Developing Thai University Students' Review Writing Skills through International Movie Trailers

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Article information	Abstract
	Following a paradigm of English as an international language — one that values cultural diversity — this classroom research conducted a quasi-experiment using a single-group pretest and posttest design. The study incorporated learning materials from both Anglophone and non-Anglophone settings, utilizing international movie trailers with English subtitles as a novel instructional resource. The primary aim was to enhance Thai university students' writing skills in the context of movie reviews and to explore their perceptions of this instructional innovation. Participants were 39 Thai third-year undergraduate students from a public university in Thailand. Data collection was done through pretest and posttest results, questionnaires, and semi-structured interviews. The findings of innovative teaching approach show that the students writing abilities improved significantly following the intervention. The study posits that international movie trailers can be an engaging teaching and learning medium, helping to stimulate students' writing motivation through diverse and culturally significant input. Further, this study encourages the use of the English language in varied contexts, aiding students in understanding the multifaceted identities of English users across different cultural boundaries.

INTRODUCTION

In English language classrooms, writing is a crucial productive skill for students across all disciplines due to its unique role in tertiary education (Astin, 1993; Kellogg & Raulerson, 2007). Writing offers numerous benefits, including fostering critical thinking, enhancing communication, expressing ideas and opinions, and preparing for future study and employment (Brandt, 2005). Yet, mastering this skill can be a complex and often frustrating process, particularly when students lack the necessary vocabulary or grammar to articulate their thoughts. Moreover, the norms and conventions of various written genres add an additional layer of complexity (Aitchison & Lee, 2006; Cheung, 2016; Ferris, 2016). Additionally, extensive texts require considerable self-regulation and metacognitive control over the writing process (Graham & Harris, 2000). Consequently, English instructors must continuously explore new strategies to stimulate students' motivation and facilitate their learning process (Dornyei, 1998; Keller, 2010; Oxford, 1990).

Adopting a critical sociolinguistic perspective, the multilingual paradigm urges ELT reform to challenge native speakerism. It advocates for a multidimensional and dynamic view of English, particularly in diverse non-Anglophone contexts, asserting that the topics and substance of English language instruction need not strictly adhere to native English models (Fang & Baker, 2018; Jenkins, 2014; Rose et al., 2020).

In light of this, movie trailers, with their dynamic cultural perspectives of multilingual societies, could be an effective tool in language classrooms. Movie trailers, designed as crucial components of movie advertising, are typically more appealing and straightforward than full-length films (Karray & Debernitz, 2017; Ortega, 2014; Smith et al., 2017). They condense key scenes into a shorter format, which not only prevents boredom but also engages students' interest in learning English for writing. Given their brevity, they are both practical for classroom use and effective in promoting review writing (Pongsapan & Patak, 2021).

Using movie trailers as a teaching tool in English classes, especially for enhancing review writing skills, offers an innovative approach to connect classroom learning with the practical use of language in everyday life (Karray & Debernitz, 2017; Mongar, 2019; Pongsapan & Patak, 2021). When students write reviews about these trailers, they engage with real-life multimedia materials that spark their interest and encourage them to think critically and analytically (Pongsapan & Patak, 2021). This writing task can challenge them to synthesize information, share their views, and use a variety of language patterns, which in turn, broadens their vocabulary and improves their understanding of grammar (Ebrahimi & Bazaee, 2016; Khabibi, 2014; Talaván, 2010; Talaván et al., 2017). Moreover, analyzing movie trailers from around the world can help expose students to different cultures. According to Fang and Baker (2018) and Wilkinson (2012), fostering a sense of empathy and a deeper appreciation for intercultural perspectives requires diverse cultural input. Engaging in such tasks associates and prepares them for the real world, where English functions as the international language, and articulating complex ideas and opinions in English becomes crucial. Thus, the practice of writing movie reviews not only sharpens students' ability to write effectively but also equips them with the skills needed for academic success and professional advancement in an interconnected world.

However, the use of movie media in teaching review writing remains relatively unexplored in the Thai educational context. This classroom action research thus aims to employ English-subtitled trailers of international movies as a contextual strategy for developing Thai university students' writing skills. International movie trailers, representative of global cultural products, align with the diverse nature of intercultural communication (Baker, 2018: Chiu et al., 2019; Miller, 2012). As such, they can heighten students' awareness of cultural diversity while promoting English as an international language (Byram, 2012; Corbett, 2022; Risager, 2008) and as a multilingual franca for intercultural communication (Ra & Baker, 2021). It is hoped that the use of movie trailers can enhance students' writing abilities and increase their socio-cultural awareness and willingness to learn English using international material resources.

This study aims to examine whether international trailers with English subtitles significantly impact students' writing skill development and to explore their perceptions of this instructional innovation. The research questions are:

1. Do international movie trailers with English subtitles significantly impact the development of Thai university students' review writing skills?
2. What are the students' perceptions towards the use of international movie trailers with English subtitles in improving their review writing skills?

LITERATURE REVIEW

Use of movies in language classroom

Visual aids in the form of movies with English subtitles are becoming a more widely available type of instructional media in the modern classroom as scaffolding for learners. They help engage and interact with language learners in addition to providing a source of meaningful language input in fun learning environments. Teachers can regularly present the sociolinguistic reality of language use through a wide range of fascinating topics within the boundaries of different cultures by using movies with English subtitles in various genres, and students will be encouraged to bring their own prior knowledge and experiences to class (Hafner, 2015; Hayati & Mohmedi, 2011; Ismaili, 2013; Karray & Debernitz, 2017).

Educators of second languages have tried to use a variety of materials to establish the most engaging and successful method of instruction (Cook, 2016). For decades, the application of movies as an instructional media in ELT seems to have long been the interesting subject of several academic discussions on their potential to help students improve their language skills in many aspects (e.g., Andriani & Angelina, 2020; Caimi, 2006; Ebrahimi & Bazaee, 2016; Hafner, 2015; Hayati & Mohmedi, 2011; Hsu et al., 2013; Kusumawati & Hasan, 2019; Mongar, 2019; Pham, 2021; Safranj, 2015; Talaván, 2010; Talaván et al., 2017). This is because movies represent a unique communication medium and great teaching resource that could make the learning process more enjoyable, straightforward and purposeful. Movies are such abundant resources for education since they convey colloquial communication in settings that are more similar to real life than to situations that have been artificially created in commercial textbooks. Students can choose and develop their language and ideas based on the movie's meaningful input with a wide range of interesting topics. By using movies as a way to teach and learn, students should thus gain valuable experience and improve their writing skills as a result (Albiladi et al., 2018; Ismaili, 2013; King, 2002; Prastiwi et al., 2022). In addition, movies can be an inspiring drive. Employing movies in language learning classrooms increases students' willingness to study since movies incorporate real life interactions in such a manner that they arouse enjoyment and promote students' engagement in the learning process (Goctu, 2017).

