Kasdi Merbah University-Ouargla

Faculty of Letters and Foreign Languages

Department of English Language and Literature

Dissertation

ACADEMIC MASTER

Domain: Letters and Foreign Languages

Field: English Language, Literature and Civilization

Specialty: Linguistics

Submitted by: Ms. Soulef BENSACI

Title

Using English Movies in EFL Classroom to Enhance Students' Pronunciation

The Case of First Year Licence at Kasdi Merbah University-Ouargla (2018/2019)

Publicly defended

On: 16/06/2019

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Academic Year : 2018/2019

Dedication

This research is dedicated to:

My beloved parents who supported and encouraged me at every moment in my life.

My dear fiancé Faouaz who supported, motivated and reinforced my confidence in myself throughout my academic career. He was besides me at every moment.

My dear sisters: Mabrouka, Manel, Mehdia and Mariem.

My dear brother Abdelkrim.

My beloved little niece Aicha.

All my friends and classmates who have a hand in this research

(Alia, Chaima, Nadjah, and Khaoula)

All my teachers who helped me through these five years.

Acknowledgements

After a journey of research and effort, I extend my thanks and gratitude to:

My supervisor Miss: BAHRI Fouzia, she has all the thanks, appreciation and gratitude for help and patient with me in this work, who never hesitate to help or to give an advice.

Special thanks to Dr. BEDJADI Nour El Imane for her acceptance to be the examiner in this dissertation. I really appreciate your presence. Thank you.

I extend my sincere appreciation to Dr. KOUDED Mohamed for his acceptance to be the president of the jury in this dissertation. Thank you very much teacher.

List of Abbreviations

EFL	**E**nglish as **F**oreign **L**anguage
CC	**C**ommunicative **C**ompetence
L1	**F**irst **L**anguage
FL	**F**oreign **L**anguage
L2	**S**econd **L**anguage
NSs	**N**ative **S**peakers
NNSs	**N**on-**N**ative **S**peakers
Q	**Q**uestion

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Abstract in English
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General Introduction

English is the most required language in the world. It is used by all people especially university students. Some students may have many English language problems, such as: Lack of vocabulary, poor comprehension and weak pronunciation. More specific, pronunciation is significant aspect in EFL classroom to be improved. Whenever students have a great progression in grammar, vocabulary and sentences structure and their pronunciation is still weak, their spoken language will not be understood or sufficient. Most of the teachers do not give much interest on this aspect; they always focus on grammar and vocabulary.

Yet, many students know that pronunciation is one of the most difficult aspects of English to acquire and to be improved. Further, it is important that communication inside classroom among the students themselves can help them to comprehend and to produce the sounds of the language they are trying to learn accurately. According to Kelly, G. (2000, p.11): "A learner who consistently mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand."English pronunciation is important in EFL classroom not to be native-like speakers, but to increase oral proficiency in the spoken language. Furthermore, students learn pronunciation not just to know its feature and its rules, but to practice and speak English fluently. Harmer, J. (2001, p.183) states that "Pronunciation teaching only makes students aware of different sounds and sound features (and what these mean), but can also improve their speaking skills".

In this respect, there are many tools that help to learn English pronunciation, such as: videos, songs, pictures and movies. In this present research, English movies are a great opportunity for the teachers to teach pronunciation in EFL classroom, because it gives a good effect in enhancing students' listening and speaking skills. It gets students interest and learn language smoothly better than the book; in which the book may get them feel boring and unmotivated. While watching films provide context aids which help students understand and improve their language skill especially pronunciation. English movies might be an excellent tool in teaching and learning pronunciation.

Furthermore, English movies can be a powerful educational tool that provides dynamic experiences to students and teachers alike. One teacher says: "I never realized how ineffectively I used film in my classroom until I created the movie guide".(Barely, North Carolina Middle Grades Teacher; as cited in David, M. Considine & Frank Baker, 2006). The use of English movies in language classroom is the perfect technique to teach pronunciation

because nowadays young people are hooked on media. Also, films can help students to memorize the words after the characters to keep it in their mind.

Motivation

This choice of this topic was not chosen at random but for various reasons. First, the majority of the students may have problems in English pronunciation in our department in 1st year English licence. Second, nowadays, the students are digital learners, but the teachers don't use very much technology inside classroom. Third, using English movies in classroom help to develop vocabulary, listening comprehension and speaking skills as well.

Objectives

To improve English language pronunciation is significant for foreign language learners, since it is difficult aspect. English movies can help the students to succeed in pronouncing the words correctly. In this regard, this research aims to:

1/ Enhance students' pronunciation through English Movies.

2/ Use English Movies in EFL classroom as an educational tool.

Statement of the Problems

Learning pronunciation skill is not something easy. It is challenging. Even the students study this skill for 7 years, but they still face problems. Thus, the current research focuses on using English movies in EFL classroom to enhance students' pronunciation. In this sense, watching films may lead to recognize how the words are pronounced by repeating after the characters.

Research Questions

In view of what is said above, the present study attempts to answer the following questions:

1/ To what extent using English Movies in EFL classroom education can contribute in enhancing students' pronunciation?

2/ What is the perception of the students and the teachers towards using English Movies in EFL classroom?

3/ Do movies have a good impact on students' intelligibility, comprehensibility and communicative competence?

Hypotheses

The present research hypothesizes that:

- If English Movies are used in EFL classroom, the students' pronunciation will improve.
- If films are used to enhance students' pronunciation, students' listening and speaking skills will be enhanced too.

Research Methodology

To demonstrate the two hypotheses stated before, this research adopts two methods qualitative and quantitative methods. We use qualitative method to determine the levels of targeting students and their perception towards using movies in EFL classroom. It includes experimental study in order to test the students after and before the treatment (pre-test and post-test) and teachers' interview. In addition, we use quantitative method to present the quantity of the students, which includes students' questionnaire. These gathering data tools check whether learners and teachers are interested to learn and to teach pronunciation through English movies.

Structure

We mainly use three chapters and the last chapter is regarded as a guide map for the teachers. The first chapter deals with English pronunciation and its features. The second chapter presents English movies and its relationship with pronunciation. The third chapter tackles the research methodology and design. The last chapter is pedagogical implications to guide the teachers towards using movies in classroom.

Limitations of the Study

During the investigation of this research, we face a number of obstacles. Therefore, it was difficult to collect the data.

Firstly, concerning the number of the students was not complete; the students were not accessible and available, they were only 20 students.

Secondly, the lack of materials; there were not enough classes that contain electricity; they were only four (4) classes that have electricity in our department. As well as The lack of the data shows and the speakers in order to display our movies.

Thirdly, due to the circumstances that Algeria faced, the time promoted to this study was very limited (time limitations). So, we couldn't continue our experimental to do another lesson for the students, however the lesson plan and the activities are ready.

Fourthly, during the students' answers to the questions of the questionnaire, we saw that they were not interested to answer well; they just put the answers because it wastes their time. Thus, it was not sufficient to measure their level, perceptions and difficulties that they may encounter in pronunciation skill and some of them let the sheet empty.

Finally, the teachers were busy with their concerns; that is why we conducted the interview only with three (3) teachers.

Chapter One
English Pronunciation

Chapter One: English Pronunciation

Introduction

1.3. Definition of Pronunciation

1.4.Features of Pronunciation

1.2.1. Phonemes

1.2.1.1. Consonants

1.2.1.2. Vowels

1.2.2. Super-segmental Features

1.2.2.1. Stress

1.2.2.2. Intonation

1.2.2.3. Pitch

1.3. Difficulties that Student may Encounter

1.3.1. Listening

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1.3.3. Memorizing…

1.4. The Significant of Pronunciation…

1.5. Goals of Learning Pronunciation

1.6. Intelligibility, Comprehensibility and Communicative Competence in Speaking English Language

Conclusion

Introduction

Learning English pronunciation is an essential aspect to acquire speaking skills and to communicate with the others. EFL learners need to acquire and to distinguish the features and the rules of pronunciation and know why they study it. It is beneficial for them to be aware of the importance of learning pronunciation because it may help them in future careers especially in business.

In this sense, this chapter involves the definition of pronunciation and its features. After, the difficulties that students face in classroom, the significant of pronunciation, the purposes of learning pronunciation and its impact on intelligibility, comprehensibility and communicative competence in speaking English language.

1.1. Definition of Pronunciation

Pronunciation is the movement of the mouth, tongue, and lips when producing words, utterances in speaking with sounds.

According to Harmer (2007, p.281), "pronunciation is the way we make the sounds of the language, how and where we place stress, and how we use pitch and intonation to show how we are feeling and what we mean". Although, some students may know how to talk and to produce a language but they do not know the rules of intonations "rise or down" and the stress, etc. In addition, according to Pourhosein, A, Gilakjani (2017), "pronunciation is recognized with the production of individual sounds and somehow with the stress and intonation patterns of the target language".

Another interesting definition of pronunciation is made by AMEP research centre, which is defined as "the production of sounds that we use to make meaning. It includes attentions to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as: intonation, phrasing, stress, timing and rhythm (suprasegmantal aspects)".

1.2. Features of Pronunciation

Kelly, G (2002, p.01) says that "in order to study how something works it is often useful to break it down into its constituent parts". The main features of pronunciation are showed in the diagram below.

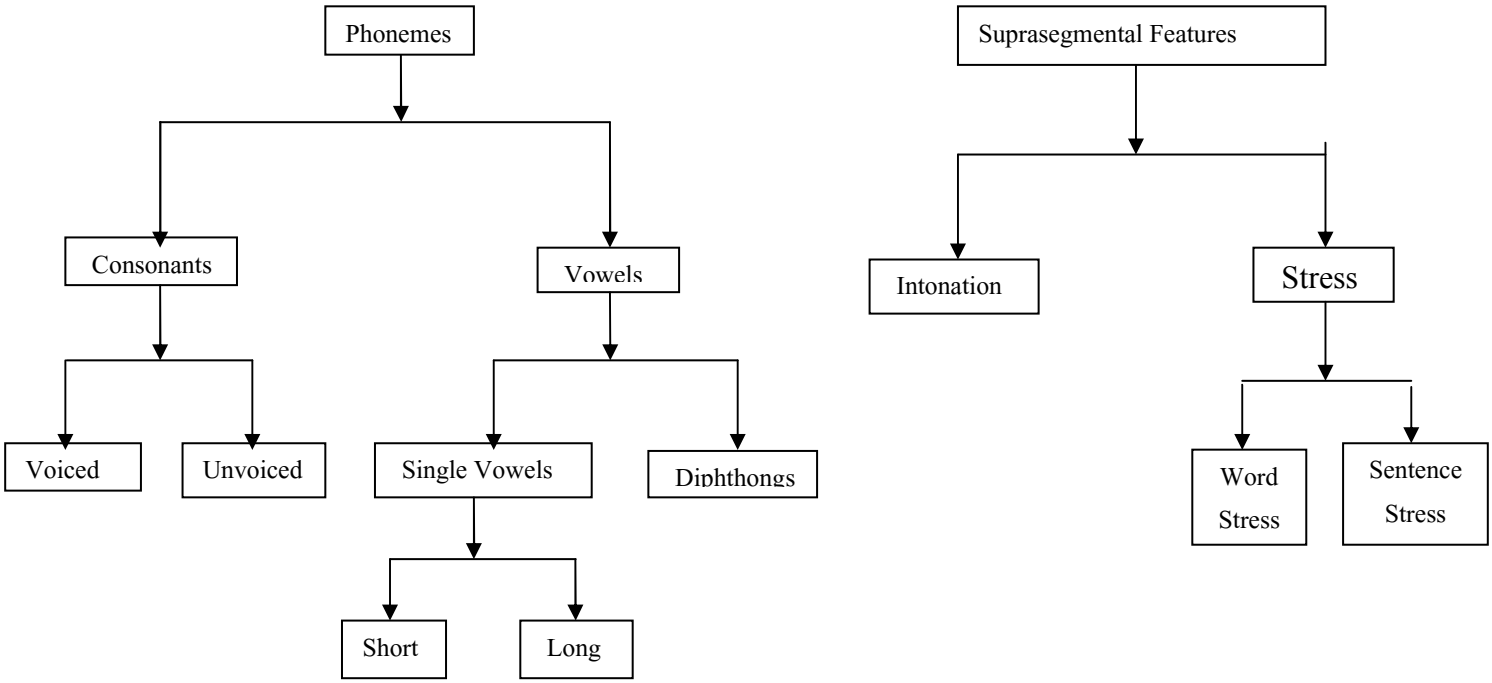

Figure 01: Features of pronunciation adopted from Kelly, G (2002, p.01)

1.2.1. Phonemes

Phonemes are related to the sounds. It may vary from one individual to another. For example, the letter "p" is different from the letter "b" in the two words **cup** and **cub**. But, it should be aware of the meaning; in which changing of a phoneme with another makes a difference in the meaning of the words. Further, phonemes can be divided into two kinds: consonants and vowels.

