



**WATCHING ENGLISH LANGUAGE FILMS TO PROMOTE
MOTIVATION AND AUTONOMOUS ENGLISH LANGUAGE
LEARNING: THE PRE-MED STUDENTS' PERSPECTIVE**

**BY
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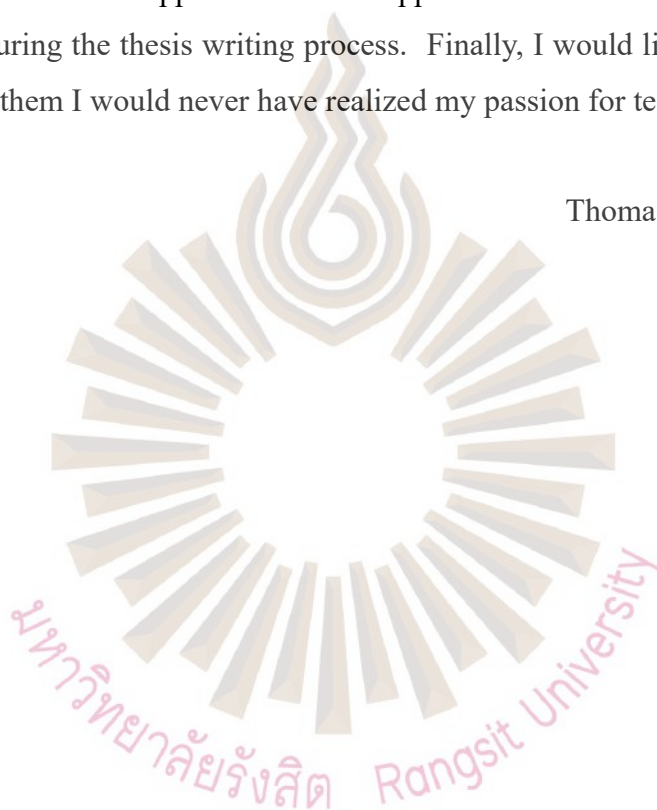
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Abstract

This study highlights the importance of English Language Films as autonomous learning tools for pre-med students, with three research objectives: 1) to study how the pre-med students become motivated in their learning English through watching English Language Films: 2) to examine the extent to which the pre-med students develop English proficiency as autonomous learners through watching English Language Films and 3) to explore the pre-med students' attitude towards watching English Language Films as autonomous learning. Mixed research methods were applied. Questionnaire was used to collect quantitative data from 100 pre-med students in a private university in a suburban area outside of Bangkok. Reflection after watching English Language Films and Semi-Structured Interviews to elicit the pre-med students' opinions towards watching the films were employed to collect qualitative data from 10 pre-med students. Incorporating evidence from questionnaire, reflection questions after watching English Language Films and a semi structured interview with the researcher, this study concluded that English Language Films are very useful tools to learn English autonomously. Pre-med students were highly motivated when watching the English Language Films and used them to increase their vocabulary, improve their pronunciation, improve their reading skills, and their cultural awareness. English Language Films give pre-med students a chance to hear, read and watch people converse in English, giving them valuable practice with the English language in a fun and stress-free setting.

(Total 129 pages)

Keywords: English Language Films, Autonomous Learning, Motivation, Pre-med students

Student's Signature Thesis Advisor's Signature

Table of Contents

		Page
Acknowledgements		i
Abstracts		ii
Table of Contents		iii
List of Tables		v
List of Figures		vi
Abbreviations/Symbols		vii
Chapter 1	Introduction	1
	1.1 Background of the Study	1
	1.2 Rationale	3
	1.3 Significance of Study	5
	1.4 Scope of the Study	5
	1.5 Objectives of the Study	6
	1.6 Research Questions	7
	1.7 Definition of Terms	7
	1.8 Conceptual Research Framework	8
Chapter 2	Literature Review	9
	2.1 English Language Learning through English Language Film	9
	2.2 Motivation and Autonomous of English Language Learning	18
	2.3 Summary	27

Table of Contents (continued)

		Page
Chapter 3	Research Methodology	28
	3.1 Research Design	28
	3.2 Population and Sample	30
	3.3 Research Instruments	35
	3.4 Validation and Reliability	39
	3.5 Data Collection	42
	3.6 Data Analysis	43
Chapter 4	Results and Findings	45
	4.1 Background information of pre-med students’ English learning behavior	45
	4.2 Respond to Research Question 1	47
	4.3 Results for Research Question 2	51
	4.4 Results for Research Question 3	59
	4.5 Chapter Summary	62
Chapter 5	Conclusion, Discussion and Recommendations	63
	5.1 Conclusion for the Research Findings	63
	5.2 Discussion	67
	5.3 Implication of the Study	72
	5.4 Recommendations	73
	References	74

Table of Contents (continued)

	Page
Appendices	82
Appendix A Certificate of Approval by Ethics Review Board of Rangsit University	83
Appendix B Questionnaire to elicit English language learning motivation and Autonomous English language learning strategies through watching English Language Films	85
Appendix C Reflection After Watching English Language Films	91
Appendix D Students' Reflection After Watching English Language Films	93
Appendix E Semi-Structure Interview Questions	111
Appendix F Students' Responds of Semi-Structure Interview Questions	113
Appendix G Item Objective Congruence Index (IOC) Form	119
Biography	129

List of Tables

Tables	Page
3.1 Gender of the participants	30
3.2 The pre-med students' behavior to expose themselves to watching English films and learning and using English via out-of-class activities.	32
3.3 Profiles of 10 participants selected for reflection and semi-structured interview	33
3.4 Classification of motivation and autonomous learning through watching and w English Language Films	36
3.5 The Cronbach's alpha coefficient Rating Scale	41
3.6 The Cronbach's alpha coefficient of each dimension	41
3.7 Summary of the data analysis of the study.	43
4.1 The pre-med students' behavior to expose themselves to watch English Language Films and learning and using English via out-of-class activities	46
4.2 Pre-med students' motivation of English language learning when watching English films	48
4.3 The concepts: pre-med students' motivation of learning English through watching English Language Films	50
4.4 Mean score range to interpret pre-med students' belief's	52
4.5 Agreement of English listening skill improvement through watching English Language Films	53
4.6 Agreement of English speaking skill improvement through watching English Language Films	55
4.7 Agreement of English reading skill improvement through watching English Language Films	57
4.8 Agreement of Culture awareness improvement through watching English Language Films	58
4.9 Pre-med students' opinions towards watching English Language Films	60

List of Figures

	Page
Figures	
1.1 Research Conceptual Framework	8
2.1 A cognitive-affective model of learning with media	10
2.2 Cyclical process of motivation, autonomy, and achievement in EFL learning	19
3.1 Research Design	29



Abbreviations and Symbols

Symbol	Meaning
EMP	English for medical purposes
IOC	Item Objective Congruence



Chapter 1

Introduction

This study aimed to determine how beneficial English Language Films can be in helping students to learn the English Language. It is believed that using English Language Films to help students learn English will be more entertaining for the students than traditional teaching methods and this in turn will help to motivate students to study English further. With the aid of English Language Films to study English it is believed that the students will also have more learner autonomy and a much more personalized learning experience than traditional teaching methods.

1.1 Background of the Study

English is well established as the international language of the world. English is commonly used in business meetings when neither side are native English speakers, it is on menus all over the world, even in countries where English is not the national language (Graddol, 2006). English Language Films are watched all over the world, they are commonly used as teaching tools in English classrooms and also for entertainment purposes outside of the school setting. It is common to see people with the English language written on their shirts, pants, hats, handbags, and various other articles of clothing. Simply put, English is everywhere in the world and there is no avoiding it. It is important for everyone who desires to travel the world or to watch Hollywood movies in English or to listen to music in the English language to learn and understand the English language.

English is spoken all over the world for a variety of reasons, it appears that English is poised to stay the international language of the world. This is why it is so important for English to be taught to children in every country at a young age. It is not only important to teach English to school children all over the world, but also to teach them in a fun and exciting way to make sure they enjoy learning English and want to continue learning it. Kathryn R. Wentzel (2021), author of the book *Motivating Students to Learn*, believes that a teacher needs to make the learning process fun and interesting, so students continue to learn. “Regardless of whether students’ goals are internally derived or externally imposed,

our end goal as educators is for students to value and, hopefully, enjoy the process of learning and acquiring new knowledge.” (Wentzel, 2021, p. 87)

The importance of learning the English language is very well known by the majority of students. However, according to the study, many students who are motivated to learn English are unable to learn it efficiently due to various factors, such as class being too boring, class being too difficult, the classroom environment being too stressful, and the students not understanding the material (Nath, Mohamad & Yamat, 2017). This phenomenon is also confirmed by Lin (2018) that boring and stressful environments can hamper students’ motivation. Siti and Melor (2014) also observed that many students knew the importance of learning English and they were motivated to learn English, however they did not fully apply themselves for various reasons and they considered their English proficiency to be low.

One popular method for teaching English to native and non-native English speakers are through English Language Film. Film in the English language has been a teaching aid for English teachers for many years. Many teachers have found that using English Language Films in an ESL classroom is a great way to get students engaged and interested in learning the language. Wentzel believes that “Some students come to school unwilling or unable to engage in learning activities in meaningful ways, while others are eager and motivated to learn.” (Wentzel, 2021, p.87) She believes that many students have a difficult time getting interested in the subject matter in school and do not enjoy going to school. Since these students do not enjoy school or the subjects that are being taught to them, they do not try very hard in class because they lack motivation. In Wentzel’s opinion, “People do not willingly invest effort in activities that they do not enjoy and that do not lead to valued outcomes, even if they know that they can perform successfully.” (Wentzel, 2021, p.156) She believes that motivation is the most important factor in the learning process, if the students are not motivated to learn they will not. English Language Films are a useful tool in helping students to learn the English Language. The studies showed that watching English Language Films can help English learners with pronunciation, sentence structure and grammar, vocabulary, reading and listening skills and various other aspects of the English language (Adnan, 2014; Murshidi, 2020; Altun & Hussein, 2022; Siska, 2015; Aminatun, 2021). Furthermore, English language films show how people from English speaking countries communicate and interact, they can provide useful preparation for the

students by fostering understanding and developing sensitivity. Summerfield (1993) claimed that “Learning about stereotypes, ethnocentrism, discrimination, and acculturation in the abstract can be flat and uninspiring. But if we experience intercultural contact with our eyes and ears, we begin to understand it”. English language films present the intercultural concepts vividly. This is where English Language Films can be a very valuable tool inside and outside the English classroom.

1.2 Rationale

How is English Language Film helpful in giving English learners the motivation to become fluent in the English language? Not enough research has been done on how the motivational properties of English Language Film can help pre-med students improve their English skills outside of the classroom. Motivation is one of the most important factors in learning anything, especially a new language. The English language student already has a very difficult task in front of them, learning English to a fluent level. For pre-med students, the task is even more daunting because of how busy they are with their studies compared to the average university student.

According to Pavel’s (2020) study, medical students were “highly motivated in traditional classes of English for medical purposes (EMP), high scores on motivation corresponded to higher scores on learning strategies, which are consistent with higher autonomy”. Pavel found that first- and second-year medical students were ready for autonomy in English language learning, they had more desire to take the initiative on their educational progress compared to the average student. The medical students were able to acknowledge their learning needs and identify their own strengths and weaknesses and were capable of learning independently and of using customized learning strategies and techniques tailored to their individual needs. Pavel’s conclusion greatly supports the learning behavior of the pre-med students in this study. From the information and knowledge collected from daily communication between researcher and pre-med students, the participants in this study had strong willing of learning English, especially learning after native speakers. However, the students were extremely busy with their medical study and exams and constantly suffered from high stress. When talking about the leisure activity after school, the pre-med students voted watching films as one of the most relaxing

entertainments besides sports and shopping. Although the students may not choose films solely for the purpose of learning English, they reported that watching English language films always delight their motivation of learning English, even just for few vocabularies, slang or idioms.

It is very common that a student gets bored or has little motivation to continue to learn English because they do not find it interesting or do not see a reason to master the language. For this reason, it is important to find a way to motivate students studying the English language, and it is important to have everyone on board to make sure the process is as streamlined as possible. It is better for everyone if the student, teacher, and parents, if the student is a minor, are all on the same page with the lesson plan and the reasons behind that particular lesson plan. According to Dörnyei, “Besides the learner, there are certain other key figures affecting the motivational quality of the learning process, namely the teacher and the parents.” (Dörnyei 1998, 58) Considering how important motivation is in learning a new language, it is imperative for everyone connected to the student to help motivate the student as much as possible. A great way for many people to find motivation to learn English is with the aid of English Language Films (Silviyanti, 2014). English Language Films can also be a great way for students to learn the English language autonomously as out-of-class activities. Learning outside of classroom offers students a world of opportunities to expand their horizons and enhance their educational journey. Benson (2001) elaborated that out-of-class activities engage the learners to develop better learning behavior such as being more self-instructured, naturalistic and self-directed. However, some research reported that autonomy in the language learning process doesn't show as much positive tendency among the English language learners in Asia. It is reported that Asian students are more used to traditional learning environment and are accustomed to avoiding challenging the authority of teachers, meanwhile, teachers are reluctant to give up control of their students in class (Ho & Cookall, 1995). This study thus provided a platform to look into Thai pre-med students' autonomous learning situation of watching English language films as out-of-class activities in learning English.

1.3 Significance of Study

This study gave insights on how important English Language Films are at motivating students to further their English level. English Language Films can be a great motivational tool for students learning English and this study showed specific insights as to how, when and where a teacher or parent can use English Language Films to help motivate a student to learn English. Lerry Morgan, author of the book, *Motivating Learning and Teaching* states that, “Motivation is no longer thought of only as integrative or instrumental. It is also considered a key to learning something in many cases created, fostered, and maintained by an enthusiastic and well-prepared classroom teacher.” (Morgan, 2018, p. 132)

This study is important because it showed how pre-med students, all of which are extremely busy with their studies, use English Language Films as a study tool even during times of recreation. With this information further studies can be conducted to expand on the findings in this study and provide the field with more information. The findings from this study and others will help English teachers to improve their teaching methods and to make the English classroom a happier and more productive place. This study also gave new insights on how pre-med students use English Language Films to learn English autonomously. With this information new and improved strategies can be developed to help future students learn English autonomously with the aid of English Language Films. Hopefully, English Language Films will be used more commonly and effectively in English lessons around the world to help students learn English to the best of their abilities and to have a positive time doing so.

1.4 Scope of the Study

1.4.1 Context of the study

This study was conducted at a private university in Bangkok, Thailand. The participants were all first-year undergraduate pre-med students. The participants in the self-report questionnaire phase were 100 pre-med students. The in-depth qualitative of reflection after watching English Language Films and semi-structured interviews were 10%

of the respondents who attended questionnaire. The participants ranged in age from 18 to 23 years old. All of the students were from Thailand and have a healthy educational background and are proficient in English and enjoy watching English Language Films in their free time.

1.4.2 Research Population and Participants

The population of this study was 130 pre-med students at a private university in Bangkok, Thailand. The sample of the study in the quantitative phase is 100 pre-med students calculated based on Yamane (1967). The participants of the qualitative phase of this study were 10 first year pre-med students at a private university in Bangkok, Thailand. All of them are considered proficient in the English language and enjoy watching English Language Films during their free time. All participants in the study are current or former students of mine and their involvement in this study is voluntary.

1.4.3 Variables

The independent variable in this study was watching English Language Films in promoting motivation and autonomous learning in English language learning. The dependent variable was pre-med students' attitude toward watching English Language Films in promoting motivation and autonomous learning in English language learning.

1.5 Objectives of the Study

1.5.1 To study how the pre-med students become motivated in their learning English through watching English Language Films.

1.5.2 To examine the extent to which the pre-med students develop English proficiency as autonomous learners through watching English Language Films.

1.5.3 To explore the pre-med students' attitude towards watching English Language Films as autonomous learning.

1.6 Research Questions

1.6.1 How can English Language Films motivate pre-med students in learning English?

1.6.2 How do the pre-med students develop English proficiency as autonomous learners by watching English Language Films?

1.6.3 What are the pre-med students' opinions towards watching English Language Films as autonomous learning?

1.7 Definition of Terms

English Language Films

English language films refer to the films use native English speakers as actor and actress. The genre of films in this study were limited but normally reveal the native cultural background. In this study, English language films were mostly selected as American English language films.

Motivation of English Language Learning

Motivation in EFL context contains the desire of learning a foreign language, the intensive effort to achieve language proficiency, and the positive attitude towards the learning process. In this study, it aimed to investigate pre-med students' motivation of English Language Learning through watching English language films through questionnaire.

Autonomous English Language Learning

Autonomous refers to the ability of taking charge of one's own learning including the choice of learning material, setting learning goal, self-monitoring, and self-evaluation. In this study, pre-med students used English language films as autonomous learning and their goal and evaluation was investigated through questionnaire and reflection questions.

Pre-med Students' Perspective

The specific attitude or opinion that the students have about using English Language Films to learn the English Language. In this study, pre-med students' perspective

was revealed from questionnaire and semi-structured interview.

1.8 Conceptual Research Framework

This study was mixed-method research aiming at exploring pre-med students' opinions towards watching English Language Films in promoting motivation and autonomous English language learning. The quantitative data of students' opinions towards motivation and autonomous English language learning through watching English Language Films was measured through questionnaires from 100 pre-med students. For the qualitative data, a series of reflection questions after the students watched 5 English Language Films and semi-structured interviews were collected with 10 pre-med students to further look into students' opinions towards motivation and autonomous English language learning through watching English Language Films.

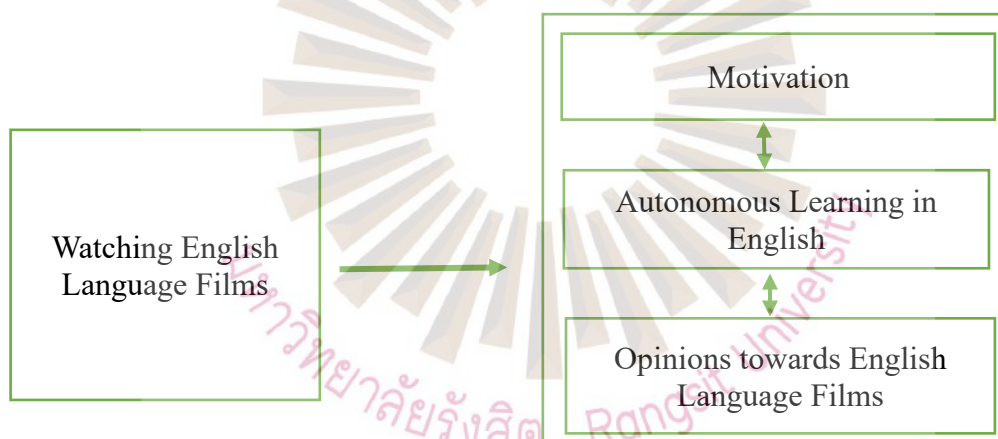


Figure 1.1 Research Conceptual Framework

Chapter 2

Literature Review

This chapter reviews the literature on the theoretical basis of English language learning through English Language Films, the definition of motivation and autonomous, and the influence of English Language Films on motivation and autonomous learning.

2.1 English Language Learning through English Language Film

2.1.1 Cognitive Theories on Learning with Digital Materials

Cognitive theory attempts to explain human behavior by studying the mental processes involved when trying to learn and understand. The three main elements of cognitive theory are perception, attention, and memory. The process of selecting, organizing, and interpreting stimuli creates a person's perception. The way they process the information in their environment is known as their attention, and the process of gathering, storing, and recalling information creates memory. According to the cognitive theory (Sweller,2020), information within digital learning material is processed during a learning process and transferred into long-term memory through the working memory system. However, the working system is found to have a limited capacity. Therefore, learners are required to integrate with the information, organize it into mental models or schema, and then transfer this information into long-term memory. Frumuselu (2018) conducted a study to further explore the cognitive process in the foreign language classroom using subtitled and captioned material (see Figure 2.1). The research combined three theories as Cognitive Load theory (CLT), Cognitive Theory of Multimedia Learning (CTML) and Cognitive Affective Theory of Learning with Media (CATLM) to investigate what internal mechanisms trigger when learners receive various sensorial channels (visual, auditory, and textual). Meanwhile, the researcher also illustrated the effect of subtitled material on foreign language learners' cognitive and motivation while learning a foreign language to capture dimensions missing from the previous cognitive theories of multi-media learning.

