



AUDIOVISUAL INPUT AND VOCABULARY LEARNING: THE ROLE OF MOVIES AND TV SERIES IN ENGLISH LANGUAGE EDUCATION

Elmirzayeva Maftuna Do'smurod qizi

Karshi State University, Foreign Language Faculty

Teacher of Practical English Department

Email: maftunaelmirzayeva7@gmail.com

Qodirova Dilorom Zohid qizi

Student of Karshi State University

Foreign Language Faculty

Abstract

This article examines the role of audiovisual input, especially movies and TV series, in English vocabulary learning. Vocabulary acquisition is one of the essential components of foreign language education, since learners need a sufficient number of words and expressions to understand speech, read texts, write coherently and communicate effectively. Movies and TV series provide students with authentic language, natural pronunciation, contextualized vocabulary, visual support and cultural information. The article analyzes how audiovisual input supports vocabulary development through repeated exposure, incidental learning, subtitle use, contextual guessing and emotional involvement. It also discusses methodological ways of using films and series in English lessons, including pre-viewing, while-viewing and post-viewing activities. The study concludes that movies and TV series can be effective supplementary tools for vocabulary learning if they are selected according to students' level and used with purposeful learning tasks.

Keywords: audiovisual input, vocabulary learning, English language education, movies, TV series, subtitles, authentic materials, incidental learning, communicative competence.

Introduction

In modern English language education, vocabulary learning is considered one of the most important parts of language competence. Without enough vocabulary, students cannot understand authentic speech, express their thoughts clearly or participate



actively in communication. Grammar gives structure to language, but vocabulary gives content to communication. For this reason, expanding students' vocabulary has always been one of the central aims of English teaching.

Traditional vocabulary learning is often based on memorizing word lists, writing translations and completing exercises. These methods may be useful, especially for beginners, but they are not always sufficient for long-term vocabulary development. Students may memorize many words for a test, but later forget them because they do not meet those words in meaningful contexts. In real communication, words are not used separately; they appear in phrases, sentences, situations and cultural contexts. Therefore, vocabulary should be learned not only through translation, but also through meaningful exposure.

Audiovisual input is one of the most effective ways of giving learners such exposure. Audiovisual input means language input that is received through both hearing and seeing. Movies and TV series combine speech, image, action, emotion, gesture, facial expression, background and context. This combination helps learners understand and remember new words more naturally. When students watch a scene, they do not only hear a word; they also see the situation in which it is used. This makes vocabulary learning more meaningful and memorable.

The relevance of this topic is connected with the increasing availability of English-language media. Today students can easily watch English movies, TV series, cartoons, documentaries and online videos through the Internet. This creates new opportunities for language learning outside the classroom. However, watching movies and TV series without any learning purpose may not always lead to strong vocabulary growth. For this reason, teachers should guide students and show them how to use audiovisual input effectively.

The aim of this article is to analyze the role of movies and TV series as audiovisual input in English vocabulary learning. The article discusses theoretical foundations, methodological advantages, possible difficulties and practical classroom activities related to the use of movies and TV series in English language education.

The role of input in second language acquisition has been widely discussed in applied linguistics. Stephen Krashen's input hypothesis is especially important for this topic. According to Krashen, language acquisition occurs when learners are exposed to



comprehensible input that is slightly above their current level¹. Movies and TV series can provide such input if they are selected carefully and supported by visual context, subtitles or teacher guidance. The visual side of films makes the language more understandable because learners can use actions, emotions and situations to guess meaning.

Vocabulary learning has also been studied by I.S.P. Nation, who emphasizes that knowing a word involves more than knowing its translation. A learner should know the word's form, meaning and use². This idea is directly related to audiovisual materials. Movies and TV series help students notice how words are pronounced, how they are used in sentences, what emotions they express and in what social situations they appear.

Research on television as a source of vocabulary learning also supports the use of audiovisual input. Webb and Rodgers studied vocabulary demands of television programs and showed that TV content can expose learners to a wide range of words and repeated lexical items across different genres. Their study analyzed 88 television programs containing 264,384 running words, which demonstrates the rich lexical potential of TV materials for language learning³.

