Improving English Pronunciation Through Movie

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ARTICLE INFO	ABSTRACT
Keywords: *Pronunciation, English Learning, Movies, Speaking Skills, Audiovisual Media*	Pronunciation is the foundation of English communicative ability. An essential aspect as it is, pronunciation is an area of difficulty for the majority of English as a Foreign Language (EFL) learners, primarily due to poor exposure to native speakers and poor emphasis on spoken proficiency in class teaching. Film, being authentic audiovisual input, provides rich source material that can expose learners to the natural rhythm of speech, stress, intonation, and rhythm. The pedagogical efficiency of film as a tool for language instruction to enhance pronunciation in English is discussed in this essay. According to the research and theory at present, this essay argues that film not only offers linguistic enrichment but cultural awareness and motivation to students as well. Research encourages a paradigm of learning pronunciation through listening, imitation, tape recording, and communicative practice. The implications emphasize that films are successful in improving the pronunciation accuracy, fluency, and overall speaking ability of learners.

1. Introduction

Pronunciation is the foundation of English communicative ability. An essential aspect as it is, pronunciation is an area of difficulty for the majority of English as a Foreign Language (EFL) learners, primarily due to poor exposure to native speakers and poor emphasis on spoken proficiency in class teaching. Film, being authentic audiovisual input, provides rich source material that can expose learners to the natural rhythm of speech, stress, intonation, and rhythm. The pedagogical efficiency of film as a tool for language instruction to enhance pronunciation in English is discussed in this essay.

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encourages a paradigm of learning pronunciation through listening, imitation, tape recording, and communicative practice. The implications emphasize that films are successful in improving the pronunciation accuracy, fluency, and overall speaking ability of learners.

2. Literature Review

According to Paivio's Dual Coding Theory (1991), learners process input through both verbal and non-verbal channels. Movies combine sound, image, and context, creating a rich environment that enhances memory and pronunciation acquisition.Pronunciation is more than just the correct articulation of sounds; it involves stress, intonation, rhythm, and connected speech. According to Gilakjani (2012), learners with poor pronunciation are often misunderstood, which can affect their willingness to communicate.

On the other hand, learners with intelligible pronunciation can communicate effectively even with limited grammar and vocabulary. Pronunciation is a central component of communicative competence. Research shows that intelligibility, rather than native-like accent, is the main goal of pronunciation instruction (Derwing & Munro, 2005).Vanderplank (2010) noted that exposure to audiovisual input allows learners to hear natural language use, develop listening comprehension, and practice pronunciation in context. Unlike textbooks, audiovisual materials present language dynamically, combining verbal and non-verbal communication. Moreover, Movies occupy a unique position among audiovisual resources because they combine storytelling with natural language input. They are entertaining, motivating, and capable of maintaining learners' attention for extended periods.

Based Munday (2016) emphasized that movies provide authentic input and cultural enrichment, helping learners understand not only how to pronounce words but also how to use them in social interaction. Movies create a less stressful environment, increasing learners' motivation and lowering anxiety. Learners perceive movie-based tasks as enjoyable, which promotes persistence in practicing pronunciation (Ismaili, 2013).

These studies explain that films not only increase the technical pronunciations ability but also affect learners' affective domain (confidence, enjoyment, and willingness to speak. Briely, film can better enhance listener's pronunciation.

3. Research Methodology

This study adopts a qualitative literature review methodology. Data were existing research, journal articles, and teaching reports on the use of films and audiovisual media for the teaching of pronunciation. The focus of the analysis is the quest for effective practice strategies and techniques in using films in teaching EFL classes. The teaching model to be employed in using movies to learn pronunciation consists of four phases first, Listening – Students listen to chosen scenes from English films to recognize pronunciation characteristics like stress, intonation, and connected speech. Second, Imitation – Under the pause and repeat method, students repeat the dialogue for practicing precise pronunciation.Third, Recording and Assessment – Students record and compare with the original movie soundtrack, encouraging self-assessment and peer assessment.

4. Result and Discussion

The comparison of the current research reveals that film watching has benefits in pronunciation learning. Students who use film activities have improved intonation, rhythm, and fluency. They also gain improved sound awareness and self-editing sound skills. Unlike phonetic practice or drill, films provide whole-person practice in pronunciation. Films integrate listening, speaking, and culture in a manner that engages learning and makes it authentic.

In the review have some implications for teaching first, at Curriculum Design that Movie-based pronunciation practice must be included in language classes in a systematic manner rather than making it optional . second, Types of Activities according of Tasks such as dubbing, shadowing, role plays, and dialogue enactment from a film can be utilized by student teachers. Third, in Learner Autonomy explain Students can be encouraged to watch films outside of class time and maintain pronunciation diaries. The last, Student teachers must be trained using methods of selecting appropriate film clips and having the learners practice pronunciation.

5. Conclusion

Movies are an effective resource for improving English pronunciation when integrated with structured pedagogical techniques. They provide authentic input, multimedia support, and high learner motivation. Teachers are encouraged to incorporate movie-based tasks into their pronunciation teaching while also ensuring explicit feedback and assessment. Future research should adopt longitudinal designs and investigate transfer of pronunciation gains into real communication.

The addition of films in language teaching serves not just to boost pronunciation but also boosts learner motivation and cultural understanding. The teachers are therefore encouraged to add films as an instructional medium to complement conventional pronunciation practice.

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