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Using television & video to teach English for bilingual students

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USING TELEVISION & VIDEO TO TEACH ENGLISH

FOR BILINGUAL STUDENTS

TECHNOLOGY

By
Thu N. Nguyen

A Master's Thesis

Submitted in partial fulfillment of the requirement of the
Master of Arts Degree
of
The Graduate School
at
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Approved by Dr. Theodore Johnson
Professor

Date Approved April 27 1999

ABSTRACT

Thu Nguyen

Using Television & Video to Teach
English for Bilingual Students
1998-1999
Dr. Ted Johnson
Administration and Supervision

The purpose of the visual program was to stimulate the learning ability in an interesting way. Twenty bilingual students were organized into three condition groups; group A read with videotapes, group B read along and group C read textbook only. Group A and B were students of mixing levels of limited to close mastering level of speaking. Group C mixed students of limited English to none. There were six units of twelve lessons. The students of three groups took the same pretest and posttest for each unit. A final test was given out to measure the reading skills of previous lessons. This study was conducted and completed around fourteen weeks. The results were based on four sets of data. 1) The analyses for pretest and posttest showed the percentage of three groups A, B, and C in consecutive steps of 73%, 55%, and 20%. 2) The analysis of means ran from 50%, 38%, and 25%. 3) The linguistic competence showed the level of important to very important. 4) The strength of visual approach 75%, 63%, and 50%. The combining of these results strongly indicated that students memory recall was enhanced and improving from fifteen to twenty five percent. The technique of visual approach provided an effective way to increase the level of comprehension.

MINI-ABSTRACT

Thu N. Nguyen

Using Television Video to Teach
English for Bilingual Students
1998-1999
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Administration and Supervision

The Visual approach introduced a method stimulating the learning ability of an effective and interesting way. Students showed improvement in vocabulary retaining that increased the comprehension level. The excellent results strongly promoted this teaching style that engaged students' whole mind to see, predict, verbalize, organize, compose, read and write.

ACKNOWLEDGEMENTS

I wish to express my deepest gratitude to:

- Ms. Mary Edwards, Principal of Woodrow Wilson High School who has given me the opportunity to work under her leadership;

- Dr. Ted Johnson, my teacher who has taught me the ideals of our education and guided me through my internship;

- ESL colleagues and other educators who shared their experiences and valuable ideas;

- My parents who have always supported and encouraged me to pursue my education of which the improvement should be the most important goal of life.

TABLE OF CONTENTS

CHAPTER 1

INTRODUCTION

Reading was viewed as a passive process between the reader and the text. They assumed that all the reader needed to understand a text was the linguistic strategies. However, in the last few years, the view of "teaching reading" has changed. Researchers have found that the reading process is more sophisticated than merely decoding sentence structure (Allen, 1977). Reading is actually an interactive process between the reader and the text, which deals not only with the linguistic problems, but also with the reader's cultural background and cognitive functions. The focus of this research is to discuss how a second language teacher helps students develop their reading skills by examining the reading process that uses visual art as comprehensive input. In order to help Bilingual students to learn English in a direct and efficient way, the teacher uses the television and videos to teach as a multi-sensory, largely entertaining medium; an important instructional resource in learning vocabulary and concepts.

PURPOSE OF THE STUDY:

The purpose of this study is to describe and develop the effectiveness of a visual program. The use of these strategies stimulates the understanding of content text and assists the teacher teaching Bilingual students in an interesting way.

1

The reading process is an interactive model. The readers learn to read by recognizing the word meaning, they use the visual cues, they understand the text by following the story when using the videotapes, they listen to the conversations, and the changing of actions. In this model, the readers must constantly identify the words and phrases and transfer them into thoughts.

"The eyes tell the brain what to see," (Eskey, 1986). The videotapes provide the knowledge as a basis for readers, new information, new concepts, new ideas, and can start to have meaning to the readers when they can relate to it. In order to help students to be proficient in reading, teachers must provide students with sufficient information about the subject while being creative in the teaching methods. As the reading skills increase, students will be less dependent in visual cues and develop their linguistic proficiency in English.

There are several reasons to expect benefits from visual programs is that when appropriate content is used, viewing can be a cognitively active experience (Anderson, 1988). Showing videotapes about the story of the text in pre-reading stage offer readers background knowledge as well. For example, ESL students who know little about Titanic have nothing in their idea what relates to the famous ship when they read about history articles of the story behind this ship. If the teacher shows them videotapes of this movie in the pre-reading stage, they could more or less guess part of the text according to the videotapes they have seen. Teachers need to choose the reading materials appropriate to student's linguistic ability. It is also important that the subject matter of the reading text is "interesting and relevant" (Larsen, 1988). We would find it boring or difficult to read an article in which we were not interested even in our first language. Therefore,

ESL teachers should be careful in choosing materials because chances are students lose motivation and interest in reading because improper material is used.

By using visual approaches to stimulate the learning ability, students will pay more attention to the story, listen to the following story, and will encounter the same words over and over in the videotapes with the interesting dialogue.

