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**Exploring the Efficacy of Movies in Enhancing Language
Fluency among ESL Learners at College Level**



¹Dr. Muhammad Akram

²Nayab Nasir Qureshi

³Roomiha Shahzad

¹* Assistant Professor, Department of English Linguistics,
The Islamia University of Bahawal pur Rahim Yar Khan
Campus. muhammadakramw@gmail.com

²M.Phil. English Linguistics Scholar, Department of
English, NCBA&E. nayabnasir2001@gmail.com

³M.Phil. English Linguistics Scholar, Department of
English, NCBA&E. roomi.ryk01@gmail.com

Abstract

Movies are pictures of real language use (accents, idioms and cultural differences). Movies help develop dialog skills, auditory understanding and articulation. Many students think movies are more interesting than conventional teaching methods. Students who engage with movies regularly build more vocabulary, understanding and confidence in language use. Movies make language use better and foster understanding of other cultures. This study considered the experiences of students and overall impact of movies on language fluency. Research showed the importance of movies as an additional, yet effective method for learning language fluency. To achieve the study objectives, the researcher conducted a quantitative study based on adapted questionnaire where 300 students participated in the study from various private colleges of city Ghotki. The findings of the study showed a positive impact of watching movies on students' language fluency. Therefore, this research suggested the increase in use of movies to learn language fluency and to make learning motivating and interesting.

Keywords: Movies, Language, Fluency, Accent, ESL Learners.

Introduction

The introduction of movies into language fluency provides a dynamic alternative that incorporates fun, and thus improves the efficacy and enjoyment of life-long learning (Saraswati, 2024). Movies serve as an engaging and immersive tool for language acquisition, offering a distinct advantage over traditional classroom methods. Through their audiovisual format, they present authentic spoken language, real-life conversations, cultural context, and emotional narratives that help students naturally absorb pronunciation, vocabulary, idioms, and grammar. Unlike scripted textbook dialogues, movies offer exposure to native accents, speech rates, and informal language, enriching students' listening and comprehension abilities (Sadaf et al., 2024; Ahmad et al., 2025). The contextualization of vocabulary within compelling narratives enhances memory retention, while subtitles support the development of both reading and auditory skills. This multi-sensory learning experience significantly

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boosts language processing by connecting spoken and written forms of words in meaningful contexts.

Beyond listening and reading, movies stimulate speaking and writing skills through character interaction, reenactments, role-plays, and movie-based discussions. These activities foster conversational fluency, narrative building, and critical thinking in the target language. Movies are a powerful and successful instrument for learning languages because they provide students with an experience that is both exciting and immersive (Siti Sarah Lotfiah, Md Zolkapli, & Abdul Hadi, 2024; Shaheen et al., 2025). Moreover, movies provide a window into the cultural nuances tied to language, such as customs, humor, social etiquette, and body language. Cultural awareness is crucial for appropriate language use, as learners better interpret idiomatic expressions and avoid cross-cultural misunderstandings. The emotional engagement created by stories and characters increases motivation and recall, making learning more enjoyable and effective. Tailoring movies selection and adjusting subtitles to suit learners' levels further enhances the educational impact of movies.

Movies significantly influence ESL learners' vocabulary growth, listening proficiency, pronunciation, and engagement. Authentic dialogues help develop auditory processing, while exposure to varied accents and expressions strengthen fluency. Films also promote vocabulary acquisition by embedding new terms in visual and contextual frameworks, aiding long-term retention. Despite some learners facing challenges with slang or fast speech, guided support from teachers through pre- and post-viewing activities can bridge these gaps. Ultimately, movies support language fluency across all skills and learning styles. When used purposefully through techniques like shadowing, note-taking, and structured discussions—movies become a powerful, flexible resource in independent learning settings, effectively promoting linguistic and cultural competence. Movies, which provide complete surroundings, students have the chance to interact with language in a significant and relevant way (Albiladi, Abdeen, & Lincoln, 2018).

Research Objectives

1. To identify whether movie is a good medium to improve Language fluency

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2. To find out students' perception toward using movie as medium in improving language fluency
3. To explore the impact of using movies as a medium of improving language fluency

Research Questions

1. How does watching movies help in improving Language fluency?
2. What do ESL Learners perceive about watching movies as a medium in improving Language fluency?
3. What is the impact of watching movies on learner's language fluency?

Significance of the Research

This study examines the literature on the potential benefits of films for improving language proficiency. Since learning a language can be challenging, including films into language training provides an engaging and dynamic method. This paper addresses the difficulties in employing films by examining their cognitive and sociocultural benefits as well as their suitability for language instruction through a review of previous research.

The purpose of this study is to offer readers a thorough insight into how movies aid in people's English language development. By introducing cognitive processes, increasing sociocultural awareness, and offering authentic language input, watching films can have a significant impact on language fluency. Teachers can develop engaging, dynamic learning environments that improve students' language skills and cultural knowledge by thoughtfully incorporating films into language education curricula.

Literature Review

Literature review a clear overview of the sources in an organizational pattern, and its function is to estimate and summarize the previous writings linked to current topic" (Shakir et al., 2012; Hassan et al., 2024).

Speaking and Fluency

The interrelationship between speaking and language fluency is profound, as the attainment of language fluency fundamentally depends on an individual's capacity to speak the language accurately and with spontaneity. (Tavakoli & Wright, 2020).

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Fluency in speaking has been conceptualized in a number of ways. These include speaking words accurately, uttering words quickly, speaking interconnected texts quickly, and talking expressively. (Tussa'adah, 2018). Nowadays, researchers view fluency as a construct made up of three indications, or aspects. These consist of:

1. Speaking Speed
2. Word pronunciation accuracy
3. Prosody, or the expression of meaning in one's voice that gives a text life.

Despite being independently recognized, the indications collaborate to generate fluency. For instance, speaking speed frequently approximates spoken language speed to a certain degree. Maintaining a fluid speaking pace requires that each word be said correctly; if not, the speaker must pause to consider how to pronounce the word, disrupting the flow of the speaking. Similar to speech, prosody plays a crucial role in comprehending the text's many interpretational subtleties during a discourse. Consider conversing with someone whose voice is monotone and flat. A lot of meaning would be lost, and to be honest, people's interest in the discussion would rapidly decline. As a result, although fluency can be characterized as three independent indications, these indicators operate in conjunction with one another to produce reading that is not only pleasurable to listen to but also helps with comprehension, just like speech does.

