

People's Democratic Republic of Algeriaⁱ
Ministry of Higher Education and Scientific Research
Abderrahman Mira University of Bejaia
Faculty of Letters and Languages
Department of English



**Investigating EFL Learners' Preception about Using American
Movies as a Tool for Developing Pronunciation.
The Case of Third-Year Students at the Department of
English at the University Of Bejaia**

**A Dissertation Submitted in Partial Fulfilment of The Requirements For
A Master's Degree in Linguistics**

Submitted by:

Ouaret Younes

Supervised by:

Mr. Medjkoune Karim

Board of jury

President:

Supervisor: Mr. Medjkoune Karim

Examiner:

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Abstract

Nowadays, with the raise of English language worldwide, it became essential for the learners of all ages to learn the correct English pronunciation because it is the most important element in speaking. Therefore, teaching pronunciation with the right method is essential to help the EFL learners improve it. The present study investigates the influence of American movies on EFL learners' pronunciation, the main aim of the study is to identify if watching American movies is an effective tool to improve learners' pronunciation. The data is collected from twenty L3 students who answered a questionnaire which include close-ended and open-ended questions using a descriptive design both qualitative and quantitative. The results shows that English movies can be used as a tool to enhance EFL learners' English pronunciation. The results also reveal that American movies can improve the student's pronunciation skills. Therefore, it is important to consider incorporating movies as a teaching tool.

Key words: Pronunciation, EFL learners, L3 students, English language, American movies.

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Dedication

I dedicate my dissertation work to my family. A special feeling of gratitude to my loving parents, whose words of encouragement and push for tenacity ring in my ears.

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List of Abbreviations

EFL: English as a Foreign Language

BWA: Before-While-After

ESL: English as a Second Language

LMD: License-Master-Doctorat

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General Introduction

1. Statement of the Problem

Knowing that there is no fixed and framed teaching approach to teach pronunciation for EFL university of Bejaia students, and in the light of autonomous learning and free access to learning materials especially via internet where students can be exposed to and choose from a plethora of English varieties and accents, we do not exactly know how much the fact of watching American movies can improve English pronunciation, and whether academic achievements (grades/tests/content knowledge, etc.) are associated with a better English pronunciation, to find out if standard American users have more academic success. This current research investigates the effect of American movies on EFL learners' pronunciation.

2. Research Questions

- 1- Is good American pronunciation a good index of the general academic achievement?
- 2- What contributions do American movies have on EFL learner's pronunciation?

3. Aim of The Study

The aim of this research is to investigate how American movies can be a tool to improve Algerian learner's pronunciation, and how American pronunciation can influence learner's academic achievements, to identify if American movies are a good tool to improve the learner's pronunciation.

- How movies affect learners background knowledge
- How watching American movies can enhance learners' pronunciation in comparison to non-American movies watchers, to 100% British media watchers, and to 100% media-free students who depend on dictionaries, teachers and self-learning.

4. The Significance of the Study

Pronunciation is one of the most important aspect of speaking, it is important for learners to know how to pronounce words correctly without mistakes (Gilakjani,2011), with the increasing use of technology in the last years the population of all ages have access to watching different types of movies Rao (2019), this allows the Algerian learners to use movies as a tool to learn English pronunciation, this study will show how the Algerian learners are able to learn new words and vocabulary through watching their favourite movie.

5. Methodology and Research Design

The current research is an exploratory design, used with mix methods of both qualitative and quantitative research. The data was collected by an online questionnaire distributed on twenty students in the department of English at the university of Bejaia, the analysis of data was done with done using “Formsapp” application, and SPSS software, and Excel software.

6. Description of the Study

The present study is divided into three parts, the first part is dedicated to the theoretical background of the study, it consists of three chapters, the first chapter introduces the definition of pronunciation, the importance of pronunciation, the use pronunciation as a teaching method for EFL learners and factors affecting the learning of pronunciation.

And the second chapter is devoted to the definition of movies, what makes a movie, Hollywood movies, types of movies, and the use of movies in the language classroom as a teaching tool. The third chapter is committed to movies and pronunciation in general starting with the language used in American movies, the influence of American movies on English

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pronunciation, the importance of movies in improving English pronunciation, and movies as a teaching and learning tool for EFL learners.

The second part is the methodological part, it is divided into three chapters, the first chapter describes the study. The second chapter introduces the interpretation of the findings and the discussion. And the last chapter deals with the implications, recommendation and suggestions for further researches.

7. Population and Sample

The population that is concerned with in this research involves the students of L3 in the department of English in the University of Bejaia.

Twenty students of third-year at the department of English at the university of bejaia volunteered to take part of the study.

Part one: : A Litterature Review

About Using Movies in EFL

Classroom

Introduction

Pronunciation is an essential element in communication, and the lack of pronunciation can cause difficulties in communicating with others (Rao,2019), Lately the English language have become popular among Algerian students, and the introduction of technology in the Algerian society has made English more popular, most of the American movies, shows and music are broadcasted in English language, and this benefits EFL learners, due to the fact that movies, shows, and music can as well be used a teaching tool for the Algerian learners, Nath (2017) stated that movies and television shows, listening to music and singing, leisure reading and writing, as well as playing games and browsing online, might all give possibilities for learners to improve their linguistic competence.

The present study aims to shed light on the effect of American movies on EFL learners' pronunciation, and how English movies can be used as a tool to enhance learners' linguistic competence. In first chapter, the focus will mainly be on pronunciation, the importance of pronunciation followed with the appropriate methods to teach pronunciation to EFL learners and finally the Factors affecting the learning of pronunciation.

And the second chapter is devoted to movies starting with definition of a movie and how it is defined by multiple studies, then what makes a movie, and will shed light on Hollywood movies, moving on to the types of movies such as (romantic and comedy), and lastly how to use movies as a teaching tool in the classroom.

The focus of the last chapter will be on movies and pronunciation, starting with the language used in American movies, the influence of American movies on English pronunciation, and the importance of movies in improving English pronunciation, lastly movies as a teaching and learning tool for EFL learners.

Chapter one: A General Overview About Pronunciation

1- What is Pronunciation?

Pronunciation refers to the creation of sounds that humans utilize to convey a message. It entails paying attention to the specific sounds of a language (segments) (AMEP, 2002).

Pennington, (2018) points out that pronunciation it is a prominent term among a number of different terms used within the realm of phonology and the various types of research and practice connected to the sound stratum of language, it is an important aspect of spoken language proficiency that includes speakers' strategic competence (p,3).

According to Aufa (2017) *"there are four components of pronunciation, there are; intelligibility, fluency, accuracy and native-like"* (p,15). In addition, each component is essential for speaking.

Aniuranti and Suwartono (2020) stated that

Teaching pronunciation is an essential element in English teaching pronunciation perhaps Fairly neglected for years in communicative approach The abandonment of pronunciation teaching practice may be due to the clear complexness English pronunciation and a misconception of the most suitable content of pronunciation Teaching (p.193).

He continued that the lack of teaching pronunciation has most likely resulted in some difficulties for pupils in understanding pronunciation. This latter is a difficult skill to master, especially for language learners who are not native English speakers (ESL/EFL). According to Aniuranti and Suwartono (2020), many ESL students have "significant difficulty" with pronunciation after years of studying the language. On the other hand, Syarif (2018) stated, *"most of the students find it difficult to pronounce few words in the English language due to the absence of habituation and the right media"* (p,94), this means that the wrong usage of the media can affect pronunciation in a bad way.

2 The Importance of Pronunciation

The primary goal of language teaching and learning is to enable students to communicate in English, and communication is a crucial concept to comprehend and to be comprehended (Gilakjani, 2016). This latter continued that many students believe that they can easily interact in English since they can interact with their professors and other classmates. However, they make a critical error.

Pennington, (2018) stated that

Pronunciation is a much more important and pervasive feature of communication than is generally recognized, it is the crucial starting point for all spoken language. It is required not merely for talking, but for communicating and making sense to another person (p, 1).

Pennington, (2018, p.8) added as well that the speaker's origin, social background, personal and communal identity, attitudes and motives in speaking, as well as the role and position that the speaker is playing in a given communication situation, are all conveyed through pronunciation. It is also an essential part of spoken language competency since it incorporates speakers' strategic ability. Adding up to that Aniuranti mentioned, “*Mastering pronunciation is such a great challenge, especially for language learners who are not native speakers of English*” (2020, p.193). However, many learners state that they do not need to learn pronunciation and learning pronunciation is a waste of time. They state that just communication in English is enough and when they are understood, nothing else is important (Gilakjani, 2016), and He added that many teachers are unaware of the significance of proper pronunciation. Teachers pay close attention to grammar and vocabulary while teaching a foreign language, and they assist students improve their listening and reading skills. (p.3)

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According to Hişmanoğlu (2006) pronunciation intelligence is a necessary component of communication ability. As a result, teachers should include pronunciation into their courses and expect students to succeed. Additionally, teachers should focus on reassessing student needs and goals, as well as instructional objectives and learning / teaching approaches. Students study numerous sounds and sound qualities while also improving their speaking ability through pronunciation teaching.

Focusing on sounds helps learners understand where words should be stressed, and provides them with additional information about spoken English, allowing them to achieve the aim of understanding and intelligibility (Gilakjani, 2016).

