



## ความสัมพันธ์ระหว่างพฤติกรรมการชมภาพยนตร์ภาษาอังกฤษและทักษะการฟังภาษาอังกฤษ จริยาภรณ์ ตาปิน<sup>1</sup> อารัมภ์ เอี่ยมละออ<sup>2\*</sup>

### Relationship between Behaviors in Watching English Movies and English Listening Skill Jariyaporn Tapin<sup>1</sup> Aram Iamlaor<sup>2\*</sup>

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#### บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์เพื่อ 1) สำรวจระดับความสามารถในการฟังภาษาอังกฤษของนักศึกษาเอกภาษาอังกฤษเพื่อการสื่อสาร คณะศิลปศาสตร์ มหาวิทยาลัยเทคโนโลยีราชมงคลธัญบุรี 2) ระบุพฤติกรรมการชมภาพยนตร์ภาษาอังกฤษของนักศึกษา และ 3) ศึกษาความสัมพันธ์ระหว่างพฤติกรรมการชมภาพยนตร์ภาษาอังกฤษและระดับความสามารถในการฟังภาษาอังกฤษของนักศึกษา ผู้เข้าร่วมการวิจัยครั้งนี้คือนักศึกษาชั้นปีที่ 4 เอกภาษาอังกฤษเพื่อการสื่อสาร คณะศิลปศาสตร์ มหาวิทยาลัยเทคโนโลยีราชมงคลธัญบุรี ภาคการศึกษาที่ 2 ปีการศึกษา 2568 จำนวน 155 คน ซึ่งคัดเลือกโดยวิธีสุ่มแบบเจาะจง เครื่องมือวิจัยคือแบบสอบถาม ความถูกต้องของเนื้อหาได้รับการตรวจสอบโดยผู้เชี่ยวชาญ 3 ท่าน โดยมีค่า IOC อยู่ระหว่าง 0.67 ถึง 1.00 และผ่านการทดสอบเบื้องต้นด้วยค่าสัมประสิทธิ์ความน่าเชื่อถือ 0.81 (ค่าอัลฟาของครอนบาค) ระดับความสามารถทางภาษาอังกฤษของนักเรียนถูกกำหนดจากคะแนนการฟัง TOEIC โดยแบ่งตามกรอบ CEFR Mapping จาก A1 ถึง C1 (C1 (ขั้นสูง): 490 – 495, B2 (ระดับกลางค่อนข้างสูง): 400 – 485, B1 (ระดับกลาง): 275 – 395, A2 (ระดับพื้นฐาน): 110 – 270, A1 (ระดับเริ่มต้น): 60 – 105) ข้อมูลถูกวิเคราะห์โดยใช้การแจกแจงความถี่ ร้อยละ และการทดสอบไคสแควร์ เพื่อความเป็นอิสระ ผลการวิจัยพบว่า 1) ระดับความสามารถด้านการฟังภาษาอังกฤษของนักเรียนอยู่ที่ A1, A2, B1, B2 และ C1 ตามลำดับ 2) นักเรียนส่วนใหญ่ (95.5%) ดูภาพยนตร์ภาษาอังกฤษ นอกจากนี้ นักเรียน 46.6% ชมภาพยนตร์ที่มีคำบรรยายภาษาไทย นอกจากนี้ นักศึกษาจำนวน 43.2% ดูภาพยนตร์ภาษาอังกฤษ 3-4 ครั้งต่อสัปดาห์ และส่วนใหญ่ดูภาพยนตร์ผ่านบริการสตรีมมิ่ง 3) มีความสัมพันธ์อย่างมีนัยสำคัญระหว่างการเปิดคำบรรยายเมื่อดูภาพยนตร์ภาษาอังกฤษกับระดับความสามารถในการฟังภาษาอังกฤษของนักเรียน ( $\chi^2 = 12.3$ ,  $df = 12$ ,  $p < 0.01$ ) โดยนักศึกษาที่ใช้คำบรรยายภาษาอังกฤษมีแนวโน้มที่จะแสดงระดับความสามารถในการฟังที่สูงกว่านักศึกษาที่ใช้คำบรรยายภาษาไทยหรือไม่มีคำบรรยาย

**คำสำคัญ:** ความสัมพันธ์ พฤติกรรมการดูภาพยนตร์ ความสามารถในการฟังภาษาอังกฤษ ทักษะการฟัง

#### Abstract

This study aimed to: 1) survey the levels of English listening proficiency of the students majoring in English for Communication, Faculty of Liberal Arts, Rajamangala University of Technology Thanyaburi, 2) identify the students' English movie watching behaviors, and 3) investigate the correlation between student's behaviors in watching English movies and their levels of English listening proficiency.

