



FACULTY OF FOREIGN LANGUAGES

PROGRAM: ENGLISH LANGUAGE

MASTER'S STUDIES

**UNIVERSITY STUDENTS' VIEWS AND ATTITUDES
TOWARD THE USE OF NATIVE FILMS IN ENGLISH
LANGUAGE LEARNING**

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Abstract

This study investigates the role of native films in English language learning, focusing on their effectiveness in improving listening, speaking, vocabulary acquisition, motivation, and cultural awareness among university students. A mixed-methods approach was adopted, incorporating survey responses from 50 students and semi-structured interviews with 5 university professors. The quantitative results demonstrate that films significantly enhance pronunciation, listening comprehension, and vocabulary retention. The qualitative insights from teachers reinforce these findings, with professors highlighting the benefits of films in exposing students to authentic language, varied accents, and conversational structures. They observed that films increase student motivation and engagement, especially when accompanied by structured activities such as discussions and writing assignments. However, challenges such as technical limitations, comprehension difficulties due to fast speech, and cultural unfamiliarity were noted. Professors recommended careful film selection aligned with syllabus objectives, the use of subtitles for better understanding, and interactive activities to enhance learning outcomes. Overall, the study confirms that films can be an effective pedagogical tool for language learning, particularly for listening and speaking skills. The findings suggest that while films provide rich linguistic and cultural input, they should be integrated strategically with supplementary activities to maximize their impact. These insights contribute to the ongoing discourse on innovative and engaging approaches to language education.

Keywords: Film-based learning, language acquisition, listening and speaking skills, motivation, vocabulary development, cultural awareness

Abstrakt:

Kjo hulumtim analizon rolin e filmave në mësimin e gjuhës angleze, duke u fokusuar në efektivitetin e tyre për përmirësimin e të dëgjuarit, të folurit, të fituarit të fjalorit, motivimit dhe ndërgjegjësimit kulturor te studentët universitar. Është përdorur një qasje e mikse, duke përfshirë përgjigje nga pyetësorët e 50 studentëve dhe intervista gjysmë-të strukturura me 5 profesorë universitarë. Rezultatet sasiore tregojnë se filmat përmirësojnë ndjeshëm shqiptimin, kuptimin e të dëgjuarit dhe ruajtjen e fjalorit. Qasja cilësore e mësuesve i përforcojnë këto gjetje, duke theksuar përfitimet e filmave në ekspozimin e studentëve ndaj gjuhës angleze, thekseve të ndryshme dhe strukturave të bisedës. U vërejtë se filmat rrisin motivimin dhe përfshirjen e studentëve, sidomos kur shoqërohen me aktivitete të strukturuar si diskutime dhe detyra shkrimi. Megjithatë, u vunë re edhe sfida të tilla si kufizimet teknike, vështirësitë e kuptimit për shkak të shpejtësisë së të folurit dhe panjohuria kulturore. Profesorët rekomanduan zgjedhje të kujdeshme të filmave në përputhje me objektivat e programit mësimor, përdorimin e titrave për kuptim më të mirë dhe aktivitete ndërvepruese për të përmirësuar rezultatet e të nxënit. Në përgjithësi, studimi konfirmon se filmat mund të jenë një mjet pedagogjik efektiv për të nxënë një gjuhë, veçanërisht për aftësitë e të dëgjuarit dhe të folurit. Gjetjet sugjerojnë se, ndërsa filmat ofrojnë input të pasur gjuhësor dhe kulturor, ata duhet të integrohen në mënyrë strategjike me aktivitete plotësuese për të maksimizuar ndikimin e tyre. Këto njohuri kontribuojnë në diskutimin e vazhdueshëm mbi qasjet inovative dhe angazhuese në arsimin gjuhësor.