Movie review writing

Movie reviews serve to entertain and inform audiences while critically analyzing a film's storytelling elements. It is a fundamental text type that students of English should master, as it enhances their ability to articulate opinions, evaluate narratives, and engage with media critically. As one of the key forms of review writing, movie reviews help students develop skills in analyzing and critiquing storytelling techniques used in films (Prastiwi et al., 2022; Yesildag

& Bostan, 2023). At the heart of a well-crafted review is the ability to assess how a film blends reality with imagination. It also evokes thought and emotion in its audience (Ellis & Yuan, 2004). The objective of review writing is to provide readers with an insightful critique of a film's narrative, themes, and cinematic techniques, rather than simply presenting the storyline. A strong movie review requires an understanding of narrative structure, as films are built on storytelling principles. Typically, movies follow a sequence of events that introduce characters, establish conflicts, and lead to resolutions (Bolton, 2006; Ellis & Yuan, 2004). According to Hillocks (2007), the structure of a well-told story includes three key elements: 1) orientation is the setting of the story within the first paragraph. This sets the stage, immersing readers into the world of the story. It typically introduces characters, settings, and initial situations. A compelling orientation not only provides context but also piques readers' curiosity, making them invested in the unfolding story. 2) complication is where the story's conflicts or problems are established. The heart of the narrative, the complication introduces challenges, dilemmas, or conflicts that characters must navigate. It is here that the tension escalates, drawing readers deeper into the plot and encouraging them to empathize with characters' struggles and emotions. Lastly, 3) resolution refers to the stage that story's conflicts are resolved. The resolution provides answers and closures. It is where conflicts find solutions, and characters achieve (or sometimes, fail to achieve) their goals. A well-crafted resolution leaves readers with a sense of completion and often offers them food for thought, provoking reflections on the story's themes and messages.

In the context of movie review writing, understanding the basic narrative structure is essential. It equips students to critically evaluate the coherence, depth, and engagement factor of a movie's plot. By exploring the details, students can develop a deeper understanding and express their thoughts in more meaningful and insightful reviews, going beyond just surface-level observations.

Studies related to using movie trailers

Movie trailers are multimodal texts in which many semiotic modes are integrated, and different parts of them are developed in order to achieve a promotional aim. Therefore, the primary goal of movie trailers is to stimulate viewers' interest and expectations so that they will be encouraged to watch the film (Maier, 2009). As in writing, students can better convey ideas by watching movie trailers. Through viewing and analyzing movie trailers, students can develop a better understanding of the plot, identify key conflicts in the storyline, and recognize important actions, which can support their writing process. Simply put, if the students have ideas based on the key semiotic modes, it will be simpler for them to repeat the stories and develop their writing skills. They will also be engaged in the teaching and learning process and motivated to write at the same time (Ebrahimi & Bazaee, 2016; Karray & Debernitz, 2017; Pongsapan & Patak, 2021; Talaván, 2010; Talaván et al., 2017).

Studies on the use of movie trailers in developing students' review writing skills are quite rare. So far, only a few studies have been conducted on the use of movies with subtitles in EFL classroom for the promotion of students' writing. In Indonesia, for example, Khabibi (2014) performed quasi-experimental research that used action movie trailers to enhance primary

school pupils' narrative writing. Based on the findings of the study, it is advisable to utilize teaching action movie trailers as an alternate approach in teaching writing narrative text based on the results of the post-test students' achievement. In the same vein, Pongsapan and Patak (2021) investigated the impact of movie trailer media on students' writing abilities in terms of content, organization, vocabulary, language use, and mechanics. A pre-experimental approach was used in this study, which revealed a substantial difference in writing abilities before and after treatment. Students were shown to be more motivated to learn more about writing abilities when they were exposed to fun and relaxing strategies. As a result, this study suggests employing movie trailers as an instructional method to help students improve their writing skills.

There is a clear gap in examining the depth of students' engagement with the review writing introduced by movie trailers whether they develop genuine creativity and critical thinking skills or merely repeat observed patterns. Additionally, existing research overlooks to mention the cultural and contextual aspects of using international movie trailers. The impact of cultural representations of different cultural backgrounds in these trailers on students' writing skills has not yet been adequately researched, raising questions about the inclusivity and cultural sensitivity of this instructional approach. While the use of movie trailers in the language classroom is promising for the development of writing, a mixed-methods approach is needed. This study therefore focuses on the impact on students' writing, considers the cultural dimensions of the content used, and examines pedagogical practices for integrating visual media into the language classroom quantitatively and qualitatively.

METHODOLOGY

Participants

The study participants comprised 39 third-year Thai university students (N = 39) enrolled in an integrated skills course taught by the first author at a public university in Bangkok, Thailand. This intact group consisted of 24 females and 15 males, all of whom were non-English majors. These participants had received formal English education within the Thai educational system for a period of 14 years, starting from the first grade of elementary school. With three hours of English study per week, all the participants had already completed four English courses and were considered to be at an intermediate level prior to the commencement of this study.

Instruments

Four instruments were utilized in this study. Specifically, the students' writing performance was gauged via a pretest and a posttest (see Appendix 3), while the students' perceptions of the instructional innovation were assessed through a questionnaire employing a 5-point Likert scale and semi-structured interviews (see Appendix 4). These research tools allowed the authors to explore the participants' abilities and attitudes towards using international movie trailers to enhance their writing skills. Both face-to-face and online semi-structured interviews were conducted with participants to gain a deeper understanding of their perspectives and to offer

them further opportunities to raise questions based on their responses. The instruments used in this study underwent a validation process, involving pilot testing, expert reviews, and alignment checks with the specific context of the research. The questionnaire, for example, was developed based on existing scales related to students' perceptions of instructional methods (Dörnyei & Csizér, 2012). To ensure its applicability to this study, modifications were made to tailor it to the context of using movie trailers in English writing instruction. The questions for the interviews were also derived from the research objectives, ensuring they directly addressed the study's aims. The questions were reviewed by experts in the field of EFL teaching and qualitative research for content validity. This rigorous approach ensures that the data collected is both reliable and valid, providing a solid foundation for the subsequent analysis and conclusions.

