



## Active Learning in *English at Work*: Assessing Effectiveness and EFL Undergraduate Student Attitudes

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### ABSTRACT

Active learning is recognized as an instructional approach that engages students in active participation and encourages them to reflect on the learning process. This research study aimed to investigate the effectiveness of implementing active learning in the *English at Work* course and to explore EFL undergraduate students' attitudes towards the active learning lessons. A one-group pre-test-post-test design was employed in this research, involving 67 EFL undergraduate students enrolled in the *English at Work* course during the second semester of the academic year 2021. Upon the study's commencement, the *English at Work* test was administered as a pre-test. This was followed by a post-test and the completion of questionnaires at the course's conclusion. Additionally, 12 students were randomly selected to participate in semi-structured interviews. Both quantitative and qualitative analyses were conducted on the collected data. The findings indicated that the lessons developed based on the active learning conceptual model had

	<p>a positive impact on students' English language proficiency and their attitudes towards learning English. The difference in the mean scores of the pre-test and post-test demonstrated significant improvements in students' English language acquisition. Furthermore, the implementation of active learning lessons, coupled with a variety of engaging activities, fostered positive attitudes among students, enhancing their attention, motivation, and participation in the classroom.</p> <p><b>Keywords:</b> active learning, education, English as a foreign language (EFL), higher education</p>
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## Introduction

In English as a Foreign Language (EFL) classrooms, teachers commonly encounter challenges in actively engaging students, particularly in fostering attention, motivation, and participation (Bonwell & Eison, 1991). Despite teachers' earnest efforts, the majority often gravitate towards passive learning methods, such as listening passively during lectures (Turner & Patrick, 2004). Furthermore, lecturing, a traditional teacher-centric teaching approach prevalent in EFL classrooms, frequently leads to student boredom and reduced focus due to the lack of activities that involve experiencing the real world (Kruk, 2015). This lecture format tends to promote superficial processing, which may not align with the demands of a 21st-century learning environment (Devkota et al., 2017). While lecture-based methods have been prevalent, the shift towards active learning is seen as a potential solution to these engagement challenges in EFL classrooms.

Active learning has gained prominence as a means to stimulate higher-level thinking and analytical skills in students (Gholami et al., 2014). Faust and Paulson (1998) define active learning as any student engagement beyond passive listening. Generally, it involves students in tasks, encourages their participation, and offers opportunities for feedback and reflection (Fink, 2003). In addition to these elements, Hati and Afriazi (2019) note that implementing active learning in the classroom can involve in group work and make them part of the learning process. This approach fosters critical thinking, communication skills, and sustains students' interest and focus throughout the course (Ozer, 2020). Active learning motivates students to be creative and to make decisions confidently when solving problems, and fosters a sense of collaborative teamwork over individual learning (Chickering & Gamson, 1987). Indeed, evidence suggests that active learning benefits students through the use of group work, question-response, case studies, and various other activities (Clinton & Wilson, 2019). Fink (2003) further

emphasizes that the diverse range of activities aligned with active learning components—getting information and ideas, doing and observing experiences, and reflection—facilitates efficient learning and foundational knowledge development. Given these benefits, active learning not only enhances students' language skills, but also positively influences their attitudes towards learning, which is a crucial factor in language acquisition (Gardner, 1968).

Apart from the effectiveness of active learning in boosting learning achievement and language attainment, attitude also plays an essential role in the learning process (Baker, 1992). Gardner (1985) notes that students' attitudes towards acquiring the target language are crucial for achieving a high level of proficiency. These attitudes are considered more significant than students' interest in learning a foreign language due to their fascination with the people who speak the target language. Attitude plays such an important role in learning a language since a positive attitude can facilitate positive results, while a negative attitude can lead to difficulty in learning a language (Oroujlou & Vahedi, 2011). Pham (2021) points out that attitudes can affect language learning because they likely determine students' success or failure in their learning. Integrating active learning methods in EFL classrooms can potentially foster positive attitudes and, consequently, lead to better language learning outcomes.

It was the desire to help students achieve these potentially better language learning outcomes that inspired the current study. At a private university in Thailand, the *English at Work* course has been provided to undergraduate students for many years. From informal observations, the students experienced loss of interest in the course and pay less attention to the lessons over time, as well as have less motivation to learn English. Moreover, they feel bored and are often passive in the teacher-centered classroom. To address all these different issues faced by students, it was decided to employ the active learning approach in the course. Fink's (2003, p. 120) conceptual model was used as a foundation for the creation of *English at Work* lessons to boost the students' attention, motivation, and participation in learning English.

To implement the active learning approach, a variety of interactive activities were integrated into the *English at Work* lessons. These included group discussions, case studies, and interactive lectures, all designed to encourage active participation and engagement in the students. Additionally, students were given opportunities to collaborate on problem-solving tasks, make decisions, and reflect on their learning. The lessons also incorporated regular feedback sessions, allowing students to receive constructive feedback on their performance and to reflect on their progress.

This study aims to investigate the effectiveness of implementing this active learning approach in the classroom and to explore students' attitudes towards the active learning lessons in the *English at Work* course. Accordingly, two hypotheses were set, as follows:

1. On average, the students' post-test scores will be significantly higher than their pre-test scores.
2. The students will have positive attitudes towards the lessons developed based on the Active Learning Conceptual Model for *English at Work*.

### **Literature Review**

This literature review will first give an overview of the concept of active learning. Then, the framework of active learning used in this study is presented. Additionally, an operational definition of attitude in language learning is put forth. Lastly, related research studies are presented.

### **Active Learning**

Active learning in the context of higher education, according to Chickering and Gamson (1987), is when students do more than just listen to a lecture. According to them, students must have a chance to read, write, discuss, or be engaged in solving problems, because students do not learn much by just sitting and listening in class without talking and writing about what they are learning, or applying the information to their daily lives and past experiences. Fink (2003) stated that passive learning involves simply receiving information and ideas. Active learning, on the other hand, encompasses experiences through doing, observing, and reflecting on things and the learning process. Bell and Kahrhoff (2006) define active learning as a process where students are actively involved in building awareness of skills, ideas, and facts through different tasks and activities, directed by the teacher. Moreover, Petress (2008) notes that active learning allows students to be involved in interactions with each other in order for their dependence on the teacher to decrease. As stated in Bonwell and Sutherland (1996), interaction refers both to the level of interplay between a teacher and students, and the level of interplay between students and other students. This is because students learn more when they are actively involved in completing a learning task than when they are passively listening to instruction (Ozer, 2020). Additionally, Daouk et al. (2016) stated that learning through experience and reflection leads students to create their own understanding of the information. Bonwell and Eison (1991) assert that, in contrast to a traditional classroom, active learning

encompasses instructional activities that involve students in doing activities and thinking about the activities that they are doing. In addition, active learning seems to be one of the student-centered teaching approaches that is beneficial for English language classrooms in terms of enhancing students' performance and motivation (Yusuk, 2021).