According to Kreidler W. Charles (2004, p.291), "phoneme is a unit in the sound system of a language, which combines with other such units to form syllables and words; English cash and shack have the same three phonemes differently arranged".

1.2.1.1. Consonants

According to Kelly, G (2000, p.10), "Consonant sounds are formed when the airflow is interrupted, restricted, or diverted in a variety of ways". Harmer, J (2007, p.271) also refers that "consonants are sounds like /p/-people, / ʤ/-judge or /ð/- that, which are formed when something (lips, tongue, palate, teeth, etc) obstructs the passage of air from lungs)".In this regard, sounds can be **voiced** or **unvoiced**; when we produce a sound with vibration, it is

called "voiced sound". They are: /v/, /g/, /b/, /z/, /d/, /ʤ/, / ð/, / ʒ/."Unvoiced sounds" occur when we produce a sound without vibration; it just comes with the air. They are: /f/, /k/, /p/, /s/, /t/, /ʧ/, /θ/, /ʃ/. As Christina B. Paulston& Mary N. Bruder (1976)says:

> Voiced- Voiceless (VD/ VL) in some consonants, the only difference is in the activity of the vocal cords. In voiced consonants they vibrate; in voiceless once they don't. One can feel the difference by putting the fingers around the throat in the area of the larynx and saying alternately ssss-zzzz-ssss. The vibration with zzzz is the vibration of the vocal cords. (p. 87)

1.2.1.2. Vowels

Kelly, G (2000, p.10) states that "vowel sounds are usually described in terms of the tongue position, which may be shown diagrammatically". They are as follow: /a, e, I, o, u/. Harmer, J (2007, p. 285) defines vowels as "the written letters A, E, I, O and U. Vowel sounds (of which there are many more than written vowels) are made when the air coming from the lungs is not obstructed by any part of the mouth (tongue, palate, teeth, lips, etc)". Phonetically, a speech sound produced without any closure or friction. So that, the quality of the vowel depends entirely on the shape of the oral cavity". Kreidler, W. C (2004, p.295).

Vowel sounds can be divided into **single vowels** such as /a/ like in **apple** or it can be merger. For instance, /a/ like in **face;** this contains two vowels to make one sound. That is what we called **diphthongs.** Diphthong is "a speech sound produced with the tongue moving from one position to another in the mouth, often with a change in the position of the lips". Kriedler, W. C (2004, p. 288).

Furthermore, Kelly, G (2000, p.2) indicates that "single vowels may be short (like/I/ as in ship) or long (like/i:/ as in sheep). The symbol /:/ denotes long sound". More specific, the verb "read" in present is transcribed as /ri:d/ with long /i:/ ; we add the symbol /:/ to indicate the difference from the word "read" in the past simple /rƐd/ with short /e/. Although, they are the same words but the difference in the tenses makes problems to the learners in their pronunciation; which leads to mispronunciation.

Consonants	**Vowels**
P **p**en, ha**pp**y, **p**ublish	i: sh**ee**p, br**ea**the, th**e**se
b bed, cab, blackboard	I sh**i**p, b**i**t, start**e**d
t **t**ime, li**tt**le, watch**ed**	e wh**e**n, br**ea**th, **a**ny
d **d**ance, play**ed**, a**d**vance	æ p**a**t, b**a**ck, m**a**rry
k **c**up, **k**ind, pa**ck**	ɑ: **a**rm, r**a**ther, h**ear**t
g g**oo**d, mu**g**, to**gg**le	ɒ cl**o**ck, wh**a**t, bec**au**se
ʧ **ch**in, **ch**atter, ar**ch**	ɔ: fl**oo**r, l**aw**, c**augh**t
ʒ plea**s**ure, vi**s**ion, deci**s**ion	ʊ w**oo**d, w**ou**ld, w**o**man
ʤ **J**uly, **g**eometry, **j**udge	u: sh**oe**, sch**oo**l, J**u**ly
f **f**an, li**f**e, **ph**otogra**ph**	ʌ **u**ncle, s**o**n, r**ou**gh
v **v**ery, li**v**e, ad**v**ance	ɜ: f**ir**st , j**our**ney, **ear**th
θ **th**ink, pa**th**, **th**ank	ə **a**gain, phot**o**graph, teach**er**
ð **th**en, mo**th**er, **th**at	ei pl**ay**, r**a**ge, gr**ea**t
s **s**ail, **c**ell, boat**s**	əʊ ag**o**, t**ow**, th**ough**
z **z**en, len**s**, lend**s**	ai cl**i**mb, k**i**te, b**uy**
ʃ **sh**ell, me**sh**, **sh**ip	aʊ h**ou**se, m**ou**th, cl**ow**n
h **h**e, **h**ymn, **h**and	ɔi sp**oi**l, b**uo**y, enj**oy**
m **m**eet, bo**m**b, i**mm**ense	iə ch**eer**, cl**ear**, w**eir**d
n **n**o, ca**n**, a**n**other	eə ch**air**, wh**ere**, th**eir**
ŋ ri**ng**, si**ng**er, playi**ng**	ʊə p**ure**, l**ure**, f**ewer**
l **l**et, se**ll**, **l**u**ll**aby	
r **r**ing, w**r**ing, tomo**rr**ow	
j **y**es, **y**acht, opin**i**on	
w **wh**en, **wh**at, **w**ait	

Figure 02: Phonemic symbol as cited in Harmer, j (2007, p. 267)

1.2.2. Suprasegmental Features

Pourhosein, A. G (2012) states that "suprasegmental features relate to sounds at the macro level ". Further, according to Kelly, G (2000, p. 3) "suprasegmental features are features of speech which generally apply to groups of segments, or phonemes". In this respect, we deal with stress and intonation that make our pronunciation and our speech well understood.

Christina B, Paulston & Mary N, Bruder (1976, p. 91) say that "suprasegmental phonemes constitute the major difficulty for students in acquiring a pronunciation". In which these suprasegmentals "give a language its characteristics quality" (p. 91).

1.2.2.1. Stress

Paulston, B. C & Bruder, M. N (1976, p. 91) state that "English is characterized as a "free stress" language, that is, the stress is not dependent upon the place in the utterance, but can occur on any syllable depending upon various factors". In other words, English is different from the other languages, in which the stress or words may differ in another sentence or situation. For instance, I preSENT my research. This PREsent research. Thus, in the first word preSENT, the stress occurs on the second syllable because it is a **verb.** The second word PREsent, the stress occurs on the second syllable because it is an **adjective**. Kreidler, W. C (2004, p.294) defines stress as "the degree of force with a syllable is pronounced; in English stressed syllables are louder or longer than unstressed syllables".

Yet, a sentence stress is a matter of meaning. Pourhosein, A. G (2012) maintains that "some words are given more prominence than others to foreground which meaning is important". For example,

-Can YOU give me your pen? (Not someone else).

-Can you give me your PEN? (Not a pencil) (My examples)

1.2.2.2. Intonation

According to Kreidler, W. C (2004, p. 5), "intonation results from the physical fact that the speaker's vocal cord vibrate at different frequencies in the articulation of the tone unit, producing parts of it at different pitches". That is to say, intonation is our voice tone which rises or falls. It is indicated by a narrow (for rising, for falling). For example:

- Teacher: What is your name?
- Student: What sir?
- Teacher: What is your name?
- Student: My name is Mohammed. (My examples)

In the example below the first question; the intonation falls and then falls in the answer of the student. He was not concentrated, but the teacher repeats the question again; the intonation rises. Therefore, the student has already known the information.

According to Kelly, G (2000, p. 10), "intonation is described in terms of how the voice goes up or down across utterances". Another explanation for intonation is made by (Kreidler, W. C 2004:163), which explains that it is "a part of language system. We produce melodies by changing the frequency of vibration of the vocal cords, mostly at the accented syllable". Moreover, the pitch we produce in our speech expresses our emotion and feeling by the intonation.

1.2.2.3. Pitch

Kreidler, W. C (2004, p. 292) says that pitch "is the auditory effect of a sound that correlates with frequency of vibration; the greater the vibration of any material the higher the pitch that results". Our pitch depends on our emotions, feelings, desires as Harmer, J (2001, p. 28) mentions that "we often speak at a higher than normal if we are frightened or excite. When we are tired, bored, or fed up our pitch may be lower than is customary".

Moreover, according to Levis, J. M (2005, p. 350), "the tonetic marks describe the type of pitch movement that begins with the tonic syllable in each tone unit".

1.3. Difficulties that Students may Encounter

Pronunciation is regarded as the most difficult aspect for EFL students. Most EFL teachers neglect this area; it takes much time. Therefore, EFL learners may face difficulties that hinder their speech to be understood. These difficulties are as follow:

1.3.1. Listening

Once cannot produce a speech without hearing the spoken language; it is a matter of production and perception. More, if learners do not hear well the spoken language, they cannot understand the language. So that, they cannot pronounce the words or utterances that they may hear.

According to Harmer, J (2015, p. 278), "some students have great difficulty hearing pronunciation features which we want them to produce". Paulston, B. C & Bruder, M. N (1996, p. 127) state that "comprehending the spoken from the target language is one of the

most difficult tasks for the language learner, yet it is probably the most neglected skill in second language teaching".

Furthermore, (Amos Paran, 2012: 456; as cited in Harmer, J. 2015, p. 336) says that "many students find listening more difficult than teachers realize". Once cannot talk if he or she does not listen, so that he or she cannot make conversation with the others. Ibid

1.3.2. Voice (Suprasegmental Features)

Students' low voice can be regarded as a problem for them. If the voice is low, the intonation, stress and rhythm would not be clear. Thus, it leads to a mispronunciation and miscomprehension of the spoken language. According to Harmer, J (2015, p. 280), "for many teachers, the most problematic area of pronunciation is intonation. Some of us (and many of our students) find it extremely difficult to hear "tunes" or to identify the different patterns of rising and falling tones".

According to Kelly, G (2000, p. 11), "the inaccurate use of suprasegmental elements, such as stress or intonation, can also cause problems". So that, our voice can makes a problem in our pronunciation.

1.3.3. Memorizing

Memorizing is an important area for the EFL students; it helps them to pronounce English words correctly. It is hard for them to learn English pronunciation. According to Almaqrn, R. K. (2017), "one of the key difficulties is that pronunciation errors can be one fossilized. Students have a tendency to adopt the pronunciation features of their first language (Arabic) when speaking English,…". Because they are influenced by their mother tongue (Arabic).

Therefore, the need of memorizing would help them to face their problems in pronouncing certain words. Phonetic transcription, in dictionaries, pushes them to remember how the words are spelled and stressed. Additionally, memorizing can be a good way to keep the words that they have learnt before in their mind.

1.4. The Significance of Pronunciation

Many instructors neglect English pronunciation and focus on grammar and vocabulary because they think it takes much time (Harmer, J, 2001, p.183). Also, "…….perhaps they feel they have too much to do already and pronunciation teaching will only make things worse".

As a matter of fact, getting students to speak and to interact with each other inside classroom is not easy, because many students are shy and unmotivated to speak. For this reason, they do not recognize how to pronounce well and to communicate in conversation. (Haycraft, J, 1978, p.55) states that "the teaching of pronunciation should, however, be an integral part of any course"

Particularly, for many researchers, the need of pronunciation is important for oral communication; it is not just a matter of knowing its features. Indeed, the aim of many teachers of pronunciation teaching is intelligibility. That is to say, students should gain good pronunciation to be understood and the failure of acquiring a good pronunciation will lead to miscommunication and to misunderstanding (Harmer, J, 2001, p. 183).

