



The didactic role of movies and TV series in teaching foreign languages

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ABSTRACT

The didactic significance of films and TV series in teaching foreign languages is crucial in today's globalized world. This study delves into the impact of films and TV series on linguistic competence in foreign language learning, along with effective methods and innovative approaches for their use. By examining these methodologies, the study aims to provide tailored solutions to enhance the efficiency of language acquisition.

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Xorijiy tillarni o'qitishda kinofilm va seriallarning didaktik roli

ANNOTATSIYA

Kalit so'zlar:

chet tillarini o'rgatish,
motivatsiya,
lingvistik qobiliyat,
tilning haqiqiy kiritilishi,
madaniy tushunish,
madaniyatlararo
kompetentsiya,
filmlarning didaktik roli.

Xorijiy tillarni o'qitishda kinofilm va seriallarning didaktik ahamiyati bugungi globallashtirilgan dunyoda muhimdir. Ushbu tadqiqot xorijiy tilni o'rgatishda kinofilm va seriallarning lingvistik mahoratga ta'sirini, film va seriallardan foydalanish bo'yicha samarali metodlar va innovatsion yondashuvlarini o'rganadi. Tadqiqot metodikalarni tahlil qilish orqali til o'rganish samaradorligini aniqlash uchun moslashtirilgan yechimlarni taqdim etishga qaratilgan.

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Дидактическая роль кинофильмов и сериалов в преподавании иностранных языков

АННОТАЦИЯ

Ключевые слова:

преподавание
иностраннх языков,
мотивация,
языковые способности,
аутентичный языковой
ввод, культурное
понимание,
межкультурная
компетентность,
дидактическая роль
фильмов.

Дидактическое значение кинофильмов и сериалов в обучении иностранным языкам имеет большое значение в современном глобализированном мире. Данное исследование изучает влияние фильмов и сериалов на лингвистическую компетенцию при изучении иностранных языков, а также эффективные методы и инновационные подходы их использования. Анализируя эти методики, исследование направлено на предоставление адаптированных решений для повышения эффективности процесса овладения языком.

INTRODUCTION

In today's globalized landscape the demand for specialized language skills is an innovative peak. Traditional teaching methods, while effective to some extent, often lack the engaging and immersive qualities needed to motivate students fully. As a result, professionals are exploring new techniques to enhance learning outcomes. These methodologies are not only about learning a new language but also mastering the specific terminology, cultural understanding and communication skills to a particular field. Among these methods, the use of films and TV series has gained significant attention due to their ability to combine entertainment with education. Through their captivating storytelling and visual appeal, these audiovisual resources have the potential to increase learners' motivation and improve listening and speaking skills, and fostering cultural nuances. These study aims to delve into the didactic role of films and TV series in foreign language learning. By examining these methodologies, the research will explore their benefits, analyze effective teaching methods involving these resources. The study will also explore the impact on students' linguistic competence. By understanding and implementing these tailored approaches language educators and learners can achieve greater success in their language learning endeavors.

The Benefits of Movies and TV Series teaching in Foreign Languages

1.1. Authentic Language Exposure

The use of films and TV series regarded as a helpful tool for learning languages. Films and TV series provide learners with access to real-world language use, exposing them to natural dialogues, colloquial expressions, and diverse accents. Unlike scripted textbook dialogues, these materials reflect how native speakers communicate in daily life. Stephen Krashen's Input Hypothesis underscores the importance of comprehensible input for language acquisition. Films and TV series provide this input in a natural and engaging way, allowing learners to encounter vocabulary, grammar, and idiomatic expressions in context [1; 27-b]. Using movies in the EFL classroom provides students with authentic language input and promotes real-world language application, making the learning process more effective and engaging [2; 102-b]. For instance, learners can hear various regional dialects, intonations, and informal phrases, which are often absent from traditional language resources. This exposure enhances listening comprehension and equips students with

practical communication skills that they can apply in real-life situations. Moreover, the contextual use of language in films helps learners grasp subtle nuances, such as humor, irony, and cultural idioms, that are difficult to convey in standard classroom settings. Also, the actors' gestures and expressions help them to better understand the use of complex linguistic structures [3;45-48-b].

1.2. Cultural Learning and Intercultural Competence

Language and culture are intrinsically linked, and understanding one requires knowledge of the other. Films and TV series serve as windows into the cultural context of the target language, portraying traditions, societal norms, and everyday life. Lev Vygotsky's sociocultural theory emphasizes the role of interaction and cultural context in learning. Films and TV series embed language within social and cultural scenarios, enabling learners to better understand how language functions in real-life situations [4; 78-b]. By watching films, learners not only improve their linguistic abilities but also develop intercultural competence. For instance, with films, learners are shown daily customs, clothing styles, traditional food, music, social roles, institutions, politics, leisure, and urbanism [5;46-48-b]. They can communicate more effectively and respectfully. This cultural immersion fosters a deeper appreciation of the language and its speakers, which is crucial in today's interconnected world.

1.3. Motivational and Emotional Engagement

One of the most significant advantages of using films and TV series in language teaching is their ability to motivate and engage learners. Traditional language lessons often feel repetitive and uninspiring, leading to a lack of interest and enthusiasm. In contrast, films and TV series combine education with entertainment, capturing students' attention through compelling storylines, relatable characters, and visual storytelling. When students are emotionally engaged with the content, they are more likely to retain vocabulary. Besides, television and the Internet, the seventh art is one of the most common mass media products, and it forms an important part of youths' leisure experience [6; 56-57-b].