Data collection and procedure

This research was conducted in four primary phases over five weeks. The phases were as follows:

Phase 1: a preparation for the design of the innovation (week 1 and 2)

In constructing the innovation, teaching material in the form of a written movie review lesson was developed based on two international movie trailers: The Half of It (2021) and Parasite (2019). These were chosen due to their powerful narratives and memorable scenes. The selection of "The Half of It" and "Parasite" in this study was strategic and aimed to expose students to different contexts — an Anglophone setting in an American high school and a non-Anglophone Korean context. This approach facilitated a comparative analysis of narrative techniques in different cultures and made it easier for students to understand and engage with complex, global narratives. By using movies with high interest and cultural richness, we aimed to increase student engagement and improve the effectiveness of their writing through a mixture of guided questions and structured writing prompts, while encouraging a greater appreciation of cinematic diversity. Together, in the context of the study, using the original soundtrack with English subtitles was also instrumental in preparing students for the pretest and posttest phases. It allowed them to engage deeply with the trailers' content during the intervention, enriching their understanding and analysis of the narrative, which they then applied in their writing at the same time. This was intended to mirror real-world language use, where English learners often encounter media using subtitles in English as a global lingua franca.

After the selection of the movie trailers, the students were then presented with the basic concept of review writing and guided questions for writing a movie review. To enhance the effectiveness of the instruction, a generic structure based on genre analysis was included as recommended by Swales (2004) that every text contains unique characters, general structures, and linguistic traits. Students should understand the general structure of written texts since it will guide them through the necessary writing process. Thus, key rhetorical move patterns and discourse markers from previous studies (Charoenchasri, 2007; Rana et al., 2018), were integrated as scaffolding tools into the writing guide (see Appendix 1).

Phrase 2: an administration of a pretest (Week 2)

Before participants were exposed to the treatment in an instructional phase, they watched the selected movie trailers. In a Google form provided, they were then asked to select one of the two trailers and write a movie review of at least 200-250 words within 1.5 hours. As the individual writing task, they were also allowed to watch their chosen trailer as many times as they wanted during the task.

Using movie trailers instead of full-length films was a practical choice for several reasons. First, trailers offer a condensed version of a movie's key elements, including its premise, central conflicts, characters, and visual style. This makes them effective stimuli for review writing within a limited classroom timeframe. Requiring students to watch an entire movie before writing a review would have been time-consuming and impractical for lesson administration. Additionally, as connecting writing with critical and analytical skills is essential (Liu & Stapleton, 2018), movie trailers encourage students to engage in inference and creative speculation. They provide an excellent foundation for students to practice formulating arguments, predicting storylines, and expressing opinions about cinematic elements without being overwhelmed by a full movie.

Phrase 3: an instruction phase for implementing the innovation (Week 3-4)

The two selected international trailers in the pretest were used again in the instruction phase to scaffold and enforce their learning. It covered three English teaching lessons that were distributed over a period (approximately 6 hours). The lesson themes were as follows.

Table 1
An illustrative lesson plan for implementing the innovation

Component	Activity
Pre-teaching (30 mins) Week 3	- elicit students' ideas about the usefulness of using international movie trailers for their learning - show them the advantages of using movie trailers for learning English - inform students of the learning objectives and expected outcomes of the tasks that require their cooperative learning (group work of 5 students)
While-teaching (120 mins) Week 3	- provide participants with a basic concept of storytelling and movie trailers - have them re-watch Parasite (2019) and The Half of It (2021) - introduce them step by step to the structure of a movie review and show them how to write it by discussing and sharing ideas with them, based on the exercises on the worksheets
Post-teaching I (1 week) Week 3	- ask each group to find their own favorite movie trailer, write a movie review, and present it to the class in the next session (take-home assignment) - explain the assessment using an analytical rubric prior to the collaborative assignment
Post-teaching II (120 mins) Week 4	- let each group present their movie review writing to the class - give them constructive feedback

The treatment focused on the while-teaching in week 3. After learning the basic concept of storytelling and structures of movie trailers, in a group of five, students were given three worksheets guiding them to write a movie review on the given international movie trailers,

(see Appendix 2). Also, they were informed that each scene has between two and four adjacency pairs and its length could not be regulated consistently. After having them rewatch each video clip, they were asked to elicit their understanding of the communicative context and express their thoughts and opinions based on what they had learned in each scene. They could also consolidate their understanding by going through the scripts of each scene with explanation of key words and expressions.

In a group of five once again, the students were supposed to write a review consisting of the synopsis of the movie and their critique. Using guiding questions, the first worksheet deals with an exposition that guides students to find out the themes, characters, settings, conflicts, and other elements of the movie trailer. The second worksheet concerns the necessary structure of a movie review and discourse markers. The third worksheet gave the students the writing task of the movie trailer that relates to the first and second worksheets. Six main elements were considered when evaluating their writing: ideas and content, and organization, voice, word choice, sentence fluency, and convention. An analytic rubric for storytelling (Spence, 2010) was adopted to assess the students' writing tasks before and after the treatment. This rubric is appropriate in assessing their writing because of its detailed and multi-layered classification of writing, especially for those whose first language is not English. The rubric adopted has also been previously validated in multiple research studies as a reliable tool for assessing writing.

Phrase 4: an evaluation phase of the innovation (Week 5)

A posttest was given after conducting the treatment. This was to determine the significance of the treatment compared to the pretest. That is, after the post teaching 1 and 2, in which the students were encouraged in their learning through group work and presentations in week 3 and 4, they were asked to write their movie reviews individually in class in week 5 without being told about it. For the posttest, they were given the same amount of time (1.5 hours) and were also allowed to choose their own favorite international movie trailers with English subtitles. It is important to note that movie trailers served as an engaging starting point to spark students' interest in writing. Given the freedom to choose trailers, many might select those from movies they had already watched. However, the objective was not for them to review the entire movie as a professional reviewer but rather to use the trailer as a stimulus for inference and predictive review writing. This approach encouraged students to anticipate key themes, characters, and developments based solely on the trailer's content. If they extended their writing beyond the trailer, it was an added benefit, as it demonstrated deeper engagement and creativity.

In the evaluation phase, all participants were asked to complete a questionnaire about their learning experience, and ten of them were randomly invited to participate in individual follow-up interviews. Before collecting the data, the first author informed the participants thoroughly and distributed a consent form. The material on the form focused mostly on the research reasons for which they would be questioned, how their data would be used, and their ability to withdraw at any time. Moreover, their grades would not be impacted by the process of data collection.

Data analysis

This study utilized a mixed-methods approach in the data analysis phase, incorporating both quantitative and qualitative research methods.