Fjalë kyçe: Mësimi me filma, të nxënit e gjuhës, aftësitë e të dëgjuarit dhe të folurit, motivimi, zhvillimi i fjalorit, ndërgjegjësimit kulturor

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INTRODUCTION

Over the past decades, the English language has emerged as the most prominent and influential language worldwide (Crystal 2012). Learning a new language is often challenging for learners, demanding considerable time and dedication. To make this process more engaging and effective, second language educators have explored various English-language resources (Cook 2016). One successful approach has been to encourage learners to improve their language skills through English movies. Media, particularly English-language films, has gained significant attention for its effectiveness in supporting language learning and teaching. Research across various contexts highlights that movies serve as authentic tools that support comprehensive language skill development, including speaking, listening, reading, vocabulary, and writing. (Albiladi, Abdeen, and Lincoln 2018) found that language learners perceive movies as effective resources, enhancing not only their linguistic abilities but also fostering cultural awareness. A systematic review by (Pavithra and Gandhimathi 2024)) underscores the role of well-chosen movie content in improving English language skills among second or foreign language learners. The review concluded that movies significantly enhance language acquisition, as they offer natural language use and are beneficial across diverse learning settings. In a Foundation English course, (Latiff et al. 2021) used movies to help learners with limited English proficiency (LEP) develop their language skills and cultural understanding. This action research outlined how integrating movies into the curriculum can benefit language learners by evaluating the appropriateness of English films and capturing student responses. The results indicated that movies contribute positively to both language skill enhancement and cultural awareness, making them a practical teaching resource.

The role of English-language films in developing specific language skills, particularly listening and speaking, has also been explored in the United Arab Emirates. (Al Murshidi 2020) conducted a study involving 221 EFL students and observed that film-based learning significantly improved listening and speaking skills, especially for students who were motivated to learn. This study suggests that movies are effective for enhancing communication skills in culturally diverse EFL contexts. (Kabooha 2016) investigated the perceptions of both students and teachers toward movies in the EFL classroom. The study revealed positive

attitudes, with both groups recognizing movies as beneficial for language acquisition. These findings have significant pedagogical implications, as instructors are encouraged to incorporate well-selected movies into their curriculum to boost language learning motivation and improve students' language skills. An experimental study by (Ismaili 2013) examined the effects of movies on integrated language skills among pre-intermediate and intermediate EFL students at South East European University. Using an experimental and a control group, the study found that students exposed to movies showed notable improvements in listening and communication skills compared to those taught with conventional methods. The study concluded that movies present language in a more natural and visually supported context than traditional textbooks, enhancing student comprehension and engagement.

Overall, the aim of this research is to examine the impact of utilizing films as instructional resources to enhance language learning among students, specifically targeting the development of essential language skills such as speaking, listening, reading, vocabulary, and writing. This study seeks to identify the mechanisms through which films serve as effective tools for language acquisition. Additionally, it will investigate the influence of film-based instruction on student engagement and motivation within the framework of English language learning. By providing insights into these relationships, the research intends to offer valuable recommendations for educators, ultimately improving teaching methodologies and outcomes in language education.

1.1 Problem statement

While the significance of English language proficiency is widely acknowledged in today's interconnected world, numerous students in the Republic of Kosovo encounter difficulties in developing crucial language skills, including speaking, listening, reading, vocabulary, and writing. Conventional teaching approaches frequently fall short in effectively engaging learners, which can result in diminished motivation and restricted language mastery. Specifically, students in Kosovo, operating within an evolving educational framework, often seek alternative resources that can enrich their learning experiences. Although films are recognized as potentially valuable instructional tools, their precise effects on language acquisition, student involvement, and motivation have not been thoroughly investigated. This study seeks to fill this gap by exploring how incorporating films into English language

instruction can enhance language skills and foster a more interactive learning atmosphere, particularly for students in the Republic of Kosovo.

1.2 Research objectives

- To investigate how incorporating films into English language instruction affects the development of language skills such as speaking, listening, reading, vocabulary, and writing among students.
- To explore students' views and attitudes regarding the effectiveness of films as teaching resources in learning English within the Kosovo educational context.
- To assess the impact of film-based learning on student motivation and engagement during the English language acquisition process.
- To determine the specific ways in which films facilitate language learning, including the influence of cultural context and visual narrative.
- To offer practical recommendations for teachers on how to effectively integrate films into English language curricula, specifically designed to meet the needs and challenges of students in Kosovo.

1.3 Hypothesis of study

H1: Integrating films into English language learning will lead to a substantial enhancement in students' proficiency across key language skills, including speaking, listening, reading, vocabulary, and writing.

