

Movie Exploratory Study for Appropriate Cultural Contents for Enhancing Thai EFL Students' English-Speaking Skills and Intercultural Communicative Competence

Piyaporn Chaya¹

¹ Phetchaburi Rajapath University, Thailand

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ABSTRACT

Currently, English is regarded as the global language used in communication by people in multicultural backgrounds, and language and culture are inseparable. Therefore, teaching and learning English need to address the cultural knowledge and develops the learners' skills of intercultural communicative competence through authentic texts. Movies provide rich cultural content with real language used for communication contexts. This paper intends to investigate problems and needs of Thai EFL students in developing English speaking skills and intercultural communicative competence (ICC), and to explore appropriate English movies with cultural contents for enhancing students' English speaking and intercultural communicative competence. The participants, 65 in total are divided into three group involving experts in movie fields, English teachers, and students in undergraduate level who enrolled for English for Communication. The research instruments employed in this research consists of the Needs Analysis Survey Questionnaire for Teaching and Learning English and Intercultural and Movie Exploratory Survey Questionnaire. The results revealed that the students realized the importance of learning English and culture and they indicate that they would feel more confident in communicating in English in reality. However, they lacked opportunity to expose to using English in the real context. The study also found top ten English movies which provide fruitful English language communication and cultural contents in the movie scenes for developing Thai EFL students to learn English speaking and intercultural communicative competence. EFL teachers, course designers, or language educators can make use of these findings for developing the curricula or revise existing English curricula to suit needs and problems of students and integrating the list of movies with cultural contents for enhancing Thai EFL learners' communicative competence.

Corresponding Author: Piyaporn Chaya, Lecturer at Phetchaburi Rajapath University, Thailand, E-mail: piyaporn.chay@mail.pbru.ac.th



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1. Introduction

The phenomenon of globalization has an impact on economics, international business, and science and technology as well as education. Therefore, English is regarded as used as the globalized language for communication by people in multicultural background (Jenkins, 2013; Choudhury, 2014). It is used in many areas of work and study. Consequently, learning English in non-native speakers of English has become a great need for ensuring international communication and understanding. However, learning and communicating in English successfully and effectively for NNS learning English as a second or foreign language (EFL or ESL) seem to be very difficult problematic. Many scholars agreeably asserted that language and culture are two inseparable aspects of human life; therefore, the integration of cultural of cultural components throughout a

language learning process is something indispensable. (Persola, 1991; Swiderski, 1993; Istanto, 2009; Griffiths, 2011; Yalcin, 2013).

Isanto (2009) states that students should be aware of the cultural differences between his/her own culture and that of the target culture. Without this knowledge, awkward situations may arise. It is corroborated with Kramsch's concept (1993), the frequently cited, argues that a foreign culture and one's own culture should be emphasized and included in order for learners to understand a foreign culture. It is also necessary for learners to interact with native speakers or text and they are required to construct their own meanings rather than having instructors transfer information about people and their culture. Therefore, non-native speakers have opportunities to make their own meanings and to reflect on both the target culture and their own. The issue raised here is what cultural aspects should be included as target culture and blended with the learners' culture. Also, integrating cultural awareness in foreign language learning requires teachers to be efficient communicators of target language.

In EFL context like in Thailand although communicative language teaching approach has been widely used for the past decades, most English teaching and learning places an emphasis on the practices and learning of grammatical structures rather than developing learners' communicating language through context (Wiriyachitra, 2002). Yue (2019) also describes a similar EFL context in learning English in China that the goal of English language teaching (ELT) has shifted from a focus on linguistic competence to the emphasis on intercultural communicative competence (ICC) due to the advancement of fast growing globalization. Students have limited intercultural communication experiences in classrooms due to the fact that they are confined to what they learned in the course books and lack of real intercultural communication exposures (p.198). Therefore, a wide range of traditional teaching method fails to develop communicative competence in using a foreign language in given context. Teaching cultural practices in the target language has not been the objective of language teaching in foreign language settings (Lambert, 1999). Moreover, teaching English and culture in Thai EFL contexts is difficult because the students have little opportunity to practice English outside the classroom in their real lives.

As discussed above, in developing the ability to communicate in a foreign language, learners need to learn English for encountering intercultural communication in the real situations. The language teachers need to place more importance on developing effective communication of ESL/ EFL learners. Enhancing speakers' understanding through communicative cultural competence promotes professional communication among ESL/EFL learners (Nilmanee & Soontornpast, 2014; Gulbinskiene & Lasauskiene, 2014; Xuefeng & Xinguang, 2015; Lui, 2016). More specifically, culture and language are defined together with the relationship between them, and the role culture plays on teaching and learning English (Dema & Morller, 2012). Hence, it is important to incorporate effective teaching materials and the effective teaching methods to facilitate students to expose to real language and cultures by integrating the authentic materials for providing students' opportunity to expose to real English communication especially, speaking as well as promote student the cultural learning in the reality. English movies could be used as the effective teaching materials of authentic language in real life for enhancing students' English speaking and Intercultural Communicative Competence.