The main goal of pronunciation teaching is defined by Mesbah, (2016) as “*to make the learners intelligible, which is defined as one way process of effort in which non-native speakers made themselves understood by native speakers who have privilege to decide whether it is intelligible or not*” (p.15)

3 Pronunciation Teaching Methods for EFL Learners

According to thoughtco, (2019) teaching English pronunciation is a difficult process with different objectives at each level. Pronunciation according to Gilakjani (2016) is “*learnt by repeating sounds and correcting them when produced inaccurately*” (p, 2).

And to achieve a good pronunciation there are few steps that need to be followed Gilakjani and Sabouri (2016) wrote that Pronunciation requires consideration of all parts of the speech system, including the lips, tongue, throat, vocal cords, sinuses, and face muscles. Oral language production needs time to listen, absorb, and develop an answer, awareness of language parts, and activation of previous information. The ability to predict oral communication demands is gained via experience in a variety of circumstances. These two

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latters added that EFL learners make significant progress toward independence as a result of teaching prediction tactics. They continued that doing real world speaking activities and the use of phonetic transcript, imitation, discrimination of sounds, and communication can be helpful, they mentioned as well the mechanical production, ear training for sound contrast, and sounds for meaning contrasts. And they pointed out a few strategies teachers can use to enhance EFL learners' pronunciation:

The first strategy according to Gilakjani and Sabouri (2016) shows how Real-world resources may be used by teachers to practice connecting, rhythm, stress, and intonation. As a result, learners become active participants in their teamwork. The second strategy is using songs, games and tongue twisters, because stimulation is a key aspect in pronunciation, these exercises can improve learners' stimulation in pronunciation sessions. And the third strategy is the evaluation of learners' improvement, Self-study, individual correction, communication activities, written versions of oral presentations, computer-assisted language learning, the application of known sounds, communication tactics, and affective strategies are all ways for teaching pronunciation.

According to Aufa (2017)

There are two main steps to learn how to pronounce a language:

The receptive/list stage: In this stage, we learn to differentiate the significant sounds and pattern by listening to the language. Moreover, the productive/speaking stage: By this stage, we learn to speak or to produce what we have learned before (p, 8).

Finally, Thoughtco (2019) stated that encouraging learners to speak English as often as possible is the greatest method to help them improve their pronunciation abilities. Introducing the concept that children should read aloud even when doing assignments. Learning to

pronounce English correctly necessitates muscular coordination, which need repetition - not just brain effort.

4 Difficulties in Teaching Pronunciation

According to febrina (2019) there are some factors that affect pronunciation one of those factors is the accent, *“An accent is defined by febrina as "the cumulative audible effect of those pronunciation traits that indicate where a person is from, regionally or socially" (n.p).*

Birner (1999) stated that accents are classified into two types. One type of accent is a 'foreign' accent, which happens when a person speaks one language while employing some of the norms or sounds of another. For example, if a person is having difficulty pronouncing certain of the sounds of a second language they are learning, they may replace comparable sounds from their first language. To native speakers of the language, this sounds incorrect.

The second type of accent is simply the way in which a group of individuals speak their original language. This is defined by where they reside and the social groupings to which they belong. Birner (1999) continued that accent affects pronunciation due to the difficulties of pronunciation of sounds that do not exist in their mother tongue.

The third factor that affects pronunciation stated by febrina (2019) is motivation and exposure, according to this latter; motivation is an important element in learning, it enhances self-confidence and lowers self-esteem, and she added that the need and desire for native-like pronunciation might be influenced by a personal or professional purpose for learning English. Therefore, teachers should encourage learners to speak English outside the classroom in order to boost their self-confidence.

The fourth factor that affects pronunciation is attitude, according to Etea (2014), having a positive attitude towards learning English, pronunciation can be very helpful, on the other

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hand Students who have preconceptions or a natural aversion for English will accomplish less well than those who approach the subject with a positive attitude and an open mind.

The last factor is the Mother Tongue Influence febrina (2019) claimed that the main language becomes a second language, resulting in foreign accents mispronouncing words by native speakers demonstrates the effect of their original language's sounds, rules, stress, and intonation this means that the Interference of the mother tongue can affect negatively the pronunciation of the target language. Thyab (2016) wrote that words in a target language that are similar to the learner's first language would be simple for her/him to learn. In addition, words of a target language that differ from the learner's native language will be harder for the learner to master.

Chapter two: Movies in the EFL Classroom

1 Definition of Movie

Few years ago, television and cinema were developed, and people began to realize the impact of these devices. They had the opportunity to participate in the fascinating, engaging, and even wonderful world of television and film since the lives they witnessed in movies were often similar to their own. Going to the cinemas and watching movies in the evenings has become a weekend ritual for many young people (kasim, 2008).

Movie is defined by multiple researches *“as a collection of moving images with sound that tell a story. Shown at the movie theatre or home television”* (Hornby, 2010, p.1002). Aufa (2017) as *“a form of entertainment that enacts a story by sequence of images giving by the illusion of continuous movement”* (p.16) describes it. Another research that was conducted by Thesaurus (n.d) described movie as a series of successive still pictures to be shown on a screen in such fast succession as to give the illusion of spontaneous movement motion picture.

vocabulary.com (n.d,) stated that a movie is *“a form of entertainment that enacts a story by sound and a sequence of images giving the illusion of continuous movement”* (para, 1). Which is as stated by suska (n.d) *“produced by recording photographic images with cameras or by creating images using animation techniques or visual effects”* (p12)

2 What Makes a Movie?

O'Connor (2006) wrote that movies are static. Almost all movie formats are made up of still pictures that are rapidly shown. To the left, each of the 16mm frames is roughly the size of a fingernail. A frame is kept immobile in projection, a shutter opens and enables light to flow through, projecting an image onto a screen, the shutter shuts, and another frame is pushed into place, the shutter opens, every second, 24 times. The Lumière brothers invented the method of intermittent motion in 1895.

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O'Connor (2006) added that what distinguishes a film from a collection of still photographs is that it is more than just a collection of still images. The frame has long been the basic unit of filmmaking, allowing for precise control of the viewing experience down to the fraction of a second.

3 Hollywood Movies

Hollywood movies as described by vocabulary.com (2022) is the name of a specific district in Los Angeles as well as a name for the film business that is based there, it is the main film industry in the United States.

Medina and Rodríguez (2018) stated that a film is viewed as a media that reaches a large number of people with the same message; as a result, films have the power to capture imagination and inspire creativity since they feature motion pictures and sound. Therefore, Hollywood played an immense role that was successful in selling America to the rest of the world, and caused America to be portrayed as a perfect civilization free of flaws.

Hollywood was not only concerned with the production of movies, it enlarged into music as well and became even bigger and more dominant per (medina and rodriguez 2018).

4 Types of Movies

4.1 Comedy Movies

According to Place-4-Papers.com (2018):

Comedy is a very common type of movie and attracts almost every type of audience. The element of the fund provides relaxation to the viewers, which influence to make a peaceful personality and make you relax. The comedy movie makes you laugh, make you feel joyful as well as relax you (para1).

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Aldredge (2020) stated that “*Historically, the comedy genre has been a favourite attraction for audiences of all ages*” (Para, 2).

Another article wrote by Kasim (2008) showed that People would rather watch comedy movies than deal with their problems because it allows them to escape from reality. Surprisingly, even someone who has a lot of problems and issues may forget about them for two hours while watching a comedy it is some sort of relaxation that will occupy a person's mind.

4.2 Romantic Movies

A romantic movie as stated by Place-4-Papers.com (2018)

Gives you love the sensation and make yourself very soft towards love and romance. It has three dimensions one is sadness other is love and the third one is the moment to remember. Therefore, by describing each dimension sadness is a symbol of losing something or deceived some loved one. The second one is love, which is a symbol of romance when someone fell in love so the romantic sensation became very high and keep your mood happy and lovely. The third one is the moments to remember the moments which influenced your romantic sensation are very valuable for lovers. So, when something went wrong or went right so these days of which have memories would be unforgettable for a lover. Therefore, a romantic movie is a bunch of sensibilities, feelings, and memories (para, 3).

Kasim (2008) claimed that dramatic storylines, contemporary love stories, and sad love stories are common themes in these genres of films. People watch emotional films because the subject matter is familiar to them. Love tales may be experienced by anybody. People's nature is designed to work together.

4.3 Action Movies

The most popular type of movies according to Kasim (2008) are action movies, Action movies are the most popular genre of film. They always have been popular because they are unique; they demonstrate that life may be either scary, depressed, bloody, and mortal, or wonderful, innocent, and ordinary. It is up to the action film producers to decide. There are several persons outside of our homes and properties about whom a film may be made. Action movies as stated by Aldredge (2020) *“have been popular with cinema audiences since the very beginning. It’s also one of our best examples of the evolution of our cinematic hero’s journey and the classic hero vs. villain narratives, which you’ll find across cinema and genres”* (Para, 6).

