**BỘ GIÁO DỤC VÀ ĐÀO TẠO**
**TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG**
-------------------------------

ISO 9001:2015

# KHÓA LUẬN TỐT NGHIỆP

**NGÀNH: NGÔN NGỮ ANH**

**Sinh viên         : Trịnh Thị Đào Nguyên**

**Giảng viên  hướng dẫn: Th.S Nguyễn Thị Quỳnh Hoa**

**HẢI PHÒNG - 2020**

**BỘ GIÁO DỤC VÀ ĐÀO TẠO**

**TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG**

----------------------------------

# ACTIVE LEARNING-THE IMPACT OF ACTIVE LEARNING ON STUDENT PERFORMANCE AND STUDENT'S ATTITUDES TOWARD ACTIVE LEARNING IN ENGLISH CLASS

**KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY**

**NGÀNH: NGÔN NGỮ ANH**

**Sinh viên          : Trịnh Thị Đào Nguyên**

**Giảng viên hướng dẫn: Th.s Nguyễn Thị Quỳnh Hoa**

**HẢI PHÒNG - 2020**

# NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP

Sinh viên: Trịnh Thị Đào Nguyên.     Mã SV: 1312401114

Lớp: NA1802.                          Ngành: Ngôn Ngữ Anh

Tên đề tài: Active learning-The impact of Active learning on student performance and student's attitudes toward Active learning in English class

# NHIỆM VỤ ĐỀ TÀI

1. Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp ( về lý luận, thực tiễn, các số liệu cần tính toán và các bản vẽ).

…………………………………………………………………………..

…………………………………………………………………………..

…………………………………………………………………………..

…………………………………………………………………………..

…………………………………………………………………………..

…………………………………………………………………………..

2. Các số liệu cần thiết để thiết kế, tính toán.

…………………………………………………………………………..

…………………………………………………………………………..

…………………………………………………………………………..

…………………………………………………………………………..

…………………………………………………………………………..

…………………………………………………………………………..

…………………………………………………………………………..

3. Địa điểm thực tập tốt nghiệp.

…………………………………………………………………………..

…………………………………………………………………………..

…………………………………………………………………………..

# CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

**Người hướng dẫn thứ nhất:**

Họ và tên: Nguyễn Thị Quỳnh Hoa

Học hàm, học vị: Thạc sĩ

Cơ quan công tác: Trường Đại học Dân Lập Hải Phòng

Nội dung hướng dẫn: Active learning-The impact of Active learning on student performance and student's attitudes toward Active learning in English class

**Người hướng dẫn thứ hai:**

Họ và tên:.................................................................................

Học hàm, học vị:......................................................................

Cơ quan công tác:....................................................................

Nội dung hướng dẫn:...............................................................


Đề tài tốt nghiệp được giao ngày … tháng ….. năm …..

Yêu cầu phải hoàn thành xong trước ngày …. tháng ….. năm ……

Đã nhận nhiệm vụ ĐTTN                    Đã giao nhiệm vụ ĐTTN

*Sinh viên*                                              *Người hướng dẫn*



Trịnh Thị Đào Nguyên                    Th.S Nguyễn Thị Quỳnh Hoa



*Hải Phòng, ngày ...... tháng........năm 20..*

**Hiệu trưởng**



**GS.TS.NGƯT *Trần Hữu Nghị***

## PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN CHẤM PHẢN BIỆN

Họ và tên giảng viên: .......................................................................

Đơn vị công tác: .......................................................................

Họ và tên sinh viên: .......................................................................

Chuyên ngành: .......................................................................

Đề tài tốt nghiệp: .......................................................................

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

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

1. Phần nhận xét của giáo viên chấm phản biện

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

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

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

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

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

2. Những mặt còn hạn chế

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

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

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

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

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

3. Ý kiến của giảng viên chấm phản biện

Được bảo vệ ☐ Không được bảo vệ ☐ Điểm phản biện ☐

*Hải Phòng, ngày ... tháng ... năm .....*
**Giảng viên chấm phản biện**

# TABLE OF CONTENTS

# ABSTRACT

The aim of the research presented in this paper is to give a detailed overview of what active learning is. The presented information about forms, models and methods of active learning are supposed to raise the reader's interest and awareness for the importance of students' active participation in their learning process. Various methods, ideas and researches are discussed in order to acquire information about the meaning of active learning and its background.

In line with this purpose, the present study was carried out with 40 students in Starters class studying English at Ames English center in Hai Phong during 3 months academic term. An experimental model with pre-test and post-test and a control group was used. Activities based on active learning were used in the treatment group, while teacher-centred instructional methods were used in the control group. The data in the study were collected using the 'attainment test' and 'attitude scale' for English lesson. Furthermore, the attainment test was also used as the 'retention test' three weeks after it was administered as the post-test. The purpose of the study is to investigate the impacts of active learning and teacher-centred instruction on learners' academic attainment, attitudes and retention of what is learned. The findings of the study indicated that active learning methods boosted learners' attainment in English lesson and the retention of what is learned. However, the learners' attitude towards the lesson did not differ with respect to active learning and traditional methods

The result of that study was to evaluate if students achieve better learning outcomes when they are actively involved in the learning process. The results of the thesis emphasize the importance of active learning as it helps the students to process new information better and connect them to already existing knowledge and experiences. The results indicate the necessity to make a change in teaching methods. The focus should be on the students' active participation and therefore teaching methods such as active learning should be applied more often.

# ACKNOWLEDGEMENTS

In the process of doing the graduation paper, I have received a lot of assistance, guidance, encouragement and idea contribution from my teachers, family and friends.

First of all, I would like to express my deepest thanks to thesis adviso Ms Nguyen Thi Quynh Hoa, MA who has lecture and instructions which help me a lot in completing this study with her enthusiastic guidance, very helpful ideas and instructions for the preparation and her correction through the process of writing my graduation paper. She also inspired me to pursue my dream of becoming a teacher by showing great support and motivation during my studies in university. Without that inspiration, I might not have chosen to become a teacher.

Also, I am very grateful to all the teachers at the Department of Foreign Languages of Hai Phong Private University for their interesting and useful lectures during the 4 years, which have built in me a firm foundation with immense ideas for my fulfillment of this paper.

Next, I am also grateful to my friends from NA1802 at Hai Phong Private University, who provided continuous support and encouragement throughout the last four years of my studies and especially through the process of conducting my research, but whom I cannot all mention here due to the inconvenience of space.

Last but not least, I would like to give my heartfelt thanks to my family, to whom I have never enough words to express my great gratitude for their encouragement and inspiration.

# LIST OF ABBREVIATIONS

| No. | Abbreviation | English full name | Vietnamese Meaning |
|-----|--------------|-------------------|--------------------|
| 1 | Eg | For example | Ví dụ |
| 2 | P | Page | Trang |
| 3 | Et AL | et alia | Cùng cộng sự |

# LIST OF TABLES AND FIGURES

# CHAPTER 1: OVERVIEW OF THE STUDY

## 1. Rationale

For as long as we have had schools and universities, there has been a debate raging about the most effective ways of learning. The most common controversy rages by parents is over which of the many different ways of transferring knowledge from teacher to student helps the student learn the quickest, and retain knowledge for the longest time.

Traditional teaching method is often known as "chalk and talk", is the predominant teaching method, especially in large lectures with many hundreds of students. It involves teachers standing at the front of the class, writing on a board and explaining concepts to their students. There is little opportunity for students to ask questions or do any experimental work or to draw their own conclusions about what they are being taught. There is however lots of criticism of this sort of learning. It is clear to see how it would have limited success in learning practical skills.

Societies in today's world, which is getting smaller and smaller with the impact of rapidly developing technology, are in need of individuals who are not only merely taught to memorize and regurgitate facts but also are able to develop a true understanding of the subject matter at hand. The greatest responsibility, therefore, lies with the educational system with schools. Educational systems throughout the world are continuously revised and renovated. The demands of contemporary education are no longer possible to meet in a system that emphasizes teaching and neglects the learning that goes on in the classroom. The shift must be made towards active learning (Stoll & Fink, 2000; Peko et al., 2008). This will be possible when individuals transform themselves from being passive recipients into active participators.

Unlike the traditional education, active learning, in the simplest terms, is the process in which learners "learn to fish," and it enables learners to have opportunities such as questioning, researching, planning, discovering and interpreting, which are indications of active participation . Active learning allows students to engage in activity that will enhance their learning by exploration. The contents focus on what students need to learn, not what teachers want to teach.

.

## 2. Aims of the study

Within the framework of a minor thesis, the study is aimed at:

- Introduce what active learning is.

- Present information about forms, models and methods of active learning

- The impacts of active learning on student' academic attainment, attitudes and retention of what is learned.

- Give some suggestions with the hope to assure the training quality for students in order to meet the outcome criteria and help students who know their own learning style become better learners.

## 1. Research questions

- What is active learning ?

- What are advantages and dis advantages of active learning ?

## 2. Scope of the study

With the limitation of time ,resources, space and knowledge of mine, as well as some other conditions , this study was carried out to find out the reality of teaching English at Active Learning for Kids and Teens class and the effectiveness of Active learning teaching method as well as offering some techniques to promote active learning in classroom . Thus, the result of study is limited only to those students participating in this study and these findings may impact the generalization to the larger population of all students and they can also be the references for anyone who wants to teach or learn English actively.

## 5. Research methodology

Getting a scientific method of study is very important. In order to finish my graduation paper, I have tried with my best effort to search the necessary documents in reference books or from web pages on the internet. After reading clearly those references, I tried to get and select the valuable information relating to my study.

The main method is desk research: the press, the Internet, analytical reports and statistical publications. Every effort was made to obtain the relevant literature from all the available resources. This is then followed by cross

referencing and the collation of data. These base on myself experience: During the working time in AMES ENGLISH CENTER, I had chance to participate in teaching at Active learning class for kids and teens.

With a hope that learners could have an overview of active learning, the following methods are used in the studying process:

- Firstly, interviews with teachers and students. To student, I elect 40 students in Starters class studying English at Ames English center in Hai Phong during 3 months academic term. To teacher, a survey questionnaire relating active learning was conducted to gather information and evidence for the study.

- Secondly, interview items, including final test and midterm test of students. And then get information from Internet because it supplies such a large source of information relating to the subject of my paper graduation.

- In addition, to make the data collected more reliable and authentic,

qualitative method was applied with two instruments: an informal interview

and observation. All the comments, remarks, recommendations and conclusion provided in the study were based on the data analysis of the study.

- Last but not least, in order to accomplish the thesis, a flexible combination of methods is employed, which embraces collection, categorizing and analyzing of data, and description of result. I think it will be useful for the study of the topic.

**6. Structure of the study**

The study is divided into four chapters:

- **Part I, Introduction**, includes the rationale to the study. It also includes the aims of the study, research subjects, the scope of the study. Next the design of the study is also presented.

