



USING MOVIES IN DEVELOPING THAI STUDENTS'
PRONUNCIATION OF ENGLISH FINAL SOUNDS



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USING MOVIES IN DEVELOPING THAI STUDENTS'
PRONUNCIATION OF ENGLISH FINAL SOUNDS



A Master's Project Submitted in Partial Fulfillment of the Requirements
for the Degree of MASTER OF ARTS
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THE MASTER'S PROJECT TITLED
USING MOVIES IN DEVELOPING THAI STUDENTS'
PRONUNCIATION OF ENGLISH FINAL SOUNDS

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The purposes of this study were to study the effects of using movies to enhance students' final sound pronunciation and to examine the students' views towards the use of movies in a speaking class. This research was a quasi-experimental study which involved 40 students attending Grade 12 at a school in the East coast of Thailand. The duration of the experiment was one semester. The instruments in this study included lesson plans, pre- and post-pronunciation tests, and a questionnaire. The students were asked to watch two short clips of selected movies, and tried to imitate the sounds they heard, especially final sounds. The students' pronunciation was measured by comparing the pre- and post-tests using a dependent *t*-test. At the end of the course, the students completed a questionnaire to state their views towards the use of movies. The questionnaire was analyzed for mean and standard deviation. The findings revealed that the mean scores of the students' post-test were higher than those of the pre-test. Therefore, the students' pronunciation had improved after using movies at the statistical significance level of 0.01. Additionally, the students' view was highly positive after the use of movies in improving students' final sounds.

Keyword : movies, pronunciation, English final sounds

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I most gratefully appreciated all of my classmates who have always been together since day one until the day I finished this research.

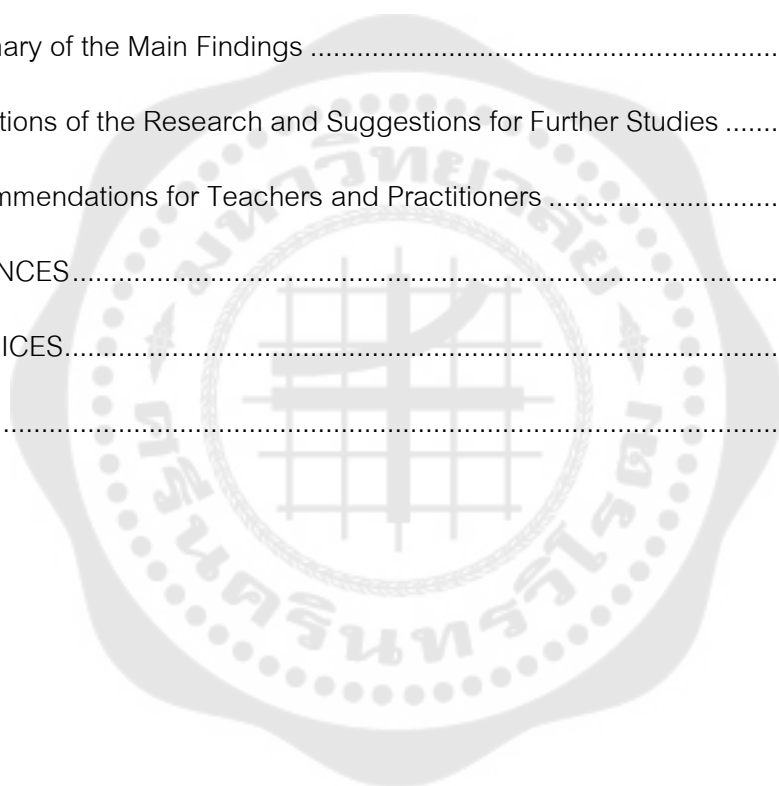
Last but not least, I would like to express million thanks to my parents and family who supported me to pursue my dream in education. Without them I could not come this far.

KITTIPAS SRIHA

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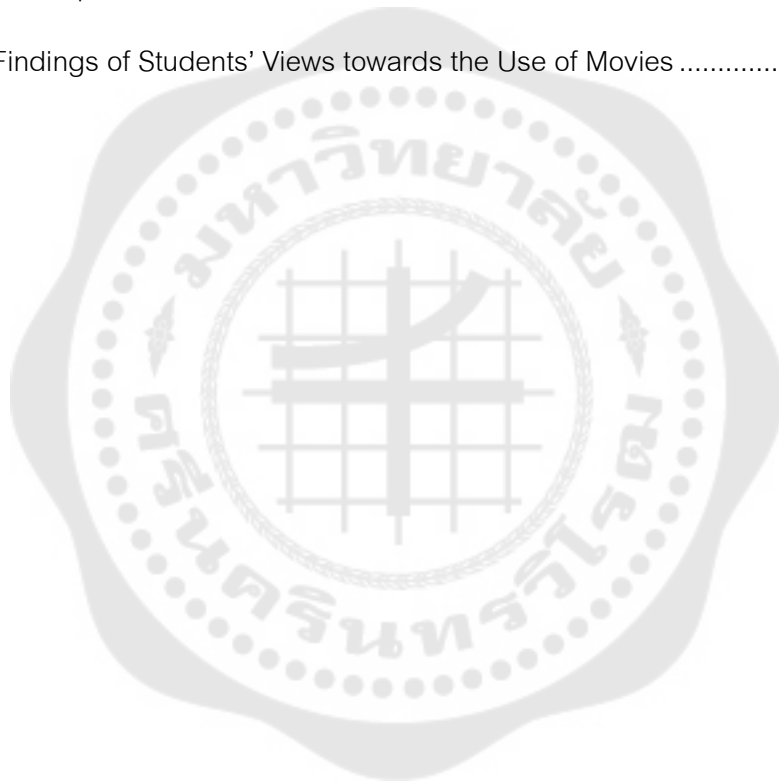
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CHAPTER I

INTRODUCTION

Background of the study

As an international language, English plays a significant role globally. Because of the increasingly significance of the English language, English has been incorporated in the Thai national curriculum. According to the Basic Education Core Curriculum B.E. 2551 (A.D. 2008), Thai students have to study English from grade one, or around the age of six (The Ministry of Education, 2008). According to Sahatsathasana (2017), it is generally recognized in the Thai educational context that English is taught from kindergarten to secondary level as a compulsory subject. One of the aims is to provide Thai students with an opportunity for autonomous and life-long learning (Wongsothorn, Hiranburna, & Chinnawongs, 2002). However, Sahatsathasana (2017) and Kaewmala (2012) pointed out that Thai students generally cannot communicate well in English although they spend several years studying English. In a study by Nguyen (2005), Thai students had poor communication skills, though their grammar skills were better.

Two factors that are likely to contribute to Thai students' poor English communication skills are the methods of teaching and the teacher. Tangkijmongkol and Wasanasomsithi (2013) claim that in the English classroom, Thai teachers still use traditional teaching methods that focus mainly on grammar and vocabulary learning through rote memorization. Boonmak, Tesaputa, and Duangpaeng (2015) also found that rote memorization is widely used in Thailand, with teachers spending most of the class time practicing grammatical structures and evaluating their students' achievement in terms of grammatical knowledge acquired (Kongkerd, 2013). Iqbal and Ahmad (2015) added that students that use rote memorization are considered *surface learners* because the process is not deep, and sheer repetition does not guarantee that learning really takes place. Therefore, these students lack of confidence to speak in English because they may make mistakes with their sheer knowledge. As for the teacher, it has found that Thai teachers are likely to use Thai as a medium of instruction when they

teach English. According to Kongkerd (2013), Tangkijmogkol and Wasanasomsithi (2013), and Simpson (2011), students are barely introduced to listening and speaking in English classes because teachers always teach in Thai and concentrate on the accuracy of grammar rules.

There is a limiting effect on the language learners' exposure to the English language from the teacher's use of Thai. According to Niamthet (2016), environment strongly affects the language learners because they learn to imitate the voices they hear from people around them. Such limited exposure to the target language makes it more complicated and difficult for Thai students to master English speaking. Nguyen (2005) mentioned that Thai students tend to do equal stress and timing in each syllable, so it is difficult to speak English with correct stress patterns, and also drop or reduce final consonants. Again, learning is limited by a lack of English used in the classroom.

