

Thai Engineering Students' Perceptions of Video Project Assignments

Pornpun Oranpattanachai
King Mongkut's University of Technology North Bangkok
opornpun@hotmail.com

Abstract

This study investigates students' perceptions of creating video projects as part of their grade assignment. Forty-two engineering students at a university in Thailand taking an English course participated in the study. They were required to use English expressions from the phrase bank in each of 15 units in their course book to create a story script to produce a video clip. Upon the completion of the video projects, the participants were asked to answer an online questionnaire. The responses were analyzed quantitatively and qualitatively. The results revealed that the students had a high to very high level of perceived satisfaction towards producing video clips. In addition, there is no significant relationship between their grades and their level of perceived value towards the video creation ($P \leq .05$). An instructional implication drawn from these findings is to include a video clip project as an assignment in an English course in future semesters.

Keywords: Students' Perceptions, Video Projects, English Courses, Video Creation, Perceived Value

Introduction

In the 21st century, which has been referred to as the age of globalization and information, English is becoming a truly global language. That is to say, English is used as an international language to communicate with people who have different languages and cultural backgrounds. With the implementation of the ASEAN community in 2015, English has become the new lingua franca and is a working language in the ASEAN Economic Community (AEC). However, Thai students' English proficiency is not satisfactory (Prapal, 2003; Kamkhien, 2010; Noom-ura, 2013; Bruner, Sinwongsuwat and Shimray, 2014; and Panyawong et al, 2015). According to the EF Proficiency Index (2015), English language proficiency in Thailand is very low and dropping in relation to other countries. Thailand ranked 62 out of 70 countries included in the index (EPI score of 45.35) and among 16 ASEAN countries, Thailand ranked 3rd worst in Asia.

To solve the problem of Thai students' low ability in English, several attempts have been made such as a major reform in the Basic Education Core Curriculum 2008 and Thai universities developing their own standard of English evaluation. One attempt that teachers of English have done to help improve English proficiency of Thai students is through teaching methods. It is known that teaching methods should be changed from teacher centered to student centered. A teaching method that is student centered and which has gained popularity in the 21st century is the project-based learning approach. Through project based teaching, students can practice the target language in a collaborative, enjoyable, creative, autonomous and motivating atmosphere (Thomas, 2000; Stivers, 2010; Simpson, 2011; Peterson and Nassaji, 2016).

Since the students I teach are engineering students, it seems to be a good idea to combine technology and English language learning. Student-produced video clip projects as assignments are therefore incorporated into my English curriculum. Through creating a

video project clip using expressions from the phrase banks in their English course books, students can learn the English language and how to produce video clips simultaneously. Since learning English through this video clip creation is new to students in my context, and there are only a few studies conducted on the issue of students' produced video clip with Thai engineering students, as a Thai teacher of English, I have an opinion that it should be useful to know what students' perceptions towards video clip project work are and whether it is suitable to students at all levels of English proficiency. The present study is therefore carried out to investigate the students' perceptions towards the video clip creation and whether there is a relationship between their perceptions and English grades.

Literature Review

Project-based learning is not a new teaching method. It has been well established since 1967. The term 'project-based learning' has been defined varyingly because of the broad nature of the projects. Researchers have provided various definitions of the term 'project-based learning' (Thomas, 2000; Stivers, 2010; Petersen and Nassaji: 2016, Fried-Booth (2002, p. 6 cited in Simpson: 2011, p. 40).

Thomas (2000,p. 1) has given a short definition of project-based learning (PBL). He defined project-based learning as a model that organizes learning around projects. According to Stivers (2010), project-based learning is an instructional approach built upon learning activities and real tasks that have brought challenges for students to solve. Project-based learning is largely group-based and relies on student input for its direction (Petersen and Nassaji, 2016: p. 6). Fried-Booth (2002, p. 6 cited in Simpson: 2011, p. 40) defined project-based learning as student-centered and driven by the need to create an end product. Project-based learning is a form of cooperative learning that contextualizes learning by presenting learners with problems to solve or products to develop (Katz, 1994 cited in Holst: 2003). From the review of the literature, features included in project-based learning are activities or real tasks, group work, student-centered learning, challenges or problem-solving, cooperative learning end-products, and teacher as a facilitator (Thomas, 2000; Stivers, 2010; Petersen and Nassaji: 2016, Fried-Booth (2002, p. 6 cited in Simpson, 2011).