- **Part II**, **The study** consists of three chapters:

**Chapter 1, Literature review**, presents a review of related literature that provides the definition of active learning, form, models of active learning and some active learning methods.

**Chapter 2**, **The study on learning and teaching English for kids class**, focuses on English learning and teaching environment at AMES CENTER, the survey in which the objectives of the survey, the subjects, and the methods of the study are studied. Chapter 2 also studies on the findings and data analysis , the findings and discussion of findings as well as the recommending for transitioning from Passive Learning to Active Training English Skills

**Chapter 3**, Some suggested techniques in Active learning class.

In the third chapter shows the research findings of the study about active learning in AMES. The last chapter in this part is entitled "Recommendations" .

**-Part III, Conclusions** in active learning English through techniques are made; some limitations and suggestions for further research are stated. The last are references, the appendixes that include all the documents relating to the study.
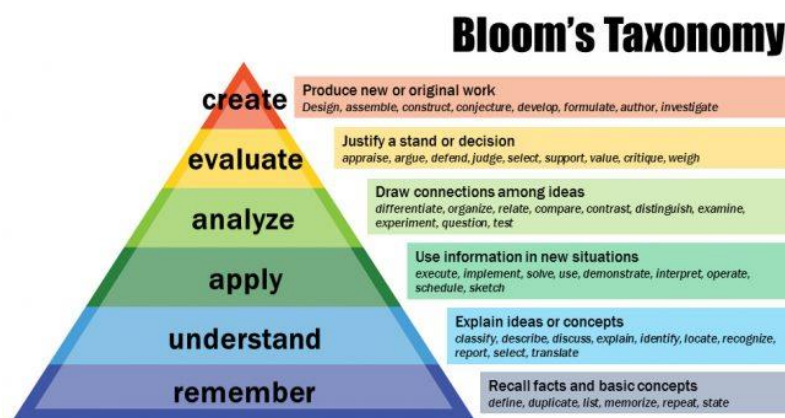
# CHAPTER 2: THEORETICAL BACKGROUND

## 1. An overview of Active learning

### 1.1. Definition of Active learning

**The 6 Levels of Bloom's Taxonomy (1956)**

**The revised Bloom's Taxonomy (Anderson, Krathwohl et al, 2001 )**



Bloom's Taxonomy is a hierarchical ordering of cognitive skills

Active learning approaches will help students develop at every stage of Bloom's Taxonomy; it will enable learners to engage with the more complex cognitive processes such as evaluate and create, and build a knowledge base that begins with, but is not limited to, factual knowledge.

For example, to develop metacognitive knowledge students need to be actively involved with, and aware of, their own learning.

Benjamin (1991) states that active learning has the following common characteristics: Students are involved in more than listening; less emphasis is placed on transmitting information and more on developing students' skills. Students are involved in higher-order thinking (analysis, synthesis, evaluation), students are engaged in activities to practice using new knowledge and skills in order (e.g. reading discussing, writing), and greater emphasis is placed on students' exploration of their own attitudes and values to develop long-term recall and a deeper understanding. This deeper understanding will also enable

learners to connect different ideas together and to think creatively (Csapo & Smart, 2007, p. 452).

Active learning refers to a teaching and learning approach whereby students do more than simply listen to a lecture. Students are actively engaging in the lesson - they are doing things like discovering, processing, and applying information. As Meyers and Jones (1993) assert, Active learning involves providing meaningful opportunities for students to talk, listen, write, read, and reflect on the content, ideas, issues, and concerns of an academic subject.

In order to reach these goals, Simons (1997) points out that students should plan and prepare the learning process themselves, engage in learning, regulate their learning, control it and persist in the learning activities. As Meyers and Jones (1993) assert , Acrive learning provides meaningful opportunities for students to talk, listen, write, read, and reflect on the content, ideas, issues, and concerns of an academic subject. Kyriacou (2001) states that active learning should constantly be present in classrooms since students benefit from it in numerous ways. It enables students to act autonomously and have control over the classroom activities. It plays a significant role in student motivation, since it links problem-based teaching to innate curiosity and the need for exploration of every child. It gives a new kind of quality to the school experience. It has greater influence on students' everyday lives. The experience of active learning has a strong impact on personality and it makes school more similar to real life.

It can be contrasted with a passive approach to learning in which the teacher primarily talks 'at' students and simply assumes they will make sense of what is said without needing to check.

### 1.2. Theory of Active Learning

There are many learning theories that guide the teaching and learning process. These learning theories influence the ways in which teachers approach instruction in their classrooms. Generally, these learning theories can be grouped into two categories: those that follow the traditional teacher-centred approach, and those that follow the modern student-centred approach. Proponents of the

6

teacher-centred approach adhere to an objective model known as positivist epistemology, which serves as the basis for behaviourism. Advocates of a student-centred approach, meanwhile, are adherents to constructivist or interpretivist epistemology, which claims that knowledge is formed by the construction of meaning by the learners themselves.

Learner-centered education puts the learner at the heart of the classroom, rather than the instructor. "Learner-centered classroom practices engage students in activities that require reasoning, discovering, problem solving, data gathering, application, and communication of ideas" (Golightly, 2010, p. 234).

Active learning is based on a theory of learning called constructivism, which emphasises the fact that learners construct or build their understanding. Constructivist learning theory emphasizes that individuals learn through building their own knowledge, connecting new ideas and experiences to existing knowledge and experiences to form new or enhanced understanding (Bransford et al., 1999)

Jean Piaget (1896–1980), a psychologist and founder of constructivism, researched the cognitive development of children, observing that their knowledge was individually built up, bit by bit. In the process of making meaning, children replace or adapt their existing knowledge and understanding with deeper levels of understanding.  The theory of social constructivism says that learning happens primarily through social interaction with others, such as a teacher or a learner's peers.

## 1.  3 Form of active learning

### 1.3.1 Learning by doing

Learning by doing refers to a theory of education expounded by American philosopher John Dewey. In the light of active learning, the theory learning by doing has a significant meaning .It's a hands-on approach to learning, meaning students must interact with their environment in order to adapt and learn. Dewey described the search for knowledge as a practical process and pointed out that children should always get the chance to learn from experiences, which means

that they do things by themselves. He believes that students should do something in order to learn. Physical action of individuals leads to construction of their points of view on reality and therewith they deepen their understanding for the new knowledge that they receive. Moreover, he believes that students should get the chance to connect the new things they learn to already known things in order to give the new knowledge a meaning.

Piaget explained that individuals have to create a connection within the different topics they learn about in order to understand the reality (Vollmers, 1997, p. 79). Personal and active experiences are more important than only visual instruction, no matter how good that instruction is. It is not enough for children to receive information and knowledge through reading education books or listening to the teacher's lectures. It is necessary that students find solutions to problems by themselves and actively take part in research in order to acquire knowledge.

### 1.3.2 Self-regulated learning

Self-regulated learning (SRL) is one of the domains of self-regulation, and is aligned most closely with educational aims. Self-regulation from the social cognitive perspective looks at the triadic interaction among the person (e.g., beliefs about success), his or her behavior (e.g., engaging in a task), and the environment (e.g., feedback from a teacher).

Self-regulated learning emphasizes autonomy and control by the individual who monitors, directs, and regulates actions toward goals of information acquisition, expanding expertise, and self-improvement.In particular, self-regulated learners are cognizant of their academic strengths and weaknesses, and they have a repertoire of strategies they appropriately apply to tackle the day-to-day challenges of academic tasks. These learners hold incremental beliefs about intelligence (as opposed to entity, or fixed views of intelligence). Students who are self-regulated learners believe that opportunities to take on challenging tasks, practice their learning, develop a deep understanding of subject matter, and exert effort will give rise to academic success (Perry et al., 2006).

Self regulated learners are successful because they control their learning environment. They exert this control by directing and regulating their own actions toward their learning goals.

Research over the last 10 years has shown that not only older children or university students can make use of self-regulated learning, but also younger students in kindergarten or primary school. A research conducted by Hattie, Biggs and Purdie, which is described in the article of Buettner, Dignath and Langfeldt (2008, p.103), even showed that young children benefit most from the method of self-regulated learning. Teaching young children in the beginning of their education how to use such methods has the advantage that, by the time they start their education, students only start to form their personal learning attitude. Therefore, it is easier to correct their way of learning during that early time at school than when the students have already developed their style and behavior of learning when they are older There is a need to improve different learning strategies through training in order to make sure to increase instructions of such learning strategies in primary schools (Buettner, Dignath & Langfeldt, 2008, p. 104).

Self-regulated learning should be used in three different phases of learning :

-The first phase is during the initial learning

-The second phase is when troubleshooting a problem encountered during learning

-The third phase is when they are trying to teach others.

### 1.3.3 Game-based learning

Game-based learning focuses on teaching all theoretical subjects through games and perception in an organized, active and effective way. The's need to play and experience subject matters through different sensory organs is the centre point of this teaching method. Therefore, it can be said that this teaching method is a type of active learning. It is an efficient form because it incorporates

gaming elements: challenges, fantasy, motivation, easy achievement metrics (levels, ranking, score), as well as satisfaction by the achievement of goals.

Several reasons are given for why this method should be chosen for teaching. It bridges the gap between different age groups and is individualised. Furthermore, it increases the students' motion, can be applied inside and outside, reduces working at tables, and increases social skills as well as strengthening students' social relationships.

Karl Kapp (Gamification of Learning and Instruction, 2012) distinguishes between two types of motivation: intrinsic and extrinsic. The first occurs after a certain activity is performed; the second, extrinsic, is the behavior specifically aimed to getting a reward. The best game-based learning is the one that has both types of motivation.

Students are especially motivated when they feel they can control the environment and establish relationships with other players. Game-based learning methods incorporate competitive aspects (rankings, prizes, score), which serve as motivators while they ensure that students will interiorize and embrace the knowledge.
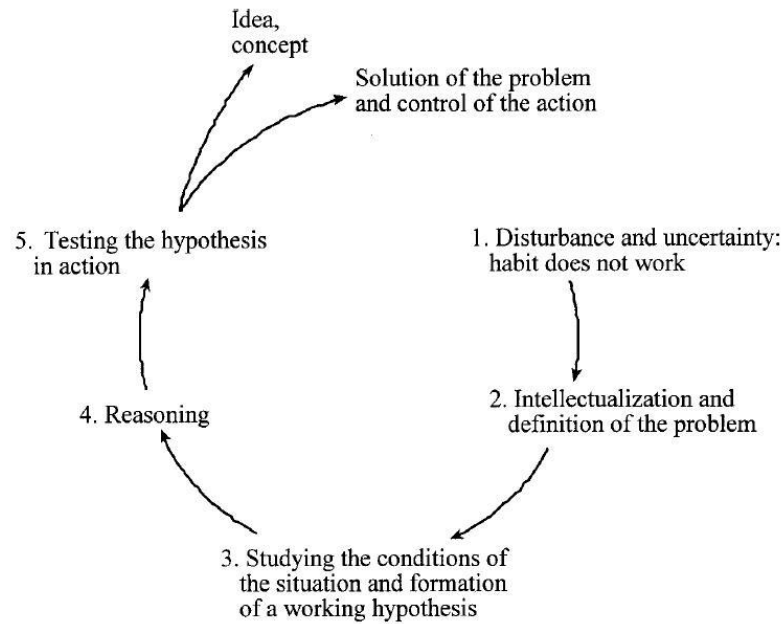
The narrative thread favors the involvement of students. Thanks to the story told by many game-based learning courses, especially serious games, students get immersed in the story and, through that narrative, they take lessons and learn.

