THE USE OF FILM CLIPS TO ENHANCE THE ENGLISH COMMUNICATIVE SKILLS OF EIGHTH GRADE THAI STUDENTS

A THESIS

BY

NARET TONGBOONYOUNG

Presented in Partial Fulfillment of the Requirements for the

Master of Arts Degree in Teaching English as a Foreign Language

at Srinakharinwirot University

May 2013

THE USE OF FILM CLIPS TO ENHANCE THE ENGLISH COMMUNICATIVE
SKILLS OF EIGHTH GRADE THAI STUDENTS

A THESIS

BY

NARET TONGBOONYOUNG

Presented in Partial Fulfillment of the Requirements for the

Master of Arts Degree in Teaching English as a Foreign Language

at Srinakharinwirot University

May 2013

THE USE OF FILM CLIPS TO ENHANCE THE ENGLISH COMMUNICATIVE
SKILLS OF EIGHTH GRADE THAI STUDENTS

AN ABSTRACT

BY

NARET TONGBOONYOUNG

Presented in Partial Fulfillment of the Requirements for the

Master of Arts Degree in Teaching English as a Foreign Language

at Srinakharinwirot University

May 2013

Naret Tongboonyoung. (2013). *The Use of Film Clips to Enhance the English Communicative Skills of Eighth Grade Thai Students.* Thesis, M.A. (Teaching English as a Foreign Language). Bangkok: Graduate School, Srinakharinwirot University. Advisor Committee: Dr. AurapanWeerawong, Assistant Professor Dr. Saiwaroon Chumpavan.

This study measured how effectively film clips could enhance the English communicative skills of eighth grade Thai students. It also studied students' attitudes towards their English lessons after learning English through film clip instruction. The participants of the study were eighth grade Thai students studying in the second semester of academic year 2012 at Cha-uat school in Nakhon Sri Thammarat, Thailand. Participants were selected by using the simple random sampling method to draw from among 410 students in 11 classes. They were divided into the experimental and control groups with 30 students in each group. The research instruments consist of English for communication test which was used as a pretest and a posttest and a questionnaire surveying students' attitudes towards learning English through film clips. Five film clip lesson plans were used as teaching materials to teach the experimental group for eight weeks. Each lesson was used for three sessions for a total of 17 sessions. Each session lasted 50 minutes. The data were statistically analyzed by *t*-test independent statistics. The result of this study showed that the English communicative skills of students taught through film clip instruction was significantly higher than that of students taught through regular instruction at the .05 level of significance. Additionally, the data from the pre- and the postquestionnaire surveying students' satisfaction were statistically analyzed by *t*-test for correlated means. The mean score of postquestionnairs was higher than that of prequestionnaires.

การใช้คลิปภาพยนตร์เพื่อเพิ่มทักษะความสามารถด้านการสื่อสารภาษาอังกฤษของ

นักเรียนชั้นมัธยมศึกษาปีที่ 2

บทคัดย่อ

ของ

นเรศ ทองบุญยัง

นเรศ ทองบุญยัง.(2556). *การใช้คลิปภาพยนตร์เพื่อเพิ่มทักษะความสามารถด้านการสื่อสาร*
ภาษาอังกฤษของนักเรียนชั้นมัธยมศึกษาปีที่ 2 ปริญญานิพนธ์ ศศ.ม. (การสอนภาษาอังกฤษ
ในฐานะภาษาต่างประเทศ).กรุงเทพฯ: บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ.
คณะกรรมการควบคุม: ดร. อรพรรณ วีระวงศ์, ผศ.ดร. สายวรุณ จำปาวัลย์

       การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อศึกษาประสิทธิภาพของการใช้คลิปภาพยนตร์เพื่อเพิ่ม
ทักษะความสามารถด้านการสื่อสารภาษาอังกฤษของนักเรียนชั้นมัธยมศึกษาปีที่ 2 นอกจากนี้การ
วิจัยครั้งนี้ยังศึกษาทัศนคติของผู้เรียนหลังจากเรียนภาษาอังกฤษโดยการใช้คลิปภาพยนตร์ กลุ่ม
ตัวอย่างประกอบด้วยนักเรียนชั้นมัธยมศึกษาปีที่ 2 จำนวน 60 คนจากโรงเรียนชะอวด จังหวัด
นครศรีธรรมราช ซึ่งสุ่มเลือกจากนักเรียนชั้นมัธยมศึกษาปีที่ 2 ทั้งหมดจำนวน 11 ห้องจากนักเรียน
ทั้งสิ้น 410 คน โดยแบ่งออกเป็นกลุ่มทดลองและกลุ่มควบคุม กลุ่มละ 30 คน เครื่องมือที่ใช้ในการวิจัย
ได้แก่ แบบทดสอบทักษะด้านการสื่อสารภาษาอังกฤษ ซึ่งเป็นเครื่องมือที่ใช้ในการวัดความรู้และความ
เข้าใจของนักเรียนทั้งก่อนและหลังการเรียนการสอน แบบสอบถามด้านทัศนคติต่อการเรียน
ภาษาอังกฤษโดยใช้คลิปภาพยนตร์ นักเรียนในกลุ่มทดลองได้รับการสอนโดยใช้คลิปภาพยนตร์
จำนวนห้าแผนการสอน เป็นเวลา 8 สัปดาห์ แต่ละแผนใช้สอน 3 คาบ รวมทั้งสิ้น 17 คาบ ซึ่งแต่ละคาบ
ใช้เวลา 50 นาที สถิติที่ใช้ในการวิเคราะห์ข้อมูล คือ ค่าเฉลี่ย ค่าเบี่ยงเบนมาตรฐานและใช้สถิติ *t*-test
แบบ **Independent samples** ผลการศึกษาพบว่าทักษะความสามารถด้านการสื่อสารภาษาอังกฤษ
ของนักเรียนที่เรียนด้วยคลิปภาพยนตร์สูงกว่านักเรียนที่ไม่ได้เรียนภาษาอังกฤษด้วยคลิปภาพยนตร์
อย่างมีนัยสำคัญทางสถิติที่ระดับ .05 ยิ่งกว่านั้น จากการใช้สถิติ *t*-test for correlated means พบว่า
ทัศนคติที่ดีของนักเรียนหลังจากเรียนภาษาอังกฤษด้วยคลิปภาพยนตร์มีความพึงพอใจมากกว่าก่อน
เรียนด้วยคลิปภาพยนตร์

The thesis titled

"The Use of Film Clips to Enhance the English Communicative Skills of Eighth Grade Thai Students"

by

Naret Tongboonyoung

has been approved by the Graduate School as partial fulfillment of the requirements for the

Master of Arts degree in Teaching English as a Foreign Language of

Srinakharinwirot University

……………………….……………….. Dean of Graduate School

(Assoc. Prof. Dr. Somchai Santiwatanakul)

May…., 2013

Thesis Committee   Oral Defense Committee

………………………….. Major-advisor   ………………………….. Chair

(Dr. Aurapan Weerawong)   (Dr. Walaiporn Chaya)

………………………….. Co-advisor   …………………………. Committee

(Asst. Prof. Dr. Saiwaroon Chumpavan)   (Assoc. Prof. Dr. Bang-on Pantong)

                                               ………………………….. Committee

                                               (Dr. Aurapan Weerawong)

                                               ……………………............Committee

                                               (Asst. Prof. Dr. Saiwaroon Chumpavan)

ACKNOWLEDGEMENT

The completion of this thesis has been possible because of kind assistance from many people. I would like to express my deepest gratitude to my thesis's advisor Dr. Aurapan Weerawong for her wide knowledge, thoughtful advice and warm encouragement. I also extend my sincere gratitude and appreciation to my co-advisor, Assistant Professor Dr. Saiwaroon Chumpavan for her valuable advice and guidance that inspired me to complete this study.

My warmest appreciation is extended to my research committee members, Dr. Walaiporn Chaya and Assoc. Prof. Dr. Bang-on Pantong for their invaluable comments and thoughtful guidance. I would like to express my gratitude to Mr. Tanakorn Tongprayoon, Miss.Wongsiri Boonsue and Mrs. Rajini Srikuruwal for their insightful feedback in improving my research instrument. I would like to thank Associate Professor Thomas F. Radzienda for proofreading the English text.

Furthermore, my sincerest thanks go to all my TEFL classmates for their cheerful help and encouragement. My greatest thanks go out to the helpful English teachers and students at Cha-uat School who were involved in this study.

Finally, I would like to express my heartfelt thanks and gratitude to my parents for their financial support, understanding, warm encouragement and inspiration.

Naret Tongboonyoung

TABLE OF CONTENTS

TABLE OF CONTENTS (continued)

TABLE OF CONTENTS (Continued)

CHAPTER   **Page**

LIST OF TABLES

LIST OF FIGURES

CHAPTER I

BACKGROUND OF THE STUDY

Introduction

English is used to communicate worldwide as a second language or foreign language, and also as an official language in some countries. In Thailand, English is extensively used to communicate with people from all over the world. In addition, the Association of Southeast Asian Nations (ASEAN) community has adopted English as its official language (Government Public Relations Department, 2011). In response to the importance of English in the region, the Thai Ministry of Education wants students to speak English confidently at the same level as other ASEAN countries (Government Public Relations Department, 2011). The Thai Ministry of Education has recognized the importance of English for communication and introduced the communicative approach to school teachers in 1980 (Supervisory Unit Department of General Education, 1997). According to educators in language teaching, the communicative approach helps students improve English communicative proficiency. For this reason, they support it to be employed in Thai schools (Ministry of Education, 2008).

Richards and Roger (2001) point out that the communicative approach encourages students to communicate in the target language. The major goal of teaching language is to develop the four basic language skills (Widdowson, 1990; Nunan 1999). Johnson (2001) adds that the communicative approach requires teachers to perform different roles such as a facilitator, informant, controller and guide. This approach increases learners' opportunities to interact with teachers. It also enables students to engage in speaking, listening, reading and writing as they get involved in real communication (Harmer,

2007a). However, the practice of the communicative approach in Thai schools seems to appear mostly in theory, not in practice (Weerawong, 2004).

Many researchers indicate that Thai students encounter problems in communicating English language (Angwattansakul, 1994; Punthumasen, 2007; Weerawong, 2004). Thai language classrooms focus on the grammar translation approach rather than communicative language teaching. The problem is that Thai students do not have sufficient opportunities to speak and listen in English. Harmer (2007a) points out that teaching language should not target grammar. Teachers should emphasize the purpose of language use. Mountford (1986) adds that 90 percent of Thai teachers teach English through Thai language. The grammar translation method is used to explain grammar and comprehension of reading passages. To suggest eliminating the grammar translation method represents a serious challenge for Thai teachers because they would have to develop listening and speaking skills themselves (Mauleon & Lee, 2008).

Despite the pronouncements of the Ministry of Education, the communicative approach may not be effectively implemented in Thai schools. Sutabutr (1986 as cited in Coleman, 1996) explains that some teachers believe that teaching English through Thai makes students more comfortable and understand the target language better. The teachers themselves feel more relaxed using their mother language instead of English. This perpective is supported by Sukamoson (1998 as cited in Puntakerngamorn, 1998) and Wongsothorn et al., (1996) who explain that many classes continue to emphasize traditional techniques that teachers employ in language classroom such as rote learning, translation and drilling. Likewise, Weerawong (2004) argues that language teaching and learning English frequently aim to prepare students to perform well on examinations rather than focusing on authentic use of the language. As a result, the students still

struggle to use English while teachers are unable to implement the communicative approach. The approach has not been implemented properly in English language teaching.

Many reasons have been explored to explain why the communicative approach has not been fully embraced in Thailand. For one, Thai teachers encounter large classes and heavy teaching loads so they have little time to create communicative activities for students (Biyeam, 1997 as cited in Wiriyachitra, 2002). This makes English classes unchallenging; secondary school students also lack opportunities to communicate in the English language (Biyeam, 1997 as cited in Wiriyachitra, 2002). The students are not confident to communicate in English because English teachers do not emphasize the importance of communication skills. The students cannot use their English knowledge because of insufficient vocabulary. Teaching materials are not provided to English teachers for teaching communication skills (Kethongkum, 2005; Phuphanpet, 2004 & Promshoit, 2010).

In addition, Williams (1992) and Gebhard (1982) reveal that Thai students do not ask teachers what they are curious about and they rarely volunteer information in the classroom. Likewise, Wong (1997) indicates that Thai students are quiet and unwilling to express their feelings. They prefer learning English with use of Thai. They do not respond individually, but in chorus (Punthakerngamorn, 1998). Moreover, Thai schools may lack well-trained teachers with background in communicative language teaching. Thailand also lacks English Foreign Language (EFL) teachers (Weerawong, 2004). Punthumasen (2007) adds that Thai schools rarely use teaching resources for English activities such as printed media, internet and movies. These limitations are particularly serious in remote areas. Punthumasen (2007) claims that the environment inside and

outside classrooms fails to promote students' communicative English skills. All these factors explain why students are unable to communicate well in English, despite emphasis on the communicative approach by Thai Ministry of Education (Punthumasen, 2007; Weerawong, 2004). It is obvious that English language teaching and learning remain an uphill task for the Thai Ministry of Education. Moreover, Thailand is preparing to join the ASEAN Economic Community (AEC) in 2015. Thailand could be at a disadvantage in the community due to its relatively poor English skills. The English skills of Thai students must be improved before the launching of AEC (The Nation Editorial, 2012).

As mentioned above, the students will find themselves lagging behind in English skills compare to students in Southeast Asian countries. Most Thai students who graduate from high school and enroll in university cannot communicate well in English (Global English Analyst Team, 2012). Primary, secondary and university students have low levels of English proficiency because they lack English communicative skills (Bangkok Post Editorial, 2012; The Nation Editorial, 2012). Media sources claim that most Thai university graduates cannot communicate in English. Students who pass English examinations cannot actually hold a conversation for more than two minutes (Bangkok Post Editorial, 2012,). Overall, Thai students ranked fourth among ASEAN countries in the Test of English for International Communication (The Nation Editorial, 2005).

With these problems in mind, this research focuses on using authentic materials to improve learners in English communicative proficiency. Authentic materials refer to teaching resources that are not purposely produced for language teaching such as newspaper articles, movies advertisements, maps and comic books (Harmer, 2007b; Martinez, 2002; Nunan, 1989, as cited in Macdonald, Badger, &White, 2000). In

addition, Gebhard (2006) categorizes authentic materials into four elements: *authentic listening viewing materials* (TV commercials, movies, video clips); *authentic visual materials* (photographs, magazines, cook books); *authentic printed materials* (newspaper articles, advertisements, maps, comic books) and *realia* or real-world objects (wall clocks, phones, dolls, puppets).

English teaching experts (Harmer, 2007b; Newby, Stepich, Lehman, & Russell, 2010; Tomlinson, 2011) suggest that authentic materials deliver a variety of communicative activities to students for practicing English communicative skills. Teachers should present authentic materials in classrooms because students find them motivating while learning the target language. Authentic materials help students gain greater confidence in the language working towards authentic materials (Miller, 2003; Nunan, 1989, as cited in Macdonald, Badger, &White, 2000; Tomlinson, 2011).

Despite many benefits, authentic materials have limitations, especially for non-native speakers of English. Teachers must be aware of various accents, dialects, slang and regional vernacular that create difficulties in teaching English (Martinez, 2002; Harmer, 2007b). Even with these limitations, the benefits of authentic materials in the classroom are well worth researching in greater detail.

This research focuses on the use of film clips in teaching English communicative skills. Moore (2006) points out that instructional media can range from traditional teaching tools to newer forms such video clips or film clips. Moving pictures in videos enhance the learning and understanding of conversations (Hapeshi & Jones, 1992; Faber, Meiers, Ruschin & Seyferth, 1991). Stempleski and Tomalin (1990) point out that the combination of sound and moving images enhances language comprehension. Using video or film clips in classrooms is an effective tool because it exposes students to real

life scenarios and background cultural information (Chin, 2004; Harmer, 2007b).

Sherman (2003) adds that it is difficult to create a full range of English speaking function

outside of native English speaking countries. Authentic video can serve as a substitute

for such native experiences by bringing English to learners in their home countries.

Porcel (2009) explains that students can listen to the natural flow and rhythm of English

as they learn new words from film clips. This helps them improve their intonation and

pronunciation and also boosts speaking confidence.

Video and film clips are employed in this research to engage students in various

communicative activities; for instance, talking with friends, sharing information and

accomplishing tasks. Film clips can be managed in many different teaching arrangements

such as freeze frame, sound on/vision off and jigsaw viewing. These techniques engage

students to observe background knowledge, listen to natural sounds of English and grasp

new information. These dimensions of learning support students to work on

communication tasks after viewing is complete. These tasks promote students'

communication (Stempleski & Arcario, 1992; Stempleski & Tomalin, 1990; Stempleski,

& Tomalin, 2001).

To summarize, academic use of videos or film clips helps students learn English

and promotes communicative skills. Film clips represent a challenging tool that allows

students to experience authentic English. This research experiments with film clip

instruction by using video teaching techniques to enhance students' communicative skills

among eighth grade students at Cha-uat School in Nakhon Srithammarat province.

Objectives of the Study

The study explores eighth-grade students' communicative skills as well as their attitudes towards using film clips for English instruction. The main objectives of this study are as follows:

1. To examine the effectiveness of film clip instruction to enhance eighth grade students' communicative skills.

2. To study students' attitudes towards English lesson after film clip instruction.

Statement of the Problem

A number of studies focus on the use of video in Thai classrooms. However, those studies only employed commercial English video packages designed for classroom use. No literature was discovered regarding the use of authentic film clips. Thus, this study was conducted to investigate whether or not students experiencing film clips instruction have higher scores on English for communication tests than students taught in traditional ways without film clip instruction. The study also sought to determine if students who experience film clip instruction express more positive attitudes than those who have not studied using film clips. This study suggests several implications for English teachers who are interested in teaching techniques and authentic materials to improve and design the instruction for English class.

