

THE EFFECTIVENESS OF USING ENGLISH MOVIE CLIPS TO ENHANCE THE
LISTENING ABILITY OF THAI UNIVERSITY STUDENTS



A THESIS
BY
WIPADA PROMSING

Presented in Partial Fulfillment of the Requirements for the
Master of Arts Degree in English
at Srinakharinwirot University
July 2017

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This study aims to investigate the effectiveness of using English movie clips to enhance the listening ability of Thai university students. It also investigated the attitude of students toward their English lessons after learning through movie clip instruction. Furthermore, this research attempted to identify whether there were differences between the students who did or did not participate in classes which used movie clips as authentic materials. The participants of the study were sixty first-year students enrolled in an English for Everyday Use course at a public university in Bangkok, Thailand. Two classes were randomly assigned as the experimental group and control group. The research instruments included a multiple choice English listening test, and a questionnaire to survey the attitudes of the students. There were twenty movie clip lesson plans used as the English teaching material in the experimental group for the duration of ten weeks.

The results of the study revealed that teaching English through movie clips had a positive effect on the listening ability of the students. That is, the listening abilities of students in the experimental group were found to be significantly higher than the control group. The results indicated significant differences between the posttest mean scores of two groups at a .03 level ($p < .05$). Additionally, the students developed a positive attitude towards learning through movie clips. The administration of self-rating scales prequestionnaire and the postquestionnaire showed a significant differences in the mean scores obtained before and after learning English listening skills through movie clips at a 0.00 level ($p < .05$). This indicated that the more positive attitude of students were affected by practicing English listening skills through English movie clips.

ประสิทธิผลของการใช้คลิปภาพยนตร์ภาษาอังกฤษเพื่อพัฒนาความสามารถในการฟังของ
นักศึกษามหาวิทยาลัย



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งานวิจัยชิ้นนี้มีวัตถุประสงค์เพื่อทดสอบประสิทธิภาพของการใช้วิดีโอคลิปภาพยนตร์ภาษาอังกฤษเพื่อพัฒนาความสามารถในการฟังของนักศึกษาไทยในระดับมหาวิทยาลัย งานวิจัยยังต้องการทดสอบความเปลี่ยนแปลงของทัศนคติของนักศึกษาที่มีต่อการเรียนภาษาอังกฤษหลังจากที่ได้เรียนจากสื่อที่เป็นวิดีโอคลิปภาพยนตร์ภาษาอังกฤษ และหาข้อแตกต่างระหว่างนักศึกษาที่เรียนภาษาอังกฤษด้วยสื่อดั้งเดิมและนักศึกษาที่เรียนภาษาอังกฤษด้วยวิดีโอคลิปภาพยนตร์ภาษาอังกฤษ นักศึกษาที่เข้าร่วมงานวิจัยครั้งนี้มีจำนวน 60 คน และเป็นนักศึกษาที่ลงทะเบียนเรียนวิชาการใช้ภาษาอังกฤษในชีวิตประจำวันในมหาวิทยาลัยแห่งหนึ่งในกรุงเทพฯ ชั้นเรียนของวิชานี้แบ่งออกเป็นชั้นเรียนทดลองที่ใช้วิดีโอคลิปภาพยนตร์ภาษาอังกฤษเป็นสื่อการสอน และชั้นเรียนควบคุมที่ใช้สื่อการสอนดั้งเดิม เครื่องมือวิจัยประกอบด้วยแบบทดสอบการฟังภาษาอังกฤษแบบปรนัยจำนวน 30 ข้อ โดยคำถามแต่ละข้อมีคำตอบให้เลือก 4 คำตอบ แบบสอบถามทัศนคติของนักศึกษาที่มีต่อการเรียนภาษาอังกฤษจากวิดีโอคลิปภาพยนตร์ และแผนการสอนภาษาอังกฤษจากวิดีโอคลิปภาพยนตร์จำนวน 20 แผน เพื่อใช้สอนนักศึกษาในกลุ่มทดลองในระยะเวลา 10 สัปดาห์

ผลการวิจัยพบว่าการใช้วิดีโอคลิปภาพยนตร์ภาษาอังกฤษส่งผลทางบวกต่อความสามารถในการฟังของนักศึกษา นักศึกษาในกลุ่มทดลองมีความสามารถในการฟังที่ดีขึ้นเมื่อเทียบกับนักศึกษาในกลุ่มควบคุม ผลความแตกต่างนี้พบได้จากคะแนนเฉลี่ยจากการทำแบบทดสอบการฟังภาษาอังกฤษของนักศึกษาทั้งสองกลุ่มหลังการทดลอง ซึ่งมีค่าเฉลี่ยอยู่ในระดับ .03 ($p < .05$) นอกจากนี้ ยังพบว่านักศึกษาในกลุ่มทดลองมีทัศนคติที่ดีต่อการเรียนภาษาอังกฤษด้วยวิดีโอคลิปภาพยนตร์ คะแนนเฉลี่ยจากแบบสอบถามวัดระดับทัศนติก่อนและหลังการทดลองแตกต่างกันอย่างมีนัยยะสำคัญ คะแนนเฉลี่ยจากการตอบแบบสอบถามก่อนการทดลองอยู่ที่ $M=61.77$ และคะแนนเฉลี่ยหลังการทดลองอยู่ที่ $M=70.77$ ซึ่งค่าความแตกต่างอยู่ที่ระดับ 0.00 ($p < .05$) ผลคะแนนบ่งชี้ว่านักศึกษามีทัศนคติต่อการเรียนภาษาอังกฤษที่ดีขึ้นหลังจากที่ได้เรียนด้วยสื่อที่เป็นวิดีโอคลิปภาพยนตร์ภาษาอังกฤษ

The thesis titled
“The Effectiveness of Using English Movie Clips to Enhance the Listening Ability
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by

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has been approved by Graduate School as partial fulfillment of the requirements
for the Master of Arts degree in English of Srinakharinwirot University.

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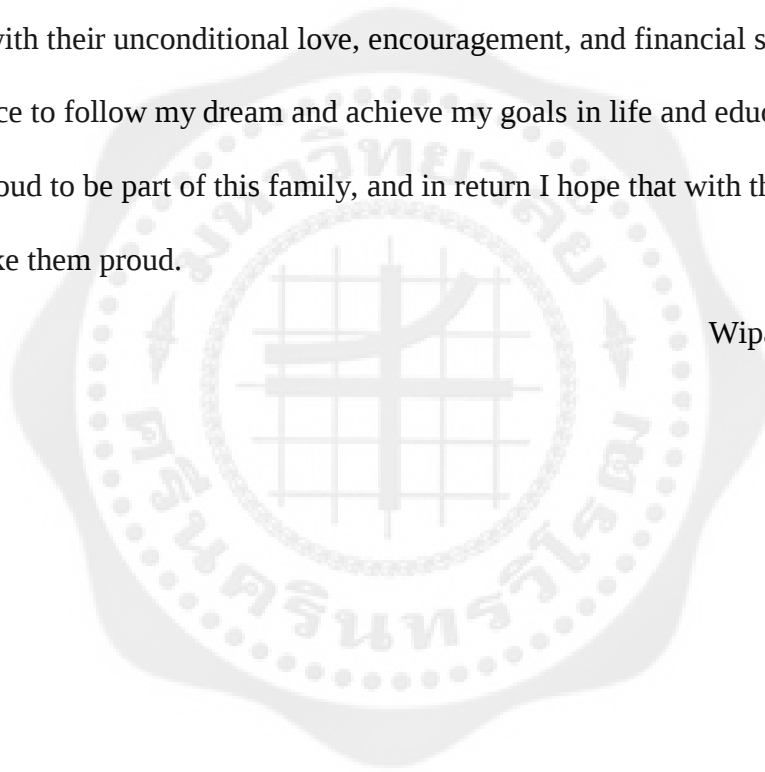


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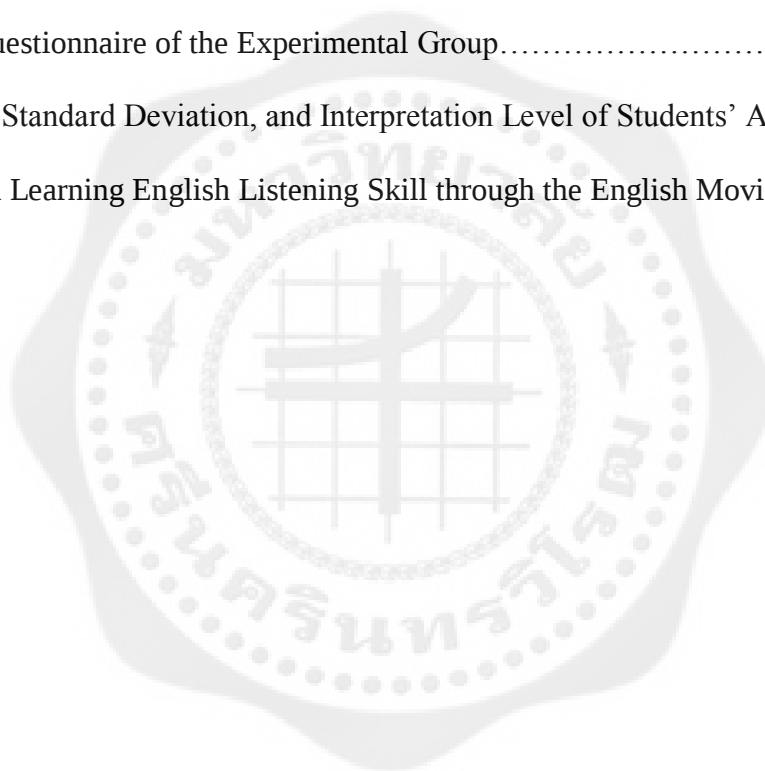
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CHAPTER I

INTRODUCTION

Background of the Study

English is generally considered an international language that people from all over the world use to communicate with one another. In some countries it is also used as a second or an official language. In Thailand, English is a foreign language (EFL) used widely in international business transactions, while in international schools or schools that offer an English program, classes and lessons are usually delivered primarily in English. However, since English has become the official language of the Association of Southeast Asian Nations (ASEAN) and the Asian Economic Community (AEC), there has been an increasing recognition of the importance and urgency of English language acquisition in Thailand. Among Thai educators and policy makers English has become one of the primary agendas. There have been efforts within schools and from government to improve the efficiency and effectiveness of English teaching and learning approaches in all levels of education. Thai Ministry of Education, for example, has acknowledged and pledged to place more emphasis on improving the quality of English teaching and learning for Thai students from the primary to the higher-education level (Government Public Relations Department, 2015). With the increased enthusiasm in improving the quality of English teaching and learning, it is important to remember that the goal to raise English proficiency among Thai students is to increase their chance of future success in international labor market, especially within the AEC market. Therefore, the attempt to improve the quality of English curriculum needs to factor in the practicality and the application of English language in the real world. English communicative skills, or the

ability to communicate in English proficiently, should be both an integral part of English curriculum and the goal that language instructors and learners hope to achieve.

With communication proficiency being considered the main objectives of an effective English curriculum, the ability to integrate and apply the four language skills- reading, writing, speaking, and listening should be emphasized. However, listening skill play a key role in successful communication. It is the skill used most frequently in everyday life. Listening skill is accounted for 40-50% of language usage, with speaking skill being used at 25-30%, reading skill at 11-16%, and writing at 9% (Hedge, 2000; Mendelsohn, 1994; Morley, 1999). According to Bird (1953), students spent 42% of their communication time using listening skill while they spent 25% of communication time using speaking skill, 15% with reading skill and 8% with writing skill. Moreover, students from kindergarten through high school level were expected to listen 65-90% of the study time (Gilbert, 1988). Students have to spend most of the class time listening to teachers' instructions, lectures, questions and directions (Tanajaro, 2000). There is significant scholarship that highlights the importance of listening skill. Nunan (1999, p.200) stated that "Listening is assuming greater and greater importance in foreign language classrooms. There are several reasons for this growth in popularity. By emphasizing the role of comprehensible input, second language acquisition research has given a major boost to listening". Gilbert (2005) also made an observation of the interdependency between listening comprehension skills and the proficiency in other skills, emphasizing that the inability to understand spoken English well would make the overall language inaccessible, except in the written form. Sejdiu (2013) also remarked on the central role of listening skill in improving other skills, stating that listening was required to be mastered by learners in order to improve the overall language proficiency.

It can be concluded that the key to achieving language proficiency partly lies in the ability to improve and master listening skill.

With the recognition that listening skill is one of the most important components in successful language acquisition, listening comprehension remains a common problem among language learners. According to Underwood (1989) there were several potential problems and obstacles in achieving listening comprehension. First, listeners cannot control the pace of speaker's speech and thus speed is considered the greatest difficulty in listening comprehension. Second, listeners cannot always have words repeated. Even though it is common in interpersonal communication to ask for speakers to repeat themselves, in a classroom situation, repetition can be problematic. The decision to repeat the speech or replay the recording of speech depends on the teacher who has to make an appropriate judgment and evaluation of students' comprehension. The other obstacles include students' limited vocabulary, inability to recognize topic transition signals, lack of contextual knowledge, and limited attention span and engagement with a foreign language. Another potential problem that may obstruct students' listening comprehension ability is the expectation from teachers. Students might be discouraged if they are under the impression that they need to be able to understand and follow every detail of the listening passage.

As English is a foreign language in Thailand, Thai students have limited proficiency in English and have experienced difficulty with listening in particular (Woottipong, 2014). Despite the fact that English is a compulsory subject in Thai curriculum since the early level of education, Thai students' level of English proficiency remains low (Damronglaohapan, 2013). Several factors can be accounted for the difficulty in achieving English proficiency. First, students do not have many opportunities to use English in real-life situations with native English speakers.

Moreover, the use of English is classroom-bound; that is, they practice English skills only in their English classes (Damronglaohapan, 2013; Petcharatmune, 2005; Tongboonyoung, 2013). In addition, students lack the motivation to learn English because of the limited opportunity to apply it in daily life. The perceived irrelevancy and impracticality of the language may contribute in making the learning experience tedious. Moreover, the traditional rote teaching method may also make learning dull and tiresome (Duangmanee, 2003).