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The participants of this study were 155 fourth-year students majoring in English for Communication, Faculty of Liberal Arts, Rajamangala University of Technology Thanyaburi, in the 2nd semester of the academic year 2025, selected by purposive sampling. A questionnaire was used as a research instrument. The content validity was verified by three experts with an IOC value ranging from 0.67 to 1.00. and pilot-tested with a reliability coefficient of 0.81 (Cronbach's alpha). The students' English proficiency levels were determined based on their TOEIC listening scores, categorized according to the CEFR Mapping framework from A1 to C1 (C1 (Advanced): 490 – 495, B2 (Upper-Intermediate): 400 – 485, B1 (Intermediate): 275 – 395, A2 (Elementary): 110 – 270, A1 (Beginner): 60 – 105). The data were analyzed using frequency distribution, percentage, and a chi-square test of independence. It was found that 1) the students' English listening proficiency levels were at the A1, A2, B1, B2, and C1, respectively. 2) The majority of students (95.5%) watched English movies. Moreover, 46.6% of the students watched movies with Thai subtitles, 43.2% watched English movies 3-4 times a week, and most of them watched movies via streaming service. 3) There was a significant relationship between turning on subtitles when watching English movies and the students' levels of English listening proficiency ( $\chi^2 = 12.3$ ,  $df = 12$ ,  $p < 0.01$ ), with students who used English subtitles tending to demonstrate higher listening proficiency levels than those who used Thai subtitles or without subtitles.

**Keywords:** relationship, movie watching behaviors, English listening proficiency, listening skill

## Introduction

Listening is widely recognized as the most frequently used communication skill in daily life and serves as the foundation for language acquisition. According to Noppawong Na Ayutthaya (2011), it is the first language skill humans practice and is crucial for learning about our surroundings. The significance of listening in language development cannot be overstated, as research indicates that listening accounts for approximately 45% of language competency, compared to 30% for speaking, 15% for reading, and 10% for writing (Higgins, 1995). This distribution highlights the critical role of listening comprehension in achieving effective communication, particularly for language learners.

The integration of films as teaching tools in educational settings has gained increasing popularity world-wide. Films offer numerous benefits in the classroom, including enhanced visual literacy, cultural understanding, and critical thinking. Unlike traditional instructional methods, films uniquely captivate and engage students through the combination of music, moving visuals, and storytelling, providing a multisensory experience that stimulates both the mind and emotions. This immersive experience facilitates deeper connections with the material, making the learning process more meaningful and memorable for students.

English language learners specifically, films present an authentic context for language exposure and practice. Schwartz & Bransford (1998) note that movies or videos engage learners' interest and provide contextually rich, authentic, and culturally communicative situations, aiding students in improving their listening comprehension. One of the key advantages of using film in education is its ability to cater to diverse learning preferences and styles, as the rich audiovisual content aids visual learners in better understanding and retaining information, helping to bridge the gap between abstract concepts and tangible knowledge (Varyan, 2023).



However, research findings on the relationship between watching English movies and listening comprehension present varied perspectives. Worrawattananukul (2016) (more recent study should be used) found that students perceive English movies as effective for improving listening comprehension, with those of higher proficiency levels showing more positive attitudes toward using English movies for this purpose. Pakaya et al. (2024) confirmed a strong positive correlation between film-watching behavior and listening skills among university-level EFL students, suggesting that increased engagement with English-language films is associated with improved listening performance. Furthermore, Putri & Sinaga (2020) observed significant improvements in listening skills among tenth-grade students following movie watching, noting that it also motivated students and increased their interest in learning listening skills. Conversely, Ningsih (2019) found no positive correlation between students' movie-watching habits and listening comprehension in a study conducted among fourth-semester students at the State Islamic Institute of Palangka Raya.

This study investigates whether certain movie-watching behaviors—use of subtitles, how often students watch, and choice of platform—are associated with English listening ability among fourth-year English for Communication students at Rajamangala University of Technology Thanyaburi in the second semester of the 2025 academic year. The results aim to inform several groups: learners will gain an evidence-based strategy for improving listening through self-directed film viewing; teachers can use the findings to choose films suited to students' proficiency and improve instruction; and researchers may use the study's approach as a model for future work on how media consumption relates to language learning, especially listening comprehension.

