

# Challenges in Pronunciation Skills among Libyan Secondary Students

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**Abstract:** Mastering precise English pronunciation proves challenging for EFL learners. This research focuses on English pronunciation development among Libyan students, examining factors that enhance this skill. Despite its significance, pronunciation receives insufficient attention in Libyan instructional practices, leading to deficiencies among secondary school students. Through an in-depth analysis of teaching methodologies, classroom practices, and prevailing attitudes toward pronunciation in the Libyan educational system, this research aims to identify the factors contributing to the existing gap in pronunciation instruction. Recognizing these challenges is essential for effective pronunciation learning. The study's objective is to investigate methods to improve the pronunciation skills of Libyan learners in secondary schools. The results of the current study revealed that the existing Phonetic Ability, Listening Skills, Reading Skills, Native English Speakers, Teaching Methods, and First Language are considered challenges to Libyan learners in acquiring accurate English pronunciation skills. By identifying and addressing common pronunciation problems, this research contributes to the second language acquisition literature, offering practical recommendations for English language instructors in Libya.

**Keywords:** Pronunciation skills- Pronunciation challenges.

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## 1. INTRODUCTION

In Libya, the English language curriculum has predominantly emphasized the instruction of four primary skills, listening, speaking, reading, and writing. At the same time, the English textbooks used in Libyan secondary education do incorporate elements of pronunciation. Pronunciation is not given its due worth in the classroom (Genaw, 2022). Language has the power to bring people together and facilitate effective communication. English has emerged as the global language of choice in today's interconnected world, creating a growing need for learners to develop proficiency in English pronunciation. Despite teachers' endeavors to instruct grammar, impart extensive vocabulary, and encourage memorization, these efforts do not appear to contribute significantly to the mastery of pronunciation skills among learners (Diaab, 2016). Pronunciation instruction has frequently been overlooked in English as a Foreign Language (EFL) classes. As a result, numerous EFL learners consistently struggle to speak confidently due to their inadequate pronunciation skills. (Diaab, 2016., Pardede, 2018). Accurate pronunciation allows learners to effectively convey their ideas and be understood by a wider audience. However, for Libyan learners of English, the phonological and phonetic features of their native language, such as Arabic, can pose significant challenges to acquiring English pronunciation skills. Research studies have demonstrated that raising awareness of pronunciation features specific to English is crucial for improving pronunciation skills (Gilakjani & Ahmadi, 2011). Developing this awareness enhances learners' ability to hear and produce English sounds accurately and helps them decode unfamiliar words and communicate more effectively. Therefore, it is imperative to design instructional materials and strategies that specifically cater to the needs of Libyan learners to enhance their English pronunciation skills.

## 2. LITERATURE REVIEW

### 2.1 Pronunciation Skills

Attaining accurate pronunciation in a foreign language is a crucial aspect of the language-learning journey, significantly contributing to improving second or foreign-language learners' communicative skills and performance (Khan, 2019). In recent years, numerous researchers have emphasized the importance of conducting research focused on teaching

pronunciation for intelligibility, rather than striving for native-like accents. Their argument centers on the data that students should aim to maintain a certain degree of their first language-related accents while also meeting the essential phonological prerequisites for effective comprehensibility. The approach aligns with the overarching goal of facilitating successful communication (Jenkins, 2000; Levis, 2005, as cited in Saito, 2012). The significance of pronunciation is well-known among teachers of English as a second or foreign language. Nevertheless, it has been clear that a teacher in the process of teaching and learning a second language pays little attention to the students' pronunciation (Burri, 2015). Many L2 instructors lack confidence and find pronunciation challenging, if not the most challenging element of a language to teach (Setter & Jenkins, 2005, as cited in Burri, 2015). This is because pronunciation is considered to be an important area of L2 learning a foreign language. This poses an issue because pronunciation holds a significant place within the realm of learning, as highlighted by (Celce-Murcia et al, 2010). In this context, the primary instructional focus revolves around achieving intelligibility rather than striving for a pronunciation that mirrors native speakers, as advocated by Derwing and Munro (2005) and reinforced by Munro and Derwing (2015). According to Celce-Murcia et al. (2010), there have been varying opinions about the importance of teaching pronunciation in language instruction over the years. They reported that the cognitive approach and grammar-translation reading-based method, which are used by teachers, place no value on pronunciation. Pronunciation is a challenge for many learners' speaking stage. Some students feel that their pronunciation is not good enough to be understood by others, and as a result, they avoid speaking and prefer to keep silent. Some learners know the words to express their ideas but are unable to pronounce them.

