



People's Democratic Republic of Algeria  
Ministry of Higher Education and Scientific Research  
Abbes Laghrour Khenchela-University  
Faculty of Letters and Languages  
Department of English



**Investigating Students' and Teachers' Attitudes  
towards Using British Films to Enhance EFL  
Students' Pronunciation  
Case Study: Second Year EFL Students.**

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Master  
in Language And Culture

**Presented by:**

- Lehis Kater Nada
- Hamzaoui Yousra

**Supervised by:**

Dr. Amel Boumaraf

**Board of Examiners**

Dr. Atik Imen University of Khenchela

Dr. Boumaraf Amel University of Khenchela

Dr. Beddiaf Abderrazak University of Khenchela

Chairwomen

Supervisor

Examiner

**June 2023**

## **Dedications**

I dedicate this work respect and appreciate the following:

To the light of my life my mother who supported and encouraged me at every moment of my  
life.

To the soul of my father, may Allah have mercy on him

My dear sisters and brothers (Salima, Farida, Sabrina, Karima, Houcine, and Laid) who  
motivated me throughout my academic career.

All my friends and classmates who have hand in this research

(Aymen, Amani, Alaa, and zakaria)

All my teachers who thought me during my educational journey.

Hamzaoui Yousra

## **Dedications**

In the name of Allah, most Gracious and most merciful;

Happily and dearly, I dedicate this work to myself for all the hard times I faced,

To my Lovely parents who were always by my side, supporting me and praying for me.

To my dear sisters, whom no word can appreciate their existence, and to my brothers.

To my friends and the ones whom I love deeply, and to my second family “Talibat Jennet

Arahman”.

Lehis Kater Nada

## **Acknowledgments**

In the name of Allah, most gracious and most merciful;

Primarily, we would like to start by thanking Allah the almighty for his guidance, help, and support that he gave us to finish this work. Our deepest gratitude is addressed to our supervisor **Dr. Amel Boumaaref** for her unwavering encouragement and guidance throughout the entire research process; her patience and constructive feedback have been invaluable in helping us to produce this research. We would also thank members of the jury Dr. Atik Imane and Dr. Beddiaf Abderrezak for their time and valuable remarks. In addition, we thank Hamzaoui Abdelaziz for his precious help. Lastly, a big gratitude addressed to our families and everyone who helped us throughout the research process, and all the teachers who taught us in our Learning journey.

## **Abstract**

Our study aimed to investigate students' and teachers' attitudes towards using British films to enhance students' pronunciation. The basis of our current study is to prove the effectiveness of using British films on second-year EFL students' pronunciation enhancement at the English Department at Abbes Laghrour khenchela-university. This research was conducted using mixed methods; Qualitative and Quantitative designs, along with a simple descriptive design. Moreover, data were collected from 40 second-year students using questionnaires, and from five teachers in the English department using Interviews. The research results show that the majority of participants are interested in watching British films as they do with British pronunciation. In addition, the findings proved that students and teachers have positive attitudes towards using British films to improve pronunciation since it is considered a motivational tool. Moreover, some English teachers are using film scenes in the classroom and they strongly encourage the idea of involving them in the teaching-learning curriculum. Thus, using British films as a teaching-learning tool has a positive effect on EFL students' pronunciation, consequently, the research questions are answered and the research hypotheses are effectively confirmed.

### **Key words :**

**EFL:** English as Foreign Language

## **List of Abbreviations**

EFL: English as Foreign Language

ESL: English as Second Language

## List Of Tables

<b>Table</b>	<b>Page</b>
1. Students' Gender .....	20
2. Students' Age.....	21
3. The Reason Behind Choosing English To Study At University.....	22
4. Difficulties Faced By Students In Speaking Skills.....	24
5. The Difficulties Faced By Students In English Pronunciation.....	25
6. Students' Attempts To Improve Their Pronunciation.....	27
7. The English Variety Used By The Oral Teachers.....	28
8. English Language Variety Preferences Of Students.....	29
9. Students' Evaluation Of Their Pronunciation.....	31
10. Student's Interests In British Films.....	32
11. How Often Do Students Watch Films.....	34
12. Students And British Films.....	35
13. The Use Of Films and Film Scenes In The Classroom By Teachers.....	36
14. Films As A Task To Do At Home.....	37
15. Students' Opinions Towards The Efficiency Of Film Scenes To Help Them To Communicate Properl.....	39
16. Students' Attempts To Improve Their Pronunciation Using Films.....	40
17. The Use of Films In The Classroom.....	41
18. Students' Perceptions Towards The British Films (Positive Effect).....	42
19. The British Films As a Motivational Tool For Students To Learn British Pronunciation.....	43
20. The Improvement That Students Notice in Their Pronunciation After Watching British Films.....	45
21. Students' Opinions Towards Adding British Films To The Teaching-Learning Curriculum.....	46

22.	Students' Suggestions For Our Topic.....	47
23.	Students' Gender .....	48

## LIST OF FIGURES:

Figure	Page
1. Students' Gender .....	20
2. Students' Age.....	21
3. The Reason Behind Choosing English To Study At University.....	23
4. Difficulties Faced By Students In Speaking Skills.....	24
5. The Difficulties Faced By Students In English Pronunciation.....	26
6. Students' Attempts To Improve Their Pronunciation.....	27
7. The English Variety Used By The Oral Teachers.....	28
8. English Language Variety Preferences Of Students.....	30
9. Students' Evaluation Of Their Pronunciation.....	31
10. Student's Interests In British Films.....	33
11. How Often Do Students Watch Films.....	34
12. Students And British Films.....	35
13. The Use Of Films and Film Scenes In The Classroom By Teachers.....	37
14. Films As A Task To Do At Home.....	38
15. Students' Opinions Towards The Efficiency Of Film Scenes To Help Them To Communicate Properly.....	39
16. Students' Attempts To Improve Their Pronunciation Using Films.....	40
17. The Use Of Films In The Classroom.....	41
18. Students' Perceptions Towards The British Films (Positive Effect).....	42
19. The British Films As A Motivational Tool For Students To Learn British Pronunciation.....	44
20. The Improvement That Students Notice In Their Pronunciation After Watching British Films.....	45
21. Students' Opinions Towards Adding British Films To The Teaching-Learning	

Curriculum.....	46
22. Students' Suggestions For Our Topic.....	48

## Table of Content

<b>Dedications</b> .....	II
<b>Acknowledgments</b> .....	IV
<b>Abstract</b> .....	V
<b>List of Abbreviations</b> .....	VI
<b>List of Tables</b> .....	VII
<b>List of Figures</b> .....	IX
<b>Table of Contents</b> .....	11
<b>General Introduction</b> .....	13
1. Statement of the Problem .....	1
2. Aim of Study .....	1
3. Research Questions .....	2
4. Research Hypotheses .....	2
5. Research Methodology .....	2
6. Rationale .....	3
7. Population and investigated sampling .....	3
7.1. Population .....	3
7.2. Sampling .....	4
8. Data Gathering Tools .....	4
8.1. Questionnaire .....	4
8.2. Interview .....	4
9. Significance of the Study .....	5
9.1. to students .....	5
9.2. to teachers .....	5
9.3. To researchers .....	5
<b>Chapter One: Literature Review</b> .....	6
1. Related studies .....	7
Conclusion .....	17
<b>Chapter Two: Results, Findings, and Discussion</b> .....	18
1. Students' Questionnaire .....	19
2. Analyses of Questionnaire .....	20
3. Teachers' Interview .....	46

4. The Interpretation of the Teacher’s Interview:.....	54
5. Discussion and Interpretation Of The Obtained Results:.....	54
Conclusion.....	58
<b>General Conclusion .....</b>	<b>59</b>
1. Limitations.....	61
2. Recommendations .....	61
References .....	64
Appendices .....	
Résumé .....	

# **General Introduction**

# General Introduction

---

Throughout the years of studying English language, starting from middle and secondary school to university, the students tend to develop their four skills, but they give more importance to speaking skills, which is the major skill that any EFL student wish to master and should work on. Moreover, mentioning the speaking skill leads us to highlight a crucial criterion, which is “pronunciation”. We may say that it is the basis that we can define as the act of producing words. However, with all the suitable conditions and materials provided for the students to enhance their English pronunciation, such as social media and networks, they still face issues with producing some sounds and words properly, which may create a sort of low self-confidence. Hence, EFL students have to improve their pronunciation and teachers help them achieve their ambition using motivational effective audiovisual tools like films as the the British films that are the most popular films among students nowadays.

## **1. Statement of the Problem**

EFL students need to improve their four skills to master the English language. Pronunciation is a crucial aspect that needs to be taken seriously as much as the other aspects of speaking skills. In this research, we emphasize on enhancing students’ pronunciation using British films as a tool. The problem sets the focus on understanding the perspectives, attitudes, and viewpoints regarding the use of British films specifically to enhance students’ pronunciation at Abess Laghrour Khenchela-University through attempting to check teachers’ and students’ attitudes towards using British films to promote this important skill.

## **2. Aim of the Study**

This study aims to check the effectiveness of using British films to enhance students’ pronunciation by investigating teachers’ and second-year LMD students’ opinions and

## General Introduction

---

attitudes concerning the issue at the Department of English at Abbes Laghrour Khenchela University.

### **3. Research Questions**

- 1- Do teachers use British films to help students to improve their pronunciation?
- 2- What are students' and teachers' attitudes towards using British films as a teaching tool to improve pronunciation?
- 3- Does watching British films as a teaching tool have a positive effect on students' pronunciation?

### **4. Research Hypotheses**

- 1- Exposing students to British films may promote their pronunciation.
- 2- Using British films as a teaching tool may motivate EFL students to enhance their pronunciation.

### **5. Research Methodology**

This research is carried out using mixed methods design, which is the combination of the two approaches quantitative and qualitative, to analyze data and to provide a better understanding of our topic. In addition to that, we attempt to ensure our research credibility especially by engaging our teachers' viewpoints concerning the topic and trying to answer the research questions and hypotheses stated earlier. We believe that using a mixed method approach helps us to get a clear understanding by collecting more data from our subjects concerning the integration of British films scenes in oral classes to enhance students' pronunciation and increase their achievement level while interacting in different situations used in films. Therefore, the qualitative design is for students' viewpoints and opinions towards using British films to enhance their British pronunciation. On the other side,

## **General Introduction**

---

quantitative design is used to present the sample size and numerical data. Within this method, we administrated questionnaires to students and interviewed teachers to collect data and check their perceptions towards using British films to improve British pronunciation. Moreover, in this research, we depend on the descriptive study to describe and understand the participants' opinions and perceptions toward the issue.

### **6. Rationale**

Since the majority of the students spend their free time watching movies, for entertainment, their pronunciation is improving unconsciously. Besides, considering that so many studies have been conducted before within this field, still some gaps exist within adopting films as a tool to enhance students' pronunciation. Hence, it is crucial to have teachers' perspectives towards using British films along with students' perceptions as they have the same importance. In our study, British films take a broader space.

### **7. Population and investigated sampling**

#### **7.1. Population**

Thirty teachers (30), and one hundred fifty-one (151) second-year students of the English department represent the whole population of our study at Abbes Laghrour Khenchela-University. We chose the second-year students as a case study since they are not beginners as first-year students, and they are more aware of the difficulties that they face throughout two years of studying the language, especially in their speaking skills; pronunciation, accuracy, fluency, etc. Moreover, we did not choose third-year students since they are finishing their studies, and as a probability, most of them will not finish their studies or are not interested in developing their pronunciation. Consequently, second-year students are the suitable case study for the research so far.

# General Introduction

---

## 7.2. Sampling

Forty (40) participants have been chosen randomly to be the center of the study and to accumulate data, and the saturation that needs to fulfill the researchers' needs is achieved. In addition, five oral expression teachers have been interviewed, since their opinions are important to validate the research study findings. Thus, this sample size enables us to generalize the findings to the whole population and cover the needs of our research.

## 8. Data Gathering Tools

### 8.1. Questionnaire

We preferred to gather data from the second-year English students at the University of Khenchela using a questionnaire because it is less time-consuming and effort considering the large number of participants we have in the second year. In addition, it ensures students' privacy so that they have the chance to express their opinions, and thoughts, and answer questions freely and comfortably. Since the questionnaire is a mixture of both quantitative and qualitative approaches, it contains both open-ended and closed-ended questions. Consequently, we believe it will cover our research needs.

### 8.2. Interview

In our research, the interview is going to be done with oral teachers at the department of the English University of Khenchela, who are going to be asked multiple questions that are related to our topic. We choose the interview to be done with teachers since they will provide us with detailed and accurate information. Besides, it is an effort and time-consuming tool compared to the large size of students, so it is preferable to be

## General Introduction

---

done with teachers. On the other hand, open questions are the type of questions that are managed for the meeting to gather deeper and more fruitful answers.

### **9. Significance of the Study**

#### **9.1. to students:**

British Films for EFL students may have a great role in enhancing their pronunciation especially when they are used for academic purposes. As a result, students will be able to overcome their pronunciation problems and enhance it effectively.

#### **9.2. to teachers:**

Teachers will be able to fix the students' problems concerning pronunciation, using British films as a reliable tool along with other techniques that teachers may apply to help their students. In addition to that, the findings and results of that research will be able to enrich their pronunciation capacities.

#### **9.3. To researchers:**

Researchers will be able to use these research findings to start a new study concerning this topic with a new research gap. Moreover, this research may serve future researchers' needs.

# **Chapter One**

## **Literature Review**

Many recent studies have focused on the effect of films on students' pronunciation, and their speaking skills in general; however, there has not been much research conducted on British films as our research has. This chapter is the theoretical part of our research; it introduces briefly, what previous/related studies have mentioned about the effect of watching films on EFL/ESL students' pronunciation, and its importance.

### **1. Related studies:**

Films as an audio-visual tool are considered an effective way to enhance students' pronunciation, and this was confirmed by many researchers who examined the effect of integrating films to promote pronunciation practice as Ismaili (2013) who proved that films are a basic material for students to enhance their communication skills and vocabulary. On the other side, in research conducted by (Aufa, 2017), it is stated that teaching pronunciation through films is effective in enhancing students' pronunciation as well it is a good media material to improve their speaking skills. Baluran (2013), as cited in (Handayani, 2017) films and TV shows are valuable provisions for practicing pronunciation and their use has so many benefits, in addition, teachers can use media like films and YouTube videos considering their positive effect on non-native students' pronunciation (Yudar, 2020). Teaching pronunciation through movies further can be one of the effective ways to increase students' pronunciation ability; also, films are an essential tool in stimulating the learners' language skills (Nurhasanah, 2020).

Considering the importance of acquiring pronunciation through films in the learning process, Bello (1999) and Stemplesky (1992) as cited in (Handayani, 2017) concluded that, videos fulfill the needs of students for real language pronunciation and original cultural aspects, in addition to that, it allows EFL/ESL learners to notice facial expression and body language, at the same time learning the stress, intonation, and rhythm. (Robinson, 2007, p.