The following review of previous studies is focused on very recent published foreign and Thai research on students' perceptions towards project-based learning conducted at the university level, particularly in the English as a foreign language (EFL) context. The majority of the studies are survey studies (Petersen and Nassaji, 2016; Marwan, 2015; Ting, 2003; Poonpon, 2007, Wanchid and Wattanasin, 2015). Two of the studies are experimental studies (Seeph and Neewprasit, 2015, Kettanun, 2015).

Following are survey studies reporting the student participants' positive perceptions towards project work. Petersen, C. and Nassaji, H. (2016) examined and compared ESL teachers' and learners' beliefs and attitudes toward project-based learning including the extent and manner of implementing project work in a classroom in Canada. 168 participants—88 students and 30 teachers participated in the study that was conducted in three ESL schools in Victoria, Canada. The research instruments were a written questionnaire (teacher and student versions) and semi-structured interviews with teacher participants and student participants. The findings revealed that both teacher participants and student participants held positive attitudes towards projects in the language classroom. The teacher participants showed more positive attitudes than the student participants towards the project-based learning approach in general, although both of them expressed positive attitudes towards the project-based learning approach. Also, both teachers and students highlighted several advantages that the project-based learning approach has over traditional approaches to

language learning. In terms of implementing project work in the classroom, there are different opinions about what aspects of project-based learning should be emphasized and how the projects should be implemented.

Marwan, A. (2015) conducted a study implementing project-based learning (PBL) with information and communication technology (ICT) for six weeks in an English classroom in Indonesia. His subjects were twenty-five students from a vocational higher institution. His research instruments were semi-structured interviews and observation. The participants were required to work in groups for three projects: 1) writing an email to an overseas university asking for information they wanted to know (e.g. courses, scholarship, etc.); 2) role play or drama on any topic; 3) finding a profile of a well known university in an English speaking country and presenting it in the classroom. Then the student participants were interviewed about their perceptions towards the learning experiences they had when exposed to these project-based learning activities. Observation was also undertaken to identify the student participants' behaviors during learning with this project-based learning approach. The data from the interviews and observation were analyzed qualitatively to search for emerging themes. Results of the study revealed that the application of project-based learning with information and communication technology (ICT) in the Indonesian classroom context at the 3-year diploma program could generate a positive learning atmosphere. The student participants were becoming highly motivated to participate actively in the process of knowledge construction and skill-gain activities. It was also found that this success is underpinned by the teachers' pedagogical and technological beliefs as well as by highly motivated students.

Ting (2003) investigated students' perceptions on the implementation of video projects into the English classroom. The participants were thirty-five students from a private university in Selangor. They were assigned to create a short teenage-themed video clip. The instrument was a reflective journal entry (entries into an online reflection journal) guided by the questions posted on an online blog. It was found that the participants were generally positive and excited about the video project, although at the beginning they were hesitant to do it because of lack of experience and skills in movie making. The responses were categorized into five themes: 1) implementation of the video project; 2) obstacles faced during the production; 3) level of satisfaction upon completion of the video; 4) elements that led to the success of the video project; and 5) relevance of a video project to language learning.

Poonpon, K. (2017) explored opinions of Thai learners of English towards the implementation of project-based learning in the form of an interdisciplinary-based project in a language class and their opinions about how project-based learning can enhance the four skills of English. Her participants were forty-seven undergraduate students taking an English course on information science. They were required to work in groups to complete an interdisciplinary-based project. The research instrument used in the study was a semi-structured interview. The result of the study revealed that the student participants perceived that their English language skills were enhanced because they used these skills to acquire, analyze and synthesize information as they worked on their projects. From the analysis of the interview data, the student participants had an opinion that the implementation of project-based learning was appropriate for the course because they can use both the information science content knowledge and English skills to carry out the project.

Wanchid, R. and Wattanasin, K. (2015) conducted their study to investigate the students' attitudes toward the project work in their English I course and the correlation between their attitudes and their English learning achievement. Their subjects were 360 Thai first-year undergraduate students who enrolled in an English I course. They were classified into high, moderate, and low English proficiency students. The instruments used to collect the data in their study were attitude questionnaires, an English achievement test and interviews. It was found that the students had high to moderately positive attitudes toward the use of project work in their English class. It was also found that there was no difference in how the high, moderate, and low proficiency students viewed the project work, and the correlation between students' attitudes and their final scores showed no significant difference ($p \leq .05$). Subsequent research utilized experimental studies to examine the effects of project-based learning approach on students' improvement in English skills. Seepho, S. and Neewprasin, N. (2015) conducted pretest-posttest experimental research to examine the effects of the project-based lessons on the improvement of the student participants' overall English skills and learning process of first-year students at a Thai university. The participants were 47 first-year students who took an English course at a university in Thailand. Their research instruments were (1) project-based learning lessons (2) written and speaking tests, (3) student diaries, (4) portfolio assessment, and (5) semi-structured interviews. The results revealed that overall English language skills of the participants improved significantly ($p < .05$) after having been through the project-based lessons.

