Enhancing Communication Using English Subtitled Movies

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Abstract

This study investigates how watching English-language movies influences the developmentof students' speaking skills.

By employing a literature review approach, it examines the link between exposure to English films and the enhancement of speaking abilities. Findings indicate that viewing English movies helps expand vocabulary, improves contextual understanding, and boosts speaking confidence. Furthermore, techniques like using subtitles and practicing shadowing were found to effectively enhance fluency and intonation. The study also highlights that actively participating in discussions based on movies can accelerate language learning and enhance students' motivation. Therefore, incorporating English films into the language learning curriculum is recommended as a valuable complement to traditional teaching methods. In summary, watching English movies is a beneficial strategy for improving speaking skills, particularly when supported by suitable teaching practices.

Keywords: Movie, Subtitles, Language, Enhance, Proficiency, Communication and Development

Introduction

The ability to speak English is a vital skill for learners, especially in today's globalized world. Various teaching strategies have been implemented to enhance speaking abilities, and one effective approach is watching English-language movies. Films serve not only as a source of entertainment but also as powerful learning tools, offering learners authentic exposure to both language and culture. Previous researches indicates that watching English movies can improve students' speaking skills in an enjoyable and interactive manner, while also helping them understand how language is used in real-life situations.

Numerous studies have analysed the impact of movie-watching on speaking proficiency. It is said that analysing films can enhance students' language skills, including both speaking and listening and also it emphasized the role of English movies in developing communication abilities, particularly speaking. Similarly, it was demonstrated that shadowing techniques using film dialogues significantly boost speaking performance compared to traditional classroom instruction. These findings suggest that films offer a meaningful and contextual source of language input that greatly benefits English language learners.

Moreover, researches related to this found that watching English movies is a commonly used strategy among students to improve speaking skills. Learners who regularly engage in watching films tend to be more motivated and have more opportunities to practice speaking in English. Therefore, English films are not just for leisure—they also act as effective tools for enhancing speaking proficiency in English language education.

Given this background, the present study aims to investigate the impact of watching English-language movies on students' speaking skills. Through a review of existing literature, the study seeks to offer deeper insight into how films can be utilized as an effective resource for improving learners' English-speaking abilities. Accordingly, this research is titled "Enhancing Communication Using English Subtitled Movies."

Literature Review

This research employed a literature review approach to examine how watching English films influences speaking proficiency. The method involved collecting, analyzing, and synthesizing academic literature from credible sources, including Scopus-indexed journals and other scholarly databases. Following various article selection, a content analysis was conducted to identify recurring themes. Studies consistently showed that watching English films aids vocabulary development, pronunciation accuracy, and understanding of cultural contexts. Additionally, films were found to boost student motivation and engagement. The analysis also considered factors influencing the effectiveness of film-based learning, such as film genre, subtitle usage, and the instructional environment. Research confirms that engaging and relevant content increases learner involvement and supports accelerated language development. In conclusion, the findings reinforce the value of incorporating English films into the language curriculum as a strategy to enhance speaking proficiency. The research aims to offer actionable insights for teachers and educational policymakers to create more effective teaching practices.

Methods
Watching English Movies as a Method for Developing Speaking Skills

The methods and approaches for teaching English as a foreign language have evolved considerably over time. Among the emerging strategies recognized for enhancing speaking skills is the use of English-language movies. Films function not only as a form of entertainment but also as effective educational tools, offering authentic language exposure that enriches students' learning experiences. Through repeated exposure to the target language, learners can improve their pronunciation, expand their vocabulary, and build greater confidence in speaking. This section aims to present the theoretical framework and evidence from previous studies supporting the use of movies in developing students' speaking abilities. Watching English-language films has proven to be an effective strategy in strengthening students' speaking abilities. According to studies by Wardhany (2022) and Shahid (2022), exposure to film dialogues improves vocabulary retention, pronunciation, intonation, and spoken expressions. Moreover, movies offer an authentic context for communication, helping learners understand how English is used in real-life situations (Alolaywi, 2023).

Various studies found that students who frequently watched English movies demonstrated greater speaking confidence than those using only traditional learning methods. These students were more active in discussions, more fluent in sharing their thoughts, and better at grasping the subtleties of spoken English. It is also found that such students articulated words with more accurate rhythm and intonation.