A solution to students' limited exposure to the natural language used by native speakers is to have a native language instructor. However, there are limitations with the solution. For example, the cost of recruitment may exceed the available budget, resulting in a high student-teacher ratio or having underqualified instructors. In addition, Weerawong (2004) claimed that in Thai context language teaching and learning often focused more students' achievement rather than proficiency. That means students' performance in class was evaluated on the basis of their test score rather than their ability to use the language proficiently. However, language is a skill-based practice and differs from other school subjects which are more abstract, theoretical and conceptual. Class preparation, materials, and evaluation for a language lesson should therefore be different from other subjects. Language class should be designed and carried out with the goal to help learners achieve not maximum test score but proficiency in language skill

In the attempt to help students develop English listening skill, effective and suitable materials can make a difference and determine the success of the class. The rapid development and advancement in media technology such as the internet and mobile devices and online video and audio streaming services makes audio and visual contents in foreign languages much more accessible and affordable. Language instructors can benefit from the ubiquity and accessibility of contents by incorporating them into their lesson

plans alongside the use of conventional materials. In addition, in teaching communicative language the use of authentic materials provide many benefits such as giving students exposure to language in use in real situations, increasing students' cultural awareness, motivation and creating opportunities for language production (Latifi, Youhanaee, & Mohammadi, 2014). There have been several studies that similarly suggested the benefits of using authentic materials in terms of increased exposure to real life communication, a positive influence on learners' motivation, comprehension and satisfaction, increased cultural and world knowledge, and opportunities for teacher to design a more creative teaching approach (Berardo, 2006; Field, 2002; Kilickaya, 2004).

Gebhard (2006) classified authentic materials into four types: 1) authentic listening / viewing materials (e.g., TV commercials, movies, new clips, video clips); 2) authentic visual materials (e.g., photographs, magazines, cook books); 3) authentic printed materials (e.g., newspaper article, advertisements, maps); and 4) real world objects (e.g., clocks, phones, dolls). Additionally, Gardner and Miller (1999) defined authentic materials as forms of communication. It may be written texts, audio or video recordings of actual communication or conversation or any kind of contents intended to be used for language instruction. However, with the current development and advancement in information technology, the use of authentic audiovisual materials becomes more accessible than ever before. (Pairisi & Andon, 2016). Many language teachers can take the advantages of using movie clips in their language classrooms to provide learners exposure to the real language used in the authentic context and in the cultural context in which the language used for communication. Therefore, teachers should use movies not only as an enjoyable source of entertainment but an effective tool to facilitate language acquisition. (Ismaili, 2013). However, many EFL learners struggles to listen and understand English when it is spoken by native speakers. The use of authentic materials

alone may not be as effective without taking into consideration the difficulty that learners may experience. The selection of authentic materials needs to consider not only the class objective but the proficiency level of students in listening and understanding the spoken contents. Because of the difficulty that EFL students may find in improving listening skill, movie clips become an effective tool that are not only entertaining but engaging to learners. (Ismaili, 2013).

Movie clips are one of the most popular types of authentic material, which can be used as an alternative instructional tool for teaching listening. They contain dialogue by English speakers and can simplify comprehension of pronunciation (Woottipong, 2014). Besides, movie clips can improve the listening skills of students whether they are learning English as a foreign language or want to develop their skills to listen, concentrate, and comprehend spoken foreign speech. Also, movie clips could engage students in the plotline which presents both a visual and audio description of dialogue in real-life situation, using real emotions, diction, tone and slang (Martin, 2015). Students can improve English listening skills through the use of movie clips. Being authentic materials movie clips provide learners with entertaining and real-life language input that could make the classroom environment more enjoyable (Mishan, 2004; Ruusunen, 2011). EFL educators have found that using movie clips in the English classroom has a positive effect on the levels of interest and motivation of students (Kusumarasdyati, 2004; Lucantonio, 2000; Luo, 2004).

According to the findings of Lucantonio's study, students enjoy learning through watching movie clips because this medium combines sound and vision to create vivid images (Lucantonio, 2000). Tongboonyoung also suggested that watching movies can also promote higher levels of confidence among students in terms of their communication skills (Tongboonyoung, 2013). Furthermore, recent studies conducted by Ismaili

revealed that movie clips can improve the communicative proficiency of students and provide them with more listening practice through communication with their teachers and peers (Ismaili, 2013). Therefore, the use of movie clips in language teaching can help students develop a more comprehensive understanding of the language.

To summarize, the use of English movie clips in English language classroom is understood to help students learn English more effectively, especially in the learning and practicing of English listening skill. Movie clips are regarded as a challenging yet effective tool that allows students to experience authenticity of the language and subsequently improve their language proficiency. Following the existing literature surrounding the use of authentic materials to improve listening skill, this research was designed as an experiment with movie clip instruction and its effectiveness in improving the listening ability of a group first year university students in Bangkok Thailand.

Objectives of the Study

The study explores the effectiveness of movie clips in improving English listening ability of first year university students and their attitudes towards the use of English movie clips instruction. The main objective of this study are as follows:

1. To study the effectiveness of English movie clips to enhance first year university students' English listening ability;
2. To study students' attitudes towards learning English through movie clips instruction.

Statement of the Problem

A variety of research studies have investigated the use of movie clips in language instruction. However, this research could not identify any previous studies with the emphasis on the use of movie clips as authentic materials and with the objective to

investigate the differences between the learning outcome from the use of English movie clips instruction and the use of conventional teaching methods.

Therefore, this study aimed to investigate any significant differences in the achievement of the students who participated in the class using movie clips as authentic materials and the students who participated in the class using conventional teaching methods. In addition, this study attempted to explore whether the university students who participated in the class using movie clips as authentic materials had developed more positive attitudes towards the use of English movie clips to develop their listening skill.

Research Hypotheses

The research hypotheses of this study are as follow:

1. On the posttest administration of the English Listening Test, the university students participating in the class using movie clips as authentic materials will have a higher score than the students participating in the class using a conventional teaching method.
2. The use of English movie clips as authentic materials will help increase the students' attitudes in developing their listening skill.

Significance of the Study

This study aimed to investigate the effectiveness of the use of English movie clips to enhance the listening ability of a group of first-year students at a university in Bangkok Thailand. Besides, this research attempted to identify and explored the significant differences in the English listening posttest mean score of the students participating in the class using English movie clips as authentic materials and the students participating in the class using conventional teaching methods. The study also investigated whether there were any significant differences between the attitude prequestionnaire and postquestionnaire score of the students participating in English movie clips instruction.

The finding of this study could provide guidance and encouragement to EFL teachers to use authentic materials such as movie clips as teaching materials in language classroom.

Variables of the Study

The independent variables in this study were the use of English movie clips as authentic materials on listening instruction and the use of conventional teaching methods. The dependent variables in this study were the English listening test score of the students who participated in the class using movie clips as authentic materials and the students who participated in the class using conventional teaching methods, and the attitude of students participating in the class using movie clips.

Limitations of the Study

The participants in this study were limited to the first-year students enrolled in English for Everyday Use course at a university in Bangkok, Thailand in the second semester of the 2016 academic year. In this study, the speaking, reading, and writing abilities were not measured.

Definition of Terms

Following are the definition of the specific terms used in this study:

Listening ability.

Listening ability refers to the ability to recognize the “paralinguistic clues” such as accent and intonation in order to understand the meaning of the spoken message.

Listening ability also included the ability to obtain specific information such as time and location as well as the ability to achieve general understanding from listening to a story or interacting in a social conversation (Harmer, 2007). This study focused on the ability to gain listening comprehension which was evaluated by the administration of an English listening test.

Authentic material.

Authentic materials refer to contents that are used in daily life and not created for the purpose of language teaching. They mainly contain communication among people and can be simply divided into a spoken form (e.g., movies, radio, news, weather forecasts) and a written form (e.g., articles, recipes, application forms) (Hedge, 2000; Norton & Sprague, 2001).

Movie.

Movie is a type of visual communication which uses moving pictures and sound to tell a story. Movie is also a common type of entertainment. There are many genres of movies including Action Movie, Adventure, Animation, Comedy, Documentaries, Drama Movies, Erotic, Family, Fantasy, Musicals Movies, Romance, Sci-Fi Movie, Thriller Movies, War and Western (Kunarak, 2015).

Movie clip.

Movie clip is a computer file containing a short video or a partial cut from a movie. The clip can be newly created or it can be selected from an existing video. The length of a movie clip is approximately 3 - 5 minutes. The clip may be a partial cut from news reports, music videos, TV programs, movies, or camera recordings (Thepwichit, 2015). In this study the researchers used movie clips from various types of original videos. The criteria used to select appropriate clips include interest, content, clarity of message, pacing, graphics, length of sequence, and availability (Burt, 1999).

Attitude.

An attitude is a settled way of thinking or feeling typically reflected in a person's behavior (Shurtleff, 2009 as cited in Keawchawee, 2013). In this study the researchers evaluated the students' attitude towards improving English listening skill through the use of movie clip instruction.

Summary of the Chapter

This chapter presented the background of the study. Chapter 2 presented a review of literature. Chapter 3 described the research methodology employed in this study. Chapter 4 reported the findings while chapter 5 contained conclusion of the research with a discussion of findings and recommendations for further studies.



CHAPTER II

REVIEW OF LITERATURE

To provide background information related to the use of English movie clips to enhance the listening ability of Thai university students, these following literature were reviewed: (a) listening ability (b), authentic materials, (c) movie clips, (d) related literature concerning movie clips, and (e) attitudes.

Listening Ability

Definition of listening.

Definitions of listening have been proposed by various scholars. Underwood (1989) suggested that listening was "the activity of paying attention to and trying to get meaning from something we hear" (p. 1). Purdy (1997) defined listening as "the active and dynamic process of attending, perceiving, interpreting, remembering, and responding to the expressed (verbal and nonverbal), needs, concerns, and information offered by other human beings" (p. 8). According to Tanajaro, "listening is defined as an active, and interactional process in which a listener receives speech sounds and tries to attach meaning to the text so that he/she can respond effectively to oral communication" (p. 4, 2000). Tanajaro also added that "listening refers to a process in which a listener perceives aural stimuli and attempts to interpret the message of a speaker or oral text" (p. 8, 2000). In the definition of listening offered by Howatt and Dakin in Ramawati (2010), the skill's active nature was highlighted. In spite of the absence of output, listening is not a passive activity. Instead, it was considered an active process. In order to understand the speech, the listener needs to be able to follow the speed and the accent of the speaker, has an adequate knowledge about the language's

grammar, vocabulary as well as the knowledge about the culture and context of the content of the speech. To arrive at the complete meaning of the speech, the listener is actively engaged in multiple cognitive activities. When the process of listening is closely examined, it is therefore revealed the skill that requires constant and active attention. It can be concluded, from reviewing a number of proposed definitions, that listening is an active process involving four interrelated activities: receiving aural stimuli, attending to the spoken words, attaching meaning to the aural symbols, and responding to oral communication (Barker, & Watson, 1983; Johnson, 1951; Purdy, 1997; Underwood, 1989; Wolvin & Coakley, 1988).

Importance of listening.

An examination of the literature reveals the central role of listening skill in determining the success of students in all levels of education. Listening is the most frequently used language skill in the classroom. Both instructors and students acknowledge the interrelation between listening comprehension and success in academic settings. Numerous studies indicated that efficient listening skills, instead of reading skills, were a factor contributing to academic success (Brown, 1987; Coakley & Wolvin, 1997; Truesdale, 1990). In the context of language classroom, listening skills play an even more vital role in the success of the learner. Rost (1991) has listed several aspects concerning the importance of listening skills in language learning environment. First of all, listening is the main source of input for students. Without listening ability, learning cannot begin. Moreover, listening is a medium through which students can be exposed to authentic language usage while listening activities in class provide the teachers with an opportunity to engage students in other aspects of language use such as the interaction patterns between speakers and listeners. From the everyday life context, to the classroom and language classroom, listening skill is a critical

component that can warrant the success of day-to-day communication or even the success in education or acquiring a new language proficiency.

Listening comprehension.

Comprehension is the main purpose of listening (Chastain, 1979; Lund, 1990). In order to understand the message, the listener is required to remember and organize the contents of the speech. It requires constant attention to the sound in order to extract the meaning attached to it. Moreover, the listener needs to be able to sustain sufficient concentration on the sound of the speech and eliminate other competing noises that may intrude in order to comprehend the message. (Barker, 1971; Cayer et al., 1971; Cohen, 1990; Lundsteen, 1979; Samuels, 1984; Wing, 1986).

According to Lund (1990) there were three types of comprehension, main-idea comprehension, detail comprehension, and full comprehension. Main-idea comprehension was referred to the ability to understand the key message and primarily dependent on the recognition of vocabulary used in the message. Detail comprehension included the ability to obtain specific and detail information. In the case that the listener was already aware of the main message, they could attempt to gain detail comprehension from their listening. Full comprehension was the goal of any listening activity and entailed the ability to obtain both the main and detailed information in order to gain a complete understanding of the message.

Gaining complete comprehension did not hinge on the ability to understand every utterance (Ciccone, 1995). It had often been understood that successful comprehension was equivalent to total comprehension (Faerch & Kasper, 1986; Ur, 1984). With such belief language learners may find listening an intimidating activity that involved their ability to understand the meaning of every word in the speech. According to Scarcella and Oxford

(1992), this anxiety could lead to students' "discouragement, fatigue, and a general sense of failure" (p. 149). Teachers should, therefore, correct the false understanding and assure their students that obtaining comprehension did not necessarily involve comprehension of every utterance.

Theory of listening comprehension.