In accordance with Alderedge (2020), there are five main types of movies: such as war and military action, Spy and espionage action, Martial arts action, and Western shoot em up action

5 The Use of Movies in the Language Classroom As a Teaching Tool

The use of movies has been increasing tremendously lately, this have led some universities to provide English teaching using virtual classrooms in which students can listen to the lecture of the teacher just by sitting in class or at home (Rao, 2019). This latter added that this benefits the learners in many ways because it provides the learners a more personal experience since they get pleasure and happiness in watching movies. Students may learn more about the culture and manner of speaking of the native speakers through movies similarly, Donaghy (2014) wrote that Movies can help student in understanding communication and developing their comprehension of texts, and it can be helpful in developing all the remaining four communicative skills.

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Pavithran (2017) stated that movies and television shows, listening to music and singing, leisure reading and writing, as well as playing games and browsing online, might all give possibilities for learners to improve their linguistic competence. He continued that some schools have programs that use movies to boost the students learning skills such as pronunciation and vocabulary, where students can improve their language abilities by watching movies over time, following a certain strategies and methods.

According to Björnsson and Julia (2019) both stated that there are several strategies that the teacher can use with movies. The most important strategy that can be used is the BWA strategy (before-while-after) watching movies where in the first step learners should communicate and talk about the plot before the movies starts, then in the second step learners should take notes and write the keywords and the difficult ones on a paper, finally in the last step learners will engage in a language production, for example writing an analysis of the movie, the review of the movie and communicate about the essential elements.

Chapter Three: Movies and Pronunciation

1 The Language Used in American Movies

The English language and its spread have led to a rise in the number of annual productions of series aimed at large audiences. English has become a big force in the film business, propelling Hollywood films to global popularity (medina and rodriguez 2018).

They continued that the influence of Hollywood movies on the expansion of English as a global language is strongly related since most Hollywood films are broadcasted and chosen in English across the world by utilizing English as a method of spreading the language and culture. Hollywood films have recognized the value of art by making English the official language of their production. This makes the English as the mother language of all Hollywood movies.

The accent of voice in the film plays an essential role in the impression of the audience. The message might be misconstrued if the right pronunciation and intonation are not used; therefore, the pronunciation and intonation are important. In addition, the appropriate use of English language is important as well (medina and rodriguez 2018).

2 The Influence of American Movies on English Pronunciation

English movies are known to be more effective in teaching the English language because the learners are extremely motivated to learn while watching, this produces a chance to eliminate the anxiety associated with ignorance or being uncomfortable with English (Rao, 2019). This latter added that English movies are more beneficial for second or foreign language learners since they provide fun as well as important teaching materials for teaching English in a natural way. Furthermore, he also stated that by incorporating movies into their English classes' teachers may provide reality and uniqueness in their classrooms, they can also conduct

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a healthy conversation based on the movie or its material that was shown to the students in order to include the students' personal experiences and background knowledge into the classroom discussion, this will make the students feel comfortable in interacting with each other.

According to febrina (2019) research found that one approach the students used to overcome their learning issues was through out-of-class activities such as viewing western movies.

English movies are also easily available to language learners, and this is one of the most popular activities that students engage in during their spare time, this activity can be helpful in their education and it can be a fun way to get rid of boredom in their daily life (Febrina, 2019). She added as well that a study showed that movies benefited learners in understanding words since actors in movies discuss a variety of issues in a variety of situations. This study also discovered that movies helped in the acquisition of pronunciation and different English accents.

Hasina (2015) quoted *“Technology never comes to an end; it is changing every time, and we will have to move ahead coping with it”* (Para, 1).

3 The Importance of Movies in Improving English Pronunciation

Language is the foundation of all communication observing actors' performances might help you to improve your speaking and writing in a certain language, fluent speaking and writing are essential for academic achievement (blair, 2020).

Nowadays with the advanced technology it became undeniable that people now have access to almost everything within just few clicks away, technology made it easier to watch

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anything at any given time, people don't have to go to cinema anymore to watch their favourite movie, they can do from their home comfort. blair (2020) stated that a study that was made conducted that youngster spend 152 hours per year watching movies alone. This number is alarming because some movies promote violence and nudity that can affect youngsters negatively but most films promote positive themes and provides a learning experience to the viewer.

According to Pavithran (ET, al.2017) Movies and television shows, listening to music and singing, leisure reading and writing, as well as playing games and browsing online, can give possibilities for learners to improve their linguistic competence. This method allows learners to learn the target language instinctively while engaging in activities they like. Some schools have programs that use movies to boost the students learning skills such as pronunciation and vocabulary; students can improve their language abilities by watching films over time.

Similarly, Roa (2019) wrote that movies can be used in English classrooms to boost learners' comprehension of pragmatic usage and fluency, and he claims that movies can be used to improve comprehension-based learning. Movies do not only efficiently encourage students, but it also greatly stimulates their creativity. This latter continued that movie can facilitate the creation of writing skills by giving exciting and inspiring hints, contributing in the understanding and creation of foreign language input and output, movie fragments are more beneficial in strengthening memory and information recovery in reading and listening, since it boosts learners' confidence in speaking so that they know how to use certain words and pronounce them correctly.

4 Movies as a Teaching and Learning Tool for EFL Learners

Language teachers have already been incorporating films in their courses for decades for a variety of reasons, including the fact that movies are an effective teaching and learning tool, adding to that movie can be a motivating element that will make the process of learning enjoyable and entertaining (Donaghy,2014).

This latter continued that using movies helps the learners to be exposed to the language outside the classroom particularly interactive language — the language of real-life conversation. He added that film exposes kids to natural expressions and the natural flow of speech, if kids do not live in an English-speaking country, perhaps only movies and television can supply them with this real-life language input, he added that movies also enhance learners' understanding by allowing them to hear linguistic exchanges while also seeing visual elements such as facial expressions and body language.

Febrina (2019) wrote that watching movies can help you fill the gap between your learning skills and your language goals, and it can be used in a classroom. However, it is the teacher's duty to introduce English movies into the classroom, Similarly, Rao (2019) stated English movies are the ideal choice for English teachers to effectively encourage ESL or EFL students in English language classrooms. This sort of environment is required for English language learners because they learn the correct pronunciation and accent of the language by listening to the real voices of native English speakers.

Conclusion

Due to the development of technology Learners of all ages have access to different types and genres of English movies, there can be no doubt that movies are one of the most loved hobbies by all the youth, and can be viewed as a way of teaching speaking and English pronunciation to EFL learners. However, the influence of Movies can be considered positive due to the fact that it can be used as a learning tool for the students, many studies showed that it is undeniably beneficial to improve learners' pronunciation, because pronunciation is one of the most important aspects of speaking, it is important for learners to know how to pronounce words correctly without mistakes, however pronunciation should be more than just the accurate production of particular sounds or phrases. It should be seen as an essential component of communication that is integrated into classroom activities. Gilakjani (2011).

This part has dealt with the literature review about using movies in the EFL classroom with three chapters. The first chapter we introduced pronunciation with its definition and methods of teaching. Moreover, the second chapter was devoted to movies, and what makes a movie, what is meant by American Hollywood movies moving on to the different types of movies, and finally the use of movies as a learning tool in the classroom. The last chapter was dedicated to movies and pronunciation, and the importance of movies in improving English pronunciation.

Part two: Research Design, Methodology, and Results

1. Introduction

In the first part, the theoretical background was presented concerning the present research; it started with the first variable of the study, which is pronunciation, then a brief overview about movies in EFL classroom, and lastly the first part ended with pronunciation and movies. This present study aims to investigate the EFL learners' perception on using American movies as a tool to improve third-year LMD students' pronunciation at the University of Bejaia.

This part provides information on the research methodology used in this dissertation starting with research design and methodology used in the research, and the interpretation of the results. It is divided into three chapters.

The first chapter is devoted to the description of the study, in which data will be gathered through an online questionnaire. The participants' responses to open-ended question in the first section is displayed in a table (see page; 32)

The second chapter provides the analysis and interpretation of the results, in which the answers of the respondents will be discussed and analysed using “formsapp” application, SPSS software, and Excel software. The use of the online questionnaire allows the respondents to answer freely and edit their answers as they please.

The last chapter is dedicated to the implications, limitation and suggestions for further research as well for the teachers.

Finally, this study used a mixed-method data analysis, because this research requires honest perception from the respondents on using American movies as a tool for developing pronunciation.

Chapter One: The Description of the Study

Part Two: Field-Work Methodology and Empirical Data Analysis

This section provides the description of the study, the population and sample, research design and instruments that have been used to collect the data.

1. Population and Sample

The questionnaire is designed for the third year LMD students at the university of Bejaia department of English of the 2021/2022 academic year. The number of the population is (20). The purpose behind choosing the third-year students is because they have experience in using the English language, and already studied phonetics and can differentiate between the different English sounds; therefore, it is the suitable sample for this study.

2. Research Variables

This present study aims to investigate the effect of American movies in improving Algerian learner's pronunciation, there are two variables, the first variable is the dependent variable, which is pronunciation, and the second variable is the independent variable, which is movies.

3. Methodology and Research Design

The method, which seems adequate to meet the objectives of this research, is a mix method of both qualitative and quantitative research. A close-ended and open-ended questionnaire was opted as a data collection tool; a preliminary questionnaire was administered for the group; the questionnaire consists of 18 questions.

4. Data Collection Tools

To collect the data, a student preliminary questionnaire was opted. And distributed to the students using online application “FormsApps”.