So visual methods that teacher uses such as present visual messages to the eyes to be processed to the brain for meaning, using film production of art and graphic design, allows learners to express visual knowledge, meaning, and retain the information longer.

The implements of visual strategies focus of this study help the intern to determine the effectiveness of the visual English program for Bilingual students. Some researchers suggests that the increase of vocabulary words accumulate during the entire learning process in addition to the printed materials, films, pictures, classroom activities, etc. Teachers that teach reading skills can be applied to the technology of videotapes, TV, and reading pedagogy to ease the difficulty in language barrier. Teachers should have sufficient knowledge about how reading takes place and what problems readers encounter and then help them develop proper reading skills so they will increase their English ability in passing the requirement tests.

The leadership skills that the intern will acquire from this study to develop a reading program that encourage and monitor the use of effective teaching methods and strategies for the special needs of Bilingual students.

Whole language presence in this program may greatly benefit the Bilingual students or the students in culturally diverse classrooms. Rather than separate the language components of listening, speaking, and reading in different lessons and

contexts, teachers uses the visual literary approach connection with oral and written language to engage students' whole mind to see, to predict, to verbalize, to organize, and to compose for learning to read. The use of visual method provides the meaningful connections are made between experience and language before Bilingual students are asked to read.

DEFINITIONS:

Bilingual students - students able to speak to two languages with the facility of a native language.

ESL Teacher – "English as a Second Language" teacher; teacher who teaches English to Bilingual students or an English teacher for other languages

Pedagogy – The art of teaching or instructional methods

Visual literacy – the ability to apprehend or interpret pictures or other visual images.

Cognitive functions – pertaining to the mental processes of the perception of memory, judgment and reasoning.

Comprehensive input – the materials that process the use of comprehending or understanding

Multi-sensory – pertaining to different senses

Entertaining medium – some materials that are used for entertaining

Visual cues – photographs, films, or other visual materials as used for the illustration meaning

Cultural diverse – the dissimilarity of social ethnic groups

LIMITATIONS:

The condition of lacking laboratory-like nature, the intellectual ability for the sake of group comparison.

The number of reading lessons and the limited time to conduct the research may not give an accurate measurement.

The time needed to show the film and story reading with the pressure to complete it may effect their comprehension.

The study is confined to one building of school district and small groups of Asian Bilingual students may not be generalized to the entire school district.

SETTING OF THE STORY:

This study will be conducted in the Camden School District. The samples represent concentration of Southeast Asians consisted of Vietnamese, Cambodian, and Chinese. The intern identifies a community needs and assesses as an "at risk" target population the students with limited English proficiency of level one or two. Some of these students have received some discontinued education in their countries, some have been moving from different refugee camps few times in their lives, and some students are entirely new to any formal education system.

All students are enrolled in various subjects that depend on their previous experiences. In this study, students in the sample all attend ESL classes and they are a

heterogeneous group, containing students of varying dialects, ethnic backgrounds, and academic ability levels.

There are twenty students. Two teachers participate in the study.

SIGNIFICANCE OF THE STUDY:

The entertaining qualities of videotapes or films make it somewhat an easier medium to access than texts; Bilingual students generally perceive themselves to be brightly successful in processing its messages (Solomon, 1985). Larsen Freeman suggested that limited English students held similar beliefs about television or videotapes, which may help minimize fear of failure in learning.

There are several reasons to expect benefits from visual programs is that when appropriate content is used, viewing can be a cognitively active experience (Anderson, 1988). It will engage students in watching and reading. Thinking activities include three steps: prediction, reading, and confirmation (Solomon, 1987). In the beginning of the activity, the students watching the videotape get the idea of the text, learn new vocabulary words from the text, and do the practice to confirm what they have learned .

The whole language present in this program may greatly benefit the Bilingual students or the students in culturally diverse classrooms. The components of listening, reading, speaking, and writing should support and complement one another in a single lesson. Moreover, students should be in a learning situation when they use these aspects of the language art in communication and knowledge gaining.

When visual literacy strategies provide the concrete base, the meaningful connections are made between experience and language before Bilingual students are asked to read.

ORGANIZATION OF THE STUDY:

CHAPTER 1:

This introductory section includes everything that took place in laying the groundwork for the research:

- The using of technology in reading should help students to understand the meaning of word directly and in a less ambiguous way.

- There are some ways that teachers can use teaching reading for bilingual or ESL students.

- The technology adds an interesting technique in teaching methods. Here are some reasons to support this belief...

- Here is a general description of the kinds of teaching methods that the intern has used in this study...

- The layout for Chapter 1 is presented in these steps:

    A) Introduction – Focus of the study

    B) Purpose of the study

    C) Definition

    D) Limitations of the study

    E) Setting of the study

F) Significance of the study

G) Organization of the study

CHAPTER 2:

The modern technology such as videotapes and television help Bilingual students to receive more information from visual sources than they do from the reading of written words.

- Here is a general description of the kinds of stimulation that the intern may use in this research.

- Here are the results of some comparable studies.

- What the intern plans to do.

- Teachers should help the students develop skills in using technology for reading, and the intern will test for its effects.