Language processing involved top-down and bottom-up processing strategies. Bottom-up processing strategies involved the ability to understand components of spoken messages such as the phonemes, lexical and grammar components. Top-down processing strategies, on the other hand, emphasized the macro aspect of the speech such as the topic, the message and the purpose of the speaker (Nunan, 1998). According to Chaudron & Richards (1986 cited in Habibi, Jahandar & Khodabandehlou, 2013) top-down processing included required the listener's ability to predict and infer the message from the speech by employing contextual information not necessarily included in the speech. In top-down processing it was possible that speech could be comprehended without having to decode the sound of the speech. The listener could rely on their existing knowledge to predict the message and purpose of the speech using contextual information outside the speech itself. Therefore, top-down processing was heavily reliant on the listener's background knowledge and life experience. Richards (1990) proposed that both bottom-up and top-down processes are equally important in gaining listening comprehension. In spite of its abstract and unobservable quality, understanding how the listening process works can be useful in designing and implementing appropriate methods of teaching listening.

The equal role that bottom-up and top-down processing plays in helping listeners gain listening comprehension also testifies to the fact that listening skill is an active and

interactive process. Moreover, in the study of O'Malley, et al. (1989) it was revealed that successful second language listeners were equally reliant on both top-down and bottom-up strategies to understand the message while struggling listeners tended to focus on trying to understand only individual words. This points to the fact that listening comprehension relies on not only language competency but world knowledge. Knowledge about the language such as vocabulary and grammar needs to be employed alongside contextual knowledge related to the topic. Only the integration of both processes can yield complete comprehension.

In summary, the active interplay between the bottom-up and top-down processes also points to the rich and active aspect of listening as a skill that requires constant and rigorous attention from the listeners in not only discerning and decoding the sound but assimilating various types of knowledge into the language competency in order to acquire complete and meaningful message.

Materials used in listening language learning.

The definition of 'classroom materials' have expanded beyond being merely what the teachers use in class. The scope of what can be used as materials depends on the objective of the lessons, and the skills that students are expected to acquire. Graves (2000, p. 150) defined classroom materials by focusing on how materials are developed, suggesting that "material development means creating, choosing or adapting, and organizing materials and activities so that students can achieve the objective that will help them reach the goal in the course".

Tomlinson (2012) on the other hand defined materials in terms of its variety and flexibility and remarked that anything could be classified as materials if they were used to facilitate the learning process. In this definition, materials could include not only printed material such as textbooks but audio and visual materials, and even online contents. Moreover, each material

can be designed for different functions and purposes. They can be informative (containing information about the target language), instructional (helping learners to practice the language), experiential (allowing learners to experience the language in use), and exploratory (helping learners discover different aspects about the language). (Tomlinson, 2012, p. 143)

Moreover, the development and advancement of information and communication technology significantly expand the scope of class materials, and transform the way classroom activities, especially listening activities, can be designed and implemented. Instead of being a passive and monotonous activity, listening can be more integrated, challenging, and entertaining. Teachers now have access to a variety of materials from which they can choose to incorporate in their lesson plans. They also have options and flexibility in how they want to use the materials with the ubiquity and advancement of media and communication devices. Most importantly, in the context of language learning, ‘authentic materials’ is more accessible than ever before. The availability of authentic materials for classroom use could significantly improve the quality of language lessons and increase the chance of success of language learners.

Authentic Materials

Definition of authentic materials.

The term “authentic materials” have been defined in different ways throughout the literature. The definition broadly accepted in the language teaching is that authentic materials are comprised of language used by native speakers in real-life communication between native speakers, and are not made for language teaching (Lynch, 2009). Nunan (1989; 54) linked authenticity with “any material which has not been specifically produced for the purpose of language teaching”. According to Harmer, written and spoken authentic

texts were defined as “real texts designed not for language students, but for the speakers of the language in question” (1983, 146). For Wilkins (1976, p.79), authentic materials were similarly defined according to their purpose of being used as “materials which were originally directed at a native-speaking audience”. Additionally, Gardner and Miller (1999) defined authentic materials as forms of communication. It may be written texts, audio recordings of actual communications or video of conversations that are not originally intended to be used for language instruction. Based on these definitions, we can conclude that authentic materials are produced for native speakers and not originally designed for language teaching.

Following the aforementioned definitions we may find many types of authentic materials in everyday life. Authentic materials may include contents in newspapers, magazines, TV programs, radio programs, movies, or even daily conversations. According to Gebhard (2006), authentic materials can be classified into four types: 1) authentic listening / viewing materials (e.g., TV commercials, movies, new clips, video clips), 2) authentic visual materials (e.g., photographs, magazines, cook books), 3) authentic printed materials (e.g., newspaper article, advertisements, maps) and 4) real world objects (e.g., clocks, phones, dolls). Hedge (2000) also divide authentic materials into a spoken form (e.g., movies, radio, TV programs) and a written form (e.g., recipes, newspaper, application forms).

Advantages of authentic materials.

Using authentic materials for learning and teaching language can offer several advantages. According to Tomlinson (2012, p. 161), “authentic materials can provide meaningful exposure to language as it is actually used, motivate learners and help them develop a range of communicative competencies and enhance positive attitudes towards the

learning of a language”. Gilmore (2007, p.103) also stated that “authentic materials, particularly audio-visual ones, offer a much richer source of input for learners and have the potential to be exploited in different ways and on different levels to develop learners’ communicative competence”. Additionally, Spelleri (2002, p.16) noted that “authentic materials offer real language that is contextually rich and culturally pertinent”. Lingzhu (2010) reports that the authentic materials have the advantage of exposing students to language used in real life; real speech, the spontaneous speech, natural language, genuine instances of language use, what people say in real life, and what native speakers say when talking to each other. Besides, students will be more motivated to learn the language because using authentic materials can capture the interest and stimulate the imagination of students. Moreover, using authentic materials in language teaching can provide students opportunities to accumulate their world knowledge since the materials are comprised of information used in various aspects of human life. Richards (2006) also pointed out three advantages of applying authentic materials in language classroom: 1) they provide cultural information about the target language, 2) they provide exposure to real language, and 3) they support a more creative approach to teaching.

To summarize, authentic materials have many benefits. First, they can provide examples of how the language is used in real life communication. Second, they may increase learners’ motivation, comprehension and satisfaction from learning the language. Moreover, authentic materials contain information about life and culture of native speakers. Learners will not only be exposed to the authenticity of the language and the familiarity with the cultural context in which it is used, but the instructor can also take advantages of the cultural information to devise a more creative teaching approach.

The use of movie clips as authentic materials in English classroom

The importance of using movie clips as authentic materials.

Using movie clips as a teaching tool can be very valuable for language learning. Movie clips offer an opportunity for students to be exposed to how the language is used by native speakers in various situations. They are also entertaining, exciting, and can increase both students' motivation for language learning and awareness of the native culture.

Many scholars have pointed out the benefits of using movie clips as a sample of real-life communication. According to Sherman (2003), movie is a resource of natural language use. Students are exposed to how the language is used naturally at the level of the sentence structure and the variety of idioms and collocations. Parisi & Andon (2016) similarly suggested that movie provides students examples of language used in realistic situations and illustrate the way people are engaged in conversations in which the language is used. Allan (1985, cited in Kretsai, 2014), also regarded movie as a more advantageous tool than other authentic materials because it offers “slices of life”, or examples of contextual use of the language in conversations. According to Allan, movie is valuable addition to language learning because it contains a variety of natural and realistic conversations and contexts

Using movie in language class does not only offer exposure to the real language use, but also increases students' motivation to learn the language. Motivation is regarded by many scholars as one of the most significant variables that influence language learning (Dornyei and Ushioda, 2001; Brown, 2007). Movie should make students more motivated and engaged in the lesson because it is entertaining and it can facilitate students' comprehensions through the visual clues it provides. (Parisi & Andon, 2016). King (2002) makes a similar argument, pointing out that movie makes a positive impact in students'

motivation and confidence in class. Mirvan (2013) suggested that students' increased motivation comes from exposure to various situations that can make them handle similar conversations in real life better. Besides, movie is more motivating than other authentic materials because of its visual and audio elements that do not only make it entertaining and offer a variety of issues and ideas for discussion in class as well. (Christopher and HO, 1996).

Apart from the increased motivation, movie benefits students as a source of cultural exposure. As Sherman (2003, p.2-3) argued, watching a movie can be accounted for hours of teaching from course book. According to Harmer (2001), movie gives students an opportunity to associate the language with the context outside of classroom. They get to see how the language is used and also the way people are engaged in conversation in various situations. Students are familiarized with the native culture such as food, weather, and clothing. Therefore, apart from a variety of situations in which the language is used, movie can increase cultural awareness. Movie is also an excellent visual component in class to help students observe other aspects of language use that is not verbal such as body language or facial expression. These physical signs can be culturally specific and students will not be exposed to them through textual or audio materials alone. These non-verbal, cultural aspects can later be included in class discussion about the way people interact with one another or social etiquettes of the native culture.

The approaches to presenting movies in classroom.

According to King (2002) there are four approaches to how movie can be presented in classroom: 1) The sequential approach, or scene-by scene presentation 2) The single-scene approach that focuses on a specific scene as an 3) The selective approach where several non-

sequential scenes are selected⁴) The whole-film approach where students watch a complete movie. Considering the limitation of class time and students' abilities, the single-scene approach may be most appropriate in class instruction.

It is mostly agreed that showing short sequences from movie can be more beneficial for students (Stempleski, 1990; Harmer, 2001; Donaghy and Whitcher, 2015). The teacher may select one or several scenes from a movie and engage students in different class activities through those scenes (Parisi & Andon, 2016). Stempleski (1990, p.11) also argues that a short sequence of two or three minutes should provide enough materials for a one-hour lesson. The selection depends on the class objective, the target topic for discussion, and the goals the lesson is designed for. Moreover, a short sequence viewing also allows for repeated viewing in class when necessary. With each repeated viewing the teacher can choose to focus on different elements in the scene.

How to use movie clips in the language classroom.

Movie clip selection.

There are different ways movie can be used in language lessons. There are also different criteria for movie selection. The selected movie should be relevant to the subject of the lesson, so that the content from the movie can be used to engage students in class later on (Khan, 2015). According to Kretsai, Movie clips should also be selected according to students' interest and level of language proficiency (2014). Therefore, even movie is deemed a beneficial tool in language instruction, the right selection of the movie is also very important. Arcario (1992) pointed out that a key criterion in movie selection is comprehensibility. There should be a balance between the amount of verbal conversation, visual support while the quality of speech delivery, including the pace, accent, and clarity,

should also be considered. According to Ying & Hai-feng (2012), there are three aspects that the teacher should consider when selecting a movie. First the teacher should consider the level of difficulty of the movie and make sure that it is appropriate for the students. The second aspect is the length of the movie to be shown in class. The continuity of the story can be essential to students' comprehension but the teacher should also find the right length for the movie clip so that it will not affect other aspects of the lesson. The subject and genre of the movie is another aspect that the teacher should consider. Movies that contain violent, horrifying, or action scenes should be avoided while more light-hearted, comedic, inspirational movies, or even animation movies, should be selected for class.

Similarly, King (2002) suggested three criteria for movie selections based on the content: 1) Content should match the comfort level of students; 2) Content should be entertaining and corresponds to the interest of students in popular culture; 3) Content should be age and culture appropriate while suitable for all genders.

The three stages of teaching English with movie clips.

Using movie clips to teach English language is a complicated process and requires full preparation from the teacher in order to make students take full advantages of the tool. The use of movie clips in class is a three-stage process: pre-viewing, while-viewing, and post-viewing. Each stage serves different purposes and engages students with different kinds of activities.

Pre – viewing stage.

In the pre-viewing stage the teacher focuses on how to prepare students before showing the movie clips. According to Stoller (1990), pre – viewing activities are designed to familiarize students with the content in the clips by linking it with their prior knowledge

that may be related to the content. Pre-viewing activities vary and can be designed to serve different purposes. According to Ying & Hai-feng (2012), pre-viewing activities can provide students with the introduction of cultural information and background of the movie, the list of words related to the movie contents, the introduction of open-ended questions about the movie, the speculation and discussion about the movie according to the title. Li & Wang (2015) also suggested that in the pre-viewing stage background information about the content in the movie should be provided. The information may include history, place, character profiles and other circumstantial elements about the story. Students will be able to follow the story better if the teacher also provides instruction about what to pay attention to in particular, idioms and expressions that students might expect to hear. These activities are very helpful for students especially in overcoming listening difficulty. Furthermore, Khan (2015) suggested that the teacher can use a fill in the blank activity to familiarize students with words and expressions that are linked to the movie. At a higher level, the teacher can engage students in discussion about the movie. There are many pre-viewing activities and they are designed and can be adjusted for students at different levels of proficiency.

While – viewing stage.

While – viewing stage involves activities that can help students maintain their focus while watching the movie clips (Mishan, 2005). However, too many activities may overwhelm students and distract them from paying attention to the movie (Donaghy and Whitcher, 2015). While-viewing activities may include providing students with a set of questions that they can answer after watching. The questions serve a guideline to what students should focus on while they are watching the movie clips. Activities should also be arranged according to the level of complexity and difficulty, with the simple and easy

activities being used before the more complex and difficult ones. Movie clips can be played for students more than one time, with each playing serving different purposes. The first play may be used to familiarize students with the movie clips. The subsequent showing might be used for a more specific purpose. The teacher may pause the clip and ask students to complete the exercise given in advance. These exercises may include gap filling, multiple-choice questions, true or false questions, and open-ended questions required explanatory answers (Ying & Hai-feng, 2012). These while-watching activities can be an effective tool that helps students increase their comprehension about the movie and prepares them for the activities in the next stage.

Post – viewing stage.

