

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGER EDUCATION AND SCIENTIFIC RESEARCH
AbdElhafid Boussouf University - Mila



Institute of Literature and Languages
Department of Foreign Languages
Branch: English

The Role of Using Authentic Videos on Learners' Pronunciation

The Case of Third Year EFL Learners at Mila University Center

A Dissertation Submitted in Partial Fulfillment for the Requirements of the Master's Degree
in
Didactics of Foreign Languages

Presented by:

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2022- 2023

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Dedication

In the name of **Allah**, The Most Beneficent, The Most Merciful, I am deeply grateful to Him
for His guidance and blessings.

This work is dedicated with heartfelt appreciation:

To my **dear mother**, your presence and support have been invaluable. I am forever grateful
for your love, encouragement, and wise advice.

To my **beloved father**, your unwavering support fills me with joy.

To my sister **Amira**, and my brothers **Bhaeddine** and **Zakaria**, thank you for always being
there for me.

To my entire family and dear friends.

Lastly, this work is dedicated to the memory of my late uncle.

Chaimaa

Dedication

This research is dedicated to:

Whom I love, to whom I need most, to whom I believe, to you ...

My dear parents

My beloved Mother **Fulla**, thank you for being by my side, for your encouragement and unlimited love.

My father **Abd el hak**, I would have done nothing without your caring advice and support.

My only brother **Houssam** and my beautiful sisters: **Chahinaz, Chaima, Katerennada**, and sweet young sister **Nour el yakine**.

The beloved person who motivated and encouraged me, I'm really grateful for standing by my side.

My best friends **Riham** and **Chaima**,

I am thankful for the nice moments that we spent together.

Wiam

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Abstract

The current study attempts to investigate the role of using authentic videos on learners' pronunciation. It aims to determine how these materials can help students to improve both their listening skill and pronunciation. Accordingly, within the context of this study, two research questions are raised to examine whether authentic videos have an impact on students' pronunciation, and to investigate the ways in which these materials contribute to a more engaging and enjoyable language learning experience for learners. In response to the questions and to obtain the necessary data, a mixed method is opted for. A questionnaire is administered to fifty students of English at the Department of Foreign Languages, Mila University Center, while interviews are conducted with eight teachers of Oral Expression. The major research findings reveal that the use of authentic videos has a positive influence on learners' pronunciation as well as their listening comprehension making their learning experience enjoyable. Eventually, the research work proffers a multiplicity of recommendations for pedagogy and future research with the purpose of drawing more attention to these materials in the teaching of Oral Expression.

Keywords: Authentic Videos, Listening comprehension, Teaching Oral Expression, Pronunciation, Authentic Materials.

List of Abbreviations

BBC: British Broadcasting Corporation

DHH: Deaf and Hard of Hearing

EFL: English as a Foreign Language

ELT: English Language Teaching

FL: Foreign Language

GA: General American

ICT: Information and Communication Technology

L2: Second Language

LMD: License-Master-Doctorate

MUC: Mila University Center

Q: Question

RP: Received Pronunciation

UK: United Kingdom

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General Introduction

Authentic videos have emerged as a significant tool in language learning, particularly for improving listening comprehension skill. Listening comprehension is a crucial component of language learning, and mastering it is essential for effective communication in English. The use of authentic videos can significantly enhance learners' ability to understand spoken language and interpret it accurately.

These kinds of materials provide learners with real-life language in natural settings. This exposure to actual speech patterns and colloquialisms helps learners to understand how English is used in everyday communication. Furthermore, authentic videos provide an opportunity for learners to develop their ability to identify different accents and dialects, which is essential for comprehending spoken language in various English-speaking countries.

Authentic videos offer engaging and interactive learning experiences by incorporating clips from various media sources. They make learning enjoyable, motivating learners to explore subjects in-depth. Additionally, these videos provide insights into cultural aspects of the English language. They also aid in developing listening and speaking skills as learners emulate correct pronunciation, intonation, stress, rhythm, and communication patterns.

The effectiveness of utilizing authentic videos in language learning has gained significant popularity as it enhances listening comprehension skills. The incorporation of authentic materials can make learning more engaging, relevant, and enjoyable for learners, and can provide them with a better understanding of the language. Teachers can benefit from using authentic videos in their teaching process to enhance learners' language skills and prepare them for real-life communication situations.

1. Statement of the Problem

The choice of language teaching materials can determine the quality of learning-teaching procedures. As a part of the materials used in the classroom, the authentic videos play a crucial role in the development of teaching Oral Expression. It is known that authentic videos offer real-life language examples and expose learners to various accents and dialects. This exposure helps develop better understanding of pronunciation variations. It promotes flexibility and adaptation to different speaking styles, benefiting learners struggling with pronunciation. The current situation observed among third-year university students at MUC is that they are unable to utilize their speaking skills effectively. One possible reason for this is the lack of using authentic videos as teaching materials in EFL classrooms. The absence of such materials may have a negative impact on the students' pronunciation, as they are primarily exposed to American movies and songs, resulting in an accent that is more American than British or any other dialect.

2. Aim of the Study

The main aim of this study is to investigate the impact of authentic videos on the pronunciation skills of English as Foreign Language (EFL) students and evaluate their effectiveness in this aspect. The study aims to address important questions about how these authentic materials can help improve students' listening proficiency and pronunciation skills. By exploring these aspects, the research seeks to provide insights into the valuable role that authentic videos can play in supporting language learners to enhance their pronunciation and listening skills.

3. Research Questions

The current research addresses the following questions

- Do authentic videos have the impact on developing EFL learners' listening comprehension and pronunciation?
- In what ways do authentic videos make the language learning more engaging and enjoyable for learners?

4. Research Methodology

4.1. Population and Sampling

To attain the objectives of the present study, the target population consisted of third-year LMD students of English at MUC. The target population, comprising a total of 155 students, was subjected to a random selection process, with only 50 students ultimately being chosen. The basis for this choice was the perception that these individuals were the most qualified for the study, having attended Oral Expression sessions for a significant duration and possibly having been exposed to technological tools during these sessions. Furthermore, given that these individuals were preparing for graduation and were anticipated to become teachers in the future, their participation in the study was deemed highly relevant and valuable.

This research also involved the participation of Oral Expression teachers at MUC, who were invited to take part in interviews related to the impact of using authentic videos on learners' pronunciation in EFL classes. Out of a total number of Oral teachers, eight teachers were selected based on their extensive teaching experience with third-year EFL students. The purpose of this selection is to ensure that the chosen teachers possessed the necessary qualifications and knowledge to provide relevant insights into the research topic.

4.2. Research Means

In order to reach the aims stated previously, two main tools of collecting data were used

4.2.1. Students' Questionnaire.

- **Administration of the Questionnaire:** The questionnaire was administered online via Google Forms. Since students prefer to have time while reading it and answering the questions, 64 questionnaires were received but only 50 were selected in accordance to the target population.
- **Description of the Questionnaire:** The questionnaire used in this research consisted of 21 questions divided into three sections: general information, listening comprehension, and authentic videos and pronunciation.

4.2.2. Teachers' Interview.

- **Administration of the Interview:** The interview conducted in this research involved interactions with Oral Expression teachers, and the data collected was recorded using a recording device. This method allowed us to gather accurate and detailed information from the participants. Moreover, this approach facilitated a more positive, interactive, and informative interview process, which further ensured the validity and reliability of the gathered data.
- **Description of the Interview:** Teachers' interview was made up of 12 questions with keeping the teachers' identity strictly confidential and their responses were anonymous.

5. Structure of the Study

Apart from the general introduction, this research is divided into two main chapters. The first chapter is theoretical in issue. It includes two sections. The first section sheds the light on the definition of authentic materials including videos and their types. In addition, it deals with the use of these materials for Second/Foreign Language Teaching. The same section tackles the techniques of teaching using authentic videos and its importance. The second section is concerned with listening comprehension through clarifying its definition,

types, tasks and techniques. Also, mentioning the effective strategies of listening comprehension, and the relationship between listening and speaking skills without neglecting that it explains more specifically pronunciation. The second chapter is practical framework. It deals with the interpretations of the collected data, its analysis and discussion.

CHAPTER ONE: Enhancing Listening and Pronunciation Skills through Authentic Videos

Section One: Using Authentic Videos in Teaching.

Introduction

Several approaches that could be regarded as fundamental to learning and speaking the language are needed when teaching English as a foreign language. Authentic materials, the internet, and computers are all examples of technology that can be used to facilitate the teaching and learning processes. Also, they may be one of the best and most successful methods for helping students overcome their language acquisition limitations. The best technique to aid learning is to provide information in an engaging and amusing manner so that the lesson appears more enjoyable. Using authentic videos like movies, music videos, and documentaries would be the best example of this.

The general idea of this section is all about authentic videos. In this section, we will shed light on defining some basic concepts such as authentic learning, authentic materials, and authentic videos. In addition to mentioning the types, the use of these kinds of videos, some techniques of teaching using authentic videos, and the importance of authentic videos.

1.1. Authentic Learning

As it is emphasized by Ormrod (2018), authentic learning involves applying knowledge and skills to real-world situations and problems to produce meaningful outcomes that have value beyond the classroom. In contrast, traditional teaching methods focus on the transfer of knowledge through lectures, textbooks, and worksheets, and are typically teacher-centered.

In other words, authentic learning is an educational approach that seeks to replicate the complexity, ambiguity, and unpredictability of real-world situations and contexts in learning activities. The ultimate goal of such activities is to provide learners with the opportunity to create and present meaning (Herrington et al., 2010).

1.1.1. Authenticity

As Gilmore (2007, p. 97) claimed: “Authenticity is related to notions of ‘realness’ or ‘trueness to origin.’” He claimed also that: “As a technical term in the field of ELT, authenticity has been used to characterize texts, learning materials, tasks, cultural artifacts, multimedia products, forms of assessment, and even types of teacher and audience.”

1.1.2. Authentic Learning

With the rise of Information and Communication Technology (ICT), computers have become increasingly important in our academic and professional lives. Consequently, students have become more interested in them, and technological advancements have enabled them to have access to real-world learning experiences.

Authentic learning, as described by Lombardi (2007), is a type of learning that keeps students interested by giving them the chance to apply their knowledge and skills in solving complex real-world problems. This involves using some authentic activities such as role-playing games, problem-based activities, case studies, and involvement in online professional networks.

In the same context, Piaget mentioned that active participation by learners is crucial for effective learning, as it allows them to connect new information with what they already know. Constructivists believe that to promote learning, the classroom environment should incorporate real-world elements (Brown, Collins, & Duguid, 1989, as cited in Mims, 2003). To create an authentic learning experience, researchers have narrowed the essential components of the authentic learning experience to ten design principles which are: Real-world relevance,

defined problem, sustained investigation, multiple sources and perspectives, collaboration, reflection (metacognition), interdisciplinary perspective, integrated assessment, polished product, and multiple interpretations and outcomes (Lombardi, 2007).

1.2. Authentic Materials

The concept of "authenticity" and "authentic materials" has been defined in various ways within the context of language teaching. However, for Kilickaya (2004), one common feature among all definitions is the exposure to real language and its use within its community. Furthermore, Harmer (1994) claimed that learners can greatly benefit from authentic materials as these types of input help students improve their language production, acquire the language more easily, and increase their confidence when using the language in real-life situations.

Gebhard (1996) categorized authentic materials into three groups: authentic listening-viewing materials, authentic visual materials, and authentic printed materials.

- Authentic listening-viewing materials include TV commercials, quiz shows, cartoons, news clips, comedy shows, movies, soap operas, professionally audio-taped short stories and novels, radio ads, songs, documentaries, and sales pitches.
- Authentic visual materials include slides, photographs, paintings, children's artwork, stick-figure drawings, wordless street signs, and silhouettes, pictures from a magazine, ink blots, postcard pictures, wordless picture books, stamps, and X-rays.
- Authentic printed materials include newspaper articles, movie advertisements, astrology columns, sports reports, obituary columns, advice columns, lyrics of songs, restaurant menus, street signs, cereal boxes, candy wrappers, tourist information brochures, university catalogs, pins with messages, and bus schedules.

1.2.1. Authentic Videos

In an instructional atmosphere, videos are essential. They are regarded as one of the greatest new technologies that provide students the chance to observe and study in an engaging, attracting, and encouraging way. An authentic video for Sherman (2003) is: “a wonderful resource for opening up the English-language world and can be used with great pleasure.

Because of its motivational elements like the plot, the characters, the events, and the music, authentic videos have the power to make learners concentrate and focus on learning words or content. They can keep them interested while attempting to comprehend the information and language (Sherman, 2003).

1.2.1.1. Material and Content Selection.

Figure 1

Authentic Materials Selection



Adopted from Nifli (2021).

As it is presented above, selecting appropriate instructional materials is a priority for language teachers, who aim to choose materials that are engaging, culturally relevant, and appropriately challenging for their students. These materials should focus on providing comprehensible input and exposing students to real-life language use, utilizing a variety of sources, boosting learner motivation, and promoting cultural awareness. When selecting videos for language instruction, teachers should take into consideration the interests and English proficiency level of their students (Arcario, 1990; Wang, 2014; Yaseen, 2015, as cited in Zhou, 2018). In order to maintain high quality, videos should be selected with scenes that balance dialogue and visual support, appropriate speech delivery, clear picture and sound, and a standard accent (Arcario, 1990, as cited in Zhou, 2018). Overall, selecting videos that cater to the interests and needs of students, while maintaining high quality, is crucial for effective language instruction.

According to Sherman (2003), when building a video source base, it is important to consider a variety of materials such as daily news, drama series, documentaries, feature films, and TV shows. It is essential to select engaging and aesthetically pleasing materials with simple language that reflects everyday life. It is equally important to avoid overlooking items that are often disregarded and to keep everything of high quality for potential future use. Even if the language is difficult, it should not be ignored.

1.2.1.2. Material and Content Organization. Organization involves the use of a given number of objects in a specific order and sequence inside the classroom. This indicates that there are some priorities and procedures that direct the instructor and the students to take on certain responsibilities.

- Order: Easy vs. Difficulty is the fundamental organizing principle, which is affected by various variables like Known vs. Unknown, Simple vs. Complicated, and Concrete vs. Abstract, etc.
- Sequence: Every process is made up of elements or entities working in harmony. Its order may change depending on the nature of the process itself or the concepts that the creators of the course hold to be models of learning processes (Doolittle, 2001).

Teachers and students must collaborate on various tasks when course material is introduced in the classroom. While learners are expected to contribute and participate at a given rate, teachers are expected to teach that subject to students to a particular extent. Each participant (teacher or student) is required to play the specific role that is given.

While organizing the material, if you are going to create a video library, start a database or catalogue when arranging the content. Include the title of the cassette, the type of sequence or program, a name for it, the program it originates from, and suggestions for using it. The title must be on both the tape and the plastic cover. You should Store movies and TV shows alphabetically or according to their category (Sherman, 2003).

1.2.2. Types of Authentic Videos

There are various types of authentic videos that many teachers use in EFL classrooms to facilitate both teaching and learning processes and to improve the four language skills (reading, listening, writing, and speaking).

1.2.2.1. Movies. Movies attract students' attention and offer language in a more casual manner than textbooks. They provide learners with a visual context aid that helps in comprehension and learning. Language teachers must offer the highest instructional resources that are both a tool to ensure that the students learn and a method of assisting language

learners in their mastery (increasing proficiency) of language skills. There are several pieces of research on using movies to improve certain language skills, particularly listening comprehension (Gruba, 2006; Suvorov, 2008).

Moreover, movies teach students through the use of paralinguistic features, in which the learners interpret conversation by observing the gestures, pauses, movements, and emotions of the characters (Keene, 2006).

Movies are an efficient and interesting method to teach cultural aspects. It can be used as an introduction to a new culture (Ruusunen, 2011). Multiple studies also show that watching movies may boost students' speaking confidence as they learn how to use and pronounce new words (Seferoğlu, 2008; Florence, 2009; & Mirvan, 2013).

1.2.2.2. Music. According to Hornby (1987), a song is a piece of music that has lyrics that are sung. Songs are a great way to learn languages since they combine a variety of language skills in a small package, including culture, vocabulary, listening, grammar, and more. Furthermore, Ross (2006) once mentioned that listening to a song is one of the examples of listening materials; Students need to be motivated and kept engaged while planning lessons with the appropriate teaching materials to improve their listening comprehension abilities.

In other words, students are encouraged to attend lessons and pay attention in class when songs are played in the classroom. The music reflects the culture and expresses ideas, promises, responsibility, love, history, conventions, traditions, and different aspects of the spoken language. Students might employ songs, which are considerably more appealing to them, to comprehend the language and culture. Songs are also readily available, and they contextualize new words and idioms. Students learn how to pronounce words like native speakers through music (Arevalo, 2010).

