

PROMOTING ENGLISH SPEAKING SKILLS AND ENVIRONMENTAL
AWARENESS OF ESP STUDENTS THROUGH FILM CIRCLES



KRIANGSAK THANAKONG

A Dissertation Submitted to University of Phayao
in Partial Fulfillment of the Requirements
for the Doctor of Philosophy Degree in English

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ABSTRACT

This study aimed to 1) compare English for Specific Purposes (ESP) students' English speaking skills before and after employing film circles, 2) compare their environmental awareness before and after implementing film circles, 3) investigate the relationship between their English speaking skills and environmental awareness, and 4) investigate their attitudes toward the use of film circles to enhance their English speaking skills and environmental awareness. Using purposive sampling, the participants were 30 dual-degree students enrolling in the Bachelor of Education Program in Education and the Bachelor of Arts Program in Social Development, also regarded as pre-service social studies teachers. A mixed-method study, using the one-group pre-test-post-test design, was conducted. Both qualitative and quantitative research methods were included. The instruments included 1) film circle lesson plans, 2) a pre-and post- English speaking test, 3) an environmental awareness assessment with 3 domains, including environmental knowledge, attitudes and behaviours, 4) an attitude questionnaire toward using film circles, and 5) semi-structured interviews. 1) The results revealed a statistically significant improvement in the post-test scores of the ESP students' English speaking skills compared to their pre-test scores. 2) Regarding environmental awareness, it indicated the students believed their environmental knowledge, attitudes, and behaviours improved. 3) There was no significant difference in the relationship between students' English speaking skills and their environmental awareness. 4) Students had positive attitudes toward using film circles to improve their English speaking skills and raise their environmental awareness. The findings suggest that film circles can be integrated into ESP classrooms with the specific goal of improving English speaking skills, and the study appears to echo the integration of environmental issues or themes into English classrooms.

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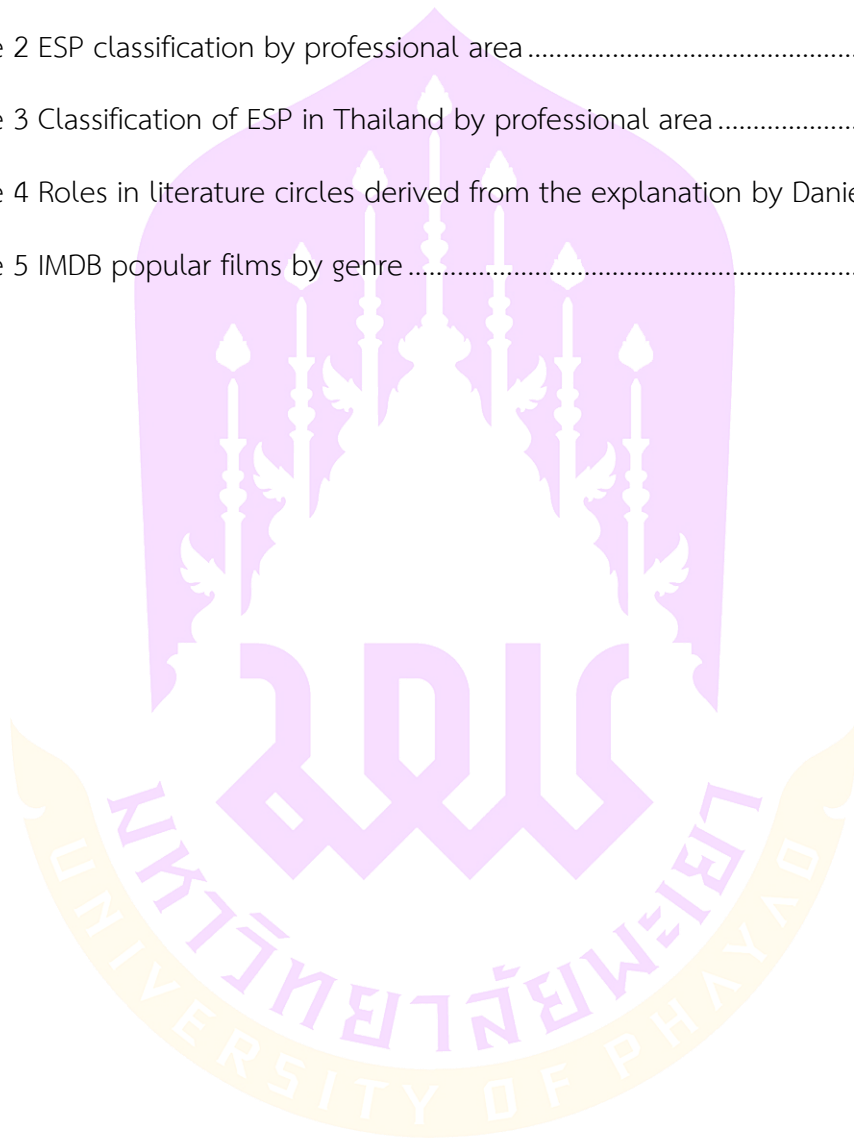
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CHAPTER I

INTRODUCTION

Rationale and Background of the Study

1. The Importance of English

English is now, unquestionably, a global language. Effective communication in English is crucial for both Thai workers employed overseas, and international workers employed in Thailand. In March 2023, there were approximately 130,931 Thai workers employed abroad (Trirathpaladol, et al., 2023), and, in 2021, over one million work permits were issued to foreign individuals working in Thailand (Department of Employment Ministry of Labour, 2022). English serves as the medium of communication among these labourers, whether for international workers abroad or for native Thais communicating with foreign workers in Thailand. Regarding the importance of English, both employers and employees in Thailand's private and public sectors continue to be actively encouraged to acquire proficiency in the language. Thailand's National Strategy for the years 2018 to 2037 includes the National Strategy on Developing and Strengthening Human Capital, which emphasizes the need to enhance Thai citizens' English communication abilities for high-skilled employment (Office of the National Economic and Social Development Council, 2021). As a result, English is a necessary tool of communication for Thai laborers, and aspiring students are able to enhance their language skills to prepare themselves before entering the labor market.

University students must prepare for success in a global workforce (Lapele, 2019). Therefore, English for Specific Purposes (ESP) classrooms have had a tremendous impact on improving the English skills and knowledge of ESP students, including social development and education majors. Since ESP focuses on teaching English to learners according to their specific needs and interests (Ghafar, 2022; Hutchinson & Waters, 1987), it is therefore practically useful for professional training (Soranastaporn, 2018). Properly designed ESP courses can help learners reach the English language proficiency levels required by prospective employers (Thanakong, 2022).

2. The Importance of English Speaking Skills

Focusing on the English language, speaking skills are crucial not only for educational context but also for the modern workforce, as skilled workers have more job opportunities when they are able to speak English fluently. Speaking is employed to effectively communicate intended meanings through structured verbal expressions (Dinsa, et al., 2022). Speaking encompasses both language knowledge and the abilities necessary for the practical production of linguistic utterances (Nget, et al., 2020). It is one of the most vital skills to be developed and enhanced as a means of effective communication (Chotimah & Pratiwi, 2022), and it is one of the primary goals for English language learners (Albogami & Algethami, 2022). In Thailand's educational system, speaking is instructed at many levels, from primary school to university. It is acknowledged that Thai students are required to practice and enhance their English speaking abilities to succeed in their English language education.

Moreover, speaking skills are essential for success in a wide range of environments, such as workplaces and professional scenarios (Domyшева & Kopylova, 2021). It is recognized that professionals need strong English speaking abilities to communicate with individuals from other countries, which benefits their work environment and can create opportunities for career growth. As such, speaking for specific purposes is crucial for university students in the specific fields of their major (Lapele, 2019), and ESP courses can be designed for performing communicative activities required by their academic or professional settings (Dzięcioł-Pędich & Dudzik, 2021).

3. English Speaking Problems

However, previous studies have shown that English students encounter various problems speaking English. These problems include, for example, a lack of vocabulary (Chema, et al., 2023; Jaya, et al., 2022; Wahyuningsih & Afandi, 2020; Yuh & Kaewurai, 2021), fear of making mistakes (Jaya, et al., 2022), poor pronunciation (Chema, et al., 2023; Wahyuningsih & Afandi, 2020; Yuh & Kaewurai, 2021), lack of confidence (Wahyuningsih & Afandi, 2020), and insufficient speaking practices (Jaya, et al., 2022; Tantri, et al., 2023). Furthermore, the problem of low English proficiency is especially evident among non-English majors, who face challenges in achieving

proficiency compared to English majors because they have less exposure to the language (Khammee, et al., 2024).

Specifically in ESP contexts, it is important to note that, from prior students' needs analysis, speaking abilities are regarded as crucial among ESP practitioners (Alshayban, 2022; Menggo et al., 2019; Namtapi, 2022; Pranoto & Suprayogi, 2020). Moreover, Thai people in professional settings still encounter difficulties in speaking English (Namtapi, 2022; Nusen, 2022; Praesrisakul, et al., 2019). They encounter problems related to vocabulary, pronunciation, and structural knowledge (Namtapi, 2022; Nusen, 2022). They reveal their needs for extensive exposure to the target language, both within and outside the classroom (Namtapi, 2022). Therefore, speaking skills should be emphasized in ESP contexts.

Teaching speaking skills holds significance because a considerable number of students aim to learn English for the purpose of effective communication (Menggo, et al., 2019). In recent years, there has been a notable emphasis on incorporating classroom activities into English speaking classes. However, there still exists a substantial need to apply suitable activities that can be designed to meet the particular needs of different groups of students.

More importantly, the participants in this study must improve their English proficiency, including their speaking abilities, because the university where they are enrolled requires all of its students to acquire at least the CEFR B1 level. Moreover, the university supports students in English for professional development, as evidenced by the inclusion of ESP courses in the curriculum. Although the participants had finished the university's A2 course, they failed to reach the B1 level as determined by the university's English proficiency test. Therefore, it is needed to enhance ESP students' speaking abilities to achieve the CEFR B1 level and to use these abilities in their future careers.

4. Environmental Concerns in English Curriculum

Not only is English necessary for students, but environmental concerns should also be incorporated into the English curriculum to promote sustainability and awareness of global issues. The ecosystem is deteriorating as a result of human-unfriendly activities such as land conversion, illegal logging, forest fires, river and ocean pollution, and the overuse of plastics (Setyowati, et al., 2020). To highlight this, countries across the globe have formally adopted the Sustainable Development Goals (SDGs), which aim to ensure a sustainable, prosperous, peaceful, and equitable life for all people, both presently and in the years to come (UNESCO, 2017). The SDGs address the urgent problems of climate change and environmental protection while also addressing a range of socio-economic needs, such as education, healthcare, social protection, and work opportunities (UNESCO, 2017). Maintaining a balance between addressing human needs and ensuring environmental sustainability should be a mutual objective, in line with the agenda of the SDGs, to secure the sustainability of life in the future (Hermawan, et al., 2022). By integrating environmental topics into English lessons, students can enhance their language abilities while emphasizing environmental concerns. It is obvious that people around the world have been dealing with a diverse range of ecological concerns (Yildiz & Budur, 2019), and the problems have been consistently worsening (Koculu & Girgin, 2022).

People need to be educated more aware of and sensitive to the environment because of the growing number of today's environmental issues that humans are causing, either directly or indirectly (Erdas-Kartal & Ada, 2022). Promoting environmental education can help to create a healthy relationship between people and the natural world, eliminating worries about natural disasters (Adawiah, 2018). Consequently, both the public and private sectors play a key role in addressing these important issues.

4.1 The Importance of Environmental Awareness in Educational Context

As environmental concerns are becoming more prevalent in society, it is essential to recognize that environmental awareness is crucial for living in the 21st century. The term "environment awareness" describes an individual's understanding of

the natural environment and their behaviours that either protect or damage it (Kousar, et al., 2022). Educational institutions including universities have a significant impact on students' environmental awareness and eco-friendly behaviours (Kousar, et al., 2022; Mkumbachi, et al., 2020). Students can be equipped with the knowledge and skills necessary for sustainable development in universities so that they can tackle the challenges to sustainable human development in a community (Mkumbachi, et al., 2020). Students can become more sensitive in their attitudes, behaviours, and willingness to take action about environmental concerns as a result of increasing environmental awareness (Susilawati, et al., 2021). It should be noted that the domains of environmental awareness explored by researchers differ. This can include environmental knowledge, environmental attitudes, and environmental behaviours (Aliman, et al., 2019; He, et al., 2011; Höfner & Schütze, 2021; Laabidi & Charafi, 2023). Therefore, global citizens, including the participants in this study, should develop an awareness of the environment. Their environmental knowledge, environmental attitudes and environmental behaviours should be enhanced. Educational efforts, including English courses, can play a vital role in helping students raising their environmental awareness.

Education plays a crucial role in spreading and accomplishing these goals with a thorough understanding (Zorba, 2023). To ensure environmental preservation and strive for a sustainable future, it is evident that global citizens must be aware of these issues and stop excessive utilization of environmental resources (Yildiz & Budur, 2019). To actively contribute to solving environmental issues and embrace an eco-friendly lifestyle, individuals must initially be aware of environmental problems (Önal, 2020). Education improves future leaders and citizens' ability to devise solutions and find new paths toward a better future (UNESCO, 2012). With this, incorporating eco-friendly practices into English as a Foreign Language (EFL) instruction has gained global interest (Kara, 2023). Through little acts at educational institutions, raising awareness, and motivating others to follow accordingly, students may support environmental protection (Manurung & Ria, 2018).

The participants in the present study are dual-degree students pursuing a Bachelor of Education Program in Education and a Bachelor of Arts Program

in Social Development. These students have the potential to pursue careers in social development and education sectors, specifically as social studies teachers. They are also regarded as pre-service social studies teachers. In Thailand, there is a need for hiring social studies teachers in both public and private schools. Those interested in becoming social studies educators may consider teaching the subject in English program schools. Additionally, social studies teachers play a role in raising awareness among students by incorporating lessons that emphasize the connection, between human societies and the environment. Sukma, et al. (2020) reveal that teachers indicate their belief in the importance of educating students about the environment since elementary school. Thailand's Basic Education Core Curriculum B.E. 2551 (Ministry of Education, 2008) emphasizes the significance of the environment within the Social Studies, Religion, and Culture curriculum. Strand 5 specifically underscores the need for students to comprehend the relationship between humans and the physical environment, fostering cultural creativity. It also promotes awareness and active involvement in resource and environmental conservation to support sustainable development. Thus, social studies teachers can integrate environmental issues into their classroom activities to promote students' awareness of sustainable development.

Professionals in the social development or community development sectors help promote the advancement of diverse aspects, including tackling environmental challenges within the community. With this, social workers are a powerful force in addressing environmental degradation and promoting environmental and community sustainability (Papadimitriou, 2020). Then, the term environmental social work has been focused. Rambaree (2020) states that environmental social work represents a social work approach and perspective that places emphasis on the importance of ecological and environmental sustainability, as well as justice, within the broader framework of sustainable development. Dominelli (2014), a qualified social worker, proposed that social work educators and practitioners hold key responsibility for fostering and maintaining environmental justice that respects human and citizenship-based rights. As a result of the majority of nation-states' current membership in the United Nations, which gives social workers authority over

their activities, Papadimitriou (2020) stated that it is now the responsibility of each state to offer resources targeted at reducing the risks that its citizens face. Papadimitriou (2020) also asserted that this is accomplished through a skilful integration of diverse elements, including education, enforcement, and the capacity to mobilize citizens toward these goals.

4.2 Raising Environmental Awareness Through Speaking Activities

In English classroom contexts, there exist numerous ways to include environmental themes in English classrooms.

Studies have shown that environmental education is crucial for promoting sustainable futures (Bhusal, 2021; Hameed, 2023; Mete, 2018; Putri, 2018; Setyowati, et al., 2022), and the objective of integrating it into language instruction is to raise students' and teachers' knowledge of environmental issues (Nur, et al., 2022). Moreover, active participation from all stakeholders is essential for environmental protection (Hameed, 2023). In terms of teachers, to increase their awareness of the significance of incorporating environmental education into English language teaching methods, language teachers need to pay close attention to their surroundings (Nur, et al., 2022). In terms of students, it is anticipated that students, possessing a positive environmental attitude, can become individuals who are concerned and compassionate toward environmental matters (Setyowati, et al., 2022).

Focusing on speaking classrooms, participating in English speaking activities enhances students' speaking proficiency while also raising their awareness of environmental issues (Kusciati & Fatkhiyati, 2018; Manurung & Ria, 2018). As an illustration, Kusciati and Fatkhiyati (2018) mentioned that, as part of service learning, students become more aware of their surroundings and environment through English-language interviews with local officers.

Undoubtedly, the primary goal of language teaching is to teach the language, however, incorporating global crises into its content can contribute to sustainable goals (Hameed, 2023). Bhusal (2021) points out that, in the contemporary world, English teaching-learning activities extend beyond merely instructing theoretical, grammatical, and linguistic aspects; it is crucial to also incorporate environmental education. Moreover, it is now undeniable that language learners should possess

an awareness of global issues (Mete, 2018). This implies that environmental issues can potentially be incorporated into language classrooms, including ESP courses.

Consequently, ESP lessons designed for teacher students and social development students can incorporate environmental issues into speaking activities. This setting offers them an excellent opportunity to actively engage in discussions with their peers about the content being studied. Their responses to environmental issues lead to raising their environmental awareness. Therefore, in addition to investigating the English skills of ESP practitioners, it is crucial to prioritize researching environmental awareness among social development students. In this study, it is anticipated that students can raise their environmental awareness through discussing environmental films with their peers.

5. The Importance of Film Circles in Developing Speaking Skills

It is widely acknowledged that films can serve as beneficial tools in language learning. Film circles are among the classroom discussion activities that can enhance students' speaking skills and environmental awareness. Students who take part in film circles watch a film and participate in a film group discussion.

Engaging in film circles can serve as a beneficial activity for enhancing students' speaking skills. A study by Stephens, et al. (2012) revealed that, using film circles, students were able to connect with incredibly inspiring classroom activities that enabled them to reach a new level of English communication. The activities also facilitated students in developing critical thinking skills, expressing their ideas, and becoming more autonomous learners. They asserted that students found enjoyment in both individual and group tasks. They appreciated the dynamic nature of the activity, which involved multiple elements and assigned each person a different role. Moreover, they reported that these activities not only aided them in acquiring new vocabulary but also in utilizing it accurately within a context. Similar to film circles, in an EFL classroom, Brazenas (2019) used television series to facilitate media circles with Chinese students. Positive results were observed, with students mentioning enhanced oral communication abilities, improved cultural awareness, and increased learning autonomy.

Film circles were adapted from literature circles (Stephens, et al., 2012), which have been employed in reading classrooms for decades. In literature circles, students select to read the same piece of literature—it can be a story, book, poetry, or article (Daniels, 2002); however, in film circles, films are used instead of books (Stephens et al., 2012). Considering the increasing popularity of multimedia in English classrooms, films can serve as a viable alternative to or a valuable supplement for literary texts in English discussions. Discussing environmental films may lead to the improvement of their speaking abilities and environmental awareness.

Given that film circles were adapted from literature circles, the activities emphasize reader-response theory. Rosenblatt (1994, 1995) provided inspiration for reader-based instruction, aiming to enhance the reading skills of students. Then, the reader-response criticism highlights the significance of readers' active engagement in the process of constructing meaning from a text (Inan & Boldan, 2018; Pasaribu, 2020; Tyson, 2006). Thus, several interpretations are possible since the text's meaning is expressed through the experiences of the readers (Kaowiwattanakul, 2019; Pasaribu, 2020). In terms of improving speaking skills, according to a study by Matmool and Kaowiwattanakul (2023), students improved their English speaking skills and achieved the CEFR B2 level by implementing literature circles based on reader-response theory.

Regarding the utilization of films, English learners could gain advantages from employing such resources. Watching films, for example, can improve students' abilities to apply appropriate English vocabulary (Halawa, et al., 2022; Rahman, et al., 2021), intonation (Rahman, et al., 2021), pronunciation (Halawa, et al., 2022; Rahman, et al., 2021), phrases (Halawa, et al., 2022; Rahman, et al., 2021), and grammar (Rahman, et al., 2021). While watching a film, students can directly observe the actors' pronunciation, allowing them to better retain the correct pronunciation and eventually be able to recite the words from the film they watched (Halawa, et al., 2022). Viewers of the film have the opportunity to acquire knowledge about morals, literature, education, and other implied values (Aulia, et al., 2022). A systematic review of the use of films in teaching English by Sánchez-Auñón, et al. (2023) revealed that both teachers and students in English classes have positive opinions

about the usage of films in the classroom for educational purposes. Then, films can be utilized in English classrooms.

Furthermore, to benefit students regarding watching films, students can discuss the films with their peers. During film discussions, students engage in collaborative learning. Hong, et al. (2023) recommended that students participate in online communities or class discussions in English to share their ideas, interpretations, and analyses of the films they watched. They detailed that doing this will actively encourage students' participation, language practice, and critical thinking. In line with this, Rahman, et al. (2021) pointed out that students also held positive perceptions toward discussing films. They added that it improved their English speaking abilities by increasing their motivation and confidence in speaking. Carefully selected films provide numerous chances for students to engage with English while delving into captivating content and themes (Stephens, et al., 2012).

Hence, as films can be used in English classrooms and film circles can act as discussion activities, teachers can incorporate group activities for ESP students to discuss subject-specific topics. Since pre-service social studies teachers and social development students are required to improve their English speaking skills and have opportunities to incorporate environmental awareness in schools and communities, they potentially explore environmental issues related to the selected films through film circles in English.

Therefore, social studies teacher students and social development students should enhance their English speaking abilities to compete in their future professional settings. They should also raise their environmental awareness as their professional fields incorporate environmental social work and social studies in education settings. Film circles may help improve their English speaking skills and raise their environmental awareness.

However, film circles have received relatively little research, and therefore their impact on improving speaking skills among pre-service social studies teachers is less documented. In the current study, the participants agreed to improve their English speaking skills by engaging in discussions on environmental developments in both community and school settings. Therefore, this research aims to examine the

potential for employing film circles to promote ESP students' English speaking skills and their environmental awareness, as well as examine their attitudes toward the use of film circles in the ESP classroom. Moreover, the relationship between students' English speaking skills and their environmental awareness is investigated. Investigating this relationship could provide insights on the impacts of language education on students' knowledge, attitudes, and behaviours regarding environmental conservation.

Purposes of the Study

This research focuses on the implementation of film circles to promote the English speaking skills and environmental awareness of social development students in an ESP classroom. The purposes of the study are as follows:

1. To compare ESP students' English speaking skills before and after employing film circles in the ESP classroom.
2. To compare ESP students' environmental awareness before and after employing film circles in the ESP classroom.
3. To examine the relationship between ESP students' English speaking skills and their environmental awareness.
4. To examine ESP students' attitudes toward employing film circles in enhancing English speaking skills and environmental awareness in the ESP classroom.

Research Questions

Based on the purposes of the study, the research questions are as follows:

1. What are the effects of film circles on improving English speaking skills in the ESP classroom?
2. What are the effects of film circles on raising the students' environmental awareness in the ESP classroom?
3. What is the relationship between ESP students' English speaking skills and their environmental awareness?
4. What are the students' attitudes toward employing film circles in enhancing English speaking skills and environmental awareness in the ESP classroom?

Scope of the Study

1. Scope of Population and Sample Group

1.1 Population

The population includes 1,493 students who were enrolled in ESP courses at a medium-sized university in northern Thailand, in the second semester of the academic year 2023.

1.2 Sample Group

The purposive sampling technique is employed to obtain a sample group for this study. The study involves 30 second-year students with mixed abilities, according to the speaking pre-test conducted by the researcher. They were dual-program students pursuing education and social development. The students were aged between 19 and 21 and were enrolled in an ESP course at the School of Political and Social Sciences and the School of Education at a medium-sized university in Thailand in the second semester of the academic year 2023. They were also regarded as pre-service social studies teachers. These students also have opportunities to seek employment in social development and educational sectors, including positions in English program schools. This ESP course was also based on the researcher's assigned teaching course. Furthermore, the course was a mandatory part of the students' curriculum. Furthermore, they demonstrated the ability to engage in discussions in English, as they had completed three general English courses covering CEFR levels A1 to B1. Consequently, they were able to utilize their English language skills to express their thoughts and establish an emotional connection between the films and their personal experiences.

2. Scope of Contents

Considering that this study was conducted with ESP students, the students expressed their needs and agreement in improving speaking skills through environmental films. As a result, the films were selected based on the students' interests. The names, themes, durations, and directors of the selected films are presented in the following table. These films were selected from the top ten entries of the "Best Fictional Environmental Films" on the IMDB website (a website providing information on film and television programs), based on their popularity (Marand, 2021). Then, four of

these films were selected. The four films included The Lorax (2012), WALL·E (2008), The Day After Tomorrow (2004), and 2012 (I) (2009).

Table 1 List of Films Used in this Study

Films	Themes	Duration	Film Directors
The Lorax (2012)	Forests	1h 26m	Chris Renaud and Kyle Balda
WALL·E (2008)	Waste management	1h 38m	Andrew Stanton
The Day After Tomorrow (2004)	Climate change	2h 4m	Roland Emmerich
2012 (I) (2009)	Natural disasters	2h 38m	Roland Emmerich

3. Scope of Setting

The study was conducted at a medium-sized university in Thailand.

4. Scope of Timing

The experiment lasted for 8 weeks, with each week involving three hours of participation, resulting in a total duration of 24 hours during the second semester of the academic year 2023.

Variables of the Study

1. Independent Variable

The independent variable in this study is the instruction using film circles.

2. Dependent Variables

The dependent variables include ESP students' English speaking skills, their environmental awareness, and their attitudes toward employing film circles in the ESP classroom.

Significance of the Study

The results of the study are expected to be helpful in the following ways.

1. The study can help students develop their speaking skills through film circles in the ESP course.
2. The study can help students raise their environmental awareness through film circles in the ESP course.
3. The study can help students have positive attitudes toward discussing with their peers in film circles.
4. The study can help teachers integrate media, including films, into English curricula.
5. The study can support government sectors and educational institutions on promoting environmental protection at the national and international levels.

Definition of Terms

Film Circles

Film circles refer to the peer-led discussion activities adapted from literature circles. The students work in groups of 5–6, watch films, and complete their role sheets, including a questioner, a film master, a connector, an illustrator, a summarizer, and a word wizard, and discuss the films according to their roles. The steps of film circles include pre-viewing, viewing, and post-viewing.

English Speaking Skills

English speaking skills refer to the productive abilities required to communicate verbally, including 1) range of language, 2) accuracy, 3) fluency, 4) interaction, 5) coherence, and 6) phonology. The language range focuses on employing appropriate vocabulary and terms related to environmental issues. The accuracy area concerns how students utilize simple grammatical forms in their speech. In terms of fluency, it focuses on how smoothly students kept speaking. The interaction focuses on how students initiate, maintain, and conclude uncomplicated conversations on familiar topics. The coherence area focuses on how students connect several pieces into a cohesive sequence of points using a variety of cohesive devices. The last area, phonology, focuses on how clear and intelligible students' pronunciations are.

Environmental Awareness

Environmental awareness refers to students' understanding of the environment as well as attitudes toward and behaviours toward protecting it. Thus, students' environmental awareness includes three different domains: knowledge, attitudes, and behaviours. For the environmental knowledge domain, self-assessed questionnaires are used to investigate students' environmental knowledge.

English for Specific Purposes (ESP)

English for Specific Purposes (ESP) refer to a teaching and learning approach based on students' needs. The ESP course in this study is designed based on students' needs and interests in watching films as well as improving speaking skills and environmental awareness through film circles. The ESP course is open for dual program students in social development at the School of Political and Social Sciences and in education at the School of Education, at a medium-sized university, in the second semester of the academic year 2023. To equip students with speaking skills and environmental awareness together with environmental issues in social development and educational settings, the students are required to participate in film circles.

ESP students

ESP students refer to 30 second-year dual program students in social development and education who were enrolled in an English for Specific Purposes (ESP) course at a medium-sized university in the second semester of the academic year 2023. Since they were dual program students in social development and education, they were also classified as pre-service social studies teachers.

Organization of the Study

This study is divided into five chapters. The structure of the study is illustrated in this section.

Chapter 1 is the introduction of the study, including the background of the study, the purposes of the study, research questions, the scope of the study, variables of the study, the significance of the study, definitions of terms, the organization of the study, and the conceptual framework.

Chapter 2 presents a review of theoretical conceptions related to English speaking skills, ESP, reader-response theory, film circles and literature circles, using films in English classrooms, environmental awareness, and related research.

Chapter 3 reveals the research methodology and data collection, including the research instruments such as English speaking pre-and post-tests, English speaking assessment rubrics, lesson plans, environmental awareness assessment instruments, attitude questionnaires, and semi-structured interview questions.

Chapter 4 demonstrates the results of the study, including the comparison of students' speaking skills before and after implementing film circles, the comparison of students' environmental awareness before and after implementing film circles, the relationship between students' speaking skills and their environmental awareness. It also presents the students' attitudes toward employing film circles to improve their speaking skills and environmental awareness.

Chapter 5 reveals the conclusions of the results and the discussion of the results. It mainly focuses on students' speaking skills improvement, their environmental awareness, and their attitudes. Moreover, the relationship between students' speaking skills and their environmental awareness is discussed. Then, conclusions, limitations, implications of the study and recommendations are presented.

Conceptual Framework

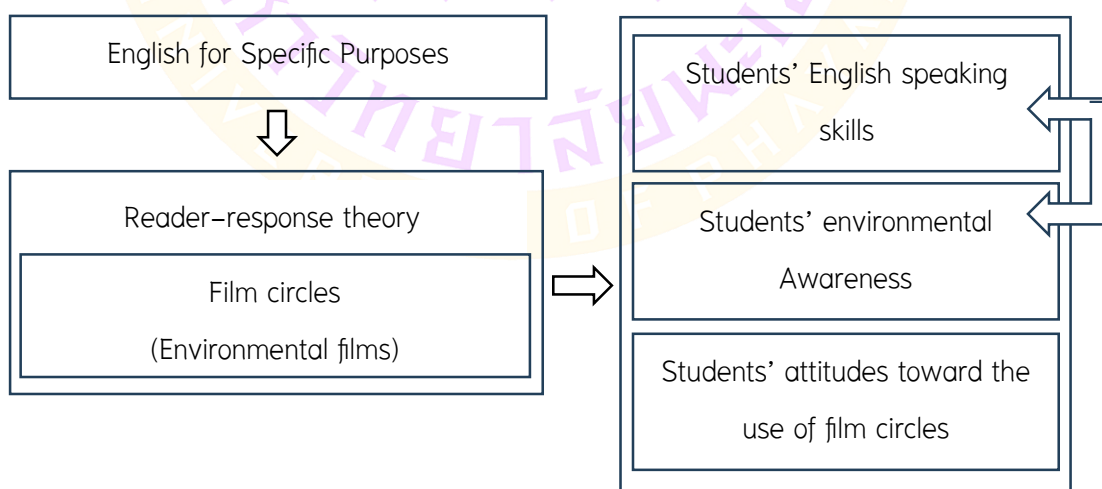


Figure 1 Conceptual framework

This conceptual framework shows the use of film circles based on reader-response theory in an ESP course. The independent variables consist of film circles in which the students discuss environmental films. Film circles were adapted from literature circles and can be employed with using teaching procedures based on reader-response theory. The dependent variables are the students' English speaking skills, their environmental awareness, and their attitudes toward the use of film circles in the ESP classroom. The relationship between the students' English speaking skills and their environmental awareness is also investigated.



