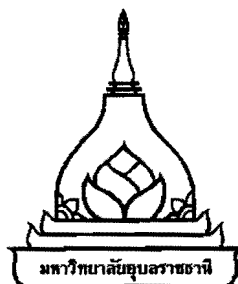


**RECOGNIZING MORALS IN MOVIES: A CASE STUDY OF
LIBERAL ARTS STUDENTS AT UBON RATCHATHANI
UNIVERSITY**

SUWIT TIKHAM

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF ARTS
MAJOR IN ENGLISH AND COMMUNICATION
FACULTY OF LIBERAL ARTS
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THESIS APPROVAL
UBON RATCHATHANI UNIVERSITY
MASTER OF ARTS
MAJOR IN ENGLISH AND COMMUNICATION
FACULTY OF LIBERAL ARTS

TITLE RECOGNIZING MORALS IN MOVIES: A CASE STUDY OF
LIBERAL ARTS STUDENTS AT UBON RATCHATHANI UNIVERSITY

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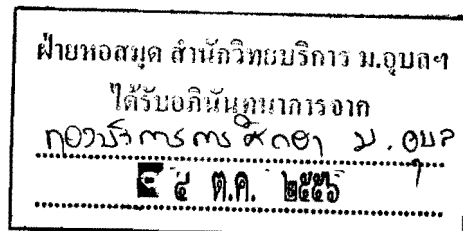
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การศึกษานี้มีวัตถุประสงค์เพื่อศึกษาคุณธรรมจริยธรรมที่นักศึกษาได้รับจากการชมภาพยนตร์และคุณธรรมข้อที่สำคัญที่สุดในมุมมองของนักศึกษา โดยกลุ่มประชากรคือ นักศึกษาชั้นปีที่ 1 คณะศิลปศาสตร์ มหาวิทยาลัยอุบลราชธานี จำนวน 20 คน จากภาพยนตร์ 4 เรื่อง คือ สิ่งเล็กๆ ที่เรียกว่ารัก ชัคชิต ห่วยขั้นเทพ ดำนันทสมเด็จพระนเรศวร 3 ยุทธนาวิ และก้านกล้วย ภาค 1 ผู้วิจัยใช้แบบทดสอบในการเก็บข้อมูลและประเมินผลโดยเปรียบเทียบจากค่าเฉลี่ยและค่าร้อยละที่กลุ่มประชากรทำได้ในแบบทดสอบตอนที่ 1 และ 2 ซึ่งเป็นคำถามมีตัวเลือก และวิเคราะห์การเขียนความเรียงเชิงอธิบายในการตอบคำถามปลายเปิดของตอนที่ 3 ในแบบทดสอบ ผู้วิจัยต้องการทดสอบการรับรู้คุณธรรม 14 ด้าน คือ ความขยันหมั่นเพียร ความซื่อสัตย์ ความมีวินัย ความสุภาพอ่อนน้อม ความสามัคคี ความมีน้ำใจ ความเสียสละ ความอดทนอดกลั้น ความยุติธรรม ความรับผิดชอบ ความกตัญญู ความเมตตากรุณา ความกล้าหาญ และความมีสำนึก

ผลของการศึกษาพบว่า หลังจากการชมภาพยนตร์ นักศึกษาสามารถตอบคำถามที่แสดงถึงพื้นฐานความรู้และบอกชื่อศีลธรรมหลายข้อ โดยสรุปมีหัวข้อคุณธรรมทั้งหมด 11 ด้าน คือ ความสามัคคี ความกตัญญู ความขยันหมั่นเพียร ความมีน้ำใจ ความกล้าหาญ ความเสียสละ ความเมตตา กรุณา ความรับผิดชอบ ความอดทนอดกลั้น ความเชื่อและความรัก โดยที่ความสามัคคีเป็นคุณธรรมข้อที่สำคัญที่สุดในมุมมองของนักศึกษา ส่วนความเชื่อและความรักเป็นคุณธรรมที่นักศึกษากล่าวเพิ่มเติมขึ้นมาในส่วนการตอบคำถามแบบเปิด คำตอบข้อนี้แสดงให้เห็นว่านักศึกษาผู้ตอบไม่เข้าใจรักในเมตตากรุณาที่เป็นคุณธรรม เนื่องจากผู้ตอบแสดงถึงความรักคู่สาวมากกว่าจะเป็นความรักเมตตา นอกจากนี้คำตอบของนักศึกษาชี้ให้เห็นว่าการสอนศีลธรรมยังเป็นสิ่งจำเป็น โดยสรุป ผู้วิจัย

เชื่อว่าการสอนในระดับอุดมศึกษาควรมีการสอดแทรกคุณธรรมจริยธรรมเพื่อเป็นการสนับสนุน
การศึกษาเรื่องคุณธรรม

ABSTRACT

TITLE : RECOGNIZING MORALS IN MOVIES: A CASE STUDY OF
LIBERAL ARTS STUDENTS AT UBON RATCHATHANI
UNIVERSITY

BY : SUWIT TIKHAM

DEGREE : MASTER OF ARTS

MAJOR : ENGLISH AND COMMUNICATION

CHAIR : PREEYAPORN CHAROENBUTRA, Ph.D.

KEYWORDS : MOVIE / RECOGNITION / MORALS

The purposes of the study were to study the moral issues that students recognized from the movies and the most important moral in their views. The subjects were 20 Liberal Arts students at Ubon Ratchathani University who were asked to watch the four selected movies; *A Little Thing Called Love (Sing Lek Lek Tee Reak Wa Ruk)*, *Suck Seed*, *The Legend of King Naresuan 3 Yuddhanawi* and *Kankluay 1*. The researcher collected data by giving the subjects a moral recognition test and analyzed the test results by comparing the mean scores and percentages the subjects did on part 1 and part 2 which were multiple-choice questions, and by analyzing their descriptive essays responding to the open-ended question in part 3 of the test. The researcher aimed to test the subjects' recognition of fourteen important morals: diligence, honesty, discipline, politeness, unity, hospitality, devotion, tolerance, justice, responsibility, gratefulness, kindness, bravery and trustworthiness.

The study found that students recognized eleven morals in unity, gratefulness, diligent, hospitality, bravery, devotion, kindness, responsibility, tolerance, belief and love. Among these morals, unity is the most recognized moral while belief and love were unexpected morals that student mentioned in the open-ended question. The answer indicated their misunderstanding of love in Buddhist sense since the answerer explained the meaning of love in terms of amorous love rather than moral love as described in Buddhist teaching of loving-kindness. In addition, this surprising answer supported the need of moral education. In conclusion, the researcher found

that morals should be integrated in teaching college students in order to help promote moral education.

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CHAPTER 1

INTRODUCTION

This chapter presents rationale, research questions, purpose of the study, significance of the study, scope of the study, hypothesis and definition of key terms.

1.1 Rationale

In building peacefulness in society, people need implementation of morals in their lives (Nampet, 2010). Phramaha Wichien Apipanyo (2004) states that in the era of information technology, the teenagers lack morals due to the misuse of technology. For example, teenagers lack morals because they spend too much time on using computer, and this affects their relationship with family and friends. Further, Tangkittipaporn & Butkinaree (1986) states that morals among adolescents in the Thai society have been decreased due to the influences of materialism they adopt from western cultures. Sureeratanan (2008) adverts that Thai juveniles in the present time are in the worrisome moral crisis. Being aware of the lack of moral reasoning among young Thais, educators have made an attempt to cultivate morals through their teaching (Teapa-amondej & Tapinta, 2009). Teaching morality is important and should be implemented in education especially for the young. These educators used moral teaching in their language classrooms in which students learned morals and ethics through learning literature (Ibid). The reason that teaching moral should be placed in the classroom is from the moral crisis in Thailand such as honesty, discipline and gratefulness of Thai students. For example, one problem that happens with Thai students is that the rate of truancy becomes higher because they thought that it normally happens in their daily life and they are accepted by a group of friends (Adiwattanasit, 2010). Further, to increase morals among the young Thai teenager, moral should be taught in classes which can help students to be thoughtful and becomes more positive thinkers (Sookkhum & Surinya, 2011).

The English and Communication Program at Ubon Ratchani University provides an opportunity for learners to become interested in morals in many subjects such as Intercultural Communication, Perspectives on Communication and English in Contemporary Social Issues. These three subjects encourage students to discuss and show their own moral judgments. For example, in Intercultural Communication class, students studied “Thinking, Perception and Culture,” which is based on cultural issues and world view on religions. In class, students could judge moral lessons from many situations.

Besides using teaching morals in language classrooms, Thai educators design materials to teach morals in a language classroom and seek ways to embed morals in all subjects at every educational level. For example, Chai-amporn (2007) reveals that the solution to promote morals among adolescents is teaching morals because it is a sustainable development. Moreover, Achava-Amrung (2002) supports that giving wisdom by teaching them to learn morals and ethics is the most important investment in the higher education. The reason that moral has been chosen as a medium for teaching students is that it can help them become a decent person in both of thinking and wisdom (Noibuathip, Chaijaratkul & Khampakdee, 2011). Therefore, teaching morals should be intervened during class teaching.

Teaching moral has become a duty of many teachers. Normally, students and young people learn morals from their families and educational institutions. But nowadays, educational institutions become the center of moral teaching because of the lack of moral teaching at home. This is so because many parents think it is the main responsibility of educators to teach their kids (Lualamai, 2010). So, teachers should promote the lessons of ethics during a teaching process (Panti, 2007). If teachers integrate morals in their classes, learners will learn what “good” is and what “bad” is from their success or failure in their experiences (Lukens, 1999). In addition to this, Blake, Bird & Gerlack (2007) demonstrate that promoting moral learning in a classroom can be done from the educators to teach the student through curriculum. In fact, cultivating morals in education is a duty of educators, and this will become a heritage of goodness for Thai Society (Petcharakarn & Rattanakiranawon, 2007; Wiratchai, Meksrithongkham & Karat, 2008).

It has been accepted that morals become an integral part in the classroom where students can utilize and apply them in their daily lives (Vartiainen & Siponen, 2010). In addition to this, Gaudart (1991) describes that the processes of critical thinking among university students gradually increase from the teachers' integration in teaching morals. Teachers can integrate morals in classroom teaching and help students learn to probe philosophical issues (Guerin, Labor, Morgan, Reesman & Willingham, 2005). In education, teaching morals enhance learners to think in "good moral" and "knowledge", which are almost indivisible in all subjects (Jordan, 2008). Therefore, teachers can be a key to promote students' moral learning. After encouraging the students to develop moral judgment and can apply moral lessons to their daily life (Chanvaivit, 2007; Nunark, 2007).

There are several tools that are used as a medium for teaching morals in a classroom such as printed texts and media (Sadane et al, 2005). Nowadays, teaching in class requires using both texts and technology (DeVoss & Webb, 2008; Gruba, 2006). For example, printed texts are from books or newspapers, and media includes radio and television. Teaching morals can be integrated in many subjects such as literature, music and social sciences. Kaowiwattanakul (2000) used novels and short stories to promote morals' learning for students. Moreover, Kremers (1989) use magazines and technical journals, and clips from television programs to integrate ethics in the main texts. These educators use problem solving activities based on ethical issues which allow students to discuss moral topics in the classes.

To promote moral lessons that are connected to student's lives and experiences, teachers continue to develop teaching tools and moral teaching methods in their classrooms. One way that can promote moral teaching in class is to use movies because they help students learn more effectively (Sekiguchi, Gruba & Al-Asmari, 2006 ; Stockwell, 2007). Berk (2009) states "movies can grab students' attention, help them to focus on story, improve their attitudes toward learning, increase their understanding, foster their creativity, stimulate individual ideas, promote morals and ethics, inspire and motivate students and create memorable visual images" (p.2). As we approach the new era of technology and communication, using movies in class has been used for developing the learners' learning such as in the language classroom (Ber & Alroy, 2002). Consequently, Metzger (2006) states "the power of movie is

enormous and powerful in the hands of teacher in helping students to visualize of its presentation”.

Due to the several benefits of using movies in classrooms, many educational institutions have used them in teaching morals inserted in some scenes. For example, Champoux (2006) selected scenes from the movies; *Old Men*, *Shark Tale*, *Scent of a Woman*, and *The Emperor's Club* for students to watch, and then he gave the students ethical exercise such as an open-ended questions and class discussion in order to prove that they could be able to learn ethics from the two movies.

In Thailand, especially at a college level, there are many materials and activities used to promote a moral development among students. However, no research study has been done solely to employ movies as an ethical intervention in classroom teaching.

At Ubon Ratchathni University, there is no research about using movies to teach morals in class, and some students are not aware of the importance of having responsibility and discipline. For example, they are often late for the class and did not do homework. It is because they are not responsible for their duties and other disciplines. To be successful in educating morals, Thai students are expected to behave well according to “moral-based knowledge”, under the campaign of the Office of the Education Council (Office of the Educational Council, 2008) in 14 morals; *diligence, honesty, discipline, politeness, unity, hospitality, devotion, tolerance, justice, responsibility, gratefulness, kindness, bravery and trustworthiness*. For this reason, the researcher believes that teaching morals through movies is important for college students in order to help them achieve morals in daily life. This study will focus on the four movies; *A Little Thing Called Love (Sing Lek Lek Tee Reak Wa Ruk)*, *Suck Seed*, *The Legend of King Naresuan 3 Yuddhanawi* and *Kankluay 1*. The four movies consist of characters and issues that will encourage students to learn morals and ethics. Since the movies are related to the students' interests and preferences, they were preselected for the study. The researcher aimed to study moral recognizing of Ubon Ratchathani University students after they watched the movies. This study showed moral recognition the students recognized from watching movies.

1.2 Research questions

The research questions of this study are:

1.2.1 What moral issues did students recognize from watching the selected movies?

1.2.2 In their opinion, which morals from the movies were the most important?

1.3 Purpose of the study

The purpose of the study is to investigate how students perceive morals from the movies.

1.4 Significance of the study

The results of the study will contribute to moral learning of students and might further develop moral teaching in the classrooms.