The role of subtitles and captions has also been emphasized in language learning research. Vanderplank argues that captioned media can support learners who find natural speech difficult to follow and can help connect spoken language with written forms⁴. This is very important for vocabulary learning because students can hear a new word, see its spelling and understand its meaning through the scene at the same time. Research summaries on Vanderplank's work also describe captioned viewing as a model for language learning from media. Thus, previous studies show that movies and TV series may be useful sources of vocabulary development. However, their effectiveness depends on students' level, material selection, subtitle use, repetition and learning tasks.

¹ Krashen S.D. Principles and Practice in Second Language Acquisition. – Oxford; New York: Pergamon Press, 1982. – P. 20–30.

² Nation I.S.P. Learning Vocabulary in Another Language. – Cambridge: Cambridge University Press, 2001. – P. 23–30.

³ Webb S., Rodgers M.P.H. Vocabulary Demands of Television Programs // Language Learning. – 2009. – Vol. 59, No. 2. – P. 335–366.

⁴ Vanderplank R. Captioned Media in Foreign Language Learning and Teaching: Subtitles for the Deaf and Hard-of-Hearing as Tools for Language Learning. – London: Palgrave Macmillan, 2016. – P. 45–62.



This article is based on descriptive, analytical and methodological approaches. The descriptive method is used to explain the concept of audiovisual input and its importance in vocabulary learning. The analytical method is applied to examine the advantages and limitations of using movies and TV series in English language education. The methodological approach is used to suggest practical ways of organizing vocabulary activities based on audiovisual materials.

The study relies on theoretical works in vocabulary acquisition, second language acquisition and English teaching methodology. It also uses practical examples to show how words and expressions can be learned through movies and TV series. The article focuses on the educational value of audiovisual materials as supplementary resources in English classes and independent learning.

Audiovisual input differs from ordinary written or spoken input because it presents language through several channels at the same time. In a book, students see written words. In an audio recording, they hear speech. In a movie or TV series, they hear language, see people, observe actions and understand emotions. This makes audiovisual input rich and dynamic. For example, if a student hears the word *surprised* in an audio recording, he or she may need translation or explanation. But if the student hears the word in a movie scene where a character suddenly receives unexpected news, the facial expression and situation help explain the meaning. In this way, visual context supports vocabulary understanding.

Audiovisual input is also close to real-life communication. In real conversations, people do not rely only on words. They also use gestures, facial expressions, tone of voice and situational context. Movies and TV series present these elements together. Therefore, they help students understand how language works in natural communication.

Another important feature of audiovisual input is emotional involvement. Students often remember words better when they are connected with an interesting story, a funny moment or a dramatic scene. Emotion strengthens memory. If students enjoy watching a film or series, they are more likely to continue learning and pay attention to language.

Movies and TV series help vocabulary learning in several ways. First, they present words in context. Context is very important because one word may have different meanings depending on the situation. For example, the word *break* may mean “to



damage,” “to stop for rest,” “to violate a rule,” or “to tell news.” In a movie or TV series, students can understand the meaning from the situation:

He broke the window.

Let’s take a break.

You broke the rules.

I have some bad news to break to you.

If students learn these examples only from a dictionary, they may find them difficult to remember. But if they meet them in different scenes, the meanings become clearer.

Second, movies and TV series introduce common phrases and collocations.

Vocabulary learning is not only about single words. Students also need to learn word combinations, such as:

make a decision

take responsibility

pay attention

keep a promise

get in trouble

figure out the problem

Such phrases are often repeated in dialogues. When students hear them several times, they begin to understand them as natural language units.

Third, audiovisual materials help learners acquire informal and everyday English.

Textbooks often teach standard expressions, but real speech includes informal phrases, contractions, phrasal verbs and idioms. For example, students may hear expressions such as:

What’s going on?

I’m fed up with this.

Hang on a second.

You’ve got to be kidding.

That sounds great.

These expressions are useful for everyday communication. Movies and TV series show when and how they are used.

