

Watching English Language Films to Promote Motivation and Autonomous English Language Learning: The Pre-med Students' Perspective

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Abstract

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

Keywords : *ELF (English Language Films); Autonomous Learning; Motivation; Pre-med students.*

1. Introduction

English is spoken all over the world for a variety of reasons, it appears that English is poised to stay the international language of the world. It is not only important to teach English to school children all over the world, but also to teach them in a fun and exciting

way to make sure they enjoy learning English and want to continue learning it. Wentzel (2021), author of the book *Motivating Students to Learn*, believes that a teacher needs to make the learning process fun and interesting, so students continue to learn. “Regardless of whether students’ goals are internally derived or externally imposed, our end goal as educators is for students to value and, hopefully, enjoy the process of learning and acquiring new knowledge.” (Wentzel 2021, p. 87). One popular method for teaching English to native and non-native English speakers are through English Language Film. Film in the English language has been a teaching aid for English teachers for many years. Many teachers have found that using English Language Films in an ESL classroom is a great way to get students engaged and interested in learning the language. The studies showed that watching English Language Films can help English learners with pronunciation, sentence structure and grammar, vocabulary, reading and listening skills and various other aspects of the English language (Adnan, 2014; Murshidi, 2020; Altun & Hussein, 2022; Siska, 2015).

Furthermore, ELF show how people from English speaking countries communicate and interact, they can provide useful preparation for the students by fostering understanding and developing sensitivity. English Language Films can also be a great way for students to learn the English language autonomously as out-of-class activities. Learning outside of classroom offers students a world of opportunities to expand their horizons and enhance their educational journey. Benson (2001) elaborated that out-of-class activities engage the learners to develop better learning behavior such as being more self-structured, naturalistic and self-directed.

Pre-med students struggle with a heavy workload during their comparatively long course of study, and they face unique time management challenges. Song et al.’s study (2020) for the time used in out-of-class activities of 686 Chinese second year pre-med students found that 13.8 hours per week were spent on leisure and recreation, which is the second top rank after 14.4 hours per week preparing for class and studying. According to Pavel’s (2020) study, medical students were “highly motivated in traditional classes of English for medical purposes (EMP), high scores on motivation corresponded to higher scores on learning strategies, which are consistent with higher autonomy”. Pavel found that first- and second-year medical students were ready for autonomy in English language learning, they had more desire to take the initiative on their educational progress compared to the average student. The medical students were able to acknowledge their learning needs and identify their own strengths and weaknesses and were capable of learning independently and of using customized learning strategies and techniques tailored to their individual needs. However, some research reported that autonomy in the language learning process doesn’t show as much positive tendency among the English language learners in Asia. It is reported that Asian students are more used to traditional learning environment and are accustomed to avoiding challenging the authority of teachers, meanwhile, teachers are reluctant to give up control of their students in class (Ho & Cookall, 1995).

Thus, this study thus provided a platform to look into Thai pre-med students' autonomous learning situation of watching English language films as out-of- class activities in learning English.

2. Research Objectives

2.1 To study how the pre-med students become motivated in their learning English through watching ELF.

2.2 To examine the extent to which the pre-med students develop English proficiency as autonomous learners through watching ELF.