1.5 Scope of the study

This research explored the morals and ethics from only the four Thai selected movies; *A Little Thing Called Love (Sing Lek Lek Tee Reak Wa Ruk)*, *Suck Seed*, *The Legend of King Naresun 3 Yuddhanawi*, and *Kankluay 1*.

1.6 Hypothesis

Using movies in teaching moral helps students to achieve in learning morals.

1.7 Definitions of key terms

Terms that need to be defined are as follows:

Recognizing morals is concerned with the moral and ethic achievement of what students learn from watching movies, following one of the three domains of learning stated in Thailand Qualifications Framework for Higher Education.

In addition, the learners have consciousness and responsibility toward themselves, family, profession and society which they behave morally to others and it will bring them to live happily in society.

Moral issues used in this study based on the Thailand Qualifications Framework for Higher Education which consists of 14 morals; *diligence, honesty, discipline, politeness, unity, hospitality, devotion, tolerance, justice, responsibility, gratefulness, kindness, bravery and trustworthiness.*

CHAPTER 2

LITERATURE REVIEW

The learning of morals and ethics has become more important in Thai education from a pre-university to a university levels. To cultivate morals and ethics, moral education can be taught by teachers or parents. In education, teaching moral has been used in many classroom practices, curriculums, projects and research studies. Since this research study aimed to find out what morals university students could learn from watching movies, the research study includes related works in this chapter as background for the study which mainly are definitions of morals and ethics, the morals used in the research, moral taught in schools in Thailand, using movies in education, morals and ethics in movies and other related studies.

2.1 Morals and Ethics

2.1.1 Definition of Morals and Ethics

Various definitions of morals and ethics have been given. The following entries are among definitions of morals.

The Oxford Advanced Learner's Dictionary, A.D. defines the meaning of ethics as “moral principles that control or influence a person's behavior”, while morality means “standards or principles of good behavior”, (Oxford Advanced Learner's Dictionary, 2000: 861). Morals and ethics relate to the principle of moral rules of behavior that come from philosophy and will influence or control people in a group or society. The principles are basically concerned with rightness and wrongness or good and bad behaviors or actions.

Furthermore, Pojman (2006), states that ethics is the elementary practice of thought or act in human beings due to the nature of all humans and the different minds.

Sophonphaikai (2009), states that morality and ethics are quite similar in meanings. Morality is related to the goodness of mind and act which people should

decide whether their behaviors or acting are right or wrong. Ethics is human's behavior practice rules that are from nature and daily life which can be justified as doing right or wrong.

In summary, morals and ethics refer to the fundamental practice, accepted in a society in which lessons of goodness, badness, rightness and wrongness are implemented.

2.1.2 The Morals Used in the Research

Morals used in the research were chosen due to the project of the ministry of education that aims to apply all these morals in education which can help promote students in being good people in society. The morals of *diligence, honesty, discipline, politeness, unity* and *hospitality* were selected from the Eight Basic Virtue due to the project of the Ministry of Education (Panrin, 2007). Furthermore, the morals in *devotion, bravery, trustworthiness, tolerance, justice, responsibility, gratefulness and kindness* were selected from the Ethical Conduct (Ministry of Education, 2005). Totally, the morals used in this study consists of 14 morals; *diligence, honesty, discipline, politeness, unity, hospitality, devotion, tolerance, justice, responsibility, gratefulness, kindness, bravery* and *trustworthiness*.

The chosen morals above aims Thai students to be well qualified people in a society. The meanings of 14 morals were classified due to Oxford Advanced Learner's Dictionary A.D. (2000) as follows;

(1) Diligence means "careful and thorough work or effort" (p. 369). Therefore, diligent refers to having or showing care and consciousness in working and other responsibility due to one's work.

(2) Honesty means "the quality of being honest" (p. 652). Honesty refers to the action that one shows usual honesty towards other.

(3) Discipline means "the practice of training people to obey rules and orders and punishing them if they do not, or the controlled behavior or situation that results from the training" (p.375). It refers to training act in accordance with rules.

(4) Politeness means "showing good manners and respect for the feeling of other" (p. 1017). Politeness refers to the action that shows the good manner or behavior to others without offending.

(5) Unity means “the state of being in agreement and working together” (p. 1477). So, it relates to the agreement between people in groups when they work or even joy as a whole.

(6) Hospitality means “friendly and generous behavior toward guests” (p. 657). Hospitality is an action that shows an act of friendly and generous reception and treatment of guests, strangers and friends which welcome them to know.

(7) Devotion mean “great love, care and support or subject or something” (p. 363) and “the action of spending a lot of time or energy on something” (p.364).

(8) Tolerance means “the willingness to accept or tolerate subject or something, especially opinions or behavior that you may not agree with, or people who are not like you” (p. 1423). Tolerance also relates to the capacity to endure and tolerate something without adverse.

(9) Justice means “the fair treatment of people or the quality of being fair or reasonable” (p. 734). It refers to being just, righteousness, equitableness or moral rightness.

(10) Responsibility means “having the job or duty of doing something or taking care of subject or something” (p. 1134). It is the state or fact of having a duty to deal with something.

(11) Gratefulness means “to do something that feeling or showing thanks because subject has done something kind for you or has done as you asked, (p.588). It is about warm feeling of thankfulness and gratitude.

(12) Kindness means “the quality of being kind or to treat subject with kindness and consideration” (p. 740). Kindness shows the action that being kind to other such as being helpful and being friendly.

(13) Bravery means courageous behavior or characters that show willing to do things which are difficult, dangerous or painful without fear (p. 149). It shows the action that does not afraid with any events or actions in the situation of danger and painful.

(14) Trustworthiness means the trait of deserving trust and confidence that you can rely on to be good, honest and sincere (p.1450). It is about the trust without lying.

(15) To use the chosen morals above is believed to promote morals and ethics among Thai students to be good people in their society.

2.2 Morals Taught in Schools in Thailand

To provide high-quality lifelong learning to all Thai people, it is believed that teaching morals is essential to developing students' morality (Office of the Education Council, 2009). Many researchers claimed that teaching in the students can develop the righteousness among students' behavior. In addition, integrated moral teaching get more effectiveness than teaching morals directly because students might get boredom from morals teaching, but if a teacher teaches ethics through other materials, it will attract students' interesting (Koenkaew, 2001).

Firstly, Phanplee, Jindasamut, & Sriporm (2009) did the research in moral teaching among students at Saint Joseph Si Songkhram School under the office of Nakhon Phanom Educational Service Area 2 from 120 participants; 60 students and 60 parents by using a set rating scale questionnaire, a form of behavior observation and a form of structured interview. These researchers found that the students lacked discipline and responsibility, for example, they usually talked and made a loud noise during teachers' teaching. In developing morals and ethics, the morals of discipline, punctuality, honesty, gratefulness, responsibility, respectfulness, consciousness and perseverance have been increased among the students. Furthermore, the parents' perspective is that they wanted their children to learn morals in honesty, discipline and gratefulness. Secondly, Milinthawisamai (2008) studied the outcomes and models of morality and ethics-integrated teaching at Khonkaen University by using 5 models; media-based, practice-based, teaching material-based, project assignment-based and scenario analysis-based model. The researchers stated that integrating morals in any subject has been promoted by 192 lecturers in 47 lectures and 32 laboratories within 5,629 students. In teaching process, students learned morals in affection, compassion, punctuality, consciousness, critical thinking, honesty and perseverance. Thirdly, Linnenberg (2007) reveals learning morals from the intervention in moral education will help students to know how to conduct the morally appropriate behaviors and actions with other people. Fourthly, the study of the effect of training of cognitive

ability and moral reasoning on attitude towards moral behavior of student at Rajabhat Institute Ubon Ratchani from 281 samples showed that advantages of training morality toward students is that students' morality development was higher immediately after the teaching (Boon-aree, 2003). In addition, Takaew (2008) explores the development of characteristics of students according to the framework as described by Ministry of Education. The researcher studied the development of characteristics of students of Thatum Industrial and Community College. The results show that students' moral learning increased. The pre-development evaluation of learning morals among students was moderate, and the post development evaluation was higher. Due to the mentioned studies, it shows that teaching morals in school until university can promote students' moral learning.

To sum up, the integrating morals in classrooms can promote morals' learning.

2.3 Using Movies in Education

In an era of sciences and technology, using media in teaching is not new and it has become more potential and influential in teaching because of its advantages (Chachumwong, 2001; Puttnam, 2002). Watching movies in a classroom, students are able to understand the information clearly because of images (Terantino, 2010). Teachers can use movies in teaching because it helps students learn from situations as they understand the contents through perceiving visual and audio elements (Saeng-arunchalaemsuk, 2008). Gruba (2007) ; Mackey (2010) ; Suthapan (2008) mentioned that using movies in class is a tool to educate people as well as help them to understand their learning more effectively. For example, the learners can learn a solution to problems which they can apply for their real life from movies. In addition, Rinngaow (2002) demonstrates that learning through movie or films can also motivate the students in learning.

Moreover, teaching through movie enhances the students' ability in problem solving. For example, movies present ethical dilemmas in a contemporary social issue (Jorge & Farina, 2009). The advantage of using film in education is that it increases students' participation in ethical reflection. After teaching, students can tell about

their ethical conclusion from stories, characters and situations (Marshall, 2003). Consequently, using film is affected to a class discussion, in which each student can share their own attitudes and opinions about the problems and find the best way to solve the problems that relates to morals (Jittrong, 2005). In addition to this, Saensang (2004) stated that movies enhanced students in learning morals from access morals such as learning moral through watching cartoon movies.

Thus, using movies in education can help promote students' comprehension and get more effectively in learning (Madsen, 2010 ; Takashi, 1993). Especially, students are motivated to analyze situations in the movies and relate them to their real life experiences (Harvey, 2004).

2.4 Morals and Ethics in Movies

Movies become popular among teenagers because it provides students with the motion picture that they can watch. Among new technology such as songs and movies, movie is more popular than songs because listening to the songs, students got only hearing, but watching movie, they got picture clearly and understand easier (Khantharuji, 2007).

Using movies can encourage morals lessons both in and outside the classroom. Movies reveal interesting ethical dimensions related to morals and ethics, which reminds us to examine our own morals (Ethics in Films, n.d.). Morality and ethics in movie are useful resources for promoting moral reasoning in fundamental issues about human nature and society (Resnick, 2008). Further, Mah, Lockyer, Delver & Atkinson (2007) claim that ethical issues in the movies are from human's real life. Therefore, the audiences easily recognize them from different scenes in the movies.

Hibbs (2005) also agrees that the audiences can learn moral lessons from movies which allows the audiences to see and learn such as philosophical speculation, and human quest which mostly happens among the characters. Moreover, the usefulness of films is that it can intervene moral and values which can be applied as a tool for a moral instruction for adolescents especially in moral education (Wonderly, 2009). It has been accepted that there are many mass media like television programs

and movies that teenagers spend most of time as their own interested which among all of them watching movies become the most popular interest among them (Panrin, 2007). Watching movies are not bringing only entertainment to the audiences, but it also provides the moral issues and moral lessons.

As movies contain moral issues that are connected to people's experiences, they can be a good tool to teach morals.

2.5 Related Studies

There are many studies concerning teaching and learning morals in classrooms. Most of them look at morals and ethics that learners gain from their teaching.

Adler & Foster (1997) used a literature-based approach to teaching values to adolescents. The research focuses on one specific value in caring for others from the comparative attitude from 26 male and 31 female students in seventh-grade that conducted in an industrial New England community. For this study, the subjects were divided into two groups; control group and experimental group. Students in the experimental group were assigned to read and discuss three book, and in each book, the characters in the stories are related to the themes of caring for others. In contrast, students in the control group worked with other teachers in reading school books. Then, students of both groups were assigned to write essays as their school assignment for two weeks before and after the class based on the three essay questions that used to measure caring attitude in analyzing of the allowance essay, friend essay and grandmother essay. The results of this study analyzed from students' essays and found that female students' responses to the essay question is more supportive of caring in the two essay while male student were supportive in caring to other essay. After the research was done, 81% of female students and 62% of boys gave the most caring response in allowance essay, 55% of girls and 70% of boys gave the most caring response in grandmother essay and 72% of girls and 61% of boys gave the most caring response in friend essay.

Moreover, Johannessen (2001) studied enhancing students' response to literature through character analysis from a reading of *A Question of Blood* by Ernest

Haycox. The researcher gave the students a list of values in *achievement, beauty, companionship, creativity, health, honesty, independence, justice, knowledge, love, loyalty, morality, physical appearance, pleasure, power, recognition, religious faith, self-respect, skill, social acceptance, tolerance, tradition* and *wealth*. After giving the list of twenty-three values and its definitions, the researcher asked them to rank their own top ten values. After a class discussion, students rank their own top four important values. Then, the researcher compiled a list of five most important values, and discussed with students why they chose the values and how these values affected or influenced their daily lives. Then, students were asked to design their own top four values, and they had to describe about its importance and benefit of twenty values in the list. In analyzing the main character, after reading the story, students listed the most and least values of characters on the values profile activity sheet without definition. After their own ranking, the researcher divided students into groups of three and four and they discussed and the character's values at the beginning and at the end of the story. After the research was done, it was found that students were able to interpret and support evidence to a literature. They also address arguments that could be raised in opposition to their own.

Lastly, Champoux (2006) studied the learning of ethics from films in ethical dilemmas to teach the thinking about ethics. The steps of doing this research were 3 steps; the researcher asked students to complete the test before watching movies, presented the selected scenes of the movies to students and asked students to complete the same test. The subjects watched the selected scenes from the movies of *Grumpier Old Men, Shark Tale, Scent of a Woman* and *the Emperor's Club*. The researcher found that students learnt more ethics from film scenes that showed ethical dilemmas, moral issues and the role of ethical thinking in the development of one's moral being.

CHAPTER 3

METHODOLOGY

This chapter describes the methodology of the proposed study. It contains descriptions of the participants, procedures, instruments and data collection analysis.

