Authentic Audio Visual Materials in Relation to Pronunciation Development

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Abstract

The purpose of this research is to explore the perception, that is understanding based on awareness, knowledge and experiences, of teachers and students of the relationship between utilizing Authentic Audio Visual Materials (AAVMs) in the EFL classroom and pronunciation development. The total number of participants in this study is 26. The study employs the qualitative method of research and targets teachers and students who delivered/passed two specific courses, Phonetics I, II and Language Skills I, II ,III. These two courses are concerned with pronunciation teaching and development at the Faculty of Arts, Misurata University. While Phonetics targets pronunciation through linguistic knowledge, Language Skills are supposed to achieve that through listening and speaking activities. One-on-one detailed interviews, focus group interviews, open-ended questionnaires and observation sessions were the data collection instruments employed for this study. The findings of this study revealed that teachers and students have distinct perceptions of the relationship between utilizing AAVMs in the EFL classroom and pronunciation development. It was additionally attested that the lack of feedback and correction of pronunciation mistakes can have negative consequences on pronunciation development in the EFL classroom whereas providing students with feedback can have positive impacts on the pronunciation improvement process.

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المواد السمعية البصرية الأصلية (الفيديو) وعلاقتها بتطوير النطق

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ملخص البحث

تهدف هذه الدراسة إلى تحري الإدراك ويقصد به في هذه الدراسة الفهم بناء على الوعي، المعرفة والخبرات الشخصية للعلاقة ما بين استخدام المواد الأصلية[1] السمعية البصرية (الفيديو) وتطوير نطق دارسي اللغة الانجليزية كلغة أجنبية. تتبع هذه الدراسة الأسلوب النوعي الاستكشافي في جمع البيانات وتحليلها، هذا وتشمل هذه الدراسة 26 مشاركا. تستهدف هذه الدراسة مجموعة من الطلبة والأساتذة من قسم اللغة الانجليزية، كلية الآداب، جامعة مصراتة الذين قاموا بتدريس أو اجتياز مقررين دراسيين معينين: الصوتيات 1,2 والمهارات اللغوية 1,2,3. هذه المقررات معنية بتعليم و تطوير مهارة النطق عند الطلبة من خلال منهجين تعليميين مختلفين، وذلك عن طريق المعرفة اللغوية عن علم الصوتيات ومهارتي الاستماع والمحادثة من خلال مقررات المهارات اللغوية. استخدمت هذه الدراسة أربعة وسائل بحثية مختلفة لجمع البيانات، مقابلات فردية، مقابلات جماعية، استبيان مفتوح، وجلستي ملاحظة. هذا وقد أظهرت النتائج اختلاف ملحوظ بين إدراك الأساتذة والطلبة للعلاقة المتناولة في هذه الدراسة ما بين استخدام المواد السمعية البصرية الأصلية (الفيديو) وتطوير النطق. إضافة إلى ذلك فقد أظهرت الدراسة أيضا أن امتناع المعلمين عن تصحيح أخطاء النطق عند الطلبة يمكن أن يحمل آثار سلبية على عملية تطور النطق بينما عملية تصحيح أخطاء الطلبة يمكن أن تساهم بشكل ايجابي في عملية تطوير النطق عند الطلبة الدارسين للغة الانجليزية كلغة أجنبية.

الكلمات المفتاحية: _الإدراك، المواد الأصلية، المواد السمعية والبصرية الأصلية، النطق_

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[1] .المواد السمعية البصرية الأصلية يقصد بما الفيديوهات المأخوذة من الحياة اليومية لمتحدثي اللغة الانجليزية كاللغة الأم، وليست معدة للاستخدام من قبل دارسي اللغة الانجليزية كلغة أجنبية لأهداف تعليمية.

1. Introduction

With the English language proving its significance as an international   language, all around the world and for diverse purposes, large numbers of students join English departments to study the language. In order to master the language, those students are required to study different aspects of English and work on the improvement of their language skills. Despite the fact that it requires a lot of time and effort for students to learn the language and develop numerous skills, improving pronunciation usually remains the most challenging of them all.

EFL learners at the Faculty of Arts are no exception for this case. Irrespective of how much time students spend studying the language and covering diverse courses in the field, a huge number of them still struggle with pronunciation. Even though students can have a good grasp of knowledge regarding the sound system of English when taking linguistics courses including Phonetics and Phonology, only few of those students can apply the knowledge they have when producing the language.

1.2 Research Problem

The issue with pronunciation in EFL classrooms can be the result of various reasons relevant to teaching materials or to the teachers themselves. Students' mother tongue plays a prominent role in the issue, as students usually face a difficulty pronouncing sounds that do not exist in their first language. It is highly crucial to mention that teaching pronunciation should not aim at acquiring a native-like pronunciation. Nonetheless, it should aim at improving intelligible pronunciation. Moreover, intelligible pronunciation does not only require correct pronunciation of individual sounds, even more, it includes attention to specific sounds of the language, aspects of speech beyond the level of individual sounds including intonation,

stress, rhythm, timing, phrasing, voice quality, that is how the voice is projected (Adela, 2017).