Derwing and Munro (2015, as cited in Kostromitina & Kang, 2021) noted that pronunciation in an L2 is commonly operationalized as aspects of spoken language, including segments, prosody, voice quality, and rate in real situations. They (2021) added that pronunciation includes broader dimensions of communication that encompass particular patterns of pronunciation that distinguish members of speech communities; comprehensibility, or the amount of effort with which a listener comprehends L2 speech; and intelligibility, or the degree to which a message is understood as intended by a listener. Another speech aspect related to pronunciation is the fluency of speech indicated by the absence of pauses or other disfluency markers. It is believed that pronunciation plays a significant role in intelligibility (Goh, 2007). Carmen (2010) describes good pronunciation as (1) easy to understand by advanced users of English, (2) pleasant to hear for advanced users of English, and (3) easy to pronounce for oneself (p.25). Carmen (2010) adds that learners are often worried about their lack of fluency. They need much time to build sentences and this worries them. They would like to speak as fast as native speakers do. Chela-Flores (2008) addresses that teaching pronunciation is very much a proactive activity that has to be integrated into virtually all language learning tasks from the very beginning. He (2008) adds that better pronunciation is achieved by: (a) setting priorities for aural-oral intelligibility to better deal with immediate phonological needs; and (b) starting teaching pronunciation from a beginner level. Instruction is suggested in meaningful units or tone groups rather than with isolated segments or words, even from the early levels. Rhythmic patterns are presented as the basic realization of the tone groups. These features of the language are important for pronunciation ability. Sabnani & Renandya (2019) reported that a learner's ability to produce language well enables him to translate his thinking about the topic and convey meaning to his listeners. They (2019) noted that a strong spoken command positions them to participate actively in conversation with their teachers and peers to hone their academic mastery.

## 2.2 Pronunciation Challenges – pronunciation challenges

### 2.2.1 Phonetic Ability and Pronunciation Skills

Phonetic ability refers to second language (L2) learners' skills in perceiving and producing the sounds and phonological features of the target language (Chapman, 2003). Hassan (2014) and Eldaik (2022) clarify that Arab students face problems with the pronunciation of sounds that the students are not familiar with. Both of the previous researchers add that some phonological difficulties that the learners are having in their effort to comprehend spoken language, such as /f/ and /v/ as in *flower* and *valve* respectively. The sound /v/ does not exist in the Arabic language. The students may assimilate it into the nearest sound familiar to them and hear and pronounce it as /f/. Also, the sounds /d/ and /ð/ as in *desk* and *that*. The learners pronounce *that* as /dæt/. Ur (1984) announced that when she was young teacher realized that her students were unable to perceive certain English sounds with accuracy because these sounds do not exist in their first language. Renaldi, et al. (2016) noticed that second language learners are unable to hear the sound (r) at the end of words as in *car* and *far* as the same sound as at the beginning or middle of the words as in *red* and *write*. Native people pronounce the sound (r) at the end of words less stressed. It is more difficult for L2 learners to understand speakers in real-life situations due to words that end with the sound (r). Al-Zoubi (2019) found out that foreign language learners face many problems with pronunciation because some sounds do not exist in their first language. Al-Zoubi (2019) provides the following English sounds as an

example of the unavailability in the Arabic language: /p/, /v/, /g/, /ʒ/, /ŋ/. Certain learners in Libya replace one sound with another, leading to issues with intelligibility.

