Enhancing English language skills through enjoyable and engaging English movies: A fun and effective learning approach

Ni Wayan Ratna Wulandari[1], Nazula Silma[2], Edona Jahiu[3], Nadia Idri[4], Rodolfo P. Dizon Jr[5], Md. Kamrul Hasan[6]

English for Business and Professional Communication Program, Politeknik Negeri Bali, INDONESIA[1]
PT. Mawamedia Jayamusta Buanasiha, INDONESIA[2]
University of Prishtina, KOSOVO[3]
University of Bejaiya, ALGERIA[4]
Pampanga State Agricultural University, PHILIPPINES[5]
United International University, Dhaka BANGLADESH[6]
[1]Email: ratnawyn79@gmail.com
[2]Email: edona.jahiu@uni-pr.edu

Abstract - The purpose of this paper is to explain the benefits of watching English movies as an effective way to improve language skills. This method offers learners a practical and enjoyable way to enhance their English proficiency, including listening, speaking, vocabulary, and pronunciation. Watching movies allows learners to experience real conversations, different accents, and the correct use of English in daily life, making learning more meaningful and engaging. Using subtitles can help learners connect spoken words with their written forms. Beginners can start with subtitles in their native language and gradually switch to English subtitles to improve grammar and vocabulary. Movies with different accents, like American, British, or Australian, also help learners understand various ways of speaking English. Research supports the benefits of watching English movies for language learning. Studies show that movies help learners understand words in context, improve listening skills, and learn proper pronunciation. Repeating scenes, writing down new vocabulary, and practicing speaking based on movies enhance retention and usage. Moreover, movies introduce learners to different cultures, making learning more interesting and informative. This method is suitable for learners at all levels. Beginners can watch simple movies like animations, while advanced learners can explore movies with more complex dialogues. Re-watching movies helps learners notice new details, such as sentence structures and pronunciation, that they might have missed before. Discussing movies with others is also a fun way to practice speaking and critical thinking. In conclusion, watching English movies combines education and entertainment, providing learners with an enjoyable way to improve their English skills. It motivates learners, helps them understand authentic language use, and enriches their cultural knowledge, making it a valuable tool for language learning.

Keywords: English movies, language skills, listening comprehension, vocabulary enhancement, pronunciation improvement, cultural exposure, speaking practice

1. Introduction

Due to the fact that English has become an international language for communication, many people strive to learn it in order to enhance their skills and broaden their opportunities. Nowadays, English is very important because there are many job sectors are looking for employees who are fluent in English. English has become the dominant language used in business, science, technology, entertainment, and diplomacy, making it an important tool for success in many fields. For individuals who are non-native speakers, learning English can be a challenging but rewarding process. There are various methods to improve English language skills, including formal education, self-study, and real-life practice. Among the most enjoyable and effective ways to enhance English proficiency is through watching English movies.

This method has many advantages over traditional classroom learning. It providing learners with real-world examples of how English is used in daily conversation, in different situations and cultures. Watching English movies allows learners to engage with the language in a more relaxed and entertaining way. Movies show learners real conversations, different accents, and common expressions that are usually not taught in textbooks. By watching how native speakers talk, learners can better understand pronunciation, intonation, and how conversations flow. This experience helps improve listening comprehension, which is an important aspect of learning a language. Additionally, learners can often repeat scenes or lines from movies, helping reinforce vocabulary and phrases in context. Furthermore, English movies introduce learners to different cultures, traditions, and social norms.

They provide a window into various lifestyles, regions, and historical periods, helping learners understand the world better. This cultural exposure makes learning richer and gives learners a more complete view of how the language is used. As learners hear different accents and dialects from English-speaking countries, they become better at understanding different forms of English, whether it's American, British, Australian, or others. Watching English movies can also be a great way to stay motivated. Movies are entertaining, which makes learning feel fun instead of boring. Whether it's an exciting action movie, a touching drama, or a funny comedy, there are many options to match different interests, making it easier for people to enjoy practicing English.

Moreover, movies can also help learners develop other important language skills, such as reading and writing. For example, many movies have subtitles that provide learners with written text to follow along with the spoken dialogue. This helps improve spelling, punctuation, and sentence structure. Learners can also write down new words or phrases from the movie and practice using them in their own speaking or writing. By actively learning, they can improve their understanding and use of the language. In conclusion, watching English movies is a highly effective and enjoyable way to improve English skills. It offers a fun and interactive approach to learning, providing exposure to authentic language use, cultural contexts, and various accents. Whether for improving listening comprehension, expanding vocabulary, or gaining a deeper understanding of different cultures, watching movies can be a valuable addition to any language learner's routine.

Watching English-language films is a fun and effective way to improve English skills. This approach not only combines entertainment elements but also provides viewers with the opportunity to be exposed to natural language use in diverse social contexts. Research shows that watching English-language films can improve listening skills, enrich vocabulary, and provide a better understanding of sentence structure and pronunciation.

One of the skills that benefits most from watching English-language films is listening. Watching films allows viewers to hear variations in accent and intonation in English that may be difficult to encounter in formal classroom settings or written texts. Furthermore, dialogue in films often includes more natural and spontaneous conversations, not found in conventional learning texts. This gives viewers the opportunity to develop their listening skills, as they become accustomed to the natural rhythms and fluctuations of conversation (Rogers, 2017).

