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**WIPADA PROMSING**

Department of Western Languages, Faculty of Humanities, Srinakharinwirote University, Thailand

**SAIWAROON CHUMPAVAN**

Department of Western Languages, Faculty of Humanities, Srinakharinwirote University, Thailand

**WALAIPORN CHAYA**

Department of Western Languages, Faculty of Humanities, Srinakharinwirote University, Thailand

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

**Abstract:**

The paper presents an experimental study with a pretest-posttest control group design. The study aimed to investigate the effectiveness of using English movie clips to enhance the listening ability of Thai university students and students' attitude toward their English lessons after learning through movie clips instruction. The study employed the English listening test and the attitude questionnaire as the main research instruments for data collection. The participants involved in the study were sixty first-year students enrolled in English for Everyday Use course at Rajamagala University of Technology Krungthep. Two classes were randomly assigned in the experimental group and learned English through movie clips; while the other class, the control group, learned English with conventional teaching methods. The results clearly revealed that there were significant positive differences in the achievement of listening ability and attitudes toward learning listening through the English movie clips of students before and after the experiment and between those two groups.

**Keywords:**

Movie clips, Listening ability, Attitude

## Introduction

Non-native speakers from different parts of the world use English as a foreign language to communicate with one another while in some countries English is used as a second or an official language. In Thailand, English is used as a medium of instruction in international schools or schools that offer an English program. Also, in many workplaces and organizations, English is required to conduct international business. Moreover, English has become the official language of the Association of Southeast Asian Nations (ASEAN) and the Asian Economic Community (AEC).

In terms of communication, listening is the most fundamental language skill. Listening skill is used in 40-50% of the communication, with speaking being used at 25-30%, reading at 11-16%, and writing at 9%. Of the four skills, listening is used the most frequently (Hedge, 2000; Mendelsohn, 1994; Morley, 1999). There are several language and linguistic scholars that support the idea of the importance of listening. Nunan (1999, p.200) stated that "Listening is assuming greater and greater importance in foreign language classrooms. There are several reasons for this growth in popularity. By emphasizing the role of comprehensible input, second language acquisition research has given a major boost to listening". Gilbert (2005) believed that the skills of listening comprehension and pronunciation are interdependent. If they are unable to understand spoken English well or easily, they are cut off from language, except from the written form. In other words, listening is the most necessary skill in terms of interpersonal communication.

Although the listening ability is considered the most important skill, students still face problems with listening comprehension. According to Underwood (1989), listeners have difficulty developing listening comprehension because they cannot control how quickly a speaker speaks and they cannot always have words repeated. This is a critical problem in a foreign-language classroom that uses a recording to help students practice the listening skill. The decision to replay a recording is not up to the students but to the instructor who may find it difficult to evaluate the students' comprehension and make a decision whether or not the recording should be replayed. Underwood also suggested that difficulty in gaining listening comprehension comes from listeners' limited vocabulary, failure to recognize subject transition signals from the speaker, lack of cultural and contextual knowledge, limited concentration span from listening to the foreign language spoken in the topics that are not of their interest, and feeling of pressure that they should understand every word.

In Thailand, students have only achieved limited proficiency in English and have experienced difficulty with the listening skill in particular (Woottipong, 2014). Despite the fact that English language lessons are mandatory for Thai students, their level of

English proficiency remains low (Damronglaohapan, 2013). The causes of the aforementioned problems experienced by Thai students are due to many possible factors. First, students do not have many opportunities to use English in real-life situations with native English speakers. Moreover, the use of English is classroom-bound; that is, they practice English skills only in their English classes (Damronglaohapan, 2013; Petcharatmune, 2005; Tongboonyoung, 2013). In addition, students lack the motivation to learn English because they find it boring and that it has no application in their daily lives. They do not want to learn English in a traditional way, which is focused on rote learning (Duangmanee, 2003).

As Thailand is considered a developing country, the budget allocated for hiring native English speaking teachers is inadequate. Therefore, Thai students have limited opportunities to learn and use English in real-life situations and with native English speakers. In addition, Weerawong (2004) claimed that language teaching and learning are often more focused on the results of examinations than the authentic use of the language. Unlike other subject areas, the achievement from language learning is proficiency. Therefore, classroom environment and teaching materials used to help students practice and achieve proficiency can have a significant impact in the success of the students.