To answer the first research question regarding the effectiveness of the innovation, students' pretest and posttest writing scores were compared. Each written assignment was graded by two experienced English instructors using an analytical rubric with a maximum potential score of 30 points, which analyzed ideas and substance, organization, word choice, sentence flow, and conventions (i.e., spelling, capitalization, and punctuation). A paired-samples t-test was also used to assess if there were any significant changes between pretest and posttest means and standard deviations (McMurray et al., 2014).

To answer the second research question, which related to the students' perceptions of the learning experience, a ten-point questionnaire on a five-point Likert scale was used at the end of the teaching sessions. This quantitative data was statistically analyzed using percentages, mean and standard deviation. A qualitative analysis was conducted to supplement and deepen the understanding of the quantitative data. The first author conducted semi-structured interviews with 10 randomly selected participants, ensuring representation across the range of posttest scores of the intact group. Each interview, lasting approximately 15 minutes, was audio-recorded for transcription and subsequent analysis. Content analysis methods were employed to discover themes relevant to the research questions in the interview responses. This qualitative phase provided an opportunity to understand participants' perspectives more fully and respond to their answers with further probing questions.

To ensure validity and reliability, the study employed data triangulation. Findings from the pre- and posttests, questionnaires, and semi-structured interviews were compared and contrasted to verify and substantiate the results. The multifaceted data collection and analysis approach allowed for a comprehensive examination of the innovation's impact and students' learning perceptions, thus enriching the depth and breadth of the study's findings.

RESULTS AND DISCUSSION

The first research question of this study was to examine if the instructional innovation of presenting international movie trailers with English subtitles had any significant effect on the development of review writing abilities among Thai university students. The results of the pretest and posttest after the treatment to examine any differences in learning outcomes of 39 participants (N = 39) showed that most of the students' writing skills improved significantly after the treatment. Most of the students writing showed satisfactory progress, especially in the aspects of ideas and content, organization, and word choice. The pretest and the posttest scores were analyzed statistically. The results are shown in Table 1 below.

Table 2

Comparison of pretest and posttest scores (N = 39)

Writing ability	Min	Max	Mean	SD
Pretest	12	24	18.33	3.79
Posttest	14	27	22.62	3.42

After administering the pretest, treatment, and posttest, the first author calculated the mean and standard deviation of the scores. The maximum score on the analytic rubric for the writing assignments before and after the treatment was 30. Even though there was quite a large difference between the minimum and maximum scores on the pretest and posttest due to students' diverse writing proficiency, 12 vs. 24 and 14 vs. 27 respectively, the mean scores (Mean) and standard deviation (SD) indicated that the treatment of using international movie trailer media approach as an innovation did have a significant impact on the students' writing skills. That is, the results showed a significant increase in writing ability after the treatment, with a mean score of 22.62 compared to the pretest average of 18.33. The standard deviation demonstrated that the pretest's spread is somewhat wider than that of the posttest. The pretest standard deviation was 3.79, whereas post-test SD was 3.42 for the majority of students. In addition, the paired-sample Test or a t-test also consolidated the significance of the findings.

Table 3

Paired samples test

	Mean	SD	Std. Error mean	Lower	Upper	t	df	Sig. (2-tailed)
Pretest-Posttest	-4.29	1.92	0.82	-5.91	-2.66	5.25	76	0.0001

*$p < 0.05$, n = 39

As shown in the table, the test statistic (t = 5.25), the number of degrees of freedom (df = 76) and the probability value (p = 0.001) were obtained. This analysis demonstrates df (76); p 0.0001 and the average difference between the pretest and the posttest (18.33-22.62 = mean -4.29). Also, the 95 percentile of the range is from lower to upper (-5.91 to -2.66). Thus, there is a significant difference in students' writing abilities before and after using the instructional innovation, as indicated by the mean difference of -4.29, which is much less than the standard error of the mean of 0.82.

The instructional innovation of using international movie trailers to augment review writing skills among Thai university students appears to be effective, as indicated by the significant improvement in post-treatment scores. The mean score increased from 18.33 in the pretest to 22.62 in the posttest, underscoring the potential of movie trailers in enabling students to grasp and effectively apply writing principles (Maier, 2009; Pham, 2021). Furthermore, the reduced standard deviation in the posttest suggests a convergence of writing abilities among students, indicating that the treatment was beneficial across the board and not just for a specific subset of students. This pattern of consistent improvement around the mean resonates with the observations made by previous studies on media-based instructional methods (Goctu, 2017; Hayati & Mohmedi, 2011; Talaván, 2010; Talaván et al., 2017). Statistically, the

paired-samples t-test with a t-value of 5.25 and a notably low p-value of 0.0001 further strengthened the claim of the instructional method's effectiveness. Such significant p-values are traditionally indicative of genuine improvements rather than random variances (Lindstromberg, 2016). The universality of improvement among students, as evident from the score ranges of both pretest and posttest, reinforces the argument for the pedagogical potential of multimedia tools, an insight that aligns with the findings of Ebrahimi and Bazaee (2016). To further illustrate the improvement in students' review writing skills, a qualitative comparison of a representative student's pretest and posttest writing samples (Student 8) is provided below.

Pretest

Parasite is about a poor family who try everything to earn money to keep them alive. It looks like a funny movie. But, if you watch the full movie, you will see that it isn't funny at all. This movie satirizes society by showing the difference between a rich family and a poor family. There is one quote in this movie that is my favorite "They're rich but still nice." "They're nice because they're rich." It is so true in our society. If I were rich, I would be nice as well. This movie shows how the poor struggle to survive, and the rich don't have to do anything to struggle. Now, let's talk about the editing and the acting. The camera is so great, they know the angle, and the mood tone of this movie is brilliant. The acting is so good too. Every actor did a great job with their own character. (154 words)

Posttest

Enola Holmes is a 2020 mystery detective film. It is the story of Sherlock Holmes and Mycroft' sister named Enola. Story begin with their mom disappear and only leave the clue. Enola try to find her mom with the clue that her mom leave while she find her mom alone, She meet the young Viscount Tewkesbury who escaped from being killed because he was about to become a nobleman who voted for social reform, Enola try to save him that make Enola' journey of finding her mom becomes more chaotic. This make audience excited and expected she can find her mom. The movie not only show about Enola' journey but also reflect story about politics issue in 19th century, equality, women's rights and law reform. If you watch this movie you can learn this political history easily and also fun because the director conveys a story about political history through the adventures of the characters. In addition It's have a romantic relationship between main character too, make audience feel relaxed from serious issues in the movie. Another interesting thing about this movie is interaction between main character like Enola and audience by speaking directly through the camera, this make audience feel like they can communicate with character and feel like their is the character in the movie. So If you find some fun mystery detective movie and have story about political history too, Enola Holmes is your answer. (238 words)