The game-based learning methodology clearly defines the goals that students must achieve. This way, the importance of the contents is always present above the aesthetic "packaging" which characterizes the game.

## 1.4 Models of Active learning

### *Dewey's model of learning*

*Picture 1.Dewey's model of learning (Miettinen, 2000)*

Idea, concept

Solution of the problem and control of the action

5. Testing the hypothesis in action

1. Disturbance and uncertainty: habit does not work

4. Reasoning

2. Intellectualization and definition of the problem

3. Studying the conditions of the situation and formation of a working hypothesis

**Notes:**

**-** John Dewey presented a model of learning with focus on reflective thinking and action. Dewey chose practical activities in life based on habits as the basic point and explained that reflective experiences develop from such habitual experiences when intelligence and knowledge develop. He said that the reason for reflection rises from the need to solve problems that learners have to face by making habitual experiences. In addition to that, Dewey pointed out that hypotheses, which are connected to reflection of problems and experiences, have to be tested through active experiences in order to solve given problems.

- There are five different steps:

+The first step includes disturbance, hesitation and uncertainty as the learner realizes that a usual activity does not work like it used to do or something in its environment has changed. The reflective thinking starts in this first step by hesitating, studying the conditions, difficulties and resources of actions.

+ In the second step, the learner tries to define that problem and describe the difficulty as the result of studying the problem in the first step. The definition of the problem is important because it helps the learner to find accurate suggestions for problem solving and decide which actions are necessary and which are unnecessary.

+ In the third step, the material and social conditions, as well as the resources that are needed to solve the problem, are analyzed and diagnosed. This process is called creating a working hypothesis and it can be characterized as a guiding plan or idea in the problem-solving process

+ Reasoning takes place in the fourth step, which means that the learner can conduct thought experiments in order to test the working hypothesis in the light of resources and knowledge. This step is important because these thought experiments could give the first indications of how to solve the problem and even show the learner that the working hypothesis might have to be reformulated.

+ The last step in Dewey's model is testing the working hypothesis in action by recreating the initial situation in the light of the hypothesis' requirements. This step is necessary in order to be able to draw conclusions of the hypothesis validity. The outcomes of the problem-solving process are not presented as a single step in the model, instead it is explained how the process can have two kinds of results. Either the hypothesis gets confirmed as the reconstruction of the initial situation leads to a solution of the problem that was defined in the beginning or ideas or concepts are developed that can be used for further solving of problem.

### *Smart and Csapo's model of learning*

*Picture 2. Smart and Csapo's model of learning*
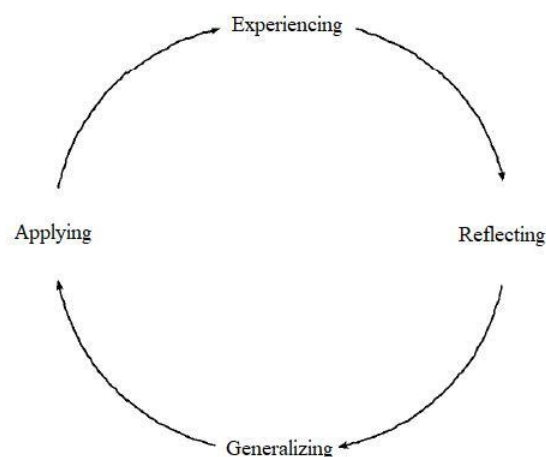
**Notes:**

-Smart and Csapo (2007, p. 453) introduced a four-step learning cycle in the light of experiential learning as a particular part of active learning. The model by Smart and Csapo indicates steps that are consecutive and therefore closely connected to each other.

- Their learning cycle has 3 steps:

+ The first step is focused on creating experiences by being engaged in planned activities. Such activities can include interactions with others, which can give students the chance to work together, share responsibility for learning and reach common goals.

+ The second step in the cycle asks for the students' reflection, which is necessary in order to understand the meaning of the different activities and is therefore build on the experiences made in the first step.

+ The meaning that the students have formulated from the activities in the second step needs to be generalised in the third step. Therefore, the students have to connect the meaning to their own experiences and knowledge.

+ In the fourth step, the students are asked to apply the knowledge that they received in the previous steps

## 1.5 Active learning methods

*Commas in relative clause*
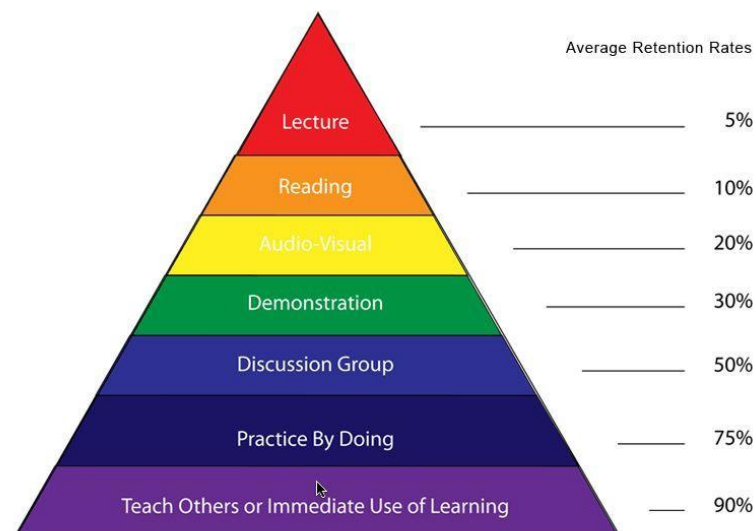


The Learning Pyramid
National Training Laboratories, Bethel, Maine

### 1.5.1 Think-pair-share

Think-Pair-Share (TPS) is a collaborative learning strategy in which students work together to solve a problem or answer a question about an assigned reading (Frank Lyman ,1987).

- T : (Think) Teachers begin by asking a specific question about the text. Students spend 2-5 minutes on thinking about what they know or have learned about the topic.

- P : (Pair) Each student should be paired with another student or a small within 3-5 minutes.

-S : (Share) Students share their thinking with their partner. Teachers expand the "share" into a whole-class discussion within 5 minutes.

The Think-Pair-Share strategy is a versatile and simple technique for improving students' reading comprehension. It gives students time to think about an answer and activates prior knowledge. TPS enhances students' oral communication skills as they discuss their ideas with one another. This strategy helps students become active participants in learning and can include writing as a way of organizing thoughts generated from discussions.

### 1.5.2 Team- based learning

Team-based learning (TBL) is a structured form of small-group learning that emphasizes student preparation out of class and application of knowledge in class. Students are organized strategically into diverse teams of 5-7 students that work together throughout the class. Before each unit of the course, students prepare by reading prior to class.

These application activities require the teams to make a specific choice about a significant problem. Importantly, all teams work on the same problem and report their decisions simultaneously. If a team member does not contribute to group activities, her or her score for the group activities will suffer, while a team member who contributes very effectively benefits .This structure requires teams to articulate their thinking, and gives teams an opportunity to evaluate their own reasoning when confronted with different decisions that other teams

may make. Peer evaluation is an important part of team-based learning; it is essential for keeping students accountable to their teammates.

### 1.5.3  Practical exercises

Practical exercises are a great way to include the students actively in the lesson. Such  exercises can be used in many different ways such as practicing writing and reading skills in the classroom, learning about science or economics in specifically designed classrooms or even going on excursions in order to learn about certain topics. The focus, when using this method, is always on the students' active participation during the learning process instead of only learning by using books. The main goal of this method is that students practice their working methods and improve their skills. The requirements for the teacher are the ability to awaken the students' interest and to create a comfortable atmosphere to work as well as challenging tasks for the students.

### 1.5.4 The fish bowl

Fishbowl is appropriate for intermediate English language learners (level three or above) . Fishbowl is an engaging and student-centered strategy that builds comprehension of complex texts while developing group discussion skills

Choose a central text. The text can be read independently before class or with the class in the Close and Critical Reading phase. Begin by selecting four or five students to join the fishbowl group. Only students in the fishbowl are allowed to talk. Instruct the outer circle to remain quiet, observe and take notes on the content and process of the inner circle's discussion.

The first few times, play the role of the facilitator yourself.  Once the process is familiar, select a student facilitator. The facilitator does not participate in the discussion, but poses questions along the way to prompt deeper discussion and to make sure everyone inside the fishbowl has a chance to talk. Identify the focus of the discussion and provide text-dependent questions for students to answer during the fishbowl discussion. Allow the conversation to progress where students take it. Rotate students in and out of the fishbowl throughout the

course of the discussion. Set up a procedure ahead of time so students know to expect this rotation. Allow the fishbowl discussion to continue for at least 15-20 minutes.

After all students have rotated through the fishbowl, divide the class into small groups and invite students to debrief. Students can use their observations from the outer circle to highlight strengths of the discussion and make suggestions for ways to engage each other more meaningfully.

Wrap up the process with a full class discussion about the discussion. Pose a final question and give everyone an opportunity to respond by turning and talking with a partner or doing a quick write: What is one thing you have learned from the fishbowl process about discussing texts?

### 1.5.5 Minute papers

Ask students a question that requires them to reflect on their learning or to engage in critical thinking. Have them write for one minute. Ask students to share responses to stimulate discussion or collect all responses to inform future class sessions. Like the thinkpair-share approach, this approach encourages students to articulate and examine newly formed connections. (Angelo and Cross, 1993; Handelsman et al., 2007)

### 1.5.6 Concept maps

Concept maps are visual representations of the relationships between concepts. Concepts are placed in nodes (often, circles), and the relationships between indicated by labeled arrows connecting the concepts. To have students create a concept map, identify the key concepts to be mapped in small groups or as a whole class. Ask students to determine the general relationship between the concepts and to arrange them two at a time, drawing arrows between related concepts and labeling with a short phrase to describe the relationship. By asking students to build an external representation of their mental model of a process, this approach helps students examine and strengthen the organization within the model. Further, it can emphasize the possibility of multiple "right" answers. Beyond simply remembering facts, students must also analyze the relationships

16

between ideas, justify their choice of connections between different nodes, and construct a visual representation of a topic.

