THE EFFECTIVENESS OF GUIDED DISCOVERY IN TEACHING EFL
IN A VIETNAMESE INSTITUTION

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ABSTRACT

Teaching methodologies play a very crucial role in teaching any subjects in any areas, especially in teaching English as Foreign Language. Choosing an appropriate method in the English class is one of the preconditions to help the students gain knowledge and boost their motivation. In Vietnam context, especially in EFL classes, the old teaching methods such as grammar translation or teacher-centered approaches are no longer effective in the modern English teaching and learning. Therefore, Guided Discovery is introduced in this study to investigate the effectiveness to the students and the teacher. Guided Discovery is not new to many teachers, researchers or educators, but it is not applied much in many English classes in Vietnam context because of its characteristics. The study would indicate the usefulness of the method by scrutinizing the two key factors which are the students’ perception and their outcomes after learning English with Guided Discovery. Based on the objective of the study, the two following research questions are made to carry out the study: (1) What are students’ perceptions about Guided Discovery Learning?, (2) After learning with Guided Discovery, is their performance about Reading and Grammar in the experimental group better than that in the control group? For the first question, the researcher would like to know students’ understanding about Guided Discovery and the way of learning English inside the classroom. In terms of the second question, the researcher would like to compare the outcomes based on the pre-test and post-test of the students to examine the students’ performance.

The study was carried out in Center for Foreign Languages and Informatics Science – University of Economics and Law. The forty students were divided into two classes – the control and the experimental group. They were experiencing the traditional methods and the guided discovery one. During the learning period, the students were examined by the teacher and after
that they would complete the survey which was assigned to them. Mixed methods were applied in the study to analyze the results. The qualitative results were coded, and the quantitative findings were transferred into the percentage, the tests would be analyzed by T-Test statistics.

For the results, the researcher found out that the guided discovery stimulated the students’ interests and autonomy while the old method left the students boredom and incuriosity. In addition, it is clear that the students’ outcome in the experimental group was better than that in the control one.

The study was carried out with the hope that Guided Discovery would provide the further information to the future studies which are in the related field in Vietnam context. The effectiveness would be appreciated in the future if Guided discovery is conducted in a large number of the students from different teachers in a long period of time so that everyone could understand and grasp every aspect of the method.
DEDICATION

The thesis is dedicated to my parents who support me in every aspect in life.

The thesis is dedicated to my sister and my brother-in-law who always encourage me to finish and motivate me to continue my study.
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First of all, I would like to thank my parents who have supported and financially supported my studies at school.

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Finally, I would like to thank the students at CFIS who supported the completion of the thesis's survey, questionnaire.
DECLARATION

I Dong Nhu Tien hereby declare that this thesis entitled “The effectiveness of Guided Discovery in teaching EFL in Vietnam” submitted to Benedictine University in partial fulfillment of the requirements for the degree of Master of Arts in Linguistics (TESOL Concentration) is entirely my own work. It has not been previously published, as a whole or in part, or submitted to any other institution for any other degree, diploma, or professional qualification.

Research for this work was approved by the Benedictine University Institutional Review Board.

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Chapter 1

Introduction

1.1. The study context

English language is widely used as an international language all over the world. It is a part of developed countries such as the US, the UK, Australia and Canada as well as a tool of communication, political and cultural purposes. Therefore, to help other countries develop, the governments have applied English subject as a compulsory subject in many countries and Vietnam is not the exception. Broughton, Brumfit, Pincas & Wilde (2002, p.11) confirm that English teaching hours take the majority of any other school curriculum in the world. In Vietnam, teaching English is one of the challenging jobs which requires teachers to have skills, techniques, teaching methodology and knowledge so that teaching can engender more benefits and interests to students. Most of the schools and centers in Vietnam have applied grammar-translation, teacher-centered approach as the main tools to English teaching referring to traditional methods. However, not all traditional methods are bad, but excessive abuse or dependence on traditional methods will make students lose their ability to learn or depend too much on teachers. This directly affects the analytical thinking and students’ problem-solving process. As a result, students become increasingly spiritless and lose the motivation to learn new knowledge. Many learners can be critical of the teaching methodology because they have been exposed to the previous ones or they may be too prejudiced against some teaching patterns (Harmer, 2007, p.85). Therefore, teaching approaches and methods are the contributing factors in teaching and learning a language in order that learners can enhance their efficiency and strengths.
1.2. The purpose of the study and the research questions

Since teaching methodology plays an important role in the classroom, many teachers have been looking for the one which they can apply in the learning environment. This means that many teachers could change the traditional methods to the effective and appropriate ones. Broughton et al., (2002, p.39) indicates that the grammar-translation method has so many years produced non-communicators. Once I experienced one teaching method in course from Cambridge University called Guided Discovery, I witnessed the effectiveness to the learners in booting their linguistic skills. Hence, I would like to apply Guided Discovery in The Vietnamese context, especially in CFIS – A division from University of Economics and Law to check students’ ability and perception about this teaching methodology. Guided Discovery is an approach that applies the advantages of the inductive and deductive approach. The combination between inductive and deductive approach would create student a self-learning environment, which they could discover the lesson themselves with the teacher’s guidance and this could enhance their learning autonomy and motivation (Widodo, 2006). This approach could remove the teacher from the key role of explainer and get students be exposed to questions and uncover the target problems and eventually students can build their own knowledge of the meaning and usage. Guided Discovery can boost students’ teamwork spirit and enhance their autonomy in any contexts. It is applied in many educational institutions all over the world. In Vietnam, only some private schools and centers apply the method because of some difficulties such as time, training to teachers, teachers’ knowledge.