## **A Framework of Active Learning**

The Holistic View of Active Learning, as proposed by Fink (2003, p. 120), serves as the foundational conceptual framework for this study. It can be said that Fink's Holistic View of Active Learning (2003) has been deemed a useful approach, as it has been employed in instruction for over two decades. It has been applied in numerous studies across various fields, including English language teaching. Examples of this utilization can be found in the works of Watanapokakul (2011), Saiphet (2018), Caine (2020), Yusuk (2020), and Yusuk (2021), all of which aimed to enhance students' English proficiency and foster their engagement and participation in the classroom.

Fink's (2003, p. 120) conceptual model comprises three key components: information and ideas, experiential learning, and reflective processes. Additionally, Fink (2003) introduced two guiding principles for the selection of effective learning activities. Firstly, an optimal set of learning activities should encompass all of the three aforementioned components. Secondly, prioritizing direct methods for delivering these three forms of learning is recommended, although there may be occasions where indirect or vicarious forms are necessary. Figure 1 visually depicts Fink's (2003, p. 120) holistic view of active learning and provides examples of both direct and indirect activities that foster active learning.

**Figure 1***Activities that Promote Active Learning*

	Getting Information and Ideas	Experiencing		Reflecting (on what one is learning and how one is learning)
		Doing	Observing	
Direct	<ul style="list-style-type: none"> <li>▪ Original data</li> <li>▪ Original sources</li> </ul>	<ul style="list-style-type: none"> <li>▪ Real doing, in authentic settings</li> </ul>	<ul style="list-style-type: none"> <li>▪ Direct observation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Classroom discussion</li> <li>▪ Term papers</li> <li>▪ In-depth reflective dialogue and writing on the learning process</li> </ul>
Indirect, Vicarious	<ul style="list-style-type: none"> <li>▪ Secondary data and sources</li> <li>▪ Lectures, textbooks</li> </ul>	<ul style="list-style-type: none"> <li>▪ Case studies</li> <li>▪ Simulations</li> <li>▪ Role-playing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Stories (can be accessed via film, literature, and oral history)</li> </ul>	

Adapted from Fink (2003, p. 120)

Based on Fink's (2003, p. 120) conceptual model of active learning, getting information and ideas is the first component; it consists of two ways of learning: direct and indirect. In the direct mode, students receive information and ideas by reading original sources and examining original, unaltered data. However, in the indirect mode, the information and ideas have been organized and interpreted by an intermediary, as when presented via a textbook or a lecture; the experience is vicarious.

Fink (2003) puts forth experiences as the second component; he states that there are two foundations for this component, which are doing experiences and observing experiences. Both of them are beneficial for an active learning classroom. More specifically, the idea of doing experiences refers to direct doing experiences and indirect doing experiences. The direct doing experiences are meant to engage the students in real actions and for them to be in an authentic setting, such as when teacher educators allow their music students to go to an actual school and lead band students so that they may be prepared to be public school band teachers in the future. On the other hand, indirect or vicarious doing experiences have students involved in case studies, gaming, simulations, and role-playing. In contrast to doing experiences, in an observing experience, the students do not do anything. Rather, they directly observe relevant phenomena in certain instances, such as by going to a painter's studio to watch the painter in action; in other

instances, they may have to elicit indirect observations, such as talking to people who have worked with painters.

The last proposed component of the model (Fink, 2003) is reflecting. It refers to how, after the students learn new information and ideas, as well as have doing and observing experiences, they need time to reflect in order to make the learning meaningful to themselves, like having class discussion and writing reflective dialogue.

## **Attitudes**

The link between attitude and language learning has been noted by any studies in the literature (Masgoret & Gardner, 2003). Numerous researchers have provided various definitions of attitudes over time (Pham, 2021). The definition of attitude presented by Gardner (1985) is one of the most well-known ones. He says that an individual has different attitudes and motivations towards learning a language, and students' attitudes towards language can indicate their success in learning the language itself. He explains that, overall, if students have favorable attitudes towards the language they are learning, they tend to have positive perceptions and experiences. On the other hand, if students have negative attitudes towards the language, their perceptions and experiences tend to be unfavorable. To support this point, he noted that students' attitudes seem to have an impact on the level of language proficiency achieved by individual students. In addition, Oroujlou and Vahedi (2011) posited that if students have a positive attitude about learning a language, they tend to achieve great progress. Therefore, attitude can influence the increasing of proficiency of students in language learning.

For Baker (1992), the theoretical concept of attitude is that the three components of attitudes are cognitive, affective, and conative components. The cognitive component focuses on thoughts and beliefs, while the affective component concerns feelings towards the attitude object; for example, feelings of love or hate for the language. Furthermore, the conative component refers to a readiness for action—an intention or an arrangement for action that depends on behaviour in certain situations and contexts. Baker (1992) also defines attitudes as self-description or self-perception that can be investigated from a variety of language aspects.

As seen from the aforementioned information, attitudes play an important role in learning languages, and it can be concluded that attitude involves cognitive, affective, and conative components when doing things. Consequently, having positive or negative attitudes towards a language can influence students' experiences and success in language learning.

In this study, the term “attitude” is defined as students’ perceptions and experiences after completing the *English at Work* course with active learning lessons.

### **Related Research Studies**

This section reviews relevant research studies that have investigated the effectiveness of active learning strategies and the attitudes towards them. A common theme across all these studies is the positive impact of active learning on student achievement, motivation, and attitudes. Ozer (2020) conducted a study on the effect of active learning on achievement and attitude in a vocational English course in Turkey. It was found that active learning impacted students’ achievement and attitude mean scores; the experimental group’s scores were higher than those of the control group. Daouk et al. (2016) conducted a study in higher education courses at a tertiary institution in Lebanon on the perceptions of the effectiveness of active learning strategies. The results revealed that the students favored an active learning course more than a lecture-based one. More importantly, the researchers found that the active learning strategy had a positive effect on students’ learning because it helped them understand the material deeply through participation and sharing of ideas and information with the teacher and peers. In Thailand, Watanapokakul (2011) conducted research with first-year university students regarding supplementary materials for active learning development and implementation in order to investigate the students’ opinions of these active learning supplementary materials. The results indicated that the implementation of active learning materials had a greater positive impact on students’ attitudes than listening to lectures. Students’ motivation and enjoyment could be increased through activities that provided them with opportunities to engage with or communicate with their peers through practical work in diverse contexts rather than in a traditional lecture-based classroom. Yusuk (2021) also conducted research on the implementation of active learning in Thai university students’ English language classes in order to study the effects of active learning on the students’ English achievement and to examine the effects of active learning on their motivation. The findings showed that there were significant increases in students’ proficiency and motivation after the implementation of the active learning approach.