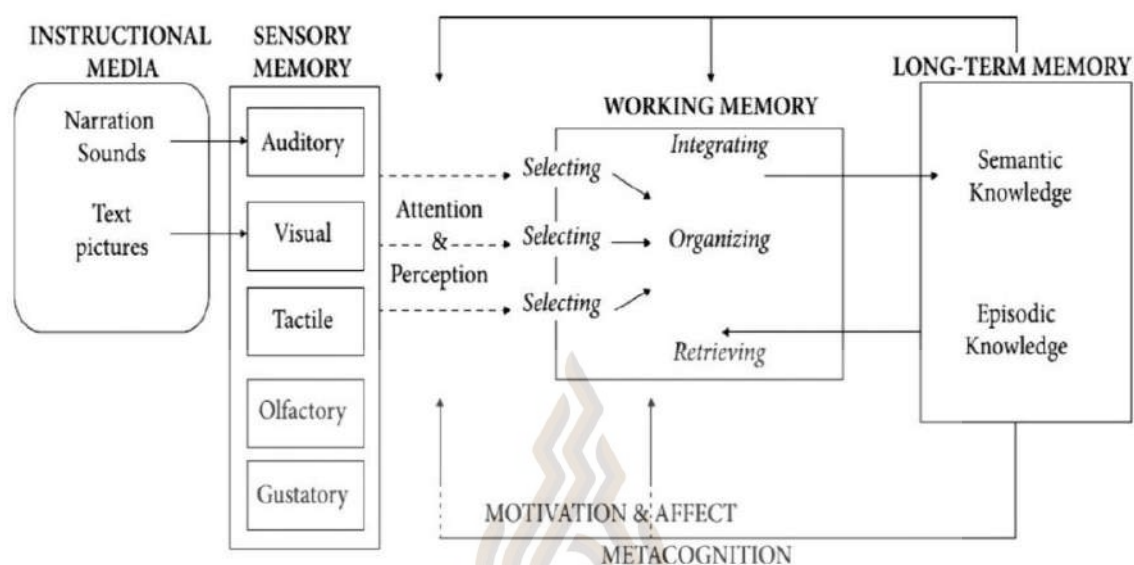


Figure 2.1 A cognitive-affective model of learning with media

Source: Frumuselu, 2018

Recent literature of cognitive theory about watching captioned audio-visual material has focused on the notion of cognitive input as an important factor that can enhance or disrupt comprehension and learning achievements (Frumuselu, 2018; Mayer, Lee and Peebles 2014; Sweller, 2005). To explain the variation in outcomes in this study, the input referred to the sound of English Language films (including the conversation of characters and background music) as audio, and the subtitle in English as visual.

2.1.2 English Language Films as Audiovisual Techniques

During the past two decades, the techniques of teaching and learning the English language have been changing and improving rapidly to fit the needs of learners and educators. Various methods of EFL learning have been adapted and tested by EFL researchers and educators in order to screen out the most appealing and effective ways for EFL learners (Cook, 2016). Considering the wide spread of information through modern techniques, audiovisual techniques such as TV, film, social networking sites and online social media started to be introduced as one of the most convenient methods and strategies for the global EFL learners (Lertola, 2019). Therefore, as EFL learners in non-native

English-speaking countries, the learners can still immerse themselves into an English-speaking environment by watching and listening to the audiovisual material.

Films, as one of the best and most convenient audiovisual tools, has been proved by Akter (2019) to be one of the greatest resources for learning and teaching English. It is believed that English movies contain more interactive and appealing ways of teaching and learning in an EFL aspect (Tafari, 2019). Instead of traditional textbooks and monotonous teaching methods, watching English movies in learning English gives learners more joy and entertainment. Moreover, according to Long (2003) “The ‘visualize’ of English movies makes it a valuable language teaching tool, facilitating learners to learn better by interpreting the language in a complete visual context”. In other words, the visual information in movies enables the learners to visualize their own life experience with the life of movie characters and get deeper understanding of the context. Gruba (2006) further stated that learners are more likely to acquire comprehension ability from the movie because the information is conveyed by vivid visual clues, such as facial expression, gestures, and body language, all of which give the learner a deeper understanding of the English Language as spoken by native speakers.

The significant value of using English Language Films as tools to teach English as second language can be shown in various aspects. Many studies have confirmed that watching movies can increase students’ motivation of learning language, improve students’ speaking ability, enhance the listening comprehension, develop cultural awareness, and form the habit of self-study (Ismaili, 2013; Khoshniyat & Dowlatabadi, 2014; Li & Wang, 2015; Qiu, 2017). Learners can acquire and develop their basic language ability such as listening, speaking, vocabulary mastery by imitating the actions, pauses, gestures and reactions of movie characters in the movie (Kenne, 2006; Swaffar & Vlatten, 1997). The other qualities in the language learning process such as motivation, imagination, autonomous learning can also be formed and developed effectively through watching movies (Kusumarasyati, 2004). In addition, Lehrer, and Simon (1984) suggested that films can enhance memory and recovery of information in reading and listening.

A study was conducted in the USA to explore the adult English language learners’ perceptions toward using American movies as learning material (Albiladi, Abdeen & Lincoln, 2018). The EFL educators and teachers aimed to distinguish the advantages of watching English Language Films to create a better learning environment for EFL learners.

Twenty-five adult English language learners, who currently live in America as non-native speakers were chosen to attend a face-to-face online interview. The questions were designed in 4 categories: language development, authentic learning, self-learning/autonomy, and cultural awareness. The results showed a significant positive influence of watching English movies in all four aspects. First, the participants reported that watching English Language Films benefits their language ability in terms of speaking, listening, vocabulary acquisition and even, writing. Secondly, participants shared the belief that the real-life language used by native speakers in the movie is unneglectable beneficial. Moreover, the participants thought movies increased their autonomy because movies make the leaning process more appealing and entertaining, they can easily build connections between the movies and their own experiences. Last but not least, the American culture viewed in the films helped the participants to blend into the local society more smoothly when they applied the language and context learned in the English Language Films. Overall, the result of this study not only confirmed the effectiveness of using English Language Films as learning tools to enhance multiple English language skills, but also shed light into the learning qualities and cultural consequence.

Movies can be classified into different genres, there are action, adventure, comedy, crime/gangster, drama, epics, horror, musical, science-fiction, war, and westerns; (Dhamarullah, 2015, p.42). The influence of different types of movies are various and it is likewise some of the essential characteristic of effective language learning. For example, fictious movies may help develop more imaginative thinking and often illogical and not applicable thoughts and concepts in the real world, however, these films often help English language learners to increase their vocabularies and introduce them to words they would not often see elsewhere. In summary, English Language Films are considered as a unique and interesting source of language education because it conveys multi-fold educational knowledge and experience. From the previous research, the influence of using movies as teaching material is not only limited in basic English skills, but also expand to higher level such as society, culture, life, and values. Researchers suggest that if movies are used appropriately, it can help greatly improve EFL learners' learning process in enjoyable and appealing way (King, 2002).

2.1.3 English Language Films with Subtitles

Watching English Language Films with English subtitles is an effective way of helping EFL learners to comprehend authentic video programs (Vanderplank, 1988). It is a method to combine the three most important elements input - “aural, visual and textual” together. Subtitles provide the reading context by translating the conversation into textual version (Canning-Wilson & Wallace, 2000). There is a great amount of evidence supporting the value of subtitles from the perspective of listening comprehension, vocabulary acquisition, and speech segmentation (Montero Perez, Peters, Clarebout & Desmet, 2014; Vanderplank, 2010; Charles, Trenkic, Gambier, Caimi & Mariotti, 2015).

According to an interview in Murshidi (2020) ’s study, some of the adult learners requested to watch English Language Films with English subtitles, as they were reading the subtitles to follow the plot of the film. The participants further explained that reading subtitles helped them to learn new vocabulary, and to understand the structure of the sentence. The result of Murshidi’s study is similar with the other previous research, it is commonly agreed that English movies with subtitles are highly accepted as a useful and efficient way to gather information while watching videos (Choi & Johnson, 2007; Mackey & Ho 2008; Hsu, 1994). Moreover, English subtitles do not only facilitate vocabulary acquisition, reading, listening comprehension, but also help to reduce the stress and anxiety of misunderstanding the movie content (Plass, Chun, Mayer & Leutner, 1998; Markham, Paul, Peter & McCarthy, 2001).

In the research of Rokni & Ataee (2014), students were engaged into pretest and posttest to examine their listening comprehension difference before and after watching English movie. Participants were divided into two groups; one group watched the English Language Films with subtitles while the other group watched the English Language Films without subtitles. The group that watched the Films with English subtitles gained a significantly higher score on the listening test than the group without English subtitles.

In addition, researchers found that watching films with subtitles also has a positive effect on promoting learners’ attitudes, strategies and behavior when learning a language.

Maria da Conceição Condinho Bravo (2010) carried out two longitudinal studies on the value of watching programs with or without captions in a variety of genres, covering both English and Portuguese learning. 15 13- and 14-year-old Portuguese teenagers not

only reported the positive improvement in language proficiency, but also provided some convincing evidence of how they became accustomed to using captions over time and developed strategies for using subtitles flexibly with sound and images.

In the study of Vanderplank (2010), researchers focused on exploring the value of subtitles. By analyzing participants diaries, feedback checklist and questionnaires, participants' attitudes, strategies, and behaviors after watching movies with or without subtitles were revealed. The result was presented in three aspects: 1) the participants became more appreciative of the subtitles and began gathering the sound, text, and visual information better 2) participants tended to put more effort and attention of the movies 3) the participants felt easier to follow and understand the movie with captions on. The research identified changes in behavior and attitudes over time as well as "the characteristics and strategies of those participants who successfully exploited their control over viewing to maximize language learning gains". And most importantly, the results revealed that movies with subtitles are more likely to engage participants and then participants are willing to put more effort and attention into viewing.

On the other hand, there are also some obstacles for EFL learners to overcome and for EFL educators to concern when watching English Language Films with English subtitles. From the perspective of vocabulary acquisition, unfamiliar words can cause negative feelings to the EFL learners. The participants described the difficulties as "too many unfamiliar word" "so difficult to open dictionary when watching movie" "the slangs are so uncommon", etc. (Wahyuningsih & Ftriah, 2023).

In Conclusion, English Language Films can be adopted as naturally and effective material in the English language learning process. Before selecting the English Language Film to watch, both EFL learners and educators need to prepare the films according to its relevance and quality in terms of specific language learning perspective (Murshidi, 2020). In addition, more details such as the topic of movie, watching with or without subtitles should also be included when choosing an English movie as EFL learning material, so the benefit of English movies can be maximized.

2.1.4 English Language Proficiency through Watching English Language Films

2.1.4.1 Listening

According to Vandergrift (1999, p. 168), listening is “a complex, active process in which the listener must discriminate between sounds, understand vocabulary and grammatical structure, interpret stress and intonation, retain what was gathered in all of the above, and interpret it within the immediate as well as the larger socio-cultural context of the utterance”. As it is defined in the Oxford Advanced Learners Dictionary, listening means the learners need to pay attention to the context they hear and give respond or feedback after that. The difficulties of listening to a foreign language is hard to overcome because it requires the audience to transfer internal information to external language (Abdullah & Rahman, 2017). Based on the definition of listening, Adnan (2013) distinguished the listening process into two categories. He suggested that listening will go through two stages, one as “bottom-up” process, where the listeners receive the sounds, words and sentences then decode the incoming message; another as “top-down” process refers to the listeners store the information in long-term memory with their own knowledge.

For the past decades, researchers have been developing countless strategies for practicing listening skills. Nowadays, the development of information and communication technology makes listening to materials in English very easy for the average person to reach. Chan & Herrero (2010) claimed that in the 21st century, with the development of technology, the use of films inside and outside the classrooms can be an ideal vehicle for active learning. Furthermore, English Language Films provide platforms for all the EFL learners where the listeners to utilize the non-verbal components of communication that can assist them in processing and comprehending aural input” (Wagner, 2007, p.67). Many researchers have proved that watching English Language Films can enhance learners’ listening skills far more than single channel because of the included visual and audio elements (Ismaili, 2013; Liando, Sahetani & Maru, 2018; Safranjanj, 2015). English Language Films also contribute to an easier understanding and practicing of pronunciation (Adnan, 2014). As authentic materials, the information in the English Language Films are conveyed by pictures, sounds and music. By repeating, pausing, and replaying segments of the English Language Films, learners can easily find opportunities to practice their listening skills in English.

Murshidi (2020) conducted a study in the UAE to investigate the association

between watching English movies and enhancing English listening skills. Two hundred and twenty-one students from both ungraduated and graduated level were selected as participants and assessed with 12-item scales (Kabooha, 2016) of their English listening ability. The result confirmed the positive relationship between English Language Films and English listening skills. The researcher listed several facts about how the English movies are related to listening skills : 1) the English movies tend to “attract students’ interest to a level so that they carefully listen to everything”, 2) the visual information in the English movies help the students “ in understanding what they are listening to” 3) students “retain new and unfamiliar words” from movies and use them “while communicating with others” 4) movie provide native pronunciation so the students can correct by themselves 5) movies “depict the cultures of Western countries which help the students in differentiating between the culturally appropriate and inappropriate language” .

The research also revealed three main factors of the English learning situation in the UAE: 1) high awareness of using English movies as the source to teach English as foreign language among the university teachers. 2) the flexible chooses of English movies depending on students’ major and learning prospective 3) the high frequency of using English movies to pass the major-related knowledge.

Another research worked on the correlation between watching English movie and listening skill” was conducted by Abdullah & Rahman (2017). By classifying students’ habit of watching English movies, researchers were able to find out the influence of English movies on English listening skill. The result of this research indicated that the students with higher frequency with watching English Language Films had better listening skills in English compared to students who did not frequently watch Films in the English Language. The result was also supported by Ismaili (2013) that “videos permit students to hear native speakers interacting in everyday conversation and to practice important linguistic structures.”.

2.1.4.2 Communication and Speaking

Speaking is a linguistic skill that is greatly related to listening skills. Similar to listening ability, speaking also requires the skill of comprehension and the ability of processing information. Moreover, speaking is generally regarded as a sort of social

dialogue in the perspective of interaction (Winke, Gass, & Sydorenko, 2010). Several previous research showed that the EFL learners can collect the language in real-life situations by watching English Language Films. Likewise, Nation (2015) claimed that movies can motivate learners to practice listening and speaking in real situations and offer practice for realistic English-speaking scenarios. Rodgers and Webb (2017) suggested that longer videos are more helpful in acquiring oral input.

Altun and Hussein (2022) conducted a study to investigate the impact of watching movies on students' speaking ability. The researchers found that English movies can boost in learners' pronunciation, as consequence, learners' anxiety and negative feelings while speaking can be reduced to great extent. Meanwhile, watching English Language Films was also found to be beneficial with vocabulary acquisition as well. The increasing mastery of vocabulary can also entail EFL learners with higher fluency in conversations. More confidence can be gained after watching English Language Films due to the numerous resources of standard English by native speaking actors and actresses. EFL learners are more likely to mimic the way the characters in the films speak when and after watching the films and this in turn helps them with a natural cadence when speaking in English and with their pronunciation. The researcher also provided some strategies that can inspire the EFL learners when using English movies in learning process: 1) get a general understanding of the movie background before watching it, 2) repeat and imitate the unfamiliar word while watching the movie to get deeper understanding 3) seize the chance of practicing oral English by joining discussion about the movie.

Research was conducted in Indonesia to explore the relationship between watching English Language Films and the positive motivation the films had in getting English learners to speak more freely in English. (Siska, 2015). According to the research data and observation, the researchers found out that over 80% of the students showed higher motivation of speaking in English after watching an English Language Film. The students always attempted to pronounce the words correctly and engaged in more classroom discussion in English after watching the English Language Films.

Increased vocabulary knowledge was proved to be a positive effect of watching English Language Films by, Sari and Aminatun (2021) Thirty-one university students were interviewed to express their attitude toward watching English Language Films in English vocabulary mastery. The result pointed out the advantages of watching English Language

Films with English subtitles. Over half of the students reported they acquire more daily-use vocabulary after watching English Language Films with English subtitles and the students believed that English Language Films expose them to a lot of new vocabulary by reading subtitles and listening to the spoken dialogue, particularly idioms and colloquial expressions. At last, the researchers emphasized the importance of vocabulary mastery that in the end it can help the learners in their conversation skill and writing ability.

2.2 Motivation and Autonomous of English Language Learning

2.2.1 The relationship among autonomy, motivation, and English Language learning achievement

It is commonly agreed that autonomy, motivation, and learning achievement have intimate relationships, and they are directly correlated to each other. In other words, higher motivation can develop a higher level of autonomy, both of the factors can produce more learning achievement, vice versa. (Dickinson, 1995; Little, 2007; Nunan, 1997; Ushioda, 1996). Ayan (2015) believed that self-motivation can greatly determine the promotion of individual autonomy. Afshar, Rahimi & Rahimi (2014) suggested that learners with higher level of autonomy are more successful in their language acquisition. However, the sequence among autonomy, motivation and language learning achievement has been retaining as a debatable discussion (Pintrich, 1999; Vandergrift, 2005; Spratt, Humphreys & Chan, 2002). Researchers have been arguing about the sequence of three items until recently Dörnyei and Csizér (2013) proposed the model of cyclical process as following figure.

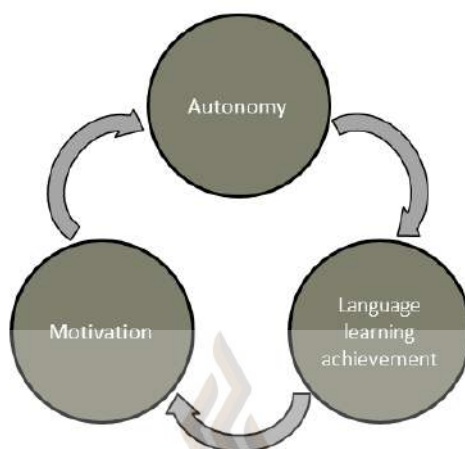


Figure 2.2 Cyclical process of motivation, autonomy, and achievement in EFL learning

Source: Bravo et al, 2017

Research was conducted to explore the characters of motivation and autonomy and their relationship in learning EFL field with college students in South America (Bravo, Intriago, Holguin, Garzon & Aricia, 2017). Over 800 students from various faculties were engaged and a questionnaire was adapted to investigate four main sections: 1) participants' self-perception of motivation for English learning, 2) stimulation from professors and attitudes toward inside/outside class improvement, 3) participants' autonomous language learning behavior inside/outside classroom, and 4) participants' motivation is autonomous EFL learning activities. The results of the study ratified the cyclical interaction between "autonomy and motivation" as shown in Figure 2.2. And it showed that "a high motivation for learning is a key element that promotes a positive attitude for autonomous learning." The research also brought up that some sort of new educational technology has been made to incorporate the English learning, such as Karaoke, didactic games, watch movies and videos with subtitles on, etc. The researchers meanwhile introduced the use of technological devices to execute and complete a long-term autonomous project.

Another research was also conducted to explore the relationship among motivation, autonomy, and language proficiency (Cheng, Raj, & Ai, 2018). Researchers adapted questionnaire to investigate Chinese students' situation in EFL learning. The findings of the study showed that learning motivation is strongly and positively associated with language proficiency. Which suggested that the higher achievements in second language acquisition

are the consequence of the stronger learning EFL learning motivation. The research also drew the conclusion from questionnaire that “interest is the best teacher in students’ language study”. Similar to the other researchers, Cheng, Raj, and Ai also recommended that various learning activities should be applied to arouse students’ interest in EFL learning, such as debates, discussions, role-play, and movie watching clubs. As for the relationship between autonomy and language proficiency, through analyzing the data of learning process, the result showed that “individual’s learning progress and outcomes can genuinely examine whether the individual has the independent learning ability or not”. In sum, the research verified the positive influence of autonomy and motivation on language proficiency, and the researcher suggested all the EFL learners need to play the role of “organizer and manager in various learning activities”, and the learners in 21st century need to be more “active, reflective, creative, responsible, disciplined and confident”.