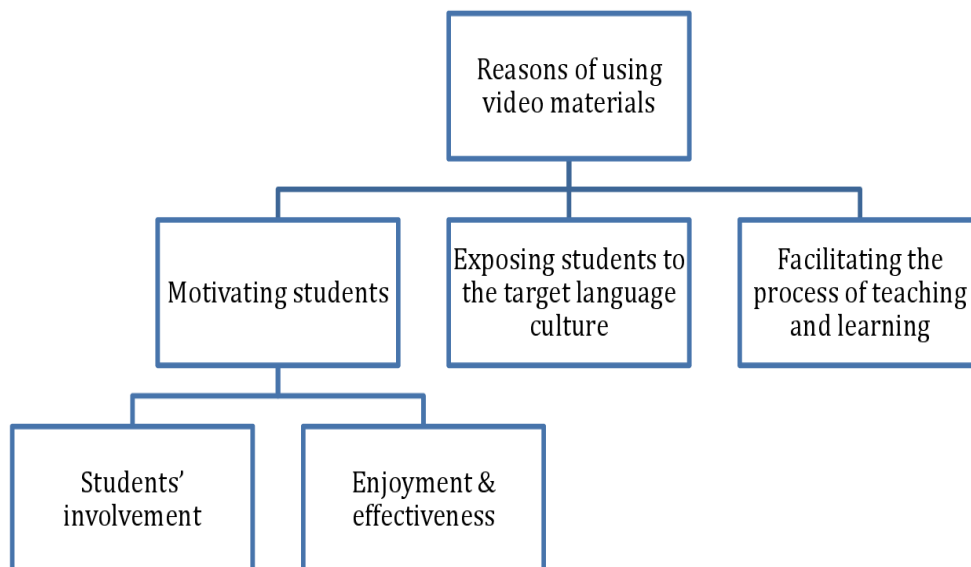
1.2.2.3. Documentaries. Sherman (2003) once reported: “Documentaries are quite long, highly-planned programs which present facts and opinions about single subjects.” (p.62). Using documentary videos in EFL classrooms may effectively meet the requirements for authenticity and communication. It is much easier for English language learners to use it instead of using books because the language is interpreted in full visual context (Soong, 2012).

In other words, Even though it lacks the glamour of famous movies, it is carefully scripted and delivered in Standard English, so instructors frequently use it as a teaching resource since a video film is more appealing to the student because of its visual and aural effect. Documentary videos give EFL students who don't have easy access to an English-speaking environment the chance to see how the language is used in a practical setting. Yet, it might be difficult for EFL students, particularly beginners and pre-intermediate students, to completely understand a documentary film's script (Soong, 2012).

1.2.3. The Use of Authentic Videos in Teaching

Figure 2

Reasons of Using Video Materials



Adopted from Abbas (2018).

As it is shown in the figure above, using video materials in language education can be beneficial for several reasons. Video materials can motivate students, expose them to the target language culture, facilitate the teaching and learning process, and promote student involvement, enjoyment, and effectiveness in language learning. Incorporating video materials can provide dynamic and engaging learning experiences, fill the gap between classroom instruction and real-life communication situations, and help students develop intercultural competence.

On the other hand, Sherman (2003) stated the main uses of authentic videos inside the classrooms which are presented as the followings:

1.2.3.1. Its Benefits. Sherman (2003) explained the use of authentic video by saying that people want to have access to the English-language media environment; they want to be able to watch movies, read the news, and receive information from announcements. In other words, they want to use this language like a typical client. For that, instructors must teach these important audiovisual genres the same as they teach conversation and newspaper reading.

1.2.3.2. Comprehension of the Spoken Language. Understanding the spoken language is one of the most challenging aspects of learning a new language. In other words, it can be challenging for learners to comprehend and make sense of what they hear.

Moreover, authentic videos provide a language model. They offer a wide range of dialects, accents, vocabulary, grammar, syntax, and conversational styles to both teachers and learners allowing them to experience the language in a way that lessons from a book simply

cannot. Since learners listen to different voices in different situations, a video device can help them in understanding the language they hear (Sherman, 2003).

1.2.3.3. As a Language Model. Authentic videos offer an adaptation to linguistic resources that demonstrate language in the majority of its applications and contexts. Each genre supports its distinct conversational lexicon and structures. For instance, drama videos can be very useful for foreign language students since they expose them to authentic communication that is not commonly encountered in language textbooks or classroom instruction (Sherman, 2003).

1.2.3.4. Culture. Authentic videos provide an insight into language culture. In addition to providing access to global cultural products like feature films, it also demonstrates how people interact, live, think, and behave (Sherman, 2003)

Sherman (2003) claimed that it is “necessary for students to be exposed to authentic language to be able to assimilate it when they are in an authentic situation.” (p.25)

1.2.3.5. As a Stimulus for Input. According to Sherman (2003) videos can be used as “an input for projects or learning of other subjects” (p.40). In other words, videos are information-rich texts that may help students learn ideas and concepts they need to properly manipulate since they can also be used in debates, for writing assignments, or even as input for projects.

1.2.3.6. As a Moving Picture Book. Regardless of the language spoken, videos provide access to things, seats, people, actions, and behavior, and it is significantly valuable more than many picture dictionaries and journals. It is agreed that living in an English-speaking country, an opportunity that the majority of students do not have, is necessary to achieve this variety of functions. Authentic videos aid to improve this experience since it provides students with all of the English language’s substance (Sherman, 2003).

1.2.4. Video and Transcripts

It is said that captions and transcripts transform speech to text for deaf and hard of hearing (DHH) consumers. Captions are typically displayed as one or two lines of text that appear on the video screen and correspond to about one or two seconds of speech. However, this may occasionally cause the video image to be blocked. On the other hand, a transcript displays multiple lines of the text for each second of the audio, but it cannot be overlaid on a video because it would obstruct a significant portion of the screen, making it difficult for the viewers to see the visuals (Kushalnagar et al., 2013).

Talking about captions, it is said that the visual translation of audio transforms the simultaneous viewing and listening experience of watching a video into a sequential reading and viewing experience. Educational videos tend to be more 'heavy' and textual, with structured visual materials and non-verbal content. It is important to offer adaptable and optimized captioning displays to give maximum benefit to viewers (Kushalnagar et al., 2013).

1.2.4.1. On-Video Captions. On-screen captions are the most popular visual representation of speech on television and the web due to their simplicity. However, they have a limited amount of information that can be presented without taking up too much screen space, variable and unpredictable length, and not visually conveying pauses between utterances viewers (Kushalnagar et al., 2013).

1.2.4.2. Off- Video Transcripts. Transcripts allow viewers to view content and brief history without blocking the video, but it requires additional effort to switch between the video and the caption viewers (Kushalnagar et al., 2013).

1.2.5. Techniques of Teaching Using Authentic Videos

Stemplesky (2002) suggested several video teaching techniques that can be applied in the classroom, and they can include the following:

1.2.5.1. Guiding Students to Appreciate Video as Language Learning

Tool. The majority of learners believe that teachers just use videos in the classroom to create a sense of enjoyment. As a result, the teacher must encourage students to value the use of video in foreign language classes because it is a crucial tool for improving students' language skills.

Learners must understand that videos are an essential resource for language learning to value their use in classrooms; while watching, the students are required to focus on a variety of elements, including the environment and the behaviors that are demonstrated through gestures and facial expressions. These elements are what distinguish the video as an excellent tool for language learning (Stemplesky, 2002).

1.2.5.2. Integrating the Video as a Part of the Course. According to Harmer (1991), teachers should consider using videos in their courses to supplement and enhance the learning experience. The selection of video content should be based on identifying elements within the course that require further explanation or clarification. For example, a short video clip could be used to introduce a specific topic, such as the main archaeological sites related to a reading text on a particular civilization. Similarly, videos can be utilized to illustrate language features, such as grammar and lexis, through real-life situations that require learners to comprehend these elements in context. In addition, videos can serve as a calming tool for learners following a more active or energetic class session. However, Harmer (1991) warned against overusing videos, as this could have unintended consequences. Therefore, teachers need to exercise caution and select videos thoughtfully, ensuring that they align with the course objectives and add value to the overall learning experience.

1.2.5.3. Using Short Sequence. Stemplesky (2002) urged teachers to use short videos since they are more beneficial than longer ones. Hence, teachers should choose brief videos because they are joyful and understandable rather than the other type that could confuse students because of their challenging vocabulary (Shumin, 2002). Furthermore, teachers must choose a part of a video that they find fascinating, and that they believe may contain the information they need.

1.2.5.4. Getting Familiar with the Material. According to Stemplesky (2002), videos must be suitable for use as a teaching tool before they can be used in a classroom. The teacher needs to watch the video several times to get familiar with it before presenting it. On the day of production, the teacher will be able to clarify things and answer questions.

1.2.5.5. Treating the Video as Both a Visual and Audio Text. Videos give students the chance to watch behaviors as well as listen to the material (like words and phrases). It was believed that ambiguity would encourage imaginative thinking and innovation (Stemplesky, 2002).

1.2.5.6. Providing Opportunities for Repeated Viewing. As for Stemplesky (2002), students must have the chance to see the video more than once to comprehend all of its details, including its language, setting, and characters. Before the students watch the video, the teacher must assign the activities for them. The students will be better able to focus on one particular characteristic in the video and pay attention to some elements they did not see in the first screening of it.

1.2.5.7. Planning Activities for Two Stages. If the teachers prepare for previewing, and post-viewing of authentic videos, they may achieve greater results (Field, 2002).

1.2.5.7.1. Previewing Activities. Pre-listening activities have gained popularity in language teaching and can involve various techniques such as vocabulary brainstorming, grammar revision, and discussing the listening topic. However, it has been observed that the

pre-listening phase often tends to last longer than necessary, which reduces the time available for actual listening. Furthermore, a prolonged pre-listening phase can even hinder listening comprehension by distracting learners from the overall meaning. Therefore, it is crucial to establish two key priorities during the pre-listening stage: firstly, to provide sufficient context similar to real-life situations, and secondly, to create motivation among learners by encouraging them to speculate about the content they will listen to. By fulfilling these objectives, learners can enhance their listening skills and achieve better comprehension (Field, 2002).

1.2.5.7.2. Post-Viewing Activities. The phase of 'listen-and-repeat' was focused on testing students' capability to identify individual words from a continuous stream of sound, which is known as lexical segmentation. However, this technique is not aligned with modern communicative approaches. In the post-listening phase, learners can be encouraged to deduce the meanings of unfamiliar words by analyzing the context in which they were used, similar to the way they do while reading. A useful technique for this purpose is to display the target words on the board, then replay the sentences containing them, and ask the students to deduce their meaning (Field, 2002).

1.2.6. Importance of Authentic Videos

Nowadays, authentic Videos have gained immense popularity, and people tend to spend more time viewing them than reading printed materials. This is because videos allow us to engage both our visual and auditory senses simultaneously. Moreover, some specific types of authentic videos can be particularly useful for professional or academic purposes (Sherman, 2003).

According to Sherman (2003), there are two key reasons why authentic videos might be advantageous

1.2.6.1. Accessibility. There are fewer nations today that do not have access to television programs and movies in the English language. Watching TV news is acceptable, as watching sports on TV and renting or purchasing video cassettes online or over the mail. English-language movies with English subtitles are available in newsagents in many locations. These materials have very good quality, are reasonably priced, and are regularly renewed. We cannot disregard this resource because authentic videos' input is now just as easily available as prints (Sherman, 2003).

1.2.6.2. Motivation. Many students will witness the compelling power of videos in the classroom. Being able to comprehend and enjoy the Real thing is a unique adventure which is why authenticity serves as an incentive. Also, we use videos on a daily basis. Prints may still be effective, but many people spend more time with audiovisual media, and they are more accustomed to the real world of video techniques, discourses, and clichés than the world of books and papers (Sherman, 2003).

Conclusion

In conclusion, the significance of authentic videos is influenced by both students and educators. Authentic materials and various types of authentic videos allow learners to progress rapidly in their language acquisition. Additionally, it is recommended that instructors incorporate authentic videos into their teaching methods to motivate students and familiarize them with the culture of the target language, thereby cultivating sustained interest and motivation for learning.

The present section has explained some fundamental concepts in language education, such as authentic learning, authentic materials, and authentic videos. Furthermore, this section has also provided an overview of the different types of authentic materials,

specifically authentic videos, their uses, teaching techniques, and the significance of their incorporation in language education.

Section Two: Listening Skills and Authentic Videos

Introduction

Because it is the most comprehensive source of students' knowledge and depends on their capacity for receptive learning, listening skill is crucial in the teaching process. Through the use of effective methods and instructional strategies, while teaching listening, EFL teachers can effectively promote student proficiency in listening comprehension. Although it can be challenging to evaluate students' listening proficiency, EFL teachers must be aware of their responsibility for the selection of the appropriate material which will be employed, and which has a significant impact on both the teaching and learning processes.

In this section, we will deal with the listening skill including its definition, its importance, and its types and tasks. In addition, the activities for teaching listening comprehension, activities for authentic video, common videos of teaching techniques used in the classroom, and the relationship between listening and speaking skills.

1.1. Listening Comprehension

1.1.1. Definition

Listening skill plays a crucial role in learning a language and in developing communicative competence. EFL learners, who have good listening comprehension skills, can effectively participate in communicative situations (Brown, 2004).

Buck (2001) argued that listening is a complex process in which the listener interprets the incoming data which is an acoustic signal, by using a variety of linguistic and non-linguistic knowledge. In the same line of thought, Nunan (2002) considered listening as a six-staged process that consists of hearing, attending, understanding, remembering, evaluating, and responding.

Even though there are many definitions, they all agree that listening is no longer a passive process. Listeners receive speech sounds and attempt to provide meaning to oral symbols to understand and interpret messages, making it more as an active skill.

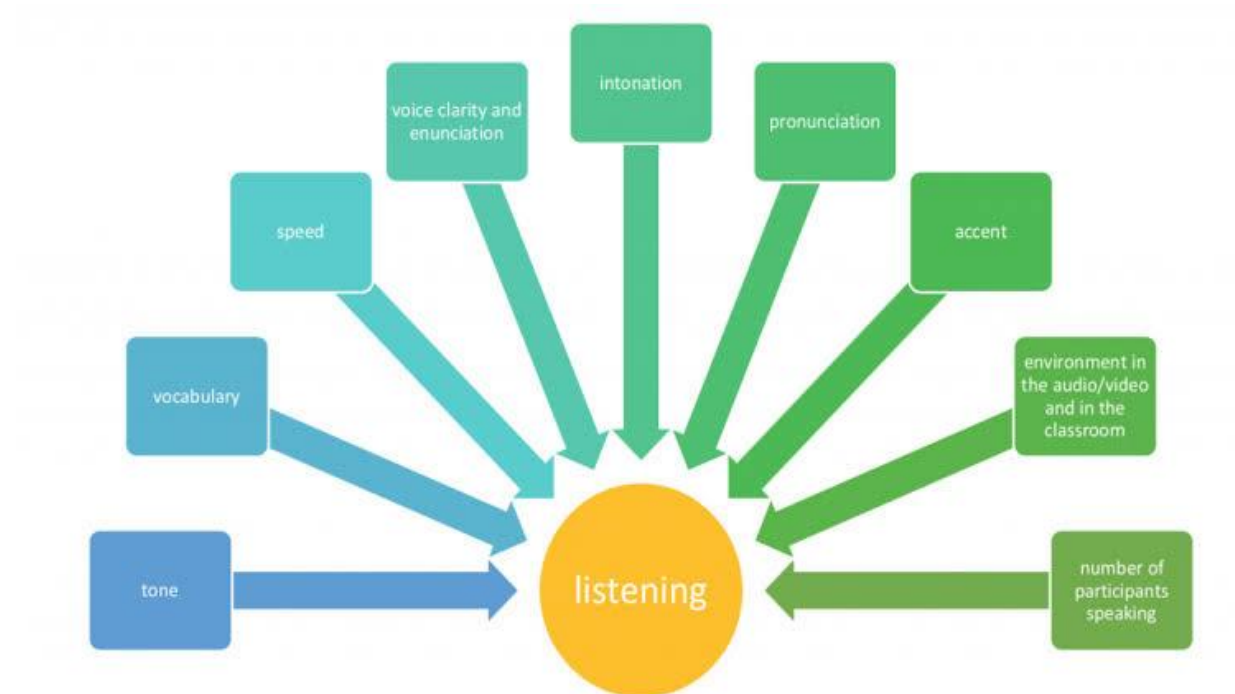
Furthermore, Hedge (2000) said, “Listening ability will develop automatically through exposure to the language and the practice of grammar, vocabulary and pronunciation” (p.288). This process includes understanding the speaker’s accent or pronunciation, the speaker’s grammar, vocabulary, and comprehension of meaning.

As Rost (2011) declared that comprehension is widely considered to be the listener’s High focus and the first-order aim of listening, Vandergrift (2011) redefined listening comprehension as: “a complex, active process in which the listener must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, retain what was gathered in all of the above, and interpret it within the immediate as well as the larger sociocultural context of the utterance” (p. 168).

1.1.2. Importance of Listening Skill

It is undeniable that listening is important for the development of other language skills. When learning a language for the first time, it usually takes numerous practice for the learner to be able to recognize and pronounce the words. Students can increase their language usage, linguistic competency, and vocabulary by listening (Barker, as cited in Abu Hatab, 2010).

Listening comprehension is an important skill for several reasons, such as being able to recall and understand information orally, being a good listener overall, and developing thinking and problem-solving skills. Developing strong listening comprehension skills early will help each student become a better listener for life. When listening to a story, students develop their thoughts and ideas about the situations presented in the story (Helmen, as cited in Abu Hatab, 2010).

Figure 3*Listening Dimensions*

Adopted from Mathilde (2019).

As it is seen, Listening involves many aspects of a language, such as pronunciation, accent, and intonation. It also involves identifying and understanding the lexis used by the speaker, as well as the tone (formal or informal). Speed is a major obstacle for EFL learners, as well as the clarity of the speaker's voice and the way they enunciate. Listening is an active skill that requires particular attention from EFL learners and demands them to engage with the recording. Different steps can be distinguished, such as identifying the number of speakers and their identity, identifying the topic of the audio/video, and focusing on getting detailed information (Mathilde, 2019).

1.1.3. Types of Listening

According to Rost (2011), six types of listening are required in different situations. For that, the distinction between these different types has to be made into consideration.

1.1.3.1. Intensive Listening. It is described as the practice of paying close attention to a text to decode the input for analytical reasons. It offers an avenue to language-focused learning, which is an essential aspect of permanent language acquisition.

1.1.3.2. Selective Listening. It is defined as the practice of listening with an established objective in mind while learning a language, frequently to absorb details needed to complete a task at hand. When used informally, the term "selective listening" means "attending to only what you want to hear" and "tuning out everything else."