The findings of this research offer substantial value to multiple stakeholders in language education. For language learners seeking to enhance their English listening abilities through self-directed methods, this study provides evidence-based insights into how specific movie-watching behaviors might contribute to listening skill development. Additionally, educators will benefit from the practical implications of this research, as it can inform pedagogical decisions regarding the selection and implementation of appropriate film materials tailored to students' proficiency levels, potentially leading to more effective classroom instruction. Furthermore, the methodological framework and results of this investigation will serve as a valuable reference point for future researchers interested in examining the relationship between media consumption patterns and language acquisition, particularly in the context of listening comprehension development.

## Research Questions

1. What is the movie-watching behavior of fourth-year students in the English for Communication program at Rajamangala University of Technology Thanyaburi in the second semester of the 2025 academic year?
2. What is the level of English listening comprehension among fourth-year students in the English for Communication program at Rajamangala University of Technology Thanyaburi in the second semester of the 2025 academic year?
3. Is there a relationship between the students' English movie-watching behavior and their English listening comprehension level?

## Objectives

1. To study the movie-watching behavior of fourth-year students in the English for Communication program, Faculty of Liberal Arts, Rajamangala University of Technology Thanyaburi in the second semester of the 2025 academic year.
2. To survey the level of English listening comprehension among fourth-year students in the English for Communication program, Faculty of Liberal Arts, Rajamangala University of Technology Thanyaburi in the second semester of the 2025 academic year.
3. To study the relationship between the students' English movie-watching behavior and their English listening comprehension level.

## Hypothesis

H0: Students' English-language movie-watching behavior is not related to their English listening comprehension level.

H1: Students' English-language movie-watching behavior is related to their English listening comprehension level.

## Literature Review

### English Listening Skill

Listening is consistently identified the most essential skill of the four language skills and the primary channel through which humans acquire and deliver knowledge and wisdom across generations (Noppawong Na Ayutthaya, 2011; Nushi & Orouji, 2020). Learners spend approximately twice as much time listening as speaking, four times as much as reading, and five times as much as writing, underscoring the centrality of this skill in the context of everyday communication (Nushi & Orouji, 2020). Within the process of English language learning, Guo and Wills (2006) emphasize that listening underpins all other language competencies and therefore is worthy of particular attention in language instruction. Listening has long been recognized as an important skill that significantly challenges professors, students, and researchers working within ESL and EFL contexts (Nushi & Orouji, 2020), yet its importance to communication makes it indispensable in the instructional setting for language learning.

Scholars have defined listening in increasingly active and complex terms. Early conceptualizations placed a strong emphasis on the reception and decoding of spoken input, including a speaker's pronunciation, grammar, vocabulary, and overall meaning (Rivers, 1966) was initially regarded as relatively narrow terms, while later perspectives expanded this view to include immediate processing and interaction with prior knowledge (Harmer, 1991). Thomlison (1984) further extended the concept to include "active listening," which involves empathetically understanding the speaker's intent beyond the literal message. Despite diverse theoretical approaches, scholars share a consensus that listening comprehension is a complex, dynamic, and integrated activity requiring the simultaneous activation of multiple mental abilities (Nushi & Orouji, 2020). More recently, Khan and Khan (2024) confirmed that students' attitudes toward learning English through listening is able to shift significantly when appropriate instructional approaches and



materials are thoroughly and appropriately provided, suggesting that the nature of listening tasks and input sources profoundly shapes learner engagement.

The centrality of listening to overall language development is well established. Dunkel (1986) demonstrated that listening proficiency plays a direct role in supporting the development of speaking ability, while Cheung (2010) argued that listening serves as the foundation upon which all other language skills are built and should be prioritized in second language instruction. Tavit (2010) further showed that integrating approaches that combine listening and speaking instruction led to better oral communicative outcomes than teaching each skill in isolation, underscoring the interdependence of receptive and productive skills in language learning. Gökçe (2022) additionally confirmed, through a comprehensive and systematic review of 29 studies published between 2012 and 2022, that the use of multimedia and video-based tools was found to have consistently positive effects on various aspects of students' English listening achievement, motivation, and metacognitive listening strategies.

