الطلبة اللييبيون ومشـــــاكلهم في نطـــق بعض الأصوات في الجامعات اللييبية.

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الملخص :

تحـــاول هـــذه الدراســـة دراسة الصعوبات التي يواجهها الطلاب اللييبيون في نطـــق بعض الصوتيات الإنجليزية ، والمعروف أن لكلّ لغة لديها قاعدة للجمع بين مقاطع الصوت من أجــل إنشاء كلمات ذات مغـــزى يتعلم الأطفال قوانين الصوت هـــذه عن طريق المحاولة والخطأ بعد الاستماع إلى الآخـــــرين، ثـــم تتطور قدرتهم اللغوية التي تمكنهم من تحديد وتوليد أصوات مهمة. بالنسبة لبعض الذين اخفقوا ، عندما يتعلم الطلاب لغة ثانية أو لغة أجنبية ، هناك تداخلات بسبب أنظمة الصوت المختلفة جدًا لكلتا اللغتين . وهكذا، وعندما يحاولون التحدث بلغة ثانية ، فإنهم ينتجون الأصوات الأقـــرب إلى الأصوات والموجودة ـ أيضًا ـ بلغتهم الأم.، و جميع المشاركين في الدراسة هم من البالغين الذين أنهوْا دراستهم الثانوية وانضموا إلى الجامعة، ولم يقم المشاركون قط بزيارة البلدان الناطقة بالإنكليزية ؛ وبالتالي فهم لا يتعرضون لبيئة ناطقة بالإنكليزية

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Libyan students of the English language at the University level still have difficulties pronouncing some phonemes and sounds

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Abstract:

This study attempts to study the difficulties encountered by Libyan students while pronouncing some English phonemes. Each language has the rule to combine sound segments in order to create meaningful words Children learn these sound laws by try and error after listening to others. They then develop a linguistic ability that enables them to identify and generate important sounds. For some who have disappeared, when students learn a second language or a foreign language, there are overlaps due to the very different phoneme systems of both languages. Thus, when they attempt to speak a second language, they produce the sounds that are closest to the

sounds and also exist in their mother tongue. All study participants are adults who have finished high school and have joined the University. Participants have never visited English-speaking countries; thus they are not exposed to an English-speaking environment.

Introduction:

In spite of the existence of thousands of languages worldwide, millions of people speak English as their first language. Furthermore, there are millions more who use English as their second language or an international language when communicating with people all over the world.

As members of the European Union and with the ability to travel and study abroad, the need to communicate in English has become a vital part of our lives. According to the widespread, English language remains the most important language among the other languages there are a lot of people all over the world who have a strong desire to learn and speak the English language. The ultimate goal of most second-language learners is to achieve Indigenous comfort.

They want to be indiscernible among native speakers. However, for many learners, this dream has remained a dream, particularly in the field of pronunciation, as Aboriginal speakers usually identify people as non-Aboriginal speakers because of their accents.

Moreover, a large number of second language learners believe that the main difficulty they encounter when speaking a second language is pronunciation and consider this difficulty as the main source of their communication problems.

In order to learn or to study any language, one must be aware of pronunciation skills, among other skills which are greatly important for studying the English language, it is similar to grammar lexis and literature in order to do a worthwhile piece of research. Numerous studies have shown that the errors committed by speakers of another language who speak English are systematic rather than random. English has evolved from a second language spoken by non-native speakers and native speakers to a global language or method of communication that non-native speakers use far more frequently among themselves than between native speakers. Students studying English must speak it as clearly and understandably as they can, perhaps not as fluently as native speakers, but clearly enough to be

understood, in order to communicate successfully on a global scale. Furthermore, it is just as important that they learn to understand it when they are spoken by people with different accents speaking under natural conditions.

Hypothesis:

1- Students do not have enough time to practice the language in the laboratory.

2- Some teachers are insufficiently skilled.

3- Interference with L1.

4- Teaching English does not emphasize pronunciation.

5- Student counts in each group do not encourage them to practice Level 2.

The **Problem of the Study:**

Many instructors still ignore pronunciation, a crucial component of language that has a significant impact on our ability to communicate effectively. Instead, they focus on teaching lexicon and grammar since they are more confident in those subjects.

Aim of the Study:

In this study, the author aims to study the difficulties still encountered by Libyan university students in pronouncing some phonemes.

Significance of the Study:

Pronunciation is very important because this is the first thing people notice when they speak English. This study will be significant for Libyan English learners because it discovers the problematic areas of pronunciation and identifies the exact sounds that Libyan learners of English mispronounce and the reasons for this.

