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**ENGLISH PRONUNCIATION ERRORS AMONG JORDANIAN
UNIVERSITY STUDENTS: THE PHONOTACTIC, MOTIVATION AND
ATTITUDE FACTORS**

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**DOCTOR OF PHILOSOPHY
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Abstrak

Kajian ini bertujuan untuk mengenal pasti kesukaran sebutan dalam kalangan pelajar EFL Jordan dengan menyelidik peranan struktur fonotaktik, motivasi dan sikap. Selain itu, kajian juga menyelidik peranan penyederhanaan motivasi dalam hubungan antara sikap pelajar EFL dan kebolehfahaman sebutan. Kajian ini menggunakan reka bentuk kaedah campuran dengan menggabungkan kaedah kualitatif dan kuantitatif. Berdasarkan teknik persampelan rawak, 257 pelajar orang EFL Jordan telah menjawab soal selidik. Rakaman audio dan temu bual turut dijalankan ke atas 16 orang pelajar EFL Jordan yang dipilih secara pilihan bertujuan. Hasil kajian mendapati bahawa motivasi mempunyai hubungan yang signifikan terhadap sebutan bahasa Inggeris pelajar EFL di Jordan. Motivasi pelajar EFL juga didapati menyederhanakan secara signifikan hubungan antara sikap pelajar EFL dan kebolehfahaman sebutan. Data daripada hasil temu bual mendedahkan bahawa persepsi pelajar terhadap kesukaran sebutan kebanyakannya adalah berkaitan dengan faktor sosio-psikologi. Data kualitatif mendapati motivasi yang kuat mampu meningkatkan kebolehfahaman sebutan dan berupaya mengubah sikap pelajar untuk memperoleh kebolehfahaman. Selain itu, data temu bual menunjukkan bahawa multimedia merupakan strategi utama dalam mempertingkatkan kebolehfahaman sebutan. Data daripada rakaman audio pula mendapati peserta masih menghadapi masalah dalam struktur suku kata apabila sebutan bunyi /p/ dan /ε/ mereka tidak dapat difahami. Lebih khusus lagi, kedudukan /p/ pada pertengahan dan akhiran perkataan didapati lebih bermasalah. Tambahan pula, bunyi /ε/ adalah lebih sukar apabila didahului dengan bunyi tanpa suara. Dapatan ini menyarankan beberapa implikasi yang terbukti boleh dimanfaatkan oleh para guru EFL dan penggubal polisi bagi kebolehfahaman sebutan pelajar EFL Jordan dari segi meningkatkan sikap pelajar dan peranan motivasi dalam menguasai sebutan yang boleh difahami.

Kata kunci : Kebolehfahaman sebutan EFL, Motivasi, Sikap, Perbezaan fonologi, Struktur suku kata

Abstract

This study aimed at identifying pronunciation difficulties among Jordanian English as a Foreign Language (EFL) students examining the roles of phonotactic structures, motivation and attitude. In addition, it aimed at examining the moderating role of motivation on the relationship between EFL students' attitudes and intelligible pronunciation. The study employed a mixed-methods research design implementing qualitative and quantitative methods. Based on a random sampling technique, 257 Jordanian EFL students responded to the questionnaire. Audio recording and interviews were also conducted with 16 Jordanian EFL students selected purposively. Findings indicated that EFL students' motivation has a significant relationship with EFL intelligible pronunciation; while EFL students' attitudes have no significant relationship. However, it is found that motivation of EFL students' significantly moderates the relationship between EFL students' attitudes and intelligible pronunciation. Interview findings complemented questionnaires' findings and indicated that motivation moderates this relationship. Besides, interview findings concluded that students' perceptions of pronunciation difficulties are mostly related to socio-psycho factors. They also indicated strong motivation can enhance pronunciation intelligibility and change their attitudes to acquire intelligibility. Additionally, the interview indicated that multimedia were main strategies of enhancing intelligible pronunciation. Audio recording found that students of EFL in Jordan still face a challenge of syllable structure. Additionally; they pronounce unintelligibly /p/ and /ε/ sounds indicating that the position of /p/ sound is essential, more specifically, the medial and final positions of /p/ being more problematic. In addition, /ε/ sound is more difficult when it is preceded by voiceless sound. These findings offer several implications for EFL teachers and policy makers which could prove beneficial for Jordanian EFL students' intelligible pronunciation in terms of increasing EFL students' attitudes and enhancing the role of motivation to acquire intelligible pronunciation.

Keywords: EFL intelligible pronunciation, Motivation, Attitudes, Phonological differences, Syllable structure

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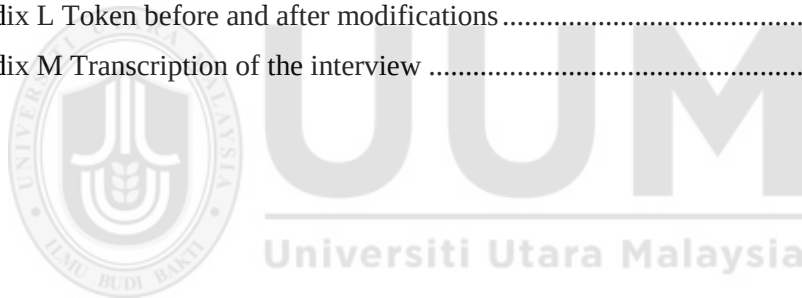
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List of Abbreviations

EIL	English as an International Language
EL	English Language
RQ	Research Question
RO	Research Objective
AL	Arabic Language
EFL	English as a Foreign Language
FL	Foreign Language
ESL	English as a Second Language
L1	First Language
L2	Second Language
ELT	English Language Teaching
MOE	Ministry of Education
EA	Error Analysis
AFT	Affective Filter Theory
LAD	Language Acquisition Device
SLA	Second Language Acquisition
VOT	Voice Onset Time
ANU	Ajloun National University
BA	Bachelor of Arts
MA	Master of Arts

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Successful communication of EFL speakers starts with intelligible pronunciation in order to capably avoid misunderstandings while the establishment of an English-language exchange. Hence, intelligible communication is one of the main aims in language learning since there is a need for people to be understood and to express themselves, especially in using English as an international language (EIL) (Seidlhofer, 2003; Jenkins, 1998). In order to achieve one of the most important goals of learning a language, that is to communicate with other people who are outside learners' speech community, learners need to have intelligible pronunciation. In other words, although speaking English intelligibly requires many skills such as vocabulary, pragmatics, grammar, and so on, intelligible pronunciation is the most significant one, since speakers are unintelligible when they have poor pronunciation (Nair, Krishnasamy, & Mello, 2017). Hence, the main goal of communication process is intelligibility and the tool of this intelligibility is pronunciation (El Zarka, 2013). In this regard, "intelligibility is a basic factor of all language teaching and therefore appreciated by language teachers and learners. If you cannot be understood when speaking a language, then you do not speak that language" (Brown, 2014, p.158). Munro (2011) and Pillai (2017) emphasises that the much-touted concept on second language (L2) pronunciation teaching in the current research and debate on World Englishes is intelligibility.

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Appendix A

The literature review table of studies conducted among Arab EFL learners

Author Date	Objective	Population or the target purposed	Instrument	IV / DV of Factors found	Recommendation or Notification	Findings
1. Al Eisa (2003)	1. This research conducted in order to explain the main difficulties which native Arab speakers confront while learning English sound pronunciation. 2. It compared the phonological systems of both languages. 3. Additionally, to assist teachers with teaching strategies' development	Arabic EFL speakers	interview and observation	IVs the differences found in consonants, vowels, intonation, and stress patterns. DV English language pronunciation		The findings of this study concluded that Arab learners mispronounce the following consonants: /p/, /v/, /tʃ/, and /ʒ/ because they are not in Arabic sound system. She also mentioned that some sounds exist in the two languages, but they occur in various environments such as /ŋ/ and /ʔ/. Next, the researcher stated that vowel system of English made pronunciation difficult to Arab learners. Finally, she noticed that both intonation and stress cause problems in pronunciation. This investigation did not focus on a specific dialect but among Arab learners.

2.Fareh (2010)	This paper investigates the challenges encountered in teaching English in the Arab World countries.	English language learners in the Arab society	Her own experiences and observations among many Arab Countries.	1.Improperly trained teachers or inadequate teaching methodology. 2. Teacher-centered classes. 3. Students' aptitude, initial preparedness and motivation School and university teachers often complain of the low proficiency of their students. 4.Compartmentalization vs. whole language approach. 5. Lack of emphasis on developing skills. 6. Textbooks and teaching materials. 7. Assessment methods	Many recommendations for solving the available difficulties.	The results of the research indicated that teachers have an inadequate preparation for teaching English. Second, students were demotivated. Next, teaching was through teachers "teacher-centered methods". Finally, inadequate evaluation techniques were observed among the main problems which make programs of EFL unable to be delivered as expected.
3.Alfallaj (2013)	The present study aims at investigating this fact in one hand and the difficulties that the Saudi students have in pronunciation on the other.	Saudi EFL Students	Questionnaire	Consonants, Vowels, Consonant Clusters, and overgeneralizations,	Many recommendations for solving the available difficulties.	1. The teachers who have a good background knowledge in linguistics could help in solving most of their students pronunciation problems. 2. The results also displayed that consonants and vowels which are not found in Arabic were considered difficult among Saudi students.
4.El Zarka (2013)	The main objective of this study is to investigate the Arab ESL learners'	L1 Arabic Learners of L2 English	Experimental Study	First language transfer, segmental errors, suprasegmental error, Vernacular Dialects, syllable structure, and stress patterns.	Recommending Further research to investigate other aspects associated to extra-linguistic	Controlled Group 1- prosthesis and vowel insertion.

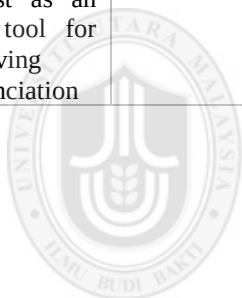
	pronunciation errors.				variables. In addition, some socio-psycho variables must be investigated.	2- stress shift errors. 3- /dz/ is enunciated as /z/ by Syrians and Lebanese. 4- /p/ is a problematic sound for Arab ESL learners. Uncontrolled Group 1- prosthesis and vowel insertion. 2- stress shift errors . 3-a conglomeration of errors because of vernacular dialects' characteristics.
5.Garib (2014)	This study examines how Libyan Arabic speakers distinguish the English /p/ and /b/ in their production of L2 English. The study also examines the effect of the production contexts and the learning environment on two groups of Libyan Arabic speakers' attainment of the English /p/ in the USA and Libya.	Libyan speakers of English	recording words and questionnaire		Comparison studies between English and Arabic is recommended.	The results of the research indicated that the individual differences were as no differences, large differences, and small differences between /b/ and /p/. The context of production was significant in Libyan Arabic participants' production. The learning environment was not having an important effect on pronunciation of the participants in his study.
6.Hassan (2014)	His study aimed at finding the factors and	Students at Sudan University of	observation, recordings	Mother tongue, interferences, sound systems of both languages, and the	Many recommendations for solving the	The findings of his study revealed that English

	problematic sounds which cause pronunciation difficulties among Sudanese students of English and looking for some helpful techniques which help learners improve their English pronunciation.	Science and Technology	and structural questionnaire	inconsistencies of sounds and spelling of English	available difficulties.	language students in Sudan whose mother tongue is Sudanese spoken Arabic face pronunciation problems of English vowels which do not have one way to be pronounced ,additionally, some consonant sounds e.g /ʃ/ and /tʃ/, /b/ and /p/, /s/ and /θ/, /z/ and /ð/. His study also concluded that some factors such as inconsistencies of English language sounds and spelling confront Sudanese students competence in their pronunciation.
7.Hago and Khan (2015)	The study aimed at finding out English consonant difficulties and looking at consonant cluster system.	Saudi EFL learners at Secondary Schools.	Document collection, questionnaire, and classroom observations	Vowel Problems, Consonant Problems, and consonant clusters	Many recommendations for solving the available difficulties. To increase the awareness of English pronunciation within English language learning programs can be the first step of learning English.	The results of this investigation showed that learners encountered difficulties in enunciating eleven English consonants. /p/, /ʒ/, /ŋ/, /r/, /tʃ/, /t/, /ʌ/, /v/, /k/, /l/, /d/. One of the findings indicated that a number of learners insert a vowel unintentionally in English

						syllables which breaks up consonant clusters.
8.Alfehaid (2015)	The objective of his study was to identify the main difficulties that Arab learners of English confront during the process of learning pronunciation.	Arab EFL learners	Comparing between Similarities and dissimilarities of some sounds between Arabic and English	Inconsistencies between Arabic and English language.		The findings of his study displayed that both languages Arabic and English have similarities and dissimilarities in the sound systems these similarities enable Arab learners to improve easily their speaking skill and develop pronunciation early. Additionally, they encounter problems with some sounds which are not available in their mother tongue.
9.Huwari and Mehawesh (2015)	Their study was conducted to fulfill three aims. First, trying to describe the pronunciation impact in the process of communication in classrooms. Then, portraying teaching role of suprasegmental and segmental features in English classrooms. Finally, providing some strategies in classrooms by suggesting some	The significance of pronunciation teaching in the society of Arab	Secondary data sources		Their research recommend further research on pronunciation issues.	The results of their review stated that Arab institutes up to 2015 still have in teaching pronunciation serious problems and these kinds of problems affect learners from mastering intelligible pronunciation skill which could enable learners to communicate with others in an understood way.