2) as cited in (Nurhasanah, 2020) defined that “the power of seeing an actor speaking, hearing their pronunciation and linking it reinforces learning. It is challenging and makes you think”. Adding to that limited pronunciation skills may cause a lack of self-confidence. Therefore, the educational system of EFL/ESL students must contain a pronunciation curriculum, where students learn the right pronunciation of the language. (Handayani, 2017) stated that pronunciation can be taught consciously and unconsciously through films. While conscious-directed films are suitable for older and advanced learners, unconscious pronunciation learning is more suitable for young learners. Kusmaningrum (2016) pointed out that there are potential benefits for integrating English movies in EFL classrooms, the main one is to develop the academic level of language literacy, listening and speaking skills (Sari & Sugandi, 2015), and pronunciation. A study has been conducted in a Chinese college showed that most of the Chinese college students agreed on adding films to the language-learning curriculum because they believe that films offer a great enhancement in their cultural awareness, pronunciation, and appreciation of arts (Wang, 2016). Moreover, they admit that watching movies can improve language usage in different places and situations, in addition to the new vocabulary they are going to acquire from those films. Furthermore, films transform the English learning experience into a more fun and exciting process, in addition to that this research indicates that the aspects of pronunciation like intonation, stress, and pauses, developed after exposing students to films as previously mentioned in (Kabooha, 2016). Additionally, films allow learners to practice stress and intonation freely and also the other suprasegmental features, consequently, they provide the opportunity for EFL students of being exposed to different native speaker voices (Damar, 2014). This shows the importance of films to develop the suprasegmental features of pronunciation. According to Shapiro (2006, p. 95), movies affect individuals’ attitudes and positively develop their interactive tasks, it is also affected positively learners speaking

skills which can create a real language environment for them with pictures, plots, and performance that makes the scenes more vivid. Moreover, Kabooha (2016) in his research resulted that films have a positive effect on both teachers and students. Teachers observed that there is an enhancement in students' vocabulary and pronunciation. Where it is mentioned before; Stoller (ibid, p1), declared that using films in EFL/ESL classrooms increases their flexibility, consequently, they feel more advanced. He said, "It has been studied that films enhance English language skill development since they bring reality, authenticity, and flexibility into the EFL classrooms". Students who are used to watching movies have advanced pronunciation and developed speaking skills, as a result, it is better to use movies to enhance their language abilities, Ni'mah (2019).

Involving technology in EFL/ESL classrooms is a great step toward developing their communicative skills and competency (Mohammad Naim, 2020). Thus, Multimedia technology is considered a powerful tool to achieve good pronunciation and speaking skills (Adeneyi, et al. 2016). For that, using multimedia technology in teaching/ learning pronunciation and vocabulary is more effective than the traditional ways and more interesting, in addition to that multimedia is there to facilitate the foreign languages learning process and help learners and teachers to care more about the language and especially pronunciation, (Hamza, 2017) According to the researcher's results, Hamza suggested to depend more technological tools in foreign language classes and adopting a new technique that allows better results, regarding that the traditional ways became ineffective in the learning/ teaching process. Furthermore, multimedia technology allows learners to challenge their learning issues and enable them to better comprehend the information (Jayousi, 2021).

Some researchers found that movies fragments enhance memory and recovery information process, what is mentioned in (Pezdel, Lehrer, and Simon, 1984) cited in

(Ismaili, 2013), on the other hand, movie scenes allow learners to hear stress correctly and adopt the language spoken by natives and develop a better pronunciation (Florente, 2016). Also, it is agreed that what activates the prior knowledge of the students is using films in the classroom, and they give the background knowledge since they are important in practicing the four skills in the classroom ( Herron & Hanley, 1992) in (Ismaili,2013). Furthermore, Thammineni (2016) in his research findings declared that hearing natives when they speak helps the non-natives to improve their pronunciation skills. Another research finding says that incorporating films in EFL classes with both of its types (formal and informal) results in an improvement in pronunciation skills. Mirvan (2013), stated that movies provide a more sensory experience to learners because they contain colors, bodily gestures, and sounds along with verbal language, cited in (Murshidi, 2020). Moreover, Tomlinson and Masuhara (2004, p. 12) mentioned, “The awareness of culture would help the students comprehend the meaning contained in the conversations in the feature films. This may result in their ability to use the language properly when they communicate with foreigners in daily talks.” It means that films are considered a reflection of the Western world, containing different cultural features the EFL/ESL learners should be aware of (Arab World English Journal, 2017).

On the other hand, as it is obligatory for students to put their efforts into learning pronunciation and mastering the language speaking skill, the teachers have a big role in this field, they must try every possible tool that is considered effective for their learners to control the language. (Yudar, 2020) stated that teachers can use films to fix the students’ pronunciation problems in the classroom, he confirmed that it is a perfect method to get students attached to the language, hence they will have the ability to be more willing to use it, practice easily, and have enough confidence to communicate comfortably. Moreover (Hidayatullah, 2018) in his research declared that teachers have a crucial role in oral

sessions and guiding students towards useful tools to ameliorate their pronunciation. Florente (2016) added that to guarantee a successful movie method learning process, teachers must select the appropriate movies for the learners. When a teacher comes to provide EFL/ESL learners with a film as a learning material, he must consider several conditions, for instance, students level (novice, medium or advanced), length of the film, and its content i.e. he must select films with an educational objective, means it should include reaching information that helps students to acquire effectively the language, (Stephens, 2012). In addition, the teacher should tie the films provided in the classroom to some activities during the session like imitation and repetition (Hidayatullah, 2018), and memorization (Ghouti, 2015). The teachers' role doesn't end here, it is also embodied in their use of language that has a big effect on their students' pronunciation, according to Abderrahim's (2015) research findings, when teachers use a mixture of both American and British varieties students tend to use the British variety more than the American one.

Motivation is a necessary aspect when it comes to learning a new language; it results in positive behavior that leads to success. Motivating EFL students when learning pronunciation in the classroom is a difficult task, as many psychologists and sociologists discuss it. However, teachers can change this and motivate students using different teaching tools like films to motivate them to learn pronunciation (Bahous, Bacha & Nabhin, 2011) cited in (Murshidi, 2020). Moreover, using films in teaching skills is useful because they develop the thoughts and imagination of the students as a result they get motivated, hence they will practice their pronunciation and speaking skills ( Hidayatullah,2018 & Seferöglu, 2008), this proves that the motivation goes along with films as Achour(2021) mentioned in his research “ Investigating the effect of watching American Movies on EFL students' Pronunciation Improvement” who stated that they are

considered as a motivating and exciting tool to use when learning the pronunciation because films include daily life conversation, (Go,2017).

Siska (2015) found that motivated learners have advanced pronunciation rather than unmotivated ones, those are more willing to participate and engage in the classroom, however, the unmotivated are less productive and less advanced (Raniah, 2016). The same thing is said in Handayani's (2017) research, that academic films are a motivational way to teach pronunciation especially if it saves students' learning requirements. The integration of audio-visual technology in the curriculum of the EFL/ESL classrooms may motivate students to learn more about the English language as they have cultural values that give a remarkable foundation for critical thinking and provide linguistic diversities (Chapple & Curties, 2000) cited in (Khan,2015). Another thing that affects students is that they imitate certain body gestures, reactions, actions, and pauses that are revealed in the film by actors including tier pronunciation as well.

Sometimes learners feel depressed when they study in class, so involving certain kinds of films will help them enjoy the lesson, among those types of comedy films that are done for entertainment purposes, but at the same time, teachers can use them to teach and learn. Comedy films are not only for entertainment, they provide a joyful environment. Besides, comedy language is "obvious, clear and intelligible to be understood. Therefore comedies are the useful type which evokes students to learn English pronunciation and train their listening skills" (Bensaci, 2019). Teaching pronunciation through films is one of the successful tools, especially when they are provided funnily and impressively. Nurhasanah (2020) in another study conducted on YouTube videos are not just a source of entertainment but also an impressive tool to acquire pronunciation, especially for non-English students in the higher education environment. On the other hand, Nurhasanah confirmed in their research that watching drama movies help learners to develop their

pronunciation because using films is an entertaining and motivating tool for enhancing communicative skills, what is also approved by Fleming (2011) who declared that using drama in EFL classrooms facilitate the academic lessons and motivate students to promote their vocabulary and pronunciation, accordingly he said: “ drama is likely to embrace all sorts of activities such as warm-up exercises, watching plays, games, and other related activities”. In addition, Drama improves the students’ abilities to learn the English language as Heathcote (1984) said in his research Drama is no longer considered as another branch of education but as a unique teaching tool for language development. The main advantage of drama films is to improve the learners’ pronunciation because they see how actors pronounce and how they control their speech, breathing, and the way of producing sounds. Wessels (1987: p10) stated, “Learners of a foreign language need to direct their breathing consciously to produce the correct sounds in that language until the habit of doing so has been fully acquired”. The researcher Klippel (1984: p5) claims that “learning is more effective if the learners are actively involved in the process”, which means using movies is an alternative that can be used in teaching pronunciation instead of traditional methods. Furthermore, (Pratiwi, 2010) proves that cartoon films could improve the students’ pronunciation and could facilitate the pronunciation to learn and develop their English language pronunciation. In his research, Pangestu (2022, p21) stated, “Cartoon films are one of the media that can challenge the students’ mastery to express feelings and experience by using acting with the correct pronunciation”, additionally, they have many values as raising pupils’ interest in the study, reading and speaking. Furthermore, cartoon films are significant in the teaching-learning process of learning a certain language, increasing understanding, strengthening memory, giving new information, and teaching a skill effectively. Thus, this contributes to a more powerful desire to practice the language and motivation to learn the English language (Pangestu, 2022). Adding animated cartoons

to the learning process makes it more fun and enjoyable, Ouamane (2014) stated in his study that teachers' opinion about using animated cartoons, as an audiovisual tool to precut pupil's level of pronunciation, grammar, and vocabulary, is effective and it could raise their attention better during the lesson. They all agreed on the effectiveness of cartoon films in the beginners' classrooms; he also confirmed the efficiency of cartoon films as a motivational tool to improve middle school pupils' pronunciation. Besides, Donaghi(2014) stated that watching animated movies contributes to the quality of learners' pronunciation and assists their comprehension through both listening and watching, also promoting their speaking ability and pronunciation as well (Wediyantoro, 2016). By way of addition; Liew & Aziz (2022) in their research's findings showed that using animated films in pronunciation teaching is greatly efficient for pronouncing complex words or words that have the same spelling and differentiating between them, as an example of these words "through" and "thought" words. Additionally, (Khoshney and Dwalaldi, 2014) stated that students using Disney movies are better than students who use traditional ways to study pronunciation.

Educational films have an important role in improving learners' capacities and providing them with real experiences. Some researchers declared that understanding an educational film depends on the narrative content in which the educational messages are involved (Michael, et al. 2012). Accordingly, Educational films play an important role in developing learners' educational level, by helping them to retain information for a longer period and this includes all that is related to speaking skill, pronunciation, and communicative skills, (Muharez, 2007) cited in ( Jayousi, 2021). Also, educational films allow learners to work together, share creativity, (Halusizer, 2016) improve teaching capacities (AL-Nahahin, 2011), and raise learners' interests in different scientific and academic subjects and clusters.

On the other side, Srour (2021) in her research declared that authentic movies have a significant effect on AL- Aqsa University EFL students' performance in pronunciation, after making her studies and comparing their attitudes before and after the experiment. Moreover, there have been high and above-average achievements concerning the pronunciation test, she also advised EFL students to use authentic materials and watch authentic movies to enhance their pronunciation and listening comprehension skills. EFL/ESL learners tend to learn languages from authentic movies because it is easy to understand and a good way to improve the students' skills including pronunciation, (Chaib & Djerada, 2018).

Using historical films in primary schools showed a positive attitude and a noticeable development in the pupils' four skills. Historical films can provide pupils with opportunities to develop their ideas and understand the hidden messages easily, through which pupils will achieve a higher level in their study and will adapt critical thinking earlier and pronunciation (Walker, 2006). Likewise, short films have great importance, considering that they are short which makes them useful in the classroom, at the same time easy to handle, and a good tool to enhance the learners' speaking skills over time (Kahadayi, 2012).

Skipping to movie subtitles that are studied by many researchers like Napikul (2018) confirmed that subtitles effect positively students' listening comprehension; as a result, the pronunciation ability will increase along with the vocabulary that they acquire newly. In addition, subtitle movies help students to understand the plot of the movie in which the conversations are provided in a written form at the bottom of the screen. Thammineni (2016, p. 36), using subtitle movies in EFL classrooms, allows the students to learn and strengthen their English pronunciation, this happens when they listen to the pronunciation and at the same time read the English subtitles. According to King (2002), subtitles can

help learners pronounce words in different contexts easily and it would not be a challenge when they face complex difficult words, also have other advantages that King mentioned in his research including effective comprehension and rapidity in following the exchange, strengthen the pronunciation effectively, and follow the exchange development and the plot of the movie. However, without subtitles, movies will be more beneficial when it comes to letting the brain guess the words' spelling and repeating the pronunciation, and finally the meaning of the content itself, (Khan, 2015). The Advanced learners mainly watch movies without subtitles to improve their speaking, and conversational skills in the target language (Kusumarasyati, 2005). King (ibid), suggested some benefits of watching movies without subtitles including developing learners thinking abilities.

Since pronunciation is considered one of the main “building blocks of the language” ( Morley, 1991, p484), it is necessary to use different methods and techniques to promote this skill, like the ones mentioned above, movie dubbing is one of the best studies modes among all modes in the foreign language learning and teaching (Lertola,2019) in (Hai Yen, 2021). These are effective from the perspective of Burston (2015) who said that Movie dubbing activities are helpful for students to learn and improve their language skills.

Hence, although there are already previous studies on the use of multimedia, including films in language learning/teaching contexts for pronunciation education, there is a glaring research gap addressing perspectives and viewpoints toward the specific usage of British films for improving students' pronunciation skills because of the little attention that has been paid to examining and understanding students' viewpoints and opinions regarding the usage of British films for pronunciation practice. So, this current study would shed light on a thorough investigation concerning both students' and teachers' attitudes, beliefs, and perspectives about the use of British films in pronunciation instruction to check their openness, engagement, and perception of the effectiveness of this strategy because we

believe that designing efficient and learner-centered pronunciation instruction that accommodates students' preferences necessitates understanding their perspectives.

**Conclusion:**

Movies in general are an audio-visual tool that many researchers consider effective at many levels in the language learning process including pronunciation. Based on the findings of the research that has been done before, films can not only enhance EFL students' pronunciation but also contribute to their background cultural knowledge and increase their listening abilities through watching continuously, in addition to the accent they may get unconsciously. Accordingly, this study will check the efficiency of British films on learners' British pronunciation by investigating both students' and teachers' viewpoints concerning the issue. Moreover, this topic has been chosen because this study has not been done before at abbes laghrour Khenchela University.

# **Chapter Two: Results, Findings, and Discussion.**

As mentioned previously, our current study aims to validate the research hypotheses and answer the research questions stated earlier. In addition, we tend to investigate students’ and teachers’ attitudes and perceptions toward using British films to enhance their pronunciation. Therefore, the questionnaire has been administrated to students and the interview to teachers, since their viewpoints and opinions are important to achieve the final results of the study.