Methodology and procedures:

The researcher will use analytical statistics as well as descriptive methods for this study. Descriptive research attempts to describe the problems and the phenomenon as it describes it and explains it.

1- Observing is the first tool that will be used in this search. To gain information on errors, the researcher will engage in direct conversations with learners inside the classroom during their college days.

2- A questionnaire is the researcher's second tool for obtaining more information.

Literature review:

The researcher will offer pertinent sources of information on this topic. The researcher will go through a few things that affect learning English in general, such as mother tongue interference, systematic distinctions between first and second languages, inconsistent English sounds, and the effect of spelling on pronunciation.

The previous works on second language Acquisition (SLA) especially, that concerning English pronunciation problems, all greed "that the error committed by speakers of other languages is something systematic rather than random. Arabic speakers, in accordance with their native language, face difficulties in their English pronunciation. These difficulties lead to mispronunciation" (O'Connor 2003). A conclusion about the reasons for these errors would be factors like linguistic, psychological, and sociocultural factors (Brown, 2000). In addition to that, some researchers say teaching system and strategies and the time of exposure plays a significant role in (SLA) (Yule, 2003). On the other hand, according to the various subjects, scholars of English as a second or foreign language in Libyan have seldom addressed pronunciation and instead prioritized linguistic abilities including grammar, vocabulary, and literature. Within the class, grammar, vocabulary, and literature are therefore granted more time, pronunciation lessons are almost nonexistent.

Interference in the native language:

Several studies have looked at the influence of first language L1 on learning English. Swan and Smith (2001) observed that /p/ and /b/ sounds are two separate phonemes and each one is distinguished by a native speaker. A lot of other sounds are influenced by the native language of foreign learners. In the recent past (Brown, 2000) discovered that a second language learner encounters some challenges because his or her mother tongue L1 influences his or her second language L2, especially in adulthood. This effect is the result of L1 transfer, and it is a significant source of mistakes for second language learners (Carter and Nunan.2001:58) demonstrated that themother tongue has an impact on learning L2 pronunciation.

Comparing English and Arabic phonology:

Arab and English phonological systems are very different, not only in the range of sounds used but in the emphasis placed on vowels and consonants in

the expression of meaning. Whereas English has 22 vowels and diphthongs with 24 consonants, Arabic has only eight vowels and diphthongs (three short, three long, and two diphthongs) with 32 consonants.

Arabic's three short vowels have very little significance because they are nearly allophonic. Even the script does not include them. Long vowels, diphthongs, and consonants all have meaning.

Finding and Recommendation:

•   Students do not have sufficient time in practicing the language in laboratories. To overcome this, teachers should spend more time with their students inside laboratories by using laboratory aids to practice phonemes.

•   Some teachers are not qualified enough to teach phonetics and phonology. Teachers who are weak at English language phonetics and phonology should get courses to improve and develop their knowledge of phonetics and phonology.

•   The Interference of L1. As there are some sounds and letters in English which are not available in Arabic, teachers need to give students to practice more and more exercises in English phonetic transcript.

•   Teaching the English language does not focus on pronunciation practice. Teachers should encourage students to practice pronunciation inside and outside the classroom.

•   As the number of students at each group does not encourage them to practice L2 because they are big number groups. Teachers may reduce the number of students in each group to give more time to students to practice L2 inside classrooms.

Questionnaire:

Items	Always	Often	Sometimes	Rarely	Never
1- I practice pronouncing phonemes every day.					
2- My teacher encourages us to practice speaking language.					
3- My instructor uses English in class.					
4- We use only English in speaking activities.					
5- I listen to English outside my classroom.					

6- I watch English movies.					
7- I have opportunities to speak English outside class.					
8- I use some learning websites in which I can find a lot of speaking activities.					
9- I can understand people at English channels.					
10- I do not understand anything in English movies.					
11- I have difficulties in understanding English movies.					
12- I speak English with my classmates.					
13- I do not have difficult in understanding English speaker.					
14- I sometimes can understand people at English channels.					
15- I have difficulties in understanding people at English channels.					
16- I sometimes have difficulties in understanding people at English channels when they speak slowly.					
17- I sometimes have difficulties in understanding people at English channels when they speak quickly.					
18- I can easily understand English speaker.					
19- I have difficulties in understanding English speaker.					

20- I can understand English movies.					
21- I have difficulties in using English websites in which I can find speaking activities.					
22- My teacher does not use native language in classroom.					
23- I do not listen to English outside my classroom.					
24- I do not have the opportunity to practice English outside my classroom.					
25- Some other teachers use English inside classrooms.					

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Abbreviation:
L1: first language.
L2: second language.
SLA: Second Language Acquisition.
MTI: Mother tongue interference.