Watching English films also provides viewers with direct exposure to a variety of vocabulary and idiomatic expressions used in everyday contexts. Films often feature slang and informal expressions not taught in schools or language courses. This allows viewers to learn

about the nuances of meaning contained in various phrases and idioms frequently used in everyday communication (King, 2019). For example, in films, viewers may hear expressions like "broke the ice" or "catch up," which can enrich their understanding of how English is used in social situations.

In addition to listening to and understanding vocabulary, watching films also benefits learning sentence structure and pronunciation. Through dialogue in films, viewers can explore how sentences are formed in different situations, both formal and informal. They can also hear how words are pronounced correctly, paying attention to proper intonation and emphasis. This is crucial for improving their speaking skills. Research by Anderson (2020) shows that engaging with audiovisual media, such as films, can accelerate the learning of accurate pronunciation and improve overall speaking ability.

One of the main advantages of watching English-language films as a learning method is the entertainment aspect. Learning through films is more enjoyable and less stressful, thus increasing students' motivation to continue practicing. A study by Liao (2018) stated that enjoyable learning tends to be more sustainable because students feel more engaged and less stressed. Watching films also gives viewers the opportunity to learn while having fun, making it a more natural and less stressful experience.

Many studies show that movies help learners improve their vocabulary, listening skills, pronunciation, and understanding of different cultures. This section reviews relevant previous studies to highlight the benefits of using movies as a tool for learning English. A study by Nario et al. (2022) examined how English movies help students at Pangasinan State University improve their vocabulary. The study found that students who often watched English movies improved their vocabulary skills significantly. Movies helped learners understand synonyms, contextual meanings, and sentence construction. This study emphasized that movies are not only entertaining but also a practical resource for expanding vocabulary (Nario et al., 2022).

Karim et al. (2024) also explored the impact of English movies on listening comprehension among EFL (English as a Foreign Language) students. Their research found that students viewed movies as an enjoyable way to enhance their listening skills. The study highlighted how authentic dialogues in movies helped learners understand pronunciation patterns, intonation, and conversational flow. Additionally, learners reported that watching movies increased their interest in studying English, making the learning process more engaging and enjoyable. Another study by Juhansar et al. (2024) focused on how watching English movies aids vocabulary acquisition. Their research showed that learners often prefer movies with subtitles, as this helps them connect spoken words with their written forms. Subtitles also improve spelling and understanding of sentence structures. The participants in the study mentioned that watching movies regularly improved their vocabulary, speaking, and listening skills. They found action movies especially interesting and helpful for learning.

In the study by Kamilah et al. (2024) explores the influence of using British English accents in the Harry Potter movies as an English learning tool. The study explains that listening to different accents helps learners improve their pronunciation and understanding. It also helps learners get used to the different ways English can sound in different places, which is useful for learning the language. Overall, these studies show that watching English movies is a great way to improve language skills. They give learners real-life examples of language, make learning fun, and show cultural details that you don't find in textbooks. By combining learning with entertainment, movies make studying more interesting and help learners do better in their English lessons.

Watching English-language films has long been recognized as an effective method for improving English language skills, particularly listening and speaking. Numerous studies have examined how watching films can facilitate language learning in a more natural and enjoyable way.

Several studies have shown that watching films helps viewers become exposed to a variety of accents and forms of conversation rarely found in formal learning materials. Rogers (2017) suggests that watching English-language films can improve students' listening skills by

allowing them to hear language used in realistic social contexts and by introducing variations in pronunciation, intonation, and accent. This provides a more authentic learning experience, unlike conventional approaches that often rely on formal language and rigid grammatical structures. As a result, students exposed to films can more easily understand everyday English conversations, which are often filled with slang and idiomatic expressions.

King (2019) expands on these findings by emphasizing the importance of film in introducing idiomatic expressions not taught in traditional language classes. The use of slang and idiomatic expressions in English-language films provides viewers with the opportunity to learn about the social context behind these expressions, which enriches their language skills. King argues that expressions like "hit the nail on the head" or "out of the blue" can often only be fully understood in the context of the film or original conversation, rather than in more formal texts or textbooks.

Meanwhile, Liao (2018) focused on the pronunciation aspect of language learning through film. In his research, Liao found that watching films allowed students to improve their pronunciation because they could hear how words were pronounced correctly in various contexts. Liao also noted that films helped students understand how word stress and intonation play a role in effective communication. This research supports the notion that films are not only beneficial for enriching vocabulary but are also crucial for improving speaking skills with accurate pronunciation.

Additionally, Anderson (2020) highlights how English-language films can improve understanding of sentence structure and grammar in a more flexible context. Watching films allows viewers to hear and process sentences in a more natural form, as opposed to the strictly structured sentences in textbooks. This enhances viewers' ability to understand the variety of sentence structures used in everyday conversation.

While the benefits of watching English-language films are significant, previous research has also noted some challenges students may face. One example is difficulty understanding different accents or fast speaking rates in some films, which can be a barrier for those unfamiliar with the language (Rogers, 2017). Furthermore, films containing slang or informal language can sometimes be confusing for viewers who are still at a beginner level in English.

This collection of studies provides valuable insights into the effectiveness of using English movies for language learning, particularly in improving skills such as vocabulary acquisition, listening comprehension, and speaking proficiency. Across various research works, the common theme is that exposure to English films can significantly enhance learners' engagement and motivation, offering both contextual understanding and practical language use.