3.1 Participants

The participants in the study were twenty freshmen-students from Faculty of Liberal Arts, Ubon Ratchathani University in the academic year 2011. The twenty-participants were selected by random sampling from different majors; English and Communication, Social Development, Thai and Communication, Chinese and Communication, Japanese, History, Tourism and Communication Arts.

3.2 Instruments

3.2.1 The Selected Movies

The selected movies were four Thai movies; *A Little Thing Called Love* (*Sing Lek Lek Tee Reak Wa Ruk*), *Suck Seed*, *The Legend of King Naresuan 3 Yuddhanawi* and *Kankluay 1*.

The first movie is *A Little Thing Called Love* or *Sing Lek Lek Tee Reak Wa Ruk* (2010) which is a story of Narm, a 14 year-old-girl who falls in love with Chone, a Mattayom 4 student. Chone is a handsome man and attract to other girls in school because he is not only kind, but also smart. It is not difficult to Narm to be the one in his heart because there are many beautiful girls who fall in love Chone; so, she changed herself in personality development and worked hard for her study. During this time, many men in school fall in love Narm, but she did not like them anymore because in the deepest of her heart she loves and waits for only Chone's glance at once.

The second movie is *Suck Seed* (2011) which tells a story of the relationship of Ped, Kung and Eak in their performing music. Ped does not like

singing, but he began to sing because he falls in love Earn who is crazy with rock; so it encourages him to be a rocker. Earn's family moved to Bangkok, but 6 years later she was back and studied in the same school with Ped, Kung and Eak. They began to establish the musical band named Suck Seed which Ped is a bass player, Kung is a guitar player, Eak is a drum player and Earn is a guitar player and singer. All their years, they faced failure and success. Their friendship was broken because of misunderstanding. They met each other again in the school party, and they realized about their friendship.

The third movie is *The Legend of King Naresuan 3 Yuddhanawi* (2011). After King Naresuan reached Kraeng in 1584 and found that Minchit Sra, Nanda Bayin's son, secretly plan to defeat and kill him; so, he performed a ceremony to denounce Burmese tributary. In the same year, Noratra Mangsosri, King of Lanna and Praya Prasim led the armies to Siam but it was defeated by the Siamese. King Naresuan sent his soldier, Phraya Ratchamanoo, to spy out Phraya Chinchantu, a Chinese spy under the control of Hanthawadi. After knowing about the rebellion, King Naresuan marched his armies to repel Phraya Chinchantu but he seized the galleons and sailed his armies away. Later, Nanda Bayin mobilized his force to battle Ayutthaya, but King Naresuan was challenged and saved Ayutthaya.

The Last movie is *Kankluay 1* (2006) which is an animation movie. In the big forest, Kankluay lived with his mother Sangda, and grandmother, Pangnguan. Though Kankluay asked Sangda about his father for many time, she did not answer because she did not want him to be a war elephant like his father. Kankluay was lost from his family and met Chabakaew, a pink elephant, who led him to Baan Hinkhao. In the first time, he did not like to stay with Ta Mahood, a person who trained an elephant to be a war elephant of Ayutthaya. Kankluay lived there until he was grow up and became a war elephant of King Naresuan.

3.3 Procedures

3.3.1 Selecting the Movies

The first phase of the research started with a preliminary survey of prospective participants' interest on movies. The questionnaire was divided into three parts; participants' background, preference for movies and two open-ended questions about their most favorite movies and ideas of what a good movie is like.

The results of this survey could give a general background of the prospective subjects and help the researcher makes a movie selection for the research.

After the questionnaires were analyzed, the researcher used the result as movie selection for the research; *A Little Thing Called Love (Sing Lek Lek Tee Reak Wa Ruk)*, *Suck Seed*, *The Legend of King Naresuan 3 Yuddhanawi* and *Kankluay 1*. The first three movies already portrait human characters, the researcher would like to add animation as another lesson of movie which portraits life experiences as well. *A Little Thing Called Love (Sing Lek Lek Thee Reak Wa Ruk)*, *Suck Seed* and *The Legend of King Naresuan 3 Yuddhanawi* were chosen because it is on the top three from the preliminary survey of prospective from the participants' interest. However, the participants did not specify the episode of the Naresuan, so that the researcher did chose the third episode because of the historical background and morality and ethics presented in the movie. Further, the researcher also added one more animation movie, *Kankluay 1*, to the research which can be attract to the young learners. Watching this animation movie brings students to watch various types of movies that will guarantee that morals and ethics are presented in any type of movies.

3.3.2 Having Students View the Selected Movies

The participants made an appointment one week before watching the selected movies.

The meeting included 4 meeting times. Each meeting lasted 1-2 hours. In each meeting time, the participants had the following activities:

- (1) Watched a movie (Thai audio);
- (2) Took a test that asks participants to identify moral issues or themes.

3.3.3 Testing on Students' Moral Recognition

This was a mix of cloze and open-ended test questions (see Appendices C-D). The purpose of using the test of students' moral recognition is to evaluate how the participants recognize moral issues gained from watching each movie.

The tests of moral recognition in the movies consist of three parts; true or false, alternative choices and open-ended questions.

The first part (true-false test) aims to motivate the participants to learn about appropriate and inappropriate action. The second part, the test is multiple-choices which consist of four alternatives. The test aims to check the participants' understanding in the moral issues given. The third part is the open-ended question that aims the participants to answer based on own perspectives in morals gained from the movie. This gave students the opportunity to brainstorm and present the morals they have learned from each movie. This showed that it could be investigated students' thoughts and they also had a chance to express their own ideas which they became the active participants in the construction of moral learning.

3.4 Analyzing Data

The data collected from the test of students' moral recognition test. The data collected and analyzed quantitatively and qualitatively. True-false items and alternative choices used to measure the students' moral learning and moral recognition. The qualitative analysis collected from the open-ended questions and analyzed quantitatively to check students' understanding in morals. The collected data of true-false test and multiple choice were analyzed from using mathematic to find out means and percentages and open-ended questions were analyzed by descriptive essays. The result and discussion based on the results of students' gained score of the tests.

CHAPTER 4

RESULTS OF THE STUDY

This chapter presents the result of the study that answers the research questions; 1) What moral issues do students learn from the selected movies? and 2) In their opinions, which moral issue is the most important in each movie? The answer to the research question is derived from the data obtained by means of the research instruments as described in Chapter 3.

The data collection based on the moral recognition tests that consisted of three parts; true-false test, multiple choices (four alternatives) and open-ended question. After the participants took the moral tests, the collected data of true-or-false test and multiple choices were analyzed from using mathematic to find out means and percentages and open-ended questions were analyzed by descriptive essays. Analysis of 20 students' score profile was employed and the results are presented below.

4.1 Students' ability to recognize morals in general

The first part of the test aims to ask students about appropriate or inappropriate action from the movies. This part consists of five items of true-false test (see appendix C-D). The researcher divided the score result from the highest to the lowest as shown below.

Table 1 Number of students and variation of received scores on part 1 of the test

Score Movie No.	5 (marks)	4 (marks)	3 (marks)	2 (marks)	1 (mark)	0 (mark)
Movie 1	13	2	-	3	2	-
Movie 2	14	1	4	1	-	-
Movie 3	13	1	1	1	4	-
Movie 4	13	2	4	1	-	-
Total	53	6	9	6	6	-
Mean	13.25	1.5	2.25	1.5	1.5	-
Percent (%)	66.25	7.5	11.25	7.5	7.5	-

From the data shown, it can be seen that the majority of participants (66.25%) were able to correctly indentify the appropriate and inappropriate actions found in the selected scenes of the movies.

4.2 Students’ ability to recognize specific morals

The second part asked student to choose the best answer from the situation given that related to the morals in the movies. This part consists of 4 items of multiple choices, and each item consisted of 4 alternatives. The obtain score result of students will be shown from the highest to the lowest.

Table 2 Number of students and variation of received scores on part 2 of the test

Score Movie No.	4 (marks)	3 (marks)	2 (marks)	1 (marks)	0 (marks)
Movie 1	20	-	-	-	-
Movie 2	18	1	1	-	-
Movie 3	12	6	2	-	-
Movie 4	18	-	1	1	-
Total	68	7	4	1	-
Mean	17.00	1.75	1.00	0.25	-
Percent (%)	85.00	8.75	5.00	1.25	-

From the data shown, it can be seen that the majority of participants (85.00%) were able to correctly indentify the morals found in the selected scenes of the movies.

4.3 Students’ total score on moral recognitions

Table 3 Total Score Result of *A Little Thing Called Loved*
(*Sing Lek Lek Tee Reak Wa Ruk*)

Participant No.	Part 1 (5 marks)	Part 2 (4 marks)	Total (9 marks)	Percent (%)
1	4	4	8	88.89
2	2	4	6	66.67
3	5	4	9	100.00
4	5	4	9	100.00
5	5	4	9	100.00
6	5	4	9	100.00
7	2	4	6	66.67
8	5	4	9	100.00
9	2	4	6	66.67
10	5	4	9	100.00
11	5	4	9	100.00
12	5	4	9	100.00
13	5	4	9	100.00
14	5	4	9	100.00
15	1	4	5	55.56
16	4	4	8	88.89
17	5	4	9	100.00
18	5	4	9	100.00
19	5	4	9	100.00
20	1	4	5	55.56
Total	81	80	161	1788.91
Means	4.05	4	8.05	89.45

As can be seen in Table 3, it can be seen that the majority of participants (89.45%) were able to correctly indentify the morals found in the selected scenes of the movies.

Table 4 Total Score Result of *Suck Seed*

Participant No.	Part 1 (5 marks)	Part 2 (4 marks)	Total (9 marks)	Percent (%)
1	4	4	8	88.89
2	3	3	6	66.67
3	5	4	9	100.00
4	5	4	9	100.00
5	5	4	9	100.00
6	5	4	9	100.00
7	3	4	7	77.78
8	5	4	9	100.00
9	3	2	5	55.56
10	5	4	9	100.00
11	5	4	9	100.00
12	5	4	9	100.00
13	5	4	9	100.00
14	5	4	9	100.00
15	2	4	6	66.67
16	5	4	9	100.00
17	5	4	9	100.00
18	5	4	9	100.00
19	5	4	9	100.00
20	3	4	7	77.78
Total	88	77	165	1833.35
Means	4.4	3.85	8.25	91.67

As can be seen in Table 5, it can be seen that the majority of participants (91.67%) were able to correctly indentify the morals found in the selected scenes of the movies.

Table 5 Total Score Result of *The Legend of King Naresuan 3 Yuddhanawi*

Participant No.	Part 1 (5 marks)	Part 2 (4 marks)	Total (9 marks)	Percent (%)
1	5	4	9	100.00
2	2	4	6	66.67
3	5	4	9	100.00
4	4	3	7	77.78
5	5	3	8	88.89
6	5	3	8	88.89
7	1	4	5	55.56
8	5	4	9	100.00
9	1	2	3	33.33
10	5	4	9	100.00
11	5	4	9	100.00
12	5	3	8	88.89
13	5	4	9	100.00
14	5	3	8	88.89
15	1	2	3	33.33
16	3	4	7	77.78
17	5	4	9	100.00
18	5	3	8	88.89
19	5	4	9	100.00
20	1	4	5	55.56
Total	78	70	148	1644.46
Means	3.9	3.5	7.4	82.22

As can be seen in Table 4, it can be seen that the majority of participants (82.22%) were able to correctly indentify the morals found in the selected scenes of the movies.

Table 6 Total Score Result of *Kankluay 1*

Participant No.	Part 1 (5 marks)	Part 2 (4 marks)	Total (9 marks)	Percent (%)
1	5	2	7	77.78
2	3	4	7	77.78
3	5	4	9	100.00
4	5	4	9	100.00
5	4	4	8	88.89
6	5	4	9	100.00
7	5	4	9	100.00
8	5	4	9	100.00
9	3	1	4	44.44
10	5	4	9	100.00
11	2	4	6	66.67
12	5	4	9	100.00
13	5	4	9	100.00
14	5	4	9	100.00
15	3	4	7	77.78
16	4	4	8	88.89
17	5	4	9	100.00
18	5	4	9	100.00
19	5	4	9	100.00
20	3	4	7	77.78
Total	87	75	162	1800.01
Means	4.35	3.6	8.1	90.00

As can be seen in Table 3, it can be seen that the majority of participants (90.00%) were able to correctly indentify the morals found in the selected scenes of the movies.

4.4 Specific moral learned by the students

Table 7 Number of students who said they learned the morals

<div>Movie's Title</div> <div>Morals</div>	<i>A Little Thing Called Love (Sing Lek Lek Tew Reak Wa Ruk)</i>	<i>Suck Seed</i>	<i>The Legend of King Naresuan 3 Yuddhanawi</i>	<i>Kankluay 1</i>	Total (Person)
Unity	6	14	4	2	26
Gratefulness	-	-	2	13	15
Diligence	10	4	-	-	14
Hospitality	1	-	5	1	7
Bravery	-	-	7	-	7
Devotion	1	1	1	-	3
Kindness	-	-	-	3	3
Responsibility	-	-	1	1	2
Tolerance	1	-	-	-	1
Belief	-	1	-	-	1
Love	1	-	-	-	1

From the data shown, it can be seen that the most frequently recognized moral that 26 students learned is unity , followed by gratefulness recognized by 15 students and diligence recognized by 14 students. In addition, students stated belief and love in their answers. The two morals were not included in the research design.

Therefore, belief and love were the two new morals that the researcher did not expect the students to discuss.

The result of the study will be discussed in the next chapter.

CHAPTER 5

DISCUSSION

This chapter discusses the results from the previous chapter regarding how students recognized morals in the selected movies; *A Little Thing Called Love (Sing Lek Lek Tee Reak Wa Ruk)*, *Suck Seed*, *The Legend of King Naresuan 3 Yuddhanawi* and *Kankluay 1* and the pedagogical implications

The researcher believes that some movies have moral content as portrayed in the characters and events which the audience can recognize and recognizing morals in movies stimulates students' understanding of moral issues in their own lives. Through the research process, it was found that there were certain morals well recognized by the students whereas a few failed to recognize some morals. In discussing the results, the researcher will explain the four morals out of nine morals that were most important and recognized by students followed by analysis of selected morals, namely *tolerance, politeness, love and devotion*.