Fourth, TV series provide repeated exposure. Since a series has many episodes, the same characters, situations and words often appear again and again. This repetition is useful for vocabulary retention. For instance, a school-based series may repeat words



such as assignment, exam, grade, classmate, principal, project and deadline. A medical series may repeat words such as patient, symptom, treatment, surgery, emergency and doctor. Repetition helps students move words from passive recognition to active use.

Vocabulary can be learned incidentally or intentionally. Incidental vocabulary learning happens when students learn words naturally while focusing on the general meaning of the film or series. For example, while watching a sitcom, a student may hear the expression *calm down* several times and gradually understand its meaning without formal explanation.

Intentional vocabulary learning happens when students consciously focus on new words. For example, they may write down unfamiliar vocabulary, check meanings, make sentences and review them later. Both types of learning are important. Movies and TV series can support both incidental and intentional vocabulary development.

Incidental learning is useful because it is natural and enjoyable. Students are not forced to memorize isolated words; they meet vocabulary in meaningful situations. However, incidental learning alone may be slow. Students may understand many words while watching but forget them later. Therefore, intentional activities are needed to strengthen learning.

A good method is to combine both. Students can first watch a scene for general understanding. Then they can watch it again and focus on vocabulary. After that, they can use the new words in their own sentences. In this way, passive exposure becomes active learning.

Subtitles are very important in using movies and TV series for vocabulary learning. Many students find authentic English speech difficult because actors speak quickly, use reductions and connect words. Subtitles help learners follow the speech and identify words.

There are three main ways of using subtitles. The first is using Uzbek subtitles. This may help beginners understand the story, but it can also make them focus too much on translation. If students only read Uzbek subtitles, they may ignore English speech. The second way is using English subtitles. This is usually more useful for vocabulary learning. Students hear the word and see its written form at the same time. This helps them connect pronunciation with spelling. For example, when a character says *I can't believe it*, students see how the phrase is written and hear how it is pronounced naturally.



The third way is watching without subtitles. This is useful for advanced learners because it develops listening comprehension. However, if the material is too difficult, students may understand very little. Therefore, watching without subtitles should be used gradually.

One effective method is repeated viewing with different subtitle modes. First, students watch a short scene with Uzbek subtitles to understand the content. Second, they watch the same scene with English subtitles and write down useful words. Third, they watch it without subtitles and try to recognize the words by listening. This method improves vocabulary, listening and pronunciation at the same time.

Movies and TV series have several methodological advantages in English vocabulary teaching.

First, they increase students' motivation. Many learners enjoy watching films and series, so they are more interested in the lesson. Motivation is important because students learn better when they are emotionally involved.

Second, movies and TV series provide authentic materials. Authentic materials show real language use. They help students understand how English is spoken in natural situations.

Third, audiovisual materials develop several skills together. While watching, students practice listening, vocabulary recognition, pronunciation awareness and cultural understanding. After watching, they can practice speaking and writing through discussion, role-play or summary writing.

Fourth, they support different learning styles. Some students learn better by seeing, some by hearing, and some by doing activities. Movies and TV series combine visual and auditory learning.

Fifth, they help teach culture. Vocabulary is connected with culture. Through films and series, students learn how people greet each other, express emotions, apologize, agree, disagree and use polite expressions.

Sixth, they can be used for both classroom and independent learning. Teachers can use short clips in class, while students can continue watching at home.

Although movies and TV series are useful, they also have limitations. The first problem is language difficulty. Some movies contain fast speech, slang, idioms and cultural references. If the material is too difficult, students may become discouraged.

The second problem is passive watching. Some students think that watching many films automatically improves vocabulary. However, vocabulary learning requires



attention, repetition and practice. Without active tasks, students may remember only a few words.

The third problem is unsuitable content. Some films may include violence, offensive language or topics that are not appropriate for educational purposes. Teachers should select materials carefully according to students' age, level and cultural context.

The fourth problem is time. Watching a full movie in class may take too much time. Therefore, it is better to use short scenes or selected episodes. A three- or five-minute clip can be enough for vocabulary teaching.