5. Aim of the Student's Preliminary Questionnaire

The student's Preliminary questionnaire aims at gathering information from the selected sample. To see whether students are aware of the method adopted for teaching pronunciation and their attitude towards learning pronunciation through American movies.

6. The Description of the Student's Preliminary Questionnaire

The questionnaire was distributed the last day of the exams. The whole number of the participants was (20) students. The students' questionnaire contains (18) questions, open-ended, close-ended, and multiple-choice questions divided into (5) sections. The first section deals with the students' personal information. It is made up of (3) questions, which are the students' age, gender, and the number of years they studied English. The second section deals with pronunciation and phonetics. it consists of (5) questions about pronunciation and phonetics which are if students love phonetics, their preference between the American and British pronunciation, the difficulties they have in pronouncing words in English. The third section deals with movies, it consists of (5) questions which are if students like watching movies, how often do they watch movies, whether they watch movies with or without subtitles, and their favourite type of movies. The fourth section is about Pronunciation and movies this section contains (4) questions such as what learners do to improve their pronunciation, if they think that American movies can improve EFL learners' pronunciation and how, lastly if they appreciate if movies is used in classroom as a teaching tool.

The final section is devoted to the suggestions of the students.

Section Two: Presentation of the Findings

1. Analysis of the Students' Questionnaire

Section One: Background information

Table 1: *students background information*

| Age | Frequency | Percent |
|-------------------|-----------|---------|
| Valid 21 | 1 | 5.0 |
| 22 | 7 | 35.0 |
| 23 | 7 | 35.0 |
| 24 | 2 | 10.0 |
| 25 | 1 | 5.0 |
| 26 | 1 | 5.0 |
| 27 | 1 | 5.0 |
| Total | 20 | 100.0 |
| Gender | Frequency | Percent |
| Valid Male | 5 | 25.0 |
| Female | 15 | 75.0 |
| Total | 20 | 100.0 |
| Language learning | Frequency | Percent |
| Valid 3-6 years | 1 | 5.0 |
| 3-9 years | 4 | 20.0 |
| 9-12 years | 15 | 75.0 |
| Total | 20 | 100.0 |

From the table above, we notice that 75% of students who participated in this questionnaire are females and the remaining 25% are males.

Part Two: Field-Work Methodology and Empirical Data Analysis

We notice as well that the age of the students who responded to the questionnaire is ranged between twenty-three to twenty-seven years old. 54% of the students are twenty-three years old, we notice that more than half of the population is twenty-three years old, 38% of the L3 population are twenty-two years old, 2% are twenty-six years old and twenty-seven years old, and the last 1% of the students are twenty-one and twenty-five years old.

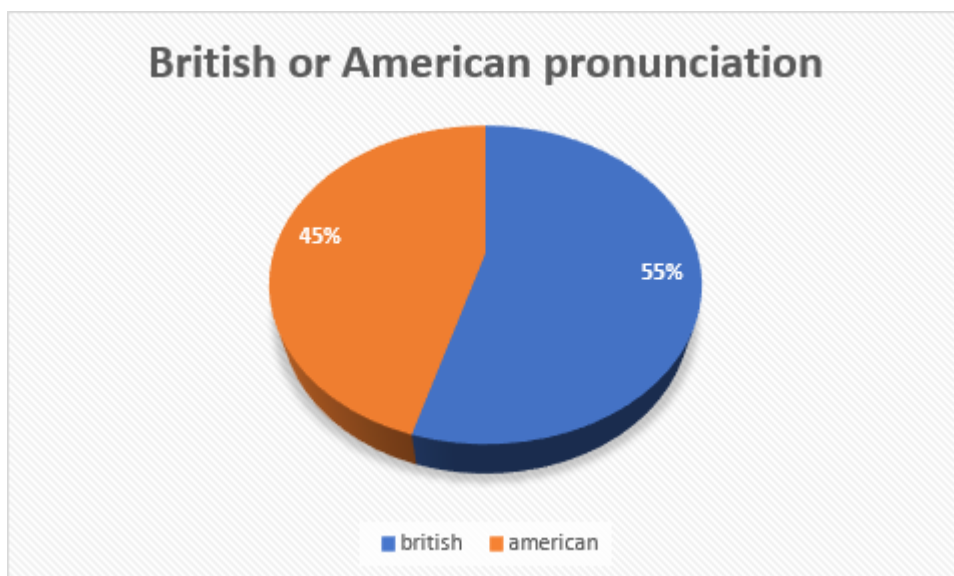
The result revealed that 76% of the students have been learning English for nine to twelve years, 19% of students have been learning English for six to nine years, and the remaining 5% have been learning English from three to six years.

Section Two: Pronunciation and Phonetics

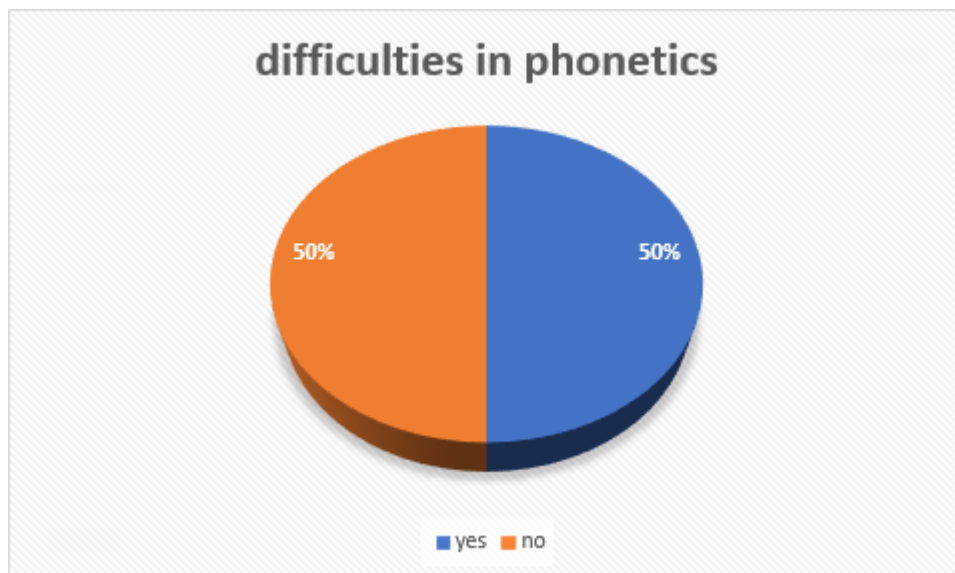
Question 1: Do you prefer British or American pronunciation?

Figure 1:

Learners' preference between British and American Pronunciation



According to the results above the students of L3, prefer more the British pronunciation rather than the American. 55% of the students chose British whereas 45% chose American pronunciation.

Question 2: Do you find difficulties in phonetics?**Figure 2***Difficulties in phonetics*

From the pie above, we notice that the L3 students have an equal result of 50% to 50%, ten of the students find difficulties in phonetics, and ten other students do not find any difficulties in phonetics.

Question 3: if yes why?

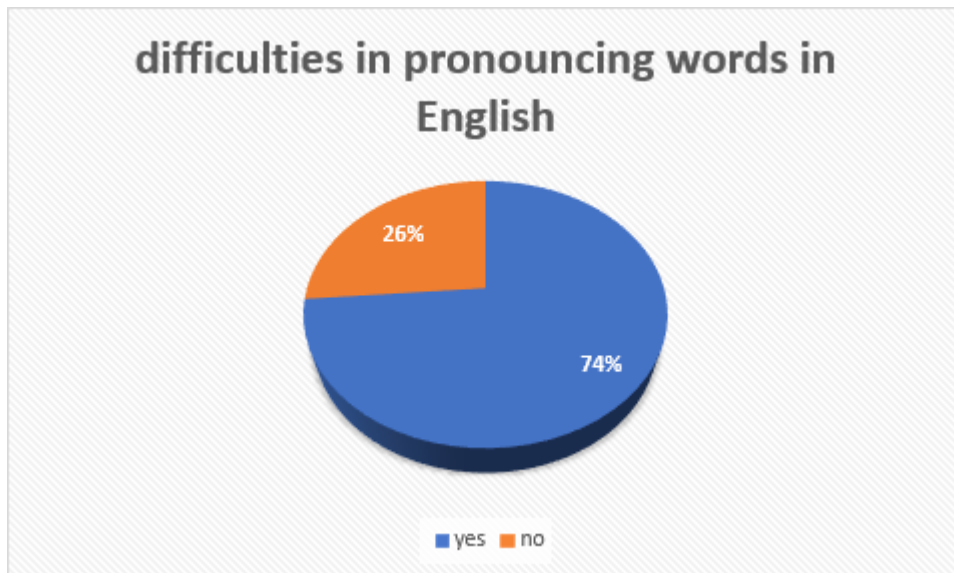
The students justified their previous answers by saying that:

- Some sounds are complicated and difficult to pronounce (34%)
- English is a complex language (34%)
- Difficulties in articulating combined sounds (22%)
- Lack of practicing (11%)

Question 4: do you have difficulties in pronouncing some words in English?