"Being made aware of pronunciation will be immense benefit not only to their own production, but also their own understanding of spoken English". Ibid. Pronunciation is necessary in EFL classroom; it makes students feel more confidence and motivated to speak in front of their colleagues.

Besides, having a good pronunciation of the language can help them in normal communication, particularly intelligibility (Drewing and Munro, 2005; as cited in I. S. P. Nation & Jonathan Newton, 2009, p. 75). They also indicate that "attention is given to pronunciation in the course so that learners can quickly develop a stable pronunciation, and become familiar with the patterns and rules that work within the second language" (p. 76).

According to Haycraft, J (1978, p. 55), "skilled pronunciation teaching gives life to a class because it reflects feeling and personal reactions to different situations. In classroom practice, it gives variety to repetition or dialogues which, otherwise, have only a natural meaning".

1.5. Goals of Learning Pronunciation

In every classroom course, there should be a communication to interact with each other, and that needs learning pronunciation. Celce- Murcia, M., Brinton, D. M., and

Goodwin, J. M., with Grinner, B (1996, p.07) point out that "communicative approach holds that the primary purpose of language is communication, using language to communicate should be central in all classroom language instruction". They also point out that, "today's pronunciation curriculum thus seeks to identify the most important aspects of both the segmental and suprasegmentals, and integrate them appropriately in courses that meet the needs of any given groups learners". (p. 10).

The goal of teaching pronunciation is related to intelligibility for some of researchers. It not just knowing sound features, but developing speaking skills as well. These features are additions to help to speak English in order to reach the intelligibility and comprehension. Harmer (2015, p. 277). Actually, EFL learners are regarded as the beginner and their pronunciation is poor, so that, they need for intelligibility. Pourhosein, A. G (2016) also refers to "native-like pronunciation may be an inappropriate goal for most learners. Intelligibility is a logical aim for the majority of learners; we should know that native-like pronunciation may be an ideal goal only for some learners and not all learners".

Otherwise, other researchers correlate pronunciation with communicative competence rather than to be native- like speakers, because it is not easy to be like American or British people. Certainly, the students learn to pronounce English language but not like the native-speakers. Besides that, most of the students know grammar and vocabulary, but these two areas do not help learners to communicate if they do not acquire a good pronunciation. (Hismanoglu, 2006; as cited in Pourhosein, A. G, 2016) insists that pronunciation instruction is very important for oral communication; it is also a significant part of communicative competence. Similarly, (Morley, 1991; as cited in Pourhosein, A. G, 2016) maintains that "intelligible pronunciation is a necessary part of communicative competence and without having perfect pronunciation skills learners would not be able to communicate effectively".

(Butler-Pascoe and Wiburg, 2003; as cited in Gilakjani, 2016) says that "the goals of English pronunciation are not to develop English that is easy to understand and not confusing to the listener, develop English that meets persons' needs and that results in communicative competence, help learners feel more comfortable in using English". What is more important that, English is regarded as a Lingua Franca because it is the most required language in international settings for the purpose of communication. Thus,(Jenkins, 2002; as cited in Pourhosein, A. G, 2016) asserts of what is said above that "intelligibility must be the main criterion and describes what she calls 'the Lingua Franca Core' which consists of the

phonological and phonetic features that 'seen to be crucial as safeguards natural intelligibility' in interlanguage talk".

It seems that the overall aims of pronunciation instruction are to reach intelligibility and communicative competence.

1.6. Intelligibility, Comprehensibility and Communicative Competence in Speaking English Language

English pronunciation skill is important for EFL learners to communicate effectively. The terms 'intelligibility' and 'communication' are the results of understanding the spoken language. If learners do not comprehend the others speech, they could not be competent in communication and they fail to be intelligible in speaking English language. That is, the need of learning English pronunciation is important for the students to be effective in communication.

Further, learners find it difficult to achieve clear communication and intelligibility to speak with competence, because they are not aware that good pronunciation is the best way to achieve intelligibility and communication competence. (Morley, 1991; as cited in Pourhosein, A. G, 2016) maintains that "intelligible pronunciation is a necessary part of communicative competence and without having perfect pronunciation skills learners would not be able to communicate effectively".

Simply, intelligibility refers to the extent which listeners can correctly identify the words they hear, often as measured by correct transcription (Munro and Derwing 1995:2001; Derwing & Munro, 1997; as cited in Sheppard, B.E., Elliot, N. C., Baese-Berk, M. M). Therefore, for successful communication, learners need to understand English language. In this respect, the term "comprehensibility is important for EFL students, which refers to the listener' perception of the ease or difficulty with which they can make out a speaker's meaning". (Munro & Derwin, 1995).

Due to comprehending the spoken language and knowing the features of suprasegmental elements, being competent in oral communication would be easy. (Hymes, 1978; as cited in Djigunović, J. M. M, 2007) defines "communicative competence not only as an inherent grammatical competence but also as the ability to use grammatical competence in

a variety of communicative situations, thus bringing the sociolinguistic perspective into Chomsky's linguistic view of competence".

Moreover, the relationship between these three concepts is strong. In other words, intelligibility is to understand easily, comprehensibility is understanding itself and, therefore, "having established that intelligible pronunciation is one of the necessary components of oral communication". Celce- Murcia, M., Brinton, D. M., and Goodwin, J. M., with Grinner, B (1996, p. 08). Consequently, in EFL classroom, communication is needed in every session because communication is important in our daily life. So that, these terms are essential together, especially pronunciation, if one of these elements is missed, the failure in communication is determined.

Conclusion

Hence, pronunciation skill plays a fundamental function in communication. It contributes in making students self-confidence, self-awareness and self-motivation to talk intelligibly in front of the others. Thus, following the features and the rules of sounds can enhance students' comprehensibility, intelligibility and competence in communication.

Chapter Two
English Movies

Chapter Two: English Movies

Introduction

2.1. Definition of English Movies

2.2. Characteristics of English Movies

2.3. Types of Movies

- 2.3.1. Cartoon Movies
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- 2.3.3. Movies Adopted from Novels
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2.4. The Role of Listening Skill in Watching Movies in EFL Classroom

2.5. The Advantages of English Movies to EFL Learners

2.6. The Effect of Native-Speakers on Foreign Language Learners' Pronunciation

Conclusion

Introduction

Technology has been used for many years. It becomes essential to English classes; the use of data show, speakers, laptop, etc. According to Dudeney, G & Hockly, N (2007, p.07) "technology in language teaching is not new indeed, technology has been around in language teaching for decades". English teachers get interested to use audio-visual tools inside classroom in the process of teaching and learning. In specific, technology has a crucial role in motivating students to learn English language especially that EFL learners try to imitate the native speakers in the way they are talking. In this respect, multimedia (movie) is great to be integrated in EFL class in order to learn how to pronounce certain words and expressions**.**

2.1. Definition of Movies

Movies are regarded as bridge between classroom and real-world situations. Movies help the students to pass and cope their problems in pronunciation skill. In fact, film is a story inverted from the real-life world and fantasy told by characters called actors· Oxford Advanced Learner's Dictionary (2005, p.573) defined film as "a series of moving pictures recoded with sound that tells a story, shown on television or at the cinema movie theater".

Furthermore, movies are identified as tool of teaching English language skill by (Ismaili, 2013; as cited in Goctu, R, 2017) which he says "movies are an enjoyable source of entertainment and language acquisition". In addition to that, "movies attract student's attention, present language in a more natural way that found course-books". Using English movies in classroom is beneficial for EFL learners to be proficient in language skill especially pronunciation.

Another interesting definition of film is "Film is a thin flexible strip of plastic or other material coated with light-sensitive emulsion for exposure in a camera, used to produce photographs or motion pictures". (Oxford dictionary; as cited in Handayani, D. I. F, 2017).

2.2. Characteristics of English Movies

Movies are special tool because of their features that differentiate them from the other tools. The characteristics of movies as follow:

2.2.1. Audio-visual

Film is regarded as multimedia material. It helps students to hear and to watch everything; that is to say, it makes students feel that they are in it. According to Chang, Y (2012) indicates that "film is a kind of multimedia, both a visual medium and an aural one". This can be regarded an advantage for students because it shows them what the characters doing and talking about. Especially for those have problems with their ears; it helps them to read the movement of the mouth of the characters to recognize how they pronounce the words exactly.

Besides, it is something challenging to incorporate English movies in the teaching process since films sustain students' motivation to learn English language.

2.2.2. Availability

All people over the world use Internet Website. Thus, movies are available in Internet Websites and there are available sites to download movies. Such sites are: Netflix, movie flixter, movie ddl and go movies tv, YouTube and Vimeo also can consider as sources for watching movies.

Hence, it is helpful for the learners to find movies everywhere. Goctu, R (2017) points out that "movies are being used for pedagogical purposes in order to motivate language learners and they are easily available and popular entertainment from of teaching tool in English teaching as a foreign language…".

2.2.3. Accessibility

Nowadays young people are hooked in media. That is to say, "different types of video material are easily accessible with mobile devices or smart phones via internet and teachers can pick up from a rather varied set of materials depending on the learner's age and the language proficiency"(Goctu, R 2017). Everybody have smart phones and laptop can watch movies everywhere. So that, movies are great influential tool for EFL learners to gain language proficiency.

Additionally, according to Woolfitt, Z (2015, p. 5), "Continuing technological developments enable video to be accessible more easily, faster, and across multiple platforms

and devices. It can be viewed on multiple (student owned) devices, in multiple formats (before, during, and after class)".

2.2.4. Versatility

Films are regarded as one of the most influential powerful educational tool on human being due to its variety of using. They are used for various purposes.

For educational purposes, movies inspire both teachers and students due to their impacts, such as: enriching vocabulary, improving pronunciation and developing comprehension skill. According to Thammineni, H, B (2016) movies can help students to improve their proficiency in acquiring language skills. He also indicates that "audiovisual materials as sources of authentic language input are a great help in stimulating and facilitating the learning of a foreign/second language".

For recreational purposes, this audiovisual aid can make joyful environment besides learning and teaching process. "Movies prove as potential language input to create joyful learning opportunity in language classrooms" (Thammineni, H, B, 2016). In this respect, students will be more motivated to learn a language because this source makes them have fun and they don't get bored. (Ismaili, 2013; as cited in Goctu R, 2017) says that "movies are an enjoyable source of entertainment and language acquisition".

For guidance purposes, teachers should pay attention to the movies they are selecting. They should select behavioral movies that may influent on students' life in positive side. Films have a lesson to change their lives for the better and to know other cultural values. Thammineni, H, B (2016) highlights that " films have many cross-cultural values, provide outstanding basis for improvement of critical thinking skill, provide a rich source of content for language learners, and offer linguistic diversities".

2.3. Types of Movies that should Apply in Classroom

There are several movies that are appropriate for language classroom. It depends on the purpose of the course, such movies are:

2.3.1. Cartoon Movies (Animated)

Cartoon movies are drawing picturing moving with human being sounds. They are very helpful for EFL learners because of using clear and understandable language, using good pronunciation and pure English language. According to (Rule and Ague, 2005; as cited in Bahrani, T & Sim, T. S, 2012), "cartoons are preferred because they create low affective filter atmosphere which causes high degree of motivation". They also argue that "the students who use cartoons can improve different language skills and achieve higher test scores".

Further, cartoons are necessary for EFL students because they help them to increase their speaking, pronunciation and listening skills and develop their own thinking, creativity and memorizing. Besides, "learners will be engaged in the dialogue of the significant scenes in the cartoons. They imitate the characters and speak fluently as the characters do" (Sajana. C, 2018).

2.3.2. Learn English with Fun Movies

The most interesting feature of learn English with fun movies is that they are subtitled. Besides that, these kinds of movies are fun and comedy. Therefore learn English with fun movies make learners to learn and have fun at once.