In the post – viewing stage, the teacher can engage students with activities to check their understanding of the movie and evaluate their ability to apply what they have seen in real language usage. Mishan (2005) suggested that talking about the movie is the most authentic post-viewing activity. In the discussion, students can express their opinion or thought about certain scenes, moments or characters. According to Mishan, after the general discussion the teacher should direct students to more specific topics or subjects such as the linguistic or cultural aspects they have picked up from watching the movie. Donaghy and Whitcher (2015) also regarded reflection activity as a highly effective tool for language learners. After watching the movie students can be prompted to relate their own experience to what they have just seen. They can debate about certain topics that are brought up in the clip. Post-viewing activities can even include role-playing. In this stage, Harmer (2001) suggested that the teacher should focus on students' creative input. Students can be asked to imagine different endings or scenarios that may affect the story in different ways.

Different teaching techniques.

There are different teaching techniques that can be applied in using movie clips in language classroom (Harmer, 2001; Sherman, 2003; Stempleski & Tomalin, 2001; Tomalin, 1986). Some of the teaching techniques are explained as follows:

Sound off and vision on (silent viewing).

Silent viewing encourages students to make a prediction or speculate about the story, the content of the conversation, or the relationship between the characters.

Sound on and vision off (blind listening).

This technique relies on the audio to provide clues related to the story. The sound effects or the conversation can guide students into making a speculation about the characters, the story, and the scenario in which the sound is featured. The technique is also helpful in encouraging students to use their listening skill.

Sound and vision on.

This technique can be used with a single scene approach in which the teacher will play a particular scene and provide students with questions related to what they will be watching or what they have just seen. The teacher may write guiding questions on the board and advise students to focus on particular aspects in the selected scene that will be shown to them.

Freeze and frame.

In this technique, the teacher disrupt the continuity of the story by freezing the clip at a particular frame and ask students to provide information about what just happened or what will happen after the paused frame. With freeze and frame technique, the teachers can also

pick a particular moment in the clip to direct students' attention to subjects related to the lesson.

Jumbled sequence.

The jumbled sequence technique involving playing different parts of the movie out of its original order. Students will be encouraged to pay attention to each part and attempt to rearrange the scenes into a meaningful sequence. The teacher may choose to play only the beginning and the ending of the clip and ask students to imagine what may happen in the missing part in the middle

Split viewing / Jigsaw viewing.

The split viewing or jigsaw viewing technique involves dividing students into groups, each of which view different parts in the clip. Afterwards, they need to work together to use information from the clip they have watched to figure out the complete sequence of the clip.

Related Literature Concerning Movie Clips

Several experimental researches related to using English movie clips in classroom have been conducted by both Thai and foreign researchers. In the following section I review the previous researches and studies by dividing them into researches conducted in Thai classroom context and in foreign context.

Thai studies.

Duangmanee (2003) studied the use of video to increase video techniques to enhance English listening and speaking abilities of higher certificate vocational students in the freshman year. The objective of the study is to investigate whether the use of videos can increase language abilities of the students. The instruments employed in the experiment include listening and speaking pretest and posttest lesson plans and attitude questionnaire.

The result revealed that the use of video increase students' listening skills, speaking skills, and created positive attitudes towards English learning. Some of the comments from the students in this experiment include increased confidence and enjoyment from participating in English language class. Petcharatmune (2005) examined the effect of the use of video in relation to English listening and speaking abilities of first year students at Rajamangala Institute of Technology. The sample group consisted of twenty six students from the freshman year. The instruments used in the experiment included six lesson plans, and listening and speaking tests. After using videos as a language teaching tool, the results showed a significant increase in students' listening and speaking abilities.

Damronglaohapan & Stevenson (2013) studied using movie clips from YouTube to enhance listening skills of 78 third-year students from the Business Administration Faculty enrolled in an English Conversation course. Their study also investigated the students' attitudes towards movie clip instruction. The research instruments were comprised of ten movie clips from YouTube, Learning Management System (LMS), and attitude questionnaire. The result indicated an overall positive attitude towards using movie clips as a supplementary tool in language classroom. The majority of students strongly or slightly agreed that watching English movie clips was more useful than using CDs that usually come with textbooks. They also suggested that the clips helped them improve listening skills and increase their understanding of vocabulary and phrases used by native speakers.

Tongboonyoung (2013) examined the use of movie clips to enhance English communicative skills of eighth-grade Thai students at Cha-uat school. The participants were comprised of 60 students who studied English in first semester of the 2012 academic year. They were divided into the control group and the experiment group, each consisted of 30

students. The instrument employed in the experiment included a pretest and a posttest designed to evaluate English communication skills, and a questionnaire that surveyed students' attitudes towards learning English through movie clips. The result from the study revealed that the posttest mean score of students in the experiment group were significantly higher than that of the control group. The attitude mean score of the students participating film clips instruction were also significantly higher than the students who did not participate.

Kresai (2014) carried out a study investigating the effect of using video materials in English listening class for university students. The sample of the student population for this study consisted of 41 first-year English major students in the second semester of the 2012 academic year at Thaksin University. The instruments used in this study were lesson plans, English comprehension tests (pretest and posttest), and an attitude questionnaire. The result indicated that English listening comprehension ability of students increased significantly after learning with video instruction. Moreover, the survey revealed that students had developed positive attitudes towards the use of videos in English listening class.

Foreign studies.

Ghaderpanahi (2012) studied the influences of authentic oral materials on English listening ability of 30 female undergraduate students who majored in psychology and studied English as a foreign language (EFL) at Al-Zahra University in the north of Tehran in Iran. The instrument employed in this study consisted of a listening comprehension test, interviews, and a questionnaire. The finding of this study indicated that listening comprehension of EFL students appeared to have improved after they had experienced the use of authentic materials in class. The results of the interviews showed that students were

initially uncomfortable and experienced difficulty understanding the movie clips but they later became more relaxed and accustomed to the movie clip instruction.

Ismaili (2013) analyzed the effectiveness of using movies in EFL classroom. The study revealed that movies as a teaching tool had a significant effect on the development of students' listening and communication skills. The participant students were divided into two groups: one group participated in the class that used movies in the lesson and another group studied in the class that was taught without the use of movies. The participants consisted of students at the pre intermediate and intermediate level from the age of 18 – 25 who studied at the South East European University in the academic year 2011/2012. The results of the study showed significant improvement on integrated English language skills of the students in the experiment group that experienced having movies incorporated in their lesson. The study also concluded that movies could attract students' attention in class and also present language in a more natural manner than the language found in course books.

Mustikanthi (2014) investigated the effectiveness of animation videos used to improve students' listening skills. The target group of this study was eighth-grade students who studied at SMP Negeri 1 Kejobong in the academic year of 2013/2014. The participants consisted of 60 students selected by using the cluster random sampling method. The participant students were divided into two groups: the experimental group participating in the listening class taught by using animation videos alongside texts, and the control group who were in the listening class that used animation videos without texts. The data were gained from the administration of a listening pretest and posttest. The results revealed that the posttest mean score of students in the experimental group were significantly higher than the posttest mean score of the control group.

Kim (2015) investigated the effect of the use of video resources on the improvement of students' listening comprehension skill. The participants were comprised of 86 students who were enrolled in a summer session at a Korean university. They were assigned into three group: the low group, the intermediate group, and the advanced group. Each group studied the same lessons using authentic video materials. The instrument were the pretest and posttest designed to determine the effectiveness of authentic videos in improving students' listening comprehension skill. The study also used a questionnaire to survey students' perception towards the use of video materials in class. The finding revealed that in the intermediate and advanced group, the students' listening comprehension skill increased significantly after learning through authentic videos. In addition, the improvement of listening skills among students in the intermediate and advanced groups were much greater than the low group. In regards to students' perceptions towards using video materials, they all responded positively.

Students' Attitudes

An attitude is a settled way of thinking or feeling typically reflected in a person's behavior (Shurtleff, 2009 as cited in Keawchawee, 2013). Cambridge Dictionary of English provides the definition of attitude as "a feeling or opinion about something or someone, or a way of behaving that is caused by this". In the context of English language learning, Brown (2001) and Spolsky (2000), suggested that attitudes could mean feelings, fears, and prejudices about learning English as a second language. An attitude consisted of three elements: cognitive, affective and conative. Cognitive is an individual's belief structure. Affective refers to emotional reactions. Conative means a tendency to behave according to attitude (Lambert, 1967).

Attitude is an important element in learning English as a foreign language. Having a positive attitude towards the language and learning experience can significantly contribute to the success of learners with a positive attitude, students are more encouraged and motivated to learn English (Chamber, 1999; Ellis, 2008). Brow (2000) explained second language learners could benefit from having positive attitudes while negative attitudes could reduce motivation and prevent students from gaining language proficiency. Nonetheless, negative attitudes can change with exposure to the real situations or people from the native culture in which the language is used. The exposure can reduce negative stereotypes that learners may have about the language. It is important that teachers are aware that their students have both positive and negative attitudes and attempt to change the negative mindset of students towards by helping them develop a realistic understanding of the language. To summarize, it is clear that attitudes influence students' opinions towards learning language and may affect their success in gaining language proficiency.

Summary of the Chapter

Chapter II presented a review of literature surrounding the concept of authentic materials in relation to language teaching and learning. In the chapter, the definition and discussion about authentic materials and their benefits were provided. It could be concluded that the use of authentic materials, especially movie clips, could increase students' motivation and engagement in class, and while their performance and attitude towards the language was significantly improved after authentic materials were used incorporated in lesson plans. The chapter also presented different approaches and stages in which movie clips could be applied in classroom, and reviewed previous studies about the effectiveness of movie clips as a teaching tool in EFL class both in Thailand and other countries.





Chapter III

Methodology

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

Participants

Selection of the university.

Rajamangala University of Technology Krungthep (RMUTK) was selected as the university to participate in the study. Being a science and technology university, RMUTK has produced graduates in the fields that support the demand from the growing industrial sector. According to the national development strategies announced by the Office of the National Economic and Social Development Board (NESDB), Thailand's economic growth is expected to correlate with the growth in the business and technological industry that requires high-skilled workers with specific expertise and knowledge to perform the job. RMUTK has offered degrees in science, business and technology that correspond to the direction of the country's economic development and thus regarded as one of the institutions that play a vital role in building the workforce necessary for the social and economic growth of the country

However, in order to become employable, the prospective graduates are expected to possess not only expertise in the field of their study but also proficiency in a foreign language such as English. Recognizing the importance of language skill in the work environment, RMUTK has therefore provided language courses and support to the students alongside their core classes. As the research's focus was on the improvement of English listening skill, which was a crucial skill needed communication, especially in the

workplace, the researcher found RMUTK's English classes suitable for the purpose of the research. Since RMUTK has recognized and emphasized the importance of communicative skills in the teaching and learning of English in their institution, the researcher found the purpose of the research to be in alignment with the vision of the institution and thus contacted the university's Faculty of Liberal Arts for a permission to conduct the research. The permission was accordingly granted to the researcher by the Dean of the Faculty of Liberal Arts to perform an experiment with RMUTK students who have taken English classes provided by the university. The companies want to hire people who know English and they want to be sure they truly do have a substantial knowledge of English (Chadchaidee, 2007).

Selection of participants.

The target participants in this study were first-year students who enrolled in English for Every Day Use course offered in the second semester of the 2016 academic year. The course's objective was to improve students' communicative skills, especially listening and speaking skill. The researcher found the objective of the course corresponding to the purpose of the researcher and therefore chose the students in this class the participants for the study. There were 210 students enrolling in the course; they were grouped into four classes. The researcher randomly selected students from two out of the four classes to participate in the study. One class was randomly assigned as the experimental group and was taught English through movie clips. The other class was randomly assigned as the control group and was taught English through traditional methods. There were 30 students in each class and the students have mixed levels of English proficiency.

Instrumentation

The researcher used two tests as an instrument for data collection. First, an English listening test was used to measure the improvement of the students' listening skill. A survey questionnaire was also used to survey the students' attitude towards the use of movie clips as a classroom material to improve their listening skill. Both English listening test and the attitude questionnaire were administered as a pretest and a posttest for this study.

English Listening Test.

The researcher developed an English listening test as an instrument to measure the participants' improvement in English listening comprehension skill (See Appendix A). The test consisted of 30 questions with 4 alternative choices, and was used as both a pretest and a posttest. The test was divided into four parts (photograph, question-response, conversation, and talks) and was developed from TOEIC modals test. The photograph part included seven pictures without a printed caption. The participants would be asked to listen to four statements for each picture. They had to select the statement most accurately described the picture. The question-response part consisted of seven questions. The participants would be asked to listen to the questions, each of which came with four different responses. They had to by marking it on the answer sheet. Neither the questions nor any of the responses would be printed in the test. In the conversation part, the participants would be asked to listen to four short conversations and answer questions about the conversation. There were two questions for each conversation. The questions came with four alternative choices. The conversation was not printed in the test. In the talks part, the participants would be asked to listen to four talks. In each talk there was only one speaker. Then the participants would be asked to answer the questions about the content of the talk. There were questions and alternative

choices printed in the test but the script of the talks were not printed. The content validity of the test was reviewed and evaluated by three experts, two of which were Thai and one was a native speaker, in the field of English language instruction. After the test was reviewed and revised, it was tested with a group of 30 university students who did not participate in the study. The KR-21 scale (Kuder Richardson-21) was used to measure the reliability of the English listening test and the test had a verified reliability of 0.80.

The Attitude Questionnaire.

To study students' attitude towards the use of movie clips to improve English listening skill with movies clips, the researchers developed an attitude questionnaire developed by the Likert type method (See Appendix B). The questionnaire was created in Thai and consisted of three parts. The first part contained questions relating to the demographic information of the participants such as their gender and their major subject. The second part consisted of 15 closed-ended question with Likert's rating scale: 5 means highest agreement, 4 means high agreement, 3 means neutral, 2 mean low agreement, and 1 means lowest agreement. The mean scores of the questionnaires were rated as 4.51 to 5.00 = highest agreement, 3.51 to 4.50 = high agreement, 2.51 to 3.50 = neutral, 1.51 to 2.50 = low agreement, and 1.00 to 1.50 = lowest agreement. The third part of the questionnaire consisted of open – ended questions to which the participants could freely answer with comments and suggestions about the use of movie clips to improve listening skill. Before asking the participants to answer the questionnaire, it was reviewed three experts in the field of English teaching to ensure that the questionnaire questions were appropriate, valid and could effectively evaluate the attitude of the participants in regards to the use of movie clips and listening skill improvement.

