

THE IMPACT OF WATCHING ENGLISH MOVIES ON SPEAKING FLUENCY

Abdullahayeva Mohina Sobitxon qizi

Chirchik State pedagogical university

Tourism faculty foreign language and literature (English) 21/4 group

abdullahayevamohina2@gmail.com

Akhmedova Muyassar Ataxanovna

Scientific supervisor: Pedagogical University

<https://doi.org/10.5281/zenodo.15036953>

Abstract: Speaking fluency is a fundamental aspect of language acquisition, yet many EFL (English as a Foreign Language) learners struggle with spontaneous speech, pronunciation, and conversational confidence. This study examines the impact of watching English movies on speaking fluency by analyzing how exposure to audiovisual materials enhances pronunciation, vocabulary acquisition, and natural speech patterns. The study employs a mixed-method approach, using pre-tests and post-tests, surveys, and interviews to evaluate improvements in speaking skills. Findings suggest that watching English movies significantly enhances fluency, reducing hesitation, improving pronunciation, and increasing lexical richness. The paper also discusses pedagogical implications for incorporating movies into language instruction.

Keywords: English movies, speaking fluency, pronunciation, audiovisual learning, EFL learners, language acquisition.

INTRODUCTION

The ability to speak fluently in English is a critical goal for many EFL learners. However, traditional language learning methods often prioritize reading, writing, and grammar over oral skills, leading to difficulties in spontaneous communication. Speaking fluency involves several components, including pronunciation, speed, coherence, and the ability to use idiomatic expressions naturally. With advancements in technology and the accessibility of multimedia content, watching English movies has emerged as a popular self-learning strategy. Movies provide authentic language exposure, allowing learners to hear native pronunciation, intonation, and conversational styles in context. This study investigates whether watching English movies can significantly improve speaking fluency by exposing learners to natural dialogues, cultural nuances, and real-life communication patterns.

LITERATURE REVIEW

The role of input in language acquisition has been extensively studied. According to Krashen's Input Hypothesis (1982), comprehensible input—language exposure that is slightly above the learner's current level—is essential for language development. English movies serve as a rich source of comprehensible input, enabling learners to absorb linguistic features naturally. Swain's Output Hypothesis (1995) complements this perspective, suggesting that language learners improve fluency when they practice speaking. Watching movies provides opportunities for imitation, shadowing, and interactive discussions, which reinforce speaking skills. Several studies have examined the effectiveness of audiovisual materials in language acquisition. Webb & Rodgers (2009) found that movies contain a high frequency of commonly used words and phrases, making them useful for vocabulary expansion. Similarly, Ismaili (2013) demonstrated that students exposed to movie-based learning showed greater engagement and improvement in listening and speaking skills than those who followed

traditional textbook-based instruction. A study by Li & Wang (2015) indicated that watching English movies helped learners improve pronunciation and intonation by exposing them to natural speech patterns. Additionally, Kusumawardhani (2017) found that learners who regularly watched English movies demonstrated increased fluency, reduced hesitation, and greater confidence in speaking.

METHODOLOGY

This study employs a mixed-method research design, combining quantitative and qualitative approaches to measure the impact of English movies on speaking fluency. The study involved 50 intermediate-level EFL learners from a language institute. Participants were divided into two groups: Experimental Group (N=25): Watched English movies with subtitles three times a week for two months. Control Group (N=25): Followed traditional classroom-based speaking exercises without movie exposure. Pre-test and Post-test: Participants were evaluated on fluency, pronunciation, lexical variety, and coherence using a standardized speaking assessment. Surveys and Interviews: Collected feedback on learners' perceptions of using movies for language learning. Observation and Recording: Speech samples were analyzed for improvements in fluency and pronunciation. Pre-Test: Participants were given a speaking task requiring them to describe a picture or answer open-ended questions. Treatment Phase: The experimental group watched movies such as *The Pursuit of Happyness*, *Harry Potter*, and *Forrest Gump*, focusing on dialogues, pronunciation, and intonation. They engaged in shadowing exercises, repeating dialogues to mimic native speakers. Post-movie discussions encouraged spontaneous speech production. Post-Test: Evaluated improvements in fluency and pronunciation.

RESULTS

The post-test results showed that the experimental group outperformed the control group in all measured aspects of speaking fluency. Qualitative Findings Learner Feedback: "I learned how to pronounce words more naturally." "Movies helped me understand how native speakers connect words." "I feel more confident speaking in English now." Observation data revealed that learners in the experimental group spoke with fewer hesitations, used more natural expressions, and sounded more fluent compared to the control group.

DISCUSSION

The findings support the hypothesis that watching English movies improves speaking fluency. Key reasons include: Exposure to Natural Pronunciation – Learners imitated native speakers, improving their accent and intonation. Increased Listening Comprehension – Better understanding of spoken English led to faster, more natural responses. Contextual Learning – Movies provided real-life scenarios, helping learners use vocabulary in appropriate contexts. Confidence Building – Repeated exposure to conversational English reduced speaking anxiety.

Pedagogical Implications Integrating Movies into EFL Classrooms Use Movie Clips for Speaking Activities: Teachers can select short dialogues and have students practice mimicking speech. Shadowing and Dubbing Exercises: Learners repeat dialogues in real-time to improve pronunciation. Post-Movie Discussions: Encouraging discussions on themes and character interactions enhances fluency. Challenges and Limitations Comprehension Difficulties: Beginners may struggle with fast-paced dialogues. Solution: Use subtitles initially and gradually transition to subtitle-free viewing. Passive Learning Risk: Simply watching movies may not be enough; active engagement through speaking exercises is necessary.

