

Documents

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The teaching-learning situation of English pronunciation in Jordan
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Abstract

The results of an error and contrastive analysis study of the performance of 203 students in Jordanian secondary schools suggest that the English pronunciation teaching-learning situation is the outcome of a number of interrelated factors, chief among which are: Negative transfer from Arabic sound system into English sound system, inherent difficulty in English sound system, strategies the learners use in learning English as a foreign language, socio-emotional factors, methodological factors and psychological factors. The way in which students are taught standard Arabic affects their learning English pronunciation, especially insofar as rhythm is concerned. A plan has been suggested for improving the learning-teaching situation of English pronunciation in Jordan centred around giving advanced training in English phonetics to teachers of English. © 1986.

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