Despite its importance, listening remains persistently challenging for EFL learners. Kijpooonphol (2008) identified a wide range of potential challenges, including unfamiliar vocabulary, slang, idioms, topic complexity, speech delivered at an excessively fast pace, redundancy, and prosodic features. More recent research continues to confirm these difficulties: Solak and Altay (2014) found that even prospective English teachers exhibited particular aspects that remain comparatively underdeveloped among listening comprehension. Meng et al.,(2023) further identified some of the most prevalent barriers among EFL university students involve semantic understanding and vocabulary recognition, which cause listening comprehension failures through both compensatory and non-compensatory cognitive processes. Gogoi and Sultana (2024) additionally found, through a series of interviews with secondary school teachers, that systemic challenges such as time constraints, inadequate teaching materials, and teachers' tendency to prioritize reading and writing over listening create significant gaps in students' communicative competence. Nushi and Orouji (2020) further cautioned that access to large quantities of listening materials, when considered in isolation, does not guarantee meaningful progress or improvement — the quality of listening engagement matters more than quantity. These persistent challenges highlight the need for diverse and authentic listening input, a gap that English movies, as investigated in the present study, may help address.

### **Language Learning and English Movies**

Listening skills form a fundamental basis for language learning and serve as a key pathway through which both first and second language knowledge is developed. (Burley-Allen, 2007). Research indicates that learners spend a substantially greater amount of time listening than engaging in any other language activity, making it the dominant mode of language input in daily life (Nushi & Orouji, 2020). Learning a second language, however, markedly distinct from first language acquisition. Unlike naturalistic L1 development, second language acquisition (SLA) can be regarded as a structured academic process that demands deliberate direct attention to various aspects of the language code which encompasses phonology, vocabulary, grammar, and discourse (Dörnyei, 2003). This distinction is particularly significant because it

highlights the importance of intentional and varied exposure to authentic language input, especially in the case of the development of listening comprehension in EFL contexts.

In this study, particular attention is given to an English movie which is referred to any film produced in or narrated in the English language. Schwartz and Bransford (1998) argue that movies and videos engage learners' interest by providing contextually rich, authentic, and culturally communicative situations that aid listening comprehension development. Chaiarkom et al. (2023) state that listening skills are able to be reinforced by watching movies in English, which are readily available across diverse platforms. Fidelia & Rohmah (2023) found that regularly watching English-language films improved students' listening comprehension and speaking fluency, demonstrating that film viewing is an effective medium for developing both receptive and productive language skills, as movies can make the process of teaching and studying English more engaging, interactive, and responsive to English learners' needs. (Tafari, 2009).

### **Language Learning Theories**

Several theoretical frameworks in SLA explain why watching English movies may support listening skill development. Central among these is Krashen's (1985) Input Hypothesis, which suggests that language acquisition takes place whenever learners are exposed to input that is slightly beyond their current level of the competence, often described as "i+1." English movies offer precisely this kind of comprehensible input, as learners are simultaneously exposed not to spoken language but also to visual cues and, depending on the choice of subtitles, written text that assists them make sense of they hear. This multi-channel input environment creates conditions conducive to natural language acquisition rather than the process of learning language through the study of grammatical rules (Krashen, 1985). Recent studies have consistently grounded the use of movies within this framework, affirming their value as a form of input that gradually promotes and supports the development of English language skills over time (Roslim et al., 2021; Albiladi et al., 2018).

Complementing this, Krashen's (1985) Affective Filter Hypothesis suggests that emotional factors such as motivation, self-confidence, and anxiety play a crucial role in shaping how effectively English learners are able to take in and process language input. When the affective filters are high, which are often the case in more stressful or highly formal learning surroundings, learners may struggle to absorb the input available to them. In contrast, when these filters are low, learners are gradually more receptive, allowing input to be processed more easily and supporting more effective language development. Watching English movies in non-formal, self-directed contexts may lower the affective filter by decreasing performance anxiety, thereby creating more effective processing of linguistic input (Rahmat et al., 2021). Students who are involved in movie-watching activities tend to be more motivated and have higher opportunities to practice language skills (Sari & Aminatun, 2021). Gökçe (2022) further confirmed through a systematic review that authentic video materials, including English movies, provide learners with casual and natural language environments that minimize affective filters and support the greater development of metacognitive listening strategies.