According to Abdolmanafi- Rokni, S, J & Ataee, A (2014), "although all kinds of authentic materials are commonly accepted as helpful for learners, watching captioned films in English might be one of the richest ways of presenting authentic input since it is the combination these three mediums: aural, visual and textual".

Another impressive feature of Learning English with Fun Movies is "Subtitles in many languages are wonderful tools that let people enjoy films from other cultures and countries, but for language learners, subtitles might offer a new path to language learning and comprehension" (Ebrahimi, Y & Bazaee, P, 2016).

2.3.3. Movies Adopted from Novels

Novels are very important for EFL learners, but sometimes students get bored from reading novels. Therefore, movies adopted from novels will cope this problem. For example, *Huckle Berry Finn and the Last of Mohicans*, etc. In addition, majority of learners cannot

understand what the novel talks about; feel tired while reading it and they even cannot read the novel till the end.

Moreover, Movies adopted from novels give its impression on many students and teachers because they help with increasing students' level of pronunciation, vocabulary and comprehension skill as well as memorizing of novel's content. Handayani, D. I. F (2017) refers that "narrative films in particular use language to advance plot, define characters, establish mood, and simply tell us what is going on".

2.3.4. Adventure Movies

Adventure movies are to risk in doing something like: high mountain climbing, exploration and journey. Such movies are enjoyable because they make you feel the suspense and excitement to follow the rest of the film. For this reason, adventure film inspires the students to learn English language skill. What is more interesting is that adventure movie is like the modern action movies.

According to Dirks, adventure films are exciting stories, with new experiences or exotic locales and are very similar to the action film genre, in that they are designed to provide an action-filled, energetic experience for the film viewer. (As cited in Handayani, D. I. F, 2017). The most probably adventure movies that we had seen is *Indiana Jones*, *Robin Hood*, *Jackie Chan adventures* and *Avatar*. Furthermore, adventure movies can be a range of adventure and science like *The World War* and adventure and horror like *The Mummy*.

Hence this kind of movies is helpful and useful in the learning and the teaching process; they evoke life inside classroom and make the learners and the teachers vital.

2.3.5. Fantasy Movies

Fantasy movies are not accepted by logic and mind; they are imagination and cannot be happen in the real-world. For example, *Time Machine* movie that turns back to the past. Thus, it is logically that no one can return back to the past because God is the master of time. In this regard, this kind of movies is absolutely contrary of nature, but what is more important for the learners is to learn the spoken language of native speakers from the movie. Fantasy movie has a clear language that provokes the students to learn English.

Acoording to Handayani, I, F, D (2017) states that "fantasy films are often in the context of the imagination, dreams, or hallucinations of the character or within the projected vision of the story-teller". He also points out that "fantasy films often have an element of magic, myth, wonder, escapism, and the extraordinary".

2.3.6. Comedy Movies

Sometimes, people feel depression and want to get rid of life problems; comedy movies are a great chance to escape from life problems. Since comedy movies endeavor a joyful environment, they are helpful for the learners to learn language skill. In this sense, comedies are humor types which make students and teachers to have fun, entertainment and recreation.

Besides that, comedies' language is obvious, clear and intelligible to be understood. Therefore, comedies are useful type which evoke students to learn English pronunciation and train their listening skill; they are kind of motivation. This type of movies has great popularity because they are the most movies like beside action movies. Such movies: *Johny English (staring by Mr. Bean).* We know all that Mr. Bean's movies are among the most compelling films that make you shed tears from laughter.

Further, the majority of learners get bored and stressed from studying for long time; therefore, using comedies in classroom will get their attention and interest to keep focusing till the end of the session. That's leads to the interaction among the students and teachers about the content of the targeting movie, which they participate to make a dynamic session with appropriate activities and methods that help them to reinforce what they have learnt in their mind.

In addition, entertainment movies aid learners to memorize every step that they have done in classroom especially during the exams; the joyful moments that spent in classroom help them to remember what they have learnt before. Thus, humor movies are good tool in enhancing students' pronunciation because they ride of students' memorizing problems.

2.4. The Role of Listening Skill in Watching Movies in EFL Classroom

If learners cannot hear the spoken language of native-speakers in the film, they would never understand what the native-speakers talking about. Similarly, they cannot produce a language and cannot pronounce the words accurately. As Harmer, J. (2015, p. 336) indicates that "being able to listen effectively is vitally important. Without this skill, our students

cannot take part in conversation, listen to the radio, speak on the telephone, watch movies in English or attend presentation and lectures".

Harmer, J (2015, p. 343) mentions that the encouragement of teachers to the students to watch movies while listening due to learn paralinguistic cues and to be open-minded to the other cultural values. As well as, knowing the features of sounds and facial expressions of the native-speakers through the movie. It is easy for the students to learn a language smoothly and with self-motivation through this multimedia tool. Besides, EFL learners need to understand the native speech to be able to communicate not to be native-like speakers.

Paulston, B. C & Bruder, M. N (1976) suggest that:

> If "the goal of listening comprehension is to be able to understand native speech at normal speed in unstructured situation", then one needs to identify such a range of speech situations as the students are likely to encounter, from formal lectures to casual chats, from face to face encounters, to telephone messages and radio and TV presentations, and then systematically present the students with exercises which teach them how to listen and what to listen for in such situation". (p. 128).

Additionally, listening comprehension plays a crucial role in helping students to be aware of the features of sounds (Kelly, G, 2002, p. 21). Another interesting role of listening skill while watching movies inside classroom is concentration. In other words, listening makes students aware of each words and sentences in the movie; they will be more motivated when hearing and understanding the language in order to participate in classroom and discuss with each other.

Listening is the first step to acquire a language. It helps in recognizing the natives' intonation in order to understand their feelings and emotions as well as to distinguish how to stress the words. What is more important, listening aid for better understanding and discovering new words to enrich students' vocabulary alike.

2.5. The Advantages of English Movies to EFL Learners

The growing of technology for decades brought new creation in many domains, such as: economic, agriculture, commerce and education. For education, using multimedia in educational setting may facilitate the teaching process. Simply, videos are helpful tools in education.

In fact, movies provide context aids and dynamic experiences to students and teachers alike. As consequence, students are digital learners, so that English movies are considered as a powerful educational tool. (As cited in Kabooha, H. R, 2016), "movies can capture the students' attention towards the target language (Tognozzi, 2010); "increase the students' motivation to learn the language (Ruusunen, 2011)". That is to say, movies have a great impact on the learners, they get them to be aware and to be focus on the lesson and encourage students to learn English language. Besides, according to (Khan, 2015; as cited in Kabooha, H. R , 2016) "*the visuality* of movies can facilitate comprehension and understanding for the language learners in an ideal visual context, which makes it an effective language-teaching tool"

Harmer, J (2001, p. 282) classifies the advantages of videos in four reasons as extra dimension for education:

1/ Seeing language in-use

- One of the main advantages of videos that students do not just hear language, they see it too.
- This greatly aids comprehension, since for example; general meaning and moods are often conveyed through expression, gesture and other visuals clues.
- We can observe how intonation can match facial expression.

2/ Cross-cultural awareness

- Video uniquely allows students a look at situations far beyond their classrooms.
- Video is also great value in giving students a chance to see such things as what kinds of food people eat in other countries and what they wear.

3/ The Power of Creation

- Video provides memorable and enjoyable in learning process.

- Video can provoke creative and communicative uses of the language "students find themselves" doing new things in English.

4/ Motivation

- Most students show an increased level of interset when they have chance to see a language in use as well as hear it, and when this is coupled intersting tasks.

Moreover, movies evoke the real wold in the classroom and incorporate in understanding and being aware of the native culture. Films are helpful to learn new words and train listening skill alike.

2.6. The Effects of Native Speakers on Foreign Language Learners' Pronunciation

Majority of EFL learners try to be native-like speakers by imitating natives' accent and quality voice, but they would never to be like them. Particularly, EFL learners are expected to influence of segment and phonology of native language. In other words EFL learners still influenced by their L1, so how can they to be like NSs?. Surely, it is impossible. (Scovel,1995; as cited in Kirkova-Naskova, A. 2010) maintains that "native speakers rely on non-linguistic acoustic information (such as speaker's voice quality settings and speaking rate) as well as their internal phonological knowledge about thephonemic structure of their native vowels, consonants and prosodic elements".

In fact, vowels have very obvious extent by syllabic of the voice. Therefore they give much interest on the prosodic information. Scovel (1995, p. 175). However, "not all vowels equally indicate traces of foreign accent; some phonemic contrasts, such as /i:/-/I/ in English, are not represented in the most world languages of foreign-accented speech to native speakers". (Kirkova-Naskova, A , 2010).

NSs language has a great effect on students' oral communication in oreder to communicative effectively and make interaction inside classroom; not to be like them. (Celce-Murcia, Brinton & Goodwin, 1996; Goodwin, 2001; as cited in Wach, A) maintain, (a major aim of pronunciation instruction nowadays is to develop functional and communicative intelligibility in learners which will allow them to take part in oral communication, and not necessarily to make them sound like native speakers of English".

Nowadays EFL learners try to imitate and to communicate like the NSs, but, obviously, they would never be like them. Hence, the foundamental impact of NSs on EFL pronunciation is improving students' pronunciation, speaking skill, listening skill, intelligibility and communicative competence.

Conclusion

To sum up, this chapter shows that English movies play a crucial role in learning English language skills in EFL classroom.They are easy to find, to use and to learn the native language. Movies are a powerful educational tool in facilitating the learning and teaching processes and provoking the learners to learn language smoothly with the apropriate selection of multimedia used with specific goals.

Chapter Three
Data Collection Methods and Tools

Chapter Three: Data Collection Methods and Tools

Introduction

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3.3. Data Collection Instruments

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Conclusion

Introduction

Most students find difficulties in pronunciation skill. As consequence this research is done which aims to investigate whether English Movies are good tool to enhance students' pronunciation of First year English licence at Kasdi Merbah University in our department. Depending on the analysis of the students' questionnaire, teachers' interview and experimental study including (pre-test and post-test).

3.1. Research Methods and Design

To demonstrate the two hypotheses stated before, this research adopts two methods qualitative and quantitative methods. We use qualitative method to determine the levels of targeting students and their perception towards using movies in EFL classroom. It includes experimental study in order to test the students after and before the treatment (pre-test and post-test) and teachers' interview. In addition, we use quantitative method to present the quantity of the students, which includes students' questionnaire. These gathering data tools check whether learners and teachers are interested to learn and to teach pronunciation through English movies.

3.2. Sampling

To achieve the aims set for present study, a sample of 20 students has chosen randomly out of two hundred- seventy five (275) registered in the class of First year licence of English for the academic year 2018/2019. The sample is used to serve as respondent in this research. This sampling involves choosing the nearest individuals who happen to be available and accessible at that time. Besides that, three teachers of phonetics and/or oral communication have selected to collect their views towards using movies in their teaching process.

3.3. Data Collection Instruments

To collect data that prove this research, it has used questionnaire for the students, teachers' interview and tests (pre-test and post-test) as data gathering instruments.

It has been involved 1st year English students to take their opinion about using movies in EFL classroom in order to reinforce research's hypotheses and to answer the research questions by

giving them questionnaire. It was not possible including them all, but who was available and accessible at that time.

Teachers' interview has conducted to three teachers of oral communication and/or phonetics in order to know their perception towards using English movies in their teaching process. To investigate whether English movies are helpful to integrated in EFL classroom. Besides that, we have administered tests (pre-test and post-test) for the learners in order to compare their levels before and after they watch movies. These gathering data tools will help to prove and to achieve the aims of this research.

3.3.1. Students' Questionnaire

To analyse the results, we have to follow these steps:

3.3.1.1. Description of Students' Questionnaire

This present study adopts students' questionnaire to collect data in order to answer the research questions and to achieve the two hypotheses that guide this study. The questionnaire has given to one group of First year English licence at our department. This questionnaire includes eight questions, which divided into two parts. The first part consists of 4 questions about background of the students towards tools that used to use in classroom and their level of speaking. While the second part includes 4 questions to know whether English movies have good effect on students or no. Besides, the form of this questionnaire is selection pattern by putting a cross on the appropriate answer.