	pedagogical implications.					
10.Ali (2015)	The main objective of this study was to focus on pronunciation from students' points of view.	Student voices on issues associated to learning and teaching pronunciation	Survey questions		This study recommends more research to identify the challenges and difficulties which face learners.	The findings displayed the significance of today teaching pronunciation and students' difficulties which face them while English language learning.
11.Al-Abdely and Thai (2016)	To examine English vowel difficulties experienced by Iraqi learners by using two groups of Iraqi EFL learners and teachers: the perception of English vowels and the accuracy of perceived difficulty	Iraqi EFL learners	Perception test, English proficiency test, and two questionnaires	Phonological systems	More attention to L1 interference in the perception of English vowels is also necessary	Their research findings displayed that English learners in Iraq face various levels of difficulties in English vowel perception. The study also appeared that there was an proficiency level effect on the rate of accuracy for some vowel patterns ,however, two vowels /æ/ and /ɒ/ were always hard for most participants with regardless to learners' proficiency levels in English. Iraqi EFL learners and teachers revealed that they faced a difficulty in acquiring some vowels. The English vowels which were identified hard varied considerably from those which were

						identified in perception task.
12. Almaqarn & Alshabeb (2017)	To examine Saudi EFL students' attitudes towards podcast (proper pronunciation facilitator) and proper pronunciation. To discover the significance of correct pronunciation and to gauge students' attitudes towards introducing podcast as an input tool for improving pronunciation	English department students of Imam University In Saudi Arabia	Secondary data sources and attitudinal questionnaire	IV Learners' attitudes and using podcast as a facilitator DV Proper English language pronunciation	Further studies in the same field and situation are required. Extra studies which focus on any pronunciation features are required.	1. Even though students have a low rate of pronunciation improvement, but they have a positive attitudes towards proper English language pronunciation. 2. A high rate of acceptance is displayed for the use of podcasts which indicates that students have a positive attitude towards using them.



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Appendix B

The table of studies that conducted among Jordanian EFL leaners

Author / Date	Objective	Population	instrument	IVS/ DV	Recommendation Or Important Notification	Findings
1. Al Saidat (2009)	The objective of this study is look at Jordanian university students' attitudes towards English language and its place in Jordan.	Jordanian EFL university students.	Questionnaire	IV Attitude and Prestige DV English language learning and place		Universities' students have positive attitudes towards learning English language. Additionally, the study concluded that English language is enjoyable, useful, and important language. Besides, it does not harm Islamic religion or Arabic language. Finally, English language occupies in Jordan a prestigious status.
2. Al Saidat (2010)	The aims of his study. Firstly, analyzing, identifying, and classifying insertion errors which were made by Jordanian learners of English language in pronunciation area. Then, finding out errors' possible sources. Lastly, Suggesting techniques for teaching pronunciation in a way that might help learners and teachers overcome the difficulties of pronunciation.	English-major students in two public universities.	Interview and recording	Age, mother tongue influence, personality, interference. And declusterization.	Many recommendations for solving the available difficulties.	The findings were firstly Arab learners of EFL inadvertently insert a vowel in both coda as well as onset of English syllables. In addition, the mother tongue is considered the main reason for declusterization. Finally, providing some techniques which guide to overcome the difficulties.
3. Asassfeh, Al-Shaboul, Zuraik, and Alshboul, (2011)	To find the difficulties that Jordanian English-major undergraduates face according to learners' own perspectives	Jordanian English-major students	Questionnaire	gender, grade point average (GPA), and academic major	the current study recommends further research that addresses the difficulties English-major undergraduates	English-major undergraduates reported speaking skill is considered the most difficult one. EFL learners had difficulties in distinguishing English vowels and consonants which are not available in Arabic language.

					tes encounter, with a focus on individual skills	
4.Bani Khaled (2012)	The objective of the research was to identify the main areas of research of interests over many years. Additionally, to highlight the topics covered in the research. Finally, to examine all available theses and dissertations' titles on the English language.		The methodology was basically thematic and qualitative. The data collection procedures were a corpus of 550 titles related to English language dissertation and theses were found in the overall database inside the electronic library which belongs to Jordanian University which is the oldest university in Jordan.		Clearly, neglected themes should receive more research attention in the future. Topics such as phonology, vocabulary, lexicography, and indeed semantics as well as lexicology are waiting for serious treatments by Jordanian researchers.	The research's findings displayed that six main fields were possible identified under which Jordanian English language researches were conducted. The themes of the research were ranked in the corpus according to their distributions: First, pedagogy or methodology. Next, language description. Then, curriculum studies. After that, translation studies. Fifth, perceptions and attitudes. Lastly, error analysis. The neglected areas were also highlighted in this research. He recommended "Topics such as phonology, vocabulary, lexicography, and indeed semantics as well as lexicology are waiting for serious treatments by Jordanian researchers"(p.65).
5.Al-Qudah (2012)	To investigate the effect of using computer-assisted programs for teaching English pronunciation on students' performance in English Language pronunciation in Jordanian universities.	The sample of the study consisted of 149 third year students; from Al Zaytoonah university	Experimental study	IV Computer-Assisted Programs DV English Language pronunciation	Students' motivation is important for learning pronunciation.	The findings pointed out that there was no significant difference related to performance of students due to gender and there were in the post test between the two groups statistically differences in favor of one group which was experimental one.
6.Jafar (2012)	This study aimed to detect the attitudes and motives of university students in Jordan towards learning English within the current status of the Arab world.	the Middle East University for both MA and BA students	Interview and questionnaire	IVs Attitudes and Motivation DV Learning English language	Attitudes and motives of learners of English need to be studied on a periodic basis in order to refer to when planning and developing	1.university students in Jordan had neutral attitudes which contradict students' needs. 2. The findings also supported Akram's results (2003) and Elyidein and Ashton's ones (2006) related to the significance of student's positive attitudes to learn another language. 3. There was also an agreement with Freeman's findings (1991) when he claimed that attitudes influences motivation, so it will ,in

					policies of teaching English as a foreign language.	turn, impact the acquisition of second language. 4. the findings indicated that in the academic and instrumental domains, students of BA and Master of Arts (MA) had neutral motivation, but students of BA had high motivation associated to the cultural domain when there was a comparison with the level of MA.
7.Drbseh (2013)	This paper addresses a matter of great practical significance: the relatively recent spectacular spread of English language in Jordan, a bilingual country.	common educated people and university students from various fields in Jordan.	Experimental fieldwork, personal observations, documentary analysis, and questionnaires			The finding displayed English in Jordan is a Foreign language that is used mainly through education system and through mass media in a lesser extent. Additionally, English has its own importance in roads, infiltrating into the sociolinguistic, political, and educational life of Jordanians.
8.Tahai neh and Daana (2013)	The aim of their study to investigate the socio-psycho variables: students' motivation and attitudes towards learning English language learning and its community.	Female students of Al-Balqa Applied University and Princess Alia University College	Questionnaire	IVs Motivation and Attitudes DV Learning English language	More research in this area needs to be conducted	The findings displayed that the instrumental reasons are the greater support for subjects to learn English language including academic and utilitarian reasons. Regarding to the integrative reasons of learners, there was a least impact of Jordanian EFL students' motivation in relating English language learning culturally. The results also showed that students' attitudes towards the community and members of the target language were found in general high positive. This study recommended some steps for increasing Students' attitudes and motivation.
9.Bani-Khaled (2014)	The aim of his study is to highlight the students' perception and attitudes towards English language role in their lives.	English-major female students in the University of Jordan.	Semi-structured interviews and written self-reports submitted by participants	IV Attitudes DV English language role in their lives.	Recommending more research to look at students' attitudes towards English language.	The findings of this study displayed that Jordanian EFL students' overall attitudes towards English language roles in their lives were unanimously positive. Additionally, students' attitudes could be associated to a number of instrumental and intrinsic factors such as personal development, job market, cultural interaction, educational experience, media, travel, technology, and social interaction.

10.D, Al-Jamal and G, Al-Jamal 2014	The present study aimed at describing difficulties that may be encountered at an EFL setting in speaking skills.	English-major students at six public universities	Questionnaire and interview	Self-confidence, instruction, shortage of some facilities, and the time management.	This study emphasizes the importance of speaking skill and it also shows that students still have problems with this skill.	1. The findings pointed out that 566 undergraduate students whom were included in the sample had low self confidence in communication ability in English. 2. Adequate facilities shortage at these public universities such as large classes laboratories were main obstacles to teach speaking skill. 3. the allocated time was insufficient in classes for teaching this skill by providing students with activities for communication. 4. Reflections obtained by this study are similar to those stated by (Al-Sobh Al-Abed Al-Haq, 2012; Jafar, 2012). English speaking skill instruction should be mostly driven by the advancement in considering psychological factors (AL-Wreikat & Bin Abdullah, 2010; Stern, 1984; Sunnarborg, 2002) , especially in 'affective factor' (Brown, 2000; Freeman, 1991; Littlejohn, 2001), Content Based Instruction (Stoller, 2004; Nunan, 1999), sociolinguistic competence (Hymes, 1972).(p.25)
11. Alhabba et al (2016)	The goal of this research was to map out ELT status as found in Arab world and more specifically in Jordan. In addition, this study aimed to focus on the important issues which need more attentions in English language teaching in the Arab society. This paper also presented a current status review of English language teaching and learning with emphasizing on the urgent reforms' need in teaching English among Arab learners.		Longitudinal data collection		Researchers might be interested in the interplay between home, school and classroom factors that could hold effects on students' learning processes.	1. The research's results showed that English language education is up to date teacher-centered strategy which is used in running English language classes and it is bound to other problems like teaching of the textbooks rather than concentrating on improving lifelong strategies. 2. this study highlighted the importance of English language teaching through reviewing and observing the current practices.

12. Al-Eiadeh et al (2016)	The objective of his study was to enhance among ANU students the oral communication skill.	English-major students at Ajloun National University	Semi-structured interview	IVs Pronunciation, embarrassment, confusion, prior Academic Experience, limited vocabulary, and difficulties of understanding questions. DV Oral Communication Skill	The researchers recommend that other researchers conduct studies at other universities to contrast the differences and similarities points for teaching speaking skill by incorporating speaking strategies into their teaching methods and approaches,	1. The findings of this study revealed that ANU students encountered many difficulties related to pronunciation like embarrassment and confusion. 2. Additionally, students had not learnt correctly speaking lessons at schools and they confronted difficulties in pronouncing some English words. 3. Lastly, the results showed after this investigation that the most occurring problems among students were the limited vocabulary amount, while the least occurring ones were the difficulties of understanding questions.
13. Mugableh (2016)	To look at whether Jordanian English language speakers were familiar with oral academic presentation. In addition, to inspect and understand how speakers were academically socialized into oral academic presentation and what were the exact language difficulties which Jordanian EFL learners encountered during their oral academic presentation. Lastly, to look for the Jordanian EFL speakers' progress of linguistic development at different intervals	Jordanian Non-Native English Speakers	Interview, observation, and audio-visual materials	IVs Prior Academic experience, difficulties such as (pronunciation, grammar, and listening), different linguistic and social challenges during socialization process. DV English Oral Presentation	More researches on phonetic-related areas should be conducted.	The findings of his study indicated that : firstly, Jordanian EFL speakers were not prepared well in their prior academic experience for activities of oral academic presentation. Secondly, Jordanian speakers of English confronted different difficulties in English language while conducting oral academic activities such as pronunciation, vocabulary, grammar, and listening difficulties. Thirdly, Jordanian EFL speakers achieved many linguistic developments associated to tenor, field, and mode of discourse in their oral academic presentation at different intervals. Finally, Jordanian EFL speakers encountered different linguistic and social challenges during socialization process into oral academic presentation in intensive English program at Universitas Tenaga Nasional.

	in oral academic presentation.					
14.Kalaldeh (2016)	The study aimed in identifying the production of English vowels, consonants, word stress, and consonant clusters.	Jordanian University Students	Recording of six male students who were studying at the University of Jordan.	IVs English vowels and consonants, Word stress, and consonant cluster DV English language pronunciation	Recommending more researches for finding pronunciation problems.	



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Appendix C
Questionnaire for demographic information, attitude, motivation,
and EFL ineligible pronunciation

Questionnaire for demographic information, attitude (Ducate & Lomicka, 2009),
motivation (Smit & Dalton, 2000), and EFL ineligible pronunciation (Abugohar, &
Yunus, 2018)

Dear Respondents,

I am Issa Mohammad, a Ph.D. student at Universiti Utara Malaysia in the School of Languages, Civilisation and Philosophy under the supervision of Dr. Mohd Hilmi Bin Hamzah. This questionnaire aims to examine students' attitude and motivation towards improving their English language pronunciation. It was designed to understand the effects of attitude and motivation in improving pronunciation. Kindly complete this questionnaire as it is important for the completion of my study. The participation is voluntary, so you may withdraw whenever you want. Many thanks in advance for taking part in this questionnaire and for granting us your time. Keep in mind that your participation will be confidential and for the academic use only. Hence, your name will not be mentioned in any part of the study.