The main purpose in this review of literature is to put the hypothesis to be examined in research report into proper perspective. A secondary purpose is to provide readers with guidelines so they can look to find more information about topics.

CHAPTER 3:

In the design of the chapter, the approach used to investigate problems of interest, to answer questions of interest, and to test the intended hypothesis. It includes the method of data collection and related specific strategies. This chapter addresses five areas:

1) General description of the research design.

2) Development and design of research instruments.

3) Samples and compiling techniques.

4) Data collection approach.

5) Data analyzing plan.

CHAPTER 4:

In this chapter the outcomes of research, the information about the reliability of the unit tests are not specifically stated. The intern may assume from the fact that the items are based on the same set of objectives, that the pre-test and the post-test are equivalent. This may increase the validity of the techniques; however, the validity is based on the data collection process.

CHAPTER 5:

After the conduct of study and analyzed results, it is necessary to look back and see how the results relate to the intern's research predictions. This chapter will point out and clarify what results have shown and how these results relate to what ways previously known and discussed in the review of literature.

The intern may conclude that the results are insufficient, because some problems in research procedures or the time was limited. The outcome may not be satisfactory but it is important. It helps to provide some necessary changes in the future.

What ever the results will be, the intern has received some knowledge from the results that help to teach the ESL students or Bilingual students how to apply some reading techniques for their life long study.

REFERENCES: Any source that was cited in the report should be listed in the references at the end of the report. Using APA Style of listing references. The list of references can be valuable resources to other readers.

APPENDICES: Identify its contexts and the layout of the page.

BIOGRAPICAL DATA: Biographical data contain a description of the work, the name and background of the intern, and the title of the thesis document.

CHAPTER 2

REVIEW OF THE LITERATURE

INTRODUCTION OF BILINGUAL STUDENTS:

The education system in The United States of America has been changing since the introduction of bilingual education, students in middle and high school who are limited in English proficiency are require to be in ESL class in order to improve their English skills.

Two conditions contributing to the increase in the number of secondary students with limited English proficiency are the poor economic conditions and civil war in Central American countries, South East Asia, and Eastern Europe. Large numbers of Asian refugees have been entering the United States and many of them are showing up in secondary schools. Many of these students who enroll in a secondary school have had different schooling experiences and variable knowledge (Lucas, Henze, Donato, 1990).

How do individual schools address the needs of these secondary bilingual students from school district to school district? The bilingual and English instructional services are limited and depend on the availability of qualified teachers and appropriate materials. Most bilingual students at the secondary level receive ESL instruction and some from of content area instruction conducted in English.

There are five types of limited English proficiency which can be found in secondary schools:

1 . Native US born bilingual schooled: this type of student is native born with limited English proficiency.

2 . Native US born English-only schooled: this type of student is native born with limited English proficiency, plus the possibility of limited oral and literacy proficiency in the primary language due to placement in English-only environment with no special assistance.

3 . Foreign born bilingual schooled: students of this type are foreign born with limited English proficiency.

4 . Foreign born with limited schooling in native country: these students have limited schooling experiences in native country, with either non-or limited English proficiency.

5 . Foreign born having parallel foreign school grade level attainment: students of this type are foreign born and educated up to comparable US grade level, with either non or limited English proficiency.

THEORETICAL:

Teachers who teach the bilingual students reading in English require special professional preparation beyond the training most secondary teachers have received. Among the areas of knowledge and understanding required of ESL teachers is second language acquisition theory; method of ESL language instruction, language assessment,

the integration of language listening and content teaching; ESL curriculum and material development; and multicultural education (Lucas, 1991).

ESL teachers should take into account the student's language needs (Henze, 1990). These teachers also need training in ways to facilitate English development. They need to plan and implement the language in order to promote better oral and written language within their classrooms (Faltis, 1993).

Teachers have been struggling with the problem of teaching text understanding and composition development of a classroom that has a number of students coming from diverse cultural and language backgrounds (Chall, Jacobs, 1983).

Bilingual students experience difficulties in both understanding texts and organizing their own responses. Hassen and Hubbard noted that when information is presented to students that is disconnected from their experience, they will have difficulty retaining it (Hassen and Hubbard, 1994). Students will face even greater difficulty when experience itself is lacking to provide connections for the understanding of content texts and for the clear understanding of content.

The visual approach was developed in order to ease these difficulties. It is a construct that uses the visual process to achieve verbal literacy.

The visual strategies include these three steps:

1. Input strategies: picture viewing, present visual messages to the eyes to be processed by the brain for meaning.

2. Output strategies: such as TV programs, video tapes, graphic design, allow students to express visual knowledge and meaning.

3. Integrative strategies: help students visualize ideas and meaning.

The three steps presented here with the idea of whole language: listening, speaking, reading and writing will complement one another in a single lesson. Students will be motivated in a learning situation when these aspects of the language help to communicate and gain knowledge.

INSTRUCTIONAL METHOD:

Subjects:

Twenty bilingual students of nineth and tenth grades from different backgrounds and cultural aspects will participate in the study. The sample represents 2 Chinese, 12 Vietnamese, and 6 Cambodian students. These students are at least 2 to 4 years below grade level measured by IDEA oral English Proficiency Test (no formal reading assessments were administered). These students received different education in refugee camps, migrating family, few were reported to be entirely new to any formal educational system.