Kettanun, C. (2015) conducted an experiment on the project-based learning approach in an English language classroom in a private university in Thailand. The subjects of her study were 21 third-year university students studying the last English course focusing on speaking skills. The subjects took pre- and post-tests before and after the treatment respectively. The duration for the experiment was 12 weeks. The research instruments were 1) pre-and post-tests, 2) ongoing assessments, 3) a question-guided journal and 4) unstructured interviews. The findings revealed that student participants' speaking ability improved significantly ($p \leq .05$). In addition, the project-based classroom helped the students to improve their cognition, work ethic, and interpersonal skills.

From the above studies reviewed, many advantages of the project-based learning approach used in English language learning have been enumerated. However, only a few studies have explored empirically the use of the project-based learning approach in Thai classrooms, and no studies have been conducted on the project type that requires students to apply English expressions in the phrase banks from their commercial textbooks to create a story script in a business context to produce a video clip. Since this is new to the students in my context, it prompts the researcher, who is a Thai teacher of English, to investigate the students' perceptions towards video project creation and whether it is suitable for students from various English proficiency levels.

Research Objectives

1. To survey the students' perceptions of the video projects used in the English for Work course.
2. To investigate the correlation between the students' perceptions of their own video clip creation projects and their grades.

Research Questions

1. What are the student's perceptions of the video projects used in the English for Work course?
 - 1.1 In terms of English language improvement, what are the student's perceptions of the video projects?
 - 1.2 In terms of teamwork, what are the student's perceptions of the video projects?
 - 1.3 In terms of learning experiences , what are the student's perceptions of the video projects?
 - 1.4 In terms of challenges, what are the student's perceptions of the video projects?
2. Is there any significant correlation between the students' perceptions of their video clip creation projects and their grades?

Methodology

This is a survey design study aiming at investigating the students' perceptions of the implementation of video projects into the English language classroom. Also this study is a correlational study since the students' perceptions of the video projects and their final English grades are also explored.

Participants

The participants of this study are 42 fourth-year engineering students from the College of Industrial Technology, King Mongkut's University of Technology North Bangkok in Thailand. They enrolled in an English for Work course as a compulsory course in the first semester of academic year 2016. 95 percent of the participants are male and 5 percent are female. Their age ranged from 20 to 22 years old.

Instruments

An online questionnaire developed by the researcher was used to collect the data about the participants' perceived value of the video creation project in the English language classroom. The online questionnaire is divided into three parts. The first part is about student participants' demographic information (e.g., gender, age, and an English grade). The second part is close-ended, containing 17 items eliciting the participants' perception of the video project work using 5-point Likert scales: 5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, 1 = strongly disagree. This part asks the participants to rate their degree of agreement on 17 items and has four main sections: 1) English language improvement, 2) teamwork, 3) learning atmosphere, and 4) challenges. The third and final part of the online questionnaire is open-ended. It asks the participants what they liked and disliked when producing the video clips in a group and solicits their suggestions related to producing the video clips.

The formula below shows the range of the arithmetic means that was used to interpret the level of agreement.

$$\text{Range of score} = \frac{\text{Maximum score} - \text{Minimum score}}{\text{Number of Score}} = \frac{5-1}{5} = 0.8$$

Table 1 shows the evaluation criteria of the questionnaire.

Score Value	Level of Agreement
4.21 – 5.00	Very high
3.41 – 4.20	High
2.61 – 3.40	Moderate
1.81 – 2.60	Very low
1.00 – 1.80	Low

English for Work Course

English for Work is a compulsory course for third and fourth engineering students at King Mongkut's University of Technology North Bangkok. The course book used in this course is *In Company 3.0* written by Mark Powell (2014), published by Macmillan. The objectives of the course are as follows: 1) to read business writing tasks such as emails and business extracts, etc.; 2) to familiarize students with various expressions used in business; and 3) to develop English proficiency in order to meet the challenges of the dynamic business world. This course lasts 15 weeks with the class duration being 3 hours per week.