In this study, the purpose of the study is to provide a deep insight into Guided Discovery inside my classroom in order to check the perceptions of the students to the teacher and their performance. Therefore, after thorough considerations of the study, my research questions are: What are students’ perceptions about Guided Discovery Learning? and After learning with Guided
Discovery, is their performance about Reading and grammar in the experimental group better than that in the control group?
Chapter 2

Literature Review

2.1. The introduction of English learning and teaching in Vietnam

There is no doubt that English is the core subject in school curricula at all levels from primary school to university in Vietnam education system. The Vietnamese government has suggested many solutions to boost students’ level in English by changing the school curricula, updating textbooks, and requirements for the teachers. Phan (2017) shows that English language has been a very crucial part of all fields such as politics, cultures and social areas since the economic reform (1986), named “Doi Moi” (Renovation). She also indicates that the Vietnamese Ministry of Education adopted a 10-year project in teaching and learning foreign languages in the national educational system from 2008 to 2020.

Although the government has suggested a range of measures to improve the students’ ability in learning and the teachers’ in teaching, English teaching has coped a large number of challenges in applying English in reality. Alptekin’s study (2002) comments that the requirement for Vietnamese students to prove their English as a native speaker seems infeasible (as cited in Phan’s study in 2017). Moreover, Phan (2017) indicates that teaching English today is more difficult than it was in the past because of globalization, and teachers’ awareness about methods and cultures. She also states that teachers have little experience and knowledge in instructing about the diversity and variety of English. Nguyen’s study (2006) indicates that the using of Vietnamese in teaching English is popular in the Vietnamese context. According to Van Van’s study (2010), English teaching in Vietnam is not effective, especially in public schools. The reasons for this are inexperienced teachers (levels and teaching experience, teaching methodology), not having studied in English-speaking nations and not usually communicating in English.
2.2. The inductive and deductive approaches that are applied in Vietnam

Learning and teaching English is a challenging problem in the Vietnamese educational context. Educators in Vietnam have applied the two basic ones which are deductive and inductive approaches. According to Saumell (2012), both these inductive and deductive approaches have their own benefits and drawbacks. The teacher-student relationship affects directly the pedagogical method which is applied in the classroom (Le, 1999). This traditional aspect emphasizes on the role of the teacher in the classroom, which is a teacher-centered method (Le, 1999). This method also inextricably focuses on the textbooks which are provided by the Ministry of Education and Training (Le, 1999). Freiberg (1999) indicates that the teacher-centeredness may limit students’ creativity and activeness (as cited in Garrett, 2008).

According to Benitez-Correa, Gonzalez-Torres, Ochoa-Cueva & Vargas- Saritama (2019), deductive approach in teaching EFL is the way in which information about language rules is analyzed at the beginning of each session and supported and explained with examples and exercises. They also show that this is an explicit approach to help students to realize English structures. Moreover, a deductive approach means providing and explaining the rules and then more exercises, practice and activities could be given for drilling which can be followed by listening and reading so that the learners understand and employ the target language in the real-life context (Jean & Simard, 2013). Most Vietnamese teachers apply the deductive approach to the learners because of several reasons such as the number of students, the amount of time, the facilities, the school curriculum and the students’ learning styles. In addition, the teacher-centered approach is also applied in this situation, which means the lessons focus on the explanation and rules in a fixed way, rather than a flexible and dynamite approach that we can see in many English private centers.
With regards to the inductive one, Gollin (1998) defines it as an approach which rules are exposed through examples, demonstration in the language use. Moreover, Jean & Simard (2013) refer to this approach as the discovery approach. They also show that learners are asked to discover the rules, forms by several guided questions or concept checking questions so that they can take a deep understanding about the lessons. Furthermore, when students learn with different examples until they use them as a habit, their motivation in learning is boosted, which is a very crucial aspect in learning any subjects (Sik, 2015).

In Vietnam, most teachers have applied the deductive approach because of the size of the classroom and the number of students in classrooms. On the other hand, the inductive approach has also been applied in some private institutions.

2.3. The shortcomings of the approaches that are applied in Vietnam context

In this part, I am going to discuss the disadvantages of the aforementioned method (deductive and inductive approach). The deductive approach is the method in which students are taught about specific rules and then they apply the rule to solve the problem in English use (Al-Kharrat, 2000). On the other hand, the inductive method is the approach in which teachers always give examples and facts to form a general rule with the assistance from the teachers to help students understand a particular topic (Saumell, 2012). However, both approaches have their own disadvantages which teachers should overcome to make the lessons more interesting.

A deductive method could be under control by the teachers, which means that this method would focus on teachers (Saumell, 2012). This method could be that teachers would explain lessons too much and let their students follow their fixed lessons that they want them to follow. This leads to some adversities that some analytical students feel disenchanted because the lessons may postpone
their creativity and the contribution in the classroom (Saumell, 2012). Nafi & Jamal (2016) indicate that the deductive method could generate the belief to the students that learning English is just following the rules and the explanation is also hard to remember in their minds.

Apart from that of the deductive method, several drawbacks of an inductive method could be energy-consuming and time-consuming (Widodo, 2006). This method requires teachers to prepare lessons carefully and design materials in a systematic way (Saumell, 2012). Moreover, the method could give students some concepts that are wrong in their cognition (Nafi & Jamal, 2016). They also state that this approach may pay too much attention to teachers, which is a teacher-centered way. As far as the students’ outlook, it also causes some demotivation and frustration because many students come into the class with their own learning styles, and this would make them experience a dissatisfied approach (Nafi & Jamal, 2016).

2.4. What is Guided Discovery?

Guided Discovery is an approach or technique which applies inquiry-based instruction (Singaravelu, 2012). Saumell (2012) defines Guided Discovery as a modified inductive method in which students are exposed to the language first, then make full use of inference and lastly have a clear and easy concentration on practice and rules. Gollin (1998) states Guided Discovery is the technique which exploits the focus on the examples with the combination between deductive and inductive approach.

Mabrook (1990, p.35) describes Guided Discovery as a process which teachers employ to present some materials, discover new areas and aspects in the classroom and prepare for the learners the knowledge so that they can creatively and independently develop their learning styles (as cited in El-Kahlout, 2010, p.31).
Goodyear, Njoo, Hijne & Van (1991, p.263-304) indicates that Guided Discovery is a constructive approach that combines discovery learning and guided principles from cognitive instructional areas. From this approach, students can develop their knowledge in their own way and help them develop their knowledge from the lower to the higher (as cited in El-Kahlout, 2010, p.32).

