



**THE LEARNERS' ATTITUDES TOWARD THE USE OF
ENGLISH LANGUAGE MOVIES WITH THAI
SUBTITLES AND ENGLISH SUBTITLES TO IMPROVE
LISTENING COMPREHENSION SKILLS**

BY

MISS PHENPRAPA SUETRONG

**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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ENTITLED

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LISTENING COMPREHENSION SKILLS

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ABSTRACT

This study aimed to investigate learners' attitudes toward the use of English language movies with Thai subtitles and English subtitles to improve listening comprehension skills. The participants of the study were the English program freshmen majoring in Journalism (Mass Media Studies) in the faculty of Journalism and Mass Communication in the academic year 2015 at Thammasat University. A questionnaire was utilized to obtain the data, which were analyzed by the SPSS program. The findings indicated that both types of subtitles could improve listening comprehension skills in different aspects. Thai subtitles are useful when learners need to understand the conversations, feelings and expressions of actors in the movies. Moreover, English subtitles are advantageous to learners in terms of understanding the vocabulary, unfamiliar idioms, proverbs, slang, as well as the accents and dialects in movies. In addition, English subtitles are helpful to learners with regard to using English in their daily life. Therefore, the study concluded that watching English language movies with English subtitles are the most effective way to improve the listening comprehension skills of the learners.

Keywords: Listening comprehension skills, Media, Movies, Subtitles.

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CHAPTER 1

INTRODUCTION

1.1 Background

Nowadays, English is becoming more important to globalization. Some countries have assigned English as their official language. It is a universal language that connects people around the world and brings communities of people together. As more than one language is required in a multilingual society, English competency is necessary for people especially those who are not native speakers.

There are four important skills in learning English including speaking, writing, reading and listening skills. Some researchers believe that the most important may be listening skill. Hasan (2000) points out that listening comprehension is the key for language acquisition and other language skills improvement. However, it is not simple for non-native English learners to learn and understand English. Learners may find that English is too difficult and complicated. This is because they are not familiar with the accents, vocabulary or the speed of the speaker, which is the greatest obstacle of listening comprehension (Underwood, 1989). Additionally, language learners also have big problems with English listening comprehension due to the fact that teaching strategies today are too focused on grammar, reading and writing, while listening and speaking are neglected.

Consequently, everyone has a choice to learn by themselves and choose learning sources that are suitable for them. Instead of learning only in class, watching English language movies of various kinds can be one instrument that may motivate learners to learn English.

Movies are affirmed as one of the effective English learning materials. They are very suitable sources for obtaining target language input. Sherman (2003) notes that learners can perceive all kind of voices and pragmatic conversations, which are a combination of audio and visual. However, when learners, especially non-native speakers, try to improve their English skills by watching English language movies, they may experience difficulties and confusion. Sometimes, actors may speak fast with strong native accents, use many idioms, slang and colloquial expressions that

language learners may not be familiar with; as a result, they are unable understand the content in the movies. Therefore, using subtitles can improve their ability to understand English language movies.

According to Canning-Wilson and Wallace (2000), subtitles are defined as the textual translation of the dialogue in the movie attached at the bottom of the screen. It provides vocabulary, slang, idioms and the clarification of what watchers are hearing.

As mentioned, people can choose the learning materials that are proper for their interest. Movies are not nonsensical. They not only provide learners entertainment, but also knowledge that affects the process of thinking. It is believed that if the learners watch movies to learn English with enjoyment, they will never get bored. Then, their English performance will improve. For this reason, this study will focus on learners' attitudes toward the use of English language movies with Thai subtitles and English subtitles to enhance learners' listening comprehension skills.

1.2 Research questions

1.2.1 What are learners' attitudes toward the use of English language movies with Thai subtitles compared to English subtitles to improve listening comprehension skills?

1.2.2 Which subtitles are considered to be an effective instrument for improving listening comprehension skills in the learners' opinions?

1.3 Research Objectives

1.3.1 To investigate the attitudes towards the use of English language movies with Thai subtitles and English subtitles to improve listening comprehension skills.

1.3.2 To find out which types of subtitles are effective instruments for improving listening comprehension skills in the learners' opinions.

1.4 Definition of terms

In order to understand more about the content in this study, the definitions of frequent words used in this study are listed below:

1.4.1 Attitude

Attitude refers to a way of thinking and feeling of a person. Behavior or performance is either positive or negative depending on a person's attitude. In the area of language learning, attitude is one of the significant factors for learners because it will bring out the performance of using target language and boost language learning achievement.

1.4.2 Listening comprehension

Listening comprehension is one of English language skills that is considered as the core of English communication. Listening comprehension not only emphasizes the hearing process, but it is also concerned with the understanding and interpretation of what a person hears by using existing knowledge and linguistic knowledge, which is presented as a clue to deliver message through conversation.

1.4.3 Media

Media is a channel of communication, such as TV, radio, films or movies, newspapers, social media and so on. Media can provide both of entertainment and knowledge to users. It can make users feel amused as well as be a learning source for people who would like to learn and research something outside textbooks or classes.

1.4.4 Movies

English language movies are considered to be one kind of media that can be used to improve learning skill especially English learning comprehension skills. In this study, movies will refer to all kinds of English language movies that contain both English subtitles and Thai subtitles.

1.4.5 Subtitle

Subtitles are textual captions at the bottom of the screen in a movie. There are two types of subtitles mentioned in this study: Thai subtitles and English subtitles. They are used as a tool for facilitating viewers to understand the content in movies, which can enhance listening comprehension skills.

1.4.6 Participants

The participants of this study were English program freshmen majoring in Journalism (Mass Media Studies) in the Faculty of Journalism and Mass Communication, Thammasat University, Rangsit Campus in the academic year 2015.

1.5 Scope of the study

This study sought to investigate the attitudes toward the use of English language movies with Thai subtitles and English subtitles to improve listening comprehension skills of first-year student majoring in Journalism (Mass Media Studies) English program in the Faculty of Journalism and Mass Communication at Thammasat University, Rangsit Campus in the academic year 2015.

1.6 Significance of the study

This study aimed to explore the attitudes of learners toward the use of English language movies with Thai subtitles and English subtitles in order to enrich learners' listening comprehension. It sought to determine the importance and benefit of watching English language movies with Thai subtitles and English subtitles. The results of this study are expected to provide guidelines to learners who want to improve their English listening comprehension skills using the entertainment channel. The learners may realize that they can improve their English listening comprehension by themselves because knowledge does not only exist in the class.

1.7 Organization of the study

This study was organized in five chapters:

Chapter one discusses the background of the study and explains the importance of English and the problems English language learners face, especially in listening, as well as the use of media as a channel of language learning by utilizing English language movies with subtitles to improve listening comprehension skills. Moreover, this part included definition of terms, scope of the study, and significance of the study.

Chapter two describes the related literature in six main areas including attitude in language learning, listening comprehension, the significance of media in

learning English, the significance of movies for English learning, the use of subtitles in movies for language learning and relevant studies. The last part of this chapter provides summary of the chapter.

Chapter three presents an explanation of the design of the study including participants, the instrument, procedures and data analysis.

Chapter four elaborated the findings of the study.

Chapter five summarizes the study and results, offers a discussion of the results and also provides suggestions related to the study.



CHAPTER 2

REVIEW OF LITERATURE

This chapter reviews the literature in six main areas, which mainly focuses on listening comprehension skill through the use of subtitles in foreign language movies: (1) attitude in language learning, (2) listening comprehension, (3) the significance of media in learning English, (4) the significance of movies for English learning, (5) the use of subtitles in movies for language learning (6) relevant research, and (7) summary of the chapter.