An examination of Student 8's pretest and posttest writing highlights improvement in his review writing skills, particularly in terms of organization, depth of analysis, and language use. In the pretest, the student focused primarily on describing the movie *Parasite* in basic terms, providing a few personal reflections but with limited structure or thematic depth. For instance, while the student attempted to comment on societal themes through quotes like "They're rich but still nice" and "They're nice because they're rich", the discussion was repetitive. Furthermore, the writing lacked coherence and used relatively simple sentence structures, such as "rich don't have to do anything to struggle". In contrast, the posttest demonstrates progress in sophistication. Writing about the movie Enola Holmes, the student provides a detailed and organized summary of the storyline, covering key elements such as plot, thematic issues, and character relationships. Although still having grammatical errors, the review was enhanced by a discussion of broader social themes, including gender equality and political reform. This shows the student's deeper analytical skills. For example, the student reflects on how the movie "reflect[s] story about politics in the 19th century, equality, women's rights, and law reform", connecting the movie to relevant historical and social issues. Additionally, the use of more varied sentence structures and vocabulary, such as "communicate with character" and "romantic relationship", demonstrates improved language proficiency.

Overall, the progression from pretest to posttest illustrates how the instructional activities enabled the student to develop stronger writing skills. The core focus was on developing review writing skills through tasks that required students to analyze and reconstruct their writing while allowing them to practice essential components of movie reviews, such as summarizing plots, identifying conflicts, and expressing their perspectives.

The active and engaging class activities around the use of international movie trailers served as a great scaffolding for students to think more critically and creatively about their writing assignments. Although a two-week intervention may seem brief for observing extensive language development, it was designed to enhance students' confidence in expressing their ideas and structuring their narratives more effectively. As a result, there was a marked improvement in the amount of content the students were able to generate and their ability to organize this content coherently. This strongly suggests that the engagement and motivation fostered by the classroom activities had a direct impact on students' writing skills (Cook, 2016; Dörnyei, 1998; Hennebry-Leung & Xiao, 2023; Keller, 2010; Prastiwi et al., 2022).

That is to say, the innovative teaching approach encouraged students to actively engage with the material, discuss in groups, and reflect on various elements, which in turn facilitated a deeper understanding and application of these concepts in their writing tasks. This aligns with pedagogical research that emphasizes the importance of active learning environments in fostering immediate and meaningful improvements in language skills (Lightbown & Spada, 2013). While the improvements in grammatical accuracy require a longer period of time, the improvements in content production and organizational skills observed after the treatment are indicative of the positive impact that such engaging and immersive instructional strategies can have on the students' writing development, even within a shortened period of time.

To answer the second research question, the evidence in favor of using the innovation's approach and effectiveness could be drawn from the results of the questionnaire. As shown in the following Table, the students tended to be satisfied with their learning experience through the use of international movie trailers with English subtitles.

The results from the questionnaire provide strong evidence in response to the second research question regarding students' satisfaction and perceived effectiveness of using international movie trailers with English subtitles for learning. With a mean overall level of agreement at 4.23 and a relatively low standard deviation of 0.13, the data indicates a generally favorable response from students towards the instructional innovation (38.2% strongly agree and 40.5% agree).

Specifically, in item 1, a significant majority of students agree with the enjoyment (64.1% strongly agree; Mean = 4.64, SD = 0.58) and motivational aspects (53.8% strongly agree; Mean = 4.51, SD = 0.56) of watching international movies with English subtitles for English language learning in item 2. These findings align with existing research that highlights the instrumental role of multimedia resources and storytelling in fostering engagement and motivation in language learning (e.g., Vanderplank, 2010; Yeh & Mitric, 2019).

However, the questionnaire found that, in item 3, students were generally neutral about understanding the meaning of English words and expressions from the subtitles (10.3% strongly agree, 28.2% agree, 56.4% neutral; Mean = 3.77, SD = 0.84). This could signal that while they find the activity engaging and motivating, the comprehension might be an area requiring further pedagogical focus. In particular, the students could be uncertain about their ability to understand the meaning of English words and phrases through subtitles. This suggests that although the method engages and motivates, it may require supplementary techniques to promote meaningful input for more comprehension.

The results from item 4 further showed strong agreement among students that they prefer to watch international movies with English subtitles rather than reading English books (48.7% strongly agree, 41% agree; Mean = 4.41, SD = 0.75). In addition, their strong agreement regarding their learning of new vocabulary (51.3% strongly agree, 33.3% agree; Mean = 4.59, SD = 0.79) and ideas related to content, organization, and storytelling (48.7% strongly agree; 33.3% agree; Mean = 4.21, SD = 0.92) is evident through this instructional approach. Also, in item 7, the majority think that using international movies with English subtitles can improve their reading and writing skills (28.2% Strongly agree, 35.9% agree; Mean = 4.03, SD = 0.84). This clearly supports the multifaceted benefits of using movie trailers that could serve multiple language learning objectives not only in language learning but also in cultural and contextual factors for better writing practice. This is consistent with Bialystok et al. (2008) view that fostering bilingualism involves more than just learning vocabulary and grammar; it includes gaining overall meaningful input for language acquisition.

Interestingly, item 8, which questioned the necessity of utilizing resources from English-speaking countries (20.5% strongly agree, 53.8% agree; Mean = 3.90, SD = 0.72), reflecting a critical view of the traditional "gold standard" of native-speaker models in English education. This

suggests an evolving recognition among students of the value of a more multicultural, globalized approach to language teaching (Canagarajah, 2006; Jenkins, 2006, 2014, 2015; Ra et al., 2022). Together, the use of international movie trailers with English subtitles as a pedagogical tool has received strong endorsement from the students, with a majority either agreeing or strongly agreeing with its effectiveness. Most of them express that they understand the lessons well (25.6% strongly agree, 61.5% agree; Mean = 4.15, SD = 0.54) and are able to write better after the treatment (30.8% strongly agree, 41% agree; Mean = 4.13, SD = 0.66) respectively. All in all, the questionnaire data thus presents compelling findings for employing international movie trailers with English subtitles as a pedagogical tool. The majority of students either "agreed" or "strongly agreed" with statements that conveyed the effectiveness of this instructional method, thus confirming its potential to serve as a viable alternative to traditional English language teaching approaches. This collective endorsement aligns with literature which suggests that innovative, student-centered methods often outperform conventional, teacher-led techniques in generating learner engagement and outcomes (Hennebry-Leung & Xiao, 2023; Lightbown & Spada, 2013). In summary, the participants' favorable perceptions, represented by an overall mean level of agreement at 4.23, validate the integration of international movie trailers into the curriculum. Their responses signal not only their engagement and motivation but also their viewpoints that this innovation could meaningfully impact their skills in vocabulary, reading, and writing.