## 1. 5.7 Categorizing grids

Present students with a grid made up of several important categories and a list of scrambled terms, images, equations, or other items. Ask students to quickly sort the terms into the correct categories in the grid. Ask volunteers to share their grids and answer questions that arise. This approach allows students to express and thus interrogate the distinctions they see within a field of related items. It can be particularly effective at helping instructors identify misconceptions.(Angelo and Cross, 1993)

## 2   Difference between Passive learning and Active learning
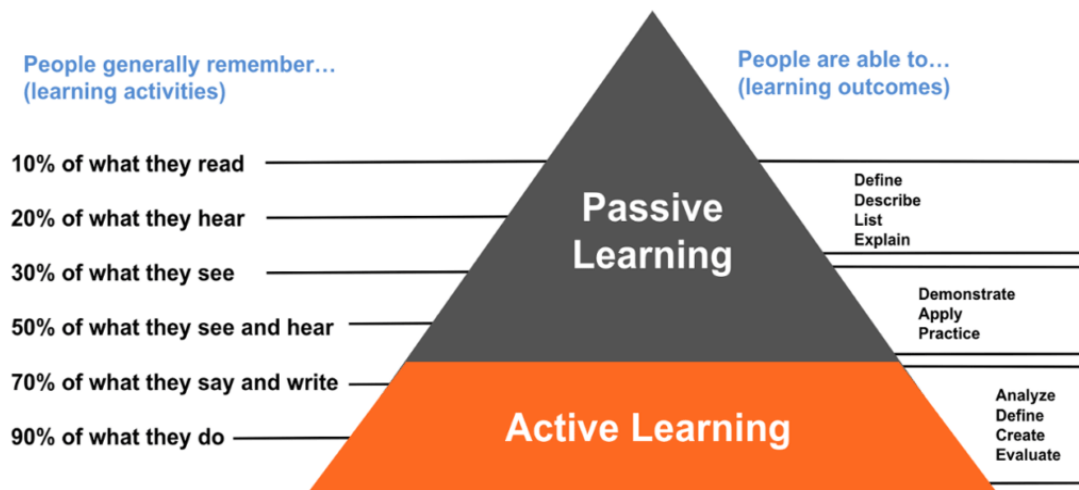


*Source: Adapted from Edgar Dale, Audiovisual Methods in Teaching, 1969*

## 2.1 Advantages and disadvantages of Active learning

### *Advantages*

- Provides the context that helps students recognize the relevance of the learning

- Promotes better retention of learning

- Deepens understanding and enhances students' ability to transfer knowledge to "real-life" situations

Engages the student more, and is thus usually more enjoyable

- May address a greater variety of learning styles

### *Disadvantages*

- Often require more time for the instructor to prepare well
- Less efficient than didactic learning for presenting foundational knowledge

May be frustrating for students who are not prepared to participate

## 2.2 Advantages and disadvantages of Passive learning :

### *Advantages*

- Quickly presents a large amount of information in a short time.
- Allows lecture notes to be pre-planned and reused.
- Gives the professor more control over course delivery.
- Provides a concrete and organized presentation of the material.

### *Disadvantages*

- May appear boring or unrelatable.
- Presents fewer opportunities to assess student comprehension.
- Students are more likely to shy away from voicing a misunderstanding.
- Students are less involved in the learning experience.

# CHAPTER 3: RESEARCH METHODS

## 1 . Qualitative Research

Qualitative research is empirical research where the data are not in the form of numbers (Punch, 1998, p. 4). It often involves words or language, but may also use pictures or photographs and observations.

Qualitative analysis results in rich data that gives an in-depth picture and it is particularly useful for exploring how and why things have happened. However, there are some pitfalls to qualitative research. If respondents do not see a value for them in the research, they may provide inaccurate or false information. They may also say what they think the researcher wishes to hear. Qualitative researchers therefore need to take the time to build relationships with their research subjects and always be aware of this potential.

The contexts of inquiry are not contrived; they are natural. Nothing is predefined or taken for granted. Qualitative researchers want those who are studied to speak for themselves, to provide their perspectives in words and other actions. Therefore, qualitative research is an interactive process in which the persons studied teach the researcher about their lives.

Although qualitative data is much more general than quantitative, there are still a number of common techniques for gathering it. These include:

-**Interviews**, which may be structured, semi-structured or unstructured;

Focus groups, which involve multiple participants discussing an issue;

-**Observations**, which may be on site, or under 'laboratory conditions', for example, where participants are asked to role-play a situation to show what they might do.

## 2.Quantitative research

Quantitative research gathers data in a numerical form which can be put into categories, or in rank order, or measured in units of measurement. This type of data can be used to construct graphs and tables of raw data.

The most common sources of quantitative data include:

- **Surveys**, whether conducted online, by phone or in person. These rely on the same questions being asked in the same way to a large number of people;

- **Observations**, which may either involve counting the number of times that a particular phenomenon occurs, such as how often a particular word is used in interviews, or coding observational data to translate it into numbers

There are a wide range of statistical techniques available to analyse quantitative data, from simple graphs to show the data through tests of correlations between two or more items, to statistical significance.

## 3. Interview methods

The interview is an important data gathering technique involving verbal communication between the researcher and the subject. There is a range of approaches to interviewing, from completely unstructured in which the subject is allowed to talk freely about whatever they wish, to highly structured in which the subject responses are limited to answering direct questions.

### - Individual interviews

Individual interviews are valuable to provide detailed information about the meaning of an event, situation or social context to each participant in a setting. They will be appropriate where we may expect a variety of different stories to be told concerning a setting or context, and where we are interested to learn about this variety. They are also appropriate where the topic to be discussed is sensitive, where a respondent may be unwilling to speak about some aspect of their experience in front of others, or where there is a possibility that the story told could contaminate other participants' stories, and so you need to ensure interviews are conducted in private. If interview data is to be subjected to statistical analysis, it is necessary to conduct individual interviews, to ensure independence of respondents.

### - Group interviews

Group interviews (sometimes known as 'focus groups') are only really appropriate for qualitative approaches, and can be used where there is

some benefit in getting a 'group story' about a setting or incident (Morgan 1998).  The kinds of circumstances where this may be of value include:

 +To generate a research question by tapping into the shared wisdom of participants

+Where the researcher does not have sufficient knowledge to conduct appropriately detailed individual  interviews,  and  wishes  to  encourage conversation  between  participants  to provide relevant information about the setting

.+Where there  may be a range of views, and the extent  to which participants agree  or disagree about something is of interest to the researcher.

+To assess the theoretical proposition of the researcher, based on previous data collection and analysis•To come  to  a consensus between participant about  the 'best way' to  do  something

- **Face-to-face**

Here the researcher and respondent meet together.  This is the most frequently used technique, and enables attention  to be  paid to  non-verbal behaviour  and  establish  a  rapport  over  an extended period of time.Face-to-face  or  personal interviews  are  very  labour  intensive,  but can  be  the best  way of collecting high quality data.  Face-to-face interviews are preferable when the subject matter is very sensitive, if the questions are very complex or  if the   interview  is  likely to  be  lengthy. Interviewing skills are dealt with in more  detail  later  in this pack.Compared to    other    methods    of    data collection, face-to-face  interviewing offers  a  greater degree of   flexibility. A  skilled  interviewer  can  explain  the  purpose   of   the   interview  and encourage  potential  respondents  to  co-operate;  they  can  also  clarify questions,    correct misunderstandings, offer prompts, probe responses and follow up on new ideas in a way that is just not possible with other methods.

The quality of the data collected in an interview will depend on both the interview design and on the skill of the interviewer.  For example, a poorly designed interview may include leading questions or  questions that  are  not

understood     by the subject.     A poor interviewer may consciously or unconsciously influence the responses that  the subject  makes.  In  either circumstance, the research findings will be influenced detrimentally. It may well be worthwhile thinking about the interview from the respondent's point of view and considering carefully who would be the most appropriate person to conduct the interview and in what setting.

# CHAPTER 4: FINDINGS AND DISSCUSION

## 1.The reality of Active learning and Traditional learning in AMES ENGLISH CENTER

AMES is well situated and provisioned to seek fresh avenues for its innovative approaches to teaching and learning .AMES's distinctive features in teaching and learning methodology are as follows: English language-based educational program to students through a system called "Active Learning" (AL); Learning is One-on-One/Face-to-Face and some programs specifically designed for children and teenagers.

### 1.1 The teaching staffs:

The teaching staffs of AMES have high professional level and high sense of responsibility. Both *Vietnamese teachers and foreigner teachers* had extensive, identical training in active learning, using best practices as detailed in prior research.They also had comparable experience in delivering fluent, traditional lectures .

### 1.2 Students :

A total of  40 students at the same Starters 3 level(even background knowledge),20 students in "Active learning classroom" model  and 20 students from " traditional classroom" model , are selected for this study. Students in the experimental group had to adjust to an increase in the amount of active learning, while those in the control group had to adjust to a complete elimination of any active engagement. Some of the evidences are unfortunately showing that many of the students who learn at traditional class  are really passive in their learning process. They appear to be used to listening to the lectures and writing down what the teachers read aloud or copying what is written on the board. They only focus on trying to understand words and grammar structures in the given text book

1.2 **The materials :**

The material : textbook, lecture slides, handouts, and written feedback provided during each class were identical for active instruction and for passive lecture.

**-Text book:**

The material is the "Big English" textbook. Students and teachers are given plenty of opportunities to review progress in both the Student's Book and the Workbook. There are also are range of unit tests, mastery tests, final exams . "Big English" is designed for primary students aged 6–15. In short, the English textbook has proved to be realistic, relevant and appropriate to the context of teaching and learning English for Kids classes.

- **Online learning system**

It allows all students to speak in a class simultaneously using earphones and working on the lessons provided by the mobile application that is based on active learning. In this situation, learners speak 7 times more than in a traditional class. Active learning lessons engage all the senses, not just listening. In multi-sensory learning, students  read, listen, and speak at the same time, using all their senses. This activates more areas of the brain, so they retain more of what they learn.

INTEGRATED LEARNING SYSTEM MY AMES

- View lesson contents, photos and videos of children in class

- See my class schedule

- Creating an English learning environment for children at home through the online English Reading program

- Practice speaking English with artificial intelligence A.I

- Use the listening exercises of the textbooks used in AMES ENGLISH

- Using the English - Vietnamese dictionary system helps students easily look up vocabulary

**1.3 English teaching methods in AMES**

**-Active learning**

The Active Learning Kids Teens program for children aged from 6 to 15. AMES specializes in innovative English language training and professional education programs. The new classroom model and methodology is suitable for learners, especially those with limited time or finance, to overcome their weaknesses in learning English in a short time and at a low cost.