Research Hypotheses

The hypotheses of this study are as follows:

1. On the posttest of the English for communication test, the mean score of the participants experiencing film clip instruction will be significantly higher than the mean score of the participants taught through regular instruction.

2. On the postadministration of the questionnaire, the mean score of the participants' attitudes towards experiencing film clip instruction will be significantly higher than before administration of the questionnaire.

Significance of the Study

This study has aimed to investigate the use of film clips to enhance eighth grade students' communicative skills through film clip instruction at Cha-uat School in Nakhon Srithammarat, Thailand. In addition, this study has attempted to discover any significant differences between the English for communication posttest, the mean score of the participants experiencing film clip instruction and the participants taught through regular instruction. The study also sought to determine whether or not there were any significant differences between the prequestionnaire and the postquestionnaire of participants experiencing film clip instruction. The findings of this study may prove to be useful to the teachers who are considering the use of teaching materials in language classroom.

Variables of the Study

The independent variables in this study were the teaching of English communicative skills based on film clip instruction and regular instruction.

The dependent variables in this study were:

- The scores on English communicative tests of students who were taught through film clip instruction and those who were not taught through film clip instruction.

- Attitudes of students before and after learning through film clip instruction.

Limitations of the Study

The sample groups included 410 eighth-grade students from 11 classes who studied English at Cha-uat School in the first semester the 2012 academic year, beginning in August to September. Two classes reserved for the English program which were excluded from this study because of their particularly high English proficiency level. The researcher randomly selected two classes from nine classes to participate in this study. One class was randomly assigned to the experimental group and another class was assigned to the control group with thirty students in each group. Male and female students with high and low English proficiency were mixed in both classes in accordance with school policy.

Summary of the Chapter

This chapter presents the background of the study. Chapter 2 presents a review of literature. Chapter 3 describes the research methodology employed in this study. Chapter 4 reports the findings while chapter 5 concludes the research with a discussion of findings and recommendations for further studies.

CHAPTER II

REVIEW OF RELATED LITERATURE

To provide background information concerning the use of film clips to enhance students' communication skills, the following related literature was reviewed: (a) authentic materials, (b) communicative skills, (c) related literature concerning film clips, and (d) students' attitudes.

Authentic Materials

Definition of authentic materials.

Authentic materials are sometimes called *contextualized materials* which we come across in daily life (Martinez, 2002). Authentic materials include newspaper articles, movies, advertisements, maps, comic books, brochures, video compact disks (VCD), and digital versatile discs (DVD). Authentic materials are mainly for communication among people (Norton & Sprague, 2001). For example, newspapers are for reporting local and international news; VCD and digital versatile disc DVD are for entertainment. It is obvious that authentic materials are used in daily life and not created for the purpose of language teaching (Harmer, 2007a, 2007b; Martinez, 2002; Nunan, 1989, as cited in Macdonald, Badger, &White, 2000; Nunan, 1999).

Gebhard (2006) categorizes authentic materials into four elements: *1) authentic listening/ viewing materials* (e.g., TV commercials, movies, news clips, video clips), *2) authentic visual materials* (e.g., photographs, magazines, cook books), *3) authentic printed materials* (e.g., newspaper articles, advertisements, maps) and *4) realia* or real world objects

(e.g., clocks, phones, dolls). Additionally, Hedge (2000) and Baird and Redmond (2004) explain that authentic materials can be simply divided into *spoken form* (e.g., films, radio, weather forecasts) and *written form* (e.g., recipes, articles, application forms). For the purpose of this study, authentic materials can be used in English language classrooms with careful selection and adaptation combined with teaching techniques and tasks.

Benefits of authentic materials.

First of all, use of authentic materials is encouraged by many researchers because they are frequently up to date (Berardo, 2006; Field, 2002; Kilickaya, 2004; Mcknight, 1995; Nunan, 1989, as cited in Macdonald, Badger, &White, 2000). They have a positive influence on learners' motivation, comprehension and satisfaction. They inspire students to learn language provide cultural information, give exposure to real language and allow a more creative approach to teaching. Dulay, Burt and Krashen (1982, as cited in Tomlinson, 2011) add that whenever students have self-confidence they will learn a language faster. Adams (1995) and Miller (2003) confirm that authentic materials contain language data and communication which improve students' communicative skills. They are also channels for communication that deliver messages and meaning to learners (Newby et al, 2010).

Students not only improve their receptive and productive skills, but using authentic materials also helps them understand linguistic pattern, traditions and culture of other countries (Clarke & Walmsley, 1999; Meinardi, 2007). Furthermore, authentic materials can help students bridge the relationship between the language classroom and the outside world (Brinton, 2001). Gebhard (2006) points out that when a class focuses on authentic material, students target on content and meaning rather than the language. Video, audio, text and graphics are useful for teachers to facilitate teaching in classrooms (Falk & Carlson, 1995). Dudeney and Hockly (2007) add that compact disk read only memory (CD-ROM) provides a

lot of communicative activities for students such as to practice listening, reading and speaking skills. Additionally, using real objects such as coins, tools and plants can generate interest and enthusiasm for learning a topic (Newby et al, 2010). Lightbown and Spada (2006) explain that real materials assist learners to develop better attitudes and increase their motivation to learn. Similarly, teaching techniques, materials and competitive activities influence students to develop their intrinsic and extrinsic motivation. These also contribute to students' language acquisition (Brown, 2000; Harmer, 2007a).

Authentic materials play an important part in promoting communicative language skills. They can be exploited to assist students to learn and communicate in the target language.

Implementation of authentic materials in the classroom.

Teachers can utilize authentic materials to teach writing skills; for example, using pictures to let students guess what people are doing for creative writing, or using pictures for discussions (Harmer, 2007a; Newby et al, 2010). Jacobson, Degener and Purcell-Gates (2003) add that by reading authentic materials such as health brochures, students can gain information they need to understand rather than merely jotting down new words chosen by the teacher. Field (2002) explains that recordings of spontaneous speech help non-native learners listen to and practice the natural rhythms of English. During listen to listening exercise, learners should not be expected to understand everything. Miller (2003) agrees that when listening to authentic materials such as radio, students should be allowed to listen and catch the main idea without writing anything down. Afterwards, the teacher can ask the class to discuss the story.

Porcel (2009) and Stemple and Tomalin (1990) suggest that using video clips as authentic materials combined with video teaching techniques motivates students to create a new story or rewrite the script. Importantly, teachers should keep in mind what they want their students to learn from the materials (Senoir, 2005) and use them in accordance with students' ability (Baird & Redmond, 2004). A movie on DVD or a selected film clips are very interesting authentic materials that can be employed in classrooms by employing various video teaching techniques.

The importance of using authentic listening and viewing materials (film clips) in English classrooms.

Using films clips as authentic materials offers several advantages in the English classes. Film clips are not only very useful for language teachers, but also to motivate students. When students are motivated by film clips or video, the learning process is better, easier and more natural. Students are able to watch a film, see culture and life style, and listen to the natural flow and rhythm of English in real life. This gets students ready to communicate as well as improve their intonation and pronunciation (Porcel, 2009; Baddock, 1996). Nunan (1999) explains that practicing with authentic materials such as videos or film clips encourages learners of a second language to experience the target language. Authentic contribute a great deal to students' language learning. Littlewood (2010) supports this idea further by explaining that authentic materials contribute to social interaction and functional communication activities, which support students to communicate immediately outside the classroom. Stempleski and Arcario (1992) state that film clips present communicative situations and bring native speakers into the classroom via video. In addition, video shows students culture so they can learn how people live, what they eat and what they wear. Lonergan (1984) and Mcgovern (1983) add that film clips create a climate for successful

learning in classrooms. Similarly, learning language in a positive atmosphere helps students reduce anxiety and encourages them to acquire language (Dulay, Burt & Krashen, 1982, as cited in Tomlinson, 2011; Oxford, 1999). Moreover, film clips can be used to introduce and stimulate interest in a topic. Students are given opportunities to gain greater vocabulary. This helps them feel more confident when communicating in the target language (Porcel, 2009). Although students may have limit comprehension, they want to see, ask questions and follow teachers' suggestions. Sherman (2003: 2) adds that video clips contain everything needed in a class. Teachers can use videos for discussion, writing assignments and input for projects.

The use of authentic listening and viewing materials (film clips) for communicative skills.

In using authentic listening and viewing materials or film clips as suggested by Chin (2004), Harmer (2007a, 2007b), Stempleski and Tomalin (2001), teachers can select a scene run at slow speed or pause at appropriate points to discuss relevant issues. They also can develop students' reading skills by allowing students to read synopses of films and match them with film clips (Teeler & Gray, 2000). Similarly, Fiorito and Torrie, (2009) explain that students' reading skill can be enhanced by using subtitles with film clips. Students can learn expressions and vocabulary from subtitles. Students can practice reading with transcripts while films are playing. Then, teachers can instruct students to work in pairs to practice speaking (Thornbury, 2005).

Hill (1992) explains that teachers can design listening tasks by allowing students to listen and watch film clips to catch what characters are discussing. After that, students tick forms to indicate who spoke which sentences. Stempleski and Tomalin (2001) add that using film can enhance students' writing skill. For example while-pausing at a scene, teachers ask

students to guess what will happen in the next scene. Students can also describe the emotions of characters when picture has been paused. As mentioned above, students are given opportunities to practice communicative skills until they accumulate knowledge of language from vocabulary and communicative activities. Therefore, students can produce the target language and study by themselves. Carter and Nunan (2010) explain that supporting and helping students to collect the language knowledge before they can do a task and communicate with language is known as "scaffolding". Students are prepared until they are ready to communicate in the language by themselves (Bruner, 1983, as cited in Nunan & Bailey, 2009). The scaffolding will be pulled away gradually when students no longer need it (Oxford, 2001).

However, when using video clips, teachers must be aware of various accents, dialects, slang and regional vernacular that create difficulties in learning English (Martinez, 2002; Harmer, 2007b). Students may treat film clips as they watch television at home. Thus, teacher must draw students' attention to engage content and language in film clips rather just allowing them to sit back and relax (Harmer, 2007a).

The teacher's responsibility is to get students' eyes, ears and minds to absorb content, otherwise, students watch them passively as if they were mere entertainment (Stempleski, 2011).

The three stages of teaching with authentic listening and viewing materials (film clips).

Using selected film clips in English class does not mean playing the entire movie. For this research appropriate clips were selected to enhance students' communicative skills. Teaching techniques for film clips have been adapted from English teaching experts. The use

of film clips in class is divided into three stages, namely, *previewing, whileviewing and postviewing* (Rammal, 2005; Stempleski, 2011; Stempleski & Arcario, 1992; Stempleski & Tomalin, 2001).

Previewing means to prepare students to see the film clips. Rammal, (2005) explains that before playing film clips to students, teachers have to engage their interest. For instance, giving context about the film, asking questions about the place or characters to get students prepare for predicting scenes. Teachers also need to divide students into groups, encourage then to describe what they see and write the words on the board.

In the w*hileviewing* stage, video, audio, or both, are employed, depending on the technique being used. Students watch and complete tasks. They focused on a particular scene designed to serve the purpose of the lesson. They collect useful information to practice language skills.

During the *postviewing* stage, learners produce target language, written and oral, stemming from the film clip. Activities can include discussion, speed writing, simulation and role play (Stempleski, 2011; Stempleski & Tomalin, 1990).

The researcher screened and selected the film clips to suit the task and language activities. To produce the target skills, this research uses these three stages to facilitate language teaching.

Different Teaching Techniques

In the use of film clips or moving pictures, the researcher adopted the video teaching techniques from the suggestion of experts (Harmer, 2007a, 2007b; Sherman, 2003; Stempleski & Tomalin, 2001; Tomalin, 1986). The teaching techniques can be applied to moving pictures for use in the classroom. The techniques are explained as follows.

Sound off and vision on (silent viewing).

This technique provides clues from the situation and relationships among character. It allows students to watch a sequence without sound and then predict what characters are discussing in the scenes, where they are, what is going on and what their relationship is.

Sound on and vision off (blind listening).

This technique is based on audible clues such as gunshots, crickets or, the sounds of a restaurant dining. Learners use listening skills to collect information about what is happening from the sequence and respond to it by writing and speaking. In addition, learners can tell the feeling of characters and predict where it takes place, what they are doing and how they are dressed.

Sound and vision on.

Students focus on a particular aspect of the video. Teachers start by writing six questions on the board such as: Who are they? , What are they doing? , When did they arrive? , Where are they? , Why? , How? The teacher does not have to play the whole video from the beginning to the end. This technique can be used to predict what will happen next. Students are asked to produce a written or oral story of what they saw and heard.

Freeze-frame.

In this technique, learners are asked what just happened and what will happen next, regarding progressive and future action. Tomalin (1986) explains that videos often contain background objects, people and, cars. These objects help teachers teach vocabulary. With freeze frame technique, teachers can pause at appropriate points to ask students what they see.

Jumbled sequence.

In this technique, video clips are divided and played out of order to get students to discuss the actual sequence of the storyline. This motivates students to consider of the appropriate sequence to be meaningful. Alternatively, teacher can divide film clips into three sequences; the beginning and end are shown while students are asked to figure out what happened in the missing part.

Split viewing / Jigsaw viewing.

In this technique, teachers divide students into pairs. Each student obtains different information, so they have to discuss their information to figure out what happened in the story.

Film clips can be used in several ways to teach communicative skills. They bring an exciting and simulating experience into classrooms for both students and teachers. Each technique requires teachers to select the right film clip sequence to prepare lesson plan to suit students' needs.

Film Clip Selection

To employ film clips in language classrooms, teachers can consider the following suggestions (Porcel, 2009; Stempleski, 2011; Stempleski & Tomalin, 2001). Not every film can be used and give the same results in the classrooms. The criteria for film selection for classroom use are very important. Stempleski and Arcario (1992) point out that film clips extracted and used in classrooms must make sense. Teachers need to manipulate the quality of film clips, audio, picture or colour so that students can see and understand what is going on. Video clips should be from thirty seconds to four minutes long (Stempleski & Tomalin, 2001; Stempleski, 2011). Porcel (2009) reveals that not all films give the same results to the

teachers. The most important thing is for teachers to find films that attract students' attention. Stempleski and Arcario (1992) explain that videos should not run ahead of students' level of maturity, especially concerning language. Film clips should be interesting and fun such as adventure movies, documentaries and commercial comedies (Porcel, 2009). These are full of things people say and face in normal life (Sherman, 2003).

Stempleski and Tomalin (2001) believe that video clips should be flexible, which means they can be exploited through several activities. The teacher should give priority to grading tasks and activities so that students can deal with them, rather than grading video materials. Although teachers may think that a given video is too difficult for students, they can usually deal with the trouble because of clues from the scene and language from the soundtrack.

In summary, selecting a film clip is the first stage in employing video clips to the classroom. Teachers must honor are students' interest and motivation. Teachers should watch the entire video in advance and select features that are suitable for students. It helps teachers generate for lesson plans. In addition, picture, sound, length, video file format and content assist teachers to successfully employ film clips in language classrooms and eliminate mistakes.

Communicative Skills

Definition of communicative skills.

Communication means to enable listeners and readers to understand a message. In everyday situations, people communicate opinions and emotions to inform listeners and readers, either to entertain, interest, amuse and mislead them (Lynch, 1996). Lynch defines one-way communication, such as a radio broadcast, where the audience is a listener with no

opportunity to respond to the speaker. However, in two way-communications, speaker and listener interact with each other and have face to face conversation. According to Oxford (1990) communication is defined as mutual interaction between two or more individuals share knowledge or information with the language being used. She adds that communication relies on the four skills of reading, listening, speaking, and writing. Skill refers to ability and proficiency. Skills are developed in a series of communications during the language learning process.

The importance of communication skills.

According to the English curriculum in Thai language classroom, English is taught for communication through the communicative approach (Ministry of Education, 2001). Richard-Amato (1996) points out that those language skills are naturally integrated. Teachers should increase opportunities for students to communicate in classroom. He adds that when a student is listening, an opportunity for writing is gradually developed. When a learner is reading, an opportunity for speaking is growing naturally. Wallace, Stariha, and Walberg (2004) claim that in classroom students experience a diversity of circumstance which requires language abilities. For this reason, confronting a variety of speaking, reading and writing activities can assist learners to succeed in using language.

Genc and Bada (2005) state that language activities encourage students to communicate and interact with foreigners confidently, understand foreign cultures and have positive supportive attitudes towards English. Bailey and Savage (1994) explain that when learners speak English in everyday life, the speaking skill has a spontaneous effect on their reading and writing. Rubin (1990) argues out that the listening skill is the basis of every language learner. Learners must start with listening to a language in order to develop other language skills. Meanwhile, learners who lack listening skills are not able to acquire further

skills. Zancanaro (2005) agrees that listening is the most basic and important communication skill that plays a significant role in achieving language communication. Listeners must comprehend what a speaker says. If he is skilful at listening, he will not miss the point of conversation (Doff, 1988). Harmer (2007b) explains that the more students have chances to listen, the more they are skilful in listening, understanding pronunciation and speaking appropriately.

Communication skill emphasizes the use of language. It enables students to develop language in use, with every skill related to each other. Thus, teachers' major concern is to give students opportunities to use language rather than emphasizing examination scores. English test are not a problem if students experience enough chances to use their language skills.

Evaluating and assessing communicative skills.