2.1 Attitudes toward English language learning

Plenty of research studies in the field of language attitude have claimed that attitude is one of the main factors related to language learning achievement. The word “attitude” has been defined in many ways in different contexts and aspects by researchers in the areas of psychology and education (Alhmali, 2007). Montano and Kasprzyk (2008) state that attitude is a personal belief of a person that evaluates the result of performance. In terms of attitudes toward language learning, Reid claims that “attitudes are important to us because they cannot be neatly separated from study” (2003, p.33). Attitude is a crucial factor that affects language performance (Visser, 2008). This is because success in learning a language is not only related to intellectual ability but positive attitudes also enhance language learning performance. Conversely, if a learner has a negative belief toward language learning, they will have poor language performance and they would not be motivated or curious to learn the language.

According to Wenden (1991), attitudes can be classified into three aspects: cognitive aspect, affective aspect and behavioral aspect.

The cognitive aspect relates to believing and thinking about the knowledge and understanding of language learning. The cognitive aspect can be divided into four steps: connecting the prior knowledge and new input, creating new knowledge, proving new knowledge and applying the new knowledge in different situations.

The affective aspect is concerned with an individual’s feeling and emotion towards an object. Choy and Troudi (2006) state that feeling and emotion will

influence the learning attitude of learners. They can have either a good or bad feelings regarding the surrounding situation such as the classroom, text, and teacher and so on depending.

The behavioral aspect includes learning behavior toward the target language. Kara (2009) explains that positive and negative attitudes will affect the performance in the course of study. If a learner has an optimistic view of the target language, they will have high motivation to learn and willingly participate in language activities. Additionally, those learners will gain the useful language skills that they can apply to their daily life.

Thus, attitudes toward language learning are important for learners to improve their English language skills such as reading, writing, speaking and listening skills. However, this study rather focused on listening comprehension skills. It aimed to investigate learners' attitudes toward the use of English language movies with Thai subtitles and English subtitles to improve listening comprehensions. It will be gathering the ideas and opinions of the participants, which can be a path to improve their listening comprehension skills.

2.2 Listening comprehension

Listening is the one of perceptual skills that is important for effective communication. Nunan (1998) reported that listening is a fundamental capacity of language learning because listening will be used for 50% of communication. Listening does not only mean hearing the sound but it does requires an attempt to analyze the meaning (Saha, 2008). Steinberg (2007) states that listening is the ability of an individual to obtain the meaning of what the listener hears through the sense organ and then interpret and comprehend the message. Similarly, Harmer (2001) additionally explains that listeners can perceive important ideas of what they are hearing. Therefore, without efficient listening ability, the messages heard are easily lost and this causes of communication breakdown.

Basically, listening comprehension is the process of understanding messages by identifying tones, voices, speech and meaning that allows listeners actively participate among communication. Listeners can improve listening comprehension skills and practice being active listeners in order to reach a high level

of English performance. Good listener should have the ability to decode the speaker's speech and other abilities such as awareness of linguistic matters and listening interactions. A listener has to comprehend the message even though the whole sentence and every word are hard to understand (Mendelsohn, 1994).

According to Harmer (2007), listening is good for pronunciation practice of learners because if they hear and understand English speaking, they will gain listening ability of tone, intonation, stress and sound. Also, their speaking skill will be improved as well because they can adapt what they heard to their spoken speech.

Jason, Anne, Danette, and Bernardo (2014) divide listening into five types: discriminative, comprehensive, appreciative, empathic and critical. These can be utilized for various situations and purposes.

Discriminative listening is how the listeners identify the difference between verbal and nonverbal message. For example, when the speakers tell that they are very happy but their facial expression shows the opposite, the listeners can realize the feeling and emotion of the speakers.

Comprehensive listening is mostly and commonly used in listening activities. The listeners need to understand the messages and act in accordance with what they hear. It can show the ability of listening comprehension. For instance, when the boss explains a new procedure to the secretary, she can complete her task related to her understanding following the new procedure. It shows how well she understands the message.

Appreciative listening is the feeling of listeners when they hear something that they are really enjoy and are highly interested in. This types of listening is extensively used when listeners are spending their time with many forms of media such as entertainment, music, movies, game shows and so on.

Empathic listening concerns the ability of the kindness of listener. When listeners hear something either good or bad, they will probably listen to it with empathy.

Critical listening is the capacity of listeners to understand the contents then evaluate and judge those messages. However, listener must have potential skills of listening and thinking process.

As mentioned, because of this study focused on improving listening comprehension by watching English language movies as self-learning, identifying the type of listening may help listeners choose the kind of English language movies that are suitable to their needs and style of learning. Thereby, the participants will be asked to identify what types of listening that they will use when they spend time watching English language movies with subtitles. The result may show the goal of listening because the more types the participants choose, the more ability of understanding the content of movies participants may have. This will demonstrate listening comprehension improvement.

2.3 The significance of media in learning English

At present, technology is growing fast and has a huge impact on the educational system. Media is one technology that is a popular tool for language improvement (Melillo, 2007). Pilgrim, Bledsoe, and Reily (2012) indicate that media itself will bring the fun to learners because it has interactive video, audio, and pictures that is easy to access.

Media as defined by Azhar (2009) as a tool for delivering the message to learners. It is a component of learning resource that contains teaching materials that can motivate students to learn. There are many types of media such as news, wire service, magazines, songs, films, games and internet.

Many researchers believe that a movie is great tool for learning English. It is effective for holding students' interest rather than using textbooks or educational videos. Also, it helps learners receive a clear idea about the content through those visual materials. Canning-Wilson (2000) discovered in his large-scale survey that students tended to prefer entertainment movies to documentaries in the classroom. Also, Bahrani (2011) asserts that everybody should be able to learn English by using media without attending formal classes. Self-Learning may be a better way to learn English because learners have freedom to choose the various kinds of media and practice English in convenient places. According to Freeman (2000), the pictures will enable learners to understand the content and get a better idea to develop or produce new ideas from what they have seen.

The researcher believes that movies are one kind of media that can be a good choice to improve the listening comprehension skills of learners. Thus, this is an opportunity to investigate opinions toward watching English language movies from participants who were freshmen in an English program majoring in Journalism (Mass Media Studies) in the Faculty of Journalism and Mass communication, Thammasat University, Rangsit Campus in the academic year 2015. They were chosen as the participants because English is the main language for studying. Hence, the researcher believes that their attitudes will lead to strong findings.

2.4 The significance of movies for improving listening comprehension

Movies are materials that students nowadays can access easily. They are one kind of media that can be used as a tool for enhancing English listening comprehension skills because learners can listen and see what is happening at the same time. They can see all the movement, hear the sound and get the meaning from the movies.

Harmer (2001) claims that one strength of movies is that learners are not only be able to listen the language, they also are able to see pictures, which supports comprehension; movies contain visual clues such as action and expressions that allow students to interpret the movie.

Regarding the use of movies to improve listening comprehension, Schwartz (1998) believes that movies provide learners a rich context, attraction, trustworthiness and culture to enhance listen comprehension. Also, Gildea, Miller and Wurtenburg (1990) support this by stating that learners will hear native speakers interacting in everyday conversations and be able to practice important linguistic structures from movies, so that they can produce difficult sentences better than those who read only narratives or definitions.

Although watching movie can improve the listening skill of learners, some researchers such as Vanderprank (1988) and Zarei (2008) recommend using subtitles as an additional function to watch foreign movies in order to enhance listening comprehension. Therefore, this study asked the participants for general information about watching movie behaviors and their attitudes toward the use of movies for listening comprehension improvement.