H2: Learners exposed to film-based instruction will exhibit greater engagement and motivation than those receiving traditional teaching methods.

H3: The impact of films on language development will be more pronounced in listening and speaking skills compared to reading and writing abilities.

H4: Students taught with films will show significantly improved language acquisition outcomes compared to peers who are instructed without the use of films.

1.4 Overview of thesis

This thesis explores the effectiveness of native films in English language learning, particularly in developing listening, speaking, vocabulary, motivation, and cultural awareness. The study combines theoretical perspectives, empirical data, and qualitative insights to evaluate film-based instruction as a teaching tool.

Chapter I: Introduction – Defines the research problem, objectives, and hypotheses, presenting films as a potential alternative approach to traditional language learning.

Chapter II: Literature Review – Examines theoretical frameworks such as Krashen’s Input Hypothesis, Vygotsky’s Sociocultural Theory, and Mayer’s Cognitive Theory of Multimedia Learning. It also discusses the benefits of native films, including authentic language exposure, skill enhancement, and engagement.

Chapter III: Materials and Methods – Describes the research design, data collection, and analysis, employing both quantitative and qualitative methods, including surveys and interviews with students and teachers.

Chapter IV-V: Results and Discussion – Analyzes descriptive data, correlation findings, and comparative analysis, revealing the positive effects of films on speaking skills and motivation. It also incorporates qualitative perspectives on challenges and best practices.

Chapter VI: Conclusion – Summarizes the findings, reinforcing the value of films as an engaging language-learning resource.

Chapter VII: Recommendations – Suggests strategies for optimizing film-based learning, such as structured activities, film selection guidelines, and institutional support.

METHODOLOGY

This study employed a mixed-methods approach to explore the role of films as educational tools in enhancing English language proficiency among university students and teachers in Kosovo. By integrating both quantitative and qualitative methodologies, the research aimed to capture a holistic perspective on the use of films in language learning. Data were collected from November 2024 to January 2025, targeting university students and English language teachers across various institutions. The comprehensive data collection approach ensured robust insights into both student and teacher experiences.

3.1 Quantitative Approach with Students

The quantitative component of the study focused on capturing university students' experiences, perceptions, and motivations regarding the use of films in language learning. A structured questionnaire was designed and distributed online during the data collection period. The study initially aimed to collect responses from 50 students enrolled in English language programs at three key universities in Kosovo:

- University of Prishtina "Hasan Prishtina"
- University of Prizren "Ukshin Hoti"
- Kolegji Dardania

These institutions were selected to represent a diverse range of student demographics, ensuring inclusivity across variables such as gender, age, and educational background. Out of the 100 students contacted, 69 completed the questionnaire, yielding a response rate of 69%. This sample provided sufficient data to analyze trends and relationships related to the use of films in language learning.

The questionnaire was divided into three main sections:

1. **Demographic Information:** The first section aimed to collect essential background information about the participants, including their age, gender, level of education, and

frequency of English language use. This data helped contextualize the subsequent responses and allowed for subgroup comparisons.

2. **Use of Films in Language Learning:** The second section focused on students' engagement with films during their language studies. Participants were asked about the types of films they watched (e.g., genres, native or non-native), how frequently they used films as a learning resource, and the specific language skills they believed were enhanced through this method (e.g., speaking, listening, vocabulary, reading, and writing).
3. **Perceptions and Motivation:** The final section assessed students' opinions on the effectiveness of films in improving their language skills. It also examined their motivation to learn English through films, with responses recorded on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

To maximize accessibility, the questionnaire was distributed online through university networks and social media platforms. Students were given sufficient time to complete the questionnaire anonymously, ensuring they could respond freely and without external pressure. Confidentiality was maintained throughout the process. The quantitative data collected were analyzed using IBM SPSS Statistics software. The analysis included:

- **Descriptive Statistics:** Used to summarize demographic characteristics and overall response trends.
- **Correlation Analysis:** Conducted to identify potential relationships between film usage and improvements in specific language skills.
- **ANOVA and T-Test:** Employed to explore variations in students' perceptions and motivation based on factors such as film usage frequency, gender, and educational background.