CHAPTER II

LITERATURE REVIEW

Due to the aims of the study, including 1) to compare ESP students' English speaking skills before and after employing film circles in the ESP classroom, 2) to compare ESP students' environmental awareness before and after employing film circles, 3) to investigate the relationship between students' English speaking skills and their environmental awareness after employing film circles, and 4) to examine ESP students' attitudes toward using film circles in the ESP classroom, a variety of notions that helped to determine the design of the study were reviewed and synthesized in this section, including the following topics:

1. English speaking Skills
 - 1.1 Definitions and Significance of English Speaking Skills
 - 1.2 Problems in English Speaking Skills
 - 1.3 Assessing English Speaking Skills
2. English for Specific Purposes
 - 2.1 Definitions and Significance of English for Specific Purposes
 - 2.2 History of English for Specific Purposes
 - 2.3 Types of English for Specific Purposes
3. Reader-response Theory
 - 3.1 Definitions and Significance of Reader-response Theory
 - 3.2 Advantages of Reader-response Theory in Language Classrooms
 - 3.3 Advantages of Reader-response Theory in Improving Speaking Skills
 - 3.4 Teaching Procedures Based on Reader-response Theory
4. Film Circles and Literature Circles
 - 4.1 Definitions and Significance of Film Circles and Literature Circles
 - 4.2 Roles in Film Circles and Literature Circles to Enhance Speaking Skills
5. Using Films to Enhance Speaking Skills in English Classrooms
6. From Literature Circles to Film Circles
7. Environmental Awareness in English Classrooms

7.1 Definition and Significance of Environmental Awareness

7.2 Environmental Education and Environmental Awareness in Language Classrooms

7.3 Environmental Awareness Assessment

7.4 Environmental Awareness Assessment in English Classrooms

8. Related Research

8.1 Previous Studies Related to Using Films in English Classes

8.2 Previous Studies Related to Using Literature Circles in English Classrooms

8.3 Previous Studies Related to Using Film Circles in English Classrooms

8.4 Previous Studies Related to Environmental Awareness

8.5 Summary and Gaps

English Speaking Skills

1. Definitions and Significance of English Speaking Skills

Speaking is defined as a productive skill that involves communicating with others using speech to convey meaning (Sasabone, et al., 2021). Speaking is employed to effectively communicate intended meanings through structured verbal expressions (Dinsa, et al., 2022). That is, speaking entails the dual objectives of the speaker being understood and the receiver processing the statements to understand the speaker's intentions (Sasabone, et al., 2021). Kaban (2023) pointed out that speaking skills involve the ability to communicate effectively, employing the appropriate vocabulary, tone of voice, and nonverbal signals to convey messages passionately, thoughtfully, and persuasively. Therefore, speaking is a productive skill which speakers communicate their ideas and intentions verbally to others.

English speaking skills are essential for English learners since conversational proficiency is what language learners aim to achieve and English learners can communicate in English both in academic and working contexts. Speaking is one of the most crucial and desiring skills for language learners. Compared to other language abilities, speaking fluently is highly desired (Bounzouay, 2020). When learning a language, speaking is an essential skill that learners need to master (Yudar, et al., 2020). English speaking skills are crucial for effective social interaction and for other purposes of

communication with others (Al-Hassaani & Al-Saalmi, 2022). Therefore, speaking is a useful ability that involves communicating with people using speech to convey meaning. Proficiency in English speaking is crucial for language learners in both academic and professional contexts. Given that English speaking skills are vital, it is therefore important to improve students' speaking skills.

2. Problems in English Speaking Skills

Speaking is considered one of the most challenging English skills for students who are not enrolled in English department programs (Tantri, et al., 2023). For students learning languages, speaking has always been the most difficult ability to master (Santhanasamy & Yunus, 2022). Students' inadequate English speaking proficiency can be attributed to a lack of effective teaching methods, insufficient activities, and a lack of instructional materials (Alghaberi, 2019). Furthermore, Thai citizens still have difficulties speaking the English language (Krajangjob & Yimwilai, 2021). They encounter problems related to vocabulary, pronunciation, and structural knowledge (Namtapi, 2022; Nusen, 2022). Considering the problem of being unable to communicate fluently, effortlessly, and naturally, it creates a psychological barrier, ultimately limiting students' capacity for effective interaction in foreign language learning environments (Alrayah, 2018). Accordingly, speaking is regarded as one of the most difficult English language skills for learners. Speaking problems involves different areas, including inadequate exercises and problems with vocabulary, pronunciation, and grammar.

Thus, it is crucial to conduct studies aiming to improve students' English speaking skills. Tantri, et al. (2023) mentioned that, to solve the problem of English speaking, vocabulary and pronunciation should be improved. To do this, they recommended activities for English students, including watching English films, listening to and singing English songs, using online dictionaries such as Google Translate to look up the word meanings and learn their correct pronunciation, practising speaking with peers, and engaging in independent practice. These methods can contribute significantly to improving students' English speaking skills. Teachers should continuously search for innovative and engaging media to enhance their

instruction of English speaking skills (Kaban, 2023). Then, this study aimed to promote ESP students' speaking skills by employing film circles.

3. Assessing English Speaking Skills

It is possible to assess several aspects while assessing English speaking skills. Brown (2004) identifies five fundamental types of speaking: imitative, intensive, responsive, interactive, and extensive (monologue). Among these, interviewing is an interactive speaking assessment task. Brown (2004) mentions that students' performance in such tasks can be evaluated based on various criteria, including accuracy, grammar, vocabulary, fluency, sociolinguistic or pragmatic appropriateness, task completion, and comprehension. In a study by Chobthamdee and Langprayoon (2022), five areas of speaking skills were evaluated, comprising communicative sentences, vocabulary, pronunciation, accents, and the ability to speak naturally. Lhamo and Chalermnirundorn (2021) focused on four sub-skills in their study including vocabulary range, fluency, accuracy, and coherence. Buapan and Kositchaivat (2022) assessed their students' pronunciation, fluency, vocabulary, grammatical accuracy, and the ability to understand the partner. Kaowiwattanakul (2020) assessed 4 main areas: lexical resources, grammatical range and accuracy, fluency and coherence, and pronunciation. Kuvera, et al. (2022) introduced the scoring rubric for speaking assessment, focusing on 4 components, including fluency, pronunciation, vocabulary, and grammar. Brown (2001) introduced a scoring rubric designed for assessing oral proficiency tests. He asserted that his rubric could act as a practical guide for instructors in formulating oral exams. Brown's (2001) rubric included six different areas, including grammar, vocabulary, pronunciation, fluency, comprehension, and task.

Due to the significance of the Common European Framework of Reference for Languages (CEFR) in modern education, the assessment of spoken language use within the CEFR holds considerable importance. The success of the CEFR stems from its incorporation of educational values, a different framework for language competence and usage, and practical illustrative tools that aid in developing curricula and guiding education and learning approaches (Council of Europe, 2020). Regarding the CEFR, it functions as a descriptive framework that enables the analysis of the needs of second language (L2) learners, defines goals for L2 learning, directs the development

of learning materials and activities, and offers an orientation for assessing the learners' outcomes (Little, 2006). Moreover, the CEFR introduces six levels that can be classified into three groups: Basic user (A1 and A2), Independent user (B1 and B2), and Proficient user (C1 and C2) (Council of Europe, 2020). The qualitative aspects of spoken language use were presented in the CERF published in 2001 (Council of Europe, 2001). These involve a range of language, accuracy, fluency, interaction, and coherence (See Table 2). Later, in the 2020 version, one more aspect (phonology) was expanded (See Table 3).

Nevertheless, a multitude of educators, examiners, and affiliated stakeholders have acknowledged the importance of the CEFR and have subsequently formulated their own scales for assessing speaking proficiency. For instance, the B1 speaking assessment scales (See Table 4) introduced by Cambridge Assessment English (2021) include four different areas, which comprise grammar and vocabulary, discourse management, pronunciation, and interactive communication. They extracted these aspects from their own overall CEFR speaking scales (See Table 5).



Table 2 Common Reference Levels: Qualitative Aspects of Spoken Language Use (Council of Europe, 2001, p. 29)

	RANGE	ACCURACY	FLUENCY	INTERACTION	COHERENCE
B1	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.	User reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest, Can repeat back part of what someone has said to confirm mutual understanding.	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.

Table 3 Qualitative Features of Spoken Language (Expanded with Phonology) (Council of Europe, 2020, p. 184)

	Range	Accuracy	Fluency	Interaction	Coherence	Phonology
B1	Has enough language to get by, with sufficient vocabulary to express themselves with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel and current events.	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat part of what someone has said to confirm mutual understanding	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.	Pronunciation is generally intelligible; can approximate intonation and stress at both utterance and word levels, However, accent is usually influenced by the other language(s) they speak

Table 4 B1 Preliminary Speaking Assessment Scales (Cambridge Assessment English, 2021, p. 62)

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on familiar topics	Produces extended stretches of language despite some hesitation. Contributions are relevant despite some repetition. Uses a range of cohesive devices	In intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly	Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.
4		<i>Performance shares features of Bands 3 and 5</i>		
3	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about familiar topics.	Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, but there may be some repetition. Uses basic cohesive devices.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Initiates and responds appropriately. Keeps the interaction going with very little prompting and support.
2		<i>Performance shares features of Bands 1 and 3</i>		
1	Shows sufficient control of simple grammatical forms. Uses a limited range of appropriate vocabulary to talk about familiar topics.	Produces responses which are characterized by short phrases and frequent hesitation. Repeats information or digresses from the topic.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
0		<i>Performance below Band 1</i>		

Table 5 Cambridge Assessment English's Overall Speaking Scales (Cambridge Assessment English, 2021, p. 63)

CEFR level	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
B1	<p>-Shows a good degree of control of simple grammatical forms.</p> <p>-Uses a range of appropriate vocabulary when talking about familiar topics.</p>	<p>-Produces responses which are extended beyond short phrases, despite hesitation.</p> <p>-Contributions are mostly relevant, but there may be some repetition.</p> <p>-Uses basic cohesive devices.</p>	<p>-Is mostly intelligible, and has some control of phonological features at both utterance and word levels.</p>	<p>-Initiates and responds appropriately</p> <p>-Keeps the interaction going with very little prompting and support.</p>

In a nutshell, several components of English speaking skills can be placed in speaking tests and rubrics. In this study, as the students are required to discuss environmental issues related to the films, the content of the environmental issues presented by the students is included in the rubrics. Consequently, this study focused on five main areas: range of general vocabulary and terms related to environmental issues, accuracy, fluency, interaction, coherence, and phonology. The study's assessment rubric was adapted from the qualitative features of spoken language by the Council of Europe (2020), and B1 preliminary speaking assessment scales by Cambridge Assessment English (2021).

English for Specific Purposes

1. Definitions and Significance of English for Specific Purposes

English for Specific Purposes (ESP) is an approach that focuses on teaching English customized to the needs and interests of a particular group of learners (Chetia & Bhatt, 2020; Hutchinson & Waters, 1987). The ESP students' goals are closely connected to their present or future academic, professional, or vocational pursuits and environments (Alhaj & Albahiri, 2020). Thus, the focus is on providing ESP practitioners with the specialized knowledge, and skills necessary for their specific work or academic requirements.

ESP has gained popularity in college English courses in recent years, presenting a significant challenge for English teachers (Cheraghi & Motaharinejad, 2023). ESP teachers need to acquire the skills necessary to teach, explain, and create English language courses. Whatever the students' professional interests are, ESP teachers must be knowledgeable about them or at least have access to information about them (Robinson, 1991). With this, ESP teachers can help provide adequate information and instruction to students. That means, in addition to teaching, ESP teachers supply materials, develop a syllabus, cooperate with subject specialists, conduct research, and assess both the course and students (Ahmed, 2014). A study conducted by Bekteshi and Xhaferi (2020) demonstrates that university engineering students could develop professional vocabulary through English language classes, which could enhance their prospects for future employment in the field of engineering.

The students' primary goal in learning ESP was to gain professional employment, with a primary emphasis on improving their communicative skills.

Therefore, ESP is a pedagogical approach focused on teaching and learning English as either a foreign language or a second language. Its primary objective is to equip learners with the necessary language skills to effectively use English within a particular domain or context, based on their specific needs and purposes. It is also acknowledged that, in ESP courses, the students carry out the learning activities in English to achieve the content and objectives of the course.

2. History of English for Specific Purposes

The development of ESP can be traced back to its origins in the early 1960s (Dudley-Evans & St John, 1998). Regarding Dudley-Evans and St John (1998), the expansion of science and technology, the increased prevalence of English as the global language for business, science, and technology, the growing economic influence of oil-rich nations, and the growing number of foreign students studying abroad were all contributing factors to the ESP movement. Consequently, the need and enthusiasm for establishing ESP as a discipline emerged in the mid- to late 1960s.

According to Johns (2013), English for Science and Technology (EST) in academic contexts was a major focus of ESP research in the years following World War II (WWII). The early years of this period seemed to focus on descriptive studies, with statistical grammar counts within written discourses.

Nowadays, English language learning and teaching in several specialized disciplines have been significantly influenced by the needs and developments of the 21st century, making ESP an essential and integral course in many fields of study (Bekteshi & Xhaferi, 2020). In recent years, rapid internationalization and the dominance of English as a global language have contributed to ESP's tremendous growth, which has resulted in a rise in the number of students enrolling in ESP courses (Constantinou & Papadima-Sophocleous, 2021).

In Thailand, as traced back to the 1990s, an academic paper by Chalaysap (1996) presented that many universities in Thailand, for example, Chulalongkorn University and Thammasat University, recognized the demand for English in the business

world. Then, they opened short English for specific courses. Chalaysap (1996) asserted that some courses were then added to the university curriculum, such as English for Business Communication at the National Institute of Development Administration (NIDA). Later, ESP courses in Thailand expanded to several professional fields, for instance, English for paramedics, English for nurses, English for engineers, etc.

3. Types of English for Specific Purposes

As stated by Dudley-Evans and St John (1998), within the field of ESP, there has been a traditional division into two primary areas: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). EAP primarily focuses on English learners who learn English for academic purposes, while EOP focuses on learners who require English for professional contexts, including work or vocational training (Hutchinson & Waters, 1987). Similarly, Robinson (1991) stated that ESP is typically characterized by its goal-oriented nature. Robinson (1991) also pointed out that students pursue the study of English not out of intrinsic interest in the language itself but rather because they require it for specific study or work-related purposes.

Hutchinson and Waters (1987) presented a tree diagram depicting the divisions commonly observed in English Language Teaching (ELT). The branches of the tree diagram indicate that the divisions within ESP can be divided into two main classifications: one is known as English for Academic Purposes (EAP), and the other is referred to as English for Occupational Purposes (EOP). These categories are differentiated based on whether the learner needs English for academic pursuits or for professional or training needs (Hutchinson & Waters, 1987).

According to Dudley-Evans and St John (1998), the following tree diagram for ESP (Figure 2) illustrates the division of EAP and EOP based on specific disciplines or professional areas.

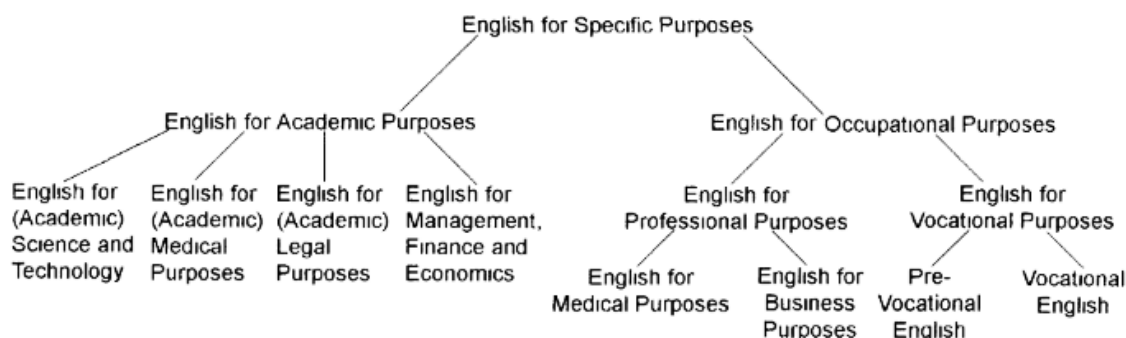


Figure 2 ESP classification by professional area

Note: Dudley-Evans & St John, 1998

Regarding Figure 3, which shows the illustration of the classification of ESP in Thailand by Soranastaporn (2018), it portrays that ESP is found in both EAP and EOP areas. Observing more closely the last option of the EAP classification (English for ... Students), it allows ESP developers to design other appropriate ESP courses for particular students. It implies that educational institutes have several opportunities to develop EAP courses to satisfy the demands of students learning English and pursuing their future careers, based on the demand for English as used by various professional disciplines.

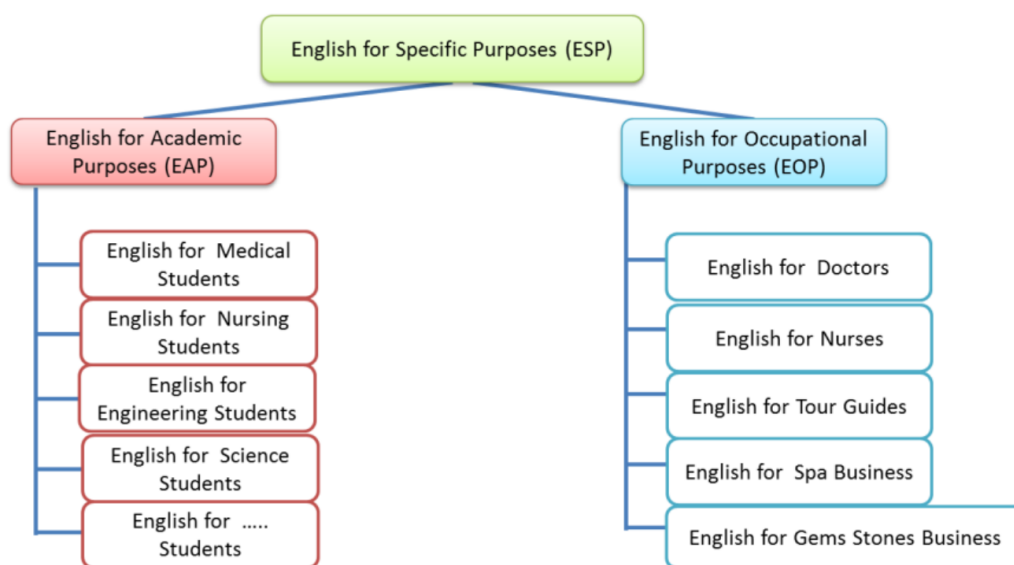


Figure 3 Classification of ESP in Thailand by professional area

Note: Soranastaporn, 2018

While classifications of ESP exist, Hutchinson and Waters (1987) concluded that the distinction is not always clear-cut. They asserted that people are able to engage in both study and work simultaneously, and it is frequently observed that English acquired for immediate application in an academic setting is subsequently utilized when the student transitions into or returns to a professional setting.

According to the ESP classification, it can be classified into EAP and EOP, and this study aims at employing the characteristics of EAP to develop an ESP course. Then, this course is English for environmental education purposes for dual-program students in education and social development. This course prioritized the development of the students' speaking skills and acquainted them with content related to environmental issues designed for the students to meet the requirements of their future roles as social studies teachers and in the field of social development. In this way, environmental films and environmental topics were chosen by the students to be discussed. Discussing environmental films potentially raise students' awareness to the environmental protection.

Reader-response Theory

In ESP courses, various teaching and learning theories can be employed to effectively equip students with the English language skills and subject-specific content relevant to their respective study fields. One of the well-known theories employed in English classes is the reader-response theory.

1. Definitions and Significance of Reader-response Theory

Rosenblatt (1994, 1995) provided inspiration for reader-based instruction, aiming to enhance the reading skills of every student. The approach focuses on improving reading abilities and fostering deeper engagement with texts. According to Rosenblatt (1994), the emphasis of reading is placed on a transaction between literary works and readers. In line with this, Saptiany, et al. (2019) stated that the reader-response theory in their study requires individuals who have read a novel to possess an understanding of the text's content. The reader-response theory proposes that the relationship between the text and the reader is mutually dependent (Spirovska, 2019).

Reader-response theorists hold two fundamental beliefs: (1) the reader's role cannot be omitted from our understanding of literature, and (2) readers are not passive recipients of the meaning conveyed by an objective literary text; instead, they actively construct the meaning they derive from literature (Tyson, 2006). Then, the reader-response criticism highlights the significance of readers' active engagement in the process of constructing meaning from a text (Inan & Boldan, 2018; Pasaribu, 2020; Tyson, 2006). When reading, readers interpret the literature using their own experiences. Spirovska (2019) pointed out that the ways in which a reader understands and perceives a literary text, along with his/her experience, significantly impact the interaction between the reader and the reading material. Reader-response theorists recognize that different social, historical, or cultural settings have a different impact on the meaning of responses to a text (Beach, 1993). As the interpretation is conveyed through the readers' experiences, it contributes to various interpretations of individuals (Kaowiwattanakul, 2019; Pasaribu, 2020). In line with this, Inan and Boldan (2018) stated that readers play an active role throughout the reading process, contributing their

background knowledge, emotional and cognitive intelligence, beliefs, and attitudes to the act of reading.

Iser (1972) pointed out that a text holds the potential for multiple interpretations, and no single reading can involve its complete range of meanings. As he further illustrated, each individual reader fills in the gaps or blanks in their own unique manner, thereby excluding various other potential interpretations. According to Iser (1972), while reading, each reader makes their own choices on how to fill those gaps. This means that different readers can interpret the same text in significantly different ways (Tyson, 2006).

Therefore, reader-response theory emphasizes the role of the reader in the interpretation and meaning decoding of literary texts.

2. Advantages of Reader-response Theory in Language Classrooms

The reader-response theory's advantages in language classrooms have been extensively studied. Utilizing the reader-response approach in classroom environments has various benefits, including supporting students' participation and responsiveness to the literary text, and improving their awareness that the reading texts are related and relevant to their lives, beliefs and values (Spirovska, 2019). Students engaging with literature will derive pleasure from their experiences, involving the aesthetic, intellectual, emotional, and social dimensions of their learning journey (Probst, 1994).

Within reading classrooms, the teaching approach may focus on either the texts or the students. Teachers with a primarily "text-based" theoretical perspective emphasize the text itself, whereas those with a more "reader-based" orientation pay attention to students' responses (Beach, 1993). The fundamental principles of reader-response theory in the classroom highlight the reader's essential role in the literary and aesthetic experience when reading a text (Spirovska, 2019). Tyson (2006) mentioned that many new students to critical theory feel relieved and happy when introduced to reader-response criticism. Tyson (2006) added that this might be because they appreciate the notion that their personal responses are important in the interpretation of literature, and they might believe that there are no wrong

interpretations since any interpretation is considered a personal response, making it not rejected by the teacher.

In writing activities using the reader-response theory, students can be asked to complete academic written compositions (Boubekeur, 2021), and write responses to literature or to their peers' work (Iskhak, et al., 2020). For example, Boubekeur's (2021) study aimed to introduce and apply the reader-response theory to the instruction of short stories to Algerian university students in their second year. In the study, observation, a questionnaire, and the evaluation of written assignments of students were utilized to collect data. The findings showed that using this theory helped EFL students learn how to complete an academic written composition. Additionally, it improved students' thinking skills and fostered their creativity. In this advanced technological era, Iskhak, et al. (2020) mentioned the reader-response theory can provide freedom and enjoyment when reading online literary works, helping individuals navigate the complexity of diverse modern 21st-century educational web-based platforms. Regarding the above explanations and examples, it can be noted that the reader-response theory can be adapted and employed in English classrooms.

3. Advantages of Reader-response Theory in Improving Speaking Skills

Although there are limited numbers of studies focusing on the reader-response theory and speaking skills, it should be noted that readers can share their interpretations of the reading texts with others. In classroom environments, students can talk about what they read and share their ideas with their friends through speaking activities.

Group discussions, as in the study by Pasaribu and Iswandari (2019), can be formed to allow students to discuss the reading texts with their friends. Pasaribu and Iswandari (2019) revealed that the students' reflection indicated that engaging in group discussions enhanced their understanding of the reading texts.

In the study by Ningrum (2018), although teaching reading is the primary focus, the ways students responded to the texts were investigated. Ningrum (2018) stated that the reader-response theory was employed through both verbal and written activities.

Mart (2019) argued that the process of formulating responses not only encourages active and meaningful reading but also enhances emotional and intellectual involvement with the text, leading to improved comprehension and heightened awareness for learners. Moreover, he mentioned that the potential benefits of classroom discussions are significant, as they enable students to articulate their emotional reactions, elicit responses, expand their perspectives for deeper interpretation, validate their viewpoints, and establish a social connection through shared responses. According to Mart (2019), it is essential for students to be guided toward more effective text responses and active participation in dialogues, including posing literal and inferential questions, exploring multiple interpretations, and promoting cognitive development and comprehension.

Therefore, reader-response theory can be employed in English courses, allowing students to elicit their responses to literary materials. Their responses to texts can be different based on their personal experiences. More importantly, students can respond to what they read by engaging in speaking activities with their peers, allowing them to share their experiences and perspectives on the texts as well as explore their peers' perspectives.

4. Teaching Procedures Based on Reader-response Theory

Teachers have the flexibility to adjust their teaching procedures in accordance with the principles of reader-response theory. This also includes teaching speaking skills.

Probst (1994) introduced six instructional principles of reader-response theory in classroom practices, including: 1) Inviting students to respond to texts, 2) Allowing students the opportunity to develop and gain confidence in their responses, 3) Identifying the links among students' responses, 4) Promoting discussions and writing about self, text, others, and societal culture, 5) Fostering a natural conversation, allowing students to change their perspectives, explore, and follow the discussion, and 6) Encouraging reflection on previous texts, discussions, experiences, and anticipation of future reading and writing activities.

In Kaowiwattanakul's (2019) discussion of the feasibility of adopting literary teaching activities based on the reader-response theory to improve undergraduate

students' global mindedness, the proposed reader-response classroom teaching procedures, which include 5 steps, were presented. The first stage begins with 'building schema knowledge' among students. At this stage, the teacher presents technical terms that are difficult to understand from the literature and background knowledge of the literary texts as well as information on global mindedness. The second stage aims at shifting the students' roles from being passive to participating in the text. At this stage, literature circles are introduced to get students engaged with the narrator, characters, situations, settings, and actions. Then, reflecting emotions is the third stage. Students respond and reflect their emotions toward the story. Then, in the fourth stage, students exchange points of view through seeing literature from various angles expressed by their friends. At the final stage, students evaluate their own and their peers' interpretations. With these activities, students are trained to actively participate in the reading text—they not only read the text, but they also respond, interpret it, and evaluate the text interpretations expressed by their peers.

Hence, these 5 steps not only help students practice reading skills but also allow them to practice speaking skills through discussions.

As the dependent variable in the present study is film circles adapted from literature circles, this study was able to employ the reader-response theoretical framework. Therefore, the study designed lesson plans based on the reader-response teaching procedures introduced by Kaowiwattanakul (2019). In this study, there are three steps, pre-viewing, viewing, and post-viewing, designed in accordance with the five steps of reader-response teaching procedures. the pre-viewing step covered 1) the building schema knowledge step. The viewing step was designed to correlate 2) the engaging with the narrator, settings, situations, characters, and actions step. The post-viewing included 3) the reflecting emotions step, 4) exploring particular issues and developing interpretation step, and 5) evaluating idea and ideology step.

Film Circles and Literature Circles

1. Definitions and Significance of Film Circles and Literature Circles

Recognizing the effectiveness of films as learning materials, educators have employed various teaching techniques and approaches to incorporate them into the instructional process. This includes film circles. A film circle activity is a group activity in which students watch a film and are assigned different roles to perform the group discussion about the film. Film circles, or movie circles, were adapted from literature circles, which have been successfully used in language classrooms for decades. While students read the same piece of literature, which can be a story, book, poem, or article (Daniels, 2002), students watch a film instead of books in film circles (Stephens, et al., 2012).

As a matter of fact, apart from film circles, studies have shown that media can be integrated into literature circles. Using the term 'media circles', Brazenas (2020) mentioned that when utilizing audio-visual materials, the main difference is that the assignment turns into an engaging visual and auditory experience instead of reading literary texts. With this, Brazenas (2020) recommended that the chosen material be presented in a narrative format, and a TV series is a wise option since the story is clearly separated into episodes that can be followed on a weekly basis. He also mentioned that the characters' conversation offers authentic representations of the English language and expressions that students can use in their own speech patterns. Brazenas (2020) also suggested that in some situations, it is recommended for students to rewatch the series episodes. He argued that this helps to enhance students' exposure to the materials since the group discussions tend to inspire more enthusiastic responses when the material content remains fresh in the students' minds. Hence, literature circles have influenced other teaching techniques, including using films and TV series.

Although different terms of modified versions of literature circles are used such as 'media circles' which focuses on using TV series by Brazenas (2019, 2020) and 'film circles' by Stephens, et al. (2012), TV series and films are commonly regarded as audio-visual media. Moreover, films and TV series are included in types of fictional media (Döring & Poeschl, 2019). Therefore, while media circles emphasize

using TV series, film circles primarily focus on using films. This present study argues that the terms used for the adaptations of literature circles may vary; however, the adapted versions based on literature circles should focus on the encouragement of group discussions.

Given that film circles were adapted from literature circles, it is necessary to introduce literature circles. Literature circles align with reader-response theory as students engage in collaborative reading and discussion with their peers (Chiang, 2018). The activities are small, peer-led discussion groups in which the group members have selected to read the same piece of literature (Daniels, 2002). Dogan, et al. (2020) mentioned that literature circles provide students with the chance to exchange what they have learned and facilitate the sharing of reading materials through group discussions. The activities are also claimed to be student-centred discussion activities using different roles to make reading meaningful, comprehensible, and pleasurable, contributing to creating a positive atmosphere in classrooms (Chen, 2020; Novitasari, et al., 2021). In literature circle activities, students have the opportunity to participate in the learning process (Gailea, et al., 2022), and they can work in an interactive and collaborative learning environment (Chiang, 2018; Hamdany & Picard, 2022). The activities are active ways for students to improve their reading comprehension, promote communication among themselves, and actively participate in the learning process (Sriwisan & Kaowiwattanakul, 2021).

Daniels (2002) explained that, in literature circles, the group members take notes while they read each section of the book provided to their group. They can read the book either in class or outside of class. Then, in the group discussion, every member brings ideas to share. Every group has a set reading and meeting schedule, having regular discussions as they progress through the book.

Literature circles have demonstrated themselves as “*an incredibly durable and sustainable classroom activity*” (Daniels, 2006, p.11). Daniels (2006) further elaborated on the effectiveness and longevity of this literature activity by emphasizing several crucial aspects. Firstly, students can cooperatively get engaged in the activity. Furthermore, students are afforded the freedom to choose books that align with their interests and preferences. Also, students assume responsibilities

similar to those of adult readers, including selecting a book, assembling group members, crafting a reading and meeting timetable, setting guidelines, using writing to document their responses while reading, engaging in meaningful discussions, self-assessing their progress, and maintaining personal records. Finally, researching literature activities can contribute to the enhancement and preservation of evidence about literature circle activities, reinforcing their value in educational settings. Daniels (2006) also pointed out that students' comprehension and attitudes toward reading are enhanced when they participate in well-structured literature circles or book clubs.

When integrating literature circles in classroom settings, teachers need to ensure effective management of the learning activity by allocating the necessary time for each step or process because it is advocated that the literature circle activities necessitate a significant amount of time (Kaowiwattanakul, 2020).

Learner-centeredness is another critical feature of literature circles since the activities focus on students, and they have opportunities to choose what they prefer to do and learn in the classroom (Chiang, 2018). In the literature circle classroom, Chiang (2018) mentioned that students select their own reading material, negotiate the amount of reading with classmates, create their own discussion themes, present their ideas to the class, and sometimes develop the ability to settle arguments or different views of interpretations. She also asserted that, in contrast to teacher-centred classrooms, in literature circle classrooms, teachers act as facilitators who guide, assist, and encourage students to take responsibility for their own decisions and behaviours in a learning environment that promotes autonomy.

Numerous research studies have proved that the literature circle activities can help students discuss literary texts with their classmates, resulting in improving students' English proficiency (Gailea, et al., 2022; Kaowiwattanakul, 2020). Moreover, literature circles can lessen students' anxiety (Lubis & Rahmawati, 2019) and engage students with reading activities (Chiang, 2018). As the activities encourage students to perform different roles, the role shift can also motivate students to appreciate their individual responsibility (Lubis & Rahmawati, 2019). Additionally, as the importance of English communication skills necessitates the availability of appropriate speaking

materials to support this endeavour (Menggo, et al., 2019), films can be seamlessly incorporated into English classrooms.

In this study, upon realizing the beneficial relationship between learners and language activities, the implementation of film circles derived from literature circles was employed. However, while the students in literature circles typically respond to texts based on reader-response theory, the students in this study provided responses to the chosen films during film circles.