2.5 Subtitles in movies and listening comprehension

Subtitles are the textual versions of the dialog, narration, music or sound in movies. They are usually placed at the bottom of the screen (Zarei, 2008). Subtitles in movies offer three connections between image and sound in the original language with text in another language, and sound and text with translation. If these three connections are linked well and have a strong effect, both in terms of image and translation, they will encourage powerful associations for retention and language use (Zanon, 2006). Zanon also explains that subtitles provide a dynamic source of language in use for communication.

According to Vanderprank (1988), subtitles might assist learners in the learning of a second language as they make input more comprehensible. Also, subtitles can enhance learner's ability to perceive a new language when learners cannot understand the speech. Danan (2004) contends that subtitles enhance comprehension and the cognitive process of the learners. Vanderplank (1988) found out that subtitles provide feedback and make a positive contribution to improve learners' massive comprehension of language input.

On the other hand, Diaz-Cintas and Remael (2007) contend that while students are focused on looking at subtitles, they may miss scenes playing in the film. Koolstra, Peeters, and Spinhof (2002) argue that subtitles may confuse students while watching movies because people can only attend to a single channel at a time. Therefore, focusing on written text of subtitles diminishes the ability to perceive information. According to Sherman (2003), subtitles provide both reading text and listening of the original sound but since the eyes are more powerful than ears then, people would rather read subtitles than listen the original sound. In addition, Vandergrift (2004) and Yanagawa and Green (2008) point out that using subtitles may delay listening skill development as learners may not be able to understand the second language in real life due to a lack of subtitles.

As there are many different points of view about the use of subtitles for listening comprehension, this study will investigate learners' attitudes toward the use of subtitles when they watch English language movies.

2.5.1 Mother tongue language subtitles (L1) and target language subtitles (L2)

Subtitles are believed to be one of the potential learning sources to aid in significant of language learning improvement such as reading comprehension, listening comprehension, vocabulary acquisition and so on. They enable learners to understand the meaning of what is being communicated.

Bianchi and Ciabattini (2008) assert that the combination of the visual channel, type of subtitles and the competency level of learners are crucial to determine the outcome of watching movies. There are six combinations of subtitles (Katchen, Lin, Fox and Chun, 2002); Standard Subtitling (L2 audio with L1 Subtitles), Bimodal Subtitling (L2 audio with L2 Subtitles), Reversed Subtitling (L1 audio with L2 Subtitles), Bilingual Subtitling (L2 audio with L2 and L1 Subtitles simultaneously), Bilingual Reversed subtitling (L1 audio with L1 and L2 Subtitles simultaneously) and No Subtitling (L2 audio with no subtitles). L1 language subtitles will be transcribed from the actual dialog of the movie while target language subtitles are translated from the original dialog to give the viewers a simultaneous interpretation.

Some researchers view that translated subtitles (L2) are very helpful, as they enable viewers to understand foreign language movies and improve listening comprehension skills. Danan (2004) stresses that L2 subtitles can provide positive effects and facilitate the listening comprehension learners. Referring to his research findings, students who use target language subtitles had a better listening performance than students who used L1 subtitles. Vanderplank (1988) affirms that one way of improving language learners' comprehension of the content of movie is by adding target language subtitles to the movies. They make fast, native spoken speech and native accents in movies easier to understand. This may be the best way of fostering language achievement because it presents aural, visual and textual assistance. Mitterer and McQueen (2009) determined that L2 subtitles can facilitate target language speech perception by clarifying the words and sounds in the speech. Katchen (1996) insists that learning idioms, slang and hearing technical words were more difficult when using mother tongue language subtitles.

In contrast, d'Ydewalle and Van de Poel (1999), argue that mother tongue language subtitles are more concerned about the facts of the dialog and contextual clues in movies. According to the research findings of Bianchi and Ciabattoni (2008), learners seem to obtain more advantages from L1 subtitles due to the automatic processing of perception without guessing some words. Similarly, Markham, Peter, and McCarthy (2001) state that mother language subtitles are more effective for enhancing the listening comprehension of language learners because the texts can confirm their understanding.

Researchers agree that subtitles in English language movies have pros and cons. Hence, the researcher sought to investigate attitudes of learners toward the use of movies through mother tongue language subtitles and English language subtitles to find out what type of subtitles is the best channel to learn English in order to improve listening comprehension skills.

2.6 Relevant Research

Much research has been conducted on attitudes toward the use of subtitles for language learners to improve listening comprehension skills. Three related studies are reviewed as follows:

2.6.1 Widler (2002) conducted a survey on subtitled films in Viennese cinemas in Austria. This study was based on research project under the “Literary translation as multimedia communication” at the University of Vienna with financial support from the Austrian Science Foundation. The objective of this study was to determine the target audience of subtitled films, general behavior of watching movies with subtitles, the opinion toward subtitles, and the importance of subtitles in the aspect of language learning. This study investigated 100 randomly-selected viewers who came to see movies at Viennese cinemas. It took 10 days long between mid-August and mid-September to collect the data by distributing questionnaires. All of the participants chose 19 different films in the original foreign language version, with all of films having German subtitles (L1) displayed at the screen. Even though questionnaires were used, the researcher interviewed the participants with the same questions in the questionnaire to ensure that all the questionnaires were completed. The main results of the survey revealed that 65% of the participants were university

students who went to the cinema at least several times a month. Over half of respondents stated that watching movies with subtitles helped them learn linguistic knowledge and improve their language skills. A few of them declared that this was the reason why they loved to watch movies with subtitles in the cinema.

2.6.2 Rimsamorn (2010) carried out a study of the opinions on watching English language movies to enrich listening skill development. The researcher investigated opinions of watching English language movies to improve listening skills and explored students' behavior in watching English language movies. The participants of this study were 80 senior students majoring in English in the Faculty of Humanities and Social Science at Khon Kaen University. The questionnaires were designed to collect the data. It was divided into three areas: the first area was general data, such as gender, age, experience of English learning, the frequency of using English in daily life and so on. The second area was students' watching movies behavior and last area was opinions about watching English movies to improve listening skill. The first part of questionnaire indicated that the majority of participants were female and they had been studying English for 13-15 years. They used English skill in their daily life especially listening skill approximately 3-4 times. The second part of questionnaire showed that the majority of participant watched English language movies once a week. They watched various types of movies especially the genres of comedy, romance, and action. In contrast, they preferred to watch English language movies with Thai subtitles rather than English subtitles because it provided them a better understanding. The respondents reported that the reason for watching English language movies was for entertainment. Most participants strongly agreed that they could learn correct pronunciation, unfamiliar accents, dialects, proverbs, slang and acquire new vocabulary from English language movies. Another factor which influenced their listening skill through watching English movies was English subtitles. Even though sometimes it was a distraction, they believed that English subtitles could increase their understanding of dialogue in the movies. However, participants preferred watching English language movies with Thai subtitles because it could confirm their understanding of what they heard with the translation texts. In addition, the findings showed that the majority of participants

chose English soundtrack movies as the best type of media for a language teaching tool.

2.6.3 Mansory (2015) conducted research on the topic of Subtitle's Effect on the Listening Comprehension of the Viewer & Viewers 'Attitude towards Subtitles in 2015 at Eastern Mediterranean University (EMU) in Northern Cyprus, Turkey. The objective of this study was to investigate the effects of subtitles on the listening comprehension of audiences of the movies by asking for opinions from 118 volunteer students. All of the participants studied English language teaching in EMU and the level and gender of students were not significant variables because researcher requested them to express only their opinions and feelings of using subtitles. Questionnaires were used to collect the data. The questionnaires contained 12 questions asking students to answer the following research questions: 1) Do subtitles affect and improve listening comprehension? 2) What is the attitude of the English learners toward subtitles? The first part of questionnaire related to research question 1, included seven yes or no questions while the second part of questionnaire sought to answer research question 2. All of the participants were free to choose more than one item to express their feelings and attitudes toward subtitles. The results showed that the majority of students' opinions were positive. They thought that subtitles are very useful since they help them understand the content in movies. However, they indicated that they also watched movies without subtitles because sometimes they could not trust the captions, although this does not mean the subtitles distracted their attention. They still used subtitles to help them focus on the movies and improve their language performance. The other part of questionnaires revealed that they only sometimes used subtitles depending on some factors and their feeling or the situation. Sometimes they preferred to watch movies without subtitles. The research also demonstrated that almost 60% believed that having L2 subtitles was useful for developing language skill. Overall, the students agreed that having subtitles assists in language learning. Many viewed that subtitles help them add more words to their schema of vocabulary.