The Video Project Work Development

The students formed groups on their own with three to five group members. Then each group created a script for a seven to ten minute-video clip of themselves in English on any topic in a business context. The student participants were required to use business English expressions from the phrase bank in the course book *In Company 3.0* to write the script. Subsequently, the student participants submitted the scripts to the English teacher who is the researcher to evaluate and correct if there were grammatical mistakes. After making necessary corrections, the student participants created the English-subtitled video clips with no help or guidance regarding how to make a video clip technologically. Regarding the video clip evaluation, the total score for the video clip project was ten points, which was part of their assignment. The assessment criteria for the video clip project was as follows.

Table 2 shows the video clip evaluation

Items	Points	
Use of Language	2	1
Video Clip Length	2	1
Integration of Expressions from Phrase Bank	2	1
Creativity	2	1
Technology	2	1

Note Points: 2 = good to very good, 1 = fair

Data Collection and Analysis

After finishing and submitting the video clip with English subtitles to the researcher, who is their teacher of English for Work course, the student participants were asked to answer the online questionnaire in Thai.

For analysis, SPSS 11 for windows was used as follows.

- Descriptive statistics was computed on the students' responses of the perceptions towards video clip creation projects.
- A Pearson's correlation coefficient test was used to determine whether there is a significant correlation between the students' perceptions of their video clip creation projects and their grades.

Results and Discussions of the Study

Research Questions

1. *What are the students' perceptions of the video projects used in the English for Work course?*

The students had a high to very high level of positive perceptions towards the video clip projects as can be seen in Table 3

Table 3 shows the students' perception levels towards the video clip projects

Item	Statement	Mean	S.D.	Level
1	Producing a video clip in groups helps me to develop my English in terms of speaking skills.	3.95	.76	High
2	Producing a video clip in groups helps me to develop my English in terms of listening skills.	3.83	.79	High
3	Producing a video clip in groups helps me to develop my English in terms of vocabulary.	3.98	.68	High
4	Producing a video clip in groups helps me to develop my English in terms of English phrases used in the workplace.	3.95	.76	High
5	Producing a video clip in groups helps me to develop my English in terms of English grammar.	3.67	.95	High
6	I like producing a video clip.	3.83	1.08	High
7	English classrooms in the next semester should use a group video project as a teaching tool.	3.98	.95	High
8	All of members of my group contributed equally.	4.29	.71	V. High
9	My group members and I have learned information from each other while working on a group video project.	4.17	.66	High
10	Producing a video clip helped me practise working on a team.	4.21	.65	V. High
11	Producing a video clip encourages creative thinking.	4.31	.75	V. High
12	I have formed a new and good relationship with my group members.	4.36	.69	V. High
13	Each group member received the same score.	4.38	.7	V. High
14	The experience of working on a group video project will help me when I work on a team in my future career.	4.19	.71	High
15	Producing this video clip in a group has helped me improve my level of understanding the lessons.	4.12	.80	High
16	Producing this video clip in a group has <u>not</u> used a lot my money.	4.05	1.01	High
17	Producing this video clip in a group does <u>not</u> consume a lot of my time.	3.79	1.18	High

Note V. High = Very High

These 17 items were classified into four categories: 1) English language improvement, 2) teamwork, 3) learning atmosphere, and 4) challenges.

1.1 In terms of English language improvement, what are the students' perceptions of the video projects?

Out of 17 items, six items (items 1-5 and item 15) were categorized as English Language Improvement as can be seen in Table 4.

Table 4: Items 1-5 and item 15 were English language improvement category

Item	Statement	Mean	S.D.	Level
1	Producing a video clip in groups helps me to develop my English in terms of speaking skills.	3.95	.76	High
2	Producing a video clip in groups helps me to develop my English in terms of listening skills.	3.83	.79	High
3	Producing a video clip in groups helps me to develop my English in terms of vocabulary.	3.98	.68	High
4	Producing a video clip in groups helps me to develop my English in terms of English phrases used in the workplace.	3.95	.76	High
5	Producing a video clip in groups helps me to develop my English in terms of English grammar.	3.67	.95	High
15	Producing this video clip in a group has helped me improve my level of understanding the lessons.	4.12	.80	High