Research was conducted in Japan to specifically investigate the relationship between learner autonomy and English language achievement in vocabulary mastery. (Sakai & Takagi,2009). The English proficiency of students from various universities in Japan were examined at first. Based on the vocabulary test, the participants were divided into three groups: Level 1 with highest score, Level 2 with middle score and Level 3 with lowest score. After that, questionnaires were delivered to collect each level’s perception of autonomy in the normal EFL learning process. The research showed the obvious differences among three groups in the perspective of autonomy. Level 3 with lowest score in vocabulary test were considered as “dependent learners” who need teachers’ help in studying English, Level 2 stayed as “independent learners” who can study English by themselves, and Level 1 with highest score in vocabulary test also showed strongest trend of being “independent users”, refers to they can use English flexibly in daily life. In other word, the better performance in vocabulary mastery, the higher level of autonomy. In addition, in the case of this research, the ability of autonomous learning includes deciding learning objectives, selecting content, choosing strategies, and evaluating their own progress they acquire.

Overall, the relationship among motivation, autonomy and language learning proficiency has been verified by numerous researchers in several different studies in different countries all over the world. It is acknowledged that autonomy plays a crucial role in English language learning. The higher level of learner autonomy can lead to a more complete and desired learning progress. However, for the students who are used to teacher-

center classroom, screening the proper technique and material becomes the issue for educators and researchers to consider. The previous research recommended many useful strategies that can be used to help students' autonomy, stimulate their motivation in English learning and improve their language achievement. Although the questionnaires sent to students in different studies were not the same, there is a common agreement according to the result that most of the EFL learners prefer to choose entertaining and relaxing materials as their autonomous learning tool. More specifically, EFL learners tend to be involved in the activities like watching and listening to English TV shows, listening to English songs, watching English movies with or without subtitles other than using traditional textbooks. Moreover, the research of Sakai & Takagi (2009) more than one time suggested that authentic material should be offered to enhance students' autonomous learning in EFL learning. In the following article, movie as one of the authentic materials in learning English language will be discussed, and its influence on developing autonomy will be explored based on previous research.

2.2.2 Motivation of English Language Learning

2.2.2.1 Concept of Motivation

Motivation implies not only the desire to learn a language but also the attitude of the learners towards the efforts they put into achieving the learning goal (Gardener, 1985). Elliot (1999) proposed that motivation can trigger the internal and external desire to produce integrated behavior. William and Bardan (1997) stated that motivation includes cognitive and emotional approval, which leads to a conscious and emotional effort in achieving a goal. From the perspective of EFL learning, motivation can contain the desire of learning a foreign language, the intensive effort to achieve language proficiency, and the positive attitude towards the learning process (Garner & Smythes, 2000). It is believed that the EFL learners can gain a higher level of language achievement with more motivation (Biettiol, 2001).

2.2.2.2 English Learning Motivation through Watching English Language Films

Research of Chang and Liu (2013) suggested that the visual elements and audio in the movies ensure the positive effect on stimulating learners' motivation for learning the English language by its special characteristic as interesting and entertaining activity. Furthermore, the researcher data verified that the students with favorable attitudes toward the language learning process tend to have a higher level of language proficiency in their learning process (Masgoret & Gardner, 2003). According to Dickinson (1995), motivation can be classified as intrinsic and extrinsic. Intrinsically motivated refers to the students who enjoy learning a second or foreign language for its own sake, while extrinsically motivated refers to those who often persuaded by external rewards associated with language learning (Noels, Clement & Pelletier, 1999; Falout, Elwood & Hood, 2009).

Silviyanti (2014) conducted a study to look into EFL students' perception in developing listening ability by using English Language Films in Indonesia. In total, 45 students majoring in English Language were asked to finish the questionnaire about their opinion towards using English Language Films to learn English. According to the results, most of the students expressed that they were more interested in learning English with videos because they could just repeat videos while watching and the visual pictures in the movies help with their comprehension of the movie content. In addition, the students' performances were improved in the movie class. The participants reported that since in today's world, it is extremely easy to search for anything on the internet, the relevant learning content they received from traditional class can be easily found on the internet but in more attractive forms. The motivation of EFL learning can be greatly stimulated out of the class by watching video clips on different social techniques such as Facebook, Youtube, Tiktok, etc. The researcher describes participants' learning process with English Language Films as they "seemed to be very enthusiastic and eager to watch a movie video, then practiced pronouncing words and to speak like the native speakers. Even though the internet connection was sometimes down, but it did not reduce their interest in watching and gaining knowledge from the videos."

Another questionnaire-based study was conducted in South-east European University with 60 adult EFL students (Ismaili, 2012). The majority of the participants described using English Language Films in the EFL classroom as a "new and very pleasant

experience”, “created a relaxed atmosphere” and “good way to improve English vocabulary and give us more chances to practice English”. The researcher concluded the questionnaire result in following aspects: 1) comedy and action movies are the most preferred genres to motivate students’ interest, 2) the keyword preview before watching movie can motivate students better to learn English because it enables better comprehension of storyline, 3) the repetition of words in the movie benefits the learning progress. Overall, researcher also suggested to carefully arrange the class with English movie to maximize the influence.

The topic related to the “how movies motivate the EFL students to learn English” entitled that watching movies can stimulate students’ motivation, develop an atmosphere for enhancing ability of imagination as well as creativity (Yaseen & Shakir,2015). A 30-minute Hollywood movie clip was played with English subtitles among 20 students age ranged from 15 to 18 years old. According to the results, the researcher found that after watching an English Language Film with a teacher or with peers, discussions were longer and more in depth and motivation for the students to speak in English was much higher. The communication regarding the scene that they just watched can greatly stimulate students’ perception and comprehension. Therefore, the class with movies and movie-related discussion can benefit students EFL motivation in multiple aspects, such as attitudes, personal feelings, stimulation, reinforcement, and competence.

Research was conducted in China about the effect on EFL listeners’ motivation and anxiety of learning listening through English movies (Qiu, 2017). The participants were divided into a control group (with traditional teaching) and an experimental group (use English Language Films when teaching), questionnaires were adapted afterward to explore the learning experience. The researcher compared the results of motivation in 11 aspects: competition, atmosphere, professional learning, value, going abroad, interest, decision, self-efficiency, work, and achievement. According to the comparison, there were significant differences in the first four types of motivation between experimental group and control group. The students who received English movie class showed a significantly higher score in the motivation items than the students who received traditional teaching method.

Overall, motivation plays an important role in the process of EFL learning. Meanwhile, based on the result of previous research, Watching English Language Films in EFL learning has been confirmed and validated to be an effective and favorable method.

2.2.3 Autonomous English Language Learning

2.2.3.1 Concept of Autonomous Learning

As mentioned above, motivation and learning outcomes have an inseparable relationship. Based on Dickinson's (1995) interictally motivation and extrinsically motivation category, Vallerand (1997) further explained that positive learning results more likely are the production of interictally motivation, and negative learning outcomes are more caused by extrinsically motivation. In other words, learners with intrinsically motivation can maintain a longer period of learning language and this retention is self-sustained, which can also be called, autonomy.

Autonomy is originally defined as "the ability to take charge of one's own learning" (Holec, 1981, p.3). Cotterall (1995) elucidated autonomy on the emphasis of the use of tactics when taking control over self-learning, including the choice of learning material and tasks, setting the learning goal, self-monitoring, and self-evaluation. Later Littlewood (1996) has the identification of autonomy as "who has an independent capacity to make and carry out the choices which govern his or her actions." (p.428). He claimed that as an autonomous learner, he/she needs to carry both "ability" and "willingness" to complete his/her learning progress.

Based on the first acknowledged definition by Holec in 1981, the ability of autonomy is developed into four perspectives by Oxford in 2003 as "technical, psychological, sociocultural, and political-critical". From the perspective of "technical", learners ought to enhance autonomy by independent work without the instruction from teacher or others. The emotional and mental characteristics during autonomy are confined as learning responsibilities in terms of "psychological". For the perspective of "social-cultural", the stress is on the cooperation and interaction with surroundings during the language autonomy learning process. Regarding the "political-critical" perspective, learners should be able to access "cultural alternatives and power structures" (p.79).

There are also different definitions about the forms of autonomy. Nunan (1997, p.195) asserted that there are five phases to develop autonomy: awareness, involvement, intervention, creation, and transcendence. Similarly, but more briefly, Scharle and Szabó (2000) divided the process into three main levels: raising awareness, changing attitudes,

and transferring roles.

2.2.3.2 Autonomous Learning with Out-of-Class Activities

Chusanachoti (2009) defined out-of-class English activities as outside of the formal English classroom activities with or without the intention to learn English. Benson (2001) elaborated that English learners in the out-of-class activities are self-instructed, naturalistic, and self-directed. Nowadays, a significant number of out-of-class activities to improve English language skills are facilitated by the use of internet, such as smartphone applications (Chan, 2016), video calls (Correa, 2014), on-line games (Bytheway, 2015), etc. Other out-of-class activities proved to be useful are through conversation, reading, karaoke, movies, etc. Overall, out-of-class activities are the activities carried out by the learners autonomously without explicit intention to learn the language. In this study, watching English Language Films was chosen as the only out-of-class activity to explore its influence on autonomous learning outside of the classroom.

2.2.3.3 Autonomous in Asia learning environment

Although the benefits of autonomy are neglectable, some other research reported that autonomy in the language learning process doesn't show as much positive tendency among the English language learners in Asia. For instance, Chinese students are more used to the traditional learning environments and are accustomed to avoiding challenging the authority of teachers, meanwhile, teachers are reluctant to give up control of their students in class (Ho & Cookall, 1995). It is not an uncommon atmosphere in Asia, a study to examine the autonomy in students from Japan, Taiwan and Korea showed that Asian students are more customized to the control of learning material, learning methods, arrange of class and after-class assignments (Sakai, Chu, Takagi & Li, 2008).

Tuan (2021) conducted research in Vietnam with 50 English-majored sophomores to investigate students' perceptions towards autonomy in English language learning. Three aspects of autonomy were contained in the questionnaire: 1) perception of autonomy learning, 2) the abilities need to be achieved in autonomy learning, 3) the activities the participants prefer to choose inside and outside classroom. For the first objective,

participants generally held positive perceptions as they think autonomy is “important”, “helpful”, “necessary” but yet cannot avoid the fact of teachers over control and compulsory arrangement. To answer the second question, the data reflected that only 30% considered themselves as totally independent learners, around 75% students consider themselves as “capable of conducting most autonomous learning activities under survey”. Last but not least, most of students would choose entertaining activities, such as watching English movies, singing English songs, and joining an English-speaking club to improve their English skills. And when they run to some problems, they normally prefer to “talk to my classmates” instead of teachers.

The research confirmed the atmosphere that autonomy remains a challenge for certain groups of EFL students. In the past few decades, researchers and educators have been trying to explore the influence of autonomous learning and putting more emphasis on a learner-centered study instead of teacher-centered study (Benson, 2001; Benson & Voller, 1997; Ciekanski, 2007). As a matter of fact, the benefit of autonomy is quite clear. There are numerous studies that confirmed that the determined elements of autonomy can be used as guidance in particular practice to help students in developing autonomous learning in EFL perspective. However, the specific relationship between autonomy and language learning proficiency needs to be further discussed.

According to Bowen (2008), autonomous study can be promoted by 5 main methods 1) vocabulary- based approach with pictures, specific subject, 2) double translation by reading then rewriting translations, 3) grammar- based approach by practicing, 4) communicative approach by interacting with others, and 5) immersion method by listening to music, watching movie, TV shows and so on. A study was conducted by Truong (2021) to explore the most favorable methods of EFL learners during the autonomous study. Over one hundred college students attended the interview and completed a questionnaire. In the interviews, over half of the students claimed the immersion method was the most beneficial and supportive technique of autonomous study.

In Hongkong, autonomy, normally appears out of the classroom, and became more and more popular among young EFL learners (Chik, 2015). Chan (2016) conducted a study to understand the participants’ introspective insight on Hongkong students’ autonomy development by watching English movies. During the interview, participants stated their autonomy strategies while watching movie, such as noting the new vocabulary and write

down to memorize, listening to the jargon about interested culture, identifying the pronunciation and dialect in different parts of America, and so on. The researcher focused on the culture influence in the English movies on young EFL learners in Hongkong, he pointed out that the popular culture involved in English movies can greatly foster learner autonomy out of the class.

In conclusion, autonomy provided opportunities for the students to control the learning unlike the traditional methods where the students had to depend on the teacher for learning anything. During autonomy, watching English movies become one of EFL learners' choices as select enjoyable activities to maintain the length of autonomous learning. In this way, EFL learners can not only acquire higher English language proficiency, but also cultivate the cognization of native speaking countries' culture. However, the research reflected the phenomenon in Aisa countries that EFL students are still counting on traditional arrangement of EFL class and haven't totally formed the habit of autonomy. Teachers' influence on learning activity, learning material, assessments are still controlling EFL learners learning process to a great extent. Thus, how to overcome the obstacles and encourage autonomy became the main issue to explore and discuss for the researchers and educators in the future.

2.3 Summary

English Language Films are a useful tool in helping students to learn the English Language. Watching English Language Films can help English learners with pronunciation, sentence structure and grammar, vocabulary, reading and listening skills and various other aspects of the English language. The proper English Language Films can also increase a student's motivation to learn English and greatly help them learn the English Language autonomously.

Chapter 3

Research Methodology

This chapter describes the research design, the population and sample sizes used in the study, the research instruments, the questionnaire that was used, the data collection process, the ethical considerations, and the data analysis process.

3.1 Research Design

This study was mixed-method research aiming at: 1) To study how the pre-med students become motivated in their learning English through watching English Language Films. 2) To examine the extent to which the pre-med students develop English proficiency as autonomous learners through watching English Language Films. 3) To explore the pre-med students' attitude towards watching English Language Films.

To solve the first research objective, quantitative data of students' motivation and autonomous English language learning through watching English Language Films was collected and measured through questionnaires section 1 with 100 students. Qualitative data was collected from some of the questions from reflection and semi-structure interview.

To serve the second purpose, qualitative data collected from questionnaire section 2 and 3, a series of reflection questions after students watched 5 English Language Films with 10 pre-med students and some questions from semi-structured interview were analyzed to investigate the influence of English Language Films on students' English language proficiency.

To further understand students' opinions towards motivation and autonomous English language learning through watching English Language Films as the answer of the third research objective, questionnaire section 3 with open-ended questions and semi-structured interviews were delivered to 10 students and analyzed.

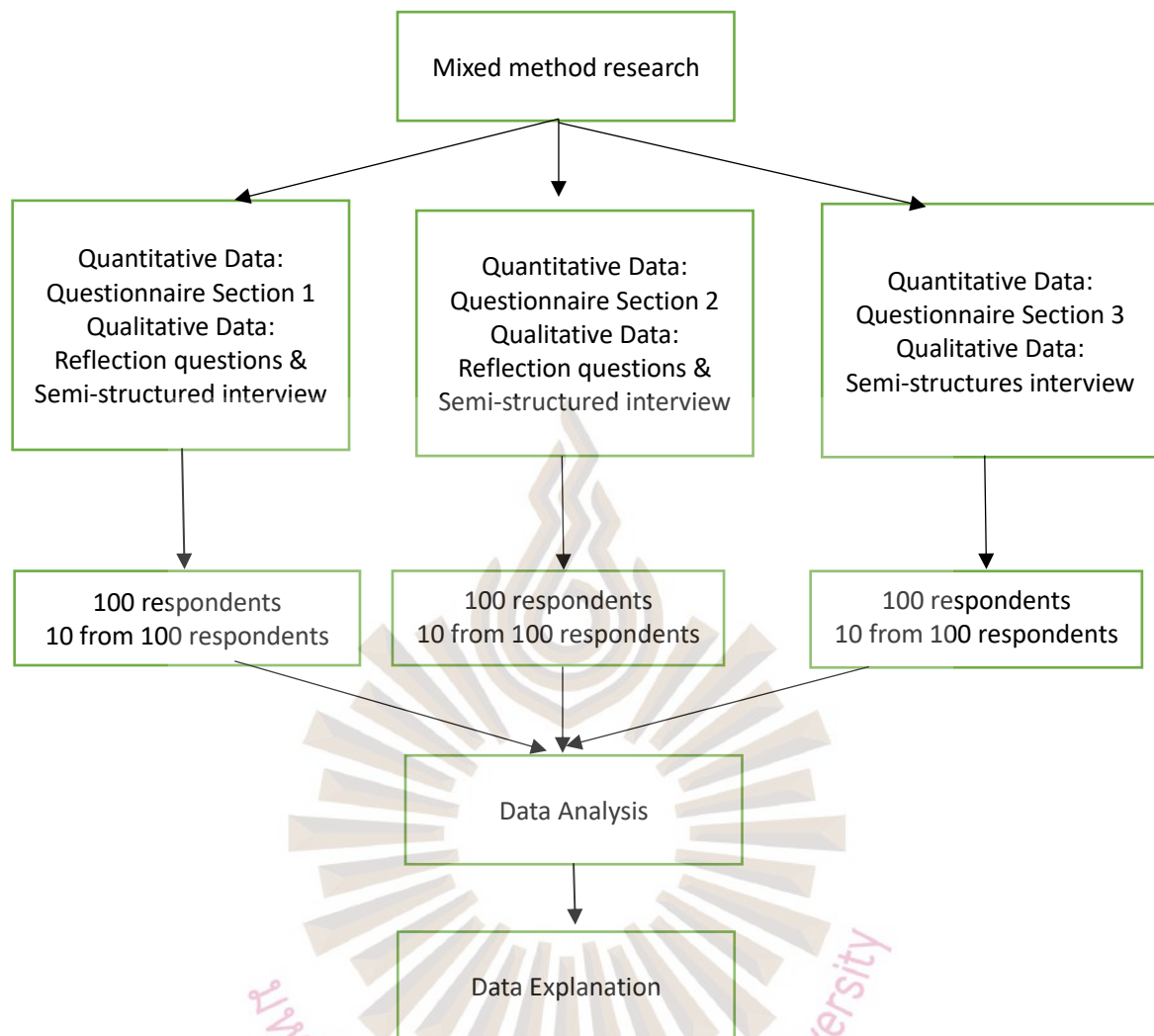


Figure 3.1 Research Design

3.1.1 Autonomous English Language Learning

The study was conducted to understand why the participants picked the particular English Language Films that they did and determined if there were any patterns and or reasons for the film selections. The study also examined the process or processes that the students' used when watching English Language Films for the purposes of learning English Language.

All of the participants were first year pre-med students and were extremely busy with their academic studies. Despite being extremely busy with studies, all of the participants regularly watch English Language Films. The primary purpose of the English

Language Film watching is entertainment for all the participants, however, all of the participants are aware that watching English Language Films are a good way to improve their English skills.

3.1.2 Learner's L2 Motivation

It is believed that English Language Films provide the student with much more motivation to learn the English language than from traditional teaching methods. The enjoyment that the student receives when watching an English Language Film helps to mask the learning process and instead create a fun activity where the student is also learning. This will make the student more likely to watch more English Language Films in the future and continue the English learning process with more enthusiasm and satisfaction while also delivering positive scholastic results.

3.2 Population and Sample

3.2.1 Population and Sample

The population of this study was approximately 130 first year pre-med students at a private university in Bangkok metropolitan region, Thailand. The sample size of this study for the questionnaire based on Yamane (1967) of which the degree of error expected at 0.05 is 98.11 and 100 pre-med students voluntarily agreed to participate in this study. (see Table 3.1).

Table 3.1 Gender of the participants

Gender	
Male	22
Female	78
Total	100

Of the 100 participants with usable data twenty-two were male students and seventy-eight were female students. According to the inclusion criteria of participants, 100%

of the participants were first year students in the Pre-med department and 100% of participants had an A as their English grade.

Inclusion Criteria:

- 1) Pre-med students at the selected private University in Thailand were invited to voluntarily join the research.
- 2) Students must have sufficient English Language skills. Their English proficiency level is at CEFR B1 level or above.
- 3) Students like watching English Language Films and then discussing them in English with the teacher.
- 4) Students must have had sufficient free time to participate in the study.

Exclusion Criteria:

- 1) Students that did not enjoy watching English Language Films in their free time.
- 2) Students that did not have enough free time or a desire to participate in the study.
- 3) Students that did not have sufficient English Language skills to participate.