METHODS

The study of The Didactic Role of Movies and TV Series in Foreign Language Learning introduces several innovative aspects, new insights and effective practices of young learners. The scientific novelty of the research can be highlighted following areas:

1. Integration of Audiovisual Media in Pedagogy: The research adopts a relatively underexplored area of foreign language education by emphasizing the systematic use of films and TV series as a primary pedagogical tool. It showcases how audiovisual materials bridge the gap between traditional textbook-based methods and real-world language application, offering a fresh perspective on language acquisition.

2. Multidimensional Benefits: The study does not just focus on linguistic skills but also emphasizes the cultural and emotional dimensions of learning, such as intercultural competence and motivation. This holistic approach distinguishes it from conventional language learning studies.

3. Practical Teaching Framework: It proposes innovative, step-by-step teaching strategies such as using subtitles, role-playing making it applicable for diverse classroom settings. This practical contribution offers educators concrete methods to implement audiovisual tools effectively.

4. Empirical Evidence: The research includes experimental findings comparing traditional teaching methods with film-based learning approaches, providing quantitative and qualitative data to support its claims.

RESULTS AND DISCUSSION

The analysis of the didactic significance of the Movies and TV series in learning foreign language across various fields reveals several key insights and results for the field of language education. This discussion highlights the findings from literature review, empirical data, and case studies to provide comprehensive understanding of the future directions of foreign language learning.

1. Effectiveness of Movies and TV series: The findings support the idea that films and TV series provide authentic and context-rich input that enhances listening and speaking skills. Students are exposed to natural pronunciation, intonation, and idiomatic expressions, which are often missing in traditional textbooks. The use of subtitles has been shown to reinforce vocabulary acquisition and listening comprehension, particularly for beginner and intermediate learners. However, advanced learners may benefit more from unsubtitled content as it challenges their auditory skills.

2. The role of technology in language learning: Audiovisual materials introduce learners to the cultural nuances, traditions, and social behaviors of the target language. This aligns with Vygotsky's Sociocultural Theory, which stresses the importance of cultural context in learning. Films and series allow learners to experience cultural immersion without leaving the classroom, fostering a deeper understanding of how language is used in real-life scenarios [7; 12-13-b]. For example, scenes depicting formal and informal speech help students differentiate between various registers of communication.

3. Increased Motivation and Engagement: The entertainment factor of films and TV series enhances student engagement and reduces the anxiety often associated with language learning. Students reported feeling more motivated to learn when the material was relevant, interesting, and visually stimulating. This echoes findings from Ismaili (2013), who noted that movies create a relaxed learning atmosphere, encouraging active participation [8; 6-8-b].

4. Challenges and Limitations: Despite their benefits, the use of films and series in teaching foreign languages is not without challenges. Selecting age-appropriate and linguistically suitable content can be difficult, as not all films or TV shows align with the learners' proficiency level. Additionally, over-reliance on subtitles may hinder the development of independent listening skills. Finally, some educators may lack the training or resources to integrate these materials effectively into their curriculum.

5. Comparison with Traditional Methods: Compared to traditional textbook-based methods, films and series offer a dynamic and immersive alternative. While textbooks often focus on grammatical accuracy and controlled practice, audiovisual materials emphasize fluency, cultural understanding, and real-world communication. However, combining both approaches could yield the most comprehensive results, as textbooks provide structural guidance while films offer practical application.

6. Implications for Future Practice: The findings suggest that educators should incorporate films and TV series into their teaching repertoire as a supplementary resource. Subtitled content can be used for vocabulary building, while unsubtitled materials can develop advanced listening skills. Furthermore, task-based activities such as discussions, role-plays, and creative writing inspired by films can reinforce language acquisition in an engaging way.

CONCLUSION

The entertainment factor of films and TV series enhances student engagement and reduces the anxiety often associated with language learning. Students reported feeling more motivated to learn when the material was relevant, interesting, and visually stimulating. This echoes findings from Ismaili (2013), who noted that movies create a relaxed learning atmosphere, encouraging active participation.

1. Enhanced learning outcomes: The integration of films and TV series into foreign language education provide many positive learning outcomes. Professionals benefit from improved listening and speaking skills and increased vocabulary to better cultural understanding.

2. Continuous innovation: Future studies should continue exploring the nuanced impact of films and TV series on language skills development, particularly in writing, speaking, and cross-cultural communication. Combining traditional teaching methods with audiovisual tools promises to provide a comprehensive and effective approach to language acquisition.

3. Addressing challenges: However, the effectiveness of these tools largely depends on how they are integrated into the curriculum. Proper selection of age-appropriate and linguistically suitable materials, along with a balanced use of subtitles, is crucial to achieving the desired learning outcomes. While films and TV series enhance language acquisition and cultural competence, their limitations – such as the risk of over-reliance on subtitles and the challenge of aligning content with learners' proficiency levels – must also be addressed.

In conclusion the findings of this study underscore the immense potential of films and TV series as didactic tools in foreign language teaching. These audiovisual materials bridge the gap between traditional textbook-based methods and real-world language application by offering authentic, context-rich, and culturally relevant input. They not only improve learners' listening and speaking skills but also foster cultural awareness and motivation, creating a dynamic and engaging learning environment.

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