The student participants had positive perceptions at a high level towards video clip project work in terms of English language improvement. The item that received the highest score ($M = 4.12$) is item 15: producing this video clip in groups has helped me improve my level of understanding the lessons. What the participants perceived they gained or developed the second most is English vocabulary development (Item 3, $M = 3.98$). The two items that received the third most are items 1 and 4: producing this video clip in groups has helped me develop speaking skills and English phrases used in the work place respectively. ($M = 3.95$). All in all, the student participants had highly positive perceptions related to language improvement. This finding supports the prior findings of studies by Poonpon (2017), Neewpravit and Sopo (2015) and Kettanun (2015). These studies found that when the student participants worked on video clip projects, they used their English skills to carry out the projects, thereby improving their English skills. Project-based learning can increase the retention of content and enhance language use (Thomas: 2000 cited in Lam: 2011).

1.2 In terms of teamwork, what are the students' perceptions of the video projects?

Regarding teamwork, the students had high to very high levels of positive perceptions towards the video clip projects as can be seen in Table 5.

Table 5: Items 8-10, and items 12 14 were teamwork category

Item	Statement	Mean	S.D.	Level
8	All members of my group contributed equally.	4.29	.71	V. High
9	My group members and I have learned information from each other while working on a group video project.	4.17	.66	High
10	Producing a video clip helps me practise working on a team.	4.21	.65	V. High
12	I have formed a new and good relationship with my group members.	4.36	.69	V. High
13	Each group member received the same score.	4.38	.7	V. High

Item	Statement	Mean	S.D.	Level
14	The experience of working on a group video project will help me when I work on a team in my future career.	4.19	.71	High

Note V. High = Very High

For this category, item 13 received the highest score (4.38): the student participants perceived that receiving equal scores on a team was the most important. The student participants had the opinions that it is fair for all group members to get the same scores. This may be related to item 8: all of members of my group contributed equally, which also had a very high level of agreement. Since most of items belonging to teamwork category had a very high level of agreement, it seems to imply that they have very favorable perceptions toward teamwork skills. This finding supports the notion that Generation Y (those who now age 9-29 years old) like teamwork skills (Kane: 2017). Also two items (items 9 and 14) have high levels of agreement. This seems to suggest that the student participants seem to know that they learn from each other when doing the video clip projects and realize the importance of teamwork skills in their future career. Several research provided evidence for project-based learning method in respect of developing teamwork skills that are useful in the real-world setting (Lam: 2011). The ability to get along with others and developing the spirit of teamwork are developed through the project-based learning method (Lam: 2011).

1.3 In terms of learning experiences, what are the students' perceptions of the video projects?

In relation to the learning experiences, the students had high to very high levels of positive perceptions towards the video clip projects as can be seen in Table 6.

Table 6: Items 6, 7 and 11 belong to the category of perceptions towards learning experiences

Item	Statement	Mean	S.D.	Level
6	I like producing a video clip.	3.83	1.08	High
7	English classrooms in the next semester should use a group video project as a teaching tool.	3.98	.95	High
11	Producing a video clip encourages creative thinking.	4.31	.75	V. High

Note V. High = Very High

For this category, item 11 received the highest score (M = 4.31): producing a video clip encourages creative thinking. This finding supports the literature review that project work allows students to practice creative and critical thinking skills (MOE Work Plan Seminar, 2000 cited in Holst: 2003). They also are motivated at a high level towards video clip creation as indicated in item 6 gaining a mean score at 3.83. The result is in substantial agreement with that of Marwin: 2015 in terms of students are highly motivated to do a video clip project. Item 7 also obtains high means scores (3.98): English classrooms in the next semester should use a group video project as a teaching tool. These findings seem to suggest that video clip assignment project is suitable and useful for English language classroom.

1.4 In terms of challenges, what are the students' perceptions of the video projects?

The students had a high level of positive perceptions towards the video clip projects as can be seen in Table 7.

Table 7: Items 16 and 17 were categories of challenges

Item	Statement	Mean	S.D.	Level
16	Producing this video clip in a group has <u>not</u> used a lot my money.	4.05	1.01	High
17	Producing this video clip in a group does <u>not</u> consume a lot of my time.	3.79	1.18	High

With regards to this category, the student participants think that they do not have problem with money and time spent on this video project work with the average scores 4.05 and 3.79 respectively. For the engineering student participants who have a technological background, creating a video clip is not difficult. They do not need to spend much time to study how to make a video clip with English subtitles. Also, they do not need guidance from teachers of English who have no technology knowledge regarding how to make a video clip with English subtitles. In terms of money, the student participants do not need to spend a lot to create this video clip because all they need is a mobile phone, which they already have and use daily.

