Salahaddin University   **College of Education**

English Department

Scientific Affairs

Research Plan Form

Research Title: Teaching Pronunciation in EFL Classes: An Investigative Study among Kurdish EFL Teachers

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Abstract

Although numerous studies have shown that one of the key elements of learning oral skills in a second language (L2) is pronunciation, and it significantly affects learners' communicative competence and performance (Couper, 2003; Gilakjani, 2012; Macdonald, 2002; J. Levis, 2018), and ESL/EFL learners often indicate that pronunciation is a crucial skill to possess while learning L2, research results demonstrate that teaching pronunciation in EFL/ESL classes is overlooked (Baker & Murphy, 2011; Gilbert, 2008; Sifakis & Sougari, 2005). This study explores EFL university teachers' views and cognition (knowledge, beliefs, thoughts, attitudes, and perceptions) towards teaching pronunciation and its values in L2 teaching and learning. The participants will complete an online survey on teaching and learning pronunciation. This research article provides crucial insights into teacher education, cognition, and pronunciation skills, and it has several pedagogical implications for both teachers and students.

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Signature/

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