The program offers a flexible schedule that allows students to study at any time in a day and any day in a week. One-on-one or group teaching is also available for students.

The instructor actively engaged the students using the principles of deliberate practice: students were instructed to solve the sample problems by working together in small groups while the instructor roamed the room asking questions and offering assistance. After the students had attempted each problem, the instructor provided a full solution that was identical to the solution given to the control group

- **Passive class**

In addition, some parents, usually ones who are more traditional, think that their children are more likely to better educate themselves when they put an effort into finding out and further understanding what they learn in class by themselves outside of class itself. After much deliberation, there is also traditional class in AMES where a lecturer will verbalize information to the passive note-taking students. Classes meet for 90 min twice each week, during a semester lasting 12 weeks. The lectures are very often fully verbal, sometimes with the help of visual aids. Even in exams, students that are involved in a passive learning environment are more likely to regurgitate what the lecturer told them.

- The instructor presented slides based on the handouts, gave explanations and demonstrations, and solved the example problems while students listened and filled in the answers along with the instructor. Emphasis was placed on maximizing the fluency with which the information was delivered.

**2.Research**

**2.1 . Research Subjects**

**Group 1: "The Trapezoid" ACTIVE LEARNING CLASS**

Flat-floored classroom

Capacity: 20 students

Student furniture: Trapezoidal tables (moveable);

Other features: Several whiteboards; projector and screen; instructor document camera; projector.

**Group 2: The "Old school" Tiered auditorium-style lecture hall**
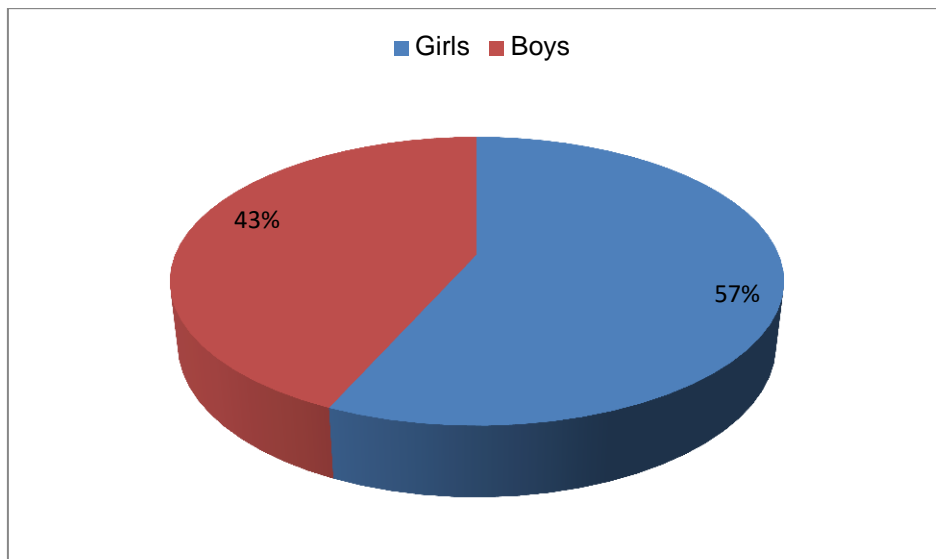






Capacity: 20

Student furniture: U-shape classroom

Other features: Projectors/screens; instructor document camera

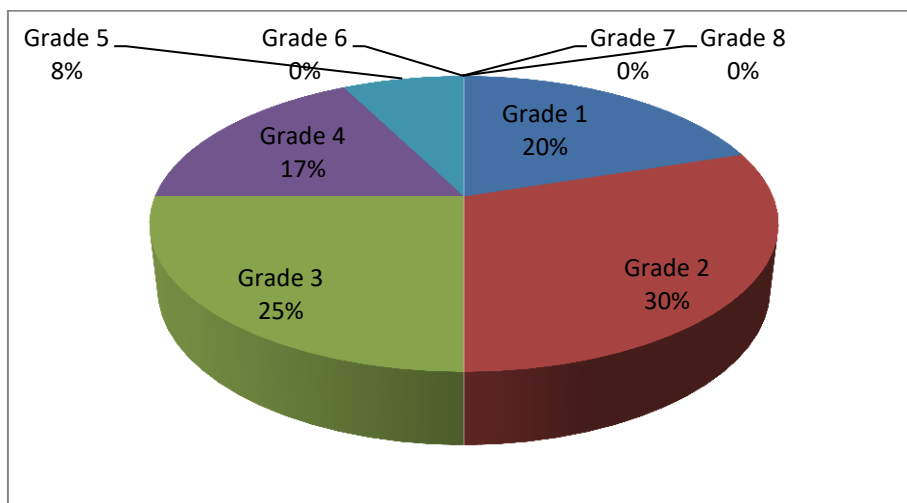## 2.2. Background information about subject collected through the survey

1. **Are you a boy or a girl?**
   Response options: a boy, a girl, other: _____.



2.**What grade are you in?**
Response options: Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8

3. **How old are you today?**
   Response options: 7 years or younger, 8 years, 9 years, 10 years, 11 years, 12years or older.
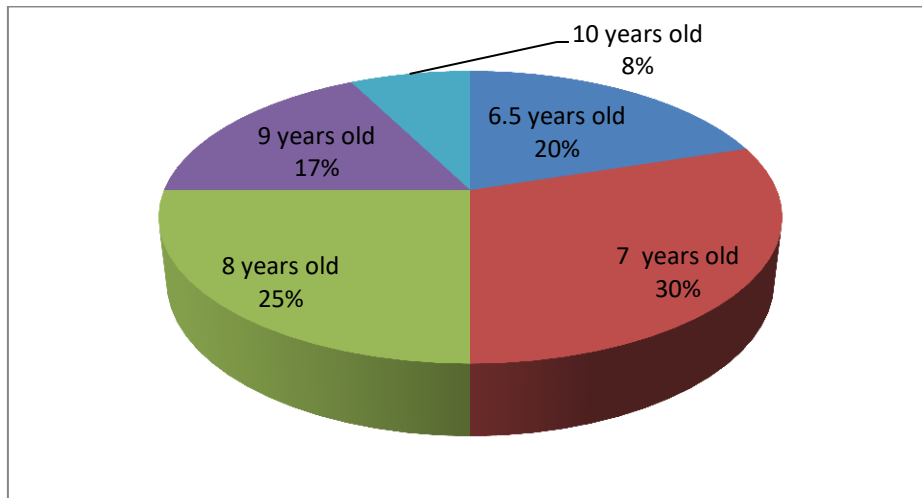


4. **In the last 30 days, have you completed the following activities?**
   (Response options for each list item: Yes, No, I don't know)
   a. think-pair-share
   b. class discussion
   c. short written exercise
   d. student debate
   e. reaction to a video

5. **About how many hours a week do you usually take part in these active learning activities in the class?**
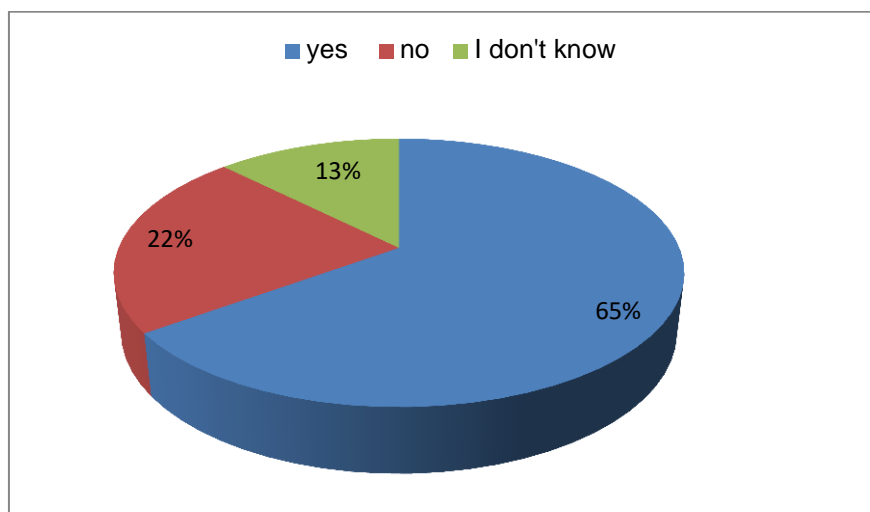Response options for each day: Never, Less than 2 hours per week, 2 to less than 4 hours per week, 4 to less than 7 hours per week, 7 or more hours per week.
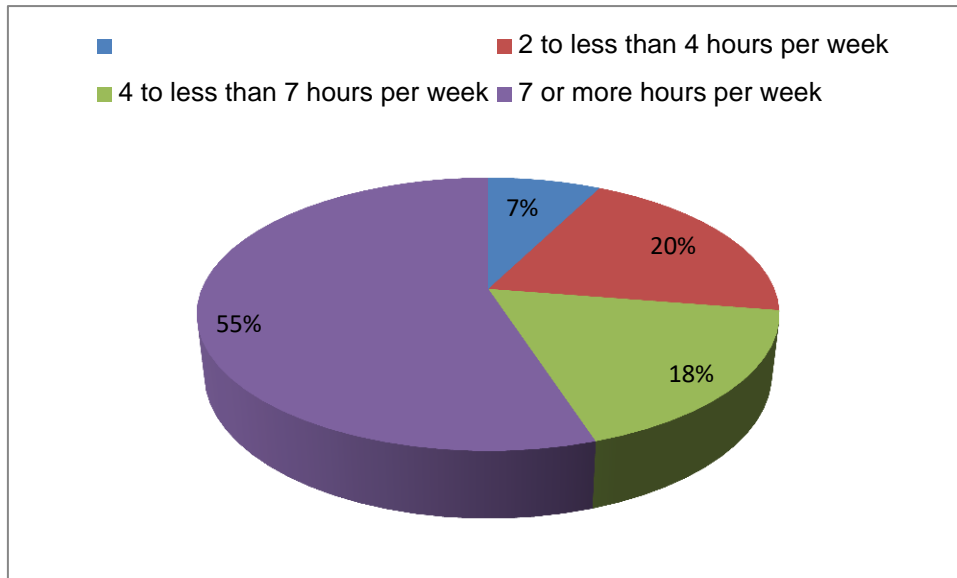


6. **Overall, how do you feel about the following:**
(Response options for each list item: Strongly agree, Agree, Disagree).