Withdrawal Criteria:

- 1) Students who dropped out or changed their major before the study was completed.
- 2) Students who found out that they did not have the time to participate fully after they joined the study.
- 3) Students who requested to withdrawal.

The pre-med students that participated in the qualitative study were 10 first year pre-med students or about 10% of the questionnaire respondents. All of the students in the qualitative data collection that were selected for the sample were considered proficient in the English language and enjoyed watching English Language Films during their free time. To get knowledge of pre-med students' behavior of watching English Language Films, the result of questionnaire section 3 was included and 10 pre-med students who met the score criteria were elected.

Table 3.2 The pre-med students' behavior to expose themselves to watching English films and learning and using English via out-of-class activities.

1. Activities the pre-med students practice autonomously outside the classroom	
1.1 Watching English Language Films	
1.2 Reading books	
1.3 Browsing educational websites	
1.4 Others, e.g. they also learn English from playing online video games and listening to English language music	
2 Pre-med students' frequency of watching English Language Films	
2.1 Once a week	
2.2 Three to five times a week	
2.3 Less than once a week	
2.4 Everyday	
2.5 Never	
3. Type of English Language Films do you usually watch?	
3.1 Feature films (Hollywood movies or British)	
3.2 YouTube clips	
3.3 Documentary films	
3.4 Educational films	
4. The purpose of watching the English Language Films	
4.1 For entertainment	
4.2 For English language learning	
4.3 To be familiar with the English-speaking community	
4.4 To enrich the knowledge about the English culture community	
4.5 Others	

3.2.2 Profiles of 10 participants selected for reflection and semi-structured interview

All participants in the study, both the quantitative and qualitative parts, were former students of mine and their involvement in this study was voluntary. The 10 pre-med

Table 3.3 Profiles of 10 participants selected for reflection and semi-structured interview
(cont.)

Purpose of watching English Language Films	For entertainment	√	√	√	√	√	√	√	√	√	√
	For English language learning	√	√	√	√	√	√	√	√	√	√
	To be familiar with the English-speaking community	√		√	√				√		
	To enrich the knowledge about the English culture community	√		√					√	√	√

Table 3.3 revealed the information of 10 pre-med students selected as participants to attend semi-structured interview and answer the reflection questions after watching 5 English language films. 100% of students selected watching English language films as autonomous learning and all of them watch films at least 3 times a week. All students tended to watch Youtube clips and featured films as entertainment, documentary films were also chosen as autonomous learning material. Entertainment and English Language learning were the main purpose of watching English language films, while 40% students intentionally to get familiar with native speaking community and 50% of students tried to enrich their knowledge about English culture community.

3.3 Research Instruments

The research instruments for this study were questionnaires for English language learning motivation through watching English language films, questionnaire for autonomous English language learning through watching English language films, reflection by students after watching English Language Films, and semi-structured interviews to ask about their opinions towards watching the films-

3.3.1 Questionnaire for English language learning motivation and autonomous learning strategies through watching English Language Films

Questionnaires were given to 100 first year pre-med students at a private university in Bangkok, Thailand. The questionnaire was slightly modified from the article, *Advancing Listening Comprehension Through Movies* by Jelisaveta Safranji (2015) and research instrument in the MA Thesis entitled: *The effects of the exposure to original films as an autonomous learning strategy to develop EFL learners' oral proficiency* by Salah (2019). The questionnaire consists of 3 sections.

Section 1 of the questionnaire was used to collect participants' personal data and to understand their motivation of watching English Language Films. According to three experts' comments, the questions about English Language Films watching behaviors were clarified to be multiple choices. The data collected from Section 1 answered the first research question: How can English Language Films motivate pre-med students in learning English?

Section 2 of the questionnaire consisted of 23 questions according to the origin design by Safranji (2015) and Salah (2019). The researcher adjusted questions with explanation according to the comments of three experts. The questionnaire of section 2 used Likert's four-degree scale to allow the respondents to choose their level of agreements on their English proficiency development through watching English Language Films as autonomous learners. The questions were divided into 4 dimensions to investigate how the pre-med students develop different English proficiencies (listening, speaking, reading, culture and motivation) as autonomous learners by watching English Language Films. (see table 3.1)

Section 3 of the questionnaire was used to investigate pre-med students' opinion of watching English Language Films as autonomous learning. The pre-med students had opportunities to explain the reasons of why they do not think watching English Language films as autonomous learning.

Some changes were made from the original version of questionnaire to tailor Thai pre-med students' English learning situation.

1) In the questionnaire 8 to 10 investigate the individual English skill improvement students want to achieve in terms of listening, speaking and reading. Unlike the original version mixing listening and speaking skill in one question, the adjusted question gave a more clear classification for the students to further evaluate their English learning status and help the researcher to better comprehend students' goal if English learning. The result could be used for future curriculum arrangement by giving more targeted instruction.

2) The section 2 of questionnaire originally contained 23 questions asking about English proficiency development through watching English Language Films as autonomous learners in random order. In this study, the questions were sorted into 4 dimensions as: listening skill, speaking skill, reading skill and cultural awareness. Four questions about motivation were removed so the questionnaire focused solely on the reflection of English proficiency development.

Table 3.4 Classification of motivation and autonomous learning through watching English Language Films

	Content of the questionnaire	Item No.
Watching English Language Films to improve English listening skills	Watching English Language Films helps me develop listening skills in English.	1
	I can understand more vocabulary after watching English Language Films.	2
	I can catch up the conversation better after watching few English Language Films.	3

Table 3.4 Classification of motivation and autonomous learning through watching English Language Films (cont.)

	Content of the questionnaire	Item No.
Watching English Language Films to improve English listening skills	I can understand more than 1 dialect in English after watching English Language Films.	4
	Watching English Language Films makes listening in English more fun.	5
	Subtitles in English Language Films have great effect on my listening comprehension.	6
Watching English Language Films to improve English speaking skills	Watching English Language Films helps me to develop my speaking skills.	7
	Watching English Language Films helps me to improve pronunciation and intonation.	8
	Watching English Language Films improves my communication skills in English.	9
	Watching English Language Films helps me learn unfamiliar idioms, proverbs and slangs.	10
	Watching English Language Films is beneficial to learn how to use English in everyday life communication	11
	I feel more confident when I need to speak English after watching English Language Films.	12
	When watching English Language Films, I learn to use words according to context.	13
Watching English Language Films to improve English reading skills	Reading subtitles in English Language Films enriches my vocabulary knowledge and improve my reading skills.	14
	Subtitles in English Language Films improve my reading speed.	15

Table 3.4 Classification of motivation and autonomous learning through watching English Language Films (cont.)

	Content of the questionnaire	Item No.
Culture	Watching English Language Films is a great way for me to learn and understand more about English Language cultures.	16
	Watching English Language Films can provide real life contexts that enrich my cultural awareness.	17
	I have more interest in learning English culture through English Language films than traditional methods in school.	18

3.3.2 Pre-med students' reflection after watching English Language Films

The researcher selected 10% of the respondents who participated in the questionnaire to answer the reflection questions after watching English Language Films. The participants were required to watch and pick 5 favorite English Language Films then report according to the reflection questions. After watching an English Language Film, participants messaged the researcher on the app Line and gave researcher their thoughts on the film and answered several predetermined questions (refer to Appendix D). All the participants' responses were audio only with no written component. This was done because the students were pre-med students and extremely busy with their studies. Messaging the researcher with Line audio made the process as simple and hassle free for the students as possible while also allowing them to contribute to the research. The students were prompted to answer the following questions on the app Line via audio message and sent them to the researcher after they finished watching the film. The students were asked if they learned any new English vocabulary, history, or culture that they did not previously know before watching the film.

3.3.3 Semi-Structured Interviews to elicit the pre-med students' opinions towards watching the films.

The 10 participants reported their reflections after watching the English Language Films were recruited for a semi-structured interview. The interview was conducted after the participants had watched at least 5 films and after the researcher listened to the self-reporting from the films. The teacher asked the students why they selected these films, when they decided to watch these films (after a busy week, or when they are with friends) and why the participants chose to watch these particular films at these particular times (Refer to Appendix E). The semi-structured interview was conducted to determine how the mood of the pre-med students affected their motivation to learn English through English Language Films.

The semi-structured interviews differed from the self-reporting because the researcher talked directly to the participants and asked them various questions about the films and then responded to their answers. The participants were also encouraged to ask any questions about the English Language Films about the cast, director, and anything else related to the films that they desired to ask.

3.4 Validity and Reliability

3.4.1 Validity

Validity is the extent to which the instrument accurately measures the properties of a concept (LoBiondo & Haber, 2015). The Index of Item - Objective Congruence (IOC) developed by Rovinelli and Hambleton (1977) is a procedure used in instruments development for evaluating content validity at the item development stage.

Validity of the questionnaires, reflection prompts and semi-structured interviews. The content validity was employed by invitation of three experts to validate and comment on the research instruments using IOC. The IOC points in calculations provided into three scales of rating for consistency and congruencies of the items. Three experts rated only one answer as the given scores from these three alternatives of choices as follows:

+1: The item clearly meets the objectives or ensures that the following measures meet the stated objectives.

0: It is not certain or obvious whether the measure meets the objective.

-1: The items obviously do not meet the objectives or ensure that the measures do not meet the designated objectives.

The formula to calculate the IOC index of each test item is as follows:

$$\text{IOC} = R/N \quad (3-1)$$

R: Total rating scores from the experts for each item

N: Numbers of the experts

The interpretation is as follows:

1) If IOC rating range is 0.67-1.00, it means that the test item is congruent and could be retained.

2) If the IOC rating range is less than 0.67, it means that the test item is not incongruent and needs to be removed or adjusted.

There were 3 sections of the questionnaire, 5 reflection questions and 5 questions from the semi-structured interview. For this study, all three experts agreed on the questionnaire, reflection questions and semi-structured interviews with the average score over 0.67. The result indicated that the research instruments were valid for the study.

3.4.2 Reliability

Reliability is a central concept in classical test theory and is often described as a requirement that a particular standard of reliability must be achieved before a test can be considered to be of sufficient quality for practical use (Adams 2005). Reliability testing is important because it refers to the consistency between the various parts of the measuring instrument. The most commonly used measure of internal consistency is the Cronbach's alpha coefficient. It is considered when using the Likert scale. There is no absolute rule for the most appropriate internal consistency of a reliability measure, but most people agree on a minimum internal consistency factor of 0.70 (Taherdoost, 2016).

Before conducting a formal questionnaire, reflection prompts, and semi-structured interviews to the main pre-med students, the researcher employed these research instruments with the pilot group, who were 30 students of the same level from the group

who were not the main target sample (they share similar characteristics with the pre-med students of the main target study) to ensure the reliability of the questionnaire, reflection prompts, and semi-structured interviews.

The Cronbach's alpha coefficient is commonly applied to test the reliability of the study (Karagüven, 2012). If the Cronbach's alpha coefficient value is higher than 0.9 it is excellent, between 0.9 and 0.8 it is good, between 0.8 and 0.7 it is acceptable and if it is less than 0.7 this questionnaire is questionable or unacceptable (George & Mallery, 2010).

Table 3.5 The Cronbach's alpha coefficient Rating Scale

Alpha Coefficient Range	Internal Consistency
≥ 0.9	Excellent
≥ 0.8	Good
≥ 0.7	Acceptable
≥ 0.6	Questionable
≥ 0.5	Poor
≥ 0.5	Unacceptable

The researcher used SPSS 27 to test the reliability of the questionnaire and the reliability of the questionnaire of four dimensions, and the results showed that the reliability of the questionnaire was good (see Table 3.3).

Table 3.6 The Cronbach's alpha coefficient of each dimension

Dimensions	Numbers	Cronbach's alpha
Listening skill	6	0.86
Speaking skill	7	0.83
Reading skill	2	0.90
Culture awareness	3	0.87
Total	18	0.87

3.5 Data Collection

The data from the questionnaire and the data from the self-reporting along with the semi-structured interviews will be collected using approved methods to ensure that the data is reliable and that the results are reproducible and accurate.

After an appropriate questionnaire is selected the teacher provided it to each student participating in the study. All of the questions on the questionnaire were explained to the students to make sure they fully understand everything before starting. The teacher waited in person to make sure each student finished the questionnaire and to make sure there were no problems or misunderstandings. After each student finished the teacher collected the questionnaire from them to make sure the results of the questionnaires were saved and stored in a safe place so they could be analyzed at a later date.

The questionnaires were sent to the students via email, and they had one week to complete them and send them back to the teacher. The teacher gave the completed questionnaire to the appropriate parties to analyze them.

The students that participated in the semi-structured interviews and the reflection were selected in 8 weeks. The reflection prompts for self-reporting were sent to the teacher on the app Line after the pre-med student was done watching a particular English Language Film. The semi-structured interviews were also conducted on the app Line at a time that was convenient for the individual student and the teacher.

3.5.1 Ethical Consideration

The researcher prepared a consent form from the private university in Bangkok, Thailand which all the participants were current students, for the sample group to sign. The nature and purpose of the study was explained to all participants before the study began so that everyone understood what the purpose and the parameters of the study were. This study explored the relationship between watching English Language Films and L2 motivation and autonomous learning. There was no foreseen physical nor psychological harm to participation in this study. Meanwhile, the participants were expected to complete a questionnaire and interview with the assurance of total confidentiality and anonymity. In addition, no deception was experienced in the research since copies of consent forms were

obtained from all participants before conducting the research. All personal information for the participants were kept confidential to ensure the privacy of the participants and were deleted once the research is completed.

The ethical research was approved by the Research Review Board of Rangsit University (COA. No: RSUERB2023-187).

3.6 Data Analysis

Data analysis was based on the research questions as illustrated in table below.

Table 3.7 Summary of the data analysis of the study.

Research questions	Research instrument	Data analysis	Data Interpretation
1. How can English Language Films motivate pre-med students in learning English?	Questionnaire Section 1 (Q8 to Q10) Some questions from reflection and Semi-structured interview	Descriptive analysis for quantitative data Content analysis for qualitative data	The students' sharing was patterned in terms of how English Language Films motivated them to learn English better and in a more relaxed way compared to a traditional classroom setting
2. How do the pre-med students develop English proficiency as autonomous learners by watching English Language Films?	Questionnaire Section 2 Some questions from reflection and Semi-structured interview	Descriptive analysis for quantitative data Content analysis for qualitative data	Patterns in the autonomous learning process with different students were analyzed Different approaches of English learning from pre-med students were compared

Table 3.7 Summary of the data analysis of the study. (cont.)

Research questions	Research instrument	Data analysis	Data Interpretation
3. What are the pre-med students' opinions towards watching English Language Films as autonomous learning?	Questionnaire 3 Some questions from semi-structured interview	Descriptive analysis for quantitative data Content analysis for qualitative data	Pre-med students' opinions towards watching English Language Films were sorted



Chapter 4

Result and Findings

This chapter presents the results of the analysis based on a quantitative analysis of the questionnaire and a qualitative analysis of the reflection questions and semi-structured interviews. Both sets of data were used to answer the three main research questions, which are as follows: 1) How can English Language Films motivate pre-med students in learning English? 2) How do the pre-med students develop English proficiency as autonomous learners by watching English Language Films? 3) What are the pre-med students' opinions towards watching English Language Films as autonomous learning tools?

4.1 Background information of pre-med students' English learning behavior

This section deals with the Research Question 1: How can English Language Films motivate pre-med students in learning English? To answer this question, section 1 of the questionnaire was interpreted with SPSS to make statistical analysis.

The data from Questions 1 through 4 (Questions 4 to 7 in the questionnaire) revealed pre-med students' behaviors to expose themselves to learning and using English via out-of-class activities and specifically their exposure to watching English films as in table 4.1.

Table 4.1 The pre-med students' behavior to expose themselves to watching English films and learning and using English via out-of-class activities.

1.Activities the pre-med students practice autonomously outside the classroom	
1.1 Watching English Language Films	58.8%
1.2 Reading books	18.3%
1.3 Browsing educational websites	9.2%
1.4 Others, e.g. they also learn English from playing online video games and listening to English language music	13.7%
2 Pre-med students' frequency of watching English Language Films	
2.1 Once a week	41%
2.2 Three to five times a week	28%
2.3 Less than once a week	22%
2.4 Everyday	9%
2.6 Never	0%
3.Type of English Language Films do you usually watch?	
3.1 Feature films (Hollywood movies or British)	58.4%
3.2 YouTube clips	31.3%
3.3 Documentary films	6%
3.4 Educational films	4.2%
4.The purpose of watching the English Language Films	
4.1 For entertainment	25.5%
4.2 For English language learning	24.2%.
4.3 To be familiar with the English-speaking community	23.7%
4.4 To enrich the knowledge about the English culture community	22.9%
4.5 Others	3.7%

The data of Question 1 (Question 4 in the questionnaire) indicated that the most common outside the classroom activity is watching English Language Films (58.8%). The result indicated that most of pre-med students preferred watching English Language Films as an extra outside the classroom autonomous learning activity. The second most chosen activity was reading books at (18.3%). Browsing educational websites was chosen by 9.2%

of the students and 13.7% of the students picked “Others”. In the “others” category students claimed that they also learn English from playing online video games and listening to English language music.

As indicated from question 2 (Question 5 in the questionnaire), only 9% of the students watch English Language Films everyday due to their busy school and social schedules. 28% of the students said that they watch English Language Films three to five times a week and 41% said that they watch English Language Films once a week. Only 22% of students said that they watch English Language Films less than one time a week and 0 students said that they never watched English Language Films. The result indicated that the vast majority of the learners are interested in watching English Language Films.

The data of question 3 (Question 6 from the questionnaire) revealed that the highest rate of respondents claimed that they watch feature films (58.4%) as their primary source of English Language Films. The second most popular option for English Language Films for the pre-med students was to watch YouTube clips in their spare time. The final two options were documentary films and educational films; however, they were both less popular options with documentary films receiving 6% of the vote and educational films receiving only 4.2% of the vote. This indicated that feature films and You Tube clips were by far the most popular options, together accounting for 89.7% of the total vote.

Data of question 4 (Question 7 from the questionnaire), the most common reason the students gave for watching English Language Films was entertainment at 25.5%, followed closely by English language learning at 24.2%. To be familiar with the English-speaking community was chosen by 23.7% of respondents and to enrich the knowledge about the English culture community was chosen by 22.9% of respondents. Only 3.7% of respondents chose “other”. These results indicate that students are aware that English Language Films are a great tool for autonomous English learning, however, they still watch movies primarily for entertainment.

4.2 Respond to Research Question 1

How can English Language Films motivate pre-med students in learning English?

The quantitative data were derived from the questionnaire section 1.

Table 4.2 Pre-med students' motivation of English language learning when watching English films

1.The aspects of listening in the English language that they want to improve (Question 8 of the questionnaire)	
1.1 Unfamiliar with vocabulary	29.7%
1.2 Inappropriate length	25.2%
1.3 Inappropriate speed	23.4%
1.4 Different accents	14%
1.5 All of them	7.7%
2. The aspects of speaking in the English language that they want to improve (Question 9 of the questionnaire)	
2.1 Incorrect pronunciation	33%
2.2 Lack of vocabulary	31.6%
2.3 Fear of committing mistakes	20.2%
2.4 Faulty grammar usage	10.1%
2.5 All of them	5%
3.The aspects of reading in the English language that they want to improve (Question 10 of the questionnaire)	
3.1 Lack of vocabulary	32.2%
3.2 Unfamiliar sentence structure	28.6%
3.3 Lack of cultural knowledge to comprehend the content	26.7%.
3.4 Slow reading speed	9%
3.5 All of them	3.5%

The data of question 1 in table 4.2 (question 8 of the questionnaire) revealed that 29.7% of students said that unfamiliar vocabulary was the primary listening skill that they hoped to improve while watching English Language Films. In second and third place respectively were inappropriate length and inappropriate speed of English conversations were the English listening skills that students said they want to improve the most after unfamiliar vocabulary with inappropriate length getting 25.2% of the vote and inappropriate speed getting 23.4% of the vote. Based on the result, 14% of the students said that

understanding different accents was the primary listening skill that they wanted to improve on and 7.7% of students chose all of them as the listening skill they wish to improve upon. As for question 2 (question 9 of the questionnaire), the most preferred English speaking skill that the pre-med students wanted to improve is incorrect pronunciation at 33% followed closely by lack of vocabulary at 31.6%. Getting the third most votes was fear of mistakes at 20.2% of the vote and coming in fourth place was faulty grammar usage getting 10.1% of the vote. 5% of the students chose the option all of them, indicating that they feel that they need to improve in all English speaking skills listed. Concerning English reading skills, the data of question 3 in table 4.2 (question 10 of the questionnaire) revealed that lack of vocabulary is the most common issue when it comes to reading skills in English with 32.2% of students picking it as the primary problem they have when reading in English. In second and third place respectively are unfamiliar sentence structure at 28.6% and lack of cultural knowledge at 26.7%. Only 9% of students said that slow reading speed was their primary concern while 3.5% of students said all of them were areas that they wished to improve on.