3.3.1.2. Administration of Questionnaire

Due to the absence of the students because of the winter holiday. This questionnaire has administered before holiday in the first semester on 17/12/2018.

3.3.1.3. Analysis of Questionnaire

In order to classify the results of data collection, it would have been presented tables. Each table will analyze and interpret according to the students' response. Tables summarize the results of students' questionnaire with appropriate interpretation.

Q1: How is your level in Speaking?

Table01

- *Students Self-rating to Speaking Skill*

	Bad	**Good**	**Excellent**	**Average**
Number of students	4	11	1	4
percentage	20%	55%	5%	20%

In table 01, the learners have asked to evaluate their level in speaking. 55% of students rated themselves as "good" in speaking. While 20% of the students evaluated themselves as "bad" when they speak English and only 5% rated themselves as "excellent" in speaking. Only 20% think that they are "average" in speaking.

Q2: Does your instructor use any tools in teaching your pronunciation?

Table02

- *Using Tools inside Classroom to Teach Pronunciation*

	Yes	**No**	**No answer**
Number of students	6	13	1
percentage	30%	65%	5%

Table02 presents the lack of using tools in classroom to teach pronunciation. Which 65% of the students say that the instructor doesn't use any tool in teaching pronunciation. Only 30% argue that the teacher uses tools which is only data show.5% of students don't answer.

Q3: Do you watch English Movies?

Table03

- *Watching English Movies*

	Yes	**No**	**No answer**
Number of students	19	1	/
percentage	95%	5%	/

Almost 95% of the students watch English movies; nowadays the students are digital learners. Whatever the purpose of watching films, the students are influenced by English language of native speakers. 5% they do not watch movies.

Q4: Do you watch movies for:

Table04

- *The Purpose of Watching English Movies*

	Fun	**Learn**	**Both of them**	**Nothing**
Number of students	2	6	12	/
Percentage	10%	30%	60%	/

According to table 04 shown above, the students have asked for what purposes do they watch movies. 60% of the students say that they watch English movies to have fun and to learn English. While 30% of the learners claim that they watch films just to learn English and only 10% of them watch English movies for fun and enjoy.

Q5: What is your perception towards using English Movies for pronunciation purposes in EFL classroom?

Table05

- *Students' Perception towards Using English Movies to Learn Pronunciation*

	Helpful	**Unhelpful**
Number of students	19	1
Percentage	95%	5%

According to the table 95% of the students agree that using English movies is helpful to learn pronunciation; in which they explain that movies help them to improve their pronunciation and other skills, understanding other speech, learn new words and how to use them appropriately and distinguish between the accents of English. Whereas 5% argue that English movies are unhelpful because American English is not clear and we use British English in classroom.

Q6: Do you think that English movies may help you in improving your pronunciation?

Table06

- *The students' Attitude towards Improving Pronunciation Skill through English Movies*

	Yes	**No**	**No answer**
Number of students	19	/	1
Percentage	95%	/	5%

The students have asked about their attitude towards improving pronunciation skill through English movies. Almost of the students '(95%) agree with that English movies help them in enhancing their pronunciation by imitating the characters' way when talking, But 5% of the students leave question empty.

Q7: Do native-speakers pronunciation affect on your pronunciation?

Table07

- *Students' Views of the Effectiveness of Native Speakers on Pronunciation Skill*

	Yes	**No**	**No answer**
Number of students	18	/	2
Percentage	90%	/	10%

.

Table 07 explains students' views of the effectiveness of native speakers on pronunciation skill; which more than half of the students (90%) think that native-speakers have great effect on their pronunciation because movies help them to listen and to learn how to pronounce the words. 10% of the students do not answer.

Q8: Do you face difficulties in English pronunciation

Table08

- *Pronunciation Problems Encountered by Students*

	Yes	**No**	**No answer**
Number of students	10	9	1
Percentage	50%	45%	5%

Half of the students 50% evaluate themselves and say that they have problems with English pronunciation and 45% of them think that they have not any difficulties towards this skill. Only 5% left the question empty.

- The problems and their percentages are set as follow in the following diagram:

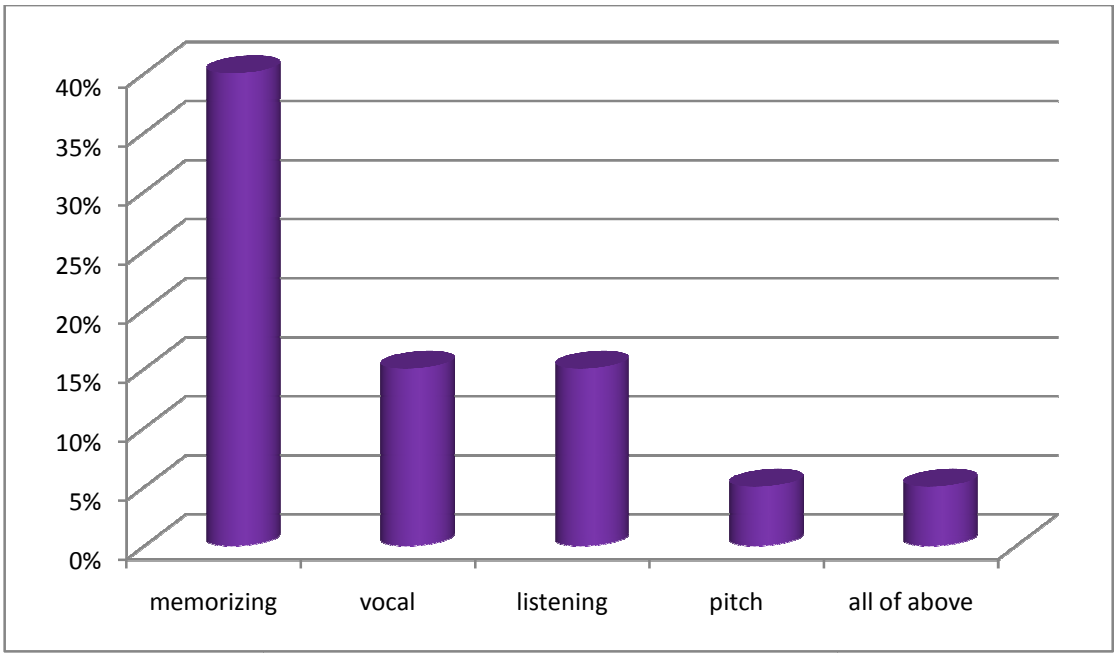

Figure 03: A Diagram represents Difficulties that Students may Encounter

According to the diagram above memorizing is the most problem that students face. Listening and vocal organ troubles are the second problems. In this regard, memorizing play a crucial role in keeping the words that may learn through the movies in their mind.

3.3.1.4. Finding and Discussion of the Questionnaire Results

This present questionnaire aims to check to what extent English Movies help enhance EFL classroom students' pronunciation of First year licence at KMUO.

According to the results acquired from the students' questionnaire that the teachers less use of technology in EFL classroom except using data show as a teaching tool.

Furthermore, from the tables showed above that English movies are helpful for the learners in order to improve their pronunciation and other skills, to learn new words and to distinguish between British and American accents of English. For most of students movies aid them in enhancing their pronunciation by imitating and repeating after the characters.

Besides, students maintain that native-speakers language has a great effect in increasing pronunciation as well as train their listening skill. But, according to the diagram presented above highlights that memorizing is the most problem that students face in learning English pronunciation that should take it into consideration to be solved.

3.3.2. Teachers' Interview

To analyse the results of this interview, we have to follow these steps:

3.3.2.1. Description of Teachers' Interview

This interview has conducted to the teachers of English department at KMUO in order to know their views towards using English movies in EFL classroom to increase students' pronunciation. In particular, the interview was conducted to three teachers of phonetics and/or oral communication. The interview consists of 10 questions; the first five questions is about background of the teachers in teaching and the second five questions tackle the teachers' perception about using films in the class.

3.3.2.2. Administration of the Interview

This research has opted semi-structured interview to three participants of English teachers. All interviews have administered before the winter holiday on 16/12/2018 and 18/12/2018. It was conducted after lunch hour from 13:00 to 15:00 in the administration and teachers' staff.

3.3.2.3. Analysis of Teachers' Interview

To collect the teachers' views towards using English movies in EFL classroom, they have asked to answer 10 questions. In this regard, teachers' answers will help to reach the objectives of this research, and analyzing and interpreting the data collected will show bellow.

Q01: For how many years have you been teaching phonetics and/or oral communication?

The first teacher says that it is the first time in teaching for him. He had no experience before. But this year, he claimed that He teaches oral communication to second year English students at KMUO. The second teacher teaches English since 2013. He teaches oral communication for 3 years, in which this year is the third. For phonetics, he teaches it for 5 years. While the third teacher, she teaches English for 25 years, but this year she teaches for 3 months with first year English licence at KMUO.

Q02: What are the teaching tools you use in phonetics and /or oral communication?

Concerning the first teacher, He prefers to use face-to-face in order to communicate with each other. Sometimes, he brings data show in order to show the students the real effective language and to show them how people in dialogue conversation interact with each other and to see the facial expression of native language. For the second teacher, he explained that he depends on an interactive method; teacher- students and students-students. For phonetics, he uses games and for oral communication, he provides them interactive activities in a situation in order to talk to teach through their mistakes. Whereas the third teacher is used to use a recorder and data show. She maintains that she needs a guide in teaching with media and she will solve this problem.

Q03: Do you think that English movies may help you in teaching pronunciation?

The three teachers affirm that it is helpful for them to teach with movies but take into consideration culture, language, carefully selection of movies, and type of movies, with carefully how to integrate them.

Q04: Have you ever introduced movies in the class? If yes. Why? If no. Why?

The 1st teacher states that he has not the chance to do so. The second teacher uses them twice and the third instructor uses videos.

Q05: Have you received any training to use English movies in the class?

The teachers had never trained about using English movies in the classes.

Q06: Should movies be integrated in your syllabus?

The instructors argue that it is important that movies be integrated in their syllabus, because:

-1st instructor: English movies are a great source to teach pronunciation for the first teacher.

- 2nd instructor: But with carefully selection of movies with the appropriate objectives off the lesson and students' needs.

- 3rd instructor: With using British accent.

Q07: Do you think that Movies motivate your students to learn English pronunciation?

All the three teachers highlight that English movies are good tool to motivate and to reinforce the students to learn English pronunciation, because they already love watching movies.

Q08: To what extent using English Movies in EFL classroom may contribute in enhancing students' pronunciation?

According to the first teacher, movies can make students talk English fluently, make the students to speak language with confidence and can enhance students' pronunciation by imitating and watching how the mouth of native speakers produce a language. While the second teacher declares that movies have a great extent on students' pronunciation if they are carefully selected, when and for what the teacher teaches with movies; if not students will get bored if using movies each time. The last teacher states that movies have a great extent but depending on the length of the movies and students' readiness.

Q09: Are you aware of selecting specific movies that have relation with novel read by students?

Movies help a lot with novels, because novel is a great source to learn some expressions and vocabulary for the first teacher. The second teacher said that it is helpful but with the appropriate novels. While the third one stated with both teachers that novel is helpful for the students.

Q10: If you would use English Movies in your class. How will you do that?

-1st instructor: He brings data show and displays movie to watch and listen carefully. Then, he tells them to memorize any things came in their minds. After that, He asks them questions about the movie.

-2nd instructor: He says that he teaches first. Then, the movies should apply in the lesson should be ready which is downloaded from YouTube and picks the elements that He is interested in.

-3rd instructor: She claims that she needs a special classroom, no disturbance, and she prepares her students for that.

3.3.2.4. Findings and Discussion of the Interview's Results

Due to the teachers' views, we see that English movies are really helpful for them to use in their syllabus because movies facilitate their teaching process.

The results gained from the three teachers show that English movies have a great effect on students' pronunciation, in teaching, learning process, motivating and reinforcing students to learn language smoothly.

They see movies as a source to teach pronunciation and it should be integrating English movies in EFL classroom. Movies can be a powerful educational tool because they have a great extent for the learners in speaking English language fluency.