As shown by Abdelaty (2023), Arabic speakers often face difficulties with the English /p/ sound since it is not present in Arabic, leading to a common tendency to substitute /b/ for /p/, as observed in words like "park" being pronounced as "bark". Learners pronounce the word *three* as *tree* and *bath* as *bat*. Thomson and Derwing (2014) say that pronunciation instruction is effective in improving Language learning. Teachers play a crucial role in helping students master the pronunciation of sounds that do not exist in their first language. Pronunciation training enhances speaking abilities by assisting learners in cultivating clear and articulate communication skills (Darcy, 2018). This dedication to clear articulation and phonetic precision is essential for effective communication and language acquisition. Szyszka (2018) explored English as a foreign language (EFL) students' perception of their teachers' pronunciation, and in-class and outside-class factors regarding pronunciation acquisition. The findings suggest notable variances in how teachers' pronunciation is perceived across various educational levels. Additionally, when it comes to learning L2 pronunciation, EFL students consider the following factors to be moderately significant: the pronunciation of L2 teachers, the use of L2 in the classroom, the correction of pronunciation errors, and exposure to multimedia resources both inside and outside the classroom, which grant access to a diverse array of L2 pronunciation styles. Ababneh (2018) conducted research that highlighted pronunciation errors occurring among Saudi students when attempting to produce challenging words commonly encountered by Arabs. The sample was two groups. The students in the first group were English majors while the students in the second group were Arabic majors. Both groups of students exhibited issues such as vowel insertion, orthographic confusion, stress, and intonation errors. However, students in the English major group, who had received more extensive training demonstrated fewer errors compared to their encounters in group two. Eldaik (2022) examined the pronunciation errors in English consonants made by eight Libyan Arabic-speaking who were in their third and fourth year of study at Al-Zawia University. The research focuses on seven specific sounds: /p/, /ð/, /θ/, /tʃ/, /v/, /dʒ/, and /ŋ/. The study findings indicated that the participants generally did not encounter significant difficulties when pronouncing the sound /p/, particularly in initial positions. Additionally, the sound /tʃ/ was often correctly articulated, though occasional mispronunciations were observed in word-final positions. On the other hand, participants faced challenges with the sound /θ/, especially when it appears at the beginning of words, as well as with the sound /ð/, both in initial and final positions. The sound /dʒ/ posed difficulties in all positions, while /v/ was problematic only in final positions. /ŋ/ Sound presented challenges in medial positions.

### 2.2.2 Listening Skills and Pronunciation Skills

Listening skills are crucial for language learners as they aid them in identifying and differentiating between sounds, intonation, and stress patterns. Pronunciation and phonology are related to productive and receptive aspects. Listening and Pronunciation are tightly intertwined language skills, as they share a close relationship. This connection arises from the inherent link between listening and speaking, where substantial exposure to listening materials can foster the cultivation of proficient English pronunciation among EFL learners, as suggested by (Vandergrift, 1999 and Veyselovska, 2016 as cited in Omar & Pilus, 2022). In contemporary pronunciation instruction, important roles are assigned to activities such as listening, imitation, and interaction, complemented by phonetic training, diverse exercises, visual aids, reading aloud, and recording spoken language (Cece-Murica et al., 2015 as cited in Dodigovic, 2018). Pronunciation training improves speaking abilities by helping learners develop clear speaking skills (Darcy, 2018). Richards & Rodgers (2014) View pronunciation as an audible aspect of speech. Motallebi & Pourgharib (2013) link between listening and improvement in pronunciation is evident, as listening should precede speaking and, as a result, is expected to shape L2 pronunciation. Listening plays a crucial role in developing pronunciation skills in language learners. Research has shown that effective listening comprehension skills are directly correlated with improved pronunciation abilities (Derwing & Munro, 2015). By actively listening to native speakers and audio materials, learners can enhance their perception and recognition of the subtle skilful pronunciation, intonation, and rhythm of the target language (Field, 2005). It has been suggested that incorporating listening exercises and activities that focus on phonetic features can help Libyan learners improve their pronunciation skills (Gilakjani & Ahmadi, 2011). Szyszka (2018) argues that among the factors influencing L2 pronunciation within the classroom, three key factors stand out: pronunciation error correction, teachers' pronunciation, and in-class listening to recordings. These factors have been identified as the most influential in-class elements according to the research review. The first factor, error correction, has generated considerable interest in the context of second and foreign language learning. Various scholars have explored this aspect and, in general, they affirm that both L2 learners and teachers consider error correction to be a valuable tool, as demonstrated by (Pawlak, 2014, p. 80). The second factor, teachers' pronunciation was

noted to have a somewhat significant influence on L2 pronunciation acquisition. As for the third factor, in-class listening to recordings, it is valued by L2 learners, likely because it offers them the opportunity to be exposed to a range of native-speaker pronunciation variations. Therefore, English language instructors need to integrate comprehensive listening activities into their curriculum to provide learners with ample opportunities to practice and refine their pronunciation skills.