Half of those students have been pulled out of a Bilingual Program, Vietnamese students got help with a resource teacher.

This group contains students of varying ability levels. Two teachers participate in the study.

Materials:

To teach reading, teachers select the stories with video tapes. This reading series is selected for its motivational presentation, new vocabulary words, contextual meaning and cultural experiences from each group of students.

Program skills and competencies:

The format for each story will be created, the introduction of new vocabulary words with definition, or using dictionary later on. The story provides the conceptual information with the same vocabulary words. The video tapes are used to convey the visual ideas described in the story and the vocabulary words included in the conversation.

After that, students will work in three groups and select the target words, these words will be tested for visual words. The teacher reads the target words and students will identify the target words that include nouns, adjectives, and adverbs.

Measures:

Pretest:

For each unit of instruction, one pretest is developed. Teacher measure vocabulary knowledge with a checklist vocabulary test prior to each unit of reading. Students are going to indicate each word silently by checking yes or no. The checklist test has around 80 words.

A prior knowledge test is constructed to assess students' conceptual knowledge of reading material about to be presented in each unit.

Posttest: Based on Anderson and Herman's theory of the incremental nature of learning words in context (Anderson and Herman, 1987), texts are designed to measure a range of knowledge.

Two measures are administered at the end of each of the weeks to analyze word recognition and recall information.

The first is 20-item word recognition to measure students' ability to distinguish target words. The second is concept questions to measure the students' ability to recall information.

The third is target words in context (the using of context clue) to measure comprehensive skills.

Finally, the final test will be administered at the end of the study. Teachers will construct a 90-item multiple choice test to measure knowledge of all target word meanings.

Procedures:

Bilingual students are placed into three groups: (A) video tapes, (B) reading along and listening to text, (C) text book only (control group).

Each unit teaches over 2-week period, students in three groups are administered the vocabulary and prior knowledge pretest.

(A) students in Group A are given a general introduction to the video tape and watch the movie without interruption. A brief summary statement follows the lesson.

(B) Students are encouraged to read the story silently. Then a volunteer reads the story aloud while others listen. This condition is designed to measure the effect of learning words from context without the video stimulus.

(C) The text book-only condition is the control group. Reading without video tape.

The intern is going to visit ESL classrooms and meet with teachers on weekly basis. The study is conducted over a 12-week period.

Data analysis:

Data are analyzed in four steps.

In the first set of analyses, the intern examines differences among groups in recognizing and understanding words in context across different story units. Scores from the word recognition tests are combined.

Analysis of covariance are performed separately for each unit with the comparison of three group conditions (video tape, reading, text only). The word recognition and retelling scores, along with the target words used in these retelling as dependent variables. The prior knowledge test and checklist as covariates. Planned comparison contrasts (Keppel, 1982) are conducted to measure the video group against other comparison conditions.

A second set of analyses will be made from reading along and listening to the text. Based on a research by Folley (1989), teachers predicted that exposure to words would be strongly related to vocabulary gains. Teachers using the three ESL specialists rated the target words on a 4-point scale ranging from "concept known and easily describable" to "concept not known", and required the learning of new information.

Third, Teachers analyzed the importance of the words to the development of the reading improvement by ranging from "not important" to "very important".

Fourth, teachers analyzed the strength of the contextual support for each word. Visual support is analyzed: (1) words actually represented in the video tape; (2) words mentioned but not shown; (3) words mentioned with contrasting meaning (Beck, McCaslin, 1983).

SUMMARY:

At present, there is a discrepancy between what is found in literature and what is practiced in the classroom. Therefore, the intern must test the connection of research and theory toward reading and evaluate the improvement of bilingual students.

Teachers who teach reading wish to provide students with many opportunities to be successful in reading that motivates them to doing better in other subjects and promotes a long life of learning.

CHAPTER 3

RESEARCH DESIGN

An ESL teacher frequently asked " How can I promote reading success for my bilingual students "? To answer this, the intern observed classrooms, did researches by surveying books and articles in leading education magazines, made note of the successful reading and writing activities used with second language students.

To reflect the observations found in research on language, the intern used the visual approach to offer students access to the meaning of print. Bilingual students developed in a second language by focussing on the meaning, not on the form or grammar, of the message. One leading theory said " bilingual students acquired the second language by understanding messages or by receiving comprehensible input " (Krashen , 1985). Stimulated just by exposure to oral and written language in and out of school, students were thought to acquire language by using the language of their homeland that they had already known and cues from their daily living as a medium. There was a suggestion that an interaction between a student 's conceptual-linguistic knowledge and comprehensible input, that's why the intern proposed in this study using video tapes and television as a direct medium for instructional method in learning vocabulary to stimulate comprehension.

There were several reasons to believe that television might benefit bilingual

students. First, television 's combination of motion pictures and sounds might help students to establish relationships between words and meaning, Blosser (1988) reported good results between television viewing and reading comprehension scores for Hispanic students. Second, the entertaining qualities of television motivated the recognition of words and retention of the information longer. Third, students participated more in the learning process and making meaningful predictions of new vocabulary and content while they watched. Fourth, they were looking forward to the next lesson which might help in minimizing fear of failure in learning.