Speaking is central to fluency; it should be complemented by listening, reading, and writing. Listening sharpens auditory processing, while reading expands vocabulary and reinforces grammar. Writing helps organize thoughts and practice structured expression. Activities like recording speech for self-review also support improvement. In essence, speaking reflects and reinforces language fluency, making it the most direct and impactful skill in language acquisition. To achieve proficiency, learners should prioritize consistent speaking practice within immersive and interactive contexts that promote both confidence and communication effectiveness.

Language Fluency

Fluency is a critical component of language learning, reflecting a speaker's ability to communicate ideas smoothly, rapidly, and with minimal hesitation (Hill, 2021). It extends beyond speaking quickly and includes coherence, grammatical accuracy, and

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adaptability to conversational context. Fillmore's framework identifies four types of fluency: sustained speech, coherent expression, natural flow, and contextual adaptation highlighting its cognitive and social nature. Though fluency and accuracy are often seen as opposing goals, they are interdependent; early stages of learning may prioritize fluency, while advanced learners balance both. Effective speaking requires reducing anxiety, maintaining a natural flow, and giving learners frequent opportunities to speak spontaneously teaching students to have better verbal fluency is not an easy chore (Ho, 2018; Ahmad et al., 2024). Fluency is commonly assessed through speech rate, pauses, self-corrections, and overall smoothness of delivery. Researchers evaluate it using tasks like storytelling, role-playing, or timed speaking exercises. Elements like hesitations, fillers (e.g., “uh,” “um”), and repairs provide insight into a speaker’s fluency level. Studies show that learners in immersive environments tend to perform better in fluency-related tasks due to increased language exposure and practice. Performance is best when speech is delivered at a natural pace, with minimal disruption in the listener's comprehension.

Understanding and Developing Speech Fluency in Language Learning

Fluency involves advanced cognitive abilities such as quick word recall, constructing grammatical structures, and ensuring speech is appropriate and coherent. (Gráf, 2015). While second-language learners may need more deliberate effort, native speakers usually engage in these abilities naturally. Fluency improves as these processes grow more automatic from experience and exposure. Cognitive theories of fluency hold that to speak fluently, language learners must reach some degree of automaticity in language processing. Effective communication and linguistic competency depend on fluency of language. It means one can communicate succinctly, clearly, and convincingly. In social and professional spheres, it is absolutely vital. Fluency is acquired under the influence of several elements, including motivation, self-confidence, and target language experience. Using approaches like task-based language learning and communicative language instruction could help these traits to be improved. Learners' increasing fluency helps them to be more ready for meaningful communication in academic, occupational, and personal spheres. In essence, fluency is a basic idea in language acquisition and instruction; so, both

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teachers and students should give top priority to helping to achieve it. The difficult idea of fluency in language education consists of numerous important elements that together support the seamless, effective, and natural use of language in communication. Three main components of fluency coherence, accuracy, and speed—converge to support efficient language user communication. Usually, speech rate—that is, the speed at which a person articulates words helps one evaluate fluency. Speaking rate is the pace with which a speaker performs the articulatory motions needed for speech production. Speaking naturally and without too much hesitations, pauses, or long silences shows fluency. When the speech rate is appropriate, the listener will easily and constantly understand the speaker's ideas. Talking too fast could impede communication as successfully as talking too sluggish. Fluency is not only fast speech but also the capacity to change one's speaking speed depending on the situation and listener.

Fluency in speech is significantly influenced by the use and placement of pauses and hesitations (Witton-Davies, 2014). While occasional pauses—especially during transitions between ideas—are natural and can enhance clarity, excessive use of disfluencies like "um" or "uh" can disrupt communication. Fluent speakers pause deliberately at natural grammatical junctures to maintain coherence. Strategic pauses can improve speech clarity, emphasize important points, and keep the audience engaged. Different types of pauses, including filled, silent, and impact pauses, can be effectively used if managed properly. Techniques such as expanding vocabulary, practicing regularly, using transition phrases, and observing native speakers can help minimize unnecessary hesitations and foster smoother speech.

Intonation and pronunciation are essential for effective verbal communication. Pronunciation ensures that words are articulated correctly and clearly, while intonation conveys the speaker's emotions, attitudes, and intent (Cantero Serena & Font Rotchés, 2020). Speaking with intonation enhances your ability to convey more than just your words (Burns & Seidlhofer, 2019). Mispronunciation or improper intonation can lead to misunderstandings and may cause the speaker to appear less fluent. Fluency includes not only grammatical accuracy but also the ability to modulate tone and articulate words confidently. As speech is shaped by both

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segmental and suprasegmental features, mastering pronunciation habits through consistent exposure, listening, and correction is key to developing natural and effective spoken language.

Fluency and grammatical accuracy are interconnected; proficient speakers instinctively apply correct grammatical structures, which enhances coherence (NETI FERLINA, 2023). Coherence refers to the logical flow of ideas, while cohesion involves grammatical and lexical links like transition signals and reference terms that bind text together. Effective speech also relies on lexical resource—the speaker’s ability to access a rich and varied vocabulary. This enables them to communicate ideas clearly without unnecessary repetition. Lexical references such as dictionaries and thesauri support vocabulary development, while digital tools now enhance access to pronunciation, synonyms, and contextual meanings. Together, grammar, coherence, and lexical strength create fluent, structured, and impactful communication, essential for both academic and real-world success.

Role of Movies in improving Language Fluency

Fluency comes easily and joyfully as a result of their imaginative story techniques, which encourage kids to think critically and form a stronger bond with language (Henao, 2024). The growth of internet streaming services and the availability of a large selection of movies in several languages, movies provide a singular chance to fully engage with real-world linguistic situations. This paper's main goal is to investigate the possible benefits and drawbacks of the link between viewing movies and improving language proficiency. This research looks at how watching movies may help with language abilities including speaking, listening, expanding one's vocabulary, and comprehending different cultures. Movies are good sources of this information because they frequently include linguistic context that is absent from textbooks. Movies are a great resource for learners who want to become more fluent in both formal and informal speech since they expose students to spoken language in its natural form as well as cultural components. According to a research by Peters, students who viewed films with subtitles were able to learn a larger vocabulary than students who did not, and they were also able to remember terms better when they saw them in a visual, contextual context.