Collectively, these studies provide valuable insights into the positive effects of active learning on student outcomes and support the rationale for the current study, which aims to investigate the effectiveness of active learning and students’ attitudes towards it in the *English at Work* course.



## Research Methodology

### Research Design

This study employed a one-group pre-test and post-test experimental design, using both quantitative and qualitative data collection methods to assess the effectiveness of the active learning lessons for *English at Work* course and to determine students' attitudes towards them. Quantitative data were collected through achievement tests and questionnaires, and qualitative data were gathered through semi-structured interviews, which were used to gather in-depth explanations to support the quantitative findings.

### Participants

This study involved 67 EFL non-English major undergraduate students who were enrolled in an elective English course, *English at Work*, at a private university near Bangkok, Thailand, in the second semester of the academic year 2021. This group was comprised of 42 freshmen (first-year students), 20 sophomores (second-year students), and 5 juniors (third-year students), aged between 18 to 22 years. There were 14 males (20.9%), 50 females (74.6%), and 3 unspecified (4.5%). The average English proficiency of these non-English major students was at the B1 level of the Common European Framework of Reference for Languages. Most of the participants completed the pre-test, the post-test, and the questionnaires, and 12 students (15%) were randomly selected to participate in the semi-structured interviews in order to collect in-depth insights.

### Implementing the Active Learning Model for the *English at Work* Course

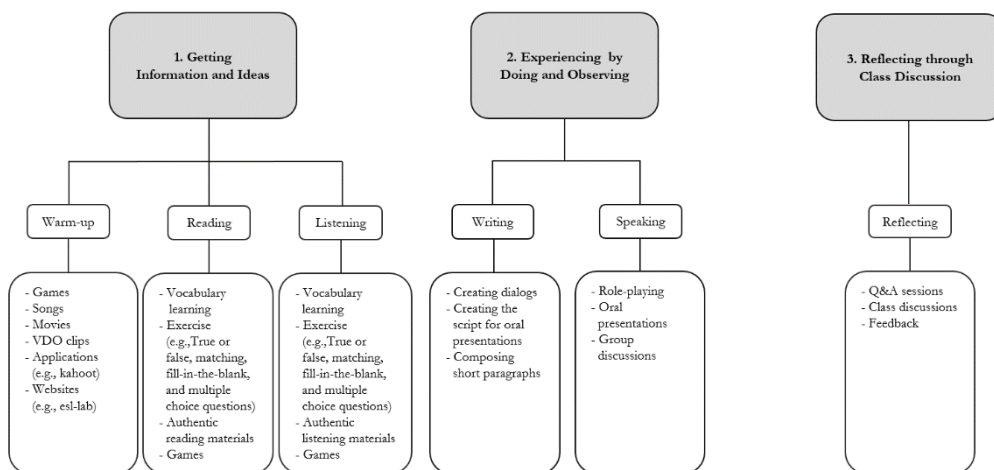
#### *Active Learning Conceptual Model*

To develop the Active Learning Conceptual Model for *English at Work* in this study, the theoretical framework of active learning from Fink (2003, p. 120) was used as a key conceptual model, and its principles were included in each lesson plan for the *English at Work* course. The active learning conceptual model used in this research study is presented in Figure 2. This model consists of three stages: getting information and ideas, experiencing by doing and observing, and reflecting through class discussion. These stages were used to design the flow of each lesson in the *English at Work* course. Each stage was accomplished via various means. All activities and tasks in each stage

provided the students with opportunities to develop all four basic language skills, learn in an active learning environment, and experience enjoyable learning.

**Figure 2**

*Active Learning Conceptual Model for English at Work*



As can be seen, Stage 1 is *Getting Information and Ideas*. In this stage, the students are familiarized with the content through direct and indirect ways; the direct way is from unedited authentic sources, and the indirect way is through the use of sources that have passed through a level of interpretation by an intermediary such as the teacher. The lesson plans were designed to include a series of activities and tasks, starting with warm-up activities, and moving on to reading and listening activities. The warm-up activities were implemented to introduce the students to and familiarize them with the information and ideas of the lesson from various informal materials such as songs, games, and video clips. The reading activities were utilized to introduce the students to and familiarize them with unknown vocabulary by using reading passages coupled with various comprehension questions, like true-or-false questions, fill-in-the-blank questions, and multiple-choice questions. The listening activities exposed the students to the vocabulary that was related to the lesson content in context, using an audio file along with listening exercises such as answering true-or-false questions and filling in the blanks in a transcript of the audio conversation. Therefore, all three activities in this stage provided the students with all the information and ideas of the lesson

that they needed as a basic foundation for that particular unit of study, and also helped to develop their English reading and listening skills.

Stage 2 is *Experiencing by Doing and Observing*. In this stage, the students usually engage in real, authentic actions or are involved in case studies, games, or role-playing. In the classroom, writing and speaking activities were used to develop the student's English writing and speaking skills via doing and observing. For writing activities, the students were assigned to write some dialogs or compose a short paragraph involving the target content with their peers or individually. For speaking activities, the students were asked to practice the target English content through various tasks such as role-playing, presentations, and group discussions.

Stage 3 is *Reflecting through Class Discussion*. In this stage, the students reflected on what they learned in the lesson and participated in a contemplative activity such as a classroom discussion. In the classroom, at the end of the class period, reflection was used to draw forth students' feedback on their learning and the lesson. In this stage, the students were encouraged to engage in meaningful reflection by participating in classroom discussions and sharing what they had learned, how they had improved their English, and how they felt towards the activities. The students informed the class about the obstacles they might have faced during the learning process, too.

### ***Active Learning Lesson Plans***

The active learning lesson plans used in this study follow the Active Learning Conceptual Model for *English at Work* (Figure 2). They were tailor-made for the *English at Work* course students, focusing on three core steps: getting information and ideas, experiencing by doing and observing, and reflecting. These stages aimed to boost attention and motivation of the students, and to promote participation between students and teachers.

All activities and tasks were tailored to the course content within the twelve thematic units of the *English at Work* textbook, covering listening, speaking, reading, and writing skills. The lesson plans emphasized content knowledge and critical thinking through real-life scenarios, fostering students' understanding, memorization, and interaction through active engagement (Bonwell & Sutherland, 1996). Additionally, the lesson plans were designed with a progressive task structure, moving from simpler to more complex activities (Bonwell & Sutherland, 1996). The *English at Work* classes spanned 2 hours and 50 minutes, and took place over 15 weeks. An example lesson plan is provided in Appendix 1.

To ensure the quality of these lesson plans, all of them underwent validation by three experts who assessed the alignment of activities and tasks

with the active learning model. The average Index of Item Objective Congruence for Multidimensional Items (IOC) for the 12 lesson plans was 0.79, meeting an acceptable threshold (Rovinelli & Hambleton, 1977, as cited in Turner & Carlson, 2003, p. 167). Following revisions based on expert feedback, all 12 lesson plans were piloted with 31 students of the same course during the first semester of the academic year 2021.