For the open-ended item, the data was analyzed based on content. It was found that the students have both positive and negative comments towards video project creation. However, they tended to have more positive comments than negative. Below are the student participant's negative comments:

Some of my classmate they are not punctual.
I couldn't remember the script, so I had to rehearse it many times.
Hard to find place for making a video.
Work allocation is not equal.

The negative comments focused on time and place, work allocation and rehearsal.

For the positive comments, below are the student participants' comments.

It encourages my creativity when composing scripts.
It was fun to work with my classmates in a team.
I learned how to work with unity.
It gave me a chance to speak English outside class.
I learnt more vocabulary.
I can gain scores from doing this video project.
I learn how to solve the problems with my classmates.
I learned how to make a video clip.
I learned English grammar.
I dared to do acting.

The positive comments focused on creativity, fun, teamwork, scores, learning how to make a video clip, acting experience, chance to practice English speaking, vocabulary and grammar. The data from the open-ended section of the online questionnaire in general support the quantitative or closed-ended section of the questionnaire.

2. *Is there any significant correlation between the students' perceptions of their video clip creation projects and their grades?*

There is no significant correlation between the students' perceptions of their video clip creation projects and their grades ($r = .043$, $P > 0.05$) as can be seen from below Table:

Table 8: Pearson Correlation between Participants' Perceptions and Grades Correlations

		Grade	Perceptions
Grades	Pearson Correlation	1	.043
	Sig.(2-tailed)		.787
	N	42	42
Perceptions	Pearson Correlation	.043	1
	Sig.(2-tailed)	.787	
	N	42	42

This finding supports that of Wanchid and Wattanasin (2015) who also found that there is no significant correlation between students' attitudes towards project work and their final scores ($p \leq .05$). This finding seems to imply that the use of project work could be effective with students at all English proficiency levels (Hasnes:1989). The high ability and low ability level students can work together and learn from each other. The student at all proficiency levels can gain benefits from doing the video project work. Hasnes (1989) suggested that the use of project work could be utilized with almost all levels, ages and abilities of learners.

Conclusion

This study explores Thai engineering students' perceptions towards the video project assignments and their relationship with their English ability. The results revealed that the student participants had high to very high positive perceptions towards the video clip projects. Among four categories of perceptions: 1) English language improvement, 2) teamwork, 3) learning experiences and 4) challenges, it was found that the student participants' perceptions towards each category are similar. In terms of English language improvement, they perceived that their English language improved at a high level. With regards to teamwork, they had high to very high levels of perceptions towards the video clip projects. For learning experiences, they had high to very highly positive perceptions towards video clip projects. Regarding challenges, they had highly positive perceptions towards the project work. In addition, there is no significant relationship between their grades and their level of perceived value towards the video creation ($P \leq .05$).

Pedagogical Implications

This study provides two important pedagogical implications. First, given all the findings discussed earlier, video project assignments should be implemented in subsequent English for Work courses at the engineering program at the college where the present study was conducted. Second, when implementing projects in a classroom, teachers may face some challenges that they should be aware of: teamwork, students' support or scaffolding, and maintaining students' motivation, amount of time required, teacher's role as a facilitator. With regard to handling teamwork, teachers should have clear explanations about individual contribution to group work and how their group work will be assessed. For students' scaffolding or support, teachers acting as facilitators should provide appropriate levels of scaffolding (e.g. appropriate materials and resources). Also teachers can give students

guidance by using sample projects from previous semesters. To cope with maintaining students' motivation, choice of projects should have real world significance and interest students. (Lam: 2011). In respect to the amount of time required, teachers should give the students ample time to finish the video clip projects, otherwise they will feel frustrated and not motivated to carry out the projects. Regarding the role of teachers which change from lecturers, they should welcome giving up their roles as lecturers and allow the students to learn collaboratively.

Limitations of the study

It is important to address the limitations of the present study. Due to the small sample size, the findings of the present study cannot be generalized to all Thai engineering students in other colleges or universities. However, it is hoped that the findings of the present study may be useful to teachers of English in other similar contexts.

Recommendations for further research

Since the present study looks at the engineering students' perceptions of the video projects towards the video project assignments and their relationship with the English ability at a university in Thailand, a replication of this study with different participants who have different education levels, ages and disciplines in Thailand, or in other countries learning English as a foreign language (i.e. Taiwan, Vietnam, or Japan) may be useful and interesting.

