second language learning, teaching pronunciation is seen as contributing to language learning. Further point, that using communicative approaches to motivate and ensure linguistic accuracy. This paper was conducted in the field of second language pedagogy in order to examine a number of issues that related to the impact of pronunciation on ESL learners and their performance.

2- Literature Review:

In the past, the importance of pronunciation has been determined by ideology and intuition rather than research (Levis 2005). This study includes that teachers decide which features and classroom priorities have the greatest impact on speakers' intelligibility. Also, intelligible pronunciation is considered as an essential element for communicative competence (Morley 1991). In addition, many studies show a great concern for pronunciation teaching principles in the field of TESOL. An example in Morley (1991) shows a developing enthusiasm about learning and teaching pronunciation for second language learners. This study looks at the essential needs of adult and near-adult learners and the motivation in the challenging work of expanding the scope of pronunciation learning and teaching.

Also, this study concludes that the challenge to researchers and teachers is to develop an inspired proficiency that is directed to

facilitate learner's improvement of operational communicative pronunciation patterns. Thus, teachers should provide learners with effective materials that would help improve their pronunciation instructions. In fact, courses and materials should be provided by teachers in order to teach pronunciation instructions as well as teachers should urge their learners to monitor their own pronunciation and practice their speaking skills as much as possible in and outside the classroom.

However, in recent years, the focus of teaching pronunciation to second language learners has been neglected and considered as a minor component for communicative methods in teaching second language speaking. Pronunciation is not given its due worth in the classroom. It is confirmed that pronunciation should be thought of as an important part in order to master good speaking ability and learners who want to develop good speaking skills in language need to develop good pronunciation abilities (Levis & McCrocklin 2014). This study clarifies that teachers are worried in regard to pronunciation which should be considered as a specialist area which is separate from the other skills that are necessary for a successful communication. This study adds that a clear intelligible speech pattern results in good pronunciation and speaking. According to Park (2018), it is confirmed that although there has been increased interest in second language pronunciation recently, the topic has been diminished in the field of applied linguistics.

Furthermore, a study by Baker & Burri (2016), investigates the case of five experienced (EAP) instructors who tried to provide feedback on specific elements of pronunciation that impact students' abilities to absorb the studied material. This study concludes that effective feedback and suggestions for teachers' education programs could provide several results for classroom needs regarding

pronunciation. This study adds that, many ESL teachers are careless to give students feedback on their pronunciation for several reasons. Therefore, clear feedback that suits learners' needs along with systematic instructions for pronunciation can be powerful to help learners to reach a clear English understanding. According to a study by Derwing & Munro (2015), it is identified that there are several problems and wrong ideas about pronunciation guidance such as: untrained, lack of confidence and knowledge of the teachers. This study has recommended that researchers need to understand classroom movement and most importantly the student so that they can work with teachers collaboratively to ensure appropriate research methodology for teaching pronunciation.

Another study by Baker (2011), investigates the vital relationships that exist between L2 teachers' mental ability and their real learning practices. This study explains that ESL teachers have been examined and the result shows that it is important to consider the amount of training which teachers have received in pronunciation pedagogy. Thus, ESL teachers need to be trained well before teaching pronunciation because that will impact not only the teachers' knowledge of pronunciation pedagogy, but also their confidence in that area. Thus, this study results in elaborating that collaborative work with colleagues can affect teachers' practice and cognition.

A study by Yeni-komshian & Flege & Serenaliu (2000) is applied to immigrants who live in a place where English is the dominant language and where their need for using other languages, other than English, is not part of the routine of everyday life. This study shows that the frequent use of the second language over the years plays an important role in improving pronunciation. Also, a study by Burri & Baker (2016), gives more attention when teaching

pronunciation is required. This study explains that the teacher should find fun and interactive approaches for teaching pronunciation to second language learners. This study concludes that giving learners and teachers extra dialogues to practice at home, as well as The Butterfly Technique, are considered as effective approaches for teaching pronunciation. Also, another study by Hayes-Harb & Barrios & Showalter & Barriuso (2017) has confirmed that pronunciation of American students learning Italian was examined by using simple and fun activities that were used in the class for improving the intelligibility of students' pronunciation by considering the vowel and consonant sounds, syllable length, intonation and stress.

Furthermore, A study by Baker & Murphy (2011) has noticed that the degree of attention given in Teaching Communicative TC literatures is less than the degree of attention given to such domains as in teaching listening, speaking, writing, and reading. This study provides a broad review of teacher's cognition literatures secured to ESL /EFL pronunciation directions, as well as future implications for class-based teacher cognition research in teaching pronunciation. Also, this research investigates both teachers' and learners' viewpoints that will enhance the knowledge of teaching English to speakers of other languages. This study concludes that the quality of pronunciation teaching resources and ensuring knowledge and classroom practice by experienced pronunciation teachers are essential in order to employ native-like pronunciation.