In order to improve students' pronunciation, different methods are applied. Some teachers apply the traditional method that depends on teachers as pronunciation models, text books and IPA alphabet. However nowadays, numerous scholars and researchers have advocated for the use of Authentic Materials (AMs henceforth) in EFL classrooms to improve pronunciation. Mudra (2014) includes pronunciation as one of the skills that can be developed through authentic English materials. "The advantages of AMs are improving and developing skills or abilities on listening, reading, speaking, writing, vocabulary, grammar, and pronunciation" (Mudra, 2014, p. 181).

1.3 Research Questions

1. Are teachers/students at the Faculty of Arts aware of the relationship between the use of AAVMs and pronunciation improvement?
2. Do teachers at the Faculty of Arts have any experiences with utilizing AAVMs to improve/teach pronunciation?
3.Do students have any experiences with learning/improving pronunciation using AAVMs at the Faculty of Arts?
4.From the perspective of teachers and students, what aspects of pronunciation can be improved through utilizing AAVMs?
5.How do EFL learners react to the use of AAVMs to teach/improve pronunciation in the classroom?
6.What are the difficulties that teachers and students might encounter when utilizing AAVMs inside the EFL classroom to improve/teach pronunciation?

1.4   Research Terms

 Authentic Materials: Spoken or written language materials produced throughout the daily lives of native English speakers and not prepared for the purpose of language teaching.

Authentic Audio Visual Materials: Videos taken from native English speakers' daily lives and are not prepared for the use inside the EFL learners' classroom.

Perception: In this study, this term is employed to mean understanding of teachers and students based on their awareness, knowledge and experiences, of the relationship between the use of AAVMs in the EFL classroom and pronunciation development.

1.5 Related Studies

There have been several studies that investigated EFL learners' perception of the use of Authentic English Materials in the classroom. However, few studies have specifically investigated EFL learners' perception towards improving pronunciation through Authentic Audio Visual Materials.

In an exploratory study conducted by Mudra (2014), the findings of this study revealed that students interviewed by the researcher confirmed that pronunciation is one of the language skills that can be improved through the use of Authentic Materials in the classroom. Despite the fact that the aforementioned study revealed the learners' positive perception of Authentic Materials' impact on pronunciation ability, the previous study remains more general than the present study in several aspects. First and foremost, in terms of the Authentic Materials included, the related study investigated EFL learners' perception towards all different kinds of Authentic Materials while the researchers of the current study dealt only with Authentic Audio Visual Materials. Moreover, the related study investigated diverse language skills that can improve through the use of Authentic Materials, nonetheless, the present research only targeted the improvement of pronunciation among all other language skills. Furthermore, in terms of the sample of population, the former explored the students' perception only, while the latter study included both teachers and students' perception, which of course can enrich the insights and the discussion of the current study.

Another study carried out by Pacheco (2016) investigated a group of Spanish students' attitude towards the use of video podcasts in comparison to traditional listening activities. To answer the questions of the research, 40 students responded to a questionnaire, 81% of the students believed that they could better learn pronunciation through video podcasts. The former research demonstrated the students' positive attitude towards improving pronunciation using Authentic Videos. Although the present study also sought to investigate EFL learners' insights regarding Authentic Videos, still the present study covered a wider range of population, for students as well as teachers were included in the present research. In addition, the related study targeted school students while the present study investigated university teachers and students.

Pratiwi (2010) claimed that cartoon films can improve students motivation and self-esteem inside the classroom which, in turn, increases students participation. Pratiwi (2010) also demonstrated that students, who participated in the research, showed noticeable improvement in different aspects of their pronunciation.

The different approaches employed in both studies allowed the researchers to shed some light on different angles of the same issue. The experimental approach of the related study made the cited study focus only on students' pronunciation improvement through the use of Authentic Audio Visual Materials in the classroom whereas the descriptive approach allowed the present study to investigate students' awareness, experiences and perspective on improving pronunciation through Authentic Audio Visual Materials. In addition, the former is only concerned with pronunciation development specifically through cartoon films while the latter is concerned with pronunciation improvement through Authentic Videos in general.

Methodology
1.1 Research Design

In order to guarantee the accuracy and credibility of the findings of this study, the triangulation strategy was implemented. Therefore, this research adopted four different instruments. The essential data collection technique included one-on-one detailed interview, focus group interview and open-ended questionnaire. Observation was also utilized as a supportive data collection technique.

2.2 Participants and Setting

Participants in this study were selected using the purposeful sampling technique. This study included teachers who were functional at the Faculty of Arts during the Fall term of the academic year 2019-2020, and students who were enrolled in the Fall term of the academic year 2019-2020. The total number of participants in this study was 26 participants. The study targets teachers and students who delivered/passed two specific courses, Phonetics I, II and Language Skills I, II ,III. These two courses are concerned with pronunciation teaching and development at the Faculty of Arts, Misurata University. While Phonetics targets pronunciation through linguistic knowledge, Language Skills are supposed to achieve that through listening and speaking activities.

In terms of the setting, the entire research took place at the Faculty of Arts, Misurata University.

2.3 Research Instruments

This research adopted four different instruments. The essential data collection technique included one-on-one detailed interviews, focus group interviews and open-ended questionnaire. Observation was also utilized as a supportive data collection technique. The questions developed for the four instruments were employed as general guidelines and elaborated on by the researchers whenever required.