## Research Instruments

In this research study, there are three main research instruments: an *English at Work* test, a set of questionnaires, and semi-structured interview questions for collecting the data of the study.

### English at Work Test

The *English at Work* test served as a pre-test and a post-test for the evaluation of the effectiveness of the active learning lessons for *English at Work*. The test was developed from the examination of the *English at Work* course of the year 2021 and was mapped with the objectives of the course and the course contents. The test was multiple-choice, and consisted of 30 items with a total score of 30 points. The test took 1 hour. The *English at Work* test was divided into three parts: vocabulary (13 items), language use (7 items), and reading comprehension (10 items).

### Questionnaires

The questionnaire used in this research study comprised three parts, with some questions adapted from the questionnaires developed by Watanapokakul (2011) and Yusuk (2020). The first part of the questionnaire collected demographic information, including gender, age, and the academic year of the participants. The second part of the questionnaire concerned students' attitudes towards the overall concept of active learning. The third part of the questionnaire gathered information regarding students' attitudes towards the three stages of the Active Learning Conceptual Model for *English at Work* used in the lessons. The questions in both Parts 2 and 3 were designed based on the Active Learning Conceptual Model for *English at Work* shown in Figure 2. The questionnaire consisted of 28 items with responses measured on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The questionnaire was translated into Thai to help students avoid any confusion resulting from language.

### Semi-Structured Interview Questions

To gain deeper insight into student attitudes towards the active learning lessons, semi-structured interviews were conducted. Out of all the participants, 12 interviewees were randomly selected to provide comprehensive revelations. Each interview consisted of ten open-ended questions, which were developed in line with the questionnaires. The ten open-ended questions are shown in Appendix 2.

## Research Instrument Validation

During research preparation, all instruments—the *English at Work* test, the questionnaire, and the semi-structured interview questions—were validated by three experts using the indexes of Item Objective Congruence for Multidimensional Items (IOC) proposed by Rovinelli and Hambleton (1977). Revisions were made based on the experts' feedback and IOC indexes, following Turner and Carlson's (2003) guidelines. The average IOC values of the research instruments—the *English at Work* test, the questionnaire, and the semi-structured interview questions—were 0.89, 0.89, and 0.84, respectively, all of which met an acceptable standard.

Furthermore, during the pilot study, all instruments were administered to 31 students who attended the *English at Work* course in the first semester of the academic year 2021 to assess their reliability. Reliability values for the test and the questionnaires were determined using Cronbach's alpha coefficient. The *English at Work* test achieved a good level of reliability with an alpha coefficient of 0.81, while the questionnaire demonstrated excellent reliability with a coefficient of 0.97 (Nunnally, 1978). Adjustments were made to the *English at Work* test, the questionnaire, and the semi-structured interview questions based on expert feedback, and irrelevant questions were removed.

## Data Collection

Before conducting the research study, the research proposal and the research instruments, including the questionnaire and the semi-structured interview questions, were sent to the university's Ethics Review Board to request an ethics review for research involving human subjects, aimed at safeguarding the participants' rights and ensuring the study's appropriateness. The board granted approval to the study.

At the beginning of the *English at Work* course, all participants received comprehensive information about the study's objectives and relevant ethical considerations. Informed consent forms were distributed in the first week, outlining the participants' rights, including the option to withdraw from the study at any point without academic repercussions. All

information and responses collected from participants in this research study were kept anonymous and destroyed upon research completion.

The pre-test was administered at the beginning of the 15-week course before the implementation of all *English at Work* lesson plans. The post-test, the questionnaire, and semi-structured interviews were conducted at the conclusion of the course. The interviews were conducted in Thai, the preferred language of the participants, using the Zoom meeting application (Version 5.7.5), and recorded for further analysis. The data collected from the questionnaires and the interviews were analyzed to provide a comprehensive understanding of the students' perspectives on active learning in the *English at Work* course.

## Data Analysis

### *The English at Work Test*

A paired samples *t*-test was used to analyze the pre-test and post-test scores to determine the English language proficiency of the students before and after exposure to the active learning lessons. In addition, the data were investigated to ascertain the effect of the treatment, based on effect size (Cohen's *d*).

### *Questionnaires*

The SPSS program (Version 28) was used to analyze the questionnaire data to obtain descriptive statistics. For the first part of the questionnaire, frequency and percentage were calculated. For the second and third parts, the students' responses were analyzed to obtain mean scores (*M*) and standard deviations (*SD*). The interpretation of the data, then, was done based on intervals and descriptions in line with Pimentel (2019, p. 188), as shown in Table 1.

**Table 1**

*The Interpretation of Five-Point Likert Scale Questionnaires (Pimentel, 2019, p. 188)*

Likert Scale	Interval	Description	Interpretation (Agreement with the statements)
1	1.00 - 1.79	Strongly disagree	Very low
2	1.80 - 2.59	Disagree	Low
3	2.60 - 3.39	Neither agree or disagree	Average
4	3.40 - 4.19	Agree	High

5	4.20 - 5.00	Strongly agree	Very high
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The questionnaire did not require reverse coding. During analysis of the data from the 5-point Likert scale questionnaires, if the students' agreement towards a statement was higher than 3.39, this could be interpreted that the students expressed positive attitudes towards the statement.

### ***Semi-Structured Interview Questions***

Thematic analysis based on Braun and Clarke (2006) was used to analyze data that were collected from the semi-structured interviews in order to determine the students' attitudes towards the implementation of the Active Learning Conceptual Model for *English at Work*. The data were categorized into themes by grouping the same opinions so as to elucidate students' attitudes towards the implementation of active learning lessons in an EFL classroom.

## **Findings**

The research findings of this study will be reported by focusing on the two hypotheses set earlier. Within the framework of these two hypotheses, the effectiveness of the active learning model and the attitudes of the students towards the implementation of the Active Learning Conceptual Model for *English at Work* will also be discussed. Presented first are the pre-test and post-test scores, and these will be followed by quantitative data from the questionnaires, along with qualitative information from the semi-structured interviews.

**Research Hypothesis 1: On average, the students' post-test scores will be significantly higher than their pre-test scores.**

**Table 2**

*The Results of Participants' Pre-Test and Post-Test*

	<i>N</i>	<i>M</i>	<i>SD</i>	<i>df</i>	<i>t</i>	Sig. (1-tailed)	Cohen's <i>d</i>
Pre-Test	65	20.54	5.59	64	2.469	.008	0.3063
Post-Test	65	22.11	3.77				

\* $p < .05$

To test hypothesis 1, a paired samples *t*-test was conducted to compare the mean scores of the pre-test and the post-test of the student

participants. During the study, 65 participants completed the *English at Work* test (only 2 participants opted to withdraw from the study). As shown in Table 2, the average scores of the post-test, after exposure to the active learning lessons ( $M = 22.11$ ), were higher than those before exposure to the active learning lessons ( $M = 20.54$ ),  $t(64) = 2.469$ ,  $p = .008$ . This indicates that the students demonstrated significant improvement, as evidenced by the increase in the post-test mean score compared to the pre-test mean score. Moreover, the effect size of the treatment (Cohen's  $d = 0.3063$ ) was moderate (Becker, 2000). Thus, the results indicate a significant difference in the increase in the students' mean pre-test and post-test scores at the significance level of .05 ( $p = .008$ ). Therefore, the null hypothesis was rejected; the lessons developed from the Active Learning Conceptual Model for *English at Work* improved the students' English language proficiency.