Sabouri et al. (2025) examine how subtitles contribute to vocabulary and listening development, highlighting the progression from using native language subtitles to English subtitles and ultimately to no subtitles. This approach supports learners in transitioning from basic comprehension to independent listening skills. Meanwhile, Rahmah and Pranata (2024) focus on speaking skills, illustrating how English films can provide authentic contexts for learners to practice pronunciation, sentence structure, and conversational skills. The incorporation of interactive discussions and reflections on the content further aids in strengthening speaking abilities, as learners internalize and apply the vocabulary they encounter.

Adieli Laoli et al. (2025) argue that the viewing of English movies boosts speaking skills by offering an immersive environment where learners can naturally pick up phrases and expressions used in everyday communication. This is corroborated by Aljebreen and Alzamil (2022), who show the impact of short films on idiomatic learning, suggesting that movies not only improve linguistic skills but also cultural understanding, which is essential for effective communication. The broader applicability of films across different learning contexts is supported by Alolaywi (2023), whose exploratory study demonstrates that movie-based learning is both versatile and engaging for learners at various levels.

Chairuddin et al. (2023) and Anugrah and Yohanes (2023) further reinforce the notion that using films enhances listening comprehension, with learners able to familiarize themselves with various accents, speech patterns, and colloquial language. This exposure helps bridge the

gap between textbook learning and real-world language use. However, the studies also highlight the challenges of over-reliance on films, cautioning against passive viewing. Djanuwarso and Deskilasari (2022) explore this point by investigating the impact of serial movies, suggesting that repeated exposure helps reinforce language learning, though the effectiveness may diminish without structured follow-up activities.

Erlangga and Ayu (2022) provide a useful perspective on students' perceptions, indicating that while students enjoy learning through films, they often struggle with the lack of direct interaction and feedback, which can hinder deeper understanding. This challenge is addressed by Giang (2020), who advocates for a more integrative approach, combining movies with discussions, assignments, and vocabulary-building exercises to maximize learning outcomes.

Halawa et al. (2022) conclude that movies offer a dynamic and enjoyable way to enhance speaking skills, but stress the need for balanced integration of films with other pedagogical tools, such as guided discussions and corrective feedback. Overall, while the studies emphasize the positive impact of movies on language acquisition, they also underscore the importance of a structured and active learning environment to ensure that films are used effectively as a tool for skill enhancement.

A significant number of studies focus on the enhancement of speaking skills through exposure to English movies. Research by Hariati (2022) and Nurfadilla (2021) explores how movies serve as a tool to improve students' speaking skills by offering natural conversational contexts and real-life scenarios, which learners can mimic and practice. Additionally, Parmawati and Inayah (2019) highlight that movies can help students feel more confident in their speaking abilities, as they can observe the dynamics of fluent speech, tone, and expression in authentic settings.

The use of subtitles is another common theme across the studies. Iranmanesh and Darani (2018) demonstrate that movies with subtitles help learners not only improve their listening skills but also enhance their understanding of idiomatic expressions and everyday language. Subtitles also provide a valuable bridge for comprehension, particularly when learners encounter new vocabulary. The study by Omar et al. (2023) reinforces this notion, focusing on how standard subtitles can enhance writing skills by increasing awareness of grammar and sentence structures.

Khadidja and Manar (2017) emphasize the role of movies in shaping students' attitudes towards language learning. They report that students at Mila University Centre, Algeria, expressed positive attitudes toward using films in the classroom, as they felt movies made learning more engaging and relatable. This engagement is crucial, as motivation plays a pivotal role in language learning outcomes. Similarly, Pratiwi et al. (2023) observe that students find movies to be an enjoyable and motivating way to practice their English-speaking skills, which ultimately contributes to improved language proficiency.

Additionally, several studies explore the role of movies in listening comprehension. Liando et al. (2018) discuss how movies expose learners to diverse accents and speech patterns, enhancing their ability to understand various English dialects. The work by López et al. (2023) further supports this, demonstrating how film clips can be used effectively to improve listening skills by familiarizing students with the pace and natural rhythm of spoken English.

Despite the considerable benefits highlighted, some studies raise concerns about the overuse of movies in language classrooms. Lambert and Lambert (2012) caution that while qualitative descriptive research supports the use of movies, there is a need for balance. They argue that movies should not be relied upon as the sole medium for language learning but rather as one component in a broader pedagogical framework. This sentiment is echoed by Yudar et al. (2020), who suggest that movies should be complemented with other teaching techniques, such as pronunciation drills or vocabulary exercises, to ensure comprehensive language skill development.

Overall, the existing literature indicates that watching English-language films has numerous benefits for improving various language skills, such as listening, speaking, and understanding sentence structure. Despite the challenges of overcoming variations in accent and

speaking rates, films remain an effective and enjoyable method for more authentic and contextual language learning.

The research problems are as follows. (1) In what ways can watching English movies expose learners to different cultures and English accents? (2) How can watching English movies enhance learners' motivation to study the language and make the learning process more enjoyable? (3) What strategies can be used to effectively utilize English movies for improving language skills?
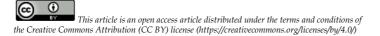
The objectives of the present study are to explore how watching English movies helps learners gain exposure to diverse cultures and English accents; To demonstrate how watching English movies can increase learners' motivation and make language learning more engaging; To provide practical steps for using English movies as a tool for improving listening and language proficiency.