2.4 Data Collection

Three teachers were included for the one-on-one detailed interview, two females and one male teacher. Those three teachers are referred to throughout the study as Teacher1, Teacher2, Teacher3. The one male teacher (Teacher1) was interviewed personally while the other two female teachers, Teacher2 and Teacher3 were interviewed via e-mail due to their occupied schedule. A set of fourteen open-ended questions was employed for the three interviews. The researchers elaborated on the interviewees' responses inquiring for more details whenever required.

The two focus group interviews included five students. A set of nine open-ended questions were used as guidelines and elaborated on by the researchers whenever required.

The researchers displayed a thirteen minute Authentic Video to the students before starting the discussion in order to make the students have a clear view of what a piece of Authentic Video actually is. The video was taken from the Disney animation movie (Up) (Learn English with TV Series, 2020).

As the number of participants for both focus groups was not ample, the researchers opted to include other five students for the open-ended questionnaire. The students were sent the questionnaire via the university email along with the Authentic Video used for the two focus groups, they were asked to watch it before responding to the questionnaire.

The questionnaire included a set of eleven open-ended questions. It is worth mentioning that the questions of the questionnaire are similar to the questions of the focus- group interviews, yet some questions were different due to the fact that the researchers could orally ask them to the focus group interviewees; consequently, they had to be in addition included in the questionnaire. These questions include questions 1 and 2 of the questionnaire.

After responding to the questions, they were sent back to the researchers who read them carefully and elaborated on some points for

