



**AN INVESTIGATION OF MONO GROUP EMPLOYEES'
OPINIONS ON ENGLISH SKILL IMPROVEMENT
THROUGH WATCHING ENGLISH SOUNDTRACK
MOVIES WITH ENGLISH SUBTITLES**

**BY
MS. NATTAWAN RATTANACHAI**

**AN INDEPENDENT STUDY PAPER SUBMITTED IN
PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN ENGLISH FOR CAREERS
LANGUAGE INSTITUTE
THAMMASAT UNIVERSITY
ACADEMIC YEAR 2015
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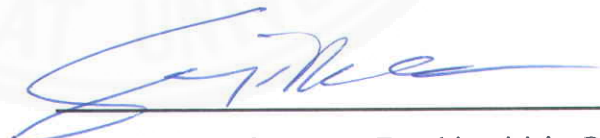
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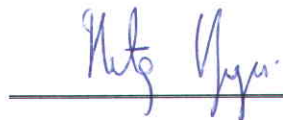
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ABSTRACT

The objective of this study was to investigate the positive opinions regarding Mono Group employees' English skill improvement through watching English soundtrack movies with English subtitles. A sample of 30 respondents working at the Mono Group who used English in their daily work took part in this study. The respondents were asked to complete a questionnaire and return it to the researcher during March 28 – April 8, 2016. The questionnaires were composed of three parts: (a) general information of the respondents, (b) English soundtrack movies with English subtitles watching behavior, and (c) opinions and gratification level obtained from watching English soundtrack movies with English subtitles. The data were collected and analyzed using Microsoft Excel to process the data in the form of descriptive statistics, including frequency, percentage, mean, and standard deviation. The results revealed that Mono Group employees agreed that watching English soundtrack movies with English subtitles can help improve their English skills (mean score = 4.22, SD = 0.71).

Keywords: Opinions, English skills, Movies, Subtitles, Mono Group, Employees

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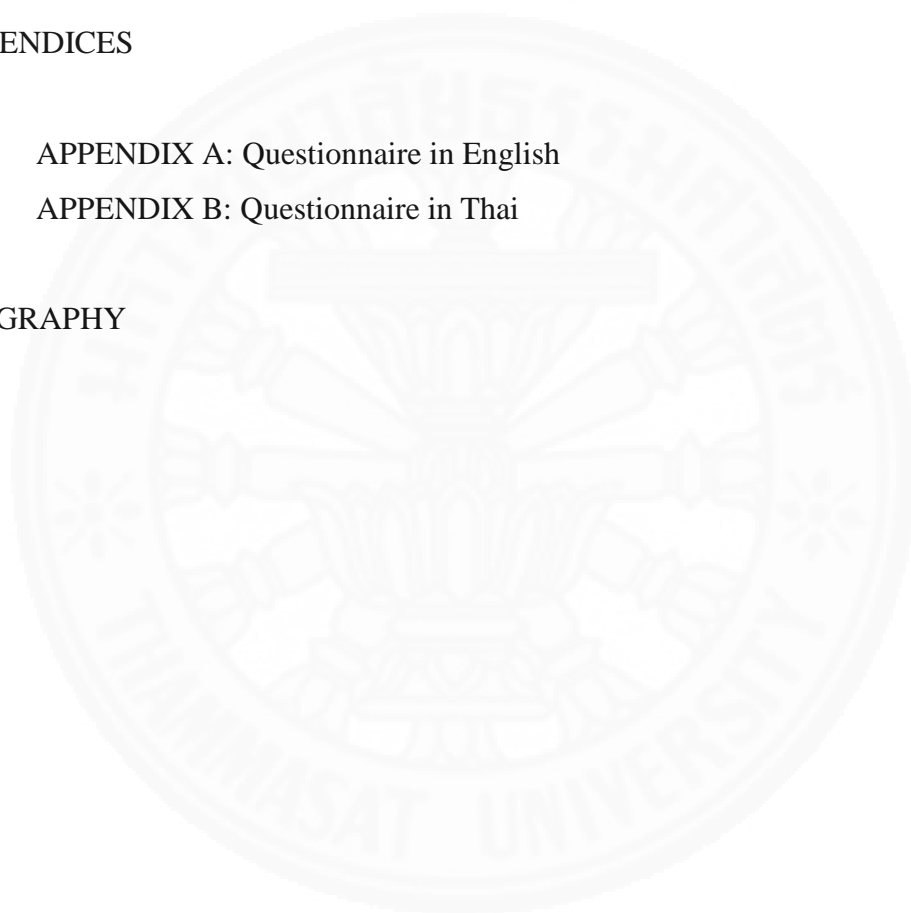
Ms. Nattawan Rattanachai

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CHAPTER 1

INTRODUCTION

1.1 Background

Major changes have been occurring in Thai society regarding communication using more of the English language. According to Seidlhofer (2005), the English language is a lingua franca; in other words, communication tends to use more English language among people who have different mother tongue. Therefore, Thai people are eager to develop their English language usage in order to educate themselves, and advance in their careers. There are many ways to improve English language. One of those effective methods is to polish English skills through watching English soundtrack movies with English subtitles.

There is no limit to the spaces or places to learn English and watching English soundtrack movies with English subtitles is an interesting technique to learn skills because of the saying

“a film with a story that wants to be told rather than a lesson that needs to be taught” (Ward & Lepeintre, 1996, p. 86).

Learning English via watching English soundtrack films with English subtitles not only teaches us the way we can comprehend a text or story, but also helps improve speaking fluency, due to the richness of the contextualized linguistics, paralinguistics and authentic cross-cultural information (Braddock, 1996; Stempleski, 2000; Wood, 1995). King (2002) stated that there are a lot of real situations that movies can provide us rather than the synthetic ones.

Watching English soundtrack movies with English subtitles is authentic, as “Learners may observe and listen to native speaker input with genuine accents, posture, and gestures, talking about situations, emotions, and activities that interest them” (Hanson-Smith & Marzio, 2004).

According to King (2002), films of diverse types that stimulate students' interests can be great assets for language learning. By watching movies with English

subtitles, learners are capable of learning the proper way to pronounce many words. Furthermore, the subtitles in movies can improve learners' comprehension of English expressions as well as aid students in learning new vocabulary and idioms. English subtitles are able to induce students to learn English outside of class through viewing English soundtrack films with English subtitles and listening to the original dialog. Lastly, it helps students to follow the storylines conveniently; that is to say, to increase understanding.

1.2 Research Question

There is one research question that is addressed in the study:

What are the Mono Group employees' opinions on English skill improvement through watching English soundtrack movies with English subtitles?

1.3 Objective of the Study

Based on the question stated in the previous section, the study set out the main correlating objective as follows:

To investigate the positive opinions on Mono Group employees' English skill improvement through watching English soundtrack movies with English subtitles.

1.4 Definition of Terms

The terms mentioned in this study are defined as follows:

1.4.1 **Opinions** mean the views of Mono Group employees about English skill improvement through watching English soundtrack movies with English subtitles.

1.4.2 **English skills** refer to four language skills including listening, speaking, reading and writing. Listening and reading are sometimes called receptive skills or inputs while speaking and writing are sometimes called productive skills or outputs. In this study, the word English skills mainly refer to listening, speaking, and reading.

1.4.3 **Movies** refer to English soundtrack movies with English subtitles.

1.4.4 **Subtitles** are defined by Cambridge Dictionaries Online as words shown at the bottom of a film or television picture to explain what is being said.

1.4.5 **Mono Group** is one of the leading entertainment content creators in Thailand. The company creates products and services through various media platforms in order to fit modern lifestyles in the digital era. The company comprises two main businesses: Media and Content Businesses (both in Thailand and overseas subsidiaries) and Entertainment Businesses.

1.4.6 **Employees** refer to full-time staff members who are employed by Mono Group, currently working for the company, and using English in their daily life.

1.5 Scope of the Study

This research concentrates on Mono Group employees' opinions regarding English skills enhancement by watching English soundtrack movies with English subtitles. The sample in this study was 30 employees who were working for the Mono Group and use English in their daily work. The respondents were chosen by convenience sampling technique, which is a type of non-probability sampling technique. Survey questionnaires were employed as the sole research instrument for data collection from Mono Group employees during March 28 - April 8, 2016.