The impact of technology might be effective for bilingual students. Another similar research for learning disabled students conducted by Wilson and Jensema (1987) also showed a positive result .

The purpose for this study was to examine whether the combination of visual and reading would stimulate students of varying levels of English proficiency to recognize and learn the new words as they watched the television or video tapes without any formal vocabulary instruction.

DEVELOPMENT AND DESIGN OF RESEARCH:

Materials:

To explore the effects of learning words in context, the intern selected the 12 reading lessons and divided them into six units that covered the different subject areas :

1 - Culture : designed to introduce the diversity of cultures and identify where people lived, worked, and enjoyed their lives.

Lesson 1 : Armenia to America .

Lesson 2 : American food - What is it ?

2 - Sports : designed to introduce the things people wanted to do in their lives .

Lesson 3 : Motocross : fast, wild, and very popular .

Lesson 4 : Drag car racer .

3 - Biography : designed to introduce famous people and the information about

their lives.

Lesson 5 : Masako Owada , the 21st Century Princess.

Lesson 6 : Super Star of the eighties.

4 - History : designed to teach time line types showing major events in

chronological order that help students to keep tract of important historical developments.

Lesson 7 : Miss Liberty.

Lesson 8 : The Titanic.

5 - Science : these stories selected for their motivational presentation of

scientific concepts.

Lesson 9 : Fireworks to fire dragons.

Lesson 10 : Computer.

6 - Literature :designed to introduce a higher level of reading skills, students

learn the figures of speech.

Lesson 11 : The letter from America.

Lesson 12 : Poem : The Sea.

The intern conducted each lesson in two reading periods (for each period 65 minutes). These lessons reviewed the basis of 3 criteria : relevance of reading concept to curriculum, comprehensibility, and interest.

To start a new lesson in the first reading period of the week, the intern started with Check point for vocabulary or teacher (10 minutes).

First reading period :

For vocabulary (10 minutes), play video tape (30 minutes), discussion (15 minutes), wrap-up for main idea, supporting details, read through notes (10 minutes) review and open questions (10 minutes).

Second reading period :

Review the vocabulary list, check for comprehension, do the practice points with fill in using context clues, answer questions, rewrite sentences, substituting a word or phrase.

The most difficult words from each lesson were selected by students and became target words.

These words were then tested for visual words; the teacher read a word and students identified the target word out of 80 words which had been selected. These words included nouns, verbs, adjectives, and adverbs.

To assess this possibility, the intern would examine the 3 conditions:

- Reading with TV program (or video tapes)

- Reading along and listening

- Reading text book only

The increment of vocabulary gains would decide the combination if word-related, video-related are good techniques for teaching reading to bilingual students.

Measures:

Pretest : for each unit of instruction, one pretest was developed. Using guidelines suggested by Giuliano Lantorno/Mavis Papa (1994) of selection of Turning Points, the intern or teacher measured vocabulary knowledge with fill in the blanks, combine phrases from the two columns, matching and writing short answer. This combination of questions and matching will cover at least :

1 - 40 general vocabulary words

2 - 15 comprehension questions

3 - 15 target words .

A prior knowledge test was constructed to assess students ' conceptual knowledge of the reading material about to be presented in each unit.

Posttest was the same with Pretest designed to measure a range of word knowledge and the increment of comprehension of each unit.

One measure was administered at the end of two weeks.

Final : at the end of the research study, the intern constructed a final test to measure the knowledge of vocabulary words and the comprehensive level of students by using fill in, matching, answer the questions and multiple choice .

SAMPLE AND SAMPLING TECHNIQUE:

Twenty bilingual students of nine and ten graders of Woodrow Wilson High School participated in the study. The sample, representing the group of Asian students at Camden, consisted of 2 Chinese, 12 Vietnamese, and 6 Cambodian students. These bilingual students were 2 to 4 years below grade level measured by IPT. These students came from low economic families depending on welfare, they were refugees, HPOs and immigrants. These students ' academic backgrounds were different from regular students. Some had received few years of informal education in camps, moving from one school to another school every few years.

Each bilingual student was tested by the ESL Teacher, with a criterion -referenced test and the IPT test in four areas : vocabulary, comprehension, syntax, and oral expression. Scores from the tests indicated that these students in this study participated in the pull out program. Fourteen of these students can't start a simple sentence, they went to the resource center for instruction using their mother language in certain subjects as math, reading, and science.

Two teachers participated in this study.

DATA COLLECTION:

Students were placed into three groups :

A - Reading and watching video tapes (7)

B - Reading along and listening to text (6)

C - Text book only (control group) (7)

Group A and Group B mixing the students of limited and closed to mastering level speaking. Group C mixing students of limited English and very little English skills, two teachers in three conditions.

Each reading unit was taught for two weeks. Before the instruction, students in the three groups took the same pretest. They took the same reading lessons at the beginning of each week .The end of unit was review before posttest, as skills sharpening.