Figure 3

Difficulties in pronouncing words in English



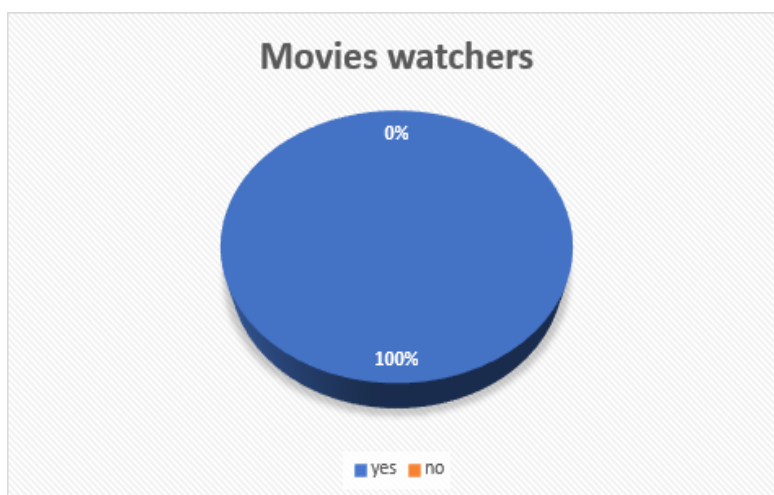
According to the students' answers, 74% have difficulties in pronouncing words in English, comparing to 26% of students who do not have difficulties in pronouncing some words in English.

Section Three: Movies

Question 1: do you like watching movies?

Figure 4

Movies watching rate



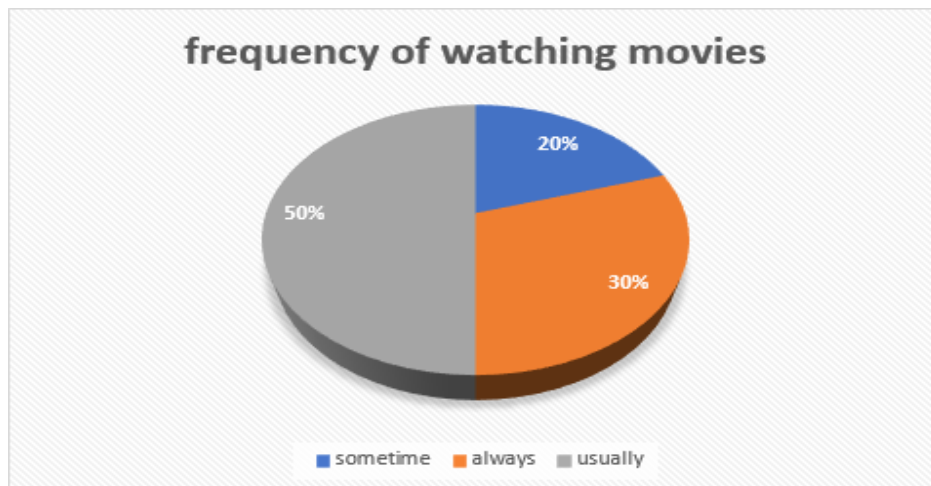
Part Two: Field-Work Methodology and Empirical Data Analysis

The result showed 100% of the students' love watching movies,

Question 2: how often do you watch movies?

Figure 5

Frequency of watching movies

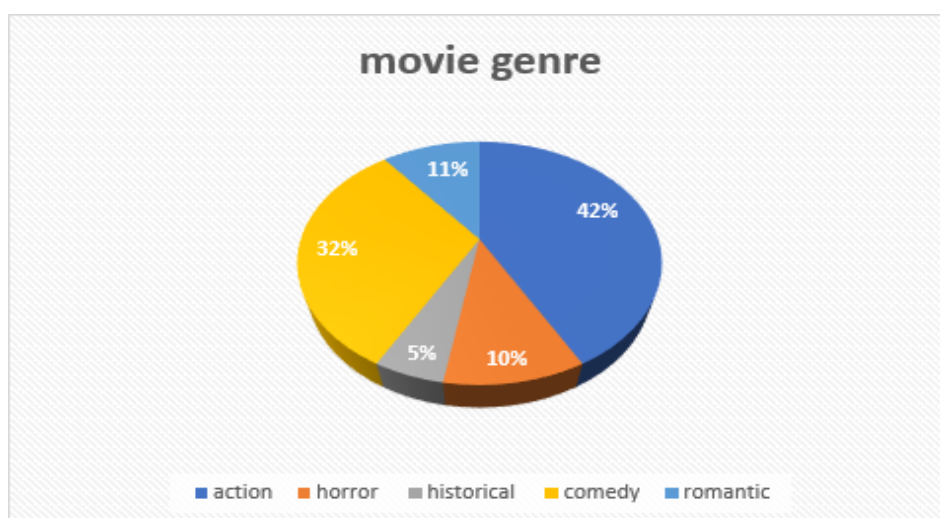


The data demonstrate that most student (50%) usually watch movies, 30% of them always watch movies, only 20% watch movies sometimes, and 0% of the students never and rarely watch movies.

Question 3: what is your favourite movie genre?

Figure 6

Movies genres



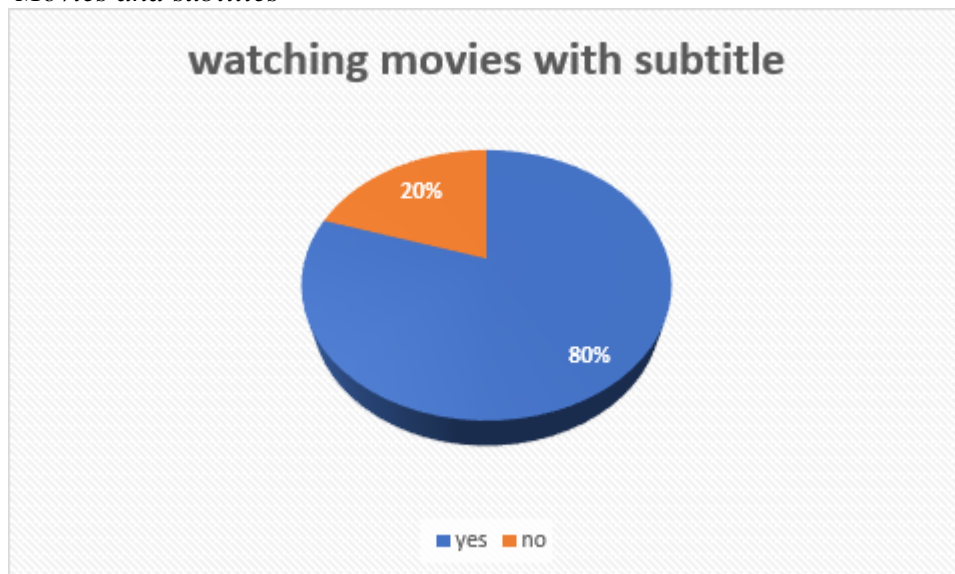
Part Two: Field-Work Methodology and Empirical Data Analysis

The diagram above shows that most of the students prefer action movies at (42%), the second place is the comedy type of movies at the rate of 32%, then comes the romantic genre 11%, the horror genre scores 10% and lastly the historical genre at the score of only 5%.

Question 4: do you watch movies with subtitles?

Figure 7

Movies and subtitles



As presented in the pie above, we notice a difference between the students who watch movies using subtitles at the rate of 80% comparing to those who do not use subtitles at the rate of 20%.

Question 5: if yes in which language?

This question is devoted to the students who said that they use subtitles when watching movies, they answered as following:

- Arabic
- English
- French

Section Four: Pronunciation and Movies

Question 1: what do you do to improve your pronunciation?

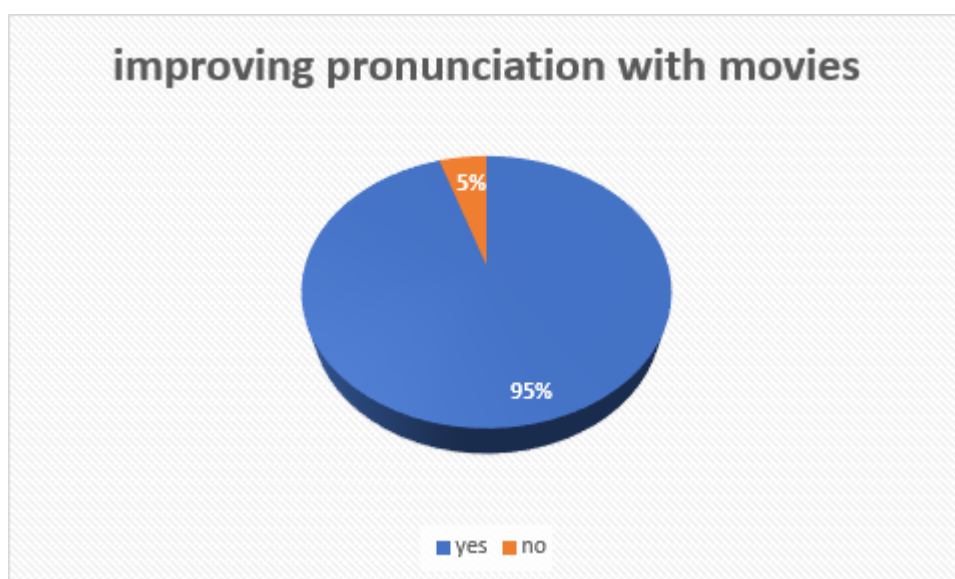
This question concerns the students' method to improve their pronunciation, the students answered as following:

- Watching movies and listening to music (63%)
- Imitation and practicing (22%)
- Communicating with friends in English (7%)
- Reading books (4%)
- Translating (4%)

Question 2: Do you think that watching American movies can improve EFL learners' pronunciation?