A third relevant framework is Nation and Newton's (2009) concept of incidental learning refers to the way language is acquired by product of engaging with meaningful content, rather than through direct or explicit instruction without deliberate study intent. Repeated exposure to authentic English through movies, particularly when combined with English subtitles, supports incidental vocabulary and phonological acquisition that cumulatively strengthens listening comprehension over time. A meta-analysis of 87 studies confirms a statistically significant moderate effect of subtitled video on both vocabulary and listening outcomes, with English subtitles benefiting higher-proficiency learners particularly (Dizon & Thanyawatpokin, 2021). Furthermore, research cites that L2 subtitles significantly enhance learning for higher-proficiency learners, whereas L1 subtitles serve as a valuable scaffold for lower-proficiency learners by minimizing cognitive load (Baranowska, 2020; Negi & Mitra, 2022). Taken together, these three theoretical frameworks suggest that behavioral variables examined in this study, such as subtitle preference, viewing frequency, and the usage of platforms, are not viewed as routine habits. Rather, they indicate meaningful differences in how learners interact with and make use of comprehensible English input that may gradually transform into measurable differences in listening comprehension ability.

### **English-Language Films as Teaching Mediums**

The use of English-language films as a teaching tool has garnered increasing attention in language education worldwide. Films offer numerous educational benefits, including the development of visual cognition, cultural awareness, and critical thinking skills (Varyan, 2023). Unlike traditional teaching media, films provide a multisensory experience that combines music, animation, and storytelling, stimulating both intellectual and emotional engagement. This immersive quality allows students to connect more deeply with linguistic content, making learning more meaningful and memorable.

A key advantage of film-based teaching is its ability to respond to diverse learning styles. The diverse visual and auditory content in films is particularly beneficial for visual learners, bridging the gap between abstract linguistic concepts and tangible, real-world communication. Films also provide learners with opportunities to experience authentic spoken language, including natural speech rhythms, pronunciation patterns, idioms, and cultural references rarely found in textbooks (Abbas, 2018). Gökçe (2022) confirmed through a systematic review of 29 studies that multimedia tools, including films, have a consistently positive effect on students' listening achievements, reducing listening anxiety and increasing motivation. However, implementing film-based learning presents practical challenges, such as ensuring the content is appropriate for the learners' abilities. And overcoming technological limitations in some classrooms.

### **Relevant Research**

Previous research on English-language movie viewing and listening skills has yielded mixed results. Ningsih (2019) found no positive association between movie-watching behavior and listening skills among 57 EFL students, and Worawatthanukool (2016) similarly reported no direct increase in proficiency levels, although higher-proficiency students had a more positive attitude towards learning from movies. Tekin &

Parmaksis (2016) found no difference by movie type among 200 students but observed that shorter clips were more effective and male students performed better than female students. In contrast, Putri and Sinaka (2020) reported that watching English-language movies had a significantly positive effect on listening skills and motivation in a group of 400 10th-grade students.

More recent research has focused on more specific behavioral variables. Alzamil (2022) found that Saudi Arabian EFL students acknowledged that English subtitles were more effective than native language subtitles in developing listening skills, with higher-proficiency learners showing a greater preference for second language subtitles. Oktapiani et al. (2024) confirmed through a meta-analysis of 87 studies that videos with English subtitles have a moderate, statistically significant impact (impact size = 0.59) on listening skills in a variety of EFL contexts. Fidelia and Rohmah (2023) further observed that regular viewing of English-language films improves students' listening comprehension and speaking fluency over time. A systematic review of 23 empirical studies conducted between 2000 and 2023 confirmed that the inclusion of English-language films in language curricula benefits learners' communicative abilities on an ongoing basis, identifying listening comprehension as a key area for improvement (Pavitra and Gandhimathi, 2024). Overall, these studies suggest that the impact of film viewing on listening skills is not solely dependent on general viewing habits but also on specific behavioral variables, particularly the preference for subtitles, rather than viewing alone. This current research aims to fill this gap by examining three behavioral variables: preference for subtitles, viewing frequency, and viewing platform, in relation to TOEIC listening scores of Thai university students studying English as a foreign language.

## Research Design

This quantitative study uses a correlational design to investigate the relationship between watching English-language films and English listening ability—assessed by TOEIC Listening scores—among fourth-year students in the English for Communication program at Rajamangala University of Technology Thanyaburi (RMUTT), in the second semester of the academic year 2025. A correlational approach was chosen to identify whether and to what degree a statistical association exists between students' film-watching habits and their TOEIC Listening results, without manipulating variables. The independent variable is English film-viewing behavior, defined by three dimensions: (1) subtitle preference, (2) viewing frequency, and (3) viewing platform. The dependent variable is English listening proficiency, represented by TOEIC Listening scores and classified from A1 to C1 using the CEFR mapping.