1.1.3.3. Interactive Listening. The term describes a specific type of conversational interaction in which the listener actively participates in understanding by providing feedback, asking questions, and encouraging the speaker.

1.1.3.4. Extensive Listening. It can be defined as listening for long periods of time in the target language with the intention of comprehending and mastering the content. Academic listening, sheltered language education, and "listening for pleasure" are all forms of extensive listening.

1.1.3.5. Responsive Listening. The term is used to describe a type of listening activity where the objective is for the listener to respond. In this sort of activity, the listener's answer is "affective", expressing an opinion or point of view, rather than "informational" by providing details based on what was heard.

1.1.3.6. Autonomous Listening. It is regarded as listening that is done independently without the direct guidance of an instructor. Any of the listening types mentioned can be considered autonomous listening. The main consideration is that the learner has control over input selections, task completion, and assessment.

1.2. Active and Passive Learning in Relation to Listening

Passive and active learning are two approaches to learning that can be related to listening. Passive listening involves listening without actively engaging with the material or making an effort to understand it, while active listening involves actively engaging with the material and making an effort to understand it.

According to a study by Vandergrift and Goh (2012), active listening involves “processing input, clarifying meaning, and making connections between what is being said and what is already known” (p.280). Active listening is more effective for language learning because it requires learners to engage with the language and make connections between new information and their existing knowledge. On the other hand, passive listening is less effective because learners are not actively engaging with the material, and; therefore, they may not fully understand the meaning.

In other words, the distinction between passive and active listening is not always clear-cut, and there may be some overlap between the two. For example, even when listening passively, learners may still be subconsciously processing and making connections between the input and their existing knowledge (Graham, 2006).

1.3. Distinction between Pronunciation, Accents, and RP

1.3.1. Pronunciation

Luoma (2004) claimed that “Pronunciation or, more broadly, the sound of speech, can refer to many features of the speech stream, such as individual sounds, pitch, volume, speed, pausing, stress, and intonation ” (p.11).

The term "pronunciation" is used widely and includes both suprasegmental and segmental features. According to Carr (2013), segmental features are the most fundamental

aspects of pronunciation, as they are the building blocks of words and are used to distinguish between different words in a language. Suprasegmental features, on the other hand, are used to convey additional meaning and information, such as the tone or attitude of the speaker.

1.3.2. Accents

An accent is defined as the way a certain individual or group of people use structured language to make sounds, as opposed to a dialect, which may be distinguished by its grammar and pronunciation features (Trask, as cited in Rashid 2011).

An accent is potentially a very crucial component in listening comprehension. When listening to speakers with unfamiliar accents, listeners will come across words pronounced in a non-standard way. It is common for different linguistic communities to pronounce languages in distinctive ways, and everyone has an accent (Buck, 2001). Furthermore, Koehler (As cited in Buck, 2001) emphasized that the Listener's comprehension decreased as they increased their accent level. It becomes reasonable to assume that L2 speakers generally require much more time than native speakers to adjust to a new accent.

1.3.3. Received Pronunciation

The English language has developed a variety of accents, many of which are named after the respective geographical places. These include RP, Welsh and Scottish, Canadian, GA, New York, Australian, South African, and Indian accents. British English is represented by RP and Cockney while American English is by GA and New York accents. These accents are the result of certain factors and circumstances which contribute to the current outcome.

British speakers in the UK use Received Pronunciation, or RP, as their Standard English. It is one of the various accents used in the English-speaking world throughout its entirety. Crystal (2008) defined RP as: "a regionally neutral accent in British English, historically deriving from the prestige speech of the Court and the public schools. ... RP is in no sense linguistically superior or inferior to other accents: but it is the accent (more

accurately: a set of accents) that tends to be associated with the better-educated parts of society, and is the one most often cited as a norm for the description of British English” (p.404).

According to Janicki (1977), RP was the language spoken by BBC announcers in terms of geographical position and social status. For that reason, RP is also called BBC English. Queen's English and Oxford English are two other well-known names for RP (Brown, as cited in Benková, 2013).

English is the most widely taught FL in over 100 countries, with many countries adopting it at the expense of other FLs, such as Algeria, which replaced the French language as a second language. The Algerian educational system adopts the RP model in teaching EFL, in which the curriculum of the schools (primary, middle, and secondary) offers plans involving pronunciation, grammar, and vocabulary items represented in the RP model. The university curriculum in Algeria represents continuity for that of previous education, and hence, the RP model is still followed, at least at the level of teaching Phonetics (Ghلامallah, 1997).

1.4. Formal VS. Informal English

Language speakers tend to master many language styles. They unconsciously shift their style or register for various reasons and in different situations. Additionally, Language styles do not have an exact scientific description of the boundaries that separate them (Akmajian, Demers, Farmer, & Harnish, 2001). Furthermore, this variation is a result of how people express themselves, their ideas, and their thoughts while talking to other people in various contexts, or when discussing various subjects. Thus, a wide choice of possible language variations is discovered (Bell, 1984).

Joos (1967) classified five language styles, and it is important to distinguish between two of them.

- **Formal Style** is the one that is characterized by coherence in form, utterance organization, explicit pronunciation, and grammar that excludes ellipses. It is primarily used when communicating with people who may be on a different social or intellectual level from the speaker, such as when using language in formal contexts like classrooms and other official settings (Joos,1967).

Moreover, Labov (1972) clarified that Formality is a style of language that seeks to be close to standard language features, such as pronunciation, and forms. It is characterized by the use of rules and conventions that enable the speaker to communicate, understand, and reply accurately.

- **The Informal (Casual) Style** is the conversational style most often used in situations where social barriers are somehow lowered, such as when talking with friends, colleagues, or even family members. When the participants and the addressee are from the same level, the communication style is distinguished by rapid pronunciation, slang, ellipses, and the background information may not be explicitly mentioned (Joos, 1967).

Moreover, According to Sanders (1966), Colloquial English is the informal oral or spoken language used by those who are well-educated. It is not used in formal writing but is the same as the sport dress in a formal party. If a person uses colloquial language, they may lose accuracy and precision in their speech.

1.4.1. Vocabulary

The difference in vocabulary between formal and informal English can be seen in several ways. According to Stockwell & Whiteley (2014), formal language is characterized by complex syntax and vocabulary, while informal language uses more common, everyday language and slang. Biber, Conrad, and Leech (2002) argued that informal language typically employs shorter, simpler, and less complex sentences, while formal language uses longer and more complex sentences with standard grammar and vocabulary. Examples of formal

vocabulary might include words like “ facilitate” or “ utilize”, while informal vocabulary might include words like “use “ or “help “.

1.4.2. Syntax

Syntax is the way words are structured into phrases and sentences and can differ between formal and informal language. Biber, Conrad, and Leech (2002) found that formal language tends to use more complex structures and avoid contractions and other informal elements, while informal language tends to use shorter and simpler sentences and may include contractions and other informal elements.

As an example of this, a formal sentence might be “The committee has not yet reached a decision, as further information is needed” and the informal version of this sentence might be: “the committee hasn’t decided yet because they need more info” or “I can’t make it to the meeting.” might be used in a formal way as “I am unable to attend the meeting.”

As stated by Stockwell and Whiteley (2014), the stylistic effects of syntax can vary depending on the context and audience. Formal language often uses the passive voice to convey objectivity and detachment, while informal language often uses the active voice and it may use sentence fragments or incomplete clauses for effect, while formal language tends to avoid them. For example, an informal sentence might be "So funny! Can't believe it!" while a formal sentence might be: "I find it amusing and somewhat unbelievable.”

1.4.3. Pronunciation

Pronunciation can differ between formal and informal settings because in formal settings individuals speak more clearly and precisely than in informal settings. Crystal (2010) emphasized that in formal language; Speakers may use non-standard features or actively flaunts them as a sign of in-group membership of solidarity, while in informal language, the

use of non-standard features may be more relaxed. Factors such as age, gender, and social class can also influence pronunciation.

Formal and informal languages differ in their use of enunciation and regional accents. In formal language, speakers may avoid slang or colloquial expressions, while in informal language they may use slang or regional accents to establish a sense of camaraderie or shared identity. Informal language may also involve the use of contractions or reductions in pronunciation, while formal language may avoid them. For example, in an informal conversation, a speaker may say "I'm gonna grab a drink" instead of "I'm going to get a drink".

1.5. Listening Comprehension Tasks and Techniques

Ur (1984) emphasized on the importance of listening comprehension and provided techniques and tasks to enhance it. Some of these techniques and tasks are presented as the followings:

1.5.1. Listening Comprehension Techniques

According to Ur (1984), summarizing, paraphrasing, and filling in the blanks are all crucial techniques for improving listening comprehension.

1.5.1.1. Summarizing. It is identifying the key points and important info in a listening task and condensing it into a summarized form. This aids students in focusing their concentration on the most essential details and obtaining a deeper understanding of what is being discussed. Ur (1984) suggested that summarizing can be done individually, in pairs, or small groups, both during and after listening.

1.5.1.2. Paraphrasing. This entails rephrasing the speaker's words in one's own Words. This technique can aid students in expanding their vocabulary and grammar skills as well as in clarifying their grasp of what they have heard. According to Ur (1984), teachers

should encourage students to utilize paraphrasing in pairs or small groups as a strategy to ensure comprehension and foster cooperative learning.

1.5.1.3. Filling in the Gaps. It involves listening for information that could be missing in a listening text and utilizing contextual clues to infer the meaning of the information. This technique can aid in the improvement of learners' inference skills as well as their confidence in their ability to comprehend spoken language. Ur (1984) suggested that instructors may assign students gap-filling activities that are tailored to their proficiency level and offer practice and feedback.

Overall, summarizing, paraphrasing, and filling in the blanks are just a few of the techniques and strategies that may be used to teach listening comprehension to students and help them improve their understanding of spoken language (Ur, 1984).

1.5.2. Listening Comprehension Tasks and Activities

The optimal method for teaching listening comprehension involves three steps: introducing new material, interacting with it, and recycling or reusing it, which is true for basically all pedagogical components of language learning. For listening comprehension, these steps are a pre-listening/viewing activity, the listening or viewing activity itself, and a post-listening/viewing activity (Donaldson & Haggstrom, 2006).

These types of activities are well explained by Buck (2001) and are presented as the followings:

➤ Prediction Activities

Buck (2001) suggested asking students to make predictions about what they will hear before listening to a passage to encourage them to use their prior knowledge and listen actively. A better example is to brainstorm words or phrases that they associate with the topic

➤ **Listening for Specific Information**

Buck (2001) suggested that students should listen for details such as dates, names, and vocabulary to improve their focus and identify key points in a listening passage. An example of this is providing students with a transcript of the listening passage and having them underline or circle specific information as they listen.

➤ **Listening for Gist**

Buck (2001) emphasized the importance of listening for the overall meaning of a passage, rather than focusing on its specific parts. It helps students understand the main concepts of a listening passage and recognize the most important information, such as writing down three key points.

➤ **Listening for Detail**

Buck (2001) suggested that paying attention to language aspects can help learners improve their listening skills and recognize the nuances of spoken language. The teacher plays a recording of the listening passage and students identify specific intonation patterns, such as rising or falling intonation.

1.6. Activities for Authentic Videos

Sherman (2003) made a classification for some activities that work well with authentic videos.

1.6.1. Transcript

The main aim of transcript activity is to focus on the language, and it is used for elementary level. This type of activity can serve as a starting point to focus on language and as an input for other activities (Sherman, 2003).

In a dialogue, the students watch the video once or twice before writing down the speaker's name in an alphabetical order with leaving space for what they say. After dividing up the roles, they play the sequence for plenty of times with writing down what the character

is actually saying. The teacher's role here is to check the transcript they act along with the actors (Sherman, 2003).

1.6.2. I Spy

This activity aims at practicing basic vocabulary, question forms, and prepositions of place. Taking the case of the prepositions, the teacher should create a whiteboard Quiz after viewing the clip. Then he/ she play the video while asking the Quiz 'questions. The learners start looking for answers for the Quiz. For that it is better to select questions about locations (Sherman, 2003).

1.6.3. Choose Your Words

This task aims at fostering the habit of paying attention to useful language items. It is about playing a sequence that is usually full of practical vocabulary and asking students to write down some expressions which they consider they may be utilized with remaining them to focus on high-utility expressions. In addition to that, they discuss the chosen expressions and decide which ones are the most appropriate (Sherman, 2003).

1.6.4. Puzzle

This activity attempts to stimulate questioning and speculation in elementary language learners with visual comedy sketches material. Before viewing the sketch, the teacher presents the joke as a puzzle. Then students start to ask questions and speculate about what happens. The sketch is then shown, and the students can see if their suggestions were correct (Sherman, 2003).

1.7. Practical Techniques for Video Implications Used in the Classroom

According to Harmer (2001), teachers can employ a wide range of teaching techniques in video-based lessons.

1.7.1. Viewing Techniques

For Harmer (2001), the following viewing methods are designed to attract the learners' curiosity.

1.7.1.1. Fast Forward. The teacher can press the "play" button to fast-forward the video so the scene played out silently and at a high speed. After it is finished, the teacher asks the students what the scene was about and whether they can guess what the characters were saying (Harmer, 2001). This activity can be useful for brainstorming as well as classroom interaction.

1.7.1.2. Silent Viewing (for Language). At this point, the teacher can play the tape at a normal speed without the sound, and the students must guess what the characters are saying. When the students are done, the teacher may replay the scene with the sound on so they can check whether or not they correctly guessed the dialogue (Harmer, 2001). This technique works incredibly well to engage and encourage students in the classroom. They can practice several skills in this way, and they can communicate, write, listen, and perform.

1.7.1.3. Silent Viewing (for Music). For Harmer (2001), the same strategy employed in silent watching for language is also used in music. He said that the instructor might play a sequence loudly while asking the students to identify the proper music for it and explain why. Students can determine whether or not their guesses match the composer when the teacher plays the part once again with music. According to him, using this technique makes the class amusing and motivates students to pay more attention.

1.7.1.4. Freeze Frame. At any moment while the video sequence is playing, the teacher can freeze the video. The students are then stopped in their tracks by him. With this, the teacher may ask students to predict the next event (Harmer, 2001).

1.7.1.5. Partial Viewing. The teacher covers the majority of the screen with pieces of cards to increase the students' curiosity. She or he puts little paper squares on the screen and

takes them off one by one. This gives him the ability to adjust partial viewing by employing a large divide that is placed at an angle to the screen. Half of the class can see one part of the screen, while the other half is visible to everyone else. Next, they must express their opinions regarding those who are on the opposing side (Harmer, 2001).

1.7.2. Listening (and Mixed) Techniques

Harmer (2001) asserted that routines for listening that are based on the same concept as those for viewing are designed to provoke and enhance engagement and expectations. They are as follows:

1.7.2.1. Pictureless Listening (Language). The teacher covers the monitor's screen and turns it away from the students or brings down the brightness setting. The students listen to a discussion and are required to assume certain details, such as the setting and the identities of the speakers. Can they determine the age and appearance of the speaker? (Harmer, 2001). It is believed that this exercise is useful for teachers who want to enhance their pupils' speaking and listening skills.

1.7.2.2. Pictureless Listening (Music). Students can listen to significant music tracks in clips and, based on the atmosphere they seem to portray, they can describe the type of scenario and location they believe the music best fits (Harmer, 2001).

1.7.2.3. Pictureless Listening (Sound). According to Harmer (2001), students can use the noises in a scene without language to guess the scenario's actions. For instance, they could hear a gas stove being lit, eggs being broken and fried, or coffee being poured, and then they narrate the story they believe they just heard. It is possible to define listening as the skill that enables learners to listen and understand what other people are saying. They comprehend the meaning they want to transmit as well as their accents or pronunciation, grammar, and vocabulary. (Howatt & Dakin, 1974, as cited in Harmer, 2001)

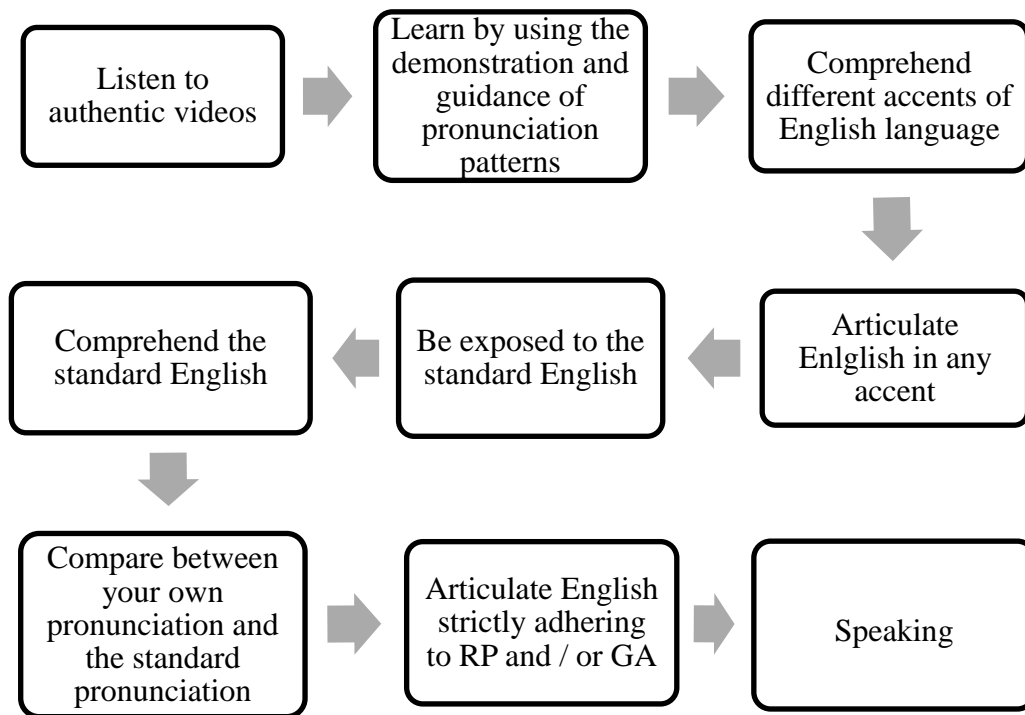
1.7.2.4. Picture or Speech. The instructor can divide the class in half, with one half facing the screen and the other looking away. Students who can see the screen are required to explain what they see to those who can't. They are compelled to participate through engagement as a result. It also works well for mixing fluency, production, and repetition of the English language (Harmer, 2001).