Students in Group B were reading the story silently in 15 minutes, then students would take turns to read story aloud, others listened and followed along. This condition was designed to measure the effects of learning words without the video stimulus.

The textbook only condition acted as a control group. Reading instruction and story translated in their mother language. Lessons in the textbook and target words were the same as the other groups.

At the end of each unit, students were tested for word recognition and recall of concepts (using posttest).

The intern monitored the instructional conditions by informally visiting other classrooms and meeting with teachers on a weekly basis. The study was conducted in a 12 to14-week period.

DATA ANALYSIS:

Data were analyzed in 4 steps :

1 - In the first set of analyses, the intern examined the results and compared the differences among groups in recognizing and understanding words in context across the 6

reading units. Scores from the two weekly Pretest and Posttest in each unit were combined.

Analysis of Means for pretest vocabulary scores and prior knowledge were performed for each reading unit with three comparison conditions (Reading along with watching tape, reading and learning, reading text), using word recognition and practice words as dependent variables. The textbook control group will be scored separately and used to compare with the other two groups to see whether the TV contrast group differed significantly from other conditions.

In the second set of analyses from reading along and listening to the text, the intern examined the 90 target words to see if the exposure to words when listening would be related to vocabulary gains, compare/contrast with the other conditions, using a coding strategy to rate each target word on 4-point scale, ranging from " concept known and easily describable " to" concept not known " and required the learning of new information.

In the third set of analyses, the intern analyzed the importance of the word to the development of the reading comprehensive and recognition by rating each word on a 4-point scale ranging from " not important " to" very important ", compare/contrast the means in 3 levels of linguistic competence.

In the fourth set of analyses, the intern analyzed the strength of visual support, using 4-point scale :

- to see if words were actually represented in the video tape

- words were mentioned but not shown

- words were mentioned with contrasting meaning .

Finally a report will be written to see whether or not the use of television will directly contribute to the improvement of the reading process.

CHAPTER 4

PRESENTATION OF THE RESEARCH FINDINGS

This research has been done in six units of reading with the main areas addressed

in the studies :

a/ The improving of vocabulary knowledge

b/ Strategies of using visual approach

c/ The text book Control group

d/ The content of units

e/ Direct reading thinking techniques

f/ The professional experiences of teachers

g/ Miscellaneous

a/ The improving of vocabulary knowledge : the pretest showed the lower scores

in three groups. Students in group A with limited and close to mastering a level speaking,

enjoyed watching the video tapes, listening to the conversation, picking up more new

words. They discussed the ideas and briefing the stories helped them to develop better

understanding. Students in group B who took turns reading the story aloud and listening,

showed a moderate improvement between pretests and posttests. Students in text book

only (control group) showed insignificant improvement comparing pretests and posttests.

One of the important themes in this research was that vocabulary knowledge might determine the ESL readers'success. Unknown vocabulary in question and answer choices on test was a linguistic factor affecting the reading performance of beginning level. In fact, the vocabulary knowledge was a key element for test performance and it was an ability that needed to be learned every day. There were variable approaches to learning English vocabulary, and ESL students might use first-language vocabulary knowledge to translate similar ideas.

b/ Strategies of using visual approach : the technological developments with video tapes could play an important role in helping students in learning English effectively and more interestingly. Showing the movie in the pre-reading Stage offered readers background knowledge. For example, ESL students who knew little about Titanic would quickly guess parts of the text according to the movie they had seen. The intern, who observed students of group A, paid more attention to what they saw and recalled the context quickly. The scores improved steadily after each posttest.

c/ Text-book(control group): each student read by him/herself (apparently in silence), found it difficult to identify the unknown words, lacked motivation in improving the vocabulary knowledge. The students' reading comprehensive was low compared to visual support.

d/ The content of units : teachers needed to choose the reading material

appropriate to students' linguistic ability. It was also important that the reading units were interesting and relevant. Students may loose motivation and interest because of improper material used. Teachers might use semantic units which was one way to increase students' linguistic ability and background knowledge at the same time. It was a series of lessons built around one topic when the texts dealt with the same thing, students had more chance to see the same words over and over, which helped to enforce the ability to memorize and increased the bank of vocabulary words.

e/ Direct reading-thinking technique : the comparison of three groups in which group A (reading and watching video tapes) got a better percentage of improvement in comprehensive level. The students with direct introduction of words by watching tapes would eliminate the ambiguity of linguistic problems. Based on the experiences of watching, students made at least seventy percent correction of word meaning compared with text-book control group or reading along. The purpose of this technique was to help students retain the memory of target words, and at the same time introduced more learning of new information.

The reading-listening group B didn't show much difference with group C in this technique.

f/ The professional experiences of teachers : teaching ESL required special professional preparation beyond the training that most secondary teachers had received. The ESL teachers needed to be trained in : methods of ESL instruction, second language

acquisition theory, language assessment, ESL curriculum and materials development, the integration of language Literacy and content teaching, and multi-cultural education.

g/ Miscellaneous : There was some limitation in learning achievement such as :

- Technical limitation : many ESL students might not comprehend a text because they did not know the meaning of words and grammatical usages. ESL teachers should be aware of it in order to reduce students' frustration.