English movies have been used in English classrooms for long for improving learners' listening, speaking and reading skills, but most of them involve in the improvement of linguistic competence; less emphasis on developing ICC. Well-chosen movies with rich content describing different aspects of culture of different people can be also used in teaching cultures. (Kramsch, 1995; Roell, 2010; Yalcin, 2013). In addition, movies seems to be a very appropriate tool to enhance the understanding of cultural diversity and to get the sense of cultural awareness and the sense of the humanity of other people (Yalcin, p. 256). This paper tends to explore English movies with appropriate cultural content for developing learners' ICC and English speaking skills in EFL context. This will help language teachers to design the English lessons that develop intercultural competence as well as communicative ability that is attached high importance in the 21st century.

1.1 Objectives of the Study

The main objectives of this study are as follows.

- 1.1.1 To investigate problems and needs of Thai university students in developing English speaking skills and intercultural communicative competence (ICC)
- 1.1.2 To explore appropriate English movies in enhancing Thai university students' English speaking skills and intercultural communicative competence (ICC).

1.2 Research Questions

This study intends to answer the following questions.

1.2.1 What are problems and needs of Thai university students in learning English speaking skills and intercultural communicative competence (ICC)?

1.2.2 What are appropriate English movies in enhancing Thai university students' English speaking skills and intercultural communicative competence (ICC)?

2. Literature Review

2.1 Definition of Culture

Culture is defined in various concepts. Culture is part of particular group of people, bonds with belief and tradition, and culture cannot be separated from the language used in that society. Griffiths pointed out that culture is part of ethnicity and nationality. Hofstede, (1997) defined culture as the “software of mind”. Hymes (1972), pointed out that learning culture means learning appropriateness or the sociocultural contexts, the ways people believed which influenced their behavior, manners, and communication. According to Liddicoat et al., (2003), definition of culture is given as concepts, attitudes, value, beliefs, behavior, practice, lifestyle of people in that particular society. These concepts of culture are passed down from generation to generations.

2.2 The Importance of Teaching Culture in EFL Classroom

Many scholars have explained the reasons why movies are believed to be good means to enhance the learners' understanding of cultural diversity and language ability. To begin with

this quotation:

“Culture and communication are inseparable. The culture helps determine how people encode the messages, the meaning they have for messages and the conditions and circumstances under the variety of messages may or may not be sent, noticed, or interpreted...Culture is foundation of communication.” (Samovar, Porter, & Jain, 1981, p. 24)

Culture is the heart of language. Teaching and learning language in the classroom needs to address the cultural knowledge and develops the learners' skills of communication especially English speaking skills to be competent in a global society. Tomalin (2008) suggested that it is crucial for teacher of English to assert cultural knowledge especially intercultural communicative competence for the learners to appreciate the values of own cultures and respect others way of livings. The culture influences the ways people communicate to each other not only the language functions, pronunciations or the vocabulary. However, it influenced the ways people interpreted the meanings as they understand based on their cultural backgrounds and the contexts (Choudhury, 2014). Nonetheless, teaching and learning language should involves teaching cultures of students and activate them to understand other cultures because the cultural knowledge is essential skills in the 21st century to encourage positive relationship between interlocutors and reduce the conflicts of cultural differences.

According to Deardorff, (2006), intercultural competence is under the umbrella of “communicative competence” which means the skills of understanding other people's knowledge and attitudes of others who are from different cultural background. Zhou and Griffith (2011) pointed out that intercultural communicative competence develops ability of people to become open minded and being more flexible to people in other cultures. Thus, the ICC increase the harmony and empathy of human in the society. In brief, ICC develops the learners of English to be aware of cultural diverse, to improve cultural knowledge of their own culture and others, finally relate appropriately in diverse cultural contexts. ICC reduces the conflict of communication. The ICC develops learners' ability in communicating in cross-cultural situations (Byram, 1997).

2.3 Teaching Big-‘C’ and Little ‘c’ Culture in EFL Classroom

Culture is not an easy task to teach the language learners especially, in EFL contexts. Choudhury, (2014) suggested the most popular cultural topics to teach were British and American cultures in terms of Big ‘C’ and little ‘c’. In line with Tomalin and Stempleski (1993) that pointed out the cultural aspects to teach in English classroom should address big ‘C’ which was “achievement” and little ‘c’ which was “behavior” Similar to Peterson, (2004) he classified cultures into two terms of big ‘C’ or visible culture and little ‘c’ or invisible culture. In addition, the big ‘C’ culture defined as objective or the institutions that people in particular society created involved nine cultural aspects include literature, classical music, architect, historical figures, geography, politic, economy, social norms, and art. Nevertheless, little ‘c’ culture is invisible which refers to deeper culture, routine of life, and view point involves gestures, body posture, clothing style, food, hobbies, holiday, popular music, and artwork (Xiao, 2009). These two themes of cultures could be employed in English teaching and learning instruction to promote students understanding of own culture and of other cultures. Peterson, (2004) stated the ways to teach students to learn intercultural communicative competence (ICC) in language classroom was to compare two different cultures which might value the same thing differently. Byram, (1997) pointed out that teacher should facilitate students to participate with the activities which activate students' attitude towards their own and other cultures. The students could engage with their background to other cultural diverse when interact with teacher and friends. Therefore, the big ‘C’ and little ‘c’ cultures could

be used as the cultural topics for classroom to expose and explore opinions. The students could be encouraged to reflect ideas, discuss opinions, and participate through the activities.