1.8. Relationship between Listening and Speaking

As Anderson and Lynch (1988) emphasized, speaking effectively depends on listening properly. As a result, speaking and listening have a strong connection, and the latter cannot be developed independently of the former. Listening is essential in the language classroom since it provides input for the learner which is consequently fundamental for speaking (Rost, 1994). During the interaction, each speaker serves as both a listener and a speaker. Hence, speaking is inextricably linked to or intertwined with listening, which is the fundamental method by which language norms are internalized (Kang, 2002). Moreover, He claimed that listening is thought to play a crucial part in the development of speaking competence.

Figure 4

A Step-by-Step Progression from Listening to Speaking



As demonstrated in Figure 04, the development of spoken English proficiency involves a progression of skills that begins with listening to authentic videos and receiving guidance on pronunciation patterns, progresses to comprehension of different English accents, and results in the ability to articulate English in any accent. Exposure to Standard English is necessary to comprehend and compare one's pronunciation to the standard, leading to the final step of speaking English with strict adherence to either RP or GA pronunciation.

In other words, the relationship between listening and speaking skills is a well-established aspect of language learning research. The ability to listen effectively is essential to improving speaking proficiency, as it provides learners with a model for pronunciation and intonation. Authentic videos and audio materials provide learners with exposure to natural speech patterns and pronunciation in context, which is a critical foundation for developing speaking skills.

Conclusion

To conclude, the significance of listening skills in the teaching and learning process of EFL students cannot be emphasized enough. Being the primary source of students' knowledge, the listening skill necessitates effective teaching methods and instructional strategies to enhance listening comprehension. Although evaluating students' listening proficiency can be challenging, it is crucial for EFL teachers to prioritize this skill and offer opportunities for students to practice and enhance it. By doing so, EFL teachers can assist students in improving their English language proficiency and accomplishing their academic and personal objectives.

This section focused on the listening skill, exploring its definition, significance, and various types of tasks. Additionally, we discussed activities designed to improve listening comprehension, strategies for incorporating authentic video, common teaching techniques employed in the classroom, as well as the connection between listening and speaking skills.

The forthcoming chapter will explore the practical dimension of the current research.

CHAPTER TWO: Research Design and Data Analysis and Interpretation

Introduction

The present chapter investigates the role of using authentic videos on learners' pronunciation. The study aims to explore the impact of authentic videos on the pronunciation skills of third-year LMD students at Abdelhafid Boussouf MUC. It reveals a mixed-method research design that includes both quantitative and qualitative data-gathering techniques. A semi-structured interview and a questionnaire were used to obtain data about the impact of authentic videos on learners' pronunciation and how they make language learning more engaging and enjoyable for learners. This chapter describes the research method, including data collecting and analysis procedures, and discusses the findings of the data gathered.

Section one: Methodology and Research Design

Acquiring credible and reliable data for this research is vital to examine the influence of authentic videos on learners' pronunciation and their potential to enhance language learning engagement and enjoyment. While questionnaires and interviews are commonly used research methods, they can be beneficial in gathering the most reliable and consistent data for investigating the objectives that are mentioned previously.

2.1. Students' Questionnaire

2.1.1. Population and sampling

In this research work, we dealt with 50 third year LMD students as a sample selected randomly from a population of about 155 students during the academic year 2022-2023. The reason for selecting this level is that the use of authentic videos featuring native English speakers speaking challenging language aligns with the comprehension level of third-year students. In addition, third-year learners have more experience and background in the spoken language which may lead them to grasp all aspects of the language produced by native speakers. Lastly, they are anticipated to become teachers in the future.

2.1.2. Description of the Questionnaire

The questionnaire was administered to fifty (50) students of third-year students at MUC online via Google Forms. It is composed of 21 questions, and these questions are organized into three sections: general information about the participants, listening comprehension, authentic videos and pronunciation.

- **The First Section (Q1_Q3):** This section comprises three inquiries about the duration of English language study, the high school stream of students, and their perception of the significance of pronunciation to achieve effective communication.
- **The Second Section (Q4_Q11):** This section comprises eight questions designed to elicit the beliefs and attitudes of learners regarding the use of authentic videos during their oral sessions. The questions encompass various aspects, including the learners' preferences concerning the type of authentic videos they prefer to watch and the extent to which these materials help to develop their listening comprehension.
- **The Third Section (Q12_Q 21):** This section comprises ten questions that investigate the correlation between authentic videos and learners' pronunciation. It examines how authentic videos can impact learners' pronunciation abilities by either imitating speakers or comprehending the rhythm, pitch, and stress of spoken language. The final question, Q21, seeks any more suggestions or advice about the topic.

2.2. The Teachers' Interview

2.2.1. Population and Sampling

The present investigation is conducted at the Institute of Letters and Languages at Mila University, specifically in the Department of Foreign Languages. The study focused on a target population consisting of 60 teachers. However, for the purposes of this research, a subset of this population was selected, consisting of eight Oral Expression teachers. These

individuals were chosen due to their wealth of teaching experience and their unique perspectives regarding learners' listening comprehension and pronunciation skills.

2.2.2. The Description of the Interview

The teachers' interview was administered in conjunction with a questionnaire administered to students. The primary goal of the interview is to gain insight from teachers' experiences in using authentic videos as teaching material in listening sessions. Specifically, the interview seeks to provide perspectives on the current topic and gather more detailed data on the role of authentic videos in learners' pronunciation. The interview tool employed in this study is descriptive in nature and consists solely of open-ended questions. It was administered to a sample of eight Oral Expression teachers currently teaching in the English department of AbdElhafid Boussouf at MUC. In order to protect the privacy of the participants, their personal information was kept anonymous. The interview consists of twelve open-ended questions.

The first two questions of the interview focus on the interviewees' background information. The first question aims to elicit the number of years each interviewee had taught the Oral Expression module. The second question targets the interviewees' level of experience with using authentic videos as teaching material in listening sessions. In the third question, the interviewees are asked to share their opinions on whether or not authentic videos can help improve learners' pronunciation. The fourth question requires the participants to identify the benefits of using authentic videos compared to other teaching materials for pronunciation. The fifth question aims to determine the importance of exposure to different accents of Standard English (RP/GA) in authentic videos for improving the pronunciation skills of EFL learners.

The sixth question of the interview seeks to elicit information about the methods used by the interviewees to teach learners to understand and imitate Received Pronunciation. The seventh question invites the interviewees to explain whether they believe that enhancing learners' listening practice through the use of technological devices is the responsibility of the teacher or not. The eighth question focuses on the use of authentic videos to improve learners' listening comprehension and pronunciation within EFL classes. The ninth question aims to explore any differences in students' pronunciation after the integration of authentic videos in teaching. In the tenth question, the interviewees are asked to describe the most effective types of authentic videos for improving pronunciation, while also providing reasons for their selection. The eleventh question attempts to shed light on any tips or strategies for using authentic videos to teach pronunciation effectively. In the last question, the Oral Expression teachers are asked to identify potential challenges and limitations of using authentic videos for teaching pronunciation, as well as how to overcome these problems.

Conclusion

In conclusion, this section offers a comprehensive overview of the research methodology. It begins by outlining the research method employed, followed by an explanation of the target population and sampling, and data collection tools utilized in this study. Lastly, it provides a detailed description of the students' questionnaire and the interview conducted with the teachers.

Section Two: Data Analysis and Interpretation

Introduction

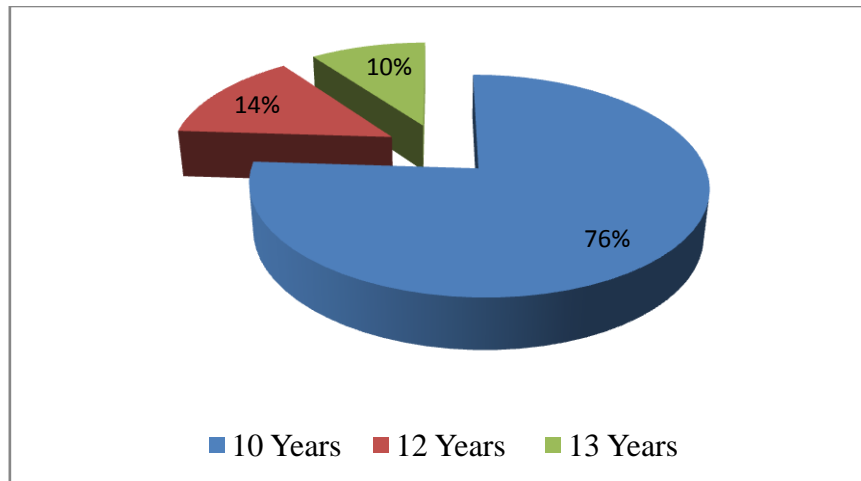
In contrast to the initial section of the practical chapter that focused on outlining the research methodology employed in this study, the second section aims to present, discuss, and interpret the collected data in order to achieve the main objectives of the research. Additionally, this section acknowledges the limitations of the study and provides recommendations for teachers and learners based on the analysis and interpretation of the findings.

2.1. The Analysis the Students' Questionnaire

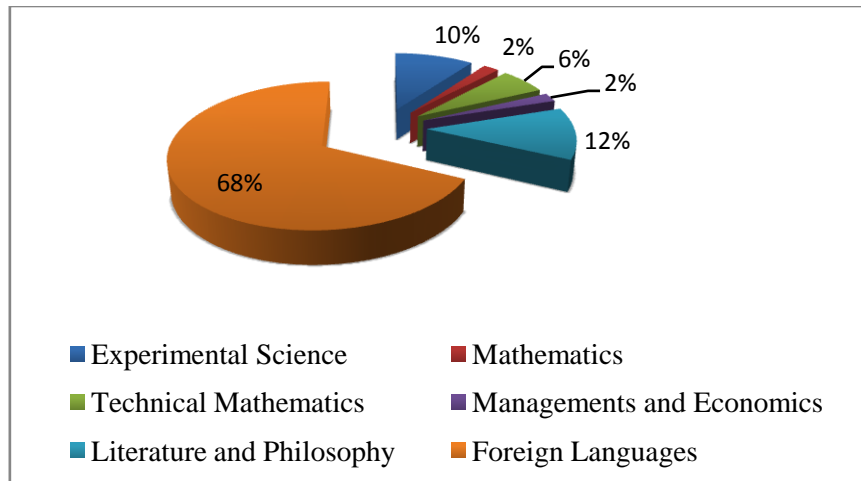
The students' questionnaire is analyzed to gain insights into their perspectives on the use of authentic videos for language learning. This analysis provides a comprehensive examination of the collected data, offering valuable findings regarding the impact of authentic videos on listening comprehension and pronunciation skills. The results of the questionnaire contribute to the subsequent discussions and recommendations in this study.

Section One: Background Information

The first section of the questionnaire accumulates general information about the students. It consists of three questions about the duration of studying English, students' stream in high school, and the importance of good pronunciation in communication.

Q1: how many years have you been studying English?**Figure***English Language Study Duration*

This question aims to gather information about students' language learning experience and their level of proficiency in English. Based on these results, a notable portion of the 50 students have received extensive education in the English language, and the majority of them (76%) have undergone a period of 10 years of instruction or more. It is plausible that these students followed the curriculum as expected and progressed through their classes accordingly. However, it is worth noting that a small percentage of students (14%), who have studied English for 12 years, and the remaining 10%, who have studied it for 13 years, may have faced academic or personal difficulties and may have been required to repeat a year. This implies that the Algerian educational system offers remedial opportunities to enable students to resume and pursue their language instruction despite experiencing setbacks.

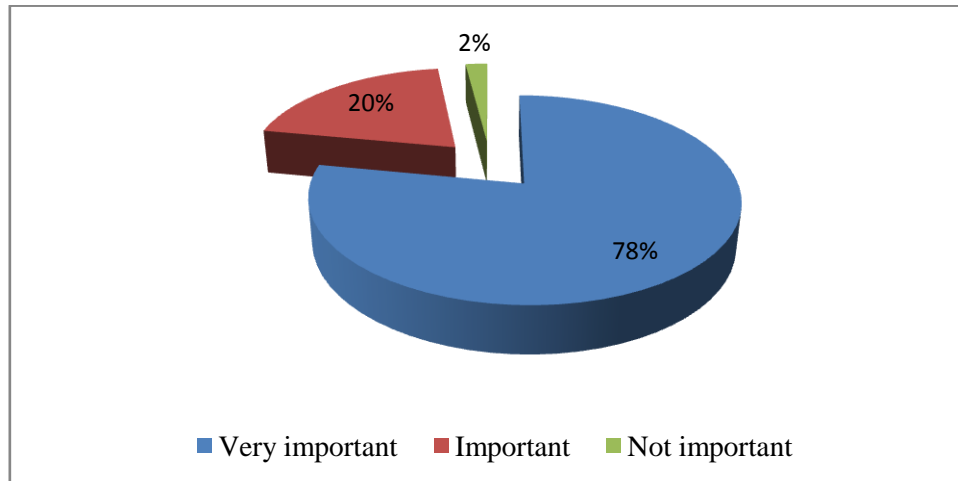
Q02: what was your stream in High School?**Figure 6***High School Stream*

This question is set to gather information about the learners' educational backgrounds or interests. The high percentage of students studying foreign languages (67%) indicates that many Algerian students recognize the importance of English language proficiency for global communication and career opportunities. However, students who pursued the other streams may have different motivations and interests. These results emphasize the need for diverse educational programs that consider students' interests, including the English language.

Q03: how important do you think good pronunciation skills are for effective communication in English?

Figure 7

The Significance of Good Pronunciation for Effective Communication in English



This question aims to elicit the students' perspective on the importance of good pronunciation skills in effective communication. The results demonstrate that the majority of students (78% consider it very important and 20% consider it important) prioritize good pronunciation skills as an essential component of effective communication in English. This highlights the fact that mastering pronunciation skills can help students convey their intended meanings accurately and improve their ability to understand spoken language. The minority of students (2%) does not share the same view, which highlights that they may prioritize other language skills such as vocabulary or grammar over pronunciation, or they may feel that their pronunciation is already sufficient for their communication needs.

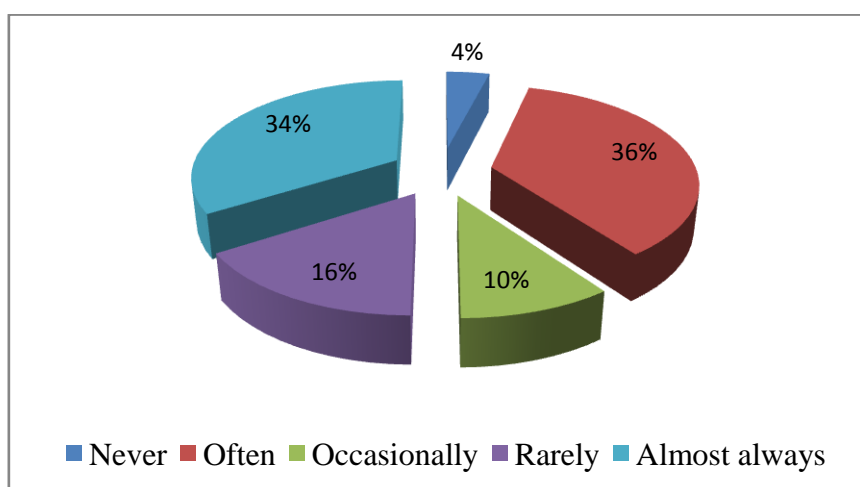
Section Two: Listening Comprehension

The second section of the questionnaire consists of eight questions. It is about watching and using authentic videos inside EFL classes for the improvement of English language skills and their types.

Q04: How often do you watch videos in English?

Figure 8

The Frequency of Watching Videos in English



This question aims to gather information about the frequency of watching English-language videos among the surveyed students. As it is seen in Graph 04, a significant percentage of the students (36%) often watch videos in English, and another 34% always watch such videos. In contrast, a relatively small percentage of students never (4%) or occasionally (10%) watch English videos, with 16% stating that they rarely watch such videos.

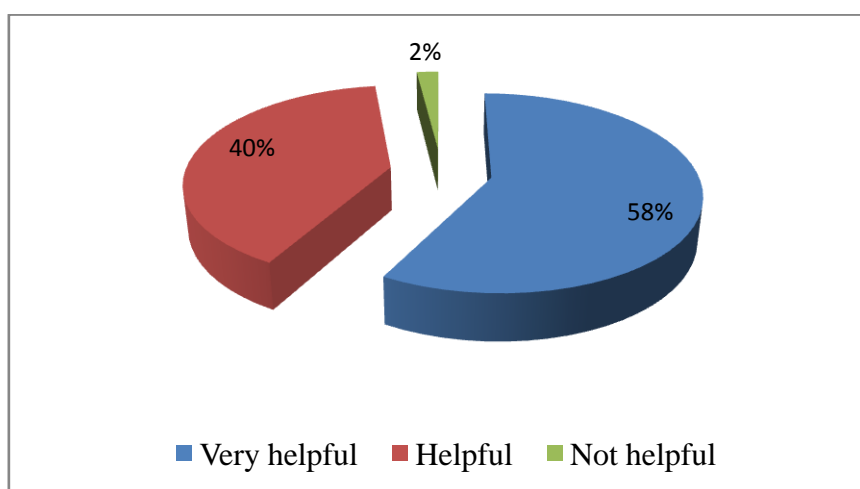
These results indicate that watching English videos regularly can improve students' listening skills, comprehension, and pronunciation, as well as enhance their language proficiency and cultural awareness by exposing them to diverse content. Nevertheless, it is worth acknowledging that certain students may encounter obstacles, such as limited access to

resources, a lack of interest or motivation, or a preference for other language learning methods.