Mayer (2003, p.88) confirms that Guided Discovery is a teaching technique that encourages students to become more proactive in learning by answering questions and tackling problems to bring about general rules and concepts.

Based on the aforementioned facts, El-Kahlout (2010, p.33) reaches to the conclusions that

+interaction is applied during Guided Discovery learning lessons

+the role of the teachers and the role of the students in learning process are constructional and complementary to each other, which means that teacher creates appropriate environment for discovery learning in order that students can uncover their ability and be more active.

+questions are the most important key in any Guided Discovery lesson; a series of questions could lead the students to the higher domain.

Guided Discovery is not only applied in teaching EFL, but it is also used in teaching other subjects such as Math, Biology and Physics because of its advantages to the learners and teachers. There were some previous applications of Guided Discovery in teaching other subjects as well as teaching English. Saleh (2018) applied Guided Discovery in teaching mathematical concepts in Saudi Arabia, or British Council and Cambridge have applied Guided Discovery in teaching CELTA (a teaching certificate) to EFL teachers. These institutions and teachers clearly know the advantages of Guided Discovery before applying them massively.
In short, Guided Discovery is the combination between discovery learning and instructions from the instructor, which could enhance students’ autonomy and discover themselves by discovering and helping from the teachers.

2.5. Characteristics of Guided Discovery

Saumell (2012) shows that Guided Discovery is the combination of the best techniques between inductive and deductive approach. She also indicates that Guided discovery focuses on learner-centered approach, which teachers become assistants who instruct students to the right knowledge and avoid some problems about understanding of rules and definitions. Singaravelu (2012) claims that Discovery Learning helps students be responsible for learning concepts and it allow students to study English with their own style and pace.

Janssen et al., (2014, p.70) lists that guidance needs to be given to the students so that they can solve the problems. Raiser (2014) claims that this is a crucial method to divide problems in to sub ones so that students can tackle them one by one (as cited in Janssen et al., 2014, p.70). He also suggests that teachers and instructors must instruct them in a systematic way to deal with them in order and finally develop the solutions that students confront (as cited in Jassen et al., 2014, p.70).

During the discovery learning, learners’ inquiries appear and they usually guided by the instructors, teachers and the materials (Hammer, 1997, p.489). Martin (2000) says that discovery learning could arouse curiosity in learners, which is a very important ingredient in discovering new things, new knowledge in an innovative way.

Yuliani & Saragih (2015) claims that:

+Guided discovery lessons are designed to encourage students’ activeness and motivation in gaining the learning academic purposes.
Teachers play assistant role in helping students enrich their knowledge.

The learning process with Guided Discovery could help students boost their critical thinking, problem solving skills and stimulate their interests, curiosity in the long term.

The technique focuses on student-centered approach rather than teacher-centered one which has been used for centuries.

Guided discovery is the exploitation of discovery learning with guidance from teachers or instructors, which means teachers would provide examples, exercises, questions, demonstration to assist students’ acquisition.

According Denton (2005), a Guided Discovery lesson must follow a set of following steps:

Step 1: The introduction and definition of materials

In this step, the open-ended questions must be used to encourage and stimulate students’ thinking about the past experiences and sharing from other students.

Step 2: Producing and sampling of the ideas

Students are encouraged to think further about their ideas. The teacher challenges the students by a range of open-ended questions.

Step 3: Discovery and experimentation

This is the time for the students to explore the material independently and form a particular structure with the assistance from the teachers based on their previous ideas.

Step 4: Sharing what students have found
This is the process in which students exchange their knowledge with other students to find out the suitable solution to the problems.

Step 5: Completion and application

In the last step, students are stimulated to practice the forms that they find out and perfect their knowledge. This allows students to be more active and independent in their learning process. In short, the using of Guided Discovery have to go through five basic steps which provides the students the ability of learning independently and boost their learning outlook.

2.6. Benefits of Guided Discovery

There are a great number of benefit when applying guided discovery in teaching language. According to Saumell (2012), guided discovery engenders cognitive, social and linguistic benefits. In terms of the cognitive benefits, guided discovery could stimulate analytical learning, develop critical thinking skills, take advantage of students’ cognition, enhance students’ engagement in solving problems, boost their active learning styles, and improve their acquisition and memory. With regard to the social benefits, guided discovery shows the resemblance to natural language acquisition. Moreover, it expresses its superiority if guided discovery is applied in groups because it could provide students some more language practices. As far as the social benefits is concerned, guided discovery builds up students’ involvement and boost their team-work spirit as well as collaboration. Furthermore, it flourishes learners’ autonomy and confidence. At the same time, it helps learners enhance their motivation if they enjoy hands-on method.

Saumell (2012) also suggests that guided discovery is often associated with grammatical topics, lexical and spelling subjects. She also indicates that guided discovery can be applied in any classes, at any levels.
Janssen et al., (2014) claims that the advantages of guided discovery are either for teachers or students in reading comprehension. In this part, learners can improve their learning motivation by exploring the texts themselves. By doing so, students could remember their lessons for a long time and also stimulates their interests and autonomy.

In conclusion, Guided Discovery could generate a number of benefits ranging from the knowledge to the attitude of the learners. By using Guided Discovery, teachers could help the learners make full use of their aptitude and strengths in learning language. At the same time, they can boost their team-work spirit and enjoy a happy learning process.

2.7. Teacher’s Role in Guided Discovery

As mentioned above, guided discovery concentrates on student-centered approach, which students need to solve the problems themselves with the guidance from teachers.

Singaravelu (2012) shows that students cannot receive any benefits with unassisted discovery. In contrast, Mc Donold (2011) reaches to the conclusion that discovery learning must be more effective with the collaboration and instruction from teachers, other learners (as cited in Singaravelu (2012, p.58)).

Brown (2006) claims that teachers need to accept the changing role from the ones who give the learners everything to the ones who support them when they need, which does not mean that teachers have less influence on students; instead, teachers are available to guide them by giving questions or ideas so that they can have a better understanding in their learning process.