Sounds in the Thai language are quite different from those in English, and most Thai EFL students find it difficult to pronounce certain English words that do not exist in Thai (Yangklang, 2006). The problems in pronunciation occur when they learn a foreign language and have to produce sounds which do not exist in their native/ L1 phonological system (Narksompong, 2007). Manoyen (2011) pointed out that /v/, /θ/, /ð/, /z/, /ʃ/, /ʒ/, /g/, /tʃ/, and /dʒ/ are problematic for Thai students to pronounce because they do not exist in Thai.

English final sounds are problematic for Thai students (Yangklang, 2006). A final sound is the phoneme in a language which occurs at the end of each word. It is important to pronounce the final sound clearly in every word to prevent misunderstanding (Pimsamarn, 2011; Sahatsathatsana, 2017; Tassev & Sojisirikul, 2017). In the Thai context, students tend to substitute final sounds which do not exist in the Thai system such as /tʃ/, and /ð/ with /t/, /d/, or /s/ or they simply drop the final sounds altogether (Imamesup, 2011). According to Yangklang (2006), dropping the final sounds is very common among Thai EFL learners because in the Thai language, some final sounds are omitted or not pronounced.

Language educators and practitioners recommend several ways to overcome pronunciation problems. AL-Ghazo, Al-Sobh, and Momani (2018) suggested making friends with native speakers because it is one way to gain exposure to the target language in an authentic manner. Albiladi, Abdeen, and Lincoln (2018) and Niamthet (2016) agreed that imitation is crucial for effective language learning. Pimsamarn (2011) also suggested that when learning a foreign language, exposure to the target language is very important. Movies or films can be a quick, authentic, and valuable source from which language students can learn a target language (Pimsamarn, 2011). They motivate students to listen and pay attention to the language, provide visual context, teach culture, and present real language use.

Kalra (2017) agreed that globalization has provided English-language movies which elevate the learning material sources. Practicing grammatical rules and remembering the meaning of vocabulary may not be enough for students to develop their English-speaking skills. Many researchers agree that using movies can greatly benefit students' English skills, especially in pronunciation because they are exposed to authentic English, language that is embedded in a context (Aufa, 2017; Soontornratn, 2013). Movies can also display reality and stimulate imagination, and promote critical thinking skills (Pimsamarn, 2011; Kalra, 2017).

According to Al-Ghazo et al. (2018), EFL learners think that consuming media such as TV shows or movies can improve their pronunciation skills because they are able to listen to content they are interested in directly from native speakers. Tahir (2015) pointed out that today movies have become more popular as a medium for language learning because people in this generation have grown up with technology. Thus, using movies can stimulate their attention to the lesson. Learners are capable of seeing movements and body language as they listen to native speakers, which greatly helps them to figure out the meaning (Gorjian, 2014). Ismaili (2013) and Chan and Herrero (2010) also stated that movies are able to rise up attention and motivation for students to learn language because of the interesting content. Besides, Celce-Murcia, Larsen-Freeman, and Williams (2015) suggested that listening and imitating correct

pronunciation from media, phonetic training, and reading aloud or recitation can help learners to enhance pronunciation skills.

This study will examine the effects of movies in developing pronunciation of English final sounds for twelfth-grade Thai students. The students' views towards the use of movies in the classroom will also be investigated.

Purposes of the Study

1. To study the effects of using movies to enhance students' final sound pronunciation.
2. To examine the students' views towards the use of movies in a speaking class.

Research Questions

This study addresses two research questions:

1. What are the effects of movies in developing students' pronunciation of English final sounds?
2. What are the students' views towards the use of movies in a speaking class?

Significance of the Study

The findings can serve as a guideline in developing English pronunciation courses for Thai EFL students. They will be useful for teachers and other practitioners in planning English lessons. Next, they will provide useful information regarding the types of classroom activities that are effective in teaching English pronunciation to students at a secondary level. Finally, the research findings will contribute and add to the body of knowledge on EFL speaking development.

Scope of the Study

This is a quantitative study which aims to enhance students' pronunciation of English final sounds through movies. It also investigated the students' views towards using movies. The participants in this research were 40 twelfth-grade students at Sriracha School who were studying 'English Listening-Speaking 6' in academic year 2019 with the researcher. The students were selected via convenience sampling method, with the class that the researcher was assigned to teach. The duration of the study was one sixteen-week semester. The independent variable was the two movies that were selected for this study. The movies, which needed to be relevant to the course and suitable for twelfth graders, were selected from topics on the course syllabus: *Persuasive Speech* and *Flight Attendant*. Therefore, *Frozen* and *View from the Top* were chosen to be the media for improving students' pronunciation of English final sounds. The students listened to short clips from each movie, approximately five minutes per clip, and filled in the blanks from what they heard. Then they were required to imitate the sounds from the actors and read through the script out loud individually. The dependent variables were the students' ability to correctly pronounce English final sounds and their views towards the use of movies in the classroom.

The Definition of Terms

1. English final sounds in this study refer to the consonant sound (s) that occurs at the end of word. General American (GA) pronunciation, which is spoken in North America, is used in this study. Examples of English final consonant sounds include far /-r/, of /-v/, fast /-st/, moved /-vd/, stopped /-pt/, left /-ft/, next /-skt/, and helped /-lpt/.

2. Movies in this study refer to clips selected from two movies, *Frozen* and *View from the Top*. They are movies that contain content that is relevant to the course syllabus of 'English Listening-Speaking 6' which the participants were studying in the second semester of the academic year 2019. *Frozen* was used in chapter four of the course textbook: Storytelling, in which students are to tell stories such as fairytale, fable, or comedy according to the aims of the course syllabus. The second movie, *View from the*

Top, was a story about the life of a flight attendant. It matched chapter five: Airport, in which students learned about different kinds of work in the airport.



CHAPTER II

REVIEW OF THE LITERATURE

The main purposes of this study are: (a) to study the effect of using movies to enhance pronunciation of English final sounds and (b) to examine students' views towards the use of movies in the classroom. There are three parts in this chapter. The first part is about problems in English pronunciation common to Thai students. The second part focuses on the potential benefits of movies as resources in teaching English, particularly English pronunciation. Finally, related studies on current pedagogical practices in using movies in an English classroom will be presented.

Problems in English Pronunciation of Thai Students

There are many factors affect Thai students' pronunciation. The first one has to do with a teacher-centered classroom which has affected learning processes for many years. Most teachers tend to lecture on grammar rules and meaning of vocabulary (Boonmak et al., 2015). Soontornratn (2013) suggested that the teacher-centered classroom does not promote active learning. Thai students would be deemed as passive learners comparing to the Western students because they mainly rely on their teachers to transfer knowledge. On the other hand, Western students seem to be more confident since they are mostly in a learner-centered environment. However, according to Boonmak et al. (2015), Wongsathorn et al. (2006), and Kongkerd (2013), a learner-centered classroom cannot easily be seen in the Thai context because of a hierarchical culture and typical behaviors of Thai students.

Rote memorization is the second factor that contributes to Thai students' pronunciation learning difficulties. The Thai higher education system is a victim of the deep-rooted rote learning method (Rhein, 2017). Many schools in Thailand are only slowly progressing in terms of teaching quality because teachers still rely on traditional ways of teaching including lecture and rote learning (OECD/UNESCO, 2016). Wongsothorn et al. (2002) and Nguyen (2005) pointed out that learning with rote

memorization is a time-consuming method, and in the language learning aspect, it means students spend most of their time on recitation without using the language for meaningful and authentic purposes. This method is a common way of EFL learning in most Asian countries, such as Myanmar, China, and Thailand, and grammar rules and vocabulary are the main focus of class (Iqbal & Ahmad, 2015; Sintatip & Kyaw, 2012; Yang & Dai, 2011). The process of rote memorization is viewed as repetition of information gaining only short-term memory of surface-level knowledge (Iqbal & Ahmed, 2014 and Sinhaneti & Kyaw, 2012). Pimsamarn (2011) stated that although learners can memorize numerous English words and grammar rules, they are unable to apply them in real situations.

According to Tangkijmongkol & Wasanasomsithi (2013) and Kongkerd (2013), English grammar has been at the center of language learning in Thailand for several years. Studying grammatical rules for tests does not help learners master communicative skills. Wongsothorn (2006) mentioned that the Office of Educational Certification and Quality Appraisal showed that Thai teachers tend to emphasize grammatical content and barely touch other contents which they consider as not important for examination. Kongkerd (2013) stated that traditionally, students' listening and speaking abilities are paid less attention than their written examination scores. He further suggested that Thai teachers of English ought to focus less on grammar and pay more attention to communicative skills.