2.4 Developing EFL Students' Intercultural Communicative Competence

Language and culture cannot be apart from each other especially in teaching and learning English. According to Hao (2007), it is crucial in teaching and learning English in EFL contexts to address cultural knowledge into students' activities. Hao suggests that students can advance their intercultural communicative competence when teachers bring appropriate cultural contents for students to participate in classroom as they can practice and prepare to encounter foreign language communication. The suitable teaching materials are value in facilitating students to practice intercultural communication and reduce cultural breakdown. In line with Zhang (2007) who revealed in her study that Chinese students in English writing class improve their writing skills as Zhang provided opportunity for students to expose to native English writing. The students in Zhang's study reported that they developed their writing skills and did not influence their writing in Chinese perspective. Zhang (2007) claimed that the students in her study have improved their English writing skills better than the previous as they had enough opportunity to see example of native English writing. To sum up, teaching English cannot be separated from teaching culture. English teachers have important role in offer students appropriate teaching materials which offer them rich contents of both language and culture.

2.5 Using Authentic Materials for Teaching Language and Culture in English Classroom

The term "authentic materials" are defined by many researchers. Al. Azri, & Al-Rashdi (2014) state that authentic materials are used in EFL classes for decades; as a consequence of the spread of the Communicative Language Teaching Approach. According to Martinez (2002), authentic materials are materials which are prepare for native speakers and not designed to be used for teaching purposes. Widdowson (1990) and Harmer (2001) use the terms "authentic" and "non-authentic" to distinguish between the two, but the point is not in the language materials themselves but rather on their outcomes and their effectiveness. Nunan (1999) discussed in Widdowson (1990) exposing the learners to authentic materials is indispensable because of the rich language input they provide. Exposing students to such language forms would enable them to cope with genuine interaction, whether it is inside or outside the classroom.

It can be concluded, there are a large amount of authentic materials available in daily life such as news and online magazines, daily conversations, meetings, documents, speech, and movies or films. One of the most useful is the Internet. Whereas newspapers and other materials date very quickly, the Internet is continuously updated, more visually stimulating as well as interactive.

2.6 English Movies

Movies are used in different ways, mostly developing specific English skills: oral communication, vocabulary, real-life language input which is not easy to obtain in a non-English-speaking environment (Mishan, 2004; Ruusunen, 2011). Ismaili (2013) claimed in her study that English movies offer "real life" setting and cultural contexts which are authentic and useful for integrated in EFL classroom. Those researchers also described that movies attract students' interest, improve listening and speaking skills, and it has positive effect on their motivation to learn. The findings of Bjork and Eschenbach' study (2014) revealed that after EFL students watched three intercultural movies including *My Big Fat Greek Wedding*, *Head-On*, and *Evet*, multicultural groups of students in the study engaged their own belief with the films. They learned more of intercultural perspective of "wedding" and "marriage proposal". They asked each other questions and exchanged opinion based on the differences of cultural knowledge.

English movies have been implemented into many English teaching classroom. For example, Liu (2005) discusses that using movies in the English classroom can be more advantageous than other mediums for many reasons. First of all, movies provide the students authentic language and give good examples of real communication. English movies illustrate real life situations in human communication. Therefore, EFL learners may recognize locations or sceneries from the movie scenes or have an in-depth understanding to what different from them in time and space; they help bring the outside world into the classroom (Tomalin, 2008). Secondly, movies bridge one another to learn and understand the similarities and the differences of cultures especially, different cultures of English-speaking people. Tomalin and Stempleski (1993) states that feature films and other programs intended for native speakers of English show learners how people in English-speaking countries live-their value, customs, clothing, food, and interactions with one another-and how they look at themselves.

Therefore, watching movies would greatly enhance students' culture awareness, which positively affects students' English language learning. Thirdly, movies are appealing and interesting both in plots and themes. In addition, movies keep students highly-motivated to participate in watching and relevant activities. Sari and Sugandi also suggested using movies with English sub-titles as Azzam (2014) states that movies with English subtitles had a positive effect on the students' listening skill compared to English with no subtitles. Students

can listen to English being used in a natural setting. Thirdly, movies can also help to develop students' speaking skills because students have an opportunity to listen to native speakers in English movies, especially their fluency. Fourthly, students also could improve their pronunciation which is difficult for them to speak. Finally, students can learn the meaning and how to use vocabulary, especially in English movies with subtitles. While watching the movies, they listen to many new words and phrases, specifically idioms and expressions. Thus, the students could learn English speaking through the conversation in the movies and the subtitled from the movies.

Additionally, English teachers needed to design the appropriate teaching materials in enhancing students' speaking skills and ICC. Therefore, it is essential for language teachers to conduct a needs analysis in order to teach students regarding to their interests, language levels, background, and to meet the course objectives (Chlopek, 2008). There are various movies for teachers to select for their class. However, all the movies cannot be suitable for every English classroom. Xue and Pan, (2012) claimed that the teachers need to be careful in choosing the appropriate movies as the medium to teach students English speaking and ICC. Moreover, Xue and Pan suggested that choosing the movies must be based on teaching objectives and level of the students' English proficiency. Similar to Roell (2010) suggested that the choosing the appropriate movies for class was important.