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Another area where watching movies might help students get better is pronunciation. Movies that showcase the pronunciation of native speakers aid trainees in perfecting their accents. Repetition of movie watching can help learners grow more comfortable with the target language's rhythm, intonation, and stress patterns, which will ultimately improve their speaking abilities. It was found that seeing movies in a second language significantly improved the participants' comprehension and replication of native-like pronunciation. When it comes to promoting language learning through films, subtitles are essential. Subtitled movies can help with understanding, especially for new viewers. There are other methods, including watching with subtitles in your original tongue, your target language, or without using any at all. Benefits from each strategy vary. Researchers asserts that seeing movies with subtitles in the language of instruction improves listening comprehension by enabling students to match written and spoken language forms.

Movies As a Tool For Communicative Competence

Movies support fluency and communicative competence by offering learners authentic language input. Unlike scripted classroom dialogue, film conversations are grounded in realistic social situations, enabling learners to observe the natural use of tone, intonation, and emotion. Pronunciation and fluency are key to language learning, particularly for non-native speakers (Asadova, 2023). Activities such as summarizing films, mimicking dialogues, or discussing scenes enhance retention and application of vocabulary and grammar. Watching movies also helps students adjust to different English dialects and accents (e.g., American, British, Australian), fostering versatility and better real-life communication. Watching movies is one of the easiest approaches to improve your English speaking and listening skills (Liando, Sahetapi, & Maru, 2018).

Cultural Insight and Emotional Engagement

Movies provide valuable insight into the cultural contexts where a language is used. They reflect customs, humor, values, and social norms, helping learners understand appropriate language use in various scenarios. Emotional connection to film characters and stories enhances memory retention and builds empathy, making the learning experience deeper and more impactful. Motivated by storylines and

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characters, learners are more likely to engage consistently, which is essential for developing fluency.

Technology and the Future of Language Learning Through Movies

With the rise of streaming platforms and interactive tools, movies have become more accessible and customizable for language learners. Features like subtitles, adjustable playback speed, and language-specific content allow students to tailor their learning experience. Film-based lessons with built-in vocabulary exercises further support language acquisition. As technology continues to integrate with education, movies will remain a vital resource in modern language instruction—offering a fun, immersive, and effective way to build fluency, vocabulary, and communication skills in real-world contexts.

Movies Facilitates Speech

English language communication, speaking English seems to be the most important. Speaking for special communication usually takes place in situations when the listener is given certain criteria (Akhter, 2021). Movies immerse students in authentic communication by showcasing how language functions in everyday social contexts. Unlike scripted textbook dialogues, films expose learners to natural speech, body language, gestures, and facial expressions, offering a multi-sensory experience. This exposure helps students better understand how to communicate ideas clearly and appropriately in different situations. Movies also help build background knowledge related to various topics, enriching both language and content learning. One of the key benefits of watching movies is improved pronunciation. Learners hear words spoken naturally by native speakers, helping them mimic proper stress, rhythm, and intonation. Techniques like shadowing—repeating lines after hearing them—are effective for refining pronunciation. Slowing down video playback helps learners focus on difficult sounds. Additionally, recurring phrases and conversational patterns in films allow students to repeatedly practice speech in context, making them more fluent and expressive speakers.

Movie provides a dynamic listening environment, exposing learners to various accents, speech rates, and connected speech. Viewers become familiar with contractions, slang, idioms, and phrasal verbs, which are common in everyday

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conversations but rarely taught in textbooks. This contextual vocabulary learning—such as "gonna" or "head over heels"—aids retention and application. Over time, students develop the ability to comprehend rapid native speech and apply new vocabulary naturally.

Communication is one of the main advantages of utilising films to enhance pronunciation (Assia, 2024). Movies allow learners to practice speech in a relaxed, judgment-free setting, boosting their confidence. By observing how characters interact in formal and informal scenarios—like business meetings or casual chats—students learn how to adapt their speech according to context. Non-verbal cues such as tone, pause, and body language add further depth to their communication skills. Role-playing scenes and repeating dialogues help students become more comfortable expressing emotions and responding appropriately in real-life conversations.

Strategic use of subtitles helps learners at all levels—starting with native-language subtitles, then switching to target-language, and finally watching without any. This transition strengthens listening and pronunciation skills. Watching and mimicking actors' lines helps students link sounds to written words and reinforce sentence structure. Activities like pausing to repeat lines or performing scene-based role plays make language learning engaging and practical. Overall, films offer a powerful, enjoyable, and effective pathway for developing speech fluency, pronunciation, and confident communication.

Movies As a Source Of Motivation For Students In Learning

Movies serve as powerful motivational tools for students learning English, especially those who struggle in traditional academic settings. By combining entertainment with learning, movies offer a natural and pressure-free environment where students can improve their language skills. Self-perception theory supports the idea that students are more motivated when they engage in enjoyable activities like watching films. Unlike studying for exams, watching movies allows learners to internalize the language in a meaningful and enjoyable way, enhancing both their interest and intrinsic motivation. Watching movies enhances a range of cognitive skills, including vocabulary acquisition, empathy, attention span, and listening abilities. Educators

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increasingly integrate movies into curricula to reinforce textbook content, spark discussion, and humanize abstract concepts.

Interesting Genres of Movies

The idea of using movies to improve language fluency is not new, there has been a lot of interest in its use in English language teaching. By exposing students to extensive dialogues, improving listening skills, expanding vocabulary, and so fostering natural speaking patterns, involving film genres such action, comedy, drama, romance, science fiction, and animation helps students to become more fluid. Movies improve pupils' listening skills, so helping them to reach fluency. Students who see an interesting movie get totally absorbed in the story, which improves their comprehension of the used language. Every film genre provides dialogues in different contexts, so allowing students to encounter a spectrum of speech patterns, tones, and conversational rhythms. Action movies use imperative speech, short words, and fast conversations. The viewing of action films such as *Mission Impossible* or *The Dark Knight* assists students in comprehending the use of language in situations that are tense. The movies also present urgency-related expressions, commands, and problem-solving expressions that students can adapt into their conversations. Conversely, romantic movies such as *Pride and Prejudice* or *The Notebook* are centered on emotional and expressive dialogue. These movies highlight soft and heartfelt dialogue so that students get to practice intonation, rhythm, and natural speech flow in a conversation. As fluency is not only a matter of knowing words but even more importantly, how one presents them, romantic films are a great platform for students to practice expressive speech. Films expose learners to a vast array of vocabulary, such as idioms, slang, and cultural expressions used in day-to-day conversations.