The fifth problem is subtitle dependence. If students always use native-language subtitles, they may not develop listening and vocabulary recognition. Teachers should gradually encourage students to use English subtitles or watch short scenes without subtitles.

To use movies and TV series effectively, teachers should organize activities in three stages: pre-viewing, while-viewing and post-viewing.

Pre-Viewing Activities

Before watching, the teacher should prepare students for the content. This may include introducing the topic, discussing pictures, predicting the story or teaching key vocabulary. For example, before watching a scene about travel, the teacher may introduce words such as airport, luggage, passport, ticket, flight, delay and destination. This helps students understand the scene more easily.

While-Viewing Activities

During viewing, students should have a clear task. They may write down new words, complete missing words from subtitles, match words with meanings or identify expressions used by characters. For example, students can listen for phrases such as *I agree*, *I don't think so*, *that's a good idea* or *What do you mean?*

Post-Viewing Activities

After watching, students should use the new vocabulary actively. They can make sentences, retell the scene, write a short summary, discuss characters or act out a similar dialogue. For example, if students learn the words *decision*, *problem*, *solution*, and *advice*, they can discuss a problem and give advice using those words.

A useful activity is a vocabulary table:



New word	Meaning	Sentence from the scene	My own sentence
delay	kechikish	The flight was delayed.	Our meeting was delayed yesterday.
promise	va'da	You made a promise.	I always keep my promise.
nervous	hayajonlangan	She was nervous before the exam.	I feel nervous before speaking.

This table helps students move from understanding to active use.

Movies and TV series are especially useful for independent vocabulary learning. Students can create their own learning routine. For example, they may watch one short episode per week and keep a vocabulary notebook.

A simple independent learning plan may include these steps:

1. Choose a suitable movie, series or short video.
2. Watch it once for general understanding.
3. Watch it again with English subtitles.
4. Write down 8–10 useful words or phrases.
5. Check the meaning and pronunciation.
6. Make personal sentences with new words.
7. Review the vocabulary after several days.
8. Try to use the words in speaking or writing.

Students should not try to learn every unknown word. This may be tiring and ineffective. It is better to choose useful words that appear several times or are important for communication. For example, phrases such as calm down, figure out, take care of, and make sure are more useful than rare words that students may not meet again.

Different genres provide different types of vocabulary. Therefore, genre selection is important.

Sitcoms are useful for everyday conversation, informal expressions and humor. Students can learn common phrases, phrasal verbs and conversational vocabulary.

Documentaries are useful for academic and subject-specific vocabulary. Nature documentaries teach words related to animals, environment and science. Historical documentaries teach words related to culture, society and events.

Dramas are useful for emotional vocabulary, relationships and social communication. Students can learn words connected with feelings, problems and personal experiences.

Medical series introduce health-related vocabulary such as patient, symptom, treatment, pain, surgery and emergency.



Detective or crime series introduce words such as witness, suspect, evidence, investigation, arrest and crime scene.

Teachers should choose genres according to the aim of the lesson. If the aim is everyday speaking, sitcoms are useful. If the aim is academic vocabulary, documentaries may be better. If the aim is professional vocabulary, specialized series can be selected carefully.

Teachers should follow several recommendations when using movies and TV series for vocabulary learning.

First, the material should match students' language level. If the video is too difficult, students may lose interest. If it is too easy, they may not learn enough new vocabulary. Second, teachers should use short clips rather than full movies during lessons. Short scenes are easier to manage and analyze.

Third, vocabulary should be selected purposefully. Teachers should not overload students with too many words. Five to ten useful words from one clip may be enough. Fourth, subtitles should be used wisely. English subtitles are often more effective for vocabulary learning than native-language subtitles.

Fifth, students should practice new vocabulary after watching. They should make sentences, answer questions, discuss the scene or write summaries.

Sixth, teachers should encourage repeated viewing. Watching the same short scene several times helps students notice vocabulary and pronunciation.