I believe that active learning or passive learning is not important
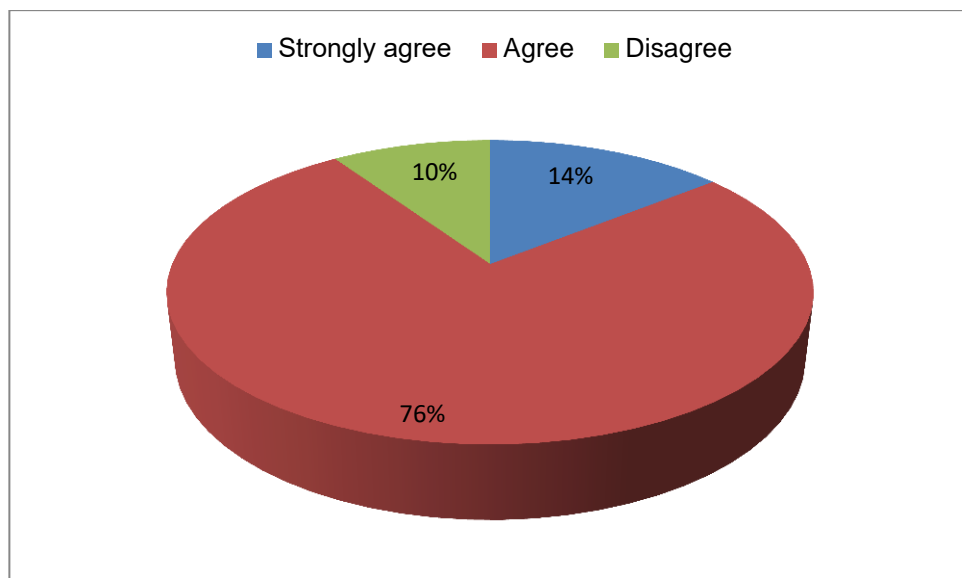


**7 How much do you look up to your teacher?**
Response options: A great deal, A little bit, Not at all, I don't know
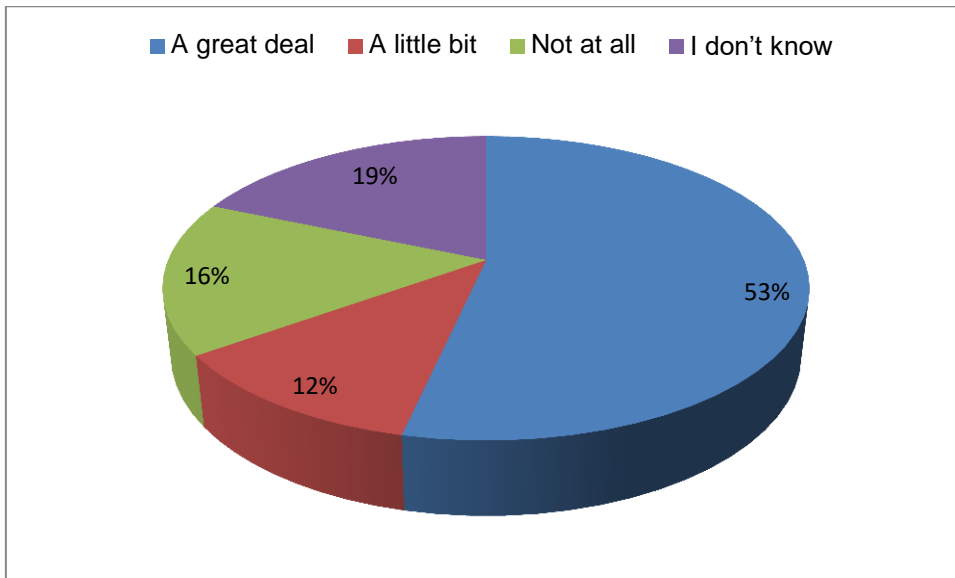
## 2.3 Research design

The main goal of the research was to observe a variety of lessons taking place in the different classrooms were part of the research from the very beginning in order to acquire data, which was focused on ways of teaching and learning. The research brought to light that of 60 teaching hours that have been evaluated for 3 months.

| No. | Standard | PASSIVE CLASS IN AMES | PARTICIPATORY CLASS IN AMES |
|---|---|---|---|
| 1 | **Number of students** | 20 students/ class | 20 students (6 students/ desk) |
| 2 | **Learning calender** | Fixed , according to a predetermined schedule | Flexible , active learning speed |
| 3 | **Example of learning experiences** | Listen to a lecture on topic ( falling asleep oftinal)<br><br>Student Q&A with teacher<br><br>Student reads textbook on | Teacher facilitates class discussion on topic ( peer-to-peer learning)<br><br>Students find example of topic in their day to day world , share with |

| No. | Standard | PASSIVE CLASS IN AMES 33 | PARTICIPATORY CLASS IN AMES |
|-----|----------|--------------------------|------------------------------|
| | | topic<br><br>Student does the quiz or exam to test topic knowledge | group and critically discuss<br><br>Students work in group<br><br>Students share their own<br><br>experiences of topic |
| 4 | **Lecture and time** | 30 minutes: High attention<br><br>40 minutes: Weak attention<br><br>20 minutes : Low attention | 30 minutes: Lecture<br><br>30 minutes: Active learning<br><br>20 minutes:  Discussion<br><br>10 minutes: Poll |
| 5 | **Learning process** | • Have not developed all fou skills equally yet.<br>•  Mostly focus on grammar. Do not focus on pronunciation.<br>• No conditions for emphasizing each child's abilities. | • Emphasize on-the-spot memorization and practice<br>• Have more time to One-on-One/Face-to-Face interact with native-speakers.<br>• The personalized approach, allowing students to accommodate and balance, eliminating the skill disparity problem that can stifle overall language performance. |
| 6 | **Marginal activity** | • Making effective use of e-textbooks and e-learning software available through Longman & Cambridge Publishers<br><br>• Practical activities are quite limited. | • Making effective use of e-textbooks and e-learning software available through Longman & Cambridge Publishers.<br>• Games, extra-curricular activities and field trips boost interest |

It pointed out the concern that students' cooperation and independence in their learning process does not get enough attention from the teachers even though those aspects are described to be the key competences that should be taught in compulsory schools (Birna Sigurjónsdóttir, 2015, p. 2). That concern is said to emphasize the need for a greater variety of teaching methods and chances for the students to take an active part in their own education. Therefore, teachers have to improve the teaching methods in order to be able to offer the variety in teaching as well as the students' active participation in the learning process and their independence needs to become more common and open-minded in schools.

## 2.4 The data analysis

### 2.4.1 The result from the student's test

- **Placement Test result** ( a test that mesures someone's abiliry in order to put that person in a particular class)
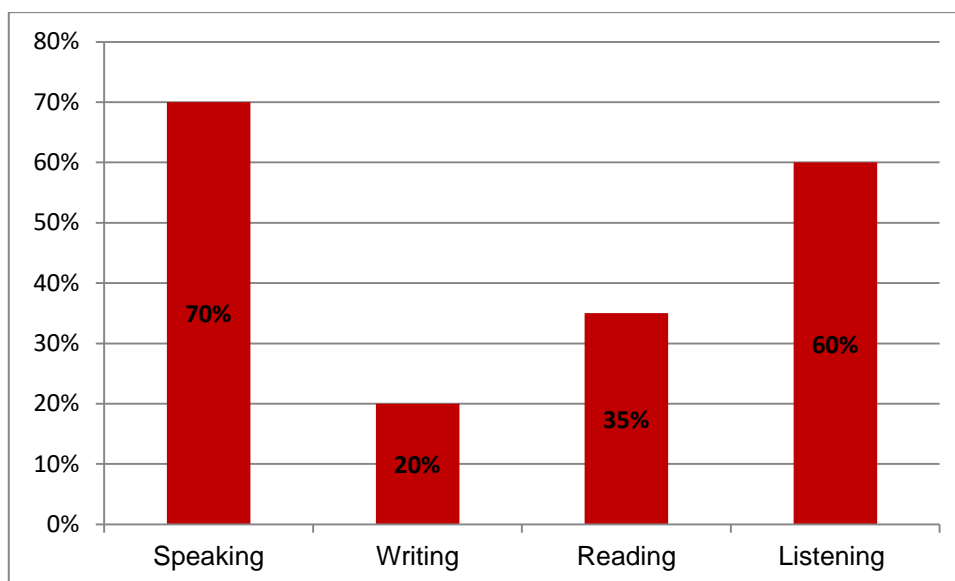


*Figs. 1* Results of Placement test

-   **Final Test result** after 3 months
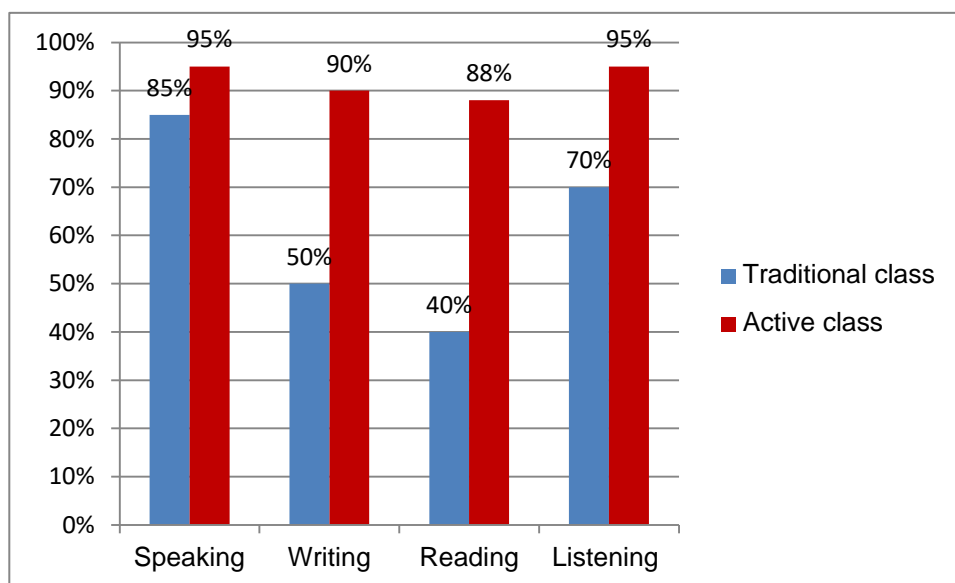


*Figs. 2* A comparison of results between students taught with a traditional class (passive) and students taught actively

The bar graphs shown in Figs. 1 highlight several aspects of results

-   After 3 months in practice, scores of four English skills – reading, writing, listening, speaking are significantly higher in the active classroom in comparison with scores in the passive classroom.

-   Four language skills are developed equally in active class. There is a huge disparity between Reading and Writing skills and Speaking, Listening skills in passive class.

-   It appears that the shift in scores between passive and active learning was not strongly affected by the textbook, instructor, or classroom.