Class size is another problem that leads to Thai students' poor speaking skills. Piamsai (2017) and (Noom-ura, 2013) stated that apart from the lack of an English speaking environment, one of the problems that negatively affects language learning is a large class size. (London, 2011) also agreed that large class size contributes to low language performance especially in terms of speaking because teachers cannot take care of every student and not every student has an opportunity to practice. According to Hariwongsanuparp (2015), small size classes with approximately 20 students will give more opportunities for individual learning than the sizes common in Thailand of more than 40 students. Moreover, Kwon (2017) mentioned that it is difficult for teachers to

manage and gain students' attention with a large class size. Thus, Thai teachers tend to lecture or focus only on grammar rather than practice speaking.

Environment plays an important role for language learning, especially for children because they learn by imitating the voices that they hear (Niamthet, 2016). However, Thai students have little opportunity to use and be exposed to English outside classroom settings because it is difficult for Thai students to communicate with native English speakers. Thus, English learning in Thailand is dependent heavily on formal instruction, rather than natural language acquisition within English speaking environments.

Yangklang (2006) pointed out that the differences between the English and Thai phonological systems pose great difficulties for Thai students in mastering English pronunciation. The sounds of English which do not appear or exist in Thai tend to greatly challenge Thai students. (Narksompong, 2007). For examples, /f/ in "fish" is mispronounced as /tʃ/ (Niamthet, 2016). Moreover, final sounds of words, such as /ʒ/, /dʒ/, /k/, /z/ are frequently mispronounced or omitted because Thai students do not know how to pronounce them (Niamthet, 2016; Ongsuragz, 2008). Nguyen (2005) found that Thai students tend to drop English final consonants or reduce final consonant clusters. According to Niamthet (2016), Thai students tend to delete one sound and replace others, insert an extra sound, or delete one of two sounds when they pronounce English final consonant clusters. An example is desk /desk/ which becomes /des/.

In summary, there are several factors that affect Thai students in speaking English, particularly in pronunciation. Researchers and practitioners have been trying to help Thai students master English pronunciation so that they can communicate successfully.

Why use movies as teaching tools?

Movies are a move away from the traditional way of language teaching and offer students realistic language input (Sherman, 2003). It is difficult for the learners to be surrounded by native English speakers, however, movies are able to bring the

learners into a “semi-real situation” in which native speakers use language purposefully (Khan, 2015). Soontornratn (2013) mentioned that watching English movies also enhance critical thinking. According to Wang (2016), Chinese students who participated in a study had positive views towards the use of movie in language learning especially in terms of conversation and pronunciation because they could hear how language is spoken in real situations. Albiladi et al. (2018) stated that movies can increase students’ motivation and build up cultural awareness. Using English movies is able to develop students’ vocabulary, syntax, and communication skills (Khoshniyat & DowLatabadi, 2014). The use of movies to be a tool in learning English not only helps students become engaged and motivated, but it also lowers student anxiety levels, which benefits language learning (Qiu, 2017).

Related Studies

Movies have been widely used in many studies both in Thailand and other countries for educational purposes. One of the purposes of using them is to enhance English pronunciation. Aufa (2017) used movies to improve students’ pronunciation with 35 students in an English Department at Uin Ar-Raniry Banda Aceh school. Students’ pronunciation ability was examined by using pre- and post- tests. After using movies as a treatment for students to listen to and improve their pronunciation, then the students were asked to do the questionnaire to collect the data. The results show that movies are an effective way to improve pronunciation as well as improve culture awareness.

Kalra (2017) studied how effective of the use of films in classroom. The participants were 90 third year Thai undergraduate students. They were divided into two groups, one was a control group and another was an experimental group. The control group studied in a conventional way while the experimental group were exposed to films. Four teachers were asked to participate in order to investigate teacher attitudes. Both teachers and students answered the questionnaire after the experiment. The results showed that the participants’ attitudes were positive in using films in their

classrooms to enhance English skills. In addition, students were highly motivated to study English because of the entertainment value of the films.

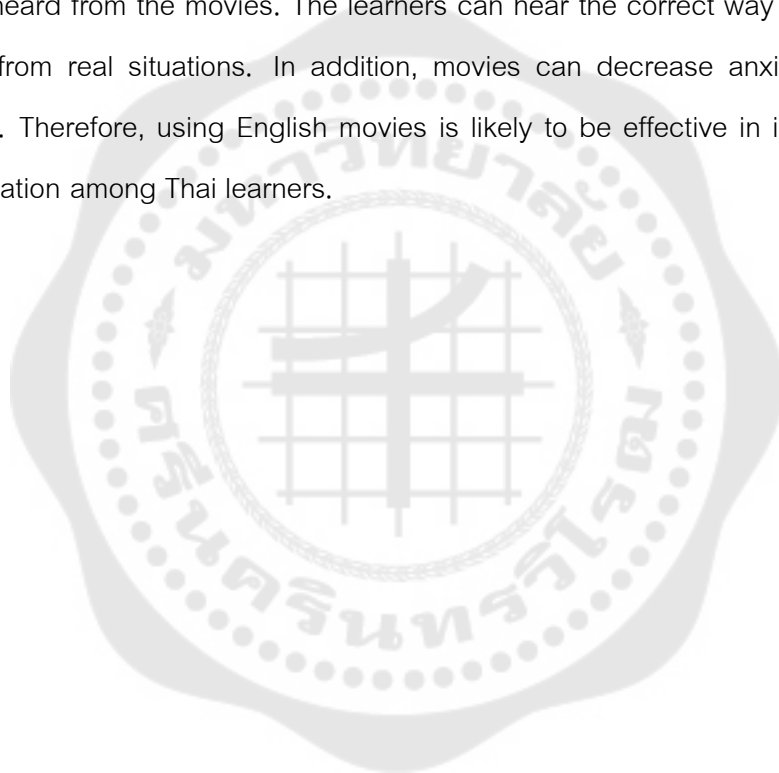
Sahatsathatsana (2017) studied problems of Thai students in learning English phonetics in Kalasin province. The participants consisted of 12 first year English for International Communication students who were taking an English Phonetics subject. They were asked to do a questionnaire. Six students were chosen for semi-structured interview in Thai to obtain insight data. The findings revealed that students had serious problems with two factors of English pronunciation which were: 1) the difference between English and Thai, and 2) their backgrounds which were negative factors affecting pronunciation.

Pimsamarn (2011) investigated students' opinions on watching English movies to improve their listening skills. The participants consisted of 80 students at Khon Kaen University from both regular and special program. A self-administrated questionnaire was used as an instrument. The results revealed that 1) the participants believed that they could enhance their listening skills by watching English movies, 2) subtitles could help them to understand conversation in the movies, and 3) English soundtrack movies were more effective than other media as a teaching tool. Students believed that movies were beneficial for learning English.

Similarly, Yangklang (2006) studied enhancing English final /-l/ pronunciation by using a computer-assisted instruction program (CAI). The participants consisted of 120 students at Assumption Convent Lamnarai School who were studying in grade 10th in Lop Buri. They took a pre-test in pronunciation to separate them into two groups. 48 students were in the upper pronunciation ability group and 72 students in the lower pronunciation ability group. Then, 20 of each group were selected randomly to participate in learning to pronounce the final /-l/ sound with the CAI program. Finally, five students from each group were selected for an interview randomly. The results of the study showed that students' pronunciation from both groups were better after learning with CAI. However, the students in lower group showed less improvement compared to

those in upper group. The students believed that their pronunciation of the final /-l/ was better because of the help of CAI.

From all of the studies related to the implementation of using movies to enhance English pronunciation, the findings seem to reflect the success of this technique in language teaching. Movies are not just for entertainment, but are also beneficial in language learning. Learners are exposed to context-embedded language use, speed flow of conversation, and native-like pronunciation. Additionally, some difficult sounds can be heard from the movies. The learners can hear the correct way to pronounce the sounds from real situations. In addition, movies can decrease anxiety and motivate students. Therefore, using English movies is likely to be effective in improving English pronunciation among Thai learners.



CHAPTER III

RESEARCH METHODOLOGY

In this section, the research design, participants, instruments, data collection, and data analysis are presented.