For more details about the study, please don't hesitate to contact me (Email: issamoh1984@yahoo.com; Whatsapp: 00601139049067)

Thank you for your kind attention.

Warm Regards,

Issa Mohammad Muflih

Demographic Information

Gender: -----

Age: -----

1. Which part of Jordan are you from? -----

2. What is your birthplace (city and country)? -----

3. Have you stayed in other countries?

Where ----- at what age ----- for how long -----

Where ----- at what age ----- for how long -----

Where ----- at what age ----- for how long -----

4. Have you learned English from a native speaker before? -----

If yes, at what age? ----- For how long? -----

Where was the teacher from? -----

5. What is your first language? -----

6. What is your parent's first language? Mother ----- Father -----

7. What are the languages your parents speak? Mother ----- Father -----

8. How old were you when you started learning English? -----

9. Have you used English outside the class? -----How often? -----

10. What kind of activities have you used to learn English? Tick from the following options (you may tick more than one):

- Reading

-Singing English songs

- Watching English TV programs or movies

-Listening to English teaching programs

- Others-----,-----,-----

11. How many languages can you speak? -----

What are they? -----

12. Is your hearing normal? -----

13- In which school did you study? -----

14- Have you ever studied a phonetic course outside your university? -----

15- Does your city have many historical places? -----

If yes, do you always interact with tourists in English? -----

Please read the following statements and choose the response that best suits you.

Answer all items using the following response categories:

5- Strongly Agree

4- Agree

3- Neutral

2- Disagree

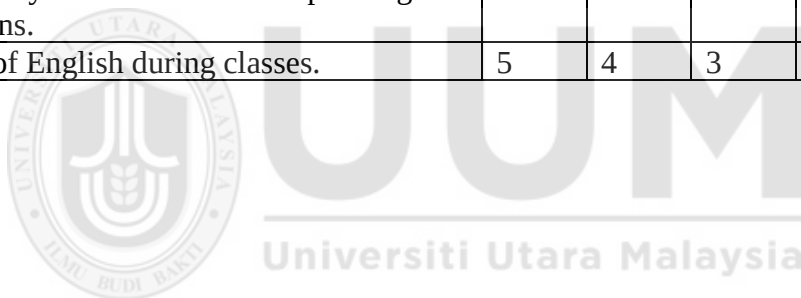
1- Strongly Disagree



Attitude-Related Items					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	5	4	3	2	1
1. I'd like to sound as native as possible when speaking in a foreign language.	5	4	3	2	1
2. Acquiring proper pronunciation of English language is important to me.	5	4	3	2	1
3. I will never be able to speak English language with a good accent.	5	4	3	2	1
4. I believe I can improve my pronunciation skills of English language.	5	4	3	2	1

5. I believe more emphasis should be given to proper pronunciation in class.	5	4	3	2	1
6. One of my personal goals is to acquire proper pronunciation skills and preferably be able to pass as a near-native speaker of English language.	5	4	3	2	1
7. I try to imitate English language speakers as much as possible.	5	4	3	2	1
8. Communicating is much more important than sounding like a native speaker of English language.	5	4	3	2	1
9. Good pronunciation skills in English language are not as important as learning vocabulary and grammar.	5	4	3	2	1
10. I want to improve my pronunciation when speaking English language.	5	4	3	2	1
11. I'm concerned with my progress in the pronunciation of English language.	5	4	3	2	1
12. Sounding like a native speaker of English language is very important to me.	5	4	3	2	1
Motivation-Related Items					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	5	4	3	2	1
1. Reading loudly in the classroom and getting feedback from the lecturer helps me in improving my pronunciation of English language.	5	4	3	2	1
2. Speaking to native-speakers of English helps me in improving my English language pronunciation.	5	4	3	2	1
3. The laboratory in my pronunciation class helps me in improving my pronunciation of English language.	5	4	3	2	1
4. Attending a pronunciation class weekly helps me in improving my pronunciation of English language.	5	4	3	2	1
5. Group or pair work is a useful way to practice pronunciation of English language.	5	4	3	2	1

6. I prefer a pronunciation class for English language in which I can work with other students in pairs or groups.	5	4	3	2	1
7. I prefer activities and learning materials that are easy to do.	5	4	3	2	1
8. I prefer to sit and listen, and I don't like being forced to speak in class.	5	4	3	2	1
9. I usually record myself when I practice my pronunciation of English language.	5	4	3	2	1
10. When I learn new words, I usually note down their pronunciation as well.	5	4	3	22	1
11. I arrange my schedule to make sure that I have enough time to practice my English language pronunciation.	5	4	3	2	1
Pronunciation					
When I speak, I hesitate because of pronunciation.	5	4	3	2	1
Fluent English pronunciation is difficult for me.	5	4	3	2	1
Lecturers mostly use Arabic while explaining English lessons.	5	4	3	2	1
I speak a lot of English during classes.	5	4	3	2	1



Appendix D

Research interview consent form

Research Interview Consent Form

Interviewer.....

Interviewee.....

Purpose of the Interview

This interview is a part of my PhD research at the Applied Linguistics Unit, Universiti Utara Malaysia (UUM).

Confidentiality

Research ethics will be observed at all times in the analysis and use to which the data may be put. The interview data will only be available to the concerned staff for my PhD programme at UUM and possibly, to the external examiners for my thesis. Experts may be included as a part of the final thesis. However, your name will be excluded and any identifying characteristics will be removed. The interview may also be used a part of written papers or books but without your name and excluding any identifying characteristics, and subject to research ethics.

Acknowledgement

Please sign the form to show that you have agreed to its content.

Signature of the interviewee.....

Signature of the interviewer.....

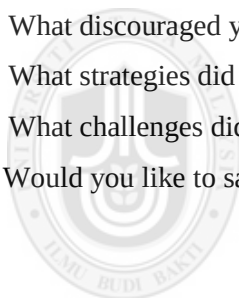
Date.....

Appendix E

Interview protocol

Interview Protocol (These interview questions were developed and then validated by experts in qualitative research)

- 1- When did you start learning English?
- 2- Have you travelled abroad? Do you watch English films? Did you notice any differences between the native speakers' pronunciation and your own?
- 3- Did you have any story related to misunderstanding because of your pronunciation?
- 4- Have you tried to imitate the way native speakers' pronunciation? Why?
- 5- Do you like to improve your pronunciation? Why?
- 6- If we compare between your pronunciation in the past and at present, what motivated you to master the pronunciation skills?
- 7- What discouraged you from mastering the pronunciation skills?
- 8- What strategies did you follow for improving your English pronunciation?
- 9- What challenges did you face while improving English pronunciation?
- 10- Would you like to say anything regarding this topic that we have not discussed?



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Appendix F

Syllable structure assessment form for raters

English syllable structure to look at the onset structure of the syllable read by Jordanian EFL speakers (adapted from Ali, 2011).

This table was used by raters in order to evaluate intelligibility of pronunciation regarding syllable structure (Onset Part)

English Word							
Words	Transcription	Intelligible	Unintelligible	Words	Transcription	Intelligible	Unintelligible
<u>B</u> laze	/bleiz/			<u>S</u> tack	/stæk/		
<u>C</u> raze	/kreiz/			<u>B</u> rain	/brein/		
<u>G</u> laze	/gleiz/			<u>D</u> rain	/drein/		
<u>G</u> raze	/greiz/			<u>S</u> lack	/slæk/		
<u>S</u> print	/sprint/			<u>S</u> wine	/swain/		
<u>S</u> plint	/splint/			<u>S</u> mack	/smæk/		
<u>S</u> quint	/skwint/			<u>S</u> nack	/snæk/		
<u>G</u> rain	/grein/			<u>C</u> rane	/krein/		
<u>P</u> rint	/print/			<u>C</u> ry	/krai/		
<u>P</u> ly	/plai/			<u>F</u> ly	/flai/		
<u>D</u> ry	/drai/						

Appendix G

Sounds' assessment form for raters

The sounds /p/ and /ε/

Instruction: Read the following words in table 1 and 2, then the text passage loudly in table 3 (adapted from Al Eisa, 2003).

This table was used by raters in order to evaluate intelligibility of pronunciation regarding the sound /p/

<u>English Word</u>	Transcription	Intelligible	Unintelligible
P robe	/prəʊb/		
S pend	/spend/		
H ope	/həʊp/		
P ink	/pɪŋk/		
C omputer	/kəm'pjʊ:tə(r)/		
P op	/pɒp/		
P re	/pri:/		
A pril	/'eɪprəl/		
U p	/ʌp/		
P arking	/'pɑ:kɪŋ/		
P opcorn	/'pɒpkɔ:n/		
C up	/kʌp/		

This table was used by raters in order to evaluate intelligibility of pronunciation regarding the sound the /ε/

<u>English Word</u>	Transcription	Intelligible	Unintelligible
B est	/best/		
S eldom	/'sɛldəm/		
T elevision	/'telɪvɪʒn/		
P roject	/'prɒdʒekt/		
S pend	/spend/		

Several	/'sevrəl/		
Said	/sɛd/		
November	/nəʊ'vembə(r)/		
Set	/sɛt/		
Better	/'bɛtə(r)/		



Appendix H

Measurement rubric based on the views of Kulikov (2013)

Phonological Factors	Intelligible 51% - 100%	Unintelligible 50% or less
Syllable Structure	Students Pronounce all Syllables in English correctly (CCV/CCCV)	Students cannot produce the onset syllable completely and correctly; and they insert other sounds (CCV/CCCV)
Consonants/ Vowels	Students mostly pronounce problematic Sounds in English correctly in all positions (Onset) / (/p/ and /ε/)	Students do not pronounce problematic Sounds in English correctly (Onset) / (/p/ and /ε/)



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Appendix I

Interview questions before modifications

A: Interview questions before modifications

How important was the factor "love learning something new" for you in improving your pronunciation?
How important was the factor "pronunciation learning is fun" for you in improving your pronunciation during phonetic class?
How important was the factor "you want to do very well in pronunciation class" it is true for you in improving your pronunciation?
Considering your own career goals, how much you are motivated to attaining good pronunciation in your class?
How motivated were you to improve your pronunciation of English during your learning process in the classroom?
Were you motivated to learn the new sounds for you?
What is the role of motivation in enhancing your attitude to improve your pronunciation?
What are the strategies for improving English pronunciation?
What are the challenges for improving English pronunciation?

B: Interview questions after modifications

11- When did you start learning English? - Did you face any challenges/Can you explain what they are and how
12- Have you travelled abroad?
13- Have you met/seen any native English speakers? - Were there any challenges listening his/her speech? - Did you notice any differences between the pronunciation of this native English speaker and yours? - What kinds of differences and have they created real problems to you?
14- Do you watch movies in English? - Are there difficulties or challenges while watching?
15- Did you have any story related to misunderstanding because of your pronunciation? - What is the direct or indirect reason for this misunderstanding?
16- Have you tried to imitate the way native speakers pronounce? Why? - Have you encountered any difficulties, what kind of difficulties?
17- Would you like to improve your pronunciation skill? Why?
18- If you compare between your pronunciation in the past and at present, what motivated you to master the pronunciation skills? - Has your point of view in learning proper EFL pronunciation affected due to this change between past and present? - What challenges did you face while improving your English? - What discouraged you from mastering the pronunciation skills?
19- How did you improve your English pronunciation?
20- Would you like to raise anything related to the subject of the pronunciation that we did not address during the interview?

Appendix J

Consent letters for data collection



AWANG HAD SALLEH
GRADUATE SCHOOL OF ARTS AND SCIENCES
UUM College of Arts and Sciences
Universiti Utara Malaysia
06010 UUM SINTOK
KEDAH DARUL AMAN
MALAYSIA



Tel: 604-928 5268/5269/5299
Faks (Fax): 604-928 5297
Laman Web (Web): <http://ahsgs.uum.edu.my>
Email : ahsgsservices@uum.edu.my

UUM/CAS/AHSGS/901233
5 September 2018

TO WHOM IT MAY CONCERN

Dear Sir/Madam

DATA COLLECTION FOR PROJECT PAPER/ THESIS

This is to certify that **Mr. Issa Mohammad Muflih Naser (matric number: 901233)** is a full-time graduate student in Doctor of Philosophy (Applied Linguistics) at UUM College of Arts and Sciences.

He needs to do his field study and data collection for his project paper/thesis in order to fulfill the partial requirements of his graduate studies.

We sincerely hope that your organization will be able to assist him in the data collection and the distribution of the questionnaires for his research.

Thank you.