## Population and Sample

The population for this study consists of 155 fourth-year students majoring in English for Communication, enrolled in the second semester of the 2025 academic year. The participants were drawn from four sections: Section A (n = 39), Section B (n = 33), Section C (n = 42), and Section E (n = 41). Purposive sampling was used, selecting students who have an ID number starting with 65103 and met the specified criteria. The selection of fourth-year students as the sample group is important because this group of students has completed almost all the courses in the curriculum, possesses higher language skills and experience than students in other majors, and must have a TOEIC test score as a requirement for graduation. Therefore, they have the necessary and appropriate data for analysis.

Selection criteria include (1) being a 4th-year undergraduate student who have an ID number starting with 65103, (2) being registered for the second semester of the 2025 academic year, and (3) having



completed all courses according to the study plan, (4) they also had existing TOEIC test scores available for analysis. Exclusion criteria include students who are unwilling to participate in the research or who cannot access the online questionnaire.

### Research Tools

The research tool that was used in this study is questionnaire, which was developed by researchers informed by a review of related literature. It was conducted online via Google Forms and in Thai in order to limit the errors for the participants. The questionnaires comprised of less than 10 questions which were separated into 2 sections: (1) Background information, like gender and study group; and (2) Movie viewing behavior, which is a multiple-choice question regarding three independent variables; preferred subtitle, frequency of viewing, and preferred platforms.

Preferred subtitle means when the students choosing the types of subtitles during English movies, no subtitles, English subtitles, or Thai subtitles. Frequency of viewing means the number of times per week that the students watch English movies, varying from less than once a week to more than six times weekly. Preferred platforms mean the channel that the students choose to watch English movies, which were going to the cinema, through CD/DVD/Blu-ray, television, and digital streaming platforms, Netflix, Disney Plus, and Amazon Prime Video.

The dependent variable was TOEIC Listening scores of the students, which were used as operational indicators of the students' listening skills. Content validity was validated by three specialists in the field using Index of Item Objective Congruence (IOC). It was discovered that all the points have IOC values from 0.60 to 0.79, which was in accordance with the minimum threshold of 0.60 as suggested by Rovinelli and Hambleton (1977), the results demonstrate that every item effectively captures the target construct.

As all the survey items were categorical and nominal in multiple-choice format as opposed to a rating scale. Thus, the use of Cronbach's alpha is not feasible. Consequently, assessing content validity through the IOC index serves as a suitable and sufficient approach to guarantee the tool's quality before data collection."

### Data Collection

The researcher distributed the questionnaire through the LINE group of 4th-year students who have an ID number starting with 65103, student ID 65103 by sending a link and QR code of the Google Form to students to answer at their convenience. The questionnaire did not collect any personal information of respondents to maintain privacy. Data collection was conducted between November 21-30, 2025. The researchers coordinated with relevant departments within the university to request permission for formal data collection.

### Data Analysis

The collected data were processed using SPSS software, employing descriptive statistics to analyze general data, movie-watching behavior data, and TOEIC scores. Hypothesis testing employed inferential statistics, specifically a Chi-square tests of independence were employed to study the relationship between four variables: (1) TOEIC Listening score, (2) subtitle preference (Thai subtitles, English subtitles, or no subtitles), (3) frequency of watching movies, and (4) viewing platform. The statistical significance level was set at 0.05.

## Findings

Results showed the findings from the data collection that students answered the questionnaires, which consisted of gender, section, watching movies, level of TOEIC listening score, watching English movie behavior, and inferential statistics.

The results of the students' questionnaire responses were as follows:

The participants consisted of 39 males (25.2%), 84 females (54.2%), and 32 gender-neutrals (20.6%). In addition, the students were from Section A with 39 students (25.2%), Section B with 33 students (21.3%), Section C with 42 students (27.1%), and Section E with 41 students (26.4%). There were 148 students (95.5%) who watched English movies, while 7 of them (4.5%) were not watching English movies. No student (0%) got TOEIC scores of 60-105, 16 students (10.8%) got 110-270 scores, 51 students (34.5%) got 275-395 scores, 71 students (48.0%) got 400-485 scores, and 10 students (6.8%) got 490-495 scores.

There were 69 students (46.6%) who chose to watch English movies with Thai subtitles, followed by 65 students (43.9%) who preferred English subtitles. On the other hand, 14 students (9.5%) of them did not turn on subtitles.

The highest range of frequency was 64 participants (43.2%) watching English movies 3–4 times per week, followed by 33 participants (22.3%) watching English movies about 5–6 times per week, 24 participants (16.2%) watching English movies more than 6 times per week, 22 participants (14.9%) watching English movies about 1-2 times per week, and 5 of them (3.4%) watching English movies less than once a week.