To respond to research question 1 from the qualitative data based on the content analysis of some questions from pre-med students' reflections and semi-structured interview. Content analysis was coded and analyzed using Lichtman's 3 Cs Model (2013), which consists of three major steps: Codes, Categories, and Concepts. The results of the content analysis of pre-med students' motivation in learning English when they watch English Language Films can be reported as follows:

Table 4.3 The concepts: pre-med students' motivation of learning English through watching English Language Films

Codes/ Keywords	Categories	Concepts
Sci-fi movie, Disney movie, romance, horror, superhero, drama, comedy	To select an interested theme of the movie (4 or 40%)	Intrinsic motivation in which learners find enjoyment and interest in learning a language with a positive attitude. (Deci and Ryan, 1985)
Exciting, relaxing, scary, interesting	To experience the entertaining of watching films (10 or 100%)	
Good-looking man, famous actors, actress or director		
the history of America and the expansion west, mobsters	To learn about cultural background or current social community (2 or 20%)	Integrative motivation in which learners acquire a foreign or second language to become familiar with members of the language community or to learn about their culture or values. (Gardner, cited in Dornyei, 2001, p. 50).
Never give up, believe in yourself, feel inspired, feel hopeful and encouraged	To gain inspiration from films of their own life (3 or 30%)	
Total	10 (100%)	

From the codes, categories, and concepts in table 4.3 above, there are two emerging theories based on the concepts: intrinsic motivation and integrative motivation. With these two sets of motivation, students suggested that when they choose English Language Films to learn English, they preferred: 1) to select an interested theme (4 or 40%), and to experience the entertainment of watching films (10 or 100%), 2) to learn about cultural background or current social community (2 or 20%) and to gain inspiration from films of their own life (3 or 30%).

In conclusion, the quantitative data from table 4.2 illustrated students' English learning motivation for the purpose of academic improvement. All students identified areas where they feel they could improve in speaking, reading, writing, and listening skills in the English language. The primary concern of most students in all areas of English was the

lack of vocabulary. The qualitative data revealed that students' motivation to learning English was differed in two main concepts as intrinsic motivation and integrative motivation according to their own needs, interests, and goals.

4.3 Result for Research Question 2

Questionnaire section 2 and some questions from the reflection questions and semi-structures interviews were integrated to answer research question 2: How do the pre-med students develop English proficiency as autonomous learners by watching English Language Films? Section 2 of questionnaire from 100 pre-med students was analyzed as quantitative data. To get a more complete understanding of students' different approaches of English learning through watching English Language Films, the reflection question and semi-structured interviews were collected from 10 respondents individually after the students watched an English Language Film (5 times in total for each participant) and interpreted each time after the students watched an English Language Film.

According to Chapter 3.3.1, section 2 of the questionnaire was 18 close-ended questions with 4 Likert- scale. The questions were divided into 4 dimensions to investigate how the pre-med students develop different English proficiencies (listening, speaking, reading, and culture) as autonomous learners by watching English Language Films.

In order to quantify pre-med students' beliefs about how they may develop their English proficiency through watching films, researcher referred to related surveys designed by Alico & Guimba (2015).) The following table is the explanations of their rating scores.

To understand the level of pre-med students' agreement on English proficiency improvement through watching English Language Films, the following descriptive analysis criteria were established, with special attention to the mean scores. The mean scores of agreement ranged from 3.25-4.00 for strongly agree, 2.50-3.24 for agree, 1.75-2.49 for disagree, and 1.00-1.74 for strongly disagree (see table 4.4)

Table 4.4 Mean score range to interpret pre-med students' beliefs

Mean Score range	Interpretation of Pre-med students' beliefs about how they may develop their English proficiency through watching films
1.00 - 1.74	Strongly disagree
1.75 - 2.49	Disagree
2.50 - 3.24	Agree
3.25 - 4.00	Strongly Agree

Quantitative data of pre-med students' agreement of English listening skill improvement through watching English Language Films was collected and analyzed from question 1 to 6 in the section 2 of questionnaire (see table 4.5)

Table 4.5 The questions 1 to 6 contain different aspects of English listening difficulties that students wanted to overcome, such as vocabulary mastery, listening comprehension, or various native speakers' dialectics. According to the mean score ($\bar{x} = 3.32$), watching English Language Films acquires positive reorganization from the perspective of in improving English listening skills.

Moreover, a standard deviation (S.D) of less than 1 indicated that small differences in students' response of the relationship between watching English Language Films as an autonomous learning tool and English proficiency improvement. In other words, the higher the S.D, the greater dispersion of the responds. According to table 4.4, the average S.D is 0.70, which means most of students agreed that watching English Language Films as an autonomous learning tool has positive influence on improving their English proficiency in terms of listening skills.

Table 4.5 Agreement of English listening skill improvement through watching English Language Films

Dimension	No.	Content of the questionnaire	\bar{x}	S. D	Interpretation
D1: Watching English Language Films to improve English listening skill	1	Watching English Language Films helps me develop listening skills in English.	3.42	0.64	Strongly Agree
	2	I can understand more vocabulary after watching English Language Films.	3.53	0.68	Strongly Agree
	3	I can catch up the conversation better after watching few English Language Films.	3.51	0.64	Strongly Agree
	4	I can understand more than 1 dialect in English after watching English Language Films.	2.56	0.83	Agree
	5	Watching English Language Films makes listening in English more fun.	3.46	0.81	Strongly Agree
	6	Subtitles in English Language Films have great effect on my listening comprehension.	3.46	0.61	Strongly Agree
Total			3.32	0.70	Strongly Agree

Based on the statement in question 4 of table 4.5 “I can understand more than 1 dialect in English after watching English Language Films.”, the students revealed similar achievement towards this aspect as follow:

“I learned about the Boston accent.” (Student 9, personal communication, December 3,2023)

“I learned a lot of new vocabulary from the context of the films. Also, I got to hear the way native speaker speak, both British and American accent.” (Student 8, personal communication, December 4,2023)

“In the class we don’t get chance to hear different accents. But in the movies,

we can.” (Student 9, personal communication, December 3,2023)

Interestingly, the question 2 “I can understand more vocabulary after watching English Language Films.” was mentioned the most by pre-med students in both reflection and semi-structured interview as follows:

“I can understand more vocabulary after watching English Language Films. I research about the planes; I learned more vocabulary about planes so I can talk to my friends about it later.” (student 4, personal communication, December 10,2023)

“I can add new vocabulary when I watch the movies. And I can also get practice listening to English and listening to native speakers’ speech patterns.” (students 5, personal communication, December 9,2023)

“I can write down and learn new vocabulary from the movies. And I can also get practice listening people speaking in English.” (student 6, personal communication, December 11,2023)



Quantitative data of pre-med students' agreement of English speaking skill improvement through watching English Language Films was collected and analyzed from question 7 to 13 in the section 2 of questionnaire (see table 4.6)

Table 4.6 Agreement of English speaking skill improvement through watching English Language Films

Dimension	No.	Content of the questionnaire	\bar{x}	S. D	Interpretation
D2: Watching English Language Films to improve English speaking skills	7	Watching English Language Films helps me to develop my speaking skills.	3.46	0.61	Strongly Agree
	8	Watching English Language Films helps me to improve pronunciation and intonation.	3.17	0.83	Agree
	9	Watching English Language Films improves my communication skills in English.	3.53	0.67	Strongly Agree
	10	Watching English Language Films helps me learn unfamiliar idioms, proverbs, and slangs.	3.12	0.61	Agree
	11	Watching English Language Films is beneficial to learn how to use English in everyday life communication	3.59	0.73	Strongly Agree
	12	I feel more confident when I need to speak after watching English Language Films.	3.39	0.72	Strongly Agree
	13	When watching English Language Films, I learn to use words according to context.	3.45	0.70	Strongly Agree
Total			3.39	0.69	Strongly Agree

Table 4.6 covers various English-speaking skills as vocabulary mastery, pronunciation, communication skill and mental situations while speaking. The average score of ($\bar{x}=3.39$) revealed that pre-med students improved in English speaking skills after they involved themselves as autonomous learners to watch English Language Films.

Statement in question 8 of table 4.6 “Watching English Language Films helps me to improve pronunciation and intonation.”, which rated as “agree”, lower than the other items relatively, the students shared strong opinion in reflections and semi-structured interview.

“It helps me with my pronunciation by repeating what they say, and the movies helped me with my new vocabulary.” (Student 4, personal communication, December 11,2023)

“I tried to practice my pronunciation and the way I speak to match the way the actors speak in the movie. I wish I can sound more like native.” (student 9, personal communication, December 20,2023)

“When I watch the English language movies, it practices my listening, also practice my reading because I always read the subtitle. I think my pronunciation also improved.” (student 5, personal communication, December 17,2023)

Quantitative data of pre-med students' agreement of English reading skill improvement through watching English Language Films was collected and analyzed from question 14 to 15 in the section 2 of questionnaire (see table 4.7)

Table 4.7 Agreement of English reading skill improvement through watching English Language Films

Dimension	No.	Content of the questionnaire	\bar{x}	S. D	Interpretation
D3: Watching English Language Films to improve English reading skills	14	Reading subtitles in English Language Films enriches my vocabulary knowledge and improve my reading skills.	3.67	0.59	Strongly Agree
	15	Subtitles in English Language Films improve my reading speed.	3.29	0.60	Strongly Agree
Total			3.48	0.595	Strongly Agree

Question 14 aims to understand the relationship between vocabulary knowledge gained from watching English Language Films, and question 15 focuses on reading speed of the subtitles and overall reading ability. The pre-med students were recommended to watch English Language Films in this study so they can improve English reading skills by reading subtitles. The result ($\bar{x}=3.48$, S.D = 0.59) showed that the majority of students achieved English reading improvement after they involved themselves as autonomous learners through watching English Language Films with English subtitles.

Students expressed their opinions in reflections and semi-structured interviews for improving English reading skills considering the combination of “subtitle” and “reading skills” to further state the questions in table 4.7.

“When I watch the English language movies, it practices my listening, also practice my reading because I always read the subtitle. I think my pronunciation also improved.” (Student 5, personal communication, December 17,2023)

“I learned some vocabulary from reading subtitle. And I think the title of movie is very interesting too.” (Student 8, personal communication, December 19,2023)

Quantitative data of pre-med students' agreement of English culture awareness improvement through watching English Language Films was collected and analyzed from question 16 to 18 in the section 2 of questionnaire (see Table 4.8)

Table 4.8 Agreement of Culture awareness improvement through watching English Language Films

Dimension	No.	Content of the questionnaire	\bar{x}	S. D	Interpretation
Culture Awareness	16	Watching English Language Films is a great way for me to learn and understand more about English Language cultures.	2.80	0.89	Agree
	17	Watching English Language Films can provide real life contexts that enrich my cultural awareness.	2.80	0.87	Agree
	18	I have more interest in learning English culture through English Language films than traditional methods in school.	3.73	0.53	Strongly Agree
Total			3.11	0.76	Agree

Questions 16 to 18 deal with different cultural aspects that students will encounter when watching English Language Films. Cultural and language are intertwined elements in English Language Films, difficulties understanding cultural elements will undoubtedly create problems for film watchers. The results shed a light on pre-med students' perspectives of how they engaged with English culture while watching English Language Films. The average score of Q18 confirmed the positive relationship. However, the mean score of Q16 ($\bar{x}=2.8$) and Q17 ($\bar{x}=2.8$) is considerably lower. This might be due to Thai students' lack of specific guidance of English culture and the various differences between Thai and western culture in their life experiences.

Statement in question 16 "Watching English Language Films is a great way for me to learn and understand more about English Language cultures.", the students shared their

experience in detail as follow:

“The possibility of committing crimes in American history. Because nowadays everything is recorded by camera, and we have our ID registered. I cannot believe it was so easy to fake ID in those years.” (Student1, personal communication, December 14, 2023)

“He always calls Nick Old sport”. I learned it is an old saying for the old money family in American history, and Gatsby as new money tried to get involved in the old money group.” (Student1, personal communication, December 14, 2023)

Statement in question 17 “Watching English Language Films can provide real life contexts that enrich my cultural awareness.” emphasis more on the modern culture and current social community, students shared experience as:

“I learned some new vocabulary and slang about how gangster talk.” (Student 3, personal communication, December 15, 2023)

“I see all the events and culture of America. I like the baseball game, and parade part. The American cultural events attract me the most.” (Student 4, personal communication, December 15, 2023)

To conclude, the quantitative data from questionnaire section 2 illustrated students’ most developed English proficiency in terms of listening skills, speaking skills, reading skills and culture awareness in details such as vocabulary, pronunciation, and the comprehension of subtitles. The qualitative data from reflections and semi-structured interviews further explained this by giving examples of how pre-med students’ learning English autonomously with the English Language Films they selected. The combination of quantitative data and qualitative data revealed the different improvements the pre-med students gained by watching and studying autonomously with English Language Films.

4.4 Results for research question 3

Questionnaire section 3 and the semi-structured interviews were integrated to answer research question 3: What are the pre-med students’ opinions towards watching

English Language Films as autonomous learning? Section 3 of the questionnaire from 100 pre-med students was analyzed as quantitative data. To further pattern students' different opinions of English learning through watching English Language Films, some questions from semi-structured interview were analyzed as well.

Table 4.9 Pre-med students' opinions towards watching English Language Films

Q1: Do you consider the reliance on English Language Films as autonomous learning?	
Yes	94%
No	6%
Q2: To what extent do you think that English Language Films are a rich source of authentic input that can be used autonomously to develop the learners' English proficiency?	
Extremely effective	35%
Very effective	47%
Moderately effective	11%
Slightly effective	5%
Ineffective	2%

Question 1 from Table 4.9 revealed that the majority of students felt that English Language Films were a good way to learn English autonomously with 94% of students agreeing. On the other hand, only 6% of participants stated no, signifying that they do not believe that English Language Films are useful tools in learning English autonomously. According to the results, the majority of students believe that watching English Language Films are an effective autonomous learning tool, and they enjoy watching and learning from English Language Films outside of English class. As for how watching English Language Films can be reliable in English learning, students shared their opinions in the semi-structured interview:

“When I watch the movies, I like to look up the vocabularies I don't understand. In the top gun movie, I research about the planes, I learned more vocabulary about planes so I can talk to my friends about it later.” (Student 4, personal communication, December 28, 2023)

“I can choose the movie by myself, I feel I am more excited than anxious when I realize ‘oh, I need to learn English now.’ I normally prepare a pen and paper to write down the funny words. Sometimes I forget because the movie is so interesting, but I will still replay it and write it down.” (Student 2, personal communication, December 18, 2023)

“The movie even encourages me to read more books. I think movie is a very good material for me to get interested in more English learning activities. Also, because I like to repeat the script, I learned different pronunciation of the word in British and American accent.” (Student 8, personal communication, December 28, 2023)

This question is also devoted for the participants who opted for no as an answer to justify why they consider the reliance on English Language Films as autonomous learning tools. The participants pointed out that they are “sometimes too busy to watch films” and worried “it won’t have much of an effect on English learning”. Another student claimed that he/she has more fun watching “Thai films”, because it is “easier” and more “relaxing”.

Question 2 in table 4.8 revealed that 35% of students felt that using English Language Films to help develop their English proficiency was an extremely effective method while 47% of students felt that using English Language Films to improve their English was very effective. This indicates that 82% of the students believe that using English Language Films as a tool to develop their English proficiency is highly beneficial. Eleven percent of students answered that English Language Films were only moderately effective at helping them develop their English proficiency. Meanwhile, only 5% of students said that English Language Films were slightly effective and only 2% said English Language Films were ineffective.

The results of question 2 were also supported by the interview question 4 “Do you think the exposure to English Language Films could be effective for EFL to improve English skills autonomously?” This question is sought to explore whether pre-med students agree that watching English Language Films can improve English proficiency. All of 10 pre-med students signified that they believe English Language Films to be a beneficial tool in learning English.

“Absolutely. I really like to watch movies, it’s a private activity for me. I don’t

need to talk to people after class and watch the movies only I like. I don't need to worry about making mistakes, not like the tests and quizzes. I like it, I think I will continue watch movie in my whole life.” (Student 2, personal communication, December 25, 2023)

“Yes. In the class we don't get a chance to hear different accents. But in the movies, we can.” (Student 8, personal communication, December 28, 2023)

“Yes. Sometimes I even forget I have a target of learning English; I had a lot of fun watching movies.” (Student 9, personal communication, December 23, 2023)

To conclude, both the quantitative data from the questionnaire and the qualitative data from the semi-structured interviews suggested that the pre-med students enjoyed watching English Language Films as autonomous learning tools.

4.5 Chapter Summary

The vast majority of students believe that English Language Films are a great benefit to them when learning English Autonomously. English Language Films help to motivate the students and give them exposure to the English language and English speaking cultures in a fun and relaxing way. Students said that using English Language Films as an autonomous learning tool helps them with various aspects of the English language such as, pronunciation, vocabulary, sentence structure, improving listening skills, improved reading skills with the addition of subtitles and exposure to more English speaking cultures. The students believe that the most important aspect of using English Language Films as an autonomous learning tool is how the films help to motivate them to learn English. They understand that they films are a fun and useful tool to help them learn English autonomously, however, the vast majority of students said that they watch English Language Films primarily because they want to be entertained, not as a study method. Students enjoy using English Language Films as an autonomous learning tool as long as the film is ente g and fun for them to watch.

Chapter 5

Conclusion, Discussion and Recommendation

The purpose of this study was to examine how pre-med students become motivated in their learning English through watching English Language Films, to examine the extent to which the pre-med students develop English proficiency as autonomous learners through watching English Language Films, and to explore the pre-med students' attitude towards watching English Language Films as autonomous learning tools.

A mixed-method approach was used in this study. The questionnaire contains three sections, motivation, English language proficiency improvement and the attitudes of the students towards watching English Language Films as an autonomous learning tool. Qualitative data from the reflection questions was analyzed to further investigate participants' English Language proficiency improvement after watching English Language Films and seek more evidence from students' response. Qualitative data from semi-structured interviews were analyzed to further explore participants' attitudes towards watching English Language Films as autonomous learning tools.

In this chapter, the findings of the quantitative and qualitative studies are concluded and then discussed and analyzed. Finally, recommendations and pedagogical implications for watching English Language Films as autonomous learning, limitations of the study, and suggestions for future research are presented.

5.1 Conclusion for the research findings

5.1.1 The results of the research question 1: How can English Language Films motivate pre-med students in learning English?

The result of research question 1 was revealed by question 1 to 10 from questionnaire section 1 quantitatively and some of respond from reflection questions were concluded as qualitative data to further understand pre-med students' motivation of learning

English through watching English Language Films.

The analysis of pre-med students' motivation for learning English through watching English Language Films questionnaire showed that there were various sources of motivation for individual students. The data revealed that the majority of students chose to watch English Language Films primarily as a source of entertainment after school, however, they are also aware that English Language Films are a valuable autonomous learning tool. Over 70% of the students said they would rather use English Language Films to improve their English proficiency and understanding in terms of speaking ability, listening ability, reading ability and culture awareness than traditional teaching methods. Each student focused on different elements of the film according to their individual motivation and goals when improving their English fluency.

From pre-med students' responses from the reflection questions, the students' motivations were sorted into two categories: intrinsic motivation and integrative motivation. With these two sets of motivation, students suggested that when they choose English Language Films to learn English, they preferred: 1) to select an interested theme (4 or 40%), and to experience the entertainment of watching films (10 or 100%), 2) to learn about cultural background or current social community (2 or 20%) and to gain inspiration from films of their own life (3 or 30%).

5.1.2 The results of the research question 2: How do the pre-med students develop English proficiency as autonomous learners by watching English Language Films?