Research Design

This research was a quasi-experimental study with a single group pre-test and post-test design. In the study, the scores of the pre-test and post-test were compared using dependent T-test to examine the students' pronunciation of the English final sounds. To discover the students' views towards the use of movies in teaching English final sounds, the students were asked to complete a questionnaire at the end of the study. The present study had two research questions:

1. What are the effects of movies in developing students' pronunciation of English final sounds?
2. What are the students' views towards the use of movies in a speaking class?

Population

The population were twelfth-grade students, aged 17-18, studying in language programs at Sriracha School in Chonburi. The total number of students is 478.

Sample Group

The sample group consisted of 40 students studying at Sriracha School. The participants were selected via a convenience sampling method. They were twelfth-grade students in language programs who were studying 'English Listening-Speaking 6' in the 2019 academic year.

Research Site

The research site for this study is Sriracha School, which is located in Sriracha district, Chonburi province. It was established in 1951. Currently, there are 2,993 students and 165 teachers. The students study English according to the Basic Education Core Curriculum from grade 7 to grade 12. Upper secondary school students study in six programs; Math-Science, English-Math, English-Chinese, English-Japanese, Thai-Social Studies, and Science-Math (Gifted Program).

Instrumentations

In this study, the research instruments included lesson plans, student questionnaire, and pre- and post-pronunciation tests.

1. Lesson Plans

There were two lesson plans used in this study. The researcher was assigned to teach grade 12 students three periods per week, one separated period and two periods together. Each period lasted 50 minutes. Students took a pre-test, which was pronouncing words they drew from the word list randomly. Two periods were devoted to the study. At first, the students received a script of the selected clip and volunteers read the script out loud. Then students watched a five-minute short clip of the selected movie together, listening to the sounds from the actors. After the first viewing, the same students read the script again. The whole class and teacher pointed out any incorrect pronunciation. The students watched the clip again, but this time the teacher paused at the scenes with problematic pronunciations. The same students tried to read again. After that, a pair of students were randomly selected to read the script out loud as an example. Then, they watched the clip again and tried to listen to the native speakers from the movie carefully with the script. After that, the students sat in their groups helping each other to pronounce and imitate the sounds from the movie with reference to the clip which was distributed to students on their smartphones via the Line application. Then, they did a role play and had a post-test. The correctness and relevancy of the content of each lesson plan were examined by three experts. In

addition, lesson plans were piloted with another class of 40 students in twelfth-grade who were not the sample group in this study.

2. Movie

Students watched two short clips from movies in the whole semester. The criteria for choosing movies were 1) the students' level of English, which based on their English grades from grade 10 -12 were considered above average, meaning the level of English should be challenging and should not contain much more profanity or bad words; 2) the age of the students, 17-18 years old, hence the movies should be of interest to young adults (Thammineni, 2016); and 3) the content of the movies, which should relate to the topics of their study: storytelling and airport. American movies were chosen because there is an abundance of movies using American English, and it is considered to be easier to listen to and pronounce than other widely-used varieties of English such as Received Pronunciation (RP). According to Lindell (2014), RP distinguishes more sounds, and has a less open mouth position than GA. For example, *caught*, *cot* and *calm* are pronounced with /ɔ/, /ɒ/ and /ɑ:/ respectively in RP, but in GA *caught* is pronounced with /ɔ/ while *cot* and *calm* are pronounced with /ɑ:/. Crystal (1975) mentioned that American English has influenced the use of English language in Europe over recent years and has caused many changes occur to the English language, including in England. Some words, such as *got* in a past participle form in British English has been Americanized by using the American style of use, *gotten*. Given the global influence of GA, movies were selected from American sources. According to the criteria, *Frozen* and *View from the Top* were selected as instruments for this study. Each movie was cut into five-minute clips by selecting scenes that were related to the course content.

3. Questionnaire

A questionnaire was provided to the students to obtain information regarding their opinions towards use of movies in teaching pronunciation. Each student was notified about the confidentiality and anonymity of their responses. The questionnaire in this study was adopted from Aufa (2017), who conducted the study

about using movies to increase pronunciation. Three experts were asked to verify the questionnaire's validity before the researcher collected data. The experts consisted of two Thai teachers with more than five years' experience in English language teaching and have Master's degrees, and one expert was a native speaker of English who also has more than five years' experience in teaching.

4. Final sound pronunciation tests

The tests designed to evaluate the students' pronunciation of English final sounds were given in the first week (pre-test) and in the final week (post-test). The tests contained 25 vocabulary items from the selected movies. The words with cluster final sounds and -ed ending sounds were chosen. There were 12 single final sounds such as *terminal*, *hijack* and *take off*; nine cluster final sounds such as *oxygen mask*, *aircraft* and *airport tax*; and four -ed ending sounds such as *overbooked*, *over-sized* and *delayed*. Then they were examined by three experts in the field to find the validity. Moreover, the test was piloted to ensure test reliability.

Data Collection

1. Pre- and post-pronunciation tests were used in determining the students' ability to pronounce English final sounds. The pre-test was administered before orientation week. The students randomly drew 20 out of 25 words at lunch time and after school which they appointed within one week; ten words from normal words, seven words from cluster final sounds and three words from -ed ending sounds. The post-test was also administered individually within the last week of the study at lunch time and after school, using the same words. A pronunciation scale, which was adopted from University of Cambridge Local Examination Syndicate (UCLES) (2008), was used to score their pronunciation.

Table 1 Pronunciation Scale (adopted from UCLES, 2008)

| Category | Level | Description |
|----------|-------|---|
| Fluency | 1 | Pronunciation is mostly intelligible and has some control of phonological features at both utterance and word levels. |
| | 2 | Pronunciation is mostly intelligible and individual sounds are mostly articulated clearly. |
| | 3 | Pronunciation is generally intelligible. Intonation is mostly accurately placed. Individual sounds are generally articulated clearly. |
| | 4 | Pronunciation is intelligible. Intonation is generally accurately placed. Individual sounds are generally articulated clearly. |
| | 5 | Pronunciation is intelligible. Intonation is appropriate. Individual sounds are articulated clearly. |

2. The students were asked to complete the questionnaire in the final week in order to examine their views towards by using of movies to improve their pronunciation. Three experts were asked to verify the content of the questionnaire before the researcher collected data. The experts consisted of two Thai teachers who have at least five years experiences in teaching English and they must hold a Master's degree in teaching, and one native English speaker with at least 5 years teaching experience at a Thai school.

Data Analysis

Pre-test and post-test pronunciation scores

The scores were analysed to evaluate the students' abilities in pronouncing English final sounds before and after using movies as a teaching tool. The mean scores of the pre- and post-tests were statistically compared using a dependent t-test.

Students' Questionnaire

In the final week, a Likert scale questionnaire was completed by the participants. The responses were analysed using means and standard deviations to find out views towards the use of English movies in the speaking class.



CHAPTER IV

FINDINGS

The purpose of this research was to examine the effects of using movies to improve students' final sound pronunciation and to investigate the students' views with the use of movies in a speaking class. The participants were 40 Grade 12 students at Sriracha School. The data from the study were collected from pre- and post-pronunciation tests and a questionnaire. The research findings are presented according to the two research questions.

Research Question 1: What are the effects of movies in developing students' pronunciation of English final sounds?

The first question was to examine the effects of movies in enhancing students' pronunciation of English final sounds for Grade 12 students. An English final sound pronunciation test was used to answer the first research question. The mean score and standard deviation of the pre- and post-tests were compared by using a dependent *t*-test.

In Table 1, the results showed that the post-test mean scores on the English final sound pronunciation test were significantly higher than the pre-test mean scores. The pre-test and post-test mean scores, standard deviation, *t*-values, and statistical significance are displayed below.