clarification from the participants via the university Work Chat platform. All the responses from the email and the Work Chat conversations were included and kept for data analysis.
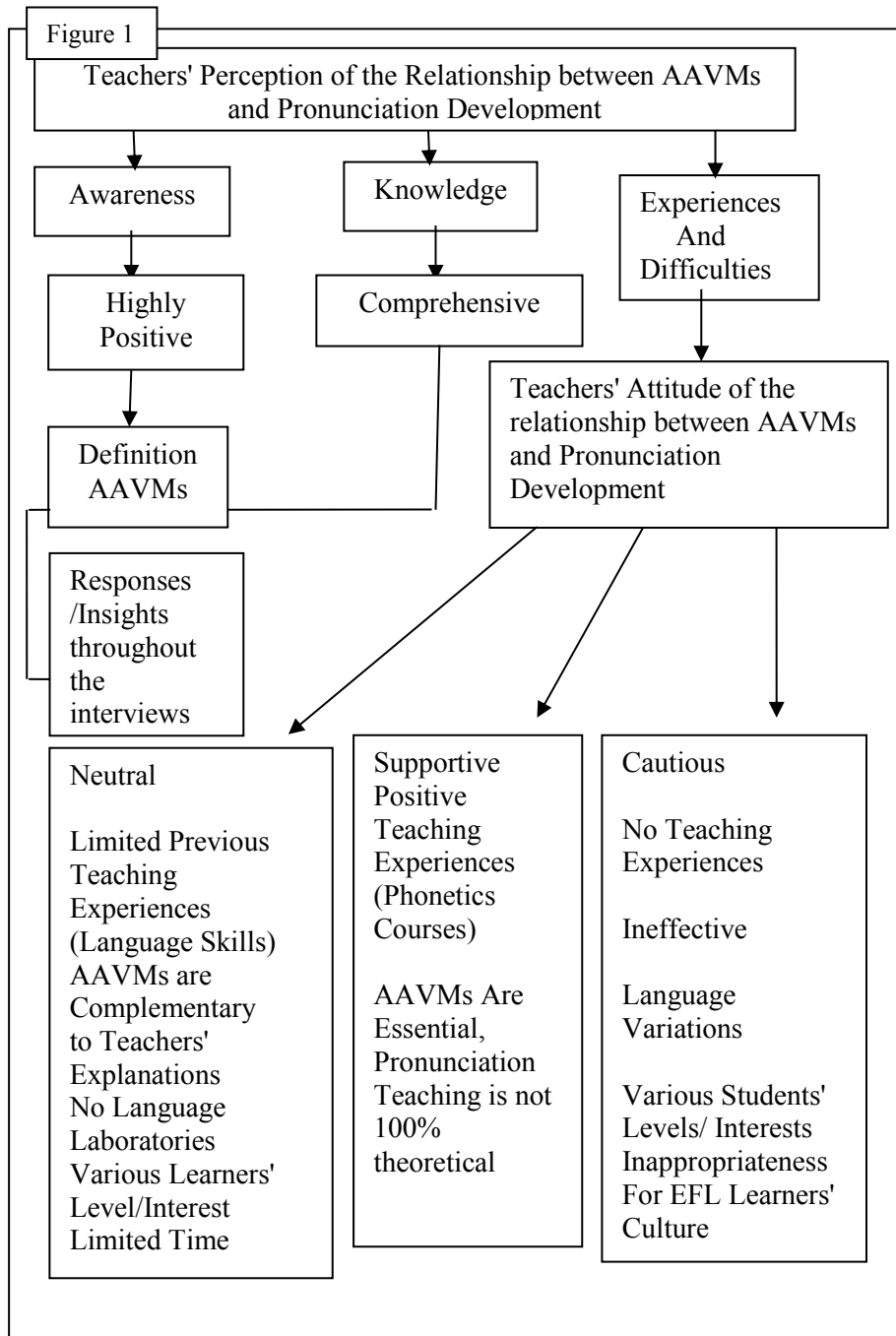
For the observation sessions, the researchers attended two observation sessions with the same group of students during the course of Language skills III, group 3. The researchers conducted the sessions, gathered field notes and responses for a set of questions which were pre-prepared by the researchers in advance. These questions were employed as guidelines for the researchers, as they both sought to document any valuable points, or incidents that might arise or be observed through the observation sessions.
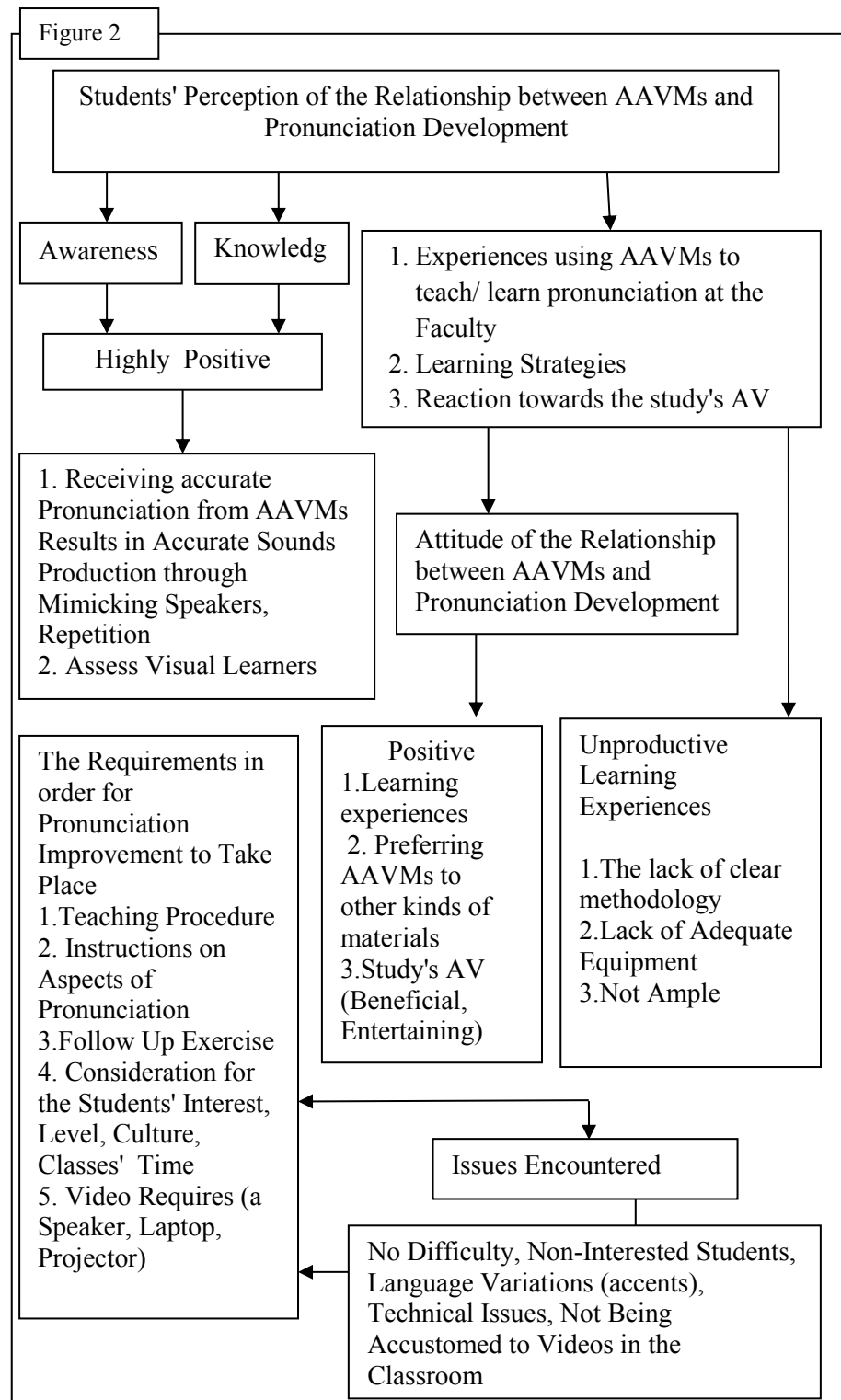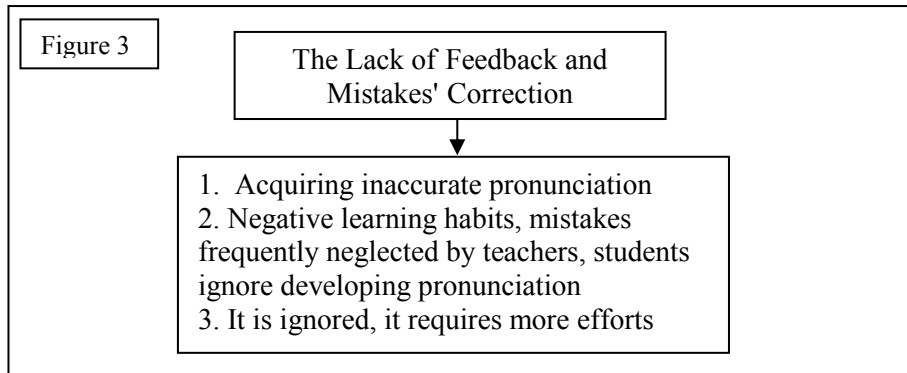
2.5 Data Analysis

All the data collected through the interviews, questionnaires and observation sessions were qualitatively analyzed using the thematic analysis technique. All the data collected were divided into themes in relation to the essential questions of the study. Some themes emerged throughout the process of data collection; therefore, they were similarly included in the subsequent sections.