Movie clip lesson plans.

The materials used in class of the experimental group consisted of 20 lesson plans that incorporate the use of movie clips in the instruction. The class of the experimental group was also taught by the researcher. The materials used in the class of the control group were the original materials used in the course. The class was taught by the original course instructor. The researchers constructed the movie clip lesson plans (See Appendix C) using various video teaching techniques such as sound on / vision on, play and pause, sound off / vision on, and sound on / vision off (Harmer, 2007). Each lesson plan consisted of three video teaching stages: pre-viewing, while-viewing and post-viewing. Before using the movie clip lesson plans, the researchers consulted with three experts in the field of English instruction to review the appropriateness and efficiency of the activities in each lesson. The table 1 shows a brief summary of the clip used in each lesson plan.

Table 1

Brief Summary of the Movie Clips in Each Lesson Plan

Lesson Plan	Name of Movie Clips	Brief summary of Movie Clips
1	The Great Gatsby	“Who is this, Gatsby?” - The scene is set in a party and there are some people talking about Gatsby who were suspected to be a German war spy.
2	Moonrise Kingdom	“Do you steal?” - This scene features a girl who is talking about the stuff she is carrying However, her friend wonders about her books and suspect that they might be stolen from a library.

Table 1 (continue)

Brief Summary of the Movie Clips in Each Lesson Plan

Lesson Plan	Name of Movie Clips	Brief summary of Movie Clips
3	The Silver Linings Playbook	“Awkward dinner” - The scene focuses on a dinner conversation of a family, especially a misunderstanding between is about a little conflict in the between sisters.
4	Away we go	“Antwerp” - The scene is about two Parents who told their son their move to Antwerp. However, their son disagrees with the decision because it would make them live far apart from him.
5	Bolt	“Funny cats” – The scene is about two cats that are trying to annoy a dog named “Bolt”. Bolt thinks he is a super dog that has a duty to protect the world.
6	Chronicle	“Psychic Pranks” - this scene is about a Group of boys who have a psychic ability. In the scene they are trying to do odd things to other customers in a store.
7	Adventure land	“Games guy” - This scene is about James Who has just gotten a job at an Amusement park. His boss Bobby, explains the company rules to James who disagrees with some of the rules.
8	Ant-Man	This scene is about the origin of Ant-Man who is an ant-sized superhero. The scene explains his special ability and how can he save the world.

Table 1 (continue)

Brief Summary of the Movie Clips in Each Lesson Plan

Lesson Plan	Name of Movie Clips	Brief summary of Movie Clips
9	Babe	“Babe’s new beginning” - this scene is about a little pig call Babe who just comes to live at a new place. Babe is very sad because he misses his mom. However, a dog takes care Babe.
10	Maleficent	“The beginning scene” – In this scene the narrator talks about the background of the story, the childhood time of Maleficent who is the angel protecting the Moor.
11	Southpaw	This scene is about a young boxer Whose wife was killed in a shooting accident. Suffered from the loss, he exhibits dangerous behaviors that threatens to cause him the custody of his only daughter.
12	Anger Management	This scene is about a businessman who is sentenced to an anger-management therapy during which he meets an unorthodox therapist instructor who has a rather interventionist style of therapy.
13	Marley & Me	This scene is about a young man who Never owns a dog but decides to buy One for his wife to distract her from the plan to have a baby. The dog, Marley, is mischievous and energetic but becomes an important member of the young family.

Table 1 (continue)

Brief Summary of the Movie Clips in Each Lesson Plan

Lesson Plan	Name of Movie Clips	Brief summaries of Movie Clips
14	Spy	This scene is about a desk-bound CIA analyst who volunteers to who Goes undercover to infiltrate the world of deadly arms dealers and locate the nuclear bomb in their possession.
15	EX MACHINA	This scene is about a programmer who wins a competition to spend a week at a private mountain retreat of his employer But when he arrives at that place he finds that he has to participate in an experiment in which he needs to socialize with a humanlike robot and determine whether the robot has consciousness.
16	Fox catcher	The scene is about a rich man named John Dupont who builds a wrestling training site for professional wrestlers. He invites two wrestler brothers to live on the site fulltime and build a national wrestling team. However, Dupont, at the end of the scene, turns out to be an eccentric and controlling man.
17	Selma	The scene focuses on Dr Martin Luther King and his decision to use the town Selma in Alabama as a base for the civil right movement that aims to eliminate obstructions that make most African Americans ineligible to vote.

Table 1 (continue)

Brief Summary of Movie Clips in Each Lesson Plan

Lesson Plan	Name of Movie Clips	Brief summaries of Movie Clips
18	Gone Girl	The scene follows Nick Dunne after He becomes a suspect behind the disappearance of his wife, Amy. In the scene Nick and Amy are portrayed as a happily married couple before Amy suspects that her husband does not love her.
19	Night crawler	The scene follows Louis Bloom who Decides to make a career for himself by filming crime scenes and selling footages to TV news stations. His obsession with filming gruesome scenes leads to the question about the obscuring border between news report and journalism ethics.
20	Drive	The scene follows a movie unnamed Hollywood stunt driver who also works as as a getaway driver. He fond of his neighbor, Irene and her son, until her debt-laden husband, Standard is released from prison and hires him to take part in what turns out to be a million-dollar heist that endangers their lives.

The duration of the experiment was 10 weeks. Each lesson plan was implemented in two weekly 45-minute period. The administration of movie clips in each lesson plan was based on four video teaching techniques: sound on / vision off, sound off / vision on, sound on / vision on, and freeze and flame. Each lesson plan consisted of three video teaching stages: pre-viewing, while- viewing, and post-viewing.

In the pre-viewing stage, the researcher focused on how to prepare the participants before showing the movie clips. The researcher asked questions related to the movie clips to lead students into the lesson. The researcher also motivated the participants by giving a summary of the movie clips or background information which included history, location, character profiles and other circumstantial elements about the story. Moreover, the researcher provided students with a list of key words, idioms, and expressions that they might expect to hear in the movie clip. These activities were very useful for students especially in helping them overcoming listening difficulty.

The while-viewing stage involved activities that could help students maintain their focus while watching the movie clips. During this process, the students were assigned tasks such as multiple-choice questions, gap filling assignment, and open-ended questions. Each activity was followed by four video teaching techniques. These while-viewing activities could be an effective tool that helped students increase their comprehension about the movie clips and prepared them for the activities in the next stage.

In the post-viewing stage, the researcher engaged students in activities designed to check their understanding of the movie and evaluate their ability to apply what they have seen and listened in a real situation. Students could express their opinion or thought about certain scenes, moments or characters. They were also prompted to relate their own experience to what they have seen.

Data Collection Procedures

The data was collected from the participants' scores of the pre-test and post-test of the English Listening Test and the pre-and post-Attitude Questionnaire. At the start of the course, the English Listening Test was administered to measure the proficiency in English listening comprehension of the participants in both groups. At the end of the

course, the participants in both groups took the same test to evaluate their improvement in the listening ability. The participants in the experimental group were asked to answer the Attitude Questionnaire before and after the completion of the course.

Data Analysis

To test the hypotheses, the data obtained was analyzed and interpreted through the quantitative analysis. The study's quantitative data consisted of scores from the pretest and the posttest of the English listening test and the rating scales from the prequestionnaire and postquestionnaire. The t-test was used to compare the mean scores of the listening comprehension test after the experiment of the experimental group and control group. The alpha level of .05 was established in order to indicate if relationships were statistically significant for all statistical tests.

For the attitude questionnaire, the data obtained from the means and standard deviation of prequestionnaire and postquestionnaire of the experimental group were calculated using t-test for correlated means. The means scores revealed the participants' attitude toward learning with English movie clips. The qualitative data, which consisted of suggestions from the open-ended part of the questionnaire, was analyzed descriptively.

Summary of the Chapter

This chapter has presented the method of investigation of the effectiveness of the use of English movie clips instruction to enhance listening ability of Thai university students. The chapter also presented the method used to investigate the attitudes of the students participating in the class that used English movie clips as an authentic material. The research methodology presented in this chapter included the research procedure, research design, context of the study, research instrument used for data collection, and movie clip lesson plans. In the last section, the researchers described the collected data and data analysis procedure.









CHAPTER IV

RESULTS

This study was conducted to examine the effectiveness of the use of English movie clips to enhance listening ability of Thai university students. The study also examined the students' attitudes towards movie clip instruction. This chapter focuses on the results of the data analysis obtained from the scores of the pre- and post-English listening test given to the participants in the experimental and the control groups and the answers from the survey questionnaire given to the participants in the experimental group to examine their attitude towards learning English through the movie clip instruction. This chapter presents the results of quantitative data followed by analysis of the qualitative data.

Students' English Listening Ability

Research Hypothesis 1.

On the posttest administration of the English Listening Test, the university students participating in the class using movie clips as authentic materials will have a higher score than the students participating in the class using conventional teaching methods.

Results.

This study focused on the analysis results of the data obtained from the comparison of the listening comprehension test scores of the experimental group and the control group. The t-Test method was used to compare the posttest mean scores of the participants in the experimental group and the control group in order to establish whether there was a significant difference in the improvement of their English listening ability after the use of movie clip

instruction. The results of the experiment indicated a significant difference at the .05 level in the overall posttest means scores of the students in two groups.

Table 2

t - Test Comparison between the English Listening Posttest Mean Scores of the Experimental Group and Control Group (N=60)

Group of Participants	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>Sig.</i>
Experimental	30	19.67	3.57	2.20	.03*
Control	30	17.60	3.69		

* $p < .05$

The result in the Table 2 revealed the posttest mean scores of the participants in the experimental group and control group are 19.67 and 17.60 respectively. The English listening posttest mean score of participants in the experimental group was higher than the control group. The analysis of the posttest mean scores by the independent t-test revealed a significant difference between the mean score of the posttest of the two groups. The result indicated a significant difference between the posttest scores of the experimental group at .03 level ($p < .05$). Therefore, the result supports research hypothesis 1. The figure 1 shows a bar graph of the posttest mean scores of the experimental group and control group.

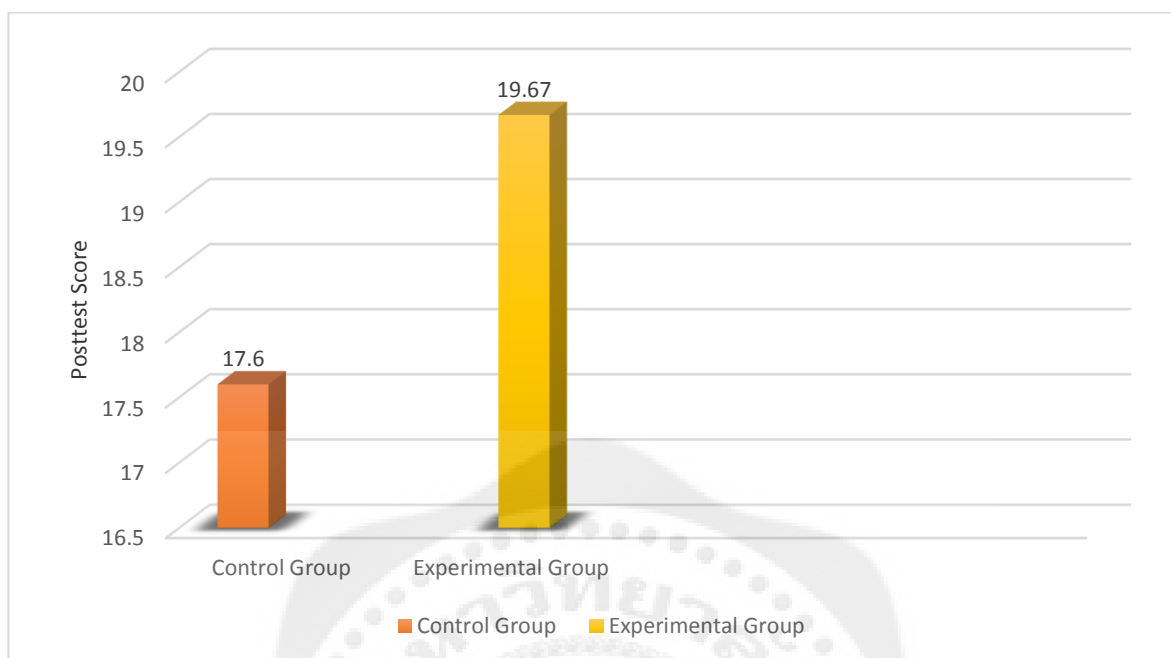


Figure 1. Comparison of the English Listening Posttest Mean Scores of Participants in the Experimental Group and the Control Group

Students' Attitude towards Movie Clip Instruction

Research Hypothesis 2.

The use of English movie clips as authentic materials will help increase the students' attitudes in developing the listening skill.

Results.

A survey questionnaire was used to examine students' attitudes towards the use of movie clip instruction. It aimed to investigate a possible change in their opinion about learning English through movie clip instruction before and after the experiment. The questionnaire was divided into the checklist part and the open-ended questions.

Data form 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 *t*-test comparison. The result indicated a significant difference at the .05 level. Table 3 shows the difference in mean scores of the prequestionnaire and postquestionnaire of participants in the experimental group.

Table 3

t - Test Comparison between in the Mean Scores of Prequestionnaire and Postquestionnaire of Participants in the Experimental Group (N=60)

Questionnaire	<i>n</i>	<i>M</i>	<i>SD</i>	<i>T</i>	<i>Sig.</i>
Prequestionnaire	30	61.77	7.40	10.33	0.00*
Postquestionnaire	30	70.77	4.69		

* $p < .05$

As illustrated in Table 3, the result from the self-rating scales-questionnaire and the post-questionnaire shows a significant difference in the mean score obtained before ($M=61.77$) and after ($M=70.77$) learning English through movie clips at the 0.5 level ($p < .00$). This indicates that the participants' attitude improved after by practicing English listening skill through the English movie clips.