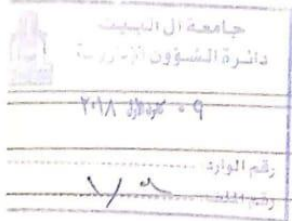
"KEDAH AMAN MAKMUR – HARAPAN BERSAMA MAKMURKAN KEDAH"
"KNOWLEDGE, VIRTUE, SERVICE"

Yours faithfully

AHMAD MUJAHID ABD. GHANI
Senior Principal Assistant Registrar
Awang Had Salleh Graduate School of Arts and Sciences
UUM College of Arts and Sciences

Universiti Pengurusan Terkemuka
The Eminent Management University





بسم الله الرحمن الرحيم

حارة فدية الجامعة - الأكرم

ص ١٥٢١٥

حنيه طيبة وبعد :

أنا الطالب عيسى محمد عجيل طالب دكتوراه ورجو

لدي استشارة لطالب اللغة الانكليزية فكل هو صفا

مهمتمكم التكرم من المرافقة وتسهيل الأمر لهذا

الغرض

وتقديرا لعمولكم

عيسى محمد عجيل
٢٠١٨

د. محمد عيسى - لاداب

استشارة الطالب

استشارة الطالب

استشارة الطالب

استشارة الطالب

استشارة الطالب

بسم الله الرحمن الرحيم

سعادة عميد كلية الآداب الاكرم

تحية طيبة و بعد:

أنا الطالب عيسى محمد مفلح ناصر ، طالب دكتوراه ويوجد لدي استبانة لطلاب اللغة الإنجليزية وعمل مقابلات. أرجو من حضرتكم التكرم في الموافقة وتسهيل الأمر لهذا الغرض.

وتفضلوا بقبول الاحترام



UUM
Universiti Utara Malaysia



جامعة اليرموك

مذكرة داخلية

من: رئيس قسم اللغة الإنجليزية وآدابها
إلى: الأستاذ محمد بن (أدب) العلوم الإنسانية

التاريخ: ١٧ / ١٤ / ٢٠١٨

التوقيع:

فأرجو إلتكم بالعلم بأننا قد اطلقت مع استبانت الطالب
عبد محمد صالح ناصر / طالب دكتوراة لغويات تخصصه و
جامعة أممنا ايطالية ، وأوصى بالسماح له
بتوزيع على الطلبة بعد استئذان منكم وسامعتكم
والكتاب المرفق ،
شكرا

الاستاذ ابراهيم محمد حسن المحمدي
معاون مدير الدراسات والبحوث

بسم الله الرحمن الرحيم

سعادة رئيس قسم اللغة الانجليزية الاكبر

تحية طيبة و بعد:

أنا الطالب عيسى محمد مفلح ناصر ، طالب دكتوراه ويوجد لدي استبانة لطلاب اللغة الإنجليزية وعمل مقابلات. أرجو من حضرتكم التكرم في الموافقة وتسهيل الأمر لهذا الغرض.

وتفضلوا بقبول الاحترام



عيسى محمد مفلح



بعد الاطلاع على الاستبيان اعقد م.
ارجد تسهيل مهام الطالب
عيسى مفلح في بحثه للدكتوراه.

قسم اللغة الانجليزية واللغويات
جامعة العلوم والتكنولوجيا
الاردنية.

بسم الله الرحمن الرحيم

سعادة عميد كلية الآداب الاكرم

تحية طيبة و بعد:

أنا الطالب عيسى محمد مفلح ناصر ، طالب دكتوراه ويوجد لدي استبانة لطلاب اللغة الإنجليزية وعمل مقابلات. أرجو من حضرتكم التكرم في الموافقة وتسهيل الأمر لهذا الغرض.

وتفضلوا بقبول الاحترام



عيسى محمد مفلح

٧٩٦٤٨٤١٥

UUM
Universiti Utara Malaysia

بسم الله الرحمن الرحيم

لدي استبانة لطلاب اللغة الإنجليزية وعمل مقابلات. أرجو من حضرتكم التكرم في الموافقة وتسهيل الأمر لهذا الغرض.

عيسى محمد مفلح
٧٩٦٤٨٤١٥

Appendix K

Table for determining sample size from a given population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384

Note: N is Population Size; S is Sample Size

Source: Krejcie & Morgan, 1970

Appendix L

Token before and after modifications

Part A: this part of the appendix includes tokens before modifications

English consonant clusters to look at the onset structure of the syllable read by Jordanian EFL speakers (adopted from Ali, 2011).

- Instruction: speakers have a maximum of 10 minutes to prepare themselves to read the following words loudly in order to be recorded.

English Word	Receptive Pronunciation	English Word	Students' pronunciation
Blaze		Blaze	
Craze		Craze	
Glaze		Glaze	
Graze		Graze	
Sprint		Sprint	
Splint		Splint	
Squint		Squint	
Print		Print	
Ply		Ply	
Dry		Dry	
Cry		Cry	
Fly		Fly	
Smack		Smack	
Snack		Snack	
Slack		Slack	
Stack		Stack	
Brain		Brain	
Drain		Drain	
Grain		Grain	
Crane		Crane	
Swine		Swine	
Shrine		Shrine	
Twine		Twine	
Spine		Spine	
Queen		Queen	
Clean		Clean	
Green		Green	
Glean		Glean	

- Instruction: speakers will read the following words, then the text passage loudly in table 3 (adapted from Al Eisa, 2003).

The /p/ sound token words.

English Word	Receptive Pronunciation	English Word	Students' pronunciation
P roblem		P roblem	
S pend		S pend	
S tudent		S tudent	
H ope		H ope	
P ink		P ink	
C omputer		C omputer	
P op		P op	
P roject		P roject	
A pril		A pril	
U p		U p	
P arking		P arking	
P opcorn		P opcorn	
C up		C up	

The /ε/ sound token words.

English Word	Receptive Pronunciation	English Word	Students' pronunciation
S tudent		S tudent	
B est		B est	
S eldom		S eldom	
T elevision		T elevision	
P roject		P roject	
S pend		S pend	
S everal		S everal	
S aid		S aid	
N ovember		N ovember	
S et		S et	
B etter		B etter	

- The reading Passage:

Paul is a student in St Cloud State University. He said that it is one of the best universities in Minnesota. The only problem that this university has is the parking. He seldom finds parking for his car, a pink van. Paul likes playing volleyball, meeting new people and watching television while eating popcorn. His major is computer programming. He spends several hours working on his projects. He is married and Sylvia is his wife. They have one son, Peter, 5 years old and a daughter, Pearl, 7 years old. They were both born in Las Vegas; Peter in November

and Pearl in April. Paul and Sylvia love their children. They hope being together for the rest of their life.

Receptive Pronunciation

Students' Pronunciation

Part B: this part of the appendix includes tokens after modifications

- Tokens of Syllable Structure

Words	Words
B laze	S tack
C raze	B rain
G laze	D rain
G raze	S lack
S print	S wine
S plint	S mack
S quint	S nack
G rain	C rane
P rint	C ry
P ly	F ly
D ry	

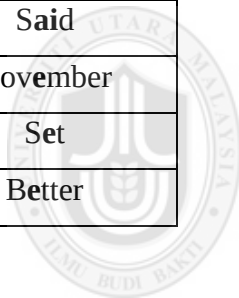
- Token of Sound /p/

English Word
P robe
S pend
H ope
P ink
Com p uter
P op

P re
A p ril
U p
P arking
P opcorn
Cu p

- Tokens of sound /ɛ/

<u>English Word</u>
Best
Seldom
Television
Project
Spend
Several
Said
November
Set
Better



Appendix M

Transcription of the interview

10 December, 2018 (10:15am)	Student One (S1)	Location: Al Albayt University
Interviewer: First of all, I would like to ask when you started learning English language. Interviewee: I have started learning English aaaaa from school when I was in grade 5. Interviewer: Have you faced any challenges during learning English language? Interviewee: Yes of course, I faced some challenges. Interviewer: Could you elaborate what are the challenges you faced? Interviewee: The challenges aaa where related to <u>teaching methods and styles</u> and in the way of aaaaaa..... conveying the information to student by such things. Interviewer: Have you travelled out of Jordan? Interviewee: Yes I travelled Interviewer: Did you meet and speak with English language speakers? Interviewee: Yes, I met Interviewer: Were there any problems during this meeting?		

10 December, 2018 (10:15am)	Student One (S1)	Location: Al Albayt University
Interviewer: First of all, I would like to ask when you started learning English language. Interviewee: I have started learning English aaaaa from school when I was in grade 5. Interviewer: Have you faced any challenges during learning English language? Interviewee: Yes of course, I faced some challenges. Interviewer: Could you elaborate what are the challenges you faced? Interviewee: The challenges aaa where related to <u>teaching methods and styles</u> and in the way of aaaaaa..... conveying the information to student by such things. Interviewer: Have you travelled out of Jordan? Interviewee: Yes I travelled Interviewer: Did you meet and speak with English language speakers? Interviewee: Yes, I met Interviewer: Were there any problems during this meeting? Interviewee: Aaa with native speakers, I did not face serious challenges, but at the beginning I did not have good English, during the fourth months in the place I visited. <u>I improved my English language by myself.</u> At the beginning, I did not have the ability to send a message and		

receive a message? You understand me. After that I started to meet local people, I faced some problems during conversing with them. I faced some problems related to **pronunciation** and things related to that and their way of **pronouncing sounds**. Yea, I faced problems in this **skill**. After these four months, I met native speakers of English and I did not face problems, I **faced problems with ESL/EFL speakers**.

Interviewer:

Okay, Do you watch English movies?

Interviewee:

Yes, I watch movies and the most kinds of movies I watch are animation movies.

Interviewer:

Were there challenges during you're the movie?

Interviewee:

Aaaaaaa it was aaaa when they speak fast I do not get what they say, but I get the general idea, there is no problem, but if I want to focus in each word, it was very difficult to me at the beginning, so I watch the movie more than one time. If there is subscribe, it is okay for me I do not face problem.

Interviewer:

Have you noticed any differences between your pronunciation and native speakers' pronunciation?

Interviewee:

Yes, there is a very big difference.

Interviewer:

Can you elaborate?

Interviewee:

It is related to aaaaaaa **the place of articulation, way of pronouncing sounds**, aaaaaa, the way llllllll of speaking and things related to this.

Interviewer:

Have you experienced any story related to English language mispronunciation happened with you or your friends?

Interviewee:

Yes many stories happened with me because of **pronunciation**, more specifically when I **pronounce** the two **sound /p/ and /b/**. aaaaaaa when we use English language we **cannot distinguish or produce** the original sound for the word, and this will **cause misunderstanding** in which it will give another meaning.

Interviewer:

Could you mention any real story with you or your friends?

Interviewee:

Yes with me a lot with my friends when I speak with them.

Interviewer:

Okay for example

Interviewee:

For example, Aaaaaa, **when I say to them /pen/peas/. They do not understand or get what I want to say exactly. They understand something else.**

Interviewer:

Would you like to improve this skill?

Interviewee:

Yes of course, I really wish to improve it.

Interviewer:

Why

Interviewee:

Okay, now when you have good and correct pronunciation, there will not be misunderstanding with the person you talk and converse with. It will also open the door for you in your future in getting jobs like private companies or any work in which you will have a good advantage.

Interviewer:

When you compare between your English language pronunciation before and now. What are the factors that improved your English language pronunciation?

Interviewee:

The factors aaaa the factors, there are no specific factors, but **I myself try to improve myself in this skill because I like pronunciation.**

Interviewer:

What are the factors that affected your pronunciations?

Interviewee:

That affected my pronunciation, to be frank, **the society that I stay in people there their pronunciation is totally different from the received pronunciation that I know and this caused many problems to me.** For example, before I was thinking that this is the correct pronunciation but when I started to communicate with native speakers and English language speakers from different backgrounds from different countries. When they hear my pronunciation they know from where I am or from where I finished my study. This means that the area I live in affected my pronunciation in order to make not intelligible.

Interviewer:

What are the strategies that you followed to improve your pronunciation?

Interviewee:

The strategies I mean aaaa I was trying to listen to aaa I mean I follow/ listen/watch to aaaa movies, songs, I see their pronunciation especially that aaaa llllll the songs that are slow not rap or other things because they help me understand them and pronounce easily. For instance, I was always using the dictionary and headset are in my ears, I repeat pronunciation more than one time and things like this.

Interviewer:

What are the challenges that faced you during improving your English language pronunciation?

Interviewee:

The challenges aaaa they are There are no serious challenges in this but when I try to improve my pronunciation it will stay as it is I do not know the reason even though I interact with many and I try to pronounce as it is supposed to be but when I speak still there are errors.

Interviewer:

Do you think that there are factors remove the barriers towards mastering pronunciation.

Interviewee:

I believe that the main factor that may aaaaaa remove this or improve pronunciation that I stay in a society that speak English as a native speaker.

Interviewer:

Would you like to say anything related to pronunciation we did not talk about it in this interview?

Interviewee:

Mmmmm, of course there is teaching methods followed llllll and also pronunciation. This pronunciation is also affected by source language and it causes a barrier to llllll English language learner but if there is a suitable atmosphere of study not only that but English language speakers with good pronunciation in this way things will be different totally

Interviewer:

Thank you.

13 December, 2018 (10:00am)

Student Two (S2)

Location: Al Albayt University

Interviewer:

When did you start learning English language?

Interviewee:

I have started when I was in grade one; they started to give us English language letters.

Interviewer:

Okay, when you started to learn English language were there challenges you faced?