After being presented as themes, a narrative discussion was written to summarize in detail the findings of the study. In this discussion, the researchers sought to form a larger meaning of the major findings and the research problem by incorporating the themes of the results. In order to achieve this incorporation process, the researchers created four maps presented in Figures (1.2.3).

After setting the maps, the results were interpreted based on the researchers' personal views and comparisons to pervious literature. Some relevant outside sources were utilized also to enrich the discussion, support the researchers' views and to support or contrast the findings of this study. In addition, some of the participants' responses were inserted in the discussion section to support the clarity of the argument, enrich the discussion and to support/oppose the viewed literature.

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Figure 1

Teachers' Perception of the Relationship between AAVMs and Pronunciation Development

Awareness

Knowledge

Experiences And Difficulties

Highly Positive

Comprehensive

Definition AAVMs

Teachers' Attitude of the relationship between AAVMs and Pronunciation Development

Responses /Insights throughout the interviews

Neutral

Limited Previous Teaching Experiences (Language Skills) AAVMs are Complementary to Teachers' Explanations No Language Laboratories Various Learners' Level/Interest Limited Time

Supportive Positive Teaching Experiences (Phonetics Courses)

AAVMs Are Essential, Pronunciation Teaching is not 100% theoretical

Cautious

No Teaching Experiences

Ineffective

Language Variations

Various Students' Levels/ Interests Inappropriateness For EFL Learners' Culture

Figure 2

Students' Perception of the Relationship between AAVMs and Pronunciation Development

Awareness

Knowledg

1. Experiences using AAVMs to teach/ learn pronunciation at the Faculty
2. Learning Strategies
3. Reaction towards the study's AV

Highly Positive

1. Receiving accurate Pronunciation from AAVMs Results in Accurate Sounds Production through Mimicking Speakers, Repetition
2. Assess Visual Learners

Attitude of the Relationship between AAVMs and Pronunciation Development

The Requirements in order for Pronunciation Improvement to Take Place
1.Teaching Procedure
2. Instructions on Aspects of Pronunciation
3.Follow Up Exercise
4. Consideration for the Students' Interest, Level, Culture, Classes' Time
5. Video Requires (a Speaker, Laptop, Projector)

Positive
1.Learning experiences
2. Preferring AAVMs to other kinds of materials
3.Study's AV (Beneficial, Entertaining)

Unproductive Learning Experiences

1.The lack of clear methodology
2.Lack of Adequate Equipment
3.Not Ample

Issues Encountered

No Difficulty, Non-Interested Students, Language Variations (accents), Technical Issues, Not Being Accustomed to Videos in the Classroom

Figure 3

The Lack of Feedback and Mistakes' Correction

1. Acquiring inaccurate pronunciation
2. Negative learning habits, mistakes frequently neglected by teachers, students ignore developing pronunciation
3. It is ignored, it requires more efforts

3.1 Results and Discussion

Through a careful and precise data analysis process, the data successfully provided answers to the questions of the study and to the themes that emerged through the process of data analysis. In this section, the findings (see Figures 1,2,3) were comprehensively interpreted, connectedly presented and elaborated on by the researchers through utilizing the researchers' personal reflections and making comparisons to previous literature in order to support the findings of this research.

The findings revealed that all the participants, both teachers and students, were highly aware of the relationship between AAVMs and pronunciation development, this was interpreted based on their profound insights and knowledge of the research problem according to their academic views and teaching\ learning experiences. In this regard, the teachers were able to define AAVMs and discuss multiple aspects of the relationship while students were able to specifically identify the effect of AAVMs on pronunciation development, which is allowing EFL learners to receive accurate pronunciation from native speakers and produce it through repetition and mimicking the speakers. This point was precisely clarified in one of the students' responses when he said "there is actually no better way to do that, you hear the language as it is supposed to be pronounced, so you are being exposed to it in its best form possible, while your attention is being attracted to the material". Another participant added "in such clips,

you will hear and learn from a mother tongue speaker in which they will pronounce correctly with no mistakes".

This notion is in line with what has been found in previous literature (Adela, 2017; Shodiqin, 2014) in support of this Adela (2017) confirms that AVMs can provide sound which stimulate students' hearing. The sound that is uttered by a model of native speakers can assist the students to learn and develop their pronunciation by mimicking the speakers. Shodiqin (2014) adds that for teaching pronunciation, videos provide an excellent model (native speakers) (as cited in Adela, 2017).

It was additionally, found out that AAVMs can assist visual learners who considerably need to incorporate their sense of sight to learn. The use of AVs can aid those students by displaying body language and facial expressions of speakers while producing the language.

This point was best expressed by one of the students when he said "doing that in a visual context, that is going to aid the acquisition process of such word, by relating it to the voice of the speaker for example he/she may be a funny character that has a distinguished voice, in other words something prominent and more likely to stick to your brain".

In support of the previous finding, Gómez (2013) confirms that AVs help students gain new insights through comprehending facial expression and body language (as cited in González, 2017).