**Research Hypothesis 2: The students will have positive attitudes towards the lessons developed based on the Active Learning Conceptual Model for *English at Work*.**

To test hypothesis 2, the weaving approach as suggested by Fetters et al. (2013) was used to report both quantitative data from the 67 completed questionnaires and the qualitative information gathered from the 12 interviewees. The quantitative data regarding students' attitudes towards active learning are presented in Tables 3 to 6, and are divided into four parts: overall attitudes towards the active learning concept and attitudes towards each of the three stages of the Active Learning Conceptual Model for *English at Work* used in the development of *English at Work* lessons.

**Table 3**

*Students' Attitudes towards the Overall Concept of the Active Learning Conceptual Model for English at Work*

The Overall Concept of Active Learning Lessons	<i>M</i>	<i>SD</i>	Interpretation (Agreement with the statements)
2.1. Active learning promotes students' motivation to learn English in the classroom.	3.95	0.92	High
2.2. Active learning promotes students' attention to learn English in the classroom.	4.02	0.86	High
2.3. Active learning promotes students' participation in learning English in the classroom.	4.34	0.72	Very high



2.4. Active learning promotes students' concentration to learn English in the classroom.	4.14	0.87	High
2.5. Active learning promotes students' four English skills: listening, speaking, reading, and writing in the classroom.	4.10	0.83	High
2.6. Active learning creates opportunities for students to share ideas with peers and teachers in the classroom.	3.82	1.05	High
2.7. Active learning creates opportunities for students to share experiences with peers and teachers in the classroom.	3.85	1.11	High
2.8. Active learning promotes students' critical thinking to learn English in the classroom.	3.94	0.88	High
2.9. Active learning promotes an appropriate environment for students to learn English in the classroom.	3.76	1.04	High
2.10. Active learning increases students' enjoyment and pleasure of learning English in the classroom.	3.64	1.12	High
<b>Overall</b>	<b>3.97</b>	<b>0.68</b>	<b>High</b>

Table 3 shows the findings of the students' attitudes towards the overall concept of the active learning lessons used in the classroom. As shown in Table 3, in particular, the students showed a very high level of agreement that the active learning lessons could promote students' participation ( $M = 4.34$ ). This finding is supported by the following interview extract:

“Active learning encouraged everyone in the class to participate. It was not tedious and the students enjoyed the activities.” (Student 7)

For other items regarding the overall active learning lessons, the findings showed the students' agreement at a high level. The results in Table 3 show that active learning lessons could support students' concentration ( $M = 4.14$ ). Moreover, the students revealed that they agreed the active learning lessons could promote the four basic English skills of listening, speaking, reading, and writing ( $M = 4.10$ ), and boost their attention ( $M = 4.02$ ). The above findings are also supported by various responses from the interviews.

“I got to concentrate on the lesson because the activities encouraged the students to pay more attention during class. I didn't feel stressed although the activities were challenging.” (Student 6)

“Active learning lessons could promote all four English skills: listening, speaking, reading, and writing. I practiced my English skills through various activities such as role-play, group discussion, and presentation.” (Student 2)

In the students' points of view, as revealed in their agreement with statements on the questionnaire and in their interview responses, the active learning lessons could boost their motivation ( $M = 3.95$ ), and critical thinking ( $M = 3.94$ ). Also, the students noted that the active learning lessons created opportunities to share experiences ( $M = 3.85$ ), and to share ideas ( $M = 3.82$ ). Moreover, they felt that the active learning lessons could promote an appropriate classroom environment ( $M = 3.76$ ) and increase their enjoyment ( $M = 3.64$ ). That they felt active learning led to these favourable outcomes is evidenced in the following extracts from interviews with the students.

“Most active learning could help me think critically when I engaged with that task. Active learning approach also encouraged everyone in the class to be active.” (Student 1)

“The active learning approach helped promote a comfortable environment. Games and activities made me feel like I was having so much fun and it was enjoyable to be playing with peers.” (Student 4)

All in all, from the questionnaire findings, students agreed with the statements regarding the overall concept of the Active Learning Conceptual Model for *English at Work* at a high level ( $M = 3.97$ ), suggesting positive attitudes towards the model. Also, the students' attitudes as gleaned from the semi-structured interviews seemed to support the quantitative data from the questionnaire pointing to the effectiveness of the active learning model. It can be concluded that the students believed that the active learning implemented in the classroom could positively impact their attention, motivation, participation, and concentration in learning English. Furthermore, the students found the classroom more relaxing because the activities used in active learning lessons were enjoyable and created a very comfortable environment.

**Table 4**

*Students' Attitudes towards Stage 1 (Getting Information and Ideas)*

Stage 1: Getting Information and Ideas	<i>M</i>	<i>SD</i>	Interpretation (Agreement with the statements)
3.1.1. Active learning exposes students to new knowledge to learn English in the classroom.	4.04	0.91	High

3.1.2. Active learning promotes students' participation in learning English in the classroom.	4.32	0.82	Very high
3.1.3. Active learning encourages students to use reading skills in the classroom.	4.14	0.78	High
3.1.4. Active learning encourages students to use listening skills in the classroom.	4.14	0.83	High
3.1.5. Active learning encourages students to practice English in the classroom.	4.13	0.79	High
<b>Overall</b>	<b>4.16</b>	<b>0.68</b>	<b>High</b>

As seen in Table 4, the findings regarding the students' attitudes towards Stage 1: *Getting Information and Ideas* revealed that the students acknowledged the active learning lessons could promote their participation ( $M = 4.32$ ) at a very high level. An explanation of why this was so can be seen in the following student interview extract:

“Active learning activities helped me focus more on what was going on in class and encouraged me to constantly participate and interact with classmates and the teacher.” (Student 5)

Additionally, based on the findings, it seemed that most students agreed that the active learning lessons could support their reading skills ( $M = 4.14$ ), and listening skills ( $M = 4.14$ ). Furthermore, they revealed that the active learning lessons could also encourage them to practice ( $M = 4.13$ ). The students, moreover, acknowledged that the active learning lessons exposed them to new knowledge ( $M = 4.04$ ). Some explanations from the student interviews are provided below.