The teacher should select the movies depended on teaching pedagogy, aims of the class, students English background, and students' age level. Many researchers in movies recommended to illustrated the movies and classroom activities follows pre-,while-, post- watching and pre-,while-, post- activities for students to have time to prepare, to think, to brain storm, and to discuss the activities effectively (Roell, 2010; Xue and Pan, 2013; Ambros and Breu, 2007). Furthermore, the criteria for movies selections are categorized as follows:

- (1) Interesting and attract the learners' attention;
- (2) Appropriate for students' English proficiency levels, ages, needs, and contexts;
- (3) Conveying message which are goods value and citizenship;
- (4) Advantage for learners' livings and their cultures;
- (5) Suitable for mental reflection and world reinterpretation; and motivating for creating other activities and experiences related to the educative curriculum.

In brief, the benefits of using movies in the English classroom to develop students' communication especially, speaking are varied, but most researchers agree that the power of movie is that they reflect authentic communication in real life situations in which learners can practice with confidence with the rich vocabulary, without worrying about mispronunciation or wrong grammar. However, the teacher needs to choose the appropriate movies with the right communicative activities in order to be suitable for the learners' language level and interests.

3. Methodology

The aims of this study were to examine the needs in learning English and intercultural communicative competence (ICC) and of students to explore for an appropriate movies for enhancing Thai university students' speaking skills and ICC. This study is conducted as part of the Movie-based Mobile-learning (MBML) instruction. This study used the mixed method of quantitative and qualitative data for data collection and data analysis for this research study.

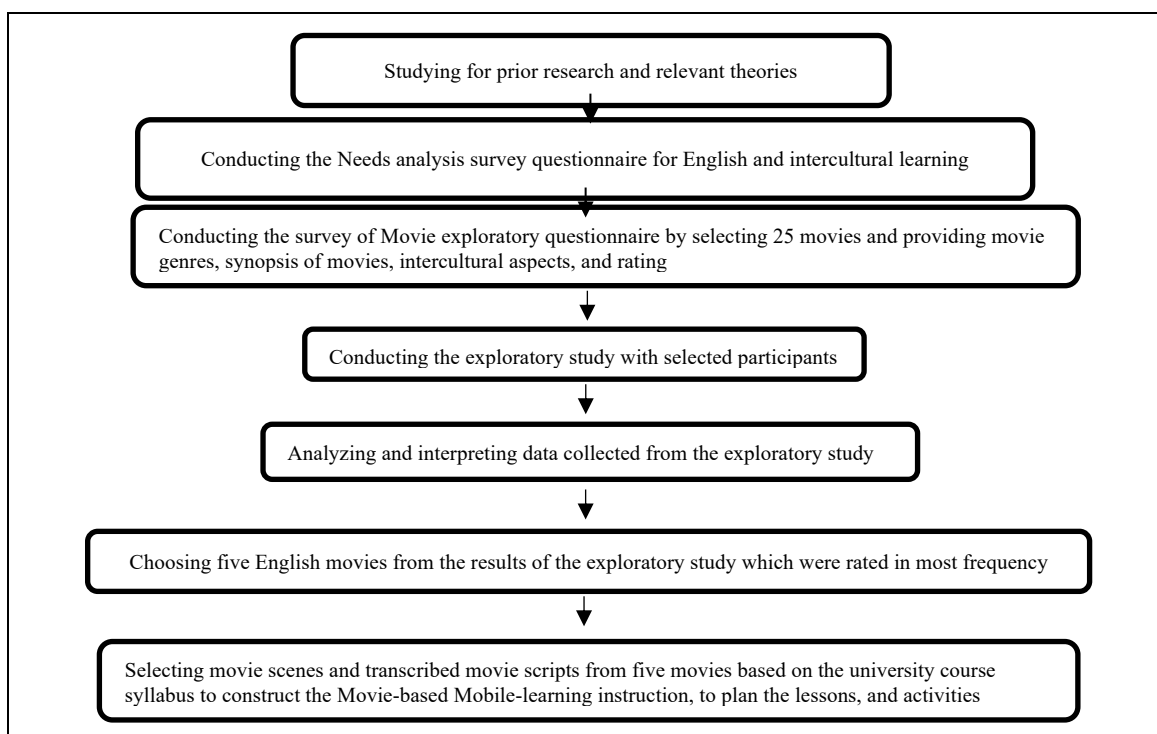


Figure 1: Procedures of the Movie's Exploratory Study

3.1 Participants and Context of Study

There were 65 participants. The participants who participated in the survey questionnaire are divided into three groups involved; first group, the experts in the movie field which are movie directors, TV directors, art directors in film industry and PR. Administrator of Thai Film Archive, and the teachers in Film and Digital Media department, second group is the university English teachers. The participants in the first group and second group had working experience for more than 5 years. Finally, the third group were the students in university level in a private university at Bangkok who have enrolled for English for Communication class (GE.100) at the core course of university.

3.2 Research Instruments

3.2.1 Needs Analysis Survey Questionnaire for Teaching and Learning English and Intercultural Communicative Competence (ICC)

Needs analysis survey questionnaire for teaching and learning English and intercultural communicative competence aimed to understand the needs to learn English for communication of students in university level in Thailand before the researcher construct the suitable teaching and learning materials, lesson plans, and assignments.

