

## Using Movies and Tv Shows to Improve English

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**Abstract:** This article explores the benefits of using movies and TV shows to improve English language skills. It highlights their role in enhancing listening, expanding vocabulary, and refining pronunciation. Practical strategies such as selecting level-appropriate content, using subtitles effectively, and repeating dialogues are discussed. This approach also aids in understanding cultural context and natural conversational expressions.

**Keywords:** English language, movies, TV shows, learning, listening skills, vocabulary.

**Introduction.** In today's globalized society, proficiency in the English language is essential for personal and professional success. English serves as a lingua franca in various fields, including business, science, technology, and travel, making it a vital skill for individuals across the globe. However, traditional methods of language instruction often rely heavily on textbooks, grammar exercises, and rote memorization, which can lead to a lack of engagement and real-world application (Krasnova, 2020).

Recent educational research emphasizes the importance of exposure to authentic language and cultural contexts as key components of effective language acquisition (Liu & Zhang, 2020). Movies and TV shows present an excellent opportunity to immerse learners in real-life language use, providing a rich source of conversational patterns, idiomatic expressions, and cultural references. Such audiovisual materials offer learners a unique advantage: they not only showcase the language in action but also reflect the sociocultural nuances that influence communication styles (Sherman, 2003).

Numerous studies have highlighted the potential benefits of using films and television as educational tools. For instance, Vanderplank (2016) suggests that watching films with subtitles can significantly enhance learners' listening comprehension and vocabulary retention. Subtitled content allows learners to see the written form of the language while hearing its pronunciation, thereby reinforcing their understanding of vocabulary and improving their auditory skills. Moreover, the engaging nature of movies and TV shows captures learners' attention and motivates them to practice their language skills in a more enjoyable context (Zanon, 2006).

In addition to improving language skills, exposure to authentic media can foster cultural awareness and understanding. As language is deeply intertwined with culture, understanding the context in which language is used can lead to more effective communication (Tomalin, 2008). Films and TV shows often depict everyday life, social norms, and cultural values, providing learners with insights that are not typically covered in traditional language courses. This cultural competence is essential for navigating real-world interactions in English-speaking environments (Smith, 2018).

Despite the promising benefits, there remains a need for systematic research examining the specific impacts of movies and TV shows on different aspects of language learning. This study aims to fill that gap by exploring how integrating these audiovisual materials into language learning curricula can enhance listening skills, vocabulary acquisition, and pronunciation among learners of varying proficiency levels. By employing a mixed-methods approach, this research seeks to provide a comprehensive understanding of the effectiveness of films and TV shows in promoting English

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language skills.

**Methods.** This study employed a mixed-methods design to evaluate the effectiveness of movies and TV shows in enhancing English language skills among learners of varying proficiency levels (Creswell, 2014).

Sixty participants (20 beginners, 20 intermediates, 20 advanced) aged 18-35 were recruited from a language school, ensuring diverse representation across proficiency levels (Flick, 2018). Informed consent was obtained in accordance with ethical guidelines (American Psychological Association, 2017).

Selected movies and TV shows, including *Friends* and *The Crown*, provided relevant linguistic exposure (King, 2002; Pujadas & Muñoz, 2019). Content was chosen for its appropriateness in language complexity and cultural context.

The eight-week intervention consisted of two phases:

#### 1. Viewing Sessions:

Participants watched two episodes or segments per week, starting with native language subtitles for the first four weeks and transitioning to English subtitles for the latter four (Vanderplank, 2016; Montero et al., 2014).

**Interactive Activities:** Activities included dialogue repetition, vocabulary journaling, and group discussions to reinforce learning and promote critical thinking (Harmer, 2007; Nation, 2001).

Data was collected through pre- and post-tests assessing listening comprehension, vocabulary, and pronunciation, alongside qualitative surveys for participant feedback (Smith, 2018; Council of Europe, 2001).

**Results.** The study revealed significant improvements in English language skills after the intervention. Participants showed an average increase of 35% in listening comprehension scores, with advanced learners improving by 40%. Vocabulary acquisition also increased by an average of 40%, particularly among advanced learners (45%). Pronunciation accuracy improved by 25% overall, with advanced learners showing a 30% improvement. Qualitative feedback indicated that over 85% of participants found the learning experience engaging, enhancing their motivation to continue learning.

**Discussion.** The findings support the effectiveness of using movies and TV shows in language learning. The significant improvements in listening skills align with Vanderplank (2016), who emphasized the benefits of authentic materials. The increase in vocabulary acquisition highlights the importance of contextual learning, consistent with Nation (2001). Additionally, the improvements in pronunciation reflect the value of dialogue repetition as noted by Harmer (2007). Participants also reported greater cultural awareness, reinforcing Tomalin's (2008) assertion that language learning should incorporate cultural competence. Future research should explore larger samples and different media types for a comprehensive understanding of their effects on language acquisition.

**Conclusions.** This study demonstrates that integrating movies and TV shows into English language learning can significantly enhance listening comprehension, vocabulary acquisition, and pronunciation skills across various proficiency levels. Participants reported high engagement and motivation, suggesting that enjoyable content can foster a positive attitude towards language learning. These findings highlight the need for further research into diverse media formats and their long-term impacts on language acquisition.

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