Based on a further data analysis of 15 questionnaire items completed by the participants in the experimental group before and after learning English listening skill through the use of English movie clips, it was found that the mean scores of the questionnaire before learning English listening skill through the use English movie clips ranged from 3.86 to 4.30 and they fell into the high level range. Whereas the mean scores of the questionnaire after learning ranged from 4.60 to 4.83 and they fell into the highest level range. The 15 items of the questionnaire constructed by the researcher were presented in Table 4 with the mean, standard deviations and the interpretation level of the attitude of the participants in the experimental group towards learning English listening skill through the use of movie clips.

Table 4

Mean, Standard Deviation, and Interpretation Level of Students' Attitudes toward Learning English Listening Skill through the English Movie Clips.

Learning English Listening Skill Attitude toward	Before Learning		After Learning		
	M	SD	M	SD	Level
1. Learning English through movie clips will be interesting and enjoyable.	4.20	0.71	4.72	0.44	Highest
2. Learning English through movie clips will help to expand English vocabulary.	4.30	0.65	4.76	0.43	Highest

3. Learning English through movie clips will increase motivation more effectively than learning with textbooks.	4.13	0.81	4.70	0.46	Highest
4. Learning English through movie clips will help increase the ability to use English in daily life.	4.23	0.72	4.73	0.44	Highest
5. Learning English through movie clips will increase comprehension from participating in real-life conversations.	4.13	0.81	4.63	0.49	Highest
6. Learning English through movie clips will encourage students to practice listening skill.	4.20	0.71	4.70	0.46	Highest
7. Students' listening skill will improve after learning English through movie clips.	4.06	0.73	4.66	0.47	Highest
8. Learning English through movie clips will help students understand the native speaker's pronunciation and accent better.	3.86	0.68	4.63	0.49	Highest

9. Learning English through movie clips will help students understand contents from other sources such as television programs, news, and songs better.	3.86	0.81	4.60	0.49	Highest
10. Learning English through movie clips will help students understand native speakers better.	4.16	0.79	4.70	0.46	Highest
11. English movie clips will increase students' confidence in communicating with native speakers.	4.00	0.78	4.73	0.44	Highest
12. Learning English through movie clips will increase students' interest in learning English.	4.00	0.83	4.73	0.44	Highest
13. English movie clips should be used regularly as a teaching tool to improve everyday English usage.	4.30	0.53	4.80	0.40	Highest
14. English movie clips will improve students' listening skill which will lead to learning correct pronunciation.	4.13	0.68	4.83	0.37	Highest

15. Practicing English listening skill					
through English movie clips will help					
students learn more about the culture	4.16	0.69	4.80	0.40	Highest
of English native speakers.					
Overall	4.11	0.73	4.71	0.45	Highest

According to Table 4, the overall mean of the questionnaire score before the experiment was at the high level of 4.11 whereas the overall mean of the questionnaire score after the experiment was at 4.71, which was at the highest level.

The Analysis of Data from the Open-Ended-Questions (postquestionnaire).

The students' answers for the open-ended questions in the questionnaire were analyzed as the complementary qualitative data. The researcher looked at the frequency of reoccurred comments regarding the benefits they gained from learning English through the use of movie clips and then converted the frequency rate into percentage. The written comments from 30 students revealed that all of them had a positive attitude toward the use of English movie clips in class, and they agreed that learning English listening skills through movies clips offered many benefits. The main advantages described by the students included increased motivation and enjoyment, expanding vocabulary, expressions and idioms, improved listening skills (e.g. listening comprehension and listening for the main idea), and improved pronunciation. They also commented on improved understanding of English used in real situations, increased exposure to authentic and various use of language in native

accents, better understanding of the English culture, more opportunities to learn about culture of English native speakers.

According to the detailed analysis of the students' comments, the majority of them enjoyed watching the movie clips used in class. Although they were not good at using English and had difficulties listening to the dialogues in the first and second weeks, they felt more relaxed and had a lot of fun learning after the movie clips, especially cartoons and animations, were used several times. They felt that the movie clips made their English classes more interesting, motivating and relaxing; they were not stressed or bored with the English classes the way they were from learning with the textbook. They also thought that watching movie clips in English classes encouraged them to develop their English skills, specifically the listening skill.

More than half of the students mentioned that the most useful aspect about learning English through the use of movie clips was the opportunity to improve their English vocabulary and learn new language expressions. They also commented that they learned how to guess the meaning of unknown words from the context. They added that movie clips were useful for improving vocabulary. Their vocabulary was improved from listening to movie scripts. Moreover, students mentioned that watching movie clips gave them an opportunity to listen to different accents of English native speakers. This helped them to learn how to pronounce unfamiliar or difficult words and speak English with more confidence. More importantly, students realized that they developed their listening skill, particularly the listening comprehension skill and listening for the main idea as well as listening strategies through the activities they did in class after watching the movie clips. In addition students mentioned that they gained more experience from learning with authentic

audiovisual materials in classroom, and added that they could practice by themselves when watching movies outside class. They commented that movies were authentic because they could see the motion pictures while listening to everyday English used by the characters. Authentic audiovisual materials such as movies motivated them to learn English. Finally, students believed that English words, idioms and expressions in the movies were authentic and that they could use them in real situations. One of the students felt that they learned about different aspects of English-speaking culture from watching the movie clips and listening to the dialogues in the clips.

In addition to the advantages of learning through the movie clips, some students made several suggestions for improvement. They suggested that more time should be allocated for watching movie clips, that the first classes should start with cartoons before using movie clips with more difficult and complex dialogues in latter classes, and that the instructor should provide sufficient background information both about the content and the language used in each clip. Following the analysis of the students' answers to the open-ended questions in the attitude questionnaire, it can be concluded that students' attitude toward the use of movie clips to practice English listening skill corroborated with the findings from the responses obtained from the questionnaire items. Below are the examples of the students' comments:

Student 1

"I like learning English through movie clips because it is very enjoyable. I have a chance to practice listening skill from listening to the native accent and also I got to improve my vocabulary. I can practice by identifying key words from the dialogue I listen to and learn to use those words in real life."

Student 2

“Learning English through movie clips inspires me to improve my English skills.

I am more familiar with different English native accents and able to expand my vocabulary.

I want more time in my English class to be used for teaching and learning English through movie clips.”

Student 3

“Both the visual and the audio elements in the movie clips motivate me to learn English.

I am more familiar with the native accent and also got to learn new words. However, the lesson should start with an easy clip such as cartoon clips before using more difficult clips from other types of movies later on.”

Student 4

“Movie clips are very interesting and making English class more engaging. I also learn new words from practicing my listening skill. The teacher should continue using movie clips in this class.”

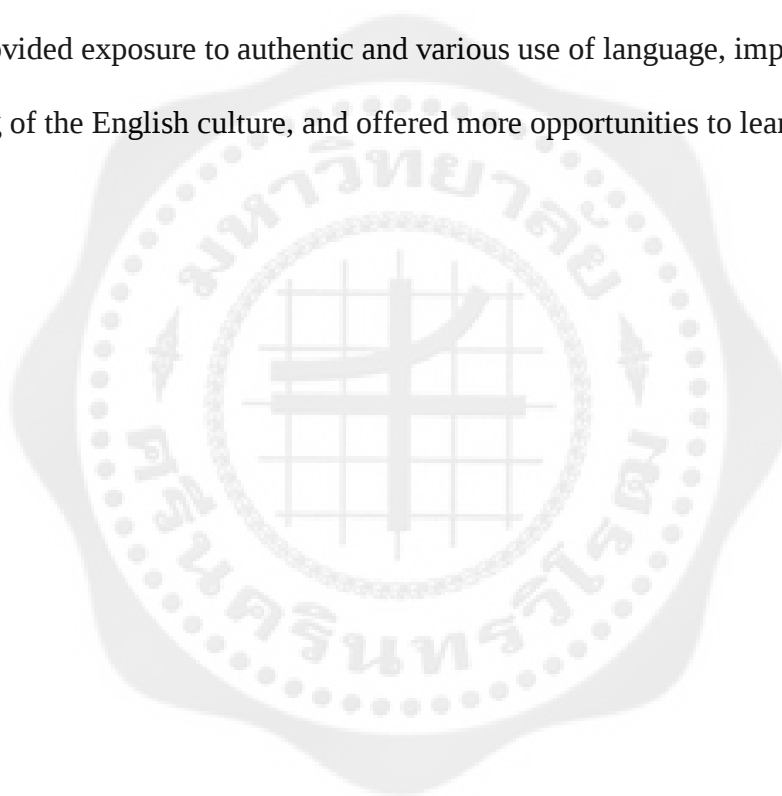
Student 5

“Movie clips make classroom environment more enjoyable. I learn more about the native culture from watching the clips. I can also improve my listening skill with real life situations. It is better than learning from using only text books.”

The Summary of the Results

This chapter has revealed the results from the data collection and analysis in response to the two research hypotheses. According to research hypothesis 1, the result has revealed that the posttest mean scores of the students participating in the class using English movie clip instruction was significantly higher than the mean scores of the students who did not

participate in the class using English movie clip instruction. Based on research hypothesis 2, the result also indicated that the students have a higher level of attitude affected by practicing English listening skill through the English movie clips. In addition, the open-ended questionnaire revealed that students liked to learn English through movie clips because it increased motivation and enjoyment, expanded vocabulary, phrases and idioms, improved listening skills, improved pronunciation, improved understanding of English used in real situations, provided exposure to authentic and various use of language, improved understanding of the English culture, and offered more opportunities to learn about native culture.





CHAPTER V

CONCLUSION AND DISCUSSION

This study aimed to examine the effectiveness of the use of English movie clips in classroom to enhance listening ability of Thai university students. Furthermore, it examined students' attitudes towards movie clips instructions. This chapter presents the conclusion of the research and the discussion of the finding. In addition, it presents the limitations of the study, its implications, and recommendations for future studies are also discussed.

Research Hypothesis 1

On the posttest administration of the English Listening Test, the university students participating in the class using movie clips as authentic materials will have a higher score than the students participating in the class using a conventional teaching method.

Result.

The posttest mean score on the English Listening Test of the experimental group ($M = 19.67$) was significantly higher than the posttest mean score of the control group ($M = 17.60$). The result indicated a significant difference between the posttest scores of the experimental group and the control group at .03 level ($p < .05$). Therefore, the result supported research hypothesis 1.

Discussion.

The posttest mean score of the students participating in the class using English movie clips as authentic materials was significantly higher than the posttest mean score of the students participating in the class using conventional teaching methods. It is also worth noting that the pretest mean score of the control group was higher than that of the

pretest mean score of the experimental group and thus the research result signified a significant improvement of the participants in the experimental group after the implementation of movie clip instructions in their class. After the experimental group participated in the class that used movie clip instructions and had an opportunity to practice listening skill with the movie clips, their posttest mean score ($M = 19.67$) was higher than that of the control group ($M = 17.60$). It could be concluded that the use of movie clip instructions improved the students' English listening skills and had a significant impact on the students' learning ability, which was evident in the improved posttest mean score of the students in the experimental group. The result of this study was consistent with the results of the studies previously conducted by several researchers (Damronglaohapan, 2013; Ismaili, 2013; Kim, 2015; Tongboonyoung, 2013; Woottipong, 2014).

The use of English movie clip instructions offered several benefits to students. First, the use of movie clips provided an opportunity for students to develop their listening abilities. The most useful aspect was the opportunity to improve English vocabulary and learn new language expressions. Students were exposed to how the language was used naturally at the level of the sentence structure and the variety of idioms and collocations (Sherman, 2003). Moreover, watching movie clips gave them an opportunity to hear and be familiarized with different accents of English native speakers. According to Harmer (2001), movie gives students an opportunity to associate the language with the context outside of classroom. They get to see how the language is used and observe the way people are engaged in a conversation in various situations. Furthermore, movie clips have the advantage of exposing students to language used in real life; real speech, the spontaneous speech, natural language, genuine instances of language use, what people say in real life, and what native speakers say when talking to

each other (Lingzhu, 2010). It is evident that using movie clips supports and helps students improve their listening abilities.

Furthermore, using movie in language class increases students' motivation to learn the language. A previous study indicated that movie clip instruction could make a positive impact on students' motivation and confidence in class (King, 2002). Another recent study also supported the benefit of movie clip instructions in making students more motivated and engaged in the lesson because movie is entertaining and able to facilitate students' listening comprehension through the visual clues it provides (Parisi & Andon, 2016). The combination of visual and audio elements also make movie clips a more motivating tool other authentic materials; not only that the audiovisual aspect make movies more entertaining, it offers a variety of issues and ideas for discussion in class as well (Christopher and HO, 1996). It is evident that using movie clips in the English classroom enhances students' motivation and increases enjoyment in learning (Harmer, 2007).

Research Hypothesis 2

The use of English movie clips as authentic materials will improve the students' positive attitudes to developing listening skill.

Result.

The comparison in the means of the self-rating scales prequestionnaire and the postquestionnaire shows a significant difference in the mean score obtained before ($M=61.77$) and after ($M=70.77$) learning English listening skill through movie clips at the .00 level ($p < .05$). This indicates that the students have a higher level of attitude affected by practicing English listening skill through English movie clip instructions.

Discussion.

An attitude questionnaire was used to investigate whether the students' attitude towards English learning improved after they learned to practice their English listening skills through movie clips. The students' attitude score after participating in the class that used English movie clips as authentic materials ($M = 70.77$) was higher than the score before participating in that class ($M = 61.77$). The use of English movie clips as authentic materials improved the students' attitudes towards developing listening skill. The result from the attitude questionnaire is consistent with the results from the previous studies. Many researchers have agreed that using English movie clips as authentic materials could improve the students' attitudes in developing listening skill (Damronglaohapan, 2013; Harmer, 2001; Sherman, 2003; Tongboonyoung, 2013; Woottipong, 2014).

