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TEACHING ENGLISH THROUGH FILM: A CONTEXTUAL APPROACH TO LANGUAGE LEARNING**INGLIZ TILINI FILM ORQALI O'QITISH: TIL O'RGANISHGA KONTEKSTUAL YONDASHUV****ОБУЧЕНИЕ АНГЛИЙСКОМУ ЯЗЫКУ ЧЕРЕЗ КИНО: КОНТЕКСТНЫЙ ПОДХОД К ИЗУЧЕНИЮ ЯЗЫКА****Gafurova Nodira Ravshanovna** 

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Abstract

This article examines the use of films as a contextualized approach to English language teaching, emphasizing their role in improving language acquisition and cultural understanding. This approach not only promotes language development but also prepares students for practical communication in different contexts. The findings highlight the value of integrating film methods into language education to provide an integrated, multimodal learning experience that engages students of different learning styles.

Аннотация

В этой статье рассматривается использование фильмов как контекстуализированный подход к преподаванию английского языка, подчеркивающий их роль в улучшении усвоения языка и понимания культуры. Этот подход не только способствует развитию языка, но и готовит студентов к практическому общению в различных контекстах. Результаты подчеркивают ценность интеграции методов кино в языковое образование для обеспечения интегрированного, мультимодального опыта обучения, который вовлекает студентов с разными стилями обучения.

Annotatsiya

Ushbu maqola filmlar orqali ingliz tilini o'qitishda kontekstli yondashuv sifatida foydalanishni ko'rib chiqadi va ularning tilni o'zlashtirish va madaniy tushunishni yaxshilashdagi rolini ta'kidlaydi. Bunday yondashuv nafaqat tilni rivojlantirishga yordam beradi, balki talabalarni turli kontekstlarda amaliy muloqotga tayyorlaydi. Natijalar turli xil ta'lim uslublari talabalarini jalb qiladigan integratsiyalashgan, multimodal o'rganish tajribasini ta'minlash uchun kino usullarini til ta'limiga integratsiya qilishning ahamiyatini ta'kidlaydi.

Key words: English language learning, film-based teaching, cultural awareness, multimodal learning, contextual approach, language acquisition, student-produced films, 21st-century skills

Kalit so'zlar: ingliz tilini o'rganish, kinoga asoslangan o'qitish, madaniy xabardorlik, multimodal o'rganish, kontekstual yondashuv, tilni o'zlashtirish, talabalar tomonidan ishlab chiqarilgan filmlar, 21-asr ko'nikmalari.

Ключевые слова: изучение английского языка, преподавание на основе фильмов, культурная осведомленность, мультимодальное обучение, контекстуальный подход, усвоение языка, фильмы, созданные студентами, навыки 21-го века.

INTRODUCTION

In recent years, the integration of multimedia resources, particularly film, has become a prominent method in language teaching. Traditional language instruction often struggles to offer students a rich and authentic context for understanding the nuances of communication and culture. As a result, educators have increasingly turned to films as a dynamic and engaging tool for language acquisition. The visual and auditory elements of films create a multimodal learning environment that appeals to diverse learning styles, offering students the opportunity to engage with the language in a more immersive and contextualized manner. This study explores the use of film as a pedagogical tool, focusing on how it enhances students' linguistic abilities while simultaneously providing insight into cultural contexts, thus offering a more holistic approach to language learning.

Films, as a form of contextual learning, allow students to witness language use in real-life situations and diverse cultural settings, making abstract language concepts more tangible. From

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understanding formal versus informal language to learning about specific cultural rituals or societal values, films bridge the gap between theoretical knowledge and real-world application. The study aims to examine the effectiveness of using film to teach English through contextualized approaches, with a focus on how this method improves not only language skills—such as listening, speaking, reading, and writing—but also cultural awareness and communication strategies. Through a revision of existing literature, this research highlights key examples and findings from recent studies that showcase the multifaceted benefits of film-based learning.

METHODOLOGY

The methodology for this study is based on a comprehensive revision of existing literature. The research primarily employed a library research method, systematically reviewing and analyzing 25 relevant articles published between 2010 and 2020. The articles were sourced through Google Scholar using keywords related to short films in language learning, including "short films for EFL learning," "film for creativity among students," and "film and cultural awareness." This approach allowed for a synthesis of findings from multiple studies that explored the effectiveness of film-based learning in enhancing language proficiency and cultural understanding.