2.3 To explore the pre-med students' attitude towards watching ELF as autonomous learning.

3. Research Questions

3.1 How can ELF motivate pre-med students in learning English?

3.2 How do the pre-med students develop English proficiency as autonomous learners by watching ELF?

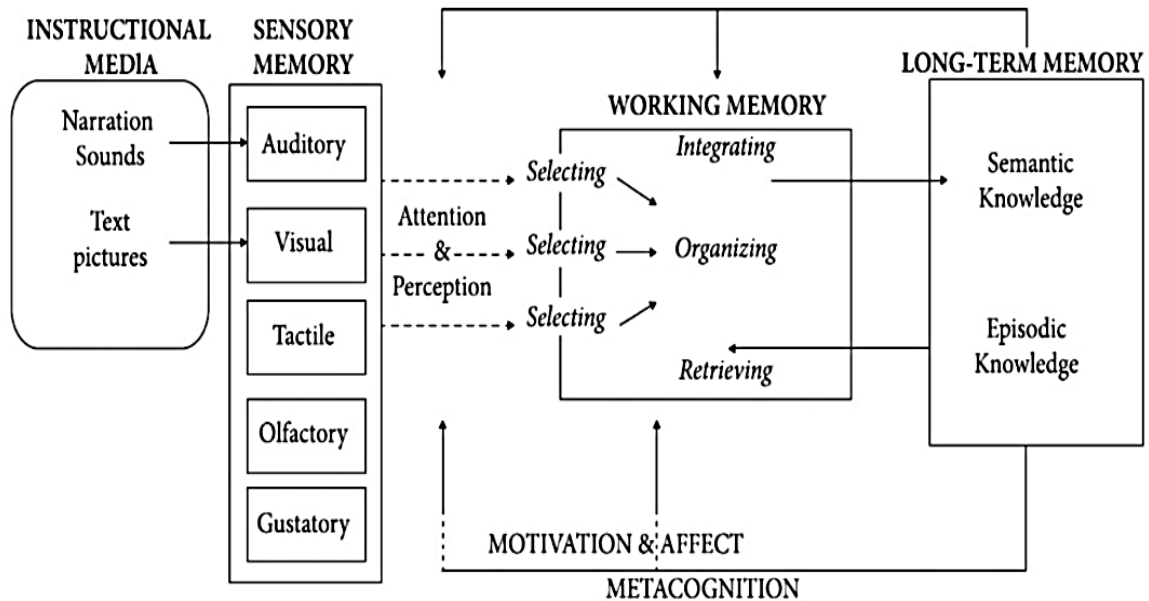
3.3 What are the pre-med students' opinions towards watching ELF as autonomous learning?

4. Literature Review

4.1 English Language Learning through English Language Films

According to the cognitive theory (Sweller,2020), information within digital learning material is processed during a learning process and transferred into long-term memory through the working memory system. However, the working system is found to have a limited capacity. Therefore, learners are required to integrate with the information, organize it into mental models or schema, and then transfer this information into long-term memory. Frumuselu (2018) conducted a study to further explore the cognitive process in the foreign language classroom using subtitled and captioned material (see Figure 1). According to Fremuselu (2018), both the cognitive Theory of Multimedia Learning and the Cognitive Load Theory indicate that by being exposed to visual, textual, and auditory aspects, information is being adapted in the most effective way. Thus, simultaneous learning can be overlaording, but it is also one of the most effective ways to learn new vocabulary. Recent literature of cognitive theory about watching captioned audio-visual material has focused on the notion of cognitive input as an important factor that can enhance or disrupt comprehension and learning achievements (Frumuselu, 2018; Mayer, Lee & Peebles, 2014; Sweller 2005). To explain the variation in outcomes in this study, the input referred to the sound of English Language films (including the conversation of characters and background music) as audio, and the subtitle in English as visual.

Figure 1: A cognitive-affective model of learning with media (Frumuselu 2018)



Films, as one of the best and most convenient audiovisual tools, has been proved by Akter (2019) to be one of the greatest resources for learning and teaching English. It is believed that English movies contain more interactive and appealing ways of teaching and learning in an EFL aspect (Tafari, 2019). Gruba (2006) further stated that learners are more likely to acquire comprehension ability from the movie because the information is conveyed by vivid visual clues, such as facial expression, gestures, and body language, all of which give the learner a deeper understanding of the English Language as spoken by native speakers. The other qualities in the language learning process such as motivation, imagination, autonomous learning can also be formed and developed effectively through watching movies (Kusumarasyati, 2004).

From the students' perspective, 61.3% of the students in Haouamria's (2022) study reported that watching movies being the most appealing choice for them to improve their English proficiency. Sya baninngum Prihartini and Fahmi Hasan (2020) state that movies can be entertaining (Caraher, 2017), motivational (Goctu, 2017; Ismaili, 2013; Kabooha, 2016; King, 2002), invaluable teaching resources (King, 202), stimulating (Seferoglu, 2008), and powerful instructional tool (Kabooha, 2016). Because of that, movies can be a platform where incidental language acquisition happens, particularly to informal language learners. Viewers who watch English movies and incidentally acquire a new language without forgetting formal language instruction. These learners get exposed to a huge amount of input of the target language in everyday life and are able to "pick-up" words of the target language and use them to communicate with their peers. This condition is called naturalistic L2 learning or informal L2 learning (Saville-Troike, 2006, p. 192) which leads to acquisition, or in Krashen's terms, "pick-up" a language (209, p 10).