### **1. Students’ Questionnaire**

The process of administrating the questionnaire to forty (40) students in the English department was done on 19-20<sup>th</sup> March 2023. The questionnaire consists of four sections that contain twenty-one questions. The first section includes three questions about general information, to get a general overview of students’ age, gender, and their choice of English language as a specialty at university. The second section is about pronunciation, this section is a window to see the relationship between the students and the pronunciation, particularly the British pronunciation, and to know the difficulties the students face with the speaking skill, etc. While in the third part, we questioned the students’ opinions about British films, and if they are continuously exposed to these kinds of films. The last section is the crucial section in the questionnaire, which aims to investigate the students’ perceptions and opinions towards the effectiveness of British films on their pronunciation, by asking different open-ended and closed-ended questions.

## 2. Analyses of The Questionnaire

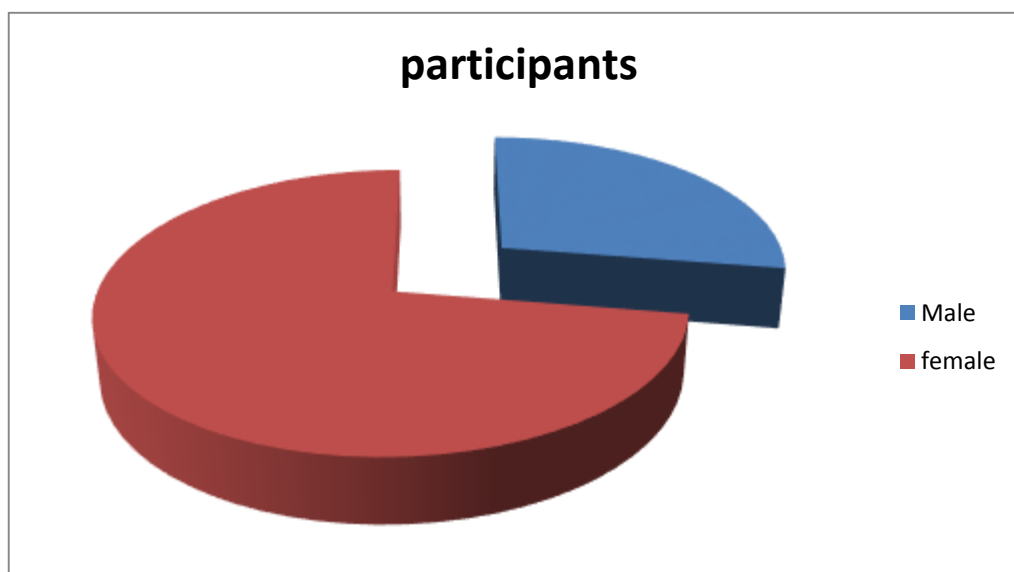
### Section One: General Information

#### Item One: Students' Gender

Table 1:

*Students' Gender Distribution*

Response	Male	Female	Total
<b>Participants</b>	11	29	40
<b>Percentage</b>	27.5%	72.5%	100%



*Figure 1. Student' Gender*

Table (1) shows that (29) participants (72.5%) are females who represent the majority, and (11) of them (27.5%) are males. This arrangement asserts that girls are more interested in studying foreign languages such as the English language more than boys, and

as we know females are more interested in teaching that arranged in a feminine direction. By contrast, boys are keener on other different fields as scientific ones. So far, females are more dominant in our research rather than boys.

**Item Two: Age.**

Table 2:

*Students’ Age*

Age	Response	Percentage
18	1	2.5%
19	15	37.5%
20	14	35.5%
21	7	17.5%
22	3	7.5%

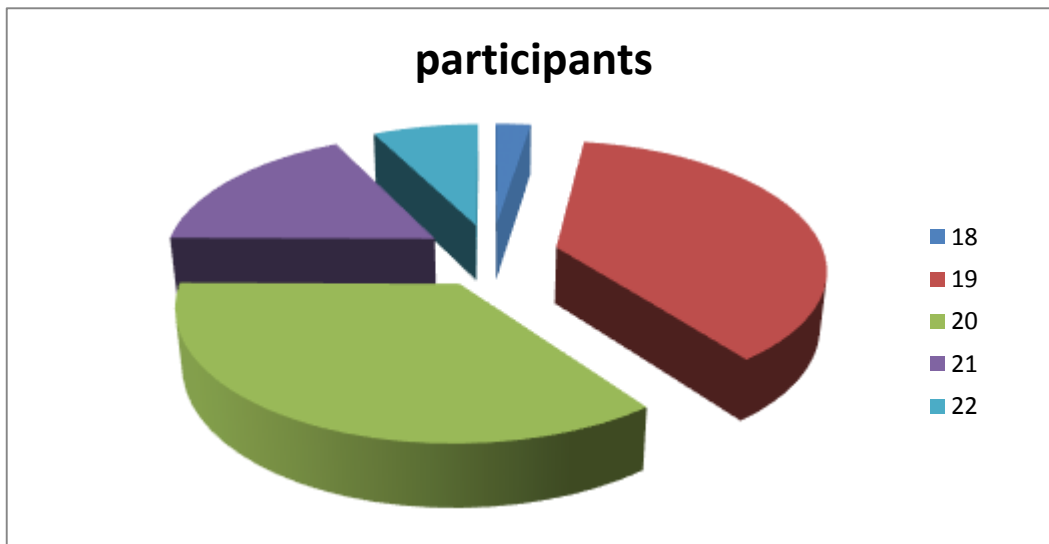


Figure 2. Students’ Age

Table (2) shows the students’ age which ranges from (18 to 22) years old. we found that the dominant age of participants is between (19-21) years which represents (90%) of

the sample which is the normal age of second-year LMD students. Three participants are aged (22) that represents (7.5%) of them supposed to be the older participants, while only one participant is (18) years old that represents( 2.5%) of the results, and he is considered to be the youngest among the participants in our research since he started earlier his education. These results show that the participants are all teenagers and they have a suitable age that helps them to acquire pronunciation and speaking skills quickly.

**Item Three: Why Did You Choose To Study English?**

Table 3:

*The Reason behind Choosing English to Study at University.*

Response	Imposed	Personal choice	No answer	Total
Participants	5	34	1	40
Percentage	12.5%	85%	2.5%	100%

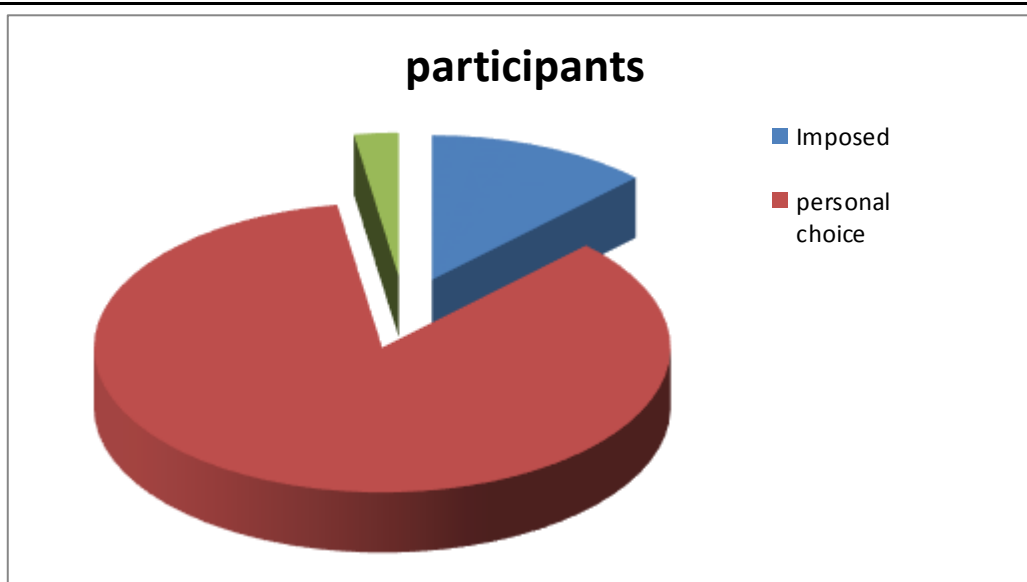


Figure 3. The Reason Behind Choosing English To Study At University.

In this question, we tried to know the reason behind the students’ choice to study the English language at University. Table (3) shows that the English language was imposed on (5) participants (12.5%), by their parents, administration or their Bacculaureate average is low and they can’t choose what they need to study. Meanwhile, (34) of the participants that represent the majority (85%) declared that they like the English language because it is an international language and easy to study, therefore it was their first choice. This high percentage proves that most of the students are interested in the English language. The rest (2.5%) is the only remaining question without an answer in which the participant preferred to keep his answer private.

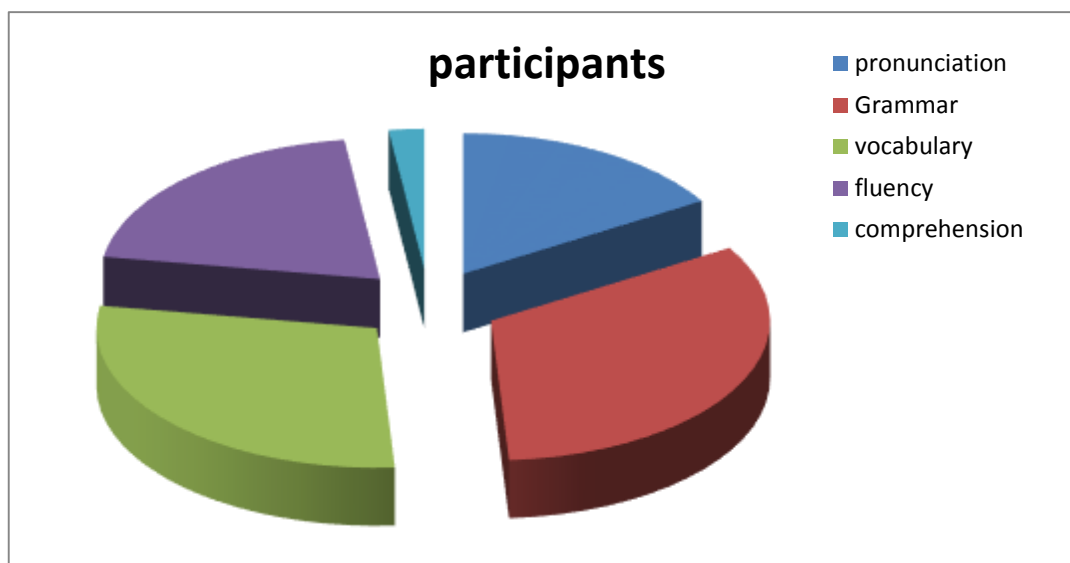
## Section 2: Pronunciation

### Item Four: In The Speaking Skill, Which Criteria Do You Find More Difficult?

Table 4:

*Difficulties Faced By Students In Speaking Skills*

Response	pronunciation	Grammar	Vocabulary	fluency	Comprehension
participants	8	16	14	10	1
Percentage	16.32%	32.65%	28.57%	20.40%	2.04%



*Figure 04.* Difficulties Faced By Students In Speaking Skills.

The data obtained reveal that (16) of the participants have difficulties in grammar which represents a high percentage (32.65%), they justified that they do not like the module itself since it is full of complicated rules and they do not understand and practice well in the classroom. Moreover, (14) (28.57%) of participants find difficulties in vocabulary especially when they need to express their ideas. Ten (10) participants find it challenging when it comes to fluency because they do not practice regularly and this represents (20.40%) of the whole sample. Eight (16.32%) participants have problems with the pronunciation of some complicated words and sentences. One (2.04%) participant finds difficulties in comprehension because of the absence of understanding. Finally, results show that the main reason for the difficulties that students always face is the lack of practice.

**Item Five: What Are The Difficulties You Faced In English Pronunciation?**

Table 5:

*The Difficulties Faced By Students in English Pronunciation*

Response	Stress of words	Mispronounced words	Confusing use of words	Others
participants	15	14	10	1
Percentage	37.5%	35%	25%	2.5%

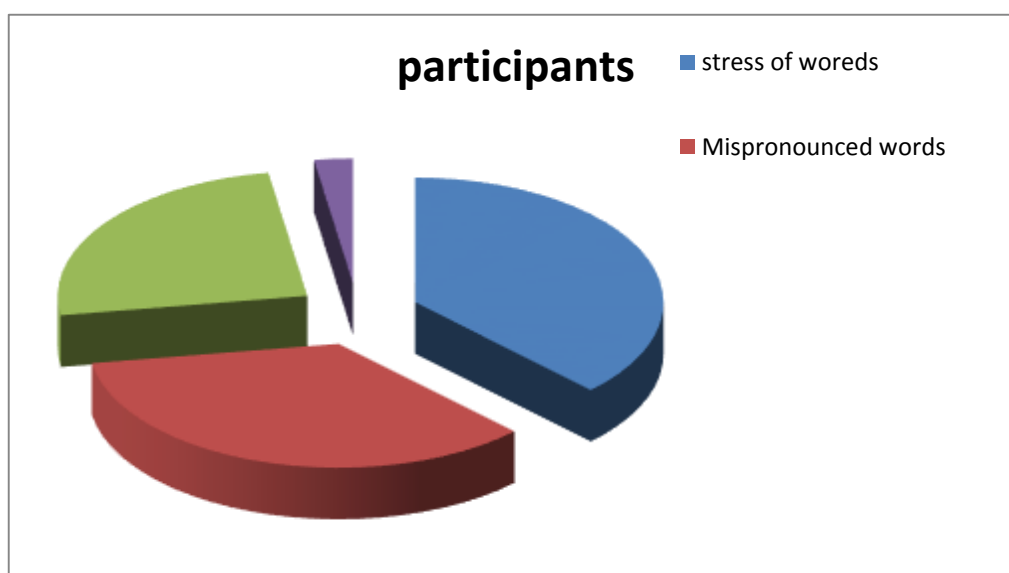
*Figure 5. The Difficulties Faced By Students In English Pronunciation.*

Table (5) shows that fifteen (15) participants have difficulties with the stress of words that represents the majority (37.5%) because the relative emphasis of syllables within a word is not governed by a rule but rather is a property of the word, and more importantly some languages have fixed word stress making word stress predictable. Unlike English that has many kinds of stress which makes it unpredictable. Then, fourteen

participants (35%) find obstacles in mispronouncing words due to some complicated words and the impact or the influence of other languages on English since lots of English words come from Latin, German, and French words. In addition (10) of them (25%) claimed that they have trouble with the confusing use of words while speaking and they find it difficult to select the exact words to express their ideas while speaking for the reason that the similarity of spellings and pronunciation of some words. (1)(2.5%) participants find new words with wrong meanings difficult to handle because they acquire them from invalid sources.