Further, the teachers maintained that if they have a chance to use movies in EFL classroom, they follow these steps: displaying the movie to watch and listen then let the students memorize any words or any expressions. After that, asking comprehension questions about the movie.

3.3.3. Experimental Study

Experimental study is a probative study in order to assess whether English movies have a good impact on students' pronunciation. We conducted for this experiment, pre-test, treatment and post-test to know students' level in this skill by comparing pre-test and post-test.

3.3.3.1. Sampling

We have conducted this test to 1st year English licence randomly who were available and accessible that time.

3.3.3.2. Administration of Pre-Test and Post-Test

We have administered the pre-test and post-test to one group that was available that time because of a lot of circumstances. It is done in second semester on 26/02/2019 at 10:00 in room 28.

3.3.3.3. Lesson Plan for the Pre-Test

For making successful session, we drew a lesson plan for this experiment.

We have started with level and specialty of students, subject of the lesson, time duration, materials needed, date and the objectives that the session focused on.

We have given examples for the students on the board and asked them to read the examples in order to know their weaknesses in order to explain the stress, intonation and sound as a warming up to introduce the main concern of the topic.

The last step, we have provided students handouts which contain three activities about stress, intonation and difference between the phonemes /ð/ and /θ/ sounds.

3.3.3.4. Lesson Plan for the Post-Test

In order to get students to be familiar with the movie, we have given an overview about the movie of *The Ron Clarck Story* as a warming up. Then, we have displayed the movie to watch it for 40:43mns.

After, we have asked the students what they have understood from the movie in order to know their perception towards this movie.

At the end, we have provided three activities similar to the pre-test but with different examples stress, intonation and difference between /θ/ and /ð/.

3.3.3.5. The Selected Movie

To achieve the validity of this research, we saw that we should select appropriate movies that serve learners' needs. Therefore, we have chosen *"The Ron Clarck Story"*starring by *(Mathew Perry).*This story is from a real-life a teacher *Ron Clarck*.

The teacher left his hometown and went to New York City to look for a job as a teacher to the worst students in Harlem middle school. At the beginning, He could not control his

students because they were uncontrolled and lacked of any social ethics. But, with his unlimited patience, He was able to guide the students to the right path and involve them to learn by set of rules and effective strategies that make education easy for them. Moreover, Ron Clarck gave his students a hope to dream big and to take risks to achieve their goals and aspirations. He helped them to overcome their problems and make a difference in their lives.

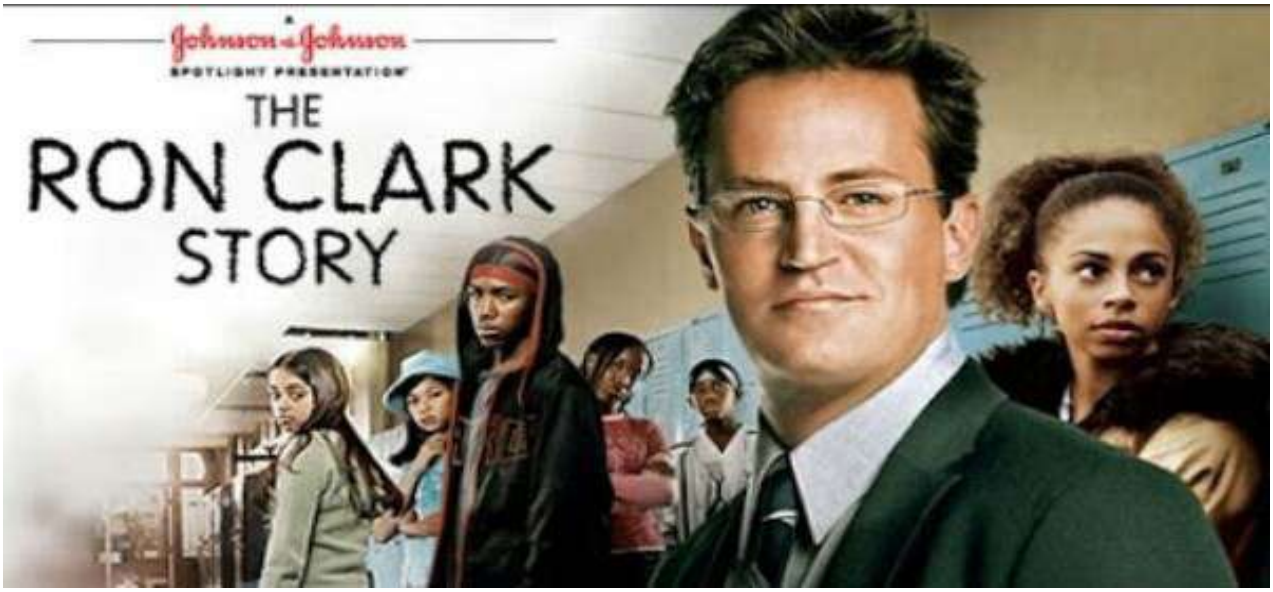

Figure 04: *The Ron Clark Story* photo. [1]

To serve the learners' needs, this movie was selected for specific purposes and reasons. The first aim is an educational movie; which helps teachers and students to manage, to control and to give ideas about methods to teach and to learn English. The second purpose, the movie has good, clear and pure English language pronunciation. The last and the third purpose is that this movie has an ideal content. It gives a dynamic experience for both teachers and students. Therefore, *the Ron Clarck Story* is an inspired movie because it gets students interests to watch and to learn pronunciation skill that meets students' needs.

3.3.3.6. Analysis of the Test

In order to obtain the results from the test, we have corrected the answer sheets of each student and gave the total marks out of /20.

[1] https://www.google.com/search?q=the+ron+ckark+story+photo&oq=the+ron+ckark+story+photo&aqs=chrome..69i57j0l3.11645j1j9&sourceid=chrome-mobile&ie=UTF-8

3.3.3.6.1. Pre-Test Scores

Table 09

- The Pre-test Scores

Students' number	Scores
Student 01	10
Student 02	16
Student 03	19
Student 04	11,5
Student 05	13,5
Student 06	16
Student 07	15
Student 08	15
Student 09	16,5
Student 10	12
Student 11	13
Student 12	11
Student 13	12
Student 14	9,5
Student 15	16
Student 16	13
Student 17	16,5
Student 18	18
Student 19	16,5
Student 20	15,5
Total	285,5

As shown in the table 09, the students have somehow good level in English pronunciation. 55% of the students have higher scores while 45% of them have average scores. That is the total scores is 285, 5.

3.3.3.6.2. Post-Test Scores

Table10

- *The Post-test Scores*

Students' number	Scores
Student 01	12
Student 02	13
Student 03	15
Student 04	14
Student 05	17
Student 06	13
Student 07	17
Student 08	14
Student 09	14
Student 10	13,5
Student 11	16
Student 12	15,5
Student 13	14
Student 14	11
Student 15	15
Student 16	16
Student 17	17
Student 18	16,5
Student 19	15
Student 20	Absent
Total	278,5

Due to the absence of one student, there was a difference in the number of the students which they were 19 students. Therefore, the total scores of percentages of the students who have excellent level in pronunciation are 74%. 27% of the students have average level. For that reason, the total marks in the post-test is 278, 5

3.3.3.7. Findings and Discussion of the Pre and the Post Test

After we classified the results of the students' scores in the tables, we compare the two tests scores. To analyze the results obtained we collected students' scores who have affected through watching the movie.

Table 11

- *Students who did not affect through Watching the Movie*

Number of the students	Before the treatment	After the treatment
Students 01	16	13
Students 02	19	15
Students 03	16	13
Students 04	15	14
Students 05	16,5	14
Students 06	16	15
Students 07	16,5	15
Students 08	18	16,5
Students 09	15,5	Absent
Total	148,5	115,5

Note: The students were classified randomly

Table 11 below illustrates that students were good and excellent in English pronunciation; which they got higher scores before they watch the movie. Whereas they had lower scores after the treatment comparing to the pretest scores. Therefore, the total of scores before the treatment is 148, 5 and after the treatment is115, 5.

Table 12

- *Students who have affected through Watching the Movie*

Number of the students	Before the treatment	After the treatment
Students 01	10	12
Students 02	11,5	14
Students 03	13,5	17
Students 04	15	17

Students 05	12	13,5
Students 06	13	16
Students 07	11	15,5
Students 08	12	14
Students 09	9,5	11
Student 10	13	16
Student 11	16,5	17
Total	137	163

Note: The students were classified randomly

Table 12 illustrates that students develop capacity in pronunciation skill. It seems that the majority of the students are enhanced in pronunciation skill through watching the movie. The total scores of the students who have enhanced after the treatment which is 163. While before the treatment, the total scores is 137.

Conclusion

This chapter tackles the methodological design of this research which it discussed and analyzed the results from data collection instruments. We deduce from the results acquired from students' questionnaire, teachers' interview and both tests (pre and post tests) that English movie can be an effective tool in enhancing students' ability in pronunciation skill. However, the differentiate of the number of the students, it seems that movies have positive effect on students' capacity; which there were 20 students before the treatment 19 students after they watched the movie.

Chapter Four
Pedagogical Implications

Chapter Four: Pedagogical Implications

Introduction

4.1. Contrastive Analysis

4.2. Conversation Analysis

4.3. Discourse Analysis

4.4. Communicative Approach

4.5. Critical Thinking

4.6. Training Listening Comprehension Skill

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- 4.8.1. Suggested Steps
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- 4.8.3. Suggested Activities for Oral Practice

4.9. Some Helpful Movies that Help in Teaching English Pronunciation

Conclusion

Introduction

This research needs pedagogical implications to EFL teachers to integrate movies in their classes. Pedagogical implications are what the instructors do to help students to overcome language problems. The teachers should follow processes, steps strategies and procedures that guide them and the students as well. That is to say, the educators, scholars and designers should be aware of adopting some suggestions to get familiar in teaching process and that serve learners' needs with specific purposes. As Kaboha, H. R (2016) says that "recently, many language instructors, materials designers, and scholars have been interested in investigating the effectiveness of a variety of strategies and methods that can be employed in the EFL classes to facilitate the learners' mastery of language skills and optimize the teaching and the learning process".

4.1. Contrastive Analysis

Contrastive analysis (CA) is a method used by instructors to facilitate the teaching process. This method sets for pedagogical purposes, as Stig, J (2018, p.09) mentions that "contrastive analysis is the systematic comparison one of two or more languages, with the aim of describing their similarities and differences. CA has often been done for practical/ pedagogical purposes".

Further, it is the comparison of native language English and foreign language English. That is to say, this method seeks to clarify and to distinguish between foreign language pronunciation and native-speakers pronunciation through English movies in order' to identify the errors made by EFL learners.

Many teachers should use this method because it helps students to cope with their problems in learning English language pronunciation. According to Katharina Ruspita (2011), "contrastive analysis followers suggest that teachers do contrastive analysis between native language and the target language so as to predict the learning problems that will be faced by the students". Therefore, it is difficult for EFL learners to acquire native English pronunciation because they are influenced by their mother tongue. But, it will be easy for EFL learners to learn through English movies by using appropriate method (CA).

What is more important, according to Ruspita, K (2011) CA aims to: "Make foreign language teaching more effective and find out the differences between the first language and the target language".

Further, when students learn a language, obviously, they get familiar with native speakers culture. Sun, F (2010) mentions that "cultural differences should also be introduced to the students because language cannot be separated from culture".

4.2. Conversation Analysis

Conversation analysis can be a good method for EFL teachers because it is a procedure that organizes and guides the activities that should be done in classroom with specific needs.

(Garfinkel [1967] 1984; as cited in Jack. W & Geoffry,T. R 2000), "was preoccupied with discovering the methods or procedures by which humans coordinal and organize their activities, and thus with producers of practical, common-sense reasoning in and through which "social order" is locally constituted". In this respect, it has been analyzing and recognizing the talk in conversation as an interaction; which aims at understanding how people manage their interaction. In other words, it accounts for the speakers' role, what is said and done in a conversation.