Interviewee:

Okay see when a person is too small he/she will not be aware about that, but when I am aware. I found grammar, pronunciation of some words was wrong especially when I was in school. When you go to college you discover pronunciation is different from the one you learnt in school. There are many examples like /comfortable/ in school /Kɒmfɔrtəbl/ and in college /kʌmftəbl/. And road in school /ru:d/ in college /rəʊd/ things like that.

Interviewer:

Okay that means you faced challenges

Interviewee:

Yes

Interviewer:

Have you travelled out of Jordan?

Interviewee:

No

Interviewer:

Okay have you met native speakers of English language?

Interviewee:

No

Interviewer:

Okay do you watch English movies?

Interviewee:

Yes

Interviewer:

Were there problems you face during watching the movie?

Interviewee:

Yes, sometimes I do not hear some words if I focus I listen

Interviewer:

Could you elaborate?

Interviewee:



It is related more to vocabulary.

Interviewer:

What about other challenges.

Interviewee:

Yes there are some other challenges related to abbreviation for grammar and things like that

Interviewer:

Okay have you noticed any difference between your pronunciation and native speakers pronunciation?

Interviewee:

Yes of course, there are many differences.

Interviewer:

Okay can you elaborate?

Interviewee:

It is aaaaaa in their way of pronunciation the accent. In their pronouncing of some words it is different.

Interviewer:

Have you experienced any story related to misunderstanding because of mispronunciation happened with you during communication?

Interviewee:

No

Interviewer;

In your classes with your friends.

Interviewee:

Yes, sometimes I do not understand what the lecturer says, but is okay

Interviewer:

Why

Interviewee:

I do not have enough vocabulary

Interviewer:

Okay vocabulary:

Interviewee:

Yes vocabulary

Interviewer:

Have noticed a story related to pronunciation

Interviewee:

Yes one time there was a student in oral class and she said about aaaa the island of Venice. She was supposed to say in English but she mispronounced the word Venice / venəs/ she said / vensiə/ then all started laughing.

Interviewer:

What was the reason behind her mistake?

Interviewee:

She does not have enough knowledge and she does not watch English movies and improve herself if she did that she will know the correct pronunciation in English.

Interviewer:

Okay, during your learning English have you tried to pronounce the correct pronunciation?

Interviewee:

Yes

Interviewer:

Why

Interviewee: Yes it is better **as we study the language, we should pronounce correctly.**

Interviewer: Okay when you tried to improve what was the most difficult thing to you?

Interviewee: Aaaaa I do not know exactly but I sometime mispronounce a word

Interviewer: Were there sounds difficult for you?

Interviewee: Not exactly, I am fine with them.

Interviewer: Are you willing to improve your English language?

Interviewee: Yes of course,

Interviewer: Why

Interviewee: Because we are language students, we should pronounce correctly. Not only this, it is also good that you learn another language and master it as well you pronounce as native speakers.

Interviewer: When you compare between your pronunciations before and now, is there any difference?

Interviewee: Yes of course, many differences



Interviewer: What were the factors that improved your pronunciation?

Interviewee: University lecturers, when we do a mistake they correct our mistakes.

In addition, I listen their pronunciation when the lecturer is speaking in English.

Interviewer: This improvement changed your feeling towards pronunciation?

Interviewee: What exactly,

Interviewer: When you compared when previous pronunciation with current one this changed your attitude toward pronunciation?

Interviewee: Yes of course, it changed my attitude and I started to learn more about this skill.

Interviewer: What are the factors the affected your pronunciation during learning process?

Interviewee: There is no exactly as I see my language is improving forwards and my pronunciation becomes better.

Interviewer: What are the strategies you used to improve your pronunciation?

Interviewee: I listen aaaa videos in English language on YouTube and there are some websites for improving listening and whenever we listen more we learn more and our pronunciation will be better.

Interviewer:

What are the challenges you faced?

Interviewee: The challenges I face are related to society that I do not practice English with people around. I wish that here in our department we take more classes that we practice and speak English more in place of other course we take that are not related to English or if they bring other people from outside that we can talk with and learn from. For example, students whom we can teach them Arabic and they can teach English.

Interviewer: Are there factors that can remove barriers towards intelligible pronunciation?

Interviewee: Yes, there are

Interviewer: Could you elaborate?

Interviewee: They should add more courses that we speak more and more and these courses should encourage us and put us in situations that push us to speak.

Interviewer: Would you like to add anything we did not discuss about regarding this topic?

Interviewee: No thanks I feel it included all things.

Interviewer: Thank you

16 December, 2018 (9:30am)

Student Three (S3)

Location: Al Albayt University

Interviewer: When did you start learning English?

Interviewee: When I am 6 years.

Interviewer: Were there challenges, when you started to learn English?

Interviewee: aaaaa I do not remember exactly but what I know that I do not practise a lot to learn English.

Interviewer: Have you travelled out of Jordan?

Interviewee: No I did not

Interviewer: Have you talked with native speakers?

Interviewee: Yes but a little?

Interviewer: Have you noticed a difference between your pronunciation and their pronunciation?

Interviewee: many especially pronunciation.

Interviewer: Do you watch English movies?

Interviewee: Yes

Interviewer: Have you faced challenges during your watching?

Interviewee: Yes of course, their accent and pronunciation

Interviewer: Can you tell any story that is related to misunderstanding because of your mispronunciation of your friends' mispronunciation?

Interviewee: I do not remeber

Interviewer: Have you faced difficulties during your learning process of English?

Interviewee: Yes of course,

Interviewer: Could you please elaborate?

Interviewee: The difficulties were related to vocabulary and speaking.

Interviewer: Do you like to improve this skill?

Interviewee: Yes of course,

Interviewer: Why

Interviewee: I need it in future

Interviewer: When you compare your pronunciation before and what are the factors that improved your pronunciation?

Interviewee: Yes but a little because there is no practise

Interviewer: What were the barriers that affected your pronunciation?

Interviewee: My Arabic language Interviewer: What are the strategies that you used to improve your pronunciation? Interviewee: <u>Movies, and TV.</u> Interviewer: Do you think that, there are some factors remove the barrier towards pronunciation? Interviewee: Yes my lecturer and class of EFL Interviewer: Would you like to say anything related to this topic that we did not talk about? Interviewee: No thanks. Interviewer: Thank you.		
16 December, 2018 (1:00 pm)	Student Four (S4)	Location: Al Albayt University
Interviewer: When did you start learning English language? Interviewee: when I was in grade one; Interviewer: Were there challenges you faced? Interviewee: How to speak, it is a real challenge and I still suffer because not only speaking but vocabulary, pronunciation, writing all Interviewer: Have you been out of Jordan? Interviewee: I did not travel Interviewer: In Jordan, have you met native speakers of English? Interviewee: No, we do not have in our city Interviewer: What about watching English movies? Interviewee: Yes, I love them, Interviewer: Were there problems you face during watching them? Interviewee: Yes sure, I do not recognize all words and they speak fast but I look and subtitle Interviewer: What about other challenges. Interviewee: I also feel that they have a pronunciation different from mine. This makes me confused. Interviewer: Have you experienced any story related to misunderstanding because of mispronunciation? Interviewee: No, I do not participate in class and my lecturer and teacher did not ask a lot? Interviewer: what about in your classes with your friends. Interviewee: We do not use English		

Interviewer: Why

Interviewee: We all suffer

Interviewer: In your phonetic class, have you tried to pronounce the correct pronunciation?

Interviewee: Yes, I only practise to what comes in exams and I still do mistakes

Interviewer: Okay when you tried to improve your pronunciation what was the most difficult thing to you?

Interviewee: I do not know exactly, I mispronounce many words because of strange sounds

Interviewer: Were strange sounds difficult for you?

Interviewee: Yes of course.

Interviewer: Are you willing to improve your English language?

Interviewee: Yes, but I do not know how

Interviewer: Why you want to improve?

Interviewee: I will be English language teacher so I need to practise and learn

Interviewer: When you compare between your pronunciations before and now, is there any difference?

Interviewee: very little differences because we in class do not practise a lot.

Interviewer: What the factors could improve your pronunciation?

Interviewee: My lecturers and TV, Movies

Interviewer: What are the factors the affected your pronunciation during learning process?

Interviewee: **Difficult sound and I am not motivated well.**

Interviewer: What are the strategies you used to improve your pronunciation?

Interviewee: Movies, TV and self-practise

Interviewer: What are the challenges you faced?

Interviewee: **I do not have people to practise with**

Interviewer: Are there factors that can remove barriers towards intelligible pronunciation?

Interviewee: **Motivation, Practice, and in English classes**

Interviewer: Would you like to add anything we did not discuss about regarding this topic?

Interviewee: Yes, we need good environment and communicating with foreigners to improve our pronunciation and speaking skills.

Interviewer: Thank you

9 December, 2018 (10:30 am)	Student Five (S5)	Location: Jordan University of Science and Technology
Interviewer: When did you start learning English? Interviewee: I started English when I was in primary school in grade 1. Interviewer: Have you faced any challenges during learning English language? Interviewee: The teachers were only giving basics things. Interviewer: Have you travelled outside Jordan? Interviewee: No I did not Interviewer: Okay, have you met native speakers in Jordan? Interviewee: Yes Interviewer: Okay where you met them Interviewee: In a school here, they gave us interview. He was native speaker the one he made the interview. He did not speak in Arabic Interviewer: What were the challenges during your conversation with them? Interviewee: <i>My self-confidence was a problem for me. Because when you speak with a native speaker and you are a beginner so this self-confidence will be a problem. You might be a little bit hesitated as you are confused did he get the idea or not.</i> Interviewer: What were the reasons for this self-confidence? Interviewee: <u>For the person he interviewed me, he was serious too much. It was my first experience for this reason I was a little bit afraid, but when I met tourists, it was okay. It is not like interview. In fact, my grammar was okay, but the self-confidence problem was because of pronunciation as he was pronouncing as a native speaker and in school we did not learn his way exactly.</u> Interviewer: Okay, do you watch English movie? Interviewee: Yes Interviewer: Were there difficulties during your watching the movies? Interviewee: It is related to their pronouncing to fast. If it is about their daily life. I understand the movie without looking at subtitle. But if it was political or things like that I need to read from screen. Because in school they did not give us such vocabulary and terms for example, war movies. Interviewer: Okay when you listen to native speakers, have you noticed a difference between your pronunciation and their pronunciation? Interviewee: Yes of course, Interviewer: What are the differences? They are related to what. Interviewee: Their way of pronunciation, they do not pronounce as the way we learnt. Interviewer: Do you have any story related to misunderstanding because of your pronunciation or your friends; pronunciation?		

Interviewee: Yes, before one week we took a test in poetry. I heard the word pronounced as “mortal”. In fact, it was “immortal”. This mistake changed the meaning and the lecturer reduced 3 marks.

Interviewer: True, okay, what was the reason for this mistake?

Interviewee: It was because I wanted to finish the test early.

Interviewer: Have you tried to imitate native speakers of English?

Interviewee: Yes

Interviewer: Why

Interviewee: To show

Interviewer: When you tried to imitate, what were the difficulties you faced?

Interviewee: The /t/ sound and /r/ sound

Interviewer: Okay, do you like to improve your pronunciation?

Interviewee: Yes

Interviewer: Why

Interviewee: No one likes to stay in his level. For me, I like to complete my study. When I come to explain to my students, I should have an idea regarding how we pronounce this sound. I do not want they face or occur in the same mistakes that I made.

Interviewer: If you compare your pronunciation before and now, what are the factors that helped you improve your pronunciation?

Interviewee: I listen English song a lot.

Interviewer: Okay, were the factors improved your pronunciation changed your feeling towards pronunciation?

Interviewee: Yes.

Interviewer: Could you elaborate?

Interviewee: In songs, they speak fast. When you listen it more than one time, your tongue will be able to pronounce the sounds easily.

Interviewer: Okay, during your learning process of English, have you faced barriers affected your pronunciation?

Interviewee: Yes of course,

Interviewer: Such as

Interviewee: To feel jealous,

Interviewer: This jealous is related to what?

Interviewee: It is a social factor

Interviewer: Were there other factors?

Interviewee: In schools, if there were listening lessons, they were deleted. Teachers did not give us this lesson. But in college, we started to focus on these things.

Interviewer: What were the strategies you used to improve your pronunciation?

Interviewee: I listen English songs and watch English movies.

Interviewer: Were there other strategies?

Interviewee: Yes,

Interviewer: Such as

Interviewee: When I am angry, I complain in English not in Arabic.

Interviewer: Okay, what are the challenges you faced when you improved your English?

Interviewee: I cannot find people to practice with them English language. Our teachers and lecturers do not use English to explain their lessons. In this way, we do not know that what we speak is true or wrong.

Interviewer: Do you think, there are factors remove the barriers towards pronunciation?

Interviewee: They must pay attention more on English language materials such as practicing pronunciation.

Interviewer: Do you think that in college lecturers do not focus during the lesson/lecture?

Interviewee: They focus

Interviewer: Do they focus on pronunciation?

Interviewee: Yes

Interviewer: This was positive

Interviewee: Yes it improved my pronunciation.

Interviewer: Would you like to say anything regarding this topic we did not discuss about?