In summary, English Language Films are considered as a unique and interesting source of language education because it conveys multi-fold educational knowledge and

experience. From the previous research, the influence of using movies as teaching material is not only limited in basic English skills, but also expand to higher level such as society, culture, life, and values. Researchers suggest that if movies are used appropriately, it can help greatly improve EFL learners' learning process in enjoyable and appealing way (King, 2002).

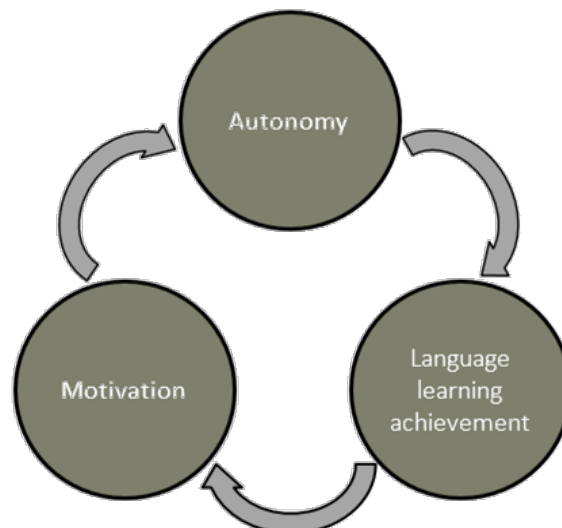
According to an interview in Murshidi (2020) 's study, some of the adult learners requested to watch English Language Films with English subtitles, as they were reading the subtitles to follow the plot of the film. The participants further explained that reading subtitles helped them to learn new vocabulary,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

4.2 Motivation and Autonomous of English Language Learning

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

It is commonly agreed that autonomy, motivation, and learning achievement have intimate relationships, and they are directly correlated to each other. In other words, higher motivation can develop a higher level of autonomy, both of the factors can produce more learning achievement, vice versa. (Nunan, 1997). Dörnyei and Csizér (2013) proposed the model of cyclical process as following figure.

Figure 2: Cyclical process of motivation, autonomy, and achievement in EFL learning



4.2.2 Motivation of English Language Learning

According to Dickinson (1995), motivation can be classified as intrinsic and extrinsic. Intrinsically motivated refers to the students who enjoy learning a second or foreign language for its own sake, while extrinsically motivated refers to those who often persuaded by external rewards associated with language learning (Noels, Clement & Pelletier, 1999; Falout, Elwood & Hood, 2009).

Silviyanti (2014) conducted a study to look into EFL students' perception in developing listening ability by using English Language Films in Indonesia. In total, 45 students majoring in English Language were asked to finish the questionnaire about their opinion towards using English Language Films to learn English. According to the results, most of the students expressed that they were more interested in learning English with videos because they could just repeat videos while watching and the visual pictures in the movies help with their comprehension of the movie content. In addition, the students' performances were improved in the movie class.

Another questionnaire-based study was conducted in South-east European University with 60 adult EFL students (Ismaili, 2012). The majority of the participants described using English Language Films in the EFL classroom as a "new and very pleasant experience", "created a relaxed atmosphere" and "good way to improve English vocabulary and give us more chances to practice English".

4.2.3 Autonomous English Language Learning

Autonomy is originally defined as "the ability to take charge of one's own learning" (Holec, p.3, 1981). Cotterall (1995) elucidated autonomy on the emphasis of the use of tactics when taking control over self-learning, including the choice of learning material and tasks, setting the learning goal, self-monitoring, and self-evaluation. Later Littlewood (1996) has the identification of autonomy as "who has an independent capacity to make and carry out the choices which govern his or her actions." (p.428). He claimed that as an autonomous learner, he/she needs to carry both "ability" and "willingness" to complete his/her learning progress. Benson (2001) elaborated that English learners in the out-of-class activities are self-instructed, naturalistic, and self-directed. out-of-class activities are the activities carried out by the learners autonomously without explicit intention to learn the language. In this study, watching English Language Films was chosen as the only out-of-class activity to explore its influence on autonomous learning outside of the classroom.