Moreover, research by Yunus, Salehi, Amin (2016) conducted a study that EFL teachers have been interviewed to obtain information about their cognitions regarding the pronunciation teaching techniques, as well as their students were asked to fill in a questionnaire to express their opinions about the techniques. The

result showed there was a complex relation between language teachers' experience and cognition and language learners. Therefore, the relation between teachers' practices and learners' techniques play an important role in teaching effective pronunciation. Previous studies show that in order to teach pronunciation accurately, teachers should be trained. Consequently, the role of teachers in teaching pronunciation, learners' awareness regarding effective pronunciation outcomes, and providing effective material to teach pronunciation, are important elements.

3- Research Methodology:

This study would use qualitative and quantitative research methods to obtain accurate outcomes and sufficient answers for the research problems. It includes the subjects, instruments and data collections procedures used for that purpose.

3.1 The Subjects:

The participants of this study speak Arabic language as their mother tongue and the sample comprised 25 participants who were 10 teachers and 15 students in the English department at Al-Mergeb University. The teachers were 5 males and 5 females with various levels of experiences and different ages. The students' ages were between18 to 20 from first and second years. There were 5 males and 10 females.

3.2 Instruments:

1. Questionnaire: The teachers were asked to answer the questionnaire. The questions of the questionnaire will be in regard to their teaching pedagogy, real practice and knowledge which they have applied in second language classrooms in order to teach

pronunciation instructions effectively, how this can help their students to be more active in their learning and how they can learn from their mistakes to achieve better understanding of how to pronounce new words.

2. Interviews: There were interviews that involved different types of questions which were conducted with 15 students. The interviews helped to gain deeper insight since it reflected the personal side of participants. Therefore, they asked about teachers' feedback related to teaching pronunciation, its impact on them, and how they react to it and many other questions. Also, testing second language learners abilities in pronunciation would be considered for effective outcomes.

3.3 Data collection procedures:

The questionnaire included both open-ended questions that include essay questions where the teachers can answer and express their opinions as well as closed-ended questions were there to investigate the degree of agreement of teachers' about certain conceptions regarding pronunciation in general.

The interviews were audio recorded, each interview involved a list of open-ended questions addressing issues that were related to pronunciation, and how it affects their learning and performance. the interviewer may ask some additional questions from her side when further information emerges during the interview.

3.4 Data Analysis & Discussions:

Through two methodologies: a questionnaire for the teachers, as well as a number of interviews with many students, a suitable answer for research questions were found.

3.5 Research questions answers:

1. What most effective teaching pedagogy and approaches would you use in teaching pronunciation in an ESL classroom?

About 40% of the teachers have stated that the CLT approach is the most effective teaching one where learners communicate with each other and their teachers in order to practice English language pronunciation. However, 60% of them have discussed that using Audio-lingual, listening and imitation are great ways to improve learners' pronunciation. They add that using technology to make learners listen and giving them much time for repetition and practice would help them develop their pronunciation quickly.

2. What advice would you give in order to teach accurate and fluent pronunciation in ESL classrooms?

90% of the teachers have answered that teaching whole English sounds and training learners to listen to native speakers whether by using T.V or CDs are good ways to gain accurate and fluent pronunciation. They add that practicing educational aids is essential methods to help learners improve their pronunciation in ESL classrooms. They suggest that the more you listen the better you speak. On the other hand, 10% of them have stated that to teach accurate and fluent pronunciation, teachers should focus on the most suitable method that goes with the nature of their students during teaching pronunciation instructions in the ESL classroom.

3. In your opinion, what is the importance of teaching pronunciation separately in an ESL classroom?

80% of the teachers have argued that teaching pronunciation separately in ESL classroom, give students more focus and

opportunities to bear well and would make them near- native like. Also, they add that pronunciation must be taught separately, so teachers and students could spend more time and attention on it in ESL classrooms. A further point, they confirmed that students should be aware of pronunciation skills to focus deeply on it so they could fix their errors and the way of articulating the sounds. However, 20 % of the teachers argued that teaching pronunciation separately is important in ESL classrooms and this will   improve accuracy in speaking skills.

4.   What do you think about the following?

To investigate the degree of agreement and disagreement of teachers about certain conceptions regarding pronunciation in general. For example, most teachers have agreed that using traditional methods is not an effective way for teaching pronunciation and learners' needs should be considered when teaching pronunciation in ESL classrooms. Some teachers disagreed that using the English laboratory in teaching pronunciation at Libyan university is not very important. Others have agreed in most points such as ESL teachers in Libyan university need to be trained in order to use more effective pedagogical approaches in teaching pronunciation, using intelligible speech pattern and giving feedback is significant when teaching pronunciation as well as using fun and effective approaches play an important factor in improving intelligibility of pronunciation.