Unlike textbooks where vocabulary is taught in isolation as lists, films depict words and phrases in context, and thus students find it easy to learn their meanings and correct usage. For example, comedy films employ humor, sarcasm, and clever dialogues, exposing students to colloquial language and slang. Movies such as *Superbad* or *The Hangover* feature actual, conversational English spoken by native speakers in real-life environments. Such exposure makes students sound more natural and confident during informal conversations. Comedy films also expose students to

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wordplay and cultural humor, which are necessary for language fluency in social environments. For students trying to become fluent in a foreign language, animated movies provide an interesting and successful tool (Wang, Do Dange, & Izadpanah, 2024). Animated movies improve the fun and efficiency of language learning by offering the perfect mix of precise pronunciation, gripping stories, and provocative graphics. Science fiction and fantasy films like *Interstellar*, *Harry Potter*, or *Star Wars* expose students to higher-level and more technical lexis. Scientific, futuristic, and imaginative terms that are outside normal usage form the content of these movies and add to the knowledge of the students beyond everyday usage. Viewing such genres helps the students gain experience with higher-level sentence structure, new lexicon, and imaginative uses of words, rendering them more adjustable in other settings for speaking. Fluency is not just a matter of vocabulary and grammar; pronunciation and accent are also crucial to speaking naturally. Enticing film genres introduce students to various accents and ways of speaking, allowing them to modify their pronunciation and intonation to resonate with native speakers. A fantastic tool for language acquisition, documentaries provide students with authentic, high-quality content that helps them become more fluent in a fun and organic way. Movies introduce pupils to real conversation, different accents, and expert jargon rather than the orderly grammar and vocab exercises provided through conventional teaching. They provide children ample opportunities for developing their conversation, listening, and understanding skills by introducing tricky ideas in engaging and accessible way. Watching fictional movies is a great way for students to improve their speaking skills in a foreign language (Riswanto, Serasi, Salandega, & Kasmainsi, 2022).

Research Methodology

This section describes the methodology used to explore the efficacy of movies in enhancing language fluency among ESL learners at college level. Research methodology is the part of the research study in which researchers give an account of the research methods, which they have used to conduct their research (Rao et al., 2023; Naz & Zafar, 2023; Fatima et al., 2024; Soomro et al., 2025).

Research Design

“Design of the research comprises of the whole procedure which is conducted

research” (Ahmad et al., 2022, p.524). A research design outlines the overarching approach or methodology utilized to conduct a study. It outlines the process of collecting, evaluating, and interpreting information to resolve research inquiries. A good research design ensures the validity, reliability, and objectivity of the study. It involves choices concerning the type of research (qualitative or quantitative), tools, sample, and methodology. The central aim is to give a clear blue print that will guide the research process. The study employs quantitative approach to analyze the data. In order to access the opinions and perceptions of the ESL learners, the questionnaire tool is adopted.

Theoretical Framework

The structure that can support a theory is called theoretical framework; it not only encompasses the theory, but narrative explanation about how the researcher engages in using the theory and its underlying assumptions to investigate the research problem (Lone et al., 2011; Anjum & Zafar, 2022; Mumtaz et al., 2024; Arshad et al., 2025).

Multi-Sensory Learning Approach

Utilizing movies corresponds with the multisensory learning method, which highlights the combination of visual, auditory, and emotional inputs. Films showcase language in a genuine audiovisual manner, allowing students to experience native accents, colloquial expressions, and context-driven language. Subtitles strengthen learning by connecting verbal and written expressions, which improves understanding, vocabulary development, and auditory skills.

Constructivist Learning Theory

Movies provide abundant, genuine, and context-oriented language input that aids in the internalization of vocabulary, grammar, and pronunciation. The engaging and immersive nature of films enables ESL students to enhance language abilities by linking images, audio, and stories, fostering greater comprehension and memory.

Sociocultural Theory (Vygotsky)

According to Vygotsky, social interaction and cultural tools are essential for language learning. Movies act as cultural tools that introduce learners to native customs, humor, gestures, and social norms. Through character interaction, role-play, and movie-based

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discussions, learners develop communicative competence and cultural awareness, which are vital for fluent and appropriate language use in real-world contexts.

Data Collection

Data was collected during regular class hours with prior approval from college authorities. Research assistants visited each selected college and briefed participants on the purpose of the study and instructions for completing the questionnaire. The questionnaire was adapted. Participation was entirely voluntary, and each student provided informed consent before participating. The data collection process was completed within two weeks, yielding approximately 300 valid questionnaires. Questionnaires were reviewed on-site for completeness, and any incomplete or illegible responses were excluded to ensure data quality.

Data Analysis Procedure

The collected data were coded and entered into SPSS Statistics, version 2.4 for analysis. Initial screening involved checking for missing values and outliers. Descriptive statistics (means, standard deviations, frequencies) summarized participant demographics and responses.

Delimitation of the Study

- **Self-reporting bias:** The study relied on students' self-assessment of watching movies.
- **Regional scope:** The focus on private colleges in Ghotki limited the generalizability of findings to other regions or public institutions.
- **Instrument limitations:** The expert reviewed questionnaire was used to collect the data and pilot study was also performed.
- **Sample representatives:** The sample is limited to 300 students used in the study.

Data Analysis

Table 4.1: Descriptive Analysis Regarding Watching Movies In English Improves My English Oral Skills.

		Frequency	Percent	Mean
Valid	SDA	5	1.7	4.44

A	147	49.0
SA	148	49.3
Total	300	100.0

Table 4.1 reveals that the descriptive analysis regarding Watching Movies in English improves my English oral skills

The data in the table shows that 1.7 respondents have Strongly disagreed, 49.0 respondents have agreed, 49.3 respondents have Strongly agreed. Majority of the respondents have agreed with the statement, hence it proves that Watching Movies in English improves English oral skills of respondents.