2. Method

This research employs a literature review to examine the use of English movies as a tool for learning English. Academic journals were reviewed to gather relevant data and support the discussion. The following steps, supported by recent research, are essential for effectively using movies in language learning:

(a) Choosing Movies That Match the Learner's Level: It is important to select movies that align with the learner's current English proficiency. For beginners, animated movies with simple dialogues are a good starting point. As learners progress, they can move on to films that feature more advanced vocabulary and complex dialogues. Watching movies with accessible language helps learners build vocabulary and sentence structures without feeling overwhelmed.

(b). Using Subtitles Step by Step: Subtitles serve as a valuable tool in language learning. Initially, learners can use subtitles in their native language to understand the plot. As they become more comfortable, switching to English subtitles allows them to connect spoken words with their written form. Eventually, watching without subtitles strengthens listening comprehension and promotes a deeper understanding of the language. English subtitles also help reinforce new vocabulary and phrases in context.

(c) Writing Down New Words: Taking notes while watching movies is an effective way to enhance vocabulary retention. Learners should write down new words or phrases they encounter and try incorporating them into sentences later. Research shows that learners who actively record and use new vocabulary from movies tend to remember and apply these words more frequently, helping to solidify their vocabulary.

(d). Listening to Pronunciation and Intonation: Paying attention to pronunciation and intonation used by actors can significantly improve speaking skills. Imitating lines from movies helps learners practice accurate pronunciation and develop an understanding of the natural rhythm of the language.

(e). Discussing the Movie: Engaging in discussions about the movie can further language development. Talking about the plot, characters, and themes with friends, classmates, or study groups not only practices speaking skills but also encourages critical thinking and deeper engagement with the material.

(f). Watching Movies Again: Repetition is a key to language retention. Watching a movie multiple times allows learners to focus on different aspects during each viewing. The first watch might focus on understanding the storyline, while subsequent views can emphasize details such as sentence structure, word pronunciation, and the use of expressions.

(g). Watching Movies with Different Accents: Exposure to different English accents is crucial for comprehension and adaptation. Watching movies from various English-speaking regions, such as those with American, British, or Australian accents, helps learners understand and become accustomed to the diversity of pronunciations and intonations in the language.

3. Results and Discussion

3.1.Results

Watching English movies has proven to be an effective way to improve various English skills, including vocabulary, listening, pronunciation, and cultural understanding. Several studies confirm these benefits and highlight specific improvements learners can achieve through consistent exposure to English movies. Nario et al. (2022) found that students who regularly watched movies with clear and simple language showed significant improvements in their vocabulary. They were able to learn new words and understand their meanings in context, as well as construct better sentences. In the journal Karim et al. (2024) showed that movies with real conversations improved students' listening comprehension. Authentic dialogues in movies help students learn how native speakers pronounce words, use intonation, and structure conversations naturally. This makes learning more engaging and helps learners understand spoken English in various contexts. Using English subtitles allows learners to connect spoken and written words, making it easier to grasp spelling, grammar, and sentence structures. Subtitles also help learners remember new words and phrases better, as they can see how these are used in context during the movie (Juhansar et al., 2024). Herlina (2020) showed that watching movies helped learners improve their pronunciation. By observing how actors pronounce words and use intonation, learners can copy them to sound more natural. Repeating lines from movies also gave learners more confidence in speaking English.

3.1.1 Vocabulary Improvement

Watching English movies has been proven to be an effective way to improve various language skills, including vocabulary, listening comprehension, pronunciation, and cultural understanding. Unlike traditional, often rigid learning methods, watching movies offers a more enjoyable and contextual approach to language learning. Numerous studies have confirmed these benefits and highlighted specific improvements that learners can achieve through consistent exposure to English movies. This section will discuss the impact of watching English movies on language skill development, supported by both empirical findings and theoretical insights.

One of the main benefits of watching English movies is vocabulary improvement. Nario et al. (2022) found in their study that students who regularly watched movies with clear and simple language showed significant improvements in their ability to understand and use new vocabulary. Compared with traditional learning methods that often rely on memorization, learning vocabulary through movies allows learners to see how words are used in natural contexts, making it easier for them to remember and apply them in real-life situations.

Furthermore, films expose students to a wide variety of vocabulary, from formal to informal. This gives them a more comprehensive understanding of language use in various situations. For example, the word "to handle" can appear in both formal business contexts and more casual personal conversations, helping students understand the differences in meaning depending on the context.

Films also often introduce idiomatic expressions and slang rarely found in textbooks or formal language classes. These expressions, which are integral to natural communication, help students understand how language develops in informal and cultural contexts. Expressions like "break the ice," "on the same page," or "pulling someone's leg" become more meaningful when students hear them in real-life conversations. Research by Nario et al. (2022) shows that films expose students to these informal expressions, which they might not encounter in structured language lessons.

Furthermore, watching English-language films also strengthens spelling and word recognition. Students who watch English-language films with subtitles can combine spoken words with written forms, making it easier for them to remember and recognize new words. Multimodal exposure—where students see, hear, and sometimes speak the words they are learning—accelerates vocabulary acquisition and retention.

Listening comprehension is another skill that benefits greatly from watching English-language films. Karim et al. (2024) found in their study that films featuring real conversations helped students improve their listening skills. One of the key findings of this study was that

authentic dialogue in films helps students understand nuances of speech that may not be present in more formal language instruction. Films naturally provide a more realistic depiction of how people communicate, including the use of informal language, slang, and regional accents.

3.1.2 Improvement in Listening Comprehension

Watching English-language films also contributes significantly to improving listening comprehension skills. A study by Karim et al. (2024) shows that films presenting authentic conversations can enhance students' listening comprehension. The dialogues in films often reflect natural conversations by native speakers, providing learners with direct exposure to how English is used in everyday life.