**Item Six: Did You Try Before To Improve Your Pronunciation?**

Table 6:

*Students’ Attempts to Improve Their Pronunciation*

Response	Yes	No
Participants	34	6
Percentage	85%	15%

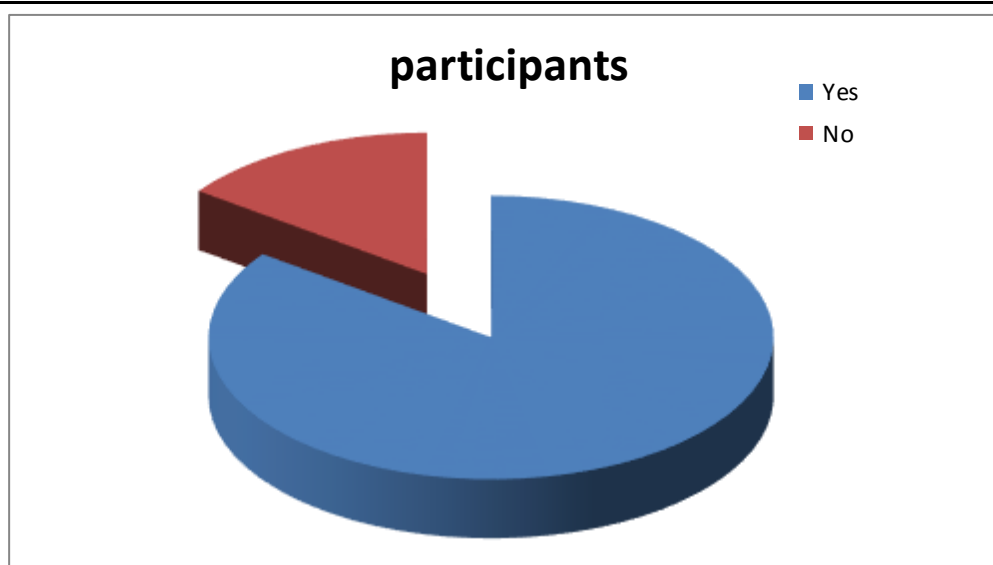


Figure 6. Students’ Attempts to Improve Their Pronunciation.

The data obtained displays that the majority of participants (34) (85%) tried to improve their pronunciation by answering “YES”, because of the urgent need to master the English language depending on watching films with subtitles, listening to podcasts, music, and reading books, etc. On the other hand, six (6) participants put **No** in their choices representing (15%) since some of the participant students are working and don’t have much time to practice, also for others have a lot of modules in which they should deal with all of them. For that reason, they don’t give much importance to developing their English pronunciation. In addition, a few participants declared that their pronunciation is good enough, and they didn’t face lots of difficulties so no need to improve it.

**Item Seven: Which Variety Of English Your Oral Teacher Uses?**

Table 7:

*The English Variety Used By the Oral Teachers.*

<b>Response</b>	<b>British English</b>	<b>American English</b>	<b>No answer</b>
<b>Participants</b>	24	13	3
<b>Percentage</b>	60%	32.5%	7.5%

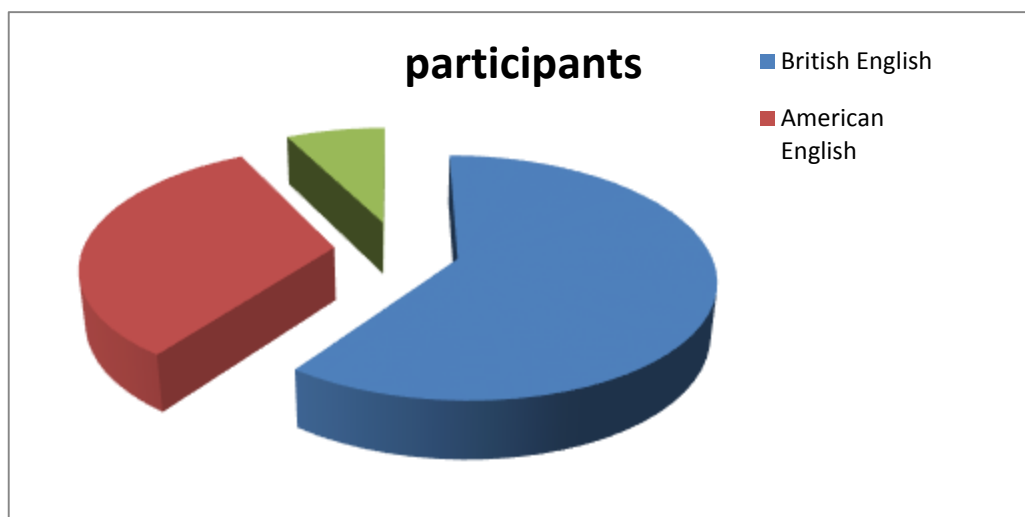


Figure 7. The English Variety Used By the Oral Teachers.

The findings reveal that the majority (24) (60%) of participants reported that their teachers use British English since it is more academic in teaching and it improves students' vocal quality to suit their needs. However, (13) (32.5%) of participants declared that their teachers use American English. So, each oral teacher considers the variety that he used as the easiest and clearest one to explain lessons and ideas to their learners. the results confirm that most oral teachers are interested in British English more than American ones for the reasons that are mentioned before. The rest (3) participants (7.5%) did not answer the question because they have trouble distinguishing between the two varieties.

**Item Eight: Which Variety Of English Do You Prefer?**

Table 8:

*English Language Variety Preferences of Students*

Response	British English	American English	Both of them	No answer
Participants	21	15	2	2

<b>Percentage</b>	52.5%	37.5%	5%	5%
-------------------	-------	-------	----	----

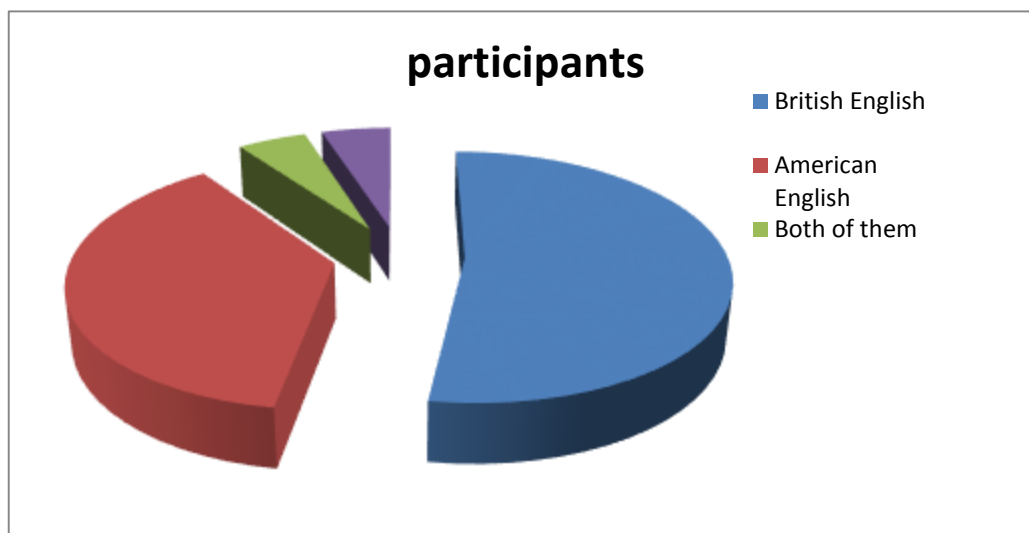


Figure 8: English Language Variety Preferences Of Students.

Table (8) shows that (21) participants (52.5%) prefer British English, they justified that it is easy, more academic, and prestigious than American English and they acquire it easily. Also, it is a sign of respect and social standing. (37.5%) that is (15) participants prefer American English since it is easier and smoother, in addition, they are more exposed to American English in social media and TV. (2) (5%) prefer both of them because the two accents fit their needs while speaking. (2)(5%) didn't answer therefore they didn't give much importance to having a specific accent. The results indicate that British English is at the top of the preferences list of most of the participants.

**Item Nine: How Do You Evaluate Your Pronunciation?**

Table 9:

*Students’ Evaluation of Their Pronunciation*

Evaluation	Responses	Percentage
<b>Bad</b>	5	12.5%
<b>Average</b>	21	52.5%
<b>Good</b>	10	25%
<b>Fluent</b>	1	2.5%
<b>No answer</b>	3	7.5%

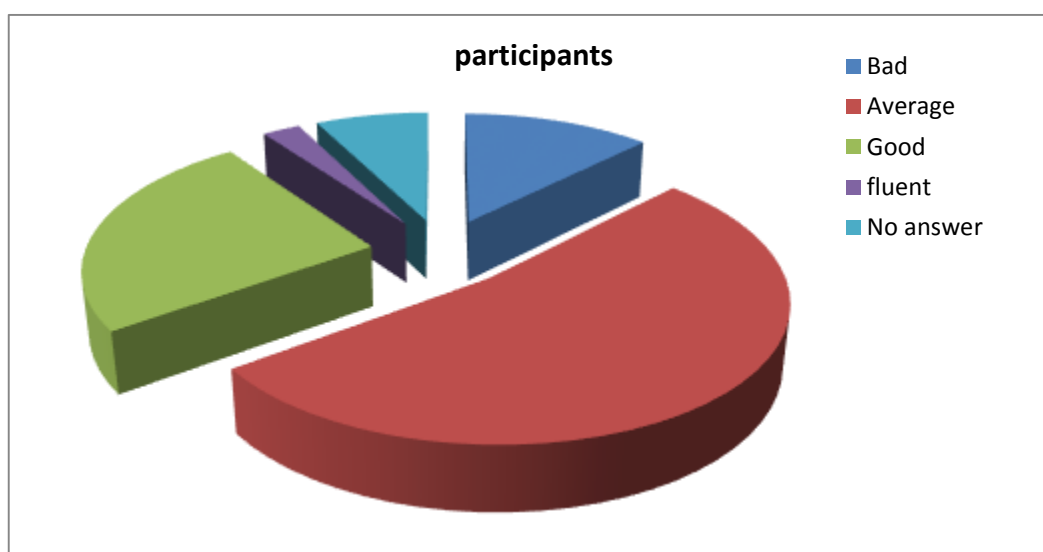
*Figure06. Students’ Evaluation of Their Pronunciation*

Table (9) shows the following results of students’ evaluation of their pronunciation; (21) participants who represent the high percentage (52.5%), evaluate their Pronunciation as “**average**” because they usually find problems in conveying thoughts and messages to the receiver. (10) Participants evaluate their Pronunciation by “**Good**” since they can

communicate easily for the reason that they are training and practicing the language, and this is (25%) of the whole sample. However, (12.5%) of the participants (5) think that they are “**weak**” when it comes to pronunciation because of the absence of practice which is the main reason. Only one participant believes that he is fluent and therefore he is always practicing to improve his speaking skill in a way he can convey the message easily using perfect language and strongly correct pronunciation, and the rest (7.5%) did not answer the question because they think that it’s not an important thing to evaluate themselves or they felt ashamed to evaluate their pronunciation that refers to the lack of self-confidence and the total absence of practice. This data shows that the majority of students are capable of speaking with an acceptable pronunciation.

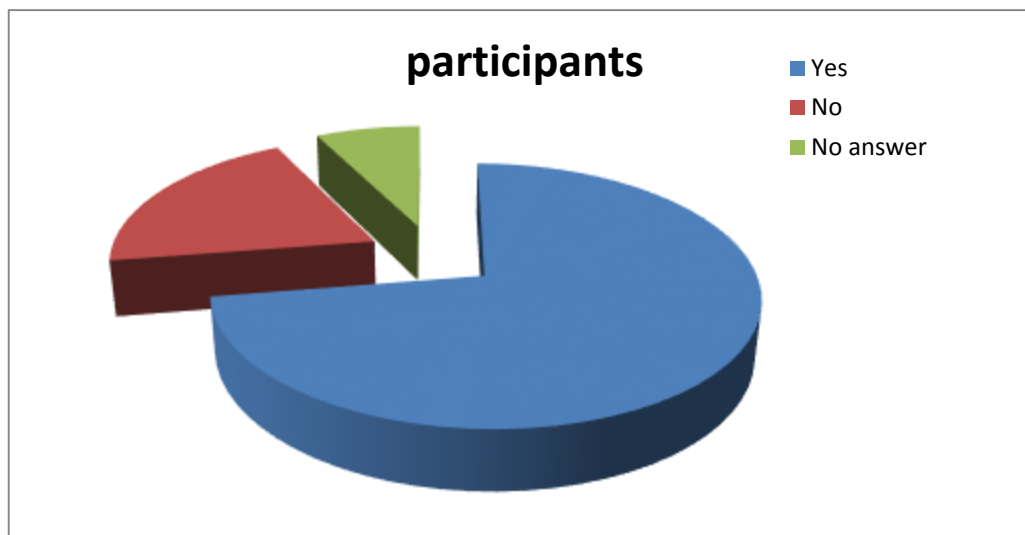
### **Section 3: British Films**

#### **Item Ten: Are You Interested In Watching Films?**

Table 10:

*Student’s Interests In British Films.*

<b>Response</b>	<b>Yes</b>	<b>No</b>	<b>No answer</b>
<b>Participants</b>	29	8	3
<b>Percentage</b>	72.5%	20%	7.5%



*Figure10.* Students’ interests in British films.

Results in Table (10) indicate that (29) participants are interested in watching films, and this represents a high percentage (72.5%) because they consider them as a source of acquiring the exact pronunciation from native speakers and they can understand how words and phrases are used in different contexts and different situations. However, eight participants who are (20%) of the whole, claimed that they are not interested in watching films since they are interested in other resources for acquiring pronunciation such as podcasts, music, etc...The rest (3)(7.5%) did not answer the question because they don’t give any importance to watching films. The statistics show that the majority are interested in watching films due to the advantages mentioned before.

**Item Eleven: How Often Do You Watch Films?**

Table 11:

*How Often Do Students Watch Films?*

Response	Participants	Percentage
Every day	5	12.5%
Every week	10	25%
Every month	9	22.5%
Rarely	12	30.5%
Never	1	2.5%
No answer	3	7.5%

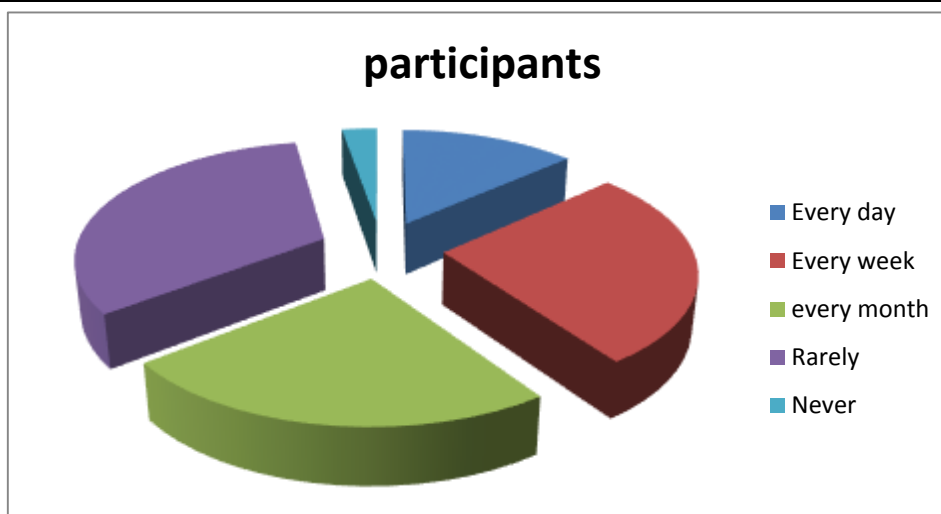
*Figure 11: How Often Do Students Watch Films?*

Table (11) above shows that (12) participants selected **“Rarely”** because they are studying five days by a week and they don’t have much time to watch them and this represents the highest percentage (30%). (25%) of them selected **“Every week”** as a habit to do. Moreover, nine (22.5%) of participants watch films **“Every month”** because of the

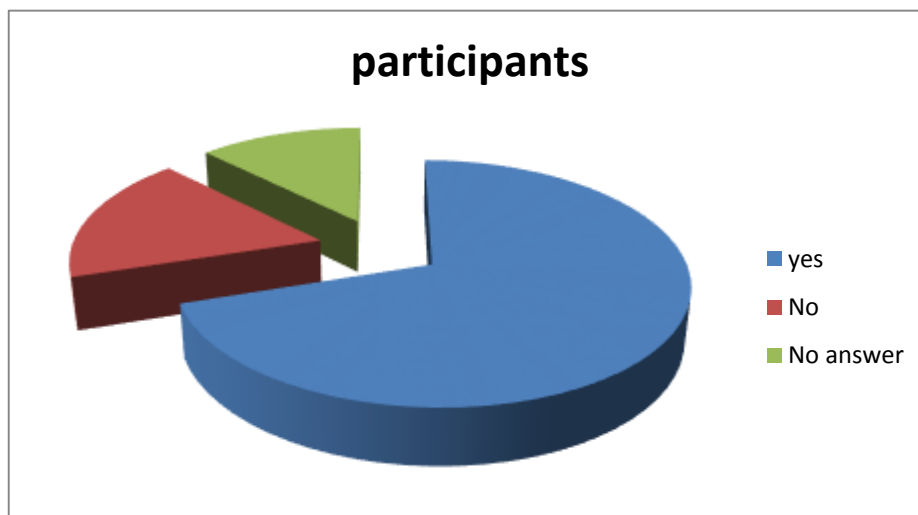
same reasons mentioned before. (5) of the participants watch films daily because they are fun of such English series and just one participant (2.5%) who “Never” watch films and who thought that watching films is a kind of wasting time, and the rest (3) participants (7.5%) did not answer the question maybe they did not give any importance to watching films and how much they watch them.