The needs analysis questionnaire was divided into three parts. First part was to survey for appropriate movie genres and students' behaviors when they watched movies. The first part also conducted to understand students' background of English and their problems in learning English. In the first part, the participants were asked to rate the score as follow: 5= Most favorite, 4= More favorite, 3= Neutral, 2= Favorite, 1=Least favorite. The second part collected in qualitative data with opened ended questions for students to answer about the important of learning culture in language classroom and their background about intercultural knowledge.

3.2.2 Movies Exploratory Survey Questionnaire

The movie exploratory aimed to reveal appropriate English movies to construct as the teaching instruction, lesson plans, and activities. The researcher first selected 25 appropriate English movies based on the prior researchers, review literatures, and course objectives. The movie exploratory survey questionnaire involved: title of movies, synopsis of movies with setting, genre of movies, keywords of intercultural topics, length of movies, and rating. The participants were asked to select 10 movies out of 25 from the lists. The questionnaire was sent out online.

3.3 Data collection

There were two kinds of instruments in this research study. The first kind of instrument is Needs analysis survey questionnaire for English and intercultural learning. The quantitative data collection was the frequencies

of movies' genres. The data collected from participants rated for the needs for English learning in the classroom. The qualitative data was collected from open-ended questions to find out the needs of intercultural learning in English language classroom. In addition, the second kind of instrument is Movie exploratory survey questionnaire which was quantitative data of the frequencies of the movie lists.

3.4 Data analysis

The quantitative data obtained from two survey questionnaires. The data was in frequencies. After collected quantitative data, the researcher then ranked the item of movies into top ten ranked. The qualitative data analyzed from open-ended questions. Document analysis was used in order to analyze participants statements related to research questions in this study. The qualitative results provided by participants' statements were selected to support descriptive findings.

4. Results and Discussion

4.1 Research Question 1: What are the needs of Thai university students in learning English speaking skills and intercultural communicative competence?

This section reposts quantitative results of the needs analysis survey questionnaire for English and intercultural learning. The results aimed to find out Thai university students' favorite movie genres. The questionnaire provided list of twelve genres of movies. Then, the informants were asked to select five of most favorite movie genres. The results indicate in table 1 below.

Table 1: Results of Most Favorite Movie Genres

No.	Movie Genres	Frequency	Ranks for Movie Genres	Movie Genres' Ranks
1	Adventure	46	2	1. Drama
2	Animation	42	3	2. Adventure
3	Drama	50	1	3. Animation
4	Romance	41	4	4. Romance
5	Romantic-Comedy	40	5	5. Romantic-Comedy
6	Crime	8	10	6. Comedy
7	Action	13	7	7. Action

Table 1 (Cont.)

No.	Movie Genres	Frequency	Ranks for Movie Genres	Movie Genres' Ranks
9	Horror	12	9	9. Fantasy
10	Sci-fi	7	8	10. Crime
11	Fiction	8	11	11. Fiction
12	Fantasy	11	12	12. Sci-fi

As shown in table 1, the results revealed the top five ranks of the most favorite movies' genres were drama, adventure, animation, romance, and finally romantic-comedy. The results in table 1 helped the researcher select the appropriate movies' genres for the university students' learning materials to develop their speaking skills and ICC. In addition, the results of needs analysis questionnaire showed the participants' purposes of watching movies in English or TV program in English the results showed that 52 informants out of 57 watched English movies for entertaining themselves. Most of them still read Thai subtitled for understanding the communication in movies. However, thirty of informants desire to improve their English communication through watching English movies especially speaking skills (Frequency= 30). The participants also desired to learn expressions and vocabulary through watching English movies (frequency= 26). Nineteen informants tried to learn about cultures in the movies. The results of purposes for watching English movies and English TV program illustrated in table 2 below.

Table 2: Results of Purposes for Watching English Movies and English TV Program

No.	Statements	Frequency
1	Read the subtitles in Thai to entertaining myself	52
2	Read the subtitles in English	3
3	Don't read subtitles	3
4	Trying to learn new vocabulary and expressions	26
5	Trying to improve listening skills	30
6	Trying to learn about other culture	19
7	Only reading the subtitles in Thai to understand the whole movies	7
6	Trying to learn about other culture	19
7	Only reading the subtitles in Thai to understand the whole movies	7

Nevertheless, other findings were the reasons of the university students in learning English for communication. The results revealed that there were 41 informants stated that they need to develop their English skills because

they wanted to find good jobs. There were 19 informants learned English because it is a core course in the university, and the findings discovered that 17 participants out of 57 were interested in learning foreign cultures. Table 3 below indicates the results of the university students' purposes of learning English in communication.

Table 3: *The Results of the University Students' Purposes of Learning English for Communication*

No.	Statements	Frequency
1.	Because I want to get a good job	41
2.	Because it is mandatory in my university	19
3.	Because I'm interested in learning about other cultures	17
4.	Because I want to live abroad	15

Lastly, the results from needs analysis found students' problems in English communication, the findings discovered that the most concerned of students were unconfident in speaking English (45 informants). Other problems of students were unable to choose the right words for the contexts (43 informants). There were 39 participants had pronunciation problems. There were 36 participants unable to understand technical terms of English. Moreover, the participants could not recognized foreigners' accents (34 informants), and they also had difficult times to understand the meaning of words or sentences in English (33 informants). Moreover, the results from the survey questionnaire indicated that most of informants were unconfident when they tried to communicate in English, they did not know how to choose the right words for contexts, and it was effects their English learning and speaking as the results has shown in table 4 below.