Section 2 of questionnaire was divided into 4 parts from the perspective of English proficiency to investigate the relationship of watching English Language Films and English Language improvement (mean and standard deviation). The results of Question 1 to Question 6 in four-Likert questionnaire revealed that there is a positive relationship between English listening ability and watching English Language Films ($\bar{x} = 3.32$). According to the average, the options with the highest scores for the listening skill improvement is, "I can understand more vocabulary after watching English Language Films" ($\bar{x} = 3.53$). The average score from Question 7 to question 13 revealed that watching English Language Films can improve English speaking skills ($\bar{x} = 3.39$). Among the seven options of English speaking ability, the score of "communication skills" ($\bar{x} = 5.53$) "everyday life

communication” ($\bar{x} = 3.59$) were the two most developed abilities which concerned the practical use of oral English in students’ lives. Question 14 and 15 are 2 questions asking about whether watching English Language Films improved English reading skills through reading the subtitles. The analysis showed that the English subtitles “enriched vocabulary knowledge” ($\bar{x} = 3.67$) and “improve reading speed” ($\bar{x} = 3.29$). Question 16 to 18 revealed that the students’ culture awareness after watching English Language Films was enhanced ($\bar{x} = 3.11$). Among three questions, the students confirmed that they “have more interest in learning English culture through English Language films than traditional methods in school” ($\bar{x} = 3.73$). This option showed a significantly higher score than the other two options.

The questionnaire had to have offered clear alternatives for students to select from in order to find out how or which aspect of English proficiency was developed after watching English Language Films. Among the questions, the pre-med students showed a strong agreement for the positive relationship between their English proficiency improvement and watching English Language Films. However, based on the overall high mean scores and relatively low standard deviations, it can be inferred that students generally believed that English Language Films can benefit them in multiple skills in English.

The qualitative data from the reflection questions and semi-structured interviews revealed that the most common achievement that the pre-med gained from watching English Language Films to improve their English skills was increased vocabulary and vocabulary knowledge. The pre-med students also claimed that English Language Films provided plenty of opportunities for them to hear, repeat and practice their pronunciation when adding new vocabulary. Another benefit of using English Language Films as autonomous learning tools is that students have the chance to hear and then repeat what native speakers are saying, thus giving them valuable practice for their listening skills, pronunciation skills and helping them to be more familiar with various different native English dialects. Lastly, the pre-med students said that reading the subtitles during the film helped them with their reading and spelling skills.

5.1.3 The results of the research question 3: What are the pre-med students' opinions towards watching English Language Films as autonomous learning?

There were three questions in Questionnaire section 3 to explore pre-med students' opinions towards watching English Language Films as autonomous learning tools. From the result analysis, 94 % of the students agreed that watching English Language Films is a reliable method to learn English autonomously. Meanwhile, 82% of students considered watching English Language Films as an effective learning method to improve English Language proficiency. A small percent of the students held negative attitudes towards watching English Language Films to learn English and doubted the benefit of autonomous learning while using English Language Films since they are more used to traditional in class education.

The qualitative data collected from semi-structured interview supported the positive opinion towards watching English Language Films as autonomous learning as follow:

1) Students have positive attitudes towards learning English through English Language Films

All 10 students hold positive attitudes towards watching English Language Films as autonomous learning tools. They considered English Language Films as an interesting activity that can not only help them with English acquisition but also a way to form social relationships. Numerous students answered that they liked to watch films with friends and family. In this scenario, students can enjoy watching English Films with others and creating bonding moments while also improving their English Language skills with the films.

2) Students have different autonomous learning methods while watching English Language Films

Students consider watching English Language Films a very effective way to learn English. However, due to their individual reasons for motivation when using English Language Films as an autonomous learning tool their methods of autonomous learning are different and unique to each individual student. Some students prefer written words for vocabulary acquisition, some would rather practice speaking ability by repeating what they hear in the films, some students involved themselves into deeper research of the western culture after being exposed to something new while watching English Language Films.

3) Provide more support for students to maximize the effect of watching English

Language Films

To consolidate the English achievement students acquired from English Language Films, some students brought up that more activities can enhance the influence of watching English Language Films. The students proposed that they would like to have film related activities such as a movie club to share the watching experience and to talk about the films, karaoke to review the classic songs in the films, and reading materials related to the films.

5.2 Discussion

The main aim of the present study is to explore the role of watching English Language Films as an autonomous learning tool to develop pre-med students' English Proficiency. Therefore, a questionnaire with 3 sections, reflection questions after watching English Language Films, and a semi-structured interview were delivered to pre-med students at a private university in Thailand. Based on the results, the findings were positive in many aspects and a final view can be drawn as follows.

5.2.1 Findings of research question 1: How can English Language Films motivate pre-med students in learning English?

In the questionnaire, students were asked to state if they depend only on the classroom learning in their learning process. The vast majority of students answered no. This indicates that most of the students believe it is imperative for them to study English outside the classroom autonomously. The majority of students revealed that they prefer to watch English Language Films in order to improve their English proficiency in various ways while also being entertained by the films. For many students, English Language Films are a fun way to improve overall English ability, learn about culture and to relax with an enjoyable story.

Many of the students said that they enjoy watching English Language Films after school to unwind from the busy school day. They also understand that watching English Language Films, even without focusing 100% on the film is an excellent way to improve their English level outside of the classroom on their own time. Several of the students said that they watch the English Language Films with specific parts of the English language that

they want to improve such as, pronunciation, accent, dialect, listening comprehension, vocabulary, etc.

5.2.2 Findings of research question 2: How do the pre-med students develop English proficiency as autonomous learners by watching English Language Films?

5.2.2.1 Finding of questionnaire

In the questionnaire, the development of English proficiency was divided into 5 parts: listening, speaking, reading, cultural awareness and motivation. Based on the results, all 4 parts showed a positive relationship between watching English Language Films as autonomous learning tools and English proficiency development.

For listening skills, the overall mean score was 3.32, which indicated watching English Language Films affects English listening skill in a positive way. Many researchers have also proved that watching English Language Films can enhance listening skill because of the included visual and audio elements (Ismaili, 2013; Liando, Sahetani & Maru, 2018; Safranji, 2015). In Murshidi's study, he drew conclusions from both undergrad and graduated level students because the students can transfer the knowledge, they acquired from movies to communicate with others in real world situations. Adnan (2014) suggested that combination of pictures, sounds and music in English Language Films enable English learners find opportunities to practice listening skills easier.

As for listening skill, the overall mean score of speaking skill was 3.39, which indicated that students improved in speaking skills after watching English Language Films. The result is consistent with Rodgers and Webb's (2017) conclusion that longer videos are more helpful in acquiring oral input. Among the 7 questions about speaking skill development, pre-med students had the most development in terms of communication skills (Q11: \bar{x} = 3.59; Q9: \bar{x} = 3.53). The result can be explained with the improvement of Q7 (pronunciation) and Q10 (idioms, preverbs and slang). Altun and Hussein's (2022) study found that English movies can boost in learners' pronunciation, as consequence, learners' negative feeling while speaking can be reduced. More confidence can be gained after watching English Language Films due to the numerous resources of standard English by native speaking actors and actresses. Meanwhile, communication as the most important part

in speaking ability, movies provide abundant resources with social dialogue and constant interaction for the learners to imitate (Winke, Gass, & Sydorenko, 2010).

The result of reading skills improvement was revealed in two parts, vocabulary knowledge ($\bar{x}= 3.67$) and reading speed ($\bar{x}= 3.29$), both questions gained positive feedback from pre-med students. The improvement of reading skills cannot be done without English subtitles. In Murshidi (2020)' study, the participants reported that English subtitles helped them to learn new vocabulary and to better understand sentence structure.

In terms of cultural awareness, the mean score revealed the level of students' interest in western or American culture ($\bar{x}= 3.11$). It also reflected the question asked in section 1 of the questionnaire. Several of the students were willing to blend into the western cultural as their motivation, watching English Language Films greatly helped them in the aspects of providing real western/ American life contexts. The result of this aspect is the same as the recommendations of previous studies in which Albiladi (2018) suggested that the foreign culture viewed in the films helped the participants to blend into local society more smoothly if they apply language and context learned in the English Language films.

Overall, the questionnaire revealed a positive relationship between watching English Language Films and English language proficiency. This is consistent with the opinion by many researchers that watching English Films can increase students' motivation of learning language, improve students' speaking ability, enhance the listening comprehension, develop cultural awareness, and form the habit of self-study (Ismaili, 2013; Khoshniyat & Dowlatabadi, 2014; Li & Wang, 2015; Qiu, 2017).

5.2.2.2 Findings of reflection and semi-structured interview questions

The most common techniques the students used to improve English proficiency is repeating and replaying a clip or script from the film so they can repeat, imitate, and practice. Adnan (2014) suggested that English Language Films contribute an easier understanding and practicing opportunities as authentic material by repeating, pausing, and replaying segments of the English Language Films. The result was also supported by Ismaili (2013) that "videos permit students to hear native speakers interacting in everyday conversation and to practice important linguistic structures."

Based on Question 5, most of the students mentioned the acquisition of vocabulary knowledge. Increased vocabulary knowledge was proved to be a positive effect of watching English Language Films by Sari and Aminatun (2021). In their responses, over half of the students reported they acquired more daily-use vocabulary after watching English Language Films with English subtitles. The students also stated that English Language Films expose them to a lot of new vocabulary by reading subtitles and listening to the spoken dialogue, particularly idioms and colloquial expressions.

Several students mentioned that while watching the movies, although they had trouble with unfamiliar vocabulary and unfamiliar cultures, they never misunderstood the meaning of the films. They were able to remember the most iconic parts of the movies and explain the reasons for them. The reason behind it can be explained with the word “visualize” by Long (2003). Long suggested that the visualize of English movies make it a valuable language tool, facilitating learners to learn better by interpreting the language in complete visual context. This theory was also supported by Gruba (2006) that learners acquire comprehension ability due to the vivid visual clues (such as body language, facial expression, and gestures), they give learners a deeper understanding.

5.2.3 Findings of research question 3: What are the pre-med students’ opinions towards watching English Language

5.2.3.1 Discussion of the questionnaire

Based on the data gathered and analyzed from the questionnaire section 3, it can be seen that pre-med students’ attitudes and perceptions toward learning English through watching English Language Films as autonomous learning tools is overall very positive. The majority of students agree that watching English Language Films as autonomous learning tools are a great way to learn English and an activity that they enjoy. However, there were a few students that did not believe that learning English through English Language Films was the best way for them to learn English. A Few students had low opinions of autonomous learning through English Language Films because they worried that the learning experience won’t be as complete or rewarding as traditional in-class learning. Generally Thai students learning English in a traditional academic setting, with

textbooks, in classrooms with other students and a teacher supervising and directing the students. Learning in this manner means that the majority of students will learn English passively. Ho and Cookall (1995) pointed out that it is not uncommon for Asian students having too much reliance on traditional teaching. In fact, the Asian students are more customized to the control arrangement of in-class and after-class assignments (Sakai et al., 2008).

5.2.3.2 Discussion of the semi-structured interview

The semi-structured interview questions aimed to explore pre-med students' opinions towards watching English Language Films as autonomous learning tools. Among the 5 questions, Question 1 and 3 encouraged students to share their English improvement by summarizing their learning experiences. Question 2 focused on possible methods and supports that can be offered during and after watching English Language Films as autonomous learning tools. Question 4 and 5 encourage students to share their opinions and the benefits they received after watching English Language Films.

Based on the responses, the conclusion can be drawn that students consider English Language Films as an effective and interesting way to learn English autonomously. They claimed that watching English Language Films is "easier because no need to worry about making mistakes" and the films provide abundant sources, such as "different accents" "historical backgrounds" and "western cultures". The students from Chik's (2015) research also stated their favor while watching English movies, such as interested culture, identifying pronunciation and dialect.

In conclusion, this research aimed to explore the correlates of motivation and autonomy in English language learning through watching English Language Films from pre-med students' perspective. The result indicated that pre-med students react positively when suggested to watch English Language Films as autonomous learning after classes. The pre-med students believed that watching English Language Films is one of the best entertaining activities to attend after stressful medical courses, and knowing that watching English Language Films can help with English language learning greatly motivate them to get more involved in such kind of activities. According to the responds of pre-med students, their motivation of English learning is related to several factors of films, such as genre,

actor and actress, historical knowledge, etc. In other words, once the students attracted by their interested films, the favored factors of the film provide the material of English leaning and motivate the students to learn English subconsciously. Furthermore, during the English Language Films, students' motivation of learning greatly varies from their own needs of English skill improvement in terms of listening, speaking, reading and culture awareness. Depending on individual's intention of learning, students pay more attention on certain skill and utilize personalized method and strategies to learn from the films autonomously. This research also found that English Language Films enhance students' ability of autonomous learning. Since the films provide plenty of opportunities to hear, repeat and practice English after native speakers under a native circumstance, the students' could improve their vocabulary knowledge, pronunciation, slangs and idiom, etc. The strategies mentioned by pre-med students include taking notes, recoding themselves and replaying, reading more film-related books, joining film clubs and etc. The autonomous learning through English Language Films allows the greatest freedom for students to discover a way of learning without worries of making mistakes.

5.3 Implication of the Study

This study gives valuable insight as to how students can use English Language Films to motivate them to learn English and to also learn English autonomously using English Language Films as a study tool. During this study it was concluded that individual pre-med students watch English Language Films to help them learn English autonomously depending on their individual needs. Students that require more work with pronunciation will listen to lines in the movie and repeat them for practice. Students that want to improve their vocabulary will write down and repeat new words so they can add them to their existing vocabulary. Students that want more practice with reading will closely read the subtitles while simultaneously listening to the audio from the film to make sure they understand how each word is pronounced. In short, each individual student is able to craft a program specifically designed to help them with their individual English language needs using English Language Films as an autonomous study tool.

The results from this study align with results in previous studies that show that

watching English Language Films and using them as an autonomous learning tool is beneficial when learning the English language. English Language Films give students a chance to hear, read and watch people converse in English, giving them valuable practice with the English language in a fun and stress free setting.

5.4 Recommendations

This study examines the use of English Language Films to promote motivation and autonomous English language learning. While this study has turned up valuable information regarding the use of English Language Films as an autonomous learning tool and the importance of motivation when learning English there are several areas which could be changed to make the study more complete. First, the study only involves 100 first year pre-med students from a private university in Thailand. More complete results could be achieved with a larger and more diverse sample size. Another issue was that each student only watched 5 different films for this study, the study would be more complete and give a better understanding of how English Language Films can be used to promote motivation and autonomous English language learning if the subjects in the study watched more films than 5 and then reported on them. An issue that goes hand in hand with the students watching only 5 English Language Films is that the study was conducted in a period of 2 months, a longer period of time would give more complete results because the participants would have more time to watch films. Another limitation of the study is that all of the participants were Pre-med students and all of them already spoke English very well. The pre-med students are far better than the average student and much more motivated to learn. A future study should not use only the crème of the crop of students, but instead use a more average or diverse group of participants, one where the average person is not as highly motivated to learn as pre-med students are. The final aspect of the study that could present an issue is that all the participants in the study were former students of mine. It is possible that they gave answers that the teacher wanted to hear rather than giving truthful answers. To avoid this possibility, it would be better to use random participants for future studies.

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The image features a large, faint watermark of the Rangsit University logo in the center. The logo consists of a stylized flame or sunburst shape at the top, with a circular base containing radiating lines. The text 'มหาวิทยาลัยรังสิต Rangsit University' is written in a semi-circle below the logo.

Appendix A

Certificate of Approval by Ethics Review Board of Rangsit University

มหาวิทยาลัยรังสิต Rangsit University

COA. No. RSUERB2023-187



**Certificate of Approval
By
Ethics Review Board of Rangsit University**

COA. No.	COA. No. RSUERB2023-187
Protocol Title	Watching English Language Films to Promote Motivation of Autonomous English Language Learning Strategies: The Pre-Med Students' Perspective
Principle Investigator	Thomas Joseph Gronemeyer
Co-Investigator	Associate Professor Dr. Sumalee Chinukul
Affiliation	Suryadhep Teachers College, Rangsit University
How to review	Expedited Review
Approval includes	<ol style="list-style-type: none"> 1. Project proposal 2. Information sheet 3. Informed consent form 4. Data collection form/Program or Activity plan
Date of Approval:	1 December 2023
Date of Expiration:	1 December 2025

The prior mentioned documents have been reviewed and approved by Ethics Review Board of Rangsit University based Declaration of Helsinki, The Belmont Report, CIOMS Guideline and International Conference on Harmonization in Good Clinical Practice or ICH-GCP

Signature..... *Panan Kanchanaphum*

(Associate Professor Dr. Panan Kanchanaphum)

Chairman, Ethics Review Board for Human Research



Ethics Review Board of Rangsit University, 5th floor, Arthit Ourairat Building (Bldg.1) Rangsit University

Tel. 0-2791-5728 Email: rsuethics@rsu.ac.th

The image features a large, faint watermark of the Rangsit University logo in the background. The logo is circular, with a stylized flame or sunburst design at the top. Below the logo, the text 'มหาวิทยาลัยรังสิต Rangsit University' is written in a semi-circle.

Appendix B

**Questionnaire to elicit English language learning motivation and
Autonomous English language learning strategies through watching
English Language Films**

Questionnaire to elicit English language learning motivation and Autonomous English language learning strategies through watching English Language Films

Directions: There are 4 major sections in the questionnaire. If you have any questions regarding the questionnaire, please feel free to contact the researcher promptly. Section 1: Demographic Data & Films watching behaviors; Section 2: Understanding how watching English Language Films help promote motivation and autonomous learning in English language learning; and Section 3: Open-ended Questions to understand your opinion toward watching English Language Films as autonomous learning.

Section 1: Demographic Data & Motivation of watching English Language Films

Directions: Please mark in the box which applies to you most or fill in your own responses in the blank “Other (Please specify) _____”

1. Gender Male Female
2. Department
3. English grade
4. In your learning process, do you depend only on inside classroom learning?
 Yes No

If no, what activities do you practice autonomously outside the classroom?

- Browsing educational websites
 - Reading books
 - Listening to audio scripts
 - Watching English Language Films
 - Others
5. How often do you watch English Language Films outside the classroom?
 Everyday
 Three to five times a week
 Once a week
 Less than once a week
 Never
 6. What kind of English Language Films do you usually watch?
 Feature films (Hollywood movies or British)

- Documentary films
- Educational films
- YouTube clips

7. For what purpose do you watch the English Language Films?

- For entertainment
- For English language learning
- To be familiar with the English speaking community
- To enrich the knowledge about the English culture community
- Others

8. What are the aspects of listening in the English language that you want to improve?

- Unfamiliar with vocabulary
- Inappropriate length
- Inappropriate speed
- Different accents
- All of them

9. What are the aspects of speaking in the English language that you want to improve?

- Lack of vocabulary
- Incorrect pronunciation
- Faulty grammar usage
- Fear of committing mistakes
- All of them

10. What are the aspects of reading in the English language that you want to improve??

- Lack of vocabulary
- Unfamiliar sentence structure
- Lack of cultural knowledge to comprehend the content
- Slow reading speed
- All of them

Section 2: Understanding the extent to which the pre-med students develop their English proficiency as autonomous learners through watching English Language Films

Directions: Please rate your level of agreement or disagreement by marking in the column given on each line of following statements revealing your opinion on promoting your motivation and autonomous learning through watch English Language Films. The scale of 4 refers to Strongly Agree, 3 refers to Agree, 2 refers to Disagree, and 1 refers to Strongly Disagree.

Specific statement to be considered	Strongly disagree	Disagree	Agree	Strongly agree
1. Watching English Language Films helps me develop listening skills in English.				
2. I can understand more vocabulary after watching English Language Films.				
3. I can catch up the conversation better after watching few English Language Films.				
4. I can understand more than 1 dialect in English after watching English Language Films.				
5. Watching English Language Films makes listening in English more fun.				
6. Subtitles in English Language Films have great effect on my listening comprehension.				
7. Watching English Language Films helps me to develop my speaking skills.				
8. Watching English Language Films				

helps me to improve pronunciation and intonation.				
9. Watching English Language Films improves my communication skills in English.				
10. Watching English Language Films helps me learn unfamiliar idioms, proverbs and slangs.				
11. Watching English Language Films is beneficial to learn how to use English in everyday life communication				
12. I feel more confident when I need to speak English after watching English Language Films.				
13. When watching English Language Films, I learn to use words according to context.				
14. Reading subtitles in English Language Films enriches my vocabulary knowledge and improve my reading skills.				
15. Subtitles in English Language Films improve my reading speed.				
16. Watching English Language Films is a great way for me to learn and understand more about English Language cultures.				
17. Watching English Language Films can provide real life contexts that enrich my cultural awareness.				
18. I have more interest in learning				

English culture through English Language films than traditional methods in school.				
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Section 3: Understanding the opinion of pre-med students toward watching English Language Films as autonomous learning.