After reviewing the three research studies, the researcher found that these studies investigated participants who were mostly studying in universities. Furthermore, they had English backgrounds and some participants studied in the

English faculty. They all also used movie subtitles as a tool for improving English skill particularly listening comprehension. However, the results of three studies differed. The research findings of Widler (2002) revealed L1 subtitles are needed and facilitate linguistic knowledge. Rimsamorn (2010) determined that English subtitles are the best choice for learning English but students do not prefer English subtitles because Thai subtitles can give more understanding of movies. Meanwhile, the research finding of Mansory (2015) revealed that students prefer English subtitles and they strongly agree that it is the best way of learning English. Yet, they sometimes prefer watching English movie with no subtitles.

2.7 Summary of the chapter

The aim of this chapter was to review the related theories and studies to clarify and extend understanding of attitudes, listening comprehension, the significance of media and movies and the use of movie subtitles in language learning especially in listening comprehension.

The first part talked about theory of attitudes in language learning. In summary, an attitude is an opinion toward something and it would turn to behavior and feeling.

The second part explained listening comprehension, which is the ability to interpret and combine meaning of hearing and respond to speakers correctly. Also, types of listening were elaborated on in this study. The more types learners chose, the greater their ability to understand the content of movies

The third and fourth part focused on the importance of media, especially movies, which are one kind of media and another effective tool for language learning. Learners can train themselves without attending class. However, movies also have weak points; for example, sometimes they limit the imagination of the learners.

The fifth part reviewed the use of movie subtitles in language learning particularly listening comprehension. It explained watching movies with subtitles confirm the understanding of the content in movies. They also provide linguistic knowledge, more words, clarify unfamiliar accents and enhance listening comprehension. Nevertheless, the disadvantage of subtitles is that they sometimes distract learners' attention.

Finally, the last part reviewed the relevant studies concerning learners' attitudes toward watching movies with subtitles. They were conducted in the same field with similar subjects but in different contexts. The findings of the relevant studies varied. Therefore, the researcher chose to determine the attitudes of learners toward the use of English movies with subtitles in different subjects and contexts in order to answer the research questions and achieve the objective of the study.



CHAPTER 3

RESEARCH METHODOLOGY

This study was conducted on the topic of the learners' attitudes toward the use of English language movies with Thai subtitles and English subtitles to improve listening comprehension skills. This chapter describes the participants, instrument, data collection procedures and data analysis.

3.1 Participants

The participants of this study were 73 English program freshmen majoring in Journalism (Mass Media Studies) in the Faculty of Journalism and Mass Communication, Thammasat University, Rangsit Campus in the academic year 2015. The participants were chosen for this study since their study was mainly concerned with the area of media and communication. Sometimes, they have to analyze and study the characters in foreign movies; therefore, they may be familiar with media such as movies or songs. Moreover, they all study in an English program so English is their main tool to communicate and learn. They may also have a background in English because before studying in the English program they must pass an English examination and English interview session. Hence, their English skills met the qualifications of the university. The researcher believed that their attitudes and opinions could contribute meaningfully to this study.

Selective sampling was utilized to obtain the subjects and data. Selective sampling or purposive sampling aims to study a particular segment of the population, which represents the best group to answer the research questions. Therefore, the researcher chose first-year students in this major and in this faculty as the sample.

3.2 Instruments

This study was conducted using a questionnaire to collect the data. It was divided into three parts based on the research questions. The first part of the questionnaire contained close-ended questions about the personal data of the participants: gender, years of English studying, frequency of using English in daily life, level of English ability and language skill that participants used most often.

The second part provided close-ended questions to identify the behavior of watching English language movies, including frequency, subtitle preferences, the

purpose of watching English language movies and the type that learners used when watching English language movies.

The last part of questionnaire was divided into two sections. Section one was composed two tables of questions with a five-point Likert scale to measure and compare the attitudes toward the use of Thai subtitles and English subtitles in English language movies to improve the listening comprehension skills of participants. A Likert scale was used to ask participants to rate their opinions for each question ranging as follows: strongly agree = 5 points, agree = 4 points, neutral= 3 points, disagree = 2 points and strongly disagree = 1 point. Then, all scores were calculated to determine the means (\bar{x}) by the interval scales of 0.8; the details are as follows:

4.21 – 5.00 = Strongly agree

3.41 – 4.20 = Agree

2.61 – 3.40 = Neutral

1.81 – 2.60 = Disagree

1.00 – 1.80 = Strongly disagree

The last section contained three open-ended questions about opinion toward the use of subtitles in movies for listening comprehension improvement. First, participants were asked if English language movies with subtitles could help them improve their listening comprehension skills. In the second and third parts, participants were requested to provide opinions about movie subtitles, suggest the most suitable subtitles for improving listening comprehension and give reasons to support their answers.

3.3 Procedures

The questionnaire was piloted to examine whether the instructions and statements of the questionnaire could be clearly understood. Five second-year students majoring in Journalism (Mass Media Studies) in the Faculty of Journalism and Mass Communication, Thammasat University, Rangsit Campus in the academic year 2015 were asked to complete the questionnaire and evaluate its content to identify unclear terms and to give suggestions in general. A total of 89 questionnaires were then distributed to all participants attending a compulsory class on Wednesday morning. However, 73 questionnaires were returned at the end of the class.

3.4 Data analysis

The quantitative data obtained from 73 questionnaires was analyzed by using the Statistical Package for the Social Sciences Program (SPSS) to calculate the frequencies, percentage, arithmetic means and standard deviations, which revealed the answers to the research questions.



CHAPTER 4

DATA ANALYSIS AND RESEARCH FINDINGS

This chapter reports the research findings of the study on the topic of the learners' attitudes toward the use of English language movies with Thai subtitles and English subtitles to improve listening comprehension skills. The results are presented in three parts as follows:

1. General data or background of participants including gender, years of English studying, frequency of using English in daily life, level of English and most frequently used English skills
2. Participants' behavior in watching English language movies with Thai subtitles and English subtitles to improve listening comprehension skills
3. Close-ended questions and open-ended questions asking for participants' attitudes and opinions toward the use of English language movies with Thai subtitles and English subtitles to improve listening comprehension skills.

4.1 General data or Background of participants

The first part of the questionnaire examined the background of 73 participants in this study. It included gender, years of English studying, frequency of using English in daily life, level of English capacity and language skill that participant used most often. The results were as follows:

Table 4.1 Gender

Gender	Frequency (N)	Percentage (%)
Male	19	26%
Female	54	74%
Total	73	100%

Regarding the results in Table 4.1, 74% of the participants were female and 26% of the participants were male.

Table 4.2 Years of studying English

Years of studying English	Frequency (N)	Percentage (%)
5-10 years	13	17.8%
11-15 years	60	82.2%
Total	73	100%

Table 4.2 presents the number of years that participants had been studying English. A total of 82.2% of the participants had been studying English for 11 – 15 years. Meanwhile, 17.8% of them had been studying for 5-10 years.