Furthermore, the qualitative data gathered through semi-structured interviews answered the second research question effectively, shedding light on students' viewpoints about the instructional innovation and its impact on their review writing abilities. The participants' feedback reflected around four predominant themes: language development, learning motivation, autonomous learning, and authentic learning materials coupled with cultural awareness.

Table 4
The participant's experience with the learning materials and the lesson

Questions	Mean	SD	Level of Agreement	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
1) I enjoy watching international movies.	4.64	0.58	Strongly agree	64.1	30.8	5.1	0.0	0.0
2) I think watching international movies with English subtitles is motivating for my English language learning.	4.51	0.56	Strongly agree	53.8	46.2	0.0	0.0	0.0
3) I mostly understand the meaning of English words and expressions gained from English subtitles in international movies.	3.77	0.84	Neutral	10.3	28.2	56.4	5.1	0.0
4) I prefer to watch international movies with English subtitles rather than reading English books.	4.41	0.75	Strongly agree	48.7	41.0	10.3	0.0	0.0
5) I can learn new vocabulary or expressions through international movies with English subtitles.	4.59	0.79	Strongly agree	51.3	33.3	15.4	0.0	0.0

Questions	Mean	SD	Level of agreement	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
6) I can learn new ideas, content, organization, storytelling from international movies with English subtitles.	4.21	0.92	Agree	48.7	33.3	15.4	2.6	0.0
7) I think using international movies with English subtitles can improve my reading and writing skills.	4.03	0.84	Agree	28.2	35.9	35.9	0.0	0.0
8) I think learning English does not necessarily mean learning from resources in English-speaking countries.	3.90	0.72	Agree	20.5	53.8	23.1	2.6	0.0
9) I understand what the teacher taught in how to write a movie review.	4.15	0.54	Agree	25.6	61.5	10.3	2.6	0.0
10) I think I can write a movie review better after learning how to write it in the lesson.	4.13	0.66	Agree	30.8	41.0	25.6	2.6	0.0
Overall level of agreement	**4.23**	**0.13**	**Agree**	**38.2%**	**40.5%**	**19.75%**	**1.55%**	**0.0%**

Language development

The first emergent theme, language development, was supported by multiple participants who reported noticeable improvements in their language skills thanks to the innovative teaching approach. The following positive feedback aligns with other research findings that suggest the efficacy of using films as a pedagogical tool for enhancing English proficiency (e.g., Andriani & Angelina, 2020; Ebrahimi & Bazaee, 2016; Hafner, 2015; Kusumawati & Hasan, 2019; Mongar, 2019; Pham, 2021; Safranj, 2015; Talaván et al., 2017).

Student 3: *"If I had learned something like this in my first year, I would have been better at it. The teacher showed us how to use guiding ideas from questions... not to take grammar too seriously before expressing our thoughts is a very good way to learn."*

Similarly, increased opportunities for practicing writing and speaking were highlighted by the participants.

Student 15: *"Although I'd taken many English classes, I didn't dare to speak and had little opportunity to practice writing. But in the lesson, the teacher encouraged us to think a lot before writing our movie review together in groups... This is a project that I really like, and I think it really helps us [the students] improve our English skills."*

From the reflections, this pedagogical strategy clearly supports the broader objective of developing practical language skills, emphasizing the role of engagement and motivation in successful language learning. It enriches the learning environment by providing authentic linguistic and cultural experiences, thereby fostering a deeper understanding and engagement with the language. Movie trailers not only present language in its natural context but also enhance learners' comprehension skills through varied narratives and dialogues. These student

testimonies, particularly with their emphasis on how the instructional approach positively impacted their language development, corroborate the quantitative findings of the study. The significant improvement observed in the posttest scores substantiates the pedagogical benefits of incorporating movie trailers with English subtitles into the English language curriculum.

Learning motivation

Another salient theme that emerged from the qualitative data was the significant increase in learning motivation. Participants expressed that the innovative teaching approach not only made the learning process enjoyable but also helped alleviate writing anxiety. This observation is consistent with the concept that motivation serves as a critical driver in language learning (Dörnyei, 1998), and a conducive, low-anxiety environment fosters better learning outcomes (Horwitz, 2001).

Student 9 discussed overcoming initial learning anxiety and finding joy in the assignment: *"At first, I was worried and had no idea how to write a movie review. But when our teacher and friends presented me with many examples, I began to understand what I could write... and I did it with joy because I wanted to introduce my favorite movie."*

Reflecting on the engaging nature of the class, Student 12 shared her positive learning experience: *"The class was entertaining because we had a chance to discuss many topics about different movies... This made me feel comfortable and relaxed and made me want to learn more during class."*

Additionally, Student 30 preferred the benefits of learning via movie trailers over traditional teaching approaches: *"It's a good idea of the teacher to bring movies into the lessons instead of doing boring grammar exercises. I'd like to learn something similar to this in my next English class."*

These individual reflections underline the success of incorporating international movie trailers into the curriculum, not just in boosting language skills but also in enhancing students' motivation to learn, which is very important. As such, this teaching innovation proves to be an effective and appealing alternative to conventional language instruction methods, corroborating previous research that suggests the crucial role of appropriate teaching strategies in improving learner performance.

Autonomous learning

The concept of autonomous learning emerged prominently from the interview data, underscoring its significance in the context of integrating everyday activities, like watching movies, into the educational framework. This approach was seen to empower students to take charge of their language learning journey, transforming it into a personalized and enjoyable experience.

Student 17 shared how the method inspired him to utilize his interests for language improvement: *"What the teacher taught really made me want to learn English using my favorite Korean series with English subtitles."*

Echoing the sentiment of self-driven learning, Student 22 highlighted the benefits of engaging independently with the material: *"If I try to read these reviews by myself more often, I am sure I will know how and what to write better and with more fun."*

Furthermore, Student 30 pointed out the intrinsic motivation behind their engagement with the material, driven by personal interest rather than external pressures: *"What we learned in class made me want to learn more about writing movie reviews, not for the exams, but to improve my English by doing what I like to do [watch movies]."*

These reflections illustrate the impact of the educational approach on fostering a sense of autonomy among students, encouraging them to pursue language learning through activities that resonate with their personal interests and preferences. The study confirms that allowing students to select their own movie trailers for writing exercises not only nurtures group collaboration but also fosters individual autonomous learning. This result corresponds with Godwin-Jones' (2019) assertion that encouraging autonomy involves a student-centered approach that values diversity and individual choice. Establishing learner autonomy extends beyond merely furnishing students with appropriate resources; it also entails facilitating the acquisition of the skills and mindset necessary for effective self-directed language study. This includes bolstering the psychological aspects of learning, characterized by a sense of joy and choice, which are critical elements for successful autonomous learning.