Lepore (2014) examines a research study focused on tracking the progress of second language learners in terms of their pronunciation development by observing various factors related to their willingness to communicate. A group of 37 students enrolled in an introductory French course during their second semester took part in online interpersonal audio discussions using the VoiceThread platform with their peers. The study assessed the students' pronunciation development and their willingness to communicate through self-assessments conducted after each discussion activity. The analysis of the data revealed that active participation in these activities, within a feedback-supported environment, led to an overall improvement in the students' perceived pronunciation skills, which displayed a positive correlation with their willingness to communicate. Furthermore, the article highlights the educational advantages of incorporating audio discussions as a means to enhance pronunciation skills.

### 2.2.3 Reading Skills and Pronunciation Skills

Reading significantly influences pronunciation ability. Utilizing the practice of reading aloud serves as a pedagogical strategy for enhancing pronunciation skills (Senawati et al., 2021). Through encountering copious text, readers are exposed to manifold words, each with distinct phonetic qualities. As various vocabulary words are repeatedly viewed, correct pronunciations are cemented, improving one's auditory discernment. The more graphic representations the mind processes, the more attuned it becomes to precise linguistic sounds, cadences, and tones. This familiarity facilitates emulating what is seen with accuracy in speech. Just as descriptions enrich imaginative envisioning, vocabulary graphs enrich articulatory envisioning. Much as vision improves by examining artwork, vocalization improves by examining word constructions. Systematically, reading cultivates an ear for phonology, Manifesting gains in pronunciation. Thus, reading strengthens pronunciation competence through acquaintance with the language infrastructure on the page.

Within each unit of the textbook, Libyan students are provided with more than just a reading text. They are allowed to engage in reading-aloud exercises. This enables learners to assess their pronunciation while being supervised by the teacher. Additionally, the instructional structure allows for the correction of any mispronounced words, fostering a more effective learning environment.

### 2.2.4 Native English Speakers and Pronunciation Skills

When students have limited opportunities to interact with native English speakers or listen to authentic English materials, they may not develop an accurate model of English pronunciation. Exposure to the English language improves understanding of language skills. Al-Zoubi (2018) investigated the impact of exposure to the English language on language acquisition among students chosen randomly from the Department of English Language and Literature at Ajloun National University, Jordan. The investigation revealed that exposure to the English language had a substantial influence on language pronunciation. There is a statistically significant correlation between language exposure and the development of the four language skills. The researcher recommended that students consistently engage with the language to foster improvement in English language acquisition. This could involve activities such as watching English movies and programs, using the internet, listening to radio broadcasts, reading English books, magazines, and newspapers, and regularly practicing with native English speakers. Such practices will help students overcome their language weaknesses and enhance their listening skills, fluency, and proficiency in English acquisition. It is believed that English language learning needs to be encouraged and developed both within and outside of the classroom using the right strategies. These methods assist students in developing their English language skills and their ability to communicate in the target language. Al-Zoubi (2018) confirms that exposure to a language is considered successful when the learner can produce the language since learning can take place anywhere and at any time. If learners only focus on classroom activities, they will not acquire a second or foreign language probably and cannot improve their pronunciation skills.