### **Authentic Materials and Technology**

In order to develop the listening ability, using effective materials in EFL classes is an important aspect of the teaching method. Recently, the advancement in media and communication technology has increased rapidly and become a crucial part of people's daily lives. The majority of people in the world have benefited from using online devices to access multimedia tools such as music and video stream services. In the context of language learning, language teachers have been encouraged to make the best of available technology to assist their teaching alongside the use of conventional materials like textbooks. In addition, in communicative language teaching approach, the use of authentic materials such as audiovisual materials will provide the real learning experience, cultural awareness, while it will also motivate students and create opportunities for their language production (Latifi, Youhanaee, & Mohammadi, 2014).

Gebhard (2006) classified authentic materials into four types: 1) authentic listening / viewing materials (e.g., TV commercials, movies, new clips, video clips),

2) authentic visual materials (e.g., photographs, magazines, cook books), 3) authentic printed materials (e.g., newspaper article, advertisements, maps) and 4) real world objects (e.g., clocks, phones, dolls). Additionally, Gardner and Miller (1999) defined authentic materials as forms of communication. It may be written texts, audio

recordings of actual communications or video of conversations that are not originally intended to be used for language instruction. There are several benefits from using authentic materials for learning and teaching language. First, they can provide examples of how the language is used in real life communication. Second, they may increase learners' motivation, comprehension and satisfaction from learning the language. The authentic materials also provide cultural information, give learners exposure to real language and allow a more creative approach to teaching for instructors (Berardo, 2006; Field, 2002; Kilickaya, 2004).

### **Movie**

The widespread use of multimedia technology has also made movies, as one of the common audiovisual authentic input, more easily accessible (Pairisi & Andon, 2016). Many language teachers saw the advantages of using movies in their language classroom to provide learners exposure to the language used in an authentic cultural context. Therefore, teachers should use the movies as both an enjoyable source of entertainment and a tool to promote language acquisition (Ismaili, 2013). However, EFL learners find listening and acquiring listening comprehension a complex and problematic process seems. Therefore, in order to help EFL learners develop the listening skill and increase their comprehension, an entertaining and engaging tools is needed to give learners opportunities to be exposed authentic situations where the language is used (Ismaili, 2013).

### **Movie Clip**

Movie clips are one of the most popular types of authentic material used as an alternative instructional tool for teaching listening. They are full of dialogues by English speakers and can simplify comprehension of pronunciation (Woottipong, 2014). Besides, movie clips can improve the listening skill of students whether they are learning English as a foreign language or whether they just want to develop their listening comprehension. Also, through the use of movie clips students can be engaged in the plotline of the movie which also provide both a visual and audio description of dialogue in real-life situations, where real emotions, diction, tone and slang are used (Martin, 2015). Therefore, movie clips are authentic materials that do not only provide learners real-life language input but are also entertaining and making the classroom environment more enjoyable (Mishan, 2004; Ruusunen, 2011). EFL instructors have found that using movie clips in the English classroom have a positive effect on the levels of interest and motivation (Kusumarasdyati, 2004; Lucantonio, 2000; Luo, 2004).

According to the findings of Lucantonio's study, students enjoy learning through watching movie clips because this medium combines sound and vision to create vivid images (Lucantonio, 2000). According to Tongboonyoung, learning through movies can also promote higher levels of confidence among students in terms of their communication skills (Tongboonyoung, 2013). Furthermore, recent studies conducted by Ismaili revealed that movie clips can improve the communicative proficiency of students and provide them with more listening practice through communication with their teachers and peers (Ismaili, 2013). Therefore, the use of movie clips in language teaching can mobilize students to develop a more comprehensive understanding of language learning.

## **Statement of the Problem**

A variety of research studies have investigated the use of movie clips in language instruction. However, this research could not identify any previous studies with this emphasis on using movie clips as authentic materials and the studies that prove any significant differences between using English movie clips as an instruction tool and using conventional teaching methods.