2. Roles in Film Circles and Literature Circles to Enhance Speaking Skills

Similar to literature circles, role sheets in film circles can serve as guidelines for students to perform in group discussions. Looking at roles in literature circles, Daniels (2006) mentioned that, in the first edition of his book "Literature Circles: Voice and Choice in the Student-centred Classroom" published in 1994, the literature role sheets included a questioner, a connector, an illustrator, a word wizard, and a literary luminary. Dogan, et al. (2020) stated that engaging in the discussion using role sheets enables the utilization of reading comprehension techniques such as asking, inference, connecting, summarizing, and evaluating. However, Daniels (2006) warned that those role sheets were for temporary use only. Subsequently, he authored articles, delivered speeches, and released a new edition of his book, featuring more robust warnings regarding the potential for excessive reliance on these roles to lead to mechanical and unproductive discussions. For instance, in 2001, Daniels's "Looking into Literature Circles Viewing Guide" highlighted the warning not to overuse role sheets. The role sheets are designed to serve as transitional, temporary aids to help students internalize the various perspectives and habits that the roles in the book teach through practice. As students' discussion is limited when role sheets are overused, the activity should be focused more on discussing ideas. Daniels (2001) claimed that the role sheets should be used with care.

In accordance with the type of literature being studied, Daniels (2002) recommended four "basic roles" and four "optional roles". The four basic ones include a questioner, a connector, a literary luminary or a passage master, and an illustrator. The optional ones contain a summarizer, a researcher, a vocabulary

enricher or a word wizard, and a scene setter or a traveller. This fundamental model of literature circles has been adopted, adjusted, modified, and individualized by teachers all over the world, with the continuous result that students fall in love with books they have selected and discussed with their peers (Daniels, 2006). These original and adapted role sheets can aid students in their language improvement.

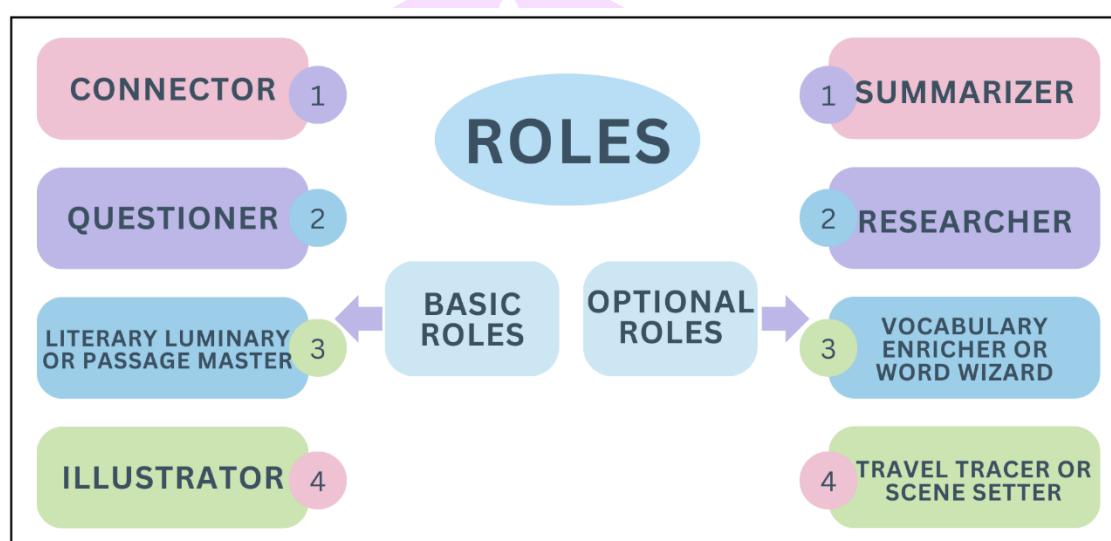


Figure 4 Roles in literature circles derived from the explanation by Daniels (2002)

Due to the fact that different educators have used different forms of role sheets, the terms used to refer to the roles vary. For instance, Lubis (2018) employed six roles including a discussion director, a summarizer, a scene setter, a connector, an illustrator, and a word wizard. Çetinkaya and Topçam (2019) used four different roles, including an interrogator, a connector, an illustrator, and a literary luminary. Andarab and Mutlu (2019) also used four roles but with different terms: a culture connector, a questioner, a vocabulary builder, and a summarizer. Dogan and Kaya-Tosun (2020) employed a questioner, a character analyser, a connector, a vocabulary enricher, an illustrator or literary luminary, a scene setter or travel tamer, a predictor, and a summarizer. Chen (2020) implemented the four major roles (a discussion director, a connector, an illustrator, and a literary luminary) and three optional roles

(a summarizer, a vocabulary finder, and an investigator). Six to seven roles within a single group, adjusting the number based on the total number of students, were implemented by Novitasari, et al. (2021) which include a culture collector, a word master, a passage person, an illustrator, a summarizer, a discussion leader, and a connector. Five different roles, including a discussion director, a passage picker, a creative connector, an imaginative illustrator, and a device detective, were used by Abdullah, et al. (2021).

Table 6 Roles of Literature Circle Employed in Previous Studies

Researchers/Authors	Roles
Lubis (2018)	a discussion director, a summarizer, a scene setter, a connector, an illustrator, and a word wizard
Andarab and Mutlu (2019)	a questioner, a culture-connector, a vocabulary builder, and a summarizer
Dogan and Kaya-Tosun (2020)	a questioner, a character analyzer, a connector, a vocabulary enricher, an illustrator, a literary luminary, a scene setter or a travel tracer, a predictor, and a summarizer
Chen (2020)	a discussion director, an investigator, a vocabulary finder, a connector, a literary luminary, an illustrator, and a summarizer
Abdullah, et al. (2021).	a discussion director, an imaginative illustrator, a creative connector, a device detective, and a passage picker
Novitasari, et al. (2021)	a discussion leader, a culture collector, a summarizer, a connector, an illustrator, a passage person, and a word master

When comparing the roles used by different researchers with those roles proposed by Danials (2002), the four fundamental roles are popularly chosen to provide guidance for students during their speaking discussions.

Table 7 Roles of Literature Circled Employed in Previous Studies Compared to Roles Proposed by Daniels (2002)

Researchers / Authors	Roles									
	Basic Roles					Optional Roles				
Daniels (2002)	Questioner	Connector	Literary	Illustrator	Summarizer	Researcher	Vocabulary	Scene	Other roles	
Lubis (2018)	Discussion	Connector	Luminary	Illustrator	Summarizer		Enricher	Scene	Setter	
Andarab and Mutlu (2019)	Director						Word Wizard	Scene	Setter	
Dogan and Kaya-Tosun (2020)	Questioner	Culture- Connector			Summarizer		Vocabulary Builder,			Predictor
		Connector	Literary	Illustrator	Summarizer		Vocabulary	Scene	Character	
		Connector	Luminary				Enricher	Setter or Travel	Analyzer	
								Tracer		
Chen (2020)	Discussion	Connector,	Literary	Illustrator	Summarizer	Investigator	Vocabulary			
	Director		Luminary				Finder			
Abdullah, et al. (2021).	Discussion	Creative	Passage Picker	Imaginative		Device				
	Director	Connector		Illustrator		Detective				
Novitasari, et al. (2021)	Discussion	Connector	Passage	Illustrator	Summarizer		Word Master		Culture	
	Leader		Person						Collector	

For the adaptation of literature circles, applying audio-visual materials, Stephens, et al. (2012) employed five different roles, including 1) the designer, who summarizes the entire film through illustrations that depict a timeline of the plot and contain sentences about what was happening at each point; 2) the soundtrack analyser, who is responsible for discussing the film's music, including the bands, songs, and music styles, while also connecting the musical style to particular scenes in the film, 3) the Vocabulary Enricher, who is in charge of categorizing important words from the film and then sharing them with the group, 4) the questioner, whose role involves posing inquiries about the film to gather information and encourage group discussions regarding the film; and 5) the checker, who is responsible for assessing the contributions made by each group member and providing oral feedback. Students are required to pay attention before, during, and after viewing the film using these roles. These roles were also influenced by the literature circle roles, in which each of the language classrooms may apply different role sheets.

Brazenas (2019) adapted some literature circle roles introduced by Daniels (2002). The adapted version included 1) a summarizer who summarizes the episode's key events, 2) a vocabulary hunter who chooses new, important, or interesting words and expressions to share; 3) a scene selector who selects 2 or 3 interesting dramatic or meaningful scenes and explains the selections; 4) a real-world connector who establishes connections between the story's content and actual people, events, places, music and products from the episode and contextualizes them; and 5) a cultural collector who identifies cultural comparisons and contrasts between the story in the episode and the setting or the cultures of the group members and provides reflections. Later, Brazenas (2020) similarly utilized 5 roles. The terms used to call these roles are slightly different from the previous ones, including word master, cultural collector, connector, scene selector, and summarizer.

Table 8 Roles Employed with Utilizing Audio-visual Materials

Researchers/Authors	Roles
Stephens, et al. (2012)	a questioner, a designer, a vocabulary enricher, a soundtrack analyzer, and a checker
Brazenas (2019)	a vocabulary hunter, a cultural collector, a real-world connector, a key scene selector, and a summarizer
Brazenas (2020)	a word master, a cultural collector, a connector, a scene selector, and a summarizer

When comparing the roles in utilizing films and series to roles proposed by Danials (2002), it reveals that roles can be utilized with specific areas of focus as intended by researchers; for instance, roles such as soundtrack analysers and cultural collectors are incorporated, as illustrated in the following table.

Table 9 Roles Employed with Utilizing Audio-Visual Materials Compared to Roles Proposed by Daniels (2002)

Researchers	Roles									
	Basic Roles			Optional Roles			Other roles			
Daniels (2002)	Questioner	Connector	Literary Luminary	Illustrator	Summarizer	Researcher	Vocabulary Enricher	Scene Setter		
Stephens, et al. (2012)	Questioner			Designer (Summarizing the film through graphics)	Designer (Summarizing the film through graphics)		Vocabulary Enricher		Soundtrack Analyzer	Checker
Brazenas (2019)	Real-World Connector	Key Scene Selector			Summarizer		Vocabulary Hunter		Cultural Collector	
Brazenas (2020)	Connector	Scene Selector			Summarizer		Word Master		Cultural Collector	

Therefore, different roles can be employed in literature circles and film circles; however, it is obvious that the four basic ones were employed by the majority of the above studies. Optional roles were also adapted in those studies. Furthermore, role sheets can be modified to meet the designed activities and the characteristics of the participants.

However, to mention it again, the exploration of the advantages of employing role sheets can be illustrated. It is beneficial to apply role sheets as learning materials for students, particularly as discussion guidelines. Daniels (2002) stated that introduction of role sheets in the classroom prompts some students to transition from traditional teacher-directed activities to decentralized small-group work, which places a considerably better level of responsibility on the students themselves. This indicates that students are accustomed to collaborative learning. Concerning the use of the role sheets in classrooms, students should be allowed to switch their roles, ensuring that every one of them has the opportunity to gain new knowledge and experience diverse roles (Kaowiwattanakul, 2020), and those roles play as recommended models rather than firm patterns for literature circles (Monyanont, 2019).

In this study, the role sheets were also distributed to the class, and the students were asked to perform their literature talks based on the sheets. As film circles were adapted from literature circles, literature role sheets can be applied in film circle classrooms. This study applied the role sheets suggested by Daniels (2002). With regard to the trends of employing the role sheets in the last 10 years illustrated above, all four "basic roles," including a questioner, a connector, a film master (a passage master), and an illustrator, were adapted. Moreover, two of the recommended "optional roles," including a summarizer and a word wizard, were applied. Considering the speaking skills, the mentioned two optional roles (a summarizer and a word wizard) were chosen as the students' comprehension of the plot and major scenes of the films was demonstrated by their ability to summarize them, and vocabulary is considered important for their speaking skills. As the questioner was required to ask questions, he or she also played the role of discussion leader. These roles played as guidelines for the students in order to discuss their ideas after reading environmental short stories. Furthermore, the explanations of these roles are illustrated in Chapter 3.

Using Films to Enhance Speaking Skills in English Classrooms

In addition to the learning and teaching processes and theories, learning instruments have significant impacts on students' language proficiency. This section explores the advantages of integrating audio-visual media, including films, into English classes, considering its long-standing presence as a teaching tool in language classrooms.

As digital technology has become increasingly important in Thai education over the last few decades, the implementation of IT in language classrooms has been promoted. Within the context of Thailand's higher education, technology's influence holds exceptional significance, as it enables educational materials to become more readily accessible and widely available (Kanoksilapatham, 2021). Consequently, language skills can be taught through a variety of media tools (Toluzhan, et al., 2023).

Considering the importance of audio-visual materials, different media platforms can be selected, and films appear to offer a significantly advantageous choice for individuals learning the English language to enhance their speaking abilities. According to Muller (2006), film differs from literature by using tools such as lighting, music, and camera angles to convey a narrative. Previous studies have revealed that films can help students enhance their speaking skills (Murshidi, 2020; Parmawati & Inayah, 2019; Rao, 2019). Rao (2019) stated that, through film watching, learners are provided with a chance to develop their listening skills, refine pronunciation, expand their vocabulary, grasp idiomatic expressions, and familiarize themselves with colloquial language. Even film soundtracks can help students improve their speaking skills. A study by Permana and Megawati (2021) revealed that the film soundtracks had a significant impact on students' speaking skills. They asserted that students can engage in discussions about the song's meaning.

Using films in English classrooms, Mahdi, et al. (2022) stated that students are increasingly enthusiastic about acquiring new knowledge and gaining a deeper understanding of the language learning process. They also asserted that foreign teachers are confronted with significant challenges. Firstly, they must transform audio-visual classrooms from mere sources of entertainment into valuable educational

tools. Secondly, they need effective strategies for actively engaging students in class discussions and debates. Then, Mahdi, et al. (2022) proposed three aspects to utilizing films in teaching, involving (1) what to focus on in the study, (2) which processes and materials to employ, and (3) how to gauge students' reactions. They added that teachers should employ a range of methods to enhance the learning experience when using films in the classroom. These methods include providing explanations for key vocabulary, idioms, and patterns that are pertinent to the film. Additionally, teachers can encourage students to predict the film's plot based on its title, offering an introduction to the cultural background and general concepts within the film. Furthermore, teachers should facilitate meaningful discussions about the film's themes, fostering an environment where students feel comfortable expressing diverse opinions. To make the learning process more interactive, teachers can organize activities that allow students to imitate characters from the film, either in pairs or groups. To highlight this, they asserted that teachers should also strive to immerse students in an imaginative and creative world, fostering a deeper understanding of the material. In line with this, Bostanci (2022) mentioned that teachers can utilize film-based teaching methods as a means of enhancing their students' vocabulary, and engaging in activities, including discussions, can improve the comprehension of the target language. Beginners will find films to be a highly effective form of instruction, as they greatly facilitate their acquisition of new vocabulary and grammar points while also aiding in the retention of the context in which they have been applied (Mahdi, et al., 2022). Cheraghi and Motaharinejad (2023) stated that the use of video materials, including films, in the classroom could enable students to gain valuable insights into their cultural background and could also have a positive impact on their communicative skills. They asserted that these resources could help teachers effectively engage students in discussions. Murshidi (2020) stated that teachers can employ films as educational resources to teach English which will effectively engages students' attention and promotes a sense of enjoyment in the learning process, as opposed to relying on traditional teaching methods that often lead to student boredom.

Moreover, English subtitles can be presented. Regarding the institutional levels of learners, the meta-analysis findings conducted by Alotaibi, et al. (2023) demonstrated that subtitles were effective for students across all educational settings, including schools, universities, and language institutes.

Considering the convenience of accessing various genres of media in this present era and the advantages of integrating media, including films, into language learning activities, this study aims to employ film circles in an ESP classroom in a university setting. English subtitles were incorporated while watching films. The content areas in the films are related to certain environmental issues, which the dual-program students in education and social development discussed in order to improve their speaking skills.

Moreover, it is also important to note that films can be categorized into various genres. Kumar, et al. (2023) presented a list of 27 major genres, including, action, adult adventure, animation, biography, comedy, drama, family, documentary, fantasy, gameshow, history, horror, music, musical, mystery, news, science fiction (Sci-Fi), short, sport, talk-show, thriller, war, and western. Similarly, the IMDB, a popular film-related information website, classified genres of films in various genres (IMDB, 2024). The IMDB popular films by genre included, for example, action, adventure, and Sci-Fi as in the following figure.

Popular movies by genre

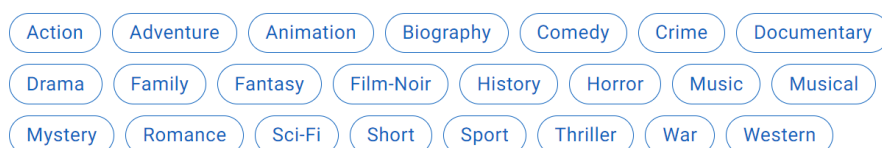


Figure 5 IMDB popular films by genre

However, it should be noted that a film can also fall into more than one genre category, such as being simultaneously classified as a science fiction, fantasy, and war film.

In terms of elements, previous studies have shown that different elements in fiction, including films, have been observed. According to Shi et al. (2018), the five essential elements of stories include characters, plot, theme, setting (time and location), and conflict, as presented in Table 10.

Table 10 Five Essential Elements of Stories (Shi et al., 2018, p. 3)

Story Element	Narrative Structure Descriptor	Description
Characters	Who	The people or other being that the story is about
Plot	What	The sequence of events in a story
Theme	What	An idea or point that is central to a story
Setting	When, Where	The time and location describing the surroundings of the story
Conflict	HoW	The challenge main characters need to solve to achieve their goals

Helliar, et al. (2022) presented the genre elements in the literature on banking and financial products. They emphasized that genre theory provides a valuable framework for analysing texts created with a specific purpose. Helliar, et al. (2022) also pointed out that most individuals typically associate genres with entertainment forms, such as novels or films, and it is less common for people to categorize financial literature as a genre. Then, within their research, Helliar, et al. (2022) specifically examined four key genre elements: characters, setting, plot, and the overall story. Eripuddin (2017) observed the plot and setting of the Jungle Book film. Indriani, et al. (2019) observed the plot, characters, setting (place and time), and point of view of the Mama film. Drawing from prior research that has examined various story elements, in a film or a novel, there are different genre elements. Consequently, the attitude questionnaire employed in this research aimed to examine students' attitudes toward the characters, settings, plots, and themes portrayed in the films, along with the genres of the films.

From Literature Circles to Film Circles

The transition from literature circles to film circles marks an important shift in group discussions from interpreting written texts to exploring films. This provides broader chances to explore different forms of the target language. The activities then support classroom speaking practices in group discussions.

Unlike the use of solely literary texts, films offer opportunities for discussing a wide range of aspects beyond the analysis of plots, characters, themes, and symbols. Stephens, et al. (2012) mentioned that considering student motivation, the educational benefits of using films to enhance spoken English, and the resources at hand, a significant advantage of film circles is that students derive enjoyment from watching films and are inherently motivated to do so in a classroom setting. They asserted that carefully selected films provide numerous chances for students to engage with English while delving into captivating content and themes.

Bao (2008) stated that the film's features elevate its comprehensibility compared to the novel; however, it fails in capturing the abstract concept, particularly individuals' inner world. More importantly, Bao (2008) asserted that films have the capability to capture and depict various voices and actions in genuine scenarios, and films serve as a window into English-language culture.

According to Muller (2006), films differ from literature by employing tools like lighting, music, and camera angles to convey a story. Students can develop the ability to see films as a cultural artifact, observing its utilization of cultural conventions to communicate information. She also illustrated an example that students may notice a pattern where villains are frequently portrayed wearing black clothing and featured in scenes with dark lighting, while the entrance of a hero is often accompanied by an upbeat musical theme. This allows students to engage in discussions about various aspects of films that are not as easily explored when studying literary texts.

Kim (2018) conducted a study that specifically examined the effectiveness of using films to improve students' understanding of content and their communication skills in the English for Academic Purposes (EAP) classroom. Kim (2018) employed documentaries and films as instructional tools to deliver course material, incorporating film clips, film scripts, and class discussions. The results revealed that films served as

an effective resource for both teaching content and enhancing communicative competence, particularly for students who are not familiar with an EAP setting.

Given that film circles are the modified version of literature circles, this adaptation provides broader chances of activities from reading texts to exploring to the target language in films. By implementing film circles, students can discuss themes, plots, and characters the same way they do in discussing literary works. In both literature circles and film circles, the activities allows students to engage in discussions with their peers, consequently enhancing their speaking skills.

Environmental Awareness in English Classrooms

1. Definition and Significance of Environmental Awareness

The term environmental awareness has been defined by numerous scholars. To name a few, Kousar, et al. (2022) mentioned that the term "environment awareness" describes an individual's understanding of the natural environment and their behaviours that either protect or harm it. Ham, et al. (2016) stated that it can be broadly defined as the perspective or attitude regarding the environmental impacts resulting from human behaviours. Geng and He (2021) defined it as the public perception toward environmental problems.

As societies began to exploit natural resources as if they were limitless to improve their quality of life as a result of industrialization, the natural balance began to suffer (Önal, 2020). Environmental education and awareness are essential because they help to lessen the harm that a variety of activities can do to the environment (Susilawati, et al., 2021). Given that protecting the environment is everyone's responsibility, it is expected that by cultivating a positive environmental attitude in students, they will develop into caring individuals (Setyowati, et al., 2022).

Especially in this era, there is a strong emphasis on advocating for the significance of advancing education for sustainable development. In every sustainable development initiative, it is imperative to take into account the three dimensions of sustainability, including the environment, society, and economy, along with an underlying dimension of culture (UNESCO, 2012). Then, there is an emphasis on protecting the environment. This is underscored by giving prominence to

environmental education. Zhushi-Etemi, et al. (2021) stated that, in order to address environmental issues within a society, it is crucial to provide environmental education to its citizens, particularly the younger generations, and this education plays a significant role in shaping positive environmental attitudes and beliefs that prioritize being protective and friendly to the environment and its natural resources. At the university level, university students are considered to be the future leaders in society and have a strong potential to influence public opinion on issues related to the environment (Chen & Tsai, 2016).

In Thailand, previous studies have shown that environmental awareness is essential for Thai people. For instance, Suma, et al. (2019) stated that environmental education and environmental awareness campaigns are required to sustain municipal solid waste management in tourism zones. Unlike this present study, Suma, et al. (2019) recommended using local languages for communication in environmental education, particularly waste management. Since this study took place in an ESP course, it promoted the use of English as a communication medium. Following their investigation into the circularity of plastic packaging waste materials in a province in Thailand, Samitthiwetcharong, et al. (2023) emphasized that, to increase knowledge and awareness, education plays a crucial role in transforming individuals' behaviour to become more environmentally friendly regarding plastic waste. Thus, raising awareness and providing educational knowledge are crucial elements in achieving this change.

Raihan, et al. (2023) depicted that Thailand, a country popular among tourists, is currently undergoing consistent growth in its economy, rapid urbanization, industrialization, and production of agriculture; however, these developments have led to increased energy consumption and the emission of carbon dioxide (CO₂). Considering the perspective of green energy, Raihan, et al. (2023) suggested that local authorities and non-governmental organizations play a significant role in raising environmental awareness among individuals of various age groups. They can achieve this by sharing information about green energy equipment and energy efficiency. Raihan, et al. (2023) also pointed out that training and instructional programmes can be integrated into schools and universities to effectively educate the population, and

the government can employ media to disseminate its concept of sustainable living, which covers consumer behaviour and low-carbon lifestyles.

Hence, environmental awareness is the understanding of individuals and their behaviours particularly on protecting the environment. It is crucial to raise awareness among the global community, including Thailand's context.

2. Environmental Education and Environmental Awareness in Language Classrooms

Environmental education is important in raising environmental awareness among students to become environmental citizens.

It is now undeniable that language learners should possess awareness of global issues (Mete, 2018). Educational institutions can integrate environmental education into their classrooms. In light of numerous issues that the world currently encounters, it is more crucial than ever to cultivate students' environmental awareness and educate them about grassroots initiatives in which they may actively participate (Hauschild, et al., 2012).

In terms of the integration of environmental education in English rooms, the main objective of language teaching curriculum is undoubtedly the language itself, but incorporating current global crises into its content can contribute to the world's progress toward achieving sustainable goals (Hameed, 2023). There are several approaches to include environmental education in the teaching of English as a second language, which can assist teachers in their instruction (Asgher, et al., 2021). Using questionnaires, Asgher, et al. (2021) revealed that one of the main findings in their study showed that the teacher used the discussion method to teach environmental education. Hauschild, et al. (2012) proposed that incorporating environmental education into the language classroom can achieve three main objectives: (1) increase students' engagement with current issues that may have a direct impact on their future; (2) educate students regarding how to actively contribute to a healthier and more sustainable world; and (3) foster the development of language and meaningful communication. Bhusal (2021) points out that, in the contemporary world, English teaching-learning activities extend beyond merely

instructing theoretical, grammatical, and linguistic aspects; it is crucial to also incorporate environmental education.

Given that the participants in this study can pursue career opportunities as social studies teachers, they can assume a pivotal role in cultivating environmental awareness among students. Establishing a society with a strong awareness of the environment could be achieved by ensuring that teachers possess a profound level of environmental awareness. (Özonur, 2021). Then, Özonur (2021) mentioned that it is crucial to assess prospective teachers' environmental awareness throughout their educational journey. In Özonur's (2021) study, by employing the "Awareness Scale for Environmental Issues" with a 3-point Likert scale format, a study conducted on 470 prospective teachers revealed that their overall level of environmental awareness was higher than the average level. Furthermore, when analyzing the data based on the academic year and department of study, the results show a significant difference in the level of environmental awareness among prospective teachers. Senior prospective teachers possessed a higher level of environmental awareness than juniors. Among eight departments in the study, the students enrolled in the French Language Teaching department possessed the highest level of awareness with regard to environmental concerns.

Therefore, the above studies have shown that environmental awareness and environmental education are essential for everyone, including language teachers and learners. Particularly for the participants in the current study, who were dual-program students working toward bachelor's degrees in both education and social development, there is a unique opportunity for them to pursue careers in both the social development and educational sectors. This dual focus allows them to contribute to addressing environmental issues within communities. Moreover, as prospective social studies teachers, they can play a crucial role in fostering environmental awareness among students and initiating school English projects aimed at contributing to environmental improvement within their educational institutions.

3. Environmental Awareness Assessment

Regarding the assessment of environmental awareness, questionnaires that incorporate different domains have been used to examine environmental awareness in the past two decades. Paço and Lavrador (2017) investigated knowledge, attitudes, and behaviour to assess environmental awareness of energy consumption. Kencanasari, et al. (2019) explored the aspects of measuring such awareness from various articles from 2010 to 2019. The assessment of environmental awareness has two dimensions: pro-environmental and non-pro-environmental. These aspects are assessed by indicators, including knowledge, attitudes, and behaviour. Al-Rabaani and Al-Shuili (2020) conducted an examination of three key domains: knowledge, attitudes, and behaviour. The study employed a descriptive methodology for data collection, which included the utilization of an Environmental Knowledge Test featuring true or false questions, a Likert-type Attitudes Questionnaire (strongly agree, agree, uncertain, disagree, strongly disagree), and a Behavioural Scale offering four response options (most of the time, some of the time, seldom, never). Samples of statements or questions were not illustrated. The findings from Al-Rabaani and Al-Shuili's (2020) research indicate that students exhibited a high degree of environmental knowledge, displayed strong and positive environmental attitudes, and demonstrated relatively good environmental behaviour. They pointed out that these results could be influenced by external factors, such as media exposure, engagement with social media, and participation in social and national events. They mentioned that these sources serve as abundant platforms for disseminating information on environmental issues, both at the local and global levels.

Salı, et al. (2015) utilized a questionnaire that consisted of items covering students' environmental knowledge, their attitudes toward the environment, and their behaviours related to environmental preservation. The questionnaire employed statements arranged on a five-point scale.

He, et al. (2011) conducted a survey in which respondents were presented with three sets of questions related to environmental knowledge, environmental attitudes, and environmental behaviours. The three aspects are as follows.

Environmental Knowledge: Respondents were tasked with discerning the accuracy of statements as either 'true', 'false', or 'don't know'. Every participant was given a point for correct response of a statement, and a total score was calculated for each participant. Higher scores signified higher levels of factual knowledge.

Environmental Attitudes: The survey also focused on respondents' environmental attitudes by presenting statements related to their beliefs and actions concerning environmental issues. These statements were divided between global and local environmental concerns. To assess the differences in the participants' attitudes, they were required to rate the level of agreement as "strongly agree, agree, undecided, disagree, or strongly disagree."

Environmental Behaviours: Respondents' environmentally friendly behaviours were evaluated based on current practices and intentions to engage in future actions. They indicated the frequency of their actual actions or eco-friendly actions (always, sometimes, never) and their commitment or willingness to such behaviours (will do, do not know, would not do). With this, each response was categorized as "friendly" (rated as 3), "neutral" (rated as 2), or "unfriendly" (rated as 1), with higher scores suggesting a higher inclination to adopt environmentally responsible actions.

Chen and Tsai (2016) included all three domains, which involved environmental attitudes, knowledge of marine and coastal matters, and environmental actions. They were assessed through 5-point Likert-scale questionnaires. Notably, self-assessed questionnaires (How much do you know about ...?) were employed to assess the students' environmental knowledge. Chen and Tsai (2016) acknowledged that self-assessed knowledge has its limitations; nevertheless, it continues to be a widely adopted method for collecting data regarding knowledge levels. Moreover, for the attitude domain, Chen and Tsai (2016) adapted the 12-item version of the New Environmental Paradigm (NEP) Scale introduced by Dunlap and Van Liere (1978).

Janmaimool and Khajohnmanee (2019) studied three domains, including environmental system knowledge, environmental attitudes, and pro-environmental behaviours. The three aspects are explained in more detail as follows.

Environmental Knowledge: To assess university students' environmental system knowledge, the contents taught in the "Environment and Development" course the students enrolled in were tested. The students received instruction on environmental topics. This instruction involved key concepts such as political ecology, sustainable development (SD), knowledge of ecology and the environment, as well as an understanding of environmental situations.

Environmental Attitudes: To investigate students' attitudes, a subset of 6 items was chosen from the 15-item NEP scale proposed by Dunlap, et al. (2000). The selection of these items was made with careful consideration of the students' capacity to interpret and understand them effectively.

Pro-Environmental Behaviours (PEBs): To assess involvement in PEBs, students were requested to specify the frequency with which they engaged in a range of both direct and indirect impact PEBs. The items used to measure students' involvement in these PEBs were designed taking into account the students' ability to perform them and be involved in them as well as the prevailing circumstances, which included certain PEBs being actively promoted by the university. Examples of such behaviours include refusing to accept a plastic bag when making small purchases at a convenience store or opting for cotton bags instead of plastic ones.

Zhushi-Etemi, et al. (2021) mentioned that many published papers employing the NEP scale often focus on students. They added that students represent a significant segment of society and are expected to assume key roles in various sectors, including management, education, business, and industry.

Ntanos, et al. (2019) argued that the one-dimensionality of the NEP scale, concerning environmental attitudes, can be interpreted in two ways. On one hand, a high NEP score indicates a pro-environmental stance, reflecting a viewpoint aligned with ecological preservation (favouring the conservation of natural resources). On the other hand, a low NEP score suggests a pro-exploitation stance, reflecting an anthropogenic perspective (favouring the utilization or exploitation of natural resources).

Furthermore, Kencanasari, et al. (2019) stated that some researchers often employ the Likert scale in environmental awareness studies which research tool

combines three variables-knowledge, attitudes, and behaviour-into a single unit. Kencanasari, et al. (2019) asserted that the relationship between these three indicators lies in the fact that environmental awareness is dependent upon individuals possessing knowledge on the significance of the environment. They added that knowledge of the environment is valuable when it is supported by attitudes and behaviours that demonstrate a commitment to environmental care.



Table 11 Environmental Awareness Measuring Instruments Used in Previous Studies

Researchers/Authors	Domains	Instruments	Sample Statements
He, et al. (2011)	Environmental knowledge	True, false, or unsure questions	Coral reefs and rainforests are places with rich biodiversity.
	Environmental attitudes (Global)	5-point scale questionnaires (strongly agree, agree, undecided, disagree or strongly disagree)	Ocean pollution is a serious environmental problem.
	Environmental attitudes (Local)		Individuals should be encouraged to use products made from decomposable materials
	Environmental behaviours (Actual actions)	3-point scale questionnaires (always, sometimes, never)	I switch the light off when I don't need it anymore.
	Environmental behaviours (Willingness)	3-point scale questionnaires (will do, do not know, would not do)	If African elephants are in danger, would you donate money to help them?
	Environmental knowledge	5-point scale questionnaires	(1) I feel sorry when I see used paper mixed up with other waste in the garbage bin.
Sali, et al. (2015)	Environmental attitudes	((1) I don't agree at all, I don't agree, I neither agree nor disagree, I agree, I absolutely agree, and (2) never, rarely, occasionally, often, very often)	(2) When we buy laundry detergent, my family and I check if it would harm the environment.
	Environmental behaviours		
		The details of the domain classifications of the questions/statements were not illustrated.	