Table 2 The Pre-test and Post-test Scores on the English Final Sound Pronunciation Tests

| No. | Pre-Test (20 Scores) | Post-Test (20 Scores) | (D) | (D) ² |
|-----|-------------------------|--------------------------|-----|------------------|
| 1 | 4 | 12 | 8 | 64 |
| 2 | 5 | 10 | 5 | 25 |
| 3 | 6 | 18 | 12 | 144 |
| 4 | 7 | 12 | 5 | 25 |

Table 2 (Continued)

| No. | Pre-Test (20 Scores) | Post-Test (20 Scores) | (D) | (D) ² |
|-----|-------------------------|--------------------------|-----|------------------|
| 5 | 2 | 12 | 10 | 100 |
| 6 | 4 | 14 | 10 | 100 |
| 7 | 7 | 11 | 4 | 16 |
| 8 | 4 | 16 | 12 | 144 |
| 9 | 4 | 13 | 9 | 81 |
| 10 | 8 | 16 | 8 | 64 |
| 11 | 7 | 15 | 8 | 64 |
| 12 | 1 | 10 | 9 | 81 |
| 13 | 1 | 14 | 13 | 169 |
| 14 | 3 | 10 | 7 | 49 |
| 15 | 7 | 10 | 3 | 9 |
| 16 | 9 | 18 | 9 | 81 |
| 17 | 8 | 17 | 9 | 81 |
| 18 | 5 | 20 | 15 | 225 |
| 19 | 9 | 19 | 10 | 100 |
| 20 | 7 | 16 | 9 | 81 |
| 21 | 5 | 12 | 7 | 49 |
| 22 | 8 | 13 | 5 | 25 |
| 23 | 6 | 12 | 6 | 36 |
| 24 | 9 | 15 | 6 | 36 |
| 25 | 8 | 16 | 8 | 64 |
| 26 | 5 | 19 | 14 | 196 |
| 27 | 4 | 19 | 15 | 225 |

Table 2 (Continued)

| No. | Pre-Test (20 Scores) | Post-Test (20 Scores) | (D) | (D) ² |
|----------|-------------------------|--------------------------|-----------|------------------|
| 28 | 5 | 16 | 11 | 121 |
| 29 | 4 | 12 | 8 | 64 |
| 30 | 4 | 11 | 7 | 49 |
| 31 | 1 | 13 | 12 | 144 |
| 32 | 2 | 14 | 12 | 144 |
| 33 | 3 | 13 | 10 | 100 |
| 34 | 5 | 16 | 11 | 121 |
| 35 | 3 | 18 | 15 | 225 |
| 36 | 3 | 15 | 12 | 144 |
| 37 | 7 | 16 | 9 | 81 |
| 38 | 6 | 15 | 9 | 81 |
| 39 | 6 | 12 | 6 | 36 |
| 40 | 4 | 12 | 8 | 64 |
| Total | 206 | 572 | 366 | 3,708 |
| | \bar{x} | \bar{x} | \bar{x} | |
| Coverage | 5.15 | 14.30 | 9.05 | |

According to Table 1, students got higher scores on the post-test than on the pre-test. The coverage score of the pre-test was 5.15, while the coverage score of the post-test was 14.30. The lowest score increase on the pre-test was 3, while the lowest score increased on the post-test ranged from 7 to 10. The highest score increase on the pre-test was 15, which ranged from 5 to 20, 4 to 19 and 3 to 18.

Table 3 A Comparison of Mean Scores on the Pre-test and the Post-test

| N | Pre-test | | Post-test | | Pre-test and Post-test difference | | t |
|----|----------|------|-----------|------|-----------------------------------|------|-------|
| | M | S.D. | M | S.D. | M | S.D. | |
| 40 | 5.15 | 2.27 | 14.30 | 2.84 | 9.05 | 3.00 | 19.07 |

According to Table 2, the pre-test and post-test scores before and after learning English by using movies are significantly different at level of 0.01. The mean score on the pre-test was 5.15, with a standard deviation of 2.27. The mean score of the post-test was 14.30, with a standard deviation of 2.84. The difference between the standard deviation on the pre-test and post-test scores was 3.00.

The results show that there was a significant difference between the pre-test and post-test mean scores at a statistical significance level ($p < .01$); therefore, students' English final sound pronunciation was significantly improved after learning through movies.

Research Question 2: What are the students' views towards the use of movies in a speaking class?

To investigate the students' views of using movies in a speaking class, at the end of the study, a questionnaire was provided to all the participants. The questionnaire consisted of 15 items. The students rated each item based on their views towards use of movies in classroom by using a Likert 5-point scale. Table 3 shows the mean score, standard deviation, and level of response.

Table 4 Findings of Students' Views towards the Use of Movies

| Questionnaire Items | \bar{x} | S.D. | Level of response |
|---|-----------|-------|-------------------|
| 1. English lessons with movies are fun and entertaining. | 4.90 | 15.75 | Very High |
| 2. I learn in a more efficient way during English lessons with movies. | 4.86 | 15.25 | Very High |
| 3. I learn more English during English lessons with movies. | 4.92 | 16.26 | Very High |
| 4. I do not like English lessons when my teacher uses movies. | 1.50 | 10.37 | Very Low |
| 5. Movies in English lessons help me to gain confidence in speaking to my classmates. | 4.65 | 11.92 | Very High |
| 6. Movies in English lessons help me to understand oral English better than just ordinary audio sound recordings (CD, etc.). | 4.92 | 16.26 | Very High |
| 7. Visual cues (for example, face expressions and body language) in movies help me to maintain my interest and concentrate while listening. | 4.98 | 17.33 | Very High |
| 8. Imitating sounds from movies is efficient. | 4.78 | 13.73 | Very High |
| 9. I can listen and differentiate each sound perfectly. | 4.68 | 12.31 | Very High |
| 10. Listening to the teacher pronouncing words is more understandable than listening from the movies. | 2.68 | 4.36 | Moderate |
| 11. My final sound is better after imitating from the movies. | 4.85 | 14.76 | Very High |
| 12. I understand how to use intonation in different sentence. | 4.93 | 16.78 | Very High |

Table 4 (Continued)

| Questionnaire Items | (\bar{x}) | S.D. | Level of response |
|--|---------------|-------|-------------------|
| 13. I want to continue improve my pronunciation by using movies. | 4.95 | 16.79 | Very High |
| 14. I can distinguish accents from watching movies and practicing pronunciation. | 3.95 | 7.38 | High |
| 15. British English is easier to understand and learn than American English. | 2.48 | 5.92 | Low |
| Total | 4.27 | 13.01 | Very High |

Notes: 1) The degree of agreement of was categorized using a 5-point Likert scale:

- 1 = strongly disagree with the statement 2 = disagree with the statement
 3 = neither agree nor disagree 4 = agree with the statement
 5 = strongly agree with the statement

2) The mean scores of students' views were categorized as follows (Paranapiti, 2014):

4.51 – 5.00 = very high

3.51 – 4.50 = high

2.51 – 3.50 = moderate

1.51 – 2.50 = low

1.00 – 1.50 = very low

According to Table 3, students' views towards the use of movies were positive in almost every aspect. The overall mean score was 4.27 and standard deviation was 13.01 which was at a high level. The highest mean score was item 7 (*Visual cues such*

as facial expressions and body language in movies help me to maintain my interest and concentrate while listening) which was 4.98 and the standard deviation was 17.33, while the lowest mean score was item 4 (I do not like English lessons when my teacher uses movies) which was 1.50 and the standard deviation was 10.37. However, the lowest mean score of the questionnaire was negative, so it meant that the students like English lessons with movies. Therefore, it could be summarized that the students' views towards use of movies in pronunciation development was highly positive.

Summary

This chapter presented the findings with an emphasis on the effects of using movies in developing English final sounds. The results were investigated to answer two research questions: (a) What are the effects of movies in developing students' pronunciation of English final sounds? and (b) What are the students' views towards the use of movies in a speaking class?

The findings revealed that the participants gained significantly higher mean scores in final sounds pronunciation post-test. In addition, the results from the questionnaire pointed out that students' views towards the use of movies in developing final sound pronunciation was highly positive after learning through movies.

The next chapter will present a summary of the study, discussion, implications, limitations, and recommendations for further research studies.

CHAPTER V

CONCLUSION AND DISCUSSION

The purpose of this chapter is to discuss the findings of the study based on the two research questions and to discuss the implications of these findings. According to the results of the study, recommendations for English language teaching are offered as a way to enhance Thai students' pronunciation of English final sounds. It concludes with a consideration of the limitations of the research and some recommendations for further studies.

Summary of the Research

The purpose of the research was to (a) study the effects of using movies to enhance students' final sound pronunciation and (b) to examine the students' views towards the use of movies in a speaking class. This research was a quasi-experimental study with a single group pre-test and post-test design. The participants were 40 Grade 12 students, selected via convenience sampling the students that the researcher had been assigned to teach. The instruments in this study included pre- and post-pronunciation tests, lesson plans, pronunciation of English final sound assessment criteria and a student views questionnaire. Each lesson was 50 minutes long, and the class met twice a week. The students' pronunciation was measured by comparing their pre-test and post-test with a dependent *t*-test. A questionnaire was analyzed to ascertain their views towards the use of movies in developing the pronunciation of English final sounds in the classroom.