“I like reading because I could find the vocabulary by myself and that helped me remember the vocabulary better than waiting for answers from others.” (Student 11)

“I liked the listening part where I could learn how to speak properly through listening. I could practice listening at different speeds. I also learned that the more vocabulary you have, the clearer you see the overall picture. Once I comprehended the message, I felt proud of myself.” (Student 4)

“The activities eminently promoted active learning. They were fresh and interesting. Each activity helped me develop and practice my English skills.” (Student 12)

To sum up, from the questionnaire findings, the students' responses expressing their agreement with the statements regarding Stage 1: *Getting Information and Ideas* were at a high level ( $M = 4.16$ ), suggesting positive attitudes towards this stage of the model. Also, the responses from the semi-structured interviews supported the questionnaires in that it could be concluded that the active learning lessons were able to promote participation in learning English and also provided an opportunity for students to be exposed to new knowledge related to the compulsory content. Also, the students recognized that they could develop reading and listening skills as well as practice English in the classroom with their classmates and the teacher.

**Table 5**

*Students' Attitudes towards Stage 2 (Experiencing by Doing and Observing)*

<b>Stage 2: Experiencing by Doing and Observing</b>	<b><i>M</i></b>	<b><i>SD</i></b>	<b>Interpretation (Agreement with the statements)</b>
3.2.1. Active learning promotes students' English communication among peers and the teacher in the classroom.	4.07	1.03	High
3.2.2. Active learning encourages students to practice English in the classroom.	4.10	0.87	High
3.2.3. Active learning creates opportunities for students to share ideas with peers and the teachers in the classroom.	3.79	1.10	High
3.2.4. Active learning creates opportunities for students to share experiences with peers and the teachers in the classroom.	3.91	0.93	High
3.2.5. Active learning encourages students to use writing skills in the classroom.	3.97	0.88	High
3.2.6. Active learning encourages students to use speaking skills in the classroom.	4.17	0.83	High
3.2.7. Active learning promotes students' critical thinking in learning English in the classroom.	3.98	0.91	High
3.2.8. Active learning encourages students' collaboration in learning English in the classroom.	4.10	0.93	High
<b><i>Overall</i></b>	<b><i>4.03</i></b>	<b><i>0.75</i></b>	<b><i>High</i></b>

Table 5 showed the findings regarding the students' attitudes towards Stage 2: *Experiencing by Doing and Observing*. As can be seen, their high level of agreement can be interpreted as positive attitudes towards this stage. When

talking about stage 2, the students professed that the active learning lessons could encourage students' speaking skills ( $M = 4.17$ ). Below is an explanation from one student's interview.

"I liked that the active learning allowed me to practice my speaking skills. I paid more attention in class and I felt I was more studious." (Student 10)

Further, the students agreed that the active learning lesson could encourage students' collaboration in learning English in the classroom ( $M = 4.10$ ). In addition, they revealed that the active learning lessons encouraged students to practice English ( $M = 4.10$ ) and promoted students' English communication in the classroom ( $M = 4.07$ ). Additionally, they also believed that active learning lessons could promote students' critical thinking ( $M = 3.98$ ), promote students' writing skills ( $M = 3.97$ ), create opportunities to share experiences ( $M = 3.91$ ), and create opportunities to share ideas ( $M = 3.79$ ). The following extracts showcase a few examples supporting these findings from the students' interviews.

"I loved communicating with others in class. Active learning automatically reinforced my ability to communicate with peers when we did group work rather than only listening to lectures during class." (Student 5)

"It helped spark my interest. I didn't just listen to what the teacher taught in class but I could share my opinions and interact with classmates through activities like group discussions." (Student 3)

However, some of the interviewees admitted that though they liked active learning lessons in many aspects, there were some disagreements towards whether it encouraged collaboration in learning English in the classroom. As seen in the extract below, for example, some of the students had negative experiences with some activities used in the active learning lessons, such as group work.

"I didn't like activities where we had to work in a group because some people didn't really participate; they didn't share their ideas nor did they answer the questions." (Student 8)

To conclude, from the questionnaire findings, the students' responses showed their agreement with the statements regarding Stage 2: *Experiencing by Doing and Observing* at a high level ( $M = 4.03$ ), suggesting positive attitudes and

the responses shown in the semi-structured interviews were in line with the results from the questionnaires that indicated that the active learning lessons could create opportunities for students to share ideas and experiences, as well as encourage them to use their writing and speaking skills. In addition, the students thought the active learning lessons could encourage them to collaborate in learning English in the classroom.

**Table 6**

*Students' Attitudes towards Stage 3 (Reflecting through Class Discussion)*

<b>Stage 3: Reflecting through Class Discussion</b>	<b><i>M</i></b>	<b><i>SD</i></b>	<b>Interpretation (Agreement with the statements)</b>
3.3.1. Active learning encourages students to review the English lessons.	4.07	0.87	High
3.3.2. Active learning encourages students to review the process of learning.	4.06	0.88	High
3.3.3. Active learning creates opportunities for students to discuss with peers and teachers in the classroom.	4.11	0.80	High
3.3.4. Active learning creates opportunities for students to ask about the lesson in the classroom.	4.07	0.85	High
3.3.5. Active learning creates opportunities for students to share ideas with peers and teachers in the classroom.	3.89	1.06	High
<b><i>Overall</i></b>	<b><i>4.04</i></b>	<b><i>0.70</i></b>	<b><i>High</i></b>

As seen in Table 6, the findings regarding the students' attitudes towards Stage 3: *Reflecting through Class Discussion* are similar to the results shown for Stage 2: *Experience by Doing and Observing*. The students noted that the active learning lessons could create opportunities for them to discuss things with peers and the teacher ( $M = 4.11$ ), and opportunities for them to ask about the lessons ( $M = 4.07$ ). The following is the opinion of one interviewee:

“The active learning could promote participation in class because the activities supported me in speaking and discussing things with classmates and the teacher.” (Student 9)

More importantly, the results from the students' questionnaires made known that the active learning lessons were able to encourage students to review the English lessons ( $M = 4.07$ ). In addition, the students revealed that the active learning lessons could encourage them to review the process of

learning ( $M = 4.06$ ), and also created opportunities for them to share ideas with peers ( $M = 3.89$ ).

“It was fun and I got to review the lesson. It was not stressful. I could determine my proficiency through the game.” (Student 2)

“I enjoyed reviewing through activities because it helped me remember the content, and it was fun, too. I felt relaxed and not stressed at all because the activities were not stressful.” (Student 10)

To summarize, from the questionnaire findings, the students' responses showed agreement with the statements regarding Stage 3: *Reflecting through Class Discussion* at a high level ( $M = 4.04$ ), suggesting positive attitude, and the responses from the semi-structured interviews backed up the results from the questionnaires regarding how the active learning lessons could encourage students to review the process of learning well. It seemed that they highly enjoyed it when they reviewed the lessons through games. Furthermore, the students agreed that this stage could create opportunities for them to discuss things with peers and the teacher at the end of the class.