Directions: Please freely respond to the following questions with your opinions.

1. Do you consider the reliance on films as autonomous learning

Yes No

If no, why not....

2. To what extent do you think that films are a rich source of authentic input that can be used autonomously to develop the learners' English proficiency?

- Extremely effective Very effective
 Moderately effective Slightly effective
 Ineffective



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Appendix C
Reflection After Watching English Language Films

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Reflection after watching English Language Films

1. How did the film make you feel?
2. What aspect of the film did you most engage with?
3. What does the film make you think about? (e.g. art, fashion, culture, history...)
4. Would you watch it again? Why/why not? If you decided to watch it again, how would a second viewing be different? What would you focus on?
5. What did you learn from watching this film in context of English language?



The image features a large, faint watermark of the Rangsit University logo in the background. The logo consists of a central flame-like symbol above a circular sunburst pattern. Below the sunburst, the university's name is written in Thai script and English: "มหาวิทยาลัยรังสิต Rangsit University".

Appendix D
Students' Reflection After Watching English Language Films

Question 1: How did the film make you feel?		
Student 1	This is a very exciting movie, he is a good-looking guy.	John Wick
	It is so pity Gatsby and Daisy didn't end up together	The Great Gatsby
	It's a sad movie.	Titanic
	Overall, this movie makes me feel happy because there are more good people than bad people.	The Man in the Iron Mask
	I was always so nervous he will be caught.	Catch Me If You Can
Student 2	I feel relaxed after study whole day.	Home Alone
	It's an interesting movie.	The Nightmare Before Christmas
	It's a cool movie. Everything is so different.	The Addam's Family
	It's even better than the last one.	Addams Family Values
	It's a very exciting movie.	The Adventures
Student 3	The movie inspired me to change for the good. I want to be kind and help more people.	John Wick
	It's very similar as the last movie I watched. The good people always defeat the evil.	The Equalizer 3
	First I feel pathetic for Truman, but later I feel hopeful, and encouraged by Truman's adventure.	The Truman Show
	I feel very refiled, I sometime want to take a day off like him too.	Ferris Bueller's Day Off
	During the movie I was scared and highly focused, but after movie I felt so excited and cannot stop thinking about the movie.	Triangle
	Student 4	So cool, I wish I can be a pilot, it looks like a dangerous but interesting job.
	It's as good as the first one. Maverick is still cool even he is older now.	Top Gun Maverick

	Excited and scared, it is a very violent movie.	Rambo: Last Blood
	Excited, and I enjoy watching the fist of this movie series.	First Blood (Rambo)
	It was very exciting and interesting. It's enjoyable to watch an old classic movie.	Rocky
Student 5	I felt sad for John Wick because his wife and dog die.	John Wick
	The romantic movie makes me feel relax.	Leap Year
	It's a sad romantic story. Not only Jack and Rose, the old couple on the boat was also another sad story.	Titanic
	Very nervous, I was scared for the family.	A Quiet Place
	Not very nervous as the last one, but always worried that they will be dead.	A Quiet Place Part II
Student 6	It's a good movie to watch after school, very relaxing because you know spider man always wins.	Spider Man2002
	Very excited but also nervous.	World War Z
	It makes me feel nervous, excited and very interested to figure out who the killer was.	I Know What You Did Last Summer
	I think it is not as scary as I thought. I like to watch scary movies.	A Quiet Place
	I had fun watching this movie with my friends.	A Quiet Place Part II
Student 7	John Wick make me feel sad at the very beginning because his wife died. But I was happy when he stopped all the bad people.	John Wick
	The movie is very interesting because I am a fan of superhero movies, especially batman.	Batman Begins
	The union of superhero is very exciting.	The Adventures
	The movie made me very interested in the story travel and fun of the whole story line.	Guardians of the Galaxy
	It's an interesting movie, very relax to watch with	Guardians of the

	popcorn.	Galaxy Vol.2
Student 8	It's an interesting movie. It is so classic, I think no movie about magic can overcome it.	Harry Potter and Sorcerer's Stone
	It's a very unique movie, almost like magic. I was very curious all the time to see what will happen.	Benjamin Button
	I felt very nervous all the time, I thought they were cursed.	I Know What You Did Last Summer
	It is so scary and nervous. I had to hid behind my friends all the time.	A Quiet Place
	It's interesting movie, Sometimes I feel sad, sometimes angry, sometimes feel sorry for the character.	Legends of the Fall
Student 9	It was very interesting for me to learn the history of American and the expansion west. Also, very interesting of the cowboy time.	Dance with Wolves
	It was very tense and interesting.	Die Hard 1
	It's was very stressful when he went to the jail for the crime e didn't commit. And then I enjoyed watching him learn to survive from the prison life and I was very relieved at last to see him escaped jail.	The Shawshank Redemption
	The movie makes me feel happy because the psychologist helped him, and they became friends.	Good Will Hunting
	I like the gangster movies, it's very exciting.	Good Fellas
Student 10	It is a magic movie, the snow world is amazing.	The Frozen
	I feel filled with power after I watch adventure.	The Adventures
	I like love story movie. It is so classic but too sad.	Titanic
	It makes me think about the meaning of love.	The Bridge of Madison County
	I like Disney movies. It makes me feel happy and relax. The monsters are so cute.	Monsters, Inc.

Question 2: What aspect of the film did you most engage with?		
Student 1	He got into the fight because he wanted to save the dog. The theme of this movie is revenge.	John Wick
	The love story between Gatsby and Daisy. I remember the moment they met each other again, they looked at each other with so much emotion.	The Great Gatsby
	The love story between Jack and Rose. I remember of course they stand on the deck and say” You jump, I jump”.	Titanic
	I was very engaged when the two kings were exchanged secretly.	The Man in the Iron Mask
	It was a very unique movie; I never watched any movie in this theme before. I was worried when they will find out. I remember the part that he faked the pilot ID.	Catch Me If You Can
Student 2	Of course, the part that little boy fooled with two crimes, like the crackers, electric and oil.	Home Alone
	It’s a very weird movie, has both Halloween and Christmas theme.	The Nightmare Before Christmas
	I like to see Wednesday part, she is a col girl.	The Addam’s Family
	I like the part Wednesday stood up to fight against whole club.	Addams Family Values
	They stayed together to complete the mission.	The Adventures
Student 3	Loyalty and friendship.	John Wick
	Kindness and justice.	The Equalizer 3
	The last part, Truman tried to leave the studio. That is the most cheering part.	The Truman Show
	The sense of freedom released by main character.	Ferris Bueller's Day Off
	I like how the woman struggled to change her life, but everything is just doomed.	Triangle

Student 4	All the scenes that have plane.	Top Gun
	Same as first one, the plane tricks.	Top Gun Maverick
	The love for his family.	Rambo: Last Blood
	Rambo journey through life. He adapted to normal life eventually.	First Blood (Rambo)
	The story of a guy never gives up and believe in himself.	Rocky
Student 5	It was very interesting to see how this iconic character started.	John Wick
	I enjoyed the main characters journey and all the difficulties they had are ridiculous. I also like to watch how their love was deepened every time after they conquered the challenge.	Leap Year
	I enjoyed the part when Jack was almost sank, he still tried so hard to comfort Rose and convince her to not give up.	Titanic
	How they had to work together and adapt to survive.	A Quiet Place
	I remember how the older brother tried to protect the baby, and how the older sister saved whole world with her courage.	A Quiet Place Part II
Student 6	The part spider man beat up villain.	Spider Man2002
	I enjoyed when they try to figure out how to cure the virus. It reminded me of a little of Covid-19 situation.	World War Z
	I felt very bad for the girl because she didn't want to hide the body. She was tortured by the guilt.	I Know What You Did Last Summer
	I got excited every time the monster come. I wanted to help the girl to kill the monster.	A Quiet Place
	I am very impressed by the little girl decided to go so far to save all the people.	A Quiet Place Part II

Student 7	There was a noise complain from John Wick's house. But when the policeman came over, he just pretended not seeing five dead bodies.	John Wick
	I like his journey how he started from an orphan little boy and turned to a super hero and saved everyone.	Batman Begins
	I enjoyed seeing how they were gathered and how they agreed to fight together.	The Adventures
	The part Rocket and Groot become good friends. I like Goot a lot, he is very cute.	Guardians of the Galaxy
	I found Star Lord's experience from beginning of first movie until the end of this one. He matured a lot and became a hero.	Guardians of the Galaxy Vol.2
Student 8	I think about the life in magic school, it must be so interesting because everything changes every day.	Harry Potter and Sorcerer's Stone
	Think about how sad it is that two people who love each other cannot be together because of the age.	Benjamin Button
	I think the girl should insist or she won't be tortured any more.	I Know What You Did Last Summer
	Everyone tried so hard to protect the family members.	A Quiet Place
	The life experience of main character is a interesting story, but most of people like to live as his older brother.	Legends of the Fall
Student 9	The man and his love of nature. The Americans came in and destroyed the animals natural habitat, they showed no respect to the nature.	Dance with Wolves
	The man fights with the evil by himself.	Die Hard 1
	The story of this man's life and how he survived in prison.	The Shawshank Redemption

	The story of main character and how difficult his life is.	Good Will Hunting
	I found it's interesting that this movie is based on a true story.	Good Fellas
Student 10	Every time Elsa uses her magic power. Especially when she builds the castle.	The Frozen
	The adventures destroy the control center of evil power.	The Adventures
	I like the part how old Rose talking about the story of Jack.	Titanic
	When the woman was so struggled at the end, she couldn't decide who should she go with.	The Bridge of Madison County
	I like the part Sullivan found it is easier to collect energy from laughter.	Monsters, Inc.

Question 3: What does the film make you think about? (e.g. art, fashion, culture, history...)

Student 1	I want my boyfriend can be as strong as John Wick.	John Wick
	The old classic American style, the way they dress and the party they held. I like those.	The Great Gatsby
	It is a true love.	Titanic
	I am very interested in the history of France. The way they dress. The way the king dress is quite funny.	The Man in the Iron Mask
	The possibility of committing crimes in American history. Because nowadays everything is recorded by camera, and we have our ID registered. I cannot believe it was so easy to fake ID in those years.	Catch Me If You Can
Student 2	I guess the tradition of Christmas culture of family being together. Even the old guy in the park got family back.	Home Alone

	It very interesting to see how the kids are waiting for Christmas gifts.	The Nightmare Before Christmas
	It's a creepy movie but has very strong goths style.	The Addam's Family
	It has a part talk about real culture of Thanksgiving.	Addams Family Values
	The classic comic of America, each hero has his and her own setting. They make the hero so vivid like real human.	The Adventures
Student 3	The movie made me feel excited and scared at certain times.	John Wick
	It gave me the strength of believing there's always more good people than bad people. And bad people always get their karma.	The Equalizer 3
	The inspiration of life, that there is always a way to fight and we can all figure out our life.	The Truman Show
	I see all the events and culture of America. I like the baseball game, and parade part. The American cultural events attract me the most.	Ferris Bueller's Day Off
	It is a suspense movie and I like the plot of the movie. It's a little creepy but there are a lot to think about afterwards.	Triangle
Student 4	The life and experience of being a pilot. Not everyone can be a pilot like Maverick.	Top Gun
	I am very curious about the life in American military.	Top Gun Maverick
	It made me think about the organize crime in parts of South America.	Rambo: Last Blood
	How the soldiers having a hard time coming home after a war.	First Blood (Rambo)
	To see this man work so hard to change his life, he never gives up on himself.	Rocky

Student 5	The movie makes me think about how angry the Russian gangster made John Wick because they killed his dog and stole his car. And they even made him angrier because the dog was given by his dead wife.	John Wick
	The movie shows a lot of classic views of England. Besides the love story line, I am also very attracted by the beautiful nature views.	Leap Year
	I am interested in the activities on cruise, I never been on a cruise before. Especially the party on the cruise, it's like a new world to me.	Titanic
	The father sacrificed himself for his son and daughter.	A Quiet Place
	The family should always stick together and take care of each other.	A Quiet Place Part II
Student 6	Sometimes I hope I can have super power to deal with all the difficulties in my life.	Spider Man2002
	The film made me think about Covid 19 situation and also how easy the virus can spread.	World War Z
	The whole time I tried to find the clue to solve the misery.	I Know What You Did Last Summer
	The love of mom is so strong and powerful, she could give birth without shouting.	A Quiet Place
	The strength of love can conquer everything.	A Quiet Place Part II
Student 7	The film makes me feel hopeful that good people will always beat up bad people in the end.	John Wick
	The movie made me think about how brave and courage Batman is.	Batman Begins
	The strength of union.	The Adventures
	The film made me to think about space trip. I cannot imagine how fun it will be to travel in the space.	Guardians of the Galaxy

	How interesting it will be to meet aliens from all over the universe. It is a story with magic.	Guardians of the Galaxy Vol.2
Student 8	I think the loyalty and sincerity are very important qualities.	Harry Potter and Sorcerer's Stone
	I think about how difficult Benjamin's life is because he is so different than others. No one really understands him.	Benjamin Button
	It is a suspenseful movie. All the time I tried to figure out the killer with my friends.	I Know What You Did Last Summer
	I don't really think too much, I was so scared.	A Quiet Place
	I think about my choice of life, I like Brad Pitt's life, but I think I will live as normal.	Legends of the Fall
Student 9	The life of the native American Indians. How they lived with him and respected the nature.	Dance with Wolves
	I very much enjoyed watch such a classic action movie.	Die Hard 1
	I think it would be very difficult life for prisoners, I hope I will never go to jail.	The Shawshank Redemption
	Everyone has their own unique story and experience in their life.	Good Will Hunting
	The life of the mafia people.	Good Fellas
Student 10	It makes me think about how winter is. Thailand never has winter. I would like to travel to a cold country.	The Frozen
	It makes me wonder if the superpower really exists.	The Adventures
	I tried to imagine how desperate people were when they found the boat was sinking.	Titanic
	The farm life of middle American looks fun to me.	The Bridge of Madison County
	I thought about maybe some of my nightmares were also caused by monsters.	Monsters, Inc.

Question 4: Would you watch it again? Why/ Why not? If you decide to watch it again, how would a second viewing be different? What would you focus on?		
Student 1	No. Because I don't like they fight so much, too violent.	John Wick
	Yes, I will watch it again. Because there were still a lot of details, I didn't have time to watch. I will pay more attention on the decoration and background next time.	The Great Gatsby
	Yes, I will watch it many times, I think. I want to try to learn the song "My heart will go on".	Titanic
	Yes, because I really like Leo. Next time I will pay more attention on the way they talk to the superior, they have very clear order when they speak.	The Man in the Iron Mask
	Yes, I will watch it again. I will focus on how he started the crime business and his childhood influence.	Catch Me If You Can
Students 2	Yes, it's very relaxing after a whole day of class. But I am not sure, maybe just the plot.	Home Alone
	Yes, I will watch it again. Focus on the conversation this time.	The Nightmare Before Christmas
	Yes, I would like to watch it again.	The Addam's Family
	Yes, I will watch it again. I like how they are different from the others. This time I will focus on the language they use.	Addams Family Values
	No, I would rather watch something else. It's fun but the storyline is not romantic.	The Adventures
Student 3	Yes, it's a fun movie. The second time I will watch the fighting techniques closer.	John Wick
	Yes, but I will watch the first two Equalizer first. Because I am interested in his background.	The Equalizer 3
	Yes. It's a very classic movie and has a special	The Truman Show

	theme. I will focus on the fake actors, how they act everyday around Truman.	
	I will watch again, especially if my study is too stressful, this movie can give me some comfort.	Ferris Bueller's Day Off
	Yes, but with my friend together. I want to find out more details in the sequence.	Triangle
Student 4	Yes, I will watch it again, but I will watch the second one just released last year. Next time I will focus on military talk.	Top Gun
	Yes, I think this is a movie I will watch many times. This time I paid more attention on the language they use, so cool.	Top Gun Maverick
	Yes, I like action movies. I will just try to enjoy it more deeply.	Rambo: Last Blood
	Yes. I enjoyed the movie very much. I will appreciate more.	First Blood (Rambo)
	Yes, I like it.	Rocky
Student 5	Yes, I like the actor Keanu Reeves, he is a good-looking guy.	John Wick
	Yes, I will watch it again. Next time I will focus on the views' scene more.	Leap Year
	Yes. I will focus on their meeting part more.	Titanic
	Yes, but only with my friends, it's too scary to watch only. I will focus on the preparation they made for silent life.	A Quiet Place
	Yes, I will watch with my friends. In this one, they talk more than the last movie.	A Quiet Place Part II
Student 6	Maybe, there are many marvel movies. I want to watch some other superhero movies too.	Spider Man2002
	Yes, I would watch it again. I would focus on what the main character does to survive.	World War Z

	Yes, I will watch it again. But I think it would not be as much fun as the first time, because I already know the ending.	I Know What You Did Last Summer
	Yes. I will focus on how they communicate.	A Quiet Place
	No, I prefer scarier movies.	A Quiet Place Part II
Student 7	Yes, this type of movie is fun to watch when you need to relax.	John Wick
	Yes. This time I will focus on the background more, because now I already know the story line.	Batman Begins
	Yes. I like superhero movie; I will watch it every time I feel tired from schoolwork.	The Adventures
	Yes, focus more on the vocabulary in their conversation.	Guardians of the Galaxy
	Yes, it is a very relaxing movie. I will still focus on the vocabulary.	Guardians of the Galaxy Vol.2
Student 8	Yes, I will watch the other 7 Harry Potter first and some day I will rewatch each of them.	Harry Potter and Sorcerer's Stone
	Yes. Next time I will focus on his life experience more than the love story line.	Benjamin Button
	Yes, maybe I will feel different to watch knowing who is the killer.	I Know What You Did Last Summer
	Maybe, but I have to watch with my friends.	A Quiet Place
	Yes, I will try to understand their inner emotions more.	Legends of the Fall
Student 9	Yes, it was a long movie, I feel I want watch more than one time to fully understand. I will focus on more details.	Dance with Wolves
	Yes., but next time I would like to watch with my friends. I will see if I can focus on something new about the movie.	Die Hard 1
	Yes, I would focus more on how he escaped.	The Shawshank

		Redemption
	Yes, I will watch again. I will try to understand the Boston accent better.	Good Will Hunting
	Yes, I will watch again. I will try to learn more vocabulary.	Good Fellas
Student 10	Yes. I will focus on the lyrics more, they have a lot of nice songs.	The Frozen
	Yes, I think I will watch all series of the Adventures.	The Adventures
	Yes, I will watch with my mom. She loves that movie too.	Titanic
	Yes, I will focus on the language they use.	The Bridge of Madison County
	Yes, next time I will listen closely to the way they speak.	Monsters, Inc.

