

The Impact Of Watching Movies On Enhancing Spoken English

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Abstract— This study aims to explore the impact of watching movies on enhancing spoken English skills. The method used in this research was a quantitative approach, involving the distribution of online questionnaires to 78 respondents from various age groups, educational levels, and professional backgrounds. Data collection was conducted within one day, and the analysis involved classification and tabulation to address the research questions. The results reveal that spoken English remains essential in both social and professional settings. However, learners face several obstacles, such as difficulties in grammar, pronunciation, vocabulary, and lack of confidence. Movies were identified as the most comfortable and accessible medium for learning spoken English. Watching movies positively impacts spoken English skills, particularly in mastering pronunciation, accent, vocabulary, and conversation comprehension. This study recommends movies as an effective and enjoyable medium to improve spoken English skill.

Keywords— *Spoken English; Watching Movies;
Pronunciation; Vocabulary; Learning Media.*

I. INTRODUCTION

Language plays a crucial role in human interaction, serving as a tool for communication and a medium for exchanging thoughts and ideas. Among the myriad of languages spoken worldwide, English has emerged as a

global lingua franca. Its significance spans various domains, including education, business, technology, and social interactions. This prominence makes mastering English an essential skill for individuals aiming to thrive in today's interconnected world.

Among the four essential language skills—reading, writing, listening, and speaking—spoken English holds a unique position. It is a vital competency that facilitates effective communication, whether in social settings or professional environments. However, acquiring proficiency in spoken English is often fraught with challenges, particularly for non-native speakers. Common obstacles include difficulties in grammar, pronunciation, vocabulary, and a lack of confidence.

In response to these challenges, innovative methods of learning have gained attention. Among them, watching movies in English has emerged as a popular and accessible medium for enhancing spoken English skills. Movies provide an engaging platform to learn pronunciation, accent, vocabulary, and conversational patterns directly from native speakers. This approach not only makes the learning process enjoyable but also immerses learners in authentic language usage, which textbooks and traditional methods often lack.

Despite the growing interest in using movies as a learning tool, there is limited empirical evidence exploring its effectiveness in improving spoken English skills. This study aims to address this gap by investigating the impact of watching movies on learners' spoken English proficiency,

providing insights into its benefits and identifying its practical implications.

The theoretical foundation of this study lies in the understanding of spoken language as an integral component of communication. According to Moats (2010), spoken language comprises key components such as phonology, syntax, pragmatics, and vocabulary, all of which are essential for effective verbal communication. These components form the basis for mastering spoken English and are closely interrelated with reading and listening comprehension. Proficiency in spoken English, therefore, significantly contributes to both academic success and professional effectiveness.

Several previous studies have highlighted the challenges non-native speakers face when learning spoken English. For instance, issues such as limited vocabulary, incorrect grammar usage, and improper pronunciation have been well-documented as barriers to achieving fluency. Furthermore, environmental factors, such as limited exposure to English-speaking contexts and a lack of confidence, often exacerbate these difficulties.

In addressing these challenges, researchers have explored various methods of learning spoken English, including formal education, conversational practice with native speakers, and the use of digital media. Among these, the use of movies has garnered attention as a promising tool for language acquisition. Movies offer an authentic and immersive experience, combining visual and auditory stimuli to create a conducive learning environment. Studies, such as those conducted by Wardah Hanafiah (2017), suggest that watching movies can positively impact learners' ability to understand and produce spoken English.

However, existing research has yet to fully explore the extent of movies' impact on specific aspects of spoken English, such as pronunciation, accent adaptation, and conversational comprehension. This study seeks to fill this gap by examining how watching movies can serve as an effective medium for improving spoken English skills, particularly among diverse learner groups.

This study contributes to the growing body of research on effective methods for enhancing spoken English proficiency, particularly for non-native speakers. While previous studies have emphasized traditional learning methods, this research explores the unique benefits of using movies as a tool for language acquisition. The novelty of this study lies in its focus on assessing the specific impact of movies on critical aspects of spoken English, including pronunciation, vocabulary enrichment, accent adaptation, and conversational understanding.

Unlike conventional learning methods, watching movies provides learners with exposure to authentic language usage in diverse social and cultural contexts. It bridges the gap between theoretical knowledge and practical application by immersing learners in real-life communication scenarios. This study also highlights the accessibility and enjoyment of

movies as a learning medium, making it particularly suitable for individuals who may lack formal opportunities for language instruction.