Summary of the Main Findings

The findings of the study could be summarized into two aspects based on the two research questions: (a) the students' pronunciation of English final sounds and (b) the students' views towards the use of movies in speaking class.

Research Question 1: What are the effects of movies in developing students' pronunciation of English final sounds?

The findings pertinent to the first research question revealed that movies could help improve students' pronunciation of English final sounds. The mean scores and standard deviation of the post-test were higher than the pre-test. Moreover, a dependent *t*-test showed that mean scores had increased from 5.15 to 14.30 by the end of the course. Therefore, students' pronunciation of English final sounds had a significant difference at the level of 0.01.

The research findings imply that movies can have a positive impact on students' pronunciation of English final sounds. This study is consistent with Aufa (2017) who investigated the effects of using movies in developing students' pronunciation skills. The results show that movies can improve pronunciation because they provide an opportunity to teach and learn English in an authentic and meaningful environment, improving the atmosphere in the English class, together with other factors such as the actors' body language, facial expressions or intonation, can make students understand English better.

In addition, it was found that movies can motivate students to learn English because movies are more entertaining than simply reciting and memorizing grammatical rules. Many students stated that they enjoyed watching the movies and they liked it when the teacher used different language learning resources. Such notions are in line with the studies of Kalra (2017) and Soontornratn (2013), who found that language students enjoy and feel motivated by watching English movies.

It can be concluded that movies are considered effective tools in helping Thai students develop pronunciation of English final sounds. As stated by Albiladi et al. (2018), movies provide four themes of benefits in language learning. The first benefit is language development. The participants believed that watching movies regularly allowed them to develop their speaking and listening skills, pronunciation, and vocabulary bank because they can see how people use the language in everyday life. Authentic learning is the second theme, which is real-life language used by native

speakers. Self-learning is the third theme, in which participants are able to learn the language individually because movies allow for both a flexible and motivating way of learning. The last theme is cultural awareness. Learning from more real situations helps improve understanding of the cultural awareness of the target language, which in turn could help learners understand the language better.

Research Question 2: What are the students' views towards the use of movies in a speaking class?

For the second research question students were asked to complete a questionnaire at the end of the course. The findings from the questionnaire revealed that students' views towards the use of movies in developing the pronunciation of English final sounds were highly positive. The overall mean score of students' views was at a very high level.

It can be said that authentic teaching tools such as movies motivate students to improve their listening skills which subsequently leads to improvement in pronunciation. One explanation is that they minimize students' anxiety towards learning. This is consistent with the study of Pimsamarn (2011) which found that movies can motivate students to focus on lessons because they are entertaining and captures the students' interest.

According to Qiu (2017), students found learning from movies encouraged them to be exposed to real language use because they were not afraid of making mistakes while pronouncing words they heard. Besides, movies were able to draw attention to the target content better than traditional approaches such as textbooks and recitation.

The findings revealed that students' pronunciation was better after imitating sounds from the movies because they learned English from an authentic context. In Yangklang's (2006) study of developing English final pronunciation of Thai students through the use of computer-assisted instruction program (CAI), pronunciation was improved significantly. These students tended to continue language learning after the period of study to have their skills improved.

As reviewed in Chapter II, movies can be an effective way to help students better their language skills. According to Aufa (2017), learning English pronunciation was influenced by the level of students' exposure to target language. Movies also provided culture awareness to the students in order to understand the language and how they pronounce the words accurately.

Finally, Albiladi et al (2018) found that some students reported enjoying learning English through movies and gaining more skills from repeated practice. Pronunciation was one skill that was developed because they can listen to the actors and actresses at the speed in which language is actually used in everyday life. Imitation was key for them, listening to the media and trying to copy the actors' utterances as many times as they can.

Limitations of the Research and Suggestions for Further Studies

Even though this study provides some insights into the implementation of using movies in developing students' pronunciation of English final sounds, the researcher has found some limitations of the study and would like to offer some suggestions for further studies.

1. This study used only two movies: *View from the Top* and *Frozen*. Further studies may consider using more movies that are consistent with the topics, lessons and interests of students. This is because some students can learn and practice pronunciation effectively if they feel comfortable with the lessons and learning tools used in class.

2. In this study, the participants were limited to 40 twelfth graders in an English Listening-Speaking class. Due to the small number of participants, it would be inaccurate to state that the results can be generalized to other populations. The results obtained from the study need to be proved by further research with different levels of participants such as primary, elementary or university in order to confirm the effectiveness of using movies to enhance pronunciation skills.

3. In-class practice may not be enough for students to master English pronunciation, but there were time constraints in this study. One way this was mitigated

was requiring students to practice by themselves at home using the clips sent by the teacher. Further studies may allocate more time for students to practice and listen as much as possible.

Recommendations for Teachers and Practitioners

In light of the research findings, the researcher would like to offer some thoughts on how to develop students' pronunciation of English final sounds effectively.

1. Movies should be utilized as an alternative educational tool to enhance students' pronunciation. From the findings about students' views towards the use of movies in the classroom, there was a feeling of being motivated to learn English because the learning took place in context. It was considered a meaningful and purposeful activity. Moreover, students reported that they looked forward to learning English through movies in the future.

2. When the teacher has the students watch a movie, the role of the teacher is no longer that of an authoritative figure who is the center of the classroom. The teacher simply facilitates learning and monitors the students' learning process. Such a shift from a teacher-centered classroom to a student-centered one signals to students that they are responsible for their own learning and subsequently they will learn to become an autonomous and life-long learner who choose appropriate learning tools by themselves.

3. Timing plays a significant role in planning a lesson that involves movies. Playing the whole movie without practicing in class will not help students to achieve their target skills. Teachers should manage time carefully. Appropriate learning activities that require students to practice their language skills should be incorporated. Selection of movies is very important. A very long movie can make the students feel bored, especially one that they have no interest in. Hence, preparation and time management are key to success.

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APPENDICES



APPENDIX A

An Example of Using Movies in Developing Students' Pronunciation of
English Final Sounds Lesson Plan

Appendix A

An Example of Using Movies in Developing Students' Pronunciation of English Final Sounds Lesson Plan

Institution: Sriracha School

Course/Level: English Listening and Speaking 6, 100-minute class/ Grade 12

Students: 40 students, age of 17-18

Overall Course Goals:

1. To develop learners' listening and speaking skill, especially final sound pronunciation
2. To provide pronunciation practice by imitating from the movies

Text/Materials: A movie named "View from the Top", and listening test

Lesson Aim(s):

1. Students will be able to pronounce English final sounds correctly
2. Students will be able to identify English final sounds accurately while listening

| Procedures Activities / Timing | Objective(s) | Materials/ Equipment | Step by Step Details | Interaction/ Seating | Contingency Plans/ Other Notes |
|--------------------------------------|---|--|---|-------------------------|--------------------------------------|
| Warm up (10 minutes) | To motivate students and prepare them to concentrate on the topic: flight attendants. | Pictures (flight attendants and airport) | <ol style="list-style-type: none"> 1. Students guess what the picture is about by the clues given by the teacher. 2. Students discuss and share with the teacher about the experiences on | T-Ss | |

| Procedures Activities / Timing | Objective(s) | Materials/ Equipment | Step by Step Details | Interaction/ Seating | Contingency Plans/ Other Notes |
|--------------------------------------|--|-------------------------|---|-------------------------|--------------------------------------|
| | | | board in order to gain background knowledge. | | |
| Presentation (50 minutes) | 1. To gain attention from the students to the topic. 2. To let the students to listen the pronunciation from the native speakers. | 1. Movie 2. Script | 1. Students receive a sheet of movie script of the scene they are going to watch. 2. Some students voluntarily read aloud the script and receive feedback from the teacher as a tryout 3. Students watch the short clip of the movie and try to listen to the sounds produced from the actors. 4. The same volunteers read the script aloud again and the teachers points out the incorrect | Ss | |