RESEARCH RESULTS

The study of Mukhamedova Makhliyo involved 11 senior students majoring in English Philology, predominantly female (90.9%), with ages ranging from 20 to 24 years and an average age of 21. This demographic distribution reflects a younger cohort with a significant female majority, which may influence their perspectives on language learning and cultural understanding. The focus on senior students, who have advanced in their academic careers, suggests that they possess a more developed grasp of linguistic concepts, which may shape their responses and the way they engage with the film-based contextual approach. Given the sample's homogeneity in age and gender, the findings may be more representative of similar student groups in English Philology programs, though generalizing to broader populations may require caution [2, p.232].

The results indicate that the contextual distinguishing approach through film significantly enhances students' understanding of cultural contexts and improves their communication skills. The study shows that films effectively convey cultural nuances, such as the British afternoon tea ritual, which was recognized by 90.9% of respondents. This highlights the power of visual media in enriching students' understanding of cultural practices and their role in language use. Additionally, 81.8% of participants found that analyzing various film scenes from different cultures helped them understand cultural nuances, further supporting the effectiveness of this approach. The recognition of the dynamic nature of language, especially among American teenagers, as reflected in slang usage, reinforces the idea that films offer invaluable insights into how language varies across age groups and social contexts. The findings also emphasize the importance of context in shaping communication, with 54.5% of participants acknowledging that language use depends on the situation, highlighting the relevance of relational dynamics in effective communication [2, pp.236-237].

The target group of another study consisted of thirty first-year German language learners at a U.S. university. Their proficiency in German ranged from novice-high to intermediate-mid on the ACTFL scale. While most participants were native speakers of American English, a few were multilingual, with backgrounds in languages such as Spanish, Italian, Russian, and Brazilian Portuguese. The learners' academic disciplines were diverse, including literature, IT, engineering, economics, and natural sciences. Importantly, none of the participants were enrolled in the course as a requirement, and most had future aspirations to engage with German-speaking countries through study abroad or internships. This group was thus composed of learners with varying linguistic backgrounds and academic interests, but with a common motivation to develop German language skills for personal or professional reasons [1, p.27].

The results of the study highlighted the potential of film-based resources to aid in the development of pragmatic knowledge in early-stage learners. Through analyzing films like *Rosenheim-Cops* and *Im Juli*, learners engaged in modified ethnographic analyses that allowed them to situate language use within specific social contexts, choosing language based on the formality of interactions and characters' personalities. This approach led to a noticeable

improvement in pragmatic features in learners' dialogues, contrasting with the less contextually rich exchanges found in textbook-based tasks. Although the learners were not yet proficient in all pragmatic forms, they showed awareness of the need to adapt their language based on context, reflecting a developing sociopragmatic understanding. The study also emphasized the importance of explicit instruction in pragmatics and the value of using filmic materials as a scaffold for real-world language use, offering insights into how L2 learners can begin to navigate complex sociolinguistic nuances even at an early stage of language acquisition [1, pp.36-39].

Another study of Tognozzi involved fifty university students from intermediate and advanced Italian language courses, divided into two groups, each using different approaches to engage with foreign language film clips to improve language fluency and cultural understanding. One group focused on mimicking film dialogue to enhance pronunciation and intonation, while the other analyzed visual cues to create their own dialogue scripts. Both groups were tasked with researching related cultural topics and presenting their findings. Pre- and post-surveys showed that students significantly improved in both language skills and cultural knowledge, with heightened emotional engagement and motivation. The results suggest that integrating film clips into language learning not only enhances linguistic abilities but also fosters a deeper understanding and appreciation of culture [4].

Puspawati et al. in their study consists of students engaged in language learning, particularly in the context of English as a Foreign Language (EFL) and English as a Second Language (ESL). The study emphasizes the benefits of integrating short films into language education, highlighting how both consuming and creating short films can significantly enhance students' linguistic and cultural competencies. Through a review of 25 related articles, the study emphasizes the role of short films in fostering creativity, collaboration, and critical thinking. It also notes that short films can be used to address important themes such as environmental awareness and compassion, encouraging students to incorporate such elements into their projects. The study advocates for a hands-on, multimodal approach to learning, incorporating visual, audio, and kinesthetic elements, which can stimulate various learning styles and help bridge the gap between theoretical knowledge and practical application [3, p.2].