Moreover, this research examines the effectiveness of movies across varied demographic groups, considering differences in age, education level, and professional background. By doing so, it provides a broader understanding of how this medium can be adapted to meet the diverse needs of learners. Ultimately, the findings aim to offer practical insights for educators, language learners, and curriculum designers, supporting the integration of movies as a supplementary resource in spoken English instruction.

The primary objective of this study is to examine the effectiveness of watching movies as a tool for enhancing spoken English skills. Specifically, the research aims to:

1. Determine whether spoken English remains a critical skill in today's social and professional environments.
2. Identify the common obstacles learners face when improving their spoken English, including issues with grammar, pronunciation, vocabulary, and confidence.
3. Explore learners' perceptions of movies as a comfortable and accessible medium for learning spoken English.
4. Evaluate the specific impact of movies on learners' ability to master pronunciation, adapt to accents, expand vocabulary, and comprehend conversations in English.

By addressing these objectives, the study seeks to provide empirical evidence and practical recommendations for utilizing movies as an effective and enjoyable medium to improve spoken English proficiency.

II. METHOD

This study employs a quantitative research design to examine the impact of watching movies on enhancing spoken English skills. A quantitative approach was selected to provide measurable and objective insights into the research questions. Data were gathered through a structured questionnaire distributed online, enabling the collection of responses from a diverse group of participants.

The quantitative design allows for statistical analysis of the data, focusing on identifying patterns and relationships among variables such as learners' perceptions of movies, their spoken English proficiency, and the challenges they face in mastering spoken English. The use of this approach ensures a systematic investigation that produces reliable and generalizable findings.

Sampling Process

The participants in this study were selected using a convenience sampling method, which allowed for the efficient recruitment of respondents within a limited timeframe. A total of 78 respondents participated in the study. These individuals

represented diverse demographic groups, including varying age ranges, educational backgrounds, and professional experiences.

To ensure inclusivity, the sample consisted of participants aged between 21 and 40 years, with education levels ranging from senior high school to postgraduate degrees. The participants' professional backgrounds included civil servants, private employees, and freelancers. This diversity provided a broad perspective on the research English topic and increased the generalizability of the findings.

The study's primary inclusion criterion was familiarity with spoken English, regardless of proficiency level. This criterion ensured that all participants could provide meaningful responses to the questionnaire items, particularly those related to their experiences with spoken English and their perceptions of using movies as a learning tool.

Operationalization of Variables

To address the research objectives, the study operationalized the variables as follows:

1. Spoken English Proficiency:

- Defined as the ability to communicate effectively in English, including accurate pronunciation, appropriate use of vocabulary, and comprehension of conversational contexts.
- Measured through participants' self-assessment in the questionnaire, focusing on their confidence, fluency, and ability to handle real-life conversations.

2. Learning Challenges:

- Represented by the difficulties faced by learners in grammar, pronunciation, vocabulary, and confidence.
- Participants rated the frequency and severity of these challenges on a Likert scale (1 = Never, 5 = Very Often).

3. Effectiveness of Movies as a Learning Tool:

- Defined as the perceived usefulness of movies in enhancing pronunciation, vocabulary, accent adaptation, and conversational understanding.
- Assessed through specific questions about participants' experiences using movies for learning, their subtitle preferences, and the aspects of spoken English they notice while watching.

4. Learners' Demographics:

- Included age, educational level, and professional background as independent variables.
- Analyzed to identify trends and variations in the effectiveness of movies across different groups.

These variables were designed to capture both subjective experiences and measurable outcomes, enabling a comprehensive evaluation of the research questions.

Data Collection and Analysis

• Data Collection

The data for this study were collected through an online questionnaire distributed to 78 participants. The questionnaire consisted of both closed-ended and open-ended questions to gather quantitative and qualitative insights. The closed-ended questions focused on participants' self-assessment of their spoken English proficiency, the challenges they faced, and their perceptions of movies as a learning tool. Open-ended questions allowed participants to elaborate on their preferences and experiences.

The questionnaire was divided into four sections:

1. Demographics. Age, educational background, and professional experience.
2. Spoken English Proficiency. Self-rated confidence, fluency, and usage frequency.
3. Challenges in Learning. Ratings on grammar, vocabulary, pronunciation, and confidence issues.
4. Effectiveness of Movies. Subtitle preferences, noticed aspects (e.g., pronunciation, vocabulary), and overall impact on spoken English skills.