About the author:

Pornpun Oranpattanachai is an assistant professor at the Language Division, College of Industrial Technology, King Mongkut's University of Technology North Bangkok. She obtained her Ph.D. in Education (Teaching English as a foreign Language) from University of Exeter, United Kingdom. Her research interests include reading strategies, motivation and project-based learning. She can be reached at opornpun@hotmail.com

References

- EF Proficiency Index. (2015). www.ef.com/epi.
- Bruner, D.A., Sinwongsuwat, K., & Shimray, Y.P. (2014). Thai-Serbian A2 university EFL Learners' perspectives on learning and teaching oral English communication skills. In P. Subphadoonchone (Ed), *The 34th Thailand TESOL International Conference Proceedings 2014* (pp.13-34), Chiang Mai: TESOL Thailand.
- Holst, J. K. (2003) Implementing Project-Based Learning in Pre-Service Teacher Education. Retrieved on May 2, 2017, from https://scholar.googleusercontent.com/scholar?q=cache:Udcsm1F8nSoJ:scholar.google.com/&hl=th&as_sdt=0,5
- Kane, S. (2017). Common Characteristics of Generation Y Professionals. Retrieved on June 12, 2017, from <https://www.thebalance.com/common-characteristics-of-generation-y-professionals-2164683>
- Khamkhen, A. (2010). Teaching English speaking and English speaking tests in the Thai context: A Reflection from Thai Perspective. *English Language Teaching*, 3(1), 184-190.

- Kettanun, C. (2014). Project-based Learning and Its Validity in a Thai EFL Classroom. *Procedia-Social and Behavioral Sciences*, 192, 567-573.
- Marwan, A. (2015). Empowering English through Project-Based Learning with ICT. *TOJET: The Turkish Online Journal of Educational Technology*, 14 (4), 28-37.
- Office of Basic Education Commission. (2008). *Basic Education core curriculum B.E. 2551 (A.D. 2008)*. Bangkok: Ministry of Education.
- Panyawong, L. et al (2015). A Model to Develop the English Proficiency of Engineering Students at Rajamangala University of Technology Krungthep, Bangkok, Thailand. *Procedia-Social and Behavioral Sciences*, 192, 77- 82.
- Petersen, C. and Nassaji, H. (2016). Project-Based Learning through the Eyes of Teachers and Students in Adult ESL Classrooms. *Canadian Modern Language Review*, 72 (1), 13-39.
- Poonpon, K. (2017). Enhancing English Skills Through Project-Based Learning. *The English Teacher*. 11, 1-11.
- Powell, M. (2014). *In Company 3.0*. London: Macmillan Publisher.
- Prapphal, K. (2003). English Proficiency of Thai Learners and Directions of English Teaching and Learning in Thailand. *Journal of English Studies*, 1, 6-12.
- Seepho, S. and Neewprasit, N. (2015). The Effects of a Project-based Learning Approach on the improvement of English Language Skills. *Journal of Applied Language Studies and Communication*, 1(1), 16-51.
- Simpson, J. (2011). *Integrating Project-Based Learning in an English Language Tourism Classroom in a Thai University*. (Doctoral thesis, Australian Catholic University, North Sydney, Australia). Retrieved on July 22, 2017, from <http://researchbank.acu.edu.au/cgi/viewcontent.cgi?article=1378&context=theses>
- Stivers, J. (2010). *Project-Based Learning*. Retrieved on July 25, 2017 from http://www.fsmilitary.org/pdf/Project_Based_Learning.pdf
- Ting, N. C. (2013). Classroom video project: an investigation on students' perception. *Procedia-Social and Behavioral Sciences*, 90, 441-448.
- Thomas, J. W. (2000). *A review of research on project-based learning*. Retrieved on May 1, 2017, from http://www.bie.org/object/document/a_review_of_research_on_project_based_learning_2000.
- Vega, V. (2012). Project-based learning research review. Retrieved May 2, 2017, from https://www.edutopia.org/pbl-research-learning-outcomes_2012
- Wanchid, R. and Wattanasin, K. (2015). The Investigation of Students' Attitudes toward Project Work in Enhancing Independent Learning in English I at King Mongkut's University of Technology North Bangkok. *Mediterranean Journal of Social Sciences*, 6(5), 581-592.