Interviewee: Yea, universities should make trips for us to the tourism places to meet native speakers and we speak with them.

Interviewer: Thank you.

9 December, 2018 (1:30 pm)

Student Six (S6)

**Location: Jordan University of
Science and Technology**

Interviewer: Hello, when did you start learning English language?

Interviewee: in grade one

Interviewer: During learning process have you faced challenges?

Interviewee: Yes, no one helped me in home. My family members do not know English.

Interviewer: What else you faced?

Interviewee: Speaking and lack of motivation

Interviewer: Have you travelled out of Jordan?

Interviewee: No, we did not travel and our financial issues do not help us

Interviewer: Have you met native speakers?

Interviewee: Yes, in tourism places with my friends

Interviewer: Have you talked to them?

Interviewee: Yes, but a little because I feel shy if I say a word in a wrong way.

Interviewer: Can you elaborate?

Interviewee: I am afraid I pronounce words in wrong way then my friends will make fun of me forever

Interviewer: Have you noticed any difference between your pronunciation and their pronunciation?

Interviewee: Yes many pronunciation and fluency

Interviewer: During your communication with native speakers have you faced problems in pronunciation?

Interviewee: I did not understand them well because they speak fast.

Interviewer: Do you watch English movies?

Interviewee: Yes, I watch but not very much

Interviewer: Okay, do you face challenges during watching the movies?

Interviewee: Yes of course many

Interviewer: Can you elaborate?

Interviewee: Speaking fast, pronunciation, and vocabulary

Interviewer: Have you experienced any story related to misunderstanding you or one of your friends because of pronunciation?

Interviewee: Yes. In class when we were in first academic year. My friend pronounce “February” to be /feb-ru:-eir-ri:/. We laughed at him and we still call him /feb-ru:-eir-ri:/. Indeed, he knows how to say it in daily life but when it came written in a text he was confused. Up to this moment he does not speak English out of class. He is afraid to mispronounce other words.

Interviewer: During your learning process. Have you tried to imitate native speakers?

Interviewee: Yes of course, but I did not succeed, I think I need a guide

Interviewer: Okay, when you tried to imitate native pronunciation, have you faced challenges regarding some sounds or anything related to that?

Interviewee: Yes how to pronounce difficult sounds especially all vowels and sound /p/

Interviewer: If you compare between your pronunciation before and now, what are the factors helped you improved your pronunciation?

Interviewee: Little progress Interviewer: Okay, were there barriers affected your pronunciation? Interviewee: aaaaa, only difficult sounds and no one encourages me Interviewer: Have you followed some strategies to improve your pronunciation? Interviewee: Yes, but they failed I only pronounce common words but I am not satisfied with that Interviewer: Do you think there are factors could remove the barriers that affect pronunciation? And it helps students to improve their pronunciation. Interviewee: If I am motivated only. Then, I will be encouraged and have a positive attitude to learn excellent pronunciation. Interviewer: Okay, would you like to add anything related to our topic we did not discuss about? Interviewee: No thanks, Interviewer: Thank you		
12 December, 2018 (11:00am)	Student Seven (S7)	Location: Jordan University of Science and Technology
Interviewer: When did you start learning English language? Interviewee: When I was in grade one. Interviewer: When you started to learn English language were there challenges you faced? Interviewee: Practise at home Interviewer: Have you travelled out of Jordan? Interviewee: No Interviewer: Have you met native speakers of English language? Interviewee: Yes many times Interviewer: Were there challenges when meeting them? Interviewee: Yes, language hahaahh, I mean vocabulary and speaking Interviewer: Do you watch English movies? Interviewee: Yes Interviewer: Were there problems you face during watching the movie? Interviewee: Yes, fluency and pronunciation Interviewer: Have you noticed any difference between your pronunciation and native speakers pronunciation?		

Interviewee: Yes of course, there are many differences.

Interviewer: Okay can you elaborate?

Interviewee: Pronunciation and size of vocabulary

Interviewer: Have noticed a funny story because of wrong pronunciation?

Interviewee: Yes, one day, my lecturer say that I read a sentence and there was a word “enough” I read it wrongly as / ɪ'nʌgh/ the lecturer laughed at me and students started to laugh

Interviewer: During your learning English have you tried to pronounce the correct pronunciation?

Interviewee: Yes

Interviewer: Why

Interviewee: Because I will be teaching English for students in schools and I love to master it

Interviewer: When you tried to improve what was the most difficult thing to you?

Interviewee: **Difficult sounds and we were never practised well to master them**

Interviewer: When you compare between your pronunciations before and now, is there any difference?

Interviewee: Many differences

Interviewer: What were the factors that improved your pronunciation?

Interviewee: TV and Movies

Interviewer: This improvement changed your feeling towards pronunciation?

Interviewee: Yes it changed a lot.

Interviewer: What are the factors the affected your pronunciation during learning process?

Interviewee: I am not motivated in class

Interviewer: What are the strategies you used to improve your pronunciation?

Interviewee: Listen to TV and watching movies

Interviewer: What are the challenges you faced?

Interviewee: I need big big big motivation hahahaha

Interviewer: Would you like to add anything we did not discuss about regarding this topic?

Interviewee: No thanks

Interviewer: Thank you

12 December, 2018 (1:30 pm)	Student Eight (S8)	Location: Jordan University of Science and Technology
Interviewer: When you started learning English language. Interviewee: have started learning English when I was in grade 1. Interviewer: Have you faced any challenges during learning English language? Interviewee: Yes of course Interviewer: Could you elaborate what are the challenges you faced? Interviewee: The challenges are teaching methods of our teachers Interviewer: Have you travelled out of Jordan? Interviewee: Yes I travelled with my family to Egypt Interviewer: Did you meet and speak with English language speakers? Interviewee: Yes, I met some Interviewer: Were there any problems during this meeting? Interviewee: I faced many problems; I can understand but not talk. I feel shy to pronounce in a wrong way. Interviewer: Do you watch English movies? Interviewee: Yes, I watch but little. Interviewer: Were there challenges during the movie? Interviewee: they speak fast and pronounce in a different way, I never was taught to learn their correct pronunciation. Interviewer: Have you noticed any differences between your pronunciation and native speakers' pronunciation? Interviewee: Yes, there is a big difference. Interviewer: Can you elaborate? Interviewee: I pronounce many sounds wrongly but they are native speakers so they can speak and pronounce correct. Interviewer: Have you experienced any story related to English language mispronunciation? Interviewee: Yes, specifically when I was in school I said the word "put" as "but" they laughed at me and teacher did not correct our mistakes. Interviewer: Would you like to improve your pronunciation? Interviewee: Yes of course, I really wish, but no one teaches me. Interviewer: When you compare between your English language pronunciation before and now. What are the factors that improved your English language pronunciation?		

Interviewee: indeed, I did not improve my pronunciation because no scores that in school but in college I only practise during speaking test, the lecturers give us the targeted words.

Interviewer: What are the factors that affected your pronunciations?

Interviewee: My family affected and teachers in school. I am not also motivated to practise more.

Interviewer: What are the strategies that you followed to improve your pronunciation?

Interviewee: I once tried to listen to native speakers only by YouTube

Interviewer: What are the challenges that faced you during improving your English language pronunciation?

Interviewee: many and specially when I face difficult sound or a group of sounds.

Interviewer: Do you think that there are factors remove the barriers towards mastering pronunciation.

Interviewee: yes of course teachers, school, English class

Interviewer: Would you like to say anything related to pronunciation we did not talk about it in this interview?

Interviewee: No thanks

Interviewer:

Thank you.

18 December, 2018 (10:00am)

Student Two (S9)

Location: Yarmouk University

Interview: When did you start learning English?

Interviewee: I started to learn from the primary stage in school from grade 1 by taking basics of English language.

Interviewer: Have you faced some challenges during learning process?

Interviewee: Sure, as it is a beginning and as it is not the source language that we use in our daily life, so we will face some challenges from different corners like vocabulary.

Interviewer: Have you travelled out of Jordan?

Interviewee: No I did not

Interviewer: Have you talked with native speakers?

Interviewee: Yes, I converse with English language speakers but not the native. As for native, we meet them rarely as they are only tourists and they are in specific places.

Interviewer: Have you faced challenges during meeting English language speakers?

Interviewee: It is related with the idea you want to tell them about. The way of choosing suitable words which one you want to choose. In addition, the way to pronounce them. All these together to send your idea to the listener. Moreover, the idea he/she wants to send you may face a problem to receive it. You may face a problem as you did not learn more and their way of pronunciation is also a challenge.

Interviewer: Do you watch English movies?

Interviewee: Yes I do

Interviewer: Have you faced any problem or challenge during watching them?

Interviewee: Yes, of course, there are vocabularies that I do not know as English language is not easy language. It has a huge amount of vocabularies and some vocabularies you may not aware of it. Their way of speaking as they speak fluently and fast as they use informal language.

Interviewer: Have you seen a difference between your pronunciation and their pronunciation?

Interviewee: Yes, there was a difference. Since he is a native speaker his way pronunciation is better and I am a learner and I learn from him

Interviewer: What were the differences and were there problems? Could you elaborate?

Interviewee: Yes, I sometimes need a person beside me to explain to me the exact idea that native speaker wants to say and some information I am aware of if I have that information or an idea.

Interviewer: Do you have any story related to misunderstanding you or your friends because of pronunciation?

Interviewee: *I was in a lecture, and the lecturer was explaining and I was paying attention to the information while I participating in the lecture, there was a word which I pronounced it wrongly. My classmate laughed at me and this became a big motivation for me that encouraged me to be a good learner.*

Interviewer: What was the word?

Interviewee: I do not remember exactly, but it has many letters "long word"

Interviewer: Do you remember another story?

Interviewee: Aaaa at the same time and I after few semesters. I participated in a class and my answer was good. My pronunciation was also good and my choosing of the vocabulary was suitable I became happy and I decided to be better. I mean I improve my skills more.

Interviewer: Have you tried to imitate English language pronunciation?

Interviewee: Yes of course, I tried a lot as I am a learner and I started something and I need to complete it and make it a kind of perfect because at the end I will transform this language, I will be a teacher and I need to teach it in excellent way.

Interviewer: Okay, why

Interviewee: At the beginning, I have the interest to learn a new language. As for English language it is now known as a global language. Most of people communicate with each other using this language. Aaaaa and when you have two language it is a good feeling and advantage. It will strengthen your character and you come to know new people and new culture and language learners.

Interviewer: What were the main challenges you faced?

Interviewee: Aaaa the difficulties that aa . we here in the teaching environment, we have little number of native speakers and the most difficult thing that face me as a learner or even my friend here is the practicing. There must be practice for the language we learn and use here. When I learn a new thing or skill in this language liker grammar, pronunciation, phonetics, I must practice it to enable me master it and improve my learning. This to send your message clearly and the listener will understand what you want to tell him.

Interviewer: Why you like to improve your pronunciation?

Interviewee: The main reason is that I improve myself. I have a good knowledge of the language. I can from this kind of good mastering of the language prove myself and obtain a good chance in the future.

Interviewer: If you compare between your pronunciations before and now, do you notice differences?

Interviewee: Yes of course, there is a difference. As I started as a new learner then I passed through school teachers, lectures, English language curriculums, improving myself, watching English movies, listening English songs, reading, and writing.

Interviewer: Are these the factors changed your pronunciation?

Interviewee: The main motivation was to prove my self-confidence. This will help me to get more chances and opportunities.

Interviewer: These factors and motivations changed your feeling towards mastering pronunciation.

Interviewee: Yes of course, they changed my attitude toward mastering all skills of the language.

Interviewer: What are the factors that affected your pronunciation?

Interviewee: The environment such as my friends, family, sometimes it is related to the financial reasons and things like that in which they prevent obtaining some basic things you need it to improve your language.

Interviewer: What about the other factors such as leaning environments?

Interviewee: I think that any student wants to learn a language in universities, he/she should speak using English language even though they face problems and challenges at the beginning, but with the time, they will improve themselves.

Interviewer: What are the strategies you used to improve your pronunciation?

Interviewee: Watching TV, listening songs.

Interviewer: What else?

Interviewee: The first strategy is to depend on yourself as a learner, reading books, watching TV , sometimes, aa writing, listening to songs, just like this.

Interviewer: What were the factors faced you during improving your language?

Interviewee: Of course, the difficulties that are related to the different accents of English. For example, the native speaker sometimes uses his daily routine. You come to see new words and pronunciation is not like what we know such as abbreviations of some sounds.

Interviewee: Are there factors remove the barrier towards pronunciation?

Interviewee: Yes of course, as we are students and we learn English language. We should always practice the language such as attending seminars, meeting native speakers, traveling outside as you can improve your language.

Interviewer: Would like to say anything related to pronunciation we did not talk about?

Interviewee: I see the main and important thing is the surrounding environment, anything is important we should focus on it from the beginning like teaching and this teaching should motivate students more than what we have now. They should focus that there is another language.

Interviewer: You think teaching is important.

Interviewee: Sometimes, you start to like language or something because one person made you like it or you find a person who is good at something and he has the style or the way that attracts you and this will motivate you because of this person.