However, due to the short time frame and a small sample size that was restricted to only a few employees who use English in their daily work, the amount of data was rather limited and only five companies could be investigated. Consequently, the researcher could not obtain a wider range of views of using English soundtrack movies with English subtitles to improve English skills. Implementing this approach over an extended period of time may yield more positive results.

1.6 Significance of the Study

The purpose of this study was to survey opinions of employees about polishing their English skills through watching English soundtrack movies with English subtitles. The results of this research are significant in several aspects as follows:

1.6.1 This research points out the advantages of watching English soundtrack movies with English subtitles for Human Resources Department of the company. Therefore, this study can be further used as a guideline to design and develop the company's in-house English training, which will help improve employees' comprehension in English, especially in listening and reading skills.

1.6.2 Based on this study, the company may arrange or design recreational activities and training programs that help improve the employees' English language skills such as English Movie Club, movie preview activities, etc., which are more innovative and interesting than the traditional methods.

1.6.3 The findings may raise employees' awareness about the advantages of watching English soundtrack films with English subtitles rather than Thai audio films. The employees may find out that this can enhance their English skills and can also be enjoyable, beneficial and educational at the same time.

1.6.4 Other learners may realize that the process of viewing English soundtrack movies with the presence of English subtitles can be useful for them and thus be motivated to watch these kinds of movies.

CHAPTER 2

REVIEW OF LITERATURE

This chapter reviews the literature in seven main areas: (1) Mono Group, (2) Listening Skill, (3) Learning English from Audio-Visual Media, (4) Learning English from English Soundtrack Movies, (5) Speaking Skill, (6) Reading Skill, and (7) Relevant Research.

2.1 Mono Group

Mono Group, a leading entertainment content provider in Thailand, currently has 937 employees. The company provides a variety of products and services including interesting content, news, music, movies, games, horoscopes and an online hotel reservation service available through various channels such as a digital TV channel, a radio station, websites, mobile phones, publications, satellite and cable TV, etc. The company's products and services are produced in order to meet the needs of consumers in Thailand market as well as other markets, like ASEAN, Asian, and worldwide. The company comprises two main businesses: Media and Content Businesses (both in Thailand and overseas subsidiaries) and Entertainment Businesses.

Furthermore, the company aims at the staff development especially in the aspect of their use of English because the employees have frequent contact with foreign customers and staff in overseas companies with different accents. As a result, English skills are an important factor for the employees' improvement.

The researcher has been working in this company for nine years and was involved in conducting some English language training courses. Therefore, the researcher has paid close attention to the techniques to enhance English skills in interesting ways. That is to say, the researcher would like to find out whether watching English soundtrack movies with English subtitles can help the staff to enrich and strengthen their English skills. In addition, this study focuses on the positive opinions of respondents who are now working for Mono Group regarding their English skill improvement from viewing

English soundtrack movies with the presence of English subtitles. The findings of this study will be presented to HR Department in order to arrange English language training programs from watching English soundtrack movies with English subtitles.

2.2 Listening Skill

Vandergrift (2004) states that listening is the most essential part of our daily communicative activities. It consists of multiple sub-skills. First of all, the distinction between listening and hearing is regarded as an important aspect to be taken into consideration. According to Rixon (1986: 28) “Hearing is only the recognition of sound, as we say, ‘I am sorry. I did not hear exactly what you said.’ Listening implies some conscious attention to the message of what was said, as when we say, ‘Are you listening to me?’.”

Moreover, it is helpful to conceive the listening process. Rost (1991: 3) indicates that the process comprises two parts. First, it involves the integration of component skills like differentiating sounds; identifying words; recognizing groups of words based on grammatical features; combining cues that involve phonological features (such as intonation and stress) and paralinguistic features (such as gestures); employing the prior knowledge of the listener; and re-accumulating significant words and ideas. Next, listeners have to decide on what is being heard such as figuring out the situation; creating a listening plan; determining what the units of meaning are and the significant words; and inquiring whether the message is understood (Rost, 1994: 4). Additionally, English language learners need to focus on four principles for improving listening ability. They include the following: the essential of utilizing face to face communication; concentrating on meaning and attempting to gain knowledge of new and significant content; carrying out comprehension-related activities; and recognizing that listening is an internal process which cannot always be examined straightforwardly (Rost, 1991: 70).

The National Center for Technology Innovation and Center for Implementing Technology in Education (2010) states that regarding foreign language learners, watching English soundtrack movies with English subtitles can be helpful. Watching films with the

supply of an English soundtrack and English subtitles has been asserted to be more advantageous in regard to enhancing overall listening comprehension than non-subtitled films. Moreover, learners who watch English movies with the presence of English subtitles to improve their English have been able to develop expertise in reading and listening comprehension, word recognition skill, decoding proficiency, motivation and vocabulary acquisition.

The use of English soundtrack movies with English subtitles helps students listen to naturally-spoken English. Although some parts may contain speech that is too fast to comprehend, it helps them become accustomed to hearing native speakers of English speak to another character. Furthermore, they will also hear informal English and slang words and phrases that they are not often able to find in books or dictionaries.

2.3 Learning English from Audio-Visual Media

Media produced by and for native speakers can offer actual examples of natural speech, which can be used to enhance English language lessons (Sumonta Damronglaohapan & Stevenson, 2013).

Media not only can offer authentic instances of communication, it has also been proven that audio-visuals attract attention to a number of different styles of learning. Fleming (2001) discusses the VARK guide to styles of learning. Learners are able to be categorized as containing one or more of the following learning preferences: visual (a common base of process knowledge from diagrams, charts, pictures, maps); aural (prefer data which is uttered or listened to); reading (prefer to obtain information by means of the written word); and kinesthetic (a common base of process knowledge via physical sensations). According to Gardner (2006), the significant aspect regarding kinesthetic learners is learning simulated experiences in which they are able to learn from watching films or practicing other real life situations.

Furthermore, audio-visual media such as movie may draw students' attention more than the usage of textbooks or educational videos. Canning-Wilson (2000) found that learners have a tendency to prefer action/ entertainment movies to documentary films

inside the class in a large-scale survey. She also points out that understanding may be due more to the visual clues than the auditory components.

2.4 Learning English from English Soundtrack Movies

Film, cinema, moving pictures, motion pictures, picture shows and flicks, all of these are the aliases of movie (Rangsiya Noowongsri, 2004). People watch movies for entertainment, learning and fun. Movies convey to audiences real movement and experiences by motion pictures. Nowadays, movie is a type of media that is very popular because it shows both sights and sounds which make the audiences have feelings toward what they watch and hear.

Bagget and Ehrenfeucht (1983) point out that a person receives information from watching movies via two ways, visual and verbal/auditory. People can learn English via watching soundtrack movies as films provide opportunities to develop fluency via pedagogically sound activities (King, 2002). According to Etemadi (2012), teaching foreign language by using movies can motivate and entertain learners, which makes learners want to study, and also decrease the anxiety of not knowing the language.

2.5 Improving Speaking Skill from English Soundtrack Movies

According to Szynalski (2008), watching English soundtrack movies with English subtitles is a great way for language students to enhance their English skills, particularly their listening and speaking skills. Films are not often made for English language learners, they are produced for native speakers of English. Consequently, the language is precisely how it would be in real-life situation, and the dialog is quite fast-paced, with native accents and pronunciation and a lot of idioms and colloquial expressions. As a result, they will learn and recognize correct English sentences from movies in a natural way. Then, they are able to imitate them and can construct their own sentences in English. Furthermore, they can also learn how to speak English as they have already acquired words they can use, especially spoken language such as informal and slang words and phrases. What is more, their pronunciation can be improved by learning

how the characters say the words and learning how to speak like native speakers such as Americans, Britons and so on. According to Bloomsbury International (2013), listening to native English speakers talk to each other in the movie will help your speaking skill, particularly their fluency in English. They will learn the process of linking words together and putting intonation on certain words and sentences. Moreover, hearing natives speak will help them to hear how the words are pronounced. Especially if they are watching movies in English and reading English subtitles, they can definitely see how the words are written.

2.6 Improving Reading Skill from English Soundtrack Movies

English movies with English subtitles truly bring variety into the classroom. Moreover, they are considered as a media that draws the students' attention and helps them comprehend and develop their reading skills through visual context aids as films present language in a more natural way. Kusumarasdyati (2004) and Luo (2004) state that many researchers have found that films utilized inside the class can become an essential component of courses and curriculum. Since movies offer exposure to the real language, used in real-life settings and the culture in which English language is uttered, they build a learning context by allowing learners to experience language in interesting ways, which has a beneficial effect on the motivation to study.