### 2.2.5 Teaching Methods and Pronunciation Skills

Effective teaching in schools is a major concern for successful pronunciation. L2 pronunciation is often neglected in the EFL classroom (Mora-Plaza et al., 2018). Levis (2021) declares that pronunciation is considered the Cinderella of language teaching, often forgotten in the classroom while other areas of language are thriving. Teachers often play a significant part

in the classrooms. The teaching methodology is a factor that influences learners' performance. According to Genaw (2022), students occasionally express that they lack guidance on utilizing pronunciation effectively to enhance their speaking abilities and achieve accurate articulation in subsequent performances. Numerous educators and scholars recognize that pronunciation instruction is deficient in classrooms compared to what is considered ideal, with a shared belief that pronunciation receives insufficient attention in the broader spectrum of language teaching (Levis, 2007, as cited in Pennington & Rogerson-Revell, 2019). A deficient teaching method fails to comprehend pronunciation in a comprehensible way. Teachers usually consider teaching pronunciation in the EFL Arab classroom to be less important than the other language skills such as reading and writing skills (Huwari & Mehawesh, 2015). Hande et al. (2014) argue that effective teaching is crucial for increasing student's pronunciation achievement. Alrasheedi (2020) reports that the instructor has different roles to play: not only to impart knowledge but also to aid and guide students in the right direction. To assist students in getting essential knowledge in the classroom, teachers can use practice and quizzes with homework to ensure they understand the basic concepts in language learning. Effective learning in the classroom depends on the teacher's ability to keep the interest that brought students' motivation in the first place. Teachers are the main figures in education. They must be qualified and competent to impart the knowledge they can pass on to their students. Good instruction is a very personal approach. Effective teaching is concerned with the student as a person and his overall development. Teaching strategy influences the reluctance problem among speakers to produce L2. Ineffective teaching sometimes is due to insufficient time given to teaching language skills. Peterson (2009, cited in Mupa and Chinooneka, 2015) has blamed the dramatically fewer number of learning hours in developing countries for the inability to learn the skills of language. Some researchers justify ineffective teaching approaches to unwell-prepared teachers, especially new teachers who lack experience in the teaching field. Mupa and Chinooneka (2015) confirm that instructors of English need to concentrate on educational practices that provide all learners with the knowledge and skills necessary to contribute to global society. It is impossible to know if certain teaching behaviors are effective without determining whether or not students get the end outcomes of those behaviors. The challenge for the teacher is not only to identify and develop mastery of certain instructional broaches, strategies, and behaviors accepted as effective practices but the instructor is also challenged to improve the ability to effectively match those broaches, strategies, and behaviors. The teachers might not receive enough training programs during their studies at the college. Ineffective teaching highly affects the learning process. Ineffective teaching which includes improper instruction methods and strategies affects the learning process negatively. Renandya et al. (2023) claim that teaching learning strategies deserves great attention. Andrews & Svalberg (2017, as cited in He & Lin (2018) argue that teacher language awareness is an essential construct in teacher education that concentrates on the interaction between teachers' knowledge about language and their pedagogical practice. Although English materials in Libya are built communicatively, Libyan teachers' pedagogical practices are largely traditional (Alshibany, 2017). According to Alshibany's class observation (2017), most of the participant teachers were not following the pedagogical instructions provided in the teachers' book. As their main aim was to help the students to pass exams. Teachers' main focus, as a result, was always to develop students' grammatical competencies and neglect pronunciation skills. Pardede (2018) conducted a study aimed at enhancing EFL students' pronunciation by using the explicit teaching approach. The study tested students majoring in English Education at Universitas Kristen Indonesia who attended Integrated Skills. The participants were provided with special practices on pronunciation, including watching videos or listening to English expressions containing elements of English pronunciation difficult to them, drilling the elements, recording and transcribing their utterances, and comparing the transcriptions with those of native speakers. The study revealed that the explicit teaching approach had a positive impact on the participants' English pronunciation skills, evident in the increase in their average scores across the four tests conducted during the implementation of the program. The survey results indicated that the approach was engaging for the participants, aided in pronunciation development, and bolstered their self-confidence in English speaking. This demonstrates that the implementation of effective teaching techniques results in enhanced pronunciation skills.

