

**Comparison of Instructional Methods in Reading Scientific English between the Method of Translation and the Method of Instructing Structures and Vocabulary and the Learners Comprehend It Themselves for 2nd Year Students of Science Faculty, Science Majors, Khon Kaen University**

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**ABSTRACT**

**Objectives**

This research aims at finding the effective methods of teaching Technical English to second year Science students while achieving the goal of these six credit courses; i.e. enable the students to achieve a thorough understanding in reading both the text and the academic articles.

**Procedure**

The researchers decided to use a text called "A Course in Basic Scientific English", written by J.R. Ewer and G. Latorre in the experiment. Then, the subjects were divided into two main groups: the control and the experimental. Before the two different methods of teaching were applied, the students were pretested in Reading Comprehension using the standardized test prepared by Chulalongkorn University Language Institute (CULI). The test was given in two formats: the multiple choice and the Cloze test. The same test was given again as a post test after the experiment was completed. The results of the pretest and the post test were compared and analyzed to demonstrate the differences in the proficiency of the students in the two groups.

**Results**

The analysis showed that the two groups of students had no significant differences. This may be due to the similarity of the two methods. This finding supports the use of the instructional methods most appropriate to each class without fear of penalizing students.

Two totally different methods, however, cannot be applied because the students' grades must not be affected by the experiment. Thus the next study should be conducted using materials which will not be included in the final examination. This means that it must be done in addition to formal classes, which will involve many other administration and financial problems.