Authentic learning materials with cultural awareness

The final theme identified in this study highlights the importance of utilizing authentic learning materials that offer familiarity and a rich cultural context. Participants strongly agreed that movies and dramas provide a valuable source of genuine, up-to-date language that is combined with cultural nuances. This preference is illustrated by the significant finding that approximately 76.92% of the media selected by students for their reviews were Korean movies or TV dramas, indicating a keen interest in non-Anglophone media.

Student 5 expressed appreciation for integrating familiar media into language learning: *"It is very good to learn English from the movies/dramas I'm familiar with."*

Student 35 discussed the broader educational benefits of engaging with international content: *"Learning about their lifestyles and cultures through international movies with English subtitles could be another good way to learn about their culture and understand them better."*

These insights underscore the effectiveness of incorporating culturally rich materials into the language learning process, demonstrating how students value and benefit from exposure to diverse cultural perspectives. Also, this confirms that movies offer a more dynamic and authentic representation of language than traditional teaching materials, such as commercial textbooks. However, as Gilmore (2007) notes, educators must carefully adapt authentic content to the classroom setting, taking into account various factors such as student proficiency and the educational environment. Skillfully crafted materials can enhance the learning experience by making it engaging and culturally enlightening.

In terms of fostering cultural awareness, the study suggests that exposure to international movie can be a valuable educational tool. It allows students to engage deeply with diverse cultural narratives, echoing the findings of previous research on the association between language learning and intercultural communicative competence (e.g., Alptekin, 2002; Baker, 2018; Byram, 2012; Corbett, 2022; Hafner, 2015; Ra et al., 2022; Risager, 2008; Siddiqie, 2011). This stresses the evolving role of English as an International Language (EIL), prompting a shift in the cultural elements integrated into English Language Teaching (ELT) (McKay & Brown, 2016). Instead of focusing solely on the so-called "Inner Circle" of English-speaking countries, pedagogical practices should expand to include diverse cultural contents to prepare learners for a globalized world. This not only enhances intercultural communication skills but also allows students to engage in introspective cultural reflection. Moreover, from a cognitive perspective, aligning language instruction with students' existing cultural schema or background knowledge can significantly augment their motivation and ease of learning (e.g., Rumelhart, 2017; Zhao & Zhu, 2012).

While the majority of students expressed a favorable view of the innovative teaching approach involving international movie trailers with English subtitles, some reservations were noted. These concerns serve as essential qualifiers to the overwhelmingly positive feedback, highlighting areas for possible improvement or adaptation in future implementations of the teaching innovation. Student 7 found the time constraint for writing movie reviews stressful, which may signify that the pacing of the lesson might need adjustments. Likewise, Student 19 encountered difficulties in distilling movie plots into concise summaries. This suggests that more focused instruction in the long-term effects on students' writing on how to condense complex information could be beneficial.

Perhaps the most compelling critique came from Student 31, who compared the experience to "practicing how to run when I still can't walk". This sentiment could indicate a deeper systemic issue rooted in the Thai educational context, where rote learning of grammar rules is emphasized over practical language use (Sukavatee & Khlaisang, 2023). The student's critique also raises an important point about the possible need for scaffolded instruction that builds up to the complexity of writing movie reviews, particularly for learners who are more accustomed to a different teaching style that emphasizes rote memorization over applied skills.

While the primary objective of this study was to elevate students' review writing skills, an unexpected yet rewarding outcome was the boost in students' confidence to articulate their thoughts and engage in collaborative learning. This affirms the adage that the best educational approach is one where "no student is left behind". Though a small subset of students faced challenges, likely stemming from an educational background rooted in rote learning, it is evident that a more tailored approach and extended engagement could fully help promote students' successful learning outcomes. That is, the study's findings resoundingly answer a question that has long preoccupied educators: "How can we amplify students' motivation to learn English?" Aligned with Biggs and Watkins' (1995) notion that "students want to learn only what is meaningful and relevant to them", this study demonstrates that tapping into students' interests can markedly improve classroom outcomes. As language teachers, we need to ignite students' curiosity from a young age to pave the way for more productive English classrooms.

CONCLUSION AND RECOMMENDATIONS

This classroom-based quasi-experimental study utilized a single-group pre- and post-test design to evaluate the effectiveness of integrating international movie trailers—both from Anglophone and non-Anglophone contexts—as teaching and learning tools. The data gathered from pre- and post-tests, questionnaires, and semi-structured interviews reveal a notable improvement in Thai university students' review writing skills. The study further underscores the potential of using authentic materials like movie trailers to enrich language learning experiences, diversify cultural input, and prepare students for global communication. Overall, the research offers strong evidence that supports the inclusion of international movie trailers as an innovative pedagogical approach in English-language education. All in all, this current study could provide a creative, meaningful alternative in educational settings traditionally dominated by test-driven orientation. It serves as an initial stepping-stone for broader applications, such as refining material and syllabus design with a student-centered approach. For future studies, it could be modified with other multiple classroom activities such as dubbing, translation, debate, or even stage performance.

Although this study focuses the importance of using real, culturally diverse content to motivate students and improve Thai university students' writing skills, it shows only short-term improvement in review writing. Therefore, it leaves room for exploring whether these improvements in writing skills are maintained over a longer period and how effectively students can apply these skills in different contexts beyond the study's scope. Given the limited scope and duration of this study, there are several opportunities for future research. For example, the current research lacks comprehensive longitudinal studies on communicative competence. It would be interesting to examine the long-term effects on students' writing and motivation and to explore how these resources can be adapted to different learning environments and cultural contexts. Future studies should also use a more rigorous randomized control group design for a comparative analysis. In addition, there is also an opportunity to develop instructional materials that focus on the use of international movie trailers to build vocabulary, reading comprehension, and oral communication skills. Further research could examine the effectiveness of using international movie trailers as assessment tools for various facets of communicative competence, including strategic, pragmatic, and discourse competencies. Last but not least, the creation of well-designed analytical rubrics based on international movie trailers could provide further insights into Thai students' level of English proficiency.