Herron and Seay (1991) carried out a research on the use of videos in reading comprehension. The results showed that the experimental group played a significant role in reading comprehension with respect to both video and audio in the experimental group as compared to the control group, in which none of the strategy guidance took place. Herron, Dubreil, Cole, and Corrie (2000) conclude that:

“Video is lauded for contextualizing language (i.e., linking language form to meaning) and depicting the foreign culture more effectively than other instructional materials. Videotapes permit students to hear native speakers interacting in everyday conversational situations and to practice important linguistic structures. Unlike audiocassettes, video's visual dimension is

thought to reduce ambiguities present in native speaker voices and to motivate students to want to learn the foreign language (Herron et al., 2000).”

Joseph R. Weyers (1999) conducted a research study on the authenticity of TV dramas to measure if they are able to boost learners’ reading comprehension and improve their oral production. A control group and the experimental group were used in his research.

The experiment focuses on two second-semester Spanish language courses for eight weeks at the University of New Mexico. The pre- and post-treatment tests were given to all students. These two groups followed the established program for second-semester Spanish. The experimental treatment was added for the experimental group. The research demanded that learners in the experimental group view two episodes of a Spanish TV drama each week. Before watching each episode, the instructor told the respondents about the *telenovela* in brief in English. The results of the experiment revealed that *telenovelas* are a useful source in enhancing the reading comprehension skills of the students.

Luo (2004)’s research attempted to investigate DVD movies' influence on the reading comprehension skills of the students. The researcher introduced nine films into the classroom curriculum and employed them throughout the whole school year. The DVD films were the chief research instruments, followed by additional, specially designed activities. Pedagogical activities comprised story-telling, picture description and open-ended questions for group discussion on topics retrieved from the movies. The scholar included caption-on and caption-off activities for practicing reading skill. The results indicated that the reading skill of the students increased through the use of DVD films due to the motivational climate and a learning environment that reduced anxiety level.

According to King (2002), the value and advantages of using captioned movies into lessons for language students can be concluded as follows:

- encourages genuine interest among students to learn the language, particularly to listen to the conversation in the films
- helps bridge communication gaps between reading and listening skills
- builds comprehension of English context-bound expressions of the students
- teaches learners to follow a storyline without difficulty
- helps with learning new vocabulary, slang words, and idioms
- increases the attention of the students in following lines
- aids in the learning of the correct pronunciation of words
- improves word recognition skills
- increases reading speed
- improves reading comprehension
- motivates students to catch up with the subtitles that go along with the spoken conversation
- enables students to understand jokes and have a sense of humor
- aids in the development of several approaches and styles for processing information

2.7 Relevant Research

Several studies have demonstrated that English language acquisition can be facilitated by watching English subtitled television programs and movies (Etemadi, 2012; Karpinski, 2003; Mitterer & McQueen, 2009; Mohajer & Pourgharib, 2014; Rangsiya Noowongsri, 2004; Tanisara Pimsamarn, 2011; Tsai, 2009). We examine seven of those studies in detail here.

Karpinski (2003) studied the use of films as a stimulus for third (final) year college students of English to learn vocabulary. The researcher used films to motivate third-year college students to learn English vocabulary with experiments and a survey.

The finding of this research showed that films can be a tool to trigger students to learn vocabulary, and also found that vocabulary acquisition depends on pre-viewing or post viewing task-oriented exercises.

Although Karpinski's (2003) study provided data on the effects of using English soundtrack films to motivate college students of English to learn English vocabulary, learning new words from movies initially made for a native viewer may cause problems with comprehension for non-native audiences, which may accordingly lead to frustration or discouragement. Furthermore, non-educational movies with the original English soundtrack, such as feature films or documentaries, seem to be hard for language learners to understand. The foreign language students welcome the fact that they are treated on the same level as the average native speakers. To be precise, they are exposed to real-life English, spoken in everyday contexts.

Rangsiya Noowongsri (2004) studied listening comprehension skill development by self-access learning through soundtrack movies. The research aimed to examine listening comprehension skill improvement from self-access learning via English soundtrack films. The sample comprised ten Upper Vocational Certificate students of Yasothon Technical College on a voluntary basis. The participants often came to attend the VDO and VCD corner of Self-Access Learning Center of Yasothon Technical College. The instruments used in the study were the soundtrack movie series "Family Album, U.S.A." containing 26 episodes. This study consisted of three listening comprehension tests with 35 items and two questionnaires for obtaining the opinions of the participants, before and after the viewing. The reliability of the test was 0.746. The mean and t-test were employed to analyze the data.

The results of the study showed that the listening comprehension skill of the students could be developed by self-access learning through soundtrack movies. The students had positive attitudes towards listening comprehension skill. They felt that they had much more confidence in listening to English than before. There were three factors that affected their listening comprehension skills: limited vocabulary, a lack of listening experience, and the speed of native speakers' speech.

Mitterer and McQueen (2009) explored whether subtitles in foreign movies aid in the perceptual learning of non-native, regionally-accented speech. Based on their research, there were three noteworthy findings. First, to some extent, movies help improve speech comprehension even when learners hear it from an unfamiliar regional accent. It can be assumed that speech comprehension occurred when respondents can repeat words accurately even though subtitles were not used. Therefore, this showed a learning pattern by perceptual adaptation to the fast speed of a foreign accent in a foreign language. This is significant as earlier research studies only established this type of perceptual adaptation in the recognition of the native language of listeners.

Next, it was found that Dutch subtitles supported old items (previously heard words) as it helped the respondents decode which English words had been spoken. Accordingly, this provided better processing and correct English word repetition. However, this weakened the ability to acquire English lexical-phonological knowledge in terms of perceptual learning. In contrast, compatibility with what was being read and heard aided perceptual learning when English subtitles were used. In conclusion, the findings showed that English subtitles are advantageous yet native-language subtitles offer no apparent benefit.

Finally, the third finding revealed that foreign-language subtitles developed repetition of formerly heard and new words. As a result, this showed perceptual learning.

The results of this research were important in the education field as it was shown that consistent practice of conversation can improve the understanding of a foreign language. In order to have better conversations, they need to find a colleague who has a good command of the foreign language. What is more, the respondents may consider using movies as learning tools. Regarding the teachers, it is necessary that all the respondents must understand English well before using movies.

Tsai (2009) investigated EFL learners' perspectives on watching movies with subtitles. The respondents of his research study were separated into two groups. The first group viewed an English soundtrack film with Chinese subtitles while the second group watched the same movie with English subtitles. Watching the English soundtrack film

with the presence of English subtitles helped learners to enhance their spelling, English spoken language comprehension, intonation, word recognition skills, and pronunciation. However, watching the Chinese subtitled film with English soundtrack helped the respondents to develop their language abilities to a limited extent.

Watching an English soundtrack film with English subtitles is also beneficial for improving word recognition. Based on this research, watching English soundtrack movies with English subtitles helped learners know and see every word spoken by the actors and actresses as well as enabled learners to check whether what they heard is correct.

Hayati and Mohmedi (2011) investigated the effect of films with and without subtitles on the listening comprehension of EFL learners. The study was a preliminary attempt to empirically investigate the efficiency of movies with subtitles on the listening comprehension of intermediate foreign language learners of English. Out of a total of 200 intermediate students, 90 respondents were selected based on a proficiency test. The research instrument contained six episodes (each episode was approximately five minutes) of a DVD called 'Wild Weather'. The respondents watched only one of the three treatment conditions: English subtitles, Persian subtitles, and no subtitles. After they finished watching the movie, six sets of multiple-choice tests were used to investigate listening comprehension rates. The findings revealed that the English subtitles group had a significantly higher level of comprehension than Persian subtitles group.

Tanisara Pimsamarn (2011) surveyed students' opinions on watching English soundtrack movies to enrich listening skill development. The study was conducted to investigate the opinions of students about improving listening skill from English soundtrack movies. The participants in this study were senior English major students at Khon Kaen University. The finding showed that 61.3% agreed that listening skill improved, 57.5% agreed it helped them understand the conversation better and 50% agreed that they learned new vocabulary. The researcher used the SPSS program to analyze the data obtained from a questionnaire.