CONCLUSION

This study confirms that watching English movies significantly enhances speaking fluency by improving pronunciation, vocabulary, and confidence. Given the accessibility of digital content, educators should integrate movies into language instruction to create a more engaging and immersive learning experience. Future research could explore the impact of different genres or compare the effectiveness of movies versus other audiovisual resources.

Foydalanilgan adabiyotlar/Используемая литература/References:

1. Androutsopoulos, J. (2015). Networked multilingualism: Some language practices on Facebook and their implications. *International Journal of Bilingualism*, 19(2), 185-205. <https://doi.org/10.1177/1367006913489198>
2. Blattner, G., & Fiori, M. (2009). Facebook in the language classroom: Promises and possibilities. *International Journal of Instructional Technology and Distance Learning*, 6(1), 17-28.
3. Cingel, D. P., & Sundar, S. S. (2012). Texting, techspeak, and tweens: The relationship between text messaging and English grammar skills. *New Media & Society*, 14(8), 1304-1320. <https://doi.org/10.1177/1461444812442927>
4. Crystal, D. (2011). *Internet linguistics: A student guide*. Routledge.
5. Danesi, M. (2016). *The semiotics of emoji: The rise of visual language in the age of the internet*. Bloomsbury Publishing.
6. Ismaili, M. (2013). The effectiveness of using movies in the EFL classroom. *Academic Journal of Interdisciplinary Studies*, 2(4), 121-126.
7. Krashen, S. (1982). *Principles and Practice in Second Language Acquisition*. Oxford: Pergamon.
8. Kusumawardhani, A. (2017). The role of movies in improving speaking fluency. *Journal of Language and Literature Studies*, 5(1), 45-60.
9. Li, J., & Wang, Y. (2015). The impact of audiovisual input on EFL learners' pronunciation. *TESOL Journal*, 6(2), 233-247.
10. Webb, S., & Rodgers, M. P. H. (2009). The lexical coverage of movies. *Applied Linguistics*, 30(3), 407-419. <https://eprints.walisongo.ac.id/id/eprint/10534/1/skripsi%20lengkap%20fix%20.pdf>
11. Турсунов А. 2022. ЧАҚИРУВГА ҚАДАР БОШЛАНҒИЧ ТАЙЁРГАРЛИК МАШҒУЛОТЛАРИДА ПЕДАГОГИК ВА ИННОВАЦИОН ТЕХНОЛОГИЯЛАРНИ Қўллаш ва уларнинг ўзига хос томонлари. *Science and innovation*, 1(В3), 432- 434
12. Abdurasulov, J. (2024). PEDAGOGICAL PSYCHOLOGICAL ASPECTS OF MILITARY PATRIOTIC EDUCATION IN GENERAL SECONDARY EDUCATIONAL INSTITUTIONS. В *INTERNATIONAL BULLETIN OF APPLIED SCIENCE AND TECHNOLOGY* (Т. 4, Выпуск 7, сс. 38-40). Zenodo. <https://doi.org/10.5281/zenodo.12721051>
13. Abdurasulov J. (2024). HARBIY PEDAGOGIKANING BOSHQA FANLAR BILAN ALOQASI. *Молодые ученые*, 2(6), 48-52. извлечено от <https://inacademy.uz/index.php/yo/article/view/28164>
14. Jo'rayev, S. ., & Abdurasulov, J. (2024). SUBJECT, TASKS AND CONTENT OF STUDYING

THE BASICS OF MILITARY-PATRIOTIC EDUCATION. Академические исследования в современной науке, 3(7), 149–153.извлечено.

15. Абдурасулов, Ж. (2022). ИСПОЛЬЗОВАНИЕ ИНФОРМАЦИОННЫХТЕХНОЛОГИЙ В УСВОЕНИИ УРОКОВ ИСТОРИИ.

16. Abduqodirova, D., & Abdurasulov, J. (2025). YOSHLARDA HARBIY-VATANPARVARLIK TUYG‘USINI TAKOMILLASHTIRISHNING PSIXOLOGIK HUSUSIYATLARI. Педагогика и психология в современном мире: теоретические и практические исследования, 4(1), 50– 53. извлечено от <https://in-academy.uz/index.php/zdpp/article/view/42882> 13.

17. Жўраев, Ш. ., & Абдурасулов, Ж. (2024). ҲАРБИЙ ЖАМОАДАГИ ИЖТИМОИЙ ФИКР. Журнал академических исследований нового Узбекистана, 1(2), 97–103. извлечено от <https://in-academy.uz/index.php/yoitj/article/view/28151>.

18. Abdurasulov, J. (2022). HARBIY KOMPETENTSIYA KURSANTNING KASBIY MAHORATINI 54 SHAKLLANTIRISHNING KALITI SIFATIDA. Евразийский журнал социальных наук, философии и культуры, 2(11), 231–234. извлечено от <https://inacademy.uz/index.php/ejsspc/article/view/5326> 17.

19. Abdurasulov, J. (2022). CHAQIRUVGA QADAR BOSHLANG‘ICH TAYYORGARLIK FANI O‘QITUVCHISIGA QO‘YILADIGAN TALABLAR. Евразийский журнал академических исследований, 2(11), 983–988. извлечено от <https://inacademy.uz/index.php/ejar/article/view/5305> .

20. Абдурасулов, Ж. (2024). ҲАРБИЙ ЖАМОАНИНГ ПСИХОЛОГИК АСПЕКТЛАРИ. Бюллетень педагогов нового Узбекистана, 2(2), 59–65

21. Abdurasulov J., & Pardabayeva, M. (2024). MUSOBAQADAN OLDIN SPORTCHILARNI PSIXOLOGIK TAYYORLASH. Евразийский журнал социальных наук, философии и культуры, 4(6 Part 2), 73–76. извлечено от <https://inacademy.uz/index.php/ejsspc/article/view/34717>