USING MOVIES AND SERIES TO BUILD LISTENING SKILLS

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Abstract: *This study examines the use of movies and television series as a tool for developing listening skills among EFL learners. Listening is a challenging skill due to fast speech, informal language, and diverse accents. Unlike traditional materials, audiovisual media provide authentic language and real-life communication. The study identifies common difficulties, such as rapid dialogue, background noise, subtitle dependence, and cultural differences. It also proposes practical strategies, including the use of short clips, gradual reduction of subtitles, and structured listening tasks. The findings show that movies and series can effectively improve listening comprehension, vocabulary, and learner engagement when used systematically.*

Keywords: *listening skills, EFL learners, movies, audiovisual learning, subtitles, language acquisition.*

Аннотация: *Данное исследование рассматривает использование фильмов и сериалов для развития навыков аудирования у изучающих английский язык как иностранный. Аудирование является сложным навыком из-за быстрого темпа речи, разговорной лексики и разнообразия акцентов. В отличие от традиционных материалов, аудиовизуальные средства обеспечивают доступ к аутентичной речи. В работе анализируются основные трудности, такие как быстрый темп речи, фоновые шумы, зависимость от субтитров и культурные различия. Также предлагаются практические стратегии, включая использование*

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коротких видеофрагментов и постепенный отказ от субтитров. Результаты показывают, что фильмы и сериалы эффективно улучшают навыки аудирования, словарный запас и мотивацию учащихся.

Ключевые слова: *аудирование, EFL, фильмы, аудиовизуальное обучение, субтитры, усвоение языка.*

Annotatsiya: *Ushbu tadqiqot EFL o‘quvchilari uchun tinglab tushunishni rivojlantirishda filmlar va seriallardan foydalanishni o‘rganadi. Tinglash nutq tezligi, norasmiy iboralar va turli aksentlar sabab murakkab hisoblanadi. Audiovizual vositalar esa haqiqiy til muhitini taqdim etadi. Tadqiqotda asosiy muammolar - tez nutq, fon shovqini, subtitrlarga qaramlik va madaniy farqlar tahlil qilinadi. Shuningdek, qisqa videolar, subtitrlarni bosqichma-bosqich kamaytirish va maxsus topshiriqlar kabi samarali usullar taklif etiladi. Natijalar filmlar va seriallar tinglab tushunish, lug‘at boyligi va qiziqishni oshirishda samarali ekanini ko‘rsatadi.*

Kalit so‘zlar: *tinglab tushunish, EFL, filmlar, audiovizual o‘rganish, subtitrlar, til o‘zlashtirish.*

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Listening is one of the most important yet challenging skills in language learning, mainly due to fast speech, informal expressions, and different accents. To address these difficulties, movies and television series are increasingly used as effective tools for improving listening skills. They provide authentic language and create an engaging learning environment. However, learners face several challenges, including fast dialogue, unfamiliar vocabulary, back groun dnoise, and overreliance on subtitles, which can reduce the effectiveness of listening practice. Researchers widely support the use of movies in language learning.

Burkhanuddin emphasizes that listening is a core EFL skill and highlights the role of English movies in providing authentic linguistic input. According to his findings, regular exposure to films helps learners improve

vocabulary, understand grammatical structures in context, and become familiar with natural speech patterns. At the same time, he notes that learners may struggle with complex sentences and unfamiliar expressions, which require additional support from teachers or learning resources. [1].

Rohmah focuses on the role of technology in modern language education and considers movies an effective learning medium. Her research explores learners' experiences and difficulties when using films for listening practice. The findings show that, despite challenges such as comprehension problems and unfamiliar language, students are able to adapt and develop their listening skills. Rohmah concludes that movies not only improve listening ability but also increase learner motivation and engagement. [2]

Birulés and Soto-Faraco provide an experimental perspective on the use of films with subtitles. Their study compares three conditions: English subtitles, native-language subtitles, and no subtitles. The results demonstrate that learners who watched films with English subtitles showed the greatest improvement in listening comprehension. However, vocabulary development did not significantly differ across groups. The study suggests that subtitles in the target language can enhance listening performance when used appropriately. [3]

All three authors highlight the importance of listening in language learning. Burkhanuddin considers listening a key skill for EFL learners, Rohmah emphasizes its role in modern technology-based education, and Birulés and Soto-Faraco study how listening skills improve through watching subtitled films. In all cases, listening is presented as a central part of language development. The studies also share a common view on the use of movies as learning tools. Each author shows that films provide authentic language, natural speech, and real-life contexts. As a result, movies help learners improve their listening comprehension and expand their vocabulary. At the same time, all researchers note that learners face similar difficulties, such as fast speech,

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unfamiliar vocabulary, pronunciation issues, and challenges related to subtitles. Despite these problems, all three studies conclude that movies have a positive effect on learning outcomes. However, there are several important differences between the studies. First, their focus varies. Burkhanuddin describes students' general experiences with watching movies, while Rohmah analyzes learners' difficulties and the role of technology in learning. In contrast, Birulés and Soto-Faraco use an experimental approach to examine how different types of subtitles affect listening and comprehension. A useful strategy is the "subtitle ladder", first watching with native-language subtitles, then with English subtitles, and finally without subtitles. Advanced vocabulary may also limit comprehension, therefore, selecting level-appropriate materials and introducing key vocabulary before watching is important. To avoid distraction by the storyline, learners should set specific listening goals and complete guided tasks.

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