A study was conducted by Truong (2021) to explore the most favorable methods of EFL learners during the autonomous study. Over one hundred college students attended the interview and completed a questionnaire. In the interviews, over half of the

students claimed the immersion method was the most beneficial and supportive technique of autonomous study.

In Hongkong, autonomy, normally appears out of the classroom, and became more and more popular among young EFL learners. Chan (2016) conducted a study to understand the participants' introspective insight on Hongkong students' autonomy development by watching English movies. During the interview, participants stated their autonomy strategies while watching movie, such as noting the new vocabulary and write down to memorize, listening to the jargon about interested culture, identifying the pronunciation and dialect in different parts of America, and so on.

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

5. Research Methodology

5.1 Research Design

This study adopted a mixed methods research approach, as it involved the utilization of questionnaire, reflection questions and semi-structured interview to gather both quantitative and qualitative data.

5.2 Research Population and Participants

5.2.1 Population

The participants in the self-report questionnaire phase were 130 first-year undergraduate pre-med students age from 18 to 23 years old from a private university in Bangkok, Thailand.

5.2.2 Sample for the Quantitative Data Collection

The sample size for this research was 100 undergraduates pre-med students at a Thai private university. The sample size was calculated by Yamane's formula with a 95% confidence. The sample of 100 out of the population of 132 was justified as an acceptable representative of the population.

5.2.3 Participants for the Qualitative Data Collection

The in-depth qualitative of reflection after watching ELF and semi-structured interviews were 10% of the respondents who attended questionnaire. Details of participants are shown below.

Table 1: The information of the participants for reflection and semi-structured interview

Basic Information and behavior of the participants		Percentage (%)
Activities of practicing autonomous learning	Watching ELF	100%
	Reading books	0%
	Browsing educational websites	0%
	Others	0%
Frequency of watching ELF	Everyday	30%
	Three to five times a week	70%
	Once a week	0%
	Less than once a week	0%
Type of ELF	Feature films	100%
	YouTube clips (with brief introduction of films)	100%
	Documentary films	30%
	Educational films	0%

Table 1 revealed that 100% of participants watch films at least 3 times a week. All students tended to watch Youtube clips (with brief introduction of films) featured films as entertainment, documentary films were also chosen as autonomous learning material. Entertainment and English Language learning were the main purpose of watching ELF, while 40% students intentionally to get familiar with native speaking community and 50% of students tried to enrich their knowledge about English culture community.

5.3 Ethical Consideration and Validity

The ethical research was approved by the Research Review Board of Rangsit University (COA. No: RSUERB2023-187). The students were asked to attend the research on a voluntarily basis. They can withdraw anytime that they wanted to.

5.4 Research Instruments

This study employed three research techniques at different phases, 1) questionnaire with 3 sections to collect data from 100 participants 2) Series of questions were sent to 10 pre-med students to collect their reflection after watching five ELF. 3) Semi-structured

interviews with 5 questions were conducted o 10 pre-med students after they had watched at least 5 films.

The following table shows the component sections of the questionnaire.

Table 2: Breakdown of the Component Sections of the Questionnaire

Section	Purpose		Item No.
Section 1	Participants' personal data		1-3
	Participants' motivation of watching ELF		4-10
Section 2	English proficiency development through watching ELF	Listening skill	1-6
		Reading skill	7- 3
		Speaking skill	14, 15
		Culture	16-18
Section 3	Participants' opinion of watching ELF as autonomous learning		1, 2

The participants were required to watch and pick five favorite ELF then report according to the reflection questions. After watching an English Language Film, the students were prompted to answer the following questions on the app Line via audio message and sent them to the researcher. The students were asked if they learned any new English vocabulary, history, or culture that they did not previously know before watching the film.

Table 3: Reflection after watching ELF

No.	Reflection Questions
1	How did the film make you feel?
2	What aspect of the film did you most engage with?
3	What does the film make you think about? (e.g. art, fashion, culture, history...)
4	Would you watch it again? Why/why not? If you decided to watch it again, how would a second viewing be different? What would you focus on?
5	What did you learn from watching this film in context of English language?