Although Tanisara Pimsamarn's (2011) study provides some evidences of a causal effect with respect to the listening skill improvement of senior English major students at Khon Kaen University from watching English soundtrack movies, no comparable studies have extended the findings to diverse groups of people or increased the number of participants so as to increase the validity of the findings. This particular study collected data from questionnaires only. Conducting interviews with the students to obtain more data would enhance the generalizability of the findings. Moreover, none of the studies included in the review examined which subtitles are more effective media for learning a foreign language.

Mohajer and Pourgharib (2014) studied the effect of captioned videos on advanced EFL learners' listening proficiency in Iran. The study was carried out to investigate captioned videos' effect on advanced EFL students' listening comprehension. A total of 44 respondents were chosen from 75 EFL students who were studying at the Iran Language Institute in Gorgan, Golestan. They were selected based on the findings of a pre-test, which was Cambridge IELTS Test's listening comprehension part. After that, they were divided into control and experimental groups. Among the advanced participants, each group had 22 subjects. The experimental group received a treatment in which subtitled videos were shown. In the meantime, videos without subtitles were displayed to the control group research participants. Regarding the treatment of this research, three ABC news documentary films were chosen which were displayed with subtitles. The movies were shown and split into separate sessions. In conclusion, a post-test comprising the listening comprehension part of Cambridge IELTS Test was applied. Both descriptive and inferential statistics were used in the analysis of data. The findings showed that employing subtitled videos had a major impact on the listening comprehension in the Iranian EFL students' opinions. The output of Independent Sample t-test showed the experimental group performance exceeded that of the control group in the post-test. Descriptive statistics indicated that there was a clear mean difference between the control and experimental groups.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter of the study deals with the procedure of the study that includes (1) Subjects, (2) Materials, (3) Procedures used in the collection of the data, and (4) Data analysis.

3.1 Subjects

The targeted population of this study was Mono Group employees. The reason for choosing Mono Group employees as the population in this study was convenience in data gathering. The subjects of this study consisted of 30 Mono Group employees aged between 23-50 recruited from people who use English in their daily work in the following companies: Mono Technology PCL, Mono Travel Co., Ltd., Mono Info Systems Co., Ltd., Mono Generation Co., Ltd. and Mono Film Co., Ltd. The subject selection was done by convenience sampling. This study involved the respondents in the second semester of the academic year 2015. They were both male and female.

3.2 Materials

The aim of this section is to describe the materials and techniques used in the data collection. The research instrument in this study was a survey questionnaire asking about the subjects' movie watching behavior and their opinions on watching English movies with English subtitles to improve English skills. The questionnaire indicated the objective of this study. In addition, the questionnaire was developed based on questionnaire used in earlier studies (Tanisara Pimsamarn, 2011) and relevant previous studies. The items in questionnaire were developed in English, and then translated into Thai in order to avoid misunderstanding of the questions. The questionnaire comprised three main parts.

Part I: Background of the respondents.

This part was designed with both closed-ended and open-ended questions to collect personal information such as gender, language proficiency, background of studying and using English, highest level of education, frequency of English used in daily life, and frequency of English skills used.

Part II: English soundtrack movies watching behavior.

This part contained closed-ended questions to identify the respondents' behavior regarding watching English soundtrack movies with English subtitles and comprised frequency, movie genre preferences, and important reasons to watch English soundtrack movies with English subtitles.

Part III: Opinions and gratification level obtained from watching English soundtrack movies with English subtitles.

This part included questions asking about the level of improvement for the specific statements regarding three English skills consisting of Listening, Speaking, and Reading.

3.3 Procedures

3.3.1 Research Design

The questionnaires asking about the English soundtrack movies with English subtitles watching behavior of the subjects and their opinions on watching English movies with English subtitles to enrich English skills were distributed to employees at the Mono Group.

3.3.2 Data Collection

A total of 30 questionnaire copies were given to Mono Group employees who have to use English in their daily work by convenience sampling method. The respondents were informed about this research project before the administration in order to create motivation and interest. The respondents were requested to fill out the questionnaires and return the completed questionnaires to the researcher between March

28 - April 8, 2016. All 30 questionnaires were returned to the researcher, which could then be used and analyzed in this study.

3.3.3 Data Analysis

After the data collection, the data from the questionnaires were analyzed using Microsoft Excel for processing the data in terms of descriptive statistics and percentages. The findings are shown and explained in the form of descriptive statistics that consist of tables of frequency, percentage, mean, and standard deviation.

Furthermore, a five-point Likert scale was used to determine the mean of the respondents' opinions. The respondents' opinions regarding their level of agreement towards watching English soundtrack movies with English subtitles to enhance English skills were analyzed to determine their overall level of agreement as follows:

Strongly Agree	=	5 points
Agree	=	4 points
Neutral	=	3 points
Disagree	=	2 points
Strongly disagree	=	1 point

The points from the rating scores were calculated based on the suggestion of Best (1996) as follows:

Strongly Agree	=	4.50 – 5.00 points
Agree	=	3.50 – 4.49 points
Neutral	=	2.50 – 3.49 points
Disagree	=	1.50 – 2.49 points
Strongly disagree	=	1.00 – 1.49 points

To sum up, this chapter presented the methodology that the researcher used to obtain the data from the respondents. In the next chapter, the results of this research study will be explained and summarized.



CHAPTER 4

RESULTS

This chapter reports the results of the study, divided into three parts based on the data collected from the questionnaires as follows:

Part I: Background Information of the Respondents

Part II: Respondents' English Soundtrack Movies with English Subtitles
Watching Behavior

Part III: Opinions and Gratification Level Obtained from Watching English
Soundtrack Movies with English Subtitles

4.1 Part I: Background Information of the Respondents

In the first part of the questionnaire, the researcher asked questions about demographic information and questions regarding language proficiency, background of English study, frequency of using English in daily life, and frequency of English skills used. The respondents in this study were thirty Mono Group employees who use English in their daily work. The results are shown in each table in terms of frequency and percentage.

Table 4.1 Gender

Gender	Frequency (N)	Percentage (%)
Male	14	46.67
Female	16	53.33
Total	30	100.00

As can be seen in Table 4.1, 16 respondents were female (53.33%) and the rest were 14 males (46.67%).

Table 4.2 Language Proficiency

Proficiency Level	Types of Language Skills							
	Listening		Speaking		Reading		Writing	
	Frequency (N)	Percentage (%)	Frequency (N)	Percentage (%)	Frequency (N)	Percentage (%)	Frequency (N)	Percentage (%)
Excellent	2	6.67	1	3.33	5	16.67	1	3.33
Good	18	60.00	15	50.00	21	70.00	17	56.67
Fair	8	26.67	13	43.33	4	13.33	11	36.67
Poor	2	6.67	1	3.33	0	0.00	1	3.33
Total	30	100	30	100	30	100	30	100

As shown in Table 4.2, nearly all of the respondents or 21 employees (70%) rated their reading skill proficiency as good while the majority of the respondents or 18 employees (60%) thought that their listening skill is good. Most respondents or 17 employees (56.67%) gave a rating of good to their writing skill proficiency. Additionally, half of the respondents or 15 employees (50%) thought that their speaking skill is good.

All in all, this means a large proportion of the employees felt that their proficiency in English considering the four main linguistic skills is good.

Table 4.3 Background of Studying and Using English

Year of Studying and Using English	Frequency (N)	Percentage (%)
10-14 Years	8	26.67
15-19 Years	9	30.00
20-24 Years	5	16.67
25-29 Years	7	23.33
Above 29 Years	1	3.33
Total	30	100.00

According to Table 4.3, a large group of the respondents or 9 employees (30%) claimed that they had been studying and using English for 15-19 years. However, there was only 1 employee (3.33%) who had been studying and using English for more than 29 years.

Table 4.4 Highest Level of Education

Major	Degree	
	Bachelor's	Master's
English	5	2
English (USA)	1	
Foreign Languages (French, Russian, Chinese)	3	
Marketing	1	1
Marketing (USA, UK, Australia)		3
Business Administration	2	
Communication Arts	2	1
Communication Arts (Australia, USA)		2
Economics		1
Computer Science	3	
Tourism Industry	2	
Philosophy	1	
Total	20	10

As illustrated in Table 4.4, 20 respondents earned a bachelor's degree. Most of them graduated in the English major, followed by other fields of study such as Foreign Languages, and Computer Science respectively. Moreover, the other 10 respondents held a master's degree. Among the master's degree holders, 5 respondents graduated from English speaking countries including the USA, the UK, and Australia in the field of Marketing (n=3), and Communication Arts (n=2).