Based on the findings from the questionnaires and the semi-structured interviews, it can be clearly seen that the students had positive attitudes and high satisfaction towards the implementation of the active learning lessons. Moreover, most of them believed that the active learning lessons for the *English at Work* course supported them in learning English better.

## Discussion, Implications, and Recommendations

The discussion of the results is divided into two parts: the effectiveness of the lessons developed based on the Active Learning Conceptual Model for *English at Work* and the attitudes toward the lessons. Also, implications and recommendations pertaining to students, teachers, and course coordinators of the *English at Work* course are put forth.

### Effectiveness of the Active Learning Conceptual Model

Based on the analysis of results of the Paired Samples *t*-test, it was found that applying active learning in *English at Work* lessons had a positive effect on the students' English language proficiency. After experiencing active learning, a significant increase in students' mean scores between the pre-test and post-test was observed. This increase is consistent with the findings of

Allsop et al. (2020), who also reported that an active learning classroom significantly improved U.S. undergraduate students' grades and success rates compared to a traditional classroom. Yusuk (2021) noted that active learning lessons seemed able to encourage more effective studying and thus, led to greater achievement in Thai university students in his study. Daouk et al. (2016) argue that through experiential learning, as exemplified in Stage 2: *Experiencing by Doing and Observing* of the active learning model, students can build up their knowledge, create their own understanding, and apply information, ultimately leading to improvements in their learning. This appears to be what happened in this study, and thus, the findings of this study suggest that active learning lessons may indeed aid students in improving their English language proficiency.

### **Attitudes towards the Active Learning Lessons**

When considering attitudes, it was observed that students showed positive attitudes towards the Active Learning Conceptual Model for *English at Work* used in the lessons and believed that the three stages of the active learning lessons could greatly enhance their participation, concentration, and motivation. Moreover, the findings of this study showed that using an active learning model, as shown in Stage 1: *Getting Information and Ideas* and Stage 2: *Experiencing by Doing and Observing*, resulted in positive outcomes in terms of the students' participation via activities in the classroom. The interviews revealed that the students believed active learning lessons were a helpful method for encouraging them to participate in activities – especially games, role-playing, and group discussion – in the classroom. This seem to be because, based on what was said in the interviews, the students were given opportunities to interact with peers in those activities. These results correspond with those of previous studies. For instance, in their Brazil context, Cicuto and Torres (2016) noted that activities provided by the teacher led students to participate actively in the classroom rather than being passive students taking in information because they enjoyed the chance to collaborate and interact with their peers. Daouk et al. (2016) also claimed that applying active learning to their Lebanese students increased classroom participation; as a consequence, students have more chances to share their ideas and experiences with the teacher and their peers.

Apart from participating in activities, concentration was also another factor that was looked at. The findings supported the idea that active learning promotes the students' concentration when learning English in the classroom. They highly agreed with the item concerning concentration on the questionnaire. Likewise, several students stated in the interview that the activities encouraged them to have greater concentration in class. These



results correspond with earlier studies. For example, Yusuk (2021) asserted that exposing Thai students in his study to a variety of activities, such as games, discussions, and role-plays, was able to encourage them to concentrate on learning a second language.

Moreover, in terms of motivation, the results from both the questionnaires and the semi-structured interviews confirmed that active learning lessons were able to promote students' motivation. These findings align with the prior research. Yusuk (2020) found in his study with Thai students that the implementation of active learning techniques and a diverse range of activities had a positive impact on students' motivation in the classroom due to the level of engagement these activities offer.

Furthermore, the results of the study revealed that the lessons developed based on the Active Learning Conceptual Model for *English at Work* could promote students' four basic English skills. This is an outcome also claimed by Nassim (2018)—in using the active learning model, students who studied English Foundation course in Oman improved their four language skills; listening, speaking, reading, and writing, in term of such aspects as vocabulary, pronunciation, predicting, and sentence structure. The resulting positive attitudes towards the active learning classroom found in this study is an outcome also supported by Rachman (2021), who stated that experiencing different English activities and tasks in the learning process of the active learning model was able to increase Islamic high school students' knowledge and English skills, as also seen in the post-test mean scores of this study. Similarly, Yusuk's (2021) study found that the mean scores obtained from an English language proficiency post-test were higher than those of pre-test after the implementation of active learning with Thai university students.

Additionally, the results obtained from the questionnaires and the semi-structured interviews suggest that students can develop their critical thinking through active learning lessons proposed in the active learning lesson for *English at Work*. This is in line with research results from Cicuto and Torres (2016); they also asserted that students could construct knowledge and develop critical thinking by solving problems while doing group work with peers. Daouk et al. (2016) and Sivan et al. (2000) agree that the active learning approach gives students in higher education many opportunities to think about their subject and to develop their critical thinking skills.

In addition, participants in this study agreed that implementing active learning activities during the learning process created numerous opportunities for them to share ideas and experiences in the classroom, more so than learning in a lecture-based classroom. This was because engaging in an activity during an active learning class gives students and teachers more opportunities to interact among themselves, a benefit proposed by Allsop et al. (2020) due to positive findings from undergraduate students in the United States.

Finally, the students in this study thought the use of activities in the active learning classroom had a positive impact on their learning environment and could promote a more appropriate one, as well as increase their enjoyment during the learning process. Just as Watanapokakul (2018) also saw in her study, a positive learning environment appears to have been promoted via playing games, because enjoyable activities such as these seem to be able to motivate students to learn better. Moreover, Clinton and Wilson (2019) claimed that active learning classroom activities such as group work make students' learning more exciting and that in turn gives them an enjoyable learning experience.

Three implications, overall, can be drawn from the findings. First, in terms of pedagogical implications, it appears evident that lessons developed based on the Active Learning Conceptual Model for *English at Work* can enhance students' participation, motivation, and attention during the learning process. To foster motivation and active participation, teachers can design authentic activities such as group discussions, role-plays, and hands-on tasks that align with students' learning goals. Active learning activities require students to pay close attention to tasks and facilitate the development of communication skills through peer interaction, contributing to improved English proficiency.

Moreover, active learning lessons should encourage critical thinking and problem-solving by providing experiential learning opportunities. Creating a positive and supportive learning environment is essential, and enjoyable materials and activities play a vital role in reinforcing students' motivation to engage actively in English lessons. Therefore, it is advisable for teachers to incorporate active activities that promote deep thinking and effective communication in the classroom, but also contain an element of fun such as vocabulary Bingo.

It is, however, also important to address potential challenges related to implementing active learning, particularly related to group work. As seen in the findings, some of the students had issues with group work. Teachers should consider the dynamics of group activities, as some students may struggle to contribute effectively or fail to assist their team in completing the task (Yusuk, 2021). To mitigate this, allowing students to choose their own teammates can enhance collaboration and comfort within the group.