4- The Finding of the study:

After collecting data, this study has indicated the following findings:

1. Teaching pronunciation separately inside ESL classrooms plays an essential role in developing the English language.

2. Clear teachers' feedback which suit learners on specific elements of pronunciation is important for improvement.

3. This study confirms that students' needs should be known for better pronunciation in the ESL classrooms.

4. Practicing educational aids and listening to native speakers are essential methods to help learners gain accurate and fluent pronunciation.

5. Using Audio-lingual and imitation are great ways to improve learners' pronunciation.

6. ESL teachers in Libyan university need to be trained in order to use more effective pedagogical approaches in teaching pronunciation as well as using intelligible speech patterns is significant.

7. Using fun and effective approaches play an important factor in improving intelligibility of pronunciation among teachers and their learners in ESL classrooms.

8. Using the English laboratory in teaching pronunciation at Libyan university is very important for learners.

Therefore, based on the above, teaching pronunciation effectively in ESL classrooms is a very essential part in developing the English language.

5- Recommendations:

Based on the Results, it can be suggested that teaching pronunciation in ESL classrooms is important in order to become fluent and accurate speakers. Educational system in Libyan university should raise the awareness of the importance of pronunciation among teachers by doing training courses that have shown a great concern for pronunciation teaching principles in the field of TESOL. Also, teachers should work collaboratively with each other and choose the best teaching resources in order to teach pronunciation in ESL classrooms. Listening to native speakers and imitation are good ways to improve accuracy and fluency regarding pronunciation in and outside the classroom. Also, clear feedback and suggestions that suit learners' needs along with systematic instructions for pronunciation can be powerful to help learners to reach a clear English understanding. Furthermore, the relation between teachers' practices and learners' techniques play an important role in teaching effective pronunciation.

6- Conclusion:

In conclusion, A case study for a group of ESL teachers in order to demonstrate learners' needs and improve their pronunciation instructions has been presented. The relationship between Libyan second language teachers' cognition' pedagogy and learners' pronunciation outcomes in the English department in the Libyan university has been investigated. Also, implications have been

discussed to suggest how teachers could deal with such above case study and why. It can be suggested that frequency of the English language and   using effective methods such as listening to native speakers and imitations are the most effective factors that develop pronunciation ability in learning a second language. Therefore, a good second language learner should find a similar way to improve her/his English pronunciation.

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Appendix A

Teachers' Questionnaire regarding teaching effective pronunciation at Al-Mergeb University, Department of English language:

Q1-What teaching pedagogy and approaches would you use in order to teach pronunciation   effectively in an ESL classroom?
....
....

Q2-What advice would you give in order to teach accurate and fluent pronunciation in an ESL classroom?

....
....
Q3-In your opinion, what is the importance of teaching pronunciation separately in the ESL Classroom?
....
....

Q4- What do you think about the following:

1- Teaching pronunciation is an important skill that should be considered inside ESL classrooms.

- Agree   ● Disagree

2-Pronunciation should be taught as a separate language skill with strong focus on articulation.

- ● Agree   ● Disagree

3-Choosing traditional methods for teaching pronunciation in ESL classrooms is not an effective way to teach pronunciation.

- ● Agree   ● Disagree

4-When choosing pronunciation teaching materials for ESL classrooms, learners' needs should be considered.

- ● Agree   ● Disagree

5-Repetition and imitation are important aspects of pronunciation practice and suitable teaching techniques for all ages.

- ● Agree   ● Disagree

6-Learners' spontaneous practice is a helpful way in mastering accurate pronunciation

- ● Agree   ● Disagree

7-Using the English laboratory in teaching pronunciation at Libyan university is not very important for better improvement.

- ● Agree   ● Disagree

8-Most ESL learners Libyan university do not practice pronunciation after classrooms times

- ● Agree   ● Disagree

9- Teaching pronunciation has not been taught effectively in ESL classrooms in Libyan university.

- Agree
- Disagree

10-Teachers' feedback during classroom time assist second language learners who are willing to achieve native-like pronunciation?

- Agree
- Disagree

11- In Libyan university, Teachers of ESL need to be trained in order to use more effective pedagogical approaches in teaching pronunciation?

- Agree
- Disagree

12-There is a significant impact in students' learning processes if they receive good practice in pronunciation?

- Agree
- Disagree

13-It may be significant for the teachers to consider using clear, intelligible speech patterns when teaching pronunciation?

- Agree
- Disagree

15-Using fun and effective approaches play an important factor in improving intelligibility of pronunciation?

- Agree
- Disagree

Appendix B

Learners' interviews:

Interview questions:

1-What do you know about English second language pronunciation?

2-Do you sometimes mispronounce English language words? **[Yes-No]**

3-Do you think repetition of English words help you in learning a language? **[Yes-No]**

4-Do you sometimes misunderstand your teachers' pronunciations? **[Yes-No]**

5-Do you think pronouncing the words correctly would help ESL learners? **[Yes-No]**

6- How do you react when you listen to fluent and accurate speakers?
7-What are your teachers' feedback regarding your pronunciation?