Data collection was completed within one day to ensure consistency and timeliness.

• Data Analysis

The collected data were analyzed using descriptive and inferential statistical methods. The analysis process involved the following steps:

1. Descriptive Statistics:

- Frequency distributions and percentages were used to summarize demographic characteristics.
- Mean and standard deviation were calculated for variables such as perceived challenges and the effectiveness of movies.

2. Cross-Tabulation:

- Demographic variables (e.g., age, education) were cross-tabulated with perceptions of movies and proficiency levels to identify patterns.

3. Inferential Analysis:

- Correlation analysis was performed to explore relationships between perceived effectiveness of movies and spoken English proficiency.
- Group comparisons (e.g., based on education or professional background) were conducted using t-tests or ANOVA where applicable.

4. Qualitative Insights:

- Responses from open-ended questions were coded thematically to identify common trends and unique perspectives.

The analysis ensured a comprehensive understanding of the data, addressing all research objectives and providing actionable insights.

III. RESULTS AND DISCUSSION

General Overview

The study involved 78 respondents from diverse demographic backgrounds, providing a broad perspective on the impact of watching movies on spoken English proficiency. The respondents were categorized based on age, educational level, and professional background.

TABLE 1. DEMOGRAPHIC OVERVIEW OF RESPONDENTS

Category	Subcategory	Frequency	Percentage (%)
Age Group	21–30 years	65	83%
	31–40 years	13	17%
Educational Level	Senior High School	20	26%
	Diploma (D1)	13	17%
	Diploma (D3)	27	35%
	Bachelor’s Degree	16	20%
	Postgraduate Degree	2	2%
Professional Background	Civil Servant	51	65%
	Private Employee	23	30%
	Freelancer	4	5%

- Age Distribution

The majority of participants (83%) were in the 21–30 age group, representing young adults in their early professional or academic stages. The remaining 17% were aged between 31–40 years, indicating a smaller representation of more experienced professionals. This age distribution reflects the study’s focus on individuals who are actively developing or utilizing their spoken English skills in social or professional contexts.

- Educational Background

Respondents came from varied educational levels, with the largest group (35%) holding a diploma (D3) qualification, followed by senior high school graduates (26%), bachelor’s degree holders (20%), diploma (D1) holders (17%), and a small percentage (2%) having completed postgraduate education. This range illustrates the study’s inclusivity in capturing learners with differing levels of formal education.

- Professional Background

The participants also represented different professional sectors. Civil servants formed the majority (65%), followed by private employees (30%), and freelancers (5%). This distribution highlights the study’s relevance across professions

where English proficiency, particularly spoken skills, is increasingly recognized as valuable.

The demographic diversity of the respondents provided insights into how factors such as age, education, and occupation influence perceptions of spoken English and the effectiveness of movies as a learning tool.

Spoken English Requirements

The findings emphasize that spoken English is widely regarded as a valuable skill across both social and professional domains. Among the 78 respondents, a significant majority (95%) affirmed that spoken English is necessary in today’s interconnected world. Only 5% of participants perceived spoken English as non-essential, indicating a nearly universal acknowledgment of its relevance.

1. Social Context

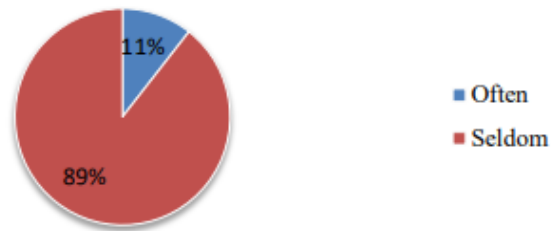


FIGURE I. SOCIAL CONTEXT

In social settings, spoken English is often used for purposes such as casual conversations, networking, or interacting with international peers. Of the respondents, 85% reported having used spoken English at least once in their social lives. However, the frequency of use varied:

- 11% of respondents indicated frequent usage, suggesting a high level of comfort and confidence.
- 89% used spoken English rarely, often citing limited opportunities or contexts that necessitate its usage.

This disparity suggests that while many individuals recognize the value of spoken English, they lack the regular exposure or practice required to develop fluency in social contexts.