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

## **Research Hypotheses**

The research hypotheses of this study are as follows:

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

## **Significance of the Study**

This study aimed to investigate the effect of using English movie clips to enhance the listening ability of the students at a university in Bangkok, Thailand. Besides, this research attempted to identify and explored the significant differences between the English listening posttest, the mean score of the students participating in the class using English movie clips as authentic materials and the students participating in the class using conventional teaching methods. The study also investigated whether there were any significant differences between the attitude prequestionnaire and postquestionnaire of the students participating in the class using English movie clips instruction. The finding of this study could provide guidance and options to the teachers of the effective teaching materials in language classroom.

## **Research Methodology**

This study was conducted using an experimental research design. The independent variable is English instruction through the use of English movie clips in developing Thai university students' listening comprehension. The dependent variable is the improvement in the students' English listening comprehension, and attitudes towards the use of English movies in English instruction. The students in the experimental group developed their English listening skill in their conversation class that uses English movie clips as an authentic material. The researchers prepared the materials including the movie clips, lesson plans, and worksheets designed to enhance the students' listening ability; whereas, the students in the control group were taught in a normal class that uses traditional materials.

### **Participants.**

The target population of this study was the first-year students enrolled in the English for Everyday Use course at a famous university in Bangkok. The participants included 210 first-year students from four classes who enrolled in this course in the second semester of the 2016 academic year. Two classes were randomly selected to participate in this study. One class was randomly assigned as the experimental group and learned English through movie clips; while the other class, the control group, learned English through traditional methods. There were 30 students in each class and the students have mixed levels of English proficiency.

### **Instrumentation.**

The research instrument used to collect data were the English listening test and the questionnaire designed to rate the students' attitudes towards the use of English movie clips to develop their listening skills. Both English listening test and the attitude questionnaire were used as a pretest and a posttest for this study.

### **English Listening Test.**

The research instrument for assessing achievement of the participants in English listening comprehension was developed by the researchers. It was the English Listening Test consisting of 30 questions with 4 alternative choices, and the test was used as both a pretest and a posttest. The test was divided into four parts (photograph, question-response, conversation, and talks) and was developed from TOEIC modals test. The English listening test was revised by three experts in the field of English language instruction to evaluate the content validity of the test. After the test was revised and adjusted, it was tried out with 30 university students who did not participate in the study. The KR-21 scale (Kuder Richardson-21) was used to measure the reliability of the English listening test and the test had a verified reliability of 0.80.

### **The Attitude Questionnaire.**

To study students' attitude towards improving English listening skill with movies clips, the researchers used the Attitude Questionnaire developed by researchers and constructed by using the Likert type method. The efficacy of the questionnaire was also reviewed by three experts in the field of teaching English to strengthen the appropriateness of the questions and validate the content employed in evaluating students' attitude.

### **Movie Clip Lesson Plan.**

In addition, the materials for teaching the students in the experimental group consisted of 20 lesson plans. The lesson plans were based on video teaching techniques such as sound on / vision on, play and pause, sound off / vision on, and sound on / vision off (Harmer, 2007). Each lesson plan consists of three video teaching stages: pre-viewing, while-viewing and post-viewing. The duration of the experiment was 10 weeks. Each lesson plan was implemented in of one or two periods and each period lasted 45 minutes.

## **Data Collection Procedures**

The data were collected from the students' scores of the pre-test and post-test of the English Listening Test and the pre-and post-Attitude Questionnaire. In the beginning of the class, the English Listening Test was administered to measure the proficiency in English listening comprehension of students in both groups. Then at the end of the semester, students in both groups took the same test to evaluate their achievement levels. Students in the experimental groups were asked to fill in the Attitude Questionnaire before and after the completion of the instruction.

## **Data Analysis**

To test the hypotheses, the data obtained was analyzed and interpreted through the quantitative analysis. Quantitative data consisted of scores from the pretest and the posttest of the English listening test and the rating scales from the prequestionnaire and postquestionnaire. The *t*-test was used to compare the mean scores of listening comprehension competency after the experiment of the experimental group and control group. The alpha level of .05 was established in order to indicate if relationships were statistically significant for all statistical tests.

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

## **Limitations of the Study**

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

## **Definition of Terms**

The definitions of terms consist of the following specific terms:

### **1. Listening Ability**

Listening ability refers to students' skill of recognizing the "paralinguistic clues" such as intonation in order to understand the meaning. They also need to be



able to listen for specific information such as time and location.. Sometimes, they listen for general understanding, for instance, when they are listening to a story or interacting in a social conversation (Harmer, 2007). This study focuses on listening comprehension which was evaluated by the score of the English listening test.