**Item Twelve: Do You Like British Films?**

Table 12:

*Students and British Films*

Response	Yes	No	No answer
Participants	28	7	5
Percentage	70%	17.5%	12.5%



*Figure 12.* Students and British films.

Statistics in Table (12) show that the majority of participants(70%) like British films due to their positive effects on students since they are dealing with the lifestyle of the British community, the royal family, and such topics in history in the module of

civilization, therefore, they help them to understand lessons easily, on the other hand only (7) of them (17.5%) selected “No” which indicates that they do not like watching British films. the rest (5) participants (12.5%) did not answer the question. This indicates that British films are popular among students and more preferred as a variety of the English language.

**Item Thirteen: Do Your Teachers Expose You To Some Films Or Film Scenes In The Classroom?**

Table 13:

*The Use of Films and Film Scenes in The Classroom By Teachers.*

Response	Yes	No	No answer
participants	17	20	3
Percentage	42.5%	50%	7.5%

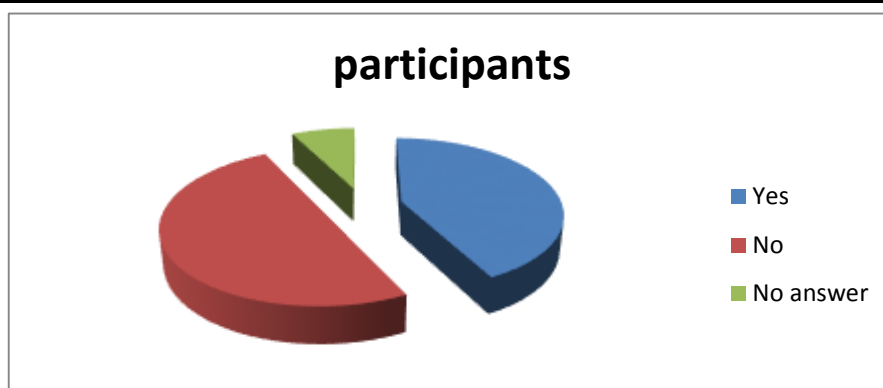


Figure 13. the use of films and film scenes in the classroom by teachers.

Table (13), shows that most of the English Department teachers do not use films in the classroom in which Twenty participants represent (50%) of the sample and they Selected “NO” which means that their teachers do not provide them with films in the classroom, for the reason that they didn’t have much time to deal with them during the

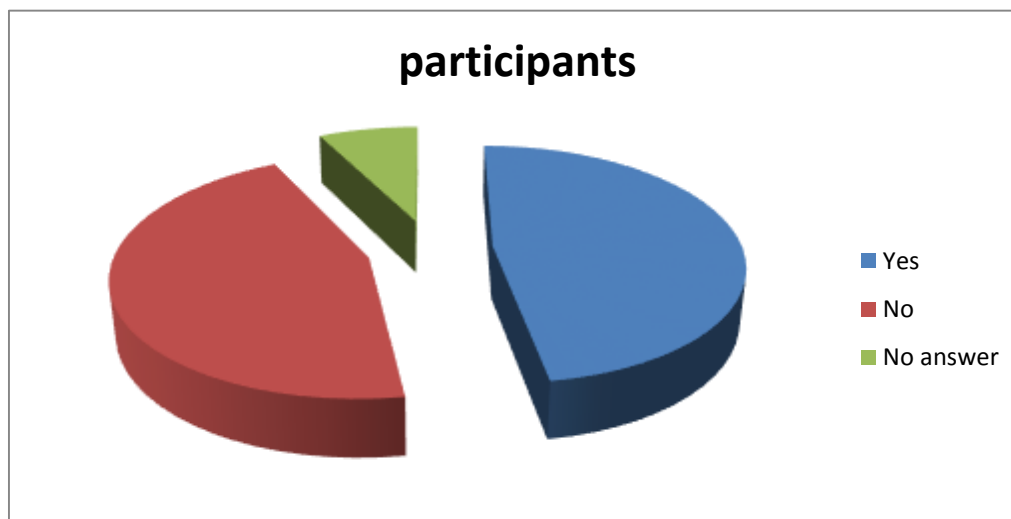
session. Seventeen (17) participants (42.5%) said “YES”, their teachers provide them with films in the classroom since they know the importance of using that tool in the oral classes. The remaining (7.5%) did not answer the question maybe they didn’t attend the sessions of oral expression.

**Item Fourteen: Do Your Teachers Provide You With Films Accompanied By Tasks To Do At Home?**

Table 14:

*Films As A Task To Do At Home.*

Response	Yes	No	No answer
Participants	19	18	3
Percentage	47.5%	45%	7.5%



*Figure 14: films as a task to do at home.*

Statistics in table (14) show that (19)(47.5%) of participants answered “YES”, their teachers provided them with films to watch accompanied by tasks to do at home as we mentioned before they didn’t have much time inside the classroom so they ask them to watch them at home as a task. (18) Participants (45%), selected “NO” because they do not

use this method with them and they depend on the traditional methods. The rest (7.5%) of participants did not answer the question maybe they do not have an idea about this question.

### Section Four: Combination

#### Item Fifteen: Do You Think That Film Scenes And Conversations Will Help You To Communicate Properly In Your Daily Life?

Table 15:

*Students’ Opinions Towards the Efficiency of Film Scenes to Help Them to Communicate Properly.*

Response	yes	No	No answer
participants	34	4	2
Percentage	85%	10%	5%

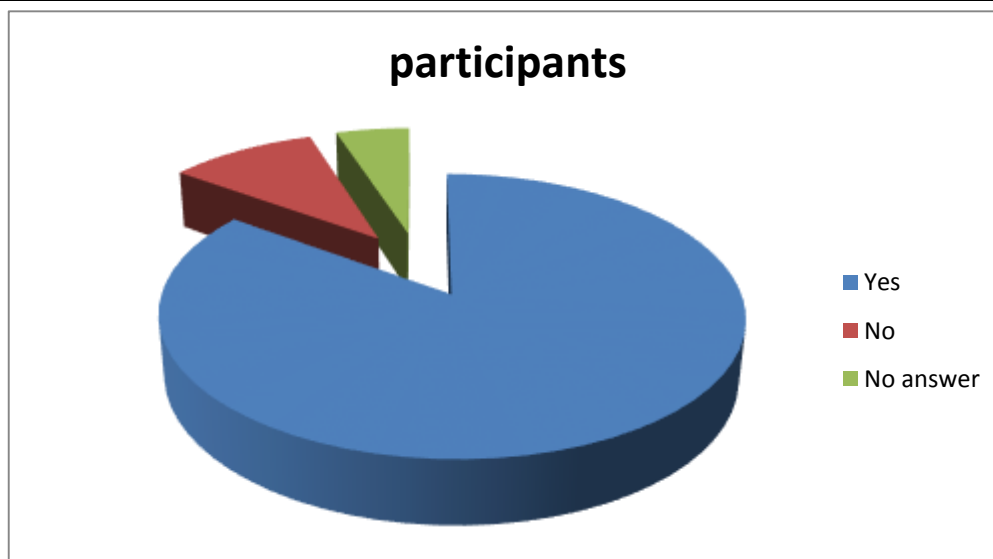


Figure 15. Students’ opinions towards the efficiency of film scenes to help them to communicate properly.

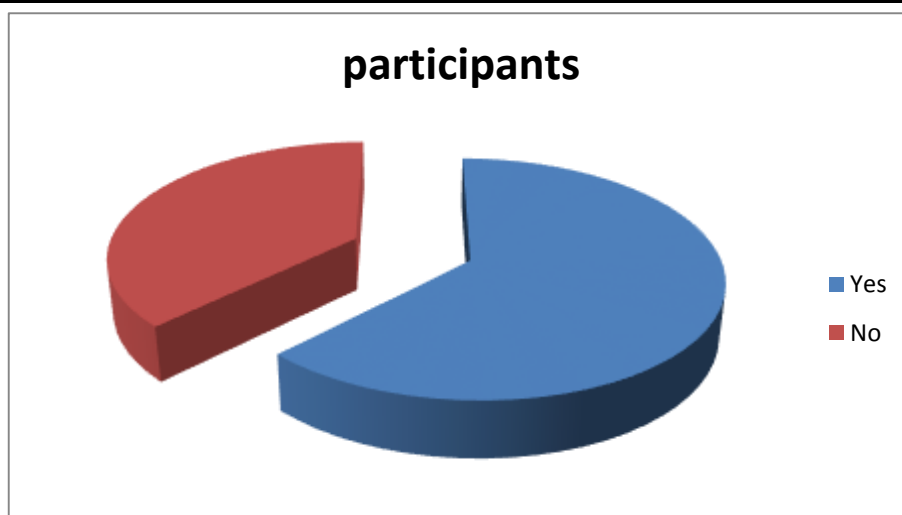
Table (15) signals that the majority of the participants (34) (85%) find film scenes and conversations helpful in their daily life conversations due to listening to native speakers which they considered an effective source to acquire and practice the language. However; (4)(10%) of them find film scenes and conversations difficult to understand because speeches are happening very fast and contain complex hard words, while 2(5%) of them did not answer the question which are the students who never watch films.

**Item Sixteen: Did You Try To Improve Your Pronunciation By Watching Films?**

Table 16:

*Students’ Attempts to Improve Their Pronunciation Using Films.*

Response	Yes	No
Participants	25	15
Percentage	62.5%	37.5%



*Figure 16. Students’ attempts to improve their pronunciation using films.*

Table (16) shows that (62.5%) of the participants used British films to improve their pronunciation before, while (15) (37.5%) of them did not use them. This indicates that

some of the participants prefer American movies more, other students do not like British pronunciation and find it difficult to understand, and the last category who answered “NO” are the ones who do not watch films, and rather prefer British podcasts more.

**Item Seventeen: Do Your Teachers Provide You With Film Scenes In The Classroom To Learn Pronunciation?**

Table 17:

*The Use of Films In The Classroom*

Response	Yes	No	No answer
Participants	13	24	3
Percentage	32.5%	60%	7.5%

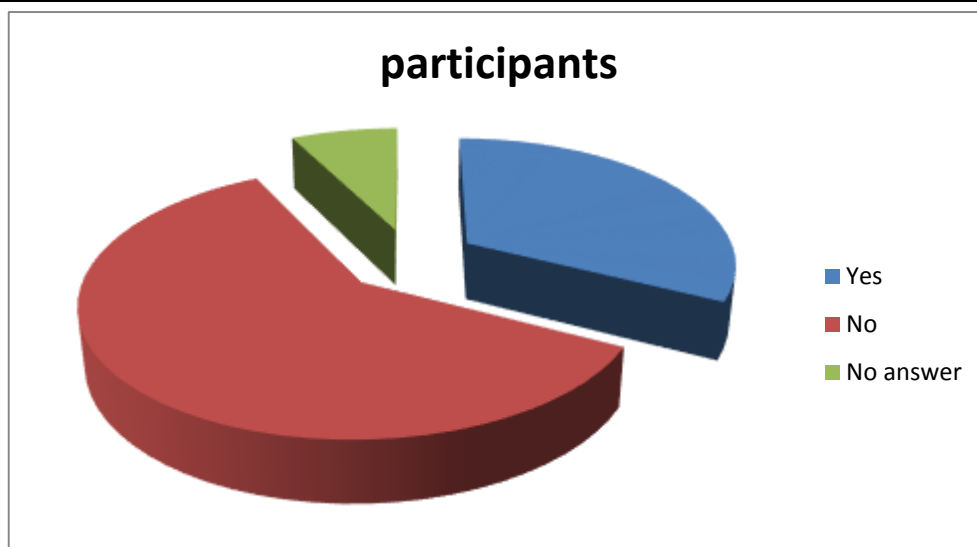


Figure 17. The Use of Films In The Classroom.

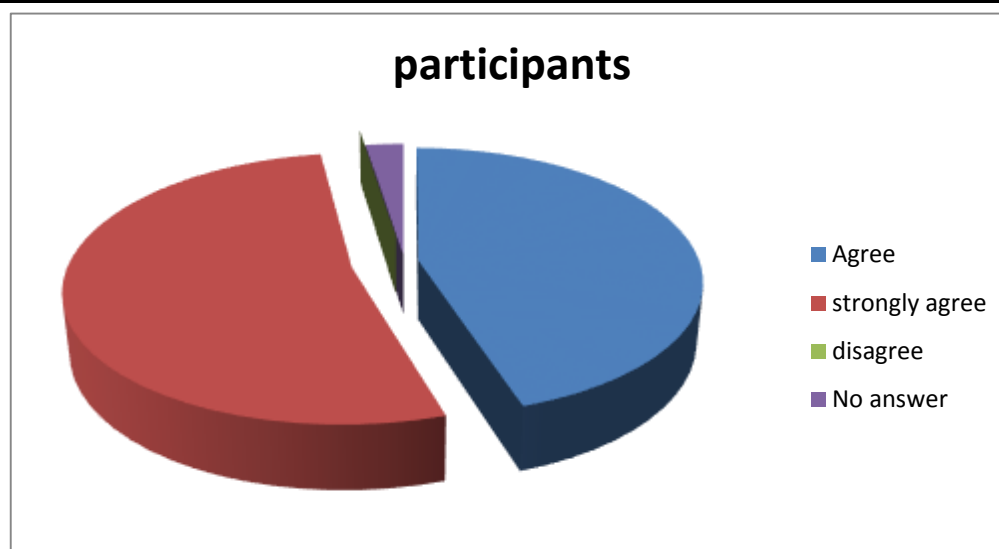
Table (17) shows that (13) (32.5%) of participants answered “YES”, and (24) (60%) of them answered with “NO”. the rest (3)(7.5%) of questions remain empty without answers. These results indicate that few teachers use films in the classroom to help their learners enhance their pronunciation. (the reasons are already mentioned before)

### Item Eighteen: Do You Agree That Films Have A Positive Effect On Your Pronunciation?

Table 18:

*Students' Perceptions Towards The British Films (Positive Effect)*

Response	Agree	Strongly agree	Disagree	No answer
Participants	18	21	/	1
Percentage	45%	52.5%	/	2.5%



*Figure 18.* Students' perceptions towards British films (positive effect)

Table (18): The results indicate that half of the participants (21) (52.5%), are strongly agreed on the positive effect of films on their pronunciation because they believe that films can effectively enhance their pronunciation and speaking skills through imitating speeches, and learners ear is exposed to the most perfect way of pronunciation possible in addition based on some of their personal experiences, while (18) (45%) of them just agree on that. However, only one (2.5%) participant did not answer this question who is not into watching films in the first place. For disagree is (0%) since all of them are aware of the

positive effects of using this tool. Through this data, we can confirm that British films have positive effects on enhancing students' pronunciation.