Table 4.5 Frequency of Using English in Career

Frequency of Using English in Career/ Week	Frequency (N)	Percentage (%)
Everyday	12	40.00
3-4 Times/Week	8	26.67
1-2 Times/Week	10	33.33
Never	0	0.00
Total	30	100.00

From Table 4.5, most of the respondents or 12 employees (40%) used English in their career every day, followed by 1-2 times per week at 33.33% (n=10), whereas 8 employees (26.67%) said that they used English 3-4 times per week.

Table 4.6 Frequency of English Skills Used

English Skills	Most Frequently Used		More Frequently Used		Less Frequently Used		Least Frequently Used	
	1		2		3		4	
	Frequency (N)	Percentage (%)	Frequency (N)	Percentage (%)	Frequency (N)	Percentage (%)	Frequency (N)	Percentage (%)
Listening	7	23.33	8	26.67	12	40.00	3	10.00
Speaking	1	3.33	3	10.00	5	16.67	21	70.00
Reading	18	60.00	9	30.00	2	6.67	1	3.33
Writing	4	13.33	10	33.33	11	36.67	5	16.67
Total	30	100.00	30	100.00	30	100.00	30	100.00

Referring to Table 4.6, more than half of the respondents (60%) or 18 employees responded that the English skill that they used most often was reading while the second, third and fourth most frequently used were writing, listening, and speaking respectively.

4.2 Part II: Respondents' English Soundtrack Movies with English Subtitles Watching Behavior

The second part of the questionnaire sought information on the respondents' English soundtrack movies with English subtitles watching behavior. There were three questions asking about movie watching frequency, movie genre preferences and the most significant reason that they choose to view English soundtrack movies with English subtitles. The findings are shown in the form of frequency and percentage.

Table 4.7 Frequency of Watching Movies

Movie Watching Frequency	Frequency (N)	Percentage (%)
Everyday	4	13.33
3-5 Times/Week	8	26.67
Once a week	10	33.33
Twice a month	4	13.33
Once a month	3	10.00
Seldom	1	3.33
Never	0	0.00
Total	30	100.00

Regarding movie viewing frequency, the survey showed that one third (33.33%) of the respondents watch English soundtrack movies with English subtitles once a week. On the other hand, there was only 1 employee (3.33%) who hardly ever watches English subtitled movies with an English soundtrack.

Table 4.8 Movie Genre Preferences

Movie Genre	Frequency (N)	Percentage (%)
Horror/ Suspense	2	6.67
Action/ Adventure	16	53.33
Comedy	3	10.00
Romance/ Romantic Comedy	4	13.33
Sci-Fi/ Fantasy	1	3.33
Animation	4	13.33
Others	0	0.00
Total	30	100.00

According to Table 4.8, the results revealed that a high proportion of the respondents or 16 employees (53.33%) preferred to watch action/ adventure movies whereas 1 employee (3.33%) stated that he liked watching sci-fi/ fantasy films.

Table 4.9 Most Significant Reason Respondents' Opt to Watch English Soundtrack Movies with English Subtitles

Reason	Frequency (N)	Percentage (%)
Perceive emotion in the movie	12	40.00
Language skill improvement	8	26.67
Social occasions	1	3.33
Vocabulary learning	3	10.00
More enjoyable than Thai soundtrack movies	6	20.00
Accompany friend(s)	0	0.00
Others	0	0.00
Total	30	100.00

As can be seen in Table 4.9, the majority of the respondents or 12 employees (40%) watch English soundtrack movies with English subtitles to perceive emotion in the movie while only 1 employee (3.33%) views English subtitled movies with an English soundtrack for social occasions.

4.3 Part III: Opinions and Gratification Level Obtained from Watching English Soundtrack Movies with English Subtitles

This part sought respondents' opinions on watching English soundtrack movies with English subtitles to enrich their English skills. A total of 30 respondents were asked to rate the importance of each of the given positive opinions. A Likert five-point scale was employed to measure the degree of positive attitudes. The results are shown in the form of statistical data, including percentage, mean, and standard deviation (SD) of respondents' opinions.

Table 4.10 Level of Agreement

Positive Opinions towards Improving English Skills	Level of Agreement					Total	Mean	SD	Level
	5	4	3	2	1				
Watching English soundtrack movies with English subtitles Listening 1. helps improve your overall listening comprehension.	19 (63.33%)	10 (33.33%)	1 (3.33%)	0 (0.00%)	0 (0.00%)	30 (100%)	4.60	0.56	Strongly Agree
2. helps you understand conversations in the movies better.	11 (36.67%)	17 (56.67%)	2 (6.67%)	0 (0.00%)	0 (0.00%)	30 (100%)	4.30	0.60	Agree
3. enables you to check whether what you heard is correct.	10 (33.33%)	16 (53.33%)	4 (13.33%)	0 (0.00%)	0 (0.00%)	30 (100%)	4.20	0.66	Agree
4. enables you to become engaged in the storyline of the film, which offers a visual and audio depiction of the dialog and story in a potential real-life situations, using real emotions, diction, tone and slang.	13 (43.33%)	14 (46.67%)	3 (10.00%)	0 (0.00%)	0 (0.00%)	30 (100%)	4.33	0.66	Agree
5. helps you get used to hearing native speakers talk to each other.	19 (63.33%)	8 (26.67%)	3 (10.00%)	0 (0.00%)	0 (0.00%)	30 (100%)	4.53	0.68	Strongly Agree
6. enables you to learn the native English speakers' accents better.	13 (43.33%)	12 (40.00%)	4 (13.33%)	1 (3.33%)	0 (0.00%)	30 (100%)	4.23	0.82	Agree
Average score of opinions concerning listening skill							4.37	0.66	Agree
Speaking 7. helps you speak English more fluently.	6 (20.00%)	14 (46.67%)	9 (30.00%)	1 (3.33%)	0 (0.00%)	30 (100%)	3.83	0.79	Agree
8. helps improve your pronunciation by learning how to speak like native speakers such as Americans, British people, etc.	16 (53.33%)	7 (23.33%)	4 (13.33%)	3 (10.00%)	0 (0.00%)	30 (100%)	4.20	1.03	Agree
9. helps you link your words together and put intonation on certain words and sentences better.	10 (33.33%)	17 (56.67%)	3 (10.00%)	0 (0.00%)	0 (0.00%)	30 (100%)	4.23	0.63	Agree
10. helps you understand how to use all the knowledge you have learnt in everyday situations such as conversations in a restaurant, on public transport, etc.	13 (43.33%)	14 (46.67%)	3 (10.00%)	0 (0.00%)	0 (0.00%)	30 (100%)	4.33	0.66	Agree
Average score of opinions concerning speaking skill							4.15	0.78	Agree

Table 4.10 Level of Agreement (Cont.)

Reading 11. helps you read faster.	7 (23.33%)	13 (43.33%)	10 (33.33%)	0 (0.00%)	0 (0.00%)	30 (100%)	3.90	0.76	Agree
12. helps you understand what you read faster.	8 (26.67%)	14 (46.67%)	7 (23.33%)	1 (3.33%)	0 (0.00%)	30 (100%)	3.97	0.81	Agree
13. helps you learn new vocabulary, slang words, idioms and jokes.	13 (43.33%)	17 (56.67%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	30 (100%)	4.43	0.50	Agree
14. helps you to improve your word recognition skills.	11 (36.67%)	13 (43.33%)	6 (20.00%)	0 (0.00%)	0 (0.00%)	30 (100%)	4.17	0.75	Agree
15. helps you to gain a better understanding of vocabulary, slang words, idioms and jokes.	12 (40.00%)	16 (53.33%)	2 (6.67%)	0 (0.00%)	0 (0.00%)	30 (100%)	4.33	0.61	Agree
Average score of opinions concerning reading skill							4.16	0.68	Agree
Average score of all opinions in these findings							4.22	0.71	Agree

Table 10 shows the results from investigating employees' opinions on watching English soundtrack movies with English subtitles to enhance their English skills. The findings showed that the average score of positive attitudes of the respondents' English skill improvement through watching English soundtrack movies with English subtitles was 4.22 (mean score) and SD 0.71. This means the majority of the respondents agreed that viewing English subtitled movies with an English soundtrack helps improve their English skills.