As the result from the questionnaire indicated, the students had a more positive attitude toward the use of English movies clips to develop their English listening skill. Based on the data analysis of 15 questionnaire items completed by the students in the experimental group before and after learning English listening skill through the use of English movie clips, it was revealed that there were several items whose mean scores from the prequestionnaire and postquestionnaire were significantly different. First, the students' responses to item 8, which asked students to rate whether "*Learning English through movie clips will help students understand the native speaker's pronunciation and accent better*" were significantly different before and after the implementation of movie clip instructions. Students understood the pronunciation and accent of native speakers better after learning with movie clip instructions. That was because watching movie clips gave them an opportunity to listen to different accents of English native speakers and exposed them to natural language use.

Moreover, according to the responses to item 9, which asked the students to rate whether – *“Learning English through movie clips will help students understand contents from other sources such as television programs, news, and songs better”*, students commented that there was an improvement in their understanding of the contents from other sources such as television programs, news, and songs after they practiced English listening ability with movie clip instructions.

In addition, according to students’ response to item 12 question asking whether *“Learning English through movie clips will increase students’ interest in learning English”* it could be concluded that students felt that movie clip instructions made their English class more interesting, motivating and relaxing; they were not stressed or bored with the English class the way they were when only materials from textbooks were used. They also thought that watching movie clips in English class encouraged them to develop their English skills, specifically the listening skill. King (2002) makes a similar argument, pointing out that movie makes a positive impact on students’ motivation and confidence in class

In the open – ended question of the postquestionnaire, students were invited to write descriptive comments about their experience in class that used movie clip instructions. The written comments from 30 students revealed that all of them had a more positive attitude toward the use of English movie clips in class, and they agreed that learning English listening skills through movies clips offered many benefits for them. The main advantages described by the students include the increase in motivation and enjoyment, expansion of vocabulary knowledge, phrases and idioms, improvement in listening skills (e.g. listening comprehension and listening for the main idea) and pronunciation, better understanding of English used in real situations, more opportunities for exposure to authentic and varied use of language, better understanding of the English

culture, and more opportunities to hear and be familiarized with accents of English native speakers.

From a detailed analysis of students' comments, it was revealed that the majority of them enjoyed watching the movie clips used in class. They felt more relaxed and had a lot of fun after the movie clips, especially cartoons and animations, were used several times. They felt that movie clip instructions made their English classes more interesting, motivating and engaging than before. They also thought that watching movie clips in English class encouraged them to develop their English skills, specifically the listening skill.

In addition to the advantages of learning through the movie clips, some students made several suggestions for improvement. They suggested that more time should be allocated for watching movie clips; the first classes should start with cartoons before using movies with more difficult and complex dialogues in later classes; the instructor should provide sufficient background information both about the content and the language used in the clip. These remarks were consistent with the results of the previous studies conducted by several researchers (Damronglaohapan & Stevenson, 2013; Ghaderpanahi, 2012; Kresai, 2014; Kim, 2015; Tongboonyoung, 2013).

From the findings of this study, movie clips were an effective tool to develop listening skill of students. Movie clips contained authentic contents and are enjoyable to watch. Students have a chance to participate in a relaxed classroom setting while practicing their listening skill through exposure to real-life English conversations and situations. They also learn the correct pronunciation from listening to the conversation in the movie clips. Therefore, the use of movie clips in class can help them learn how to pronounce English words correctly and naturally and simultaneously create a positive attitude to language learning.

Implications of the Study

Based on the findings of the study, it could be concluded that teaching listening with movie clip instructions is effective in promoting students' listening abilities and creating their positive attitudes towards learning with movie clips. Therefore, this method of teaching can be a good alternative for English teachers. However, there are some implications for the English teachers to consider, which are listed below

Despite the positive results of this study, authentic movie resources need to be carefully chosen to minimize difficulties and to ensure that their content fits the general of learners. There are three aspects that the teacher should consider when selecting a movie clip. First the teacher should consider the level of difficulty of the movie and make sure that it matches the language ability of the students. The second aspect is the length of the movie to be shown in class. The continuity of the story can be essential to students' comprehension but the teacher should also find the right length for the movie clip so that it will not affect other aspects of the lesson. The subject and genre of the movie is another aspect that the teacher should consider. Movies that contain violent, horrifying, or action scenes should be avoided while more light-hearted, comedic, and inspirational movies, or even animation movies, should be selected for class.

In addition, to enhance comprehension, teachers should provide instruction about what students should pay attention to while watching the clip. Teachers can also provide a list of idioms and expressions that students might expect to hear. These activities are very helpful for students, especially in overcoming listening difficulty. Teachers should consider how frequent the clips should be replayed to ensure that students have understood the material. Movie clips can be played for students more than one time, with each playing serving different purposes. The first play may be used to familiarize students with the movie clips. The subsequent showing might be used for a more specific

purpose. The teacher may pause the clip and ask students to complete the exercise given in advance. These exercises may include gap filling, multiple-choice questions, true or false questions, and open-ended questions requiring explanatory answers. The teachers can also engage students with activities to check their understanding of the movie and evaluate their ability to apply what they have seen in real language usage. Finally, teachers should create a relaxed atmosphere in the classroom by using games, or small competitions. Such a relaxed atmosphere can reduce students' anxiety and increase their level of motivation. Learning will progress better and faster when students feel happy and relaxed in the classroom.

Recommendations for Further Studies

Some recommendations for further studies are presented as follows:

1. A study on the effectiveness of other types of authentic materials, including news reports, advertising, television programs, or public announcements, should be conducted to find the varying degrees of effectiveness among different authentic materials in a study.
2. There should be a study to investigate the effectiveness of movie clip instructions to enhance other abilities such as speaking, reading, and writing ability.

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APPENDIX A
English Listening Test

English Listening Test

Part 1: Photographs (7 points)

Directions: You will hear four statements about a picture. Please select one statement that best describes what you see in the picture. Then find the number of the question on your answer sheet and mark your answer. The statement will be spoken only one time.

Picture 1



Resource: <https://www.prolanguage.co.th>

1. Look at the picture marked number 1.

Picture 2



Resource: <https://www.prolanguage.co.th>

2. Look at the picture marked number 2.

Picture 3



Resource: <http://www.eng.su.ac.th>

3. Look at the picture marked number 3.

Picture 4



Resource: <http://www.hajhanmaban.com>

4. Look at the picture marked number 4.

Picture 5



Resource: <http://www.thaiairways.com>

5. Look at the picture marked number 5.

Picture 6



Resource: <https://www.nps.gov/media/photo/gallery>

6. Look at the picture marked number 6.

Picture 7



Resource: <http://sdt.unwto.org>

7. Look at the picture marked number 7.

Part 2: Question – Response (7 points)

Directions: You will hear a question or statement and four responses spoken in English.

They will not be printed in the paper and spoken only one time. Select the best response to the question or statement and mark the letter A, B, C or D on your answer sheet.

1. Mark your answer on your answer sheet.
2. Mark your answer on your answer sheet.
3. Mark your answer on your answer sheet.
4. Mark your answer on your answer sheet.
5. Mark your answer on your answer sheet.
6. Mark your answer on your answer sheet.
7. Mark your answer on your answer sheet.

Part 3: Conversations (8 points)

Directions: You will hear some conversations between two people. You will be asked to answer two questions about what the speakers say in each conversation. Select the best response to each question and marked the letter A, B, C or D on your answer sheet. The conversation will be spoken only one time.

1. What is the type of the news story?
 - A. Economics
 - B. Crime
 - C. Politics
 - D. Society
2. Why did the interview end earlier?
 - A. He was angry about question.
 - B. He had to attend a conference.
 - C. He had an important appointment.
 - D. He hurried to vote for himself.
3. Why does Erich interrupt Melissa?
 - A. He wants to tell her that his colleagues are busy.
 - B. He wants to arrange a new conference call time.
 - C. He wants to promote her to Deputy Director.
 - D. He has urgent work for her to do by Friday.
4. What is the best time for Melissa?
 - A. Any time is fine.

- B. Right now us great.
 - C. All day Wednesday.
 - D. On Thursday afternoon.
5. Which class would the customer prefer?
- A. First
 - B. Business
 - C. Coach
 - D. Economy
6. Which of the following sentences is a true statement?
- A. His flight arrives on Tuesday October 18th at 12:30.
 - B. His flight departs on Tuesday October 18th at 09:30.
 - C. His flight departs on Tuesday October 18th at 12:30.
 - D. His flight arrives on Tuesday October 18th at 09:30.
7. Where can he find what he wants?
- A. At the department store.
 - B. At the village market.
 - C. At the warehouse store.
 - D. At the hypermarket.
8. How can he get to the men's formal section?
- A. Take the stairs to the first floor.
 - B. Take the lift to the third floor.
 - C. Take the escalator to the first floor.
 - D. Take the ladder to the third floor.

Part 4: Talks (8 points)

Directions: You will hear some talks given by a single speaker. You will be asked to answer two questions about what speaker says in each talk. Select the best response to each question and mark the letter A, B, C or D on your answer sheet. The talk will be spoken only one time.

1. What kind of a business is Hilton?
 - A. Import and Export company
 - B. Jewelry Manufacturer
 - C. Product Design company
 - D. Sales and Marketing
2. What can a caller do by pressing six?
 - A. Speak with an operator
 - B. Checking a shipment
 - C. Ask about product samples
 - D. Hear the recording menu again
3. How big of a discount is offered?
 - A. Up to 30%
 - B. Up to 40%
 - C. Up to 50%
 - D. Up to 60%
4. When does the sale begin?
 - A. Saturday, June 25th at 9:00 a.m.

- B. Saturday, June 25th at 6:00 p.m.
 - C. Sunday, July 17th at 9:00 a.m.
 - D. Sunday, July 17th at 6:00 p.m.
5. Where might this announcement be heard?
- A. At the train station
 - B. At the ferry pier
 - C. At the bus terminal
 - D. At the airport
6. Who will get on board first?
- A. Passengers with luggage
 - B. Passengers with small children
 - C. Passengers in rows 50-70
 - D. Passengers in first class
7. What is the purpose of this advertisement?
- A. To announce a special event
 - B. To give sports news
 - C. To give weather updates
 - D. To suggest places for sightseeing
8. Where is this event take place?
- A. Toronto, Canada
 - B. Mexico City, Mexico
 - C. Sydney, Australia
 - D. Austin, Texas

Answer Sheet (English Listening Comprehension test)

Name.....

Student No.....

Major.....

Part 1: Photographs (7 points)

No.	A	B	C	D	No.	A	B	C	D
1.					5.				
2.					6.				
3.					7.				
4.									

Part 2: Question – Response (7 points)

No.	A	B	C	No.	A	B	C
1.				5.			
2.				6.			
3.				7.			
4.							

Part 3: Conversations (8 points)

No.	A	B	C	D	No.	A	B	C	D
1.					5.				
2.					6.				
3.					7.				
4.					8.				

Part 4: Talks (8 points)

No.	A	B	C	D	No.	A	B	C	D
1.					5.				
2.					6.				
3.					7.				
4.					8.				

Script for English Listening Test

Part 1: Photographs (7 points)

1. Look at the picture marked number 1.
 - A. She is reading a book.
 - B. She is painting a picture.
 - C. She is taking a message.
 - D. She is using a computer.
2. Look at the picture marked number 2.
 - A. She is talking on the phone.
 - B. She is dialing a number.
 - C. She is leaving a message.
 - D. She is answering the phone.
3. Look at the picture marked number 3.
 - A. They are having a meeting.
 - B. They are reading a newspaper.
 - C. They are signing a document.
 - D. They are working on a computer.
4. Look at the picture marked number 4.
 - A. They are in a classroom.
 - B. They are in a restaurant.
 - C. They are in a hotel.
 - D. They are in an office.

5. Look at the picture marked number 5.
 - A. He is buying a ticket at the theater.
 - B. He is checking in at the airport.
 - C. He is depositing money at the bank.
 - D. He is spending money at the mall.
6. Look at the picture marked number 6.
 - A. They are meeting at the airport.
 - B. They are leaving the art gallery.
 - C. They are checking in at the hotel.
 - D. They are at the information desk.
7. Look at the picture marked number 7.
 - A. They are learning Mathematics.
 - B. They are attending a conference.
 - C. They are watching a movie.
 - D. They are taking an examination.

Part 2: Question – Response (7 points)

8. I don't know when she'll be back. Would you like to leave a message?
 - A. Yes, please ask her to call me back.
 - B. No, thanks. She knows who I am.
 - C. One moment, let me check that.
 - D. Do you have her mobile number?
9. What time is the board meeting?
 - A. My watch has stopped running.

- B. It starts in an hour in room nine.
 - C. You must be on board by 11:00.
 - D. The board members arrive in 5 minutes.
10. This is a very nice hotel.
- A. This one is an alternative choice.
 - B. Yes it is. I always stay here.
 - C. You need to make a reservation.
 - D. This is not a five star hotel.
11. I'd like to book a room for December 13th.
- A. Certainly. Can I have your name, please?
 - B. We look forward to seeing you next month.
 - C. Will a double room on both nights be OK?
 - D. We require a credit card to secure a reservation.
12. Have you got any seats on your flight to London?
- A. There is a special offer for this flight.
 - B. Do you prefer a window seat or an aisle seat?
 - C. What day do you want to travel with us?
 - D. You may proceed to the check-in counter.
13. Do you have this shirt in medium?
- A. Yes, we've got it in your size.
 - B. No, we've got it in all sizes.
 - C. Yes, we've got it in this color.
 - D. No, we've got only white and black.

14. I need some office shoes. What do you recommend?

- A. There is a special discount if you buy two pairs of shoes.
- B. Do you know your shoe size? I will check the stock for you.
- C. You could buy Origins. They are comfortable and stylish.
- D. If you are not sure of your size, we can measure your feet.

Part 3: Conversations (8 points)

Questions 1 through 2 refer to the following conversation:

News: Donald Trump abruptly ended an interview earlier today when he was asked about people calling him a racist and a sexist.