Burton (1992) suggests guidelines for teacher to assess students based on communication skills; assessment must be relevant to what the teacher taught students and suitable to every student being assessed. It must reflect students' strengths and enable them to show positive achievement. Helgesen and Brown (2007) agree that teachers should be sure that an assessment test is similar what students learned in class. Weir (1993) adds that when teachers test students writing, they should be provided enough time to display their ability. Bailey (2005) identifies four elements in assessments, namely, validity, reliability, practicality and wash back. These four factors play an important role in successful testing.

Although it seems difficult for teachers to assess students in four skills and deploy elements to make tests successful, several experts recommend techniques to test communicative skills. Abdelal (1987) suggests that teachers provide students a series of

pictures to watch and listen to a statement; they must then answer multiple choice questions. Cohen (1994) and Heaton (1990) explain that picture sequences enable students to imagine describing objects, people and places. This technique can be used to test speaking skills, for example, describing pictures using the proper tense.

Testing communication skills testing are to provide students as candidates the opportunity to test their receptive and productive skills at the same time (Laufer 1998, as cited in Nation, 2001). Several experts suggest techniques for testing four skills as follows:

Speaking skills.

Speaking can be tested with a series of pictures. Students are asked to tell the story of the pictures in the past tense. (Heaton, 1990) In this type of test, Underhill (2000) suggests that learners should retell stories. Time should be allowed for students to study the pictures. Thornbury (2005) agrees that the learners should be given one or two minutes for preparation. Weir (1993) adds an examiner must provide clear and unambiguous pictures. Pictures should be free of cultural and educational bias. This technique is useful in term of encouraging candidates to speak with particular grammatical forms (Weir, 1993).

Writing skills.

Writing plays an important role in students' imagination. Heaton (1990) suggests that students sometimes require describing scenes, object or person. The pictures provide ideas to students. It enables students to pay full attention to create the written language. Thus, using scenes the pictures are suitable for testing writing. Harmer (2007b) agrees that teacher can use pictures from magazines, advertisements, newspapers and comics for writing.

Listening skills.

Listening for gist means listening for main ideas, important information or sentences (Weir, 1993). Using video recordings to test listening helps listeners see gestures and facial movement (Heaton, 1990). Rost (2011) suggests providing audio recording and multiple choice questions following a listening text.

Reading skills.

Harmer (2007b) suggests that film summaries and short film reviews are suitable for reading. Heaton (1990) agrees that reading comprehension offers a way to make multiple choice items. However, there is insufficient information given in a passage. The items should be limited to three options, especially for classroom progress tests.

Criteria for Evaluating Communicative Skills.

Heaton (1990) highly recommends using a rating scale for grading students' performance on speaking tests rather than using a marking scheme. However, he recommends that teachers should design their own scales, instead of copying a particular scale. In this way, a test is more relevant to a given situation. Heaton adds that teachers should use an analytic method for grading students' writing ability. They should identify the features that need to be marked.

Nitka and Brookhart (2001) argue that analytic rubrics are preferred when teachers want to focus on students' performance of a task. Analytic rubrics give specific feedback to students with respect to each individual scoring criterion. The use of analytic rubrics is quite valuable, which results in multidimensional scores (Mertler, 2001).

The criteria to score students' skill performance are very important. Teachers must consider how useful results are, how relevant they are to students' skills, and how useful they are as feedback on their performance. Designing an analytic scoring rubric depend on the discretion of the teacher relevant to students' language ability.

Related Literature Concerning Film Clips

To carry out this study, the several experiments related to the use of film clips in English classroom have been collected by the researcher. The research is divided into experiments conducted by foreign and Thai researchers.

Foreign studies.

Smith (2009) examined the use of film as a teaching tool for high school literature, which conducted in a middle school in rural Southeast Ohio. The research involved forty students in the eighth grade. Some students were high-performing while others were low-performing, but all were in the same class. The results of the study show the effectiveness of using film in the classroom for learning literature. Students enjoyed and were impressed with using film in the classroom as revealed in questionnaires. The study showed a largely positive relationship between usage of film in the classroom and student response.

Eken (2003) studied the use of feature films in the English classroom conducted by students of the Bilkent University, School of Applied Language. Students deconstructed and analyzed films assigned by the teacher. The results indicate that feature films help students improve their four English skills, obtain confidence in speaking in front of class and improve presentation skills.

Gainer (2005) carried out a study on silent movies with low level students to develop their productive skills by describing people, action and scenery in video. The experimental

groups comprised fifteen students. The findings reveal that silent movies helped them be more active. Although they had errors in their writing, they attempted to make correction. The silent movies motivated the students to learn English.

Fiorito and Torrie (2009) studied the use of subtitled foreign films in a second language classroom. The instruments included lesson plans for reading fluency, lexicon and grammar. The results indicated that viewing films with subtitles helps students develop reading skills, learn new vocabulary and understand sentences.

Thi Lan Anh (2010) examined the use of movies and videos to teach English vocabulary to tenth grade students. The instruments comprised questionnaires and semi-structured interviews. The findings revealed that students had positive attitudes towards vocabulary learning. Furthermore, students improved their pronunciation and learned new vocabulary from the movies.

Thai studies.

Petcharatmunee (2005) studied the use of video to enhance English listening and speaking abilities of first year students at Rajamagala Institute of Technology. The sample group was twenty six of first year students. The instruments used include six lesson plans, plus listening and speaking tests. After using video in teaching, the results showed that students' ability in listening and speaking significantly increased.

Treesatayakul (2005) also studied the effectiveness of the teacher training program of teaching English through video at the primary level based on four strands of English curriculum. The sample group was twenty five English teachers who attended the training program. The instruments included a training plan and posttest to evaluate teachers' knowledge. The consequence of training showed that teachers' performance in teaching

English through video was rated at a high level; effectiveness of the training program was also rated highly.

Duangmanee (2003) studied video techniques to enhance English listening and speaking abilities of freshman higher certificate vocational students. The objective was to investigate the enhancement of students' skills. The instruments employed in the experiments were pretest and posttest for listening and speaking skills; lesson plans and questionnaires to examine students' attitudes towards learning English through video. The results indicated that students' listening skills, speaking skills and attitudes towards studying English increased after attending the experiment. The students mentioned that they gained more confidence and enjoyed studying English more than before.

Students' Attitudes

Brown (2001) and Spolsky (2000) define attitudes as feelings, fears and prejudices about learning English as a second language. Cambridge Dictionary of English gives the meaning of attitude as "a feeling or opinion about something or someone, or a way of behaving that is caused by this." Lambert (1967) states that attitudes consist of three elements: cognitive, affective and conative. Cognitive is an individual's belief structure. Affective means emotional reactions. Conative means a tendency to behave towards attitude.

Chamber (1999) explains that attitude in learning language is important because positive attitudes towards language contribute to easier learning. Similarly, positive attitudes encourage students to learn English (Ellis, 2008). Brown (2000) explains that second language learners benefit from positive attitudes, whereas negative attitudes may reduce motivation and cause students to fail to attain language proficiency. However, negative attitudes can be changed by learners when they experience reality or a person from another

culture. Learners of second languages can change their negative stereotypes about the language. Teachers must be aware that every student has both positive and negative attitudes; replace their negative attitudes with realistic understanding of the language (Brown, 2000).

In conclusion, it is clear that attitudes influence students' opinion towards learning language. This chapter has demonstrated the advantages of using film clips to enhance students' communicative skills. In the next chapter, the methodology of the film clip lesson plan is constructed and measured.

Summary of the Chapter

Chapter 2 presented the advantages of film clips and the importance of communicative skills. This can be concluded that film clips have an influence on English communicative skills of students. It motivates students to learn English and improve their English skills. In response to advantages of using film clips, the film clips lesson plans are constructed in order to measure the English communicative skills of Thai eighth students.

CHAPTER III

METHODOLOGY

This chapter describes the research methodology employed in this study. This methodology includes four parts: (a) participants, (b) instrumentation, (c) data collection procedures, and (d) data analysis.

Participants

Selection of the school.

Nakhon Srithammarat is the second largest province in the south of Thailand. This is one reason why the target school was selected. It is surrounded by touristy provinces such as Krabi, Surat Thani and Trang. Nakhon Srithammarat has main roads going Singapore and Malaysia and also has airport travel to Bangkok. In addition, it has many popular tourist attractions, for example national parks, ancient places and temples. It attracts thousands of Thai and foreign tourists every year. Nakhon Srithammarat is mostly agricultural. Products come from agriculture include rubber, rice and fruit. Farmers sell their products to Thai and foreign customers in nearby provinces such as Krabi, Surat Thani and Trang. This provides high revenue for famers in Nakhon Srithammarat.

In 2015, Thailand is going to join the Association of South East Asian Nations (ASEAN) Economic Community (AEC). This will increase the number of visitors to Thailand because people in the region will be allowed great access to across the border without visas. Nakhon Srithammarat is included in the list of tourist destinations that will be effected by the increased number of visitors.

Students in Nakhon Srithammarat are expected to communicate in English in order to exchange information with foreigners. They are expected to have English proficiency to trade products with foreigners and to work in the tourism industry. These factors affect people in Cha-uat district.

Cha-uat is a remote district in Nakhon Srithammarat. Students in the area rarely have opportunities to experience language learning materials and new teaching techniques. Thus, the researcher is interested in carrying out the experiment in Cha-uat district to help students improve their English ability. Cha-uat school has mixed ability classes. Most importantly, the director of school gave permission to conduct this study in the school.

Selection of participants.

The participants in this study were eighth-grade students at Cha-uat School. They were more mature than seventh-grade students who had just completed the primary school. They understood the content of film clips better than seventh-grade students. On the other hand, ninth-grade students could have been selected to participate in the study, but they were enrolling in upper-secondary school. The school had to focus on preparing them for upper-secondary school. Thus, the researcher decided to choose the eighth-grade students. The participants included 410 eighth-grade students from 11 classes who were studying English in the second semester of the 2012 academic year. Each class included students with low and high English proficiency. There were 11 classes, including two classes reserved for the English program. To maximize the accuracy of this research, those two classes were excluded from this study because of their particularly high English proficiency level. Therefore, two classes were selected from nine ordinary classes to participate in this study. One class was randomly assigned as the experimental

group and the other class was assigned as the control group. Each group had thirty students. Male and female students with high and low English proficiency were mixed in both classes in accordance with school policy.

Instrumentation

The research instruments used to collect data were the English for communication test and a questionnaire to survey the students' attitudes towards learning English through film clips. The test was used as a pretest and a posttest for this study.

The English for Communication Test.

The test was designed and constructed to test students' communicative skills. The same test was used for both pretest and posttest (See Appendix A). The tests were divided into four parts. The first part focused on listening skills. The students watched and listened to film clips ripped from the films Rio, Rango, Tarzan, Jurassic Park, Ratatouille, and Real Steel. The 10 multiple choice questions focused on students' listening ability, listening comprehension, and critical thinking. The second part concerned reading skills. It emphasized reading comprehension and vocabulary knowledge. Students read short passages from the films Nemo and Jurassic Park and answered 10 multiple choice questions. The third part focused on writing skills. In this part, students were given four pictures of the film clip taken from Ratatouille. The students were asked to write a story from their imagination based on the four pictures. The fourth part was a speaking test. It included three sets of pictures taken from Rio, Tarzan and Jurassic Park. The pictures were put in separate envelopes. The students were asked to pick one of the envelopes and to orally describe the picture from their imagination.

The researcher consulted experts in English teaching to check whether the film clips were appropriate for eighth-grade students. The tests were revised by three experts in the field of English language instruction to evaluate the content validity of the test. After the tests were revised and adjusted, they were piloted with 27 eighth-grade students who were not the participants of the main study. The KR-21 scale (Kuder Richadson-21) was used to measure the reliability of the listening and reading multiple choice tests. The selected test items in the listening section had reliability of 0.76 and the reading test carried a verified reliability of 0.79. These two sections were included in the English test. The assessment and evaluation of speaking and writing were based on an analytic rubric adapted from Heaton (1990). The analytic scoring was used to measure students' speaking and writing performance in the experimental and control groups. The analytic scoring of speaking consisted of four categories including content, fluency, grammar and vocabulary. The analytic scoring of writing also comprised four categories including fluency, grammar, vocabulary and spelling. The rating of speaking and writing was based on analytic scoring on a scale of one to five marks. Learners' performance was evaluated by the researcher and two assistants (English school teachers). Cronbach's Alpha method was used to measure the reliability of the speaking and writing test. The speaking test had a verified reliability of 0.79 and the writing test was 0.70.

Questionnaire surveying students' attitudes towards learning English through film clips.

The questionnaire was constructed to explore students' attitudes towards learning English through film clips (See Appendix B). The questionnaire was created in Thai with two parts. The first part comprised ten questions to measure students' attitudes towards film clips to enhance communicative skills. The questions were based on Likert's rating

scale: 5 means highest satisfaction, 4 means high satisfaction, 3 means neutral, 2 means low satisfaction and 1means lowest satisfaction. The mean scores of the questionnaires were rated as 4.51 to 5.00 = highest satisfaction, 3.51 to 4.50 = high satisfaction, 2.51 to 3.50= neutral, 1.51 to 2.50 = low satisfaction and1.00 to 1.50 = lowest satisfaction. The second part of the questionnaire consisted of open-ended questions. This provided opportunities for students to give their comments on learning English with film clips. In order to develop the efficacy of the questionnaire, it was reviewed by three experts in the field of teaching English to strengthen the appropriateness of the questions and validate the content employed in evaluating students' attitudes. The questions were revised and improved for use in the questionnaire.

Film Clip Lesson Plans

The students in the experimental group were taught English through film clip lesson plans by the researcher. The control group was taught English through regular lesson plans by an English teacher from Cha-uat school. The researcher constructed the film clip lesson plan (See Appendix C) based on the secondary English curriculum following the objectives, content, grammar structure, word list and phrases for eighth-grade students from the Department of Curriculum and Instruction Department, Ministry of Education (2008). The theories and teaching methods used in the film clips were derived from several sources (Stempleski & Tomalin, 1990, 2001; Stempleski & Arcario, 1992). The film clips included a greeting and self-introduction clip, Madagascar 2, Over the Hedge, Ice Age 3, and Jurassic Park. Table 1 shows brief summaries of the clip in each lesson plan.

Table 1

Brief summaries of the clip in each lesson plan

Lesson Plans	Name of clips	Brief summary of the clip
1	The Greeting and self-introduction clip	This clip shows the way to greet people in many situations and also gives examples of introducing people and self-introduction.
2	Madagascar 2	This clip is about ten animals that are travelling by a broken plane from Madagascar to Africa. Those animals include a lion, giraffe, zebra, hippopotamus, lemur, aye-aye, and four penguins. They share the long journey and funny adventure meeting friends and families in Africa.
3	Over the Hedge	The clip is about three animals. RJ, a foxy raccoon who is trying to deceive a squirrel named Hammy, to frighten two girls and get a cookie cart from them. Vern, a turtle friend of Hammy, tries to help him when he is under attack by the girls.
4	Ice Age 3	The clip is about an animal named Sid, a funny and crazy sloth who wants to have a family of his own, but he did something very bad. He stole three eggs from a dinosaur. When the eggs hatched, their mother wanted her babies back.
5	Jurassic Park	This clip is about three men and two kids who take a driving tour around Jurassic Park while it is raining heavily. Suddenly, the power is cut off. The cars stop. T-Rex, the biggest dinosaur in the park, comes and threatens them.

The researcher constructed five lesson plans. Each lesson plan consisted of two or three periods and each period took 50 minutes as in a normal class. The overall research project required 15 periods including pretest and posttest. The lesson plans were based on four video teaching techniques: sound on / vision on; sound off / vision on; freeze

frame; and split viewing. Each lesson plan consisted of three video teaching stages: previewing, whileviewing and postviewing.

In the previewing stage, the researcher asked students questions related to the film clips to lead students into the lesson, motivated them by giving a summary of the film clip to read and elicited key vocabulary about the films.

The whileviewing stage involved an activity for learners to collect useful information and to practice listening and reading skills. During this process, the students were assigned tasks following four techniques in each lesson.

The postviewing stage was presented after viewing the video. The activities were for practicing specific language skills, focusing on the productive skills of speaking and writing. In this stage, learners produced the language they learned and adapted it to new situations in daily life.

Before using the film clip lesson plans, the researcher asked three experts with 10 years' experience in the field of English language instruction to revise the appropriateness of the activities. They checked content validity of the lesson plans by using the items objectives congruency indices.

Data Collection Procedures

The data of this study were quantitative and qualitative. The quantitative data were from the pretest and posttest of English for communication, and rating of pre- and postquestionnaire. The qualitative data was from the open-ended part of the pre- and postquestionnaire. The data were collected to address two research hypotheses. The data to answer the first research hypothesis were derived from the pretest and posttest of

English for communication. The data to answer the second research hypothesis came from the pre- and postquestionnaire. The procedures for the experiment and data collection are discussed below.

Before teaching and learning through film clips, the English for communication test was administered to both groups. The prequestionnaire was also administrated to the experimental group. Following the pretest and the prequestionnaire, the researcher taught the experimental group using the film clip lesson plans. The lesson plans using regular instruction were taught to the control group by an English teacher at Cha-uat school for eight weeks, in August and September during the first semester of the 2012 academic year. After teaching for 17 sessions, the posttest was administered to both groups using the same test that served as the pretest. The postquestionnaire was employed with the experimental group after the experiment.

Data Analysis

The researcher analysed the quantitative and qualitative data as follows:

Quantitative data analysis.