Secondly, this study has yielded several administrative implications. Given that the students demonstrated positive attitudes towards the active learning classroom and it was found to be effective, the administrators should encourage teachers to adopt this approach in their classrooms. Providing training courses for teachers to enhance their understanding of active learning methods can be beneficial in helping them effectively implement these strategies. The results obtained from implementing active learning lessons in

this study can serve as a valuable guideline for other EFL and English for Specific purposes (ESP) courses aimed at developing students' listening, speaking, reading, and writing skills. Furthermore, considering the challenge posed by having a large number of students, it is advisable to implement active learning in smaller classes, ideally consisting of 30 to 35 students. This approach ensures that everyone can actively participate in activities and practice English effectively.

Finally, there are certain implications for research based on the findings shown in this study. In future studies, a more varied sample, such as in terms of baseline language proficiency, should be considered in order to investigate if the various learning outcomes could be replicated in groups with less homogeneity. Are students still able to be active participants in the activities if they have low proficiency but must work with high-proficiency peers? In addition, this study investigated merely two aspects of the active learning model: its effectiveness and attitudes towards it. In future studies, researchers should focus more on the effect of each of the activities applied to the learning process, as this more thorough inspection may yield useful insights that can be applied to the language learning process.

## Conclusion

In the present-day English classroom, the traditional teacher-based teaching style may not effectively foster students' attention, motivation, and participation in learning. To address the issue of students being passive and low-effort in the classroom, implementing an active learning model can offer a potentially viable solution. Therefore, this study focused on investigating the effectiveness of, and attitudes towards, an active learning conceptual model adapted from Fink (2003, p. 120) that was implemented in the *English at Work* course. The findings of the study showed that the *English at Work* lessons developed based on the Active Learning Conceptual Model for *English at Work* could positively impact the students' learning outcomes and attitudes. Therefore, in order to take EFL learning and teaching to the next level, implementing the aforementioned method in all English curricula as a replacement for the traditional teacher-based classroom would likely be beneficial not only to the students, but also to the overall experience of learning.

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### Appendix 1

#### An Example of an Active Learning Lesson Plan (Unit 4: Telephoning)

Unit Objectives: By the end of this unit, the students should be able to:

1. be familiar with telephone etiquette,
2. make and receive calls,
3. take phone messages,
4. continue telephone conversations, and
5. use unit vocabulary.

Unit 4: Telephoning				
	Task	Objective	Activity Explanation	Learning Expectation
<b>Getting Information and Ideas</b>	Warm-Up (15 minutes)	- To introduce new knowledge and experiences - To familiarize students with target language items - To engage the students with the unit content	- The students will engage in various informal activities and be exposed to the unit content of a game of 15 items via the game-based learning platform Kahoot! (www.kahoot.it).	1. The students will be able to recall and recognize words and sentences associated with using the telephone. 2. The students can handle various telephoning situations.
	Reading (30 minutes)	- To build a word bank from the vocabulary highlighted in the unit - To improve reading	- The students will be exposed to key vocabulary in the unit and share their meanings of the vocabulary with the class.	1. The students can recall key vocabulary. 2. The students can interpret and identify the main ideas of the passage.

		comprehension skills	<ul style="list-style-type: none"> <li>- The students will be asked to read a short passage about making and receiving telephone calls and leaving messages, as well as useful expressions for these same actions.</li> <li>- The students will be asked to brainstorm on and discuss the topic with their peers</li> <li>- The students will be assigned to complete exercises such as true-or-false questions, fill-in-the-blank questions, etc.</li> </ul>	<ol style="list-style-type: none"> <li>3. The students can communicate their ideas on the topic of telephoning in English.</li> <li>4. The students can choose the correct answers and fill in the blanks of the questions they have read.</li> </ol>
	Listening (30 minutes)	<ul style="list-style-type: none"> <li>- To practice listening skills from an audio track</li> <li>- To develop listening comprehension skills</li> </ul>	<ul style="list-style-type: none"> <li>- The students will be asked to listen to a conversation via an audio track and choose the correct answers to listening comprehension questions.</li> <li>- The students will be asked to watch telephone conversations in various situations in video clips from sources such as YouTube (<a href="http://www.youtube.com">www.youtube.com</a>).</li> <li>- The students will be asked to present their ideas on and discuss the conversation.</li> </ul>	<ol style="list-style-type: none"> <li>1. The students can interpret and identify ideas in the conversation.</li> <li>2. The students can choose the correct answers of the conversation they have heard.</li> <li>3. The students can relate details of the conversation they listened to.</li> </ol>



<b>Experiencing by Doing and Observing</b>	Writing (30 minutes)	<ul style="list-style-type: none"> <li>- To develop writing skills using the target content</li> <li>- To encourage creative and critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>- The students will be asked to write a telephone conversation of 7 to 8 turns using the target language as a pair or a trio.</li> </ul>	<ol style="list-style-type: none"> <li>1. The students can appropriately apply the target language items to a self-created conversation.</li> <li>2. The students can create a coherent telephone conversation using the target language items.</li> </ol>
	Speaking (20 minutes)	<ul style="list-style-type: none"> <li>- To develop speaking skills</li> <li>- To promote communicative competence</li> </ul>	<ul style="list-style-type: none"> <li>- The students will be randomly asked to perform their scripted role-play in front of the class.</li> <li>- The remaining students will observe their peers to later share opinions on the creativity of the role-plays.</li> </ul>	<ol style="list-style-type: none"> <li>1. The students can use the target language correctly.</li> <li>2. The students can perform a conversation effectively.</li> <li>3. The students can pronounce words correctly.</li> </ol>
<b>Reflecting through Class Discussion</b>	Reflection (15 minutes)	<ul style="list-style-type: none"> <li>- To reflect on the subject of the course</li> <li>- To give feedback on learning activities they engaged in</li> <li>- To review the target language of the unit</li> </ul>	<ul style="list-style-type: none"> <li>- The students will be asked to reflect on the learning process and the activities they engaged in.</li> </ul>	<ol style="list-style-type: none"> <li>1. The students can reflect on what they have learned and how they felt about it.</li> <li>2. The students can reflect on the learning process.</li> </ol>

## Appendix 2

### Semi-structured Interview Questions

1. How does active learning promote students' participation in learning English?
2. How does active learning promote students' interest in learning English?
3. How does active learning promote students' four English skills: listening, speaking, reading, and writing in learning English? How?
4. What do you like the most about active learning? Why?
5. What do you like the least about active learning? Why?

6. What are your opinions towards active learning classrooms?
7. What activity do you like the most about active learning? Why?
8. What activity do you like the least about active learning? Why?
9. How does active learning make you enjoy and have fun? How?
10. How does active learning create an appropriate circumstance for students to learn English in the classroom?