Table 4.3 Frequency of using English in daily life

Frequency of using English	Frequency (N)	Percentage (%)
Never	0	0%
1-2 times/week	0	0%
3-4 times/week	19	26%
Everyday	54	74%
Total	73	100%

Table 4.3 indicates that 74% of the participants used English every day and 26% of them used English 3 – 4 times a week.

Table 4.4 English level

English level	Frequency (N)	Percentage (%)
Excellent	2	2.7%
Very good	28	38.4%
Good	36	49.3%
Fair	6	8.2%
Poor	1	1.4%
Total	73	100%

As shown in Table 4.4, the results showed that 49.3% of participants rated their English level as good; meanwhile, 38.4% of them rated their English level as very good and 8.2% of participants rated their level as fair.

Table 4.5 Most frequently used English skills

English skills	(N) (%) (Most used)	(N) (%) (2 nd Most used)	(N) (%) (3 rd Most used)	(N) (%) (Least used)
Listening Skills	30 (41.1%)	19 (26%)	20 (27.4%)	5 (6.8%)
Speaking Skills	25 (34.2%)	16 (22%)	15 (20.5%)	17 (23.3%)
Reading Skills	12 (16.4%)	20 (27.4%)	27 (37%)	14 (19.2%)
Writing Skills	6 (8.2%)	18 (24.7%)	11(15.1%)	38 (52.1%)
Total	73 (100%)	73 (100%)	73 (100%)	73 (100%)

From Table 4.5, listening skills were the most frequently used skill at 41.1% followed by speaking skills, reading skills, and the writing skills.

4.2 Participants' behavior in watching English language movies with subtitles to improve listening comprehension skills

This part aimed to investigate the participants' behavior of watching English language movies. The questions focused on the frequency, the preference of subtitles, language choice of subtitles, the purpose of watching language movies with subtitles and type of listening that they use when they spend time watching English language movies. The results are shown as follows:

Table 4.6 Frequency of watching English language movies

Frequency	Frequency(N)	Percentage (%)
Once or twice a week	13	17.8%
Several times per week	19	26.0%
Once or twice a month	22	30.1%
Several times per month	7	9.6%
Less often	12	16.4%
Total	73	100%

Table 4.6 illustrates that 30.1% of the participants watched English language movies once or twice a month. Meanwhile, 26% of the participants watched English language movies several times per week and 13% of them watched English language movies once or twice a week.

Table 4.7 Preference of subtitles

Subtitles preference	Frequency(N)	Percentage (%)
Prefer movies with subtitles	66	90.4%
*Prefer movies with no subtitles	7	9.6%
Total	73	100

According to Table 4.7, 90.4% of the participants prefer watching English language movies with subtitles and 9.6% of them did not like to use subtitles while watching English language movies.

Table 4.8: Language choice of subtitle

Language choice of subtitles	Frequency (N)	Percentage (%)
*With no subtitle	7	9.6%
English subtitles	37	50.7%
Thai subtitles	29	39.7%
Total	73	100%

Table 4.8 reveals that 50.7% of the participants choose to watch English language movies with English subtitles followed by 39.7% of them who prefer Thai subtitles. On the other hand, 9.6% of them did not want to have any subtitles.

Table 4.9 Purpose of watching English language movies with subtitles

Purpose	Frequency (N)	Percentage (%)
*With no subtitles	7	9.6%
To improve their English	50	68.5%
To entertain themselves	16	21.9%
Other	0	0%
Total	73	100%

Table 4.9 shows that 68.5% of the participants watch English language with subtitles as a means of improving their English skills and 21.9% of them want to entertain themselves. Moreover, 9.6% of them did not want to have any subtitles when watching English language movies.

Table 4.10 Number of listening types used when watching English language movies

The number of used types	Frequency (N)	Percentage (%)
1 type	11	15%
2 types	8	11%
3 types	16	21.9%
4 types	20	27.4%
5 types	18	24.7%
Total	73	100%

Table 4.10 shows that 27.4% of the participants used four types of listening when watching English language movies. The four listening types included comprehension listening, appreciative listening, empathic listening and critical listening. This was followed by those who used all types of listening at 24.7% and 21.9% who used three types of listening. Furthermore, 15% of the participants used only one type of listening when watching English language movies.

Table 4.11 The types of listening participants used when watching English language movies

Type of listening	Frequency (N)	Percentage (%)
Discriminative listening	30	41.1%
Comprehensive listening	65	89.0%
Appreciative listening	58	79.5%
Empathic listening	50	68.5%
Critical listening	41	56.2%

Referring to Table 4.11, the type of listening that participants used most was comprehensive listening with the highest percentage of 89%; this was followed by appreciative listening at 79.5% and empathic listening at 68.5%, while discriminative listening was least used at the lowest percentage of 41.1%.

4.3 Participants' attitudes toward the use of English language movies with Thai subtitles and English subtitles to improve listening comprehension skills

This part summarizes the learners' attitudes toward to use of English language movies with Thai subtitles and English subtitles to improve listening comprehension skills, including their opinions and attitudes towards the use of English language movies with Thai subtitles and English subtitles to improve listening comprehension skills.

Table 4.12 Attitude towards watching English language movies through Thai subtitles to improve listening comprehension skills

Statement	Level of agreement					Mean (\bar{x})	SD	Mean of agreement
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree			
1. Thai subtitles help me understand the conversations in the movies better.	35 (47.9%)	28 (38.4%)	6 (8.2%)	3 (4.1%)	1 (1.4%)	4.27	0.87	Strongly agree
2. Thai subtitles help me understand the feelings and expressions clearly in the movies.	22 (30.1%)	34 (46.6%)	13 (17.8%)	3 (4.1%)	1 (1.4%)	4.00	0.88	Agree
3. Thai subtitles help me understand the vocabulary, unfamiliar idioms, proverbs, slang and phrases better.	22 (31.5%)	30 (41.1%)	13 (17.8%)	6 (8.2%)	1 (1.4%)	3.93	0.98	Agree
4. Thai subtitles can be used to facilitate my understanding of unfamiliar accents and dialects in the movies.	20 (27.4%)	26 (35.6%)	12 (16.4%)	12 (16.4%)	3 (4.1%)	3.66	1.17	Agree
5. I think watching English language movies with Thai subtitles can be beneficial to me in using English in my daily life.	16 (21.9%)	26 (35.6%)	16 (21.9%)	13 (17.8%)	2 (2.7%)	3.56	1.11	Agree
6. I can improve my listening comprehension skills by watching English language movies with Thai subtitles.	19 (26%)	23 (31.5%)	22 (30.1%)	7 (9.6%)	2 (2.7%)	3.68	1.05	Agree
Total						3.85	0.68	Agree

The findings in Table 4.12 indicate that the participants strongly agreed that Thai subtitles help them understand the conversations in the movies better at an average mean score of 4.27. They agreed that Thai subtitles help them understand the feelings and expressions clearly in the movies and they could understand the vocabulary, unfamiliar idioms, proverbs, slang and phrases better. Moreover, they agreed that using Thai subtitles could facilitate their understanding of unfamiliar accents and dialects in the movies as well as be beneficial to them when they use English in their daily life. Therefore, they agreed that Thai subtitles could improve their listening comprehension skills.