Moreover, conversation analysis is important for the learners during they watch a movie because it helps in analyzing the characters' speech of the movie and get them interested and motivated. It helps to see how people in the movie contact with each other as a kind of behavior, such as: eye-contact and head movement. This method makes students able to produce well organized and intelligible sentences and to interpret the other speech. Therefore, conversation analysis is considered as social activities in order to understand, negotiate, interpret and make sense of students' speech.

Hence, conversation analysis takes an important place in language teaching and reinforces the students talk and interacts with each other.

4.3. Discourse Analysis

Another interesting method and procedure that may involve in language classroom is Discourse Analysis (DA). This method shed lights on communicative interaction among students as a part of classroom activities and provides feedback to the learners to acquire the

English language. Thus, it promotes students to achieve specific purposes in classroom. Discourse analysis plays a crucial role in teaching context especially in language areas (grammar, vocabulary and phonology); which aims at oral discourse within EFL classroom.

Elite. O & Celce-Murcia. M (2001, p.714) maintain that "phonology, in particular the prosodic or suprasegmental elements, provides the range of possible rhythm and intonation combinations". That is to say, "many language classes where oral skills are taught, the interaction of discourse and prosody must be highlighted and taught, since contextually appropriate control of rhythm and intonation are an essential part of oral communicative competence".(ibid)

Yet, Elite. O & Celce-Murcia. M (2001, p.714) says that it is important to be aware of the relationship between phonology and discourse is that focuses on organization of information. That is to say, the students should distinguish the information that they already know and the information that they acquire from the target language. According to Elite. O& Celce-Murcia. M (2001, p. 714), "students need to be alerted to these prosodic features in the target language, but they also need to be alerted to similarities and differences in rhythm and intonation between their native language and the target language". They also argue that "without a doubt, the discourse analysis of oral interaction is highly relevant to the teaching of pronunciation in a communicative classroom".

4.4. Communicative Approach

Students and teachers should be aware of the necessarily of communication in language classroom. This approach enables students to communicate through the target language that they have learnt it by English movies. "The goal of language teaching is for the learners to be able to communicate by using the target language"Elite. O &Celce-Murcia. M (2001, p. 707). Due to watching English movie, students will be able to recognize the target language speech and thus "supply students with the ability to produce and recognize linguistically sentence". Elite. O &Celce-Murcia. M (2001 p. 707)

More, communicative approach exhibits the interest of pronunciation features for oral communication; which movies bring the real-world situation to language classroom environment. In addition, communicative approach is not just a matter of an approach, it is considered as an integral part of teaching program because without it students cannot be

familiar with the target language. It helps students to think creatively and develop students' abilities in pronunciation skill as well as communicative competence.

4.5. Critical Thinking

Improving students' ability to think critically may help them to be open-minded to any situation that they may face in classroom. It is a dynamic process or method that aids students in many areas throughout the academic career and their whole life.

As for the Open University (2008, p.07) that claims "to think critically is to examine ideas, evaluate them against what you already know and make decision about their merit". That is to say, in everyday from our life we think critically when we make decision or evaluate situation as for improving English pronunciation through using movies. Because this audiovisual tool promotes students to evaluate and assess themselves through comparing native language pronunciation and their foreign language pronunciation

More specific, think critically pushes students to be self-rating and knowing the real objective of learning pronunciation. So that, an effective critical thinking helps students to be creative of their own situations and allows them to develop the other skills as well, such as: reading, writing, listening and speaking.

4.6. Training Listening Comprehension Skill

Listening comprehension skill is an essential part for successful course. More you listen, more you get; without listening students cannot be involved with what is going and why they learn English pronunciation. Listening stimulates the learners for acquiring knowledge and improves their abilities in order to build their confidence in learning English language areas. "The introduction of English movies to English listening can improve students' listening learning interest, expand their knowledge, and improve their listening ability". (Xi-Chun, S & Meng-Jie, C 2015).

Watching English movies several times, students are open-minded to the pronunciation of the characters' speech. Therefore, learners will acquire easily more practical words and how to pronounce them. In other words, listening comprehension aims at understanding the native speech in order to learn the phonological and suprasegmental features as (Kelly, G, 2002, p. 21) mentions that listening comprehension plays a crucial role in helping students to be aware of the features of sounds.

Thus, training listening comprehension skill through English movies is an extraordinary method that builds up the students' ability to English pronunciation

4.7. Encouraging Students to Watch English Movies

Since students are digital learners, it is not difficult for the teachers to stimulate, to motivate and to encourage their students to watch movies. Because students are hooked on media, acquiring the language areas easily. Students will already have higher proficiency in oral communication, because in whole life they are watching movies. But, it will somehow different in language classroom since an official language is used. So that, there should be for the instructors to take into account for the movie they are selected.

Besides, English movies provide a joyful course, which make students more interesting and motivated to watch them. Encouraging students to watch movies enable them spent their free time for educational and joyful purposes, so that, movies reveal them to repeat after the actors and spell the words or sentences from the movie in order to practice and memorize certain words that they have heard. Additionally, movies would not get the students bored as reading books; they can be used as a dictionary to learn and memorize how the words spelled, transcribed and pronounced.

4.2. Suggested Steps, Exercises and Activities for EFL Teachers

Movies are definitely useful source and fun way to teach EFL learners. For the purpose of integrating movies in EFL classes, they should be watched several times because they provide language input. Therefore, if the teachers want to help their students to understand and learn English language skills through movies, they should pursuit excellent and appropriate steps, exercises and activities.

4.2.1. Suggested Steps

First of all, the instructors should prepare their lesson plan before in order to guide them in teaching process. This lesson plan shows you what to do next, why you do this courses but not how you teach.

Step 01: display short movies to watch, which these movies should be watched or used once weekly with specific purposes that meet the students' needs.

Step 02: ask the students to memorize any thing comes in their mind (words or sentences).

Step 03: ask them comprehension questions in order to get them involved to the content.

For example: - What are the main characters in the movie?

- What is the function of each character?

Step 04: provide students exercises for individual works, and then correct each exercise together on the board in order to let the students rate themselves by comparing the correct answers on the board and their answer sheets.

Step 05: ask students to make dialogue about the movie by imitating the characters, in order to practise orally.

Step 06: divide students into groups orderly group A, group B and group C, and so on. Then, ask one group to prepare questions, the other prepares answers for the questions and the last group discusses the two groups A and B and interacts; in order to make discussion and interaction as for communicative approach.

Step 07: provide activities to the learners to practise orally, such as: summarizing the content of the movie and present it orally, asking the students to re-present some of the movie clips and the other are as audience.

4.2.2. Suggested Exercises

The instructors should be aware of the students' age and level in providing exercises, in which these tasks should serve the learners' needs. Besides that, the chosen exercises should be selected from the movie that the students watch.

Exercise n 01:

Identify the consonants or vowel that is silent in three out of four words.

1/ Would folk walk hulk =…….

2/ Cast glisten watched cost =……

3/ Window wait wrap worse =……

4/ Table suitable subtitle subtle = ……

Exercise n 02:

Identify the word that has a different final sound.

1/ Tough of off ruff =…….

2/ Much watch mesh arch =……..

3/ Dreams wears lends sleeps =……..

4/ Approved believed played asked =…….

Exercise n 03:

Choose one words from the box for each sentence, marking the stress with /'/.

Absolutely	photographic	aspirations	photgrapher	prefer

1/ We have to be strong and do not back down to reach our dreams and ……

2/I ……running for sport instead of walking.

3/ Ahmed is brilliant ……..

4/ Wow! How can you do that? It is a wonderful …….

Exercise n 04:

Distinguish between /f/ and /v/ sound in the underlined words.

1/ I <u>believe</u> that I will succeed in the exam

……..

2/ The <u>life</u> is good, but sometimes we face problems that make us feel that life is bad.

……

3/ The western <u>Belief</u> is praying in a church for the Christ.

……

4/ Turn <u>off</u> the light because it hurts my eyes. I cannot see anything.

……

5/ We live in London since 1998.

……

6/ I love American accent instead of British accent.

……

4.2.3. Suggested Activities for Oral Practice

Because the aim of this study is to improve students' pronunciation through English movies, there should be activities to practise orally not just written exercises. It will be not sufficient because the students need to talk and speak in classroom.

Activities:

1/Ask the students to give an overview about the content of the movie in front of the board.

2/ Ask the students do a role play about the content of the movie.

3/Play games of questions-answers among the students and the teacher**.**

4/ Give a chance to the students to talk individually and evaluate themselves**.**

5/ Tell the students to think critically and analyze every scene from the movie.

6/ Ask each students to prepare a general apothegm of the movie.

7/ Ask the students to draw the main objectives of the course.

8/Ask the students if they want to ask any question that still ambiguous for them.

4.3. Some Helpful Movies that Help in Teaching English Pronunciation

However, Movies are accessible and versatile; the teachers should select the movies for reasons not at random. These are 10 suggested inspirational and motivational movies titles that will help a lot of EFL teachers.

1/ ***Akeelah and the Bee (2006):*** Accounts for the story of 11 years old girl who participates in National Competition of Spelling Bee. An American Drama film starring by: *Keke Palmer.*

2/ Ruby Bridges (1998): The movie tells a real-life story of *Ruby Bridges*, the 1st black student who integrates in the white public school in New Orleans, Louisiana. It is drama movie starring by *Cahz Monet.*

3/ *Johny English (2003):* The story of this movie tells a spy who look for thieves who steal the Crown Jewels at the Tower of London. An American- British spy comedy film which is starring by *Rowan Atkinson (Mr. Bean).*

4/ *The Karate Kid (2010):* A movie accounts for 12 years old boy who learns the Chinese Kung Fu in order to defend on himself from his bad friends. This an American action and drama movie, starring by *Jaden Smith and Jackie Chan*

5/ *The Shawshank Redemption (1994):* It is an inspirational movie that motivates students to do not loss hope. The story accounts two imprisoned men for years and makes the solace as redemption for them. It is American drama film by *Tim Robbins, Morgan Freeman.*

6/ *The Freedom Writers (2007):* A story of young teacher helps her students to learn forgiveness and endeavor for education. It is an American drama film starring by *Hilary Sawnk*.

7/ *The Ron Clarck Story (2006):* This story is from a real-life a teacher *Ron Clarck.* A teacher helps his students to dream big and take risk to achieve their goals, with using effective methods, strategies and rules. An educational drama film is starring by *Mathew Perry*.

8/ *The Pursuit of Happiness (2006):* The movie tells a story of father who's his wife left him and his son. They were struggle being homeless, but the father never back down and pursuit to make their lives better**.** He looks for job to overcome their problems. T is motivational American biographical drama film, starring by *Will Smith and Jaden Smith.*

9/ *Spider-Man (2002):* A teenager goes with his classmates for educational journey, which he was being bitten by genetically-altered spider. This leads to Tobey Maguire to have extraordinary abilities like a spider superhuman. The movie is American super hero based on Marvel Comics by suing the same characters 'names, starring by *Tobey Maguire*.

10/ *16 Wishes (2010):* A teenager girl of 16 year-old make a list contains of 16 wishes in which she hopes to reach her wishes on her 16th birthday. Thus, a fairy gives her 16 candles

that lead to make her wishes be true. It is Canadian-American, comedy, fantasy and teen movie; based on Disney Channel Original movie. The movie is starring by *Debby Ryan.*

Conclusion

This chapter is as a guide map for EFL teachers by exhibiting effective strategies, methods and procedures to simplify the teaching process when using movies in EFL classroom. Besides, providing helpful suggestions steps, exercises and activities that may help EFL teachers in their teaching program as well as suggestions best 10 movies that can EFL teacher apply in classroom.

General Conclusion
And Recommendations

General Conclusion

English language pronunciation skill is the most difficult skill, and some of the students may have weak pronunciation. So that, it is an important area among the language other areas. Hence, the overall focus of this research is to present effective classroom practice; integrate English movies among EFL classroom at Kasdi Merbah University-Ouargla help enhance students' pronunciation.

Specifically, we try to prove that English movies have great impacts on students' pronunciation and using movies as an educational tool in EFL classroom. In order to achieve these goals, we confirm our hypotheses and answer our research questions.