2.8. Guided Discovery with Grammar and Reading

Guided Discovery is often applied in teaching grammatical forms, reading comprehension and thus resulting in writing skills. According to Saumell (2012), there are four steps which can be
applied in guided discovery: (1) showing examples or demonstrations, (2) providing guided questions for observation and analysis, (3) generalizing the rule (which must be done by the learners), (4) forming applications depending on difficulty.

We all know that reading is a receptive skill. If learners want to improve their writing skills, they need to improve their reading skills and grammatical first. Studying reading and grammar is never an interesting duty to students because the texts may be too long, the questions are too hard or teachers may use too much mother tongue in teaching reading and grammar.

According El-Kahlout (2010), to make guided discovery lessons with reading, grammatical skills, it often consists of four stages:

+ Asking some questions relating to the knowledge outside the awareness

+ Teachers must reflect and listen accurately what happened in the classroom

+ Making a summary from the discovered information

+ Giving students some synthesizing questions in order to ask students to apply the new information that is uncovered

Caprario (2013, p.10) shows that grammatical structures could be acquired by learners’ awareness. Ellis (as cited in Fotos 1993) also suggests the three basis steps for grammatical acquisition (as cited in Caprario, 2013, p.11):

+ The awareness must come from learners’ mind first and then establish a clear representation of this structure in their mind

+ When the learners grasp the knowledge clearly, they can focus on the next one
Finally, this attention will lead them to the understanding of forms, structures and exactly applying them over time.

Based on the aforementioned facts, there are a host of shortcomings such as the lack of motivation, autonomy, and eagerness when teachers want to apply the traditional methods when teaching EFL in Vietnam, especially in a tertiary institution. Van Van (2010) states that there are many problems relating to the teaching context in Vietnam. Firstly, the gap between the demand and the supply is increasing because of the overpopulation and the number of students in each class, which prevent the effectiveness of teaching EFL. Secondly, the textbook and the teaching skills of the teachers affect heavily on students’ attitude and ability. Thirdly, the poor technical skills from the teachers and the school curriculum could also be the key factor to the success of the learners. Moreover, the shortcomings have been identified after a long-term observation by myself. Therefore, searching for an appropriate method or approach could lead to the advantages in teaching EFL for students and teachers. As suggested above, Guided Discovery is extremely beneficial to students and teachers. It boosts their learning attitude, motivation, autonomy and interest. However, there is little research about guided discovery in teaching EFL in the Vietnamese context. The effects of Guided Discovery on teaching EFL are still dubious to the Vietnamese teachers and students. Therefore, I would like to apply Guided Discovery in my classes to carry out the research about the effects of this approach in the Vietnamese context. It is the comparison between the effects of Guided Discovery and the traditional methods in the two different groups: the control group and the experimental group. The research is carried out to investigate the effects of teaching methodologies, especially with the one applying Guided Discovery.

1. What are students’ perceptions about Guided Discovery Learning?
2. After learning with Guided Discovery, is their performance about Reading and Grammar in the experimental group better than that in the control group?
Chapter 3

Research Methodology

This chapter describes the procedure that takes place during the study. Its function is to answer the questions of the study: including the population, the methodology, the instrument. Mixed methods were used in this chapter including quantitative and qualitative method in order that the researcher could collect data in forms of open questions, close-ended questions, tests (multiple choices, short answers). The purpose of this product is to provide the useful method to the teachers and students in teaching and learning English. In other words, the study and the method would provide the researcher some specific insights into the application of Guided Discovery Learning in the classroom as well as help teachers be aware of the effectiveness of Guided Discovery and the students’ perception about this method.

3.1. Research questions

Choosing an appropriate method in teaching English is always a challenging task to many teachers. The problem is that which method is beneficial and applicable to the teacher and students. Therefore, I applied both the traditional methods and Guided Discovery in teaching language in the two different classes to clarify my research questions. English is mandated at all levels from elementary schools to tertiary institutions by the Vietnamese government because of its benefits to the economy (Phan, 2017). In Vietnam, teachers still use traditional methods as a main method in teaching languages in the classes, where they put their roles as a center in the instructions, explanation and teaching. The teacher-centered method is considered as an old and traditional one because it focuses too much on the role of the teachers in the classroom. Since I was instructed Guided Discovery method in a CELTA class in Washington (CELTA is a certificate in teaching English to adults from Cambridge University), I have witnessed the effectiveness of applying this
method to the students and teachers. Therefore, I would like to research the effectiveness of Guided Discovery in the Vietnamese context, especially in the CFIS center from University of Economics and Law. I applied Guided Discovery in teaching English so that I could find out more about their perceptions and performance during the learning process.

The hypothesis was that there were two groups of students experiencing the two techniques: one with communicative techniques with the focus on the teacher or teacher-centered approach which the teacher explained and provided rules in teaching grammar, reading or listening and one with guided discovery techniques with the focus on the learners or student-centered approach. They all took the pre-test, mid-test and the post-test. The comparison between the pre-test and the post-test in both groups showed the final results. If the results were affected by the techniques was showed in the result chapter. After they experienced with the approaches in both groups, they were given a questionnaire including open-ended questions and likert-scales questions to let the teacher know about their conception about the techniques.

The below are my research questions:

1. What are students’ perceptions about Guided Discovery Learning?
2. After learning with Guided Discovery, is their performance about Reading and Grammar in the experimental group better than that in the control group?

For the research question number 2, the research applied Guided Discovery in teaching Reading and Grammar because Guided Discovery was considered as one of the techniques could help improve the comprehension (Zahara, 2018). Caprario (2013) confirms that grammar instruction with Guided Discovery could facilitate second language acquisition. Therefore, students could explicit and implicit knowledge after a period. The fact was that the students never got answer
directly from the teacher; instead, they were asked by many questions to stimulate their analytical
thinking or they were suggested to discuss the problems with their peers. The process repeated in
every session, and for a long time, they developed their learning attitude and autonomy.