Q05: how helpful do you think authentic videos are for improving your English language skills?

Figure 9

The Use of Authentic Videos to Improve English Language Skills



This question seeks to explore whether the students perceive authentic videos as an effective tool for enhancing their English language skills. The results indicate that a significant majority of students (98%) find authentic videos to be either very helpful (58%) or helpful (40%) for improving their English language skills, against only 2% who find them not helpful.

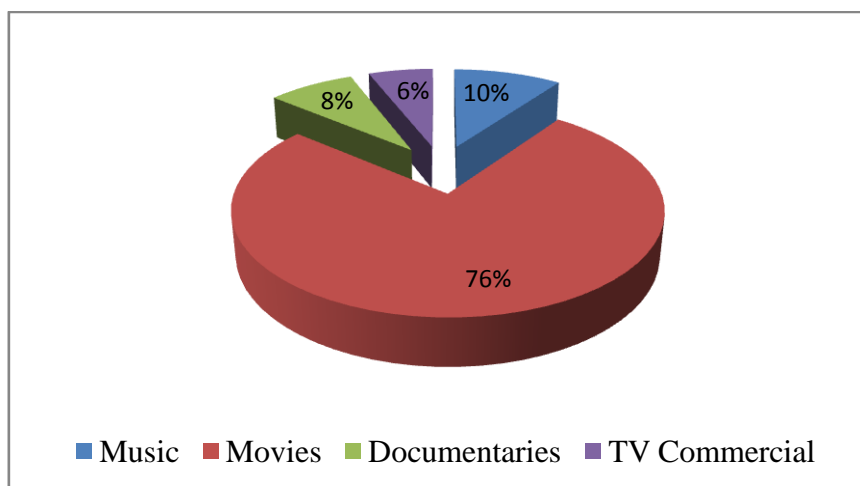
Students find authentic videos highly effective for language learning as they expose them to natural language use and cultural contexts, facilitating the development of practical language skills. However, they may sometimes encounter difficult content or have a preference for more structured language learning resources. This suggests that the

effectiveness of authentic videos may vary depending on individual learners' needs and preferences.

Q06: what type of authentic videos do you prefer to watch?

Figure 10

The Preferred Type of Authentic Videos for English Language Learning



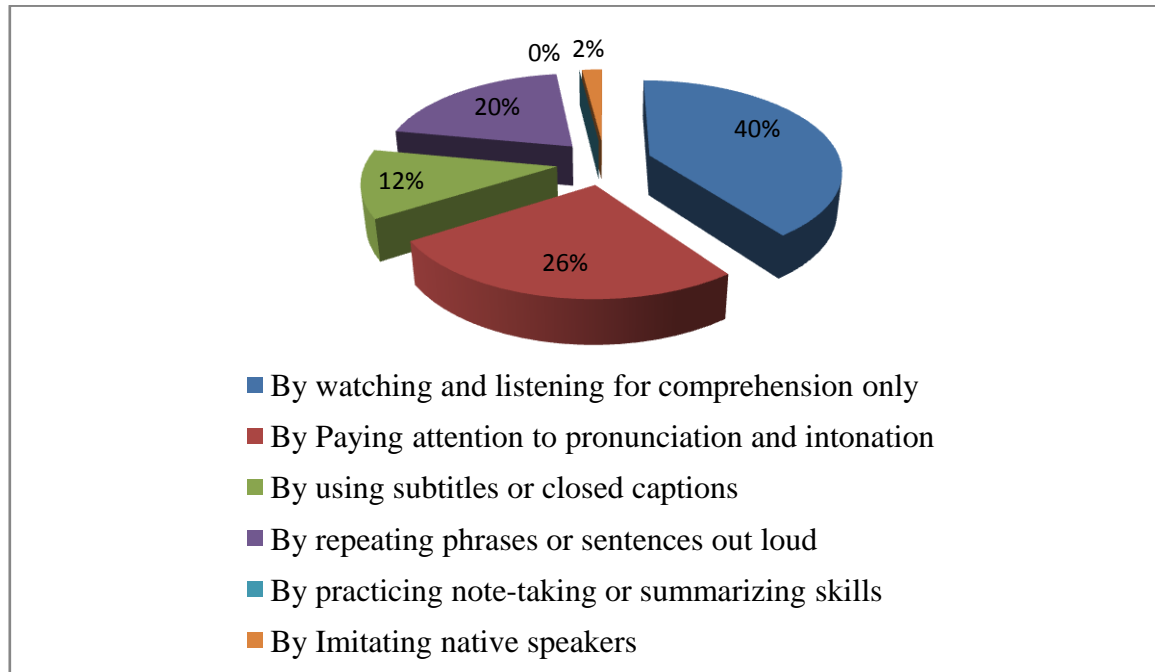
This question aims to gather information about the types of authentic videos that learners prefer to watch. As shown above, the vast majority of the students (76%) prefer watching movies, followed by a small percentage that prefers music videos (10%), documentaries (8%), and TV commercials (6%).

Movies are the popular choice among the surveyed students because they are widely available and produced in large numbers each year. The students' low preference for music videos shows that they prioritize the storytelling aspect of authentic videos over music. While some documentaries can be engaging and thought-provoking, they are often perceived as educational or informative rather than entertaining. Finally, TV commercials are seen as interruptions to programming, which leads viewers to actively avoid them.

Q07: how do you typically use authentic videos to improve your English language skills?

Figure 11

The Typical Use of Authentic Videos for English Language Skills



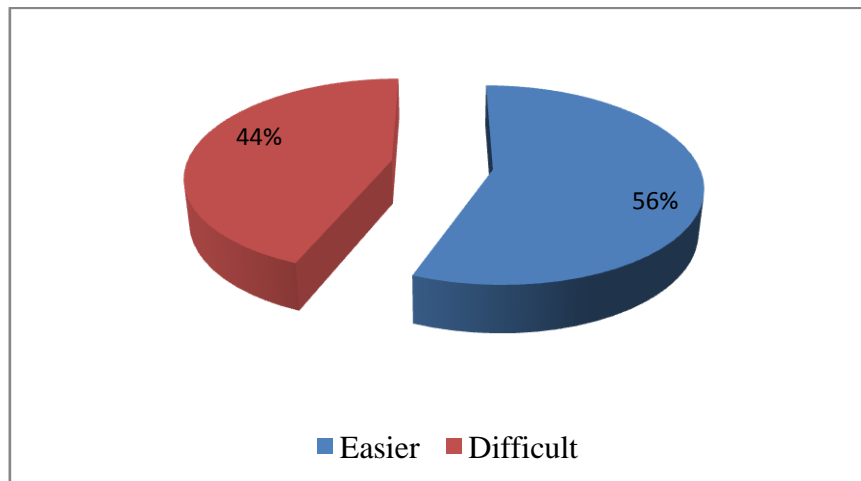
This question is designed to explore how learners interact with authentic videos and how they use them to enhance their language skills. The results indicate that the most common way students use authentic videos is by watching and listening for comprehension only, with 40% of the participants selecting this option. The second most common way is paying attention to pronunciation and intonation (26%), followed by repeating phrases and sentences out loud (20%), using subtitles or closed captions (12%), and imitating native speakers (2%). Interestingly, none of the participants indicated that they typically use authentic videos to practice note-taking or summarizing skills. An additional option was selected by 2% of students, who indicated that these materials may be used as a tool for imitating native speakers.

Overall, students use authentic videos to familiarize themselves with English vocabulary, phrases, and sentence structures, as well as to improve their spoken English skills by observing native speakers. They also use authentic videos to practice their speaking skills and build confidence.

Q08: do you find it easier or more difficult to understand native speakers in Authentic Videos? Why?

Figure 12

Understanding Native Speakers in Authentic Videos



This question aims to gather information on the learners' ability to understand native speakers in authentic videos and the factors that may affect their understanding. The results indicate that most of students (56%) find it easier to understand native speakers in authentic videos, while the remaining 44% find it difficult.

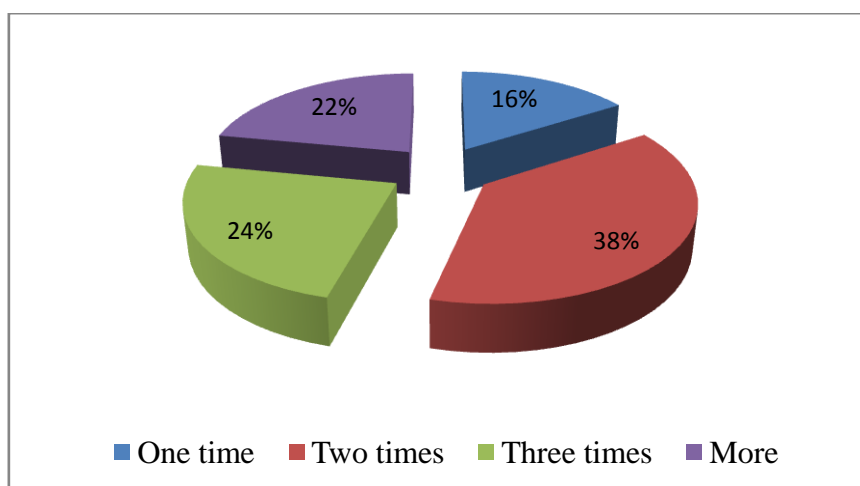
Based on these results, authentic videos can help English language learners understand how English is used in context. Visual aids can assist in comprehension, but challenges such as accents, fast speech, and unfamiliar vocabulary can make understanding difficult. The lack of repetition and the inability to pause are also barriers to learning. To

overcome these challenges, learners need to be exposed to various types of authentic videos and use strategies such as pausing, rewinding, and using subtitles or transcripts to aid comprehension.

Q09: how many times do you repeat the video in order to understand its content?

Figure 13

The Frequency of Repeating Authentic Videos for Content Comprehension



This question is designed for the purpose of understanding the students' familiarity with authentic videos and how repetition can contribute to improving their understanding of the content. The results indicate that the majority of them repeat a video more than once to understand its content, with 38% repeating it twice and 24% repeating it three times. Additionally, 22% of the students indicated that they repeat a video more than three times, and they still find it challenging to understand the content of the video.

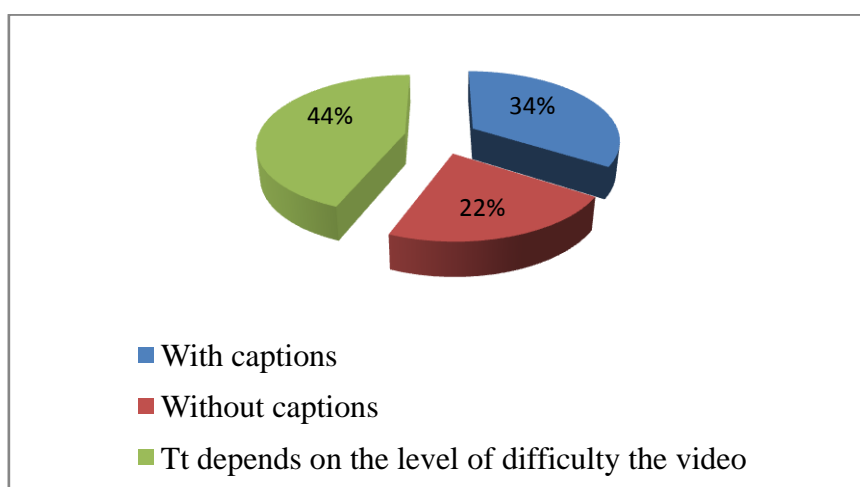
This underscores the importance of repetition as a key strategy for improving English language skills, particularly in listening and comprehension. English language learners can

use repetition to grasp missed details, improve their understanding of the language, and build their vocabulary and grammar skills over time.

Q10: do you prefer to watch the authentic video with or without subtitles/captions?

Figure 14

Authentic Videos With or Without Subtitles/ Captions



This question is designed to investigate whether watching authentic videos with or without subtitles or captions can have a positive impact on their pronunciation. A significant portion of the surveyed students (44%) indicate that their preference for watching authentic videos with or without subtitles or captions depends on the level of difficulty of the video. Additionally, 34% of the students prefer to watch authentic videos with captions, while only 22% prefer to watch them without captions.

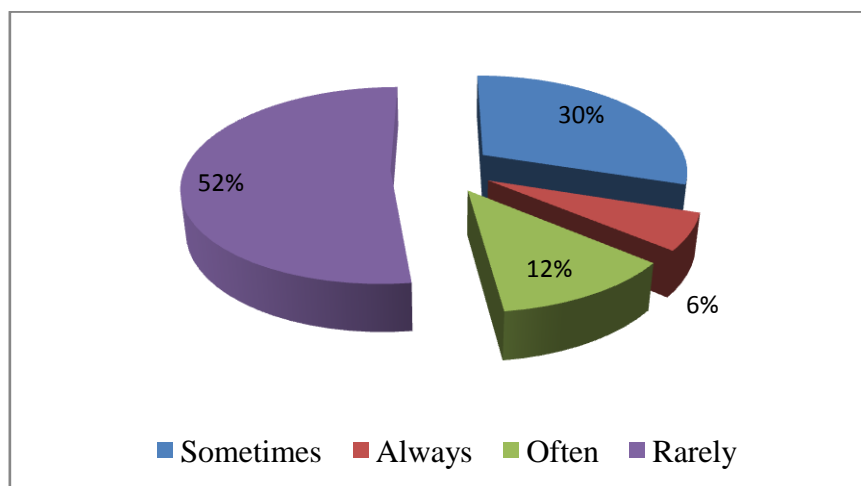
Overall, those who prefer captions find them beneficial in aiding comprehension and vocabulary acquisition by providing visual aids and understanding the pronunciation of unfamiliar words. In contrast, those who prefer to watch without captions may find them

distracting or unnecessary. Some students recognize the benefits of captions but believe they may not be necessary for all videos.

Q11: how many times does your Oral Expression teacher use authentic videos during the session?

Figure 15

Teachers' Use of Authentic Videos in Oral Expression Sessions



This question aims to determine the extent to which Oral Expression teachers incorporate authentic videos in their teaching and how this may impact learners' pronunciation skills. 52% of students report that their oral expression teachers rarely use authentic videos during their sessions. Additionally, only 6% of the students report that their teachers always use these kinds of videos, while 30% report that they use them sometimes, and 12% report that they use them often.

While oral expression teachers may prioritize other teaching methods, using authentic videos in the classroom can make the learning process more engaging and interactive, helping learners visualize and connect with the language. However, it should be noted that using authentic videos in the classroom may require additional preparation time and effort.

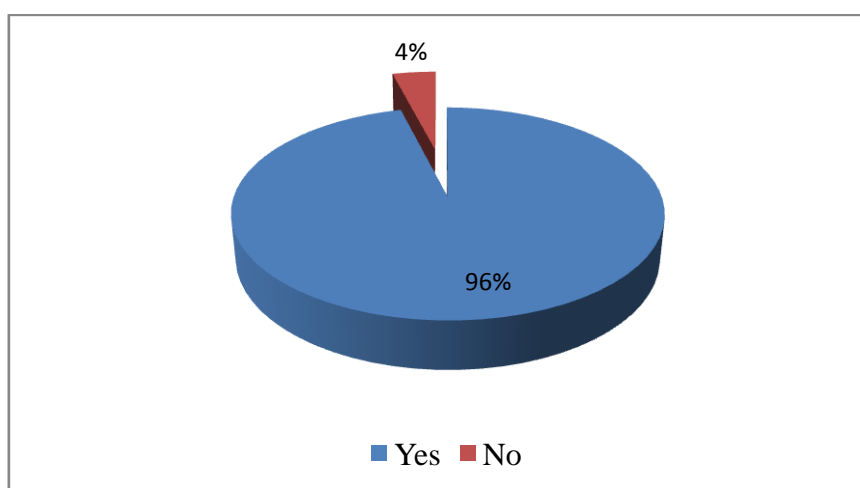
Section Three: Authentic Videos and Pronunciation

This section consists of ten questions. It focuses more on learners' pronunciation and exposure to different accents.

Q12: do you think that watching authentic videos can help improve your pronunciation in English?

Figure 16

The Effectiveness of Authentic Videos for English Pronunciation



This question aims to gather information about the learners' beliefs and attitudes towards the use of authentic videos in language learning and how they perceive the impact of these videos on their pronunciation skills. It is shown that the vast majority of students (96%) believe that watching authentic videos can help improve their pronunciation in English, while only 4% are against that.

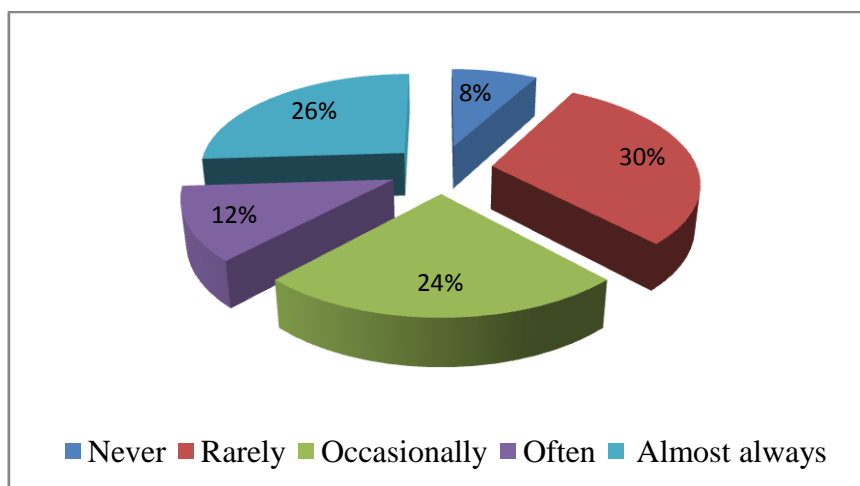
Authentic videos are a valuable resource for language learners as they provide exposure to natural conversational English. They can help learners become familiar with the rhythm, intonation, and stress patterns of spoken English, thus improving their pronunciation.