The results were divided into three aspects: listening, speaking, and reading. Regarding listening skill improvement, the average score of positive opinions related to listening skill was 4.37 (mean score) and SD 0.66. This tells us that a large proportion of the respondents agreed that watching English soundtrack movies with English subtitles assists them in sharpening their listening skill. In addition, improving overall listening comprehension (mean score 4.60, SD 0.56) and enabling respondents to get used to hearing native speakers talk to each other (mean score 4.53, SD 0.68) were the first two positive attitudes in regard to their listening skill respectively. Apart from that, the respondents agreed with the rest of the statements in relation to listening skill enhancement.

Concerning the enhancement of speaking skill, the average score of positive opinions on speaking skill was 4.15 (mean score) and SD 0.78. Most of the respondents agreed that English soundtrack movies with English subtitles viewing is able to enrich their speaking abilities. Furthermore, the respondents agreed with all the statements related to speaking skill. Among all the speaking skill-related benefits, they rated the statement “understanding how to use all the knowledge they have learnt in everyday situations such as conversations in a restaurant, etc.” with the highest score (mean score 4.33, SD 0.66) while they rated the statement “helping them speak English more fluently” with the lowest score (mean score 3.83, SD 0.79).

In regard to reading skill improvement, the average score of positive attitudes with regard to reading skill was 4.16 (mean score) and SD 0.68. This means a large group of the respondents agreed that watching English soundtrack movies with English subtitles helps reinforce reading skill. The respondents agreed with all the statements concerning reading skill. Assisting them learn new vocabulary, slang words, idioms and jokes (mean score 4.43, SD 0.50) and obtaining a better understanding of vocabulary, slang words, idioms and jokes (mean score 4.33, SD 0.61) were the first two positive opinions that matter in relation to their reading skill, respectively.

From these findings, it can be concluded that watching English soundtrack movies with English subtitles is a good way to improve listening, speaking, and reading skills in Mono Group employees' opinions. Consequently, it corresponds with the research objective, that is investigating the positive opinions regarding Mono Group employees' English skill enhancement through watching English soundtrack movies with English subtitles.

CHAPTER 5

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

This chapter presents (1) a summary of the study, (2) a summary of the findings, (3) a discussion of the results, (4) the conclusion, and (5) recommendations for further research.

5.1 Summary of the Study

This section concludes the objective and methodology of the study as follows:

5.1.1 Objective of the Study

The main objective of this study was to find out Mono Group employees' opinions regarding English skill improvement through watching English soundtrack movies with English subtitles. This research was conducted to explore the positive opinions on English skill improvement through watching English soundtrack films with English subtitles.

5.1.2 Subjects, Materials, and Procedures

The subjects of this study were 30 employees hired on a monthly basis in companies that use English in their career at the Mono Group. The reason why the researcher surveyed employees in Mono Technology PCL, Mono Travel Co., Ltd., Mono Info Systems Co., Ltd., Mono Generation Co., Ltd., and Mono Film Co., Ltd. was that these companies have the highest number of employees who use English in their daily work.

The research instrument in this study was a questionnaire with closed-ended questions, opened-ended questions, and five-point Likert scales. The questionnaire was divided into three main parts consisting of the general background information of the respondents, English soundtrack movies with English subtitles watching behavior, and the opinions about using English soundtrack movies with English subtitles to enhance English skills.

In addition, the questionnaire was distributed to the respondents by the convenience sampling method. After the data were collected, the researcher analyzed the data using Microsoft Excel. The statistical methods used to analyze the data were frequency, percentage, mean, and standard deviation (SD). The data collection was undertaken from March 28 - April 8, 2016.

5.2 Summary of the Findings

The results of the study can be summarized as follows:

5.2.1 Demographic Background of the Respondents

There were 30 respondents participating in this study. All of them were working at Mono Technology PCL, Mono Travel Co., Ltd., Mono Info Systems Co., Ltd., Mono Generation Co., Ltd., and Mono Film Co., Ltd. which are subsidiaries under the Mono Group. A total of 53.33% of the respondents were female and 46.67% were male.

The results obtained showed most of the respondents had been studying and using English for 15-19 years. Their highest education level was a bachelor's degree in English. In daily life, the subjects of this study normally used their English skills every day, and the skill they used most often is reading.

5.2.2 Respondents' Behavior regarding Watching English Soundtrack Movies with English Subtitles

Most respondents (33.33%) generally watch English soundtrack movies with English subtitles about once a week. The majority of the respondents (53.33%) prefer to watch action/ adventure movies. Moreover, a large group of the respondents (40.00%) thought that their most important reason to watch English soundtrack movies with English subtitles is to perceive emotion in the movie.

5.2.3 Opinions and Level of Improvement Obtained From Watching English Soundtrack Movies with English Subtitles

The findings revealed overall positive opinions regarding employees' English skill improvement as a result of watching English soundtrack movies with English subtitles. In regards to listening skill, the results showed that the majority of the respondents strongly agreed that this strategy helps improve their overall listening comprehension and assists them get used to hearing native speakers talk to each other. Next, most of the respondents agreed that this tool allow them a better understanding of conversations in movies, helps them to check whether what they heard is correct, enables them to become engaged in the storyline of the film, which provides both a visual and audio depiction of the dialog and story in a potential real-life situation, using real emotions, diction, tone and slang, and facilitates them to learn the native English speakers' accents better.

Regarding speaking skill, a large group of the respondents believed that they can improve their pronunciation by learning how to speak like native speakers at a very high level. Furthermore, a lot of respondents thought that they can better link their words together and put intonation on certain words and sentence and watching English soundtrack films with English subtitles can improve their fluency of speaking at a high level. Additionally, most respondents agreed that this strategy enables a better understanding of how to use all knowledge they have learnt in everyday situations.

For reading skill, the findings showed that the majority of the respondents felt that this method supports them to learn and better comprehend new vocabulary, slang words, idioms and jokes as well as improve their word recognition skills at a high level whereas increasing their reading speed and understanding what they read faster were considered positive attitudes obtained from watching English soundtrack movies with English subtitles at a high level as well.

5.3 Discussion

This section concerns the findings from the study. The results supported the previous studies that were summarized in Chapter 2 as follows:

The findings from the study showed that watching English soundtrack movies with English subtitles helps improve the English skills of Mono Group employees. With respect to listening skill, the respondents strongly agreed that watching English soundtrack films with English subtitles helps improve their listening skill as it helps develop their overall listening comprehension. The respondents seemed to have the same opinion as in the study conducted by the National Center for Technology Innovation and Center for Implementing Technology in Education in 2010, which found that watching English soundtrack movies with English subtitles can be helpful to foreign language students and enhance overall listening comprehension as compared to watching non-subtitled movies.

In addition, the findings revealed that the respondents strongly agreed that watching English soundtrack films with English subtitles can help them get used to hearing native speakers talk to each other. According to Szynalski (2008), by watching English soundtrack movies with English subtitles, learners will hear English being used naturally even though some parts may be spoken too fast for them to comprehend. It will be an effective method for them to familiarize themselves with hearing the actors and actresses speak to each other.

Also, the respondents strongly agreed that watching English soundtrack movies with English subtitles can aid the respondents in learning the accents of native speakers. The finding is in line with the results of the study conducted by Mitterer and McQueen (2009). Their study revealed that English subtitles in English soundtrack movies assisted the perceptual learning of non-native, regionally-accented speech. Based on their study, English subtitles in the English soundtrack films indicate which words are being uttered, enabling the participants to comprehend new material easier. Therefore, English subtitles can potentially improve speech and lexically-guided learning regarding accented foreign speech sounds.

In accordance with speaking skill, the results of this study confirmed the findings of Szynalski (2008) who found that watching English soundtrack films with English subtitles enhanced learners' pronunciation by listening to native English speakers talk to each other; if they use English subtitles, they can see how words are written and will also be able to pronounce the words correctly. The respondents showed strong-agreement towards the statement that this method can improve their pronunciation by learning how to speak like the native speakers.

Regarding reading skill, the findings shown in the previous chapter revealed that most respondents felt that watching English soundtrack movies with English subtitles supports them to learn and have a better understanding of new vocabulary, slang words, idioms and jokes. These findings are in line with the research study of King (2002), who found that the key benefits of using English soundtrack films with English subtitles in English language learning activities for language students is that this assists in the acquisition and understanding of new vocabulary, slang words and idioms. Moreover, learners can comprehend humor (such as jokes) that would be difficult to recognize without the aid of subtitles.