Abukhattala (2015) reported that many Libyan teachers and students of English do not seem to have gone through any fundamental changes in their perception of efficient language instruction and their daily teaching and learning practices. Teachers have to adopt Communicative language teaching as the "appropriate" approach for Libyan foreign language classrooms. As explained by Pawlak (2014), teachers of English play a pivotal role in guiding learners towards accurate pronunciation. They not only correct pronunciation errors but also provide essential feedback. This correction and feedback process is instrumental in helping students develop clear and effective English pronunciation. Teachers offer valuable guidance, identifying and rectifying mispronunciations, thus facilitating improved language proficiency among their

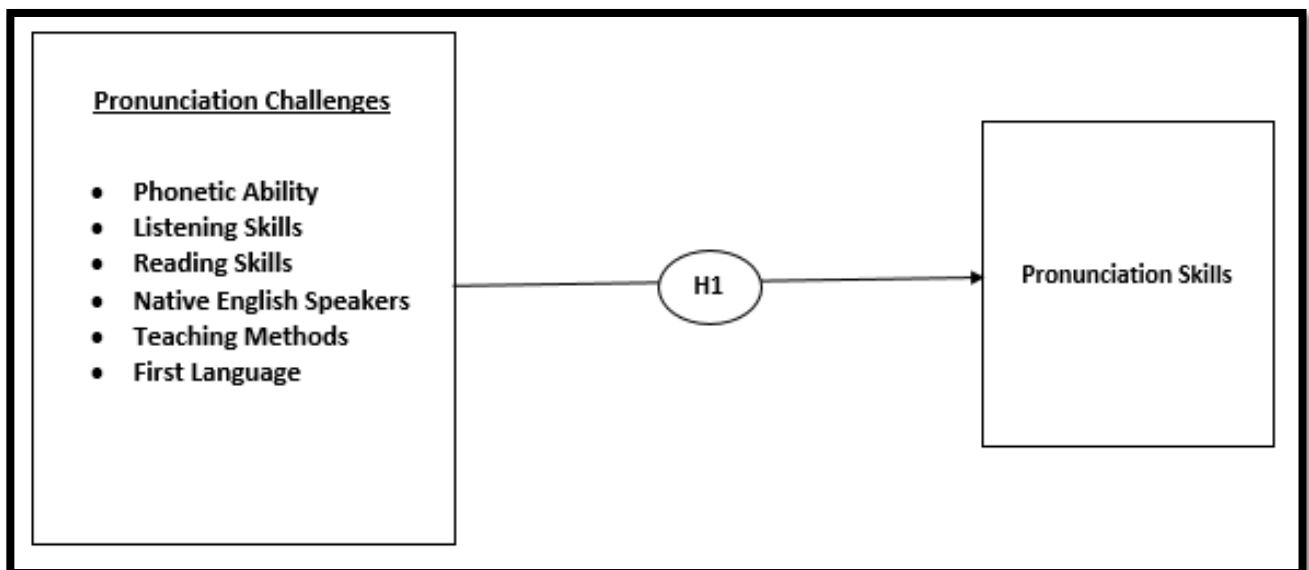
students. This active role in error correction and feedback contributes significantly to the overall language learning experience.

### 2.2.6 First Language and Pronunciation Skills

The phenomenon in which a person's native language (L1) affects the acquisition of a second language (L2) has been labeled as Language Transfer. Extensive research, including the work of Gass and Selinker (1994, as cited in Islam & Akteruzzaman, in 2016) illustrated that the knowledge and structures of the first language significantly shape the process of learning a second language. This influence, known as language transfer, underscores the interconnectedness of one's linguistic background with the acquisition of new languages, shedding light on the complexities of language learning and the need for tailored teaching approaches. Derakhshan and Karimi (2015) report that Learners of a second language tend to transfer the forms, meaning, and culture of their L1 to the foreign language and culture when attempting to produce the language. Abdelaty (2023) reports that the first language has a great influence on English pronunciation. He (2023) emphasizes that many learners attribute their pronunciation errors to the differences between Arabic and English phonetics and phonology, such as the absence of certain sounds in Arabic and distinct stress patterns in English. According to Jahara and Abdelrady (2021), the phonetic and phonological differences between Arabic and English have resulted in a considerable challenge in attaining English pronunciation for Libyan learners. These differences include contrasts in areas such as vowel sounds, consonant clusters, and stress patterns. The influence of Arabic on English pronunciation for Libyan learners has been extensively researched, highlighting the need for targeted interventions to address these challenges (El-Masry, 2008).