Interviewer: Thank you

18 December, 2018 (1:00pm)

Student Three (S10)

Location: Yarmouk University

Interviewer: When did you start learning English?

Interviewee: You can say that I started learning English when I was in grade1. My age was almost 6 years.

Interviewer: Were there challenges, when you started to learn English?

Interviewee: The challenge was exactly, when I was small, I did not like English language? More specifically, anything that was related to English language I hated it at that time. This was with me until I reached grade 8. At that time, my attitude changed totally, I became more passion and motivated about the language itself. I started to like to improve myself and change the idea that was with me. The idea that in fact, was wrong about English language as it was not good. I did not like to speak using it.

Now, for the difficulties, I was facing more about. Okay we all know that language has four skills. Reading, writing, speaking, and listening. I was and up to this moment, no not up to this moment. I am Alhamdulillah, okay. You can say from the beginning of college, the two skills that I face problems with are conversation and listening because the language is not used in our life. For example, a student in school, he might reach the last grade “grade12” his reading is good or accepted aaaaalet me say also aaa his writing will have some errors in spellings. But regarding conversation and listening, he will be almost zero. He does not know anything.

Interviewer: We can see that your attitude towards English language was negative, what has changed your attitude?

Interviewee: The thing that changed my attitude was aaa my insistence about success in which I see that I started with the idea that I hate English language and this was wrong. Why I hate this language? There was a rationale reason that I was getting in exams low marks as I do not like the language. For a specific reason, but now Alhamdulillah, English language for me it is from the subject that I can take it as my main major.

Interviewer: Have you traveled out of Jordan?

Interviewee: No

Interviewer: Have you talked with native speakers?

Interviewee: With native speakers, I do not see native speakers, but I talked foreigners from Europe, they speak English but they are not native speakers. They are not from England or America as I may learn from them. I can acquire the language from Europe from Finland, Norway, and Germany. They have their own accent as we Arab have our accent that is somehow strange from real English language. They also have.

Interviewer: Were there challenges during your meeting with them?

Interviewee: There was a problem; there was a problem with me regarding collecting. For example, you find a person that has a huge amount of vocabularies and sentences. We memorize them but we do not practice them. When you come to meet a native speaker

and you want to converse with him. During this conversation you cannot tell the idea that you want to inform about. He might understand but the way you converse is wrong. This is because of collecting your vocabularies.

Interviewer: Okay, have you noticed a difference between your pronunciation and their pronunciation?

Interviewee: Yes, we Arab have our own accent. When a person learn another language, which it is not his mother tongue, he might try to improve his accent but he will not reach to the level of native speakers. Because this native speaker has the language as a mother tongue. But if he is a strange from another background and he wants to learn the language, he will have some sounds or ways of speaking that make you feel that he is not a native speaker. You know that he is Arab or Chinese or Malaysian.

interviewer: Do you watch English movies?

Interviewee: Yes

Interviewer: Have you faced challenges during your watching?

Interviewee: Yes of course, specially the American movies. I started when I was 18 years old. If this movie is related to routine days and their language is informal (slang) we take in universities and schools even in secondary school. We take vocabularies that are not used. When they also speak fast and make some abbreviations. In fact this is a big problem. A person tries to listen but He cannot.

Interviewer: Okay now can you tell any story that is related to misunderstanding because of your mispronunciation of your friends' mispronunciation?

Interviewee: I remember a story but it was not with native speakers. I was studying in jarash Private University, there was a girl whom I really do not know from where exactly, was she Russian or Ukrainian, she had a class with us aaaa the course was "basic skills" in teaching English language. This course is all about skills and basics about vocabulary. The misunderstanding that happened was between us is that she pronounced the word "stone" /stəʊn/ as /ftəʊn/. we laughed. This is what happen hahah. This misunderstanding ecause each one had an accent. Even we Arab has a strange accent and they are same they have a strange accent. Aaa for that.

Interviewer: Have you tried before to imitate native speakers?

Interviewee: Yes,

Interviewer: Why

Interviewee: Especially, imitating the native speakers themselves. I want to talk about myself exactly that most students in general. I mean aaaa more specifically, in Jordan or in other Middle east countries in Arab countries; we try to learn English with the American accent as it is easier, especially, in higher education. If you want to take ILTS or TOEFL. We try to imitate more things , especially, English language students as they try to imitate American accent as it is easier and smoother in aaaa listening comprehension but I myself always try more than one time during the knowledge that I obtained, I should learn the original English accent "England Accent" as it is the origin because a person wants to learn the origin in language itself.

Interviewer: Have you faced difficulties during your learning process?

Interviewee: Yes of course,

Interviewer: Could you please elaborate?

Interviewee: The difficulties were related to everything.

Interviewer: Such as

Interviewee: The pronunciation that I listened and experienced, more specifically, BBC channel in sports' channels or in any field. The original English accent that they speak. For example, their pronunciation, even in phonetics when I listen to British themselves when they pronounce the words that we have learnt in colleges in different way or it is, I do not want to say that because I do not want to oppress my lecturers, but they are the origin for this language. When I see a lecturer who explains in phonetics that a word is pronounced as this or that. I listen in BBC, then I found the same word was pronounced totally different from what I learnt. This causes a difficulty for me.

Interviewer: Do you like to improve this skill?

Interviewee: Yes of course,

Interviewer: Why

Interviewee: Aaaa the reason is that in English language a person should improve him/herself, because when a person is a language learner he/she must learn things correctly. It is wrong that a language person has a mistake and when he/she goes to teach the language he/she will teach wrongly. In our case, we acquired the language incorrectly. This wrong way of learning will make us teach our students wrongly and we say that the language is like this or you must study in this way (which it is wrong).

Interviewer: Okay, when you compare your pronunciation before and what are the factors that improved your pronunciation?

Interviewee: It is aaa the most things helped me is listening comprehension as I was always listening to youtube and internet. Internet has everything hahahah everything you find it there even I was. As the language is not used in our daily life, but a person was trying to , he can listen to things in videos, stories, movies, and things like that. So a person tries. When you have a good amount of knowledge in your mind and you try to master the information that you aa for example, if you want to make interview or conversation you avoid difficulties.

Interviewer: Okay, there kind of change between before and now, have changed your feeling towards pronunciation?

Interviewee: Before and after yes,

Interviewer: Could you elaborate?

Interviewee: Before, I learnt something in a wrong way, so after years you unconsciously started to change the wrong information you have and you start to learn new things and correct.

Interviewer: What were the barriers that affected your pronunciation?

Interviewee: The aaaaaa, they are aaaaa I mean that things that improved.

Interviewer: No affected negatively,

Interviewee: Self-confidence aaaaa a person as I told you the idea at the beginning that a person tries to learn him/herself from the beginning correctly. The self-confidence should be there and aaa the language as a concept. For example the language is like this we have learnt this in school so this is the language , this is the pronunciation.

Interviewer: Okay, what are the strategies that you used to improve your pronunciation?

Interviewee: Aaa, at the beginning. I was aaa, I mean to improve pronunciation aaa I was a a a watching videos that have Lyrics down they were aa for example, a person that I , the most thing that helped me improve my pronunciation when there is a translation, automatic translation. As you watch a movie, there is a translation down the screen. It is related to a person who speaks English and down the screen there is like lyrics it is not exactly translation, it explain the pronunciation that he pronounces. It enables you to see what the exact pronunciation is and this will help you change the mistake that you have.

Interviewer: Okay, were there challenges?

Interviewee: Yes of course, especially, they speak fast; they make a lot of abbreviation. I try to see the video in a way that to recheck the same scene to check the word again to the word that was abbreviated by the speaker, I want to know what this word is. Because I listen this word wrongly, so I want to know what it is. I have an idea in my mind that the word is not correct and the meaning is not clear to me. I was before in other videos going back to the word itself before half minute to see what he spoke about. In this way I like to see what the translation in subtitle in middle was.

Interviewer: Do you think that, there are some factors remove the barrier towards pronunciation?

Interviewee: You mean inside classroom in general or

Interviewer: As you see?

Interviewee: I see that classes we take not should be only in the form of a lecture, there should be practices. For example conversation club between students. I think a student should inform about his idea. I told you about an idea that there are students who his academic level is different from his English language level in general. So, when there are classes to give lectures, they try to practice the language and about giving ideas opening a discussion/conversation between students. There will be pronunciation and phonetics, there will be for example, videos or listening comprehension using a cassette and we repeat what the speaker said. For example, each student repeat what was said. In this way, every mistake we have we ourselves correct it.

Interviewer: Would you like to say anything related to this topic that we did not talk about?

Interviewee: Aaaaaa regarding pronunciation not exactly but students should focus on pronunciation by students and every student should say what idea he/she has. A student should feel that he/she did not come to college for no reason and he/she should only study and finish the period needed and what is in that study period and he/she should know that the mistakes you have and brought with you such as wrong pronunciation. The courses we take should be applicable more than being only in lectures. At the end a student should get in his academic journey useful information and knowledge and there must not be mistakes.

Interviewer: Thank you.

19 December, 2018 (10:30 am)

Student Four (S11)

Location: Yarmouk University

Interview: When did you start learning English?

Interviewee: I started from grade one

Interviewer: Have you faced some challenges during learning process?

Interviewee: Sure, it was all difficult form the first day I started hahaha

Interviewer: Have you travelled out of Jordan?

Interviewee: No I did not

Interviewer: Have you talked with native speakers?

Interviewee: Yes, but little

Interviewer: Have you faced challenges during meeting English language speakers?

Interviewee: I cannot send my message aaaaaaa I am also hesitated to be not shy.

Interviewer: Do you watch English movies?

Interviewee: Yes

Interviewer: Have you faced any problem or challenge during watching them?

Interviewee: Yes, of course, vocabulary and fast speech.

Interviewer: Do you have any story related to misunderstanding you or your friends because of pronunciation?

Interviewee: I am sure there are many, but I do not remember complete story

Interviewer: Have you tried to imitate English language pronunciation?

Interviewee: Yes I do not continue. I feel I cannot.

Interviewer: Do you like to improve your pronunciation?

Interviewee: **Yes, because** I have many vocabulary but I am afraid of pronunciation.

Interviewer: If you compare between your pronunciations before and now, do you notice differences?

Interviewee: Yes there is a difference but not very big.

Interviewer: Are these the factors changed your pronunciation?

Interviewee: Motivation can change because I learnt many skills because I was motivated to learn them.

Interviewer: Does motivation change your feeling towards mastering pronunciation?

Interviewee: Yes, but I still need support from college, lecturers, and my class.

Interviewer: What are the factors that affected your pronunciation?

Interviewee: Movies only.

Interviewer: What are the strategies you used to improve your pronunciation?

Interviewee: Watching Movies.

Interviewer: What were the factors faced you during improving your language?

Interviewee: Yes, difficult sounds

Interviewee: Are there factors remove the barrier towards pronunciation?

Interviewee: Listening a lot and practising in class.

Interviewer: Would like to say anything related to pronunciation we did not talk about?

Interviewee: No thanks

Interviewer: Thank you

19 December, 2018 (1:00 pm)	Student Five (S12)	Yarmouk University
Interviewer: When did you start learning English? Interviewee: I started English in grade one Interviewer: Have you faced any challenges during learning English language? Interviewee: difficult letters. Interviewer: Have you travelled outside Jordan? Interviewee: No I did not travel Interviewer: Okay, have you met native speakers in Jordan? Interviewee: No Interviewer: Why you did not meet? Interviewee: We do not have tourism places close to my place and I do not go there Interviewer: Okay, do you watch English movie? Interviewee: Yes but a little Interviewer: Were there difficulties during your watching the movies? Interviewee: Yes of course fast speech and lack of vocabulary Interviewer: Okay when you listen to native speakers, have you noticed a difference between your pronunciation and their pronunciation? Interviewee: Yes of course, a huge difference Interviewer: What are the differences? They are related to what. Interviewee: The pronunciation they have and mine Interviewer: Do you have any story related to misunderstanding because of your pronunciation or your friends; pronunciation? Interviewee: <u>Not really.</u> Interviewer: Have you tried to imitate native speakers of English? Interviewee: Yes Interviewer: Why Interviewee: For improving my pronunciation Interviewer: When you tried to imitate, what were the difficulties you faced?		

Interviewee: All vowels which we do not have in our language

Interviewer: Okay, do you like to improve your pronunciation?

Interviewee: Yes, indeed, I feel I must improve my pronunciation without it I may not use English outside my class. I will feel shy

Interviewer: Why

Interviewee: I will be a teacher

Interviewer: If you compare your pronunciation before and now, what are the factors that helped you improve your pronunciation?

Interviewee: Class but little

Interviewer: During your learning process of English, have you faced barriers affected your pronunciation?

Interviewee: Yes of course,

Interviewer: What?

Interviewee: I was not motivated and my family members never allow speaking in English, they do not know anything and they make fun of me when I say any word

Interviewer: Were there other factors?

Interviewee: our lecturers do not focus on pronunciation

Interviewer: What were the strategies you used to improve your pronunciation?

Interviewee: Practising in class.

Interviewer: Were there other strategies?

Interviewee: Somehow movies

Interviewer: What are the challenges you faced when you improved your English?