Figure 8

Learners' perception towards using American movies to improve pronunciation



Part Two: Field-Work Methodology and Empirical Data Analysis

From the results above, we deduce that 95% of the students believe that watching American movies can improve EFL learners' pronunciation, and only 5% of the students believe the opposite.

Question 3: if yes how?

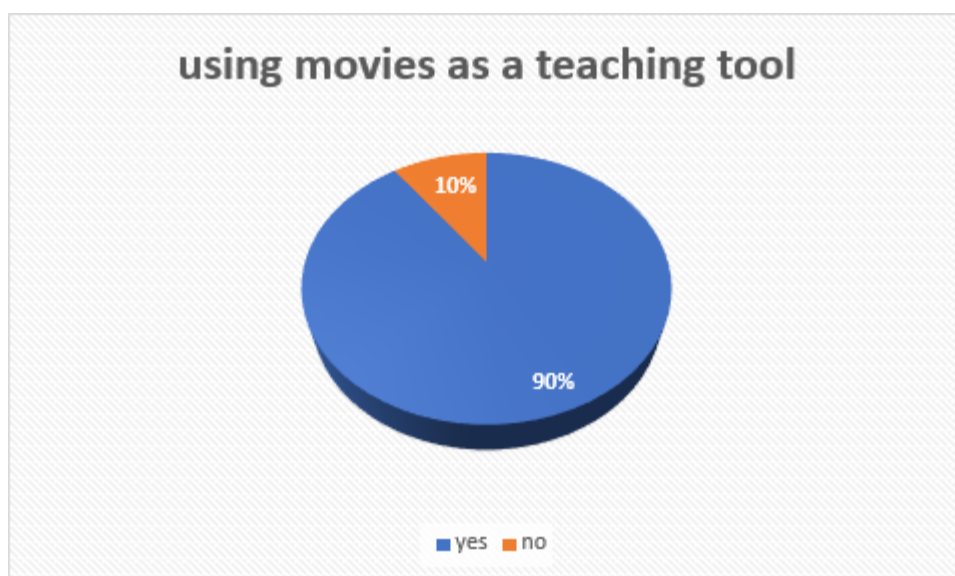
This question is dedicated to the students who believe that watching American movies can improve EFL learners' pronunciation, the students responded on how to improve pronunciation using movies as following:

- By listening and imitation (55%)
- Through exploring new words and how they are pronounced (17%)
- Considering movies as a learning tool (17%)

Question 4: I appreciate if your teachers use movies as a teaching tool

Figure 9

Movies as a teaching tool in the classroom



From the data obtained above, we observe that students appreciate if the teachers incorporate the use of movies as a learning tool, 90% of students agreed and only 10% disagreed.

Question 5: why?

According to the respondents, the reason for incorporate movies in the classroom are grouped as it follows:

- It gives real-life experience (35%)
- It improves all the four skills (24%)
- Fun and enjoyable (23%)
- It is motivating and creative (18%)

Section Five: if you have any comment or suggestions on this topic, feel free to add them in the space below, in any language.

This question is dedicated to any comments or suggestions learners have to add about pronunciation and movies they answered as following:

- It is recommended to EFL learners to watch only one type of movies either British or American and not mix the two because this would have a bad impact on their pronunciation. One of the most useful methods that help to improve one's pronunciation is the imitation of the natives. The learners can take profit from their application Tiktok to practice. For instance, there are videos containing dialogues with some gaps that allow them to make duo: to interact with the speaker.
- Every method is essential to achieve a knowledge and to learn a foreing language.
- Learing a language using movies is more efficient than traditional learning.
- i think that watching movies is the best in order to improve pronunciation.
- It would be great if teachers seek to devote more importance to this aspect especially starting from middle school, because i think it's easier if learners are familiar with such things at a young age right when they are new learners of the language, because one

Part Two: Field-Work Methodology and Empirical Data Analysis

would face some difficulty if to switch to a correct pronunciation, when he is already been used to the wrong pronunciation. And best of luck

- It is an interesting topic since all the new generation are found of the American shows which influence their life style and their language.
- Movies may provide a limited kind of English a specific register but watching different kinds of movies and for long hours you'll the opportunity to learn different regist and types of LGE (formal informal).
- Improving the language is out there, the life and the Real succes is not in university, University is only for entertainment.
- Prononciation is very important in language so we have to develop it by watching movies listenig music and comunication with others through speaking everyday.
- Your research is very interesting, specially that it speaks about a tool that can be so affective to help EFL students in improvi their English.

Chapter Two: Discussion of the Results

1. Discussion of the Results of the Questionnaire

This study is based on Dr rao research on The Impact of English Movies On Learning English In Esl/Efl Classrooms, in this study the results of the first section revealed that (75%) the students who participated in the questionnaire are females, and only 25% are males, this is might be because female adept more verbal skills than males. And the students 35% who participated in the questionnaire are twenty-two years old, same as the students of twenty-three years old (35%). The rest of the students' age varies between twenty-four to twenty-seven.

The questionnaire showed that 76% of the students have been learning English more than nine years. Most of L3 students have been learning English for more than nine years.

Section One: Pronunciation and Phonetics

In this section of the questionnaire, the students were asked about phonetics and pronunciation; the students answers revealed that 55% of them preferred British pronunciation in comparison to 45% of the respondents preferred the American pronunciation, These results contradict the claims of Alftberg (2009) where a study that was conducted on the usage of British and American English in the Department of Humanities and Social Science show that 54% of the students preferred American pronunciation in contrast to 6% of students who preferred British pronunciation. However, another research was conducted in the University of Tlemcen by Safaa (2015) shows that most of the students prefer to be taught in the British English because it is considered more formal and academic.

The answers of the questionnaire show as well that the difficulties that students have in phonetics are similarly equal, half of the group believe they have difficulties, and the other half believe they do not have any difficulties. this supports the study done by Far (2021) that was conducted on the difficulties EFL learners face in Djelfa, where students were asked if they

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think that the difficulties in phonetics and pronunciation are caused by their mother tongue interference, and half of the students agreed, and the other half said it is because of the lack of practice.

Similarly, some respondents suggested that the lack of practice might cause difficulties for them. Furthermore, another research conducted at the University of Teknokrat in Indonesia on phonological difficulties faced by students in learning English by Gulo (2016) showed that the elements that can cause difficulties in phonetics for EFL students are their linguistic background and the interference of the mother tongue. The respondents who believe they have difficulties in phonetics were asked to explain why and the answers are gathered in the table below:

The respondents explained in the table below the difficulties they face in phonetics:

Table 2: *students' on difficulties in phonetic*

| | |
|--|--|
| Complicated and difficult sounds to pronounce | <p>“its hard for me to remember all of the fourty four phonetic symbols”. “i find it very difficult”.</p> <p>“there are words difficult to pronounce”</p> |
| English is a complex language | <p>“so complicated rules”.</p> <p>“some words are difficult to pronounce mainly because english is a complex language”. “there is science in so it’s difficult also it has hard names”</p> |
| Difficulties in articulating combined sounds | <p>“Many sounds are omitted plus some sounds are difficult to pronounce when they are combined ex: litterally, little...”.</p> |

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| | |
|-------------------------|---|
| | “sometimes i do not know how we articulate the word”. |
| Lack of practice | “lack of practicing” |

The answers revealed that most of the students have problems with combining sounds. A study that took place by Ghouat (2021) at the University of Ahmed Draia Adrar on EFL problems in the Algerian context showed that the students of third year in English have problems in pronunciation due to the inconsistency of English vowels and consonants.

Yourdictionary (n.d) published that a non-native speaker will try to pronounce combined sounds individually and this might cause confusion.

A study that was conducted by Figuigui (2020) at the University of Adrar on English pronunciation and spelling showed that half of the students (50%) commit errors in English pronunciation because it seems hard. In addition, 45% commit errors in pronunciation because of the lack of interest and practice. This study showed as well that the students were asked on their opinion about English pronunciation and 62.5% of the students said that English is somehow complex. because there is science in it, and this causes some difficulties for the students but in the same study that was conducted in the university of Adrar on English pronunciation and spelling in this study the students were asked on their opinion about English pronunciation and 62.5% of the students said that English is somehow complex. Consequently, this proves the authenticity of respondents' answers.

The answers of the students on the difficulties in pronouncing words in English revealed that 74% of them have difficulties in pronouncing some words and only 26% of the students argued that they do not face any difficulty. Another research that was published by Arab World

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English Journal, conducted by Melouah (2013) at the university of Blida on foreign language anxiety in EFL speaking classroom of L1 students reported that the reason for having difficulties in pronouncing some words in English is related to the anxiety they experience when they speak in English in front of their classmates. Therefore, this nervousness, and the late exposure to English and poor linguistic ability and competence hinders their ability to speak in a different language.