Table 11 (Cont.)

Researchers/Authors	Domains	Instruments	Sample Statements
Chen and Tsai (2016)	Environmental knowledge	5-point Likert scale questionnaires (Self-assessed questions in the 'how much do you know about' format)	How much do you know about global warming and sea level rising?
	Environmental attitudes	5-point Likert scale questionnaires (A modified version of the New Environmental Paradigm (NEP) scale by Dunlap and Van Liere (1978))	Positive statement items: The earth is like a spaceship with only limited room and resources. Negative statement items: Plants and animals exist primarily to be used by humans.
	Environmental behaviours	5-point Likert scale questionnaires	I tell my friends about marine environmental protection.
Rogayan and Nebrida (2019)	Awareness of environmental concepts and state of environment	Questionnaires (highly aware, very aware, moderately aware, slightly aware, totally unaware)	Rainforests are the world's most biologically diverse ecosystems.
	Awareness of environmental issues and problems	Questionnaires (highly aware, very aware, moderately aware, slightly aware, totally unaware)	The environment is confronted with a myriad of environmental issues and problems at present
	Practices of the need to take action to solve environmental problems	Questionnaires (always, often, sometimes, seldom, never)	Turn off the lights and unplug appliances when not in use to save electricity.
	Practices on the need to possess a high degree of commitment	Questionnaires (always, often, sometimes, seldom, never)	Volunteer to organizational groups which help for the preservation and conservation of the environment.

Table 11 (Cont.)

Researchers/Authors	Domains	Instruments	Sample Statements
Janmool and Khajohnmanee (2019)	Environmental knowledge	A scale of three ranging from 0 = no knowledge acquisition to 3 = full knowledge acquisition	Please explain the potentially devastating consequences of those problems?
	Environmental attitudes	6 items out of the 15-item NEP scale by Dunlap et al. (2000) (1 = completely agree and 5 = completely disagree)	The balance of nature is very delicate and easily upset.
	Pro-Environmental Behaviours (PEBs)	6 items related to participation in direct impact PEBs (1 = never and 5 = regularly) 4 items related to participation in indirect impact PEBs (1 = completely disagree and 5 = completely agree)	<i>Participation in direct-impact PEBs</i> - How often do you choose to utilize cotton bags instead of plastic bags? <i>Participation in indirect impact PEBs</i> - I have a preference for affiliating with organizations that place a high value on environmental priorities.
Al-Rabaani and Al-Shuili (2020)	Environmental knowledge	True/false questions	-
	Environmental attitudes	Likert scale questionnaire	-
	Environmental behaviours	Behavioural scale (most of the time, some of the time, seldom, never)	-

4. Environmental Awareness Assessment in English Classrooms

Environmental awareness has been advocated within English classrooms, with teachers utilizing various tools and instruments to assess different aspects associated with environmental education and awareness.

Considering that attitudes toward the environment is one of the main areas in assessing environmental awareness, Setyowati, et al. (2022) examined the environmental attitudes of students, their writing proficiency in addressing environmental issues, and their perspectives when tackling environmental topics. Focusing on assessing environmental awareness, five aspects, including environmental problems, energy saving, waste product, environmental responsibility, and environmental support, were assessed. Even though the researchers categorized them as indicators of environmental attitude levels, certain items inadvertently disclosed behavioural aspects. For instance, the action of turning off unnecessary lights in school suggests a behavioural dimension intertwined with environmental attitudes. Their study implies that environmental topics can be integrated into language classrooms.

A study conducted by Laabidi and Charafi (2023) aimed to investigate the impact of students' environmental awareness on their pro-environmental behaviour. The students were 100 EFL students, responding to questionnaires adopted from Sousa, et al. (2021). Regarding the questionnaires utilized in the study, they comprehensively cover all three domains, namely knowledge, attitudes, and behaviours. Laabidi and Charafi (2023) also stated that students who possess an awareness of the severity of environmental concerns are more likely to possess the necessary skills to make informed decisions and take proactive actions in support of environmental sustainability.

The research conducted by Nugraha and Ridwan (2019) focuses on the utilization of project-based learning (PBL) to investigate its implementation and the responses of students, particularly concerning how they learned English and the enhancement of their environmental awareness. This study is different from the previous reviewed studies. They employed a qualitative case study approach. Observation and interview methods were conducted. Nevertheless, certain aspects of environmental awareness emerged during the students' interviews; for instance, they

expressed their belief through the interviews that they could gain a better understanding of the environment surrounding them.

A study conducted by Ramadhan, et al. (2019) aimed to assess the environmental knowledge, attitudes, and instructional design skills related to environmental themes among prospective language teachers. The study instrument employed was a questionnaire, containing 12 questions that explored the attitudes and knowledge of aspiring teacher students regarding environmentally focused learning and disaster mitigation.

For teachers' perceptions toward integrating environmental concerns in English language teaching, the study conducted by Hameed (2023) employed a questionnaire and a focus group interview. For the research questionnaire, environmental knowledge, environmental attitudes, and environmental practices, focusing on integrating environmental concepts into English classrooms by English teachers, were implemented. Hameed (2023) also presented items related to teaching practices, for example, the questionnaire item indicating that environmental education can be taught in an English language teaching context.



Table 12 Environmental Education and Environmental Awareness Measuring Instruments Used in English Classroom Context

Researchers/Authors	Domains	Instruments	Sample Statements
Setyowati, et al. (2022)	Environmental attitudes (environmental problems, energy saving, waste product, environmental responsibility, and environmental support)	Questionnaire (Strongly agree, agree, neutral, disagree, strongly disagree)	Since environment recleans itself, wastes do not cause a problem in terms of environmental pollution.
Laabidi and Charafi (2023)	Environmental knowledge	Questionnaire (Totally agree, agree, I do not know, disagree, totally disagree)	In the last decade, the highest temperatures ever occurred.
Note: The questionnaires were adopted from Sousa, et al. (2021).	Environmental attitudes	Questionnaire (Totally agree, agree, neutral, disagree, totally disagree)	The issue of global warming must receive attention and priority from all countries.
	Environmental behaviours	Questionnaire (Always, almost always, sometimes, rarely, never)	I refuse to use single-use plastic objects.
Nugraha and Ridwan (2019)		classroom observation, interview, and students' writings	
Ramadhan, et al. (2019)	Environmental knowledge	Questionnaire	-
	Environmental attitudes	Questionnaire	-

Table 12 (Cont.)

Researchers/Authors	Domains	Instruments	Sample Statements
Hameed (2023)	Environmental knowledge	Questionnaire (Correct and incorrect responses)	-
	Environmental attitudes	Questionnaire (Strongly agree, agree, neutral, disagree, strongly disagree)	Education is the best way to help change behaviour toward the environment.
	Environmental practices (Focus on integrating environmental concepts into English classrooms)	Questionnaire (Strongly agree, agree, neutral, disagree, strongly disagree)	I sometimes provide students with opportunities to gain actual experience in resolving environmental issues.

Upon reviewing previous studies related to 3 different domains of environmental awareness, including environmental knowledge, environmental attitudes, and environmental behaviours, it is acknowledged that different instruments have been implemented. For instance, researchers have employed true or false questions (e.g., He et al., 2011; Al-Rabaani & Al-Shuili, 2020) and self-assessed questionnaires (e.g., Chen & Tsai, 2016) to assess the knowledge domain, and 5-point scale questionnaires to assess the attitude and behaviour domains (e.g., Hameed, 2023; He, et al., 2011; Janmaimool & Khajohnmanee, 2019; Laabidi & Charafi, 2023).

Therefore, this present study examined three domains of the students' environmental awareness. In the domain of knowledge assessment, the study employed a combination of true-or-false questions and self-assessed questionnaires. The true or false questions were designed, considering that true or false questions can be used to investigate environmental knowledge as in the study by He, et al. (2011). Attitude items were adapted from Hameed (2023) and were designed by the researcher based on the importance of addressing environmental issues in English classrooms. Items related to pro-environmental behaviours were created by the researcher and adapted and adopted from the study by Janmaimool and Khajohnmanee (2019).

Related Research

Considering the fact that the independent variable in this study was film circles and the dependent variables were students' English speaking skills and environmental awareness, the reviews of previous studies that involved using films in English classrooms, employing literature circles and film circles, and raising environmental awareness are illustrated.

1. Previous Studies Related to Using Films in English Classrooms

Taking into account the advantages of using films, this section further illustrates studies related to using films in English classrooms. Incorporating films into the learning process significantly enhances vocabulary acquisition (Aulia, et al., 2022; Bostanci, 2022) and fosters positive attitudes among students toward using films (Bostanci, 2022). Watching films also serves as a source of inspiration and motivation for both teachers and students, creating a dynamic and engaging learning environment

(Rahman, et al., 2022) and enhance students' listening and speaking skills (Chetia & Bhatt, 2020). The details of the related research are explained below.

Considering the use of films in English classrooms, a study by Bostanci (2022) aimed to investigate the effect of subtitled films on the vocabulary development of English students. To achieve this, a mixed-methods research design was employed, comprising both quantitative and qualitative approaches. The study comprised two groups: a control group and an experimental group. The experimental group watched English films with English subtitles, while the control group viewed the same films without any accompanying subtitles. A pre-test was administered to assess the participants' initial vocabulary knowledge, serving as a diagnostic tool to ensure that both groups had similar vocabulary levels. Then, a post-test was conducted to determine whether the students had improved their vocabulary knowledge after the treatment. The findings indicated that watching films had a positive effect on vocabulary development for both groups. However, when comparing the performances of the two groups, it became evident that the group exposed to subtitled films performed better in terms of vocabulary acquisition. In other words, intensive exposure to films with subtitles had a more significant impact on students' vocabulary knowledge. Additionally, the study revealed that students generally held positive attitudes toward incorporating films into language classes, especially in vocabulary-focused sessions. They also asserted that class discussions can improve students' comprehension of the target language. This suggests that using films as a teaching tool was well-received by the students and had a beneficial impact on their language learning experiences.

Rahman, et al. (2022) conducted a study to examine the perceptions of teachers and students toward the use of English films to improve the English language skills of students in English language classrooms. The study employed a qualitative approach, and the participants were English language teachers and 15 students from three private universities in Bangladesh. The results indicated that watching films was viewed as an inspiration and motivation activity for both teachers and students. This aided the students in improving their English language skills at both the micro and macro levels. The results also showed that films were perceived as valuable resources for powerful multi-dimensional pedagogical tasks in EFL contexts.

Moreover, films can be integrated into ESP contexts. A study by Aulia, et al. (2022) aimed at identifying the essential vocabulary needs of medical students and assessing their perceptions regarding the use of "The Good Doctor" as class material for learning English vocabulary in a medical context. The study, conducted within a vocational school, utilized a qualitative case study design. Data was collected via semi-structured interviews and a questionnaire involving 31 participants, comprising 30 medical students and an English teacher. Results of the semi-structured interviews revealed that the English vocabulary learning needs of medical students involves a range of specialized terms related to diseases, drugs, medical equipment, etc. The results from the questionnaires indicated the significance of medical vocabulary acquisition in enhancing their knowledge. Particularly, the acquisition of specialized medical terminology in English proves valuable for their future careers.

Cheraghi and Motaharinejad (2023) employed a mixed-methods study to explore teachers' perceptions of pedagogical challenges and their impact on the quality of teaching ESP courses at medical universities in Iran. Additionally, the role of video presentations in addressing these challenges was examined. The study consisted of two phases. In the first qualitative phase, 10 ESP teachers participated in the interviews. Then, in the second phase, a quantitative and descriptive survey, utilizing a questionnaire, was conducted to assess the influence of video presentations on challenges faced by teachers. In this phase, there were a total of 79 female and 29 male teachers who participated. These participants were in the age range of 31 to 40 years, and they had an average teaching experience of 6 to 10 years in ESP courses. Linear regression analysis was performed to determine their perceptions of using video presentations in ESP classes. The results of the questionnaire indicated that the use of audio-visual tools for teaching ESP courses was highly advantageous for both teachers and students. Properly selected video materials increased students' interest, engagement, and confidence in developing communicative language learning skills. These findings provide implications for policymakers and stakeholders in terms of funding and support for ESP courses, as well as policy and regulation reform. Moreover, Cheraghi and Motaharinejad (2023) asserted that ESP educators can implement technological resources, including TED Talks, series, and films, to assist

medical students in mastering medical terminology and expressions, as well as improving classroom efficiency.

In another ESP context, a study by Chetia and Bhatt (2020) focused on investigating the utilization of films as a multimedia resource in English-language classrooms in engineering contexts. The study focused on the film "Life of Pi". The samples involved 315 students. The research employed a combination of survey and observation methods, with a primary emphasis on using a survey questionnaire as the principal data collection tool. The findings of the study indicated that incorporating films as an educational tool had a positive impact. It motivated students to engage with the English language and aided in improving their second language skills. Based on students' perceptions, when watching the film, they found that their top two developed skills were listening and speaking.

The aforementioned studies have provided evidence that speaking skills can be improved with the use of films. Consequently, the utilization of films within film circles possibly helps students improve their English proficiency.

2. Previous Studies Related to Using Literature Circles in English Speaking Classrooms

Given that film circles were adapted from literature circles, it is crucial to review the use of literature circles. This section then illustrates the fruitfulness of literature circles in English language learning contexts.

Previous studies have demonstrated that literature circles can enhance students' speaking skills (Kaowiwattanakul, 2020; Matmool & Kaowiwattanakul, 2023; Yardim & Okur, 2022), foster their social skills (Dogan & Kaya-Tosun, 2020), and boost their confidence (Brown & Kim, 2023). Furthermore, the activities can enhance students' cultural, linguistic, and personal enhancement (Ma et al., 2023). Further details of these studies are provided below.

A study conducted by Dogan and Kaya-Tosun (2020) aimed to investigate the impact of literature circles on primary school pupils' social skills. The research was conducted as a quasi-experimental study using a sample of 74 pupils from a public elementary school in Turkey. An experimental group received the instruction of literature circles for a duration of 18 weeks. Within the control group, activities remained

consistent with the existing Turkish Course Curriculum. The "School Social Behaviour Scales" were employed as a tool for gathering data. The results of the score comparison on the scales indicated a significant difference between the experimental and control groups, with the experimental group showing a favourable result. The findings suggest that the implementation of the literature circles had a beneficial impact on the enhancement of the students' social skills.

Yardim and Okur (2022) examined the impact of literature circles on students' speaking skills. It involved 29 secondary school students in 7th grade at a Turkish public school. The study employed qualitative observation and a semi-structured speaking skills assessment. Moreover, both pre-and post-assessments were used. The results revealed that literature circles had a positive impact on the speaking skills and significantly contributed to improving students' weaker areas of speaking skills.

A study conducted by Ma, et al. (2023) aimed to examine Chinese English major students' attitudes toward literature circles. Additionally, the study explored the advantages of reading literature in language learning. The study utilized a one-shot case study design, which involves one group being exposed to the instruction, followed by a measurement. The researchers gathered both quantitative and qualitative data to assess the participants' attitudes toward literature circles and their assessment of the advantages of reading literature. The participants included 41 students using the convenience sampling technique. The results derived from the eight closed-ended questions revealed that the participants had positive attitudes toward the use of literature circles. The results from the focus group interviews supported the advantages of engaging with literature in terms of cultural, linguistic, and personal enhancement.

A study by Brown and Kim (2023) examined the utilization of literature circles in a fourth-grade general education classroom. It aimed to investigate the impact of literature circles on the advancement of reading skills among English as a second language (ESL) students. The instruments included student surveys, observation, pre-and post-assessments, and daily reading responses. The study revealed various beneficial consequences of literature circles for the students. Literature circles enhanced the students' confidence by offering them a comfortable setting to practice their

English skills, while the regular nightly reading responses prepared them for the subsequent day's discussion. Literature circles fostered students to engage in reading and become more excited to participate in the activities.

In Thailand, a study conducted by Monyanont (2019) examined the effect of utilizing literature circles together with guided reciprocal peer questioning on students' writing and discussions. The study primarily examined the reflective aspects of students' writing assignments, the intellectual content of their discussions, and students' perspectives on the benefits of this activity. The results indicated that students had a high frequency of producing analytical reflections and descriptive writing. Furthermore, students demonstrated notable performance in the areas of inform-evaluate, inform-interpret, and response in their discussions.

Regarding enhancing the speaking skills of 60 third-year electrical engineering students, Kaowiwattanakul (2020) utilized several instruments, including eight lesson plans designed to incorporate literature circle activities aimed at improving English speaking skills, a speaking test, criteria for assessing English speaking proficiency, a questionnaire, and a semi-structured interview. The results revealed that the engineering students' English speaking abilities enhanced significantly, and they had positive attitudes toward implementing such activities in an ESP context.

The purpose of a study by Matmool and Kaowiwattanakul (2023) is to examine the impact of employing literature circles on the English speaking skills of EFL learners at the CEFR B2 level, as well as their development of critical thinking skills. The study utilized a one-group repeated-measure design, consisting of three repeated experimental assessments. Additionally, pretest and posttest data were collected for both quantitative and qualitative analysis. The study's independent variable was the implementation of literature circles based on reader response theory. The dependent variables covered students' English speaking skills and critical-thinking skills. Descriptive statistics were used to evaluate the English speaking skills of the students. The data was gathered using CEFR B2 English speaking skills tests and the students' responses were used for content analysis to assess their critical thinking skills. The instruments employed in this study comprised lesson plans for literature circles, the critical thinking skill test, the CEFR B2 English speaking skill

test, and interviews. The participants included 9 upper secondary EFL students utilizing the purposive sampling method and were divided into three groups according to their levels of English proficiency, including low, medium, and high. The results indicated that the students exhibited enhancement in their English speaking skills, achieving a CEFR B2 proficiency level as proven by the results of the pre-test and post-test. In addition, their proficiency in speaking English showed progressive improvement over the three repeated assessments that followed their participation in the activities. Furthermore, the results of the critical thinking skill assessment demonstrated that the students had acquired critical thinking skills following their engagement in the activities. The results of their writing responses revealed a progressive enhancement in their ability to engage in reasoning and critical thinking after participating in the activities.

Therefore, previous studies have presented evidence supporting the idea that literature circles contribute to the enhancement of English language proficiency, including speaking skills. However, there is a need to explore the effectiveness of an adapted version called film circles on English speaking skills, particularly in the context of Thailand.

3. Previous Studies Related to Using Film Circles in English Classrooms

Given the fact that film circles have their origins in literature circles, and the modified versions involve the utilization of fictional series and films, this section presents a review of previous studies focused on the modified forms of literature circles.

Upon examining related research, modified forms of literature circles have received limited attention. However, film circles and media circles have been explored, yielding positive outcomes in enhancing students' language skills. Through film circles, students can better express their ideas in English, which supports their progress in English communication (Stephens, et al., 2012). Media circles contribute to improving students' learning autonomy, oral communication abilities, and cultural awareness (Brazenas, 2019). The following provides an explanation of studies on film circles and media circles.

A film circle project was conducted by Stephens, et al. (2012), who claimed that film circles were adapted from literature circles. The lesson plans in their study were adapted from Fink's (2011) literature circle lesson plans. It involved five different role sheets, including 1) a designer, 2) a soundtrack analyser, 3) a vocabulary enricher, 4) a questioner, and 5) a checker, were employed. The procedures comprised three steps: pre-viewing, viewing, and post-viewing. The participants were preservice teachers and students. Data from student worksheets, teacher observations and student reflections were presented. The Film Circle project proved to be successful for both the students who utilized English to engage in meaningful communication and the teachers who designed it. The students observed that they were capable of expressing their thoughts in English and were able to engage in a really motivating classroom activity that facilitated their advancement in English communication. All preservice teachers indicated that the project enhanced their confidence in creating purposeful activities that effectively encourage student participation in classroom discussions. The teachers discovered that by establishing achievable communicative goals for their students and creating engaging interactive exercises with sufficient assistance, students are capable of meeting their high expectations and enhancing their English proficiency.

Furthermore, a study on media circles using TV series was conducted by Brazenas (2019). The participants were twenty Chinese students watching episodes of a chosen television series as part of their homework. Five roles, including 1) a summarizer, 2) a vocabulary hunter, 3) a key scene selector, 4) a real-world connector, and 5) a cultural collector, were utilized. The prepared roles were used as the facilitation for a group discussion that took place the following week. The participants were observed and performed self-evaluation questionnaires every two weeks. The students' notes were gathered in the last week to examine the amount of words and assess the level of participation. After the six-week experiment, the results were positive, demonstrating that the students' learning autonomy, oral communication skills, and level of cultural awareness all improved. Furthermore, results demonstrated high levels of engagement and active participation in the activity.

Later, in 2020, Brazenas (2020) utilized specific roles employed with TV series, which include 1) a summarizer, 2) a word master, 3) a scene selector, 4) a connector, and 5) a cultural collector. Brazenas (2020) clarified that a summarizer is tasked with providing or eliciting an oral summary of the video. A word master is responsible for selecting new, important, and/or interesting words and multiword expressions to share, define, and contextualize. The scene selector chooses key scenes, explains the reasons for the choices, and offers and elicits comments. The connector makes connections between real-life people and events with the story content and prepares questions to invite similar comments. Lastly, the cultural collector searches for cultural similarities and differences between the story and the local culture or the culture of the members of the group, bringing them to light and asking questions to invite comments.

After examining research findings, it becomes evident that film circles, which draw inspiration from the principles of literature circle activities, present an interactive and captivating method for exploring and analysing films. In these activities, participants are not just passive viewers; rather, they actively participate in discussions, exchanging their individual interpretations and insights. Students can discuss the films in which their topics are relevant to their needs or interests. This active engagement can also promote their knowledge and skills. In this regard, it can contribute to the improvement of both students' English language proficiency and their understanding of relevant professional content. This shows the possibilities of employing film circles in English-language classrooms.

However, studies on film circles are scarcely found in Thailand. Then, this present study aims to investigate the use of film circles together with environmental contents for improving English speaking abilities and examining environmental awareness among Thai social studies teacher students and social development students.

4. Previous Studies Related to Environmental Awareness

Numerous studies have explored environmental awareness by assessing different domains. These investigations have examined a wide range of respondent groups, employed various assessment tools, and generated a variety of results.

Previous studies have shown that environmental topics can be used in English classrooms (Nugraha & Ridwan, 2019; Setyowati, et al., 2022) and students environmental awareness can be assessed (Laabidi & Charafi, 2023). Using environmental topics in English classrooms, for example, students can engage with environmental issues through writing essay activities (Setyowati, et al., 2022). When assessing environmental awareness, questionnaires have been employed (Hameed, 2023; Rogayan & Nebrida, 2019; Srikongrak, et al., 2022). Researchers have discovered several aspects of environmental awareness. This can include environmental knowledge, attitudes, and behaviours or practices (Candan-Helvaci, 2022; Janmaimool & Khajohnmanee, 2019; Ramadhan et al., 2019).

In this section, environmental awareness, including environmental knowledge, environmental attitudes, and environmental behaviours, in both English classroom contexts and in other disciplines are reviewed. The reason why reviewing environmental awareness in non-English classroom contexts is to examine the tools utilized for assessing awareness of environmental issues. This aids the researcher in creating tools to measure environmental awareness, considering both non-English classroom environments, such as attitudes toward the environment, and English classroom settings, such as the incorporation of environmental awareness into the curriculum.

In English classroom contexts, Setyowati, et al. (2022) examined the environmental attitudes of students, their writing proficiency in addressing environmental issues, and their perspectives when tackling environmental topics. The research employed a cross-sectional design and involved 23 students from the Department of English enrolled in an Essay Writing course at a state university in Indonesia. The findings indicate that students possessed a moderate level of environmental attitude, exhibited 'good' performance in writing essays on environmental subjects, and expressed that engaging with environmental issues enhanced their environmental awareness and critical thinking skills. The possibility in integrating environmental awareness in writing classrooms is shown; however, this study did not highlight the use of environmental topics in speaking classrooms.

A study by Laabidi and Charafi (2023) aimed to investigate the impact of students' environmental awareness on their pro-environmental behaviour. The participants were 100 EFL students from the School of Arts and Humanities, responding to questionnaires adapted from Sousa, et al. (2021). The distribution of these questionnaires took place online, and the collected data were subsequently analyzed using descriptive statistics. The study's results suggest that overall, students exhibit positive and encouraging environmental awareness. However, a significant portion of the participants lacked information about environmental facts and did not actively participate in environmental practices. This highlights the necessity for a practical strategy to reorient and re-examine the approach to environmental education. The researchers stated that such an approach should not only aim to enhance learners' environmental knowledge but also instill a sense of responsibility crucial for ensuring environmental sustainability.

A study conducted by Nugraha and Ridwan (2019) focuses on the utilization of project-based learning (PBL) to investigate its implementation and the responses of students, particularly concerning how they learned English and the enhancement of their environmental awareness. Using a qualitative case study approach, the research was carried out at a secondary high school, involving twenty grade eleven students. Data were collected through classroom observation and interviews. The results revealed that PBL was implemented through different stages, involving preparation, project design, execution, presentation, and evaluation. Analysis of the data also unveiled positive responses from students toward the implementation of PBL. The study concludes that PBL serves as an effective method for improving students' writing skills and raising awareness about environmental issues. Despite its benefits, certain concerns were identified, such as challenges in learning management, group work distribution, and facility-related issues associated with implementing PBL.

Focusing on prospective language teachers, a study conducted by Ramadhan, et al. (2019) aimed to assess the environmental knowledge, attitudes, and instructional design skills related to environmental themes among students who were regarded as prospective language teachers. Beyond environmental concerns, the study also explored the integration of environmental learning with disaster

mitigation. Employing a survey method, the research utilized a questionnaire comprising 12 questions concerning the attitudes and knowledge of prospective teacher students regarding environmentally focused learning and disaster mitigation. The results revealed that prospective language teachers needed to enhance their environmental knowledge, particularly in their ability to design language learning materials that incorporated environmental education and disaster mitigation. As these students transitioned into teaching roles, it was anticipated that they would integrate environmental education and disaster mitigation to impart a comprehensive understanding to their students, fostering attitudes of environmental awareness and care for the environment. The behavioural dimension was not explicitly disclosed in this study.

Another study on teachers' perceptions toward integrating environmental concerns in English language teaching was conducted. Hameed (2023) employed a questionnaire and a focus group interview. The questionnaire includes environmental knowledge, environmental attitudes, and environmental practices, focusing on integrating environmental concepts into English classrooms by English teachers. A mixed-methods approach was employed in the research, utilizing both a questionnaire and a focus group interview as research tools. The results indicate suboptimal responses regarding the attitudes of English language teaching (ELT) teachers toward incorporating environmental education into the ELT curriculum. Additionally, the study reveals a lack of emphasis on such practices in their current teaching methods, despite acknowledging the importance of environmental education in addressing contemporary environmental concerns. The research recommends a preliminary focus on this issue by relevant stakeholders to educate and prepare ELT teachers accordingly. Upon reviewing this study, it shows that there is a need to address environmental issues within English classrooms. Furthermore, certain items from the study are adapted for use in the current study.

Rogayan and Nebrida (2019) conducted a study on the environmental awareness and practices of science students in the Philippines. The study employed questionnaires to examine different aspects, including awareness of environmental concepts and the state of the environment, awareness of environmental problems,

as well as the practices related to taking actions to address environmental problems and demonstrating a strong commitment to environmental causes. The research findings indicated that the students were very aware of environmental concepts and the state of the environment. They were also well-informed about various environmental issues and problems. Interestingly, the research revealed that the students frequently engage in actions aimed at resolving environmental issues, and sometimes practice actions to possess a high degree of commitment.

The objective of a study by Janmaimool and Khajohnmanee (2019) was to examine the influence of environmental system knowledge on the development of PEBs. The study explored the relationship between environmental knowledge and environmental attitudes, as well as the relationships between environmental knowledge and PEBs. Environmental knowledge involves understanding related to sustainable development, political ecology, ecology and the environment, and environmental situations. The research involved 128 students who were enrolled in the course titled 'Environment and Development' at a university in Thailand, along with 150 students who were not enrolled in this course. The results indicated that students participating in the course exhibited significantly higher environmental attitudes compared to those not attending the course. Specifically, knowledge of the environment and ecology showed a strong correlation with environmental attitudes, while a diverse range of environmental knowledge was significantly linked to PEBs. Additionally, the results revealed that statistically significant differences were observed in the indirect impact of environmental behaviours of both groups, whereas there was no statistically significant difference in the direct impact of environmental behaviours. This research suggests that formal environmental education can enhance environmental attitudes. However, it may not necessarily lead to increased engagement in direct-impact environmental behaviours.

A study by Zhushi-Etemi, et al. (2021) aimed to assess the environmental worldview of three distinct groups of employees in a city in Kosovo. The aim was to determine whether these groups leaned toward a pro-anthropocentric view, referred to as the Dominance Social Paradigm, which declares that natural resources are limitless and can be extensively exploited to meet human needs. Alternatively,

the study sought to identify if these groups adopted a pro-ecological view aligned with the New Environmental Paradigm (NEP), which emphasizes that humans are an integral part of the ecosystem and natural resources should be used with caution due to their limited availability. For this assessment, a 15-item NEP scale was employed in the survey. The results indicated that all three groups of respondents obtained high pro-NEP scores, exceeding 45%. This suggests that the citizens of Kacanik are environmentally conscious, not only regarding environmental issues in their city but also in their country in general. Consequently, they express concerns about the environment and are willing to support environmental policies aimed at achieving sustainable economic development.

Srikongrak, et al. (2022) conducted a study that aimed to develop STEM activity packages combining science, technology, engineering, and math and to examine the impact of these packages on grade 8 students' community waste understanding, critical problem-solving abilities, and environmental awareness. The study employed a one-group pre-test post-test design, involving grade 8 students from a Thai school selected through cluster random sampling. The research tools included STEM activity packages focusing on community waste, teacher guides, lesson plans, critical problem-solving ability evaluation forms, and environmental awareness questionnaires. Specifically, regarding the environmental awareness questionnaires, three aspects, including knowledge, attitudes, and behaviours, were employed. The findings showed that the quality of the STEM activity packages met the assessment criteria. Students demonstrated improved critical problem-solving abilities and heightened environmental awareness.

The study by Candan-Helvaci (2022) aimed to assess how the adoption of E-STEM (environment, science, technology, engineering, and math) approach-based activity development processes by preservice science teachers influenced their levels of environmental awareness and their perceptions of the process. The study involved eleven preservice science teachers enrolled at a state university in Turkey. Quantitative data was collected through the use of an environmental awareness scale and the Wilcoxon signed-rank test. Qualitative data was gathered through semi-structured interviews. Concerning the environmental awareness scale, it consisted of

a total of 60 items, with 20 items allocated to each of the three dimensions: environmental knowledge, positive attitude, and beneficial behaviour. The results of the study indicated that the incorporation of the E-STEM approach contributed to a significant improvement in the environmental awareness levels of the preservice teachers. Furthermore, the preservice teachers held positive views about their experience with this approach. They recognized a connection between the E-STEM approach and the enhancement of environmental awareness, implying its effectiveness as an instructional application in the realm of environmental education.

In a summary, previous studies have shown that assessing environmental awareness comprehensively requires a multi-faceted approach, often involving instruments that measure attitude, knowledge, and behaviour aspects. This present study examined three domains of the students' environmental awareness. In the domain of knowledge assessment, the study employed a combination of true-or-false questions and self-assessed questionnaires. The true or false questions were designed, considering that true or false questions can be used to investigate environmental knowledge as in the study by He et al. (2011). Attitude items are adapted from Hameed (2023) and were designed by the researcher based on the importance of addressing environmental issues in English classrooms. Items related to pro-environmental behaviours are created by the researcher and adapted and adopted from Janmaimool and Khajohnmanee (2019). Therefore, this study employed the three aspects of environmental awareness, including environmental knowledge, environmental attitudes, and environmental behaviours, in the questionnaires. By incorporating all three aspects into assessments.