These videos also enhance listening skills, enabling learners to better understand the pronunciation of native speakers and adjust their own pronunciation accordingly.

Q13: how often do you use authentic videos to practice your pronunciation?

Figure 17

The Frequency of Using Authentic Videos for Pronunciation Practice



The aim of this question is to gather information on how learners utilize authentic videos to improve their pronunciation. As we can see, 24% of the students use authentic videos to practice their pronunciation at least occasionally, followed by 12% who use them often, and 26% who report that they always use authentic videos for this purpose. However, a significant proportion of students (30%) report that they rarely or never (8%) use these materials for the mentioned purpose.

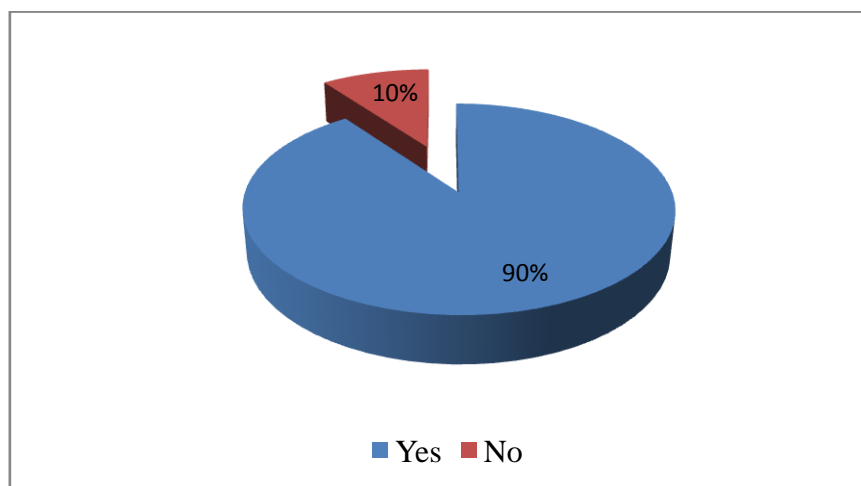
The usage of authentic videos for pronunciation practice among students varies. The non-use of such videos may indicate a lack of awareness or knowledge about their benefits. On the other hand, the occasional usage of these materials indicates that students use them as a supplementary tool to enhance their learning. In contrast, the low usage of these videos may

result from challenges or obstacles, such as difficulty finding suitable videos or a lack of time to incorporate them into their learning routine.

Q14: do you think it is important to learn RP (Received Pronunciation) as a model for pronunciation in English?

Figure 18

The Importance of RP as a Model for English Pronunciation



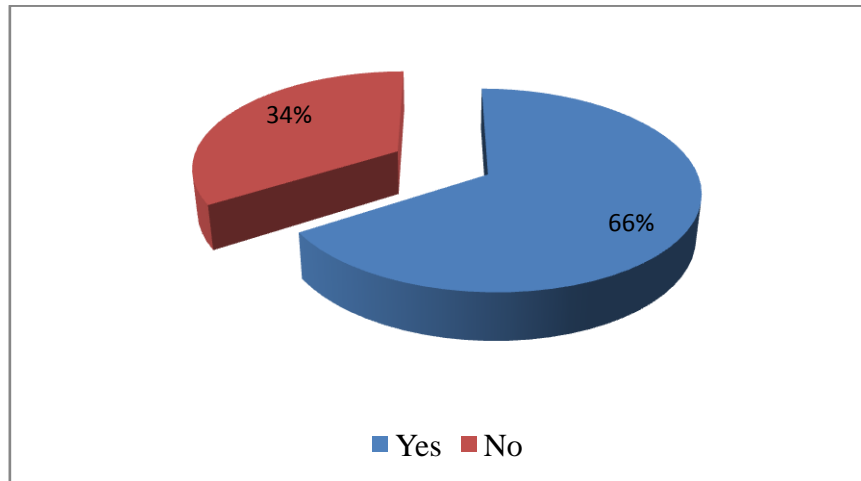
The purpose of this question is to gather information on whether exposure to authentic videos featuring RP speakers may help learners develop a better understanding of the accent. The results indicate that most of students (90%) believe that it is important to learn RP as a model for pronunciation in English, compared to the 10% who hold a different opinion.

RP, which is widely regarded as the standard accent of British English, is often taught in language learning programs. It is also used by public figures, making it desirable for learners. Learning RP can help develop a clear accent for effective communication with native speakers and provide a foundation for learning other accents.

Q15: do you think it is important to learn GA (General American) as a model for pronunciation in English?

Figure 19

The Importance of GA as a Model for English Pronunciation



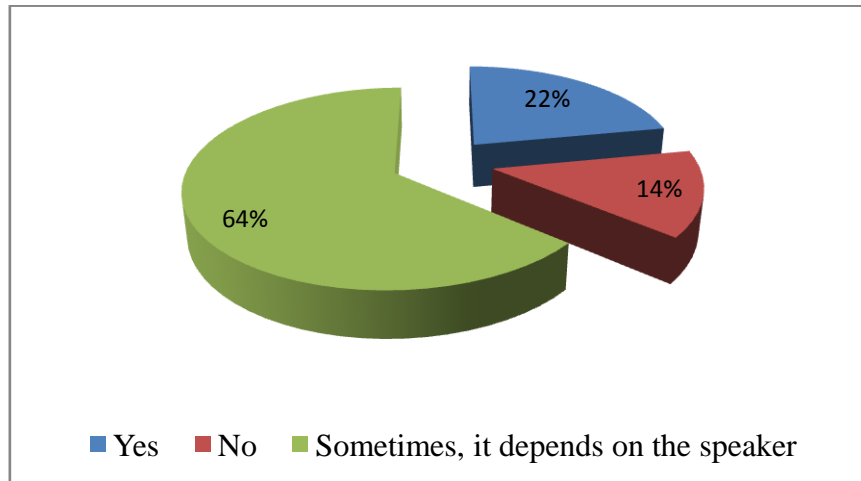
This question aims to investigate the students' perception of the importance of GA as a model for pronunciation in English. 66% of students believe that it is important to learn GA as a model for pronunciation in English, while the remaining 34% have a different opinion.

GA, which is considered a standard accent, is widely used in the media. Learning GA can help learners understand and communicate with American English speakers, develop a clear and neutral accent, and facilitate effective communication in various settings. This is particularly useful for non-native English speakers.

Q16: do you find it difficult to understand speakers with strong regional accents or non- native accents?

Figure 20

Understanding Speakers with Strong Regional Accents on Non-Native Accents



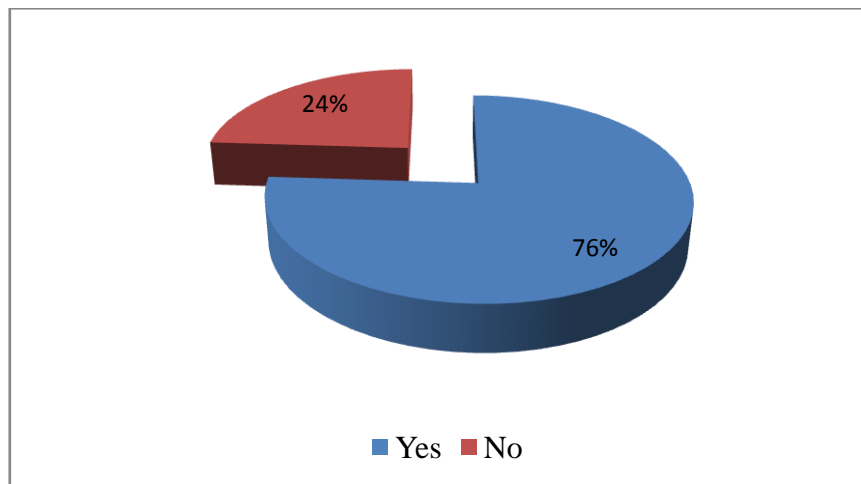
This question is designed to understand the learners' experiences and the difficulties they faced in understanding different accents. The results indicate that most of students (64%) find it difficult to understand speakers with strong regional accents or non-native accents. However, 22% of the students find it difficult all the time, and only 14% do not find it difficult at all.

Understanding speakers with strong regional or non-native accents may be challenging, potentially due to the learners' unfamiliarity with these accents. Non-native speakers may have accents influenced by their native language, which can make comprehension harder. However, exposure to a variety of accents may be beneficial for improving understanding.

Q17: do you think it is necessary to imitate the accents of speakers in authentic videos to improve your pronunciation?

Figure 21

The Necessity of Imitating Accents in Authentic Videos for Improving Pronunciation in English



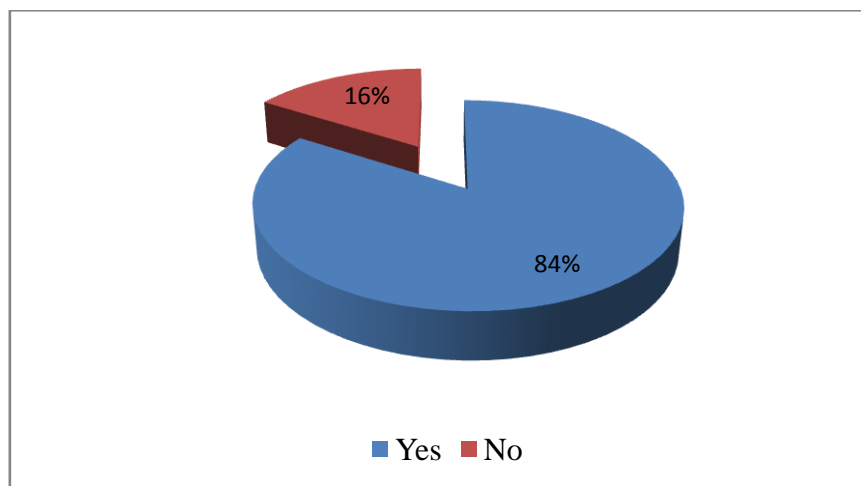
This question is designed to understand whether students think that imitating speakers is an effective strategy to improve their pronunciation. The majority of students (76%) believe that imitating the accents of speakers is necessary to improve their pronunciation, while the minority (24%) does not think so.

Imitating the accents of native speakers in authentic videos is an effective way to improve pronunciation skills, as it helps learners develop a better sense of the sounds, rhythms, and intonations of the language. It can be particularly beneficial for learners with limited exposure to native speakers, as it provides a valuable source of input for developing a more authentic and natural-sounding accent.

Q18: have you noticed any differences in the way native English speakers use pitch, stress, and rhythm compared to non-native English speakers?

Figure 22

The Differences in Pitch, Stress, and Rhythm between Native and Non- Native English Speakers



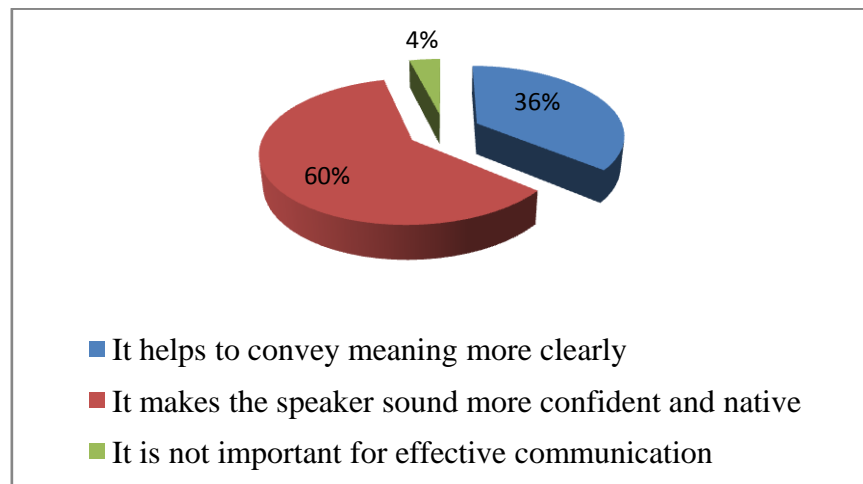
This question has the aim of gathering information about the participants' awareness of the differences in the use of pitch, stress, and rhythm between native and non-native English speakers. Graph 18 indicates that 84% of students have noticed differences in the way native English speakers use those patterns compared to non-native speakers. However, a significant minority (16%) have not noticed any such differences.

Native English speakers typically exhibit a wider range of pitch, stress, and rhythm patterns when speaking compared to non-native speakers. These differences can pose challenges for non-native speakers in terms of understanding and being understood. Understanding these differences is crucial for developing accurate and effective pronunciation skills.

Q19: in your opinion, how does understanding the rhythm, stress, and pitch of spoken English contribute to effective communication?

Figure 23

The Contribution of Rhythm, Stress, and Pitch to Effective Communication in Spoken English



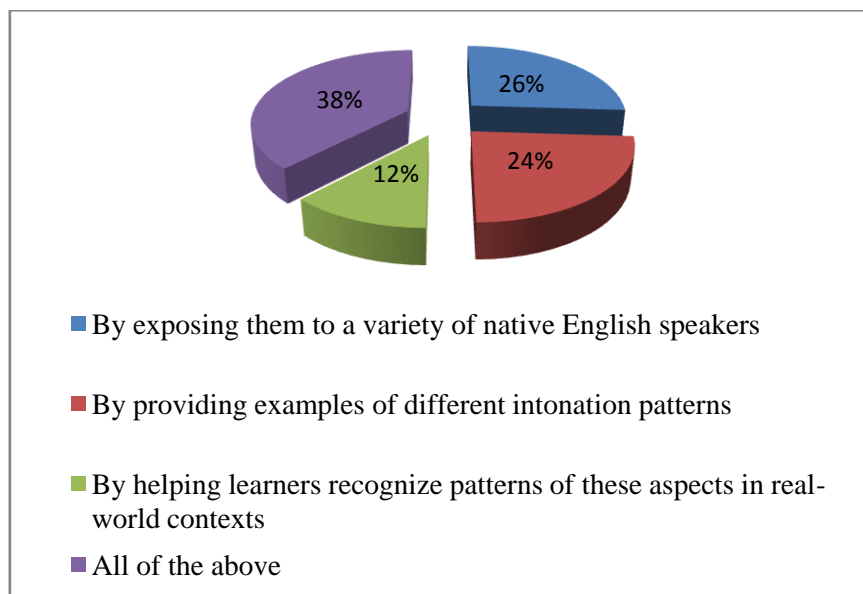
This question aims at gathering information on students' perceptions of how understanding the rhythm, stress, and pitch of spoken English contributes to effective communication. As shown above, most of students (60%) believe that understanding those aspects contributes to effective communication by making the speaker sound more confident and native. The rest of the students (36%) believe that it helps convey meaning more clearly. However, a small minority (4%) do not consider it important for effective communication.

Understanding these patterns of spoken English plays a crucial role in effective communication as it enhances the speaker's confidence and native-like delivery, thereby improving overall fluency. Additionally, these aspects of pronunciation contribute to conveying meaning more clearly, minimizing misunderstandings, and facilitating effective emphasis and emotional expression in communication.

Q20: how can watching authentic videos help learners improve their understanding of rhythm, stress, and pitch in spoken English?

Figure 1

The Use of Authentic Videos to Improve Understanding of Rhythm, Stress, and Pitch in Spoken English



This question explores the potential benefits of using authentic videos as a tool for improving learners' understanding of the patterns of spoken English. The results indicate that 26% of the students believe that exposure to a variety of native English speakers is the key to improving understanding, compared to 24% of the students who feel that providing examples of different intonation patterns is crucial. Only 12% of the students believe that recognizing patterns in these aspects in real-world contexts is essential. However, 38% of them believe that all of what has been mentioned is essential.

Since authentic videos offer a wide range of accents, dialects, and speech patterns, they can greatly assist learners in recognizing and imitating spoken English patterns. These

materials can also help learners understand the context in which these pronunciation features are used.

Q21: any suggestion you want to add we will appreciate it

In the last question of the survey, students are asked if they have any suggestions to help improve the use of authentic videos for language learning purposes. They offer several recommendations that can contribute to the effectiveness of incorporating authentic videos in language teaching.

According to the feedback provided by students, incorporating authentic videos into language learning beyond the classroom setting is recommended as an effective strategy for improving learners' pronunciation and vocabulary skills. This practice exposes learners to natural language use and context, thereby enhancing their communicative competence.

They also suggest that incorporating authentic videos should be made a compulsory teaching strategy in the English language department. This recommendation highlights the need to prioritize the use of authentic materials in language learning, as they can provide a more engaging and realistic learning experience.

Finally, the students suggest that the teacher should use authentic videos as a way to motivate the students, as students often remain silent during the use of these materials in the classroom. This suggestion emphasizes the importance of creating a supportive learning environment that encourages active participation and engagement from students.

Other possible suggestions that could enhance the use of authentic videos in language teaching include providing clear guidelines and objectives for using authentic videos, incorporating interactive activities that require learners to actively engage with the material, and providing corrective feedback to help learners develop their pronunciation skills. Overall,

these suggestions can contribute to the effective use of authentic videos in language teaching and help learners develop accurate and natural-sounding speech in the target language.

2.1.1. Discussion of the Main Findings of the Students' Questionnaire

As previously mentioned, the collected data is subsequently analyzed, and the findings are discussed in the succeeding paragraphs.