Data were collected from the English for communication test and part A of the questionnaire. On the English for communication test, the researcher rated the students' pre- and post-listening and reading scores. The researcher and two English teachers at Cha-uat School rated pre-and post- writing and speaking using the analytic rubric. The mean and standard deviation of the pretest and posttest scores were calculated using the t–test independent method. An alpha level of 0.05 was established for all statistical tests. For the attitudes questionnaire, the researcher counted the frequency of the answers for the experimental group. The mean and standard deviation of prequestionnaire and

postquestionnaire were calculated using *t*–test for correlated means. The result presented

the students' attitudes towards film clip instruction

Qualitative data analysis.

The open-ended questionnaire was transcribed and summarized to determine how

film clip instruction encouraged students to learn English. The result from the

questionnaire revealed why the students had high satisfaction towards film clip

instruction.

Summary of the Chapter

This chapter has presented the methods of investigation of the use of film clip

instruction to enhance eighth-grade students' communicative skills. It has also

investigated the attitudes of eighth-grade students towards film clip instruction. The

chapter then presented the research methodology consisting of research procedure,

research design, context of the study, research instrument used for data collection, and

film clip lesson plan. In the last section of this chapter, the researcher described data

collection and data analysis procedure. Chapter 4 will present the qualitative and

quantitative data analysis of the study.

CHAPTER IV

RESULTS

The purpose of the study was to investigate the use of film clips to enhance the English communicative skills of Thai eighth grade students at Cha-uat School, in Nakhon Srithammarat province. The study also investigated the students' attitudes towards film clip instruction. The participants comprised 30 students in the control group and 30 students in the experimental group. The data was obtained from the English for communication test and questionnaires concerning students' attitudes towards English lessons after film clip instruction. The data was analyzed quantitatively. This chapter presents the results of quantitative data followed by analysis of the qualitative data.

Students' English Communicative Skills

Research Hypothesis 1.

On the posttest of the English for Communication Test, the mean score of the participants experiencing film clip instruction will be significantly higher than the mean score of the participants taught through regular instruction.

Results.

This study was aimed to examine the effectiveness of film clip instruction to enhance eighth grade students' communicative skills. The students' pretest and posttest scores from the English for communication test of the experimental and control groups were calculated using descriptive statistics and standard deviations. The mean scores of the two groups were then compared to explore if there were any significant differences between the pretest and posttest scores of the participants in the two groups by using the

t-test independent method. The results of the experiment indicated a significant difference at the .05 level in the overall means of the pretest and posttest of the students in the two groups.

Table 2

Differences in the Mean Scores of the English for Communication Pretest and Posttest of Students in the Experimental Group and Control Group (N = 60)

Students	*n*	Pretest Scores		Posttest Scores			
		M	*S.D.*	*M*	*S.D.*	*t*	*Sig.*
Experimental group	30	14.53	2.70	18.37	3.86	2.04	.05*
Control group	30	16.63	2.44	16.67	2.42		

*p < 0.05

The results in Table 2 reveal that the mean score of the English for communication pretest of the experimental group ($M = 14.53$, $t = 2.04$) was lower than the pretest mean scores of the control group ($M = 16.63$). The mean score of the English communication posttest of the experimental group ($M = 18.37$) was higher than the posttest mean scores of the control group ($M = 16.67$). The results indicated a significant difference between the posttest scores of the experimental group and control group at the 0.05 level. Therefore, the result supports research hypothesis 1. Figure 1 shows a bar graph of the mean scores of the experimental and control groups.
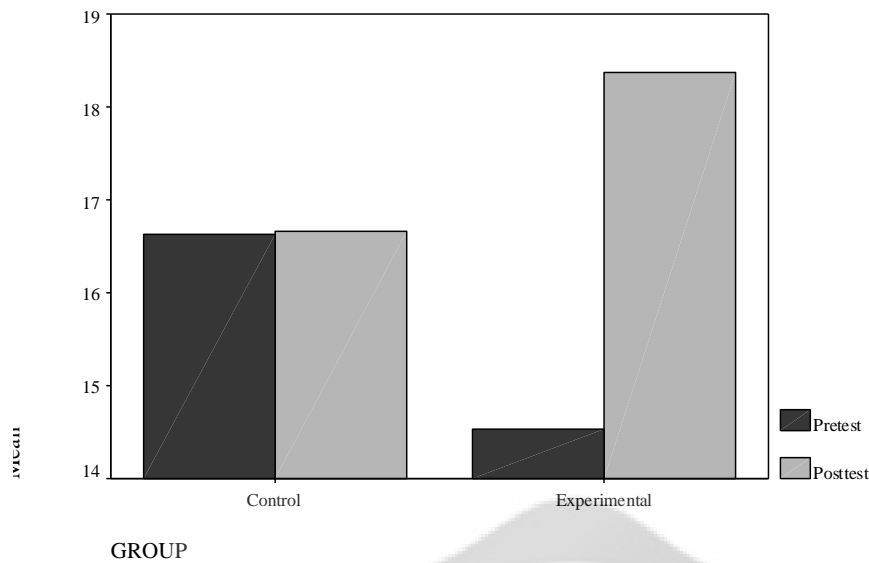
Figure 1. Comparison of the English for Communication Pretest and Posttest Mean

Scores of Students in the Experimental Group and Control Group

Attitudes of Students towards Film Clip Instruction

Research Hypothesis 2.

The attitude mean score of the participants experiencing film clip instruction on postadministration of the questionnaire will be significantly higher than the attitudes mean score on the preadministration of the questionnaire.

Results.

The questionnaire was used to study students' attitudes towards film clip instruction. It aimed to reveal their point of view that students gave before and after learning English through film clip instruction. The questionnaire was separated into checklist and open-ended questionnaire.

The mean scores of the questionnaire were interpreted as follows:

Scale	Levels of satisfaction	Mean Range
5	Highest satisfaction	4.51 - 5.00
4	High satisfaction	3.51 - 4.50
3	Neutral	2.51 - 3.50
2	Low satisfaction	1.51 - 2.50
1	Lowest satisfaction	1.00 - 1.50

The data gained from the experimental group is presented as follows:

Data from the Checklist Questionnaire.

The mean scores of the prequestionnaire and postquestionnaire were compared to explore if there were any significant difference among participants in the experimental group by using the *t*-test for correlated means. The results indicated a significant difference at the .05 level. The results support research hypothesis 2. Table 3 shows the difference in mean scores on the prequestionnaire and postquestionnaire of the students in the experimental group.

Table 3

Differences in the Mean Scores on the Prequestionnaire and Postquestionnaire of

Students in the Experimental Group.

Students	Prequestionnaire		Postquestionnaire			
	M	*S.D.*	*M*	*S.D.*	*t*	*Sig.*
Experimental group	4.11	0.24	4.27	0.24	2.52	.03*

*$p < 0.05$

The students' attitudes in the experimental group before learning English through

film clip instruction are shown in Table 4.

Table 4

Mean Scores of Students' Attitudes in the Experimental Group before learning English

through Film Clip Instruction

Statements	M	S.D.	Interpretation (Level of Students' satisfaction)
1. I like watching and listening to conversations in the film clip.	4.13	0.73	High
2. Studying English through film clips is new and very interesting.	4.50	0.63	High
3. I am interested in studying and doing exercises through content taken from film clips.	4.03	0.96	High
4. I can apply English from the video clips in real life situations.	3.77	0.77	High
5. Studying English through film clips will make me more interested in learning English than before.	4.20	0.61	High
6. Studying English through film clips will help me practice listening, speaking, reading and writing skills.	4.13	0.73	High
7. I am interested in listening, reading, listening and writing activities if I study English through film clips.	4.00	0.74	High
8. I will have fun with studying English if I study English through film clips. I feel I would like to follow English lessons.	4.30	0.88	High
9. I will learn English better if I learn English through film clips.	3.73	0.74	High
10. I would like to learn English through film clips in regular class.	4.33	1.06	High
Total	4.11	0.79	High

Table 4 reveals students' high satisfaction with the mean score at 4.11. The result

indicates that students had positive attitudes towards learning English through film clip

instruction. The students had the highest satisfaction towards item 2. The scores showed

that learning English through film clips is new and interesting for students ($M = 4.50$).

The second highest score was item 10 ($M = 4.33$). They responded that they would like

to learn English through film clips in regular class. The students' attitudes in the

experimental group after learning English through film clip instruction was calculated and
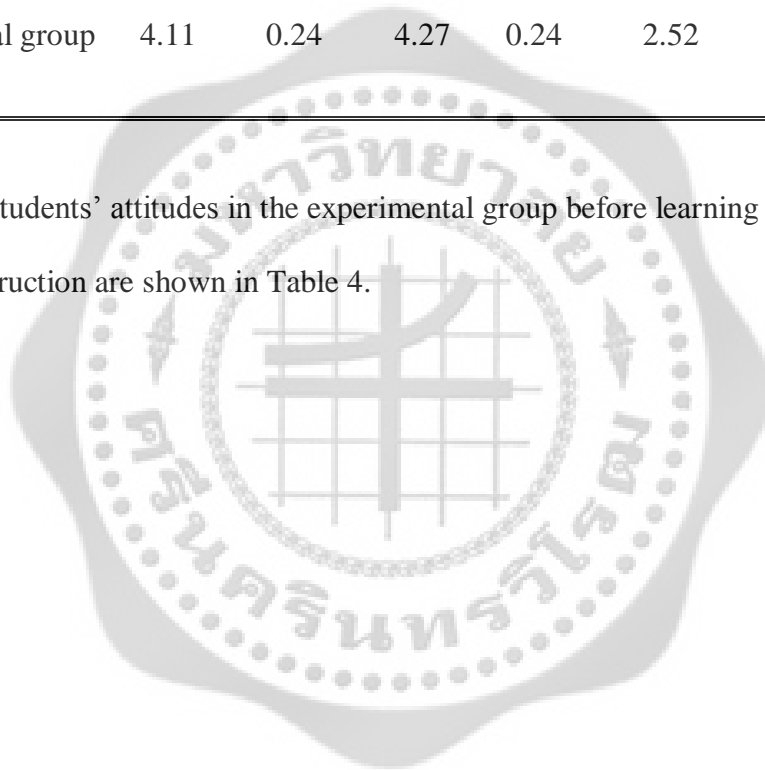
is shown in Table 5.

Table 5

Mean Scores of Students' Attitudes in the Experimental Group after learning English

   through Film Clip Instruction

Statements	*M*	*S.D.*	Interpretation (Level of Students' satisfaction)
1. After learning English through film clips, I like watching and listening to conversation in the film clips.	4.13	0.57	High
2. Studying English through film clips is new and very interesting.	4.53	0.51	Highest
3. After learning English through film clips, I like studying and doing English exercises with content taken from film clips.	3.77	0.57	High
4. I think I could use English from the video clips in real life situations.	4.07	0.58	High
5. Studying English through film clips make me more interested in learning English than before.	4.40	0.67	High
6. Studying English through film clips offers me chances to practice listening, reading, speaking and writing skills.	4.40	0.77	High
7. I am interested in listening, reading, speaking and writing activities after studying English through film clips.	4.23	0.82	High
8. After studying English through film clips, I have fun with learning English. I would like to follow English lessons.	4.57	0.63	Highest
9. I learn and remember vocabulary better when studying English through film clips.	4.20	0.66	High
10. I prefer to learn English through film clips more than in regular class.	4.43	0.68	High
Total	4.27	0.66	High

As shown in Table 5, after students learned English through film clip instruction,

the mean scores of students' attitudes showed high satisfaction with the mean score at

4.27. The results indicated that film clip instruction improves students' attitudes towards learning English through this type of instruction. The students had high satisfaction means scores in every item and the highest mean score was item 8 ($M = 4.57$). They responded that after learning English through film clip, they had fun learning English and wanted to continue with their lessons. The second highest mean score was item 2 ($M = 4.53$). They felt that film clips were new, fresh and interesting materials that motivated them to pay more attention to learning English. Figure 2 shows a bar graph comparing prequestionnaire and postquestionnaire surveying students' attitudes towards learning English through film clip instruction.
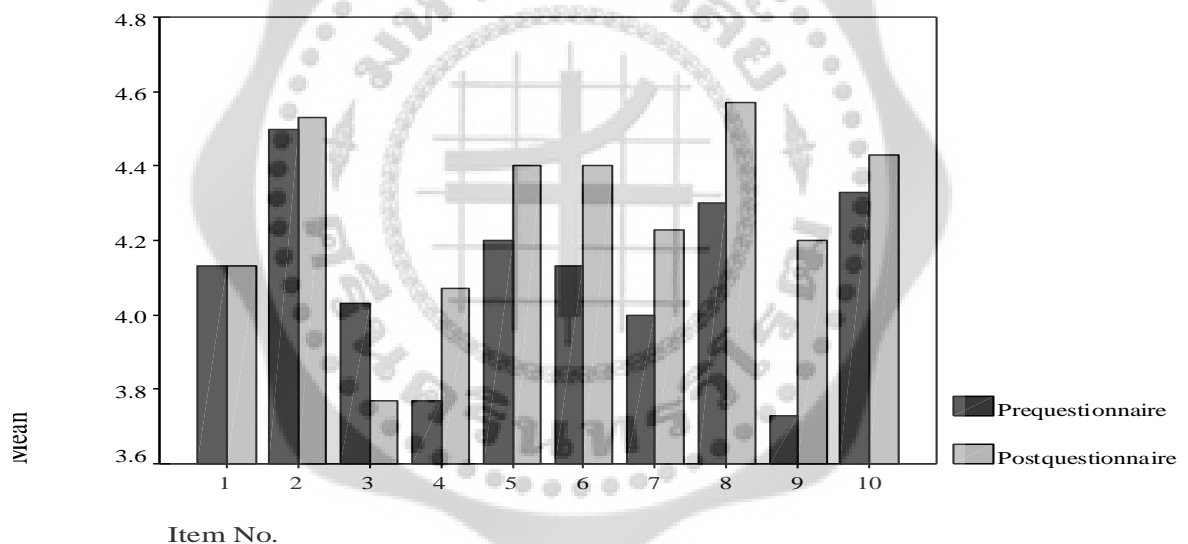

Figure 2. Comparison of Prequestionnaire and Postquestionnaire Surveying Students'

  Attitudes towards Learning English through Film Clip Instruction.

Data from Open-Ended questions (prequestionnaire).

In this part, the open-ended questions were provided to students. The answers were analyzed qualitatively. The first question asked if students liked learning English through film clips and why they liked it. 25 students said that they liked learning English through film clips because it was fun, new and interesting. They acquired knowledge of English and grasped language from the film clips that they could use in real life situations. They had opportunities to practice English more than in general lessons. Only five of them thought that learning English in regular class was more interesting than film clip instruction. The extracts below show examples of students' comments.

Student 1

"I like learning English through film clips because it is fun. I have a chance to practice listening, reading, writing and speaking skills. It makes me relaxed because I can watch short movies and cartoons. It is different from learning English in regular class which really makes my bored".

Student 2

"I don't like learning English in this way because it makes me confused. I cannot do any exercises. I think learning English in regular class is better than learning English through film clips."

The second question asked what students thought they would learn from attending film clip lessons. They said that they knew more new vocabulary. Seven of them thought that they got more chances to practice English skills and use the language correctly. Twelve students reported that they would be able to use English in real life situations, while seven of them gained new experience in English through film clip class. The extracts below illustrate examples of students' comments.

Student 3

"I learn language skills which I can use in my real life situation."

Student 4

"I can practice my writing skills. I can speak English when I participate in language activities. I can watch movies which will make me relaxed in learning English."

The third question asked if they would like to learn English through film clip in regular class and why. Twenty-five students reported that they would like to learn English through film clips in regular class because it would be more fun and interesting than regular English class. It was new and different from learning English as usual. They would also be able to learn how to use the language correctly. However, only five students liked learning English in regular class because it is more interesting than watching film clips. The extracts below illustrate examples of students' comments.

Student 5

"It is fun and relaxing. I think it is different from learning English as I learn every day. I will have good chances to communicate in English. "

Students 6

"I would not like to learn English through film clips. It is boring. Watching films will not help me improve my English"

The last question asked students to give comments about the film clip. Five students wanted to watch a variety of film clips. Some of them suggested that the teacher should bring more cartoons and vocabulary games to the class. Most of them said that they wanted to learn English through film clips three times a week. Regrettably, 25 of them gave no comment about the clips. The extracts below illustrate examples of students' comments.

Students 7

"I would like to watch variety of film clips and play games in class and learn English through film clips three times a week."

Student 8

"I love cartoon animations. I would love to watch them. Teacher should bring more films."

Data from Open-Ended questions (postquestionnaire).

Data was collected from the open-ended questions of the experimental group after learning English through film clip instruction. The answers were analyzed qualitatively. The first question asked if students like learning English through film clips and why they like it. 28 students liked learning English through film clips because they enjoyed learning and got knowledge of English. They could apply the language to use in real life situations. It was not stressful. It was relaxing, new and very interesting learning materials. However, two students thought that film clips were not interesting. The extracts below show examples of students' comments.

Students 1

"I enjoy learning English this way. It makes my fun. I get more knowledge of English. It is really better than learning English in regular class."

Student 2

"I don't think it is interesting. It makes me bored with watching film clips and learning English."

The second question aimed to check what they learned from attending film clip lessons. 18 of them said that they got chances to practice English skills and use the language correctly. Seven students learned new vocabulary that they never knew before. Meanwhile five of them reported that they learned English communicative skills for real life situations. The extracts below illustrate examples of students' comments.