3.2. Research design

The researcher conducted an experimental design to collect the data from students after applying
Guided Discovery in teaching English. The study was carried out in two specific groups: one
experimental group with Guided Discovery and the control group with traditional one which the
students have experienced in their learning process before. Mixed methods were used in this
research, which is the combination of quantitative and qualitative method. Miles & Huberman
(1994) indicates that mixed methods are the most effective combination to provide a deep insight
into the study. Furthermore, qualitative approach is a special approach which is used to gain the
nature and the perception relating to the problems (Mackey & Gass, 2011, p.181). Meanwhile, a
quantitative approach is with the purpose of collecting data from students in the forms of survey
and questionnaire to describe and analyze the behaviors, viewpoints, characteristics, attitudes of
the population samples (Mackey & Gass, 2011, p.74). After the students finish one-month
learning, they did a survey including open questions and a questionnaire with Likert Scales
method. The results were analyzed and calculated into percentage for the comparison.

I used the Independent Samples T-Test in my study in order that I could give the comparison
between the experimental group and the control group. First, the two groups are tested with the
entry test, and then one group would experience learning English, especially grammar and reading,
with Guided Discovery; while the other would experience the traditional one which they have
experienced before when studying English at the center. After half of a month, 6 sessions (2 hours
for each session), they were tested again to take a look at their result with both groups. The final test was assigned to them at the end of the month and the outcomes could be calculated.

3.3. Participants of the study

Forty students from the Center for Foreign Languages and Informatics Science, a division of the University of Economics and Law participated in the study. They were first-year students, who had to study English in the school curriculum to get entry to the next year and for the graduation requirements. They were chosen to carry out the study because they were the research’s students in the semester. The researcher or the teacher was the one who was responsible for improving their English level because by the end of the semester, they had to attend a proficiency test to evaluate their ability which is suitable for the next levels. Their majors are the ones which focus on Economics, Law, Banking, Finances, and Information System; therefore, they will use English in their career and field. Their age ranged from 18 to 19 years old. The students are divided into two groups, each 20 per one group.

Because they are just the first-year students, and they already took a placement test from the center when they entered to the university, their English level is not very good. Moreover, they are from different regions in Vietnam, where they do not have enough tools and conditions to improve their English abilities. Although they have accessed to English subject since grade 3 in elementary schools, it seems that they are not interested in English. Moreover, all of the students get accessed to the University of Economics and Law by the three subjects: Mathematics, Physics, and Chemistry, which is the reason why most of them consider English as an extra subject. Most of them consider English as a compulsory subject that they have to finish if they want to graduate; thus, learning English is a challenging task to complete.
3.4. Instruments

The researcher used a questionnaire to answer the research question number one. It includes open questions, and Likert-Scale questions. The questionnaire was submitted to the supervisor before giving to the students. The questionnaire was adapted the literature review. Mackey & Gass (2011, p.83) indicates that Likert Scales questions show the easy process of data analyzation while open-ended questions are quite complex to analyze. Additionally, the author used the pre-test, mid-test, post-test to compare the results of the students after experiencing learning English in the two groups with various methods. The following process described the performance of study. The lesson plans which applied Guided Discovery were also an effective tool when carrying out Guided Discovery. They were designed with Guided Discovery including five steps that were mentioned in the literature review. The lesson plans played an important role in teaching English, especially for Guided Discovery ones because they showed how the teacher and students should do in a limited amount of time. The teacher used New English File (Pre-Intermediate) (Oxenden, Latham-Koenig & Seligson, 2006), which is the book for students to absorb four skills in general and the preparation to the academic tests such as IELTS, TOEFL. The book was used in both classes, the control class and the experimental one.

The English tests are taken from the book New English File, including multiple choices, grammar, pronunciation, reading, vocabulary. All the tests are designed by the authors of the book, which is convenient, reliable and appropriate to use in the teaching and assessing process. The survey includes five open questions to both groups of the study and thirteen Likert-Scales questions, which are designed by the researcher and they are commented by the supervisor. The open questions and the Likert-Scales questions focus on the perception, the awareness, the motivations
and students’ preferences, and the students’ sense into the teaching methods from the teacher, which is the factor the researcher believe to deal with research questions.

3.5. Procedure

After gaining permission from the director in CFIS - University of Economics and Law and the approval from the Institutional Review Board, the application of Guided Discovery was conducted in the two classes. First of all, the students were received a pre-test to check their level, performance before moving to the lessons which are applied Guided Discovery. During the learning process, the teacher applied four steps to perform the lessons cooperating with Guided Discovery: Step 1: Get students to be exposed to lessons, topics by using examples, demonstrations, illustrations; Step 2: Guide the students by using questions so that the students can observe and analyze the language nature; Step 3: the students construct new knowledge from the lessons they have learned and complete the rules; Step 4: the application of the rules by practicing the exercise ranging from the simple ones to the complex ones (Saumell, 2012). Second of all, after six sessions, the teacher evaluated students by a mid-term test. This was the test to check the students’ understanding of the lessons. It was not used for T-Test. After 12 sessions, the students received a post-test, which is used to give the comparison between two groups. Last but not least, the survey including open-ended questions and Likert-Scales questions was given to the students to have a look inside the teaching.

With regard to the quantitative data, the excel software was used to exploit and analyze the collected data and the result was showed through tables, figures which are very fruitful and appropriate. In terms of qualitative data, the coding process took place to give the whole picture of the research. In this data, students were given five questions so that they could explain and present their opinions about the methods. The teacher based on this data and provided the whole
analysis to answer the research questions. This process would be ensured to be anonymous and reliable. The comparison between pre-tests and post-tests of the course in both groups was analyzed by excel software.

The pre-test, mid-test and post-test were given to the students at the beginning of the semester, the middle of the first month and the end of the month, respectively. With regards to the surveys, they were finished by the students at the end of the month (the completion of the first 4 units).

3.6. Limitations

In the process of carrying out the thesis, especially for data collection and analysis, many problems arose from the process. First and foremost, there were many benefits to adopting mixed methods that range from flexibility to variety; however, this method was also time-consuming and caused learners to answer questions carelessly. Secondly, the fact that a teacher teaches both classes also makes the method lack of the accuracy and the reliability. Thirdly, students had problems understanding the questions because of their English proficiency. However, this was also partially overcome by the translation of the questions from the teachers. In terms of the number of participants, it seemed that there should be more students in more classes so that the teacher could increase the validity of the method.
Chapter 4

Results

The researcher presented the outcomes as well as the analysis, explanation, discussion of the research questions related to the understanding, the awareness or the cognition and the performance of the students in CFIS after twelve sessions of learning lessons with Guided Discovery through exploiting survey, tests. Thanks to the below findings, the research has drawn some conclusions, obstacles and limitations from the process of performing the study.