5.4 Conclusion

The following conclusions can be drawn from the discussion above:

5.4.1 In regard to listening skill, the overall results showed that a large group of respondents strongly agreed that watching English soundtrack movies with English subtitles helps improve their listening skill since it increases their overall listening comprehension and assists them get used to hearing native speakers talk to each other.

5.4.2 Concerning the improvement of speaking skill, most of the respondents gave positive responses to viewing English soundtrack movies with the presence of English subtitles in that this helps reinforce their speaking skill by enabling them to pronounce words like native speakers.

5.4.3 As for reading skill, the majority of the respondents agreed that watching English soundtrack movies with English subtitles assists them to acquire and

gain a better understanding of new vocabulary, slang words, idioms and jokes. However, these benefits had less important roles in improving the respondents' English reading skill when compared with the advantages in other aspects such as listening and speaking skills.

5.5 Recommendations for Further Research

Based on the findings and conclusions of this study, the following recommendations are made for future research:

5.5.1 This study focused on only one group of employees working in departments which require them to use English in their daily work. It is recommended that a further study should be conducted with employees from every department in the Mono Group. This is because Mono Group pays attention to improving all language skills for all Mono Group employees.

5.5.2 Because of the short time frame, this research obtained data from a survey questionnaire only. In further research, interviews should be included as a research instrument so as to obtain more details regarding the four main language skills of all Mono Group employees.

5.5.3 This research focused only on three English language skills: listening, speaking, and reading skills. Therefore, future research should include more language skills such as writing, translation, and spelling skills.

5.5.4 For more reliable results, future studies should expand to other groups of people. Moreover, the number of distributed questionnaires should be increased so as to support and validate the results.

5.5.5 To compare the results, future research may be done with movies and subtitles in other foreign languages.

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The image features a large, faint watermark of the Thammasat University seal in the background. The seal is circular and contains the university's name in Thai script at the top and "THAMMASAT UNIVERSITY" in English at the bottom. In the center of the seal is a traditional Thai emblem, the Chakrasimukha, which depicts a crown-like structure with a central face and multiple arms holding various symbolic objects.

APPENDICES

APPENDIX A
QUESTIONNAIRE IN ENGLISH

**An Investigation of Mono Group Employees' Opinions of English Skill
Improvement through Watching English Soundtrack Movies
with English Subtitles**

This questionnaire is a part of research paper as a partial fulfillment of the requirements for Master Degree in English for Careers, Language Institute, Thammasat University. This is proposed to obtain the information about the idea of using English soundtrack movies with English subtitles to improve English skills of Mono Group employees. Your response will be strictly kept confidential and will be used for academic purpose only. Your cooperation in responding to all items in the questionnaire would be very useful and highly appreciated.

This questionnaire is divided into three main parts as follow:

Part I: General Information of the Respondents

Part II: Questions on English Soundtrack Movies with English Subtitles
Watching Behavior

Part III: Opinions and Gratification Level Obtained from Watching English
Soundtrack Movies with English Subtitles

Part I: General Information of the Respondents

Direction: Please provide the following information by ticking the appropriate box below (✓) or writing your response in the space provided.

1. **Gender:** Male Female

2. **Age:** years old

3. Educational Background:

- Bachelor's Degree
 Master's Degree
 Doctoral Degree
 Others (please specify)

4. Position:

5. Language proficiency. Indicate whether poor, fair, good, or excellent.			
Listening	Speaking	Reading	Writing

6. How long have you been studying and using English?

- 10-14 years 15-19 years 20-24 years 25-29 years
 Above 29 years

7. How often do you use English in daily life?

- Everyday 3-4 times/ week 1-2 times/ week Never

8. Please rank the following English skills in order, from 1 - your most frequently used, to 4 - your least frequently used.

- Listening Speaking Reading Writing

Part II: Questions on English Soundtrack Movies Watching Behavior

Direction: Please answer the following questions by marking "X".

1. How often do you watch English soundtrack movies?
 - a. Everyday
 - b. 3-5 times a week
 - c. Once a week
 - d. Twice a month
 - e. Once a month
 - f. Seldom
 - g. Never

2. What kinds of English movie do you like the most?
 - a. Horror/ Thriller/ Suspense
 - b. Action/ Adventure
 - c. Comedy
 - d. Romance/ Romantic comedy
 - e. Sci-Fi/ Fantasy
 - f. Animation
 - g. Others.....

3. What is the most important reason that you choose to watch English soundtrack movies with English subtitles?
 - a. To perceive emotion in the movie
 - b. Language skill improvement
 - c. For social occasions
 - d. Vocabulary learning from the use of movie
 - e. More enjoyable than Thai soundtrack movies
 - f. To accompany friend(s)
 - g. Others.....

Part III: Opinions and Gratification Level Obtained from Watching English Soundtrack Movies with English Subtitles

Direction: Please put ✓ in the box from your personal opinion. The level of opinion will be as follow:

- | | | |
|---|---|-------------------|
| 5 | = | Strongly agree |
| 4 | = | Agree |
| 3 | = | Neutral |
| 2 | = | Disagree |
| 1 | = | Strongly disagree |

	Level of Agreement				
	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
<u>Listening</u>					
Watching English soundtrack movies with English subtitles					
1. helps improve your overall listening comprehension.					
2. helps you understand conversations in the movies better.					
3. enables you to check whether what you heard is correct.					
4. enables you to become engaged in the storyline of the film, which offers both a visual and audio depiction of dialog and story in a potential real-life situations, using real emotions, diction, tone and slang.					
5. helps you get used to hearing native speakers talk to each other.					
6. enables you to learn the native English speakers' accents better.					
<u>Speaking</u>					
Watching English soundtrack movies with English subtitles					
7. helps you speak English more fluently.					
8. helps improve your pronunciation by learning how to speak like native speakers such as Americans, British people, etc.					

9. helps you link your words together and put intonation on certain words and sentences better.					
10. helps you understand how to use all the knowledge you have learnt in everyday situations such as conversations in a restaurant, on public transport, etc.					
<u>Reading</u> Watching English soundtrack movies with English subtitles					
11. helps you read faster.					
12. helps you understand what you read faster.					
13. helps you learn new vocabulary, slang words, idioms and jokes.					
14. helps you to improve your word recognition skills.					
15. helps you to gain a better understanding of vocabulary, slang words, idioms and jokes.					

☺ Thank you very much for your cooperation ☺

APPENDIX B

QUESTIONNAIRE IN THAI

แบบสอบถาม

ความคิดเห็นของพนักงานกลุ่มบริษัทโมโนที่มีต่อการดูภาพยนตร์ภาษาอังกฤษ
บรรยายอังกฤษ เพื่อพัฒนาทักษะภาษาอังกฤษ

แบบสอบถามนี้เป็นส่วนหนึ่งของสารนิพนธ์ตามหลักสูตรปริญญาโท สาขาภาษาอังกฤษเพื่ออาชีพ
สถาบันภาษามหาวิทยาลัยธรรมศาสตร์ โดยมีวัตถุประสงค์เพื่อสอบถามความคิดเห็นของท่าน เกี่ยวกับผลของการดู
ภาพยนตร์ภาษาอังกฤษบรรยายอังกฤษ (Soundtrack Movies with English Subtitles) ต่อการพัฒนาทักษะด้าน
การฟัง พูด และอ่านภาษาอังกฤษของท่าน ผู้วิจัยใคร่ขอความร่วมมือจากท่านในการตอบแบบสอบถามนี้ให้ครบถ้วน
โดยข้อมูลทั้งหมดของท่านจะถูกเก็บเป็นความลับและจะถูกนำไปใช้เพื่อการศึกษาวิจัยเท่านั้น ขอขอบพระคุณสำหรับ
ความร่วมมือในการตอบแบบสอบถามครั้งนี้

คำถามประกอบด้วย 3 ส่วน:

ส่วนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

ส่วนที่ 2 ข้อมูลเกี่ยวกับพฤติกรรมในการดูภาพยนตร์ภาษาอังกฤษบรรยายอังกฤษ (Soundtrack
Movies with English Subtitles)

ส่วนที่ 3 ความเห็นเกี่ยวกับการพัฒนาทักษะการฟัง พูด และอ่านภาษาอังกฤษจากการชมภาพยนตร์
ภาษาอังกฤษบรรยายอังกฤษ (Soundtrack Movies with English Subtitles)