Table 4: *The Results of Students' Problems in English Speaking*

No.	Statements	Frequency
1.	Unconfident when speak English	45
2.	Unable to choose the right words for the contexts	43
3.	Unable to pronounce correctly	39
4.	Unable to understand technical terms	36
5.	Unfamiliar of understanding foreigners' accents	34
6.	Unable to understand the meaning of the words or sentences	33
7.	Unable to understand slang, idiomatic expression or colloquialism	32
8.	Unable to remember the whole information	29
9.	Unable to catch the conversations	25

4.1.2 Results from open-ended questions in in needs analysis survey questionnaire

Research Question 1: What are the needs of Thai university students in learning English speaking skills and intercultural communicative competence?

This section presents the results of the qualitative data of participants' statements from open-ended question. The results showed the students' intercultural background that most participants have been abroad in Asia such as in Malaysia, Indonesia, Myanmar, Laos, Hong Kong, and India. There was one participant have been traveled to Spain. In addition, the purpose of participants' visit was for traveling in short period. The results revealed that students only had experienced traveling in foreign countries in short period, and they didn't have opportunity in living and expose in diverse cultural environment.

Moreover, some participants had international friends for example, Indian, Japanese, and American. However, most participants contact to their international friends through the social network. The participants reported that friendship between them were not close. In addition, the participants stated that they contacted their international friends when they needed some English advice such as grammar, pronunciation, vocabulary used. Only few participants contact their international friends for information about foreign countries such as information about tourist attraction and clothing appropriateness in foreign country.

Furthermore, the participants realized the importance of learning English together with learning the cultures. The participants responded about the important of learning other cultures in English classroom that "*Learning about other cultures was an important topic in the English class because learning other cultures especially the target language cultures develop students' cultural awareness. They could prepare to adjust themselves of they encountered with international friends.*" Moreover, the participants reflected that learning culture is important to prepare themselves to be appropriate in international contexts. The participants stated that "*We need to learn culture in English classroom because we would learn what appropriate to say and to behave in different cultures. Learning English and cultures were both important.*" Learning other cultures helped us avoid the cultural conflict between people in different nationalities."

Furthermore, the participants realized that learning culture in English classroom useful and support their English development. As the participants claimed that "*Learning culture was useful for us to understand what*

the meaning of English really meant in other contexts. Cultural knowledge facilitated us to effectively learn language.” Most participants also agreed that cultural knowledge is important for their future career *“Thailand became the member of ASEAN community; we would face a lot of international people. If we develop cultural competence, we would have more opportunity to work in international organization. It is advantage for our future career.”*

In summary, the qualitative results revealed that the participants realized the importance of learning cultures in English language classroom because it improved students’ ability in speaking English. The cultural knowledge is advantage for their future real-life. The participants agreed that learning the target language culture could effectively develop their understanding in using language and behave more appropriately. Therefore, learning cultures facilitated students to become more confident in communicating English.

4.2 Finding 2: What are the appropriate English movies in enhancing Thai university students’ English speaking skills and intercultural communicative competence (ICC)?

This section presents the results of movies’ selection. There were 65 participants reply from online questionnaire. The results of movie selections provided the title of movies, year of productions, and the category of participants’ occupations which includes; 5 English teachers, 6 of people in movies’ industry as they were experts in movie field and finally, Thai university students who enrolled for English for communication class.

After the researcher collected the data from movies exploratory questionnaire, the researcher ranked top ten movies which were most frequency chosen by the participants. The results would be employed as the data for an appropriate English-movies for the researcher as part of how the researcher construct the study of Movie-based Mobile-learning instruction. Table 5 below shows the results of top ten movies lists from the movies exploratory for English and intercultural learning questionnaire.

Table 5: *The Results of Top Ten Movies Lists from the Movies Exploratory for English and Intercultural Learning Questionnaire*

Data of ten movies’ selection	Frequency
1. Begin Again (2014)	32
2. Brides Maids (2011)	29
3. The Space Between Us (2017)	26
4. The Queen (2006)	25
5. Zoo’s Keeper Wife (2017)	24
6. Meet Joe Black (1998)	23
7. The Karate Kid (2010)	22
8. The Pursuit of the Happiness	22
9. Victoria and Abdul (2017)	19
10. Juno (2007)	14

As table 6 indicates the results of top ten movies lists from the movie exploratory English and intercultural learning questionnaire, the researcher then selected English movie based on the university course syllabus in English for Communication class. Later, the researcher created the lesson plans from 2-3 minutes of English speaking which contain the cultural aspects through the selected scenes in each movie. Table7 below illustrates the content of speaking skills cultural content obtained from the exploratory study for planning the English lessons in Movie-based Mobile-learning (MBML) instruction.