Table 4.13 Attitude towards watching English language movies through English skills

Statement	Level of agreement					Mean (\bar{x})	SD	Mean of agreement
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree			
1. English subtitles help me understand the conversations in the movies better.	24 (32.9%)	37 (50.7%)	10 (13.7%)	2 (2.7%)	0 (0%)	4.14	0.75	Agree
2. English subtitles help me understand the feelings and expressions clearly in the movies.	23 (31.5%)	28 (38.4%)	19 (26%)	3 (4.1%)	0 (0%)	3.97	0.87	Agree
3. English subtitles help me understand the vocabulary, unfamiliar idioms, proverbs, slang and phrases better.	25 (34.2%)	34 (46.6%)	11 (15.1%)	3 (4.1%)	0 (0%)	4.11	0.81	Agree
4. English subtitles can be used to facilitate my understanding of unfamiliar accents and dialects in the movies.	35 (47.9%)	29 (39.7%)	7 (9.6%)	1 (1.4%)	1 (1.4%)	4.32	0.81	Strongly agree
5. I think watching English language movies with English subtitles can be beneficial to me in using English in my daily life.	42 (57.5%)	28 (38.4%)	3 (4.1%)	0 (0%)	0 (0%)	4.53	0.58	Strongly agree
6. I can improve my listening comprehension skills by watching English language movies with English subtitles.	40 (54.8%)	29 (39.7%)	3 (4.1%)	1 (1.4%)	0 (0%)	4.48	0.65	Strongly agree
Total						4.25	0.48	Strongly agree

According to Table 4.13, the participants strongly agreed that watching English language movies with English subtitles could be used to facilitate their understanding of unfamiliar accents and dialects in the movies and English subtitles are useful for them to use English in their daily life. They strongly agreed that they could improve their listening comprehension skills by watching English language movies with English subtitles. In addition, they agreed that English subtitles help them understand the conversations, feelings and expressions in the movies better. Also, they could understand the vocabulary, unfamiliar idioms, proverbs, slangs and phrases from English subtitles.

Table 4.14: Learners' attitudes toward Thai subtitles and English subtitles

Item	Thai subtitles		English subtitles	
	(\bar{x})	SD	(\bar{x})	SD
1. Subtitles help me understand the conversations in the movies better.	4.27	0.87	4.14	0.75
2. Subtitles help me understand the feelings and expressions clearly in the movies.	4.00	0.88	3.97	0.87
3. Subtitles help me understand the vocabulary, unfamiliar idioms, proverbs, slang and phrases better.	3.93	0.98	4.11	0.81
4. Subtitles can be used to facilitate my understanding of unfamiliar accents and dialects in the movies.	3.66	1.17	4.32	0.81
5. I think watching English language movies with subtitles can be beneficial to me in using English in my daily life.	3.56	1.11	4.53	0.58
6. I can improve my listening comprehension skills by watching English language movies with subtitles.	3.68	1.05	4.48	0.65
Total	3.85	0.68	4.25	0.48

Table 4.14 shows that Thai subtitles are better help participants understand the conversations, feelings and expression in the movies with the higher average means comparing with English subtitles. On the other hand, participants agreed that English subtitles are useful to understand the vocabulary, unfamiliar idioms, proverbs, slang, phrases, unfamiliar accents and dialects in the movies. Furthermore, English subtitles are more useful for English in daily life and it can enhance listening comprehension skills.

4.3.1 Open-ended questions about opinions toward the use of subtitles in movies to improve listening comprehension skills.

This part reveals the learners' opinions toward the use of subtitles in English language movies in order to clarify learners' points of view and to explain what they think about subtitles in movies to improve listening comprehension. The main results are elaborated on as follows.

Over 80% of the participants expressed that watching English language movies with subtitles is one of the effective ways to improve listening comprehension skills. They can learn and enjoy at the same time. Subtitles help them understand not only the feelings but also what are they hearing in the movies. They could learn new words, slang, idioms with meaning or phrases pronounced with unfamiliar and strong accents in either Thai or English subtitles so that they can apply to their English conversation in daily life. However, 10% of participants did not agree that subtitles improve their listening comprehension skills; on the contrary, they thought they improved their reading skills.

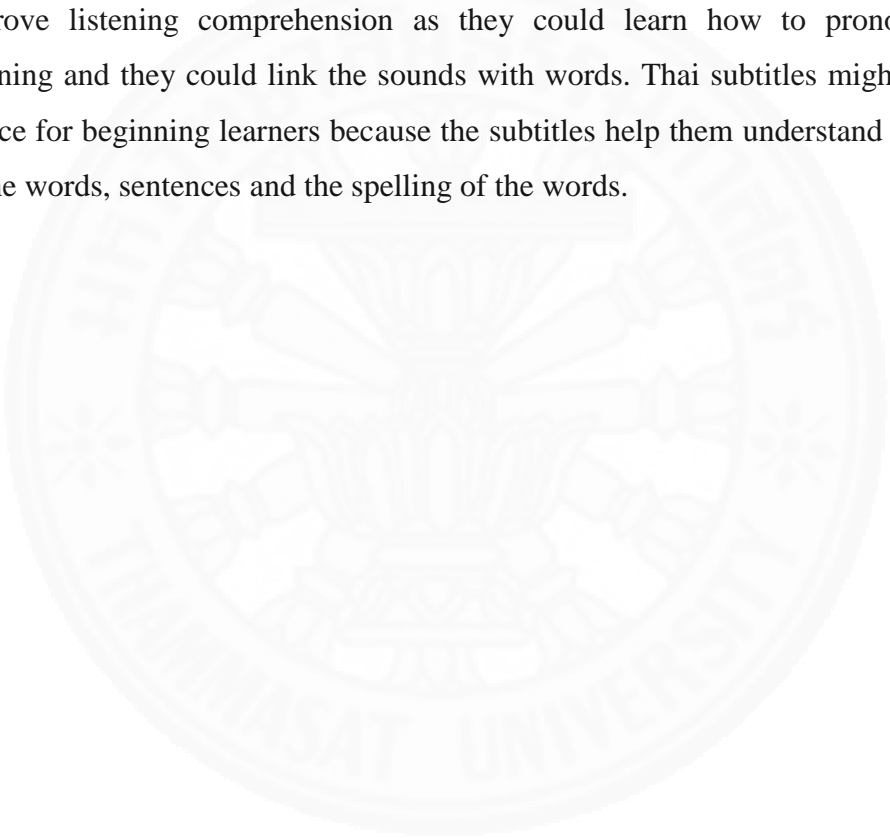
A total of 80% of the respondents believed that subtitles distracted their attention because when they concentrated on watching movies, the subtitles caused them to miss important scenes. Also, they could cause a distraction if the meaning was unexpected. In contrast, a minority of the participants stated that subtitles could help them to understand the content in movies. They could get new vocabulary, learn the structure of the sentences, and clarify the accents and pronunciation of the conversations. Therefore, they were very useful to improve English skills.

Approximately 55% of the participants declared that English subtitles are more effective than Thai subtitles because if the learner watches movie with a Thai subtitles, they will focus on reading subtitles to understand the movies and the listening skills will not improve. English subtitles enable the viewers to understand what the characters are trying to express, which is essential to improve listening comprehension skills. On the other hand, Thai subtitles are not as good for improving listening comprehension skills. English subtitles will give the clarification of what they have listened to, which makes them understand the conversation with authentic strong accents and pronunciation and helps them become familiar with English accents. Moreover, if they want to understand more, they can go directly into the details of subtitles and study them, so that they may imitate the accents and pronunciation from what they have listened to. Thus, it could be beneficial to them to apply this for use in daily life.

However, about 20% of the participants disagreed that English is more effective. They argued that Thai subtitles are more effective because there are many more vocabulary and sentences that they could not understand; therefore, Thai

subtitles would help and provide the meaning, which makes it easier to understand English language movies. Also they could know the feeling of the characters with Thai subtitles that are translated in various Thai contexts, which makes enjoy watching and learning at the same time. They thought that if they understand the meaning of conversation, their listening comprehension skills would improve.