Interviewee: Difficult sounds

Interviewer: Do you think, there are factors remove the barriers towards pronunciation?

Interviewee: Yes practising a lot

Interviewer: Do you think that in college lecturers do not focus during the lesson/lecture?

Interviewee: Yes they do not

Interviewer: Would you like to say anything regarding this topic we did not discuss about?

Interviewee: Yes, we must practise a lot regarding pronunciation

Interviewer: Thank you.

20 December, 2018 (10:00am)	Student Six (S13)	Al Balqa University
Interviewer: When did you start learning English language? Interviewee: There was no specific time when I learned English because since I was child and started to know things my family was speaking with me in English. Interviewer: Since you are a baby Interviewee: Yes Interviewer: Okay during learning have you faced challenges? Interviewee: Yes, there were many things <u>I was forced to learn it by myself</u>, I mean I was on my own because the instructions of my mother were in English when I was a child you understand me I mean I was facing some challenges. Interviewer: What are the challenges from learning language point of view? Were they related to what exactly grammar or other things? Interviewee: Aaaaaaa, ok see, I want to tell one thing, I feel I have a good English language, but aaaa I face problem in spelling. Interviewer: Okay you mean these are the most problems you faced Interviewee: Yes Interviewer: Okay so it is only spelling Interviewee: Yes up to the moment Interviewer: Have you travelled out of Jordan? Interviewee: No, not at once, Interviewer: Have you met native speakers? Interviewee: Yes, more than one time Interviewer: During your communication with native speakers, were there problems? Interviewee: Aaaaaa no, but it could be because of some terms they use it in their countries more than here things we are not familiar with such as metaphors and things like that. Interviewer: Do you mean these are the most problems? Interviewee: Not really but you can say that Interviewer: Could you please elaborate? Interviewee: Whatever and however I try to improve myself I will not be like native speakers. Interviewer: Have you noticed any difference between your pronunciation and their pronunciation? Interviewee: The one who praises him/herself is a liar. But, according to my lecturers, my pronunciation is excellent and my English is excellent.		

Interviewer: Okay during your communication with native speakers have you faced a problem in pronunciation?

Interviewee: No

Interviewer: Do you watch English movies?

Interviewee: Yea

Interviewer: Okay, do you face challenges during watching the movies?

Interviewee: No no

Interviewer: You mean there were no challenges.

Interviewer: Have you experienced any story related to misunderstanding you or one of your friends because of pronunciation?

Interviewee: Yea. It happens a lot, but I do not remember what happened with me exactly.

Interviewer: Okay could you tell any story

Interviewee: Yea, I remember once I was in 11th grade. The teacher was talking about aaaaa. Give me the reasons about, she exactly wanted to start any conversation. She said if I did not eat what will happen? If I do not eat a full day. The students started to say like I will lose my weight but answers should be in English. So there was a student raised her hand and said that I will coma, the teacher said excellent, then I said to the teacher if you do not eat will not get coma. We cannot say it in this way I will coma; at least it should be corrected. In fact, the teacher and I were always arguing as I was a student. At that time she opened the dictionary and started to prove that she was correct not you. I knew that I was correct because the term “coma” was stronger, we can use the term “faint”. It is smoother and gradually. She insisted and it was aaaa.

Interviewer: Other stories related to pronunciation. Have you experienced?

Interviewee: Yes I always experienced.

Interviewer: Could you please tell an example?

Interviewee: “Cook”, one student mispronounced it and the teacher did not correct it. I corrected it because I correct people unconsciously.

Interviewer: During your learning process. Have you tried to imitate native speakers?

Interviewee: Yes of course

Interviewer: Why

Interviewee: Because I was always looking for improving myself and I was always trying to pronounce like my mother. Because her pronunciation was excellent, so I liked to imitate her pronunciation.

Interviewer: Okay, when you tried to imitate native pronunciation, have you faced challenges regarding some sounds or anything related to that?

Interviewee: I do not remember exactly, but may be in some words that I am not familiar with. For example I mispronounce the word “inhale”, I pronounced it as /inhe/ not the correct one /inheil/ and things like that, more specifically, the things which I was not familiar with and my mother was correcting them.

Interviewer: If you compare between your pronunciation before and now, what are the factors helped you improved your pronunciation?

Interviewee: Yes 100% it was different. **I think it was improved because of English songs.**

Interviewer: Did songs encourage you to improve your pronunciation?

Interviewee: Yes of course

Interviewer: Okay, were there barriers affected your pronunciation?

Interviewee: **To be frank yes, the people ill bbb criticize you.** They say why you speak English, we are Arab, you are from Ajloun (it is a city in Jordan) why speak English may Allah give mercy to your grandfather. In fact, I do not want to show off, I just want to teach you. If you say or pronounce something wrong, I correct you.

Interviewer: You mean the society in general

Interviewee: Yes exactly, I mean the society in general.

Interviewer: Have you followed some strategies to improve your pronunciation?

Interviewee: To be frank aaaaaa , **I am very interested in English songs and English serials and frankly this motivated me a lot to learn new strong terms.**

Interviewer: Okay during these strategies used. Have you faced some challenges during improving your pronunciation?

Interviewee: The difficulties that were facing me aaaaaaaa not always but I am still facing problems in political speech.

Interviewer: Do you think there are factors could remove the barriers that affect pronunciation? And it helps students to improve their pronunciation.

Interviewee: In fact, if we remove the idea of criticizing others because I know a student who is they are boys not girls. **He has the desire to learn pronunciation correctly but he cannot. H said if I try to speak correct pronunciation imitating native speakers even with my family, they will laugh at me, I cannot. This is exactly the reason**

Interviewer: Could you elaborate?

Interviewee: **I believe the change will start when the society will begin to accept this language.** Even though we accept the English language is an indication for educated people. However, some people demotivate you as they say why you speak English and things like that.

Interviewer: Okay, would you like to add anything related to our topic we did not discuss about?

Interviewee: Frankly, I would like to prefer aaaa for schools, **there must be more awareness because we are affected more by our teachers and this I see it around me a lot more specifically, the mispronounce sounds like /p/, /b/ and these are only few things I mention here about pronunciation.** Do you understand me? And I feel that mistake not because of you but you learnt it from someone. **In fact, from the beginning when they started to learn pronunciation it was not correct.**

Interviewer: You mean from schools

Interviewee: Yes, I believe that

Interviewer: Thank you

20 December, 2018 (1:00 pm)

Student Seven (S14)

Al Balqa University

Interviewer: When did you start learning English language?

Interviewee: In grade one.

Interviewer: When you started to learn English language were there challenges you faced?

Interviewee: Speaking grammar, and vocabulary

Interviewer: Have you travelled out of Jordan?

Interviewee: No

Interviewer: Have you met native speakers of English language?

Interviewee: No I do not live in a city

Interviewer: Okay do you watch English movies?

Interviewee: Yes

Interviewer: Were there problems you face during watching the movie?

Interviewee: fast speech

Interviewer: Have you noticed any difference between your pronunciation and native speakers pronunciation?

Interviewee: There are many differences and pronunciation is the most

Interviewer: Have you experienced any story related to misunderstanding because of mispronunciation happened with you during communication?

Interviewee: No stories

Interviewer: Have noticed a funny story related to pronunciation

Interviewee: No

Interviewer: Okay, during your learning English have you tried to pronounce the correct pronunciation?

Interviewee: Yes to be a good teacher

Interviewer: When you tried to improve what was the most difficult thing to you?

Interviewee: Difficult sounds

Interviewer: Were there sounds difficult for you?

Interviewee: Yes of course especially those which are not in Arabic

Interviewer: Are you willing to improve your English language?

Interviewee: Yes of course, I want to be an excellent teacher

Interviewer: When you compare between your pronunciations before and now, is there any difference?

Interviewee: Many differences as I improved my pronunciation

Interviewer: What were the factors that improved your pronunciation?

Interviewee: Movies, songs, my lecturers and teachers

Interviewer: When you compared when previous pronunciation with current one this changed your attitude toward pronunciation?

Interviewee: Yes my attitude is changed

Interviewer: What are the factors the affected your pronunciation during learning process?

Interviewee: Lack of practice

Interviewer: What are the strategies you used to improve your pronunciation?

Interviewee: I watch movies TV program

Interviewer: What are the challenges you faced?

Interviewee: The challenges of my society

Interviewer: Are there factors that can remove barriers towards intelligible pronunciation?

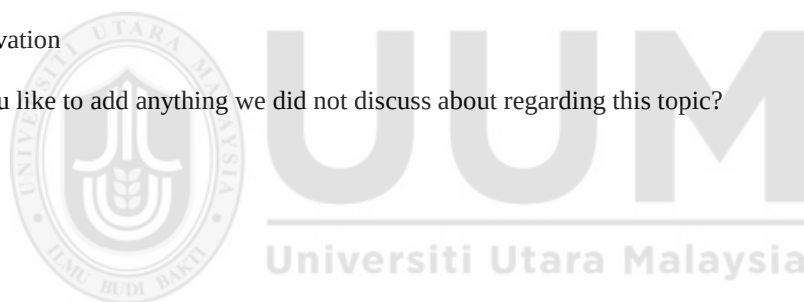
Interviewee: Yes, motivation

Interviewer: Would you like to add anything we did not discuss about regarding this topic?

Interviewee: No thanks

Interviewer:

Thank you



23 December, 2018 (10:00 am)

Student Eight (S15)

Al Balqa University

Interviewer: When did you start learning English language?

Interviewee: In grade one.

Interviewer: When you started to learn English language were there challenges you faced?

Interviewee: Teachers did not teach us well

Interviewer: Have you travelled out of Jordan?

Interviewee: No I did not

Interviewer: Have you met native speakers of English language?

Interviewee: No

Interviewer: Do you watch English movies?

Interviewee: Yes of course

Interviewer: Were there problems you face during watching the movie?

Interviewee: Vocabulary and speaking

Interviewer: Have you noticed any difference between your pronunciation and native speakers pronunciation?

Interviewee: Yes pronunciation and fluency as well as speaking

Interviewer: Have noticed a funny story because of wrong pronunciation?

Interviewee: I do not remember

Interviewer: During your learning English have you tried to pronounce the correct pronunciation?

Interviewee: Yes of course I am going to be a teacher and **I lost many marks in my oral test because of my incorrect pronunciation**

Interviewer: When you tried to improve what was the most difficult thing to you?

Interviewee: **Strange words with difficult sounds**

Interviewer: When you compare between your pronunciations before and now, is there any difference?

Interviewee: Little

Interviewer: What were the factors that improved your pronunciation?

Interviewee: Songs, TV and classes

Interviewer: What are the factors the affected your pronunciation during learning process?

Interviewee: **I am neutral towards learning perfect pronunciation if I am encouraged then I may do better.**

Interviewer: What are the strategies you used to improve your pronunciation?

Interviewee: Song, TV and watching movies as I told you earlier

Interviewer: What are the challenges you faced?

Interviewee: **My classes and society do not help me improve my English pronunciation**

Interviewer: Would you like to add anything we did not discuss about regarding this topic?

Interviewee: No thanks

Interviewer: Thank you

23 December, 2018 (1:00 pm)

Student Eight (S16)

Al Balqa University

Interviewer: When did you start learning English?

Interviewee: When I was in grade one

Interviewer: Have you faced any challenges during learning English language?

Interviewee: Good techniques of teaching

Interviewer: Have you travelled outside Jordan?

Interviewee: No I did not

Interviewer: Okay, have you met native speakers in Jordan?

Interviewee: No, I stay far from cities

Interviewer: Okay, do you watch English movie?

Interviewee: Yes

Interviewer: Were there difficulties during your watching the movies?

Interviewee: Vocabulary

Interviewer: Okay when you listen to native speakers, have you noticed a difference between your pronunciation and their pronunciation?

Interviewee: Yes of course, pronunciation

Interviewer: What are the differences?

Interviewee: The pronunciation they have about me I do not know pronunciation well

Interviewer: Do you have any story related to misunderstanding because of your pronunciation or your friends; pronunciation?

Interviewee: I do not have

Interviewer: Have you tried to imitate native speakers of English?

Interviewee: Yes to improve my English as I will be a teacher. However, **indeed, I was never motivated to learn correct pronunciation and my goal was only how to succeed in exams and get my certificate**

Interviewer: When you tried to imitate, what were the difficulties you faced?

Interviewee: Difficult sounds

Interviewer: If you compare your pronunciation before and now, what are the factors that helped you improve your pronunciation?

Interviewee: TV and Movies

Interviewer: During your learning process of English, have you faced barriers affected your pronunciation?

Interviewee: Yes of course, lack of motivation and I was not encouraged more to pronounce well.

Interviewer: What were the strategies you used to improve your pronunciation?

Interviewee: Songs, Movies, TV programs, and YouTube

Interviewer: What are the challenges you faced when you improved your English?

Interviewee: Difficult vowels and sounds that come together

Interviewer: Do you think, there are factors remove the barriers towards pronunciation?

Interviewee: Big motivation

Interviewer: Would you like to say anything regarding this topic we did not discuss about?

Interviewee: No I am okay

Interviewer: Thank you.