**Item Nineteen: Do You Think That Films Are A Motivational Tool To Promote Your Pronunciation?**

Table 19:

*The British Films as A Motivational Tool For Students To Learn British Pronunciation*

Response	Yes	No	No answer
Participants	31	7	2
Percentage	77.5%	17.5%	5%

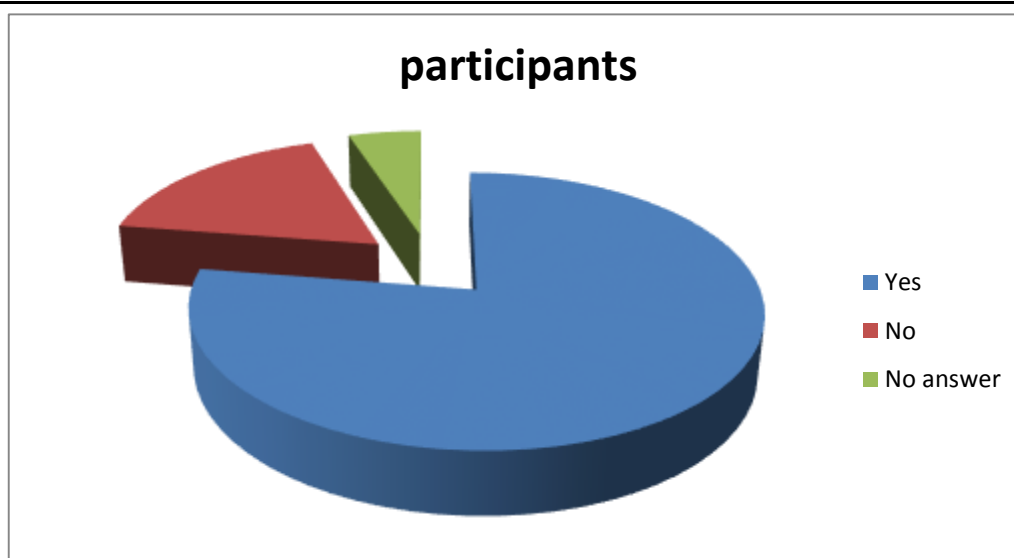


Figure 19. British films as a motivational tool for students to learn British pronunciation.

Table (19) shows that (31) participants (77.5%) agree that British films are a motivational tool to promote their pronunciation because British films are well-known to be the fancy way of speaking English, more elegant and more academic, so films in British accent despite their rarity they're considered to be a source of motivation and they make them feel special and speak the language more formally. However, (7) participants (17.5%)

selected “NO” which means that they don’t agree on being films a motivational tool to enhance their pronunciation because they prefer American movies and others do not watch films at all. (2) (5%) of the participants did not answer the question because they can’t get their minds around how films are a source of motivation.

**Item Twenty: If You Are A Fan Of British Films, Did You Notice Any Improvement In Your British Accent Through Watching Those Films?**

Table 20:

*The Improvement That Students Notice In Their Pronunciation After Watching British Films.*

Response	Yes	No
Participants	30	10
Percentage	75%	25%



*Figure 20. The Improvement That Students Notice In Their Pronunciation after Watching British Films.*

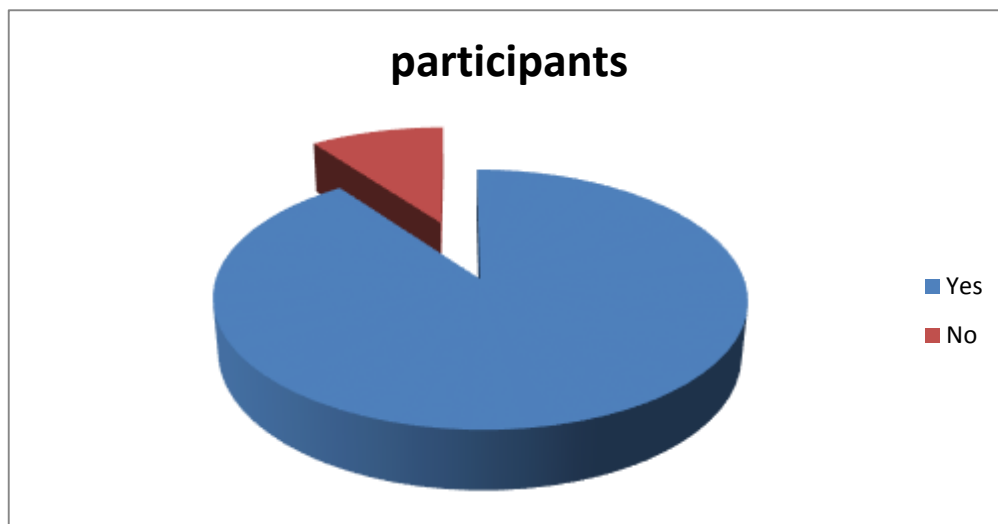
The results in Table (20) indicate that (30)(70%) of the participants noticed an improvement in their British accent through watching British films only, while (10)(25% of them did not notice any improvement because of the same reasons mentioned before. Accordingly, this is good proof that British films contribute to the enhancement of the students’ British accents.

**Item Twenty-One: Do You Think That Adding Films To The Teaching Curriculum Would Help You As An EFL Learner To Develop Your Pronunciation?**

Table 21:

*Students’ Opinions Towards Adding British Films To The Teaching-Learning Curriculum.*

Response	Yes	No
Participants	36	4
Percentage	90%	10%



*Figure 21. Students’ Opinions towards Adding British Films to The Teaching-Learning Curriculum.*

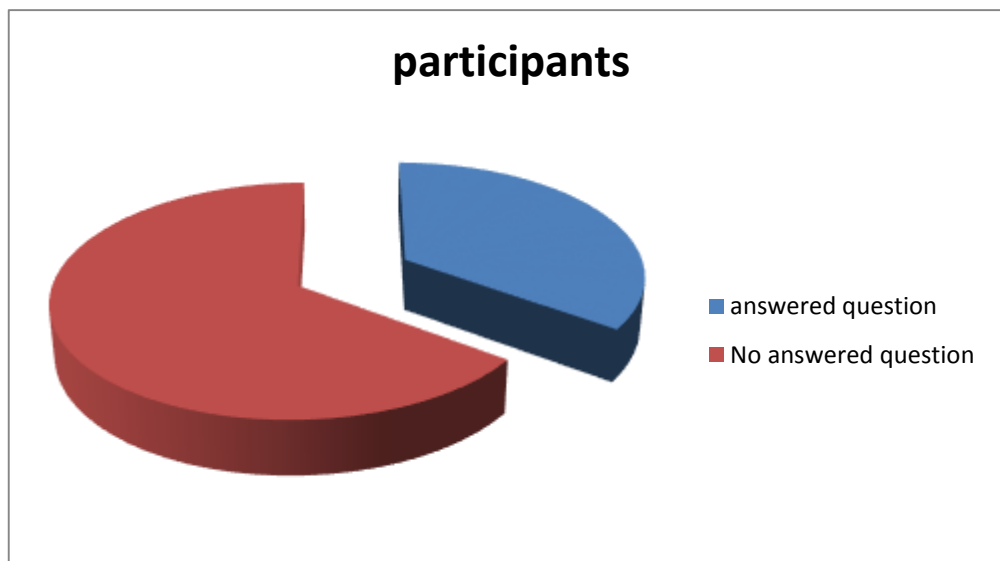
The question results in Table (21), show that (36) (90%) of participants think that adding films to the teaching and learning curriculum would help them to develop their pronunciation and they justified their answer by indicating that it would be so motivational and funny at the same time. Thus, this makes the learning process easier, funnier, and more interesting, and this will encourage them to work more on their pronunciation. Another category of participants who agree with this, justified their answer indicating that films are a beneficial instrument to enhance British pronunciation, they are also a powerful tool to improve listening skills and vocabulary, moreover, they provide more knowledge about the British culture and its aspects. In addition, they said that films as an audiovisual learning tool are more effective and interesting than traditional ways. Other participants claimed that they are lazy and dependent and this step will make them more productive and willing to work on their pronunciation. On the other side, (10%) of participants selected “NO” and justified that films may be a helpful tool or may not be helpful and they will hurt the students in one way or another.

**Item Twenty-Two: Could You Please Add Any Comments Or Suggestions To Our Topic?**

Table 22:

*Students' Suggestions for Our Topic*

<b>Response</b>	<b>Answered questions</b>	<b>No answered question</b>
<b>Participants</b>	14	26
<b>Percentage</b>	35%	65%



*Figure 22: Students' Suggestions for Our Topic*

The question results show that 65% of participants did not provide any comments or suggestions because of the shortness of the time, and lack of ideas and comments about our topic, while 35% of them gave different fruitful comments concerning the topic, including that it is a good interesting topic and that British pronunciation is the elite accent and acquiring it from films in the closest way to achieve fluency and master the language. Some of the participants suggest that adding British films must start from primary and middle schools until the university to guarantee the results follow the progress that learners achieve throughout this phase. Others added that it would be efficient if students are provided with British films that tackle some native cultural aspects to not only acquire pronunciation but also help to get the background knowledge about camming lessons, in addition, there is a lack of authenticity and materials that teachers and students need in the English department as the data-show, hence this is a problem that must be fixed.

### 3. Teachers’ Interview:

As mentioned previously, the researchers opted for the interview to collect qualitative data from teachers at the Department of English at Abbes Laghrour Khenchela University. The questions were simple, clear, and well organized to get clear and complete answers. Therefore, the interview consists of 10 questions. The first three questions are about teachers' interests in British films and pronunciation, the seven following questions are about the use of British films in the classroom, and others about students and the difficulties they face. Finally, we propose to them questions about their opinions on the effectiveness of using British films to improve students’ pronunciation.

**Theme 1:** Are you interested in British pronunciation?

- Subject 01: “Actually, I am interested in several pronunciations because I am an oral expressions teacher, I need to explain to my learners the similarities and the differences between different accents, but I prefer the British accent more and that is because I have been taught by teachers who have been using British accent as a sort of influence”.
- Subject 02: “Well, I am not interested a lot in a British accent I use American English more”.
- Subject 03: “Yes, because it is required able to use in the classroom”.
- Subject 04: “Yes, of course, I am so interested in it. Because it is a very elegant pronunciation, and I prefer using it because I feel it is the original thing about the English”
- Subject 05: “To be honest, I find it a bit challenging to learn and use, especially in the classrooms.”

The majority of teachers are interested in the British pronunciation because of many different reasons the one who said it became her favorite accent is because she has been taught by teachers who have been using British and because it is requirable in the classroom and the most common reasons that the British variety is a very prestigious and elegant accent. The other teachers who are not interested in the British pronunciation also have reasons including that it is challenging, difficult and they prefer the American accent more

**Theme 2:** Which variety of English do you use in the classroom?

- Subject 01:” I am using the British one, but sometimes I switch when the pronunciation is not clear for my learners”.
- Subject 02: “I use the American variety but sometimes I change into the British to show the difference between the American and the British varieties”.
- Subject 03: “I use the British variety”.
- Subject 04: “ Of course, I use the British one because I would like to inspire my students”
- Subject 05:” Well, I use American English”

The previous answers show that the majority of participants use the British variety in the classroom, and the rest are using the American variety. Thus this shows that British pronunciation is more common among teachers in the English department.

**Theme 3:** According to you, which variety of English your students prefer the most? Why?

- Subject 01: “It is not a matter of preference, but they are more exposed to the American accent, so the majority tends to use the American one”.

- Subject 02: "It depends on their choice".
- Subject 03: "I am not sure".
- Subject 04: "I suppose they prefer the American one because they are much into watching American movies and series and most of the students try to imitate it"
- Subject 05: "Well, I believe that they prefer the American one but somehow they love the British one because not all of them can master the British accent"

Most of the answers to this question show that every single student has his favorite accents depending on their choice and performance concerning the language variety. Other teachers said that most of their students use the American variety because the British variety is hard to master.

**Theme 4:** What are the difficulties faced by students while learning pronunciation?

- Subject 01: "The first one is the presence of materials or let's say authenticity, materials used in the classroom are not authentic, and therefore students cannot get the true sense of British or American pronunciation. The second problem is linked to their teachers, and most of them do not have an accent themselves you can hardly find a teacher who is using a British or an American Pure accent. The third problem is exposure, we do not have so many materials in the British accent or other accents like the Australian and so on, it is hard".
- Subject 02: "This is a dilemma for most students because the English language is not like the other languages, there are some cases where the spelling is different from the pronunciation".

- Subject 03: “They have difficulties in learning appropriate pronunciation concerning stress etc.”
- Subject 04: “I guess they face some problems concerning stress, sometimes about high level of speaking and so on”
- Subject 05: “Well, first of all, I think the variety of accents probably can be one of the reasons, the other thing is not being decisive on what English you want to learn, these would be a sort of challenge in the learning process.”

The answers to this question indicate that there are several problems and difficulties that teachers believe are obstacles that face students during their learning process like the lack of authentic materials, that teachers depend on while using this tool in the classroom. The other thing is that the learners are exposed to different teachers while studying at the university and each one of them pronounces differently. moreover, you hardly can find a teacher who masters truly the British accent. additionally the absence of British materials that can provide students with the correct pronunciation, in addition, other problems are linked to spelling, phonetics, stress, etc. Many problems prevent the learner from mastering the British pronunciation in the English department, as a result, we found that the number of students who use the British pronunciation is less than the other pronunciations.

**Theme 05:** Do you use British film scenes to teach pronunciation in the classroom?

- Subject 01: “I do, this is my favorite way to teach accents and I go most of the time to the novel-based movies. Therefore, I like to use them and my learners as well.
- Subject 03: “No, I have never used them I use short stories, news, conversations, etc.”

- Subject 04: “Sure, sometimes I select some parts of films that are useful for my subjects or my topics concerning lessons in the classroom”
- Subject 05: “I’ve done this with literature, especially when I teach British literature, we tend to include some clips from movies and novels to enrich the background of the text and make it more realistic for the student.”