## 2. Authentic Material

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

## 3. Movie

Movie is a type of visual communication which uses moving pictures and sound to tell stories. People in every part of the world watch movies as a type of entertainment. There are many types of movies such as Action Movie, Adventure, Animation, Comedy, Documentaries, Drama Movies, Erotic, Family, Fantasy, Musicals Movies, Romance, Sci-Fi Movie, Thriller Movies, War and Western (Kunarak, 2015).

## 4. Movie Clip

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

## 5. Attitude

An attitude is a settled way of thinking or feeling typically reflected in a person's behavior (Shurtleff, 2009 as cited in Keawchawee, 2013). In this study the

researchers evaluated the students' attitude towards improving English listening skill through the use of movie clip instruction.

## Findings and Discussions

### Research Hypothesis 1.

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

### Results.

(1)

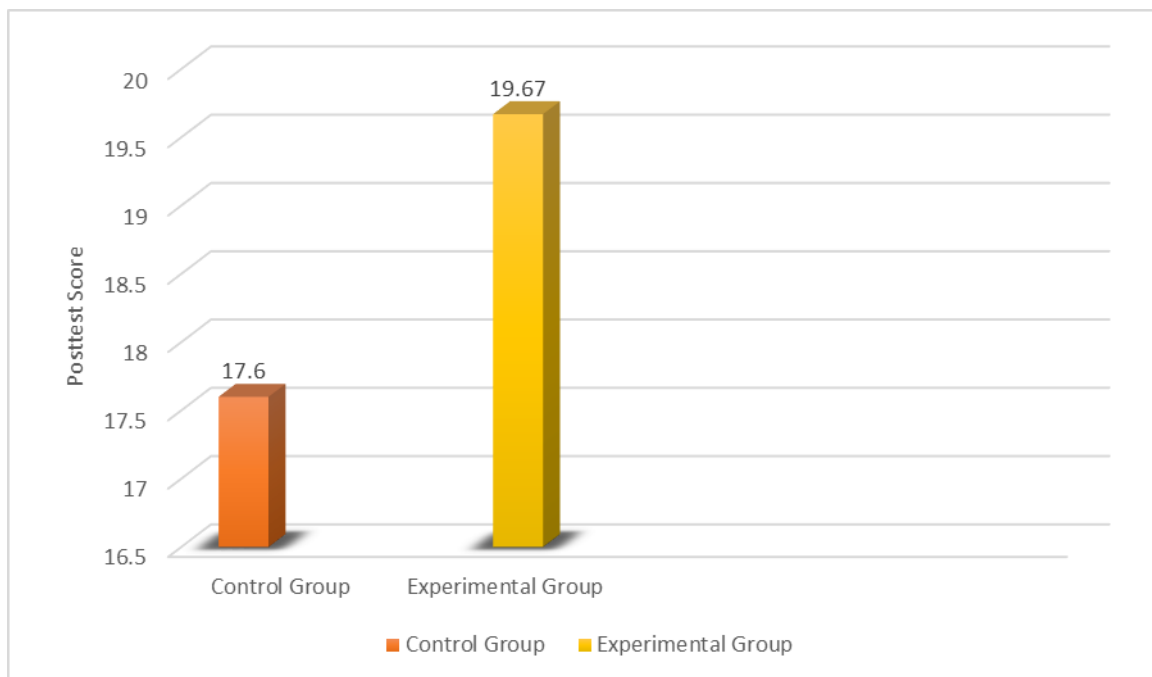
**Table 1: *t* - Test Comparison between the Posttest in English Listening Test of the Experimental Group and Control Group**

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

\* $p < .05$

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

Figure 1 shows a bar graph of the posttest mean scores of the experimental group and control group.



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

### **Discussion: Research Hypothesis 1.**

The posttest mean score of the students participating in the class using English movie clips as authentic materials was significantly higher than the posttest mean score of the students participating in the class using conventional teaching methods. Considering that the pretest mean score of the control group was higher than that of the pretest mean score of the experimental group, it could be concluded that the use of movie clips to improve the students' English listening skills had a significant impact on the students' learning ability, which was evident in the improved posttest mean score of the students in the experimental group. The result of this study was consistent with the results of the studies previously conducted by several researchers (Damronglaohapan, 2013; Ismaili, 2013; Kim, 2015; Tongboonyoung, 2013; Woottipong, 2014).