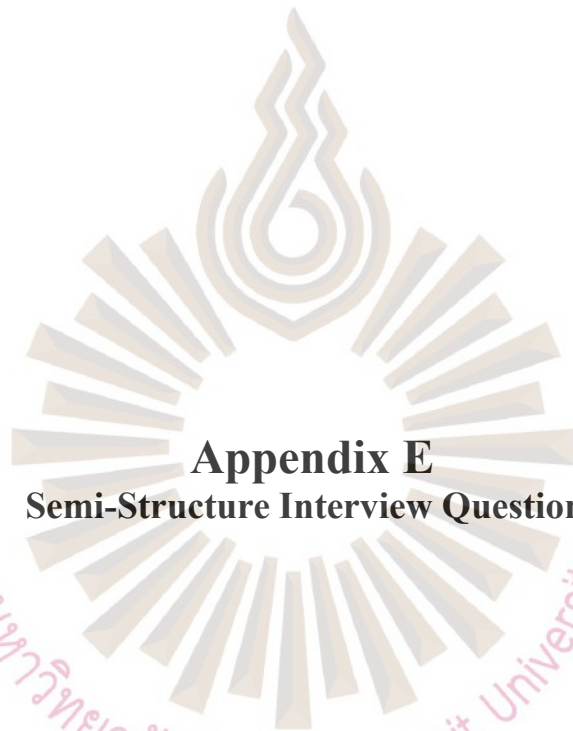
Question 5: What did you learn from watching this film in context of English language?		
Student 1	I learned some new vocabulary	John Wick
	He always call mick "Old sport". I learned it is a old saying for the old money family in American history, and Gatsby as new money tried to get involved in the old money group.	The Great Gatsby
	They have very clear American English accent.	Titanic
	When they talk to king, they need to use very official loyal word.	The Man in the Iron Mask
	I learned some about some pilot talking.	Catch Me If You Can
Student 2	It's very easy English, very daily from a kid's mouth.	Home Alone
	The different vocabulary about Christmas toys.	The Nightmare Before Christmas

	There are many tools name. And the tune they speak with is very clam and special.	The Addam's Family
	The vocabulary of Thanksgiving and the origin of turkey.	Addams Family Values
	A lot of vocabulary about the god world, like the god of Thor.	The Adventures
Student 3	I learned some new vocabulary and slang about how gangster talk.	John Wick
	Vocabulary and speech patterns.	The Equalizer 3
	Vocabulary.	The Truman Show
	I learned about American culture.	Ferris Bueller's Day Off
	I remember one word to call the captain's room on boat, "Bridge"	Triangle
Student 4	Military vocabulary, the instruction they give each other when they on mission, very shot and clear. Also I learn from the sone" Danger Zone".	Top Gun
	Also the military language. And the vocabulary of planes.	Top Gun Maverick
	New vocabulary and how native American talk.	Rambo: Last Blood
	I learned a lot about the history of such iconic character. And many Thai action movies borrowed from this movie.	First Blood (Rambo)
	I learned some boxing terms in English and I got experience of the Philadelphia accent.	Rocky
Student 5	I learned a lot of new vocabulary about guns and cars.	John Wick
	I learned a lot England culture from the movie.	Leap Year
	Some conversation between the lovers. Jack said many romantic things to Rose.	Titanic
	I learned about the sign language.	A Quiet Place

	Same as last time, sign language. But because it doesn't have so much conversation, it is easier to learn the way they talk.	A Quiet Place Part II
Student 6	The skills spider man has, like web whip, web slam.	Spider Man 2002
	I learned some new vocabulary and practices my listening skills.	World War Z
	I learned some new vocabulary about the fishing.	I Know What You Did Last Summer
	How to express in a short way because they cannot talk that much.	A Quiet Place
	Some vocabulary about the sound, like hertz frequency.	A Quiet Place Part II
Student 7	I learned some new words and phrases.	John Wick
	I learned some phrases and vocabulary.	Batman Begins
	I learned some superhero topic vocabulary about their organization.	The Adventures
	Learned some new jokes in English.	Guardians of the Galaxy
	I learned more jokes, and I find I can understand the jokes better.	Guardians of the Galaxy Vol.2
Student 8	I like to repeat their British accent English. It's very special.	Harry Potter and Sorcerer's Stone
	I learned some vocabulary.	Benjamin Button
	I learned some vocabulary. And I think the title of movie is very interesting too.	I Know What You Did Last Summer
	I didn't learn so much because it was so scary.	A Quiet Place
	I learned the way they speak. It's not exactly the way how the modern people speak.	Legends of the Fall
Student 9	The vocabulary and the way people talk in this period.	Dance with Wolves

	How the native speaker speak in English.	Die Hard 1
	I learned prison vocabulary.	The Shawshank Redemption
	I learned about the Boston accent.	Good Will Hunting
	I learned the way gangsters talk.	Good Fellas
Student 10	The song ' Let it go" and "Do you want to build a snowman". I like to sing it again and again.	The Frozen
	I learned some vocabulary about superpower.	The Adventures
	I enjoy the way Rose telling the story. I like how she express everything.	Titanic
	I read something about the poetry mentioned in the movie, and I read some of his poems.	The Bridge of Madison County
	I learned some vocabulary.	Monsters, Inc.



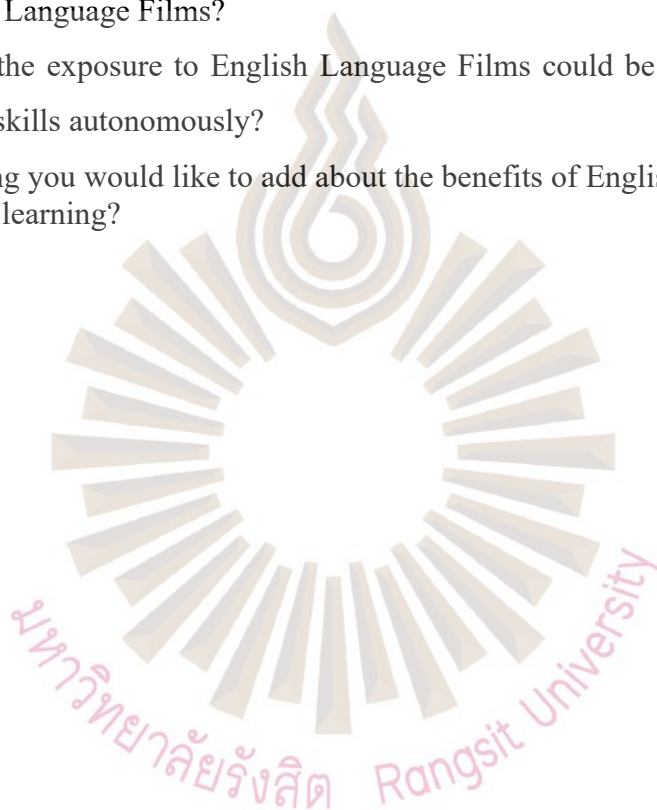


Appendix E
Semi-Structure Interview Questions

มหาวิทยาลัยรังสิต Rangsit University

Semi-Structured Interview Questions

1. How did watching English Language Films help you learn English?
2. What kind of in-class and out-of-class English learning activities do you enjoy besides watching English Language Films?
3. How can you develop yourself to become autonomous learner in English through watching English Language Films?
4. Do you think the exposure to English Language Films could be effective for EFL to improve English skills autonomously?
6. Is there anything you would like to add about the benefits of English Language Films in English language learning?



The image features a large, faint watermark of the Rangsit University logo in the background. The logo consists of a central flame-like symbol above a circular sunburst pattern. Below the sunburst, the university's name is written in Thai script and English.

Appendix F
Students' Responds of Semi-Structure Interview Questions

มหาวิทยาลัยรังสิต Rangsit University

Question 1: How did watching English Language Films help you learn English?	
Student 1	I watch the film with subtitle. I feel I have to read the subtitle to understand what they are talking about. There are some vocabularies I learned.
Student 2	I like to watch some easy movies because I can understand their conversation better. And I like to watch something about culture, I like the conversation about culture, I can learn something from it.
Student 3	Sometimes, I rewatch the movie many times. I watch my favorite parts again and again and I can even remember the script. I will literally say the script at the same time and pretend I am the actress.
Student 4	It helps me with my pronunciation by repeating what they say, and the movies helped me with my new vocabulary.
Student 5	When I watch the English language movies, it practice my listening, also practice my reading because I always read the subtitle. I think my pronunciation also improved.
Student 6	It helped me with my pronunciation when I listen to the characters and repeat what they say. It also helped me learn new vocabulary.
Student 7	I sometimes tell my friends the jokes I learn from movies. Sometimes they think it's funny, sometimes not.
Student 8	I learned a lot new vocabulary from the context of the films. Although I got to hear the way native speaker speak, both British and American accent.
Student 9	I learned about people's life and customs during the certain period of America. The culture of the cowboys, armies, and prison attracted me a lot. I really had fun watching those movies.
Student 10	I like all the elements include in the movie. Especially most of Disney movies have wonderful songs, I always sing songs after I watch the movie.

Question 2: What kind of in-class and out-of-class English learning activities do you enjoy besides watching English Language Films?	
Student 1	English songs. I watched Titanic, and that very classic song “My heart will go on”, I really like it. I know it’s very old, but it is still classic and wonderful. Also the lyrics is not very hard to catch.
Student 2	Maybe we can have some parties about different countries’ culture. We can learn something about food, fashion, and something else. If we can have people from different country, we can even learn by talking to them.
Student 3	I want to watch movies with my friends. Especially if they like the same movie as me, it is fun to share our opinion about the movies. I think I will start to go to the theater to watch the opera, it will be more fun to watch on live show.
Student 4	I would like to join a movie club. We can watch movie together, especially old movies. Because I sometimes have difficulties finding the movies. If there is a club, we can share the movie list.
Student 5	I enjoy reading book in English, like Harry Potter. Sometimes my friends and I like to sit in a Café and talk in English even we are all Thai.
Student 6	I enjoy watching English TV shows and listen to music in English.
Student 7	I tried to watch comedy shows with subtitle. The shows are easier to understand because the conversation is more daily. I would like to watch some talk show in English in the future.
Student 8	I like to read books. Especially the movie like Harry Potter, I would like to read the books too to see what are the differences.
Student 9	I sometimes read books about American culture. If I found a period of culture that I enjoyed, I want to find a book to know more about it.
Student 10	I would like to go to karaoke to sing songs. The songs in Karaoke also have subtitle, I can read and sing correctly.

Question 3: How can you develop yourself to become an autonomous learner in English through watching English Language Films?	
Student 1	I think I need to watch the film two times. The first time I was very attracted by the plot, sometimes forget to remember the English learning. But when I watch the second time, I feel I understand the dialogue more.
Student 2	Because I can choose the movie by myself, I feel I am more excited than anxious when I realize 'oh,I need to learn English now.' I normally prepare a pen and paper to write down the funny words. Sometimes I forget because the movie is so interesting, but I will still replay it and write it down.
Student 3	Just by repeating actor's and actress' script, it helped me with my oral skill. And I feel the way I speak is more fluent.
Student 4	When I watch the movies, I like to look up the vocabularies I don't understand. In the top gun movie, I research about the planes, I learned more vocabulary about planes so I can talk to my friends about it later.
Student 5	I can add new vocabulary when I watch the movies. And I can also get practice listening to English and listening to native speakers' speech patterns.
Student 6	I can write down and learn new vocabulary from the movies. And I can also get practice listening people speaking in English.
Student 7	I practice my listening skill. Some times I got distracted by something else, but I can still understand what they are talking about in the movie.
Student 8	The movie encourages me to read books. I think movie is a very good material for me to get interested in more English learning activities. Also, because I like to repeat the script, I learned different pronunciation of the word in British and Ameican accent.
Student 9	I tried to practice my pronunciation and they way I speak to match the way the actors speak in the movie. I wish I can sound more like native.
Student 10	I think the study of the songs improve my English a lot. I checked the lyrics on website, and practice again and again until I can remember it.

Question 4: Do you think the exposure to English Language Films could be effective for EFL to improve English skills autonomously?	
Student 1	Yes. At least it is fun to watch English movies than study in the classroom. I will be very happy if we only learn English by watching movie.
Student 2	Absolutely. I really like to watch movies, it's a private activity for me. I don't need to talk to people after class and watch the movies only I like. I don't need to worry about making mistakes, not like the tests and quiz. I like it, I think I will continue watch movie in my whole life.
Student 3	Yes, it's easier to insist on some interesting habit.
Student 4	Yes. Because I think movies are fun way to learn English.
Student 5	Yes, I feel watching English movies helped me with a lot of English skills.
Student 6	Yes.
Student 7	Yes. At least I have fun watch movies with my friends. Even I watch alone, I think it is nice I can relax and learn.
Student 8	Yes. In the class we don't get chance to hear different accents. But in the movies we can.
Student 9	Yes. Sometimes I even forget I have a target of learning English, I has a lot fun watching movies.
Student 10	Yes, it is more fun than learning English in the class.

Question 5: Is there anything you would like to add about watching English Language Films in English language learning?	
Student 1	No. I think it's good enough.
Student 2	In my opinion, I like to watch the series movie together. If I like the first movie, I would like to watch the second part. Like Addam's family, I think the same characters can help me to focus more on the plots and get familiar with the way they talk. Also, in Addam's world, the vocabularies are repeated several times, t's easier to remember.
Student 3	There are some APP you can practice script. I think it will be good for the students who are learning English.
Student 4	No.
Student 5	No.
Student 6	It's a fun way for me to learn new English words and to get hearing practice to practice my listening skills.
Student 7	I think if I can watch movie with native speaker, it would be easier because the native speaker can explain for me.
Student 8	Yes, I hope everyone can read the original book of the movie. Because the books are more detailed and interesting.
Student 9	Yes, I think movies are fun material to learn English vocabulary.
Student 10	No, thank you.



Appendix G
Item Objective Congruence Index (IOC) Form

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Item Objective Congruence (IOC) Form

Research objective:

1. To study how the pre-med students become motivated in their learning English through watching English Language Films.
2. To examine the extent to which the pre-med students develop English proficiency as autonomous learners through watching English Language Films.
3. To explore the pre-med students' attitude towards watching English Language Films.

Response format:

- Questionnaires for English language learning motivation and autonomous English language learning through watching English language films.
- Reflection by students after watching the films.
- Semi-structured interviews to ask about their opinions towards watching the films.

Scoring criteria

The three experts evaluate the content validity of each item of the research instrument based on these criteria: Yes (+1), Not sure (0), No (-1). The scoring range of IOC between -1 and +1,

+1: The item is clearly consistent with the objectives.

0: It is not sure whether the item fully meets the objectives, and some items need to be modified or deleted.

-1: The item does not meet the objective at all and need to be modified.

The total score of each project must be above 0.67, so that the item can be effective and the item can be consistent with the measurement objective (Pavinelli, Hambleton 1977)

Questionnaire to elicit English language learning motivation and autonomous English language learning through watching English Language Films					
Section 1: Demographic Data & Films watching behavior					
Item	Rating by Experts			IOC Average	Remarks
	Expert 1	Expert 2	Expert 3		
1-3. Personal data (Gender, Age range, Department, English Grade)	1	1	1	1	
4. In your learning process, do you depend only on inside classroom learning? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, what activities do you practice autonomously outside the classroom? <input type="checkbox"/> Browsing educational websites <input type="checkbox"/> Reading books <input type="checkbox"/> Listening to audio scripts <input type="checkbox"/> Watching English Language Films <input type="checkbox"/> Others	0	1	1	0.67	
5. How often do you watch English Language Films outside the classroom? <input type="checkbox"/> Everyday <input type="checkbox"/> Three to five times a week <input type="checkbox"/> Once a week <input type="checkbox"/> Less than once a week <input type="checkbox"/> Never	0	1	1	0.67	

<p>6. What kind of English Language Films do you usually watch?</p> <p><input type="checkbox"/> Feature films (Hollywood movies or British)</p> <p><input type="checkbox"/> Documentary films</p> <p><input type="checkbox"/> Educational films</p> <p><input type="checkbox"/> YouTube clips</p>	1	0.5	1	0.83	Clarify multiple choices
<p>7. For what purpose do you watch the English Language Films?</p> <p><input type="checkbox"/> For entertainment</p> <p><input type="checkbox"/> For English language learning</p> <p><input type="checkbox"/> To be familiar with the English speaking community</p> <p><input type="checkbox"/> To enrich the knowledge about the English culture community</p> <p><input type="checkbox"/> Others</p>	1	1	1	1	
<p>8. What are the aspects of listening in the English language that you want to improve ?</p> <p><input type="checkbox"/> Unfamiliar with vocabulary</p> <p><input type="checkbox"/> Inappropriate length</p> <p><input type="checkbox"/> Inappropriate speed</p> <p><input type="checkbox"/> Different accents</p> <p><input type="checkbox"/> All of them</p>	1	1	1	1	

<p>9. What are the aspects of speaking in the English language that you want to improve?</p> <p><input type="checkbox"/> Lack of vocabulary</p> <p><input type="checkbox"/> Incorrect pronunciation</p> <p><input type="checkbox"/> Faulty grammar usage</p> <p><input type="checkbox"/> Fear of committing mistakes</p> <p><input type="checkbox"/> All of them</p>	1	1	1	1	
<p>10. What are the aspects of reading in the English language that you want to improve?</p> <p><input type="checkbox"/> Lack of vocabulary</p> <p><input type="checkbox"/> Unfamiliar sentence structure</p> <p><input type="checkbox"/> Lack of cultural knowledge to comprehend the content</p> <p><input type="checkbox"/> Slow reading speed</p> <p><input type="checkbox"/> All of them</p>	1	1	1	1	

Section 2: Understanding how watching English Language Films help promote motivation and autonomous learning in English language learning.					
Items	Rating by Experts			IOC Average	Remark
	Expert 1	Expert 2	Expert 3		
1. Frequently watching English Language Films helps me develop listening skills in English.	1	1	1	1	
2. I can improve listening skill after learning through movies.	1	1	1	1	
3. Learning listening skills through films is a waste of time.	1	1	1	1	
4. I am satisfied with developing my listening skills through movies.	1	1	1	1	
5. Learning listening skills through movies should be done continuously.	1	1	1	1	
6. Watching movies makes listening in English more fun.	1	1	1	1	
7. Subtitles in movies have no effect on my listening comprehension.	1	1	1	1	
8. Watching English Language Films help me to improve pronunciation and intonation.	1	1	1	1	
9. Watching English Language Films helps develop my speaking skills.	1	1	1	1	
10. Watching English Language Films helps me improve my communication skills in English.	1	1	1	1	
11. Watching English Language Films helps me learn unfamiliar idioms, proverbs and slangs.	1	1	1	1	

12. Watching English Language Films is beneficial to learn how to use English in everyday life communication	1	1	1	1	
13. When watching movies I learn vocabulary, slang, and idioms automatically.	1	1	1	1	
14. When watching English Language Films, I learn to use words according to context.	1	1	1	1	
15. Subtitles films enrich my vocabulary knowledge and improve my reading skills	1	1	1	1	
116. Watching English Language Films are a great way for me to learn and understand more about English Language cultures.	1	1	1	1	
17. Watching English Language Films can provide real life contexts that enrich the learners' cultural awareness.	1	1	1	1	
18. I have more interest in learning English culture through English Language films than traditional methods.	1	1	1	1	

Section 3: Understanding the opinion of pre-med students toward watching English Language Films as autonomous learning.					
Items	Rating by Experts			IOC Average	Remark
	Expert 1	Expert 2	Expert 3		
1. Do you consider the reliance on films as autonomous learning <input type="checkbox"/> Yes <input type="checkbox"/> No If no, why not....	1	1	0.75	0.91	
2. Do you consider yourself an autonomous learner? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, why not...	1	0.5	0.75	0.75	
3. To what extent do you think that films are a rich source of authentic input that can be used autonomously to develop the learners' English proficiency? <input type="checkbox"/> Extremely effective <input type="checkbox"/> Very effective <input type="checkbox"/> Moderately effective <input type="checkbox"/> Slightly effective <input type="checkbox"/> Ineffective	1	0.75	1	0.92	

For reflection after watching 5 English Language Films					
Items	Rating by Experts			IOC	Remark
	Expert 1	Expert 2	Expert 3	Average	
1. How did the film make you feel?	0.5	1	1	0.83	
2. What aspect of the film did you most engage with?	1	1	1	1	
3. What does the film make you think about? (e.g. art, fashion, culture, history...)	-0.25	1	1	0.58	Clarify which aspect
4. Would you watch it again? Why/why not? If you decided to watch it again, how would a second viewing be different? What would you focus on?	1	1	1	1	
5. What did you learn from watching this film in context of English language?	1	1	1	1	

For Semi-structures Interviews					
Items	Rating by Experts			IOC Average	Remark
	Expert 1	Expert 2	Expert 3		
1. How did watching English Language Films help you learn English?	1	0.5	1	0.83	
2. What kind of in-class and out-of-class English learning activities do you enjoy besides watching English Language Films?	1	0.75	1	0.91	
3. How can you develop yourself to become autonomous learner in English through watching English Language Films?	0.75	0.75	1	0.83	
4. Do you think the exposure to English Language Films could be effective for EFL to improve English skills autonomously?	1	1	1	1	
5. Is there anything you would like to add about the benefits of English Language Films in English language learning?	1	1	1	1	

Biography

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