Section Two: Movies and Pronunciation

The section revealed that all L3 students in the department of English at the University of Bejaia love watching movies. The respondents answered that only 30% of the students always watch movies, 50% usually, and 20% sometimes. This supports the research conducted by Blair (2020) which stated that a study that was conducted showed that adolescents spend 152 hours per year watching movies alone.

The most loved movie genre according to the respondents is the action genre, 42% of the students chose this genre of movie over any other genre this might be due to its popularity. According to Kasim (2008) the most popular type of movies are action movies they have always have been popular because they are unique. Other students (32%) have selected comedy movies. Place-4-Papers.com (2018) stated that comedy is a very common type of movie and attracts almost every type of audience. 11% of the students chose romantic movies, 10% horror movies, and the remaining 5% chose historical movies. However, one of the respondents suggested “It is recommended to EFL learners to watch only one type of movies either British or American and not mix the two because this would have a bad impact on their pronunciation. One of the most useful methods that help to improve one's pronunciation is the imitation of the natives. The learners can take advantage of their application TikTok to practice, as one of the respondents suggested, for example, there are videos containing dialogues with some gaps that allow them to make duo: “*to interact with the*

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speaker". Another student contradicted this matter saying, "*Movies may provide a limited kind of English a specific register but watching different kinds of movies and for long hours you'll the opportunity to learn different registers*". Therefore, according to the students' suggestions, in order to benefit from movies, it is important to watch different types of movies, with one accent.

The results of the questionnaire demonstrated that most of the students (80%) watch movies with subtitles. Similarly, a study conducted by Grine (2019) at the University of Tlemcen, on the effects of watching English movies with subtitled in mother tongue on learning vocabulary comprehension of the language, demonstrated that 73% of the students prefer watching movies with subtitles. This study showed as well that all the students believe that watching subtitled movies in their mother tongue helps them to enhance their vocabulary. In a study that took place at the university of Biskra on investigating the effectiveness of watching captioned movies in improving EFL students' vocabulary acquisition by Ikram (2019) showed that 62% of the students preferred watching movies in English subtitles and only 38% in Arabic. This shows that the students are aware of the help that English subtitles provide them with. This study shows that most of the students (66.2%) think that watching movies in English subtitles is beneficial.

To illustrate the students' situation, the respondents were asked in what language they use subtitles; their answers are as follows:

Table 3: *students' suggestion on subtitles language*

| | |
|---------------|---|
| Arabic | <p>"arabic, because it's my mother tongue, moreover I'd like to know new words meaning".</p> <p>"arabic, because it's easy to follow"</p> |
|---------------|---|

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| | |
|-----------------------|---|
| | “in arabic”. |
| English | <p>“in english, in order to be familliar with the language because it does not only allow us to learn how words are pronounced, but also to learn how the are written”.</p> <p>“english because i want to developpe the four skills”.</p> <p>“in english language, because it’s so useful to enrich my vocabulary on it”.</p> <p>“in english, they are available more quickly than in another language”.</p> |
| Arabic, french | <p>“sometimes arabic, sometimes french in order to follow the adventure”.</p> <p>“french and arabic”</p> <p>“french or arabic, in order to understand better and memorise new words”.</p> <p>“arabic and french, i do not depend on the subtitles all the time, but if there is a word that i do not understand in the movie i look to the subtitles, i even watch subtitled movies in English so that i get the spelling of the word and its right pronunciation”.</p> |

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| | |
|------------------------|---|
| French, English | “english to french”. “sometimes french to understand the words and other times in English to understand the pronunciation”. |
|------------------------|---|

In section four, the students responded as follows, on how they improve their pronunciation:

Table 4: *learners suggestions on how they improve their pronunciation*

| | |
|---|--|
| Watching movies and listening to music | <p>“i try to listen a lot to videos and conversations in English. I do some language exchanges with my friends”.“watching movies, listening to music, audio,reading” .</p> <p>“practicing dictation, watching movies,and listening to music”.“most of the time i watch movies, this is how i improve my pronunciation”.“i watch movies and shows in English”.“i listen to music and watch movies”.“by listening to English stuff, such as videos,movies,broadcast etc...,or practice speaking through apps that rate your pronunciation such as “Elsa speak” or practice with a nastive speaker”. “listening to music, watching movies,talking either in social media or in daily life”.</p> <p>“watching movies, listening to podcasts and audio books and checking the pronunciation of each word i learn from reading”.</p> <p>“watching movies or listening to songs”.</p> |
|---|--|

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| | |
|--|--|
| | <p>“i try to imitate what others say especially while watching movies. I compare how the characters pronounce and how i do and then i repeat it untill i sound like the character”.</p> <p>“speaking with my friends, my family and listening to English music and movies”.</p> <p>“singing songs”. “watching movies, listening to music, audio, reading”. “Listening”. “listening to music”. “i listen to music and watch movies”.</p> |
| Imitation and practicing | <p>“by listening to English stuff, such as videos, movies, broadcast etc..., or practice speaking through apps that rate your pronunciation such as “Elsa speak” or practice with a native speaker”. “practice the language”. “i listen to natives and try to imitate them”. “practicing dictation, watching movies, and listening to music”. “i try to repeat the words that i do not pronounce well”. “i try to imitate what others say especially while watching movies. I compare how the characters pronounce and how i do and then i repeat it untill i sound like the character”.</p> |
| Communicating with friends in English | <p>“i communicate with my friends, i read books and i translate texts from arabic to English or from french to English. “speaking with my friends, my family and listening to English music and movies”.</p> |
| Reading books | <p>“watching movies, listening to music, audio, reading”.</p> |
| Translating | <p>“i communicate with my friends, i read books and i translate texts from arabic to English or from french to English”.</p> |

Part Two: Field-Work Methodology and Empirical Data Analysis

The previous answers demonstrated that most of the students chose movies as a method to develop their pronunciation. As written by Rao (2019) English movies are known to be more effective in teaching the English language because the learners are extremely motivated to learn while watching movies; additionally, it eliminates the anxiety associated with ignorance or being uncomfortable with English. The other category of the students chose imitation and practicing as a method to improve their pronunciation, as mentioned by Gilakjani (2016), *“pronunciation is learnt by repeating sounds and correcting them when produced inaccurately”* (p, 2). The remaining students chose reading books, and translating as a method to improve pronunciation. Thus, Pavithran (2017) stated that movies and television shows, listening to music and singing, reading and writing, as well as playing games and browsing online, might all give possibilities for learners to improve their linguistic competence.

The answers of the questionnaire have shown that 95% of the students believe that watching American movies can enhance EFL learners' pronunciation and only 5% of the students disagreed. Rao (2019) wrote that movies could be used in English classrooms to boost learners' comprehension of pragmatic usage and fluency. He also claimed that movies could be used to improve comprehension-based learning. Movies do not only efficiently encourage students, but it also greatly stimulates their creativity.

Similarly, some students suggested, *“Pronunciation is very important in language so we have to develop it by watching movies listening music and communication with others through speaking everyday”*. In addition, that *“Learning a language using movies is more efficient than traditional learning”*.

The respondents of the questionnaire answered as following on how American movies can improve their pronunciation:

Table 5: *The Use of American Movies to Improve Learners' Pronunciation*

| | |
|---|---|
| <p>Through exploring new words and how they are pronounced</p> | <p>“since by watching movies they will be exposed to auditory learning which will help them in understading new words and to better pronounce new words they hear”.</p> <p>“by having a background information, and to use them also you will know how some words are pronounced”.“because they use the native language which is English so it is beneficial for me”.</p> <p>“they will be more familiar with the language”.“they will know how to pronounce words,and ameliorate their vocabulary”.</p> |
| <p>through listening and imitating</p> | <p>“by imitating the native speakers”.</p> <p>“listening to dialogue and the pronounciation of words”.</p> <p>“the best way to improve pronunciationis to listento native speakers and be constantly exposed to it”.</p> <p>“through habit formation by hearing English constantly, one can pick up their pronounciation without any effort”.</p> <p>“by watching movies repeatedly, we will discover the pronounciation of words we know but pronounce incorrectly, also the brain will automatically sotre the pronounciation of frequently repeated words”.</p> <p>“with watching american movies and listening, we can developpe our pronounciation”.“getting used to the language by watching so much movies in English can help you to speak more fluently”.</p> <p>“listening has a great role in constructing new vocabulary and improving pronounciation”.“listening repeatedly to words’ pronounciation make you pronounce words automatically”.“listening skills are essantial for the process</p> |

Part Two: Field-Work Methodology and Empirical Data Analysis

| | |
|--|---|
| | of learning a foreign language. listening to a native speaker is the best way to learn how to pronounce words” |
| Considering movies as a learning tool | <p>“i believe movies are not only for entertainment but it can be used as a successful tool to have the right pronunciation of words, and actually it gives us the real use of english language among its natives”.</p> <p>“usual contact with the american accent and vocabulary, we hear in movies”. “movies are long videos (especially shows) so learners will be exposed to the language for a long term”.</p> |

The respondents were asked if they appreciate the use of movies in English classroom, and 90% of the respondents agreed, whereas the remaining 10% did not agree. Rao (2019) stated that English movies are more beneficial for second or foreign language learners since they provide fun as well as important teaching materials for teaching English in a natural way. This latter added that movies can boost learners' confidence in speaking so that they know how to use certain words and pronounce them correctly.