Films with more realistic conversations allow learners to hear variations in intonation, accents, and pronunciation typically used by native speakers. This gives them a better understanding of how sentences are formed and how meaning is conveyed through pronunciation and specific expressions. Karim et al. (2024) emphasize that film-based teaching like this can help students overcome challenges they often face in understanding spontaneous conversations, which can sometimes be difficult to grasp when they are only learning from textbooks or standard audio materials.

In addition to improving listening comprehension, watching English films with subtitles also offers significant benefits. Juhansar et al. (2024) demonstrated in their research that subtitles can help learners connect spoken words with their written form, thus facilitating understanding of grammar and sentence structure. Learners can see how words are pronounced by characters in the film and compare them to how they are written in the subtitles, strengthening their understanding of the word forms.

Another advantage is that subtitles help students understand grammar rules and sentence structures in a more dynamic and contextualized way. In English, many sentence structures can be difficult to grasp if only explained theoretically. However, by watching films, learners can see how these sentence structures are used in real-life contexts. This makes learning easier and more enjoyable because students can immediately see the practical application of the grammar they are learning.

3.1.3 Improving Pronunciation and Intonation

Another significant benefit of watching English-language films is improved pronunciation and intonation. Herlina (2020) points out that by watching films, students can learn how actors and actresses pronounce words correctly, as well as how they use appropriate intonation in various situations. This is especially beneficial for learners who may struggle to imitate correct pronunciation or are unfamiliar with the nuances of intonation in English.

In this process, learners can imitate the actors' pronunciation, allowing them to improve their own speaking. Repeating lines spoken in films not only helps them memorize phrases but also gives them more confidence when speaking English. Herlina (2020) also adds that practicing by imitating dialogue from films makes students feel more natural and confident in speaking, as they are already familiar with the pronunciation patterns used in real conversations.

3.2.Discussion

The results from these studies highlight that, movies offer a fun and practical way to improve English skills. Unlike traditional classroom learning, movies provide real-life examples of how the language is used in daily conversations. This makes them highly effective, as they combine education with entertainment, keeping learners motivated. For beginners, starting with movies that use simple language, such as animated movies, is an excellent approach. This ensures that learners do not feel overwhelmed and can gradually build their skills. As explained by Nario et al. (2022), choosing the right movie level helps learners stay engaged and prevents frustration. Using subtitles is another key strategy. Subtitles act as a bridge between listening and reading comprehension, helping learners see how words are used in sentences.

Juhansar et al. (2024) found that subtitles were particularly useful for improving grammar and vocabulary. Moreover, movies expose learners to various accents and cultural aspects of English-speaking countries. Kamilah et al. (2024) noted that watching British movies like "Harry Potter" helped students become familiar with different English accents. This improves

their ability to adapt to diverse speakers and understand regional differences. Repetition is also a powerful learning tool. Watching the same movie multiple times allows learners to notice details they might have missed earlier, such as pronunciation, vocabulary, and cultural expressions. This reinforces learning and builds confidence. Finally, movies make language learning more interactive. Discussing the plot, themes, and characters with others in English encourages learners to practice speaking and think critically. In conclusion, watching movies is a practical and enjoyable way to improve English skills. It helps learners enhance vocabulary, listening, and pronunciation while also introducing them to different accents and cultures. This method makes learning more engaging and effective by combining education with entertainment.

In recent years, there has been an increasing recognition of the power of multimedia tools in language learning, particularly the use of movies. Watching films in English has emerged as one of the most enjoyable and effective methods for improving language proficiency. This approach not only offers a fun and engaging way to enhance vocabulary, listening, and pronunciation skills but also provides an immersive experience of the cultural and social contexts in which the language is used. Unlike traditional classroom learning, movies offer real-life examples of language use in authentic, everyday conversations. This makes learning more applicable and relevant to real-world communication, as opposed to learning from textbooks that often provide context-less examples. Through the combination of education and entertainment, movies keep learners motivated, fostering a deeper engagement with the language. In this review, we will explore how watching movies enhances language skills, the strategies for maximizing its benefits, and how it can be integrated into effective language learning practices.

One of the primary advantages of using movies to improve language skills is their ability to present language in a natural, authentic context. As Karim et al. (2024) highlight, films often depict real-life conversations among native speakers, providing learners with direct exposure to the intricacies of communication, including slang, idioms, and culturally specific expressions. Unlike the artificial and scripted dialogues found in textbooks, movies showcase how the language is used in spontaneous, everyday settings, making them an invaluable tool for developing practical communication skills.

For beginners, it is crucial to start with movies that feature simple language and clear dialogue. Animated films, for example, tend to use simpler vocabulary and sentence structures, making them ideal for novice learners. As Nario et al. (2022) point out, selecting movies that match the learner's proficiency level helps ensure that they do not feel overwhelmed, allowing them to gradually build their language skills. For instance, films like *Finding Nemo* or *Toy Story* are great starting points for learners, as they are designed for a younger audience and typically use basic sentence structures and vocabulary.

As learners progress, they can gradually move on to more complex films that feature adult themes and more challenging language. For instance, films like *The Lion King* or *The Incredibles* can serve as excellent stepping stones for those looking to develop a more advanced understanding of English. By starting with easier content and working up to more difficult films, learners can develop a sense of progression and avoid feeling discouraged.