The first section of the questionnaire aims to gather general information about the students. The findings reveal that the students possess a strong foundation in English language learning, potentially impacting their ability to benefit from authentic videos. Along the same line of thought, the majority of them recognize the crucial significance of English language proficiency for global communication and career opportunities, underscoring their motivation to learn English and the potential advantages it could offer to their future prospects. Moreover, they prioritize good pronunciation skills as an indispensable element of effective communication in English, indicating their awareness of the importance of pronunciation in accurately conveying intended meanings and achieving successful communication.

Furthermore, the second section focuses on using authentic videos in EFL classes to improve language skills. Regularly watching English videos can enhance listening comprehension and pronunciation skills, as well as increase language proficiency and cultural awareness. However, limited access to resources and a preference for other learning methods can hinder its effectiveness. Movies are popular due to their availability, while documentaries are seen as educational. Authentic videos help learners develop practical language skills and familiarity with English vocabulary and phrases, but challenges like accents and unfamiliar vocabulary can make understanding difficult. In addition, repetition is important for

improving language skills, and using authentic videos in the classroom can engage learners but may require additional preparation time.

Moreover, the third section explores learners' pronunciation and exposure to different accents. Based on the analysis of the results, authentic videos are beneficial for language learners as they provide exposure to natural conversational English and help them become familiar with the rhythm, intonation, and stress patterns of spoken English. However, many students rarely or never use authentic videos for pronunciation practice, potentially due to a lack of awareness or difficulty finding suitable videos. The majority of students believe that RP and GA are important models for pronunciation as they are widely used and facilitate effective communication with native speakers. Understanding differences in pitch, stress, and rhythm patterns is crucial for accurate pronunciation, and imitating native accents can improve fluency and confidence. Authentic videos can help learners understand these patterns and provide exposure to a variety of native English speakers.

In summary, this study investigates the potential impact of using authentic videos on learners' pronunciation skills and enjoyment of the learning experience. The findings suggest that authentic videos can improve listening comprehension and pronunciation skills, as well as enhance language proficiency and cultural awareness. However, individual learner needs and preferences may vary, and some students may encounter obstacles such as limited access to resources or lack of interest. Authentic videos can be a valuable tool for improving learners' understanding of the patterns of spoken English and developing accurate and effective pronunciation skills.

2.3.The Analysis of the Teachers' Interview

The analysis of the teachers' interviews provides valuable insights into their perspectives on the use of authentic videos in language learning. By examining their practices, experiences, and opinions, key findings are obtained regarding the effectiveness of integrating authentic videos in oral expression sessions.

Q1: how many years have you been teaching oral expression?

The aim of this question is to gather information about the interviewee's experience in teaching Oral Expression, which can provide context for their responses to later questions related to the use of authentic videos for pronunciation instruction. Based on the responses provided by the interviewed teachers, we can see that the range of experience in teaching oral expression varies from 1 year to 8 years. This suggests that there is a mix of both experienced and relatively new teachers who are using authentic videos in their teaching practices. It is also worth noting that some teachers have a relatively shorter experience in teaching Oral Expression, which may affect their level of familiarity and confidence in using authentic videos as a teaching tool.

It is important to note that the length of experience in teaching Oral Expression may not necessarily correlate with the effectiveness of using authentic videos on learners' pronunciation or the level of enjoyment that learners experience while using these materials. However, the experience of the teacher may affect their level of comfort and familiarity with using authentic videos, which can, in turn, affect the quality of their teaching practices.

Q2: could you tell us your experience using authentic videos in teaching during your sessions?

Aiming to accumulate data on the interviewee's experience using authentic videos as a teaching tool, this particular question can facilitate a deeper understanding of their

perspective on the advantages and challenges associated with utilizing this mode of instruction. Based on the teachers' responses, it is clearly shown that teacher 1 extensively used authentic videos to expose learners to native speakers' culture and society, improve pronunciation, and deliver authentic content. This aligns with the research's aim of investigating the impact of using authentic videos. Similarly, teacher 2 found using authentic videos beneficial in terms of achieving learners' comprehensibility, saving time and exposing them to real English of native speakers. Teacher 3 also used authentic videos and focused on exposing learners to different accents, collocations, and idioms, supporting the research's goal. On the other hand, both teachers 4 and 7 preferred audio clips over authentic videos due to limited classroom equipment while teacher 5 had a positive experience with authentic videos, receiving positive feedback from students. However, teacher 6 noted that some students preferred oral presentations over authentic videos, highlighting the importance of considering learners' preferences and needs. Yet, teacher 8 found authentic videos effective in keeping students focused. The study thus suggests that while authentic videos can positively impact learners' pronunciation and enjoyment of learning, it is essential to consider equipment availability and learners' preferences when using them.

Q3: do you think authentic videos can help improve learners' pronunciation?

This question aims to gather the interviewee's opinions on whether they believe authentic videos can help improve learners' pronunciation. The teachers' answers indicate an agreement that authentic videos can improve learners' pronunciation. Exposure to multiple accents and pronunciation through authentic videos is believed to enhance learners' pronunciation skills. All the teachers suggested that the imitation of native speakers' pronunciation by listening, and exposure to real-life situations, leads to the automatic development of pronunciation skills. However, some teachers (including teacher 4) endorse using both audio and video materials, as they improve both comprehension and

pronunciation. Furthermore, teacher 8 emphasized that authentic videos not only work on improving pronunciation but also motivation.

Q4: in your opinion, what are the benefits of using authentic videos compared to other teaching materials for pronunciation?

The objective of this particular question is to elicit the interviewee's viewpoint regarding the advantages of using authentic videos for pronunciation instruction when compared to other instructional materials. The teachers' responses highlight various benefits of using authentic videos for teaching pronunciation. Teacher 1 emphasized that learning pronunciation is not only about how the word is pronounced but also about tone, different accents, stress, and intonation. Authentic videos can help students learn about the cultural aspects of the English community, which is crucial for improving their pronunciation skills. Additionally, the internet provides students with an incredible amount of data that the teacher can bring to the class for students to engage with. Teacher 2 highlighted that authentic videos help develop phonetics and learn how native speakers produce sounds in real-life situations. Teacher 3 also mentioned that using authentic videos provides exposure to native speakers, which is better than other videos for learning accents, pronunciation, and dialects. Teacher 4 stressed that using videos can be useful for teaching pronunciation, as students can observe how the speaker uses their speech organs to produce sounds. Teacher 5 added that authentic videos can be engaging and motivational for students, allowing them to learn about complex topics. Teacher 6 acknowledged that although videos are not a preferable method, they can help improve pronunciation by allowing students to spontaneously understand the language and get familiar with the way native speakers speak. Teacher 7 mentioned that using videos helps to correct mispronounced words and develop a native-like accent. Finally, teacher 8 noted that videos can make it easier to solve problems that are hard to explain orally. Videos provide a visual representation that can aid students in understanding complex expressions

and ideas. In summary, the teachers' responses suggest that using authentic videos can have a positive impact on learners' pronunciation skills, motivation, and comprehension.

Q5: do you think it is important for learners to be exposed to different accents of Standard English (RP/ GA) in authentic videos to improve their pronunciation skill?

Aiming at obtaining the interviewee's perspective, the purpose of this question is to gather their opinion regarding the significance of exposing learners to a variety of Standard English accents via authentic videos as a means of enhancing their pronunciation skills. Based on the responses of the teachers, it can be inferred that exposure to different accents of Standard English (RP/GA) through authentic videos is important for improving learners' pronunciation skills. Teachers 1, 2, 3, 5, and 8 agree that it is necessary to be exposed to different accents so that learners can distinguish between them and choose which accent to use. Teacher 1 specifically emphasizes the importance of RP as the first rule of the sound tongue, while teacher 2 believes that being aware of different accents helps learners guide themselves in their language-learning journey. Teacher 4 disagrees to some extent, suggesting that exposure to a variety of different accents may have more disadvantages than advantages for learners in the earliest stages of language acquisition. However, he acknowledges that advanced learners can benefit from extensive exposure to different accents. Teacher 6 seems to have a different opinion, suggesting that learners should follow one standard accent to avoid getting lost. On the other hand, teacher 7 agrees that learners should be exposed to different accents but only exposed to RP. Finally, teacher 8 provides a nuanced answer, suggesting that exposure to different accents can be beneficial for learners who want to go abroad or have a high level of proficiency in English. However, for learners who will only use English in their local context, the benefits may not be as significant, and learners may struggle to understand certain accents. She also notes that regional varieties of

English, such as Jordanian English or Algerian English, may have their unique features influenced by the local environment.

Overall, the responses of the teachers indicate that exposure to different accents of Standard English through authentic videos can be beneficial for learners' pronunciation skills, but the timing and level of exposure may vary depending on the learners' proficiency level.

Q6: how do you teach learners to understand and imitate RP?

The purpose of this question is to gather insights into the interviewee's method for teaching learners to understand and imitate RP. Teacher 1 advocates the audio-lingual method as an effective approach to improve pronunciation. Meanwhile, teacher 2 uses recordings of British speakers to highlight the specific areas learners should focus on to improve their RP pronunciation. In contrast, teacher 3 incorporates videos with subtitles and blank spaces in sentences to help learners understand and reproduce correct sentences. Teacher 4 prioritizes teaching the theoretical aspects of phonetics and phonology by focusing on RP's properties, such as vowels, consonants, stress, and sound patterns, to enable learners to imitate RP. Teacher 5 uses subtitled films and documentaries with international subjects to help learners comprehend different accents through body language and gestures. Teacher 6 utilizes oral presentations through discussions and debates to enhance learners' oral skills. Teacher 7 emphasizes the importance of listening to native speakers to help learners distinguish the difference between RP and GA pronunciation. Finally, teacher 8 relies on BBC Learning English videos and recommends that learners learn RP pronunciation, because it is easier and more prevalent in daily life. However, the teacher also acknowledges that some learners may prefer American English due to pop culture and entertainment.

In conclusion, the teachers use various methods to teach RP pronunciation, including listening and repeating, using videos, incorporating theoretical aspects of phonetics and phonology, and familiarizing learners with different accents. While some teachers emphasize the importance of understanding RP's properties, others prioritize providing contextual learning experiences. Lastly, some teachers recognize that learners' preferences may affect their pronunciation choice.

Q7: is it the teachers 'responsibility to enhance the learners' listening practice by means of technological devices?

This question aims to gather the interviewee's opinion on whether it is the teacher's responsibility to enhance learners' listening practice through the use of technological devices.

The responsibility of enhancing learners' listening practice through technology is a topic that generates varied opinions among teachers. However, there are some common themes. According to teachers 1, 3, 4, 5, and 7, technology can be a helpful tool for learners, but it is not solely the teacher's responsibility to enhance their listening skills through it. They believe that learners can benefit from using technology both inside and outside the classroom, and learners should also be autonomous and allocate a significant amount of time to practice. These teachers emphasize the importance of learners taking an active role in utilizing technology for improving their listening skills. However, teachers 6 and 8 disagree and suggest that it is solely the teacher's responsibility since many students outside the university may not have internet access or the necessary resources. They argue that teachers should vary their teaching methods, provide access to technology in the classroom, and actively build learners' motivation to use it for enhancing listening skills.

On the other hand, teacher 2 believes that students are responsible for their learning, and integrating technology into their language learning is crucial. Therefore, they argue that

students should take responsibility for using technology to enhance their listening skills, with the teacher guiding and supporting them in the process.

In conclusion, most teachers agree that enhancing learners' listening practice through technology is a shared responsibility between the teacher and the learners. The teacher should advise, facilitate, encourage, and use the right materials in the classroom, while learners should take control of their learning and actively practice outside the classroom using technology. The level of responsibility assigned to the teacher may vary depending on factors such as students' access to technology and resources.

Q8: how do you use authentic videos to improve learners' listening comprehension as well as pronunciation skills?

The aim of this question is to gather information on how the interviewee uses authentic videos to improve learners' listening comprehension and pronunciation skills. Based on the teachers' responses, there are several ways to use authentic videos to achieve these goals. Teacher 1 emphasizes the importance of selecting interesting topics and creating a set of questions that gradually increase in difficulty, fostering discussion and interaction among students. This approach encourages active engagement and enhances both listening comprehension and pronunciation skills. Teacher 2 suggests using a group of questions that cover comprehension, pronunciation, and vocabulary to assess students' understanding and ensure they grasp the information presented in the video. This method allows for targeted practice and reinforces learning. Teacher 3 employs a fill-in-the-blank exercise, which not only improves listening and pronunciation skills but also encourages students to discuss and explore the ideas presented in the video. This technique combines language practice with critical thinking and analysis. Teacher 4 focuses on observing the effective pronunciations of the speakers, as well as the places and manner of articulation, to enhance students'

pronunciation skills. By closely studying how speech sounds are produced, students can imitate and improve their own pronunciation. Both teachers 5 and 8 seek feedback from students after watching videos to ensure active engagement and comprehension. This feedback serves as an opportunity for discussion and further exploration of the topics covered in the videos. Teacher 7 emphasizes the importance of imitating accents and asking questions during listening exercises. By imitating native accents and engaging in active questioning, students can improve their comprehension and pronunciation simultaneously.

Overall, the teachers' responses suggest that using authentic videos can be an effective approach to improve learners' listening comprehension and pronunciation skills. However, it is crucial to accompany the videos with thoughtful questions and exercises that foster interaction and discussion among students.

Q9: have you noticed any differences in your students' pronunciation after incorporating authentic videos into your teaching?

Aiming to gather information, the interviewees were asked whether they noticed any differences in their students' pronunciation after incorporating authentic videos into their teaching. Based on the teachers' responses, it can be inferred that using authentic videos in teaching has a positive impact on students' pronunciation skills. Teacher 1 stated that there is a gradual enhancement in pronunciation for those students who follow the teacher's instructions. This suggests that consistent exposure to authentic videos can lead to improvements in pronunciation over time. Teacher 3 observed a significant difference in students' pronunciation between the first and second semesters, with students imitating and using better accents. This indicates that the incorporation of authentic videos helped students develop their pronunciation skills and imitate native speakers more accurately. Teacher 5 mentioned that students became more comfortable with stressing certain words and using the

correct final /r/ sound. This suggests that exposure to authentic videos provided students with models for pronunciation and helped them improve specific aspects of pronunciation. Teacher 6 noticed that students actively tried to imitate native speakers or the teacher and sought feedback to enhance their pronunciation. This highlights the students' motivation to improve their pronunciation skills through the use of authentic videos. Furthermore, teacher 7 noted that exposure to authentic materials made students more familiar with the English language, resulting in better pronunciation. This indicates that authentic videos not only contribute to improved pronunciation but also enhance overall language proficiency.

Overall, these responses suggest that the use of authentic videos can have a positive impact on students' pronunciation skills. The incorporation of authentic materials provides students with models for pronunciation, motivates them to imitate native speakers, and leads to gradual enhancements in their pronunciation over time.

Q10: what types of authentic videos do you find most effective for improving pronunciation, and why?

This question aims to collect information from the interviewee regarding the kinds of authentic videos that are deemed effective in enhancing pronunciation and the underlying reasons for their effectiveness. The teachers' responses regarding the most effective types of authentic videos for improving pronunciation were diverse. Teacher 1 mentioned that different types of videos, such as documentaries, songs, cartoons, commercials, and series, can be effective for pronunciation improvement. This suggests that a variety of video genres can provide opportunities for learners to practice and enhance their pronunciation skills. Teacher 2 suggested that dialogues can be beneficial for intermediate learners, while documentaries work better for others. This indicates that different types of videos may be more suitable for learners at different proficiency levels. Teacher 3 indicated that they use TV

shows and the Jimmy Fallon show as they are funny and authentic at the same time. This implies that incorporating entertaining and authentic content can engage students and make the pronunciation practice more enjoyable. Teacher 4 stated that different videos are suitable for different objectives and lessons, and they mostly use BBC videos for pronunciation lessons, specifically the most recent and topical ones. This suggests that using videos relevant to the lesson content and incorporating current and up-to-date materials can be effective in improving pronunciation. Teacher 5 recommended using movies and documentaries that deal with everyday life issues and relate to students from different races and cultures. This highlights the importance of using videos that provide cultural context and relevance, which can enhance students' understanding and engagement with the content. Teacher 6 believes that all types of videos are beneficial, indicating that exposure to a wide range of video materials can contribute to improving pronunciation skills. Teacher 7 mentioned using educational videos and documentaries but not music, suggesting a preference for videos that provide educational content and authentic language use. Finally, teacher 8 prefers using educational teaching videos and some movies, specifically mentioning the series Friends as it is both sarcastic and educational. This indicates that incorporating videos that combine entertainment and educational elements can be effective in engaging students and promoting pronunciation improvement.

Overall, the teachers agreed that exposure to a variety of authentic videos can help improve pronunciation. The specific types of videos that are most effective may vary depending on the learners' levels, objectives, and interests. Incorporating a mix of genres, relevant and up-to-date materials, cultural context, and entertainment can enhance the effectiveness of authentic videos in improving pronunciation skills.

Q11: do you have any tips or strategies for using authentic videos to teach pronunciation effectively?

The aim of this question is to gather any tips or strategies that the interviewee may have for using authentic videos to teach pronunciation effectively. The teachers' responses provided several useful tips and strategies for effectively using authentic videos to teach pronunciation. Teacher 1 recommended techniques such as listening and imitating, guessing the content of the video, and providing opportunities for oral discussions to develop critical thinking skills. Teacher 2 suggested dividing the lesson into three stages including pre-listening, listening and post-listening, and linking them by providing related content. Teacher 3 used subtitles, filling the gaps activities, and providing synonyms to help students recall information. Teacher 4 recommended selecting videos and topics appropriate for the students' level of linguistic competence, introducing keywords in pre-watching preparation, and using pre-listening activities. Teacher 5 suggested using topics related to students' mindset and culture. Teacher 6 recommended showing the video first, then discussing the topic. Teacher 7 recommended warm-up speaking activities, listening and answering, and post-listening discussion. Teacher 8 emphasized stopping the video at certain words, teaching pronunciation, and asking questions.