| Procedures Activities / Timing | Objective(s) | Materials/ Equipment | Step by Step Details | Interaction/ Seating | Contingency Plans/ Other Notes |
|--------------------------------------|--|---|--|-------------------------|--------------------------------------|
| | | | <p>pronunciation for the whole class.</p> <p>5. Students watch the movie again, and the teacher pauses and rewinds at the spots which contain words that students mispronounce.</p> <p>6. The same volunteers are asked to read aloud the script again in order to see how developed they are.</p> | | |
| Practice (20 minutes) | To evaluate students' listening skill and motivate them to pay more attention in | 1. Short clip from the movie 2. Script | Students pair up with their partners to practice pronunciation by listening to the video clip that the teacher sends to | Ss | |

| Procedures Activities / Timing | Objective(s) | Materials/ Equipment | Step by Step Details | Interaction/ Seating | Contingency Plans/ Other Notes |
|--------------------------------------|--|---|--|-------------------------|--------------------------------------|
| | pronunciation | | them via application Line with the help of the teacher. | | |
| Production (10 minutes) | To check the performance of the students in listening. | 1. Short clip from the movie 2. Script | Students read the script aloud with their partners in front of the teacher and receive the feedback to improve for their post-test | T-Ss | |
| Wrap-up (10 minutes) | To review the final sound pronunciation and discuss how the native speakers pronounce some sounds differently from Thai people. | | 1. Students share their ideas about the final sound pronunciation from what they experience in the class. 2. Teacher explain some problematic sounds to the students. 3. Students practice pronunciation from | | |

| Procedures Activities / Timing | Objective(s) | Materials/ Equipment | Step by Step Details | Interaction/ Seating | Contingency Plans/ Other Notes |
|--------------------------------------|--------------|-------------------------|---|-------------------------|--------------------------------------|
| | | | the test at home in order to do the pronunciation test next time | | |

Follow-up

Students do the pronunciation test and get the comments from the teacher to improve.

Evaluation:

1. A reading aloud activity
2. Pre- and Post-Pronunciation test
3. The participation in the activity



APPENDIX B

Pre-and Post-Pronunciation Tests

Appendix B

Pre-and Post-Pronunciation Tests

Directions: Randomly pronounce 20 words correctly, especially final sounds.

- | | |
|---------------------|---------------------|
| 1. baggage | 14. take off |
| 2. first-class | 15. Aircraft |
| 3. land | 16. Airline |
| 4. oxygen mask | 17. Terminal |
| 5. passport | 18. Delayed |
| 6. seatbelt | 19. suitcase |
| 7. turbulence | 20. airport tax |
| 8. window seat | 21. cancelled |
| 9. Flight Attendant | 22. duty-free store |
| 10. Hijack | 23. jet lag |
| 11. overbooked | 24. Overhead Bin |
| 12. over-sized | 25. Pushback |
| 13. refreshments | |
- 



APPENDIX C

Questionnaire on Students' Views towards the Use of Movies in Developing
Pronunciation of English Final Sounds

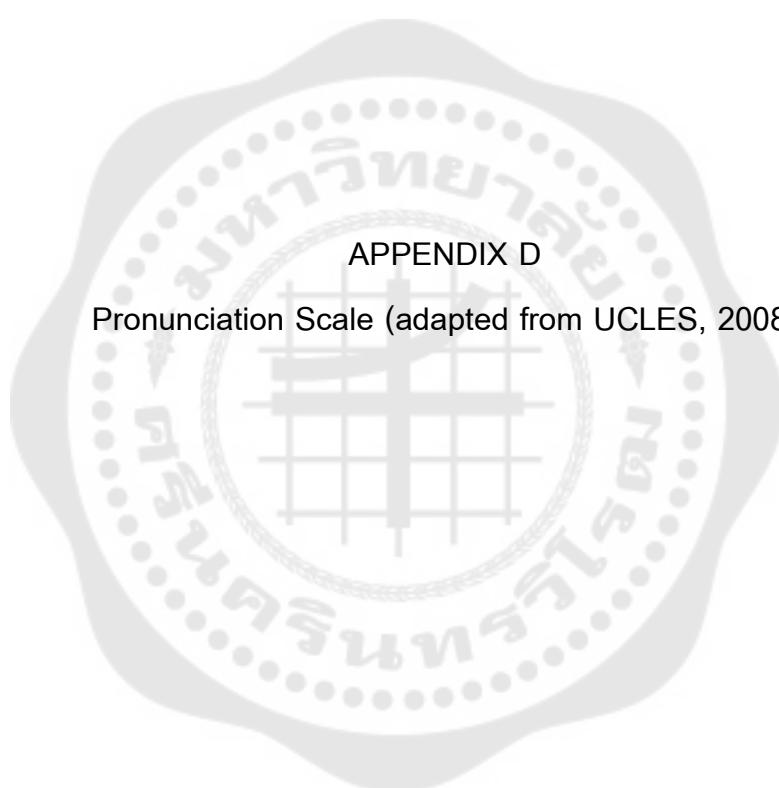
Appendix C

**Views of Using Movies to Develop Students' Pronunciation of
English Final Sounds**

- Directions:**
1. This questionnaire has 15 items.
 2. Please read the statements on the left-hand side and tick ✓ in a box to indicate the degree of your agreement to each statement.

| Statement | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
|---|-------------------|----------|---------|-------|----------------|
| 1. English lessons with movies are fun and entertaining. | | | | | |
| 2. I learn in a more efficient way during English lessons with movies. | | | | | |
| 3. I learn more English during English lessons with movies. | | | | | |
| 4. I do not like English lessons when my teacher uses movies. | | | | | |
| 5. Movies in English lessons help me to gain confidence in speaking to my classmates. | | | | | |
| 6. Movies in English lessons help me to understand oral English better than just ordinary audio sound recordings (CD, etc.). | | | | | |
| 7. Visual cues (for example, face expressions and body language) in movies help me to maintain my interest and concentrate while listening. | | | | | |
| 8. Imitating sounds from movies is efficient. | | | | | |

| Statement | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
|---|-------------------|----------|---------|-------|----------------|
| 9. I can listen and differentiate each sound perfectly. | | | | | |
| 10. Listening to teacher pronouncing words is more understandable than listening from the movies. | | | | | |
| 11. My final sound is better after imitating from the movies. | | | | | |
| 12. I understand how to use intonation in different sentence. | | | | | |
| 13. I want to continue improve my pronunciation by using movies. | | | | | |
| 14. I can distinguish accents from watching movies and practicing pronunciation. | | | | | |
| 15. British English is easy to understand and learn more than American English. | | | | | |



APPENDIX D

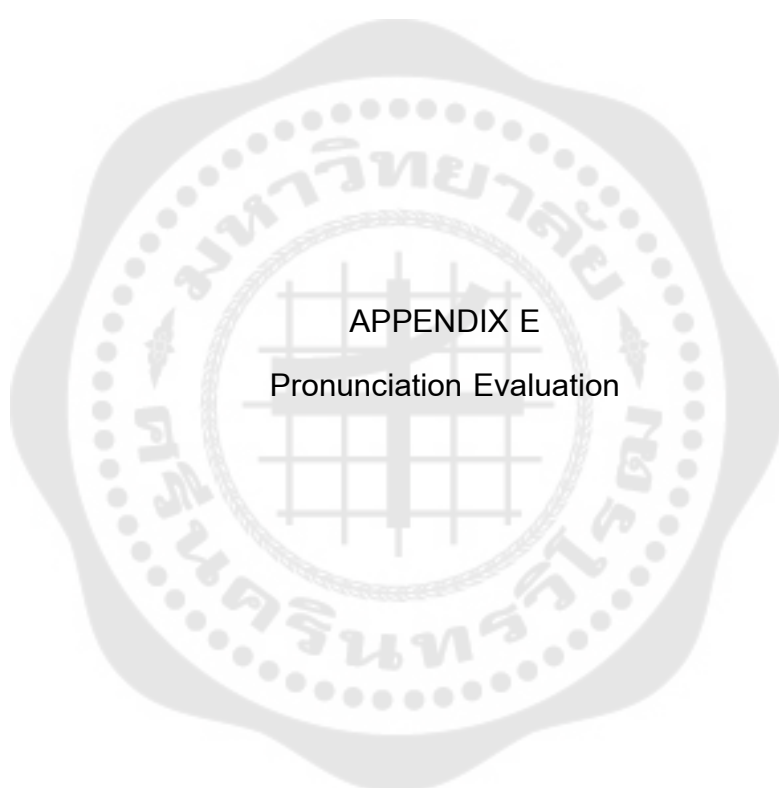
Pronunciation Scale (adapted from UCLES, 2008)