In terms of utilizing AAVMs to develop learners' pronunciation, the study revealed that teachers as well as students had experiences previously with utilizing AVs at the Faculty of Arts during Phonetics and Language Skills courses, having them being the two major courses concerned with students' pronunciation development in the setting of this study.

Concerning the aspects of pronunciation that can be improved through utilizing AAVMs in the EFL classroom, both teachers and students confirmed that both segmental and suprasegmental features of pronunciation can be improved through utilizing AAVMs. This

perspective is consistent with previous research including what Pratiwi (2010) proved in his experimental study, that is, students who received pronunciation training through cartoon films showed positive development in pronouncing certain sounds and controlling intonation patterns.

Through incorporating the analysis of multiple themes of the findings (see Figures 1,2,3), the researchers came to realize the attitude of the thirteen participants towards the suggestion of the study which is utilizing AAVMs in the EFL classroom to teach and improve students' pronunciation. It was obviously noticed that students and teachers had different attitudes towards the suggestion.

3.2 The Teachers' Attitude towards the Suggestion of the Study

The three teachers had diverse attitudes, yet it was interpreted that the attitude of the three teachers was constructed based on their previous experiences using AAVMs in the classroom and the potential difficulty that might be encountered during this utilization process.

Despite the fact that Teacher 1 confirmed not having any previous experiences utilizing AAVMs at the Faculty, he appeared to be cautious towards the study's suggestion being concerned with certain challenges such materials might impose on the classroom situation. These challenges include language variations the materials might contain; especially in case they are different to the variety used by the teacher; the materials' advanced content for low-level students; inappropriateness for students' diverse interests and culture. Thus, he concluded that the materials would be ineffective for the teaching and learning processes.

Teacher 2 on the other, hand appeared to be highly supportive of the suggestion of the study emphasizing the fact that the process of teaching pronunciation is not 100% theoretical and referred to some of her previous positive experiences implementing some AAVMs during Phonetics classes. Although she did confirm facing numerous

technical challenging calling through our study for the issues to be addressed by officials saying "there was a language lap that was made in 2003, it used to be equipped with a good set of speakers, screens and headphones. I hope there will be a serious consideration", her general attitude was highly supportive concluding that AAVMs are essential for teaching pronunciation.

The attitude of teacher 3 was interpreted to be neutral based on her limited experiences using AAVMs during language Skills classes, she referred to some challenges including the limited time of classes, students' diverse levels and interests in addition to the lack of language laboratories at the Faculty of Arts. Therefore, her general attitude was neutral concluding that the materials are complementary to teachers' explanations.

3.3 The Students' Attitude towards the Suggestion of the Study

The students' attitude was evaluated based on interpreting three related themes, the students' feedback on previous experiences at the Faculty using AAVMs to learn pronunciation, the learners' preferred strategy to improve pronunciation and the participants' reaction towards the Authentic Video employed for this study.

The findings clarified that all the students' generally had a positive feedback on learning experiences using AAVMs to improve and teach pronunciation emphasizing the fact that they were amusing and useful. It was; however, that two students expressed some issues, the first student indicated that his experiences were unproductive due to not implementing a clear teaching procedure which was a result of the lack of adequate equipment. He clarified "they were not as fruitful [experience] as much as they were just fun activities within the class, not due to the failure of such approach or that it is not sufficient enough, but due to the lack of proper tools and equipment needed for such activities, the process itself, or the approach itself is magnificent,

and more than crucial for learning a language, but it needs to be taken care of in budgetary terms".

This comment relates to the point that when utilizing AAVMs, a careful procedure should be implemented, and students should be provided with explanations, guidelines and exercise in order for the learners to observe the productivity of the process.

The second student added regarding Phonetics courses that her experiences were not enough as the main focus of the course was on the theoretical materials, she complained saying "yes, but it wasn't that much, and it wasn't enough. Most students fail in Phonetics because teachers focus more on the hard material or focus more on the sheet, instead of practicing [on] how to pronounce or at least give some listening and speaking lessons".

The previous comment pointed out that when teaching pronunciation, teachers need to take into account the learners' needs, as this student indicated her need for more sounds' production practice inside the classroom. Teachers should concentrate on the learners' needs rather than generalizing the teaching of pronunciation (Tejado, Santos, 2014).

The situation of this student emphasizes the need to utilize AAVMs, as they can help students who need to receive and produce the language to improve their pronunciation other than relying on the study of theoretical explanations.

In addition to the previous two issues, other students shared the teachers their concerns and raised some potential difficulties for using the materials including language variations, technical issues, students' interest.

In terms of the participants' reaction, all the students confirmed that the Authentic Video used for the study was beneficial and entertaining. Despite the fact the researchers observed that one of the participants (who was in her third semester) appeared to be slightly confused while the video was being displayed, it was later on observed that her confusion was due to her limited vocabulary mastery

that was obvious for the researchers during the focus-group discussion.

In line with this situation, Silvani (2018) emphasizes that vocabulary mastery as one of the major issue teachers encounter when utilizing AAVMs. Despite the fact that the above-mentioned situation supports what Teachers 1 strongly emphasized, as the findings of the study clarified, regarding the fact that AAVMs might discourage learners in case students observe that the material displayed is above their language level; however, unlike Teacher 1 who entirely excluded the use of AAVMs from the classroom situation, the viewed literature (Mudra, 2014; Silvani 2018; Al-Azri & Al-Rashdi, 2014) confirms that this obstacle can be overcome by balancing the material with the overall level of learners in the classroom.