- Good reading skills in first language could be transferred and compensate for low skills in one's second language. However, the transferred skills varied accordingly to one's second language proficiency and cultural literacy practice.

- Family support : parents also added another important fact to students' achievement. The encouraging and expectation of one's family helped to motivate the students in their learning process.

- Social economic background : students might not improve a lot if the family's income was below American average. Students who lacked the materials such as dictionary, books, computer, etc. had a hard time improving their comprehension skills.

- Safety environment : students should not be intimidated ; they needed a peaceful and conducive learning atmosphere for their education.

CHAPTER 5

CONCLUSIONS

The final scores and means showed the differences between three reading groups. The ESL students using the technology of visual approach were able to comprehend better than the two other groups. However, on the whole there was some individual variability; ESL with some degree of English proficiency made better use of vocabulary knowledge; they used A greater variety of cognitive strategies and selected the procedures that fitted them better.

This research studied the review of the support for the visual approach based on the data analysis of pretest, posttest, and Final test. The vocabulary gain was rated higher in-group A, and group B and group C were not so much different between themselves. The use of other materials such as magazines, newspapers, pictures, field trips (if possible), and group discussion integrated into each unit would promote better writing, speaking, and listening skills.

The reading competency level showed at least fifteen to twenty five percent higher in group A compared to group C. The students were asked to do word recognition, matching, fill in, writing answers to questions of choice, and using 4-point scale. The intern analyzed the strength of visual support and used bar graphs to show their improvement.

INSTRUCTIONAL IMPLICATIONS:

For the instruction, the finding in this research strongly implied that, for ESL students of different grade levels, the visual approach helped them to learn to read pictures, decode information, and analyze them for comprehension. For most second language students, the major problem in reading would simply be the gap between what they knew and the content of texts written. Teachers should help students to expand their knowledge of English, and make reading a pleasant experience for them.

A main conclusion of this review was that the results of using Videotapes and TV in teaching English to ESL students were positive and onward to some relatively high level of proficiency in their learning. Evidence in the present review did suggest that ESL teachers needed to be aware of the advantage in using new technology in their teaching techniques in our schools. For example, ESL learners with lower reading levels would benefit in the direct relationship between visual and expressing languages. When students looked at the motion pictures, they inferred the connections. When they read, the language showed how the meaning was coordinated, their vocabulary words and phrases and signal words of the story that joined ideas into a cohesive sentence. Another example was that the potential effects of visual composition made up of pictures by theme and content supplied a continuous thread of meaning. The motion picture stimulated thinking and language production. Students watched the tape and voluntarily searched for reading connectedness within the motion pictures, and the meaning would be connected to explain the relationships they had perceived.

The intern learned that when teachers used the combined visual literacy approaches in this research or followed the additional teaching techniques and suggestions offered, they needed to be tolerant of the levels of experience and language facility of the students. Once they were visually and experientially involved, they could be helped to retain the vocabulary words and English sentences. This approach provided the experience and content connections from which reading and writing language should naturally flow. This approach helped to engage each student's whole mind to see, predict, verbalize, organize, compose, read, and write.

ORGANIZATION CHANGING:

The research had been done in changing the routine of teaching "read along" or "text book" only. The intern had been observing how teachers come to change their instructional practice and made learning more interesting to their students. The improvement of one particular group of students in school might make other teachers to want to review their teaching practice and gradually modify their teaching technique. Changing should take time, some teachers changed their practices step by step until the successful, active and more practical approach became effective, and after that every teacher wanted to fostering the strategy and learning of that approach.

The principals or administrators should pay attention closely to any new innovative approach that would bring a positive change to their school. They needed to understand and support teachers who were growing and learning. The administrators

34

would do better in supporting that visual approach for literacy program if State Curricula supported it; teachers needed excellent materials, text books, tapes, training for developing and modifying their own classroom program.

PROFESSIONAL DEVELOPMENT:

The intern had been learning that teacher should be the one who initiated the changing; students would respond and apply it to their learning behavior. The significant factors for leadership skills of teachers in this research were:

- A desire to learn.

- A willingness to be a risk taker.

- Opportunities to interact, cooperate and collaborate with other colleagues who were willing to share the same interest. The professional development was related to students' response to the new approach that reflected teachers' professional development.

- Students become more skilled as they practice in meaningful reading program.

- They were motivated as the contexts increased their comprehensive level.

- The principal support for the program increased with the positive results that had shown in students' standard test.

It was interesting to see teachers, students and administrators take the same journey that helped to develop a literacy program which was meaningful and enjoyable to

readers.

FURTHER STUDY:

The development of visual literacy in a further research would bring more abilities, develop new interest, and discover new strengths. Topics were limitless, and ESL teachers needed to coach the students in building up a language portfolio by using the new technology today.

- Electronic books (software that talks): ESL teachers might use CD-ROMs full of interconnected pictures, texts, movies and sound. The electronic text might be built into a notebook computer and that text presented to the reader visually. The intern found out that The World Book Encyclopedia (World book Inc., 1998) contained a world of information that interested greatly and was helpful to ESL students who had had a hard time to understand English vocabulary words that were not translated into their native language.