Seventh, cultural elements should be explained when necessary. Some expressions cannot be understood without cultural background.

The analysis shows that audiovisual input plays an important role in vocabulary learning. Movies and TV series give learners authentic, contextualized and emotionally engaging language input. They help students understand how words are used in real communication and support both receptive and productive vocabulary development.

Movies and TV series are effective because they combine sound and image. This combination helps learners guess meanings, remember words and connect vocabulary with situations. Subtitles further support this process by connecting spoken and written forms.

However, the effectiveness of audiovisual input depends on active learning. Passive watching may bring limited results. Students need tasks, repetition, vocabulary



notebooks and post-viewing practice. Teachers should guide students and help them use movies and TV series as educational tools, not only as entertainment.

The discussion also shows that genre selection is important. Different genres provide different vocabulary fields. Therefore, teachers should select films and series according to students' needs, interests and learning goals.

Conclusion

In conclusion, audiovisual input has a significant role in English vocabulary learning. Movies and TV series provide students with authentic language, natural pronunciation, contextualized vocabulary, cultural information and emotional engagement. They help learners meet words in meaningful situations and remember them more effectively than isolated word lists.

The article has shown that movies and TV series support vocabulary development through repeated exposure, incidental learning, subtitle use, contextual guessing and active practice. They can be used both in classroom teaching and independent learning. However, their effectiveness depends on proper material selection, student level, subtitle choice and follow-up activities.

Teachers should use movies and TV series purposefully. Pre-viewing, while-viewing and post-viewing activities can make audiovisual input more productive. Students should be encouraged to keep vocabulary notebooks, review new words and use them in speaking and writing.

Overall, movies and TV series are valuable supplementary tools in English language education. They make vocabulary learning more natural, motivating and communicative. When used correctly, audiovisual input helps students not only learn new words, but also understand how English functions in real-life communication.

References

1. Krashen S.D. Principles and Practice in Second Language Acquisition. – Oxford; New York: Pergamon Press, 1982. – 202 p.
2. Nation I.S.P. Learning Vocabulary in Another Language. – Cambridge: Cambridge University Press, 2001. – 477 p.
3. Webb S., Rodgers M.P.H. Vocabulary Demands of Television Programs // Language Learning. – 2009. – Vol. 59, No. 2. – P. 335–366.



4. Vanderplank R. Captioned Media in Foreign Language Learning and Teaching: Subtitles for the Deaf and Hard-of-Hearing as Tools for Language Learning. – London: Palgrave Macmillan, 2016. – 269 p.
5. Schmitt N. Vocabulary in Language Teaching. – Cambridge: Cambridge University Press, 2000. – 224 p.
6. Thornbury S. How to Teach Vocabulary. – Harlow: Pearson Education Limited, 2002. – 185 p.
7. Harmer J. The Practice of English Language Teaching. – 4th ed. – Harlow: Pearson Education Limited, 2007. – 448 p.
8. Elmirezayeva M. D. Formation and Development of Social Protection Terms in English and Uzbek Languages //Mental Enlightenment Scientific-Methodological Journal. – 2024. – T. 5. – №. 03. – C. 131-138.
9. Qizi E. M. D. Linguocultural and Semantic Analysis of English and Uzbekphraseological Units According to Cultural Features //Central Asian Journal of Literature, Philosophy and Culture. – 2023. – T. 4. – №. 4. – C. 170-175.
10. Farxod o‘g T. A. et al. THEORY AND METHODOLOGY OF TEACHING FOREIGN LANGUAGES: A MODERN PERSPECTIVE //Innovation Science and Technology. – 2025. – T. 1. – №. 4. – C. 21-25.
11. Richards J.C., Rodgers T.S. Approaches and Methods in Language Teaching. – 3rd ed. – Cambridge: Cambridge University Press, 2014. – 410 p.
12. Ur P. A Course in Language Teaching: Practice and Theory. – Cambridge: Cambridge University Press, 1996. – 375 p.
13. Brown H.D. Principles of Language Learning and Teaching. – 5th ed. – New York: Pearson Education, 2007. – 410 p.