4.1. The purpose of the study and research methodology

As far as the study is concerned, the researcher intended to perceive the effectiveness of Guided Discovery through the application of it to the students in CFIS – University of Economics and Law. The study “The effectiveness of Guided Discovery in teaching EFL in a Vietnamese institution” found out and explained more about the effectiveness and efficiency of Guided Discovery in teaching and learning English as a foreign language in the Vietnamese context, specifically in Center of Foreign Languages and Informatics Science – University of Economics and Law. The research was performed to answer the following questions:

1. What are students’ perceptions about Guided Discovery Learning?

2. After learning with Guided Discovery, is their performance about Reading and Grammar in the experimental group better than that in the control group?

To answer the research questions, I applied mixed methods which are the combination between quantitative and qualitative method to solve the problems related to the students’ perceptions and performance after the learning process. I believe that mixed methods suggest a deep insight into the study so that the research could exploit the usefulness of Guided Discovery. The survey
including five open questions, thirteen Likert-Scales questions was applied to solve the research question number one. Moreover, the pre-test and the post-test were given to the students to compare their performance. Also, I provide them the midterm test to check their performance at the middle of the course.

There were forty students in the classes – one control group and on experimental group, with each class including 20 students (N=20). Their age ranges from 18 to 20 years old.

The two groups are going to experience teaching methods: one with traditional method and the other with Guided Discovery one. Firstly, the students in both groups were given a pre-test to check their levels. After two weeks of learning, they were given another test to check their understanding again based on the score. Then, at the end of month, they were provided a post test and a survey to have a look into the performance and the perceptions of the course and the methods. The tests and the survey all were done by papers which were assigned into the class. The tests were the part of the center curriculum and they were paper-and-pencil tests. The time for taking the tests was included in the time of teaching.

**4.2. Tools and process of analysis**

Because I applied mixed methods and the independent samples T-Test for the test scores, the survey and the tests were carried out. I described the data by Microsoft Excel software and coding. For the first research question, in order to understand the students’ awareness about Guided Discovery, the first five open questions were given to the students in both groups to investigate how much they know about the method. This was the process that teacher coded to explain the students’ awareness. It means that the researcher read and analyze every single answer from each student and list them in the paper. Then, the researcher paraphrased and summarized the answers
by his own words. After that, the thirteen Likert-Scales questions to analyze and explain more about the understanding of the students about the methods in both groups. The researcher calculated the items into the percentage to explain and perform the outcomes. With regard to the results of the pre-tests, midterm tests, and post-tests which were multiple choices including pronunciation, grammar and vocabulary, the research used the independent samples T-test to analyze and compare the pre-tests of both groups and the next is the post-tests. The comparison was carried out by Microsoft Excel.

4.3. The results of research question

4.3.1. The result of the first research question

4.3.1.1. The open-ended questions

Question 1: What are students’ perceptions about Guided Discovery Learning?

a. The experimental group

Eighteen students answered this question that they feel motivated and interested when learning with Guided Discovery. They also said that the method also made the lesson have more fun and encourage them to think more. Fifteen students claimed that the method helped them enhance their autonomy and motivation. Thirteen students believed that they also experienced the method that increased the interaction between students and the teacher and between the students. Eight students said that it was easier for them to learn the lessons. Fourteen students confirmed that the method helped them to learn quickly and assisted in saving time and energy. Eleven students indicated that the method helped them build up their confidence. About five students said that the method supported them to develop their skills, especially listening and reading. Just one student felt that the method is normal and there were no differences between the method he used to learn before.
b. The control group

One hundred percent of the students showed that there was only one method they experienced in the semester and some added more that the method was so boring. They said: “The method was really boring. It made me tired, sleepy”

Question 2: Have you ever learned anything, subjects or lessons with the same method you are learning this semester?

a. The Experimental group

Fifty percent of the students answered this question is that they have learned with this method before, while the other experienced no guided discovery when learning English or any subjects.

b. The control group

A hundred percent of the students responded that they experienced traditional method with all the subjects.

Question 3: Which of the two methods do you prefer learning in the future?

a. The experimental group

About twelve students in the class replied that they chose Guided Discovery for learning English because it boosted their autonomy and their interaction. Moreover, about four students said that they did not like the method they used to learn in their high school before.

b. The control group

Because they just experienced one method, they did not have any other options to choose in this question.
Question 4: How do you feel about your performance in this semester (with Guided Discovery or the traditional method)?

a. The experimental group

Seventeen students reflected that their performance was much better after learning with Guided Discovery. They also confirmed that they felt more optimistic, confident and relaxed when learning with Guided Discovery. On the other hand, one student felt that their performance is normal while the other two claimed that the performance was bad.

b. The control group

Nine students told that their performance was much better or very well in the semester. Six students’ performance was not very good or very bad was recorded. The rest felt that their performance was normal when experiencing the traditional method.

Question 5: How is your understanding about the lessons that you were delivered in the class with this method?

a. The experimental group

Seventeen students felt confident about their performance and the method made them interested in the lessons or their performance was improved during the learning process. One student claimed that he or she could understand the lessons well but his or her performance did not meet his or her performance. One student felt nothing about his or her performance.

b. The control group
Fifty percent of the students said that they understood the lessons more than 70%, about nine students understood the lesson from 50% to under 70%. Only one student felt that he or she just grasped 20% of the knowledge of lessons.