One of the most powerful tools for enhancing comprehension while watching movies is the use of subtitles. Subtitles serve as a bridge between listening and reading comprehension, enabling learners to connect spoken words with their written form. This is particularly useful for learners who may struggle to understand spoken English due to fast speech or unfamiliar accents. According to Juhansar et al. (2024), subtitles are particularly effective for improving grammar and vocabulary, as they provide visual reinforcement of the spoken language.

For example, learners can watch a film in English with English subtitles, allowing them to follow the dialogue while simultaneously seeing the written form of the words. This helps reinforce vocabulary and grammar rules by presenting them in context, making it easier for learners to understand their meanings and usage. Subtitles also help learners familiarize themselves with spelling, sentence structure, and punctuation, which are often more difficult to grasp through listening alone.

Moreover, subtitles provide learners with the opportunity to improve their listening skills in conjunction with reading skills. By following the subtitles while listening to the dialogue, learners are better able to link sounds to written words, enhancing both their pronunciation and spelling. This dual learning approach helps learners internalize language patterns and structures more effectively than if they were simply relying on one modality (listening or reading) alone.

Another important advantage of watching movies is the exposure to a wide range of accents and regional variations in English. English is spoken in many different accents across the world, and understanding these accents is crucial for developing comprehensive listening skills. Kamilah et al. (2024) emphasize that watching films from different English-speaking countries helps learners become familiar with various accents, such as British, American, Australian, and others.

For example, British films like *Harry Potter* or *The King's Speech* offer learners the opportunity to hear Received Pronunciation (RP) and other regional British accents, which can differ significantly from the American accent commonly taught in many English courses. By being exposed to these accents, learners can develop a more versatile understanding of English pronunciation and be better prepared to understand speakers from diverse backgrounds.

In addition to regional accents, movies also expose learners to various cultural aspects of English-speaking countries. Language is deeply intertwined with culture, and understanding cultural references and norms is essential for effective communication. Films provide a window into the traditions, customs, and social contexts of different English-speaking societies, helping learners gain a more holistic understanding of the language. This cultural exposure is invaluable for students who wish to engage in cross-cultural communication or travel to English-speaking countries.

One of the most effective learning strategies when using movies as a language tool is repetition. Watching the same film multiple times allows learners to notice details they may have missed during the first viewing, such as subtle nuances in pronunciation, vocabulary, or cultural expressions. Repetition reinforces learning by giving students a chance to review vocabulary and grammar patterns in context, which helps strengthen their retention.

As Herlina (2020) points out, repeated exposure to the same language structures and vocabulary in different contexts allows learners to internalize these elements more effectively. For example, by watching a film like *The Pursuit of Happyness* multiple times, learners can reinforce key vocabulary related to business, perseverance, and emotions, all while improving their listening comprehension. Furthermore, repetition helps students become more comfortable with the speed of native speech, which can be challenging for beginners.

Repetition also promotes a sense of mastery, as learners see their own progress with each viewing. They may notice that they can now understand more of the dialogue without needing subtitles or that they can repeat lines from the movie more confidently. This sense of accomplishment boosts motivation and encourages learners to continue practicing their English through film.

Watching movies is not only a passive learning experience but can also become an interactive activity. Discussing the plot, characters, and themes of a movie in English encourages learners to practice speaking and critical thinking. Conversations about the movie can take place in formal or informal settings, such as language exchange sessions, discussion groups, or classroom activities.

By engaging in discussions about the film, learners are prompted to use their new vocabulary and practice their speaking skills in a supportive and enjoyable context. These discussions also promote critical thinking, as learners analyze the plot, reflect on the motivations of the characters, and explore the themes presented in the film. This type of interactive learning fosters deeper comprehension and helps learners apply language skills in a social context, simulating real-life conversations.

Additionally, learners can engage in writing exercises based on the film, such as writing a review, summarizing the plot, or creating alternative endings. These activities provide

opportunities for learners to practice writing skills while reinforcing the vocabulary and structures they have learned through the film.

A key factor that makes movies such an effective tool for language learning is that they combine education with entertainment. Unlike traditional classroom settings, where students may feel constrained by the structure of lessons and assignments, movies offer a more relaxed and enjoyable way to learn. As Nario et al. (2022) argue, the enjoyment of watching a movie can motivate learners to keep improving their language skills, as they are more likely to continue practicing if they find the process enjoyable.

Moreover, movies can help break down the monotony of traditional language learning, where repetitive exercises and drills may lead to boredom or disengagement. Watching films offers a dynamic and engaging alternative that keeps learners entertained while still providing valuable language exposure. The emotional engagement that comes with watching a compelling story or a well-acted performance further enhances the learning experience, making it more memorable and impactful.

4. Conclusion

Watching English movies is a fun and easy way to improve English skills. This method helps learners improve listening, speaking, vocabulary, and pronunciation. Movies also show how people use English in real conversations and introduce learners to different cultures and accents. Using subtitles, writing down new words, and repeating scenes can help learners remember words and practice more. Movies make learning enjoyable and keep learners motivated. They give examples of real English that is not always found in textbooks. For all learners, choosing the right movies and practicing often can bring great results. Watching English movies is not only fun but also a good way to learn English and understand the world better.

Watching movies is a highly effective and enjoyable way to improve English language skills. Through films, learners can enhance their vocabulary, listening comprehension, pronunciation, and understanding of regional accents and cultural contexts. Subtitles, repetition, and interactive discussions further contribute to making the learning process more engaging and rewarding. By integrating movies into their language learning routines, students can develop a more comprehensive and practical understanding of English, which will serve them well in both academic and real-life settings.