Table 4.2: Descriptive Analysis Regarding Finding Movies Interesting To Improve Fluency.

		Frequency	Percent	Mean
Valid	SDA	12	4.0	4.24
	DA	11	3.7	
	N	13	4.3	
	A	122	40.7	
	SA	142	47.3	
	Total	300	100.0	

Table 4.2 reveals that the descriptive analysis regarding finding movies interesting to improve fluency.

The data in the table shows that 4.0 respondents have Strongly disagreed, 3.7 respondents have disagreed, 4.3 respondents have neutral responses, 40.7 respondents have agreed, 47.3 respondents have strongly agreed. Majority of the respondents have agreed with the statement, hence it proves that Movies is an interesting medium to learn language fluency.

Table 4.3: Descriptive Analysis Regarding Movie As a Media To Learn Fluency Is Boring.

		Frequency	Percent	Mean
Valid	SDA	74	24.7	2.41
	DA	172	57.3	

A	47	15.7
SA	7	2.3
Total	300	100.0

Table 4.3 reveals that the descriptive analysis regarding movie as a media to learn fluency is boring.

The data in the table shows that 24.7 respondents have Strongly disagreed, 57.3 respondents have disagreed, 15.7 respondents have agreed, 2.3 respondents have strongly agreed.

Majority of the respondents have disagreed with the statement, hence it proves that movie as a media to learn fluency is not boring.

Table 4.4: Descriptive Analysis Regarding Watching Movies Motivates Me To Improve Language Fluency.

		Frequency	Percent	Mean
Valid	SDA	23	7.7	3.89
	DA	26	8.7	
	N	5	1.7	
	A	152	50.7	
	SA	94	31.3	
	Total	300	100.0	

Table 4.4 reveals that the descriptive analysis regarding Watching movies motivates me to improve language fluency.

The data in the table shows that 7.7 respondents have Strongly disagreed, 8.7 respondents have disagreed, 1.7 respondents have neutral responses, 50.7 respondents have agreed, 31.3 respondents have strongly agreed. Majority of the respondents have agreed with the statement, hence it proves that Watching movies motivates students to improve language fluency.

Table 4.5: Descriptive Analysis Regarding Movies Reduce My Anxiety In Language Learning.

		Frequency	Percent	Mean
Valid	SDA	6	2.0	4.18

DA	27	9.0
N	5	1.7
A	130	43.3
SA	132	44.0
Total	300	100.0

Table 4.5 reveals that the descriptive analysis regarding Movies reduce my anxiety in language learning.

The data in the table shows that 2.0 respondents have Strongly disagreed, 9.0 respondents have disagreed, 1.7 respondents have neutral responses, 43.3 respondents have agreed, 44.0 respondents have strongly agreed. Majority of the respondents have agreed with the statement, hence it proves that Movies reduce anxiety in language learning.

Table 4.6: Descriptive Analysis Regarding Movies Improve My Vocabulary Learning.

		Frequency	Percent	Mean
Valid	SDA	5	1.7	4.48
	DA	5	1.7	
	N	5	1.7	
	A	112	37.3	
	SA	173	57.7	
	Total	300	100.0	

Table 4.6 reveals that the descriptive analysis regarding Movies improve my vocabulary learning.

The data in the table shows that 1.7 respondents have Strongly disagreed, 1.7 respondents have disagreed, 1.7 respondents have neutral responses, 37.3 respondents have agreed, 57.7 respondents have strongly agreed. Majority of the respondents have agreed with the statement, hence it proves that Movies is an interesting medium to learn language fluency. Movies improve my vocabulary learning.

Table 4.7: Descriptive Analysis Regarding Watching English Movies With English Subtitles Can Be Beneficial For English Use In Everyday Life.

		Frequency	Percent	Mean
Valid	SDA	5	1.7	4.43
	DA	10	3.3	
	N	6	2.0	
	A	108	36.0	
	SA	171	57.0	
	Total	300	100.0	

Table 4.7 reveals that the descriptive analysis regarding watching English Movies with English subtitles can be beneficial for English use in everyday life.

The data in the table shows that, 1.7 respondents have Strongly disagreed, 3.3 respondents have disagreed, 2.0 respondents have neutral responses, 36.0 respondents have agreed, 57.0 respondents have strongly agreed. Majority of the respondents have agreed with the statement, hence it proves that watching English Movies with English subtitles can be beneficial for English use in everyday life.

Table 4.8: Descriptive Analysis Regarding i Think That English Movies Are Fun And Entertaining.

		Frequency	Percent	Mean
Valid	SDA	11	3.7	4.11
	DA	17	5.7	
	N	5	1.7	
	A	161	53.7	
	SA	106	35.3	
	Total	300	100.0	

Table 4.8 reveals that the descriptive analysis regarding I think that English Movies are fun and entertaining.

The data in the table shows that, 3.7 respondents have Strongly disagreed, 5.7 respondents have disagreed, 1.7 respondents have neutral responses, 53.7 respondents have agreed, 35.3 respondents have strongly agreed. Majority of the respondents have agreed with the statement, hence it proves that I think that English Movies are fun and entertaining.

Table 4.9: Descriptive Analysis Regarding Watching English Movies, Can Help

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Find a Lot Of New Vocabulary.

		Frequency	Percent	Mean
Valid	SDA	13	4.3	4.28
	DA	1	0.3	
	N	7	2.3	
	A	148	49.3	
	SA	131	43.7	
	Total	300	100.0	

Table 4.9 reveals that the descriptive analysis regarding Watching English movies, can help find a lot of new vocabulary.

The data in the table shows that, 4.3 respondents have Strongly disagreed, 0.3 respondents have disagreed, 2.3 respondents have neutral responses, 49.3 respondents have agreed, 43.7 respondents have strongly agreed. Majority of the respondents have agreed with the statement, hence it proves that Watching English movies, can help find a lot of new vocabulary.

Table 4.10: Descriptive Analysis Regarding i Don't Get The Advantage Of Learning Pronunciation Using Movie As a Media.