5. Summary and Gaps

In summary, students can improve their English speaking skills with the assistance of films. Although a few studies have presented the benefits of film circles and media circles since they have been just recently introduced, many studies have documented the benefits of literature circles in which media were integrated and the use of media which is the key element of film circles. This shows the possibilities of employing film circles in English language classrooms. Moreover, in terms of

environmental awareness, studies have shown that these three key areas, including attitudes, knowledge, and behaviours can be assessed.

However, studies on film circles are scarcely found in Thailand, particularly in improving speaking skills and environmental awareness in ESP classrooms. Then, this present study aimed to investigate the use of film circles with the assistance of environmental content in films to improve English speaking abilities and examine environmental awareness among Thai students in education and social development.



CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the research methodology utilized in this study is detailed. The chapter presents five sections including research design, population, research instruments, data collection, and data analysis. The research questions that this study hopes to answer consist of 4 questions as follows:

1. What are the effects of film circles on improving the English speaking skills of students before and after employing film circles in the ESP classroom?
2. What are the effects of film circles on raising the students' environmental awareness before and after employing film circles in the ESP classroom?
3. What is the relationship between ESP students' English speaking skills and their environmental awareness?
4. What are the students' attitudes toward employing film circles in enhancing English speaking skills and environmental awareness in the ESP classroom?

Research Design

A mixed-methods study consisting of the one-group pre-test-post-test design was employed to compare ESP students' English speaking skills before and after the use of film circles, to compare ESP students' environmental awareness before and after employing film circles in the ESP classroom, and to investigate the students' attitudes toward the use of such learning materials and activities. The study utilized both qualitative and quantitative research methods to collect data for comprehensive analysis.

Table 13 Research Design

Pre-test	Experiment	Post-test
S1, E1	X	S2, E2

Table 13 shows the research design in which symbols are used. The symbols used are illustrated as follows:

S1 = English speaking pre-test before the experiment

E1 = Environmental awareness assessment before the experiment

X = Treatment for the participants on improving English speaking skills and environmental awareness by using film circles

S2 = English speaking post-test after the experiment

E2 = Environmental awareness assessment after the experiment

According to the symbol explanation, the research design involves conducting a pre-test (S1) of the students' English speaking skills as well as an environmental awareness assessment (E1) prior to the instructional procedure. Subsequently, the students experience a treatment (X) aimed at enhancing their English speaking skills and promoting environmental awareness through the use of film circles. Following this, an evaluation through a post-test (S2) was administered to assess the students' English speaking skills. Additionally, a post-assessment of the students' environmental awareness (E2) was conducted after they participated in film circles.

Population and Sample Group

1. Population

The population includes 1493 students who were enrolled in ESP courses at a medium-sized university in northern Thailand, in the second semester of the academic year 2023.

2. Sample Group

The purposive sampling technique was employed to obtain a sample group for this study. The study involved 30 second-year students with mixed abilities, according to the speaking pre-test conducted by the researcher. They were dual-program students in education and social development. They were also considered pre-service teachers. The students were aged between 19 and 21 and were enrolled in an ESP course at the School of Political and Social Sciences and the School of Education, at a medium-sized university in Thailand, in the second semester of the academic year 2023. This ESP course was based on the researcher's assigned

teaching course. Also, the course was a mandatory course in the students' curriculum. Additionally, the students exhibited their ability to participate in discussions in English. The majority of students had already completed the university A2 course except for two students who were concurrently enrolled in the course. Consequently, they were able to utilize their English language skills to express their thoughts and establish an emotional connection between the films and their personal experiences. Despite having completed the university's A2 course, they did not achieve the B1 level according to the university's English proficiency test. As these students are dual-program students in education and social development, they have opportunities to seek employment in social development and educational sectors, including positions in English program schools. Moreover, nine students were randomly selected to participate in the semi-structured interviews. These students comprised three novice students, three intermediate students, and three expert students based on their pre-English speaking test scores.

Research Instruments

In this study, the instruments included 1) an English speaking test, 2) lesson plans, 3) environmental awareness assessment, 4) attitude questionnaires toward the use of film circles in improving students' English speaking skills and environmental awareness, and 5) semi-structured interviews.

1. English Speaking Test

To answer the first research question "What are the effects of film circles on improving the English speaking skills of students before and after employing film circles in the ESP classroom?", the speaking test was designed to assess the students' English speaking abilities before and after they performed film circles. Both the pre-test and the post-test included an identical question. "Can you explain an environmental problem in your community and explain in more detail about its impact on people's lives?" is the question in the test. Each student took approximately 10 minutes to answer the question.

Furthermore, data gained from the English speaking post-test was employed together with the results of the environmental awareness assessment to

answer the third research question “What is the relationship between ESP students’ English speaking skills and their environmental awareness?”.

The question was approved by three experts who have been working as English language teachers for more than 10 years to ensure that it was relevant to the students’ interests and disciplines of study. The content validity of the question using the Items Objective of Congruence (IOC) technique was validated at a score of 0.67.

The rubric for evaluating students’ speaking abilities was adapted from the qualitative features of spoken language by the Council of Europe (2020) and the B1 preliminary speaking assessment scales by Cambridge Assessment English (2021). This rubric consists of six main areas: (1) range of language, (2) accuracy, (3) fluency, (4) interaction, (5) coherence, and (6) phonology. Item 1, range of language, focuses on employing appropriate vocabulary and terms related to environmental issues. Item 2, accuracy, concerns the ways that students utilize simple grammatical forms in their speech. Item 3, fluency, focuses on students’ smoothness and continuity of speaking. Item 4, interaction, focuses on how students initiate, maintain, and conclude uncomplicated conversations on familiar topics. Item 5, coherence, concerns the ways that students connect different ideas and points of discussion into a cohesive sequence by using various cohesive devices. The last item, phonology, assesses students’ clarity and intelligibility of pronunciation. The total score of the speaking rubric is 30, and it was designed based on the B1 EFR level. Since the university involved in this study required the students to achieve at least the B1 level, and the majority of students had already completed the university A2 course (except for two students who were concurrently enrolled in the course), the B1 level rubric could be used. The assessment of the rubric’s appropriateness was examined by the three experts. The pre-and post-speaking test and the rubric were used by one of the researchers and an English teacher, a native English speaker of American nationality, to examine the English speaking skills of the ESP students before and after using film circles in the ESP classroom.

Table 14 The B1 Speaking Assessment Rubric Adapted from the Qualitative Features of Spoken Language by the Council of Europe (2020) and the B1 Preliminary Speaking Assessment Scales by Cambridge Assessment English (2019)

	Range	Accuracy	Fluency	Interaction	Coherence	Phonology
5	The student employs appropriate vocabulary and utilizes terms related to environmental issues effectively.	The student utilizes correct simple grammatical forms in their speech. They also attempt to use some complex grammar.	The student keeps speaking smoothly. The student generates prolonged sections of speech, although he/she experiences occasional hesitations.	The student initiates, maintains, and concludes uncomplicated conversations on familiar topics. He/she can repeat some of the examiner's remarks to ensure mutual understanding.	The student connects several shorter, simpler pieces into a cohesive sequence of points by using a variety of cohesive devices.	The student's pronunciation is clear and intelligible. His/her intonation is generally appropriate. The student places sentence and word stress accurately.
4			Performance shares features of Bands 3 and 5.			
2			Performance shares features of Bands 1 and 3.			

Table 14 (Cont.)

Range	Accuracy	Fluency	Interaction	Coherence	Phonology
3	The student employs appropriate vocabulary. Terms related to environmental issues are found. However, there is a noticeable repetition of words in his/her speech.	The student mostly employs accurate, basic grammatical structures in their speech. However, some grammatical mistakes are found.	The student provides responses that extend beyond short phrases, even though he/she hesitates at times.	The student maintains the interaction properly with little assistance. connects a sequence of points by using basic cohesive devices.	The student's pronunciation is mostly clear and intelligible. He/she has some control over phonological aspects at both the word and utterance levels. When the student makes unclear pronunciations, he/she realized and makes an effort to pronounce words correctly.
1	The student employs a limited range of vocabulary. The student shows the ability to utilize simple words. However, the student does not exhibit any terms related to environmental issues.	The student employs sufficient control of basic grammatical structures in their speech. However, some grammatical mistakes are found.	The student's responses employ short phrases, and he/she shows frequent hesitations.	The student manages to maintain basic conversations despite some difficulty. However, he/she needs the examiner's assistance.	The student's pronunciation is generally clear enough for comprehension. However, there are some unclear pronunciations. The examiner needs to request repetition.
0					Performance below Band 1.

3. Lesson Plans

Then, eight lesson plans employing film circles to promote the students' English speaking skills and environmental awareness were constructed.

The selection of films was based on their popularity, sourced from the top ten entries of the "Best Fictional Environmental Films" on the IMDB website, based on their popularity (Marand, 2021). Consequently, the students collectively chose four films to incorporate into the lessons, namely *The Lorax* (2012), *WALL·E* (2008), *The Day After Tomorrow* (2004), and *2012 (I)* (2009).

Table 15 List of Selected Films Based on the “Best Fictional Environmental Films” on the IMDB Website

Films	Themes	Duration	Film Directors
The Lorax (2012)	Forests	1h 26m	Chris Renaud and Kyle Balda
WALL·E (2008)	Waste management	1h 38m	Andrew Stanton
The Day After Tomorrow (2004)	Climate change	2h 4m	Roland Emmerich
2012 (I) (2009)	Natural disasters	2h 38m	Roland Emmerich

In each lesson plan, students were required to perform a film circle. They were asked to rotate their roles in each circle which consists of 3 steps. The steps of film circles in this study include the pre-viewing, viewing, and post-viewing steps. The lesson plans were designed based on the stages of development in the reader-response theory proposed by Kaowiwattanakul (2019). During the pre-viewing stage, a brief talk about the film and the presentation of vocabulary and environmental issues were conducted to develop the students' schema knowledge. The viewing step involves engaging with the narrator, settings, situations, characters, and actions. Then, the post-viewing step involves reflecting on emotions, exploring particular issues, developing interpretations, and evaluating ideas and ideology.

Table 16 Comparison of Reader-Response Procedures by Kaowiwattanakul (2019) and That of the Present Study

Film Watching	Stages of Development in reader-response teaching procedures	Activities in this Study	English speaking Activities
Pre-viewing	Building schema knowledge	<p>1.1 Sharing opinions about the environmental issues they have learned in other subjects to students' background knowledge (only in the first lesson plan).</p> <p>1.2 Presenting the film trailer and asking students to guess the plot of the film and talk about what they see in the trailer such as characters and scenes.</p> <p>1.3 Presenting the general vocabulary and technical terms found in the film.</p> <p>1.4 Presenting expressions related to starting a discussion which are useful for the post-viewing.</p> <p>1.5 Delivering information regarding environmental concerns within the film and talking about environmental actions that social workers can take to support communities.</p>	<p>In this step, the students are able to talk about environmental issues, guess the plot, and talk about the film trailer. They can also practice expressions which were useful in their post-viewing discussions.</p>

Table 16 (Cont.)

Film Watching	Stages of Development in reader-response teaching procedures	Activities in this Study	English speaking Activities
Viewing	Engaging with the narrator, settings, situations, characters, and actions	<p>2.1 Taking notes on their role sheets while watching.</p> <p>2.2 Watching the film.</p> <p>2.3 Talking about the plot, theme, characters, scenes, actions, and settings in the film before watching two interesting scenes.</p> <p>2.4 Presenting two scenes of the film again. These scenes tackle the environmental issues which the students can mention in their discussions. These two scenes can be chosen either by students or by the teacher. That means that the teacher should have key and engaging scenes from the film in mind, which can be particularly helpful when students are not able to recall specific scenes or have too many scenes to rewatch.</p>	Focusing on speaking activities, the students are able select two scenes to rewatch and talk about the scenes briefly.

Table 16 (Cont.)

Film Watching	Stages of Development in reader-response teaching procedures	Activities in this Study	English speaking Activities
Post-viewing	<ul style="list-style-type: none"> - Reflecting emotions - Exploring particular issues and developing interpretation - Evaluating idea and ideology 	<p>3.1 Finishing note-taking on their role sheets.</p> <p>3.2 Sharing their opinions and feelings about the films based on students' roles within their groups.</p> <p>3.3 Sharing some interesting points students found after watching and discussing the film with the entire class. This includes actions that social workers can take to help communities in Thailand.</p> <p>3.4 Concluding and clarifying students' discussions.</p>	<p>This step plays an important role in speaking practices since the students are able to share their opinions with peers.</p>

Pre-viewing Step

To begin with the pre-viewing step, this took approximately 30 minutes. The students were assigned to work in a group of 5-6 students. Each of the four films was divided into two lesson plans. Considering the stage of development based on reader-response theory, the first stage was building schema knowledge (Kaowiwattanakul, 2019).

As part of the initial step in the lesson plans, this study incorporated vocabulary, involving both general vocabulary and technical terms discovered in the films, and useful discussion expressions. The technical terms were selected based on the Dictionary of Environment and Ecology by Collin (2014). Also, aspects such as the

plots, themes, characters, and environmental concepts explored within the films were included in the first stage.

To illustrate, in the pre-viewing step, the students received the opportunity to watch the film trailer and guess about the plot. Then, the story's interesting points were highlighted in order to provide the students with the theme of the story.

Furthermore, the teacher asked some simple questions related to environmental issues. For instance, when talking about deforestation, the teacher brought a picture of a forest and asked what it is called in Thai, how much the students knew about it, or the existence of deforestation in their hometown. This was also to increase the students' attention and engage them with the environmental issues that they were able to discuss. However, in this stage, the second half of the film in the other lesson plan started with reviewing the first half and an overview of the previous film circles.

After the short talk, the teacher explained the objectives of the lessons so that the students could remind themselves of what they would be able to achieve. Then, the teacher presented the lesson's vocabulary from the film, which was helpful for the film circle discussions. Moreover, useful expressions for discussions were presented to the students. The university where the students were studying requires its students to achieve at least the CEFR B1 level. Taking these concerns into consideration, including the needs of improving English proficiency among the participants themselves as well as the requirements of the university, this study emphasized the importance of engaging in discussion activities as a means to enhance B1 English speaking practices among students.

Furthermore, considering the fact that expressions can help students in their discussions, the expressions were presented in the form of video presentations. In order to identify suitable video designs for students at the B1 English level, videos featured in the lesson plans were produced based on videos designed by the British Council (n.d.) as a model. Then, similar to those of the British Council (n.d.), the videos are divided into two parts: a conversation illustration part and an expression repetition part. The videos feature essential expressions, including initiating discussions, giving examples, expressing personal opinions, expressing causes and effects, asking about

agreement or disagreement, expressing agreement or disagreement, and concluding a discussion.

Viewing Step

In the second step, viewing, it took approximately 90 minutes and involved the stage of engaging with the narrator, settings, situations, characters, and actions. The role sheets were distributed to the students before watching a film. Student groups were formed. They were divided into different groups with 5-6 members in each group. Each group consisted of novice and expert students, based on the speaking pre-test. The students' roles in each cycle were rotated. In this step, students engaged in collaborative efforts to assist each other in completing the role sheets, followed by subsequent discussions about the film in the next step. This activity encourages active participation and fosters a deeper understanding and analysis of the film among students.

While watching, the students were informed to try not to understand every single word or every detail in the film; instead, they were expected to understand the plot, the characters, the major scenes, and the environmental issues in the films.

Moreover, while watching, the students were required to complete their role sheets. This process plays a role in film circle discussion preparation. Given the importance that film circles developed from the literature circles, this study adapted the role sheets suggested by Daniels (2002). All four "basic roles," including a questioner, a passage master or a film master in this study, a connector, and an illustrator, and two of the recommended "optional roles," including a summarizer and a word wizard, were adapted. Considering the speaking skills, the mentioned two optional roles (a summarizer and a word wizard) were chosen as the students' comprehension of watching films can be demonstrated by their ability to summarize them, and vocabulary is considered important for their speaking skills. However, as the questioner was required to ask questions, he or she also played the role of discussion leader. These roles play as guidelines for the students in order to discuss their ideas after watching environmental films. Each of the film circle roles adapted from literature circle roles and their responsibilities was explained in Table 217 below.

Table 17 Film Circle Roles and Their Responsibilities for ESP Students Adapted from Daniels (2002)

Film Circle Roles	Responsibilities
Questioner	Ask questions that you have about this part of the film. You can ask the group members one by one to make sure every member participates in the discussion. Ask the group members to present and discuss their ideas based on the role sheets. Be reminded that environmental issues should be highlighted.
Summarizer	Prepare a summary of the film story. You can talk about the key points or events of the film.
Word Wizard	Look out for 4-5 words that are interesting or have special meanings in the film. If you come across any words that are confusing or unfamiliar, make a note of them and then look up their definitions in a dictionary or google it. Ask the group members to discuss them. You can choose words that are not in the vocabulary part you had learned before watching the film.
Connector	Connect the environmental issues or some parts of the story to your own life (your feelings and your experiences), to the news, to books, to similar events at other times and places, to other people, to environmental problems, or to other films. You can ask the group members to share their experiences related to the environmental issues in the film.
Film Master	Bring a few important, powerful, funny, puzzling or interesting parts or quotations from the story for your group to talk over. Decide which quotations or scenes are worth discussing. Make a note and share your ideas of why you picked those ones.
Illustrator	Draw a picture related to environmental issues in the film. You can illustrate an image depicting an event or scene from the film, a picture of something that the story reminded you of, or a picture of your ideas or feelings. Then, describe the picture.

Moreover, in the viewing step, the students were presented with two scenes again. By doing this, it allowed the teacher to assess the students' understanding of the film's plots, themes, and characters.

Post-viewing Step

After that, in the post-viewing, it took approximately 60 minutes. Considering the steps of reader-response theory, this step involved reflecting on emotions, exploring particular issues, developing interpretations, and evaluating ideas and ideology. The students were asked to form a discussion group based on their assigned roles to share their opinions and feelings about the film. Before group discussions, the students were asked to complete their role sheets. In their discussions, they were reminded that the presented vocabulary could be integrated. However, the students were instructed that if they thought the presented vocabulary was not suitable for their speaking practices, they could perform the discussions without using those terms. Also, they should not only depend on the role sheets when conducting discussions because this could limit their ideas. Then, each group were asked to share some interesting points they found after watching and discussing the film with the entire class. Then, the teacher clarified their opinions. Finally, the teacher praised them for all the activities they had completed.

Teaching materials for all the steps in lesson plans mainly included PowerPoint, videos, role sheets, and films.

The appropriateness of the lesson plans was approved by the same experts who approved the speaking rubric. The analysis was based on the interval range proposed by Srisa-ard and Nilkaew (1992) (1.00-1.50 = Strongly disagree, 1.51-2.50 = Disagree, 2.51-3.50 = Not sure, 3.51-4.50 = Agree, 4.51-5.00 = Strongly agree). The overall mean score for the appropriateness of the lesson plans was 4.58.

Table 18 Sample of Film Circle Lesson Plan Topic: WALL-E (Part I)

Learning concept	Objectives	Teacher's roles	Students' roles	Evaluation
Principles: Film circles adapted from literature circle activities are learning activities which can be integrated into English classrooms. WALL-E is an animated film in which students can discuss environmental issues in the film through film circles.	1. Students should be able to tell the procedures of using film circles correctly. 2. Students should be able to orally explain each role of film circles. 3. Students should be able to answer the questions related to the film correctly. 4. Students should be able to orally present their ideas related to environmental issues in the film appropriately.	Pre-viewing (30 minutes) 1. Greet students. 2. Ask students to share their opinions about environmental issues they have learnt in other subjects. Students' background knowledge can be revealed by this activity. 3. Tell the objectives of the lesson. 4. Tell the objectives of the research. They were once explained before filling in the consent forms. 5. Introduce film circles and explain each role of the activities. 6. Present the film trailer of WALL-E. 7. Ask students to talk about what they see in the trailer such as characters and scenes. 8. Ask students to guess the plot and theme of the film.	Pre-viewing (30 minutes) 1. Share their opinions about environmental issues they have learnt in other subjects. 2. Watch the film trailer of WALL-E. 3. Talk about what they see in the trailer such as characters and scenes. 4. Guess the plot and theme of the film. 5. Talk about the picture and relate it to students' own experiences. 6. Learn words in the film before watching it.	Objectives 1 and 2: Oral answers to questions related to film circles Objective 3: Film questions (Answer key) Objective 4: Speaking performance Objective 5: Observation

Table 18 (Cont.)

Learning concept	Objectives	Teacher's roles	Students' roles	Evaluation
<p>Content: This lesson focuses on how to employ film circles with the first half of the film WALL-E in the classroom.</p> <p>Desired</p> <p>Characteristics: ESP students can share their ideas related to environmental issues in the film through film circles</p>	<p>5. Students should be willing to participate in class activities.</p>	<p>9. Highlight the story's interesting points to provide students with the theme and plot of the story as well as the director of the film.</p> <p>10. Present pictures of waste management such as municipal solid waste, open dump area and waste segregation. Ask students what they call these pictures in Thai. Ask students to talk about their experiences with these pictures.</p> <p>11. Present the general vocabulary and <u>technical terms</u> found in the film. In this section, the terms include garbage, <u>clean up</u>, space, <u>disaster</u>, announcement, anniversary, <u>restore</u>, <u>sustain</u>, <u>effect</u>, and suffer.</p> <p>12. Present expressions related to starting a discussion which are useful for the post-viewing.</p>	<p>7. Learn expressions which are useful in their discussions.</p> <p>8. Talk about environmental actions that social workers can take to support communities.</p>	

Table 18 (Cont.)

Learning concept	Objectives	Teacher's roles	Students' roles	Evaluation
	<p>13. Deliver information regarding environmental concerns within the film.</p> <p>14 Deliver information regarding environmental concerns in Thailand which students can use in their discussions.</p> <p>Viewing (90 minutes)</p> <ol style="list-style-type: none"> 1. Divide students into different groups with 5-6 members in each group. Each group consists of novice, intermediate and expert students based on the speaking pre-test. 2. Distribute role sheets. 	<p>Viewing (90 minutes)</p> <ol style="list-style-type: none"> 1. Collaborate with friends in forming a group of 5-6. 2. Receive role sheets from the teacher and orally explain the responsibilities of their roles. 		

Table 18 (Cont.)

Learning concept	Objectives	Teacher's roles	Students' roles	Evaluation
	<p>3. Ask students to orally explain the responsibilities of their roles.</p> <p>4. Tell students to try not to understand every single detail in the film, instead, they are expected to understand the plot, themes, characters, settings, major scenes, and the environmental issues in the films.</p> <p>5. Ask students to take notes on their role sheets while watching.</p> <p>6. Remind students they should focus on environmental issues they can bring to present in their discussions.</p> <p>7. Present the first half of the film WALL-E (50 minutes).</p> <p>8. Ask students to talk about the plot, theme, characters, scenes, actions, and settings in the film (10 minutes).</p>	<p>3. Try to understand the plot, themes, characters, settings, the major scenes, and the environmental issues in the films.</p> <p>4. Watch the first half of the film WALL-E (50 minutes).</p> <p>5. Take notes on their role sheets while watching.</p> <p>6. After the first watching, talk about the plot, theme, characters, scenes, actions, and settings in the film (10 minutes).</p>		

Table 18 (Cont.)

Learning concept	Objectives	Teacher's roles	Students' roles	Evaluation
	<p>9. Ask students to talk about environmental actions that social workers can take to support communities (10 minutes).</p> <p>10. Present two scenes of the film again. These scenes tackle the environmental issues which the students can mention in their discussions. These two scenes can be chosen either by students or by the teacher. That means that the teacher should have key and engaging scenes from the film in mind, which can be particularly helpful when students are not able to recall specific scenes or have too many scenes to rewatch (10 minutes).</p>	<p>7. Talk about environmental actions that social workers can take to support communities (10 minutes).</p> <p>8. Select two scenes to watch again. These scenes tackle the environmental issues which the students can mention in their discussions (10 minutes).</p>		

Table 18 (Cont.)

Learning concept	Objectives	Teacher's roles	Students' roles	Evaluation
	<p>Post-viewing (60 minutes)</p> <ol style="list-style-type: none"> 1. Ask students to finish taking notes on their role sheets. 2. Ask students to share their opinions and feelings about the films based on their roles. 3. Remind students that they can use the presented vocabulary. However, students are instructed that if they think the vocabulary is not suitable in their speaking practices, they can perform the discussions without using those terms. 4. Tell students that they should not depend only on the role sheets when conducting discussions because this would limit their ideas. 5. Tell students they should feel free to share their opinions in their discussions. This is to ensure that students are comfortable with the activities. 6. Walk around the room to observe if students are struggling with their discussions. 			
		<p>Post-viewing (60 minutes)</p> <ol style="list-style-type: none"> 1. Finish taking notes on role sheets. 2. Share opinions and feelings about the films based on students' roles. 3. Feel free to share opinions in the discussions. 4. Share some interesting points students found after watching and discussing the film with the entire class. <p>This includes actions that social workers can take to help communities in Thailand.</p>		

Table 18 (Cont.)

Learning concept	Objectives	Teacher's roles	Students' roles	Evaluation
		<p>7. Ask each group to share some interesting points they found after watching and discussing the film with the entire class. This includes actions that social workers can take to help communities in Thailand.</p> <p>8. Conclude and clarify students' discussions.</p> <p>9. Ask students to state vocabulary and language expressions they have learned.</p> <p>10. Ask students to guess what might happen in the rest of the film.</p> <p>11. Ask students to explain each role's responsibilities again.</p> <p>12. Complement students for all the activities they have completed.</p>	<p>5. State vocabulary and language expressions they have learned.</p> <p>6. Explain each role's responsibilities again.</p> <p>7. Guess what might happen in the rest of the film.</p>	

4. Environmental Awareness Assessment

To answer the second research question “What are the effects of film circles on raising the students’ environmental awareness before and after employing film circles in the ESP classroom?”, the environmental awareness assessment was employed.

Given that evaluations of environmental awareness may differ, this study examined three areas: environmental knowledge, environmental attitudes, and environmental behaviours (He, et al., 2011; Laabidi & Charafi, 2023).

Specifically, the environmental awareness assessment in this study included four parts. The first two parts concerned the environmental knowledge domain, the third part was related the environmental attitude domain, and the fourth part was about the environmental behaviour domain.

Moreover, data gained from this assessment was utilized together with the results from the English speaking post-test to answer the third research question “What is the relationship between ESP students’ English speaking skills and their environmental awareness?”.

To begin with the knowledge domain of environmental awareness, considering that true or false questions can be used to investigate environmental knowledge as in the study by He, et al. (2011), 16 items of true or false questions were created to assess general knowledge of the environment, including the environmental problems in Thailand.

The second section also examined students’ knowledge. Considering the fact that self-assessed knowledge questionnaires continue to be a widely adopted method for collecting data regarding knowledge levels (Chen & Tsai, 2016), 4 items of self-assessed knowledge questionnaires using "how much do you know..." questions were created. The areas of knowledge were four themes of the selected films. The scale utilized in this section features five response options: very high (rated as 5), high (rated as 4), moderate (rated as 3), low (rated as 2), and very low (rated as 1). The students could select one of these options to express their agreement or disagreement with the statements presented in the questionnaire.

Then, the third section was about students' environmental attitudes. Attitude items were adapted from Hameed (2023) and were designed by the researcher based on the importance of the environment and tackling environmental issues in English classrooms. The scale utilized in this section featured five response options: strongly agree (rated as 5), agree (rated as 4), neutral (rated as 3), disagree (rated as 2), and strongly disagree (rated as 1).

The last part was about the environmental behaviour domain. This section was further divided into two parts, one evaluating students' engagement in 1) direct impact PEBs and the other in 2) indirect impact PEBs. Given the striking resemblance in circumstances between the university where these sample groups were studying and the university in the study by Janmaimool and Khajohnmanee (2019), this study chose to incorporate the items related to direct and indirect impact PEBs from Janmaimool and Khajohnmanee's (2019) research. For instance, similar to the study university in their study, the university of this study sample group actively encouraged the use of cotton bags instead of plastic ones when making purchases at convenience stores within the university premises. In this study, items 42-48 were adapted and adopted from Janmaimool and Khajohnmanee's (2019) study. However, since the items used in their study primarily focused on waste management, this study expanded its questionnaires to incorporate items related to broader environmental issues, such as waste and deforestation. The scale featured five response options: strongly agree (rated as 5), agree (rated as 4), neutral (rated as 3), disagree (rated as 2), and strongly disagree (rated as 1).

The content validity of the questionnaire items was validated by seven Items Objective of Congruence (IOC) committees, including the three English experts, two experts from the social development field, and two experts from the environmental health field. The overall IOC was 0.94.

Table 19 Environmental Awareness Assessment

Domains	Types	Items	Sample Statements	Analysis
Environmental knowledge	True or false questions (16 items: 4 items for each of the 4 selected films)	16 (1-16)	<u>Waste:</u> - Batteries and chemicals can be safely disposed of in any waste segregation bins. (False)	Mean, t-test, and standard deviation, of correct answers indicating factual understanding of environment
	Self-assessed questionnaires (very high, high, moderate, low, and very low)	4 (17-20)	- How much do you know about waste management in Thailand?	Mean, standard deviation, and scale interpretation (See data analysis for the scale interpretation.)
Environmental attitudes	Attitude questionnaires (strongly agree, agree, neutral, disagree, and strongly disagree)	19 (21-39)	- I think education is the best way to help change people's behaviours toward the environment. (Adapted from Hameed, 2023)	Mean, standard deviation, and scale interpretation (See data analysis for the scale interpretation.)
			- It is important to raise environmental awareness among Thai citizens.	

Table 19 (Cont.)

Domains	Types	Items	Sample Statements	Analysis
Environmental behaviours	Participation in Direct Impact PEBs (always, often, sometimes, rarely, and never)	5 (40-44)	- I always segregate waste before disposing of it.	Mean, standard deviation, and scale interpretation (See data analysis for the scale interpretation.)
	Participation in Indirect Impact PEBs (strongly agree, agree, neutral, disagree, and strongly disagree)	5 (45-49)	- I support reforestation programs that focus on planting native tree species in deforested areas. - I support goods and services from enterprises that take care of the environmental issues in their business operation. (Adopted from Janmool and Khajohnmanee (2019))	Mean, standard deviation, and scale interpretation (See data analysis for the scale interpretation.)

5. Attitude Questionnaires toward the Use of Film Circles

Attitude questionnaires were utilized to answer the fourth research question “What are the students’ attitudes toward employing film circles in enhancing English speaking skills and environmental awareness in the ESP classroom?”.

The students' attitudes toward using film circles were investigated using 5-point rating scale questionnaires. The questionnaires comprised 61 items and were divided into 3 sections: attitudes toward the films used in the classroom, attitudes toward the assigned roles of film circles, and attitudes toward the benefits of using film circles. The statements in the second section and the first three items in the third section were adapted from Kaowiwattanakul (2020). The scale utilized in the section features five response options: strongly agree (rated as 5), agree (rated as 4), neutral (rated as 3), disagree (rated as 2), and strongly disagree (rated as 1).

The content validity of questionnaire items was conducted by the same three IOC English committees. The overall IOC of the two items was 0.94.

6. Semi-structured Interviews

The semi-structured interview questions were developed to further investigate the students' attitudes toward using film circles to promote their English speaking skills and environmental awareness in this ESP classroom. However, additional questions were asked when needed. The individual interview technique was used to interview students. The semi-structured interview questions included three questions: 1) "Do you think that employing film circles can improve your English speaking skills? If yes, how?", 2) "Do you think that employing film circles can raise your environmental awareness? If yes, how?", and 3) "Did you enjoy discussing environmental issues with your friends in film circles? Why?"

In this section, 9 students were selected for interviews based on their performance on the pre-speaking test. These students belonged to three separate groups: novice, intermediate, and expert. It took approximately 10 minutes for each student. Audio recording was permitted by the students. Additionally, the content validity of the items was assessed by the same three English IOC committees. The overall IOC was 0.67.

Data Collection

This study's fieldwork took place from January to March 2024. Based on the researcher's assigned teaching course, 30 second-year social development students who were enrolled in the ESP course in the second semester of the academic year 2023 at a medium-sized public university in the northern part of Thailand were selected using the purposive sampling method.

This study started with reviewing related literature regarding the design of research instruments.

Then, the participants were selected. 30 dual-program students in education and social development were selected using the purposive sampling method. The students were enrolled in an ESP course.