The results suggest that both viewing and producing short films contribute to the development of comprehensive language skills, including listening, speaking, reading, and writing. By actively engaging in film production, students not only improve their technical and linguistic abilities but also enhance their 21st-century skills, such as creativity, communication, collaboration, and critical thinking (the 6Cs). The study shows that the process of creating short films allows students to combine different language skills while also encouraging them to think critically about content, structure, and the cultural elements they wish to present. Teachers play a crucial role in guiding students through the steps of filmmaking, including planning, scripting, and editing, which fosters a deeper understanding of both language and content. Ultimately, the study concludes that using short films as a pedagogical tool helps students develop meaningful, real-world skills that will be valuable in their future careers and personal growth [3, pp.4-5].

DISCUSSION

The findings from the literature reviewed in this study suggest that incorporating film into language learning offers significant benefits in both linguistic and cultural development. The students were able to recognize cultural practices, such as the British afternoon tea ritual, in the film, which was identified by 90.9% of participants. This demonstrates how films serve as powerful tools for conveying cultural nuances that might be challenging to grasp through traditional textbook-based learning. Moreover, the use of visual media provided students with the opportunity to better understand cultural differences, as seen in the increased comprehension of American slang by the same group. This aligns with the idea that films not only enhance language skills but also offer a deeper, more immersive insight into the cultural contexts in which the language is used.

Another notable example comes from Tognozzi's research, where two groups of students engaged with film clips in different ways to improve their linguistic fluency. One group mimicked film dialogue, which helped them focus on pronunciation, intonation, and paralinguistic elements, while the second group created their own dialogue scripts by observing visual cues in the films.

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Both groups showed significant improvement in both language skills and cultural understanding. The students' heightened emotional engagement and motivation, observed through pre- and post-surveys, support the effectiveness of film as an engaging pedagogical tool. This shows that film-based tasks, such as scriptwriting or mimicking, can not only improve language fluency but also promote deeper cultural comprehension, thus reinforcing the notion that language learning benefits when contextualized through real-world media like films.

Additionally, the study by Puspawati et al. emphasized the multimodal learning opportunities that short films offer, combining visual, audio, and kinesthetic elements to engage a variety of learning styles. By creating short films themselves, students were able to apply their language skills while also enhancing their creativity, critical thinking, and collaboration abilities—key competencies in the 21st century. The process of filmmaking, including tasks like planning a storyboard, writing scripts, and editing, provided an opportunity for students to synthesize multiple language skills, thus bridging the gap between theoretical knowledge and practical application. This highlights the importance of an active, hands-on approach to learning, where students are not passive consumers of content but active participants in content creation. The results suggest that such an approach, grounded in contextual language use, fosters a deeper understanding of both language and culture, preparing students for real-world communication.

CONCLUSION

The findings from the reviewed literature underscore the substantial role that film can play in enriching the language learning experience. By incorporating films into language instruction, teachers can provide students with an authentic context for language use, helping them understand cultural practices, language variation, and communication dynamics. Studies like those by Mukhamedova and Tognozzi show how film-based methods foster greater cultural comprehension and linguistic fluency, with students demonstrating a deeper understanding of both language and culture. Films not only serve as a tool for teaching language but also create an engaging and emotionally resonant learning experience, motivating students to actively participate in their education.

The creation of short films by students, as discussed by Puspawati et al., offers additional benefits by encouraging the development of 21st-century skills such as creativity, collaboration, and critical thinking. While participating in the film-making process, students not only improve their technical language skills, but also gain confidence in using language in real-world settings. This study highlights that teaching English through film—when combined with contextualized instruction and hands-on activities—provides a comprehensive approach to language learning, one that is both engaging and pedagogically effective. As language educators continue to explore innovative ways to engage students, incorporating film as a tool for teaching English holds significant potential for enhancing both linguistic and cultural competencies.

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