5.1 Students' recognition in learning morals

In part 1 of the moral recognition test, the researcher aimed to check the students' understanding of the relevant moral issues by having them answer the five true-or-false questions. Most of the students achieved high score in every movie. This satisfying results could be inferred that these students had prior moral education and were able to recognize the nine morals; *discipline, kindness, honesty, tolerance, hospitality, politeness, responsibility, bravery and devotion*.

Firstly, the researcher will summarize and discuss the nine morals found by the students before discussing the top four morals as recognized by students.

Regarding *discipline*, queuing to buy food and lining up to register for an activity club in school were appropriate actions that students learned from *A Little Thing Called Love (Sing Lek Lek Tee Reak Wa Ruk)*, but some students did not answer correctly. Further, the basketball player in *A Little Thing Called Love (Sing Lek Lek*

Tee Reak Wa Ruk) showed poor discipline and jumped the queue when Narm and friends were lined up to buy some soda pop. It is because they might be familiar with jumping on queue in school and in any places. When Fay put some fish sauce into a cup of soda pop and gave it to Narm. Most students judged that it was the inappropriate action, but some students checked true for this item because they sometimes think that bullying is not bad. Further, the students checked true when Cheer threw away the motorcycle's key because she wanted Chone to drive Narm's home. In this item, students viewed this as an appropriate action because it is right to help peers who belong to the same group.

In *Suck Seed*, students identified that Kung's action was appropriate. Though he took his school friend in the merry-round until he got vomited, he argued with Tuang in a class and his friends and him drank some beer and made a loud noise in a train. The three actions were inappropriate, but they thought that it is appropriate action. Firstly, bullying friends always happens among the Thai teenagers because they normally get joke with friends and do something that they think that it is in the funny way. Secondly, Kung argued with Tuang in a class, he could not control his anger management; so, he threw a piece of paper on Tuang's face. Young Thais are familiar with this case. In their views, they did not think that it was a bad action. Thirdly, Kung, Ped and Eak drank some beer and made a loud noise on the train. Though students did not think that it was inappropriate, they face with people who drank beer in the public place before. Moreover, Ped was telephoned Earn at midnight but Earn's father answered the telephone call. Ped was afraid if Earn's father knows who is caller; so, he told him that he was Kung. It might imply that Ped was not aware of the social manner that one should not telephone to bother others late at night.

In *The Legend of King Naresuan 3 Yuddhanawi*, students answered incorrectly in the given four situations. The first situation is that Tao Soraya did not like Maneechan due to their differences in nationality and class. As Tao Soraya is older than Maneechan, she should show her kindness to a younger person. The students might know that it always happens in their lives when they meet some people who are different in thinking. The owner of the circus, Tan Chao Kun, ignored the members of the circus including Kham, a mad guy. The students who answered incorrectly thought that Tan Chao Khun already gave them a place to sleep; so, he did not give them more

food. Another situation is that Minchist Sar or Minyekyawswa did not pay attention to his duties as a prince who will be throned in the Tongau dynasty. The last situation happened when Sri Supan Thmmathirat was self-controlled and greedy for property. These situation was familiar with students' daily live that they faces both good and bad behavior from surrounded people.

Lastly, in *Kankluay 1*, most students checked true for the situation where Marong, Manong and Auek argued with Kankluay. Moreover, they checked false for these situations: Marong talked about Kankluay's father; Ta Mahood helped Kankluay from a group of wolves; and King Naresuan helped Kankluay from Burmese soldiers. Most students scored highly in this true-false test, but students who answered incorrectly might have thought that the way Manong and friends teased Kankluay was common when they live with friends in school because young people always tease friend, too. But there were students who thought that Ta Mahood did not act appropriately. Moreover, students judged it was inappropriate action when King Naresuan helped Kankluay when he lost to King Naresaun's camp. In student's views, King Naresuan should tell the truth to Burmese soldiers.

From the four movies, the results showed the nine morals derived from the test scores of Part 1 which were the same as the most recognized morals derived from part 2 and part 3. Essentially, the most recognized morals combining all parts could be ranked by test scores. The top most recognized ones were *unity*, *gratefulness*, *diligence* and *bravery*.

Besides these nine morals as described and opinioned by the students to be the most important morals they perceived through the four movies, there were points of discussion that the researcher will explain which significantly support and elaborate on certain morals the students failed to recognize and those they added to their comments.

The following discussion will discuss the top four morals that students recognized and secondly, the other four morals were selective according to the test scores and comments. The top four and most important to the students were *unity*, *gratefulness*, *diligence* and *bravery*. The other four morals are *tolerance*, *politeness*, *love* and *devotion*.

5.1.1 Students' most important moral: Unity

The most frequently identified moral that students stated as their own thought was *unity*. It was the only moral that students identified from the four selected movies. Students viewed that cooperation was necessary in successfully working in a group.

Learning about *unity* from *Suck Seed* involved the four main characters Ped, Kung, Ea and Earn. The *unity* among them happened when Kung began to establish a *Suck Seed* musical band. They tried to look for a practice room but were unable to find one. Eak invited them to go to his father bakery's room and they started to move their belongings and cleaned and decorated the room. After finishing this, they began to practice with their musical instruments. In an attempt to produce their own composition Kung asked Ped to write a song but Ped was confused and could not do it. Kung told Ped that Eak and he would help in producing a song for the competition. Students were able to see that the band members did not leave each other but displayed *unity* by helping in a group, working, playing and studying together.

In *A Little Thing Called Love (Sing Lek Lek Tee Reak Wa Ruk)*, the students' opinion was related to the *unity* of a teenage group such as that belonging to Narm. She and her friends showed the ability to be a model of morality in their lives. For example, students wrote their opinions of the play Snow White, stating that it would not succeed if they did not help each other. The play required many people to work as make-up artists, costume designers and a producer. Their work was divided into many parts, for example, Pin worked as a make-up artist, Chone worked as an artist and Narm worked as an actress. Further, students found that *unity* was a key for success. If they wanted to be successful, they should work and help each other in a group. Working as a group for the play was a good example for students to learn about *unity*. *Unity* among friends happens when friends are in trouble and help each other. For example, Narm was sad when her mother claimed that she should not spend much time playing but she should pay attention to her study. Cheer, Kie and Nim came to her house to take care of her because they were friends and could understand each other better than teachers or parents. They were united in study, play and work.

Therefore, learning about *unity* among students helps the audiences realize what teamwork is and they can easily understand this moral in the movie.

The *unity* in *The Legend of King Naresuan 3 Yuddhanawi* occurred between King Naresuan and his soldiers. Students said that King Naresuan worked as a leader of the army and his soldiers should be united because it helped them to succeed in doing work. Working with a team requires being in *unity*. The way to victory is based on the leader first then relates to colleagues in a team. For example, when King Naresuan planned to get victory from fighting with Narathamengsor, the King of Chiang Mai, he mobilized his soldiers into a team. His team was divided into many groups with each team helping to implement King Naresuan's strategies. From these examples, students could see how *unity* stood out as moral of the movies and mentioned *unity* as one the most important morals.

In *Kankluay 1*, students learned *unity* from the character of King Naresuan and Kankluay. The students said that Kankluay was a movie about war and fighting in the battlefield required *unity* among soldier. At the end of the movie, Kankluay became King Naresuan's soldiers. During the war, Kankluay appeared to lose to Nga Dang, a Burmese elephant, but King Naresuan encouraged him to endure for the nation. From this, students thought that *unity* occurred between King Naresuan and Kankluay as they could not be victorious unless they have *unity*. In addition, the students could see *unity* among Ta Mahood as a leader and other villagers who helped to work, allowing them to win.

The first two movies; *A Little Thing Called Love (Sing Lek Lek Tee Reak Wa Ruk)* and *Suck Seed* are related to the teenagers' life which shows the story of students' lives especially in school. The students could learn that *unity* always happens into a group of friends. The moral of *unity* is remarkable moral to student because it can relate to the background and life of the participants who are teenagers and they are still in a group of friends. In contrast, the last two movies; *The Legend of King Naresuan 3 Yuddhanawi* and *Kankluay 1* also show the *unity* as well though these two movies are about history and heroic past. Therefore, it can be conclude that students can learn *unity* from any kind of movies. They did not recognize *unity* only in the contemporary teen movies, but they could also see it in other movies, too. This is so because Thais have been cultivated the learning of *unity* as society and nation.

These examples revealed that students could recognize *unity* from the main characters of each movie. Therefore, it may be concluded that the students viewed the main characters as moral agencies. These results related to the studies of Sekiguchi, Gruba and Al-Asmari (2006), Stockwell (2007) and Berk (2009) who found that learning from movies helped students to learn moral lessons because of the powerful content in movies. They showed that in any kind of movies, students not only get entertainment but also moral lesson such as *unity*.

5.1.2 Students' most important moral: Gratefulness

Students were able to learn *gratefulness* from the two movies, *The Legend of King Naresuan 3 Yuddhanawi* and *Kankluay 1* as they are related to Thai life in the past; and the characters show this quality. *Gratefulness* was the most frequently recognized characteristic in *Kankluay 1*, being reported by 13 of the 20 respondents. Students stated that Kankluay was grateful to his mother, father, grandfather Mahood, King Naresuan and the nation. For example, one student said,

“Gratefulness is the moral from this movie. For example, Kankluay helped his mother when she was in danger and tried to find his father. His *gratefulness* toward his country is that he assorted to be a soldier to protect the land”.

To support students' answers, in the movie, when Kankluay was young and he wanted to know about his father. He tried to ask his mother and when he knew about his father, he bravely went out and began his adventure to find his father. Without knowing why and where to go, he travelled alone to find his father. Moreover, he showed the great *gratefulness* to his mother. He was in a competition and dragged the timbers, when his mother bellowed his name. He stopped dragging and then walked to his mother. In that time, many soldiers thought that Sangda was in rut so they encompassed her and caught her. Kankluay showed the *gratefulness* that students learned is that when he helped his mother, he pulled the pole crazily. Many people thought that both of Sangda and Kankluay was in rut because they bellowed loudly. Kankluay walked close to Sangda and leaned close to her. Many people realized that they were mother and son. Therefore, the students might have assumed that Kankluay had a chance to repay the elder people by being grateful to his mother.

Gratefulness is a moral that Thai people have learned from their ancestors for a long time. The students could recognize *gratefulness* because of this strong cultural root.

The *gratefulness* in *The Legend of King Naresuan 3 Yuddhanawi* was in two main characters, King Naresuan and Maneechan who were grateful to the nation and Phra Mathathen Kanchong who spent his life fighting to keep his land from Burma. One student said that he learned *gratefulness* from King Naresuan and Maneechan. When Phra Mahathen Kanchong went to Ayuthaya, they went to see him at the temple. The *gratefulness* that students saw was paying respect to an elder person as shown by King Naresuan and Maneechan to Phra Mahathen Kanchong.

Gratefulness also shows family ties when it is in a grateful manner the young show to the elder, such as a father, mother, or elder relatives. In Buddhism, *gratefulness* means gratitude in wisdom and purity of mind in supporting a person or people. There are five categories of *gratefulness*, *gratefulness* towards a person, *gratefulness* to an animal, *gratefulness* to belonging and *gratefulness* to destiny and *gratefulness* to us (Phra Somchid Jaruthummo, 2007). Being grateful toward people is that we pay our thankfulness back to a person who used to give us help, love and care such as parents, teachers, or elders. *Gratefulness* toward animals is being kind to the animals that we used it in our life such as cattle. For example, we treat animals kindly and do not kill or hit them as horses or cows help farmers. These animals worked for us, therefore we should feed them well. Moreover, *gratefulness* for things is that we should keep or treat our belongings such as books, pencil or any kind of building. *Gratefulness* to the destiny is that we should realize and think that we were born due to our own destiny in the last life. Therefore, we should make merit more to keep our *gratefulness*. Last, *gratefulness* to us is that being a good person who lives in way of Buddhism and avoid from badness and evils.

Due to the result of this study, it showed that Thai students always learn about *gratefulness* because Thais are taught about *gratefulness* toward the elder people whom they can pay their own respect and thankfulness (Oxford Advanced Learner Dictionary, 2000: 369). However, if there is a use of *The Legend of King Naresuan 3 Yuddhanawi* and *Kankluay 1* in teaching in different countries, the views might be changed because it depends on their own background knowledge and culture.

5.1.3 Students' most important moral: Diligence

Students mentioned that they learned about *diligence* from *A Little Thing Called Love* and *Suck Seed*. This was probably because these two movies related to a group of friends in the same age as the students. *Diligence* is the effort in putting the intention in work (Oxford Advanced Lerner's Dictionary, 2000; p. 369).

After collecting the data in *A Little Thing Called Love*, the researcher found that *diligence* was the most frequently recognized moral in the movie. From the questionnaires that students wrote about their opinions on *diligence*. All the answers showed that most of them recognized *diligence* in the character of Narm. They mentioned that she was intelligent because she worked very hard to achieve the goal of study and personality development. For example, one student mentioned "Narm studied hard until she got the 1st place in her examination. " It may be concluded that students might have seen Narm as the main character from which they leaned morals. While Cheer, Kie and Nim talked about how to have a boyfriend, Narm wanted to read her student books for the examination, showing that she was diligent toward her study, a characteristic recognized by the student's answer. Most students wrote *diligence* as the most frequently recognized moral, but for *diligence*, it can be interpreted in relation to discipline and responsibility. Being *diligence* requires these morals. For example, if Narm did not apply discipline and responsibility to herself, she would not succeed. All students agreed that Narm's success was from her *diligence* in working hard. For example, when she worked hard to practice as a drum major, she also worked hard studying. A character of Narm is a main character that students learned *diligence*. The students learned this moral from Narm because she always worked hard and whenever she worked, she did her best. Narm is also a model for students in studying because she has never given up. Due to her character, students could apply her *diligence* in their study and works.