Following that, the researcher designed lesson plans considering films and environmental areas that the students were able to discuss in film circles. These films were also selected by the students.

The next stage aimed at investigating the students' English speaking skills using the pre-tests prior to implementing the film circle lesson plans. Also, the environmental awareness assessment was conducted.

Next, the 8 lesson plans were employed over 8 weeks: three hours each week for a total of 24 hours. To complete each lesson plan, information related to environmental knowledge, vocabulary, and expressions was presented (30 minutes). The students were required to watch films focusing on environmental issues and their film circle roles (90 minutes). The students completed their role sheets and performed group discussions about the films (60 minutes).

After implementing all eight lessons, post-tests to assess the students' English speaking skills were conducted.

The environmental awareness assessment, including true or false environmental knowledge items, environmental knowledge self-assessment, environmental attitudes, and environmental behaviours, was distributed to students.

Then, attitude questionnaires toward the use of film circles to improve students' English speaking skills and environmental awareness were distributed to the students. They were asked to carefully check the 5-point Likert scale

questionnaires to examine their attitudes toward using film circles in the ESP classroom.

Then, with the semi-structured interview questions, 9 students, including 3 novice students, 3 intermediate students, and 3 expert students, were individually interviewed to further investigate their attitudes. Each student took approximately 10 minutes for the interview. This activity was conducted in Thai.

Finally, both qualitative and quantitative data were analysed.

The Relationship between Research Questions, Instruments and Data Analysis

To answer the research questions, an assessment of speaking skills involved both a pre-test and a post-test. The second research question, which focused on evaluating students' environmental awareness, involved three domains: environmental knowledge assessed through true or false items and self-assessment items, environmental attitudes, and environmental behaviours examined through 5-point scale questionnaires. In the examination of students' attitudes, both attitude questionnaires and semi-structured interviews were employed. The following table illustrates the correlation between each research question and the corresponding research instruments.

Table 20 The Relationship between Research Questions, Instruments, and Data Analysis

Research Questions	Research Instruments	Analytical Framework	Data Analysis
1. What are the effects of film circles on improving English speaking skills in the ESP classroom?	English speaking skills - Pre-test - Post-test	English speaking rubric focusing on CEFR-B1	- Wilcoxon signed-rank test (SPSS)

Table 20 (Cont.)

Research Questions	Research Instruments	Analytical Framework	Data Analysis
2. What are the effects of film circles on raising the students' environmental awareness in the ESP classroom?	Environmental awareness questionnaires	<ul style="list-style-type: none"> - Environmental knowledge (True or false questions and self-assessment questions) - Environmental attitudes (Focusing on the importance of the environment and integrating environmental issues into English classrooms) - Environmental behaviours (Focusing on pro-environmental behaviours) 	<ul style="list-style-type: none"> Environmental knowledge (True or false questions) - Wilcoxon signed-rank test (SPSS) Self-assessed environmental knowledge, environmental attitudes and environmental behaviours - Means (SPSS) - Standard deviation (SPSS) - Likert scale interpretation
3. What is the relationship between ESP students' English speaking skills and their environmental awareness?	<ul style="list-style-type: none"> - Speaking post-test scores - Environmental awareness assessment 	<ul style="list-style-type: none"> Pearson correlation coefficient between students' English speaking skills and their environmental awareness 	<ul style="list-style-type: none"> Pearson correlation coefficient analysis
4. What are the students' attitudes toward employing film circles in enhancing English speaking skills and environmental awareness in the ESP classroom?	<ul style="list-style-type: none"> - Attitude questionnaire - Semi-structured Interview 	<ul style="list-style-type: none"> - Attitudes toward employing film circles in enhancing English speaking skills in the ESP classroom - Semi-structured Interviews focusing on enhancing English speaking skills in the ESP classroom 	<ul style="list-style-type: none"> Attitude questionnaire - Means (SPSS) - Standard deviation (SPSS) - Likert scale interpretation Semi-structured interviews - Content analysis

Data Analysis

1. Quantitative Data

1.1 Data from English Speaking Test

With respect to the English speaking test, the data was analyzed using SPSS, and initial normality tests revealed significant results, indicating that the data did not follow a normal distribution. As a result, the Wilcoxon signed-rank test, a non-parametric statistical method, was employed to determine if there was a significant difference between the pre-test and post-test scores of ESP students' speaking skills. Inter-rater reliability was evaluated using Intraclass Correlation Coefficients (ICC), showing an ICC of 0.964 for pre-test scores and 0.889 for post-test scores. Regarding Koo and Li (2016), these results indicate excellent reliability for the pre-test scores assessed by the two raters and good reliability for the post-test scores.

1.2 Data from Environmental Awareness Assessment

Regarding the environmental awareness assessment, the analysis data gained from each set of questions was analysed differently.

For data gained from the true or false questions to assess the environmental knowledge domain, data analysis was conducted using SPSS. Similar to the English speaking test, initial tests of normality indicated that the data did not follow a normal distribution, as evidenced by significant results. Consequently, the Wilcoxon signed-rank test, a non-parametric statistical method, was utilized to assess whether there was a significant difference between the pre-test and post-test scores of environmental knowledge among ESP students.

In terms of self-assessed environmental knowledge questionnaires, mean scores and standard deviation were employed for data analysis using SPSS. Also, as the students were asked to rate items in the questionnaires, the interpretation was analysed as: 4.20–5.00 = very high, 3.40–4.19 = high, 2.60–3.39 = moderate, 1.80–2.59 = low, and 1.00–1.79 = very low.

With regard to environmental attitudes and environmental behaviours, mean scores and standard deviation were employed for data analysis using SPSS. The interpretation was analysed as follows: 4.20–5.00 = strongly agree, 3.40–4.19 = agree, 2.60–3.39 = neutral, 1.80–2.59 = disagree, and 1.00–1.79 = strongly disagree.

Concerning the importance of the interval range to interpret data gained from the environmental awareness assessment and the attitude questionnaires, the Likert scale interval range was adopted from Pimentel (2010) with slight differences of 0.79 and 0.80.

Table 21 The Interpretation of Self-assessed Environmental Knowledge, Environmental Attitudes and Environmental Behaviours Using the Interval Range Introduced by Pimentel (2010)

Interval Range	Difference	Interpretation		
		Self-assessed environmental knowledge	Environmental attitudes	Environmental behaviours
4.20-5.00	0.80	Very high	Strongly agree	Strongly agree
3.40-4.19	0.79	High	Agree	Agree
2.60-3.39	0.79	Moderate	Neutral	Neutral
1.80-2.59	0.79	Low	Disagree	Disagree
1.00-1.79	0.79	Very low	Strongly disagree	Strongly disagree

1.3 Data from the English Speaking Post-test and Environmental Awareness Assessment

Regarding the results from the English speaking post-test and the environmental awareness interpretation, the Pearson correlation coefficient between students' English speaking skills and their environmental awareness was analysed.

1.4 Data from Attitude Questionnaires

Regarding the attitude questionnaires, the mean, and standard deviation were used. The interpretation was analysed as follows: 4.20–5.00 = strongly agree, 3.40–4.19 = agree, 2.60–3.39 = neutral, 1.80–2.59 = disagree, and 1.00–1.79 = strongly disagree.

Table 22 The Interpretation of Attitudes toward the Use of Film Circles Using the Interval Range Introduced by Pimentel (2010)

Interval Range	Difference	Interpretation
(Attitudes toward the use of film circles)		
4.20-5.00	0.80	Strongly agree
3.40-4.19	0.79	Agree
3.40-4.19	0.79	Neutral
1.80-2.59	0.79	Disagree

2. Qualitative Data

The content analysis of the semi-structured interview responses was conducted based on three main sections: attitudes toward the films used in the classroom, attitudes toward the assigned roles of film circles, and attitudes toward the benefits of using film circles.

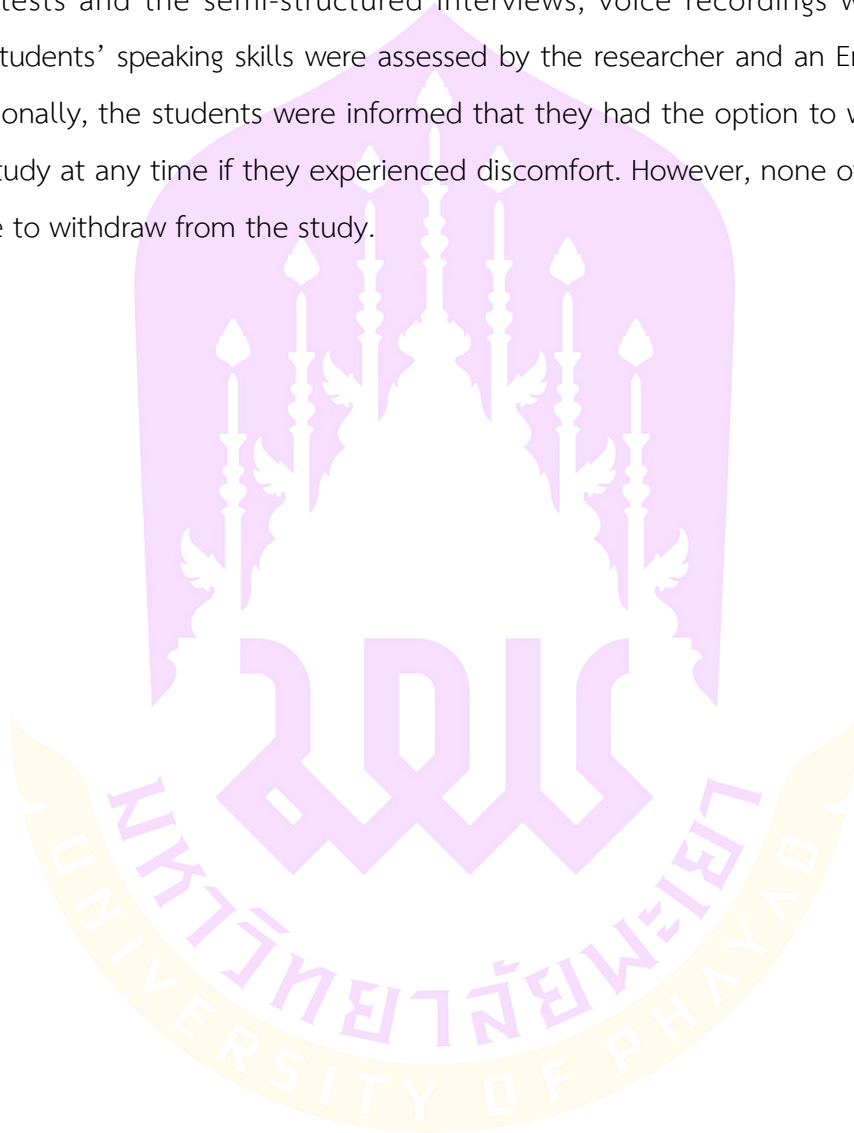
The content analysis regarding students' attitudes towards using film circles to improve their speaking skills covers all the five areas used to assess their speaking skills, including 1) range of language, 2) accuracy, 3) fluency, 4) interaction, 5) coherence, and 6) phonology. Additionally, reviews of previous studies on film circles and literature circles highlight factors such as 1) students' confidence and 2) learning strategies. These factors were analyzed.

Regarding students' attitudes towards raising their environmental awareness, the analysis aligns with three domains, including 1) environmental knowledge, 2) environmental attitudes and 3) environmental behaviours.

In terms of the enjoyment of film circles, the analysis covers the enjoyment of film circles in improving the mentioned five speaking areas and the three domains of environmental awareness together with students' enjoyment of performing different film circle roles.

Human Research Ethics

Conducting this study was approved by the human research ethics committee at the university where the study was conducted, and all students were required to provide their consent before participating in the study. In the English speaking pre-and post-tests and the semi-structured interviews, voice recordings were utilized. The students' speaking skills were assessed by the researcher and an English teacher. Additionally, the students were informed that they had the option to withdraw from the study at any time if they experienced discomfort. However, none of the students chose to withdraw from the study.



CHAPTER IV

RESULTS

This is a mixed-methods study that uses a one-group pre-test-post-test design. The participants were 30 dual-program students in education and social development. Both qualitative and quantitative methods were used. This chapter presents the results of the data gained from implementing different instruments, including speaking test, environmental awareness assessments, attitude questionnaires toward the use of film circles to improve the students' English speaking skills and environmental awareness, and semi-structured interviews. These research instruments were employed to address the research objectives: 1) to compare ESP students' English speaking skills before and after employing film circles in the ESP classroom; 2) to compare ESP students' environmental awareness before and after employing film circles in the ESP classroom; 3) to examine the relationship between ESP students' English speaking skills and their environmental awareness; and 4) to examine ESP students' attitudes toward employing film circles in enhancing English speaking skills and environmental awareness in the ESP classroom.

Then, the results are presented in 5 major sections, including the comparison of ESP students' pre-post speaking test scores, the comparison of ESP students' environmental awareness, the relationship between ESP students' English speaking skills and environmental awareness, the students' attitudes toward employing film circles in enhancing English speaking skills and environmental awareness in the ESP classroom, and results from semi-structured interviews.

Comparison of ESP Students' Pre-Test and Post-Test Speaking Scores

To answer the first research objective, "to compare ESP students' English speaking skills before and after employing film circles in the ESP classroom," pre-test and post-test speaking scores were used to compare the English speaking skills of the ESP students before and after using film circles. The normal distribution was analyzed

to select the statistics, and the Wilcoxon signed-rank test, a non-parametric test, was utilized.

Table 23 Comparison of ESP Students' Pre-Test and Post-Test Speaking Scores with the Wilcoxon Signed-rank Test (N = 30)

		N	Mean Rank	Sum of Ranks	Z	Sig.
Pre-test-	Negative Ranks	29	15.88	460.50	-4.696*	.000
Post-test	Positive Ranks	1	4.50	4.50		
	Ties	0				
	Total	30				

*Based on positive ranks.

Table 23 summarizes the pre-test and post-test scores of the English speaking skills of the ESP students. The results of the Wilcoxon signed-rank test revealed a significant difference between the mean scores ($Z = -4.696$, $p < 0.05$), suggesting that there was significant improvement in students' English speaking skills as a result of using film circles.

Table 24 Comparison of ESP Students' Pre-Test and Post-Test Speaking Scores

No.	Pre-test	Post-test	Differences
1	6.5	13	6.5
2	6	11.5	5.5
3	8.5	19.5	11
4	6	10.5	4.5
5	11	13.5	2.5
6	15	16.5	1.5
7	12.5	13	0.5
8	6	10.5	4.5
9	12.5	11	-1.5
10	10.5	13.5	3

Table 24 (Cont.)

No.	Pre-test	Post-test	Differences
11	14.5	19.5	5
12	23.5	25	1.5
13	9	12	3
14	16	20	4
15	16	20	4
16	9.5	14	4.5
17	6	11	5
18	8	12.5	4.5
19	12.5	18.5	6
20	16.5	19	2.5
21	11	17	6
22	8.5	12	3.5
23	6.5	10.5	4
24	10.5	11	0.5
25	7.5	10.5	3
26	20	23	3
27	15	24.5	9.5
28	10	14	4
29	9	10.5	1.5
30	7	11	4
Mean	11.03	14.93	3.9

Table 24 presented each student's English speaking scores, revealing that, with a total score of 30, the ESP students' mean scores on the English speaking skills post-test ($M = 14.93$) were higher than those of the pre-test ($M = 11.03$). This indicates an enhancement in the English speaking skills of the ESP students. The student (S27) with the highest score increase gained 9.5 points, rising from 15 to 24.5. However,

there was one student (S9) whose score decreased from the pre-test, dropping by 1.5 points, from 12.5 to 11 in the post-test.

Comparison of ESP Students' Environmental Awareness

Regarding the second research objective, "to compare ESP students' environmental awareness before and after employing film circles in the ESP classroom," four sections of the environmental awareness assessment, including environmental knowledge using true or false questions, environmental knowledge using self-assessment, environmental attitudes, and environmental behaviours, were analyzed. In this section, the normal distribution was first analyzed, resulting in using the Wilcoxon signed-rank test to present the data from the environmental knowledge using true-or-false questions. Moreover, the scores of the pre- and post-tests using true-or-false questions are presented. Regarding the second section, the results of the data from the self-assessed knowledge questionnaires are illustrated, using mean and standard deviation. The third and fourth sections, covering results from the environmental attitudes and environmental behaviours questionnaires, also utilized mean and standard deviation.

1. Comparison of ESP Students' Environmental Knowledge Using True-or-False Questions

Concerning the first section of the environmental awareness assessment, 16 true-or-false questions were designed and used to assess the students' environmental knowledge. The Wilcoxon signed-rank test was used to analyze the data. Each student's scores are also illustrated.

**Table 25 Students' Environmental Knowledge Using True-or-False Questions
with the Wilcoxon Signed-rank Test**

		N	Mean Rank	Sum of Ranks	Z	Sig.
Pre-test-	Negative Ranks	11	11.68	128.50	-.066*	.947
Post-test	Positive Ranks	11	11.32			
	Ties	8				
	Total	30				

*Based on positive ranks.

To begin with the first section, Table 25 shows the results of using the Wilcoxon Signed Rank Test to determine a difference between the pre-test and post-test scores of the ESP students' environmental knowledge using true-or-false questions. The questions were designed to assess general knowledge of the environment, including the environmental problems in Thailand. The Wilcoxon Signed Rank Test results indicated that there was no significant difference between the mean scores ($Z = -.066$, $p = .947$).

Table 26 Students' Environmental Knowledge Using True-or-False Questions

No.	Pre-assessment	Post-assessment	Differences
1	8	11	3
2	7	8	1
3	8	9	1
4	12	12	0
5	15	13	-2
6	11	13	2
7	14	14	0
8	13	11	-2
9	16	15	-1
10	14	14	0

Table 26 (Cont.)

No.	Pre-assessment	Post-assessment	Differences
11	12	12	0
12	10	14	4
13	12	11	-1
14	15	15	0
15	14	14	0
16	14	13	-1
17	12	14	2
18	12	10	-2
19	13	14	1
20	15	13	-2
21	10	10	0
22	7	6	-1
23	10	12	2
24	14	13	-1
25	12	13	1
26	14	15	1
27	14	14	0
28	14	15	1
29	14	10	-4
30	13	12	-1
Mean	12.30	12.33	0.03

Table 26 further illustrates the results of individual students' environmental knowledge using true-or-false questions. With a total scores of 16, the students demonstrated high scores in both pre-assessment ($M = 12.30$) and post-assessment ($M = 12.33$). Out of 30 students, 11 had an increase in their scores from the pre-assessment, 11 had a decrease, and the remaining 8 students had no change in their scores. The student (S12) with the highest score increase gained 4 points, going from

10 in the pre-test to 14 in the post-test. Meanwhile, the student (S29) with the largest score decrease dropped by 4 points, from 14 to 10. Overall, the results of the post-assessment were only 0.03 higher than the pre-assessment.

2. Comparison of ESP Students' Environmental Knowledge Using the Self-assessed Knowledge Questionnaires

Apart from using true-or-false questions in the first section to assess the students' environmental knowledge, the second section required the students to evaluate their knowledge using 4-item self-assessed environmental knowledge questionnaires.

Table 27 Comparison of Students' Self-assessed Environmental Knowledge

Assessment	N	Mean	SD	t	Sig.
Pre-assessment	30	3.52	0.53	6.280	.000
Post-assessment	30	4.18	0.59		

Table 27 displays the results of the second section, the students' self-assessed environmental knowledge. The pre-assessment mean score was 3.52 (SD = 0.53), while the post-assessment mean score was 4.18 (SD = 0.59). Unlike true-or-false questions, there was a statistically significant difference in the students' self-assessed environmental knowledge. The following table further illustrates these results.

Table 28 Students' Self-assessed Environmental Knowledge

Statements	Pre-Assessment			Post-Assessment		
	M	SD	Interpretation	M	SD	Interpretation
1. How much do you know about climate change?	3.40	0.72	High	4.20	0.61	Very high
2. How much do you know about waste management in Thailand?	3.63	0.61	High	4.30	0.65	Very high
3. How much do you know about disasters in Thailand?	3.40	0.62	High	4.13	0.73	High
4. How much do you know about deforestation problems in Thailand?	3.63	0.67	High	4.07	0.69	High
Total	3.52	0.53	High	4.18	0.59	High

Table 28 details students' self-assessed environmental knowledge in more detail. The total mean score of the pre-assessment was 3.52 (SD = 0.53) and that of the post-assessment was 4.18 (SD = 0.59). The students ranked their knowledge of waste management (M = 3.63, SD = 0.67) and Thailand's deforestation issues (M = 3.63, SD = 0.61) as having the highest knowledge based on the pre-assessment. Concerning the post-assessment, at a very high level, students thought they knew about waste management in Thailand (M = 4.30, SD = 0.65).

3. Comparison of ESP Students' Environmental Attitudes

The third section of the environmental awareness assessment covers the students' environmental attitudes. The questionnaire consisted of 19 items in this section.

Table 29 Comparison of Students' Environmental Attitudes

Assessment	N	Mean	SD	t	Sig.
Pre-assessment	30	4.06	0.61	5.384	.000
Post-assessment	30	4.61	0.51		

Table 29 displays the results of the third section, the students' environmental attitudes. The pre-assessment mean score was 4.06 (SD = 0.61), and the post-assessment mean score was 4.61 (SD = 0.51). After using film circles, the students' environmental attitudes improved significantly. The following table provides further details.

Table 30 Students' Environmental Attitudes

Statements	Pre-Assessment			Post-Assessment		
	M	SD	Interpretation	M	SD	Interpretation
1. I think education is the best way to help change people's behaviours toward the environment.	3.93	0.78	A	4.67	0.55	SA
2. I think environmental awareness should be promoted in my institution.	4.03	0.76	A	4.70	0.60	SA

Table 30 (Cont.)

Statements	Pre-Assessment			Post-Assessment		
	M	SD	Interpretation	M	SD	Interpretation
3. It is important to raise environmental awareness among Thai citizens.	4.23	0.73	SA	4.73	0.52	SA
4. It is important to raise ESP students' environmental awareness.	4.00	0.74	A	4.47	0.73	SA
5. It is important to integrate environmental issues into ESP courses.	3.93	0.69	A	4.47	0.63	SA
6. It is important to promote environmental sustainability in communities.	4.10	0.76	A	4.70	0.65	SA
7. The importance of environmental sustainability in communities should be presented in English classrooms.	3.83	0.75	A	4.63	0.67	SA
8. It is important to pay attention to climate change.	4.07	0.64	A	4.57	0.63	SA
9. The importance of tackling climate change should be presented in English classrooms.	3.87	0.78	A	4.63	0.67	SA
10. It is important to promote the use of eco-friendly technology such as solar panels and plant-based packaging materials.	4.03	0.81	A	4.50	0.63	SA
11. The importance of eco-friendly technology should be presented in English classrooms.	3.97	0.81	A	4.50	0.63	SA
12. It is important to conserve natural resources because they are limited.	4.10	0.76	A	4.53	0.68	SA
13. The importance of conserving natural resources should be presented in English classrooms.	4.03	0.72	A	4.67	0.61	SA
14. It is important to reduce harmful emissions to the air, land and water.	4.27	0.78	SA	4.53	0.63	SA

Table 30 (Cont.)

Statements	Pre-Assessment			Post-Assessment		
	M	SD	Interpretation	M	SD	Interpretation
15. The importance of reducing harmful emissions to the air, land, and water should be presented in English classrooms.	4.03	0.76	A	4.50	0.63	SA
16. It is important to manage waste properly.	4.30	0.79	SA	4.60	0.67	SA
17. The importance of waste management should be presented in English classrooms.	4.07	0.78	A	4.73	0.58	SA
18. It is important to prevent forest fires and deforestation.	4.33	0.92	SA	4.73	0.58	SA
19. The importance of forests should be presented in English classrooms.	4.10	0.88	A	4.63	0.67	SA
Total	4.06	0.61	A	4.61	0.51	SA

*Interpretation: Strongly agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD)

Table 30 provides an interpretation of students' responses to the environmental attitude section. Their attitudes shifted from the 'agree' level ($M = 4.06$, $SD = 0.61$) in the pre-assessment to the 'strongly agree' level ($M = 4.61$, $SD = 0.51$) in the post-assessment.

In the pre-assessment, the highest mean scores indicated preventing forest fires and deforestation (item 18; $M = 4.33$, $SD = 0.92$), the importance of proper waste management (item 16; $M = 4.30$, $SD = 0.79$), and reducing harmful emissions (item 14; $M = 4.27$, $SD = 0.78$). The lowest mean score ($M = 3.83$) was for item 7, the belief that English classrooms should teach environmental sustainability in communities.

According to the post-assessment results, the students thought it was important to prevent deforestation and forest fires and to increase awareness of the environment among Thai citizens (item 3; $M = 4.73$, $SD = 0.52$). Furthermore,

they thought that English classes should cover the importance of waste management (item 17; $M = 4.73$, $SD = 0.58$).

Despite receiving the lowest mean scores for raising ESP students' environmental awareness (item 4; $M = 4.47$, $SD = 0.73$) and integrating environmental issues into ESP courses (item 5; $M = 4.47$, $SD = 0.63$), the students ranked these items highly, indicating that they still believed ESP students should raise their environmental awareness and environmental topics can be integrated into ESP classrooms.

Thus, the findings revealed that after employing film circles, the students seemed to have positive attitudes toward conserving the environment and integrating environmental topics into English classes. They also believed that it was important to raise environmental awareness among Thai citizens.

4. Comparison of ESP Students' Environmental Behaviours

The fourth section, which is the last section of the environmental awareness assessment, concerns the students' pro-environmental behaviours. This section included 10 items. The results are presented in the following tables.

Table 31 Comparison of Students' Environmental Behaviours

Assessment	N	Mean	SD	t	Sig.
Pre-assessment	30	3.60	0.55	6.643	.000
Post-assessment	30	4.29	0.65		

Table 31 presents the results of the last section, the students' environmental behaviours. According to the responses, the pre-assessment mean score was 3.60 ($SD = 0.55$), and the post-test mean score was 4.29 ($SD = 0.65$). This indicates that, after utilising film circles, the students believed that their behaviours toward the environment differed statistically significantly.

Table 32 Students' Environmental Behaviours

Statements	Pre-Assessment			Post-Assessment		
	M	SD	Interpretation	M	SD	Interpretation
1. I always use solar panels to generate clean energy at home.	2.70	1.02	N	3.83	1.09	A
2. I always use public transportation to lower carbon emissions generated by personal vehicles.	3.20	1.16	N	4.10	0.92	A
3. I always segregate waste before disposing of it.	3.47	0.90	A	4.17	1.02	A
4. I always minimize energy consumption by switching off lights when they are not needed.	3.83	0.75	A	4.47	0.63	SA
5. I always refuse to take a plastic bag when buying a few items at a convenience store.	3.40	0.77	A	4.17	0.83	A
6. I support political leaders who hold positive perspectives toward environmental sustainability.	3.80	0.85	A	4.50	0.97	SA
7. I prefer to work with an organization that cares about the environment.	3.83	0.83	A	4.30	0.95	SA
8. I support goods and services from enterprises that take care of environmental issues in their business operation.	3.77	0.68	A	4.50	0.73	SA
9. I support public and private organizations that have environmental strategies allied with organization goals.	3.97	0.76	A	4.33	0.76	SA
10. I support reforestation programmes that focus on planting native tree species in deforested areas.	4.00	0.91	A	4.57	0.73	SA
Total	3.60	0.55	A	4.29	0.65	SA

*Interpretation: Strongly agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD)

Table 32 offers detailed item responses from students on the environmental behaviour questionnaires. The highest pre-assessment mean scores reflected students' support for reforestation programs that plant native tree species in deforested areas (item 10; $M = 4.00$, $SD = 0.91$) and for public and private organizations with environmental strategies (item 9; $M = 3.97$, $SD = 0.76$). The lowest mean scores were for generating renewable energy at home with solar panels (item 1; $M = 2.70$, $SD = 1.02$) and reducing personal vehicle carbon emissions by using public transit (item 2; $M = 3.20$, $SD = 1.16$). These two items were at the neutral level.

According to the post-assessment results, similar to the results of the pre-assessment, students believed that they supported reforestation initiatives that focused on planting native tree species in deforested areas (item 10; $M = 4.57$, $SD = 0.73$). They supported goods and services from enterprises that take care of the environment (item 8; $M = 4.50$, $SD = 0.73$) and supported environmental politicians (item 6; $M = 4.50$, $SD = 0.97$). Similar to the pre-assessment, items indicating that the students used solar panels to produce renewable energy at home (item 1; $M = 3.83$, $SD = 1.09$) and public transportation to lower the carbon emissions from their vehicles (item 2; $M = 4.10$, $SD = 0.92$) revealed the lowest mean scores.

Thus, based on the findings, it appears that the students believed they had environmentally friendly behaviours.

Relationship between ESP Students' English Speaking Skills and Environmental Awareness

Data gained from the English speaking post-test was employed together with the results of the environmental awareness assessment to answer the third research question, "What is the relationship between ESP students' English speaking skills and their environmental awareness?". Therefore, to examine the relationship between ESP students' English speaking skills and their environmental awareness, the Pearson Correlation Coefficient was statistically utilised.

Table 33 Relationship between ESP Students' English Speaking Skills and Environmental Awareness (N = 30)

	Speaking post-test	Pearson Correlation	Sig. (2-tailed)	Environmental			
				post-test	knowledge (True/False)	knowledge (Self-assessment)	attitudes
Speaking post-test	1			.337	.160	.206	-.045
Environmental knowledge (True/False)	.337			.069	.399	.276	.815
Environmental knowledge (Self-assessment)	.069			1	.271	.562**	.271
Environmental attitudes	.160			.271	.147	.001	.147
Environmental behaviours	.399			.147	1	.694**	.629**
	.206			.562**	.694**	1	.664**
	.276			.001	.000	.000	.000
	-.045			.271	.629**	.664**	1
	.815			.147	.000	.000	.000

** Correlation is significant at the 0.01 level (2-tailed).

The results shown in Table 33 demonstrated that there was no statistically significant correlation between the students' English speaking post-test scores and any of the four environmental sections of the environmental awareness assessment. These sections included true-or-false questions about environmental knowledge, a self-assessment of environmental knowledge, environmental attitudes, and environmental behaviours. However, at the 0.01 level, there was a significant correlation between the environmental attitude section and the other three sections of the environmental awareness assessment.

ESP Students' Attitudes toward Employing Film Circles in Enhancing English Speaking Skills and Environmental Awareness in the ESP Classroom

Attitude questionnaires were used to examine the ESP students' attitudes toward employing film circles to enhance English speaking skills and environmental awareness in the ESP classroom. The questionnaires included three sections: 1) attitudes toward the films used in the classroom to enhance English speaking skills and environmental awareness; 2) attitudes toward the assigned film circle roles in the classroom; and 3) attitudes toward the benefits of using film circles in the classroom. The following tables illustrate the results of each section.



Table 34 (Cont.)

Statements	The Lorax			WALL-E			The Day After Tomorrow			2012		
	M	SD	Interpretation	M	SD	Interpretation	M	SD	Interpretation	M	SD	Interpretation
6. I think the film was appropriate to my English language proficiency level.	4.53	0.78	SA	4.27	0.74	SA	4.30	0.70	SA	4.33	0.71	SA
7. I think the film helped me improve my speaking skills.	4.37	0.72	SA	4.23	0.68	SA	4.20	0.85	SA	4.37	0.61	SA
8. I think the film provided content related to environmental issues that I could discuss with my friends in film circles.	4.77	0.57	SA	4.53	0.57	SA	4.40	0.67	SA	4.47	0.63	SA
9. I think discussing the film helped me raise my environmental awareness.	4.43	0.77	SA	4.47	0.63	SA	4.30	0.65	SA	4.37	0.67	SA
Total	4.56	0.51	SA	4.37	0.50	SA	4.38	0.48	SA	4.45	0.44	SA
Total (4 Films)	M = 4.44, SD = 0.44 (SA)											

*Interpretation: Strongly agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD)

Table 34 reveals the results of students' attitudes toward the films used in the classroom to enhance English speaking skills and environmental awareness ($M = 4.44$, $SD = 0.44$).