2. Professional Context

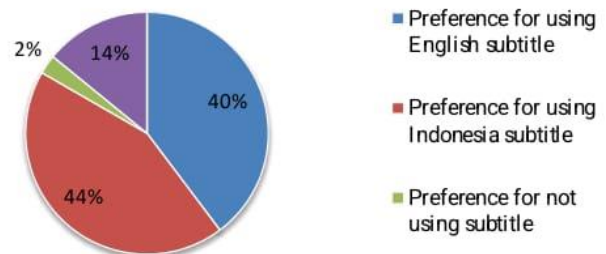


FIGURE II. PROFESSIONAL CONTEXT

Spoken English in professional environments is regarded as an asset, particularly in sectors that require international communication or collaboration. Among the participants:

- 69% acknowledged having used spoken English in their work settings. This includes activities such as meetings, presentations, and client interactions.
- 9% used spoken English frequently, indicating that it plays a central role in their professional responsibilities.
- 91% reported infrequent use, largely attributing this to limited professional requirements for English communication or a lack of confidence.

The limited frequency of usage in both social and professional contexts highlights a mismatch between the perceived importance of spoken English and its practical application in daily life. Addressing this gap requires strategies that encourage practice and build confidence, such as using accessible and engaging tools like movies to create immersive learning experiences.

Learning Challenges

Learning spoken English presents several obstacles, which vary among individuals depending on their personal and environmental factors. This study identified the following key challenges:

- **Internal Factors**

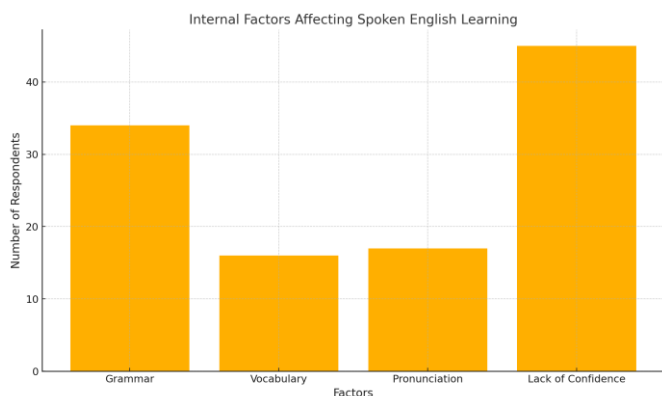


FIGURE III. INTERNAL FACTORS

1. Grammar and Syntax:

- 34% of respondents reported frequent struggles with grammar. Errors in sentence structure and word order were common issues.
- This challenge indicates a need for simplified resources that make grammar rules more accessible and practical for spoken usage.

2. Vocabulary:

- 16% experienced difficulty acquiring and recalling vocabulary. Limited exposure to diverse English contexts further exacerbated this issue.

- Respondents highlighted the need for interactive methods to expand vocabulary beyond textbook learning.

3. Pronunciation:

- 17% cited challenges with pronunciation and accent. This often stems from differences between their native language's phonetics and English pronunciation norms.

4. Confidence:

- 45% of respondents identified a lack of confidence as their primary barrier. Fear of making mistakes often discouraged them from speaking English in public or professional settings.

- **External Factors**

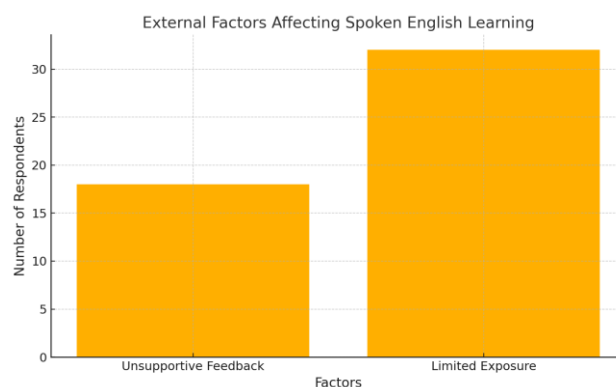


FIGURE IV. EXTERNAL FACTORS

1. Limited Exposure:

- Many respondents indicated that their environments rarely required the use of spoken English, reducing opportunities for practice.

2. Unsupportive Feedback:

- 18% of participants reported facing ridicule or discouraging feedback when attempting to practice English, further diminishing their confidence.