Most of the participants are using film scenes in the classroom because they are useful for ideas, vocabulary, and pronunciation problems and helpful concerning the background knowledge of British culture.

**Theme 06:** Do you think that film scenes and conversations will help students to communicate properly?

- Subject 01: “Sure, in one way or another”.
- Subject 02: “Of course, without any doubt”.
- Subject 03: “Yes, I think so”.
- Subject 04: “Of course, they say that if you want to learn a language you have to listen and imitate so I believe in the idea so much”
- Subject 05:: “Definitely, yes, I think that they should be targeted to such conversations because eventually, they are important”

The participants, all of them, agreed on the help that film scenes provide for students to communicate properly and acquire the correct pronunciation that is used by native speakers. Obviously from the answers, British film scenes are effective.

**Theme 07:** Do you think that British films are an efficient tool to enhance students’ pronunciation?

- Subject 01: “Par excellence, they are a perfect way to teach accents and not just for the sake of teaching accents may be ideas, ideologies, etc. Therefore, if we do that they will absorb the accent unconsciously. I am against teaching accents explicitly and for teaching accents implicitly.
- Subject 02: “Of course, because each time I check their pronunciation in particular words, then I find some students who are interested in the British pronunciation and there are others who are interested in the American pronunciation and movies”.
- Subject 03: “Yes of course, because listening to the native speakers is a good source to give the right pronunciation of words”.
- Subject 04: “Yes, because I said that they are a source of a listening or we say audio-visual materials, whenever they listen or hear automatically they will talk like them etc...”
- Subject 05: “Yes I would say especially for those who are aiming to learn the British accent, and then it would be very helpful in general when it comes to learning the language.”

We can confirm from the answers that British films are efficient to promote students’ pronunciation, vocabulary, ideas, background knowledge, and many other things concerning speaking skills.

**Theme 08:** Do you agree that British films may motivate students to develop their pronunciation?

- Subject 01: “They are motivators. Well, I am against watching movies to be motivated, but I am for suggesting them .learners hate when those things are exposed in class, but if you ask them to watch films at home, they will be motivated

to learn the accent. I am for teaching learners accents using movies but outside the classroom”.

- Subject 02: “For sure, movies in general are motivational tools for students to get better

Pronunciation”.

- Subject 03: “Yes, adopting British films in the classroom may enhance students' develop their speaking skills”.
- Subject 04: “: well, it depends on the topic or the story of the film because each student will choose a film that fits his interests, mood, and so on, so he must select something that attracts him to listen more and be more effective”
- Subject 05: “Yes, definitely”

All of the participants agree that films are motivators to push students who aim to develop their pronunciation especially when they watch them at home, implicitly.

**Theme 09:** Are you integrating British films in EFL and ESL classrooms curriculum as a pronunciation-teaching tool?

- Subject 01: “Yes, that would be so efficient”.
- Subject 02: “Yes of course I am with this step”.
- Subject 03: “Yes, I advise and encourage the other teachers to use films especially to teach oral expressions to motivate learners to acquire speaking skills and pronunciation from natives”.
- Subject 04 : “: personally speaking, I would like to say yes of course according to what I've Said before”

- Subject 05: “Well, yes I am with, especially in terms of those subjects that are mandatory to the learning process when it comes to British English literature or oral classes, etc.”

As a step to learning British pronunciation, integrating British films into the teaching-learning curriculum is a supportable acceptable idea for teachers, it would be so efficient. Due to the advantages that both sides can benefit from.

**Theme 10:** could you please add any comments or suggestions to our topic?

- Subject 01: yes, narrow down the scope of your study.
- Subject 02: a good subject. Pronunciation is kind of a problem that faces students of all levels all the time. That is it.
- Subject 03: movies can also be used not only in oral expression but also in teaching civilization courses and literature to give a better view of how people live across the world.
- Subject 04: well I think that I said much I have nothing to add and what I have said is enough.
- Subject 05: try to get more feedback from students.

The final results of this question give a vivid image of what teachers think and some helpful pieces of advice that make it clear for the researchers to continue the research properly. Some of them suggest that adding British film scenes must start earlier from primary and middle schools until university to guarantee the results and to follow the progress that learners achieve throughout this phase. Others added that it would be efficient if provide students with British films that tackle some cultural aspects to enrich the background knowledge of the learner about coming lessons; in addition, there is a lack of

materials in the English department like the data-show, thus this is a problem that must be fixed.

#### **4. The Interpretation of the Teacher's Interview:**

From the answers that we extracted from the teachers, we believe that British films are an effective tool to promote students' pronunciation for sure. However, the majority of teachers at the English department are not using this tool due to some reasons that they declared and the most important obstacle is the absence of authentic British films that they can provide the learner with. Moreover, British films are not always available; hence, this is a common problem that faces students who are interested in the British pronunciation. On the other hand, three out of five teachers stated that they are interested in the British pronunciation but they prefer to use the American pronunciation more because for them it is easier to handle especially for beginners. Finally, all of the teachers confirmed that British films have a positive effect on students' British pronunciation; also, they are excellent motivational tools to enhance all learning skills and pronunciation in particular. Additionally, a participant mentioned that it is preferable to use films implicitly to teach pronunciation because it would be more efficient.

#### **5. Discussion and Interpretation Of The Obtained Results:**

Built on the data analysis and findings of the research results, we can confirm that British films have a positive effect on the student's pronunciation, based on their answers in the questionnaire and the teachers' answers in the interview. Moreover, students are interested in British films as they do in British pronunciation since they consider them a motivational tool to acquire the correct British pronunciation from native speakers. In addition, they strongly encourage the idea of involving British films in the teaching-learning curriculum.

On the other side, the majority of teachers use British films to help their learners to enhance their pronunciation and they support the idea of using British films in oral classes to develop students’ pronunciation, and they declared that this has a noticeable improvement results. However, some students and teachers show no interest in British films or even developing pronunciation through using them, while other students do not like watching films for academic purposes and show negative perceptions towards this issue along with teachers who are having the same perception.

Through the viewpoints of students, we are aware now of the student’s difficulties in the speaking skills such as grammar, vocabulary, pronunciation, and comprehension, and the reasons behind those obstacles. Moreover, we noticed that each student has his way of acquiring and practicing the English language through using different tools like podcasts, music, books, etc. And the use of those materials depends on their capacities, abilities, and their needs.

After interpreting the findings of our research study, the research questions and hypotheses were proven, and using British films as a teaching-learning tool improves EFL students’ pronunciation and engagement levels in oral classes. In addition, watching British films promote their pronunciation depending on the positive attitude that students and teachers show.

Therefore, following the research findings of some researchers like (Ismaili. M) in his research “The Effectiveness of Using Movies in the EFL Classroom” (2013), and (Fitri Handayani) in his research “Teaching English Pronunciation Using Films”(2017), in addition to the research of (Pratiwi Mustika) which named “Improving Pronunciation Ability Using Cartoon Films” (2016), proved that British films are effective to promote students’ pronunciation, and they demonstrated the effectiveness of teaching pronunciation

through films and their effective role in enhancing students' pronunciation as well it is a good media material to improve their speaking skill. In addition, films fulfill the needs of students for real language pronunciation, and it allows EFL/ESL learners to notice facial expression and body language, at the same time learning stress, intonation, and rhythm. So, the results of those previous studies are the same as the results that we confirmed by the responses of students in the questionnaire and the interview.

After interpreting the findings of our research study, the research questions and hypotheses were effectively proven, and they are restated as follows:

- 1- Do teachers use British films to help students to improve their pronunciation?
- 2- What are students' and teachers' attitudes towards using British films as a teaching tool to improve pronunciation?
- 3- Does watching British films as a teaching tool have a positive effect on students' pronunciation?

For the first question, based on the teachers' perceptions and viewpoints we confirm that the majority of them are using British films to enhance their students' pronunciation during the oral class by exposing them to some film scenes. In addition, they provide them with films accompanied by tasks to do at home. Furthermore, they consider films as the closest way to reach students' fluency and increase their engagement in the English language and pronunciation. The findings revealed in this study are directly in line with a previous study stated by (Yudar, 2020) who confirmed that teachers can use films to fix the students' pronunciation problems in the classroom, and it is a perfect method to get students attached to the language, hence they will have the ability to be more willing to use it, practice easily, and have enough confidence to communicate comfortably. Moreover

(Hidayatullah, 2018) in his research declared that teachers have a crucial role in oral sessions and guiding students towards useful tools to ameliorate their pronunciation. Then, according to Abderrahim's (2015) research findings, when teachers use a mixture of both American and British varieties students tend to use the British variety more than the American one, they are also the same results of our research.

The second question, through analyzing the students' and teachers' perceptions, it is proved that they both have positive attitudes towards using British films as a teaching-learning tool in and outside the classroom and that is because of its efficiency that appeared through the scores obtained from the data gathering tools. Following the findings of the researchers Kabooha (2016) and Shapiro (2006) we found the same results in which films have a positive effect on both teachers and students. Teachers observed that there is an enhancement in students' vocabulary and pronunciation and movies affect individuals' attitudes and positively develop their interactive tasks, it also enhances positively learners' speaking skills.

The final question demonstrated positively through the research findings which affirm that British films have a positive effect on students' pronunciation.

Moving to the research hypothesis:

- 1- Exposing students to British films may promote their pronunciation.
- 2- Using British films as a teaching tool may motivate EFL students to enhance their pronunciation.

The first hypothesis is proved effectively according to the results that indicate British films are a valid source for students to promote their British pronunciation.

British films are motivators as reported by students and teachers in their responses since they push students to acquire British pronunciation easily, hence the second hypothesis is approved.

To sum up, the results of our current research are crucial since using British films as a teaching-learning tool improves EFL students’ pronunciation and engagement levels in oral classes. In addition, watching them promote their pronunciation depends on the positive attitude that students and teachers show in their responses. Therefore, integrating them into the teaching-learning curriculum will be absolutely an efficient method to deal with such issues of pronunciation.

**Conclusion:**

This chapter is the practical part of our research study, which is concerned with the description of data collected from students’ questionnaire handed to forty students and an interview with five teachers in the English department at Abbes Laghrour Khenchela-University to know their perceptions and viewpoints towards using British films to improve the British pronunciation. Consequently, most of the students show a positive attitude towards using British films to promote their British pronunciation. Therefore, they found effective and easier ways to acquire the English Language. So, according to the data analysis results and findings, the research questions asked by the researchers and hypotheses that state British films have a positive effect on EFL students’ pronunciation are positively proven.

**General Conclusion,  
Limitations, and  
recommendations.**

Our research study aimed to investigate the effectiveness of using British films to enhance students' pronunciation in which we attempted to answer the research questions and validate the hypotheses stated previously in the introduction. In addition, we aimed to check students' and teachers' opinions towards British films to improve pronunciation and to certify if this tool is used by them, accordingly, the investigation is accomplished with positive results. We conducted this research using Qualitative and Quantitative methods. Moreover, we have chosen mixed-method research to describe and analyze the data gathered from students and teachers at the English department at Abbes Laghrour Khenchela University.

Therefore, this research was divided into two chapters; the first chapter is the theoretical part, which contains previous and related studies about our topic, and what researchers have said about the effect of films on students and their attitudes towards them. The second chapter is the practical part of our research that involves administering a questionnaire to 2nd-year students and conducting an interview with teachers to explore their perceptions towards using British films as a means to improve pronunciation, the results obtained were interpreted and discussed in this chapter.

The findings of this study confirm that using British films in learning pronunciation has a positive impact on students' pronunciation. Furthermore, students exhibit positive attitudes towards incorporating British films into the teaching-learning curriculum. The results also revealed that the majority of teachers at the English department of Abbes Laghrour Khenchela University frequently utilize films as a teaching tool, particularly in oral and civilization classes.

To conclude, the research questions and hypotheses are effectively validated, and both teachers and students have positive attitudes towards British films as a means of improving British pronunciation. Furthermore, the research has demonstrated that British films have a

positive impact on students' pronunciation, and the students themselves acknowledge that films serve as motivational tools to encourage them to improve their British pronunciation.

### **1. Limitations:**

Throughout the investigation of our research study, the researchers dealt with several limitations and obstacles. First, many students show no interest in answering the questionnaire. Also, there was a second issue related to interviewing teachers the majority of them were absent due to the holidays and Ramadan closure; and the remaining ones refused due to the lack of time. The third limitation is the short time we had to finish during. Moreover, the researchers could not find oral teachers in the department so we were obliged to interview other modules' teachers. The final limitation is that the researchers could not conduct this research through experiments because they are not allowed to teach and if they did this process will take a long time at least a whole semester as a result this research is descriptive rather than experimental.

### **2. Recommendations:**

Drawing upon the insights and perspectives regarding the use of British films to promote students' pronunciation, several key recommendations are presented and emerged for teachers, students, and researchers

#### **For Students:**

Through conducting this research, we believe that these recommendations will pave the way for English students and make their pronunciation learning process easier. Promoting British pronunciation depends on the students' continuity and persistence in watching British films and series regularly, imitating them, and practicing. Consequently, this will help them to acquire the correct pronunciation fastly, effectively, and implicitly. Also, it depends on their

efforts concerning pronunciation development because the classroom lessons would not be sufficient to master pronunciation, thus the EFL student must take advantage of his free time to promote his/her pronunciation. Also, the student must confirm to choose the appropriate films that may have a double effect on his pronunciation improvement, background knowledge, and many other advantages that he/she may get from them, in addition to entertainment, and the most important is to choose films that do not affect negatively their morals or beliefs. Then, they must search for different new suitable methods that allow them to promote their pronunciation easily since there are several types such as podcasts, music, videos, etc. Therefore, they should face the problem of being ashamed while speaking in public or with their friends because this problem may reduce their capacity for pronunciation.

### **For Teachers:**

As there are recommendations for students, there are also some recommendations that we believe are helpful for foreign language teachers. They must use modern techniques and tools like films or film scenes to teach pronunciation, especially in oral classes. This will give good results to the enhancement of EFL learners' speaking skills. Also, they must provide their students with authentic sources to learn British pronunciation, along with using the British accent inside the classroom when presenting the lesson if possible, as a sort of influence. Additionally, teachers should insist on the British pronunciation especially since it is more academic than the other pronunciation and more elegant to use. However, they should provide their learners with British scenes at least once or twice a week. They should select movies with a specific purpose that fits learners' needs. Additionally, they must give the chance to all of them to talk freely without judging them such as in role play or group discussion. Moreover, the administration should provide all materials that fit students' learning and teachers' needs in oral classes, and the session of oral expression should be more than 90

minutes to give the chance to all students to practice and add the analysis of British film scenes to the teaching and learning curriculum.

### **For Researchers:**

Future researchers must conduct this research using an experiment, it must be applied to students in the classroom using British film scenes or asking them to watch British films at home, this will give more valid and reliable results. They must generate the idea of British films that are very important in enhancing pronunciation in the educational environment while doing the experiments. Moreover, regardless of the restrictions and obstacles that may face the researcher, he/she must take all the time he/she needs to have and reach solid and valid research results.