4.3.1.2. The Likert-Scales questions

The tables below indicated the percentage that expresses the number of students in the both groups.

a. The experimental group

Table 4.1: Students’ perception about learning with Guided Discovery in the experiment group

<table>
<thead>
<tr>
<th>Item</th>
<th>N</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>This teacher would expect students to finish all work set by the end of the lesson by yourself with some guidance.</td>
<td>20</td>
<td>0%</td>
<td>15%</td>
<td>20%</td>
<td>45%</td>
<td>20%</td>
</tr>
<tr>
<td>This teacher would be quick to say something quickly to show students’ answer when students do not understand</td>
<td>20</td>
<td>35%</td>
<td>25%</td>
<td>40%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>This teacher would let students do the tasks without instruction</td>
<td>20</td>
<td>45%</td>
<td>40%</td>
<td>15%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>This teacher would help students to learn a lot in every lesson</td>
<td>20</td>
<td>10%</td>
<td>0%</td>
<td>10%</td>
<td>55%</td>
<td>25%</td>
</tr>
<tr>
<td>This method would have lots of fun in lessons.</td>
<td>20</td>
<td>0%</td>
<td>10%</td>
<td>5%</td>
<td>20%</td>
<td>65%</td>
</tr>
<tr>
<td>This method would encourage me to learn more in lessons.</td>
<td>20</td>
<td>0%</td>
<td>5%</td>
<td>10%</td>
<td>45%</td>
<td>40%</td>
</tr>
<tr>
<td>This method would always motivate and stimulate students’ autonomy.</td>
<td>20</td>
<td>5%</td>
<td>5%</td>
<td>25%</td>
<td>45%</td>
<td>20%</td>
</tr>
<tr>
<td>This method would sometimes let students plan the work for the class</td>
<td>20</td>
<td>5%</td>
<td>5%</td>
<td>35%</td>
<td>35%</td>
<td>20%</td>
</tr>
<tr>
<td>This method would help students to remember the lessons for a long time</td>
<td>20</td>
<td>0%</td>
<td>5%</td>
<td>5%</td>
<td>50%</td>
<td>40%</td>
</tr>
<tr>
<td>This method would let students help each other when working</td>
<td>20</td>
<td>0%</td>
<td>5%</td>
<td>35%</td>
<td>40%</td>
<td>20%</td>
</tr>
<tr>
<td>This method would help the slower ones catch up in a nice way</td>
<td>20</td>
<td>0%</td>
<td>5%</td>
<td>35%</td>
<td>45%</td>
<td>15%</td>
</tr>
</tbody>
</table>
This method would help students to save time and energy  
This teacher along with the method makes students enthusiastic in lessons

<table>
<thead>
<tr>
<th>Item</th>
<th>N</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 This teacher would expect students to finish all work set by the end of the lesson by yourself with some guidance.</td>
<td>20</td>
<td>0%</td>
<td>5%</td>
<td>45%</td>
<td>40%</td>
<td>10%</td>
</tr>
<tr>
<td>7 This teacher would be quick to say something quickly to show students’ answer when students do not understand</td>
<td>20</td>
<td>35%</td>
<td>15%</td>
<td>10%</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>8 This teacher would let students do the tasks without instruction</td>
<td>20</td>
<td>40%</td>
<td>15%</td>
<td>30%</td>
<td>5%</td>
<td>10%</td>
</tr>
<tr>
<td>9 This teacher would help students to learn a lot in every lesson</td>
<td>20</td>
<td>10%</td>
<td>0%</td>
<td>30%</td>
<td>35%</td>
<td>25%</td>
</tr>
<tr>
<td>10 This method would have lots of fun in lessons.</td>
<td>20</td>
<td>10%</td>
<td>15%</td>
<td>55%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>11 This method would encourage me to learn more in lessons.</td>
<td>20</td>
<td>5%</td>
<td>15%</td>
<td>60%</td>
<td>10%</td>
<td>10%</td>
</tr>
</tbody>
</table>

1= Strongly disagree; 2=Disagree; 3=Neutral; 4=Agree; 5=Strong agree

It is clear from the table that the experimental group enjoyed and understood clearly about their teachers’ method and quickly understood the lessons. With number 6, 45% students agreed that the teacher let them finish the lesson by themselves with some instructions from the teacher. With 0% students agreed or strongly agreed that the teacher provided the answer immediately if they did not understand the lessons. With regard to number 8, it is obvious that the teacher played a very important role in instruction and explanation about the lessons and questions. From number 9 to number 18, the majority of students (fluctuated from 55% to 90% with the sum of students agreed and strongly agreed) answered they enjoyed and learned the lesson effectively.

b. The control group

Table 4.2: Students’ perception about learning with the traditional method in the control group

<table>
<thead>
<tr>
<th>Item</th>
<th>N</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 This teacher would expect students to finish all work set by the end of the lesson by yourself with some guidance.</td>
<td>20</td>
<td>0%</td>
<td>5%</td>
<td>45%</td>
<td>40%</td>
<td>10%</td>
</tr>
<tr>
<td>7 This teacher would be quick to say something quickly to show students’ answer when students do not understand</td>
<td>20</td>
<td>35%</td>
<td>15%</td>
<td>10%</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>8 This teacher would let students do the tasks without instruction</td>
<td>20</td>
<td>40%</td>
<td>15%</td>
<td>30%</td>
<td>5%</td>
<td>10%</td>
</tr>
<tr>
<td>9 This teacher would help students to learn a lot in every lesson</td>
<td>20</td>
<td>10%</td>
<td>0%</td>
<td>30%</td>
<td>35%</td>
<td>25%</td>
</tr>
<tr>
<td>10 This method would have lots of fun in lessons.</td>
<td>20</td>
<td>10%</td>
<td>15%</td>
<td>55%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>11 This method would encourage me to learn more in lessons.</td>
<td>20</td>
<td>5%</td>
<td>15%</td>
<td>60%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Question</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>---</td>
<td>------------------------------------------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>12</td>
<td>This method would always motivate and stimulate students’ autonomy.</td>
<td>20</td>
<td>0%</td>
<td>15%</td>
<td>55%</td>
<td>15%</td>
</tr>
<tr>
<td>13</td>
<td>This method would sometimes let students plan the work for the class</td>
<td>20</td>
<td>0%</td>
<td>0%</td>
<td>55%</td>
<td>20%</td>
</tr>
<tr>
<td>14</td>
<td>This method would help students to remember the lessons for a long time</td>
<td>20</td>
<td>0%</td>
<td>10%</td>
<td>20%</td>
<td>30%</td>
</tr>
<tr>
<td>15</td>
<td>This method would let students help each other when working</td>
<td>20</td>
<td>5%</td>
<td>5%</td>
<td>20%</td>
<td>45%</td>
</tr>
<tr>
<td>16</td>
<td>This method would help the slower ones catch up in a nice way</td>
<td>20</td>
<td>0%</td>
<td>10%</td>
<td>45%</td>
<td>20%</td>
</tr>
<tr>
<td>17</td>
<td>This method would help students to save time and energy</td>
<td>20</td>
<td>10%</td>
<td>25%</td>
<td>20%</td>
<td>15%</td>
</tr>
<tr>
<td>18</td>
<td>This teacher along with the method makes students enthusiastic in lessons</td>
<td>20</td>
<td>10%</td>
<td>30%</td>
<td>25%</td>
<td>15%</td>
</tr>
</tbody>
</table>