These findings underline the importance of creating supportive and practical learning environments. Tools like movies, which provide natural examples of pronunciation, vocabulary, and conversational contexts, can help mitigate these challenges by fostering confidence and engagement.

Effectiveness of Movies as a Learning Tool

The study identified movies as a highly effective and accessible medium for enhancing spoken English skills. Among the various tools available for language learning, movies stood out as the preferred choice for a majority of respondents due to their immersive and engaging nature.

TABLE II. EFFECTIVENESS OF DIFFERENT MEDIA IN ENHANCING SPOKEN ENGLISH SKILLS

MEDIA	SCALE								Grand Total
	1	2	3	4	5	6	7	8	
Book	11	14	15	10	15	5	5	3	78
Movie	36	18	8	4	7	3	1	1	78
Song	27	21	12	10	2	2	1	3	78
Environment that often using spoken English	11	7	11	7		9	18	15	78
Youtube	34	15	15	7	2	2	2	1	78
Social Media (Facebook, Instagram, Twitter)	21	13	16	11	8	6	1	2	78
Class/Course	12	9	11	8	6	12	8	12	78
Native speaker	6	10	6	9	5	6	16	20	78

1. Preferences for Using Movies

The data revealed that 36 out of 78 respondents (46%) rated movies as the most comfortable and accessible medium for learning spoken English. This preference surpassed other methods, such as listening to songs (21%), using social media (16%), or practicing with native speakers (9%). The reasons for this preference include:

- 1) **Real-Life Contexts.** Movies offer authentic examples of spoken English in diverse scenarios, providing learners with exposure to natural conversation flows, idiomatic expressions, and cultural nuances.
- 2) **Audio-Visual Elements.** The combination of visual and auditory stimuli helps learners associate spoken words with actions, emotions, and contexts, enhancing retention and understanding.
- 3) **Flexibility and Accessibility.** Movies are readily available on streaming platforms and can be watched at any time, making them a convenient option for self-paced learning.

2. Subtitle Preferences

The choice of subtitles while watching movies also played a significant role in the learning process:

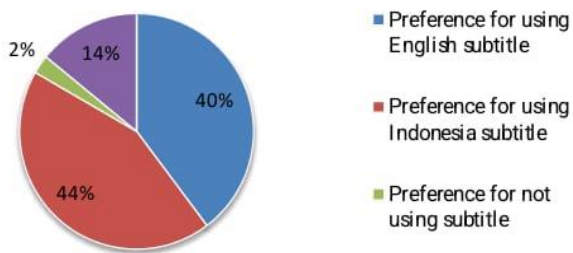


FIGURE V. SUBTITLE PREFERENCES

- 40% of respondents preferred English subtitles, using them to improve vocabulary and pronunciation by linking spoken words with their written forms.
- 44% chose Indonesian subtitles, finding them useful for understanding complex dialogues and cultural references.
- 2% preferred no subtitles, relying solely on auditory cues for language learning.
- 14% alternated between English and Indonesian subtitles depending on the movie or difficulty level.

These findings suggest that subtitles act as a valuable bridge for learners transitioning from beginner to intermediate proficiency levels.

3. Specific Impacts on Spoken English

Respondents noted several specific improvements in their spoken English skills as a result of watching movies:

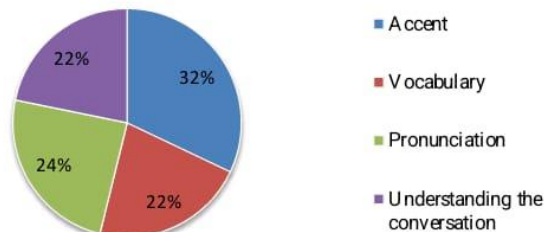


FIGURE VI. SPECIFIC IMPACTS ON SPOKEN ENGLISH

1) Pronunciation:

- 24% of respondents reported improved pronunciation, as movies expose learners to accurate phonetics and intonation used by native speakers.

2) Vocabulary Expansion:

- 22% experienced growth in vocabulary, learning new words and phrases used in real-life contexts.

3) Accent Adaptation:

- 32% highlighted exposure to various accents (e.g., British, American) as a significant benefit, helping them adapt to diverse English-speaking environments.

4) Conversational Comprehension:

- 22% reported better understanding of dialogues, enabling them to follow and engage in conversations more effectively.

