

<b>Project Title</b>	Achievement in Teaching English for Specific Purposes (Science) with a New Dimension—Video Tape
<b>The Researcher</b>	Bang-Orn Savangvarorose
<b>Year</b>	1986
<b>Grant</b>	Rachadapiseksompoj, Chulalongkorn University

### **Purposes**

1. To evaluate the use of a relative new medium—video in the teaching of English for Specific Purposes (Science) in terms of integrated skills, by comparing it with more conventional classes taught without the benefit of using video tapes
2. To determine or evaluate the result of teaching ESP Science by using video as
  - 2.1 a means of stimulation or motivation
  - 2.2 an input for different exercises in the four main skills namely: listening, speaking, reading and writing
  - 2.3 a cue or facilitator for reading texts
  - 2.4 a means of reinforcing English learning or as an aid to memorization
3. To survey the attitudes of students towards studying with video tapes.
4. To determine the expense and time involved in preparing video tapes to be used with written materials in the teaching of English.

### **Procedures**

1. The needs of English for scientists were surveyed in order to use the results for the preparation of ESP materials.
2. The ESP materials (integrated skills) were written on the basis of the needs of scientists.
3. The Achievement tests were written on the basis of the needs of the objectives of the materials especially designed for the course.
4. Video tapes were provided in terms of their relevancy to the objectives of the research study and the materials taught.
5. The applicants consisted of science students who had satisfactorily completed 3 compulsory English courses, and had taken a pre-test. They were divided into three groups, two experimental groups and one control group of equal ability according to the result of the test.
6. The variables in terms of teachers, teaching methods, the number of teaching hours were controlled as much as possible. In all the course lasted for 30 hours over a period of 10 consecutive days. Upon completion of the course, the students took a post-test to enable the teachers to gauge their achievement.

## Findings

1. There was no significant difference between the experimental groups who were taught with video tapes and the control group. However, their achievement showed a significant increase at a level of 0.000

2. Overall their achievement in speaking increased significantly, but the control group's ability increased more than that of the experimental groups to a level of 0.05 while the other two groups increased significantly to the level of 0.42 and 0.08

3. Video tapes were a great help in teaching listening and speaking and writing, and formed an ideal input to various kinds of exercises in this respect. But they facilitated reading comprehension to a small degree in that the tapes and the reading materials were only partially interrelated in terms of content.

4. Video tapes reinforced the teaching of vocabulary and were an aid to memorization.

5. Students had a positive attitude towards video tapes. They claimed that video helped them in listening and encouraged them to speak, which was confirmed by the findings and observations of the teachers.

6. Video tapes were both stimulating and a means of motivating the students and also provided enjoyment.

## Some Observations

The reasons why the experimental groups and the control group did not exhibit significant difference in terms of achievement are as follows:

1. Their level of motivation to study was equally high. The sample groups were keen to study in spite of the fact that the course would have no effect on their grades.

2. They were all keen students.

3. The teachers took extra pains when teaching the control group and explained the lessons very carefully for fear that this group would gain less than the groups using video tapes. Moreover, they made use of other audio-visual aids to help them with their studies, such as blackboards, flashcards and tape cassettes.

4. The reason why the control group attained a higher level of achievement in listening and speaking was because they had more chance to practise since there were only 14 students in this group, while the other two experimental groups consisted of 27 and 19 students respectively. Moreover, the questions asked in the speaking test were of a general or personal nature rather than questions from the texts studied or from the video tapes.

5. The time that was allocated for this experiment was too short and the number of students involved was too few.

**Problem Areas**

1. There were only few video tapes available and their content was not particularly interesting, and they were not sufficiently specialized in terms of their focus.

2. The language used on the video tapes was authentic, hence some parts were too difficult to understand. The level of the language was not commensurate with the students' ability.

**Recommendations**

1. It is not recommended that teachers make their own video tapes because of the high expense involved and the time-consuming nature of such an endeavor.

2. If ready-made video tapes which are not commercial, are used, teachers must be aware of the level of difficulty of the language. They should simplify the language so that it is more appropriate to the ability level of the students, for example by overdubbing a more simplified version of the sound track.