Language Acquisition Theories and the Role of Movies in Language Learning

A key theoretical foundation supporting the use of films in language learning is Second Language Acquisition Theory and this theory emphasizes that comprehensible input is central to acquiring a new language. English-language films provide learners with diverse and meaningful linguistic input that mirrors real-life communication. Additionally, movies expose students to elements such as intonation, accents, and nonverbal cues, which are essential for effective spoken communication.

It was found in some researches that watching English films enhances students' understanding of vocabulary and grammar, which directly supports improvements in speaking proficiency. Moreover, Interactionist Theory, which highlights the importance of social interaction in language learning, also reinforces the use of films as instructional tools. Films can serve as catalysts for classroom discussions and communication-focused activities, promoting interactive learning environments.

The Effect of Movies on Mastery of Speaking Skills

Studies indicate that watching English-language movies can enhance students' speaking abilities in several key areas:

Enhancement of Vocabulary and Idiomatic Expressions

Vocabulary plays a crucial role in the development of speaking skills. It was found that students who frequently watched English movies possessed a broader vocabulary compared to those who relied solely on traditional learning methods. Films expose learners to everyday language, including commonly used vocabulary, idiomatic expressions, and sentence structures typically employed by native speakers. One major advantage of watching films is vocabulary acquisition. Movies frequently introduce learners to commonly used words and phrases. Some researchers reported that films helped students grasp idiomatic language and slang, which are often missing from textbooks.

One of the research by Dominguez (2024) also highlighted that films improve contextual understanding by exposing students to various social settings—both formal and informal. This helps learners better understand how English is used across different professional and everyday scenarios.

Implications for Language Learning

The results of this study highlight that English-language films can serve as a powerful resource for developing students' speaking abilities. Several practical implications emerge for English language teaching:

Curriculum Integration

Educators can incorporate films into classroom activities—for example, by organizing post-viewing discussions or assigning summary writing tasks in English.

Selecting Suitable Films

Recent researches stress the importance of choosing films that match students' comprehension levels to ensure optimal learning outcomes.

Phased Use of Subtitles

Gradual implementation of subtitles can significantly aid in improving listening and speaking proficiency.

Use of Shadowing and Discussions

Shadowing and discussion-based tasks related to movies can enhance speaking fluency and cultural awareness in English communication.

Subtitle Use and Its Influence on Speaking Skills

Subtitle usage plays a critical role in enhancing the impact of movie-watching on language learning. Studies found that students who viewed films with English subtitles showed marked improvement in speaking performance. Subtitles assist in connecting spoken and written forms, thus aiding pronunciation and grammar learning. However, a researcher named Effendy (2023) warned that excessive dependence on subtitles may hinder the development of listening comprehension. A gradual reduction in subtitle use is therefore advised as students grow familiar with the language.

Boosting Motivation and Speaking Confidence

Beyond linguistic skills, watching English films also positively affects learners' psychological readiness. It is observed that frequent exposure to movies increases students' confidence in speaking due to their familiarity with native expressions. It is also further noted that film-based learning reduces language anxiety and enhances motivation. Major explored the benefits of the shadowing technique, where learners repeat dialogues as they hear them. This method helped students improve both fluency and clarity by aligning their speech patterns with native speakers.

Conclusion

Based on these theoretical insights, it is clear that watching English-language films is a practical and effective strategy for improving speaking skills. Films offer a broad range of vocabulary, natural sentence constructions, and real-life context, all of which support language development. When paired with active techniques like shadowing and discussion, students not only improve fluency but also gain confidence. Thus, integrating films into English language instruction presents a valuable innovation to enhance teaching quality. In conclusion, the review confirms that watching English-language movies has a significant positive impact on students' speaking skills. It aids in expanding vocabulary, improving pronunciation, and deepening understanding of cultural and contextual language use. Factors such as the inclusion of subtitles and the use of active learning techniques like shadowing and discussion further enhance its effectiveness. As such, integrating movies into English teaching practices—alongside appropriate strategies—offers a creative and practical way to improve the quality of language education.

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