Based on the prior literature review, the research hypotheses can be stated as:

**H1:** *Pronunciation Challenges (Phonetic Ability, Listening Skills, Reading Skills, Native English Speakers, Teaching Methods, and First Language) has Significant Influence on Pronunciation Skills*



**Figure 1: Research Framework**

### 3. RESEARCH METHODOLOGY

This study employs a quantitative approach, utilizing a research tool developed in alignment with prior studies. The tool comprises 18 items designed to measure various challenges influencing students' English pronunciation skills, namely, pronunciation challenges (phonetic ability, listening skills, reading skills, native English speakers, teaching methods, and first language) and six items to measure pronunciation skills. To gauge students' perspectives on secondary education, a five-point Likert scale was employed, with response options ranging from "strongly disagree" (1) to "strongly agree" (5). The survey questionnaire was administered to a sample of 195 students in Misurata Secondary Schools, Libya.

#### 4. DATA ANALYSIS

The descriptive statistics for the two variables—pronunciation skills and pronunciation challenges—are shown in Table 1. For each variable, the mean, standard deviation, and number of observations (N) are given as statistics. With a mean score of 2.8761, the data shows that participants generally consider their pronunciation abilities to be moderate. Nonetheless, their higher mean score of 3.4051 for Pronunciation Challenges indicates that they report significant difficulties with pronunciation. The standard deviations for the two variables point to a notable variation in the individuals' pronouncing experiences and skills. The mismatch between skills and obstacles indicates that participants might benefit from additional support or resources to enhance their pronunciation abilities, which offers a possible subject for further inquiry or intervention.

**Table 1: Descriptive Statistics**

Descriptive Statistics			
	Mean	Std. Deviation	N
<i>Pronunciation Skills</i>	<b>2.8761</b>	<b>1.07569</b>	<b>195</b>
<i>Pronunciation Challenges</i>	<b>3.4051</b>	<b>.98872</b>	<b>195</b>

The findings of an ANOVA (Analysis of Variance) for a regression analysis that looked at the link between Pronunciation Skills (the dependent variable) and Pronunciation Challenges (the predictor) are shown in Table 2. The strong F-value (42.819) and the extremely low p-value (0.000) in the ANOVA table demonstrate how well the regression model using Pronunciation Challenges as the predictor explains the variance in Pronunciation Skills. To be more precise, the model accounts for a large percentage of the overall variability in pronunciation abilities. In conclusion, Pronunciation Skills and Pronunciation Challenges have a statistically significant association. This indicates that, based on the facts presented, Pronunciation Skills are probably impacted as Pronunciation Challenges rise. Additional investigation, such as examining the regression coefficients, would shed more light on the type and intensity of this association.

**Table 2: Regression analysis**

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	40.759	1	40.759	42.819	.000 <sup>b</sup>
	Residual	183.718	193	.952		
	Total	224.477	194			
<i>a. Dependent Variable: Pronunciation Skills</i>						
<i>b. Predictors: (Constant), Pronunciation Challenges</i>						

#### 5. CONCLUSION

To achieve proficiency in English, foreign language learners should recognize the significance of acquiring good English pronunciation. The existing Phonetic Ability, Listening Skills, Reading Skills, Native English Speakers, Teaching Methods, and First Language are considered as challenges to Libyan learners in acquiring accurate English pronunciation skills. By developing awareness of English pronunciation features specific to Libyan learners, it is possible to improve their ability to produce and understand English sounds. The findings from this study will not only benefit Libyan learners but also contribute to the wider field of second or foreign language acquisition research. Pronunciation holds a significant part in terms of employability. Learners may face unwarranted judgments if they cannot effectively demonstrate their skills and capabilities due to inadequate pronunciation and a lack of language proficiency to express themselves eloquently. To confidently deliver presentations that leave a positive impression on potential employers or increase their mobility, it is crucial for students, particularly those with limited oral proficiency to enhance their pronunciation.

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