There were 123 students (83.1%) who watched English movies through streaming, 20 students (13.5%) chose to watch English movies in cinemas, 3 students (2.0%) watched by CD, DVD, or Blu-ray, and 2 of them (1.4%) watched English movies on television.

There were 123 participants who chose to watch English movies through streaming platforms, consisting of 68 participants (55.3%) who chose to watch English movies through Netflix, followed by 21 participants (17.1%) who watched English movies through Prime Video, 18 participants (14.6%) who watched English movies through Disney Plus, 9 participants (7.3%) who watched English movies through YouTube, 6 participants (4.9%) who watched English movies through Monomax, and only 1 participant (0.8%) who chose to watch English movies through HBO Go.

The findings are presented in accordance with the three research questions as follows.

### Research Question 1: Movie-Watching Behavior

The results revealed that the majority of students (95.5%,  $n = 148$ ) watched English movies, while 4.5% ( $n = 7$ ) did not.

Regarding subtitle preference, the most common choice was Thai subtitles (46.6%,  $n = 69$ ), followed by English subtitles (43.9%,  $n = 65$ ), and no subtitles (9.5%,  $n = 14$ ).

In terms of viewing frequency, the largest group watched English movies 3–4 times per week (43.2%,  $n = 64$ ), followed by those who watched 5–6 times per week (22.3%,  $n = 33$ ), more than 6 times per week (16.2%,  $n = 24$ ), 1–2 times per week (14.9%,  $n = 22$ ), and less than once a week (3.4%,  $n = 5$ ).

Regarding viewing platform, the majority watched via streaming services (83.1%,  $n = 123$ ), followed by cinema (13.5%,  $n = 20$ ), CD/DVD/Blu-ray (2.0%,  $n = 3$ ), and television (1.4%,  $n = 2$ ). Among those who



used streaming platforms, Netflix was the most popular (55.3%,  $n = 68$ ), followed by Prime Video (17.1%,  $n = 21$ ), Disney Plus (14.6%,  $n = 18$ ), YouTube (7.3%,  $n = 9$ ), Monomax (4.9%,  $n = 6$ ), and HBO Go (0.8%,  $n = 1$ ).

### Research Question 2: English Listening Proficiency Levels

The results showed that no student (0%) scored at the A1 level (60–105). The majority scored at the B2 level (48.0%,  $n = 71$ ), followed by B1 (34.5%,  $n = 51$ ), A2 (10.8%,  $n = 16$ ), and C1 (6.8%,  $n = 10$ ).

### Research Question 3: Relationship between Movie-Watching Behavior and TOEIC Listening Scores

#### Subtitle Preference and TOEIC Listening Scores

A chi-square test of independence revealed a statistically significant relationship between subtitle preference and TOEIC listening scores ( $\chi^2 = 263.002$ ,  $df = 12$ ,  $p < .001$ ). Students who used English subtitles tended to demonstrate higher listening proficiency levels than those who used Thai subtitles or no subtitles.

#### Viewing Frequency and TOEIC Listening Scores

A chi-square test of independence revealed a statistically significant relationship between viewing frequency and TOEIC listening scores ( $\chi^2 = 218.874$ ,  $df = 20$ ,  $p < .001$ ), indicating that how often students watched English movies was significantly associated with their listening proficiency level.

#### Viewing Platform and TOEIC Listening Scores

A chi-square test of independence revealed a statistically significant relationship between viewing platform and TOEIC listening scores ( $\chi^2 = 195.730$ ,  $df = 16$ ,  $p < .001$ ), indicating that the platform students chose for watching English movies was significantly associated with their listening proficiency level.

## Discussion

This research explored three main areas: students' movie-watching habits, their English listening abilities, and the correlation between the two. The data revealed that most participants regularly watched English-language films—typically three to four times a week—primarily utilizing streaming services, with Netflix being the dominant choice. While Thai subtitles were the most favored, English subtitles were a close second. When assessing listening skills, the majority of students achieved an upper-intermediate (B2) level, with no participants falling into the beginner (A1) category. Statistical analysis via chi-square tests demonstrated a significant link between students' TOEIC Listening scores and all three behavioral factors: subtitle choice, viewing frequency, and the platform used.