Student 3

"I learn vocabulary I have never learned before. I get opportunities to practice English skills that I can use it in everyday life"

Student 4

"I learn new vocabulary and communicative skills"

The third question aimed to explore whether students would like to learn English communicative skills through film clips in regular English class after the course and why. 28 students wanted to learn English through film clips in regular class because they enjoyed learning English and watching film clips. The atmosphere in the class was relaxing. The activities were not boring. They got knowledge of English more than regular class and had more opportunities to practice English skills. There were only two of them said they did not like learning English through film clip because it was boring. The extracts below illustrate examples of students' comments.

Student 5

"I love learning English through film clips. I learn new vocabulary. There are communicative games. I have opportunities to practice my English more than English regular class."

Students 6

"I don't want to learn English this way. I want to do easy English exercises. English in regular is better and easier"

The last question asked students to give comments concerning film clip lessons. Seven of them wanted to watch more film clips, have more games and activities. They said that teacher should play a movie after class and that the film clip should have more cartoon animation. Three students thought that the language used in the film clips was easy to understand. Two of them thought that the lessons were difficult and that they should have been easier. 18 students gave no comments. The extracts below illustrate examples of students' comments.

Student7

"I think teacher should let us watch the whole movies after the class and provide more movies than this. The English lessons and activities are easy to understand. It is complicated."

Students 8

"The lessons are quite difficult for me. It should be easier. Teacher should bring more games."

The Summary of the Results

This chapter has revealed the results from the data collection procedures in response to the two research hypotheses. The information from the data analysis via the use of film clip has been reported. According to research hypothesis 1, the result has revealed that the posttest mean score of the participants experiencing film clip instruction was significantly higher than that of students taught through regular instruction. Based on research hypothesis 2, the attitudes mean scores of the participants experiencing film clip instruction were significantly higher than that of students taught through regular instruction. In addition, the open-ended questionnaire revealed that students liked learning English through film clips because they enjoyed the lessons and got knowledge of English. They could grasp English from film clips to use in real life situations. The conclusion and discussion are presented in Chapter 5.

CHAPTER V

DISCUSSION, CONCLUSION, AND RECOMMENDATION

FOR FURTHER STUDIES

This research aimed to investigate the use of film clips to enhance English communicative skills of eighth grade students. This chapter includes conclusion and discussion of findings. Additionally, it presents the implications of the study, limitations of the study and recommendations for further studies.

Research Hypothesis 1

On the posttest of the English for Communication Test, the mean score of participants experiencing film clip instruction will be significantly higher than the mean score of participants taught through the regular instruction.

Results.

The posttest mean score on the English for communication test of the experimental group ($M = 18.37$) was significantly higher than the posttest mean scores of the control group ($M = 16.67$). The results support research hypothesis 1.

Discussion.

The posttest mean score of the participants experiencing film clip instruction was significantly higher than that of students taught through regular instruction. Based on the pretest score, the mean score of the control group was higher than that of the experimental group. This is due to the fact that English examination of the students in the control group was higher than students in other classes including the experimental group who had average English proficiency.

However, after the experimental group learned English through film clips and had opportunities to practice language skills, the mean score of the posttest in the

experimental group ($M = 18.37$) was higher than that of the control group ($M = 16.67$). The results of this study were consistent with the results of the studies conducted by many researchers (Eken, 2003; Duangmanee, 2003; Gainer, 2005; Fiorito & Torrie, 2009; Petcharatmunee, 2005). The communicative abilities of students significantly increased after using video or film clips in learing English.

The effectiveness of learning English through videos or film clips benefit to students as follows.

First, the use of film clips assisted, encouraged and offered opportunities for students to develop their communicative skills. Before students were assigned tasks to communicate in English at the postviewing stage, they were given opportunities to practice communicative skills, until they accumulated knowledge of language from vocabulary, structures and communicative activities. Therefore, students could write stories or create dialogues from the given pictures or do a role-play in front of the class. Carter and Nunan (2012) explain that supporting and helping students to collect language knowledge before they can do a task and communicate the language is called scaffolding. The students are prepared until they are ready to communicate in the language by themselves (Bruner, 1983, as cited in Nunan & Bailey, 2009). The scaffolding will be pulled away gradually as students no longer need it (Oxford, 2012). It is evident that using film clips supports and helps students learn language before allowing them to construct the language by themselves.

Second, learning English through film clips created a relaxed atmosphere in the language classroom. Learning language in a comfortable atmosphere can reduce students' anxiety and encourages them to acquire the language (Dulay, Burt & Krashen, 1982, as cited in Tomlinson, 2011; Oxford, 1999). From the open-ended postquestionnaire, it was found that students enjoyed the lessons. They felt comfortable

learning the language and asked any questions about the lessons without fear. They had fun doing a role-play activity using the context of entertainment. The atmosphere in the class was not stressful. It was noticeable that using film clips create a climate for successful learning in the language classroom (Lonergan, 1984; Mcgovern, 1983).

Third, learning English through video or film clips develops learners' confidence to communicate in the target language. Film clip instruction also helps students build their confidence in their communicative skills in English (Field, 2002; Nunan, 1989, as cited in Macdonald, Badger & White, 2000). In class, it was found that students were enthusiastic to volunteer, report their work in the class, use English in a proud manner, and speak with the accents they heard from the clips. It was noticeable that students participated in language activities without feeling shy. Used as learning materials, films help students obtain confidence in speaking in front of class (Porcel, 2009; Tomlinson, 2011). Dulay, Burt and Krashen (1982, as cited in Tomlinson, 2011) support these findings by showing that whenever students have self-confidence they learn language faster.

Fourth, using videos or film clips in the classroom enhances students' enthusiasm to acquire the target language. Based on the questionnaires, students had fun learning English through film clips and looked forward to the next class. They enjoyed going to the class and had motivation to learn the target language.
The students' motivation was generated from teaching techniques, challenging goals, supportive atmosphere, competitive activities and materials. These items help develop intrinsic and extrinsic motivation of students and contribute to students' language acquisition (Brown, 2000; Harmer, 2007a; Lightbown & Spada 2006). It is evident that using video or film clips in the language classroom enhances students' motivation and increases enjoyment in learning English (Harmer, 2007b).

Fifth, students acquired appropriate target language from the lessons and tasks provided. They could produce conversations relating to situations in real life. Brinton (2001) explains that authentic materials help students bridge the gap between the language in the classroom and language used in the outside world. According to the role-play activities, the students could use the language properly and functionally in accordance with a given situation. They could produce the language related to social interaction. Chin (2004) and Stempleski and Tomalin (1990) explain that film clips expose students to target language in real life situations. Social interaction and functional communication activities are important for students to produce immediate communication outside the classroom (Littlewood, 2010). This indicates that film clip expose students to authentic use of language in everyday life.

Last, the use of film clips exposed students to the target language inside and outside the classroom. From the tasks and communicative activities inside the class, students were encouraged to communicate in the target language through interesting and different skills. They had exposure to the language as the film clips were played, for example, culture, natural flow of language and the rhythm of English. The communicative situation and native speakers were effectively brought into the class (Stepleski & Arcario, 1992). In addition, students were assigned to complete the tasks by searching for information from various resources. They needed to study and practice by themselves. Nunan (1990) explains that practicing through materials, for example, videos or film clips, newspapers, and TV encourages learners of the second language to be exposed to the target language. It contributes a lot to students' language learning.

Research Hypothesis 2

On the post administration of the questionnaire, the attitudes mean score of the participants experiencing film clip instruction will be significantly higher than the attitudes mean score of the preadministration of the questionnaire.

Results.

The questionnaire was used to reveal the points of view that students made before and after learning English through film clip instruction. The mean scores of the prequestionnaire and postquestionnaire were compared to explore if there was any significant difference of the participants in the experimental group. The result indicates that the attitudes mean score of the participants experiencing film clip instruction was significantly higher than the attitudes mean score of the preadministration of the questionnaire.

Discussion.

From the results in the prequestionaire, the mean scores of students' attitude before learning English through film clip instruction were high satisfaction with the mean score at 4.11. Students' satisfaction was high in all aspects. When it was compared to the postquestionnaire, the mean scores of students' attitudes were high satisfaction with the mean score at 4.27. It was found that film clip instruction satisfied the students. They liked to learn English through film clips. The results of the questionnaires are consistent with the results of previous studies. Many researchers have agreed that video or film clips could be used to enhance the attitudes of students towards language learning (Chin, 2004; Harmer, 2007b; Porcel, 2009; Stempleski & Tomalin, 2001).

Attitudes and motivation play an important role in succeeding in second language learning (Garner, 1985 cited in Lightbown & Spada, 2006) and encouraging students to

learn the target language (Ellis, 2008). The materials, for example, newspaper articles, advertisements, and film clips can develop students' positive attitudes and motivation (Lightbown and Spada, 2006; Tomlinson, 2011). Video or film clips can motivate and increase students' interest when they hear and see it (Harmer, 2007b).

Students had opportunities to listen to native speakers speak with natural rhythms of English. They saw the costumes, culture, and moving pictures from the film clips, which interest learners to pay attention the lessons. As a result, item eight in the postquestionnaire shows that students had positive attitudes toward learning English. They had fun learning English through film clips and paid more attention to English lessons. The satisfaction of the students was higher (4.57) than the prequestionnaire (4.53). In addition, item two reveals that two students were very interested in film clips as it was something fresh and new to them. Satisfaction with this item was higher than the prequestionnaire at 4.53. The students looked forward to the next class and suggested some film clips they wanted to watch. The film clips made them excited to go to class. However, item three in the questionnaire checked whether students liked to study and do English exercises with content taken from film clips. The mean score of the postquestionnaire was lower than the prequestionnaire. This indicates that although they liked learning English with film clips, they also expected to watch the whole film rather than doing exercises and participating in film clip tasks. This possibly decreased their satisfaction.

In addition, in the open-ended question of the postquestionnaire, the comments from the first question revealed that five students were not interested in film clips. However, after they attended the film clips, three of them changed their opinion and specified that they liked learning English through film clips. It is possible that they felt relaxed while they were studying. The materials were fresh, new and very interesting to

them. They had opportunities to practice English skills and participate in fun activities. Consequently, they found that learning English through film clips was useful to them. They could apply the language in real life situations. Regrettably, two students still did not like film clips. They thought that the film clips were not interesting. However, it was evident that in class those two students were passive leaners. They had low English proficiency and could not get the tasks done when they were assigned. Possibly, they had negative attitudes towards learning English before they studied in film clip class. As a result, they still did not like learning English through film clips regardless of which teaching techniques were employed.

Interestingly, in the second question, 18 students commented that they had chances to practice English skills and use the language correctly after attending the course. Only seven students thought about this in the prequestionnaire. This reveals that the film clip activities offered students opportunities to communicate in the target language. They could use the language to describe situations and communicate with partners. They could use English tenses that they met in the scenes and situations from the activities. They also realized that learning English through film clips assisted them to employ English skills more than in regular class. Many researchers claim that film clips motivate students to use language skills (Harmer 2007b; Porcel, 2009; Stemple & Tomalin, 1990).

In the third question in the prequestionnaire, five students explained that they did not like learning English through film clips in regular class. It was also found that in film clip class, five students had low English proficiency and could not get the tasks done in English. Moreover, they possibly had negative attitudes towards learning English prior to the class. Surprisingly, after they attended the film clip class, three of them changed their minds and noted that they liked learning English. Twenty-eight students including these

three students gave the reasons that learning English through film clips was relaxing. They could practice English skills. The most logical reason is that film clips were not only watched for entertainment, but as authentic materials the films could generate interest and enthusiasm for learning English (Newby et al, 2006; Lightbown & Spada, 2006; Tomlinson, 2011).

Implications of the Study

The results of the study indicated that film clip instruction could successfully enhance the communicative skills of the students. However, there are some implications for the English teacher to consider.

The teachers should bring new teaching techniques into class. This encourages students to communicate with the language, use critical thinking and practice their communicative skills and study for themselves. Moreover, it gives them opportunities to experience English in real life situations and learn the target language effectively.

Teachers should bring authentic materials to improve students' communicative skills. The materials have no negative effect on students' learning. In contrast, they help students learn rather than merely testing them (Tomlinson, 2011). They will offer students exposure to the second language. Students will able to understand linguistic patterns, traditions and culture from other countries. For teachers, the materials will illustrate language, make attractive presentations and create activities. They can be used to introduce interesting topics. Additionally, they also develop students' confidence, attitudes and motivation in learning English (Lightbown & Spada, 2006).

Finally, teachers should create a relaxed atmosphere in the language classroom by using games, songs or movies. This helps students when they have problem with the language. The positive atmosphere can reduce students' anxiety, encourages them to

acquire the language and increases level of motivation. Learning the target language will be better and faster when students feel relaxed in the classroom.

Recommendations for Further Studies

Some recommendations for further studies are presented as follows:

1. There should be a study to compare the communicative skills of students in English program and non-English program students.

2. Apart from using film clips, there should be a study to examine the use of Youtube video clips to enhance students' communicative skills.

3. There should be a study to investigate the effectiveness of film clip instruction to enhance the communicative skills of upper secondary school or university students. It should also be conducted to determine in which skills university students demonstrate the highest scores.
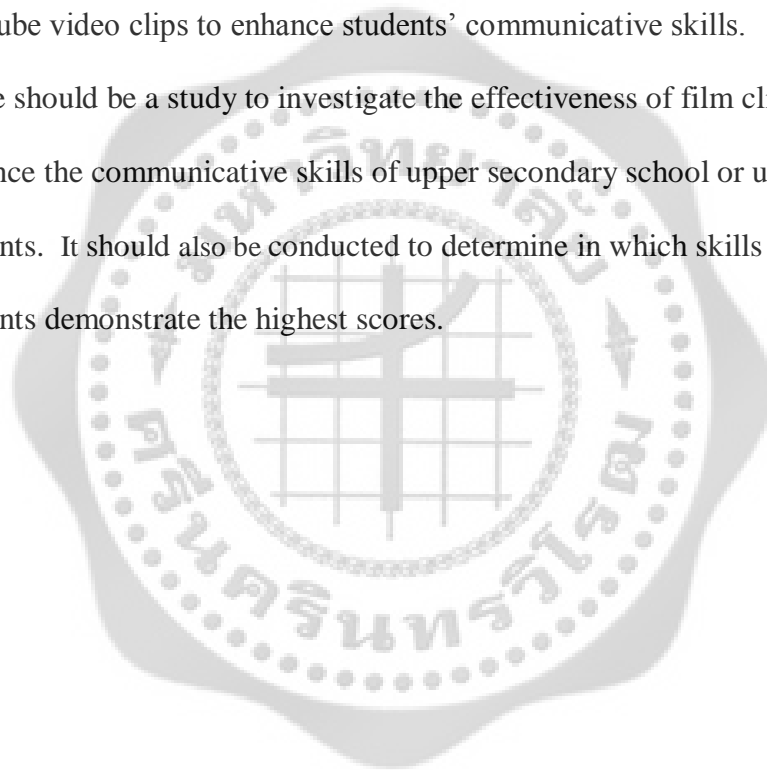
REFERENCES

REFERENCES

Abdelal, P. K. (1987). Listening comprehension picture test. In Alderson, J. C., Krahnke,

    K. J., & Stansfield, C. W. (Eds.), *Reviews of English language proficiency tests*

    (pp. 53-54). Washington, DC: TESOL.

Adams, T. W. (1995). What makes materials authentic. ERIC Document Reproduction

    Service No. ED391389.

Angwattanakul, S. (1994). *English language teaching methods*. Bangkok: Chulalongkorn

    University Press. [in Thai]

Baddock, B. (1996). *Using films in the English class*. Hertfordshire: Phoenix ELT.

Bailey, K. M. (2005). *Practical English language teaching: Speaking*. Boston:

    McGraw-Hill.

Bailey, K. M., & Savage, L. (Eds.). (1994). *New ways in teaching speaking*. Alexandria,

    VA: TESOL.

Baird, K., & Redmond, M. (Eds.). (2004). *The use of authentic materials in K-12 French*

    Program. Winston-Salem, NC: Wake Forest University, Department of

    Education.

Bangkok Post Editorial. (2012). Losing out for lack of English. *Bangkok Post,* January

    10, 2012.

Berardo, S. A. (2006). The use of authentic materials in the teaching of reading.

    The Reading Matrix, 6(2), 60-69.

Brinton, D. M. (2001). The use of media in language teaching. In Celce-Murcia, M. (Ed.),

    Teaching English as a second or foreign language (3rd ed.) (pp. 459-476).

    Boston: Heinle & Heinle.

Brown, H. D. (2000). *Principles of language learning and teaching* (4th ed.). White

    Plains, NY: Longman.

Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy* (2nd ed.). White Plains, NY: Longman.

Burton, L. (1992). Who assesses whom and to what purpose. In Stephens, M., & Izard, J. (Eds.), *Reshaping assessment practice: Assessment in mathematical sciences under challenge* (pp. 1-18). Victoria: Australian Council for Educational Research.

Carter, R., & Nunan, D. (2012). *The Cambridge guide to teaching English to speakers of other language*s. Cambridge: Cambridge University Press.

Chambers, G. N. (1999). *Motivating language learners*. Clevedon: Multilingual Matters.

Chin, P. (2004). *Using C&IT to support teaching*. London/New York: RoutledgeFalmer.

Clarke, A., & Walmsley, J. (1999). *Open learning materials and learning centres*. Leicester: National Institute for Adult and Continuing Education.

Cohen, A. D. (1994). *Assessing language ability in the classroom* (2nd ed.). Boston: Heinle & Heinle.

Coleman, H. (1996). Shadow puppets and language lessons: Interpreting classroom behaviour in its cultural context. In Coleman, H. (Ed.), *Society and the language classroom* (pp. 64-85). Cambridge: Cambridge University Press.

Thi Lan Anh, D. (2010). *Using movies and videos to teach English vocabulary to the tenth form students*. Unpublished bachelor's graduation paper, University of Language and International Studies, Vietnam National University, Hanoi.