## Research Hypothesis 2.

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

## Results.

(2)

**Table 2: *t* - Test Comparison between in the Mean Scores of Prequestionnaire and Postquestionnaire of Students in the Experimental Group**

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

\* $p < .05$

As illustrated in Table 2, the comparison in the means of the self-rating scales-questionnaire and the post-questionnaire shows a significant difference in the mean score obtained before ( $M=61.77$ ) and after ( $M=70.77$ ) learning English listening skill through movie clips at the 0.5 level ( $p < .00$ ). This indicates that the students have a higher level of attitude affected by practicing English listening skill through the English movie clips.

Based on a further data analysis of 15 questionnaire items completed by the students in the experimental group before and after learning English listening skill through the use of English movie clips, it was found that the mean scores of the questionnaire before learning English listening skill through the use English movie clips range from 3.86 to 4.30 and they fell into the high level range. Whereas the mean scores of the questionnaire after learning range from 4.60 to 4.83 and they fell into the highest level range. The 15 items of the questionnaire constructed by the researcher were presented in Table 3 with the means, standard deviations and the interpretation level of the attitude toward of the students in the experimental group towards learning English listening skill.

(3)

**Table 3: Mean, Standard Deviation, and Interpretation Level of Students' Attitudes toward Learning English Listening Skill through the English Movie Clips.**

Attitude toward Learning English Listening Skill	Before Learning		After Learning		Level
	M	SD	M	SD	
1. Learning English through movie clips will be interesting and enjoyable.	4.20	0.71	4.72	0.44	Highest
2. Learning English through movie clips will help to expand English vocabulary.	4.30	0.65	4.76	0.43	Highest
3. Learning English through movie clips will increase motivation more effectively than learning via textbooks.	4.13	0.81	4.70	0.46	Highest
4. Learning English through movie clips will help increase the ability to use English in daily life.	4.23	0.72	4.73	0.44	Highest
5. Learning English through movie clips will increase comprehension from participating in real-life conversations.	4.13	0.81	4.63	0.49	Highest
6. Learning English through movie clips will encourage students to practice listening skill.	4.20	0.71	4.70	0.46	Highest

7. Students' listening skill will improve after learning through movie clips.	4.06	0.73	4.66	0.47	Highest
8. Learning English through movie clips will help students understand the native speaker's pronunciation and accent better.	3.86	0.68	4.63	0.49	Highest
9. Learning English through movie clips will help students understand contents from other sources such as television programs, news, and songs better.	3.86	0.81	4.60	0.49	Highest
10. Learning English through movie clips will help students understand native speakers better.	4.16	0.79	4.70	0.46	Highest
11. English movie clips will increase students' confidence in communicating with native speakers.	4.00	0.78	4.73	0.44	Highest
12. Learning English through movie clips will increase students' interest in learning English.	4.00	0.83	4.73	0.44	Highest
13. English movie clips should be used regularly as a teaching tool to improve everyday English usage.	4.30	0.53	4.80	0.40	Highest

14. English movie clips will improve students' listening skill which will lead to learning correct pronunciation.	4.13	0.68	4.83	0.37	Highest
15. Practicing English listening skill through English movie clips will help students learn more about the culture of English native speakers.	4.16	0.69	4.80	0.40	Highest
Overall	4.11	0.73	4.71	0.45	Highest

According to Table 3, the overall mean of the questionnaire before the experiment was at the high of 4.11 whereas the overall mean of the questionnaire score after the experiment was at 4.71, which is at the highest level.

### **The Analysis of Data from the Open-Ended-Questionnaire.**

The students' answers for the open-ended questions in the questionnaire were analyzed as the complementary qualitative data. The researchers looked at the frequency of reoccurred comments regarding the benefits they gained from improving the listening ability through the use of movie clips and then converted the frequency rate into percentage. The written comments from 30 students revealed that all of them had a positive attitude toward the use of English movie clips in class, and they agreed that learning English listening skills through movies clips offered many benefits for them. The main advantages described by the students include increased motivation and enjoyment, expanding vocabulary, phrases and idioms, improved listening skills (e.g. listening comprehension and listening for the main idea), giving visual contexts, improved pronunciation, , better understanding of English used in real situations, exposure to authentic and varied use of language, better understanding of the English culture, more opportunities to cultural knowledge hear accents of native speakers of English.