# References

## References

---

- Achour, K. (2022). *Investigating the Effect of Watching American Movies on EFL Students' Pronunciation Improvement* [MA Dissertation]. Khenchela University.
- Adeniyi, O. F., Olowoyeye, A. C., & Onuoha, U. D. (2016). The Effect of Interactive Multimedia on English Language Pronunciation Performance of Pupils in the Nigerian Primary Schools. *Research on Humanities and Social Sciences*, 6(9), 71-78.
- Al Murshidi, G. (2020). Effectiveness of movies in teaching and learning English as a foreign language at universities in UAE. *Psychology and Education*, 57(6), 442-450.
- Aufa, N. (2017). *Using Movie to Increase Students' Pronunciation* (Doctoral dissertation, UIN Ar-Raniry Banda Aceh).
- Bahous, R., Bacha, N. N., & Nabhani, M. (2011). Motivating students in the EFL classroom: A case study of perspectives. *English language teaching*, 4(3), 33-43.
- Baluran, C. (2013). Use of Film and Podcasts in Teaching English Pronunciation to ESL Students. *International Journal in Management and Social Science*, 2321-1784.
- BENSACI, S. *Using English Movies in EFL Classroom to Enhance Students' Pronunciation The Case of First Year Licence at Kasdi Merbah University-Ouargla (2018/2019)* (Doctoral dissertation, University Kasdi Merbah Ouargla).
- Damar, E. A. (2014). Task-based video use for the improvement of English stress and intonation. *Journal of Educational and Social Research*, 4(2), 227.
- Donaghy, K. (2014). How can film help you teach or learn English? *British Council*, 2.
- Florente, I. L. (2016). How movie dubbing can help native Chinese speakers' English pronunciation.

## References

---

- Ghouthi, F., & Taibi, A. (2015). Improving EFL students' pronunciation through the use of classroom drama.
- Gilakjani, A. P. (2016). English pronunciation instruction: A literature review. *International Journal of Research in English Education*, 1(1), 1-6.
- Hamza, H. (2017). *The effect of using multimedia techniques on Iraqi EFL learners' performance in vocabulary and pronunciation at the primary stage* (Doctoral dissertation, MA, thesis, University of Mustansiriyah, Baghdad).
- Handayani, D. I. F. (2017). Teaching English pronunciation using film. *Journal of English and Education*, 5(2), 194-201.
- Harmer, J. (2001). *The Practice of English Language Teaching* London: Longman ELT.
- Herron, C. A., & Hanley, J. (1992). Using video to introduce children to a foreign culture. *Foreign Language Annals*, 25(5), 419-426.
- Hidayatullah, M. S. (2018). IMPROVING STUDENTS' PRONUNCIATION THROUGH WESTERN MOVIE MEDIA. *Al-Lisan: Journal Bahasa* (e-Journal), 3(1), 93-111.
- Ismaili, M. (2013). The effectiveness of using movies in the EFL classroom—A study conducted at South East European University. *Academic Journal of Interdisciplinary Studies*, 2(4), 121.
- Kabooha, R. H. (2016). Using Movies in EFL Classrooms: A Study Conducted at the English Language Institute (ELI), King Abdul-Aziz University. *English Language Teaching*, 9(3), 248-267.
- Khadidja, C., & Manar, D. (2018). *Investigating Students' Attitudes towards Watching English Movies in Enhancing EFL Students' Speaking Skill* (Doctoral dissertation, Abdelhafid Boussouf University centre-Mila).

## References

---

- Khan, A. (2015). Using films in the ESL classroom to improve communication skills of non-native learners. *Elt Voices*, 5(4), 46-52.
- King, J. (2002). Using DVD feature films in the EFL classroom. *Computer-assisted language learning*, 15(5), 509-523.
- Klippel, F., Ur, P., & Klippel, J. H. (1984). *Keep talking: Communicative fluency activities for language teaching*. Cambridge university press.
- Kusumarasdyati, L. (2005). Subtitled movies and DVDs in foreign language classes. *Monash Language Learning*, 15(5), pp. 509-523.
- Ledin, C. (2013). American or British English Pronunciation? A study on Swedish Upper Secondary school students' choices of and attitudes towards different varieties of English.
- Lertola, J. (2019). *Audiovisual translation in the foreign language classroom: applications in the teaching of English and other foreign languages*. Research-publishing. net.
- Liew, H. S., & Aziz, A. A. (2022). The Effects of Animated Film on Esl Learner's Pronunciation in Secondary Education Context. *Sciences*, 12(9), 1237-1248.
- Mahardhika, F. F. A. (2019). *The effect of frequency in watching English movies towards the pronunciation of EFL learners at IAIN Palangka Raya* (Doctoral dissertation, IAIN Palangka Raya).
- Mika, A. P. (2021). *The Effectiveness of Using Cartoon Films towards the Students' Pronunciation Mastry in the first semester of the ninth grade at SMP N 9 BANDAR LAMPUNG in the academic year 2021/2022* (Doctoral dissertation, UIN RADEN INTAN LAMPUNG).

## References

---

- Mirvan, X. (2013). The advantages of using films to enhance students' reading skills in the EFL classroom. *Journal of Education and Practice*, 4(13), 62-66.
- Morley, J. (1991). The pronunciation component in teaching English to speakers of other languages. *TESOL Quarterly*, 25(3), 481-520.
- Naim, S. N. I. M., & Mansor, I. (2014). Rhetorical Dialogues of the Theatre Tengelamnya Kapal Van Der Wijck in Arabic Translation. *RJSH*.
- Napikul, S., Cedar, P., & Roongrattanakool, D. (2018). The effects of film subtitles on English listening comprehension and vocabulary. *International Journal of Applied Linguistics and English Literature*, 7(6), 104-111.
- Ni'mah, S. N. (2019). *THE INFLUENCE OF FREQUENCY OF STUDENTS' WATCHING ENGLISH MOVIES ON THEIR SPEAKING ABILITY* (Doctoral dissertation, STATE ISLAMIC UNIVERSITY).
- Nurhasanah, N. (2020). *Improving English Pronunciation Using Drama Movie in EFL Classroom for Children* (Doctoral dissertation, Universitas Negeri Makassar).
- Ouamane, M. A. (2019). Investigating The Effect of Animated Cartoons as a Motivational Teaching Tool on Improving Pupil's English Pronunciation The Case of First Year Pupil's of English at Cide Noureddine Middle School in Tolga, Biskra.
- Pezdek, K., Lehrer, A., & Simon, S. (1984). The relationship between reading and cognitive processing of television and radio. *Child Development*, 2072-2082.
- Pratiwi, M. R. (2010). Improving Pronunciation Ability Using Cartoon Films (A Collaborative Action Research of the Eighth Grade Students of SMPN 1 Kaliwiro in 2009/2010).

## References

---

- Rachmawati, R., & Cahyani, F. (2020). The use of YouTube videos in improving non-English Department students' pronunciation skills. *Alsuna: Journal of Arabic and English Language*, 3(2), 83-95.
- Safaa, A. (2018). British VS American English for university students teaching purposes: The case of Third-Year EFL students at Tlemcen University. *Journal Online* www. dspace.unive-tlemcen. dz retrieved on 28th August.
- Sari, A., & Sugandi, B. (2015). Teaching English through English movie: Advantages and disadvantages. *The Journal of English Literacy Education: The Teaching and Learning of English as a Foreign Language*, 2(2), 10-15.
- Seferoğlu, G. (2008). Using feature films in language classes. *Educational studies*, 34(1), 1-9.
- Shing, S. R., & Yin, L. K. (2017). Using Films to Teach Speaking in the ESL Classroom. *Selangor Humaniora Review*, 1(1), 61-70.
- Siska, S. (2015). Using film to increase motivation for speaking in English course classroom. *Tell-Us Journal*, 1(2), 51-57.
- Srouf, B. A. A. (2021). *The Effect of Authentic Movies on Al-Aqsa University EFL Students' Performance in Pronunciation and Listening Comprehension (An Electronic Study in Light of COVID-19 Pandemic)* (Doctoral dissertation, جامعة الأقصى).
- Stephens, C. (2012). Film Circles: Scaffolding Speaking for EFL Students. *In English Teaching Forum* (Vol. 50, No. 2, pp. 14-20). US Department of State. Bureau of Educational and Cultural Affairs, Office of English Language Programs, SA-5, 2200 C Street NW 4th Floor, Washington, DC 20037.

## References

---

- Thammineni, H. B. (2016). Movies supplement English classroom to be effective in improving students' listening and speaking skills—a review. *International Journal of Studies in English Language and Literature (IJSELL)* Vol, 4, 35-37.
- Wang, C. (2016). Effects of watching feature films in English learning for Chinese college students.
- Yen, T. T. H. (2021). Using Movie Dubbing to Improve Natural English Pronunciation Skills. In *English teaching forum* (Vol. 59, No. 1, pp. 20-25). US Department of State. Bureau of Educational and Cultural Affairs, Office of English Language Programs, SA-5, 2200 C Street NW 4th Floor, Washington, DC 20037.
- Yudar, R. S., Aditomo, D. T., & Silalahi, N. S. (2020). The movie as a Helper for Students' Pronunciation in Speaking Skill Class. *ELSYA: Journal of English Language Studies*, 2(1), 15-19.

# Appendices

# Appendices

## Students' Questionnaire

Dear students,

This questionnaire is a part of our research project; it aims to investigate the effect of British films on 2<sup>nd</sup> Year students' pronunciation in the Department of English at Abbes Laghrour Khenchela University.

You are kindly invited to answer honestly the following questions.

**Put a cross (X) in the appropriate box and provide full answers when necessary.**

### I. General information:

1. Gender:

Male

Female

2. Age: .....

3. Why did you choose to study English?

.....  
.....

### Section One: Pronunciation:

4. In speaking skills, which criteria do you find more difficult?

Pronunciation

Grammar

vocabulary

Justify.....  
.....

5. What are the difficulties you faced in English pronunciation?

.....  
.....

6. Did you try before to improve your pronunciation?

Yes

No

Explain.....  
.....

7. Which variety of English your oral teacher uses?

British English

American English

## Appendices

---

8. Which variety of English do you prefer?

British English                       American English

Why?.....  
.....  
.....

9. How do you evaluate your British pronunciation?

Bad               average               Good               Fluent

### Section Two: British films:

10. Are you interested in watching films?

Yes                                       No

11. How often do you watch films?

Every day               Every week               Every month               Rarely               Never

12. Do you like British films?

Yes                                       No

13. Do your teachers expose you to some film scenes in the classroom?

Yes                                       No

14. Do your teachers provide you with films accompanied by tasks to do at home?

Yes                                       No

### Section Three: Combination:

15. Do you think that film scenes and conversations will help you to communicate properly in your daily life?

Yes                                       No

Justify.....  
.....  
.....

18. Do you agree that films have a positive effect on your pronunciation?

Agree               strongly agree               disagree

## Appendices

---

Justify.....  
.....  
.....

16. Did you try to improve your pronunciation by watching British films?

Yes

No

Justify.....  
.....

17. Do your teachers provide you with film scenes in the classroom to learn pronunciation?

Yes

No

19. Do you think that British films are a motivational tool to promote your pronunciation?

Yes

No

Justify.....  
.....

20. Do you think that film scenes and conversations will help you to communicate properly in your daily life?

Yes

No

Justify.....  
.....

20. If you are a fan of British films, did you notice any improvement in your British accent through watching those films?

Yes

No

21. Do you think that adding films to the teaching curriculum would help you as an EFL learner to develop your pronunciation?

Yes

No

Explain.....  
.....

22. Would you please add any comments or suggestions to our topic?

.....  
.....

## Appendices

---

### Teachers' Interview

“Improving students’ pronunciation through British films” is our research topic, which we are going to make this interview, according to.

#### **Question 01:**

Are you interested in British pronunciation? Why?

#### **Question 02:**

Which variety of English do you use in the classroom?

#### **Question 03:**

According to you, which variety of English your students prefer the most? Why?

#### **Question 04:**

What are the difficulties faced by students while learning pronunciation?

#### **Question 05:**

Do you use British films or films, in general, to teach pronunciation in the classroom? How?

#### **Question 06:**

Do you think that film scenes and conversations will help students to communicate properly?

#### **Question 07:**

Do you think that British films are an efficient tool to enhance students’ pronunciation?  
Justify?

## Appendices

---

### **Question 08:**

Do you agree that British films may motivate students to develop their pronunciation? How?

### **Question 09:**

Are you with the integration of British films in EFL/ESL classrooms curriculum as a pronunciation-teaching tool?

### **Question 10:**

Could you please add any comments or suggestions to our topic?

## **Résumé**

Notre étude visait à examiner les attitudes des étudiants et des enseignants à l'égard de l'utilisation de films britanniques pour améliorer la prononciation des étudiants. Le but de notre étude actuelle est de prouver l'efficacité de l'utilisation de films britanniques pour améliorer la prononciation des étudiants de deuxième année de LMD au département d'anglais de l'université Abbes Laghrour de Khenchela. Cette recherche a été menée en utilisant des méthodes mixtes ; des conceptions qualitatives et quantitatives, ainsi qu'une conception descriptive simple. De plus, les données ont été collectées auprès de 40 étudiants de deuxième année à l'aide de questionnaires, et auprès de cinq enseignants du département d'anglais à l'aide d'entretiens. Les résultats de la recherche montrent que la majorité des participants sont intéressés par le visionnage de films britanniques comme ils le sont pour la prononciation britannique. De plus, les résultats ont prouvé que les étudiants et les enseignants ont des attitudes positives à l'égard de l'utilisation de films britanniques pour améliorer la prononciation, car elle est considérée comme un outil de motivation. De plus, certains enseignants d'anglais utilisent des scènes de films en classe et encouragent fortement l'idée de les inclure dans le programme d'enseignement-apprentissage. Ainsi, l'utilisation de films britanniques comme outil d'enseignement-apprentissage a un effet positif sur la prononciation des étudiants, par conséquent, les questions de recherche sont résolues et les hypothèses de recherche sont confirmées de manière efficace.

## المخلص

تهدف دراستنا إلى التحقق من وجهات نظر الطلاب والأساتذة اتجاه استخدام الافلام البريطانية وإثبات مدى فعاليتها في تحسين مهارات التحدث باللغة الإنجليزية لطلبة السنة الثانية جامعي تخصص لغة إنجليزية في جامعة عباس لغرور خنشلة. تم إجراء هذا البحث بالدمج بين الاسلوبين الكمي النوعي، بالإضافة إلى الاسلوب الوصفي. حيث تم جمع البيانات من 40 طالبا من السنة الثانية باستخدام الاستبيانات وخمسة مدرسين من قسم اللغة الإنجليزية باستخدام المقابلات. أظهرت نتائج البحث أن أغلبية المشاركين مهتمون بمشاهدة الأفلام البريطانية واللهجة البريطانية. إضافة إلى ذلك، اثبتت النتائج أن الطلاب والمعلمين لديهم مواقف ايجابية تجاه استخدام الافلام البريطانية لتحسين نطق اللغة الإنجليزية حيث يعتبرونها اداة تحفيزية. وكذلك يستخدم بعض مدرسي اللغة الإنجليزية مشاهد من الأفلام في الصف ويشجعون فكرة إدراجها في المنهج التعليمي. وبالتالي، فإن استخدام الافلام البريطانية كأداة تعليمية له تأثير إيجابي على تحسين نطق الطلاب إذن قد تم الإجابة على اسئلة البحث وتم تأكيد فرضيات البحث بشكل فعال.