Additionally, about 40% of the participants thought that both Thai and English subtitles are helpful. Using subtitles depends on the English ability of the learners. For those who are good at English, English subtitles are better in order to improve listening comprehension as they could learn how to pronounce while listening and they could link the sounds with words. Thai subtitles might be a better choice for beginning learners because the subtitles help them understand the meaning of the words, sentences and the spelling of the words.



CHAPTER 5

CONCLUSIONS, DISCUSSION AND RECOMMENDATIONS

This chapter consists of five parts: (1) summary of the study, (2) summary of the findings, (3) discussion of the results, (4) conclusion, and (5) recommendations for further study.

5.1 Summary of the study

The summary of the study includes the objectives of the study, the subjects, instruments, and the procedure of the study.

5.1.1 Objectives of the study

This study aimed to investigate the attitudes of learners towards the use of English language movies with Thai subtitles and English subtitles to improve listening comprehension skills in the view of first-year students to find the possible or effective ways to improve English comprehension skills.

5.1.2 Subjects

The participants of this study were 73 English program freshmen majoring in Journalism (Mass Media Studies) in the Faculty of Journalism and Mass Communication, Thammasat University, Rangsit Campus in the academic year 2015.

5.1.3 Instruments

The study was conducted using a self-administered questionnaire consisting of five point Likert-type scales items and open-ended questions. It was divided into three parts as follows:

Part 1: General Background of participants

Part 2: Behavior in watching English language movies with Thai subtitles and English subtitles to improve listening comprehension skills.

Part 3: Attitudes and opinions toward the use of English language movies with Thai subtitles and English subtitles to improve listening comprehension skills

5.1.4 Procedures

The researcher visited the locations and distributed the questionnaires to the 89 students. The procedure was completed with 73 returned questionnaires. All of the

completed questionnaires were compiled for data analysis. The data obtained from the questionnaires was analyzed using the SPSS program to obtain the arithmetic mean scores, percentages and standard deviations.

5.2 Summary of the findings

The results of the study can be summarized for the majority of participants as follows:

5.2.1 General data or background of participants

The respondents in this study were females. They have been studying English for 11-15 years and used English every day. They rated their English level as a good level. In addition, listening skills is the most frequently used skills for the participants.

5.2.2 Participants' behavior in watching English language movies with Thai subtitles and English subtitles to improve listening comprehension skills.

The participants watched English language movies once or twice a month. They prefer watching movies with subtitles. They mostly used English subtitles when watching English language movies to improve their English skills. When they watched English language movies, they mostly used four types of listening: discriminative listening, comprehensive listening, appreciative listening, empathic listening and critical listening but comprehensive listening was the most used.

5.2.3 Participants' attitudes toward the use of English language movies with Thai subtitles and English subtitles to improve listening comprehension skills.

The participants strongly agreed that Thai subtitles help them understand the conversations in the movies better with the average mean score at 4.27. Additionally, they viewed that Thai subtitles help them understand the feelings and expressions along with gaining more understanding of vocabulary, unfamiliar idioms, proverbs, slang and phrases better. On the other hand, participants strongly agreed that English subtitles could be beneficial to them in regard to using English in their daily life with the average mean score at 4.53. They could improve their

listening comprehension skills and better understand the vocabulary, unfamiliar idioms, proverbs, slang and phrases when watching English language movies with English subtitles.

5.2.4 Participants' opinions toward the use English language movies with subtitles to improve listening comprehension skills

The respondents agreed that watching English language movies with subtitles is one of effective instruments suitable for improving listening comprehension skills. Subtitles help them understand the feelings and expressions and enable them to understanding what are they hearing in the movies, especially when they hear new words or phrases pronounced with unfamiliar accents. They were able to cross-check whether what they heard was correct. It also helps them remember those words because they can see the spellings. They could also learn new vocabulary, slang, and idioms with meaning or phrases and recall the words that they might not remember.

However, participants thought that subtitles distracted them because while they are watching movies with subtitles simultaneously, they might sometimes lose focus on subtitles rather than concentrate on the scene. In addition, sometimes they could not trust the meaning or the spelling of subtitles in terms of whether they were correct.

They thought that English subtitles are more effective than Thai subtitles because it would help them recognize many words that they have known before. Moreover, English subtitles could confirm what they were hearing and they would be familiar with the accents and pronunciation that was in the movies so they could apply it to their daily life.

5.3 Discussion

The findings of this study are discussed as follows:

5.3.1. The findings showed that the participants have been using English listening skills every day in their daily lives. Listening is key to understanding what they have learnt in class and communicating with English speaking instructors. As Nunan (1998) reported, listening is a fundamental capacity of language learning. If learners cannot comprehend a message it may cause misunderstanding. Thus,

listening not only means hearing sound, but also requires the attempt to analyze the meaning (Saha, 2008). This is the biggest reason that listeners need to improve their listening comprehension skills and practice being an active listener in order to reach a high level of English performance.

5.3.2. A total of 27.4% of the participants used four types of listening. This included discriminative listening, which they use to identify the difference between verbal and nonverbal messages; comprehensive listening, which they use to understand anything they hear; appreciative listening, which they use for listening the pleasure or enjoyment such as the movies; empathic listening, which they use to understand feelings and emotions; and critical listening, which they use to evaluate or judge the messages they hear. This result showed that when learners spend time watching movies, they not only watch for an entertainment, but also try to gain the benefits of what they have seen and heard. This result is in accordance with Jason et al., (2014), which found that the more types of listening the participants employed, the greater their ability to understand the content of movies.

5.3.3 The findings revealed that subtitles cause a distraction to learners because while watching and listening to movies, the subtitles run during the scenes; thus, the participants prefer no subtitles when watching English language movies. Koolstra et al. (2002) determined that subtitles can distract students' attention. Normally, people can attend to a single channel and if many more channels are added, the ability to perceive information will be diminished. However, focusing on language learning through subtitles, watching English language movies without subtitles may cause difficulties when watching that affect self-learning because learners would not understand the content in the movies and they cannot apply it in their daily lives. Therefore, using subtitles may be the better way to enhance learners' language ability. Vanderplank's (1988) study found that subtitles provide feedback and create a feeling that increases learners' comprehension of language input.

5.3.4 According to table 4.12, learners thought that Thai subtitles would help them understand the conversations in movies better. This implies that Thai language is easier to understand than English subtitles. They could feel the emotion of actors because Thai subtitles would match with the picture that they have seen and also the subtitles can confirm their understanding. This is in line with the study of

Markham et al. (2001). which found that even though the learners were English program students, Thai is their mother tongue language and they use Thai language every day. English is just an essential instrument to use when they are in the class, doing homework or taking examinations. Therefore, watching English language movies with Thai subtitles is more helpful than that with English subtitles, which conforms to the findings of d'Ydewalle and Van de Poel's (1999) study. Their study revealed that mother tongue language subtitles relate to how learners hear the dialog and contextual clues in movies. Learners probably obtain better understanding by watching English language movies with mother tongue language subtitles. However, watching English language movies with Thai subtitles may not improve their English skills, especially listening comprehension skills, because they may not get the accent and pronunciation of the words. This is similar to the findings in Mitterer and McQueen's (2009) study, which revealed that L2 subtitles can facilitate target language speech perception by indicating the words and sounds in the speech. Also, they argued that L1 subtitles have a negative result in terms of vocabulary guessing when listening to unfamiliar accents and unclear words.