Table 6: *The Content Analysis of Speaking skills, Language Use and Cultural Aspects Obtained from the English Movies Exploratory study*

Content	Communication (Speaking skills)	Language Use Vocabulary & Grammar	Cultural Aspects
Karate Kid (2010) Scene 1	Greeting and introducing yourself and others	Present Simple Tense Vocabulary: adjectives about traveling, Nouns about household and location, adjectives about feelings	Costume
Karate Kid (2010) Scene 2	Describing People’s Personality & Appearances	Comparative Adjectives and Nouns Vocabulary: adjectives describing people’s personality and appearances	Culture Shock

Begin Again (2014)3.	Talking about preferences: like, dislike, Favorite Music	Gerund and Infinitive Vocabulary: Nouns about music genres and music industry, verbs describing feelings of like or dislike	Music
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Table 7: *The Content Analysis of Speaking skills, Language Use and Cultural Aspects Obtained from the English Movies Exploratory study*

Content	Communication (Speaking skills)	Language Use Vocabulary & Grammar	Cultural Aspects
The Space between Us (2014) Scene 1	Asking and Giving Direction	Vocabulary: Nouns about places, directions, verbs describing location and direction, nouns about vehicles	Clothing in American school and manners in class
The Space between Us (2014) Scene 2	Asking question: How often do you...	Adverb of frequency Vocabulary: Nouns about outer space, verbs describing activity habits	Geography similarities and Differences
The Pursuit of the Happiness (2007)	Making a Phone call: Request, leaving a message	Modal verbs Vocabulary: verbs for describing jobs, nouns about jobs' descriptions, and job positions, verbs about telephone	Manner in business communication
Victoria & Abdul (2017)	Talking about daily routine	Present Simple Tense Vocabulary: Nouns about royal places, time and schedules	Table Manner and Clothing
Meet Joe Black (1998)	Giving opinions & suggestions	Modal Verbs Should, could Vocabulary: Verbs in medical field, Nouns about streets and restaurants, Verbs related to marriage and couples	Dating in American culture

4. 3 Discussion

4.3.1 The Needs of Thai University Students in Learning English Speaking Skills and ICC

4.3.1.2 Thai University students' English Speaking Problems

As evidence in this study, the students had low confident in communicate English because they lacked of background of English. Most of the students were unable to select appropriate English words in particular contexts. The students were unfamiliar with foreigners' accents. They didn't understand the meaning of words in the sentences in English conversation. In addition, the students were non-native English, and their living environment did not encourage their attention in developing English skills by themselves. Foley (2005) pointed out the main factors for limited success of Thai students: having little exposure to English and university focused on reading comprehension, grammar, and indirect listening and speaking skills, not the language used in the real situation; therefore, speaking skill, is ignored. Once they were admitted to learn in the university, they cannot speak English and lack of confidence to speak, particularly non-English major students, the majority of the students. Wiriyachitra (2002) states that English teaching and learning in Thailand was not effective to become successful because most students did not have opportunities to learn and use English in real life situations. Wirichitra (2007) gives an importance on teaching and learning methodology maintaining that English language teaching has to be more effective and Thai teachers of English should be well-trained to become confident users of English.

This was revealed in the results of the participants' purposes of watching movies that most participants read the Thai-subtitled when they watched English movies. In contrast, only few of them tried to improve their English speaking skills through watching movies like; not to read Thai subtitled, try to learn new vocabulary and expression, and read English subtitled. However, the results indicated that the purpose of the Thai students learned English to be hired in good company, and they realized that English was be advantage for their career opportunity. Kalugina, (2016)'s study in Russian higher education supported that it was disadvantage for students when they had low ability of English communication especially, speaking skills, those students lost opportunity to be promoted or get hired into professional level at global market. Kalugina suggested that English teachers need to increase students learning opportunity for the EFL students who did not live in English contexts to develop their speaking skills in the classroom by designing the rich contents that offered real communication as examples of language communication to motivate students' interaction in class. Teacher need to brought real-life situations for students, created their learning experience in classroom activities to

promote students' English communication. Nevertheless, English speaking is important skills which required the learners to practice in order to feel confident and be competent in using it in reality. In line with Wiriachitra, (2007) gave an importance on teaching and learning methodology maintaining that the user of English need to be well-trained to become confident in speaking English in real-life.

4.3.1.2 The Lack of Background of Intercultural Knowledge in English Classroom

Another results revealed that Thai university students have little exposure to cultural knowledge of the target language culture. The results from needs analysis questionnaire has shown that the participants realized that the culture was important for their future career and cultural knowledge improve their confident in communicating English in real-life. However, the results also showed that the Thai university students in this study had little opportunity to experience and practice both English speaking and cultural knowledge. As Nilmanee and Soontornwipast (2014) pointed out that English teachers in EFL contexts needed to pay attention to both teaching English and cultures at once. That means teaching and learning activities need to address cultural knowledge to the language learners, so they could improve their intercultural communicative competence in order to be well-prepare to encounter the globalized world. Choudhury explained in his article that English speaking skills did not emphasis only on pronunciation, intonation, or vocabulary. In contrast, language learners needed to understand cultural knowledge of their own and of others because the cultural knowledge makes successful communication. Byram (1997) pointed out that intercultural communicative competence (ICC) developed students of language to be competent in speaking skills as well as improved their attitudes, values, and knowledge about their own and other cultures too. Byram claimed that the students need to practice ICC in order to become professional in the intercultural society.