Doff, A. (1988). *Teach English: A training course for teachers*. New York: Cambridge University Press.

Duangmanee, R. (2003). A study of video techniques to enhance English listening and

speaking abilities of first-year higher certificate vocational students at Rajamangala Institute of Technology Sakonnakorn Campus. Unpublished master's thesis, Srinakharinwirot University. [in Thai]

Dudeney, G., & Hockly, N. (2007). *How to teach English with technology*. Harlow: Pearson/Longman.

Eken, A. N. (2003). You've got mail: A film workshop. *ELT Journal, 57*(1), 51-59.

Ellis, R. (2008). *The study of second language acquisition* (2nd ed.). Oxford: Oxford University Press.

Faber, J., Meiers, T., Ruschin, D., & Seyferth, A. (1991). The motion picture in interactive information systems: A necessary or facilitating component? In Bullinger, H. J. (Ed.), *Human aspects in computing: Design and use of interactive systems and work with terminals* (pp. 485-490). Amsterdam: Elsevier.

Falk, D. R., & Carlson, H. L. (1995). *Multimedia in higher education: A practical guide to new tools for interactive teaching and learning*. Medford, NJ: Learned Information, Inc.

Field, J. (2002). The changing face of listening. In Richards, J. C., & Renandya, W. A. (Eds.), *Methodology in language teaching: An anthology of current practice* (pp. 242-247). Cambridge: Cambridge University Press.

Fiorito, M., & Torrie, H. (2009). Using subtitled foreign films in the language classroom. *Essential Teacher, 6*(2), 28-30.

Gainer, G. (2005). Silent movies: A new approach to using video at low levels. *Modern English Teacher, 14*(1), 46-51.

Gebhard, J. G. (1982). Apparent problems and suggestions for solving them: A study of the EFL conversation class in Thailand. *PASAA, 4,* 14-20.

Gebhard, J. G. (2006). *Teaching English as a foreign or second language: A teacher self-*

development and methodology guide (2nd ed.). Ann Arbor: The University of Michigan Press.

Genc, B., & Bada, E. (2005). Culture in language learning and teaching. *The Reading Matrix, 5*(1), 73-84.

Global English Analyst Team. (2012, February 13). Business English communication gaps: The Thailand edition. Retrieved May 22, 2012 from http://blog.global english.com/2012/02/13/business-english-communication-gaps-the-thailand-edition/.

Government Public Relations Department. (2011, December 20). Thailand 2012: The year of English speaking. Retrieved from http://thailand.prd.go. th/view_news.php?id=6053&a=4.

Hapeshi, K., & Jones, D. (1992). Interactive multimedia for instruction: A cognitive analysis of the role of audition and vision. *International Journal of Human-Computer Interaction, 4*(1), 79-99.

Harmer, J. (2007a). *How to teach English*. Harlow: Pearson/Longman.

Harmer, J. (2007b). *The practice of English language teaching* (4th ed.). Harlow: Pearson/Longman.

Heaton, J. B. (1990). *Classroom testing*. London: Longman.

Hedge, T. (2000). *Teaching and learning in the language classroom*. Oxford: Oxford University Press.

Helgesen, M., & Brown, S. (2007). *Practical English language teaching: Listening*. New York: McGraw-Hill.

Hill, B. (1992). *Making the most of video* (2nd ed.). London: Centre for Information on Language Teaching.

Jacobson, E., Degener, S., & Purcell-Gates, V. (2003). *Creating authentic materials and*

activities for the adult literacy classroom: A handbook for practitioners.

Cambridge, MA: National Center for the Study of Adult Learning and Literacy.

Johnson, K. (2001). *An introduction to foreign language learning and teaching.* Harlow:

Pearson/Longman.

Kethongkum, W. (2005). The effect of using English supplementary materials on

developing listening and speaking competence of the third year vocational level

students in Tourism and Hotel Section at Premruetai Administration Technology

School. Unpublished master's project, Srinakharinwirot University. [in Thai]

Kilickaya, F. (2004). Authentic materials and cultural content in EFL classrooms. *The*

Internet TESL Journal, 10(7). Retrieved May 22, 2012 from http://iteslj.org/

Techniques/Kilickaya-AutenticMaterial.html.

Lambert, W. E. (1967). The Social Psychology of Bilingualism. *Journal of Social Issues*,

23(2), 91-109.

Lightbown, P. M., & Spada, N. (2006). *How languages are learned* (3rd ed.). Oxford:

Oxford University Press.

Littlewood, W. (2010). *Communicative language teaching: An introduction.* Cambridge:

Cambridge University Press.

Lonergan, J. (1984). *Video in language teaching.* Cambridge: Cambridge University

Press.

Lynch, T. (1996). *Communication in the language classroom.* Oxford: Oxford University

Press.

MacDonald, M., Badger, R., & White, G. (2000). The real thing?: Authenticity and

academic listening. *English for Specific Purposes, 19*(3), 253-267.

Martinez, A. G. (2002). Authentic materials: An overview. Retrieved May 22, 2012 from

http://www3.telus.net/linguisticsissues/authenticmaterials.html.

Mauleon, S., & Lee, E. (2008). Teaching teachers to work as a team. *Bangkok Post,* July 29, 2008.

McGovern, J. (1983). *Video applications in English language teaching*. Oxford: Pergamon.

McKnight, A. (1995). Pragmatics and TESOL: Using authentic language data. Paper presented at the Biennial Meeting of the MELTA International Conference on Innovations in Approaches to the Teaching and Learning of English, Kuala Lumpur, May 22-24, 1995. ERIC Document Reproduction Service No. ED384221.

Meinardi, M. (2007). The use of authentic spoken language in EFL and ESL: An authentic dilemma. *Modern English Teacher, 16*(3), 44-51.

Mertler, C. A. (2001). Using performance assessment in your classroom. Unpublished manuscript, Bowling Green State University.

Miller, L. (2003). Developing listening skills with authentic materials. *ESL Magazine, 6*(2), 16-18.

Ministry of Education. (2001). *Basic education curriculum B.E. 2544 (A.D. 2001)*. Bangkok: Kurusapa Ladprao Publishing.

Ministry of Education. (2008). *Basic education core curriculum B.E. 2551 (A.D. 2008)*. Bangkok: The Agricultural Co-operative Federation of Thailand, Ltd.

Moore, K. D. (2006). *Classroom teaching skills* (6th ed.). Boston: McGraw-Hill.

Mountford, A. (1986). Teaching and learning English in Thailand: Some problems and remedies. *PASAA, 16*(2), 1-9.

Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge: Cambridge University Press.

Newby, T. J., Stepich, D. A., Lehman, J. D., Russell, J. D., & Ottenbreit-Leftwich, A.

(2010). *Educational technology for teaching and learning* (4th ed.). Boston: Pearson.

Nitko, A. J., & Brookhart, S. M. (2010). *Educational assessment of students* (6th ed.). Boston: Pearson.

Norton, P., & Sprague, D. (2001). *Technology for teaching*. Boston: Allyn & Bacon.

Nunan, D. (1989). *Understanding language classrooms: A guide for teacher-initiated action*. New York: Prentice-Hall.

Nunan, D. (1999). *Second language teaching and learning*. Boston: Heinle & Heinle.

Nunan, D. (2003). *Practical English language teaching*. New York: McGraw-Hill.

Nunan, D. & Bailey, K. M. (2009). *Exploring Second Language Classroom Research: A Comprehensive Guide.* Boston: Heinle, Cengage Learning.

Ovando, C. J., Collier, V. P., & Combs, M. C. (2003). *Bilingual and ESL classrooms: Teaching in multicultural contexts* (3rd ed.). Boston: McGraw-Hill.

Ovando, C. J., & Collier, V. P. (1985). *Bilingual and ESL classrooms: Teaching in multicultural contexts*. New York: McGraw-Hill.

Oxford, R. L. (1990). *Language learning strategies: What every teacher should know.* New York: Newbury House.

Oxford, R. L. (1999). Anxiety and the language learner: New insights. In Arnold, J. (Ed.), *Affect in language learning* (pp. 58-67). Cambridge: Cambridge University Press.

Oxford, R. L. (2012). Language learning strategies. In R. Carter, & D. Nunan (Eds.), *The Cambridge guide to speakers of other languages* (pp. 166 -172). Cambridge: Cambridge University Press.

Petcharatmunee, W. (2005). Using video to enhance English listening and speaking

abilities of the first year students at Rajamangala Institute of Technology, Faculty

of Agriculture, Nakornsrithammarat. Unpublished master's project,

Srinakharinwirot University. [in Thai]

Phuphanpet, U. (2004). The effect of using oral communication activities to develop

English speaking ability of the first year certificate vocational students.

Unpublished master's project, Srinakharinwirot University. [in Thai]

Porcel, C. (2009). Using films in class. *Modern English Teacher, 18*(3), 24-29.

Promshoit, V. (2010). The use of English language activities in developing listening and

speaking abilities of second year vocational students majoring in Hotel

Management of Samutprakarn Institute of Commerce and Technology School.

Unpublished master's project, Srinakharinwirot University. [in Thai]

Puntakerngamorn, P. (1998). *English language education in secondary schools in*

Thailand: A Thai cultural perspective. Unpublished master's thesis, National

University of Singapore.

Punthumasen, P. (2007). International program for teacher education: An approach to

tackling problems of English education in Thailand. Paper presented at the 11th

UNESCO-APEID International Conference on Reinventing Higher Education:

Toward Participatory and Sustainable Development, Bangkok, December 12-14,

2007.

Rammal, S. M. (2006). Using video in the EFL classroom. Paper presented at the CDELT

25th Annual Symposium, Ein-Shams University, Cairo, April 12-13, 2005.

Retrieved May 22, 2012 from http://www3.telus.net/linguisticsissues/using%20

video.

Richard-Amato, P. A. (1996). *Making it happen: Interaction in the second language*

classroom: From theory to practice (2nd ed.). White Plains, NY: Longman.

Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching* (2nd ed.). New York: Cambridge University Press.

Rost, M. (2011). *Teaching and researching listening* (2nd ed.). Harlow: Longman.

Rubin, D. (1990). *Teaching elementary language arts* (4th ed.). Englewood Cliffs, NJ: Prentice-Hall.

Senior, R. (2005). Authentic responses to authentic materials. *English Teaching Professional, 38,* 71.

Sherman, J. (2003). *Using authentic video in the language classroom.* Cambridge: Cambridge University Press.

Smith, G. T. (2009). *Is film an effective teaching tool for high school literature?* Unpublished master's research project, Ohio University.

Spolsky, B. (2000). Anniversary article. Language motivation revisited. *Applied Linguistics, 21*(2), 157-169.

Stempleski, S. (2011). Video in the ELT classroom: The role of the teacher. In Richards, J. C., & Renandya, W. A. (Eds.), *Methodology in language teaching: An anthology of current practice* (pp. 364-367). Cambridge: Cambridge University Press.

Stempleski, S., & Arcario, P. (Eds.). (1992). *Video in second language teaching: Using, selecting, and producing video for the classroom.* Alexandria, VA: TESOL.

Stempleski, S., & Tomalin, B. (1990). *Video in action: Recipes for using video in language teaching.* New York: Prentice-Hall.

Stempleski, S., & Tomalin, B. (2001). *Resource books for teachers: Film.* Oxford: Oxford University Press.

Supervisory Unit Department of General Education. (1997). Learner Training: Changing Role for a Changing World: Bangkok Supervisory Unit Department.

Teeler, D., & Gray, P. (2000). *How to use the Internet in ELT*. Harlow: Longman.

The Nation Editorial. (2005). Language skills: Students below par in English. *The Nation,*
August 10, 2005.

The Nation Editorial. (2012). Are our children ready to face new challenges? *The Nation,*
March 27, 2012.

Thornbury, S. (2005). *How to teach speaking*. Essex: Pearson/Longman.

Tomalin, B. (1986). *Video, TV and radio in the English class: An introductory guide*.
London: Macmillan.

Tomlinson, B. (Ed.). (2011). *Materials development in language teaching* (2nd ed.).
Cambridge: Cambridge University Press.

Treesatayakul, Y. (2005). A study of the effectiveness of the teacher training program of
teaching English through video at the primary level based on the four strands of
English curriculum for the Bangkok metropolitan administration English
teachers. Unpublished master's project, Srinakharinwirot University. [in Thai]

Underhill, N. (1987). *Testing spoken language: A handbook of oral testing techniques*.
Cambridge: Cambridge University Press.

Wallace, T., Stariha, W. E., & Walberg, H. J. (2004). *Teaching speaking, listening and
writing (Educational Practices Series-14)*. Brussels: International Academy of
Education, and Geneva: International Bureau of Education.

Weerawong, A. (2004). *Communicative language teaching in practice?: A study of four
post-graduate student teachers in Thailand*. Unpublished doctoral dissertation,
National University of Singapore.

Weir,C. (1993). *Understanding and Developing Language Tests.* Prentice-Hall
International.

Widdowson, H. G. (1990). *Aspects of language teaching*. Oxford: Oxford University

Press.

Williams, G. (1992). Communicative language teaching and the Thai setting. *PASAA,*

22(1), 29-41.

Wiriyachitra, A. (2002). English language teaching and learning in Thailand in this

decade. *Thai TESOL Focus, 15*(1), 4-9.

Wong, M. E. (1997). *An investigative study on a private EFL language centre in Chiang*

Rai, Thailand. Unpublished master's thesis, National University of Singapore.

Wongsothorn, A., Sukamolsun, S., Chinthammit, P., Ratanothayanonth, P., &

Noparumpa, P. (1996). National profiles of language education: Thailand.

PASAA, 26(1), 89-103.

Zancanaro, G. (2005). The importance of listening skills for self improvement and

success. Retrieved May 22, 2012 from http://ezinearticles.com/?The-Importance-

of-Listening-Skills-for-Self-Improvement-and-Success&id=9733.

APPENDICES

APPENDIX A

The English for Communication Test

Pretest and Posttest of English for Communication

Part 1: Listening Test (10 Marks)

Part 2: Reading Test (10 Marks)

Part 3: Writing Test (10 Marks)

Part 4: Speaking Test (10 Marks)

_____

Part 1: Listening Test 10 marks
Directions: Watch the film clips carefully. Read the questions and put a cross (×) on a, b or c for each correct answer.
Watch film clip one and answer the questions one and two.
1. What does the girl say?
   a. I'll call you, Blue
   b. I'll be there for you.
   c. I'll take care of you.

2. According to the film clip, what is the girl like?
   a. She is kind.
   b. She is cute.
   c. She is funny.

Watch film clip two and answer question three.
3. When the girl gave a cup of hot chocolate to a bird, she means that…
   a. the chocolate is still hot.
   b. she will be back to drink it.
   c. the chocolate is ready to drink.

Watch film clip three and answer question four.
4. What are they going to do?
   a. They are going to drive.
   b. They are going to ride
   c. They are going to dive.

Watch film clip four and answer question five.

5. What does the gorilla tell the boy to do?
   a. The gorilla tells the boy to take a hair from an elephant.
   b. The gorilla tells the boy to bring its hairs to an elephant.
   c. The gorilla tells the boy to give the boy's hair to an elephant.

Watch film clip five and answer the question six.

6. Which one is correct?
   a. The girl told the boy to lock the car doors.
   b. The boy told the girl to turn off the light.
   c. The boy told the girl to get out of the car.

Watch film clip six and answer question seven

7. Which one is correct?
   a. A mouse is an only child.
   b. A mouse has no father.
   c. A mouse has a brother.

Watch film clip seven and answer questions eight and nine.

8. What does the man want?
   a. Money.
   b. Collars.
   c. Pictures.

9. Why do the girls leave the man?
   a. He is about to hurt them.
   b. They are asked for cash.
   c. The robot looks scared.

Watch film clip eight and answer question ten.

10. What does the man want?
    a. He wants to drive alone.
    b. He wants to go fishing alone.
    c. He wants the keys for his house.

Part 2: Reading Test 10 marks
2.1 Read the passage carefully and put a cross (×) on a, b and c for each correct answer (Items 11-15).

Marlin, the clownfish had only one son named Nemo. He lost his wife and his 400 eggs to a Barracuda, a fast and furious fish. His family was eaten. He had only one son left named Nemo. He worried about his child who was born with an abnormal and small right fin. Marlin as a father always took care of every move of his son. He thought that his son was not able to swim well as other fish and Nemo needed his father for taking care of him. Nemo was bored with his father who worried too much about him. One day, Nemo went to school. It was his first day. His father took him to school and talked to a teacher to take good care of his son. The teacher said that he would watch every kid while exploring the nature outside classroom. The teacher took his students out of his classroom to see sea life. Suddenly, Marlin heard from other parents that the teacher would drop students off to discover sea life by themselves. Marlin was now very angry. He followed the class and argued loudly with the teacher in front of Nemo's classmates. Nemo was ashamed. The teacher promised to watch every students but Marlin did not trust the teacher. Nemo did not want to talk with his father. He swam away and went to a boat. Marlin asked Nemo to come back, but he did not listen to his father. Suddenly, Nemo was _discovered_ and caught by a scuba diver. Nemo was taken to the boat which was heading to Sydney. Marlin swam after the boat but he could not follow. He was slower than the boat. Marlin decided to look for his son to bring him back.

11. What happened to Marlin's wife?

    a. She was killed by a fish.

    b. She died while giving birth.

    c. She left Marlin to have a new family.

12. Why was Marlin very worried about Nemo?
    a. Because Nemo was too young for school.
    b. Because Nemo had no one to take care of him.
    c. Because Nemo could not swim well like other fish.