Appendix D

Pronunciation Scale (adapted from UCLES, 2008)

Pronunciation Scale (adapted from UCLES, 2008)

| Category | Level | Description |
|----------|-------|---|
| Fluency | 1 | Pronunciation is mostly intelligible and has some control of phonological features at both utterance and word levels. |
| | 2 | Pronunciation is mostly intelligible and individual sounds are mostly articulated clearly. |
| | 3 | Pronunciation is generally intelligible. Intonation is mostly accurately placed. Individual sounds are generally articulated clearly. |
| | 4 | Pronunciation is intelligible. Intonation is generally accurately placed. Individual sounds are generally articulated clearly. |
| | 5 | Pronunciation is intelligible. Intonation is appropriate. Individual sounds are articulated clearly. |



APPENDIX E
Pronunciation Evaluation

Appendix E

Pronunciation Evaluation

Pronunciation Evaluation

 Pre-test

 Post-test

Student..... Rater Date

| Score | Level | Description |
|-------|-------|---|
| | 1 | Pronunciation is mostly intelligible and has some control of phonological features at both utterance and word levels. |
| | 2 | Pronunciation is mostly intelligible and individual sounds are mostly articulated clearly. |
| | 3 | Pronunciation is generally intelligible. Intonation is mostly accurately placed. Individual sounds are generally articulated clearly. |
| | 4 | Pronunciation is intelligible. Intonation is generally accurately placed. Individual sounds are generally articulated clearly. |
| | 5 | Pronunciation is intelligible. Intonation is appropriate. Individual sounds are articulated clearly. |



APPENDIX F
Lesson Plans Evaluation

Appendix F
Lesson Plans Evaluation

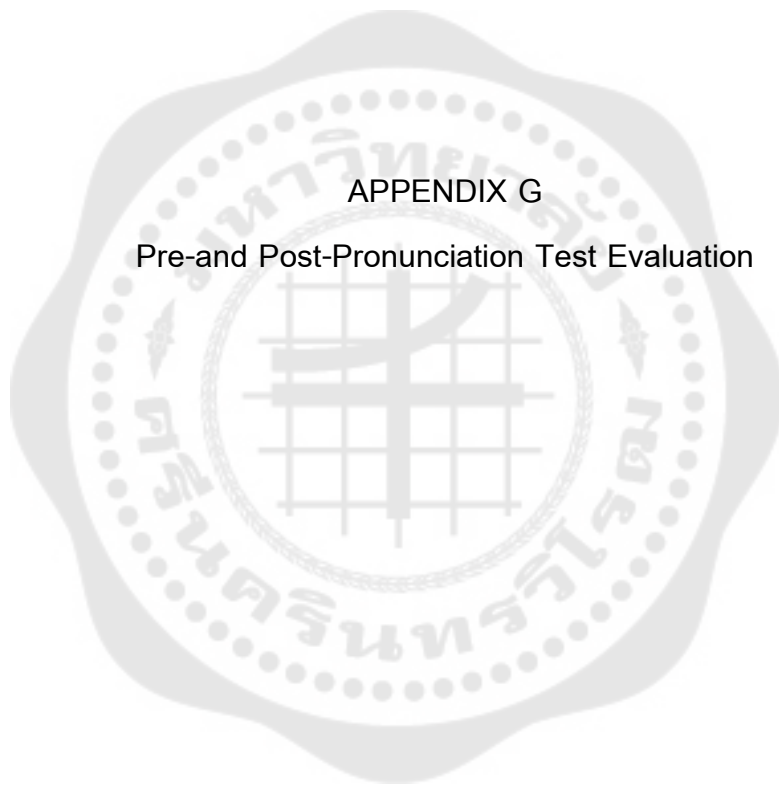
IOC Results of Lesson Plans

The criteria are: +1 = Appropriate, 0 = Not Sure, -1 = Not Appropriate

| Item | Experts' judgement | | | IOC Mean Score | Meaning |
|---|--------------------|----|----|----------------|----------|
| | A | B | C | | |
| 1. Objectives | | | | | |
| 1.1 The objectives are clear and concise. | +1 | +1 | +1 | 1 | Reserved |
| 1.2 The objectives are relevant and congruent with the content of the lesson. | 0 | +1 | +1 | 0.67 | Reserved |
| 2. Content | | | | | |
| 2.1 The content is appropriate for the participant. | +1 | +1 | +1 | 1 | Reserved |
| 3. Procedures | | | | | |
| 3.1 The teaching procedures are clearly stated. | 0 | +1 | +1 | 0.67 | Reserved |
| 3.2 The teaching procedures are in logical sequence. | +1 | +1 | +1 | 1 | Reserved |
| 3.3 The time given in each teaching procedure is suitable. | +1 | +1 | 0 | 0.67 | Reserved |
| 4. Materials | | | | | |
| 4.1 The materials are appropriate for the lesson. | +1 | +1 | +1 | 1 | Reserved |
| 4.2 The materials are suitable for students' language level. | 0 | +1 | +1 | 0.67 | Reserved |
| 5. Evaluation | | | | | |
| 5.1 The evaluation is appropriate with the lesson plan. | +1 | +1 | +1 | 1 | Reserved |

APPENDIX G

Pre-and Post-Pronunciation Test Evaluation



Appendix G

Pre- and Post- Pronunciation Test Evaluation

IOC Results of Pre- and Post- Pronunciation Test

The criteria are: +1 = Appropriate, 0 = Not Sure, -1 = Not Appropriate

| Item | Expert' judgement | | | IOC Mean Score | Meaning |
|---|-------------------|----|----|----------------|----------|
| | A | B | C | | |
| 1. The tasks are relevant to pronunciation tests. | +1 | +1 | +1 | 1 | Reserved |
| 2. The time allocation is suitable. | +1 | +1 | 0 | 0.67 | Reserved |
| 3. The instructions are clear and comprehensible. | +1 | +1 | +1 | 1 | Reserved |
| 4. The pre- and post- pronunciation tests are parallel. | +1 | +1 | +1 | 1 | Reserved |
| 5. The scoring rubric is clear and practical. | +1 | +1 | 0 | 0.67 | Reserved |



APPENDIX H

A Questionnaire Test Evaluation

Appendix H

A Questionnaire Evaluation

IOC Results of a Questionnaire

The criteria are: +1 = Appropriate, 0 = Not Sure, -1 = Not Appropriate

| Item | Experts' judgement | | | IOC Mean Score | Meaning |
|--|--------------------|----|----|----------------|----------|
| | A | B | C | | |
| 1. English lessons with movies are fun and entertaining. | 0 | +1 | +1 | 0.67 | Reserved |
| 2. I learn in a more efficient way during English lessons with movies. | +1 | +1 | +1 | 1.00 | Reserved |
| 3. I learn more English during English lessons with movies. | +1 | +1 | 0 | 0.67 | Reserved |
| 4. I do not like English lessons when my teacher uses movies. | 0 | +1 | +1 | 0.67 | Reserved |
| 5. Movies in English lessons help me to gain confidence in speaking to my classmates. | +1 | 0 | +1 | 0.67 | Reserved |
| 6. Movies in English lessons help me to understand oral English better than just ordinary audio sound recordings (CD, etc.). | +1 | +1 | +1 | 1.00 | Reserved |
| 7. Visual cues such as face expressions and body language in movies help me to maintain my interest and concentrate while listening. | +1 | +1 | +1 | 1.00 | Reserved |
| 8. Imitating sounds from movies is efficient. | 0 | +1 | +1 | 0.67 | Reserved |
| 9. I can listen and differentiate each sound perfectly. | 0 | +1 | +1 | 0.67 | Reserved |
| 10. Listening to teacher pronouncing words is more understandable than listening from the movies. | +1 | +1 | +1 | 1.00 | Reserved |

| Expert' judgement | Experts' judgement | | | IOC Mean Score | Meaning |
|--|--------------------|----|----|----------------|----------|
| | A | B | C | | |
| 13. I want to continue improve my pronunciation by using movies. | +1 | 0 | +1 | 1.00 | Reserved |
| 14. I can distinguish accents from watching movies and practicing pronunciation. | +1 | +1 | +1 | 1.00 | Reserved |
| 15. British English is easy to understand and learn more than American English. | 0 | +1 | +1 | 0.67 | Reserved |



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