4. Broader Benefits

Movies not only improve technical aspects of language but also boost learners' confidence. By observing characters in relatable situations, learners feel encouraged to apply what they have learned in their own conversations. The entertainment value of movies also sustains learners' motivation, making the learning process enjoyable rather than tedious.

Discussion

The findings of this study highlight the transformative potential of movies as a tool for enhancing spoken English proficiency. By addressing learners' challenges and providing

authentic language exposure, movies serve as a bridge between theoretical knowledge and practical application, contributing to both linguistic and confidence-building outcomes.

1. Bridging the Gap Between Theory and Practice

The immersive nature of movies offers learners an opportunity to experience spoken English in real-world contexts. Unlike classroom-based methods that often emphasize rote memorization and grammatical precision, movies expose learners to natural conversation flows, cultural nuances, and non-verbal cues such as gestures and facial expressions. This aligns with Moats' (2010) assertion that spoken language development is foundational for effective communication, particularly in reading and comprehension.

For example, learners observing conversational exchanges in movies can better understand how language functions in varying scenarios, such as casual conversations, professional discussions, or emotional interactions. This exposure helps learners internalize the subtleties of English, such as tone shifts, filler words, and informal expressions, which are rarely addressed in traditional learning methods.

2. Addressing Learner Challenges

The study revealed persistent obstacles faced by learners, such as grammar difficulties, limited vocabulary, pronunciation issues, and lack of confidence. Movies provide a practical solution to these challenges:

- **Grammar.** By listening to dialogue in context, learners see grammar rules applied in natural speech rather than isolated in textbook examples.
- **Vocabulary.** Movies introduce learners to a diverse lexicon, from formal expressions to slang, enriching their active and passive vocabulary.
- **Pronunciation and Accent.** Learners gain exposure to the phonetic precision of native speakers, enabling them to refine their articulation and adapt to various English accents (e.g., British, American).
- **Confidence.** Watching characters navigate conversations in diverse settings encourages learners to replicate those interactions in their own speech, helping to alleviate the fear of making mistakes.

This aligns with research by Wardah Hanafiah (2017), which emphasizes that movies create a low-pressure environment for language practice, fostering engagement and reducing performance anxiety.

3. Effectiveness Across Demographics

One of the most striking findings was the universal appeal of movies across diverse demographic groups. Regardless of age, educational background, or professional field, respondents identified movies as a comfortable and effective learning tool. This adaptability can be attributed to the flexibility of movie content, which spans genres, themes, and linguistic styles, catering to various preferences and learning goals.

- Younger respondents found movies engaging due to relatable themes and modern contexts.
- Professional participants valued movies for their depiction of workplace interactions, providing examples of formal communication.

This finding underscores the potential of movies to serve as a versatile resource in language instruction, adaptable to learners' specific needs and goals.

4. Subtitle Preferences and Learning Stages

Subtitle usage emerged as a pivotal factor in facilitating learning:

- **English Subtitles.** Respondents who preferred English subtitles noted improvements in word recognition, pronunciation, and contextual vocabulary learning. Subtitles allow learners to connect spoken words with their written forms, reinforcing comprehension and retention.
- **Indonesian Subtitles.** These were favored by respondents at earlier stages of learning, helping them understand the storyline while gradually familiarizing themselves with spoken English.
- **No Subtitles.** A small percentage of advanced learners opted for no subtitles, relying solely on auditory cues, which further challenged and honed their listening skills.

This progression suggests that subtitle preferences can align with learners' proficiency levels, offering a scaffolded approach to mastering spoken English.

5. Implications for Educators and Curriculum Designers

The study's findings have significant implications for language education:

- **Integrating Movies in Curricula.** Movies can complement traditional classroom methods, offering dynamic content that enhances engagement. Educators can design activities such as discussion prompts, role-plays, or pronunciation exercises based on movie scenes.
- **Self-Directed Learning.** For learners without access to formal education, movies provide a cost-effective and accessible way to improve spoken English skills. Platforms like Netflix and YouTube make this medium readily available.
- **Cultural Literacy.** Beyond linguistic skills, movies introduce learners to cultural norms, idiomatic expressions, and societal values, enriching their understanding of the language in context.

6. Limitations and Future Directions

While the study demonstrates the benefits of movies as a learning tool, certain limitations warrant further exploration:

- **Sample Size and Diversity.** Although the sample included varied demographics, expanding the study to

include learners from rural or non-English-speaking regions could yield more comprehensive insights.