In *Suck Seed*, students stated that they learned *diligence* from Ped, Kung and Eak as they worked hard practicing their musical instruments. These three characters showed *diligence* from the beginning of forming a team, finding a room for practice, cleaning and decorating a room and practicing their music as a team. Students could recognize *diligence* from these three characters most because they saw that they work hard to pursue their dream to succeed in the singing contest.

In sum, the result shows that students easily recognized *diligence* from the young characters because they are in the same age group who look for success of doing activities and completing duties that requires *diligence*.

5.1.4 Students' most important moral: Bravery

Students recognized *bravery* in only one movie, *The Legend of King Naresuan 3 Yuddhanawi* in the characters of King Naresuan and Phra Supankanlaya. *Bravery* is the capability of will that enhances you to face with risks, hurt or sorrow without fear (Oxford Advanced Learner Dictionary, 2000: 364).

Bravery was the most recognized moral in *The Legend of King Naresuan 3 Yuddhanawi*. The students said that King Naresuan was a model that they learned bravery from because he was brave in battles. Bravery did not only happen to King Naresuan or his soldiers who fight on the battles, but it also happened to other people such as Phra Supankanlaya. One student said that Phra Supankanlaya was a model for learning *bravery* because she was courageous when she lived in Burma as a prisoner of war. The students could learn the moral of bravery because it is about heroic and historical movie especially King Naresuan who is a main character. The students viewed King Naresuan as a leader of Ayutthaya army, they see and learn that being a king and a leader of his army requires a bravery in doing a war which King Naresuan showed the great bravery. It is because Thai students learn Thai history which describe about the king in the past of Thailand which their bravery strengthen and built up the nation.

In addition, *The Legend of King Naresuan 3 Yuddhanawi* was the only movie in which students saw *bravery* as it was a movie of heroic action and most students could learn this moral from the main character, King Naresuan.

5.2 Analysis of selected morals

The four morals to be discussed in this part were derived from students' scores on part 3 and from their comments in the open-ended question.

5.2.1 Students' recognition of tolerance and politeness

As the students are members of the teenage group, they have been socially constructed by their own society including influences such as peers and

media. These students are familiar with teen culture where some of them may act aggressively. The students who failed to notice mis-behavior of the character may accept aggressive behavior because they have seen that often in their lives. Therefore, they thought Kung argued with his friend in *Suck Seed*, acting slightly aggressive, was acceptable.

In *A Little Thing Called Love* (*Sing Lek Lek Tee Reak Wa Ruk*), *tolerance* was tested in the situation where character of Fay (Narm's friend in school) put some fish sauce in a glass of soda pop and gave it to Narm and said that she wanted to apologize Narm in which they were argued before. It shows that Fay did not tolerate to her anger management. The majority of the students could recognize this moral and mention this as the most immoral they saw in the movie. Moreover, the researcher also found this was unrecognized by a few students. These students probably feel indifferent about bullying at school.

In addition to *tolerance*, the four students also failed to recognize *politeness* in *Suck Seed*. For example, students did not recognize *politeness* in the character of Kung when he argued with his friend in school by taking his friend to the children's merry-go-round and swing around until he vomited. The students who did not think that it was immoral might think that if familiar with their real life when they play with friends and they can definitely do anything they want. It is not punishment or the fight, but they actually do with friends.

Acceptance of some aggressive behavior among teenagers makes teenagers think that they do not have to tolerate anyone or anything and can express anger in their verbals and actions. However, this can lead to inappropriate and uncontrolled anger and cause violence.

Both *tolerance* and *politeness* are related to aggressiveness and violence which are the most concerned issues among Thai society (Sureeratanan, 2008). The Daily News on 7th July 2012 reported that two groups of students from the private technical colleges were fought on the bus No. 191 which was in Nong Songhong Road in Nonthaburi (www.mthai.com). This news shows that Thai students still lack morals in tolerance and politeness which the adults or educator should cultivate them to learn more specific morals to solve social problems caused by teens' aggressive actions.

In their opinion, the concept of *tolerance* was perceived by four students in two movies; *A Little Thing Called Love (Sing Lek Lek Tee Reak Wa Ruk)* and *Suck Seed*. Though the majority of students could do well on the test (89.54%), the number of minority also showed that there were morals that students did not recognize and did not truly understand. Therefore, it should be moral learning for young Thai teenagers so that they will become well qualified due to the framework of the Office of the Education Council (2008) which can cultivate them to act morally.

To sum up, although aimed for teen romance and comedy, the movies *A Little Thing Called Love (Sing Lek Lek Tee Reak Wa Ruk)* and *Suck Seed*, portray significant moral scenes. Similarly, *The Legend of King Naresuan 3 Yuddhanawi* and *Kankluay 1* seem to focus on historical, conservative and pastoral society, but some important morals are implied as well.

5.2.2 Love and Devotion

Love is one of the morals that student mentioned in their comments added to the open-ended questionnaire. Love is a new moral that student mentioned in the test. However, the researcher did not include 'love' in the research questionnaire. Love that student mentioned is about romantic love and friendship love. For example, the romantic love was between Narm and Chone and friendship loves was in the group of friends such as Narm's friends and Chone's friends. Love of the opposite sex might not be moral in relation to love but inferring a loving kindness instead of romantic love. This can be explained by their age and maturity. The movie actually contained a love theme that interested teenagers' point of view related to belonging to a peer group and finding a true love. But in student's view, there is one kind of love that is left out in their love discussion and that is being devotion. As young people, love becomes an important part of teens' life; therefore, to devote a person whom they love in their consideration even though it was noticeable in the movie *A Little Thing Called Love (Sing Lek Lek Tee Reak Wa Ruk)*.

In *A Little Thing Called Love (Sing Lek Lek Tee Reak Wa Ruk)*, some students mentioned in their answer sheets is *devotion*. One student said that *devotion* is the moral that he learned:

“Chone’s *devotion*; he devoted a person whom he loved to his close friend ”.

In the movie, Chone sacrificed his romantic love to keep friendship between him and his close friend, Top. Students could see that Chone, the main character sacrifices his own desire of his romantic love for Narm and kept his love without expressing it to Narm. Because his best friend, Top, also loves Narm. He wanted to be happy; so, he decided not to confess his love. In Buddhism, Dana is generosity or giving. In the story, Chone was also given Top’s Narm’s hand in love, though, Chone was extremely sad. He devoted his love and used Dana. Though he loved Narm and Narm also love him, he chose friend. Indeed, human are selfish, Chone is also human and he was selfish indeed but he showed the great devotion to Top. The scarifying love that Chone has done is devotion in student’s view because being teenagers, love seems to be the important thing in life. Teenage life consists of working and playing with friends. In the eyes of teenagers, love is important; so, if one cannot sacrifice love to others, it shows that he or she might get hurts. In reality, for teenagers, sacrifice is more likely to be a love sacrifice, not *devotion*. However, students view sacrifice of a young teenage as *devotion*.

Data illustrated that students regarded love as an important moral. Though love in their understanding, they noticed it because the theme of romantic love was delivered in the plot and in the main characters who were involved in the teenage love story. The love theme in the movie was understood as a moral in the students’ opinions.

Due to the result of this study, the result of the moral recognition showed that most of students answered correctly, but some students did not because they did not recognize morals. That is why the educator should enhance the students to learn and recognize morals. To sum up, using movies is one from many techniques that educators can apply in classroom practice.

5.3 Pedagogical Implications

The results of this study suggest that using movies as a tool is useful for students because it can stimulate them to recognize morals through watching movies. Using movies as a tool may in turn have an impact on students' learning in morals. It seemed to be appropriate for students who study in university to watch movies and discuss morals they found them and for teachers to use in classroom situations.

Watching movies can promote students in recognizing morals and create an environment in the classroom where they can express their own opinions and ideas. Moreover, the question from the tests enabled students to think before answering the questions as they become autonomous students.

The conclusion of the study will be given in the following chapter.

CHAPTER 6

CONCLUSION

This chapter presents the conclusion of the study, limitation of the study and recommendations for further study.

6.1 Conclusion

This study examine the morals that students recognized from the selected movies and the most important moral issues in each movies from students' views; *A Little Thing Called Love (Sing Lek Lek Tee Reak Wa Ruk)*, *Suck Seed*, *The Legend of King Naresuan 3 Yuddhanawi* and *Kankluay 1*. Base on the results of this study, it can be concluded that the freshmen students in Faculty of Liberal Arts, Ubon Ratchathani University, were correctly to identify the moral found in the selected scenes of the movies. In the true-false test, students learned the appropriate and inappropriate situation that related to the test could be *honesty, discipline, politeness, unity, hospitality, devotion, tolerance, justice, responsibility, kindness, bravery* and *trustworthiness*. In the multiple choices, students learned morals in *diligence, politeness, unity, hospitality, tolerance, gratefulness, bravery* and *trustworthiness* from 16 items from the 4 selected movies. After collecting the data, students' recognition in morals showed that they had the difference ideas in relating their own though to the moral items in the selected movies. The recognized morals from students were *unity, gratefulness, diligence, bravery, belief* and *love*. The morals of *unity, gratefulness, diligence* and *bravery* were in the research plan while *belief* and *love* added by students. The data from the study showed that learning morals through movies enables students to recognize their ethics and moral learning comprehension. This implies that using moves as a medium for teaching morals is effective and can be employed to enhance students' comprehension (Terantino, 2010). To sum up, watching movies can be used as an intervention tool to encourage students in learning morals (Marshall, 2003).

In conclusion, in *A Little Thing Called Love (Sing Lek Lek Tee Reak Wa Ruk)*, there are six morals that students stated that they have recognized from this movie which are *diligence, unity, devotion, hospitality, tolerance and love*. Second, in *Suck Seed*, students recognized *unity, diligence, devotion and belief*. Lastly in *Kankluay 1*, students recognized *gratefulness, kindness, unity, hospitality and responsibility*. Third, in *The Legend of King Naresuan 3 Yuddhanawi*, students recognized *bravery, hospitality, unity, gratefulness, devotion and responsibility*. To sum up, students could recognize morals in *unity, gratefulness, diligence, hospitality, bravery, devotion, kindness, responsibility, tolerance, belief and love*. In the movie, *Kankluay 1* does not show only moral lessons, but also showed about Thai life, culture and tradition. Through the story, it showed the Thai style of houses and the golden shower tree which is Thai national flower. When Kankluay and Chabakaew are falling in love, they went to Loy Krathong Festival in the full moon night near the river. However, students did not mention *honesty, discipline, politeness, justice and trustworthiness*.

Though most of students achieved high score from doing the test in every movie, some students did not recognize and had the different ideas from friends. Therefore, it is the reason why morals should be taught in class to help promote students in learning morals. Further, the moral issues in this study are important in inculcating young adult's mind. People who work closely with young adults can integrate these morals into their usual work.

6.2 Limitation of the study

This study focused only fourteen moral issues according to the campaign of moral integration in education stated by the Office of the Education Council. Therefore, the study may not be applied or interpreted in all educational contexts.

6.3 Recommendations for further study

Due to the limitations of the study above, further study should conduct to consider doing the following suggestions:

6.3.1 The study should be conducted with students of other levels in different faculty or institutes to see whether teaching moral through movies is advantageous for other groups.

6.3.2 A comparative study between male and female students to see if genders affect the results.

6.3.3 Interested person can compare these movies to other movies to investigate moral issues.

6.3.4 A cross-cultural study of Thai students investigating morals in foreign movies.

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APPENDICES

APPENDIX A
QUESTIONNAIRE FOR PRELIMINARY SURVEY
(THAI VERSION)

แบบสำรวจความสนใจในการดูภาพยนตร์

คำแนะนำ: กรุณาตอบคำถามต่อไปนี้โดยทำเครื่องหมาย (/) ลงในช่อง ☐ และกรอกข้อมูลลงในช่องว่าง

ตอนที่ 1: ข้อมูลทั่วไป

- 1. เพศ ☐ ชาย ☐ หญิง
- 2. อายุ _____ ปี
- 3. คณะ _____
สาขา _____

ตอนที่ 2: ความสนใจในการชมภาพยนตร์

- 1. นักศึกษาชื่นชอบภาพยนตร์แนวใดมากที่สุด (เลือกได้มากกว่า 1 ข้อ)
 - 1.1 ประเภทที่แบ่งตามประเทศของภาพยนตร์
 - ☐ ภาพยนตร์ไทย ☐ ภาพยนตร์เอเชีย ☐ ภาพยนตร์ยุโรปและอเมริกา
 - 1.2 แนวเรื่อง
 - ☐ การ์ตูน (Animation) ☐ ชีวิต (Drama) ☐ ตลก (Comedy)
 - ☐ ต่อสู้ (Action) ☐ ผจญภัย (Adventure) ☐ เพลง (Musical)
 - ☐ แฟนตาซี (Fantasy) ☐ รักโรแมนติก (Romantic) ☐ ลึกลับ (Mystery)
 - ☐ วิทยาศาสตร์ (Sci-Fi) ☐ สงคราม (War) ☐ สอบสวน (Thriller)
 - ☐ อาชญากรรม (Crime) ☐ สารคดี (Documentary) ☐ โรแมนติกคอมเมดี้ (Romantic Comedy)
 - ☐อิงประวัติศาสตร์หรือสร้างจากเรื่องจริง (History) ☐อื่นๆ โปรดระบุ

.....

.....