		Frequency	Percent	Mean
Valid	SDA	96	32.0	1.95
	DA	164	54.7	
	N	2	0.7	
	A	35	11.7	
	SA	3	1.0	
	Total	300	100.0	

Table 4.10 reveals that the descriptive analysis regarding I don't get the advantage of learning pronunciation using movie as a media.

The data in the table shows that, 32.0 respondents have Strongly disagreed, 54.7 respondents have disagreed, 0.7 respondents have neutral responses, 11.7 respondents have agreed, 1.0 respondents have strongly agreed. Majority of the respondents have disagreed with the statement, hence it proves that they get the advantage of learning pronunciation using movie as a media.

Table 4.11: Descriptive Analysis Regarding i Learn How To Pronounce The English Words From The Movies.

		Frequency	Percent	Mean
Valid	DA	16	5.3	4.41
	N	2	0.7	
	A	124	41.3	
	SA	158	52.7	
	Total	300	100.0	

Table 4.11 reveals that the descriptive analysis regarding I learn how to pronounce the English words from the movies.

The data in the table shows that, 5.3 respondents have disagreed, 0.7 respondents have neutral responses, 41.3 respondents have agreed, 52.7 respondents have strongly agreed. Majority of the respondents have agreed with the statement, hence it proves that students learn how to pronounce the English words from the movies.

Table 4.12: Descriptive Analysis Regarding i Prefer Watching English Movies With Subtitles.

		Frequency	Percent	Mean
Valid	DA	16	5.3	4.36
	N	14	4.7	
	A	117	39.0	
	SA	153	51.0	
	Total	300	100.0	

Table 4.12 reveals that the descriptive analysis regarding I prefer watching English movies with subtitles.

The data in the table shows that, 5.3 respondents have disagreed, 4.7 respondents have neutral responses, 39.0 respondents have agreed, 51.0 respondents have strongly agreed. Majority of the respondents have agreed with the statement, hence it proves that students prefer watching English movies with subtitles.

Table 4.13: Descriptive Analysis Regarding Listening To Native Speakers In

Movies Improves My Pronunciation.

		Frequency	Percent	Mean
Valid	SDA	1	.3	4.32
	DA	6	2.0	
	N	11	3.7	
	A	159	53.0	
	SA	123	41.0	
	Total	300	100.0	

Table 4.13 reveals that the descriptive analysis regarding Listening to native speakers in movies improves my pronunciation.

The data in the table shows that, 0.3 respondents have Strongly disagreed, 2.0 respondents have disagreed, 3.7 respondents have neutral responses, 53.0 respondents have agreed, 41.0 respondents have strongly agreed. Majority of the respondents have agreed with the statement, hence it proves that Listening to native speakers in movies improves my pronunciation.

Table 4.14: Descriptive Analysis Regarding i Often Imitate The Native Speakers In The Movies To Improve My Fluency.

		Frequency	Percent	Mean
Valid	SDA	6	2.0	4.13
	DA	13	4.3	
	N	17	5.7	
	A	163	54.3	
	SA	101	33.7	
	Total	300	100.0	

Table 4.14 reveals that the descriptive analysis regarding I often imitate the native speakers in the movies to improve my fluency.

The data in the table shows that, 2.0 respondents have Strongly disagreed, 4.3 respondents have disagreed, 5.7 respondents have neutral responses, 54.3 respondents have agreed, 33.7 respondents have strongly agreed.

Majority of the respondents have agreed with the statement, hence it proves

that students imitate the native speakers in the movies to improve my fluency..

Table 4.15: Descriptive Analysis Regarding i Find Learning English Via Movies Motivates Me To Participate In Discussions.

		Frequency	Percent	Mean
Valid	SDA	1	.3	4.17
	DA	21	7.0	
	N	3	1.0	
	A	175	58.3	
	SA	100	33.3	
	Total	300	100.0	

Table 4.15 reveals that the descriptive analysis I find learning English via movies motivates me to participate in discussions.

The data in the table shows that, 0.3 respondents have Strongly disagreed, 7.0 respondents have disagreed, 1.0 respondents have neutral responses, 58.3 respondents have agreed, 33.3 respondents have strongly agreed. Majority of the respondents have agreed with the statement, hence it proves that learning English via movies motivates students to participate in discussions.

Table 4.16 : Descriptive Analysis Regarding i Believe That Watching Movies Is An Effective Method To Traditional Language Learning Methods.

		Frequency	Percent	Mean
Valid	SDA	20	6.7	3.74
	DA	28	9.3	
	N	8	2.7	
	A	197	65.7	
	SA	47	15.7	
	Total	300	100.0	

Table 4.16 reveals that the descriptive analysis I believe that watching movies is an effective method to traditional language learning methods.

The data in the table shows that, 6.7 respondents have strongly disagreed, 9.3 respondents have disagreed, 2 respondents have neutral responses, 65.7 respondents have agreed, 15.7 respondents have strongly agreed. Majority of the respondents have

agreed with the statement, hence it proves that watching movies is an effective method to traditional language learning methods.

Table 4.17 : Descriptive Analysis Regarding Movies Expose Me To Different Accents And Speaking Styles, Which Is Beneficial For Learning Fluency.

		Frequency	Percent	Mean
Valid	SDA	6	2.0	4.45
	DA	1	.3	
	N	6	2.0	
	A	127	42.3	
	SA	160	53.3	
	Total	300	100.0	

Table 4.17 reveals that the descriptive analysis regarding Movies expose me to different accents and speaking styles, which is beneficial for learning fluency.

The data in the table shows that, 2.0 respondents have Strongly disagreed, 0.3 respondents have disagreed, 2.0 respondents have neutral responses, 42.3 respondents have agreed, 53.3 respondents have strongly agreed. Majority of the respondents have agreed with the statement, hence it proves that Movies expose students to different accents and speaking styles, which is beneficial for learning fluency.

Table 4.18: Descriptive Analysis Regarding Watching Movies Helps Me Understand Cultural Contexts And Idiomatic Expressions Better.

		Frequency	Percent	Mean
Valid	SDA	1	.3	4.25
	DA	13	4.3	
	N	1	.3	
	A	181	60.3	
	SA	104	34.7	
	Total	300	100.0	

Table 4.18 reveals that the descriptive analysis regarding Watching movies helps me understand cultural contexts and idiomatic expressions better.