5.3.5 Referring to table 4.13 on the learners' attitude toward the use of English language movies with English subtitles to improve listening comprehension skills, most of the participants strongly agreed that watching English language movies with English subtitles can be beneficial to them for using English in their daily life. The learners may think that English subtitles increase their understanding and improve their skills of English. Since they are English program students and English language is the means for studying, English ability is definitely the first thing to improve, especially for non-native learners. Furthermore, watching English language movies with English subtitles would offer benefits to learners in every skill of English, especially listening comprehension skills. The learner could listen and read English subtitles while watching movies, and they would hear English being used in a very natural and authentic way as native speakers do such as pronunciation, accents, speed and tone. They may hear informal English, slang words and phrases that they do not find in books or dictionaries. The English subtitles would match and clarify the understanding of learners. As Vanderplank (1988) mentioned, one way of improving language learners' comprehension of the content in movies is by adding target

language subtitles. This makes fast, native spoken speech and native accents in movies easier to understand. Also, the learners may also learn how to pronounce words, notice the structure of the sentences in written English as well as gain more vocabulary. Therefore, they could apply what they learn from subtitles for using English in their daily life.

5.3.6 The majority of participants thought that English subtitles are more effective than Thai subtitles in improving listening comprehension skills. As learners have to use English every day, practicing English is necessary. Watching English language movies with English subtitles is the best choice for rapidly improving listening comprehension skills. If learners use Thai subtitles, they will be only focus on what the actors say and not attend to listen. Also, Thai subtitles may not improve learners' English skills because they just help the learners understand conversations in movies, the feelings and expressions of actors instead of getting new words, knowing how to pronounce and spell, perceiving different accents of English, and knowing how to apply in real situations. This finding is similar to those in Katchen's (1996) study, which found that learning idioms, slang and hearing words were more difficult when using mother tongue language subtitles. In addition, Mitterer and McQueen's (2009) study revealed that L2 subtitles can facilitate target language speech perception by indicating the words and sounds in speech.

5.4 Conclusion

The following conclusions can be drawn from the discussion and results above.

5.4.1. Thai subtitles are useful when learners want to understand the conversations, feelings and expressions of actors in movies.

5.4.2. English subtitles are effective to help learners to understand the vocabulary, unfamiliar idioms, proverbs, slang, as well as the accents and dialects in movies. Also, watching English language movies with English subtitles are helpful for learners to use English skills in daily life and also improve the listening comprehension skills of learners.

5.4.3. The most effective language of subtitles in improving listening comprehension is English subtitles. The majority voted for English subtitles because

they can understand meaning easily when they have listened and they can apply what are they gain from the use of subtitles to communicate or use English in real life with the higher average mean of 4.25, which was significantly different from Thai subtitles at the average mean of 3.25.

5.5 Recommendations for further study

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

5.5.1 Further studies may be conducted to examine non-English major students' attitudes toward the use of watching English language movies with mother tongue language subtitles and English subtitles to find the differences and the various attitudes of learners.

5.5.2 Further study may be conducted to investigate the effects of other kinds of media, such as music, news, animation or games, on the improvement of students' listening comprehension skills.

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The seal of Thammasat University is a circular emblem. It features a central five-tiered umbrella (parasol) with a lotus flower at its base. The lotus is surrounded by a circular band containing the university's name in Thai script at the top and 'THAMMASAT UNIVERSITY' in English at the bottom. The entire seal is rendered in a light gray, semi-transparent style.

APPENDICES

APPENDIX

A SURVEY OF LEARNERS' ATTITUDE TOWARD THE USE OF ENGLISH LANGUAGE MOVIES WITH THAI SUBTITLES AND ENGLISH SUBTITLES TO IMPROVE LISTENING COMPREHENSION SKILLS

This questionnaire is part of an independent study for Master's Degree in English for Careers at Language Institute of Thammasat University. The respondents are English program freshmen majoring in Journalism (Mass Media Studies) in the Faculty of Journalism and Mass communication at Thammasat University, Rangsit Campus in academic year 2015. Your responses will be kept confidential and will be used for the research purpose only. Your cooperation in answering this questionnaire is highly appreciated.

This questionnaire consists of 3 parts:

➤ **Part 1 : Background of the respondents**

Instructions: Please read the following statements and tick the box that most reflects your background.

1. Gender: ☐ Male ☐ Female
2. How long have you been studying English? years
3. How often do you use English?
☐ Never ☐ 1-2 times/week ☐ 3-4 times/week ☐ Everyday
4. What do you think your English level is?
☐ Excellent ☐ Very good ☐ Good ☐ Fair ☐ Poor
5. Which English skills do you use the most?

Please rate the following skills from 1 (most used) to 4 (least used)

- Listening skills
- Speaking skills
- Reading skills
- Writing skills

➤ **Part 2: Behavior in watching English language movies with Thai subtitles and English subtitles to improve listening comprehension skills.**

Instructions: Please read the following statements and tick the box that most reflects your behavior.

1. How often do you watch English language movies?

- ☐ Once or twice a week ☐ Several times per week
☐ Once or twice a month ☐ Several times per month ☐ Less often

2. Do you prefer watching movies with subtitles?

- ☐ Yes ☐ No (If No, go to item 3)

2.1 If yes, which subtitles do you prefer?

- ☐ Thai ☐ English

2.2 Why do you prefer English language movies with subtitles?

- ☐ To improve my English ☐ To entertain myself
☐ Other (Please specify).....

3. What types of listening do you use when you spend time watching English language movies? (You can choose more than one)

- ☐ Discriminative listening (*You use it to identify the differences between verbal and nonverbal messages.*)
☐ Comprehensive listening (*You use it to understand anything you are hearing.*)
☐ Appreciative listening (*You use it when you are listening for pleasure or enjoyment.*)
☐ Empathic listening (*You use it when you are listening to understand feelings and emotions.*)
☐ Critical listening (*You use it to evaluate or judge the messages you are hearing.*)

➤ **Part 3: Attitudes and opinions toward the use of English language movies with Thai subtitles and English subtitles to improve listening comprehension skills.**

- 3.1 Attitudes toward the use of English language movies with Thai subtitles and English subtitles to improve listening comprehension skills

Instructions: Please read the following statements and tick under the column which represents your level of agreement.

Watching English language movies through <u>Thai subtitles</u> for improving listening comprehension skills					
Statement	Level of agreement				
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. Thai subtitles help me understand the conversations in the movies better.					
2. Thai subtitles help me understand the feelings and expressions clearly in the movies.					
3. Thai subtitles help me understand the vocabulary, unfamiliar idioms, proverbs, slang and phrases better.					
4. Thai subtitles can be used to facilitate my understanding of unfamiliar accents and dialects in the movies.					
5. I think watching English language movies with Thai subtitles can be beneficial to me for using English in my daily life.					
6. I can improve my listening comprehension skills by watching English language movies with Thai subtitles.					

Watching English language movies through <u>English subtitles</u> for improving listening comprehension skills					
Statement	Level of agreement				
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. English subtitles help me understand the conversations in the movies better.					
2. English subtitles help me understand the feelings and expressions clearly in the movies.					
3. English subtitles help me understand the vocabulary, unfamiliar idioms, proverbs, slang and phrases better.					
4. English subtitles can be used to facilitate my understanding of unfamiliar accents and dialects in the movies.					
5. I think watching English language movies with English subtitles can be beneficial to me for using English in my daily life.					
6. I can improve my listening comprehension skills by watching English language movies with English subtitles.					

- 3.2 Opinions toward the use of subtitles in movies to improve listening comprehension skills.

1. Do you think watching English language movies with subtitles can help you improve your listening comprehension skills? Please give reasons to support your answer.

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2. Do you think subtitles distract your attention while you are watching movies? Please give reasons to support the answer.

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3. Which subtitles (English or Thai) do you think is more effective in improving listening comprehension skills? Please give reasons to support your answer.

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.....Thank you for your participation.....

BIOGRAPHY

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