2. ถ้านักศึกษามีเวลาและปัจจัยเพียงพอที่จะชมภาพยนตร์ จะตัดสินใจเลือกชมภาพยนตร์เรื่องหนึ่งเพราะอะไร

- ☐ ชื่นชอบนักแสดง ☐ เรื่องราวที่น่าสนใจ ☐ ชื่อเสียงของผู้กำกับหรือ
 ค่ายภาพยนตร์
☐ เป็นแนวที่ชื่นชอบ ☐ เทคนิคการถ่ายทำที่น่าสนใจ
☐ ฉากและการถ่ายทำงดงามตระการตา
☐ จากการแนะนำของเพื่อน บทวิจารณ์หนังสือ หรือโฆษณา

3. นักศึกษาคิดว่าได้อะไรจากการชมภาพยนตร์ (เลือกได้มากกว่า 1 ข้อ)

- ☐ ได้รับความรู้ทางด้านวัฒนธรรม
☐ ได้รับความเพลิดเพลินและคลายเครียด
☐ ได้ความรู้ด้านทักษะชีวิต เช่น การดำเนินชีวิตของคนสังคมแบบต่างๆ และวิธีแก้ไขปัญหา
☐ อื่นๆ (โปรดระบุ)

ตอนที่ 3 คำถามปลายเปิด

1.1 หนังสือที่นักศึกษาชอบมากที่สุด 3 เรื่อง เพราะเหตุใด

หนังสือไทย	หนังสือต่างประเทศ
1) เรื่อง ชอบเพราะ	1) เรื่อง ชอบเพราะ
2) เรื่อง ชอบเพราะ	2) เรื่อง ชอบเพราะ
3) เรื่อง ชอบเพราะ	3) เรื่อง ชอบเพราะ

1.2 “หนังสือ” ในทรงสนะของนักศึกษา คือ

.....

.....

.....

.....

***** ขอขอบคุณที่ให้ความร่วมมือ *****

APPENDIX B
QUESTIONNAIRE FOR PRELIMINARY SURVEY
(ENGLISH VERSION)

The Survey of Preference in Watching Movies

Directions: Please answer the following questions by check (/) in the ☐ and fill in the blanks.

Part 1: General Information

1. Sex

☐ Male

☐ Female
2. Age

 years
3. Year

- Major

Part 2: Preference in watching movies

4. Which type of movies do you like most (can choose more than 1 item)
- 4.1 Types of movies that be classified according to the countries

☐ Thai movies

☐ Asian Movies

☐ European Movies
- 4.2 Movies genres

☐ Animation

☐ Drama

☐ Comedy

☐ Action

☐ Adventure

☐ Musical

☐ Fantasy

☐ Romantic

☐ Mystery

☐ Sci-Fi

☐ War

☐ Thriller

☐ Crime

☐ Documentary

☐ Romantic Comedy

☐ History

☐ Other, please specify.....

5. If you have enough time and factor to watch movies, what factor will you decide to watch movies?

- | | |
|---|---|
| <input type="checkbox"/> Pleased in actors/actress | <input type="checkbox"/> The story is interested |
| <input type="checkbox"/> The popularity of the director or film studio | <input type="checkbox"/> Please in movie genres |
| <input type="checkbox"/> The techniques used is interested | <input type="checkbox"/> The beautiful of scences |
| <input type="checkbox"/> From friend's suggestion, movie's review or advertisements | |

6. What do you get from watching movies? (can choose more than 1 item)

- ☐ Getting in cultural knowledge
- ☐ Getting in entertainment and relaxation
- ☐ Getting in life skill such as differences life style of each people in society and solution to problems

.....

Part 3: An open-ended question

1.2 Your own top 3 favorite movies. Why?

Thai Movie	Foreign Movie
1) Movie's name Because	1) Movie's name Because
2) Movie's name Because	2) Movie's name Because
3) Movie's name Because	3) Movie's name Because

1.3 “Good movie” in your viewpoint is

.....
.....
.....
.....
.....
.....

***** Thank you for your cooperation *****

APPENDIX C
MORAL RECOGNITION TESTS IN THE MOVIES
(THAI VERSION)

แบบทดสอบคุณธรรมจริยธรรม
ภาพยนตร์เรื่อง สิ่งเล็กๆ ที่เรียกว่ารัก

คำชี้แจง

- 1. แบบทดสอบทั้งหมดนี้ มี 3 ตอน จำนวน 10 ข้อ แบ่งเป็น
 - 1.1 แบบทดสอบถูกผิด มีตัวเลือก 2 ตัวเลือก จำนวน 5 ข้อ
 - 1.2 แบบทดสอบปรนัย มีตัวเลือก 4 ตัวเลือก จำนวน 4 ข้อ
 - 1.3 แบบทดสอบอัตนัย จำนวน 1 ข้อ
- 2. ให้เขียนคำตอบลงในกระดาษคำตอบที่กำหนดให้
- 3. กรุณาทำทุกข้อ

ตอนที่ 1 แบบทดสอบถูกผิด

คำสั่ง: ให้นักศึกษาทำเครื่องหมาย (/) ถ้าเป็นการกระทำที่ถูกต้อง และ เครื่องหมาย (x) ถ้าการกระทำนั้นไม่ถูกต้อง

- 1. _____ นักเรียนเข้าคิวตามลำดับซื้ออาหารและเข้าแถวลงชื่อชุมนุมกิจกรรม
- 2. _____ นักบาสเก็ตบอลแข่งคิวน้ำและเพื่อนตอนที่กำลังเข้าแถวซื้อน้ำอัดลมอยู่นั้น พร้อมกับบอกน้ำว่า “โปรดเอื้อเพื่อแก่ผู้ชาย เด็กและนักบาสเก็ตบอลโรงเรียน”
- 3. _____ การที่เฟย์ (เค็กมะม่วง) ไม่ชอบน้ำและใส่น้ำปลาลงไปในน้ำอัดลมและเอาไปให้น้ำ โดยบอกว่าขอโทษที่เธอมีเรื่องกับน้ำตอนเข้าแถวเลือกชุมนุม
- 4. _____ เซียร์อยากให้พี่โชนไปส่งน้ำที่บ้าน เลขโยนกุญแจทิ้งลงไป เพื่อจะบอกพี่โชนว่ากุญแจหาย
- 5. _____ น้ำ เซียร์ นัม และกิ๊ ไปพบครูอินที่หอประชุมตามที่ครูอินนัดหมายไว้

ตอนที่ 2 แบบทดสอบปรนัย

คำสั่ง: ให้นักศึกษาทำเครื่องหมายกากบาทเลือกคำตอบที่คิดว่าถูกต้องที่สุดในแต่ละข้อ

6. ถึงแม้ชีวิตวัยรุ่นของน้ำต้องมีกิจกรรมกับเพื่อน แต่ก็อ่านหนังสือทำการบ้าน ทบทวนวิชาความรู้ จนสามารถสอบเรียนต่อได้ในสิ่งที่ต้องการ เพราะน้ำมีคุณธรรมด้านใด จึงสำเร็จ

ก. ความสามัคคี

ข. ความขยันหมั่นเพียร

ค. ความมีน้ำใจ

ง. ความยุติธรรม

7. การแสดงละครเวทีเรื่องสโนไวท์สำเร็จได้ เพราะทุกฝ่ายรวมทั้งครู นักแสดง ฝ่ายศิลป์ ฝ่ายเสื้อผ้า ร่วมมือร่วมใจกัน เพราะมีคุณธรรมด้านใดงานจึงสำเร็จ

ก. ความขยันหมั่นเพียร

ข. ความซื่อสัตย์สุจริต

ค. ความสามัคคี

ง. ความอดทนอดกลั้น

8. หลังจากจบการเที่ยวต่างจังหวัด ครูพล (ครูพละ) ซื้อของฝากให้กับครูอิน (ตุ๊กกี้) และเพื่อนครูคนอื่นๆ แสดงให้เห็นว่า ครูพลมีคุณธรรมด้านใด

ก. ความรับผิดชอบ

ข. ความยุติธรรม

ค. ความมีน้ำใจ

ง. ความสุภาพอ่อนน้อม

9. เมื่อลุงช้างกลับจากต่างประเทศ คุณแม่ น้ำ และแป้ง ยกมือไหว้และทักทายสวัสดีลุงช้าง กริยาการไหว้บุคคลที่ควรเคารพเช่นนี้เป็นตัวอย่างคุณธรรมด้านใด

ก. ความสุภาพอ่อนน้อม

ข. ความเมตตากรุณา

ค. ความมีน้ำใจ

ง. ความรับผิดชอบ

ตอนที่ 3 คำถามปลายเปิด

คำสั่ง: ให้นักศึกษาตอบคำถามต่อไปนี้

10. นักศึกษาคิดว่าจากภาพยนตร์เรื่อง สิ่งเล็กๆ ที่เรียกว่ารัก คุณธรรมข้อใดสำคัญที่สุด ยกตัวอย่าง
จากเรื่องและอธิบาย

แบบทดสอบคุณธรรมจริยธรรม
ภาพยนตร์เรื่อง ชักชืด ห่วยขั้นเทพ

คำชี้แจง

- 1. แบบทดสอบทั้งหมดนี้ มี 3 ตอน จำนวน 10 ข้อ แบ่งเป็น
 - 1.1 แบบทดสอบถูกผิด มีตัวเลือก 2 ตัวเลือก จำนวน 5 ข้อ
 - 1.2 แบบทดสอบปรนัย มีตัวเลือก 4 ตัวเลือก จำนวน 4 ข้อ
 - 1.3 แบบทดสอบอัตนัย จำนวน 1 ข้อ
- 2. ให้เขียนคำตอบลงในกระดาษคำตอบที่กำหนดให้
- 3. กรุณาทำทุกข้อ

ตอนที่ 1 แบบทดสอบถูกผิด

คำสั่ง: ให้นักศึกษาทำเครื่องหมาย (/) ถ้าเป็นการกระทำที่ถูกต้อง และ เครื่องหมาย (x) ถ้าการกระทำนั้นไม่ถูกต้อง

- 1. _____ ระหว่างที่คั้งกำลังอธิบายเรื่องเพลงให้เปิดฟังมีรุ่นน้องคนหนึ่งไม่เห็นด้วยกับคำตอบของคั้ง ทำให้คั้งโกรธและจับรุ่นน้องคนนั้นอยู่ในผ้าห่ม และห่มจนรุ่นน้องคลื่นไส้และอาเจียรออกมา
- 2. _____ เปิดไปที่บ้านของคั้ง เจอคุณแม่ของคั้งกำลังนั่งร้องเพลงอยู่ คั้งยกมือไหว้ทักทายสวัสดิ์คุณแม่ก่อนที่จะขึ้นไปหาคั้งบนบ้าน
- 3. _____ เปิดโทรไปบ้านเืองตอนดึกและโกหกคุณแม่ของเืองว่าคั้งโทรมา เพราะไม่อยากให้พ่อของเืองตำหนิตนเอง
- 4. _____ คั้งปั่นกระดาษและขว้างใส่หน้าดวงในชั่วโมงดนตรี
- 5. _____ คั้ง เปิดและเอ็กซ์ คีมเบียร์และส่งเสียงดังในรถไฟ

[illegible]

ព័ត៌មានអំពីប្រព័ន្ធបង់ប្រាក់

២៤ ក្រសួងព្រះបរមរាជវាំង រាជធានីភ្នំពេញ ថ្ងៃទី ២៤ ខែ កក្កដា ឆ្នាំ ២០២២

សម្រាប់ ក្រសួងព្រះបរមរាជវាំង រាជធានីភ្នំពេញ ថ្ងៃទី ២៤ ខែ កក្កដា ឆ្នាំ ២០២២ ។

ก. ความสามัคคี

១. ការស្រាវជ្រាវ និងការអភិវឌ្ឍន៍

[illegible]

ព្រះរាជក្រឹត្យលេខ ២២

លេខស្រី ១២២.២

[illegible]

ក្រសួងសេដ្ឋកិច្ច និងហិរញ្ញវត្ថុ ។ ប

အ. နေပြည်တော်၊ ၁၁ ဇူလိုင် ၂၀၁၆

[illegible]

ก. นางสาวนิตยา นิลน้อย
ข. นางสาวนิตยา นิลน้อย

[illegible]

ตอนที่ 3 คำถามปลายเปิด

คำสั่ง: ให้นักศึกษาตอบคำถามต่อไปนี้

10. นักศึกษาคิดว่าจากภาพยนตร์เรื่อง ชักชืด ห่วยขั้นเทพ คุณธรรมข้อใดสำคัญที่สุด ยกตัวอย่างจากเรื่องและอธิบาย

แบบทดสอบย่อยธรรม
ภาพแผนผังเรื่อง คำพยานสมมุติของพระธรรม 3 ตอนแยกหน้า

คำชี้แจง

1. แบบทดสอบย่อยนี้มี 3 ตอน จำนวน 10 ข้อ แบ่งเป็น

1.1 แบบทดสอบย่อยมี 2 ข้อเลือก จำนวน 5 ข้อ

1.2 แบบทดสอบย่อยมี 4 ข้อเลือก จำนวน 4 ข้อ

1.3 แบบทดสอบย่อยมี 1 ข้อเลือก จำนวน 1 ข้อ

2. ให้เขียนคำตอบลงในกระดาษคำตอบที่แนบมาให้

3. กรุณาทำทุกข้อ

ตอนที่ 1 แบบทดสอบย่อย

คำชี้แจง: ให้ผู้ศึกษาทำเครื่องหมาย (/) ถ้าใช่ในการกระทำที่ถูกต้อง และเครื่องหมาย (x) ถ้าการกระทำ
นั้นไม่ถูกต้อง

1. _____ ท้าวโศภิตา (พระมเหสีของพระเจ้ากรุงธนบุรี) ไม่ชอบบวชชี (เมื่อพุทธศตวรรษที่ 23) และชอบบวชชี

ถ้าใช่หรือไม่ใช่

2. _____ ครอบครัวของท่านเจ้าคุณ (เจ้าของคณะสงฆ์) ไม่ได้อ่านหนังสือในขณะปล่อยให้นอน
ตามคืนและออกสู่โลกนี้หรือไม่ใช่

3. _____ พระมหาอุปราชาหรือ มังคละชวา (คน มังกร) เป็นผู้ที่จะเป็นคนดีของพระเจ้า
ครองดูแลคนในอาณาจักรและคนต่าง ๆ อื่น ๆ หรือไม่ใช่