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Appendix 1

A. Rhetorical move patterns in writing a movie review

MOVE 1 Introduction of the Movie 1.1) Introduce the title 1.2) Introduce the genre of movie 1.3) Introduce the director 1.4) Introduce the main character
MOVE 2 Summary of the Movie 2.1) Discuss the setting 2.2) Refer to the movie's background 2.3) Describe the storyline
MOVE 3 Analysis of Movie 3.1) Cinematography 3.2) Theme around which movie circulates 3.3) Contribution of whole cast
MOVE 4 Creative Elements in the Movie 4.1) Focus on the tone of the movie 4.2) Discuss the music of the movie 4.3) Describe the special effects in the movie
MOVE 5 Opinion Making 5.1) Discuss the strong points of the movie 5.2) Discuss the shortcomings of the movie 5.3) Recommendation

(Adopted from Rana et al., 2018)

B. Thematic discourse markers in writing a movie review

A. Discourse markers referring to writers (usually used with "I" and "my") Ex. Personally, I… , Just before the film started, I… , In my humble opinion,… , So my perspective is….
B. Discourse markers referring to movies (usually used with "it" and "film/movie") Ex. In this movie,… , Simply put, it is… , No matter what I say, the film… , It is the movie that….
C. Discourse markers referring to comments and judgments (usually used before giving criticism) Ex. That is to say, … , In fact, …. , Actually, … , That is, of course, … , As mentioned earlier, ….

(Adopted from Charoenchasri, 2007)

* The information here was taught to the students and provided with examples before they work on the tasks on the worksheets.

Appendix 2

Worksheet #1: Answer these questions as your writing guideline. (Group work)

1. What is the name of the movie?

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2. What kind of movie is it?

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3. What is the movie setting?

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4. Who are the characters?

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5. What is the movie about?

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6. What is the movie plot?

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7. What is the movie conflict?

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8. What is the movie climax?

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9. What do you like about this movie? (character, music, scene, mood, etc.)

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10. What do you think you can learn from the movie?

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11. How would you recommend the movie to other people?

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12. (Your choice) Any other questions you want to ask?

Worksheet #2.1: Read the movie review below. Then decide which sentence or phase fits the given blanks. (Group work)

Parasite is a 2019 dark comedic movie from South Korea. It is the story of the Kim family - father Ki-taek, mother Chung-sook, daughter Ki-jung, and son Ki-woo - who live in a tiny apartment in a semi-basement, and have low-paying temporary jobs folding pizza boxes, and are struggling to make ends meet. A buddy of Ki-woo requests that he replaces his position as an English instructor for the daughter of the rich Park family. The Parks recruit Ki-woo after he pretends to be a well-known university student. The Kim family devises a plan to get employment for all of its members by acting as highly skilled employees and becoming the Parks' servants.

The movie shows how a South Korean family from a lower class slowly becomes a part of the life of a family from a higher class and their fancy home. As they get caught up in a web of lies, the poor family finds that it's getting harder and harder to keep up appearances. It's a twisty satire about the social and economic differences in South Korean society. The movie tone changes a lot and sometimes feels like it might go too far, but it always feels like the tone changes were carefully planned. Telling more about the story would ruin the overall experience, since each act has a big plot twist or reveal that keeps the movie one step ahead of the audience at all times. If you can, go in blind and expect a ride you'll never forget. (253 words)

MOVE 1 Introduction of the Movie
1.1) Introduce the title ---
1.2) Introduce the genre of movie --
1.3) Introduce the director --
1.4) Introduce the main character --

MOVE 2 Summary of the Movie
2.1) Discuss the setting ---
2.2) Refer to movie's background ---
2.3) Describe the storyline --

MOVE 3 Analysis of Movie
3.1) Cinematography ---
3.2) Theme around which movie circulates --
3.3) Contribution of whole cast --

MOVE 4 Creative Elements in the Movie
4.1) Focus on the tone of the movie ---
4.2) Discuss the music of the movie --
4.3) Describe the special effects in the movie --

MOVE 5 Opinion Making
5.1) Discuss the strong points of the movie ---
5.2) Discuss the shortcomings of the movie ---
5.3) Recommendation --

Worksheet #2.2: Read the movie review below. Then decide which phase fits the given gaps. (Group work)

The Half of It is a 2020 American comedy-drama movie. The story takes place in the remote town of Squahamish, where an introverted, straight-A student, Ellie Chu, makes extra money by writing homework papers for her fellow students. The main part is when this Chinese-American girl helps a school guy, Pual to get close to a girl named Aster that both of them secretly desire. They start talking to each other and learn about what love is. In my opinion, the climax seems to start when the guy found out that Ellie also crushes on the girl he falls in love with.

The relationship between Ellie and Paul is the most interesting and moving one. He seems stupid at first, but he's actually honest, loyal, and has a good heart, and Ellie doesn't expect him to become her first real friend.

As the matter of fact, the director's careful handling of race, language, and sexuality helps give the main characters a welcome sense of kindness from the viewers. Simply put, they are teenagers who are trying to live up to the traditions and expectations of their families while also following their own dreams and goals. The movie can help people learn to respect each other's differences, and it's of course one of the best you can't miss. (204 words)

A. Phrases referring to writers (usually used with "I" and "my")

B. Phrases referring to movies (usually used with "it" and "film/movie")

C. Phrases referring to comments and judgments (usually used before giving criticism)

Worksheet #3: Find a movie trailer with English subtitles of any nationality. Then use all the knowledge you have learned to write a movie review, and present it to the class next week using PowerPoint. Explain your storytelling and language points you use in the movie review (Group work)

Appendix 3

Pretest
Write a movie review

Directions:
Choose the movie (Parasite or Half of It)
Write between 200-250 words in the google form provided. (Anything that you want your readers to know and recommend them to watch the movie). Try to make your storytelling as complete as possible.

You have 90 minutes to do this task.

Posttest
Write a movie review

Directions:
Find a movie trailer of any nationality with English subtitles that you want to write about. Write between 200-250 words in the google form provided. (Anything that you want your readers to know and recommend them to watch the movie). Try to make your storytelling as complete as possible.

You have 90 minutes to do this task.

Appendix 4

Semi-structured Interview Questions

1. What do you think of your own English learning and attitudes towards your own English before/after taking the course of review writing?

2. What is your understanding or feeling of writing a movie review? (Ex. Was it difficult for you? Did you enjoy learning about it?, etc.)

3. Which aspects of the lesson do you like? Share one or two aspects that you have learned from the course.

4. Any suggestions for the Course? Write what you like and how you think that the lessons should be improved.