It is, however, the mission of the teachers to assess learners' level and choose the appropriate materials for their students. Silvani (2018) concludes that it is the role of teachers to evaluate the appropriateness of Authentic Materials which they employ in their classroom.

Although the viewed literature confirms that the level of the material should be balanced with the learners' level, the researchers suggest that it can be sometimes highly beneficial to expose learners to AMs above their language level, this can lead the learners to gain new insights and enhance their language level. Sticking always to input close to the level of students might lead to no progress, on the contrary, having them exposed to advanced language can enforce them to develop their language proficiency.

It was in fact Student 6 who mentioned after watching the video, that AAVMs can help learners improve their vocabulary inventory. Similarly, it was Student 10 who indicated that after watching the video he got to learn new things. Therefore, based on the above discussion and in contrary to what most literature states (Mudra, 2014; Silvani, 2018), the study signified that exposing EFL learners to

advanced Authentic input can be beneficial, as it can push the learners to improve their language level and enhance their vocabulary set.

In terms of the learning strategies to improve pronunciation, all the ten participants confirmed that in addition to listening to podcasts, and using dictionaries, they all employ AAVMs including social media videos and movies.

Based on the above interpretation, it was established that the Students' general attitude was highly supportive of the suggestion of the study. This was interpreted based on students' positive feedback on previous experiences with learning pronunciation through AAVMs at the Faculty of Arts. In addition to students' reaction towards the Authentic Video implemented for the study, as all the participants' agreed upon opinion of the video was "entertaining and beneficial".

Additionally, all the ten students indicated that besides using different types of learning strategies including listening to podcasts, using dictionaries, they essentially use AVs including movies and social media videos to improve their pronunciation.

3.4 The Requirements for the Suggestion of the Study

In defense of the suggestion of this study, the researchers attempted to provide possible solutions for the challenges discussed above by some of the participants.

First, in regard to teaching and improving the pronunciation of EFL learners, this study confirmed that the purpose of this improvement process is not to achieve a native like pronunciation, even though some students have the ability to accomplish that. Nonetheless, the essential aim is to achieve "intelligibility", intelligible pronunciation requires accurately controlling both aspects of pronunciation segmental and suprasegmental.

The researchers did not claim at all to suggest random selection of some AVs and having them displayed for some time in classrooms. In fact the researchers do not believe at all that such an act would result in any improvement of any aspect of the students' language.

Nevertheless, the researchers believe that when utilizing AAVMs, in order for the pronunciation improvement to take place, there has to be a precise teaching procedure for each video material such as course plans, guides, and exercises to encourage active listening and comprehension.

Concerning the level of learners, AAVMs can be utilized for all different levels starting from beginners to the most advanced levels. Nevertheless, teachers need to assess the level of their students and select the materials accordingly.

Furthermore, the researchers would suggest utilizing AAVMs that are above the level of learners can be sometimes beneficial, as it can push the learners to develop their language, as presenting the simple level of language might not result in any progress in students' pronunciation and language. This point was proved by some participants in this study who emphasized after watching the video of the study that they were able to learn new aspects of pronunciation and the language . One of the students indicated "Found it entertaining and useful, learned some new things".

In regard to the students' culture, as the findings of the study pointed out that AAVMs might be inappropriate to EFL learners culture. Teachers need to assess the materials and select what is appropriate to the culture of the learners. Furthermore, using AAVMs can help students learn more about the culture of the target language.

The researchers strongly agree that when selecting the videos, the needs and pronunciation problems of the EFL learners must be taken into account, for teachers should not generalize teaching pronunciation. This can be achieved especially in classes where students share the first mother tongue, as it is the case at the Faculty of Arts, thus teachers should identify the problems and integrate them in their teaching.

Regarding language variations, as some students might be interested in learning English accents other than RP, which is officially used and taught at the Faculty of Arts, the researchers believe that is one of the most remarkable merits of using AAVMs is

to have students exposed to diverse English accents other than the RP accent which is mostly used in EFL prepared materials.

As opposite to Authentic Materials, Non-Authentic Materials usually focus only on the RP accent which is used by an extremely limited minority of the population in the UK itself.

 In support of this, Teacher 1 in addition, who among other participants raised the concern regarding language variations, confirmed that only limited sector of the population uses the RP accent in the UK. He said "so yes, we teach RP in this college but at the end of the day only 6 percent of the people in Britain speak RP whereas 94 percent of the other.. The rest of the population speak other language…..other accents let's say, so the accent itself sometimes is a big issue".

What the researchers of this study suggest is in agreement with previous literature (Hamouda, 2013; Bunrueng, 2014; Richard, 2007; Crystal, 2009). Hamouda (2013) confirms that teachers should familiarize students with various accents.

The researchers strongly agree with Crystal (2009) who concludes that students will definitely be taught one variety as their primary mode of communication, yet to know that there are these alternative   means of expression is definitely fundamental, or else credibility disappears from the classroom situation.