3.2 Qualitative Approach with Teachers

The qualitative component of the study was designed to provide a deeper understanding of how teachers perceived and utilized films as tools for language learning. Semi-structured interviews were conducted online with five English language teachers from different universities across Kosovo. This approach allowed the researcher to explore the lived experiences, challenges, and strategies employed by teachers when integrating films into their teaching practices.

The interviews were guided by a set of ten open-ended questions, which addressed the following key areas:

- The perceived role of films in enhancing specific language skills such as listening, speaking, and vocabulary acquisition.
- The types of films that teachers considered effective for language learning and why.
- Observations on how films impacted student engagement and motivation in the classroom.
- Challenges faced by teachers when incorporating films into their curriculum, such as technical constraints or the availability of suitable materials.
- Strategies and techniques teachers used to maximize the educational value of films, including pre-viewing and post-viewing activities.

The interviews were conducted virtually to accommodate participants' schedules and ensure convenience. With the consent of the participants, the interviews were audio-recorded and subsequently transcribed for analysis. Thematic analysis was then employed to identify recurring patterns and insights in the teachers' responses. This approach provided rich qualitative data that complemented the quantitative findings, offering a nuanced understanding of the potential and challenges associated with film-based language learning.

CONCLUSIONS

This study highlights the significant role of films in English language learning, particularly in the development of listening, speaking, and vocabulary skills. The descriptive analysis ensures a well-balanced representation of participants, reinforcing the reliability of the findings. The correlation analysis underscores the interconnected nature of language skills, revealing strong associations between listening, reading, and writing abilities. Specifically, students recognized films as beneficial in improving pronunciation and vocabulary acquisition, though their measurable impact on speaking proficiency was inconsistent.

Furthermore, the frequency of film use did not significantly alter students' perceptions of its effectiveness in language learning. Both frequent and infrequent film users acknowledged films as valuable tools for enhancing motivation, real-world language exposure, and vocabulary development. However, film-based instruction was found to be particularly effective for improving speaking skills, whereas its influence on reading and writing remained minimal. This suggests that while films naturally support auditory and verbal learning, additional instructional strategies may be required to strengthen their role in literacy skill development.

The qualitative findings reinforced these insights, with students emphasizing that films enhanced their vocabulary, pronunciation, and listening comprehension. Nevertheless, challenges such as understanding different accents, fast-paced speech, and cultural references were commonly cited. Students also expressed a preference for subtitles, structured activities, and guided discussions to maximize the benefits of film-based learning.

These findings underscore the potential of films as an engaging and effective pedagogical tool, provided that their use is carefully structured and supplemented with appropriate instructional strategies. Future research should explore the long-term impact of film-based learning and examine how tailored film selection and targeted teaching approaches can enhance its effectiveness across all language domains.

The qualitative analysis of teacher responses provides valuable insights into the role of films as tools for language learning, highlighting their benefits, challenges, and the strategies

employed by educators. Films were consistently identified as effective in enhancing critical language skills such as listening, speaking, and vocabulary acquisition, primarily due to their ability to expose students to authentic language use and culturally relevant contexts. Teachers also observed a significant impact on student engagement and motivation, with films fostering curiosity, participation, and a positive attitude toward language learning.

However, the integration of films into teaching practices is not without challenges. Technical limitations, difficulty in aligning films with syllabus objectives, and student comprehension barriers were recurring issues. Despite these obstacles, teachers demonstrated adaptability through innovative strategies such as using subtitles, segmenting films into manageable parts, and conducting pre- and post-viewing activities. These approaches not only mitigate challenges but also maximize the pedagogical value of films by encouraging active participation and critical thinking.

The findings underscore the importance of careful planning and resource management in using films for language education. Teachers emphasized the need for selecting materials that align with curriculum goals, cultural relevance, and language proficiency levels. Additionally, the assessment methods employed by educators, including follow-up activities and reflective discussions, highlight the importance of evaluating both linguistic and cognitive outcomes.

In conclusion, the study demonstrates that films are a versatile and impactful resource in language learning, capable of addressing diverse educational needs and fostering a dynamic, student-centered learning environment. By addressing the identified challenges and leveraging the strategies shared by teachers, educators can unlock the full potential of films to support language acquisition and cultural awareness. These findings provide a robust foundation for integrating films into English language curricula and offer practical implications for improving teaching practices in this domain.

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