Semi-structured interview was conducted after the participants had watched at least 5 films and after the researcher listened to the self-reporting from the films. The teacher asked the students why they selected these films, when they decided to watch these films (after a busy week, or when they are with friends) and why the participants chose to watch these particular films at these particular times.

Table 4: Semi-Structured Interview Questions

No.	Semi-Structured Interview Questions
1	How did watching ELF help you learn English?
2	What kind of in-class and out-of-class English learning activities do you enjoy besides watching ELF?
3	How can you develop yourself to become autonomous learner in English through watching ELF?
4	Do you think the exposure to ELF could be effective for EFL to improve English skills autonomously?
5	Is there anything you would like to add about the benefits of ELF in English language learning?

5.5 Validation of the research instruments

The content validity was employed by invitation of three experts to validate and comment on the research instruments using IOC. There were 3 sections of the questionnaire, 5 reflection questions and 5 questions from the semi-structured interview. For this study, all three experts agreed on the questionnaire, reflection questions and semi-structured interviews with the average score over 0.67. The result indicated that the research instruments were valid for the study.

The questionnaires and semi-structured interview were piloted with a group of pre-med students who shared similar characteristics with the main group. Cronbach alpha was calculated, and the coefficient was at 0.87.

5.6 Data Analysis

Quantitative data surveying students' motivation and autonomous learning of watching ELF were collected through questionnaires and analyzed using the Statistical Program for Social Sciences (SPSS). To derive the findings from the qualitative data gathered from reflection questions and semi-structured interview, this study employed the content analysis technique using Lichtman's (2013) three Cs Model with coding, categorizing and concepts.

6. Findings, Result and Discussion

6.1 Respond to Research Question 1: How can ELF motivate pre-med students in learning English?

The quantitative data were derived from the questionnaire section 1.

Table 5: Pre-med students' motivation of English language learning when watching ELF

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

The data in table 5 (question 8 of the questionnaire) revealed the pre-med students' purposes and goals for viewing English movies that 29.7% of students said that unfamiliar vocabulary was the primary listening skill that they hoped to improve while watching ELF, followed by the difficulties of inappropriate length and speed in ELF. For question 2 (question 9 of the questionnaire), the most preferred English speaking skill that the pre-med students wanted to improve is incorrect pronunciation at 33% followed closely by lack of vocabulary at 31.6%. Concerning English reading skills, the data of question 3 (question 10 of the questionnaire) revealed that lack of vocabulary is the most common issue when it comes to reading skills in English with 32.2% of students picking it as the primary problem they have when reading in English.

To respond to research question 1 from the qualitative data based on the content analysis of some questions from pre-med students' reflections and semi-structured interview. The results of the content analysis were based on three Cs Model and can be reported as follows:

Table 6: The concepts: pre-med students' motivation of learning English through watching ELF

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

From the codes, categories, and concepts in table 6 above, there are two emerging theories based on the concepts: intrinsic motivation and integrative motivation. With these two sets of motivation, students suggested that when they choose ELF to learn English, they preferred: 1) to select an interested theme (4 or 40%), and to experience the entertainment of watching films (10 or 100%), 2) to learn about cultural background or current social community (2 or 20%) and to gain inspiration from films of their own life (3 or 30%).

In conclusion, the quantitative data from table 6 illustrated students' English learning motivation for the purpose of academic improvement. All students identified areas where they feel they could improve in speaking, reading, writing, and listening skills in the English language. The primary concern of most students in all areas of English was the lack of vocabulary. The qualitative data revealed that students' motivation to learning English was differed in two main concepts as intrinsic motivation and integrative motivation according to their own needs, interests, and goals. The quantitative and qualitative data reflected that the motivation of these pre-med students for viewing the English movies was for both language development and entertainment.

6.2 Result of research question 2: How do the pre-med students develop English proficiency as autonomous learners by watching ELF?

To get a more complete understanding of students' different approaches of English learning through watching ELF, section 2 of questionnaire from 100 pre-med students was

analyzed as quantitative data, some questions from the reflection question and semi-structured interviews were collected from 10 respondents individually as qualitative data.