Overall, these strategies focused on selecting appropriate videos and topics, engaging students through various activities, and helping them retain information.

Q12: in your opinion, what are the potential challenges and limitations of using authentic videos for teaching pronunciation and how can they be addressed?

Aiming at obtaining the interviewee's perspective, this question aims to gather their opinion regarding the possible difficulties and restrictions of using authentic videos for teaching pronunciation, and any recommendations they might have for overcoming these issues. Based on the responses provided by the teachers, there are several potential challenges and limitations of using authentic videos for teaching pronunciation. Firstly, teachers 2 and 6 mentioned the availability and accessibility of materials as a challenge. It is important for

universities to be well-equipped with materials to help teachers provide their input, and students should be trained on how to use these materials. Secondly, teacher 3 noted the challenge of finding an authentic video with accent variation. Thirdly, teacher 4 raised concerns about the potential distractions that can arise from using authentic videos, which can reduce the usability of the video and make it difficult for students to improve their listening skills. In this regard, teacher 4 recommends that teachers should use authentic video clips sparingly in their classes. Fourthly, teacher 5 emphasized the challenge of less capable students who may struggle to comprehend authentic videos and become dependent on them. To address this challenge, she assesses the student's level and individual needs and exposes them to different and limited authentic videos. Fifthly, teacher 7 pointed out that the lack of well-equipped facilities in universities can be a limitation to using authentic materials for teaching pronunciation. This was further reiterated by teacher 8, who stated that distractions can be a significant challenge to using authentic videos. She recommends using punishment to address distractions, and varying teaching styles to cater to all learners in the classroom, including those who are not visual learners.

In summary, the potential challenges and limitations of using authentic videos for teaching pronunciation include availability and accessibility of materials, finding authentic videos with accent variation, potential distractions, and the need to cater to learners with different learning styles. Teachers can address these limitations by assessing the students' level and individual needs, using authentic materials sparingly, varying teaching styles, and ensuring that universities are well equipped with necessary facilities.

2.2.1. Discussion of the Main Findings of the Teachers' interview

The teachers' responses suggest that there is a mix of experienced and relatively new teachers who use authentic videos in their teaching practices. The experience of the teacher may affect their level of comfort and familiarity with using authentic videos, which can affect the quality of their teaching practices. The teachers' answers indicate an agreement that authentic videos can improve learners' pronunciation. They highlight various benefits of using authentic videos for teaching pronunciation, such as developing phonetics, understanding cultural aspects, and engaging and motivating students. However, some potential limitations of using authentic videos were also mentioned, such as equipment availability and accessibility and considering learners' preferences, and needs when using instructional materials.

Furthermore, Based on the teachers' responses, it is evident that the use of authentic videos can have a positive impact on learners' pronunciation skills. Teachers have suggested various ways to use these videos effectively, such as choosing interesting topics, creating questions that encourage discussion and interaction among students, and focusing on observing speakers' effective pronunciations. Furthermore, teachers have also emphasized the importance of feedback, imitating accents, and asking questions during listening exercises to improve both comprehension and pronunciation.

Moreover, the teachers' responses indicate that the responsibility for enhancing learners' listening practice through technology is a shared responsibility between the teacher and the learners. The teacher should advise, facilitate, encourage, and use the right materials in the classroom, while learners should take control of their learning and practice outside the classroom. Additionally, teachers have recommended a variety of authentic videos, such as documentaries, songs, cartoons, commercials, and series, to improve learners' pronunciation

skills. The most effective types of videos for improving pronunciation may vary depending on the learners' levels, objectives, and interests.

Overall, it seems that using authentic videos can have a positive impact on learners' pronunciation skills, motivation, and comprehension, as long as the teachers are comfortable and familiar with using these materials, and learners' preferences and needs are taken into consideration. Moreover, the teachers' responses provide valuable insights into the use of authentic videos to improve learners' pronunciation skills, and the shared responsibility between the teacher and learners in enhancing their listening practice through technology.

2.3. Implications and Recommendations

2.3.1. Implications

Based on the results of the study, there are several implications for language teachers and learners.

Firstly, language teachers should be aware of the potential benefits of using authentic videos for teaching pronunciation. They can use authentic videos to expose their students to different accents, and to engage and motivate them in the learning process. However, teachers should also consider learners' preferences and needs when choosing instructional materials, and take into account potential limitations, such as equipment availability and accessibility.

Secondly, language teachers should provide feedback and encourage learners to imitate accents and ask questions during listening exercises to improve both comprehension and pronunciation. Teachers should also advise, facilitate, and use the right materials in the classroom, while learners should take control of their learning and practice outside the classroom.

Thirdly, learners should prioritize good pronunciation skills as an indispensable element of effective communication in English, and be aware of the potential advantages that

English language proficiency can offer to their future prospects. Moreover, learners should recognize that authentic videos can help them develop practical language skills and familiarity with English vocabulary, and provide exposure to a variety of native English speakers.

Finally, language teachers and learners should be aware of the potential challenges that may arise when using authentic videos for pronunciation practice, such as limited access to resources, difficulty finding suitable videos, or individual learner needs and preferences. By taking these factors into consideration, language teachers and learners can effectively use authentic videos to improve learners' pronunciation skills, motivation, and comprehension.

2.3.2. Recommendations

- Provide professional development opportunities for teachers to become more comfortable and familiar with using authentic videos in their teaching practices. This could include training on how to select appropriate videos, how to create engaging activities and discussion questions, and how to provide effective feedback.
- Encourage teachers to use a variety of authentic videos, such as documentaries, songs, cartoons, commercials, and movies, to improve learners' pronunciation skills. Teachers should consider learners' levels, objectives, and interests when selecting videos.
- Emphasize the importance of feedback, imitating accents, and asking questions during listening exercises to improve both comprehension and pronunciation.
- Encourage learners to take control of their learning and practice outside the classroom. Provide resources and support for learners to access authentic videos and practice their listening and pronunciation skills.

2.3.2.1. Recommendations for students

- Students should take control of their learning and practice outside the classroom by regularly watching authentic videos to enhance your listening, comprehension, and pronunciation skills.
- Students should experiment various types of authentic videos, such as documentaries, songs, cartoons, commercials, and series, to find the most effective ones for improving their pronunciation.
- Students should focus on imitating native accents to improve fluency and confidence in spoken English.
- Students should be aware of the importance of good pronunciation skills for effective communication in English and its potential advantages for their future prospects.

2.3.2.2. Recommendations for Teachers

- Teachers should provide guidance, facilitation, and encouragement to learners in the use of authentic videos in the classroom and outside.
- Teachers should take learners' preferences and needs into consideration when choosing instructional materials and activities.
- Teachers should choose interesting and relevant topics and create questions that encourage discussion and interaction among students.
- Teachers should provide feedback and observation during listening exercises to improve both comprehension and pronunciation skills.

2.3.2.3. Recommendations for Further Research

- Investigate the effectiveness of different types of authentic videos on learners' pronunciation skills, motivation, and comprehension.
- Explore the impact of using authentic videos on learners' cultural awareness.

- Compare the effectiveness of using authentic videos with other instructional materials and methods for improving learners' pronunciation skills.
- Conduct a study to investigate the long-term impact of using authentic videos on learners' pronunciation skills and language proficiency.

2.3.3. Limitations

Like any other research, conducting our investigation came with difficulties and challenges. This study encountered several obstacles, primarily due to the lack of Oral Expression teachers available for participation, with some of them having limited experience in the field. Additionally, some teachers were not comfortable with recording their responses during interviews, making it difficult to gather sufficient data. Furthermore, the majority of students showed little interest in answering our online questionnaire.

Conclusion

This chapter focused on the practical aspect of the research and explored the effectiveness of using authentic videos in improving EFL learners' listening skills. The researchers analyzed and interpreted the data collected from interviews and questionnaires and concluded that authentic videos have a significant impact on enhancing learners' listening skills and communicative competence. The chapter also discussed the pedagogical implications of the findings and highlighted the limitations that the researchers encountered during the study.

General Conclusion

Developing listening skills is a crucial aspect of language teaching and learning, yet it is often neglected in language classrooms. Listening comprehension is closely related to pronunciation, making it an important skill to develop. This dissertation aims to highlight the significance of using authentic videos as teaching material in EFL classes, focusing on the impact of authentic videos on listening comprehension and pronunciation of third-year university students at MUC.

The study employed both qualitative and quantitative research methods, including a questionnaire administered to fifty students at Mila University's Department of Foreign Languages, as well as interviews conducted with eight English teachers who teach Oral Expression. The first chapter of this dissertation focuses on the theoretical background of authentic videos in language teaching and listening comprehension, while the second chapter presents the practical part of the study, including a description, analysis, and discussion of the collected data.

The findings of the study indicate that the use of authentic videos can be an effective method for developing listening comprehension and pronunciation skills in EFL learners. The majority of the participants had a positive attitude toward using authentic videos as a way to overcome speaking and listening difficulties for second language learners.

In other words, the importance of authentic videos in enhancing pronunciation skills of EFL learners cannot be overstated. Authentic videos provide learners with the opportunity to listen to natural conversations in English, which exposes them to a variety of accents, intonations, and pronunciation patterns. This exposure can help learners develop their pronunciation skills by imitating native speakers and becoming familiar with the rhythm,

intonation, and stress patterns of spoken English. In addition, authentic videos can help learners develop practical language skills and familiarity with English vocabulary.

Using authentic videos can significantly improve learners' pronunciation skills. Learners who watched authentic videos and imitated native speakers' pronunciation showed significant improvement in their pronunciation accuracy, compared to learners who only received explicit pronunciation instruction. This highlights the importance of incorporating authentic videos into pronunciation instruction in EFL classrooms.

Moreover, authentic videos can help learners overcome difficulties in pronunciation that are often encountered in traditional pronunciation instruction methods, such as the use of phonetic symbols. Learners can use authentic videos to practice pronunciation in context, which can help them understand the meaning behind the sounds and facilitate accurate pronunciation.

In summary, incorporating authentic videos into EFL classrooms can be a highly effective way to enhance learners' listening and pronunciation skills. The use of authentic videos allows learners to practice pronunciation in context and exposes them to a variety of natural conversations in English, which can help them develop their pronunciation skills. EFL teachers should consider integrating authentic videos into their pedagogical practices to provide learners with a valuable tool for improving their pronunciation and overall language proficiency.

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Appendices

Appendix A

The Students' Questionnaire

Dear student,

This questionnaire is designed to gather data as part of a research work carried out in the framework of a Master degree. It aims at investigating the role of using authentic videos on learners' pronunciation. Since such materials help learners for encountering with the real language, enhancing their listening skill and communicating with native speakers. We would be very grateful if you take part in this questionnaire because your contribution is too important for the present research.

Please answer each statement by ticking in the corresponding box (es) and make a full statement whenever necessary.

Section One: General Information

1- How many years have you been studying English?

.....

2- What was your stream in High School?

Experimental science Mathematics Technical mathematics

Managements and economics Literature and philosophy Foreign languages

3- How important do you think good pronunciation skills are for effective communication in English?

Very important Important Not important

Section Two: Listening comprehension

4- How often do you watch videos in English?

Never Rarely Occasionally Often

Almost always

5- How helpful do you think authentic videos are for improving your English language skills?

Very helpful Helpful Not helpful

6- What type of authentic videos do you prefer to watch?

Music Movies Documentary TV commercials

7- How do you typically use authentic videos to improve your English language skills?

By watching and listening for comprehension only

By Paying attention to pronunciation and intonation

By using subtitles or closed captions

By repeating phrases or sentences out loud

By practicing note-taking or summarizing skills

Others:

8- Do you find it easier or more difficult to understand native speakers in Authentic Videos? Why?

.....
.....

9- How many times do you repeat the video in order to understand its content?

- One time Two times Three times More

10- Do you prefer to watch the authentic video with or without subtitles/ captions?

- With captions Without captions It depends on the level of difficulty the video

11- How many times does your oral expression teacher use authentic videos during the session?

- Sometimes Always Often Rarely

Section three: Authentic Videos and Pronunciation

12- Do you think watching authentic videos can help improve your pronunciation in English?

- YES NO

13- How often do you use authentic videos to practice your pronunciation?

- Never Rarely Occasionally Often Almost Always

14- Do you think it is important to learn RP (Received Pronunciation) as a model for pronunciation in English?

YES NO

15- Do you think it is important to learn GA (General American) as a model for pronunciation in English?

 YES NO

16- Do you find it difficult to understand speakers with strong regional accents or non-native accents?

 YES NO Sometimes, it depends on the speaker

17- Do you think it is necessary to imitate the accents of speakers in authentic videos to improve your pronunciation?

 Yes NO

18- Have you noticed any differences in the way native English speakers use pitch, stress, and rhythm compared to non-native English speakers?

 YES NO

19- In your opinion, how does understanding the rhythm, stress, and pitch of spoken English contribute to effective communication?

 It helps to convey meaning more clearly It makes the speaker sound more confident and native It is not important for effective communication

20- How can watching authentic videos help learners improve their understanding of rhythm, stress, and pitch in spoken English?

- By exposing them to a variety of native English speakers
- By providing examples of different intonation patterns
- By helping learners recognize patterns of these aspects in real-world contexts
- All of the above

21- Any suggestion you want to add we will appreciate it

.....

.....

Thank you for your cooperation!

Appendix B

The teachers' Interview

For the sake of collecting reliable data, the present semi-structured interview is designed to explore the impact of using authentic videos on learners' pronunciation. Your identity will be kept strictly confidential. Your responses will be anonymous and will never be linked to you personally.

You are kindly asked to answer the following questions

Question 01: How many years have you been teaching oral expression?

Question 02: Could you tell us your experience using authentic videos in teaching during your sessions?

Question03: Do you think authentic videos can help improve learners' pronunciation?

Question04: In your opinion, what are the benefits of using authentic videos compared to other teaching materials for pronunciation?

Question05: Do you think it is important for learners to be exposed to different accents of Standard English (RP/ GA) in authentic videos to improve their pronunciation skill?

Question06: How do you teach learners to understand and imitate RP?

Question07: Is it the teacher 'responsibility to enhance the learners' listening practice by means of technological devices?

Question08: How do you use authentic videos to improve learners' listening comprehension as well as pronunciation skills?

Question09: Have you noticed any differences in your students' pronunciation after incorporating authentic videos into your teaching?

Question10: What types of authentic videos do you find most effective for improving pronunciation, and why?

Question11: Do you have any tips or strategies for using authentic videos to teach pronunciation effectively?

Question12: In your opinion, what are the potential challenges and limitations of using authentic videos for teaching pronunciation and how can they be addressed?

Thank you for your time and insights!

Résumé

La présente étude cherche à examiner le rôle de l'utilisation de vidéos authentiques sur la prononciation des apprenants. Elle vise à déterminer comment ces supports peuvent aider les étudiants à améliorer à la fois leur compétence d'écoute et leur prononciation. Dans le cadre de cette étude, deux questions de recherche sont soulevées pour examiner si les vidéos authentiques ont un impact sur la prononciation des étudiants et pour étudier les façons dont ces supports contribuent à une expérience d'apprentissage des langues plus engageante et agréable pour les apprenants. En réponse à ces questions et pour obtenir les données nécessaires, une approche mixte est adoptée. Un questionnaire est administré à cinquante étudiants en anglais au département de langues étrangères du Centre universitaire de Mila, tandis que des entretiens sont menés auprès de huit enseignants d'expression orale. Les principales conclusions de la recherche révèlent que l'utilisation de vidéos authentiques a une influence positive sur la prononciation des apprenants ainsi que sur leur compréhension de l'écoute, rendant leur expérience d'apprentissage agréable. Enfin, ce travail de recherche propose de multiples recommandations pour la pédagogie et les recherches futures dans le but d'attirer davantage l'attention sur ces supports dans l'enseignement de l'expression orale.

Mots-clés: Vidéos authentiques, Compréhension de l'écoute, Enseignement de l'expression orale, Prononciation, Matériaux authentiques.

ملخص

تهدف هذه الدراسة إلى التحقق من دور استخدام مقاطع الفيديو الحقيقية في تحسين نطق المتعلمين، و تحديد كيف يمكن لها مساعدة الطلاب على تحسين مهارات الاستماع والنطق. وفي سياق هذه الدراسة، يتم طرح سؤالي بحث للتحقق ما إذا كان لهذه المقاطع تأثير على تطوير فهم المتعلمين للغة الانجليزية و نطقهم ، و الطرق التي تساهم بها في جعل تجربة تعلم اللغة أكثر جاذبية و متعة لهم. للإجابة على هذه الأسئلة وللحصول على البيانات اللازمة، تم اختيار أسلوب متنوع. بحيث تم توزيع استبيان على خمسين طالبًا يدرسون اللغة الانجليزية في قسم اللغات الأجنبية بمركز جامعة ميله، بينما أجريت مقابلات مع ثمانية أساتذة للتعبير الشفهي. تشير النتائج الرئيسة للبحث بأن استخدام مقاطع الفيديو الحقيقية له تأثير إيجابي في تحسين نطق المتعلمين وفهمهم للغة الانجليزية، مما يجعل تجربتهم التعليمية ممتعة. وفي النهاية، تقدم الدراسة عددا من التوصيات للتعليم و البحث مستقبلا بهدف تعزيز و جذب المزيد من الاهتمام لمقاطع الفيديو الحقيقية في تدريس التعبير الشفهي

الكلمات الرئيسية: مقاطع الفيديو الحقيقية ، الفهم و الاستماع، تعليم التعبير الشفهي، النطق، المواد الحقيقية