Movies are more than just a source of entertainment; they are an immersive tool for language acquisition that can provide learners with the skills and confidence they need to communicate effectively in English. With the right approach, movies can be a powerful addition to any language learning strategy, helping students bridge the gap between textbook knowledge and real-world language use.

References

Adieli Laoli, Etis Bago, Des Asnidar Lase, & Heppy Vita Sari Gulo. (2025). Influence of Watching English Movies on English Language Speaking Skills. *International Journal of Multilingual Education and Applied Linguistics*, 2(1), 30–38. https://doi.org/10.61132/ijmeal.v2i1.187

Aljebreen, S., & Alzamil, A. (2022). The Impact of Using Short Films on Learning Idioms in EFL Classes. World Journal of English Language, 12(7), 250. https://doi.org/10.5430/wjel.v12n7p250

Alolaywi, Y. (2023). Learning English from Movies: An Exploratory Study. International Journal of Social Science and Human Research, 06(04). https://doi.org/10.47191/ijsshr/v6-i4-43

Anderson, C. (2020). *The role of audiovisual media in second language acquisition: Pronunciation and speaking*. Language Learning Journal, 48(1), 77-92.   https://doi.org/10.1080/09571736.2019.1601028

Chairuddin, C., Batubara, M. H., & Wulansari, D. (2023). Improving Students Understanding in Listening Lessons with The Use of Film Media. Journal of Linguistics, Literature, and Language Teaching (JLLLT), 2(2), 46–51.   https://doi.org/10.37249/jlllt.v2i2.563

Della Anugrah, P., & Sutapa Yohanes, G. (2023). A Study on Students' Perception of Using Movies to Improve English Speaking Skill (A Descriptive Study at Year-11 of SMA Negeri 2 Mempawah Hilir). In JSRET (Journal of Scientific (Vol. 2, Issue 2).

Djanuwarso, K. P., & Deskilasari, P. (2022). The Impact of Continued Watching English Movie Series on Students' English Capability (Case Study: Peaky Blinder and   Friends). JEdu: Journal of English Education, 2(3), 201–208.   https://doi.org/10.30998/jedu.v2i3.6973

Erlangga, D. T., & Ayu, M. (2022). Exploring secondary students' perceptions towards learning English through movies. The Journal of English Literacy Education: The Teaching and Learning of English as a Foreign Language, 9(2), 216–228. https://doi.org/10.36706/jele.v9i2.19141

Giang, B. T. K. (2020). Students' Perceptions Towards Using English Movies to Enhance Their English-Speaking Skills. Tạp Chí Khoa Học và Công Nghệ - Đại Học Thái Nguyên, 225(12), 85–92. https://doi.org/10.34238/tnu-jst.3387

Halawa, V. P. A., Sihombing, M. I., & Nasution, F. T. Z. (2022). The influence of english   movie in improving students' speaking skill. Romeo: review of multidisciplinary education, culture and pedagogy, 1(2), 49–58.   https://doi.org/10.55047/romeo.v1i2.92

Hariati, P. (2022). Improving Students' Speaking Skill Through English Movie. Language   Literacy: Journal of Linguistics, Literature, and Language Teaching, 6(2), 454–461. https://doi.org/10.30743/ll.v6i2.6176

Herlina, & Adela, D. (2020). Efektivitas Penggunaan Film dalam Mengajar Pronunciation. *Jurnal BELAINDIKA (Pembelajaran Dan Inovasi Pendidikan)*, 2(2),   1-9. https://doi.org/10.52005/belaindika.v2i2.32

Iranmanesh, A., & Darani, L. H. (2018). How can movies be effective in learning English idiomatic and everyday expressions? International Journal of Learning and   Teaching, 10(2), 107–115. https://doi.org/10.18844/ijlt.v10i2.3405

Juhansar, J., Budiarti, B., Hashim, S. B., & Sihole, I. G. (2024). Cinematic LearningTeaching: The Role of English Movies in Vocabulary Acquisition for EFL Learners.   International   Journal   of Business, Humanities, Education and Social Sciences (IJBHES), 6(1), 79-87.

Kamilah, A., Lutfiana A.W, D., Nadhifah Santi Aji, S., Dylan Fidelya, S., Nurlita Bast, I., Naila Nafisa, K., Griana Fessy, F., Putri Calista, E., Zahroh, A., & Mutiara Safitri, N. (2024). Pengaruh penerapan aksen British English dalam film *Harry Potter* sebagai sarana pembelajaran
bahasa Inggris untuk mahasiswa Prodi Sastra Inggris dan Pendidikan Bahasa Inggris Universitas   Negeri   Semarang.   *Jurnal   Majemuk*,   3(4),   750-760. http://jurnalilmiah.org/journal/index.php/majemuk

Karim, A., Anwar, M., & Dwi, S. (2024). *The role of authentic dialogues in improving listening   comprehension.* Language Education Research Journal, 8(2), 40-55.

Karim, S. A., Kumalasari, D., Ningrum, P. L., A'yun, S. Q., Justinio, M., & Aziz, Y. A. (2024). Watching English Movies to Enhance EFL Students' Listening Ability. Edu Cendikia: Jurnal Ilmiah Kependidikan, 4(2), 212-221.