พระธรรม

4. _____ ไอ้ขาม (ต๋ोक สุภรณ์) โดนไล่จากบ้านท่านเจ้าขุน (เจ้าของคณะละครสัตว์) พระยาราชมุนี (นพชัย ชัยนาม หรือ บุญทิ้ง) รู้สึกเห็นใจและสงสาร เพราะไอ้ขามมีสติไม่สมประกอบ จึงจ่ายเงินให้แก่ท่านเจ้าขุนเพื่อปล่อยให้อี้ขามเป็นอิสระ และยังพาไปพบหลวงตาเพื่อฝากฝังตัวให้เป็นศิษย์และอาศัยอยู่ทั่ว
5. _____ พระศรีสุพรรณธรรมาธิราช (คิลก ทองวัฒนา) นำทัพไปช่วยทำศึกฯ แต่ในสงครามหาทางเลี้ยงเอาตัวรอด ไม่แสดงความเป็นผู้นำทัพและเห็นแก่ทรัพย์สินสมบัติเมื่อมีโอกาสก็หนีบฉวยเอามาเป็นของตน

ตอนที่ 2 แบบทดสอบแบบทดสอบปรนัย

คำสั่ง: ให้นักศึกษาทำเครื่องหมายกากบาทเลือกคำตอบที่คิดว่าถูกที่สุดในแต่ละข้อ

6. หลังจากกลับจากการออกศึกจากอังวะ พระเจ้านันทบุเรง (ตัน จักรกฤษณ์) ได้ถือว่า พระมหาอุปราชฯ (ตึก นภัสกร) เพราะพระมหาอุปราชฯคิดทรยศและปลิดชีวิตสมเด็จพระนเรศวร นั้นแสดงให้เห็นว่าพระมหาอุปราชฯขาดคุณธรรมด้านใดต่อสมเด็จพระนเรศวร
- ก. ความกตัญญู ข. ความสุภาพอ่อนนุ่ม
ค. ความมีสัจจะ ง. ความมีระเบียบวินัย
7. เมื่อพระนเรศวรยกทัพกลับมายังอโยธยาแล้ว พระมหาเถระคันฉ่อง (สรพงษ์ ชาตรี) จำวัดอยู่วัดขมิ้น ซึ่งพระนเรศวรกับมณีจันทร์มักจะไปกราบไหว้ท่าน และดูแลท่านเป็นอย่างดี นั่นแสดงว่าทั้งสองมี _____ ต่อพระมหาเถระคันฉ่อง
- ก. ความกตัญญู ข. ความเมตตากรุณา
ค. อุดหนุนอดกลั่น ง. ความยุติธรรม
8. สมเด็จพระนเรศวรได้กล่าวว่า “หากหลีกเลี่ยงไม่ได้แล้วไซร์ ข้าจะยอมพลีชีพออกศึกปกป้องแผ่นดิน อโยธยา” แสดงให้เห็นถึงคุณธรรมในด้านใด
- ก. ความซื่อสัตย์เพียร ข. ความกล้าหาญ
ค. ความมีระเบียบวินัย ง. ความเมตตา กรุณา

9. ในยามที่เกิดศึกสงคราม มณีจันทร์ออกไปช่วยเหลือชาวบ้านเป็นอย่างดี เพราะมีคุณธรรมด้านใด

- ก. ความมีน้ำใจ
- ข. ความมีระเบียบวินัย
- ค. ความขยันหมั่นเพียร
- ง. ความยุติธรรม

ตอนที่ 3 คำถามปลายเปิด

คำสั่ง: ให้นักศึกษาตอบคำถามต่อไปนี้

10. นักศึกษาคิดว่าจากภาพยนตร์เรื่อง ตำนานสมเด็จพระนเรศวร 3 ตอนยุทธนาวิ คุณธรรมข้อใด
สำคัญที่สุด ยกตัวอย่างจากเรื่องและอธิบาย

**แบบทดสอบคุณธรรมจริยธรรม
ภาพยนตร์เรื่อง ก้านกล้วย 1**

คำชี้แจง

1. แบบทดสอบทั้งหมดนี้ มี 3 ตอน จำนวน 10 ข้อ แบ่งเป็น

1.1 แบบทดสอบถูกผิด มีตัวเลือก 2 ตัวเลือก จำนวน 5 ข้อ

1.2 แบบทดสอบปรนัย มีตัวเลือก 4 ตัวเลือก จำนวน 4 ข้อ

1.3 แบบทดสอบอัตนัย จำนวน 1 ข้อ

2. ให้เขียนคำตอบลงในกระดาษคำตอบที่กำหนดให้

3. กรุณาทำทุกข้อ

ตอนที่ 1 แบบทดสอบถูกผิด

คำสั่ง: ให้นักศึกษาทำเครื่องหมาย (/) ถ้าเป็นการกระทำที่ถูกต้อง และ เครื่องหมาย (x) ถ้าการกระทำนั้นไม่ถูกต้อง

1. _____ มะโรง มะโหนก บักอืด พากันแก่งทั้งก้านกล้วย และฝูงกบให้จับตัว
2. _____ มะโรงล้อก้านกล้วยว่า “ลูกไม่มีพ่อ เอ็งก็ขี้ลาดเหมือนพ่อเอ็งนั่นแหละ”
3. _____ ตามะหูดนำกำลังเข้าไปช่วยก้านกล้วยและชบาแก้วจากการทำร้ายของสุนัขจิ้งจอกและการถูกรุมโจมตีจากพวกสุนัขจิ้งจอก
4. _____ ตามะหูดรวมกำลังต่อสู้กับทหารของกรุงหงสาเพื่อปกป้องประเทศชาติ
5. _____ พระนเรศวรออกมาปกป้องก้านกล้วยจากทหาร ตอนที่ก้านกล้วยหนีเข้าไปยังค่ายของพระองค์

ตอนที่ 2 แบบทดสอบแบบทดสอบปรนัย

คำสั่ง: ให้นักศึกษาทำเครื่องหมายกากบาทเลือกคำตอบที่คิดว่าถูกที่สุดในแต่ละข้อ

6. ระหว่างที่ก้านกล้วยพลัดหลงเข้าไปในค่ายของสมเด็จพระนเรศนั้น ก้านกล้วยได้ถามสัตว์ชนิดต่างๆ ถึงพ่อของตัวเอง จนกระทั่งมาเจอตัวผู้ตัวหนึ่ง ตะคอกใส่ก้านกล้วยว่า “หนวกหูจริง ช้างแข็งแฉะนี้ไม่มีหรอกไปหาเอาข้างหน้าโน้น” วัวตัดรำคาญเพราะอาจขาดสิ่งใดต่อไปนี้ จึงเกิดโทสะและพูดโดยไม่คิดถึงความรู้สึกของก้านกล้วย

- ก. ความสามัคคี
- ข. ความอดทนอดกลั้น
- ค. ความยุติธรรม
- ง. ความรับผิดชอบ

7. ก้านกล้วยพลัดหลงมาเจอชบาแก้ว ชบาแก้วแบ่งชมพูให้ก้านกล้วยกินประทังชีวิต แสดงว่าชบาแก้วมีคุณธรรมด้านใด

- ก. ความมีน้ำใจ
- ข. ความยุติธรรม
- ค. ความสุภาพอ่อนน้อม
- ง. ความขยันหมั่นเพียร

8. ตามะหูดและชาวบ้านหินขาวไม่ยอมอ่อนข้อและต่อสู้กับทหารหงสาที่มาเก็บเสบียงในหมู่บ้านได้จนชนะเพราะพวกเขามีคุณธรรมด้านใด

- ก. ความสุภาพอ่อนน้อม
- ข. ความสามัคคี
- ค. ความรับผิดชอบ
- ง. ความอดทนอดกลั้น

9. ระหว่างเข้ารับการทดสอบเป็นช่างทรงของสมเด็จพระนเรศวรนั้น ก้านกล้วยได้พบกับแสงดาผู้เป็นแม่ที่กำลังถูกทำร้าย ก้านกล้วยจึงเข้าไปช่วยแม่ แสดงให้เห็นคุณธรรมในด้านใด

- ก. ความอ่อนน้อมถ่อมตัว
- ข. ความกตัญญู
- ค. ความเมตตากรุณา
- ง. ความขยันหมั่นเพียร

ตอนที่ 3 คำถามปลายเปิด

คำสั่ง: ให้นักศึกษาตอบคำถามต่อไปนี้

10. นักศึกษาคิดว่าจากภาพยนตร์เรื่อง ก้านกล้วย 1 คุณธรรมข้อใดสำคัญที่สุด ยกตัวอย่างจากเรื่อง และอธิบาย

APPENDIX D
MORAL RECOGNITION TESTS IN THE MOVIES
(ENGLISH VERSION)

Moral Recognition Test

Movie's Title: *A Little Thing Called Love (Sing Lek Lek Tee Reak Wa Ruk)*

Directions:

1. The test consists of 3 parts 10 items as follows:

- | | |
|--------------------------------------|---------|
| 1.1 True-false test; | 5 items |
| 1.2 Multiple choices: 4 alternatives | 4 items |
| 1.3 Open-ended question | 1 item |

2. Write the answers on the answer sheet.

3. Please do all items.

Part 1 True-False Test

Directions: Put a tick (/) if it is the right action, and put a cross (x) if it is not correct action.

1. _____ Students were on queue up to buy food, and lined up to register their names for the activity club.

2. _____ The basketball players jumped the queue when Narm and her friends were line up to buy some soda pop and said "Please be generous to the men, children and the school basketball players".

3. _____ Fay (Cake Mamuang) does not like Narm and she put some fish sauce in soda pop and gave it to Nam and told her that she was so sorry for the quarrel during on the line up to register the name for the activity club.

4. _____ Cheer wanted Chone to ride Narm home; so, she took away her motorcycle's key and told Chone that the key was lost.

5. _____ Narm, Cheer, Nim and Key went to see Kru Inn at the hall due to their appointment.

Part 2 Multiple Choice

Directions: Choose the best answer for each item.

6. Though Narm's teenage life joined activities with friends, she did her homework and worked hard for her study until she passed the exam which she wanted. What moral made Narm to succeed?
- a. unity b. diligent
- c. hospitality d. justice
7. The Show "Snow White" was successful because teachers, students, arts and costumes had came together. What moral makes their work successful?
- a. diligent b. honesty
- c. unity d. tolerance
8. After travelling in other provinces, Kru Pon (a physical study teacher) bought some souvenir for Kru Inn (Tooky) and other teachers. What moral does Kru Pol has?
- a. responsibility b. Justice
- c. hospitality d. politeness
9. When Uncle Chang came back from aboard, Narm's mother, Narm and Pang (Nam's younger sister) were greeting him by "Wai". Showing the respect to a person reveal what moral they have?
- a. politeness b. kindness
- c. hospitality d. responsibility

Part 3 Open-ended question

Directions: Answer the following question.

10. Do you think what moral is the most important morality issue from “**A Little Thing Called Love (Sing Lek Lek Tee Reak Wa Ruk)**” ? Give an example and describe.

Moral Recognition Test

Movie's Title: *Suck Seed*

Directions:

1. The test consists of 3 parts 10 items as follows:

- | | |
|--------------------------------------|---------|
| 1.1 True-false test | 5 items |
| 1.2 Multiple choices: 4 alternatives | 4 items |
| 1.3 Open-ended question | 1 item |

2. Write the answers on the answer sheet.

3. Please do all items.

Part 1 True-False Test

Directions: Directions: Put a tick (/) if it is the right action, and put a cross (x) if it is not correct action.

1. _____ During Kung was describing the types of songs to Ped, there was a young boy who did not agree with him. It makes Kung angry and took that boy to the children's merry-go-round, and swing around until that little boy vomited.
2. _____ Ped went to Kung's home, and met Kung's mother sitting down and singing. Ped saluted Kung's mother by "Wai" before going to see Kung in the up stair.
3. _____ Ped called Erng in the late of night and lied Erng's father that he was Kung because he did not want Kung to blame him.
4. _____ Kung was pelletize a piece of paper and threw on Tuang's face in the music class.

5. Kung, Ped, and Ex drank beer and made a loud noise in the train.

Part 2 Multiple Choice

Directions: Choose the best answer for each item.

6. Kung and friends decided to form the musical band together and helped each other by finding a room, training and going to the competition. What moral do these teenagers get from the all thing they have done?

- a. unity b. politeness
c. honesty d. gratefulness

7. Kung did not like Tem (the Impact's singer) which he talked negatively to Kae (Kung's twin) in the toilet. Kung splashed some water on Tem. What moral does Kung lack of?

- a. tolerance b. responsibility
- c. hospitality d. justice

8. When Kung, Ped and Eak went to buy the musical instrument at the shop, and during testing the musical instrument, Kung stepped on the new loudspeaker of the shop, and the owner of the shop did not feel satisfy Kung because the owner of the shop might think that Kung lack the moral of _____.

- a. in hospitality b. not diligent
c. impoliteness d. not trustworthiness

9. Kung was a person who liked to change things, and found of new toys due to its modern such as playing Yoyo, playing cards and playing guitar, but it seemed like Kung did not go well in doing anything because Kung lack of _____.

a. honesty

b. devotion

c. diligent

d. hospitality

Part 3 Open-ended question

Directions: Answer the following question.

10. Do you think what moral is the most important morality issue from “**Suck Seed**” ?
Give an example and describe.

Moral Recognition Test

Movie's Title: *The Legend of King Naresuan 3 Yuddhdanawi*

Directions:

1. The test consists of 3 parts 10 items as follows:

- | | |
|---|----------------|
| 1.1 True-false test | 5 items |
| 1.2 Multiple choices: 4 alternatives | 4 items |
| 1.3 Open-ended question | 1 item |

2. Write the answers on the answer sheet.

3. Please do all items.

Part 1 True-False Test

Directions: Directions: Put a tick (/) if it is the right action, and put a cross (x) if it is not correct action.