In the detailed analysis of students' comments, the majority of them enjoyed watching the movie clips used in class. Although they were not good at using English and had difficulties listening to the dialogues in the first and second weeks, they felt more

relaxed and had a lot of fun after the movie clips, especially cartoons and animations, were used several times. They felt that the movies made their English classes more interesting, motivating and relaxing; they were not stressed or bored with the English classes the way they were from learning with the textbook. They also thought that watching movie clips in English classes encouraged them to develop their English skills, specifically the listening skill.

More than half of the students mentioned that the most useful aspect about learning English through the use of movie clips was the opportunity to improve their English vocabulary and learn new language expressions. They also described that they learned how to guess the meaning of unknown words from the context. They added that movie clips are useful for improving vocabulary. Their vocabulary was improved from listening to movie scripts. Moreover, students mentioned that watching movie clips gave them an opportunity to listen to different accents of English native speakers. This helped them to pronounce unfamiliar or difficult words or speak English with more confidence. More importantly, students realized that they developed their listening skill, particularly the listening comprehension skill and listening for the main idea as well as listening strategies through the activities they did in class after watching the movie clips. Also, students gained more experience from learning with authentic audiovisual materials in the classroom, and added that they could practice by themselves when watching movies outside the class. They commented that movies were authentic because they could see the motion pictures while listening to everyday English used by the characters. Authentic audiovisual materials such as movies motivated them to learn English. Finally, students believed that English words, idioms and expressions in the movies are authentic and that they could use them in real situations. One of the students felt that they learn about different aspects of English-speaking culture from watching the movie clips and listening to the dialogues in the clips.

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

#### Student 1



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

Student 2

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

*I am more familiar with different English native accents and able to expand my vocabulary. I want more time in my English class to be used for teaching and learning learn English through movie clips."*

Student 3

*"Both the visual and the audio in the movie clips motivate me to learn English."*

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

Student 4

*"It is very interesting and making English class more engaging. I also learn new words from practicing my listening skill. The teacher should continue using movie clips in this class."*

Student 5

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

**Discussion: Research Hypothesis 2.**

The attitude questionnaire was used to investigate whether the students' attitude towards English learning improved after they learned to practice their English listening

skills through the movie clips. The students' attitude score after participating in the class that used English movie clips as authentic materials ( $M = 70.77$ ) was higher than the score before participating in that class ( $M = 61.77$ ). The use of English movie clips as authentic materials increased the students' attitudes towards developing the listening skill. The results of the attitude questionnaire are consistent with the results from the previous studies. Many researchers have agreed that using English movie clips as authentic materials could increase the students' attitudes in developing the listening skill (Damronglaohapan, 2013; Harmer, 2001; Sherman, 2003; Tongboonyoung, 2013; Woottipong, 2014).

From the findings of this study, the movie clips can be used to develop the students' listening skill. The movie clips are authentic and enjoyable, and the students will have a chance to participate in a relaxed classroom setting. They can practice their listening skill through exposure to real-life English conversations and situations. They also learn the correct pronunciation from listening to the conversation in the movie clips. Therefore, the use of movie clips in class can help them learn how to pronounce the English words correctly and naturally and increase their positive attitudes for language learning.

## Recommendations for Further Studies

Some recommendations for further studies are presented as follows:

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

## Conclusion

The finding of this study revealed that the use of English movie clips as authentic language instructing materials develop the listening ability of first – year students seemed to be more effective than using a conventional teaching method. The results indicated a significant difference between the posttest scores of the experimental group and the control group at .03 level ( $p < .05$ ). The analysis of the students' attitude from completing the attitude questionnaire revealed that the use of English movie clips as authentic materials affected the students' more positive attitude toward developing the listening skill. The majority of the students enjoyed learning English through movie

clips. The movie clips made their English classes more interesting, motivating and relaxing. They were not bored with the English classes the way they were with learning from textbooks. They also thought that watching movie clips in English classes motivated them to develop their English skills, specifically the listening skill.

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