Khadidja, C., & Manar, D. (2017). Institute of Literature and Languages Branch: English Language Department of Foreign Languages Investigating Students' Attitudes towards Watching English Movies in Enhancing EFL Students' Speaking Skill A Case Study of   Third Year EFL Students at Mila University Centre People's Democratic Republic Of   Algeria   Ministry   Of   Higer Education And Scientific   Research AbdElhafid Boussouf   University Centre-Mila.

Kinasih, P. R., & Olivia, O. (2022). An Analysis of Using Movies to Enhance Students' Public Speaking Skills in Online Class. Journal of Languages and Language Teaching, 10(3),   315. https://doi.org/10.33394/jollt.v10i3.5435

King, K. (2019). *Learning English through films: The role of idiomatic expressions*. English Language Teaching, 12(3), 45-56. https://doi.org/10.5539/elt.v12n3p45

King, K. (2019). *Learning English through films: The role of idiomatic expressions*. English Language Teaching, 12(3), 45-56. https://doi.org/10.5539/elt.v12n3p45

Lambert, V. A., & Lambert, C. E. (2012). Qualitative Descriptive Research: An Acceptable Design. Pacific Rim International Journal of Nursing Research, 255–256.

Liando, N. V., Sahetapy, R. J., & Maru, M. G. (2018). English Major Students' Perceptions   Towards Watching English Movies In Listening And Speaking Skills Development. Advances in Social Sciences Research Journal. https://doi.org/10.14738/assrj.56.4627

Liao, P. (2018). *The effectiveness of learning English through media and film*. TESOL Quarterly, 52(4), 763-788. https://doi.org/10.1002/tesq.443

López, S. C., Romero, I. C., Zapata, M. M., & Villao, R. G. (2023). Film Clips to Improve Listening Skills in Teaching English as a Foreign Language. Journal of Namibian Studies: History Politics Culture, 33. https://doi.org/10.59670/jns.v33i1.1174

Mezmir, E. A. (2020). Qualitative Data Analysis: An Overview of Data Reduction, Data Display and Interpretation. Research on Humanities and Social Sciences. https://doi.org/10.7176/RHSS/10-21-02

Nario, F., Fatmawati, D., & Alamsyah, R. (2022). *Vocabulary enhancement through English-language films*. Journal of Educational Linguistics, 7(1), 100-112.

Nario, F., Sanchez, C., Cruz, R. A. D., Castillo, M. L., Moranas, A. R., & Cabutotan, V. M. (2022). The Influence of Watching English Movies on Vocabulary Skills Development of BSE English Students in Pangasinan State University. Asian Journal of Multidisciplinary Studies, 5(1), 35-45.

Norasiah, N., Ariesinta, D., Ardlillah, Q. F., Jamilah, J., & Ashadi, A. (2023). Improving students' English-speaking skills through short videos. LingTera, 9(2), 24–34. https://doi.org/10.21831/lt.v9i2.56195

Nurfadilla. (2021). The Effectiveness of English Movie in Improving Students' Speaking Skill at the Twelfth-Grade Students of MAN PALOPO.

Omar, K. S., Salman, N. M., & Vadivel, B. (2023). The Impact of English Movies with Standard Subtitles on Enhancing the Writing Skills of EFL Students at Cihan University – Duhok. Journal of Humanities and Education Development, 5(3), 45–52. https://doi.org/10.22161/jhed.5.3.7

Rahmah, L. N. A., & Pranata, M. S. A. (2024). Students' experiences in using English movies to improve students' speaking skills. *Journal of English Language and Education*, 9(4), 142. https://doi.org/10.31004/jele.v9i4.527

Rogers, R. (2017). *Enhancing listening comprehension through movies: A practical guide for language learners*. TESOL Journal, 8(2), 201-215. https://doi.org/10.1002/tesj.305

Sabouri, H., Zeynali, S., & Tadayyon, P. (2025). Subtitled adventures: The impact of subtitles on EFL students' vocabulary and listening skills while watching *Toy Story 4*. *International Journal on Studies in English Language and Literature*, 13(10), 1-11. https://doi.org/10.20431/2347-3134.1310001

Parmawati, A., & Inayah, R. (2019). Improving students' speaking skill through english movie in scope of speaking for general communication.

Pratiwi, D. A., Sudarsono, Sutapa, Y. G., Regina, & Sumarni. (2023). A Study on Students' Perception of Using Movies to Improve English Speaking Skill. Journal of Scientific Research, Education, and Technology (JSRET), 2(2), 875–881. https://doi.org/10.58526/jsret.v2i2.88

Sari, D. P., & Apriani, S. T. (2020). Improving English University Students' Speaking Skill Through Effortless English Movie Technique. Journal Polingua: Scientific Journal of Linguistic Literatura and Education, 9(2), 43–47. https://doi.org/10.30630/polingua.v9i2.137

Shamim, A., Rustam, H., & Rana, A. M. (2020). Exploring the Significance of Speaking Skill for EFL Learners.

Tedoradze, T. (2022). Using Movies in Teaching Idioms. Enadakultura. https://doi.org/10.52340/lac.2022.788

Yani, L. H. F. (2022). Students' Perception on Using Film as an English Learning Media. (Bachelor's Thesis, Jakarta: FITK UIN Syarif Hidayatullah Jakarta).

Yudar, R. S., Aditomo, D. T., & Silalahi, N. S. (2020). Movie as a Helper for Students' Pronunciation in Speaking Skill Class. Elsya: Journal of English Language Studies, 2(1), 15–19. https://doi.org/10.31849/elsya.v2i1.3684