1. _____ Soraya (Pimpan Chalayanukhub) did not like Maneechan (App Taksa-orn) and always said satirically when she had chances.
2. _____ Chao Khun's Family (the owner of the circus) did not take care of the actors, and left them in the corral nor fed them.
3. _____ Minchit Sra or Minyekyawswa (Tuk Naphatsakorn) is a person who would enthrone Toungoo, but he did not care his duties and spent time with drinking alcohol, and conspired to kill King Naresuan.
4. _____ Kham (Tok Supakorn) was driven out from Tan Khun's home (the owner of the circus), Ratchamanoo (Noppachai Chainam or Boonthing) was sympathetic and felt pity for him because he was mentally ill; so, he paid

Chao Khun to set him free, and took him to Luang Ta for entrusting him to stay at the temple.

5. _____ Sri Supan Thammathirat (Dilok Thongwattana) marched an army, but in the battlefield, he was self-centered, did not show the leadership and greedy for property to be his own.

Part 2 Multiple Choice

Directions: Choose the best answer for each item.

6. After coming back from the battle in Innwa, Nanda Bayin (Ton Chakkrit) accused Minchit Sra (Tuk Naphatsakorn) because of his betrayal and wanted to murder King Naresuan. What moral does Minchit Sra lack of?

- | | |
|--------------------|---------------|
| a. gratefulness | b. politeness |
| c. trustworthiness | d. discipline |

7. When King Naresuan marched the army back to Ayutthaya, he and Maneechan always visited to pay respect to Phra Maha Thenkunchong – a bhikkhu (Sorapong Chatri) who stayed in Wat Kamin. What moral do they have to Phra Mahathen Kunchong?

- | | |
|-----------------|-------------|
| a. gratefulness | b. kindness |
| c. tolerance | d. justice |

8. King Naresuan said “If I cannot avoid it, I will sacrifice my life for Ayutthaya”. What moral does King Naresuan have?

- | | |
|---------------|-------------|
| a. diligent | b. bravery |
| c. discipline | d. kindness |

9. During the war, Maneechan went out to help people in the community. What moral does Maneechan have toward other people?

a. hospitality

b. discipline

c. diligent

d. justice

Part 3 Open-ended question

Directions: Answer the following question.

10. Do you think what moral is the most important morality issue from “**The Legend of King Naresuan 3 Yuddhanawi**”? Give an example and describe.

Moral Recognition Test

Movie's Title: *Kankluay 1*

Directions:

1. The test consists of 3 parts 10 items as follows:

- | | |
|---|----------------|
| 1.1 True-false test | 5 items |
| 1.2 Multiple choices: 4 alternatives | 4 items |
| 1.3 Open-ended question | 1 item |

2. Write the answers on the answer sheet.

3. Please do all items.

Part 1 True-False Test

Directions: Put a tick (/) if it is the right action, and put a cross (x) if it is not correct action.

1. _____ Marong, Manok, and Bug Aued annoyed Kankluy and the group of frogs to get hurt.
2. _____ Marong teased Kanklaury “You don’t have a father. You’re cowardice like your father”.
3. _____ Grandfa Mahood took the army to help Kankluay and Chabakaew that was attacked by the group of wolves.
4. _____ Grandfa Mahood marshaled the force to fight against Hongsa soliders to protect the country.

5. _____ King Naret defended Kankluay from the soliders when Kankluay fled to King Naret's camp.

Part 2 Multiple Choice

Directions: Choose the best answer for each item.

6. During Kankluay was lost into King Naret's camp, Kwankluay asked many animals about his father. Until he met a bull, he shouted at Kankluay "You're so annoying! There is no an elephant here." The bull ends up the conversation. He was angry and talked without thinking about Kankluay's feeling. What moral does the bull lack of?
- a. unity b. tolerance
- c. justice d. responsibility
7. Kankluay strayed and met Chabakaew. She gave some rose apples for Kankluay to eat. What moral does Chabakaew have?
- a. hospitality b. justice
- c. politeness d. diligent
8. Grandfa Mahood and the villagers in Hinkhao did not make a concession to Hongsa's soldiers who would take food supplies but and fought with them till they won. What moral make they win?
- a. politeness b. unity
- c. responsibility d. tolerance

9. During taking the test competition to be King Naret' elephant, Kankluay met Sangda, his mother who was injured so he help his mother. What moral does Kankluay have?

a. politeness

b. gratefulness

c. kindness

d. diligent

Part 3 Open-ended question

Directions: Answer the following question.

10. Do you think what moral is the most important morality issue from “**Kankluay 1**”
? Give an example and describe.

APPENDIX E
STUDENTS' EXPLNATION OF THE MORALS THEY LEARNED
FROM THE MOVIES

Students' explanation of the morals they learned from *A Little Thing Called Love* (*Sing Lek Lek Tee Reak Wa Ruk*)

In the first movie, *A Little Thing Called Love* or *Sing Lek Lek Tee Reak Wa Ruk*, the question is "Do you think what moral is the most important morality issues from the Little Thing Called Love?" After took the test, the students' answers are:

Student 1: Loving friend. Puppy love in teenage life will one day a memory. Possession is not love, but being happy to be able to be able to love someone.

Student 2: Chone's devotion; he devoted a person whom he loved to his close friends.

Student 3: Diligent; Narm studied hard until she got the 1st place for her examination because she wanted to go aboard to see her father. She was extremely responsible.

Student 4: Hospitality; in this movie, it focuses on friendship. Though, there are many group of friends, each group should keep hospitality too keep the relationship among friends.

Student 5: Diligent. For example, Narm studied hard because she wanted to go aboard to see her father. If we are diligent in doing anything, we will be successful.

Student 6: Diligent. Due to Narm's diligent, she was responsible for her study until she was successful.

Student 7: Diligent. For example, Narm wanted to stay with her father in aboard; therefore, she paid attention for her study until she got the 1st place of her final examination.

Student 8: This movie is about the love of teenagers. Most of the ethics might be unity.

Student 9: I think this movie presents the unity. People who live in the society should have unity in living and working will be successful.

Student 10: Unity in a group of Narm's friends. When Narm fail in love Chone, or wanted to do anything, her friends would not disagree, they all helped Narm together.

Student 11: Diligent. Narm paid attention for her study because she wanted to go aboard to see her father. He promised that he will give an airline ticket if Narm got on the 1st place in her final examination.

Student 12: Diligent. For example, Narm wanted to be a designers, she worked hard until she was a successful designer.

Student 13: Diligent. For example, Narm got on the 1st place in her exam because she got the inspiration from her father.

Student 14: The diligent of Narm.

Student 15: Unity because it leads anything to succeed.

Student 16: Unity. For example, the play of Snow White if Narm and friends did not work together, the show would not be successful.

Student 17: Diligent. Narm changed herself in both of personality and study because she wanted to succeed in her hope though she failed, but her attempt led her to succeed in her job, and became popular.

Student 18: Unity because when we are in the same society and school, we need to be united which leads us to succeed in work and lives happily.

Student 19: Diligent of Nam who changed herself in study and personality.

Student 20: Tolerance is the important ethic of this movie. For example, Narm was tolerant from insult from people surrounded that she was not beautiful. She was patient, and did her best on responsibility and study. She got good family, future, and love with Chone (Mario Maruer).

Students' explanation of the morals they learned from *Suck Seed*

The third movie *Suck Seed*, the question is "Do you think what moral is the most important morality issues from Suck Seed?" The students' answers were shown below.

Student 1: Unity. We cannot form the musical band alone, but we need cooperation and musical instruments.

Student 2: Unity. Unity of Ped, Kung, and Eak. They helped produce songs for the contest.

Student 3: Unity. For example, Kung, Ped, and Eak helped form the musical band and did it best though they did not meet their goal, but they have done it best.

Student 4: Diligent because this movie is about teenager's life during their studying and dream. If we are lack of diligent, both study and dream will not succeed, but all morals are important, but the diligent is foremost.

Student 5: Unity. For example, Kung, Ped, Eak and Earn helped each other to clean a singing room, and practiced the music. Working in team requires unity that brings success.

Student 6: Diligent. Ped, Kung and Earn practiced hard for the contest until their team passed in to the final round.

Student 7: Unity among friends. If they (Suck Seed Musical Group) have the unity, their musical band will be successful.

Student 8: Diligent. This movie always shows many scenes about practicing music which presents the diligent of the characters.

Student 9: I think this movie consists of the moral of unity. Though, they did the bad things, they tried to make their dream come true.

Student 10: The moral of unity. They did not leave each other. Three of them tried to find their music practicing room without complaining and they had well unity. Though, in the end of the story, they had the bad quarrel, but they did not forget and left each other.

Student 11: Diligent. Kung changed what he wanted to do, but he did not succeed in anything.

Student 12: Unity; the harmony of everyone in the band. Forming musical band requires the teamwork which leads to be successful.

Student 13: The unity. For example, to form the musical band brings the unity and love among friends.

Student 14: Unity. Because of working as a band, if we do not have unity and cooperation from friends, we will not succeed.

Student 15: Unity because the unity lets us to succeed.

Student 16: Unity because working in the musical band requires the unity in team.

Student 17: Belief because if Kung understood and believed in his friends that they did not gave Erng's song or they did not know. Suck Seed might have been won the competition, if they did not give up.

Student 18: Devotion. Do not be selfish bring a good relationship towards others.

Student 19: Unity of friends. They always practice music.

Student 20: Unity is the most important ethic from this movie. If we have unity, our works will be successful. For example, Kung and friends formed a musical band, worked and practiced till the competition. Though, their work was not well, they have tried it best.

Students' explanation of the morals they learned from *The Legend of King Naresuan 3 Yuddhanawi*

The second movie *The Legend of King Naresuan 3 Yuddhanawi* the question is "Do you think what moral is the most important morality issues from The Legend of King Naresuan 3 Yuddhanawi?" And students' answers were shown below;

Student 1: The gratefulness towards the country.

Student 2: Maneechan begged life of her friend's husband. It shows that she has hospitality towards others.

Student 3: Devotion. For example, King Naresuan devoted himself to protect his land.

Student 4: Bravery. This movie presents bravery which the leader will be brave, be resolute and be decision which was the characteristics of a leader.

Student 5: Bravery. For example, King Naresuan marched the army to the battlefield to protect his land. If there are many brave people like him, there will be solution for many problems.

Student 6: Hospitality. Maneechan helped the villagers, and Boonthing helped Kham.

Student 7: Bravery. Princess Supan Kanlaya shows the love of nation though she was a prisoner, she has never feared because she devoted her life to the nation.

Student 8: Unity. It is a movie about war and shows Thai history; so, there will be unity.

Student 9: I think this movie shows the unity. If there is unity, there is always successful.

Student 10: Hospitality of Maneechan because she helped other people when the war was happened.

Student 11: Bravery. King Naresuan devoted his life for the country.

Student 12: Gratefulness of Maneechan and King Naresuan toward Luang Ta (Phra Mahathen Kanchong). They were take care him because he fed them when they were young.

Student 13: Responsibility. For example, going to the battle field to fight for the country shows the responsibilities and shows us about love and unity among people in the country.

Student 14: Bravery of soldiers who fights in the war.

Student 15: Hospitality because it will make other people being in love.

Student 16: Unity is in team work that happens in the fighting in the battlefield.

Student 17: Bravery is King's bravery. He dared to confront with danger in war, and devoted his life. Also, Princess Supan Kanlaya, though she lived in Myanmar, she was loyal to Ayuthaya, and King Naresaun.

Student 18: Bravery. Because when the bravery came, there were fights against difficulties.

Student 19: Unity of King Naresuan's soldiers whether they will win or lost.

Student 20: The important in this movie is being hospitality. When the war happened, anyone should help each other without thinking about rank of nobility. We should help a person who distress in the low circumstance.

Students' explanation of the morals they learned from *Kankluay 1*

The last movie *Kankluay 1*, the question is “Do you think what moral is the most important morality issues from *Kankluay 1*?” The students' answers are:

Student 1: Gratefulness toward father and mother.

Student 2: *Kankluay* has the gratefulness toward his parents and his hometown.

Student 3: *Kankluay* has been grateful to everyone such as his mother, or Grandfather Mahood who takes care of him and his father who he has never met but he tried to find him, also the gratefulness toward King Naresuan.

Student 4: The gratefulness because *Kankluay* paid the gratefulness to his father and mother, takes care of his mother and hunts down for his father till he becomes King Naresun's elephant soldier because of his gratefulness.

Student 5: Hospitality. Chabkaew shared some rose apples for *Kankluay*. If people have the hospitality then they will be fortunate, there will be people who kind and getting in unity.

Student 6: Gratefulness due to *Kankluay* tried to find his mother, and helped her when she was in danger.

Student 7: Gratefulness that *Kankluay* helped his parents.

Student 8: Unity because this movie is about the fighting which requires being of unity that appears in many scenes in the movie.

Student 9: I think that having responsibility. If we lack of responsibility, our work will increase due to Thai proverb “procrastinate”.

Student 10: Unity between *Kankluay* and King Naresuan which lead the victory from the war.

Student 11: Gratefulness. *Kankluay* hunted for his father.

Student 12: Gratefulness of *Kankluay* that helped his mother, Sangda that she was a victim of the war. Gratefulness to parents is a virtue.

Student 13: Gratefulness. For example, when *Kankluay* met his mother who was in danger, he helped his mother eagerly without thinking about danger. It realizes us that gratefulness is the best thing.

Student 14: Gratefulness towards parents.

Student 15: Kindness because it will make other impress you.

Student 16: The kindness that Grandfather Mahood gave to Kankluay.

Student 17: Gratefulness that uses for protecting the nation in the war though you need to sacrifice your life.

Student 18: Kindness because living together requires help that will bring life is happily.

Student 19: Kankluay has gratefulness to parents such as trying to find his father.

Student 20: Gratefulness is the ethic from this movie. For example, Kankluay helped his mother when she was in danger, and tried to find his father. His gratefulness toward his country is that he assorted to be a soldier to protect the land.

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