Firstly, the results implied that students' attitudes toward the film *The Lorax* were positive among the 30 questionnaire respondents, who ranked all items in the 'strongly agree' level. The results reveal that the majority of the respondents thought the setting and genres of *The Lorax* were interesting (item 2; $M = 4.67$, $SD = 0.55$, and item 5; $M = 4.63$, $SD = 0.56$, respectively). Although the last item received the lowest mean score, the students nonetheless expressed positive attitudes about *The Lorax* helping them improve their English speaking skills (item 7; $M = 4.37$, $SD = 0.72$). The overall mean score of the students' attitudes toward the film *The Lorax* was 4.56 ($SD = 0.51$).

Next, for the second film, the results showed that students' attitudes toward *WALL-E* were positive overall. The students rated both the plot and the theme as interesting (item 12; $M = 4.43$, $SD = 0.63$, and item 13; $M = 4.40$, $SD = 0.62$, respectively). Despite rating the last item with the lowest mean score, the students overall strongly agreed that *WALL-E* helped them improve their speaking skills (item 16; $M = 4.23$, $SD = 0.68$). The overall mean score of the students' attitudes toward the film *WALL-E* was 4.37 ($SD = 0.50$).

Third, the findings suggested that the students also had positive attitudes toward *The Day After Tomorrow*. The students responded that both the theme and genres of *The Day After Tomorrow* were interesting (item 22; $M = 4.53$, $SD = 0.73$, and item 23; $M = 4.50$, $SD = 0.68$, respectively). Similar to the previous two films, the item indicating that the film helped students improve their speaking skills received the lowest mean score (item 25; $M = 4.20$, $SD = 0.85$). The overall mean score of the students' attitudes toward the film *The Day After Tomorrow* was 4.38 ($SD = 0.48$).

Finally, the results revealed that students' attitudes toward the film *2012* were also positive overall, as the students strongly agreed with every item. The students revealed that both the characters and the theme were interesting (item 28; $M = 4.63$, $SD = 0.56$, and item 31; $M = 4.53$, $SD = 0.63$, respectively). As with the previous three films, the item indicating that the film was appropriate to students' English language

proficiency level received the lowest mean score (item 33; $M = 4.31$, $SD = 0.71$). The overall mean score of the students' attitudes toward the film 2012 was 4.45 ($SD = 0.44$).

Regarding environmental perspectives, the students strongly agreed with the two items of each film related to the environment (items 8, 9, 17, 18, 26, 27, 35, and 36). The Lorax (item 8; $M = 4.77$, $SD = 0.57$), WALL-E (item 17; $M = 4.53$, $SD = 0.57$), 2012 (item 26; $M = 4.47$, $SD = 0.63$), and The Day After Tomorrow (item 35; $M = 4.40$, $SD = 0.67$) provided students with content-related environmental topics for discussion with their peers in film circles. Additionally, the data revealed that The Lorax (item 9; $M = 4.43$, $SD = 0.77$), WALL-E (item 18; $M = 4.47$, $SD = 0.63$), The Day After Tomorrow (item 36; $M = 4.30$, $SD = 0.65$), and 2012 (item 27; $M = 4.45$, $SD = 0.44$) helped them raise their environmental awareness.

2. Students' Attitudes toward the Assigned Film Circle Roles in the Classroom

Table 35 Students' Attitudes toward the Assigned Film Circle Roles in the Classroom

Statements	M	SD	Interpretation
1. I think that being a questioner helped me improve my English speaking skills.	4.37	0.56	SA
2. I think that being a questioner helped me raise my environmental awareness.	4.43	0.63	SA
3. I think that being a summarizer helped me improve my English speaking skills.	4.60	0.62	SA
4. I think that being a summarizer helped me raise my environmental awareness.	4.63	0.61	SA
5. I think that being a word wizard helped me improve my English speaking skills.	4.50	0.57	SA
6. I think that being a word wizard helped me raise my environmental awareness.	4.47	0.68	SA
7. I think that being a connector helped me improve my English speaking skills.	4.53	0.63	SA

Table 35 (Cont.)

Statements	M	SD	Interpretation
8. I think that being a connector helped me raise my environmental awareness.	4.47	0.63	SA
9. I think that being a film master (who brought interesting parts or quotations from the story to discuss with peers) helped me improve my English speaking skills.	4.57	0.63	SA
10. I think that being a film master (who brought interesting parts or quotations from the story to discuss with peers) helped me raise my environmental awareness.	4.47	0.57	SA
11. I think that being an illustrator helped me improve my English speaking skills.	4.23	0.82	SA
12. I think that being an illustrator helped me raise my environmental awareness.	4.37	0.67	SA
Total	4.47	0.46	SA

*Interpretation: Strongly agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD)

Based on the data gathered through the questionnaires, Table 35 reveals the students' attitudes toward the assigned film circle roles in the classroom, including improving English speaking skills and raising awareness of the environment.

The students' overall positive attitudes toward the assigned film circle roles in the classroom ($M = 4.47$, $SD = 0.47$). The majority of the students believed that they could improve their English speaking skills by being a summarizer (item 3; $M = 4.60$, $SD = 0.62$), a film master who brought interesting parts or quotes from the story to discuss with peers (item 9; $M = 4.57$, $SD = 0.63$), and a connector (item 7; $M = 4.53$, $SD = 0.63$). The role of the illustrator received the lowest mean score (item 11; $M = 4.23$, $SD = 0.82$).

With regard to items related to the environment, the highest mean score showed that students believed being a summarizer helped them raise their environmental awareness (item 4; $M = 4.63$, $SD = 0.61$). With the same mean scores ($M = 4.47$), three roles that students thought could help them raise their environmental

awareness were a word wizard (item 6; $M = 4.47$, $SD = 0.68$), a connector (item 8; $M = 4.47$, $SD = 0.63$), and a film master (item 10; $M = 4.47$, $SD = 0.57$). Being an illustrator received the lowest mean score (item 12; $M = 4.37$, $SD = 0.67$).

3. Students' Attitudes toward the Benefits of Using Film Circles in the Classroom

Table 36 Students' Attitudes toward the Benefits of Using Film Circles in the Classroom

Statements	M	SD	Interpretation
1. I think film circles allowed me to practice speaking English in a real situation.	4.57	0.68	SA
2. I think film circles helped me practice English speaking skills in a relaxing environment.	4.57	0.57	SA
3. I think film circles helped me gain more confidence in speaking English.	4.50	0.73	SA
4. I think film circles helped me practice using a variety of English vocabulary.	4.50	0.63	SA
5. I think film circles helped me practice my grammar usage.	4.23	0.73	SA
6. I think film circles helped me practice my pronunciation.	4.60	0.56	SA
7. I think film circles helped me practice my speaking fluency.	4.40	0.67	SA
8. I think film circles helped me practice coherence in communication.	4.47	0.68	SA
9. I think film circles were easy to follow.	4.57	0.63	SA
10. I think film circles helped me improve my environmental knowledge.	4.57	0.63	SA
11. I think film circles helped me gain more positive attitudes toward protecting the environment.	4.57	0.57	SA
12. I think film circles helped me have more environmentally responsible behaviours, which possibly helped protect the environment and conserve natural resources.	4.53	0.57	SA
13. I think film circles helped me raise my overall environmental awareness as the activities allowed me to discuss environmental issues with my friends.	4.47	0.63	SA
Total	4.50	0.50	SA

*Interpretation: Strongly agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD)

Table 36 displays the findings from students' answers to the attitude questionnaires on the advantages of utilizing film circles in the classroom. Overall, the students had positive attitudes toward the use of film circles ($M = 4.50$, $SD = 0.50$).

Regarding the items related to improving speaking skills, it implies that the students had favourable attitudes toward utilizing film circles in the classroom. The students rated item 6 the highest at a mean score of 4.60 ($SD = 0.56$), indicating that their greatest benefit from film circles was practising pronunciation. They also responded that the activities helped them practice speaking English in a real situation (item 1; $M = 4.57$, $SD = 0.68$), and in a relaxing environment (item 2; $M = 4.57$, $SD = 0.57$). In addition, they indicated that the activities were easy to follow (item 9; $M = 4.57$, $SD = 0.63$). Item 5, which is related to practising grammar usage, received the lowest mean score of 4.23 ($SD = 0.73$).

Concerning items related to the environment, the majority of the students showed positive attitudes toward using film circles to raise their environmental awareness as every item was at the 'strongly agree' level. The students believed that film circles helped them improve their environmental knowledge (item 10; $M = 4.57$, $SD = 0.63$), gain more positive attitudes toward protecting the environment (item 11; $M = 4.57$, $SD = 0.57$), have more environmentally responsible behaviours (item 12; $M = 4.53$, $SD = 0.57$) and raise their overall environmental awareness as the activities allowed them to discuss environmental issues with peers (item 13; $M = 4.47$, $SD = 0.63$), respectively.

Results from Semi-Structured Interviews

Three questions were utilised in the semi-structured interviews to examine the ESP students' attitudes toward film circles. The first question aims to examine the students' attitudes toward using film circles to improve their English speaking skills. The second question refers to students' attitudes toward raising their environmental awareness through film circles. The third question is related to students' attitudes toward the enjoyment of discussing environmental issues with peers in film circles.

In this section, based on the students' performance on the pre-speaking test, nine students were selected for interviews. These students belonged to three separate groups: novice (N), intermediate (I), and expert (E).

1. Students' Attitudes toward Using Film Circles to Improve Their English Speaking Skills

Based on the students' responses to the first semi-structured interview question, "Do you think that employing film circles can improve your English speaking skills? If yes, how? If not, why not?", the content analysis regarding students' attitudes towards using film circles to improve their speaking skills covers all the five areas used to assess their speaking skills, including 1) range of language, 2) accuracy, 3) fluency, 4) interaction, 5) coherence, and 6) phonology. Furthermore, according to reviews of previous studies on film circles and literature circles, aspects of 1) students' confidence and 2) learning strategies are included. The following table displays excerpts from the students' responses.

Table 37 Students' Attitudes toward Using Film Circles to Improve Their English Speaking Skills

Participants	Statements	Coding	Interpretation
Novice students	I used to be someone who didn't speak much English and lacked confidence in speaking. However, during the activities, I found that I was able to talk and communicate more effectively with the group members. Now, I think I'm more confident in speaking English than before.	N1	- Improving interaction - Improving fluency - Showing self-confidence
	Yes. For example, when I don't know a word , I ask my friends . Then, they will help me. But I'm still nervous when I speak English.	N2	- Improving the range of language (vocabulary) - Showing learning strategies (peer learning)

Table 37 (Cont.)

Participants	Statements	Coding	Interpretation
Intermediate students	Yes. I think I can use the vocabulary from the films in real life. There are some words I come across every day, but I just don't know how to use them. Also, I think if we watch a film, it helps us remember a lot because there are images to look at, making it easier to remember the story.	I1	- Improving the range of language (vocabulary)
	Absolutely yes. I can speak English better , remember more vocabulary , gain more knowledge, and learn more new sentences .	I2	- Improving interaction - Improving fluency - Improving the range of language (vocabulary) - Improving accuracy
Expert students	Yes. I borrowed vocabulary from the films to use in different roles within the group.	E2	- Improving the range of language (vocabulary)
	Yes. For example, in film dialogues, I notice the use of tenses, pronunciation, and final sounds . When characters in the films exclaim, I also respond with an exclamation. Previously, I wasn't confident in my pronunciation. Now, I am more confident in my pronunciation.	E3	- Improving accuracy - Improving phonology - Showing self-confidence

Regarding the students' responses, they believed that they were able to improve their English speaking skills through film circles, showing their improvement of the interaction and fluency aspects (N1, I2). The students could improve their range of language, primarily concerning with vocabulary from watching the films (N2, I1, I2, E2). Regarding the accuracy aspect, from watching films, they noticed tenses

used in film dialogues (I2, E3). By concentrating on phonology, the students observed the pronunciation of words, including the final sounds (E3). Therefore, these components appear to benefit the students' speaking skills.

Regarding building students' confidence and learning strategies, the students seemed to have positive attitudes towards using film circles. Speaking in English seemed to give the other interviewees more confidence (N1, N3). Furthermore, the activities assisted students with peer learning. For instance, when they were unsure of the words, they sought assistance from their friends (N2). Thus, the incorporation of films and discussions into the classroom activities seemed to be effective for improving students' speaking skills. The use of audio-visuals and peer learning opportunities seemed to help the students feel more comfortable and confident in their English language skills.

2. Students' Attitudes toward Raising their Environmental Awareness through Film Circles

The following table presents excerpts from the students' responses to the second semi-structured interview question, "Do you think that employing film circles can raise your environmental awareness? If yes, how? If not, why not?". The analysis aligns with three domains, including 1) environmental knowledge, 2) environmental attitudes, and 3) environmental behaviours.

Table 38 Students' Attitudes toward Raising their Environmental Awareness through Film Circles

Participants	Statements	Coding	Interpretation
Novice students	Yes. Like the trees in The Lorax, considering deforestation , it helps me realize that we shouldn't cut down trees because it may result in global warming and pollution problems.	N1	- Showing environmental attitudes toward deforestation - Showing environmental knowledge regarding causes of global warming and pollution problems

Table 38 (Cont.)

Participants	Statements	Coding	Interpretation
	<p>Yes. For instance, The Lorax addresses the issue of logging.</p> <p>In real life, people burn trees for farming purposes, resulting in smog.</p> <p>It has a negative effect on elderly people with respiratory illnesses.</p> <p>It emits PM2.5 dust. It makes me have allergic reactions to PM2.5, so I have to wear a mask.</p>	N2	<p>- Showing environmental attitudes toward PM2.5 problems</p> <p>- Showing environmental knowledge regarding the causes of PM2.5 problems in Thailand</p> <p>- Showing environmental knowledge regarding the effects of PM2.5 on people's health</p>
	<p>Yes. It allows us to better recognize the importance of the environment. I like The Lorax. It's easy to understand and interesting.</p> <p>It's like, if we destroy the environment and nature, it may cause global warming.</p>	N3	<p>- Showing environmental attitudes toward the importance of the environment</p>
Intermediate students	<p>I think the activity can help raise environmental awareness. The films are all related to the environment.</p> <p>At least I know that we should protect the environment or act to make this world a better place.</p>	I2	- Showing environmental attitudes toward protecting the environment
	<p>At present, it can be seen that a flood or flash flood may be caused by deforestation. For example, my village is in a mountainous area. People go up the mountains to cut down trees.</p> <p>When it rains and the water comes down, it flows very quickly.</p>	I3	- Showing environmental knowledge regarding the causes of flash floods

Table 38 (Cont.)

Participants	Statements	Coding	Interpretation
Expert students	Yes, because I can talk about the CSR and the SDGs. I think I'm more aware of the environment .	E1	- Showing the overall improvement of environmental awareness
	In the films, environmental problems are presented. We can truly draw connections between these environmental issues and the real world. It seems that, in the future, if we continue to destroy the environment , it may cause disasters to happen. It might be similar to the films or more violent than the films. Nature is unpredictable.	E2	- Showing environmental attitudes toward protecting the environment

Given that all the three domains, including environmental knowledge, environmental attitudes and environmental behaviours were observed in this studies, the three domains were used to analyze students' responses and they seemed to have positive attitudes towards using films and film circles in raising their environmental awareness.

Concerning environmental knowledge, the students acknowledged the negative effects of deforestation on climate regulation (N1, N2). Moreover, the students demonstrated an awareness of the causes of flash floods in their hometown and the relationships between environmental elements that lead to these disasters in terms of their environmental knowledge. One student (I3) depicted his or her village as being located in a mountainous region where the residents were involved in tree-cutting activities. The student noted that during rainfall, water runoff from the mountains was rapid. This implied an understanding of the relationship between deforestation and the increased risk of flash floods. They were aware of human activities that cause pollution and global warming. One student (N1) highlighted

the need to avoid tree-cutting due to its potential to contribute to global warming and pollution problems. This reflects an understanding of the link between deforestation and the heightened risks of both global warming and pollution problems. One of the students (E1) revealed that he also discussed Sustainable Development Goals (SDGs) and Corporate Social Responsibility (CSR) throughout the group activities. This suggested that they were aware of the environment, and were able to relate their discussions to SDGs and CSR which have been promoted in their university and their major subjects. The students also showed an understanding of the factors contributing to PM2.5 pollution in Thailand and its negative effects on public health. For instance, a student (N2) observed that tree burning for agricultural needs leads to smog, adversely affecting elderly people with respiratory conditions due to the generation of PM2.5 dust. The student personally experienced allergic reactions to PM2.5, necessitating the use of a mask, which highlighted the student's attitudes toward forest burning and irresponsible logging practices. This suggested that the student not only possessed knowledge about PM2.5 but also held negative attitudes toward such actions and had knowledge of the effects of irresponsible logging practices.

In terms of attitudes toward the environment, the students demonstrated an awareness of the importance of environmental conservation and emphasised the necessity of sustainable practices to protect our world's future (N3, I2, E2).

While students' responses did not appear to address the behavioural domain directly, they did demonstrate a positive attitude toward environmental conservation and an understanding of the causes and consequences of pollution and global warming (N1, N2, I3).

3. Students' Attitudes toward the Enjoyment of Discussing Environmental Issues with Peers in Film Circles

The following table displays excerpts from the students' responses to the third question "Did you enjoy discussing environmental issues with your friends in film circles? Why?" The analysis covers students' enjoyment of film circles to improve the five speaking areas and the three domains of environmental awareness. It also includes students' enjoyment of performing different film circle roles.

Table 39 Students' Attitudes toward the Enjoyment of Discussing Environmental Issues with Peers in Film Circles

Participants	Statements	Coding	Interpretation
Novice students	Yes , because I got to exchange ideas and knowledge with friends on environmental issues .	N1	- Improving interaction - Improving environmental knowledge
	Yes , I can exchange ideas with my friends . I like being an illustrator . I can illustrate and articulate my drawings. If I don't know how to speak English, I ask my friends. Then, they will help me.	N2	- Improving interaction - Showing a favourable role
Intermediate students	Yes . I don't remember the name of the film. It's a cartoon film in which a character finds out that there are no trees behind the city. The film talks about logging, forest encroachment, and industrialization , which harm the ecosystem or the environment. In real life , people living in Bangkok or other large cities may mistakenly believe that people in the north lead a happy life. There are trees that provide good air to breathe, but the truth is that we breathe in PM2.5 dust. In other words, the quality of the air may not be as good as people in cities believe.	I1	- Showing environmental knowledge of the negative effects of malpractice logging, forest encroachment and industrialization - Showing environmental attitudes toward PM2.5 dust in northern Thailand
	I think I like the summarizer role . I think that when we watch films, we have to understand and analyze them. We can then summarize the story.	I2	- Showing a favourable role

Table 39 (Cont.)

Participants	Statements	Coding	Interpretation
	Yes, I like the activities, but I think watching films takes a little too long .	I3	- Showing the overall enjoyment of the activities - Presenting a flaw in the activities
Expert students	Overall, I like this activity because it is a way to meet and talk with classmates . I have never worked with some of them before. When it comes to group work, it is a way to build relationships with them.	E2	- Showing the overall enjoyment of the activities - Improving interaction

During the interviews, the students provided more evidence to support their claims related to the enjoyment of film circles. Regarding improving speaking skills, the students seemed to improve their interactions with their friends. They could exchange ideas and knowledge with their group members (N1, N2, E2). This suggested the advantages of interactive learning environments. Furthermore, even though they acknowledged that the duration of film viewing was a drawback, they remained supportive of overall enjoyment of film circles (I3).

In terms of environmental awareness, students seemed to enjoy the use of film circles to improve their environmental knowledge and environmental attitudes. Concerning environmental knowledge, they also demonstrated an understanding of environmental issues such as industrialization, logging misconduct, and forest encroachment (I1). They related their film discussions to environmental challenges, connecting what they learned in class to actual problems (N1, I1). They also had negative attitudes towards the increased PM2.5 in northern Thailand (I1). This implies that film circles allow students to express their attitudes towards protecting the environment.

Moreover, they particularly emphasized the importance of different roles in the speaking activities (N2, I2). For example, students expressed that their favorable

roles include an illustrator (N2) and a summarizer (I2). Performing different roles could help students interact with their friends.



CHAPTER V

CONCLUSIONS

This study investigated the effectiveness of film circles, a student-led discussion activity developed from literature circles, in enhancing English speaking skills and environmental awareness among dual program students in education and social development in an ESP setting.

This chapter presents the discussions and conclusions of the study based on the research purposes. Additionally, implications, limitations of the study and recommendations for language learning and for further studies are illustrated.

Conclusions of the Findings

This study implemented film circles with 30 dual program students in education and social development using purposive sampling techniques. It aimed to compare the students' English speaking skills before and after implementing the activities, compare their environmental awareness before and after implementing the activities, investigate the relationship between their English speaking skills and their environmental awareness, and investigate their attitudes toward using the activities to improve their English speaking skills and their environmental awareness. The instruments included an English speaking test, lesson plans, environmental awareness assessments, attitude questionnaires, and semi-structured interviews.

After implementing film circles with 30 ESP students, the results of the study are positive.

1. Regarding students' English speaking skills improvement, the findings suggested that film circles are effective activities for enhancing students' English speaking skills.

2. Participating in film circles also improved the students' environmental awareness, implying a commitment to environmental responsibility. With regard to each of the four sections of the environmental awareness assessment, one section showed no improvement, while the other sections did improve. Given that the first

section of the students' environmental awareness using true-or-false questions was not improved, the students showed high scores in this section; their scores were more than 75 per cent out of the total score or more than 12 out of 16 scores in both the pre-and post-assessments. However, the second section revealed that the students perceived their knowledge improved after participating in film circles. They also had positive attitudes toward protecting the environment as shown in the third section. Finally, the last section indicated that their pro-environmental behaviours improved.

3. There was no significant difference between English speaking skills and environmental awareness.

4. The students had positive attitudes toward the use of film circles to improve their English speaking skills and environmental awareness.

Discussion

The discussion was based on three main findings. The first finding was the ESP students' English speaking skills improved after participating in film circles. The second finding was related to the improved environmental awareness of the ESP students. The last finding was related to the correlation between students' English speaking skills and their environmental awareness. The findings of the students' attitudes using questionnaires and semi-structured interviews were used to support the discussion.

1. Improving ESP Students' English Speaking Skills through Film Circles

Using an English speaking test evaluated by two assessors, the results of the Wilcoxon signed-rank test revealed a significant difference between the mean scores ($Z = -4.696$, $p < 0.05$). In terms of mean scores, the ESP students' mean scores on the English speaking skills post-test ($M = 14.93$) were higher than those of the pre-test ($M = 11.03$). This indicates that film circles significantly impacted the ESP students' English speaking skills. In this study, film circles allowed the students to watch films and discuss environmental issues in the films. That means the students participated in meaningful discussions with the group members in English, resulting in the improvement of their English speaking skills. The findings of this study are similar to

the study done by Stephens et al. (2012), in which the film circle project successfully achieved its goal by motivating students to engage in meaningful interactions in English. As such, the present study can be seen to have had a comparable significant impact on the ESP students' English speaking skills.

Moreover, the students in this study were able to explore and utilize the English language through each stage of the film circles. The easy-to-follow stages of film circles in this study were designed based on the proposed reader-response theory of teaching put forth by Kaowiwattanakul (2019), and significantly contributed to students' learning.

In the pre-viewing stage which incorporated the building schema knowledge stage of the reader-response theory, the students were provided with background knowledge of the lesson film, the situation of environmental issues related to the film, and vocabulary they would encounter in the film. Tantri, et al. (2023) mentioned that, to solve the problem of speaking English, vocabulary and pronunciation should be improved. Therefore, presenting vocabulary in this stage potentially enhanced the students' vocabulary, enabling them to use it effectively in subsequent stages.

The viewing stage involves the stage of engaging with the narrator, settings, situations, characters, and actions. This facilitates the observation of content-related details in the films. It also fosters a deeper understanding and analysis of the film among individual students before they discuss it with their friends. By watching the films, they observed the English language used in the films, for example, vocabulary and pronunciation portrayed by the characters in the films.

In the post-viewing stage, it involved reflecting emotions, exploring particular issues and developing interpretation, and evaluating ideas and ideology. The students were required to discuss the films with their friends based on their assigned roles. They were encouraged to share their opinions and feelings about the films. They were able to use the vocabulary they learned in the first stage and encountered in the second stage. To illustrate, the pre-viewing stage introduced the terms "disaster," "flood," and "global warming," which the students later encountered in the films and then proceeded to employ during their discussions. Engaging in this

discussion stage of film circles also helped students practice their pronunciation which is one of the vital elements in speaking skills. In line with this, Brazenas (2019) conducted a study with what he termed “media circles” utilizing TV series as tools for activities and found that students’ pronunciation did not significantly improve. He surmised that input alone is not adequate for most students. This implies that active practice is the more effective method of improving pronunciation. In contrast to Brazenas’s study, the present study incorporated pronunciation practice and vocabulary presentation during the pre-viewing stage, to help students use correct pronunciation in their discussions in the post-viewing stage.

Given that film circles originated from literature circles, this study designed its three film circle stages to align with the stages of development in reader-response theory. Matmool and Kaowiwattanakul (2023) have stated that utilizing literature circles based on reader-response theory is an effective means for students to improve their English speaking abilities. Utilizing the reader-response approach in classroom environments has various benefits, including supporting students’ participation and responsiveness to the literary text, and improving their awareness that the reading texts are related and relevant to their lives, beliefs and values (Spirovska, 2019). Despite the emphasis of reader-response criticism on the importance of readers’ active involvement in constructing meaning from a text (Inan & Boldan, 2018; Pasaribu, 2020; Spirovska, 2019; Tyson, 2006), this study focuses on the construction of meaning in a film rather than in a written text. The students could relate their discussions to their prior knowledge and experience of protecting the environment in school and community settings. Thus, the findings suggest that film circles align with reader-response theory, prompting students to analyze and interpret films based on their individual perspectives and experiences, similar to the process of interpreting books in literature circles.

Furthermore, this study shed light on the use of role sheets. According to the study, film circle roles not only foster engagement, but also enhance students’ speaking abilities by ensuring they are well-prepared through use of their role sheets. Employing film circle roles can ensure that every student actively participates in the discussion and receives an opportunity to practice their speaking skills (Stephens, et al.,

2012). The assigned speaking roles (a questioner, an illustrator, a film master, a connector, and a word wizard) also emerged as helpful tools for the students' English language advancement. The film circle roles provided a structured and engaging guideline for the students to express their ideas, especially during the discussion stage. Rotating the film circle roles involved all the students more fully, with a particular focus on improving communication skills. By employing these roles, participants related the films to real-world experiences during peer-led discussions, drawing from their backgrounds as pre-service teachers and students in social development. For example, the participants discussed environmental school projects and PM2.5 pollution situations in their communities, leading to meaningful discussion in English about topics they understood very well. These types of exchanges led to greater understanding for both expert and novice students.

It has been acknowledged by many researchers that implementing role sheets is a successful strategy in both literature circles (Abdullah, et al., 2021; Chen, 2020; Dogan & Kaya-Tosun, 2020; Dogan, et al., 2020; Novitasari, et al., 2021) and audiovisual-related circles such as media circles and film circles (Brazenas, 2020; Brazenas, 2019; Stephens, et al., 2012). However, Daniels (2001) suggests that role sheets should be carefully utilized. These roles should serve as recommended models rather than strict templates for literature circles (Monyanont, 2019). Therefore, students should be advised not to rely solely on their role sheets, as doing so may restrict their ideas in discussions.

Finally, the subtitled films selected for the film circles were perceived as interesting and enjoyable by the students, which aided in building their speaking skills. The ESP students' enjoyment of the characters, settings, plots, themes, and genres of the films, as revealed by the questionnaire results, suggests their high level of interest in the film contents, which provided a foundation for deeper group discussions. Moreover, the findings indicated that films could provide ESP students with relevant content on environmental protection in school and community settings, and thereby also contribute to meaningful discussions. These findings align with previous studies showing that films can help improve not only students' listening skills (Alqahtani & Alhamami, 2024; Chairuddin, et al., 2023) but also their

speaking skills (Parmawati & Inayah, 2019; Riswanto, et al., 2022) because films serve as authentic language input that can improve English language proficiency (Murshidi, 2020). Moreover, films can aid in students' vocabulary acquisition (Hestiana & Anita, 2022), potentially leading to improved speaking skills as students learn to utilize appropriate words to effectively convey their ideas. Brazenas (2020) mentions that the primary goal of discussions is not to arrive at predetermined conclusions but rather to facilitate students' sharing of their reactions and the information they have prepared based on their assigned roles. Thus, film selection should be considered with the goal of meeting the needs and interests of ESP students in order to result in more meaningful discussions and language practice.

2. Raising Environmental Awareness through Film Circles

Regarding raising students' environmental awareness, film circles allowed students to watch films and engage in peer discussions. These activities positively impacted students' environmental awareness, as shown by the environmental awareness assessments, attitude toward the use of film circles on raising environmental awareness questionnaires, and semi-structured interviews. The discussions focused on three environmental domains. The students believed that film circles enhanced their environmental knowledge, fostered positive attitudes toward environmental protection, and supported environmentally responsible behaviours.

Firstly, despite the lack of significant improvement in knowledge assessments using true-or-false questions, the students reported personal gains in environmental knowledge through self-assessment questionnaires. The absence of significant improvement in true-or-false scores could be due to the students already achieving high scores, with an average of over 75 per cent (more than 12 out of 16) in both pre-and post-assessments, suggesting they had a solid understanding of environmental concepts. However, the self-reported enhancement in knowledge suggests that films fostered a deeper level of understanding, as the students agreed that the films presented relevant environmental topics, facilitating meaningful discussions. The students demonstrated their knowledge of the causes and effects of human actions, as well as their understanding of environmental facts and past occurrences. This suggested that the film selections effectively addressed environmental

themes, prompting students to reflect on their relationship with the environment in the film circle discussions. The findings support previous studies indicating that films can serve as a tool for students to explore environmental issues and be aware of the importance of the environment (Topal, et al., 2020; Ünlü, 2020). Alyaz, et al. (2017) asserted that environmental documentary films have significant potential to enhance environmental awareness among pre-service teachers. Films, as audiovisual resources, represent a fundamental means of engaging with the world and acquiring information and knowledge (Fernandez-Diaz & Sanchez-Giner, 2023).

Moreover, the findings signified that film circles with organized stages facilitated opportunities for the students to acquire knowledge about the environment. In the pre-viewing stage, the students were introduced to the vocabulary and environmental issues presented in the film. This approach facilitated students' foundational understanding of the key concepts outlined in the lesson plan. Subsequent discussions with peers using role sheets enabled them to focus on these environmental issues. Throughout the discussions using film circle roles, the students demonstrated their understanding of various environmental topics, contributing to a deeper understanding of the issues. The roles helped students to remain attentive before, during, and after viewing the film (Stephens, et al., 2012). Then, the findings implied that film circle stages and roles motivated the students to explore the causes and consequences of environmental degradation within the films and discuss environmental issues with their peers.

Secondly, the students' environmental attitudes improved. During discussions, the students related environmental topics to school and community development settings. Since the students were considered pre-service social studies teachers, enhancing their environmental attitudes is crucial. The pre-service teachers often related their discussions to real-life scenarios, emphasizing the importance of environmental awareness for Thai people. They suggested initiatives such as school garden projects to educate students about different species and supported strict adherence to government directives during the PM2.5 crisis.

Furthermore, regarding the positive environmental attitudes, the students' responses indicated recognition of the significance of environmental education.

They believed that education is one of the most effective means of altering individuals' attitudes and actions related to the environment. Moreover, the students held the belief that English classes could incorporate the importance of environmental sustainability in communities. They also believed that raising ESP students' environmental awareness is crucial. Previous studies have confirmed that environmental topics can be integrated into English classrooms (Al-Jarf, 2022; Astawa et al., 2024; Diachkova, et al., 2021; Hussain, 2019; Raphael & Nandan, 2024; Saiful, 2023; Setyowati, et al., 2022; Yu, et al., 2024). Setyowati, et al. (2022) suggest that integrating environmental topics into language classes can enhance language skills while fostering the love and care of nature. As a result, the students demonstrated positive attitudes toward environmental protection. These findings suggest the value of incorporating environmental issues, widely recognized as a critical global concern, into English content and activities, including those in ESP classrooms.

Finally, the results related to behavioural aspects were encouraging, showing an increase in environmentally friendly behaviours among students. Film circles appear to inspire action on environmental protection by empowering students to critically analyse film content and cultivate personal connections with environmental issues. Peer-led discussions on environmental concerns motivate students to take responsibility and support each other in adopting eco-friendly practices. Peer-to-peer conversation can serve as an effective tool for fostering pro-environmental behaviour (Hurst, et al., 2023). The ESP students in this study discussed environmental issues. During discussions, it was frequently noted that students would negotiate the meanings of specific phrases or behaviours displayed by characters in a TV series episode (Brazenas, 2019). Peer discussions could then serve as a fruitful environment for generating innovative solutions and developing strategies to tackle environmental issues within their local communities.