- WEB for languages: a new internet web page devoted in teaching English for foreign students, provided them with a lot more information in learning English.

- TA (Teacher's Aide): was an experimental expert system that had been developed especially for the reading classroom. It assisted the diagnosis and remediation of reading difficulties.

- Visual reading: Last year, the City of Camden organized a workshop entitled

" Polaroid presents instant image portfolio / A visual approach to portfolio assessment ".

Five essential skills were used in creating a lesson:

- create photographs that told stories

- tell stories behind our photographs

- find the story that weaves photographs together

- look for new stories

- share the stories with others ESL teachers might use this technique to involve the use of visual imagery to tell stories with fun, focus and improving. The photographs which were used were representative of events, significant objects, and experiences.

- Taping TV broadcasts for classroom use : a non profit educational institution might record a television broadcast program and retain it for ten consecutive school days to teach students. ESL teachers could use it to teach updated information to ESL students.

These examples were an excellent use of technology, even though there were important differences between the availability of information and access to them but the purpose was using visual approach in a meaningful manner in schools, granting students conceptual access. In other ways, it required a staff development and new ways of thinking about teaching and learning.

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APPENDIX A

TECHNIQUES AND PROCEDURES

IN TEACHING ESL

Teaching ESL is a serious business for our melting pot. Every year public schools in this country open the door to welcome the children of immigrants or refugees who have come all around the world. We need to train teachers so they can help these students from zero English to proficiency in English in few years.

There are some techniques and procedures that are essential in building the foundation for ESL students that we need to add in teaching reading to them.

Reading program

Reading program should contain variety of topics and differ from each day. The objectives of teaching reading follow these steps:

1. To introduce basic grammar patterns and new vocabulary words.

2. To reinforce basic knowledge.

3. To develop comprehension level.

4. To organize ideas.

5. To enhance writing.

Dictionary skills

ESL students need to be trained in the use of dictionaries, teacher will show them how to find the information they seek. Students know how to find the information about the pronunciation, spelling, syllable division, meaning, parts of speech, usage and derivation of a word. The meaning of a word is very important in reading, most words have more than one meaning; students should learn how to isolate the meaning, how to use it in context clue.

Mapping strategy.

The mapping strategy is a way of jotting down key words that help students to think about the topic on which they are to write. Beside the key words, they will begin to think of other ideas or words related to the story.

Repetition Drills.

Teacher must make sure that this is not a meaningless parroting. Students can do some drills without understanding them and teacher has to make sure that they do understand. Drills serve two purposes:

Repetition drills: are very useful in building up kinetic memory.
Beginning students remember and repeat only short sentences. The steady drills increase the developing of memory, recognition and recall the learning information.

Discrimination drills: are testing drills; students depend on their memories. It is useful upon introducing new skills; students practice in listening comprehension.

Practice in listening comprehension.

ESL students need to be trained in listening comprehension. Students are set a specific task such as answering questions or solving a problem. When they complete their task, teacher should check it and give them immediate feedback on how well they have done. If a language lab is available, students can check their own work by using computer softwares with answer keys, a tape or cassette recorder in a learning center for a group work will serve the same purpose.

The steps in a listening comprehension exercise are:

1. Selection of the teaching point.

2. Focusing on students' attention.

3. Listening and completion of set task.

4. Correction.

5. Feed back on performance.

Sources and uses of natural materials for listening

Listening materials are necessary for ESL students, they need to learn English in a natural environment. Students should have experience with varieties of topics, situations such as radio and television which are good sources. Teacher may tape the story and play it to students.

Students can be asked to watch a TV documentary which will then be discussed in class. However listening to the radio or watching TV in a foreign language is extremely difficult because students don't have enough English to understand it yet.

The music should be an integral part of the program, teacher can plan a lesson plan to teach it with specific goals and purposes.

APPENDIX B

KEY STEPS IN DEVELOPING AN ESL PROGRAM

1. Check students' background (their prior schooling experiences).

2. Get to know students' cultures and languages they speak at home.

3. Oral testing.

4. English proficiency test.

5. Decide on students' English level.

6. Meet with school counselor for scheduling these students.

7. Develop a reading program that teaches specific content.

8. Redesign program to allow instruction that gives ESL students more time and opportunities for subject matter learning.

9. Set up tutoring program to give extra help to students who need more attention.

10. Analyze students' progress.

11. Evaluation for improvement.

Performance Expectations

1. Learner responsible for his or her study.

2. Complete all home works.

3. Listen or follow the instruction.

4. Communicate clearly.

5. Work cooperatively with study group.

6. Have a positive attitude.

7. Show willingness to learn in new level.

8. Maintain neat and clean note books.

The purpose of teaching ESL

1. Assist and provide a high quality education for students.

2. Check the areas of improvement.

3. Give suggestions that will lead to further study.

4. Identify the problems on which students need help.

5. Make the experience of teaching more satisfying and more enjoyable.

6. Build teacher and students relationship.

7. Clarity in giving instruction.

8. High expectations for students.

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