13. Why did Nemo's father argue with the teacher?
   a. Because he wanted Nemo to go home and teach Nemo by himself.
   b. Because he was very worried about Nemo. Nemo could not swim well.
   c. Because he thought that the teacher could not take care of the class.

14. Why do you think Nemo swam away while his father was arguing with the teacher?
   a. He was angry with his father.
   b. He was scared of his father.
   c. He was worried about his father.

15. What does "discovered" mean?
   a. To find out.
   b. To walk around.
   c. To catch something.

2.2 Read the passage carefully and put a cross (×) on a, b or c for each correct answer (Items 16-20).

Dr. Alan Grant was a dinosaur expert who lived happily with his life far from any dinosaurs. Unfortunately, he was really short in research money. Dr. Grant wanted money to run his research. A wealthy businessman, Paul Kirby hired him to be a guide on Isla Sorna Island where there were a lot of dangerous dinosaurs living. Mr. Kirby offered Dr. Grant a lot of money so he could fund his future research. Dr. Grant didn't know that he was _deceived_. Mr. Kirby just needed a dinosaur expert to help him and his wife to find their 14-year-old son, Eric, who got lost on the island. Dr. Grant decided to go there. He took Mr. Kirby's plane to the island. When the plane arrived on the island, Dr. Grant warned the pilot not to land on the island because it was too dangerous, but it was too late. The pilot brought the plane down on the island. Mr. Kirby and his wife got out off the plane. They walked around and called their son, Eric. Grant discovered the truth why they really wanted to go the island and invited him along. He told them not to make loud noise. The dinosaurs would come and kill everyone. They were smarter, faster, fiercer and more brutal than other animal. Mr. Kirby and his wife were sorry that they deceived Dr. Grant to come along to the dangerous island. They just wanted to find their beloved son. They hoped he was alive on the island. Dr. Grant, Mr. and Mrs. Kirby walked through the jungle to find Eric. They saw a lot of dinosaurs. Most of them were dangerous. However, Dr. Grant, Mr. and Mrs. Kirby never lost their hope to find Eric. Finally, Dr. Grant found Eric. He was safe. Eric got food from the old vender

to *survive*. Dr. Grant, Mr. and Mrs. Kirby were very happy to see him. They took Eric out of the island.

16. Why did Dr. Grant decide to go to the island?
    a. Because he owed Mr. Kirby money.
    b. Because he needed money for his research.
    c. Because he was a guide. He wanted to do his research.

17. Why did Mr. Kirby want to explore the island?
    a. Because his son got lost.
    b. Because he wanted to visit his son.
    c. Because he had never seen dinosaurs.

18. Why do you think Dr. Grant warned the pilot not to land the plane?
    a. Because the plane was crashed by the dinosaurs.
    b. Because there was no runway on the island.
    c. Because there were a lot of dangerous things.

19. What does "deceived" mean?
    a. To hire someone to do something.
    b. To take someone to a very far place.
    c. To make someone believe something that is not true.

20. What does "*survive*" mean?
    a. To live.
    b. To run.
    c. To walk.

Part 3: Writing Test 10 marks
Directions: Use your imagination to make a story and describe these pictures (5 minutes).

……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………

Name………………………………………………… Class…………. No……………

Part 4: Speaking Test 10 marks

Directions: Choose 1 of the 3 story picture sets, each one has six pictures. Sequence the pictures and prepare for telling the story (3 minutes). Tell the story from the pictures (5 minutes).

Picture set 1
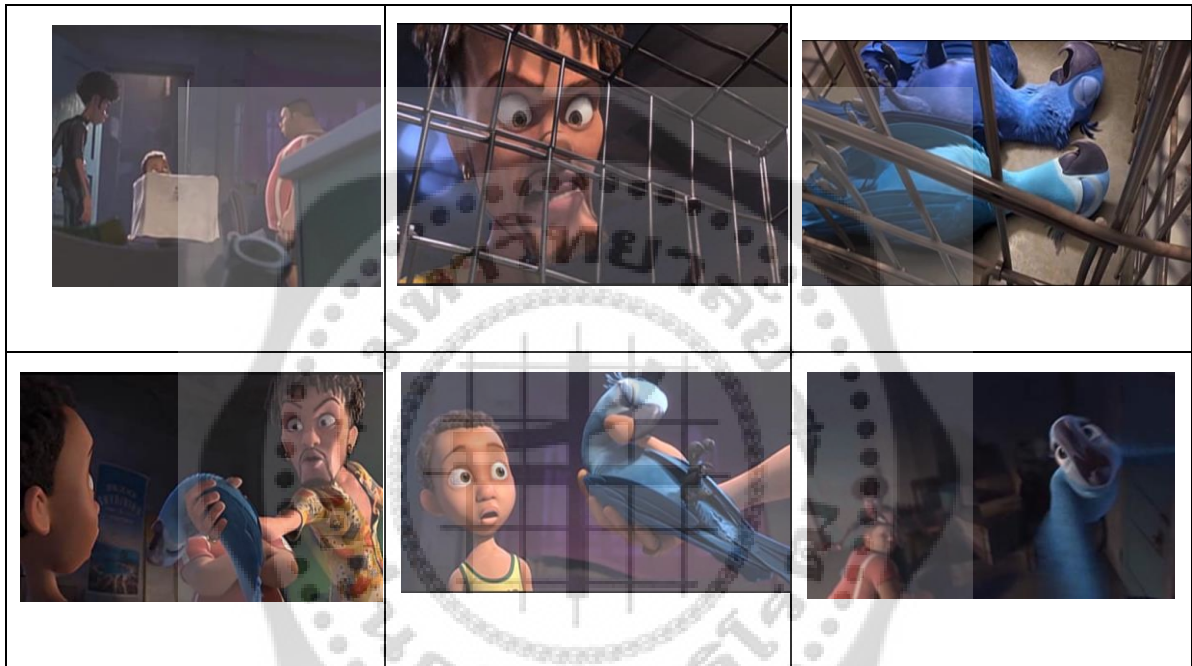
Picture set 2

Picture set 3

English Speaking Rating Sheet

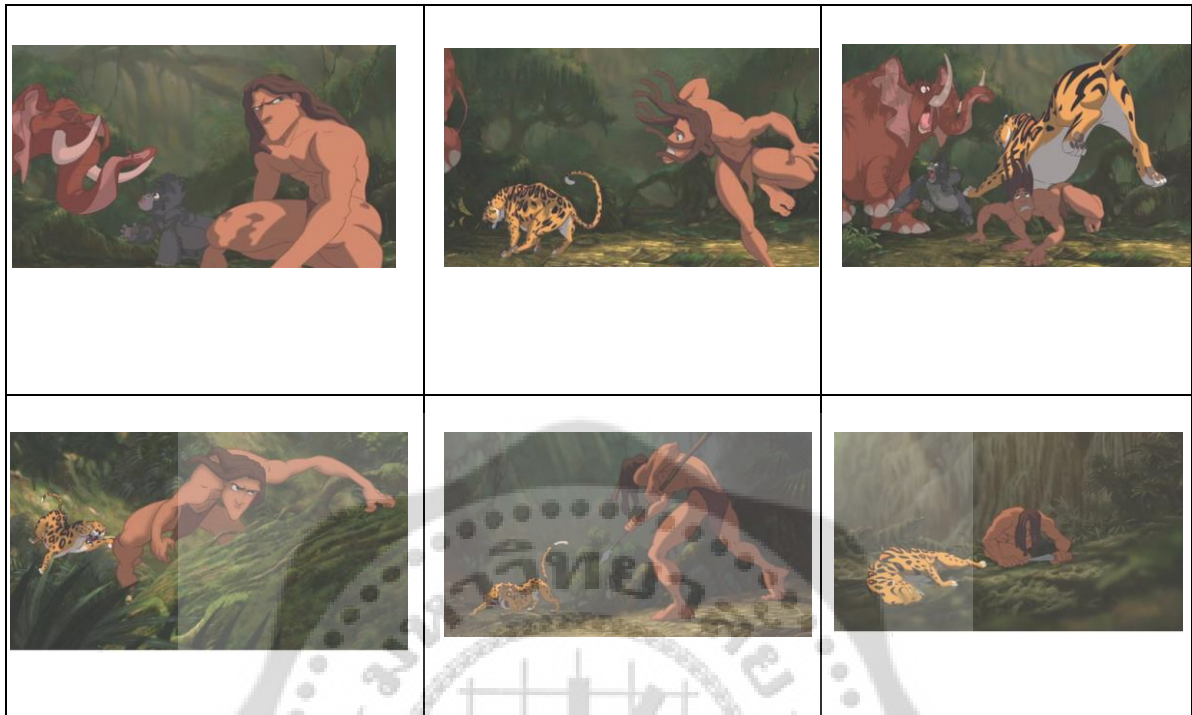| Score \ Behaviour	5	4	3	2	1
Content	Be able to initiate and connect content interestingly and excitedly.	Mistakes are almost unnoticeable. Arranging content are continued interestingly and related to each other.	A few mistakes in arranging content. The content is not continuous and not related to each other.	Make a lot of mistakes in arranging content. Almost impossible to tell a story.	Virtually unable to tell story through the pictures. Content arranged extremely misplaced.
Fluency	Speak smoothly, fairly spontaneous.	Speed of speech seems to be slightly affected by language problems.	Speak, and then pause to think of appropriate words to continue speaking. Speed and fluency are rather strongly affected by language problem	Speak slowly, usually hesitant; often forced into silence by language limitations.	Stammer a few words and have long pause while speaking.
Grammar	Make few noticeable errors of grammar or word order. Mostly correct.	Occasionally makes few grammatical errors or word-order errors, but meaning is quite clear.	Make frequent errors of grammar or word order, but understandable	Grammar and word order errors make comprehension difficult. Almost unable to communicate.	Errors in grammar and word order are very severe while making speech, and unable to understand.
Vocabulary	Use variable vocabulary to communicate, and meaning is relevant to the content.	Sometimes use inappropriate words and meaning is mostly relevant to the content.	Use a lot of words but frequently wrong words. Meaning is not clear.	Very limited vocabulary makes comprehension quite difficult. Conversation somewhat limited because of inadequate vocabulary.	Vocabulary limitations very extreme and it makes conversation virtually impossible.

Adapted from Heaton (1990)

The evaluation form for English speaking ability

☐ Pre-test ☐ Post-test

Student: _____**Rater:** _____**Date:** _____ __

Score / Behavior	5	4	3	2	1
Content					
Fluency					
Grammar					
Vocabulary					

Total Score_____

The evaluation form for English speaking ability

☐ Pre-test ☐ Post-test

Student: _____**Rater:** _____**Date:**_____

Score / Behavior	5	4	3	2	1
Content					
Fluency					
Grammar					
Vocabulary					

Total Score_____

English Writing Rating Sheet

Score / Behaviour	5	4	3	2	1
Fluency	Flowing style. Very easy to understand. Complex and simple sentences. Very effective	Quite flowing style. Mostly easy to understand. A few complex sentences. Effective	Style reasonably smooth. Not too hard to understand. Mostly, but mostly simple sentences. Fairly effective	Jerky style. An effort needed to understand and enjoy. Sentences are confusing. Mostly simple sentences.	Very jerky. Hard to understand. Cannot enjoy reading. Almost simple sentences. Sentences are confusing.
Grammar	Mastery of grammar. Only one or two minor mistakes.	A few minor mistakes only preposition and articles.	Only one or two major mistakes and only a few minor mistakes.	Major mistakes which lead to difficulty in understanding. Lack of mastery of sentence construction.	Numerous serous mistakes. No mastery of sentence construction. Almost unintelligible.
Vocabulary	Use of wide range of vocabulary taught previously.	Good use of new words acquired.	Attempt to use words required, fairly appropriate vocabulary on the whole but sometimes restricted.	Restricted vocabulary. Use of synonym but not appropriate.	Very restricted vocabulary, inappropriate use of synonyms. Seriously hinder communication.
Spelling	No errors.	One or two minor errors only.	Several errors but do not interfere significantly with communication. Not too hard to understand	Several errors. Some interfere with communication. Some words are very hard to recognize.	Numerous errors. Hard to recognize several words. Communication is very difficult.

Adapted from Heaton (1990)

The evaluation form for English writing ability

☐ Pre-test   ☐ Post-test

Student: _____Rater: _____Date: _____

Score / Behavior	5	4	3	2	1
Fluency					
Grammar					
Vocabulary					
Spelling					

Total Score_____

The evaluation form for English writing ability

☐ Pre-test   ☐ Post-test

Student: _____Rater: _____Date:_____

Score / Behavior	5	4	3	2	1
Fluency					
Grammar					
Vocabulary					
Spelling					

Total Score_____

Film Script of Listening Test

<u>Part 1</u>: Listening Test 10 marks.

Film script of Rio. Students answer questions one and two.

It's okay. I'll take care of you.

Film script of Rio" and answer question three.

Here's your hot chocolate, Blue. It's a type you like it.

Film script of Rango. Students answer question four.

A: Sheriff, what are we going to do now?

B: Now? We'll ride.

Film script of Tarzan. Students answer question five.

A: Ok, what have I got to do?

B: Do? What you've got to do? Haha ohoh it's so stupid.

A: What?

B: well, you've got, you've got to go get a hair.

A: a hair?

B: Yes, a hair, aha, an elephant's hair!

Film script of Jurassic Park. Students answer question six.

A: Turn the light off.

B: I'm sorry.

A: Turn it off now.

Film script of Ratatouille. Students answer question seven.

A: This is me. I think it's apparent I need to rethink my life a little bit. What's my problem? First of all, I'm a rat, which means life is hard. And second, I have a highly developed sense of taste and smell. Flour, eggs, sugar, vanilla bean. Oh small twist of lemon.

B: Whoa, you can smell all that? You have a gift.

A: This is Emile, my brother. He's easily impressed.

C: So you can smell ingredient? So what?

A: This is my dad. He's never impressed.

Film script of Real Steel. Students answer questions eight and nine.

A: this is Ambush. Wakey Wakey.

B: What robot is he fighting?

A: Actually he's going to fight. Whoa whoa little lady. What are you doing?

C: Can we get a picture with him?

A: Sure, for five dollars.

B: You want five dollars? Seriously?

A: No, I want five dollars immediately.

C: Come on, guys.

Film script of Real Steel. Students answer question ten.

A: Give me the keys.

B: I'm coming with you.

A: No, you're not.

B: Why not?

A: Because I don't want you with me, ok?

B: I'm either coming with you or you are fishing your keys in the sewer. Your choice. What is it going to be, old man?

APPENDIX B

The Prequestionnaire and Postquestionnaire
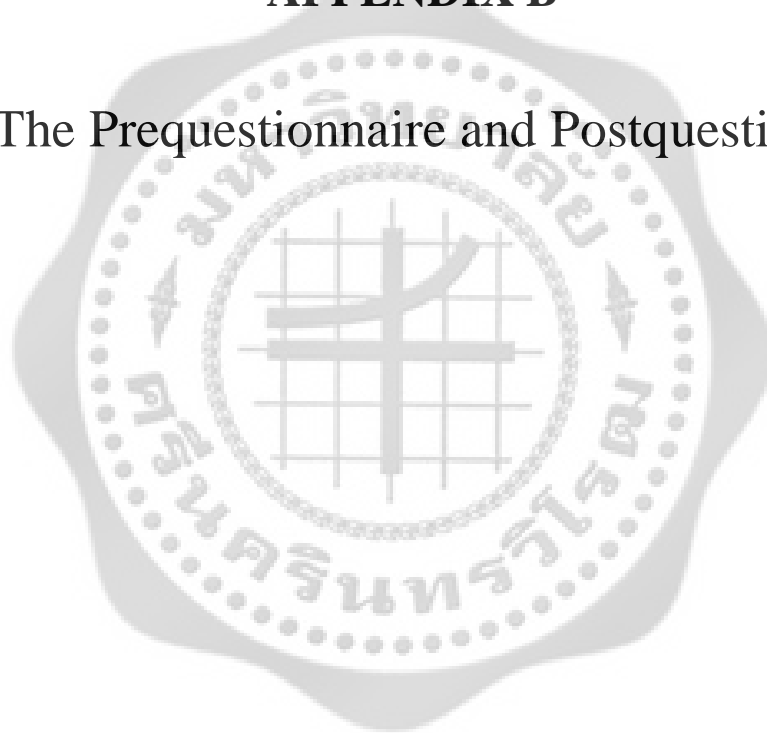
แบบสอบถามความคิดเห็นเกี่ยวกับการเรียนด้วยคลิปภาพยนตร์

ระดับชั้นมัธยมศึกษาปีที่ 2

<u>คำชี้แจง</u>

1. แบบสอบถามฉบับนี้ถามเกี่ยวกับความรู้สึก หรือการกระทำของนักเรียนเกี่ยวกับ
    การเรียนการสอนวิชาภาษาอังกฤษ

2. การตอบแบบสอบถามฉบับนี้ไม่มีคำตอบที่ถูกหรือผิด นักเรียนมีอิสระในการ
    ตอบอย่างเต็มที่โดยไม่ต้องวิตกกังวล คำตอบของนักเรียนจะเก็บเป็นความลับ
    และจะนำผลรวมไปใช้ในการวิจัยทางวิชาการเท่านั้น เพื่อประโยชน์ในการ
    พัฒนาการเรียนการสอนและเป็นแนวทางในการปรับปรุงการจัดกิจกรรมการ
    เรียนการสอนภาษาอังกฤษ คำตอบของนักเรียนจะไม่มีผลต่อการเรียนหรือ
    คะแนนสอบของนักเรียนแต่ประการใด