The positive correlation between subtitle selection and TOEIC scores echoes established theories regarding comprehensible input in language education. Specifically, students who opted for English subtitles generally exhibited stronger listening skills. This reinforces Krashen's (1985) Input Hypothesis, which proposes that language acquisition is enhanced by exposure to material slightly beyond a learner's current proficiency, such as simultaneously hearing and reading English. It also supports Vanderplank's (1988) theory that target-language captions serve as an additional decoding tool that strengthens sound and vocabulary recognition. Conversely, depending heavily on Thai subtitles might decrease a student's active focus on the English audio, potentially hindering the long-term development of their listening skills.

Additionally, the positive relationship between viewing frequency and TOEIC scores implies that regular exposure to authentic English media boosts listening abilities. This reflects Dörnyei's (2003) assertion that consistent interaction with understandable input aids second language acquisition. Similarly, the connection between viewing platforms and test scores is likely tied to content quality and availability.

Streaming services like Netflix provide an abundance of authentic, native-speaker material, resulting in richer language exposure. As Chaiarkom et al. (2023) pointed out, the vast array of English media on these sites facilitates casual, out-of-class development of listening skills.

Ultimately, these outcomes help clarify discrepancies found in older literature. For instance, Ningsih (2019) discovered no meaningful link between movie-watching and listening comprehension, while Worawattananukul (2016) evaluated learner attitudes rather than objective performance. The current research advances the field by evaluating specific viewing behaviors against concrete TOEIC scores. The results suggest that the nature of a student's movie-watching habits—especially their choice of subtitles—is a much stronger indicator of listening ability than general viewing habits alone. This nuance likely explains the mixed results of previous studies that relied on broader metrics. However, it is important to note that this study identifies a correlation, not causation; it highlights viewing behaviors that accompany strong listening skills rather than proving that watching movies directly causes those improvements. As a result, further research utilizing longitudinal tracking is recommended.

This study investigates whether certain movie-watching behaviors—use of subtitles, how often students watch, and choice of platform—are associated with English listening ability among fourth-year English for Communication students at Rajamangala University of Technology Thanyaburi in the second semester of the 2025 academic year. The results aim to inform several groups: learners will gain an evidence-based strategy for improving listening through self-directed film viewing; teachers can use the findings to choose films suited to students' proficiency and improve instruction; and researchers may use the study's approach as a model for future work on how media consumption relates to language learning, especially listening comprehension.

## Conclusion

The findings of this research study shed light on the correlation between behaviors in watching English movies and English listening skill of 4th year students in Faculty of Liberal Arts, majoring in English for Communication at Rajamangala University of Technology. The analysis of questionnaire responses revealed several significant trends:

First, the watching movie behaviors of 4th year students majoring in English for Communication at Rajamangala University of Technology Thanyaburi in the 2nd semester of the academic year 2025, were as follows:

The majority of the students watched English movies 148 students (95.5%), most of them watched movies with English subtitles turned on 69 students (46.6%), watched movies in English 3-4 times a week 64 students (43.2%), 123 among the students preferred watching via streaming (83.1%), and 68 students watched via Netflix (55.3%).

Second, the TOEIC Listening score of 4th year students majoring in English for Communication at Rajamangala University of Technology Thanyaburi in the 2nd semester of the academic year 2025 were as follows: 16 students (10.8%) scored at the A2 level, 51 students (34.5%) at the B1 level, 71 students (48%) at the B2 level, and 10 students (6.8%) at the C1 level.

Third, the research findings support H1, indicating a relationship between students' behaviors in watching English movies and their level of English listening proficiency. This conclusion is reinforced by the statistically significant relationships identified through Chi-square tests, all of which were significantly



associated with levels less than 0.01 with TOEIC Listening scores. This underscores the importance of various movie-viewing behaviors in influencing TOEIC Listening scores. Consequently, H0, which posited no relationship between these variables, is rejected based on the evidence provided by the statistical analyses.

## Recommendation

**For Learners:** Because watching movies frequently with English subtitles is strongly linked to better TOEIC listening performance, students should transition away from Thai subtitles. Watching English-language films three to four times a week is recommended for steady improvement in listening skills.

**For Teachers:** Instead of simply telling students to watch English movies, instructors should actively promote the use of English subtitles and create post-viewing activities, like dictation or comprehension quizzes, to solidify learning. Since Netflix is highly popular among students, teachers could also curate a list of shows on the platform that align with their students' skill levels.

**For Future Researchers:** Upcoming studies should explore the motivations driving students' subtitle preferences—specifically, whether they use them out of habit or a deliberate desire to learn—as this context is crucial for interpreting data. Additionally, employing longitudinal methods and more diverse participant groups would help make the findings more universally applicable.

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