Table 7: Agreement of English listening skill improvement through watching ELF

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

According to table 7, questions 1 to 6 contain different aspects of English listening difficulties that students wanted to overcome, such as vocabulary mastery, listening comprehension, or various native speakers' dialectics. According to the mean score ($\bar{x} = 3.32$), watching ELF acquires positive reorganization from the perspective of in improving English listening skills. Pre-med students strongly agreed to the statements which reflected their strategies to improve their listening skills.

Based on the statement in question 4 of table 7, the students revealed similar achievement towards this aspect as follow:

“I learned about the Boston accent.” (Student 9)

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

“In the class we don't get chance to hear different accents. But in the movies, we can.” (Student 9)

Interestingly, the question 2 was mentioned the most by pre-med students in both reflection and semi-structured interview as follows:

“I can understand more vocabulary after watching English films. I research about the planes; I learned more vocabulary about planes so I can talk to my friends about it later.” (student 4)

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

Quantitative data of pre-med students’ agreement of English speaking skill improvement through watching ELF was collected and analyzed from question 7 to 13 in the section 2 of questionnaire (see table 8)

Table 8: Agreement of English speaking skill improvement through watching ELF

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

Table 8 covers various English-speaking skills as vocabulary mastery, pronunciation, communication skill and mental situations while speaking. The average score of (\bar{x} =3.39) revealed that pre-med students improved in English speaking skills after they involved themselves as autonomous learners to watch ELF.

The students shared strong opinion in reflections and semi-structured interview related to question 7 in table 8.

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

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

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

Quantitative data of pre-med students’ agreement of English reading skill improvement through watching ELF was collected and analyzed from question 14 to 15 in the section 2 of questionnaire (see table 9)

Table 9: Agreement of English reading skill improvement through watching ELF

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

The result (\bar{x} =3.48, S.D = 0.59) showed that the majority of students achieved English reading improvement after they involved themselves as autonomous learners through watching ELF with English subtitles.

Students expressed their opinions in reflections and semi-structured interviews for improving English reading skills considering the combination of “subtitle” and “reading skills” to further state the questions in table 9

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

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

Quantitative data of pre-med students' agreement of English culture awareness improvement through watching English Language Films was collected and analyzed from question 16 to 18 in the section 2 of questionnaire (see table 10)

Table 10: Agreement of culture awareness improvement through watching ELF

Dimension	No.	Content of the questionnaire	\bar{x}	S. D.	Interpretation
D4: Watching ELF improve English culture awareness	17	Watching English Language Films can provide real life contexts that enrich my cultural awareness.	2.80	0.87	Agree
	18	I have more interest in learning English culture through English Language films than traditional methods in school.	3.73	0.53	Strongly Agree
Total			3.11	0.76	Agree

The mean score of Q16 ($\bar{x}=2.8$) and Q17 ($\bar{x}=2.8$) is considerably lower. This might be due to Thai students' lack of specific guidance of English culture and the various differences between Thai and western culture in their life experiences.

Statement in question 16, the students shared their experience in detail as follow:

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

“He always calls Nick “Old sport”. I learned it is an old saying for the old money family in American history, and Gatsby as new money tried to get involved in the old money group.” (Student 1)

Statement in question 17 emphasis more on the modern culture and current social community, students shared experience as:

“I learned some new vocabulary and slang about how gangster talk.” (Student 3)

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

The strategies found from the quantitative and qualitative studies revealed that they are autonomous learners having “the ability to take charge of one’s own learning” (Holec, p.3, 1981). They seemed to be able to take control over self-learning, including the choice of learning material and tasks, set the learning goal, self-monitoring, and self-evaluation (Cotterall , 1995).

6.3 Results for research question 3: What are the pre-med students’ opinions towards watching ELF as autonomous learning?

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

Table 11: Pre-med students’ opinions towards watching English Language Films

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

Question 1 from Table 11 revealed that the majority of students felt that ELF were a good way to learn English autonomously with 94% of students agreeing. On the other hand, only 6% of participants stated no, signifying that they do not believe that ELF are useful tools in learning English autonomously.