Donaghy (2014) wrote that using movies helps the learners to be exposed to the language outside the classroom particularly interactive language — the language of real-life conversation. He added that film exposes kids to common expressions and the natural flow of speech. If kids do not live in an English-speaking country, perhaps only movies and television can supply them with this real-life language input, Rao (2019) wrote that incorporating movies in classroom students will be more motivated to learn since they find pleasure in learning.

Part Two: Field-Work Methodology and Empirical Data Analysis

The students who agreed were asked why, and their answers are as following:

Table 6: *learners' suggestion on why they appreciate the use of movies in classroom*

| | |
|--|---|
| Fun and enjoyable | <p>“because it’s more fun and and effective”. “its useful and enjoyable”.</p> <p>“it would be more fun, films provide more vocabulary than a simple text”.</p> <p>“because it is interesting and more fun”.</p> |
| It improves all the four skills | <p>“because it will enhance my four skills”.</p> <p>“its a simple technics for learning a language”.</p> <p>“because it will help me to improve my speaking skill”.</p> <p>“as i said It’s a great instrument to help students in thier pronunciation of words”.</p> |
| It is motivating and creative | <p>“its creative”. “its a good way to trigger learners’ motivation because it is entertaining and instructive at the same time”.</p> <p>“its the best way to improve our pronunciation”</p> |
| It gives real life experience | <p>“movies are authentic; they show exactly how a language is used by the natives”. “to be obliged to listen carefully, focusing on the dialogues rather than the images, and even use English subtitles to understand better rather than french or Arabic”. “it is on the students not on the teachers”.</p> <p>“it is among the few ways of exposing listening to the language, because in algeria English exists only in classrooms, so watching movies gives an opportunity or a context to listen and learn English either consciously ot unconsciously”. “when we hear natives speak we will learn better how pronunciationof words is”. “pronunciation is not something you can teach using documents and lectures. It needs to be lived, and movies provide us this vibe so why not”.</p> |

The last section was devoted to any suggestion or any comments of the students.

Chapter Three: Implications, Limitation, and Further Suggetions

This chapter is devoted to the suggestions for further research and the limitation of the study.

1. Implications of the Study

As a linguistic student, English language is very important to us it is necessary for us to be able to communicate in English with a correct pronunciation, because pronunciation intelligence is a necessary component of communication ability (Hişmanoğlu,2006). Therefore, Teachers and researches are looking for innovative and new technics that would facilitate learning and motivate the learner.

Many researchers investigated the field of teaching methods among them Weiner (2022) he argued that traditional learning might bore the students, consequently incorporating new methods will awaken and motivate them to learn more. In this study we have discovered that one of the learners' favourite methods of learning English and pronunciation is through watching American movies.

The findings of this study can be used to improve the teaching methods in EFL classroom. Being able to use movies, as a learning tool will enhance the student's linguistic competence and vocabulary tremendously.

2. Limitations of the Study

Several limitations need to be acknowledged. To begin the size of the population was too small, because most of the student were absent, we have reached forty students and only twenty of them answered.

The questionnaire was handed during the exams, therefore most of the students did not have time to answer the questionnaire, and some respondents did not clearly answer the questionnaire. We also faced some issues regarding the deadline of the submission of the dissertation.

Part Two: Field-Work Methodology and Empirical Data Analysis

Finally, due to the pandemic restrictions, we were not able to meet with the students to implement an interview, therefore we were compelled to hand online questionnaire only, which it was not sufficient to facilitate our data analysis.

3. Suggestions for Further Research

When conducting this research some suggestions for further researches can be identified. The first suggestion is the background information, the researcher must possess enough background information about the topic, the second suggestion is a valid research problem, and the researcher must find a valid research problem that will guide all the research. The third suggestion is time; this research needed plenty of time and efforts so the researcher should be able to manage time.

Finally, the data collection used in this research is a questionnaire; therefore, future studies could add interviews with the respondents to provide more clarification:

- At the methodological level
- At the comprehension level

4. Suggestions For the Teachers

the students achieve a better learning, the first suggestion in incorporating movies in classroom as a new teaching method, since all the students agree on the use of movies in classroom and it is considered to be an effective learning tool by the most of the students. The second suggestions in to create a welcoming environment, this will reduce the anxiety of the learners and help them to be more comfortable in the classroom. The third suggestion is communication, because some suggestions can be provided to the teachers in order to help communication solve many problems, therefore it is crucial to implement in the classroom.

Part Two: Field-Work Methodology and Empirical Data Analysis

Lastly, teachers should encourage cooperative learning; this latter is important because it makes the students rely on the teamwork.

General Conclusion

General Conclusion

This research shed a light on the influence of American movies on EFL learners' English pronunciation; some data from previous researches were reviewed to assist in comprehending certain elements.

The population of this study were the students of the third-year at the department of English at the university of bejaia, the choice of this population was made because the third-year students are considered to have enough experience in the English language.

This work consisted of two parts: the first part contains three chapters in which the general overview on pronunciation and using movies in EFL classroom presented. And the second part which is the practical part consists of three chapters.

It started with pronunciation, which was the first variable of this dissertation, and found what the factors that affect the learning of pronunciation, importance of pronunciation and lastly the difficulties in pronunciation.

The second chapter of the first part was devoted to movies, where the definition of movies, Hollywood movies, different types, and the use of movies in a language classroom as a teaching tool are mentioned.

The last chapter of the first part mentioned both movies and pronunciation,' in which the impact of using movies as a learning tool in the classroom, the language used in American movies, The influence of American movies on English pronunciation, and movies as a teaching tool were all discovered.

The second part that is the practical part described data collection, analysis and discussion of the main results, implication, limitation of the study in addition to suggestions for further researches and suggestions for the teachers.

General Conclusion

The questionnaire was distributed with twenty students of L3 in the department of English at the university of Bejeia, the questionnaire contains five sections,

The first section was about the students' background information, the second section is devoted to pronunciation and phonetics, the third section is about movies, the fourth section was about both movies and pronunciation, and lastly the fifth section concerns the further suggestions of the respondents. In addition to the open-ended, and the close-ended questions.

The answers of the open-ended questions are categorized in order to highlight the main ideas repeated among the participants and facilitate the data analysis and interpretation. And the answers of the close-ended questions are categorized in order to get measurable and quantitative data.

The results have shown the students' appreciation towards incorporating movies as a tool of learning pronunciation, and the methods they believe are essential to use in teaching.

The findings revealed that the students' preference between certain aspects such as British and American pronunciation, and the difficulties they find in the English language. After analysing the data, the results revealed that EFL learners prefer British language; however, the majority of the students agreed that movies could be used as a learning tool.

It is also found that the entire student agreed that they could improve their pronunciation with movies. The results showed as well that the majority of the students love watching movies and they consider it as a learning tool besides being a form of entertainment.

It is obvious that the EFL learners show a lot of interest to watch English movies when they are aware of the benefits of watching English movies in the classroom (Rao,2019). Students are aware of the benefits that movies provide, however learners as well need to be able to manage time properly when learning with different methods.

General Conclusion

Finally, the findings of this study might aid people and teachers to understand the benefits that movies could provide for EFL learners', and that teaching might be more effective and easier when movies are involved, because it will certainly motivate the learners to assist to their classes with vitality.

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Appendices

Appendices A

Questionnaire about the influence of American movies on algerian learners'pronunciation

This research is investigating the influence of american movies on Algerian learners pronunciation in Bejaia university. We assure you that your answers are going to be anonymous. We kindly request you to be honest and cooperate with us. We truly thank you in advance for your collaboration

Please put a tick ✓ in the box next to the answer of your choice or write in the space provided

Section One : Background information

1 • What is your gender?

Female ☐ Male ☐

2 • What is your age?

.....

3 • For how long have you been learning english ?

3-6 years ☐ 6-9 years ☐ 9-12 years ☐

Section Two : Pronunciation and phonetics

4 • Do you prefer British or American pronunciation ?

.....

5 • Do you find difficulties in phonetics ?

Yes ☐ No ☐

6 • If yes Why ?

.....

.....

.....

.....

.....

.....

.....

7 • Do you have difficulties in pronouncing some words in English ?

Yes ☐ No ☐

Section Three : Movies and English pronunciation

8 • Do you like watching movies ?

yes ☐ no ☐

9 • How often do you watch American movies ?

Never ☐ rarely ☐ sometimes ☐ usually ☐ always ☐

10 • What are your favorite movie genres ?

.....

11 • Do you watch movies with subtitles ?

Yes ☐ no ☐

12 • If yes, in which language and why ?

.....

.....

Section four: pronunciation and movies

13 • What do you do to improve your pronunciation ?

.....
.....

14 • Do you think that watching american movies can improve EFL Learners' pronunciation ?

Yes ☐ No ☐

15 • If yes, How ?

.....
.....

16 • I appreciate if your teachers use movies as a teaching tool ?

Yes ☐ no ☐

17 • Why ?

.....
.....

Section five : further suggestions

18 • If you have any comment or suggestions on this topic, feel free to add them in the space bellow, in any language.

.....
.....
.....
.....
.....
.....
.....

Thank you for your collaboration!