3. วิธีตอบแบบสอบถามฉบับนี้ ขอให้นักเรียนอ่านข้อความแต่ละข้อพิจารณา
    ข้อความ แต่ละข้ออย่างรอบคอบ โดยทำเครื่องหมาย √ ในช่องทางขวามือที่ตรง
    กับความคิดเห็นหรือความรู้สึกที่แท้จริงของนักเรียนมากที่สุด ในข้อหนึ่งๆจะมี
    คำตอบให้เลือก 5 ระดับ

ตัวอย่าง

ข้อคำถาม	ระดับความคิดเห็น				
	มากที่สุด 5	มาก 4	ปานกลาง 3	น้อย 2	น้อยที่สุด 1
1. ความรู้ที่ได้จากการเรียนด้วยวีดีทัศน์	√				
2. สามารถเข้าใจเนื้อหาที่เรียน		√			

แบบสอบถามความคิดเห็นของนักเรียนก่อนการเรียนภาษาอังกฤษเพื่อการสื่อสารด้วยคลิปภาพยนตร์

ตอนที่1 คำชี้แจง: ให้นักเรียนทำเครื่องหมาย √ ในช่องที่ตรงกับความคิดเห็น

ข้อคำถาม	ระดับความคิดเห็น				
	มากที่สุด 5	มาก 4	ปานกลาง 3	น้อย 2	น้อยที่สุด 1
1. นักเรียนชอบดูภาพยนตร์ที่มีบทสนทนาเป็นภาษาอังกฤษ					
2. การเรียนวิชาภาษาอังกฤษด้วยคลิปภาพยนตร์ถือว่าเป็นสิ่งแปลกใหม่และน่าสนใจ					
3. นักเรียนชอบและอยากเรียนภาษาอังกฤษที่มีเนื้อหาจากคลิปภาพยนตร์					
4. นักเรียนจะสามารถนำความรู้ที่เรียนจากคลิปภาพยนตร์ไปใช้ประโยชน์ในชีวิตประจำวันได้					
5. คลิปภาพยนตร์จะทำให้นักเรียนหันมาสนใจภาษาอังกฤษมากขึ้น					
6. การเรียนด้วยคลิปภาพยนตร์ทำให้มีโอกาสได้ฝึกฝนการฟัง พูด อ่าน และเขียนภาษาอังกฤษ					
7. นักเรียนสนใจกิจกรรมการฝึกการฟัง พูด อ่าน และเขียนภาษาอังกฤษด้วยคลิปภาพยนตร์					
8. การเรียนด้วยคลิปภาพยนตร์จะทำให้รู้สึกสนุก ชวนติดตามบทเรียน					
9. นักเรียนเรียนจะรู้คำศัพท์ภาษาอังกฤษและจดจำได้ดีเมื่อเรียนภาษาอังกฤษด้วยคลิปภาพยนตร์					
10. นักเรียนอยากให้มีการเรียนภาษาอังกฤษด้วยคลิปภาพยนตร์ในคาบเรียน					

<u>ตอนที่ 2</u>

1. นักเรียนชอบการเรียนภาษาอังกฤษด้วยคลิปภาพยนตร์หรือไม่ พร้อมทั้งบอกเหตุผล

☐ ชอบ   ☐ ไม่ชอบ   ☐ เฉยๆ

เพราะ…………………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………………

2. การเรียนภาษาอังกฤษด้วยคลิปภาพยนตร์นักเรียนจะได้ความรู้ภาษาอังกฤษอย่างไรบ้าง

………………………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………………

3. นักเรียนอยากให้มีการเรียนการสอนด้วยคลิปภาพยนตร์ในห้องเรียนหรือไม่ เพราะเหตุใด

………………………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………………

4. มีข้อเสนอแนะอย่างอื่นอีกหรือไม่ ถ้ามีโปรดระบุ

………………………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………………

Prequestionnaire Surveying Students' Attitudes towards Learning English through Film Clips

Part1: 10 Checklist questions

Direction: Please tick (√) in the column to show your satisfaction with film clip instruction learning before attending the course.

Statements	The scale of students' satisfaction				
	Highest 5	High 4	Neutral 3	Low 2	Lowest 1
1. I like watching and listening to conversations in the film clip.					
2. Studying English through film clips is new and very interesting.					
3. I am interested in studying and doing exercises through content taken from film clips.					
4. I can apply English from the video clip to real life situation.					
5. Studying English through film clip will make me more interest in learning English than before.					
6. Studying English through film clips will offer me to practice listening, speaking, reading and writing skills.					
7. I am interested in listening, reading, listening and writing activities if I study English through film clips.					
8. I will have fun with studying English if I study English through film clips. I feel I would like to follow up the lesson.					
9. I will learn English better if I learn English through film clips.					
10. I would like to learn English through film clips in regular class.					

Part 2: Open-ended questions

1. Do you like learning English through film clip? Why?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

2. What do you think you will get from attending film clip lessons?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

2. Would you like to learn English through film clips in regular class? Why?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

………………………………………………………………………………………….

3. Do you have any comment about film clip lessons?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

แบบสอบถามความคิดเห็นของนักเรียนหลังการเรียนภาษาอังกฤษเพื่อการสื่อสารด้วยคลิปภาพยนตร์

ตอนที่1 คำชี้แจง: ให้นักเรียนทำเครื่องหมาย √ ในช่องที่ตรงกับความคิดเห็น

ข้อคำถาม	ระดับความคิดเห็น				
	มากที่สุด 5	มาก 4	ปานกลาง 3	น้อย 2	น้อยที่สุด 1
1. จากการเรียนด้วยคลิปภาพยนตร์นักเรียนชอบดู ภาพยนตร์ที่มีบทสนทนาเป็นภาษาอังกฤษ					
2. จากการเรียนวิชาภาษาอังกฤษจากด้วยคลิปภาพยนตร์ ถือว่าเป็นสิ่งแปลกใหม่และน่าสนใจ					
3. นักเรียนชอบและอยากเรียนภาษาอังกฤษที่มีเนื้อหา จากคลิปภาพยนตร์					
4. นักเรียนสามารถนำความรู้ที่เรียนจากคลิปภาพยนตร์ ไปใช้ประโยชน์ในชีวิตประจำวันได้					
5. คลิปภาพยนตร์ทำให้นักเรียนหันมาสนใจภาษาอังกฤษ มากขึ้น					
6. การเรียนด้วยคลิปภาพยนตร์ทำให้มีโอกาสได้ฝึกฝน การฟัง พูด อ่าน และเขียนภาษาอังกฤษ					
7. นักเรียนสนใจกิจกรรมการฝึกการฟัง พูด อ่าน และ เขียนภาษาอังกฤษด้วยคลิปภาพยนตร์					
8. การเรียนด้วยคลิปภาพยนตร์ทำให้เกิดความรู้สึกสนุก ชวนติดตามบทเรียน					
9. นักเรียนเรียนรู้คำศัพท์ภาษาอังกฤษและจดจำได้ดี เมื่อ เรียนภาษาอังกฤษด้วยคลิปภาพยนตร์					
10. นักเรียนอยากให้มีการเรียนภาษาอังกฤษด้วยคลิป ภาพยนตร์ในคาบเรียน					

<u>ตอนที่ 2</u>

1. นักเรียนชอบการเรียนภาษาอังกฤษด้วยคลิปภาพยนตร์หรือไม่ พร้อมทั้งบอกเหตุผล

☐ ชอบ   ☐ ไม่ชอบ   ☐ เฉยๆ

เพราะ……………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

2. จากการเรียนด้วยคลิปภาพยนตร์นักเรียนได้ความรู้ภาษาอังกฤษอย่างไรบ้าง

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………..

3. นักเรียนอยากให้มีการเรียนการสอนด้วยคลิปภาพยนตร์ในห้องเรียนอีกต่อไปหรือไม่
เพราะเหตุใด

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

4. มีข้อเสนอแนะอย่างอื่นอีกหรือไม่ ถ้ามีโปรดระบุ

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

Postquestionnaire Surveying Students' Attitudes towards Learning English through Film Clips

Part1: 10 Checklist questions

Direction: Please tick (√) in the column show your satisfaction with film clip instruction learning after attending the course.

Statements	The scale of students' satisfaction				
	Highest 5	High 4	Neutral 3	Low 2	Lowest 1
1. After learning English through film clips, I like watching and listening the conversations in the film clips.					
2. Studying English through film clip is new and very interesting.					
3. After learning English through film clips, I like studying and doing English exercises with content taken from film clips.					
4. I think I could use English from the video clip in real life situations.					
5. Studying English through film clips make me more interested in learning English than before.					
6. Studying English through film clip offers me chances to practice listening, reading, speaking and writing skills.					
7. I am interested in listening, reading, speaking and writing activities after studying English through film clips.					
8. After studying English through film clip, I have fun learning English. I want to follow English lessons.					
9. I learn and remember vocabulary better when studying English through film clips.					
10. I prefer to learn English through film clips than learning in regular class.					

Part 2: Open-ended questions

1. Do you like learning English through film clips? Why?

………………………………………………………………………………………

………………………………………………………………………………………

………………………………………………………………………………………

………………………………………………………………………………………

………………………………………………………………………………………

2. What have you learned from attending film clip lessons?

………………………………………………………………………………………

………………………………………………………………………………………

………………………………………………………………………………………

………………………………………………………………………………………

………………………………………………………………………………………

3. Would you like to learn English communication skills through film clips
   in regular English class after the course? Why?

………………………………………………………………………………………

………………………………………………………………………………………

………………………………………………………………………………………

………………………………………………………………………………………

………………………………………………………………………………………

4. Do you have any comments about film clip lessons?

………………………………………………………………………………………

………………………………………………………………………………………

………………………………………………………………………………………

………………………………………………………………………………………

………………………………………………………………………………………

APPENDIX C

The Film Clip Lesson Plans

Lesson Plan

Films' clip: Over the hedge

Technique: Sound on / vision on

Brief story of the clip:

RJ, a foxy raccoon who is trying to deceive a squirrel named Hammy, to frighten two girls and get a cookie cart from them. Vern, a turtle, friend of Hammy tries to help him when he is under attack by the girls.

Level: 8th grade students

Skill development: reading, speaking, listening, and writing

Lesson Objectives and Description

- To get students to describe what each character is like
- To get students to listen to short sentences from the characters

Content Outline and Activities

- Learn new vocabulary (e.g. friendly, helpful, tricky, foolish, generous, talkative, clever, funny and greedy.)
- Match the adjective words with the definitions.
- Watch the movie clip; Over the Hedge
- Match the character of each animal with the adjective.
- Draw and write a short paragraph of your favorite character.

Total Time: 150 minutes

Period 1: 50 minutes

Lead-in: (5 minutes)

1. Ask students if they like or dislike singers, musicians, comedians or superstars and ask whom their favorite celebrities are, and why they like or dislike them.

2. Encourage students to speak and write down the words on the board.

Pre- teach vocabulary: (45 minutes)

3. Tell students that before they watch the film clip, they will have to learn new adjectives (friendly, helpful, tricky, foolish, generous, talkative, clever, funny and greedy.)

friendly		My dog does not bite anyone. It is <u>friendly</u>.
helpful		Manop likes helping people. He is <u>helpful</u>.
tricky		A fox tricks a little girl. It is <u>tricky</u>.
foolish		Bean cannot study science. He is foolish.

generous		Santa gave me a present. He is very <u>generous</u>.
clever		Mat got an A in English. He is very <u>clever</u>.
greedy		Jane is eating all lunch. She wants more food. She is <u>greedy</u>.
selfish		Nobody gives a seat to a woman who is carrying a little boy. They are <u>selfish</u>.
talkative		Narong does not want to listen to Jane. She talks a lot. She is <u>talkative</u>.
Funny		Sara always tells jokes to Mike. She is <u>funny</u>.

4. Distributes worksheet 3.1 and ask students to match adjective words with their definitions.

Period 2: 50 minutes

Pre-viewing: (5 minutes)

5. Revise the vocabulary set of adjectives from the previous lesson by showing pictures.
6. Make sure that students really understand the meaning of each word.

While – viewing: (45 minutes)

7. Tell students that they have to match the cartoon characters with the vocabulary in the box.
8. Distribute worksheet 3.2 to students, and then play the film clip.
9. Draw the answers from students by showing a picture of turtle, squirrel and raccoon, then use Yes/No question to elicit answers from students (Is the turtle foolish? Is the raccoon helpful?).
10. In the second part of worksheet 3.2, tell students that they are going to watch the clip to match the sentences with the characters (Who said "____")
11. Play the film clip and let students watch each character speaking.
12. Ask class if they are finished; teacher plays the clip again and helps class correct the answers.
13. Ask students to bring small photos of their favorite stars to class next time.

Period 3: 50 minutes

Post – viewing: (50 minutes)

14. Distribute worksheet 3.3 to students.
15. Ask students who their favorite superstars are and stick the photos on the box.
16. Tell students to write a short paragraph about why they like their celebrities.
17. When class is finished, ask students to walk around and find out classmate's favorite superstars by asking, "Who is your favorite superstar?" and "Why do you like him/her?"
18. Walk and monitor check while students are making conversation.
19. Let students put their tasks on the board and tell them to vote.

Assessment

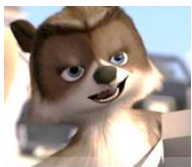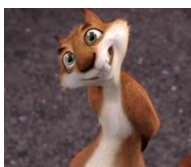Assess the students' answers on worksheet 3.1, 3.2 and 3.3

Worksheet 1

Directions: Match the adjective with the definitions by putting a-j in front of 1-10
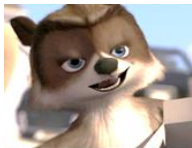
____ 1. friendly

a. wanting more food, money or power than you need

____ 2. helpful

b. be kind and nice to everyone

____ 3. tricky

c. willing to assist people

____ 4. Foolish

d. willing to give time, money or help

____ 5. generous

e. not showing good ideas, stupid

____ 6. talkative

f. always cheating someone

____ 7. clever

g. having the ability to understand things easily, smart

____ 8. funny

h. making people laugh

____ 9. greedy

i. always talking a lot

____ 10. selfish

j. not sharing, but always getting or asking from others

Worksheet 2

Part A (Directions): Watch the film clip and tick (√) the adjectives in the blank to match the character of each animal.

Characters	turtle	raccoon	squirrel
clever			
generous			
greedy			
tricky			
helpful			
foolish			
selfish			
friendly			
talkative			
funny			
		Total	

Part B (Directions): Watch again and tick (√) to match the sentence to characters.

Conversations	Characters		
	turtle	raccoon	squirrel
"Go on! Get out there."			
"I want my cookies."			
"He's under attack."			

Worksheet 3

1. Draw a cartoon of your favorite superstar in the box.

2. Write what your favorite superstar is like.

3. Tell the reasons in short paragraph why you like him/her.

My favorite star is

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

………………………………………………………………………………………............

Lesson Plan

Films' clip: Ice Age 3

Technique: Sound off / vision on

Brief story of the clip: Sid, a funny and crazy sloth wants to have a family of his own, but what he did was very bad. He stole three eggs from a dinosaur. When the eggs hatched, their mother wanted her babies back.

Level: 8th grade students

Skill Development: writing and speaking

Lesson Objectives and Description

- To get students to create conversation in the speech bubbles.
- To have students report their bubble writing.

Content Outlines and Activities

- Arrange pictures
- Watch the film clip
- Predict the scenes
- Write dialogue in the speech bubbles
- Tell the story created

Total Time: 100 minutes

Period 1: 50 minutes

Lead - in: (5 minutes)

1. Ask students if they know "Ice Age" and if there were any living things. Were there any human beings?

Pre - viewing: (5 minutes)

1. Stick the pictures of the scene in the cartoon on the board. Tell students that they are going to guess the order of the scene from the cartoon. What happens first, second, third and last? Rearrange pictures as they think.
2. Distribute worksheet 4.1 to students. Ask them to write their answer on the worksheet.
3. Have them check answers with their partners.

While -viewing: (40 minutes)

4. Play the film clips and let student check if they arranged the pictures in the right order.
5. Hand worksheet 4.2 out to students. Play the film clip with sound off and let students write down the conservation in the bubbles.
6. After the students finish, they report to class what they wrote for each picture.
7. Break students into groups of five and ask students to prepare the pictures of cartoons or pictures from magazines or newspapers for the next class. Show a picture as an example to students.

Post- viewing: (50 minutes)

8. Ask students to give a conversation they made or have just made with other people or friends. Show the pictures and elicit answers from students. When they describe the situations, teacher writes on the board.
9. Tell students to sit in their groups and bring up the pictures to create a story.
10. Tell students to stick prepared pictures to A4 paper and draw bubbles of speech and tell the story below the picture. Ask students to write down at least 15 sentences.

11. When students are finished, invite them in each group to stick their work on the board and report. Then let friends vote for the one they like best.

Assessment

1. Worksheet 4.1, 4.2

2. Students' report

Worksheet 1

Directions: Put the pictures of cartoons in the right order.

Pictures	Pre-watching	While-watching	Scores
A			
B			
C			
D			
E			
			Total:

Worksheet 2

Write sentences in the bubles what each character will probably say.

VITAE

Name: Mr. Naret Thongboonyoung

Date of Birth: October 31, 1983

Place of Birth: Nakorn Si Thammarat, Thailand

Address: 215 M. 5 Tapraja Sub District, Cha-uat District,

                       Nakorn Sri Thammarat, Thailand 80180

Educational Background:

2005-2006   One year scholarship of Business in Hospitality Management

             Dundalk Institute of Technology, Ireland

2007   Bachelor of Arts (Majored in English)

             Rajabhat Phuket University

2013   Master of Arts in Teaching English as a Foreign Language

             Srinakharinwirot University