As for how watching English Language Films can be reliable in English learning, students shared their opinions in the semi-structured interview:

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

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

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

Question 2 in table 11 revealed that 35% of students felt that using English Language Films to help develop their English proficiency was an extremely effective method while 47% of students felt that using English Language Films to improve their English was very effective. This indicates that 82% of the students believe that using English Language Films as a tool to develop their English proficiency is highly beneficial.

The results of question 2 were also supported by the interview question 4 “Do you think the exposure to English Language Films could be effective for EFL to improve English skills autonomously?”

“Absolutely. I really like to watch movies, it’s a private activity for me. I don’t need to talk to people after class and watch the movies only I like. I don’t need to worry about making mistakes, not like the tests and quizzes. I like it, I think I will continue watch movie in my whole life.” (Student 2)

“Yes. In the class we don’t get a chance to hear different accents. But in the movies, we can.” (Student 8)

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

7. Discussion

7.1 The motivation of the pre-med students for viewing the English movies was for both language development and entertainment.

The result revealed the fact that pre-med students enjoy watching English Language Films after school to unwind from the busy school day. They also understand that watching English Language Films, even without focusing 100% on the film is an excellent way to improve their English level outside of the classroom on their own time. Several of the students said that they watched the English Language Films with specific parts of the English language that they want to improve such as, pronunciation, accent, dialect, listening comprehension, vocabulary, etc. They seem to have intrinsic motivation in which they find enjoyment and interest in learning a language with a positive attitude (Deci and Ryan, 1985).

7.2 The pre-med students develop English proficiency as autonomous learners by watching ELF.

The result revealed a positive relationship between watching English Language Films and English language proficiency. Several students mentioned that while watching the movies, although they had trouble with unfamiliar vocabulary and unfamiliar cultures, they never misunderstood the meaning of the films. They were able to remember the most iconic parts of the movies and explain the reasons for them. The reason behind it can be explained with the word “visualize” by Long (2003). Long suggested that the visualize of English movies make it a valuable language tool, facilitating learners to learn better by interpreting the language in compete visual context. The results of quantitative data and qualitative data seemed to support the idea that these pre-med students were autonomous learners having their own strategies to develop English proficiency and possess “the ability to take charge of one’s own learning.”

7.3 The pre-med students’ opinions towards watching ELF as autonomous learning

Based on the data gathered and analyzed, it can be seen that pre-med students’ attitudes and perceptions toward learning English through watching English Language Films as autonomous learning tools is overall very positive. However, there were a few students that did not believe that learning English through English Language Films was the best way for them to learn English. Generally Thai students learning English in a traditional academic setting, with textbooks, in classrooms with other students and a teacher supervising and directing the students. Learning in this manner means that the majority of students will learn English passively. Ho and Crookall (1995) pointed out that it is not uncommon for Asian students having too much reliance on traditional teaching. In fact, the Asian students are more customized to the control arrangement of in-class and after-class assignments (Sakai et al., 2008).

8. Conclusion

This research aimed to explore the correlates of motivation and autonomy in English language learning through watching English Language Films from pre-med students’ perspective. The result indicated that pre-med students react positively when suggested to watch English Language Films as autonomous learning after classes. The pre-med students believed that watching English Language Films is one of the best entertaining activities to attend after stressful medical courses and knowing that watching English Language Films can help with English language learning greatly motivate them to get more involved in such kind of activities. According to the responds of pre-med students, their motivation of English learning is related to several factors of films, such as genre, actor and actress, historical knowledge, etc. In other words, once the students attracted by their interested films, the favored factors of the film provide the material of English leaning and motivate

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

9. Implications

The result of this study indicated that each individual student is able to craft a program specifically designed to help them with their individual English language needs using ELF as an autonomous study tool. The findings from this study and others will help English teachers to improve their teaching methods and to make the English classroom a happier and more productive place. This study also gave new insights on how pre-med students use ELF to learn English autonomously. Hopefully, ELF will be used more commonly and effectively in English lessons around the world to help students learn English to the best of their abilities and to have a positive time doing so.

10. Recommendations

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

group of participants, one where the average person is not as highly motivated to learn as pre-med students are.

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