Trump: "Hi! Everybody"

Reporter: "Good morning Mr. Trump. I'm Colleen Marshall from NBC4. Nice to meet you."

Trump: "Nice to see you too."

Reporter: "19 days out from the election, you've been labeled a racist. You've been called a sexist. How do you response to that?"

Trump: "Thank you very much. I am the least racist person you've ever met."

Questions 3 through 4 refer to the following conversation:

Erich: Hi Melissa. Sorry for interrupting you again, but it's about time we arranged the conference call.

Melissa: Why? Is there a problem?

Erich: I have to fix another time because Michael and Ana are busy this week.

Melissa: Which day are you thinking of?

Erich: Does Wednesday suit you?

Melissa: No, not really. How about Thursday afternoon?

Erich: If we can make it after lunch at two o'clock.

Melissa: That sounds fine.

Questions 5 through 6 refer to the following conversation:

Clerk: Jet Star Airways, good morning. May I help you?

Customer: Yes, I would like to fly to London next Tuesday on October 18th.

Do you have any flights available?

Clerk: One moment, please. There are two flights, one at 9:00 and one at 12:30.

Customer: That's fine. I would like to book the flight at 12:30.

Clerk: Which class would you prefer?

Customer: Economy class, please.

Clerk: Well, I have you booked on a flight at a great rate. The ticket will arrive by mail in three days.

Questions 7 through 8 refer to the following conversation:

Customer: Hello. I'm looking for trousers for a suit. Where can I find them?

Shop assistant: You can find them in the men's formal section, on the first floor.

Customer: Oh, OK. Where is the lift to the first floor?

Shop assistant: You can turn left for the lift or you can take the escalator to your right.

Customer: Thank you.

Shop assistant: You're welcome.

Part 4: Talks (8 points)**Questions 1 through 2 refer to the following recording**

Hello and thank you for calling the Hilton Company. If you know the extension of the party you wish to speak with, you may dial it now.

For placing orders, please press one to contact the Sales and Marketing department.

For checking shipments, please press two to contact the export department.

To inquire about jewelry samples, please press three to contact the product development department.

To speak with the production planning department, please press four.

To speak with an operator, press zero. To hear this menu again, press six.

Questions 3 through 4 refer to the following commercial announcement

Shoppers in Knightsbridge are in for a giant surprise as Harrods counts down to its highly-anticipated Summer Sale, which starts on Saturday June 25th from 9:00 a.m. until 6:00 p.m., and at the same time on Sunday July 17th.

Make sure you don't miss out on the in-store fashion sale, where you can enjoy up to 50% off the most sought-after and luxurious brands.

Questions 5 through 6 refer to the following announcement:

Good afternoon, passengers. This is the pre-boarding announcement for flight CK922 from Hong Kong to London. We are now inviting those passengers with small children and any passengers requiring special assistance to begin boarding at this time. Please have your boarding pass and identification ready. Regular boarding will begin in approximately ten minutes time. Thank you.

Questions 7 through 8 refer to the following advertisement:

Circuit of the Americas announced the return of Formula 1 to the United States and Taylor will be the headlining act. This is the fifth year that Formula 1 has raced in Austin, Texas and the first time that Taylor will perform at the event.

The Taylor Swift concert takes place on Saturday, October 22, 2016. It will be a festival lawn general admission event, so you should buy your admission ticket based on the location from which you want to watch the race.





APPENDIX B

The Attitude Questionnaire

แบบสอบถามความคิดเห็นของนักศึกษาต่อการเรียนภาษาอังกฤษด้วยคลิปภาพยนตร์

คำชี้แจง

1. แบบสอบถามนี้จะถามความคิดเห็นและความรู้สึกของนักศึกษาต่อการเรียนวิชาภาษาอังกฤษด้วยคลิปภาพยนตร์
2. การตอบแบบสอบถามนี้ไม่มีคำตอบที่ถูกหรือผิด นักศึกษามีอิสระในการตอบได้อย่างเต็มที่ ฉะนั้นให้นักศึกษาแสดงความคิดเห็นต่อการเรียนภาษาอังกฤษด้วยคลิปภาพยนตร์ตามความจริง

ตอนที่ 1 ข้อมูลทั่วไป

1. เพศ () ชาย () หญิง
2. สาขาวิชา

ตอนที่ 2 โปรดทำเครื่องหมาย (✓) ในช่องที่ตรงกับความคิดเห็นและความรู้สึกของนักศึกษา ที่มีต่อการเรียนวิชาภาษาอังกฤษด้วยคลิปภาพยนตร์มากที่สุด ซึ่งแต่ละคำถามมีคำตอบให้เลือก 5 ระดับ

- | | | |
|---|--------------------|--|
| 5 | เห็นด้วยมากที่สุด | แสดงว่าข้อความนั้นตรงกับความคิดเห็นหรือความรู้สึกของนักศึกษามากที่สุด |
| 4 | เห็นด้วยมาก | แสดงว่าข้อความนั้นตรงกับความคิดเห็นหรือความรู้สึกของนักศึกษามาก |
| 3 | เห็นด้วยปานกลาง | แสดงว่าข้อความนั้นตรงกับความคิดเห็นหรือความรู้สึกของนักศึกษากึ่งกลาง |
| 2 | เห็นด้วยน้อย | แสดงว่าข้อความนั้นตรงกับความคิดเห็นหรือความรู้สึกของนักศึกษาน้อย |
| 1 | เห็นด้วยน้อยที่สุด | แสดงว่าข้อความนั้นตรงกับความคิดเห็นหรือความรู้สึกของนักศึกษาน้อยที่สุด |

ข้อความ	ระดับความคิดเห็น				
	5	4	3	2	1
1. นักศึกษาคิดว่าการเรียนภาษาอังกฤษด้วยคลิปภาพยนตร์มีความน่าสนใจและสนุกสนาน					
2. นักศึกษาคิดว่าคลิปภาพยนตร์ภาษาอังกฤษช่วยให้ได้เรียนรู้คำศัพท์ใหม่ๆ					
3. นักศึกษาคิดว่าการเรียนภาษาอังกฤษด้วยคลิปภาพยนตร์สามารถกระตุ้นความสนใจได้มากกว่าการเรียนในหนังสือตามปกติ					
4. นักศึกษาคิดว่าการเรียนภาษาอังกฤษด้วยคลิปภาพยนตร์จะช่วยให้นักศึกษารู้และเข้าใจการใช้ภาษาอังกฤษในชีวิตประจำวันมากขึ้น					
5. นักศึกษาคิดว่าคลิปภาพยนตร์จะสามารถช่วยให้จำบทสนทนาได้และนำมาใช้ได้ในชีวิตประจำวันของตนเองได้จริง					
6. นักศึกษาคิดว่าการเรียนภาษาอังกฤษด้วยคลิปภาพยนตร์จะช่วยกระตุ้นให้นักศึกษาได้มีโอกาสฝึกฝนทักษะการฟังมากยิ่งขึ้น					
7. นักศึกษาคิดว่าจะมีทักษะการฟังที่ดีขึ้นหลังจากเรียนภาษาอังกฤษด้วยคลิปภาพยนตร์					
8. นักศึกษาคิดว่าคลิปภาพยนตร์ภาษาอังกฤษจะช่วยในด้านการฟังของการฟังสำเนียงที่ถูกต้องจากเจ้าของภาษา					
9. นักศึกษาคิดว่าการเรียนภาษาอังกฤษจากคลิปภาพยนตร์จะช่วยให้การฟังภาษาอังกฤษจากสื่ออื่นๆ ได้ดีขึ้น เช่น รายการโทรทัศน์ ข่าว เพลง					

ข้อความ	ระดับความคิดเห็น				
	5	4	3	2	1
10. นักศึกษาคิดว่าการเรียนภาษาอังกฤษด้วยคลิปภาพยนตร์จะช่วยให้การฟังภาษาอังกฤษจากเจ้าของภาษาได้ดียิ่งขึ้น					
11. นักศึกษาคิดว่าคลิปภาพยนตร์ภาษาอังกฤษจะช่วยให้เพิ่มความมั่นใจให้แก่นักศึกษาในการติดต่อสื่อสารกับเจ้าของภาษาได้ดีขึ้น					
12. นักศึกษาคิดว่าการเรียนภาษาอังกฤษด้วยคลิปภาพยนตร์ทำให้นักศึกษามีความสนใจในการเรียนภาษาอังกฤษมากยิ่งขึ้นกว่าเดิม					
13. นักศึกษาคิดว่าควรมีคลิปภาพยนตร์ภาษาอังกฤษเข้ามาเป็นส่วนหนึ่งของสื่อในการเรียนการสอน เพื่อพัฒนาการใช้ภาษาอังกฤษในชีวิตประจำวัน					
14. นักศึกษาคิดว่าคลิปภาพยนตร์ภาษาอังกฤษจะช่วยให้นักศึกษาฟังและนำไปสู่การออกเสียงที่ถูกต้อง					
15. นักศึกษาคิดว่าการฝึกทักษะการฟังจากคลิปภาพยนตร์ มีส่วนให้นักศึกษามีความรู้ด้านวัฒนธรรมของเจ้าของภาษาที่ใช้ภาษาอังกฤษ					

ตอนที่ 3 อ่านคำถามและเขียนคำตอบตามความคิดเห็นของนักศึกษา

1. ข้อเสนอแนะอื่นๆ เพิ่มเติม

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QUESTIONNAIRE

Students' Attitudes towards Learning English through Movie Clip Instruction

Part I: Opinion Rating Scale.

Directions: Please tick the choice of the following statements that is closet to your opinion.

Statements	Rating Scale				
	Highest Agree	High Agree	Neutral	Low Agree	Lowest Agree
	5	4	3	2	1
1. Learning English through movie clips will be interesting and enjoyable.					
2. Learning English through movie clips will help to expand English vocabulary.					
3. Learning English through movie clips will increase motivation more effectively than learning via textbooks					
4. Learning English through movie clips will help increase the ability to use English in daily life.					
5. Learning English through movie clips will increase comprehension from participating in real-life conversations.					
6. Learning English through movie clips will encourage students to practice listening skill.					

Statements	Highest Agree 5	High Agree 4	Neutral 3	Low Agree 2	Lowest Agree 1
7. Students' listening skill will improve after learning through movie clips.					
8. Learning English through movie clips will help students understand the native speaker's pronunciation and accent better.					
9. Learning English through movie clips will help students understand contents from other sources such as television programs, news, and songs better.					
10. Learning English through movie clips will help students understand native speakers better.					
11. English movie clips will increase students' confidence in communicating with native speakers.					
12. Learning English through movie clips will increase students' interest in learning English.					
13. English movie clips should be used regularly as a teaching tool to improve everyday English usage.					

14. English movie clips will improve students' listening skill which will lead to learning correct pronunciation.					
15. Practicing English listening skill through English movie clips will help students learn more about the culture of English native speakers.					

Part II: Open Response.

Are there any comments or ideas about learning English through movie clips that you would like to say?



APPENDIX C

The Movie Clip Lesson Plans

Lesson Plan 1

Level: First year students

Movie Clip: “The Great Gatsby”
minutes

Time: 45

Topic: Listening Comprehension

Brief story of the clip: “Who is this, Gatsby?” The scene is set in a party and there are some people talking about Gatsby who were suspected to be a German war spy.

Objectives:

1. Students will be able to describe what the scene about.
2. Students will be able to answer the question from the movie clips correctly.
3. Students will be able to adapt the expression employed in the movie to use in real life situation.

Material needed: visualizer, computer notebook, speakers, projector, handout “Listening Comprehension checking”

Teaching Procedure

First stage: Pre-viewing

1. Brief story of the movie to students and ask them about their background of the story “The Great Gatsby”.
2. Give students a list of words and expression that students might expect to hear in this scene.
3. Distribute handout to students and explain the directions.

Second stage: While-viewing

1. Ask students to find the answers to questions in handout.

2. Play the movie clip twice and let students watch clips using video teaching technique; sound on vision on.
3. Ask students if they are finished; teacher plays the clip again and help them to correct the answer using video teaching technique; sound on vision on , play and pause.

Third stage: Post-viewing

1. Ask students to work in group of five to sum up about the scene.
2. Teacher explains more about the words, expression, idioms, and collocations employed in the movie clip conversation.
3. Ask students to do role-playing using the expression in the movie clip.
4. After finished role-playing, teacher gives suggestion to students.

Handout “The Great Gatsby”

Part A: Listening comprehension quiz

Directions: Listen to the movie clip and answer following questions.

1. At the beginning, what does the woman say she remembers?

- A. Where the man lives
- B. The man’s name
- C. The man’s favorite drink
- D. Where the man goes

2. What does the man compare the party to?

- A. An amusement park
- B. A park where newsmen hang out
- C. A museum
- D. An entertainment park

3. Who received an invitation to the party?

- A. The woman
- B. Both the woman and the man
- C. The man
- D. The people in the party

4. It would be safe to assume that at this point _____.

- A. Nick and Gatsby are friends.
- B. Nick does not really know Gatsby.
- C. Nick does not like Gatsby at all.

D. Nick and Gatsby don't know each other.

5. Which of the following is not a rumor about Gatsby?

A. He killed a man.

B. He won all his money gambling.

C. He is a German spy.

D. He killed for fun.

Part B: Role-playing

Movie clip conversation:

Jordan: I thought I might see you here.

Nick: Hello!

Jordan: I remembered...you live next door.

Nick: It's like an amusement park.

Jordan: Shall we?

Nick: Did you get an invitation?

Jordan: People aren't... invited to Gatsby's.

Nick: Well, I was. Seems I'm the only one. Who is this Gatsby?

Teddy: He was a German spy during the war.

Jordan: Teddy Barton... Nick Carraway.

Nick: A German spy?

Man 1: No, no, no. He's the Kaiser's assassin.

Woman: I heard he killed a man once.

Man 2: True

VITAE



VITAE

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