The data in the table shows that, 0.3 respondents have Strongly disagreed, 4.3 respondents have disagreed, 0.3 respondents have neutral responses, 60.3 respondents

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have agreed, 34.7 respondents have strongly agreed. Majority of the respondents have agreed with the statement, hence it proves that Watching movies helps me understand cultural contexts and idiomatic expressions better.

Table 4.19: Descriptive Analysis Regarding i Find It Easier To Remember Phrases And Expressions From Movies Than From Textbooks.

		Frequency	Percent	Valid Percent	Mean
	DA	21	7.0	7.0	4.33
	N	3	1.0	1.0	
Valid	A	131	43.7	43.7	
	SA	145	48.3	48.3	
	Total	300	100.0	100.0	

Table 4.19 reveals that the descriptive analysis regarding I find it easier to remember phrases and expressions from movies than from textbooks.

The data in the table shows that, 7.0 respondents have strongly disagreed, 1.0 respondents have disagreed, 43.7 respondents have neutral responses, 43.7 respondents have agreed, 48.3 respondents have strongly agreed. Majority of the respondents have agreed with the statement, hence it proves that it is easier to remember phrases and expressions from movies than from textbooks.

Table 4.20: Descriptive Analysis Regarding i Will Recommend, Learning Pronunciation By Using Movie As a Media To Other Students.

		Frequency	Percent	Mean
	SDA	1	.3	4.17
	DA	22	7.3	
	N	2	.7	
Valid	A	174	58.0	
	SA	101	33.7	
	Total	300	100.0	

Table 4.20 reveals that the descriptive analysis regarding I will recommend, learning pronunciation by using movie as a media to other students.

The data in the table shows that, 0.3 respondents have Strongly disagreed, 7.3

respondents have disagreed, 0.7 respondents have neutral responses, 58.0 respondents have agreed, 33.7 respondents have strongly agreed. Majority of the respondents have agreed with the statement, hence it proves that students will recommend, learning pronunciation by using movie as a media to other students.

Table 4.21: Descriptive Analysis Regarding i Find Action Movies Particularly Helpful For Learning New Vocabulary.

		Frequency	Percent	Mean
Valid	SDA	3	1.0	4.09
	DA	52	17.3	
	N	2	.7	
	A	100	33.3	
	SA	143	47.7	
	Total	300	100.0	

Table 4.21 reveals that the descriptive analysis regarding I find action movies particularly helpful for learning new vocabulary.

The data in the table shows that, 1.0 respondent have Strongly disagreed, 17.3 respondents have disagreed, 0.7 respondents have neutral responses, 33.3 respondents have agreed, 47.7 respondents have strongly agreed. Majority of the respondents have agreed with the statement, hence it proves action movies particularly helpful for learning new vocabulary.

Table 4.22: Descriptive Analysis Regarding i Believe That Watching Romantic Movies Is Not Beneficial For Improving My Language Skills.

		Frequency	Percent	Mean
Valid	SDA	38	12.7	3.41
	DA	77	25.7	
	N	6	2.0	
	A	83	27.7	
	SA	96	32.0	
	Total	300	100.0	

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Table 4.22 reveals that the descriptive analysis regarding I believe that watching romantic movies is not beneficial for improving my language skills.

The data in the table shows that, 12.7 respondents have Strongly disagreed, 25.7 respondents have disagreed, 2.0 respondents have neutral responses, 27.7 respondents have agreed, 32.0 respondents have strongly agreed. Majority of the respondents have agreed with the statement, hence it proves that I believe that watching romantic movies is not beneficial for improving my language skills.

Table 4.23: Descriptive Analysis Regarding Documentaries In The Target Language Enhance My Understanding Of Complex Topics.

		Frequency	Percent	Mean
Valid	SDA	9	3.0	4.08
	DA	31	10.3	
	N	5	1.7	
	A	138	46.0	
	SA	117	39.0	
	Total	300	100.0	

Table 4.23 reveals that the descriptive analysis regarding Documentaries in the target language enhance my understanding of complex topics.

The data in the table shows that, 3.0 respondents have Strongly disagreed, 10.3 respondents have disagreed, 1.7 respondents have neutral responses, 46.0 respondents have agreed, 39.0 respondents have strongly agreed. Majority of the respondents have agreed with the statement, hence it proves that Documentaries in the target language enhance my understanding of complex topics.

Table 4.24: Descriptive Analysis Regarding i Do Not Enjoy Watching Comedies For Language Learning Fluency.

		Frequency	Percent	Mean
Valid	SDA	48	16.0	2.95
	DA	101	33.7	
	N	7	2.3	
	A	105	35.0	

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SA	39	13.0
Total	300	100.0

Table 4.24 reveals that the descriptive analysis regarding I do not enjoy watching comedies for language learning fluency.

The data in the table shows that, 4.0 respondents have Strongly disagreed, 3.7 respondents have disagreed, 4.3 respondents have neutral responses, 40.7 respondents have agreed, 47.3 respondents have strongly agreed. 49% of the respondents have disagreed with the statement and 48% of respondents have agreed with the statement, hence almost half of the respondents have agreed and have disagreed, respondents do not enjoy watching comedies for language learning fluency.

Table 4.25: Descriptive Analysis Regarding i Feel That Watching Horror Movies Does Not Contribute Much To My Language Fluency.

		Frequency	Percent	Mean
Valid	SDA	32	10.7	3.28
	DA	100	33.3	
	N	2	.7	
	A	83	27.7	
	SA	83	27.7	
	Total	300	100.0	

Table 4.25 reveals that the descriptive analysis regarding watching horror movies does not contribute much to my language fluency.

The data in the table shows that; 10.7 respondents have Strongly disagreed, 33.3 respondents have disagreed, 0.7 respondents have neutral responses, 27.7 respondents have agreed, 27.7 respondents have strongly agreed. Majority of the respondents have agreed with the statement, hence it proves that watching horror movies does not contribute much to my language fluency.

Table 4.26: Descriptive Analysis Regarding i Find It Difficult To Learn New Vocabulary From Movies.

		Frequency	Percent	Mean
Valid	SDA	39	13.0	3.47

DA	68	22.7
N	6	2.0
A	86	28.7
SA	101	33.7
Total	300	100.0

Table 4.26 reveals that the descriptive analysis regarding I find it difficult to learn new vocabulary from movies.