ส่วนที่ 1 ข้อมูลทั่วไป

คำชี้แจง: กรุณาเติมข้อความลงในช่องว่างหรือทำเครื่องหมาย ✓ ใน หน้าข้อความที่ตรงกับท่าน

1. เพศ: ชาย หญิง

2. อายุ: ปี

3. ระดับการศึกษา:

ปริญญาตรี

ปริญญาโท

ปริญญาเอก

อื่นๆ (โปรดระบุ)

4. ตำแหน่ง:

5. ความสามารถทางภาษา: กรุณาระบุระดับความสามารถ ดังนี้ ดีมาก, ดี, ปานกลาง, ควรปรับปรุง			
ฟัง	พูด	อ่าน	เขียน

6. ท่านเรียนภาษาอังกฤษมาแล้วกี่ปี

10-14 ปี 15-19 ปี 20-24 ปี 25-29 ปี 29 ปีขึ้นไป

7. ท่านมีโอกาสใช้ทักษะภาษาอังกฤษในชีวิตประจำวันมากน้อยเพียงใด

ทุกวัน 3-4 ครั้งต่อสัปดาห์ 1-2 ครั้งต่อสัปดาห์ ไม่ใช้เลย

8. กรุณาเรียงลำดับทักษะภาษาอังกฤษที่ท่านใช้บ่อยที่สุด โดยเรียงจาก 1 ถึง 4 (1 บ่อยที่สุด, 4 น้อยที่สุด)

ฟัง พูด อ่าน เขียน

ส่วนที่ 2 ข้อมูลเกี่ยวกับพฤติกรรมในการดูภาพยนตร์ภาษาอังกฤษบรรยายอังกฤษ

คำชี้แจง: กรุณาเขียนเครื่องหมายกากบาท (X) หน้าข้อความที่ตรงกับความจริงที่สุด

1. ท่านดูภาพยนตร์ภาษาอังกฤษบรรยายอังกฤษ (Soundtrack movies with English subtitles) บ่อยแค่ไหน

- | | |
|-------------------|------------------------|
| ก. ทุกวัน | ข. 3-5 ครั้งต่อสัปดาห์ |
| ค. สัปดาห์ละครั้ง | ง. 2 ครั้งต่อเดือน |
| จ. เดือนละครั้ง | ฉ. นานๆ ครั้ง |
| ช. ไม่เคย | |

2. ภาพยนตร์ภาษาอังกฤษบรรยายอังกฤษที่ท่านชอบดูมากที่สุด เป็นภาพยนตร์ประเภทใด

- | | |
|------------------------------------|------------------------------|
| ก. สยองขวัญ/สืบสวนสอบสวน | ข. แอคชั่น/ ผจญภัย |
| ค. ตลก | ง. โรแมนติก/โรแมนติกคอมเมดี้ |
| จ. ไซไฟ (นิยายวิทยาศาสตร์)/แฟนตาซี | ฉ. แอนิเมชั่น |
| ช. อื่นๆ (โปรดระบุ)..... | |

3. อะไรเป็นเหตุผลสำคัญที่สุดที่ทำให้ท่านเลือกดูภาพยนตร์ภาษาอังกฤษบรรยายอังกฤษ

- | | |
|--|--------------------------------------|
| ก. เพื่อเข้าถึงอารมณ์ของภาพยนตร์ได้มากขึ้น | ข. เพื่อพัฒนาทักษะภาษาอังกฤษ |
| ค. เพื่อเข้าสังคม | ง. เพื่อต้องการรู้คำศัพท์จากภาพยนตร์ |
| จ. สนุกกว่าพากย์ภาษาไทย | ฉ. ไปดูตามเพื่อน |
| ช. อื่นๆ (โปรดระบุ)..... | |

ส่วนที่ 3 ความเห็นเกี่ยวกับการพัฒนาทักษะการฟัง พูด และอ่านภาษาอังกฤษจากการชมภาพยนตร์
ภาษาอังกฤษบรรยายอังกฤษ

คำชี้แจง: กรุณาทำเครื่องหมาย ✓ ลงในช่องที่ตรงกับความคิดเห็นของท่านมากที่สุด

โดยแบ่งระดับของความคิดเห็นเป็น 5 ระดับ ดังนี้

- | | | |
|---|---|----------------------|
| 5 | = | เห็นด้วยอย่างยิ่ง |
| 4 | = | เห็นด้วย |
| 3 | = | ไม่แน่ใจ |
| 2 | = | ไม่เห็นด้วย |
| 1 | = | ไม่เห็นด้วยอย่างยิ่ง |

	ระดับของความคิดเห็น				
	เห็นด้วย อย่างยิ่ง (5)	เห็นด้วย (4)	ไม่แน่ใจ (3)	ไม่เห็นด้วย (2)	ไม่เห็นด้วย อย่างยิ่ง (1)
<p>การฟัง</p> <p>การดูภาพยนตร์ภาษาอังกฤษบรรยายอังกฤษ (Soundtrack Movies with English Subtitles)</p> <p>1. ช่วยพัฒนาการฟัง</p>					
2. ช่วยให้ท่านเข้าใจบทสนทนาในภาพยนตร์มากขึ้น					
3. ช่วยให้ท่านสามารถตรวจสอบว่าสิ่งที่ได้ยินนั้นถูกต้องหรือไม่					
4. ช่วยให้ท่านเข้าใจโครงเรื่องของภาพยนตร์โดยการดูจากภาพและฟังเสียงของบทสนทนาและเรื่องราวในสถานการณ์จริง ซึ่งมีการใช้อารมณ์ การใช้คำ น้ำเสียง และคำสแลงจริงๆ					
5. ช่วยให้ท่านคุ้นเคยกับสำเนียงภาษาอังกฤษของเจ้าของภาษา					
6. ช่วยให้ท่านสามารถเลียนแบบสำเนียงได้ใกล้เคียงกับเจ้าของภาษามากขึ้น					
<p>การพูด</p> <p>การดูภาพยนตร์ภาษาอังกฤษบรรยายอังกฤษ (Soundtrack Movies with English Subtitles)</p> <p>7. ช่วยให้ท่านพูดภาษาอังกฤษได้คล่องแคล่วยิ่งขึ้น</p>					

8. ช่วยให้คุณเรียนรู้วิธีการออกเสียงของคำศัพท์ในสำเนียงที่แตกต่างกันของตัวละคร เช่น สำเนียงอเมริกัน, สำเนียงอังกฤษ					
9. ช่วยให้คุณรู้จักการเน้นเสียงที่ประโยคสำคัญ และเชื่อมโยงเสียงทุกเสียงในการพูดได้ดีขึ้น					
10. ช่วยให้คุณพูดได้เหมาะสมกับสถานการณ์ เช่น ในร้านอาหาร ในระหว่างการเดินทาง					
การอ่าน การดูภาพยนตร์ภาษาอังกฤษบรรยาย อังกฤษ (Soundtrack Movies with English Subtitles)					
11. ช่วยให้คุณอ่านได้เร็วขึ้น					
12. ช่วยให้คุณมีความเข้าใจในสิ่งที่อ่านได้เร็วขึ้น					
13. ช่วยให้คุณได้เรียนรู้คำศัพท์ คำสแลง สำนวน และมุกตลกของภาษาอังกฤษมากขึ้น					
14. ช่วยให้คุณตีความคำศัพท์ คำสแลง สำนวน และมุกตลกของภาษาอังกฤษได้ดีขึ้น					
15. ช่วยให้คุณเรียนรู้วิธีจำคำศัพท์ใน ภาษาอังกฤษได้ดีขึ้น					

😊 ขอขอบคุณอย่างยิ่งสำหรับความร่วมมือในการตอบแบบสอบถามนี้ 😊

BIOGRAPHY

Name	Ms. Nattawan Rattanachai
Date of Birth	February 20, 1983
Educational Attainment	Academic Year 2005: Bachelor of Arts in Chinese, Thammasat University, Thailand
Work Position	Content Supervisor Marketing Department Mono Travel Co., Ltd., Thailand
Scholarship	Year 2013: Mono Scholarship, Master's degree scholarship, Thailand
Work Experiences	2007-present: Content Supervisor, Marketing Department, Mono Travel Co., Ltd., Thailand October 2006-January 2007: Assistant Foreign Division Manager (Chinese), Castel Spaceinet Communications (Thailand) Co., Ltd., Thailand March-September 2006: Overseas Sales Coordinator, Modern Dyestuffs & Pigments Co., Ltd., Thailand