In addition, teachers should provide explanations and relate to the knowledge students at the Faculty acquire through Phonetics courses. The students likewise have to be cooperative with the teachers and utilize the knowledge they have about pronunciation to improve their pronunciation. According to Widyaningsih (2017), the teacher might be highly experienced with observing mispronunciation and pointing them out, however if students take no action and do not attempt to manage their own hard work, then the prospect of change or development is minimal.

Concerning the technical issues, it is true that the Faculty of Arts suffers the lack of adequate language laboratories; however, displaying a short video does not require more than a laptop, a set of

speakers and a projector. The Faculty of Arts has numerous rooms prepared with projectors, two of them were used by the researchers to display the video for the focus group- discussions. As the researchers' experience using an Authentic Video for the study went in ease, the researchers truly hope that such an experience would be encouraging for teachers at the Faculty of Arts to consider utilizing the projectors and equipment available.

In conclusion, the researchers emphasize that when AAVMs are used inside the EFL classroom, there are certain considerations that teachers need to take into account in order for the pronunciation improvement to take place. It is not just a matter of randomly bringing some videos and displaying them for some period of time in the classroom, there has to be a utilization procedure and there have to be selection criteria. By following the previously mentioned considerations, the researchers do highly believe that the improvement of EFL learners' pronunciation is definitely possible.

3.5 Pronunciation Mistakes and Correction

"I would feel happy if a teacher did it to me or to any other student. But unfortunately they don't do that, and I don't know why". The most probable answer for the previous question expressed by one of the student participants would be that when it comes to correcting students' pronunciation mistakes, there is a common belief among EFL teachers that doing that is inappropriate, as it might result in negative consequences such as embarrassing students or decreasing their speaking confidence. Tejado and Santos (2014) indicate that EFL teachers consider correcting students as unacceptable, since it may cause inhibition, embarrassment and fear of losing face. Therefore, EFL teachers prefer to concentrate on fluency and neglect accuracy.

The observation sessions conducted for this study were in support of the previous discussion, as it was observed that on many occasions, the teacher was reluctant to correct the students, allowing them to continue reading or speaking. During the second observation

session, there was indeed a thought and emotion provoking incident the researchers considered to briefly mention in this section, as one of the female students was reading, it was sadly apparent that she had major issues with pronunciation, as she could not manage to accurately produce some of the commonly used English words including (decreases, diet, healthy), despite the fact that she was in her second year as an English major.

In one of the lines, she stopped with the word "researchers" and was painfully struggling to utter the word correctly. After multiple attempts, it was for her best after all to pronounce it in a strong foreign accent as /rɪserʃərɪz/. At that moment, the teacher was quite, her classmates were listening to her, the researchers quietly wondered how many of the students present picked up that inaccurate form of pronunciation.

In addition to potentially acquiring inaccurate pronunciation, such situations might lead the students to create negative learning habits of pronunciation, as teachers frequently ignore inaccurate pronunciation, this can lead EFL learners to underestimate the significance of pronunciation in the learning process and neglect improving it. In support of this analysis, Krashen and Terrell, (1996) emphasize that "it is in the foreign language classroom that students start establishing pronunciation habits" (as cited in Tejado and Santos, 2014, p. 154). Tejado and Santos (2014) add, "students may acquire pronunciation habits from different places and from different people. However, it is in the FL classroom where most of them may encounter the first FL input to adopt, adapt or imitate taking their FL teachers and classmates as sources of examples on what to do or not to do" (p.153).

It is true that correcting students might result in some negative consequences as mentioned above, thus EFL teachers should be aware of when and how to correct students. Moreover, it is true, as the findings of this study revealed, that there are some EFL learner who would accept to be corrected while others may not like that.

There is a potential contrast; however, between the perspective of EFL teachers and students regarding the lack of feedback on pronunciation mistakes, as the findings of this study confirmed that when teachers did not provide any corrections being mostly concerned with their students' feelings, the ten participants negatively perceived that, assuming that their teachers do not care about pronunciation development and teachers at the Faculty of Arts should set more effort for it.

While on the other hand the participants positively perceived the act of correcting them and providing feedback, as caring and pleasant for teachers appeared
to care for their pronunciation development in addition to having the students learn the accurate pronunciation of the corrected utterance.

Therefore, in contrast to the commonly accepted assumption of mistakes correction, the findings of this study clarified that correcting students' pronunciation mistakes can have positive effects on the process of improving EFL learners' pronunciation, as it can help them acquire the accurate pronunciation of the corrected utterance and help them realize the significance of pronunciation in the learning process.

4. Conclusion

The findings of this research demonstrated that there was a distinct difference between teachers and students' perception of the relationship between the utilization of AAVMs in the EFL classroom and pronunciation improvement. The significant impact of AVs on pronunciation improvement as the results revealed related to having EFL learners exposed to mother tongue speakers, and through imitation and repetition learners can get to improve their pronunciation. Additionally, having such materials assist visual learners who can through videos utilize their much needed sense of sight to learn and improve their pronunciation.

It was additionally attested that the lack of feedback and correction of pronunciation mistakes can have negative consequences

on pronunciation development in the EFL classroom, as it can lead learners to underestimate the significance of pronunciation in the learning process, ignore improving it and perceiving it as a neglected aspect of the language at the Faculty of Arts. It was additionally revealed that providing students with feedback can have positive impacts on the pronunciation improvement process, as it can help students learn the correct form of pronunciation and observe the importance of pronunciation in the learning process inside and outside the classroom.

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