- **Longitudinal Impact.** This study focused on short-term perceptions. Future research could assess the long-term effectiveness of movies in enhancing spoken English proficiency through longitudinal studies.
- **Objective Measurement.** The reliance on self-reported data may introduce bias. Incorporating objective assessments, such as pre- and post-tests, could validate the findings.

This discussion highlights the potential of movies not only as an effective language learning tool but also as a medium that caters to diverse learners in dynamic and engaging ways. By addressing learners' challenges and leveraging authentic communication contexts, movies emerge as a bridge between theoretical learning and real-world application.

IV. CONCLUSIONS

This study highlights the significant role of movies in enhancing spoken English proficiency, particularly in contexts where learners face challenges with grammar, pronunciation, vocabulary, and confidence. The findings indicate that:

1. **Spoken English Remains Essential.** A majority of respondents (95%) recognize spoken English as a vital skill in both social and professional settings. However, its practical usage remains limited, underscoring the need for accessible and engaging learning methods.
2. **Movies as a Preferred Medium.** Movies were identified as the most comfortable and accessible tool for learning spoken English, surpassing other methods such as listening to music or using social media. They provide authentic contexts for language exposure, bridging the gap between theoretical learning and real-world application.
3. **Key Impacts of Movies:**
 - Improved pronunciation through exposure to native speakers.
 - Expanded vocabulary by learning words and expressions in context.
 - Enhanced accent adaptation by listening to various English dialects.
 - Better conversational comprehension, enabling learners to follow and engage in dialogues more effectively.
4. **Subtitle Use as a Learning Aid.** Subtitles play a critical role in scaffolding language acquisition. Learners transition from Indonesian subtitles for understanding to English subtitles for vocabulary and pronunciation, eventually progressing to no subtitles for advanced listening practice.

5. **Confidence Building.** Observing characters in relatable scenarios helps learners overcome anxiety and practice spoken English in real-life situations.

Despite these positive findings, the study also identified limitations, including the reliance on self-reported data and a short-term focus on perceptions. Future studies could address these gaps by employing objective measures and longitudinal designs.

Recommendation

Based on the findings, the following recommendations are proposed for learners, educators, and curriculum designers:

1. For Learners:

- **Practice Regularly.** Use movies as a daily practice tool. Select movies with relatable themes or genres that align with your interests to stay motivated.
- **Use Subtitles Strategically.** Start with Indonesian subtitles for comprehension, then transition to English subtitles to improve vocabulary and pronunciation. Advanced learners can challenge themselves by watching without subtitles.
- **Replicate Movie Scenarios.** Mimic dialogues, practice pronunciation, and role-play scenes to reinforce learning.

2. For Educators:

- **Integrate Movies into Teaching.** Incorporate movies into language curricula as supplementary tools. Design activities like dialogue reenactments, vocabulary extraction, and cultural analysis based on movie content.
- **Foster Active Engagement.** Encourage students to discuss movie scenes, analyze character interactions, and reflect on linguistic and cultural elements.
- **Balance with Traditional Methods.** Combine movie-based learning with structured grammar and vocabulary exercises to provide a comprehensive learning experience.

3. For Curriculum Designers:

- **Develop Movie-Based Modules.** Create modules that leverage movies as primary learning tools, including exercises on pronunciation, accent adaptation, and conversational skills.
- **Promote Accessible Platforms.** Partner with streaming services to provide learners with curated lists of educational movies suitable for various proficiency levels.
- **Cultural Competence.** Include movies that highlight diverse English-speaking cultures, enabling learners to grasp both language and cultural nuances.

4. For Future Research:

- Expand Demographic Reach. Conduct studies involving learners from diverse backgrounds, including rural and non-English-speaking regions.
- Assess Long-Term Impact. Implement longitudinal studies to evaluate the sustained effectiveness of movies in improving spoken English.
- Incorporate Objective Metrics. Use pre- and post-tests to objectively measure learners' progress in pronunciation, vocabulary, and fluency.

By leveraging movies as a medium for language learning, individuals can overcome traditional barriers, gain confidence, and achieve greater proficiency in spoken English. With further exploration and integration into educational practices, movies hold the potential to revolutionize the way spoken English is taught and learned.

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