This current study based on qualitative and quantitative research methods. Thus, we have chosen these methods to analyze and to describe the data-gathering instruments from both students and teachers; by using questionnaire for 1st year English licence, interview for phonetics and/or oral communication teachers and Ttest) pre-post test) at UKMO.

Both teachers and students should be aware that improving English pronunciation is the main concern to practice English in class. Therefore, EFL learners need to speak English fluently, communicate and interact with each other in side classroom and their future career as well.

Moreover, from the findings, we answer the questions of this research that English movies have a great extent in enhancing students' pronunciation. In addition, both teachers and students get impressed and interested to integrate English movies as a tool to teach and to learn English language skills. Besides, make students practise and improve their language pronunciation skill leads to build up their intelligibility, comprehensibility and communicative competence through using English movies.

As for demonstrating our hypotheses stated before, we prove that using films in EFL classroom serve the learners' needs and help the students to enhance their pronunciation skill. As well as movies develop students' listening, speaking skill and vocabulary.

Based on the results of both questionnaire and interview, movie is relevant to teach pronunciation and it is a source of native speaker. So, it should be included in our curriculum to raise students' motivations.

Recommendations

Depending on the findings, results and discussion, we propose recommendations that are useful and guidance to English teachers in order to facilitate their teaching process.

- English collaborative teachers should use movies at least twice a week in order to make the students look forward and motivated to watch movies again.
- The teachers should opt movies with specific purposes that serve learners' needs.
- The teachers should provide the students opportunities to talk freely without judging them.
- The instructors should diverse and develop different activities and methods that make students express themselves, such as: role play or group discussion.
- The educators should focus on the students speaking skill and their performance during they are talking to encourage them to do more.
- The teachers should consider themselves as students to get familiar with their learners in order to interact with each other.

Hence, these suggestions are helpful for both teachers and students to make successful sessions.

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Appendices

Appendix A

Students' Questionnaire

Dear Students

This present questionnaire aims to check to what extent English Movies help enhance EFL classroom students' pronunciation of 1st year licence at UKMO. You are kindly invited to answer honestly the following questions.

Put a cross(x) in the appropriate box.

1. How is your level in Speaking?
   - Bad ☐
   - Good ☐
   - Excellent ☐
   - Average ☐
2. Does your instructor use any tools in teaching you pronunciation?
   - Yes ☐
   - No ☐

   If yes, what are these tools?

   ……
   ……
   ……..
3. Do you watch English Movies?
   - Yes ☐
   - No ☐

4. Do you watch movies for:
   - Fun and enjoy ☐
   - Learn English ☐
   - Both above ☐
   - Nothing ☐
5. What is your perception towards using English Movies for pronunciation purposes in EFL classroom?
   - Helpful ☐
   - Un-helpful ☐

Explain!.....
.....

6. Do you think that English movies may help you in improving your pronunciation?
   - Yes ☐
   - No ☐

How that? Yes or No:

……
……

7. Do native-speakers pronunciation affect on your pronunciation?
   - Yes
   - No

   If yes, Why? If no, Why?

……
……
……

8. Do you face difficulties in English pronunciation?

Yes ☐

No ☐

Choose 2 difficulties that you may encounter

- Listening ☐
- Memorizing ☐
- Your pitch is unnatural ☐
-Vocal organ trouble ☐
- All of above ☐

Thank you for your collaboration

Appendix B

Teachers' Interview

Good morning

I 'am Bensaci Soulef second year master student in Applied Linguistic. I would like to conduct this interview with you. In this regard, my topic is entitled Using English Movies to Enhance Students Pronunciation, the case of First year English licence at Kasdi Merbah University-Ouargla.

Question 01: For how many years have you been teaching phonetics and/or oral communication?

Question 02: What are the teaching tools you use in phonetics and /or oral communication?

Question 03: Do you think that English movies may help you in teaching pronunciation?

Question 04: Have you ever introduced movies in the class?

If yes. Why? If no. Why?

Question 05: Have you received any training to use English movies in the class?

Question 06: Should movies be integrated in your syllabus?

Question 07: Do you think that Movies motivate your students to learn English pronunciation?

Question 08: To what extent using English Movies in EFL classroom may contribute in enhancing students' pronunciation?

Question 09: Are you aware of selecting specific movies that have relation with novel read by students?

Question 10: If you would use English Movies in your class. How will you do that?

Thank you

Appendix C

Lesson Plan

Level: 1st year English Licence **Date:** 26/02/2019

Subject: Checking the right pronunciation through *the Ron Clark movie*.

.**Time**: 90 mns

Materials: Movies, handouts, data show, speakers

Objectives: At the end of the session, the students will be able to:

1/ Train their listening comprehension.

2/ Pronounce words with /θ/ and /ð/ more accurately.

3/ Learn features of pronunciation such as: stress, intonation and the phonemes /θ/ and /ð/, etc.

Warming up: (5 mn).

- Overview about of the Ron Clark story.

*"The Ron Clarck Story"*staring by *(Mathew Perry).*This story is from a real-life a teacher *Ron Clarck*. The teacher left his hometown and went to New York City to look for a job as a teacher to the worst students in Harlem middle school. At the beginning, He could not control his students because they were uncontrolled and lacked of any social ethics. But, with his unlimited patience, He was able to guide the students to the right path and involve them to learn by set of rules and effective strategies that make education easy for them. Moreover, Ron Clarck gave his students a hope to dream big and to take risks to achieve their goals and aspirations. He helped them to overcome their problems and make a difference in their lives.

- Then, they watch the movie. **(40:43 mns).**

Activities: Before they watch the movie (15mns)

1/ Distinguish the difference between the phoneme /θ/ or /ð /. By putting /θ/ or /ð / under each words.

1- No, **th**ey're my kids.

……

2- Are **th**ose your bro**th**ers?

…….

3- **Th**is year we are going to be a family.

…….

4- Because **th**is is our first day.

…….

5- Today, **th**ere will be no schoolwork.

…….

6- All right, I **th**ink it looks good right **th**ere.

…….

2/ Which syllable is stressed in the following words?

1- This **community** judges us by scores.
   a- coMMUNITY.
   b- COmmunity.
2- Now let's get down to some **presidential** learning**.**
   a- PRESIdential.
   b- presiDENTIAL.
3- The **civil** rights movement**.**
   a- ciVIL.
   b- CIvil.
4- The **revolutionary** war.
   a- revoLUTIONARY.
   b- REVOlutionary
5- That's Dr. King wanted to feel about **justice** and freedom.
   a- JUstice.
   b- juSTICE.

3-Decide if the intonation rises ↗ or falls ↘ at the end of the following sentences**.**

1- Sit down!
2- I have a surprise for you.
3- What you read?
4- Are **th**ose your brother?

5- It is up to you, we eat or not.

6- I was hoping we can have fun this year.

7- Today, I gave up.

Activities: After they watch the movie.(15mns)

- Give to the students handouts, which include some exercises on pronunciation.

1- Distinguish the difference between the phoneme /θ/ or /ð / of**th,** by putting /θ/ or /ð / under each words.

1- **Th**rough out **th**e window

……..

2- Wi**th**in **th**ese four walls.

……..

3- A beginning that is better **th**an any**th**ing **th**at you ever imagined possible.

……..

4- Until Shameika decides to tell **th**e tru**th**.

……..

5- I wanted to **th**row it.

……..

6- **Th**ese kids can do any**th**ing I'm asking **th**em to do. **Th**ey just won't.

…….

2-Which syllable is stressed in the following words?

1- When we fought for **independence**.

c- INDEpendence.

d- indePENDENCE.

2- Iwant you to write a theme about your dreams and your **aspirations.**

c- ASPIrations.

d- aspiRATIONS.

3- The first **president** and commander**.**

c- PRESIdent.

d- presiDENT.

4- The first president and **commander**.

c- COmmander.

d- coMMANDER.

5- That's Dr. King wanted to feel about justice and **freedom**.

c- FReedom.

d- frEEDOM.

3-Decide if the intonation rises ↗ or falls ↘ at the end of the following sentences**.**

1- Stop fighting, let's go!

2- I used to call it the entire state building.

3- Today, we are going to learn Grammar.

4- I shook a desk with 12 year old kid in it.

5- Who vandalized this room?

6- I wanted to throw it.

7- Shameika ! Don't do!

Abstract

The present research sheds light at using English movies in EFL class to enhance students' pronunciation; which a particular focus on using movies as a tool in our curriculum. To reach the goals of this research, first year English students licence at KMUO have chosen to participate in this investigation. On the basic of the study purpose, a quantitative method of students' questionnaire and experimental study have used in order to collect their perceptions and comparing their levels before and after the treatment. In addition to that, a qualitative method has used for semi-structured interview to collect their views towards using movies in EFL classroom. In which 20 students have chosen randomly and three teachers of phonetics and/or oral communication.

The findings present that watching English movies have a great impact in enhancing students' pronunciation. Listening, speaking skill and vocabulary are also developed by watching films. Due to all these impacts, it can be using movies as an educational tool in EFL classroom to raise students' motivation.

Keywords: English movies, pronunciation, EFL classroom, listening, speaking skills, vocabulary, oral communication and phonetics.

ملخص

يلقي البحث الحالي الضوء على استخدام الافلام باللغة الانجليزية لتحسين نطق الطلاب. التي تركزبشكل خاص على استخدام الافلام كاداة في المناهج الدراسية لدينا. للوصول الى اهداف هذا البحث, تم اختيار طلبة سنة اولى انجليزية ليسانس في جامعة قاصدي مرباح ورقلة للمشاركة في هذا التحقيق. على اساس الغرض من الدراسة,يتم استخدام طريقة كمية لاستبيان الطلاب والدراسية التجريبية من اجل جمع تصوراتهم ومقارنة مستوياتهم قبل وبعد العلاج.بالاضافة الى ذلك,يتم استخدام طريقة نوعية للمقابلة شبه المنظمة لجمع وجهات نظرهم اتجاه استخدام الافلام في الفصول الدراسية لانجليزية كلغة اجنبية. حيث يتم اختيار 20 طالبا بشكل عشوائي وثلاثة مدرسين في علم الصوتيات و/او التواصل الشفهي.

تظهر النتائج ان مشاهدة الافلام الانجليزية لها تاثير كبير في تحسين نطق الطلاب, يتم ايضا تطوير مهارة السمع, التكلم و المفردات اللغوية من خلال مشاهدة الافلام. نظرا لكل هذه التاثيرات, يمكن ان تستخدم الافلام الانجليزية كاداة تعليمية في منهاجنا الدراسي لزيادة تحفيز الطلاب.

الكلمات المفتاحية:الافلام الانجليزية, نطق, الفصول الدراسية لانجليزية كلغة اجنبية, مهارة السمع والتكلم, المفردات اللغوية التواصل الشفهي.

Résumé

La présente recherche met en lumière l'utilisation des films en Anglais pour améliorer la prononciation des étudiants ; qui met l'accent sur l'utilisation de films en tant qu'outil dans notre programme. Pour atteindre les objectifs de cette recherche, les étudiants de première année licence d'université Kasdi Merbah Ouargla ont été choisis pour participer à cette enquête. Sur la base de l'objectif de l'étude, une méthode quantitative du questionnaire de l'étudiant et une étude expérimentale ont été utilisées afin de recueillir leurs perceptions et de comparer leurs niveaux avant et après le traitement. En plus de ça, une méthode qualitative a été utilisée pour les entretiens semi-structurés à utiliser des films en Anglais en tant que classe de langue étrangère. Oú 20 étudiants ont été choisis au hasard et trois enseignants de la phonétique et/ou la communication orale.

Les résultats montrent que regardent des films en Anglais a un impact important sur l'amélioration de la promesse des étudiants. L'écoute, expression orale et le vocabulaire sont également développes en regardant des films. En raison de tous tant qu'outil pédagogique d'Anglais en tant que classe de langue étrangère pour motiver les étudiants.

Mots-clés : Films, prononciation, cours d'Anglais comme langue étrangère, écoute, expression orale, vocabulaire, communication orale et phonétique.