## 2.4.2 The result from the student's attitude
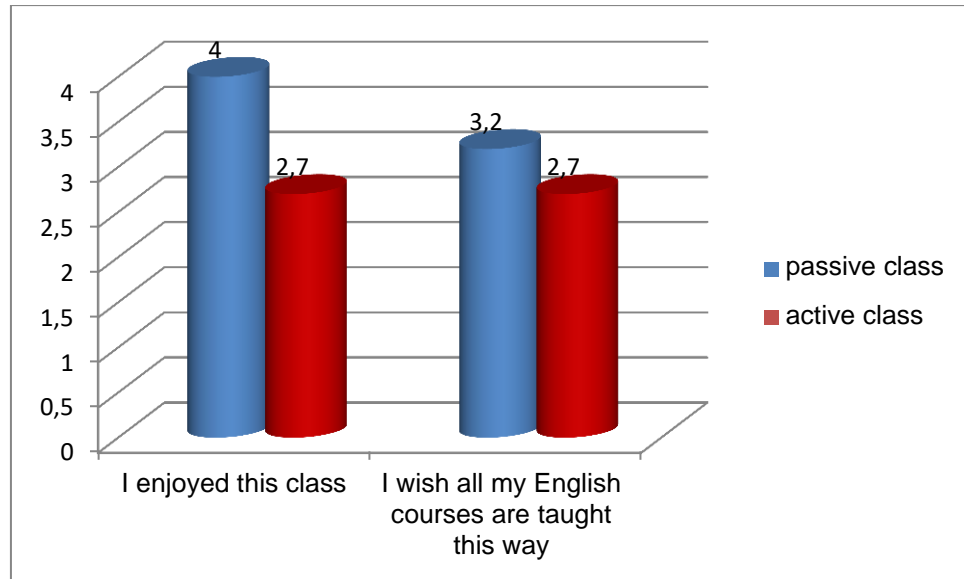


*Figs. 3* A comparison of student's attittude between students taught with a traditional class (passive) and students taught actively

-The attitude scale used in the survey was composed of a five-point scale. The options are "I enjoyed this class," "I wish all my English courses are taught this way".According to the level of agreement from 1-5 , almost all the responses show a consistent student preference for the passive lecture environment.

- Most childrens (15 feedbacks from Passive class) found the instruction in the active classrooms disjointed and lacking in flow when compared with the more fluent passive lecture. Students also cited the frequent interruptions that accompanied each transition from group activities to instructor feedback( 6 feedbacks from Passive class). Childrens found the passive lecture more enjoyable and easier to follow. ( 7 feedbacks from Active class)

- A second factor that could account for this result is that students ( aged 6-15) are not good at judging their own learning .Compared with students in traditional lectures, students in active classes perceived that they learned less, while in reality they learned more. Students rated the quality of instruction in passive lectures more highly, and they expressed a preference to have "all of

their classes taught this way," even though their scores on independent tests of learning were lower than those in actively taught classrooms.

-These findings are consistent with the observations that the cognitive fluency of lectures can be misleading. It identifies an inherent student bias against active learning that can limit its effectiveness and may hinder the wide adoption of these methods.

## 3. Findings

### 3.1 Downsides of Traditional learning in English class

If a learner performs 1 or 2 actions while learning – he is doing conscious **passive learning**. Examples: Reading and listening, or watching and listening, or speaking.

If a learner performs 3 or more actions while learning concurrently – he is doing subconscious **active learning**. Example: Simultaneously reading the text, listening to the recording of this text, and speaking or imitating the recording.

In a classroom with about 20 learners, each learner has only a chance to speak for a minute or two; the remaining time he or she is listening to the teacher or the broken English of peers. The majority of students demonstrate the inability to effectively use English outside the classroom.The conventional methods of teaching English have the following deficiencies:

- The major downside of passive learning is that it splits the language into different components – reading, writing, listening, grammar and pronunciation – which students try to learn separately.

- When students are not actively involved in the class, they continue to think in their native language. They can't stop cross-translation in learner's head of incoming information into the native language. It becomes almost impossible to process the information subconsciously or automatically.

- Because students aren't taught to think in English, they are unable to communicate in English. There are many students in passive class who can read and write in English but can't speak fluently. These students have extensive passive vocabulary; it means they understand the English words, but can't use

them in conversation because they remembered the words as translations into the native language.

## 3.2 Problems Related to the Use of Active Learning in Kids class

Sometimes teachers who try active teaching eventually revert to passive lectures, many citing student complaints as the reason.Teachers cite many obstacles preventing them from adopting active teaching strategies, such as insufficient time, limited resources, a lack of departmental support, concerns about content coverage, and concerns about evaluations of their teaching

Teachers report that students dislike being forced to interact with one another, they resent the increase in responsibility for their own learning, and they complain that students can't lead students. The findings also suggest that children can not accurately assess the changes in their own learning that follow from their experience in a class. These misperceptions must be understood and addressed in order for research-based active instructional strategies to be more effective and to become widespread.

If instructors explain and facilitate active learning, student attitudes toward it can improve over the course of a semester.

# CHAPTER 5: CONCLUSION

## 1. Conclusion

The findings of the study indicate that there was a significant difference between the learners in the treatment group which was instructed using active learning method and the control group that received instruction using traditional methods. The increase in the mean attainment score of the learners in the treatment group was found to be higher in comparison with that of the learners in the traditional group. It was found that English language taught using active learning methods was more successful than the lessons taught using traditional methods in terms of learning knowledge about Engish, the use of four skills in real life, confident attitude, games and developing creativity . However no significant difference was found between these groups when the interest were compared. This might be due to the fact that the study was carried out for a short time; that is, four weeks, or it might have resulted from learners' attitudes toward teachers, school, negative past experiences or the subject.

## 2.Recommendations

### 2.1 Transitioning from Passive Learning to Active Training English Skills

- The best-kept secret is – comprehensible input. We acquire the language when we understand it. Support in the native language is necessary but it should be organized in a way that precludes subconscious translation into and from the mother tongue.

- The learners spend more time actively speaking English when using the ONLINE LEARNING SYSTEM than in conventional classes. ONLINE LEARNING SYSTEM introduces speech shadowing of pre-recorded lessons and drills that all learners, wearing headsets, perform at the same time. It also creates an environment for acquiring all language skills – reading, listening, speaking, writing, and pronunciation at the same time while re-experiencing familiar situations exclusively in English.

-The mobile is an obvious choice for delivering information. It gives learners the access to learning material both in the class and after the class. The system comes with an Android application that is interactive and dynamic. It contains built-in support for sharing sessions with friends or teachers, which is essential for digital learners

## 2.2 Some ways to get learners actively involved in the classroom

There are two groups of solutions proposed to two main subjects in the training and improvement of translation quality in general, the ability to translate clauses in particular:

### *2.2.1.To teacher*

-Firstly,teachers should give students clear lesson aims and refer to them at each stage. Explaining lesson aims at the beginning of the class is very important . Teachers can help learners visualise lesson aims with an image .Instead of writing the lesson aims on the board, an image can help learners visualise their path. It also makes a lesson more memorable and engaging.When teachers developed the habit of displaying aims on the board, students were more focused on the learning process. Consequently, their participation improved.

- Secondly, marking the steps of the lesson also helps studens keep track of the lesson stages, reduce anxiety self-monitor their progress.It also makes the lectures more fluently. Fluency has broad impacts on judgment and perception.

-Thirdly, making room for students to reflect on the lesson : At the end of the lesson, give a post-it note or small piece of paper with adhesive to each learner. Ask them to draw a picture connected with the lesson′s topic or aims, and stick their notes next to your lesson aims template on the wall.Teacher can also ask the learners to work in small groups and look at their drawings to identify all the things they have learnt.

-Fourthly, let's teach students how to collaborate before expecting success.Doing project learning and other team-based work without prior training can lead to lots of dead time. Dead time interferes with students' learning, and it

is contagious. It lures those who are on task into wondering, "Why should I pay attention if others aren't?".

-Finally, teachers shouldn't stick to the lesson plan .If the lesson is not going as well as planned, change something. It is better to improvise and adjust to the group rather than see your lesson fail completely or revert to passive lectures.

### 2.2.To student

Firstly, students should get the mind right. People perform any task starts with how we set up our mentality. Before next class, instead of thinking tired or boring , even scared,  try thinking how interesting, we get to learn something that we've never heard of. Students should come up with whatever thought helps them establish a mindset that works for them.

Other than taking notes carefully, the most beneficial way is probably to use the voice: Asking questions, answering questions, and contributing to class discussions not only helps student better understand the material, but also helps students stay alert and feel part of the class. Even just good posture, making eye contact, and nodding to affirm you're listening can make motivation.

Thirdly, students should talk to the teachers. By interacting with them before, during, or after class, you'll start to know them a little better. Once students feel more connected to teacher, they'll likely feel more personally invested in their purpose and thus the class. This will further reduce their chances of being bored and increase their chances of getting good grades.

Last but not least, students should prepare lessons before school. Before going to class, look over the main points covered last time and ask classmates or teachers any questions you have. You'll then be able to take interest and participate in class. Plus, less stress about being lost or falling behind will also contribute to a more fun experience. And you'll always perform better, no matter what you're doing, when you're having .

# REFERENCES

**English Books:**

1. Bloom B. S. (1956). Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain. New York: David McKay Co Inc

2. Bradford J., Stein B., 1993. The IDEAL problem solver. 2nd Edition, Freeman -New York

3. Carlson, K. A. and Winquist, J. R. (2011)

4. Gunter, M. A., Estes, T. H., & Schwab, J. H. (1999). Instruction: A Models Approach, 3rd edition. Boston: Allyn & Bacon

5. Jones B. F., Rasmussen C., Moffitt M., 1996. Real - life problem solving: A collaborative approach to interdisciplinary learning. Washington DC: American Psychological Association

6. Karl Kapp, (2012) Gamification of Learning and Instruction

7. Millis, B. J., & Cottell, P. G., Jr. (1998). Cooperative learning for higher education faculty, American Council on Education, Series on Higher Education. The Oryx Press: Phoenix, AZ.

8. Schmidt H.G., 1993. Foundations of problembased learning: some explanatory notes. Medical Education, 27: 422-432. Keith Boeckner, P. Charles Brown. (1993), *Oxford English for Computing*

**Vietnamese Books:**

- Lê Văn Hào, 2008. Sổ tay phương pháp giảng dạy và đánh giá. Trường Đại học Nha Trang

- Nguyễn Thành Hải, Phùng Thúy Phượng, Đồng Thị Bích Thủy, 2010. Giới thiệu một số phương pháp giảng dạy cải tiến giúp sinh viên học tập và trải nghiệm, đạt các chuẩn đầu ra theo CDIO. Trung tâm Nghiên Cứu Cải Tiến Phương Pháp Dạy và Học ĐH Trường ĐH Khoa học Tự nhiên – Đại học Quốc Gia Tp.HCM

**Links:**

1. https://www.teachthought.com/learning/what-is-blooms-taxonomy-a-definition-for-teachers/

2. https://www.pinterest.com/pin/564146290797257572/

3. http://www.adlit.org/strategies/23277/

4. https://tsduongvuong.wordpress.com/2016/06/11/chia-se-huong-dan-viet-luan-an/

## Student questionnaire

Thank you for taking part in this survey. This survey will help the researchers at Propel better understand the impact of active learning on students.