The data in the table shows that, 13.0 respondents have Strongly disagreed, 22.7 respondents have disagreed, 2.0 respondents have neutral responses, 28.7 respondents have agreed, 33.7 respondents have strongly agreed. Majority of the respondents have agreed with the statement, hence it proves that it is difficult to learn new vocabulary from movies.

Table 4.27: Descriptive Analysis Regarding Musical Movies Are Useful For Learning Pronunciation And Intonation In The Target Language.

		Frequency	Percent	Mean
Valid	SDA	7	2.3	4.09
	DA	29	9.7	
	N	2	.7	
	A	153	51.0	
	SA	109	36.3	
	Total	300	100.0	

Table 4.27 reveals that the descriptive analysis regarding Musical movies are useful for learning pronunciation and intonation in the target language.

The data in the table shows that, 2.3 respondents have Strongly disagreed, 9.7 respondents have disagreed, 0.7 respondents have neutral responses, 51.0 respondents have agreed, 36.3 respondents have strongly agreed. Majority of the respondents have agreed with the statement, hence it proves that Musical movies are useful for learning pronunciation and intonation in the target language.

Table 4.28: Descriptive Analysis Regarding Animated Movies Are Too Childish To Be Beneficial For Language Learning.

		Frequency	Percent	Mean
Valid	SDA	35	11.7	3.79
	DA	33	11.0	
	N	1	.3	
	A	121	40.3	
	SA	110	36.7	
	Total	300	100.0	

Table 4.28 reveals that the descriptive analysis regarding Animated movies are too childish to be beneficial for language learning.

The data in the table shows that, 11.7 respondents have Strongly disagreed, 11.0 respondents have disagreed, 0.3 respondents have neutral responses, 40.3 respondents have agreed, 36.7 respondents have strongly agreed. Majority of the respondents have agreed with the statement, hence it proves that Animated movies are too childish to be beneficial for language learning.

Table 4.29: Descriptive Analysis Regarding i Get Bored Watching Documentaries For Language Practice.

		Frequency	Percent	Mean
Valid	SDA	32	10.7	3.55
	DA	75	25.0	
	N	4	1.3	
	A	75	25.0	
	SA	114	38.0	
	Total	300	100.0	

Table 4.29 reveals that the descriptive analysis regarding I get bored watching documentaries for language practice.

The data in the table shows that, 10.7 respondents have Strongly disagreed, 25.0 respondents have disagreed, 1.3 respondents have neutral responses, 25.0 respondents have agreed, 38.0 respondents have strongly agreed. Majority of the respondents have agreed with the statement, hence it proves that respondents get bored watching documentaries for language practice.

Table 4.30: Descriptive Analysis Regarding i Rarely Learn New Expressions

From Watching Science Fiction Movies.

		Frequency	Percent	Mean
Valid	SDA	18	6.0	4.02
	DA	39	13.0	
	N	5	1.7	
	A	96	32.0	
	SA	142	47.3	
	Total	300	100.0	

Table 4.30 reveals that the descriptive analysis regarding I rarely learn new expressions from watching science fiction movies.

The data in the table shows that, 6.0 respondents have strongly disagreed, 13.0 respondents have disagreed, 1.7 respondents have neutral responses, 32.0 respondents have agreed, 47.3 respondents have strongly agreed. Majority of the respondents have agreed with the statement, hence it proves that I rarely learn new expressions from watching science fiction movies.

Findings

The findings from the descriptive analysis of 300 respondents indicate a strong positive perception toward using movies as a tool for language learning among ESL learners. Key insights include:

Improvement in Oral Skills and Fluency

A significant majority agreed that watching English movies enhances their oral skills, as reflected in Table 4.1 with a mean score of 4.44. Additionally, the same respondents reported improvements in fluency, with a mean of 4.24 as indicated in Table 4.2. Furthermore, they expressed that watching films motivates them to enhance their fluency, which is evidenced by a mean score of 3.89 in Table 4.4.

Engagement and Enjoyment

Respondents consistently find English movies captivating, as shown in Table 4.2, describing them as fun and entertaining according to the results in Table 4.8. They also reported that English movies are not a boring medium for learning, as illustrated by a mean score of 2.41 in Table 4.3.

Pronunciation and Listening Skills

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A majority of respondents hold the view that watching movies significantly enhances their pronunciation (Table 4.11, Mean = 4.41) and that listening to native speakers contributes to bettering their accent (Table 4.13, Mean = 4.32). Many individuals frequently imitate native speakers as a way to boost their fluency (Table 4.14).

Vocabulary Acquisition

High agreement was seen in responses regarding the effectiveness of learning new vocabulary through movies, as indicated by a mean score of 4.48 in Table 4.6, 4.28 in Table 4.9, and 4.09 for action movies in Table 4.21. This suggests that many learners find value in this method as a means of expanding their language ability.

Subtitles & Cultural Context

Learners show a clear preference for watching movies with subtitles, demonstrated by a mean score of 4.36 in Table 4.12. They recognize that subtitles are particularly helpful for everyday English use, supported by a mean of 4.43 in Table 4.7. Additionally, viewers report gaining a deeper understanding of idioms and cultural nuances, as reflected in a mean score of 4.25 in Table 4.18.

Emotional & Social Benefits

Movies serve to alleviate anxiety commonly associated with language learning, with a mean score of 4.18 in Table 4.5. Furthermore, they play a significant role in motivating learners to engage in discussions, as indicated by a mean of 4.17 in Table 4.15, enhancing the overall learning experience.

Preference Over Traditional Methods

A significant majority of respondents expressed the belief that watching movies is a more effective method for language acquisition compared to traditional techniques, as evidenced by a mean score of 3.74 in Table 4.16.

Movie Genre

Learners have indicated that action movies are particularly beneficial for vocabulary enhancement, as noted in Table 4.21. In contrast, romantic films are perceived as less effective, with a mean score of 3.41 in Table 4.22.

Use of Documentary

Respondents unanimously agree that documentaries presented in the target language significantly aid in understanding complex topics, which is represented by a mean

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score of 4.08 in Table 4.23. This highlights the potential of such films to clarify challenging subjects while enhancing language skills.

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