To support all environmental aspects, English classes that prioritize environmental awareness and guidance can empower students to actively contribute to the protection of the environment and prevent future degradation (Hussain, 2019). Universities must contribute to the public's awareness of environmental issues and offer guidance to support individuals in making educated decisions, acting in ecologically

responsible behaviour, and making rational purchases (Mkumbachi, et al., 2020). Given that harmful human activities have negatively impacted environmental sustainability, natural balance, and ecosystems, which are essential for human needs and welfare (Abbas, et al., 2024), people must enhance their pro-environmental behaviours to protect the environment.

3. Correlation between Students' English Speaking Skills and Their Environmental Awareness

Regarding the correlation coefficient, the results also revealed that there was no statistically significant correlation between the students' English speaking post-test scores and any of the four sections of the environmental awareness assessment. This may be due to the fact that the two variables are different skill sets. English speaking skills focus on the production of speaking skills related to different areas of English, such as fluency, vocabulary, coherence, grammar, and pronunciation, as well as the ability to maintain the conversation, while environmental awareness refers to knowledge, attitudes, and behaviours related to environmental concerns. Progress in English speaking skills may not necessarily lead to an increase in environmental awareness, and vice versa. However, given that English speaking skills are crucial for ESP students (Lapele, 2019), and environmental problems should be prioritized in this rapid industrialization and climate change, this present study suggests practising speaking skills through discussing environmental topics in English courses to enhance students' speaking skills and raise their environmental awareness.

In the interviews, the students indicated that they could discuss environmental issues in English, such as deforestation, global warming, and pollution. Supported by the results from the attitudes toward using the film circle questionnaire, the students believed that discussing environmental issues with peers in film circles helped raise their overall environmental awareness. They also felt that the activities encouraged them to gain more environmentally responsible behaviours, which could help protect the environment and conserve natural resources. Therefore, the results highlight the value of discussing environmental issues with

peers. This study then supports integrating environmental issues into English speaking practices.

Conclusions

Improving ESP students' English speaking skills before they enter the labour market is vital for professional, educational, and social development settings. With the aim of achieving this important goal, this study has employed film circles, a modification of literature circles. The findings of this study indicate that implementing film circles significantly enhances ESP students' English speaking skills. The students reported that the easy-to-follow stages of film circles contributed significantly to their learning experiences as pre-service teachers and social development students. The use of roles in film circles evidently enhanced student engagement and speaking skills by giving every group member the opportunity to express their ideas. Furthermore, the students perceived the subtitled films as enjoyable, which contributed to their interest in discussing film content with their peers. Since films help students with pronunciation and vocabulary, which they can then use during discussions, studies addressing these issues in particular would be especially useful. This study suggests the use of films and film discussion activities such as film circles in ESP courses as a means to enhance students' speaking skills.

Moreover, integrating film circles into this ESP classroom appears to have significant potential for enhancing students' environmental awareness. Through film circles, the students not only watch films but also engage in discussions with their peers, leading to a deeper understanding of environmental issues. Results from the environmental awareness assessment revealed positive outcomes across three environmental domains: knowledge, attitudes, and behaviours. The students reported personal gains in environmental knowledge through self-assessment questionnaires, indicating a deeper level of understanding facilitated by film discussions. The students' attitudes toward environmental protection were positively influenced by film circle activities, with discussions often extending to real-life scenarios in school and community settings. The students also believed they improved their environmental behaviours. The findings of the attitude questionnaire

and semi-structured interviews underscored the importance of incorporating environmental themes into language education including ESP classrooms. Moreover, film circles stimulated action on environmental protection, empowering students to critically analyse film content and discuss potential solutions to environmental issues. Peer-led discussions not only facilitated environmental knowledge exchange but also inspired environmentally friendly behaviours among the students. Although there was no significant correlation between the English speaking skills of students and their environmental awareness, the findings suggest that films can be integrated into English courses.

Limitations of the Study

1. Since students indicated that film circles are time-consuming during the viewing stage, it is recommended that researchers focus on key parts of the film instead of viewing the entire film.
2. There was no control group in this study, and it has the potential to affect the validity and reliability of the quantitative findings. The inclusion of a control group in future film circle experiments may facilitate a comparison between the control and experimental groups and potentially provide comprehensive data on the quantitative aspects.
3. This study primarily focused on discussing environmental issues within film circles among ESP students in a dual program in education and social development. Consequently, the findings may not be generalizable to other EFL contexts, highlighting a gap for future research to explore the implementation of film circles in other EFL fields.

Implications of the Study

1. Given that the students in this study showed improvement in their English speaking skills through the use of film circles, the activities can be promoted in English language learning curricula to promote students' English proficiency.
2. Concerning the students' attitudes toward the environment, they believed that raising environmental awareness among Thai citizens is crucial. As a result,

government sectors and educational institutions may promote environmental awareness nationwide. This will lead to the focus on environmental protection at the national and international levels.

3. Considering the time-consuming nature of film circles during the viewing stage, even with the division of each film into two lesson plans, it would be more effective to employ short media pieces such as small parts of films and TV series with engaging themes. Additionally, a flipped classroom can be utilized, where students watch films at home and engage in group discussions with their peers in class. To ensure effective participation, students should first understand their assigned roles, complete role sheets, and prepare for the discussions. This would provide students with ample time to engage in the discussion stage.

4. As this study revealed that students held positive attitudes toward film circles and incorporating environmental topics in an English classroom, it is suggested that environmental topics can be used in an English classroom.

Recommendations for Further Study

1. Further research could explore other learning aspects such as listening, speaking, reading, and writing skills, as well as vocabulary and grammar, through the use of film circles.

2. Since films are a type of audiovisual material, they could aid in improving students' listening skills. Therefore, further studies could focus on using media circles to improve students' listening skills.

3. Researchers might identify factors that influence students' performance during group discussions.

4. Other themes in films as well as global issues such as poverty and human rights could also be discussed.

5. As this study focuses on the utilization of film circles in an ESP context, particularly in English discussions on environmental themes, further studies can use film circles in other ELT or EFL contexts.

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APPENDIX



Appendix A Sample Lesson Plans

Lesson Plan I: The Lorax (Part I)

Learning concept	Objectives	Teacher's roles	Students' roles	Evaluation
<p>Principles: Film circles adapted from literature circle activities are learning activities which can be integrated into English classrooms.</p> <p>The Lorax is an animated film portraying environmental issues. Students can discuss environmental issues in the film</p>	<ol style="list-style-type: none"> Students should be able to tell the procedures of using film circles correctly. Students should be able to orally explain each role of film circles. Students should be able to tell the Thai definitions of words in the vocabulary part correctly. Students should be able to orally present their ideas related to environmental issues in 	<p>Pre-viewing (30 minutes)</p> <ol style="list-style-type: none"> Greet students. Ask students to share their opinions about environmental issues they have learnt in other subjects. Students' background knowledge can be revealed by this activity. Tell the objectives of the lesson. Tell the objectives of the research. They were once explained before filling in the consent forms. Introduce film circles and explain each role of the activities. Present the film trailer of The Lorax. Ask students to talk about what they see in the trailer such as characters and scenes. Ask students to guess the plot and theme of the film. 	<p>Pre-viewing (30 minutes)</p> <ol style="list-style-type: none"> Share their opinions about environmental issues they have learnt in other subjects. Watch the film trailer of The Lorax. Talk about what they see in the trailer such as characters and scenes. Guess the plot and theme of the film. Talk about the picture and relate it to students' own experiences. Learn words in the film 	<p>Objectives 1 and 2: Oral answers to questions related to film circles</p> <p>Objective 3: Vocabulary exercise (Answer key)</p> <p>Objective 4: Speaking performance</p> <p>Objective 5: Observation</p>

Learning concept	Objectives	Teacher's roles	Students' roles	Evaluation
<p>through film circles.</p> <p>Content: This lesson focuses on how to employ film circles with the first half of the film The Lorax in the classroom.</p> <p>Desired Characteristics: ESP students can share their ideas related to environmental issues in the film through film circles.</p>	<p>the film appropriately.</p> <p>5. Students should be willing to participate in class activities.</p>	<p>9. Highlight the story's interesting points to provide students with the theme and plot of the story as well as the director of the film.</p> <p>10. Present pictures of deforestation in Thailand. Ask students what they call these pictures in Thai. Ask students to talk about their experiences related to these pictures.</p> <p>11. Present the general vocabulary and <u>technical terms</u> found in the film. In this section, the terms include <u>grow</u>, commercial, <u>purify</u>, aware, chop, <u>threat</u>, garbage, and <u>absorbent</u>. The technical terms exist in the Dictionary of Environment & Ecology.</p> <p>12. Ask students to tell the definitions of those terms.</p> <p>13. Present expressions related to starting a discussion which are useful for the post-viewing.</p> <p>14. Deliver information regarding environmental concerns within the film.</p>	<p>before watching it.</p> <p>7. Tell the definitions of the presented words.</p> <p>8. Learn expressions which are useful in their discussions.</p>	

Learning concept	Objectives	Teacher's roles	Students' roles	Evaluation
		15 Deliver information regarding the importance of forests which students can use in their discussions.		
		<p>Viewing (90 minutes)</p> <ol style="list-style-type: none"> 1. Divide students into different groups with 5-6 members in each group. Each group consists of novice, intermediate and expert students based on the speaking pre-test. 2. Distribute role sheets. 3. Ask students to orally explain the responsibilities of their roles. 4. Tell students to try <u>not</u> to understand every single detail in the film, instead, they are expected to understand the plot, themes, characters, settings, major scenes, and the environmental issues in the film. 5. Ask students to take notes on their role sheets while watching. 6. Remind students they should focus on environmental issues they can bring to present in 	<p>Viewing (90 minutes)</p> <ol style="list-style-type: none"> 1. Collaborate with friends in forming a group of 5-6. 2. Receive role sheets from the teacher and orally explain the responsibilities of their roles. 3. Try to understand the plot, themes, characters, settings, the major scenes, and the environmental issues in the films. 4. Watch the first half of the film The Lorax (50 minutes). 5. Take notes on their role sheets while watching. 	

Learning concept	Objectives	Teacher's roles	Students' roles	Evaluation
		<p>their discussions.</p> <p>7. Present the first half of the film The Lorax (50 minutes).</p> <p>8. Ask students to briefly talk about the plot, theme, characters, scenes, actions, and settings in the film (10 minutes).</p> <p>9. Ask students to briefly talk about environmental actions that social studies teachers and social workers can take to support educational systems and communities (10 minutes).</p> <p>10. Present two scenes of the film again. These scenes tackle the environmental issues which the students can mention in their discussions. These two scenes can be chosen either by students or by the teacher. That means that the teacher should have key and engaging scenes from the film in mind, which can be particularly helpful when students are not able to recall specific scenes or have too many scenes to rewatch (10 minutes).</p>	<p>6. After the first watching, talk about the plot, theme, characters, scenes, actions, and settings in the film (10 minutes).</p> <p>7. Talk about environmental actions that social studies teachers and social workers can take to support educational systems and communities (10 minutes).</p> <p>8. Select two scenes to watch again. These scenes tackle the environmental issues which the students can mention in their discussions (10 minutes).</p>	

Learning concept	Objectives	Teacher's roles	Students' roles	Evaluation
		<p>Post-viewing (60 minutes)</p> <ol style="list-style-type: none"> 1. Ask students to finish taking notes on their role sheets. 3. Ask students to share their opinions and feelings about the films based on their roles. 4. Remind students that they can use the presented vocabulary. However, students are instructed that if they think the vocabulary is not suitable in their speaking practices, they can perform the discussions without using those terms. 5. Tell students that they should not depend only on the role sheets when conducting discussions because this would limit their ideas. 6. Tell students they should feel free to share their opinions in their discussions. This is to ensure that students are comfortable with the activities. 7. Walk around the room to observe if students are struggling with their discussions. 8. Ask each group to share some interesting points 	<p>Post-viewing (60 minutes)</p> <ol style="list-style-type: none"> 1. Finish taking notes on role sheets. 2. Share opinions and feelings about the films based on students' roles. 3. Feel free to share opinions in the discussions. 4. Share some interesting points students found after watching and discussing the film with the entire class. <p>This includes actions that social studies teachers and social workers can take to support educational systems and communities in Thailand.</p> <ol style="list-style-type: none"> 5. State vocabulary and 	

Learning concept	Objectives	Teacher's roles	Students' roles	Evaluation
		<p>they found after watching and discussing the film with the entire class. This includes actions that social studies teachers and social workers can take to support educational systems and communities in Thailand.</p> <p>9. Conclude and clarify students' discussions.</p> <p>10. Ask students to state vocabulary and language expressions they have learned.</p> <p>11. Ask students to guess what will happen in the rest of the film.</p> <p>12. Ask students to explain each role's responsibilities again.</p> <p>13. Complement students for all the activities they have completed.</p>	<p>language expressions they have learned.</p> <p>6. Explain each role's responsibilities again.</p> <p>7. Guess what will happen in the rest of the film.</p>	

Lesson Plan II: The Lorax (Part II)

Learning concept	Objectives	Teacher's roles	Students' roles	Evaluation
<p>Principles: The Lorax is an animated film portraying environmental issues. Students can discuss environmental issues in the film through film circles.</p> <p>Content: This lesson focuses on how to employ film circles with the first half of the film The Lorax in the classroom.</p> <p>Desired</p>	<p>1. Students should be able to complete the film trailer script correctly.</p> <p>2. Students should be able to tell the Thai definitions of words in the vocabulary part correctly.</p> <p>3. Students should be able to orally present their ideas related to environmental issues in the film appropriately.</p> <p>4. Students should be willing to participate in class activities.</p>	<p>Pre-viewing (30 minutes)</p> <ol style="list-style-type: none"> 1. Greet students. 2. Tell the objectives of the lesson. 3. Present the trailer of the film. It was once presented in the previous lesson. However, in this lesson, students are asked to do a cloze activity. <p>A script of the film trailer where several deleted words were replaced by blank lines will be delivered. Ask students to complete the script. Engaging in this activity can remind students about the first half of the film.</p> <ol style="list-style-type: none"> 4. Ask students to talk about the first half of the film. 5. Highlight the story's interesting points to provide students with the theme and plot of the story as well as the director of the film. 6. Present pictures of deforestation in Thailand. Ask students what they call these pictures in Thai. Ask students to talk about their experiences related to 	<p>Pre-viewing (30 minutes)</p> <ol style="list-style-type: none"> 1. Complete the script of the film trailer. 2. Talk about the picture and relate it to students' own experiences. 3. Learn words in the film before watching it. 4. Tell the definitions of the presented words. 5. Learn expressions which are useful in their discussions. 	<p>Objective 1: Cloze activity (Answer key)</p> <p>Objective 2: Vocabulary exercise (Answer key)</p> <p>Objective 3: Speaking performance</p> <p>Objective 4: Observation</p>

Learning concept	Objectives	Teacher's roles	Students' roles	Evaluation
<p>Characteristics: ESP students can share their ideas related to environmental issues in the film through film circles.</p>		<p>these pictures.</p> <p>7. Present general vocabulary and <u>specific</u> vocabulary, including acquaintance, <u>destroy</u>, uncomfortable, unless, invention and insignificant.</p> <p>The technical terms exist in the Dictionary of Environment & Ecology.</p> <p>8. Ask students to tell the definitions of those terms.</p> <p>9. Present expressions related to giving opinions which are useful for the post-viewing.</p> <p>10. Deliver information regarding environmental concerns within the film.</p> <p>11. Deliver information regarding the importance of community-based forest management which students can use in their discussions.</p>	<p>Viewing (90 minutes)</p> <ol style="list-style-type: none"> 1. Collaborate with friends in forming a group of 5-6. 2. Receive role sheets from the teacher and orally 	

Learning concept	Objectives	Teacher's roles	Students' roles	Evaluation
		<p>of their roles.</p> <p>4. Tell students to try <u>not</u> to understand every detail in the film, instead, they are expected to understand the plot, themes, characters, settings, major scenes, and the environmental issues in the film.</p> <p>5. Ask students to take notes on their role sheets while watching.</p> <p>6. Remind students they should focus on environmental issues they can bring to present in their discussions.</p> <p>7. Present the second half of the film The Lorax (40 minutes).</p> <p>8. Ask students to briefly talk about the plot, theme, characters, scenes, actions, and settings in the film (10 minutes).</p> <p>9. Ask students to briefly talk about environmental actions that social studies teachers and social workers can take to support educational systems and communities (20 minutes).</p>	<p>explain the responsibilities of their roles.</p> <p>3. Try to understand the plot, themes, characters, settings, the major scenes, and the environmental issues in the films.</p> <p>4. Watch the second half of the film The Lorax (40 minutes).</p> <p>5. Take notes on their role sheets while watching.</p> <p>6. After the first watching, talk about the plot, theme, characters, scenes, actions, and settings in the film (10 minutes).</p> <p>7. Talk about environmental actions that</p>	

Learning concept	Objectives	Teacher's roles	Students' roles	Evaluation
		<p>10. Present two scenes of the film again. These scenes tackle the environmental issues which the students can mention in their discussions. These two scenes can be chosen either by students or by the teacher. That means that the teacher should have key and engaging scenes from the film in mind, which can be particularly helpful when students are not able to recall specific scenes or have too many scenes to rewatch (10 minutes).</p>	<p>social studies teachers and social workers can take to support educational systems and communities (20 minutes).</p> <p>8. Select two scenes to watch again. These scenes tackle the environmental issues which the students can mention in their discussions (10 minutes).</p>	
		<p>Post-viewing (60 minutes)</p> <ol style="list-style-type: none"> 1. Ask students to match pictures with the film characters. 2. Ask students to finish taking notes on their role sheets. 3. Ask students to share their opinions and feelings about the films based on their roles. 4. Remind students that they can use the presented 	<p>Post-viewing (60 minutes)</p> <ol style="list-style-type: none"> 1. Match pictures with the film characters. 2. Finish taking notes on role sheets. 3. Share opinions and feelings about the films based on students' roles. 	

Learning concept	Objectives	Teacher's roles	Students' roles	Evaluation
		<p>vocabulary. However, students are instructed that if they think the vocabulary is not suitable in their speaking practices, they can perform the discussions without using those terms.</p> <p>5. Tell students that they should not depend only on the role sheets when conducting discussions because this would limit their ideas.</p> <p>6. Tell students they should feel free to share their opinions in their discussions. This is to ensure that students are comfortable with the activities.</p> <p>7. Walk around the room to observe if students are struggling with their discussions.</p> <p>8. Ask each group to share some interesting points they found after watching and discussing the film with the entire class. This includes actions that social studies teachers and social workers can take to support educational systems and communities in Thailand.</p> <p>9. Conclude and clarify students' discussions.</p>	<p>4. Feel free to share opinions in the discussions.</p> <p>5. Share some interesting points students found after watching and discussing the film with the entire class.</p> <p>This includes actions that social studies teachers and social workers can take to support educational systems and communities in Thailand.</p> <p>6. State vocabulary and language expressions they have learned.</p>	

Learning concept	Objectives	Teacher's roles	Students' roles	Evaluation
		<p>10. Ask students to state vocabulary and language expressions they have learned.</p> <p>11. Complement students for all the activities they have completed.</p>		

Appendix B Speaking Test

Directions: Please answer the following question. You have approximately 10 minutes to answer the question.

1. Can you explain an environmental problem in your community and explain in more detail about its impact on people's lives?



Appendix C Speaking Rubrics

The B1 speaking assessment rubric used in this study was adapted from the qualitative features of spoken language by the Council of Europe (2020) and the B1 preliminary speaking assessment scales by Cambridge Assessment English (2019).

	Range	Accuracy	Fluency	Interaction	Coherence	Phonology
5	The student employs appropriate vocabulary and utilizes terms related to environmental issues effectively.	The student utilizes correct simple grammatical forms in their speech. They also attempt to use some complex grammar.	The student keeps speaking smoothly. The student generates prolonged sections of speech, although he/she experiences occasional hesitations.	The student initiates, maintains, and concludes uncomplicated conversations on familiar topics. He/she can repeat some of the examiner's remarks to ensure mutual understanding.	The student connects several shorter, simpler pieces into a cohesive sequence of points by using a variety of cohesive devices.	The student's pronunciation is clear and intelligible. His/her intonation is generally appropriate. The student places sentence and word stress accurately.
4	Performance shares features of Bands 3 and 5.					
3	The student employs appropriate vocabulary. Terms related to environmental issues are found. However, there is a noticeable repetition of words in his/her speech.	The student mostly employs accurate, basic grammatical structures in their speech. However, some grammatical mistakes are found.	The student provides responses that extend beyond short phrases, even though he/she hesitates at times.	The student maintains the interaction properly with little assistance.	The student connects a sequence of points by using basic cohesive devices.	The student's pronunciation is mostly clear and intelligible. He/she has some control over phonological aspects at both the word and utterance levels. When the student makes unclear pronunciations, he/she realized and makes an effort to pronounce words correctly.

	Range	Accuracy	Fluency	Interaction	Coherence	Phonology
2	Performance shares features of Bands 1 and 3.					
1	The student employs a limited range of vocabulary. The student shows the ability to utilize simple words. However, the student does not exhibit any terms related to environmental issues.	The student employs sufficient control of basic grammatical structures in their speech. However, some grammatical mistakes are found.	The student's responses employ short phrases, and he/she shows frequent hesitations.	The student manages to maintain basic conversations despite some difficulty. However, he/she needs the examiner's assistance.	The student employs only a few cohesive devices.	The student's pronunciation is generally clear enough for comprehension. However, there are some unclear pronunciations. The examiner needs to request repetition.
0	Performance below Band 1.					

Appendix D Environmental Awareness Assessment

The environmental awareness assessment is divided into four parts: 1) true or false questions related to environmental knowledge, 2) self-assessment of knowledge of the environment, 3) attitudes toward the environment and integrating environmental awareness in English classrooms, and 4) behaviours that affect the environment.

Part 1: True or false questions

Directions: Choose "a" if you think the statements are TRUE and "b" if you think they are FALSE.

Statements	True (a)	False (b)
Climate change		
1. Natural processes alone are responsible for climate change.		
2. Burning fossil fuels can increase greenhouse gases, ultimately causing climate change.		
3. Stabilizing the Earth's climate is achievable by decreasing the emissions of greenhouse gases.		
4. Nowadays, the primary cause of climate change is volcanic eruptions.		
Waste management		
5. Batteries and chemicals can be safely disposed of in any waste segregation bins.		
6. Electronic waste (e-waste) such as batteries and irons contains dangerous substances such as lead and mercury.		
7. Implementing the principles of the "3 Rs" (Reuse, Reduce, and Recycle) in communities can have significant environmental benefits.		
8. Landfills are the most environmentally responsible method for waste disposal compared with other methods.		

Statements	True (a)	False (b)
Natural disasters		
9. Aftershocks are smaller earthquakes that can follow a major earthquake.		
10. Tsunamis are typically the result of underwater earthquakes, and they are a type of natural disaster that has occurred in Thailand.		
11. Landslides are typically slow movements of rock and soil.		
12. Human activities cannot contribute to flooding.		
Natural resources including forests		
13. Forests have a significant role in addressing climate change through their capacity to absorb carbon dioxide.		
14. The implementation of community forests cannot be achieved in Thailand.		
15. Reforestation involves the restoration of previously deforested areas through tree planting.		
16. Appropriate agroforestry practices do not enhance the sustainability of communities.		

Part 2: Self-assessment of knowledge of the environment

Directions: Please read the following statements regarding students' self-assessment of knowledge of the environment. Then, indicate your level of agreement with each statement by marking √, where 5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, and 1 = strongly disagree.

Statements	5	4	3	2	1
17. How much do you know about climate change?					
18. How much do you know about waste management in Thailand?					
19. How much do you know about disasters in Thailand?					
20. How much do you know about deforestation problems in Thailand?					

Part 3: Attitudes toward the environment and integrating environmental awareness in English classrooms

Directions: Please read the following statements regarding students' attitudes toward the environment and integrating environmental awareness in English classrooms. Then, indicate your level of agreement with each statement by marking \surd , where 5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, and 1 = strongly disagree.

Statements	5	4	3	2	1
21. I think education is the best way to help change people's behaviours toward the environment.					
22. I think environmental awareness should be promoted in my institution.					
23. It is important to raise environmental awareness among Thai citizens.					
24. It is important to raise ESP students' environmental awareness.					
25. It is important to integrate environmental issues into ESP courses.					
26. It is important to promote environmental sustainability in communities.					
27. The importance of environmental sustainability in communities should be presented in English classrooms.					
28. It is important to pay attention to climate change.					
29. The importance of tackling climate change should be presented in English classrooms.					
30. It is important to promote the use of eco-friendly technology such as solar panels and plant-based packaging materials.					
31. The importance of eco-friendly technology should be presented in English classrooms.					
32. It is important to conserve natural resources because they are limited.					

Statements	5	4	3	2	1
33. The importance of conserving natural resources should be presented in English classrooms.					
34. It is important to reduce harmful emissions to the air, land and water.					
35. The importance of reducing harmful emissions to the air, land, and water should be presented in English classrooms.					
36. It is important to manage waste properly.					
37. The importance of waste management should be presented in English classrooms.					
38. It is important to prevent forest fires and deforestation.					
39. The importance of forests should be presented in English classrooms.					

Part 4: Behaviours that affect the environment

Directions: Please read the following statements regarding students' behaviours that affect the environment. Then, indicate your level of agreement with each statement by marking √, where 5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, and 1 = strongly disagree.

Statements	5	4	3	2	1
40. I always use solar panels to generate clean energy at home.					
41. I always use public transportation to lower carbon emissions generated by personal vehicles.					
42. I always segregate waste before disposing of it.					
43. I always minimize energy consumption by switching off lights when they are not needed.					
44. I always refuse to take a plastic bag when buying a few items at a convenience store.					
45. I support political leaders who hold positive perspectives toward environmental sustainability.					
46. I prefer to work with an organization that cares about the environment.					
47. I support goods and services from enterprises that take care of environmental issues in their business operation.					
48. I support public and private organizations that have environmental strategies allied with organization goals.					
49. I support reforestation programmes that focus on planting native tree species in deforested areas.					

Appendix E Attitude Questionnaire

Directions: Please read the following statements regarding students' attitudes toward using film circles to improve English speaking skills and environmental awareness. The questionnaire is divided into three parts: 1) attitudes toward the films used in the classroom to enhance English speaking skills and environmental awareness, 2) attitudes toward the assigned roles in the film circles, and 3) attitudes toward the benefits of using film circles in the classroom. Then, indicate your level of agreement with each statement by marking √, where 5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, and 1 = strongly disagree.

Part 1: Attitudes toward the films used in the classroom to enhance English Speaking skills and environmental awareness

Statements	5	4	3	2	1
Film 1: The Lorax					
1. I think the characters in The Lorax were interesting.					
2. I think the setting (time and place) of The Lorax was interesting.					
3. I think the plot of The Lorax was interesting.					
4. I think the theme of The Lorax was interesting.					
5. I think the genres (animation, adventure and comedy) of The Lorax were interesting.					
6. I think The Lorax was appropriate to my English language proficiency level.					
7. I think The Lorax helped me improve my speaking skills.					
8. I think The Lorax provided content related to environmental issues that I could discuss with my friends in film circles.					
9. I think discussing The Lorax helped me raise my environmental awareness.					

Statements	5	4	3	2	1
Film 2: WALL-E					
10. I think the characters in WALL-E were interesting.					
11. I think the setting (time and place) of WALL-E was interesting.					
12. I think the plot of WALL-E was interesting.					
13. I think the theme of WALL-E was interesting.					
14. I think the genres (animation, adventure, and family) of WALL-E were interesting.					
15. I think WALL-E was appropriate to my English language proficiency level.					
16. I think WALL-E helped me improve my speaking skills.					
17. I think WALL-E provided content related to environmental issues that I could discuss with my friends in film circles.					
18. I think discussing WALL-E helped me raise my environmental awareness.					
Film 3: The Day After Tomorrow					
19. I think the characters in The Day After Tomorrow were interesting.					
20. I think the setting (time and place) of The Day After Tomorrow was interesting.					
21. I think the plot of The Day After Tomorrow was interesting.					
22. I think the theme of The Day After Tomorrow was interesting.					
23. I think the genres (action, adventure, and sci-fi) of The Day After Tomorrow were interesting.					
24. I think The Day After Tomorrow was appropriate to my English language proficiency level.					

Statements	5	4	3	2	1
25. I think The Day After Tomorrow helped me improve my speaking skills.					
26. I think The Day After Tomorrow provided content related to environmental issues that I could discuss with my friends in film circles.					
27. I think discussing The Day After Tomorrow helped me raise my environmental awareness.					
Film 4: 2012					
28. I think the characters in 2012 were interesting.					
29. I think the setting (time and place) of 2012 was interesting.					
30. I think the plot of 2012 was interesting.					
31. I think the theme of 2012 was interesting.					
32. I think the genres (action, adventure, and sci-fi) of 2012 were interesting.					
33. I think 2012 was appropriate to my English language proficiency level.					
34. I think 2012 helped me improve my speaking skills.					
35. I think 2012 provided content related to environmental issues that I could discuss with my friends in film circles.					
36. I think discussing 2012 helped me raise my environmental awareness.					

Part 2: Attitudes toward the assigned film circle roles in the classroom

Statements	5	4	3	2	1
1. I think that being a questioner helped me improve my English speaking skills.					
2. I think that being a questioner helped me raise my environmental awareness.					
3. I think that being a summarizer helped me improve my English speaking skills.					
4. I think that being a summarizer helped me raise my environmental awareness.					
5. I think that being a word wizard helped me improve my English speaking skills.					
6. I think that being a word wizard helped me raise my environmental awareness.					
7. I think that being a connector helped me improve my English speaking skills.					
8. I think that being a connector helped me raise my environmental awareness.					
9. I think that being a film master (who brought interesting parts or quotations from the story to discuss with peers) helped me improve my English speaking skills.					
10. I think that being a film master (who brought interesting parts or quotations from the story to discuss with peers) helped me raise my environmental awareness.					
11. I think that being an illustrator helped me improve my English speaking skills.					
12. I think that being an illustrator helped me raise my environmental awareness.					

Part 3: Attitudes toward the benefits of using film circles in the classroom

Statements	5	4	3	2	1
1. I think film circles allowed me to practice speaking English in a real situation.					
2. I think film circles helped me practice English speaking skills in a relaxing environment.					
3. I think film circles helped me gain more confidence in speaking English.					
4. I think film circles helped me practice using a variety of English vocabulary.					
5. I think film circles helped me practice my grammar usage.					
6. I think film circles helped me practice my pronunciation.					
7. I think film circles helped me practice my speaking fluency.					
8. I think film circles helped me practice coherence in communication.					
9. I think film circles were easy to follow.					
10. I think film circles helped me improve my environmental knowledge.					
11. I think film circles helped me gain more positive attitudes toward protecting the environment.					
12. I think film circles helped me have more environmentally responsible behaviours, which possibly helped protect the environment and conserve natural resources.					
13. I think film circles helped me raise my overall environmental awareness as the activities allowed me to discuss environmental issues with my friends.					

Appendix F Semi-structured Interview Questions

Directions: Please answer the following questions.

(The interviews were conducted in Thai.)

1. Do you think that employing the film circles can improve your English speaking skills? If yes, how? If not, why not?
2. Do you think that employing the film circles can raise your environmental awareness? If yes, how? If not, why not?
3. Did you enjoy discussing environmental issues with your friends in the film circles? Why?



QUESTIONER

Ask questions that you have about this part of the film. You can ask the group members one by one to make sure every member participates in the discussion. Ask the group members to present and discuss their ideas based on the role sheets. Be reminded that environmental issues should be highlighted.

Ask questions that you have about this part of the film. You can ask the group members one by one to make sure every member participates in the discussion. Ask the group members to present and discuss their ideas based on the role sheets. Be reminded that environmental issues should be highlighted.

ILLUSTRATOR

Draw a picture related to environmental issues in the film. You can illustrate an image depicting an event or scene from the film, a picture of something that the story reminded you of, or a picture of your ideas or feelings. Then, describe the picture.



BIOGRAPHY

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