We value your help today.

- This is NOT a test. All of your answers are confidential. No one, not even your parents or teachers, will ever know what you answered. Please be honest when you answer the questions.

- Mark only one option per question unless the instructions tell you to do something else.

- If you do not understand a question, or do not wish to answer a question, please continue to the next question.

- Choose the option that is the closest to what you think/feel is true for you.

    **1.We are interested in how you feel about yourself in English class. For each item, fill in the circle that best describes your feelings and ideas in the** *past week***.**

    (Response options for each list item: Really false for me, Sort of false for me, Sort of true for me, Really true for me)

    a. My teachers like me and care about me.

    b. I often share my opinion with people without being asked

    c. I feel my teachers think I am not good at teamwork.

    d. I feel free to express myself with my friends.

    e. I feel I do things well at home.

    f. I like to be with my teachers.

    g. I feel I have a choice about which activities to do with my friends.

    h. I feel I do things well when I am with my friends.

    i. My friends like me and care about me.

    j. I feel free to express myself at school.

**2.How strongly do you agree or disagree with each of the following?**

(Response options for each list item: Strongly disagree, Disagree, Agree, Strongly agree)

      a. I feel I am part of traditional class.

      b. I am happy to be at my active class.

      c. I feel the teachers at my passive class treat me well.

      d. I feel comfortable in my passive class.

      e. I believe that active learning class or passive learning is not important.

**3.If the choice was up to you, would you sign up for MY AMES again?**

Response options: Yes, No, I don't know.

**4.About how many hours a day do you usually do exercises in AMES application in your free time?**

(Response options for each list item: None at all, About half an hour a day, About 1 hour a day, About 2 hours a day, About 3 hours a day, About 4 hours a day, About 5 hours a day, About 6 hours a day, About 7 hours a day)

**5.Have you had fun with MY AMES application?**

Response options: Yes-lots of fun, Yes-a little fun, No-no fun, I don't know, I did not participate in MY AMES.

**6.When you participate in Passive, you enjoy English more.**

Response options: Strongly agree, Agree, Disagree, Strongly disagree, I don't know.

**7.When you participate in Active classes, you are more active.**

Response options: Strongly agree, Agree, Disagree, Strongly disagree, I don't know.

**8.How excited would you learn at Active class?**

Response options: Extremely excited, Quite excited, Somewhat excited, Slightly excited, Not at all excited, I don't know.

# Placement Test Score Percentage

| No | Name | | Skills | | | |
|---|---|---|---|---|---|---|
| | | | Speaking | Writing | Reading | Listening |
| 1 | Trịnh Nhã | Phương | 73% | 23% | 50% | 20% |
| 2 | Nguyễn Thiên | Đạt | 71% | 45% | 25% | 40% |
| 3 | Nguyễn Thiên | Quân | 65% | 32% | 30% | 100% |
| 4 | Nguyễn Trần Đức | Thịnh | 60% | 0% | 20% | 90% |
| 5 | Đào Mạnh Gia | Khánh | 81% | 0% | 50% | 50% |
| 6 | Trần Minh | Đăng | 100% | 77% | 47% | 60% |
| 7 | Lê Ngọc | Điền | 67% | 17% | 26% | 77% |
| 8 | Nguyễn Khánh | Lâm | 65% | 4% | 24% | 100% |
| 9 | Nguyễn Thị Thanh | Vân | 60% | 0% | 20% | 20% |
| 10 | Nguyễn Hoàng Ngọc | Diệp | 58% | 2% | 58% | 43% |
| 11 | Nguyễn Bảo | Ngọc | 67% | 77% | 20% | 20% |
| 12 | Nguyễn Ngọc | Diệp | 97% | 5% | 10% | 77% |
| 13 | Nguyễn Phúc | Lâm | 70% | 10% | 26% | 99% |
| 14 | Nguyễn Minh | Uyên | 60% | 9% | 29% | 20% |
| 15 | Nguyễn Thị Huyền | Anh | 56% | 0% | 8% | 84% |
| 16 | Vũ Tuấn | Cường | 82% | 6% | 20% | 20% |
| 17 | Phạm Ngọc | Anh | 67% | 15% | 28% | 40% |
| 18 | Đỗ Minh | Hiếu | 70% | 30% | 45% | 100% |
| 19 | Phan Quỳnh | Anh | 60% | 49% | 90% | 90% |
| 20 | Nguyễn Minh | Đức | 71% | 0% | 74% | 50% |
| 21 | Nguyên Hải | Đăng | 89% | 23% | 88% | 20% |
| 22 | Nguyễn Ngân | Hà | 67% | 45% | 60% | 40% |
| 23 | Nguyễn Vũ Mạnh | Dũng | 65% | 32% | 28% | 100% |
| 24 | Vũ Đức | Lâm | 60% | 0% | 0% | 90% |
| 25 | Trần Dương Minh | Anh | 69% | 0% | 0% | 50% |
| 26 | Lê Huyền | Trang | 73% | 77% | 50% | 43% |
| 27 | Nguyễn Ngọc Thu | Giang | 71% | 17% | 25% | 20% |
| 28 | Đào Duy | Nam | 65% | 4% | 30% | 77% |
| 29 | Bùi Duy | Mình | 60% | 0% | 20% | 99% |
| 30 | Nguyễn Hải Quỳnh | Giang | 81% | 0% | 50% | 20% |
| 31 | Trịnh Thị Hương | Giang | 100% | 62% | 50% | 84% |

| 32 | Nguyễn Hải | Nam | 67% | 30% | 25% | 43% |
| 33 | Bùi ngọc | Diệp | 65% | 1% | 30% | 20% |
| 34 | Nguyễn Trung | Hiếu | 60% | 7% | 20% | 77% |
| 35 | Nguyễn Thị Lan | Phương | 58% | 2% | 50% | 99% |
| 36 | Lê Bảo | Nguyên | 84% | 23% | 50% | 20% |
| 37 | Hoàng Thanh | Tùng | 56% | 45% | 25% | 84% |
| 38 | Đặng Nhật Đăng | Khoa | | 32% | 30% | 80% |
| 39 | Trương Trí | Dũng | 65% | 0% | 20% | 50% |
| 40 | Nguyễn Hương | Giang | 75% | 0% | 50% | 50% |
| **Average Score** | | | **70%** | **20%** | **35%** | **60%** |

## Final Test Score

| Final Test Score in Active class ( Percentage) | | | | | | |
|---|---|---|---|---|---|---|
| | | | **Skills** | | | |
| **No** | **Name** | | **Speaking** | **Writing** | **Reading** | **Listening** |
| 1 | Nguyên Hải | Đăng | 90% | 32% | 50% | 60% |
| 2 | Nguyễn Ngân | Hà | 88% | 90% | 55% | 67% |
| 3 | Nguyễn Vũ Mạnh | Dũng | 67% | 67% | 32% | 90% |
| 4 | Vũ Đức | Lâm | 90& | 20% | 63% | 60% |
| 5 | Trần Dương Minh | Anh | 90% | 41% | 60% | 73% |
| 6 | Lê Huyền | Trang | 100% | 80% | 60% | 64% |
| 7 | Nguyễn Ngọc Thu | Giang | 83% | 90% | 57% | 98% |
| 8 | Đào Duy | Nam | 67% | 36% | 37% | 67% |
| 9 | Bùi Duy | Mình | 90% | 20% | 26% | 60% |
| 10 | Nguyễn Hải Quỳnh | Giang | 86% | 23% | 21% | 61% |
| 11 | Trịnh Thị Hương | Giang | 100% | 70% | 50% | 66% |
| 12 | Nguyễn Hải | Nam | 100% | 77% | 55% | 67% |
| 13 | Bùi ngọc | Diệp | 70% | 37% | 32% | 99% |
| 14 | Nguyễn Trung | Hiếu | 90% | 20% | 63% | 59% |
| 15 | Nguyễn Thị Lan | Phương | 65% | 46% | 60% | 60% |
| 16 | Lê Bảo | Nguyên | 90% | 32% | 16% | 67% |
| 17 | Hoàng Thanh | Tùng | 88% | 90% | 20% | 90% |
| 18 | Đặng Nhật Đăng | Khoa | 67% | 67% | 47% | 60% |
| 19 | Trương Trí | Dũng | 90& | 20% | 27% | 73% |
| 20 | Nguyễn Hương | Giang | 90% | 41% | 90% | 60% |
| **Average Score ( Percentage)** | | | **85%** | **50%** | **40%** | **70%** |

| No | Name | | Speaking | Writing | Reading | Listening |
|---|---|---|---|---|---|---|
| | | | **Skills** | | | |
| 1 | Trịnh Nhã | Phương | 87% | 92% | 100% | 100% |
| 2 | Nguyễn Thiên | Đạt | 98% | 90% | 100% | 97% |
| 3 | Nguyễn Thiên | Quân | 93% | 98% | 65% | 98% |
| 4 | Nguyễn Trần Đức | Thịnh | 100% | 100% | 80% | 93% |
| 5 | Đào Mạnh Gia | Khánh | 97% | 70% | 95% | 87% |
| 6 | Trần Minh | Đăng | 100% | 79% | 100% | 100% |
| 7 | Lê Ngọc | Điền | 100% | 80% | 95% | 100% |
| 8 | Nguyễn Khánh | Lâm | 85% | 100% | 80% | 85% |
| 9 | Nguyễn Thị Thanh | Vân | 93% | 90% | 70% | 93% |
| 10 | Nguyễn Hoàng Ngọc | Diệp | 97% | 100% | 95% | 97% |
| 11 | Nguyễn Bảo | Ngọc | 100% | 75% | 84% | 86% |
| 12 | Nguyễn Ngọc | Diệp | 97% | 88% | 100% | 99% |
| 13 | Nguyễn Phúc | Lâm | 70% | 100% | 95% | 70% |
| 14 | Nguyễn Minh | Uyên | 94% | 100% | 80% | 100% |
| 15 | Nguyễn Thị Huyền | Anh | 98% | 69% | 81% | 79% |
| 16 | Vũ Tuấn | Cường | 86% | 100% | 80% | 87% |
| 17 | Phạm Ngọc | Anh | 99% | 100% | 97% | 98% |
| 18 | Đỗ Minh | Hiếu | 70% | 100% | 86% | 93% |
| 19 | Phan Quỳnh | Anh | 100% | 81% | 100% | 100% |
| 20 | Nguyễn Minh | Đức | 79% | 90% | 77% | 97% |
| | **Average Score ( Percentage)** | | **95%** | **90%** | **88%** | **95%** |

**Final Test Score in Traditional Class ( Percentage)**