Moreover, teaching ICC to Thai students required teachers to access the students to the outside world which might be difficult to bring them to go out of the classroom to use English in reality, so teacher needed to provide appropriate authentic materials for learners o learn English while having opportunity to practice communicating in the real life. Using English movies were enriched tool to promote ICC in Thai classroom (Frank, 2013; Lopez-Rocha, 2016). Moreover, English movies provide exposure to authentic setting and in cultural contexts. The intercultural communicative competence could be enhanced with the use of English intercultural movies (Roell, 2010; Frank, 2013). Using English movies could develop Thai EFL students to become professional development of English communication. They would have an ability to interact their English with people from another country and other cultures.

4.3.2 Using Contents of Movies as Authentic Tool in English Classroom to Develop English Speaking Skills and ICC

The purpose of this study is the investigation of the needs of students in English and intercultural leaning and to explore the appropriate English movies in enhancing Thai university students' English speaking skills and ICC. The results have indicated that even the students realized the importance of learning cultures in English classroom. They still had little opportunity to exposure to the foreign language cultures in order to compare and contrast with their own cultures. The results from this study also showed that the students watched movies as their source of entertainment, and some of students used the movies to develop their English communication such as reading the English subtitled or practice English from dialogs in the movies. The results in this study also found the appropriate movies which served the Thai university students English level and their interests.

The findings in line with Chlopek, (2008) that suggested English teachers in EFL contexts to provide authentic materials for students to exposure to language and the target culture at the same time, so they could become cultural competence. Moreover, Movie or film is one of audio-visual media that is widely used to improve students' English skills. Movies have played an important role in facilitating authentic communication and movies like other multimedia technology such as TV, computers, and on the internet platforms help in language teaching to integrate authentic, real life situations into the language classroom (Wang & Liu, 2011). Similar to Sari & Sugandi, (2015) claimed that movies could be an entertaining and motivating tool for students and using movies has brought authenticity variety, reality or flexibility in EFL classroom. They also discuss that movies provided the students with real language input, which may be difficult to receive in a non-English speaking (p.4).

Sari and Sugandi, (2015) asserted that English movies used narrative techniques, English teachers could select various types of movies such as action, drama, comedy, series, fiction, suspense or thrillers, non-fiction or commentary for developing interactive activities such as narrating a story, oral presentation, group discussion, dramatization, or role-play. These activities derived from the movies could enhance communication skills especially speaking. Varga (2013) pointed out that the most advantageous and popular use of foreign films in the EFL classroom was their authenticity. Language used in the films is presented in everyday life conversational contexts. Also, films provided a good opportunity for learning dialects of English different from standard-colloquial English, slang or reduced speech.

In addition, students could learn about segments of speech such as stress, accent, or intonation. Another important advantage of films is that they do not only use authentic input, but they also paralinguistic features such as facial expressions and gestures from which the students can benefit in communicative situations. (King, 2002). Augustina (2015) supported this notion saying that using movies to teach English can become an integral part of effective learning in the curriculum because the movies provides exposure to “real language,” used in authentic settings and in the cultural context which the foreign language is spoken (p.42). Thus, for the development EFL students’ speaking skills, English movies or films, because of their authentic language and a range of cultural aspect provision, could be incorporated into the English language classroom.

4.3.3 Limitation and Implications of the Study

Results of movie exploratory study in this research study have selected ten movies out of twenty-five movies from the lists. Furthermore, the results of the movie exploratory study might be different if conducted on students in other groups such as in group of students who enroll for English for Specific Purpose, or students in intermediate and in advanced level of English. This based on the university course syllabus English for Communication class for the first year students at Kasem Bundit University, and the participants were in small scale.

Future research should investigate on the content of appropriate English movies for developing students in other language skills such as listening skills or vocabulary. The content of English movies can be implemented on developing students’ ICC in terms of reducing communication breakdown.

5. Conclusion

In conclusion, the movie exploratory study is the partial of integrated in Movie-based Mobile-learning (MBML) instruction for enhancing Thai university students’ speaking skills and intercultural communicative competence (ICC) have not been implemented in the classroom yet. Moreover, this study was the first stage of constructing the research instruments for MBML instruction. Therefore, English movies could be used as important authentic teaching materials to develop students’ speaking skills and intercultural communicative competence. In order to select appropriate English movies and design appropriate English teaching and learning instruction. Language teachers needed to be critical in selecting the English movies to meet with course objectives, students English level, their backgrounds, and interests. Furthermore, the needs analysis questionnaire to be able to identify students’ problems, needs, and backgrounds to develop appropriate teaching materials, lesson plans, and activities. Hence, teachers should allow other experience English teachers, experts in movie fields, and students to select the movies before start the course. Therefore, the teacher could integrate the content of English movies to construct an effective English movie for developing Thai university students’ speaking skills and intercultural communicative competence. Participants in this study were small group of students who enrolled for English for Communication class, so the results of movies’ selections from movies exploratory survey questionnaire might be different in other group of participants. Nevertheless, all kind of movies are not fit for every student, so teachers need to be well prepared when implement English movies to develop students’ language skills and ICC (Xue and Pan, 2012). As movies are rich of contents, English teachers could design classroom lessons for enhancing students English listening, reading, and writing skills through the implementation of the movies. Also, teachers could be prepared for creative and flexible classroom activities through the movies such as small group discussion, the movies review, role-play in small group, and repeating the movie scripts. The ultimate goals of teaching and learning English is the develop students into professional level to be competent both in English and intercultural communication to meet the global demands.

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