1= Strongly disagree; 2=Disagree; 3=Neutral; 4=Agree; 5=Strongly agree

The figure of the control group showed that the students felt bored and most of them had no interest in the learning process. In terms of number 6, there are 45% students who partly agreed that the teacher let them finish the lessons with some instructions. About 20% students who agreed and 20% students who strongly agreed that the teacher answered the questions quickly when the students got problems in number 7. In number 8, 55% students who disagreed and strongly disagreed with the question that the teacher did not help them in instruction, which means the teacher helped them in solving problems. When asked about how fun the lesson were and if the lesson motivated the students, the majority of students (55% in question 10, 60% in question 11, 55% in question 12) partly agreed with questions. From question 13 to question 16, most of the students thought they could remember the lesson well, and caught up the lessons well and it also helped them work together in class but there were still some disagreed with those statements. In number 17 and 18, 35% students in question 17 thought this approach did not save their time and 40% thought this approach made them less enthusiastic in the lessons.
4.3.2. The result of the second research question

4.3.2.1. The scores of the students

a. The experimental group or group 1

Table 4.3: Students’ outcomes with pre-test, mid-test and post-test in the experimental group

<table>
<thead>
<tr>
<th>Student</th>
<th>Pre-test</th>
<th>Mid-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>5</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<td>4</td>
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<td>7</td>
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<td>4.5</td>
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<td>6</td>
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<td>7</td>
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<td>11</td>
<td>3</td>
<td>6</td>
<td>7.5</td>
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<td>12</td>
<td>3.5</td>
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<td>15</td>
<td>2.5</td>
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<td>6.5</td>
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<td>16</td>
<td>4</td>
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<td>5</td>
<td>6</td>
</tr>
<tr>
<td>20</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

There was a progress in the students’ learning process. The numbers showed that they had better results after the learning time. When compared the test scores, it is clear that the students got better scores after the learning period with Guided Discovery. Nine students got score 8, one score 9 and the rest got score above 5 in the final test.

c. The control group or group 2
Table 4.4: Students’ outcomes with pre-test, mid-test and post-test in the control group

<table>
<thead>
<tr>
<th>Student</th>
<th>Pre-test</th>
<th>Mid-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>3.5</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>6</td>
<td>5</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>3</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>2.5</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>10</td>
<td>3</td>
<td>3.5</td>
<td>4</td>
</tr>
<tr>
<td>11</td>
<td>4</td>
<td>4.5</td>
<td>4</td>
</tr>
<tr>
<td>12</td>
<td>5</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>13</td>
<td>2.5</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>14</td>
<td>4</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>15</td>
<td>4</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>16</td>
<td>3</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>17</td>
<td>4.5</td>
<td>6</td>
<td>6.5</td>
</tr>
<tr>
<td>18</td>
<td>3.5</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>19</td>
<td>4</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>20</td>
<td>5</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

While there were a number of good grades, there were still some bad grades. We could know the reason why they got bad scores based on the surveys. In general, the score in the post-test was better than that of the pre-test but there were still some students got scores which were under 5 (4 students). There were one students with the score 8 and four students with the score 7. Compared with the score of the experimental group, it is clear that their performance was slower than that of the experimental group.

4.3.2.2. The comparison of the two groups

a. Pre-test
Table 4.5: T-test Result of differences in Group Statistics pre-test of the two groups

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>1</td>
<td>20</td>
<td>3.9250</td>
<td>1.04220</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>20</td>
<td>3.7250</td>
<td>.78598</td>
</tr>
</tbody>
</table>

Table 4.6: T-test Result of the t-value and p-value in pre-test of the two groups

<table>
<thead>
<tr>
<th>Levene’s Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>Sig.</td>
</tr>
<tr>
<td>Equal variances assumed</td>
<td>1.370</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td>.685</td>
</tr>
</tbody>
</table>

An independent-samples t-test was conducted to compare the pre-test in the both two groups – the control and experimental ones. There was not a significant difference in the scores for the pre-test for group 1 (M=3.92, SD=1.04) and group 2 (M=3.72, SD=0.78). The results suggest that the students’ levels were the same when they entered to the classes. The t-value is 0.685. The p-value is .497. Therefore, the result is not significant at p< .05.

b. Post-test

Table 4.7: T-test Result of differences in Group Statistics in post-test of the two groups

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>1</td>
<td>20</td>
<td>7.3000</td>
<td>.99207</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>20</td>
<td>5.7250</td>
<td>1.18627</td>
</tr>
</tbody>
</table>
Table 4.8: T-test Result of the t-value and p-value in post-test of the two groups

<table>
<thead>
<tr>
<th>Score</th>
<th>Equal variances assumed</th>
<th>Equal variances not assumed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Levene's Test for Equality of Variances</td>
<td>F: .761, Sig.: .388</td>
<td>F: 4.555, Sig.: .000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>t-test for Equality of Means</td>
<td>t: 4.555, df: 38, Sig. (2-tailed): .000</td>
<td>t: 4.555, df: 36.847, Sig. (2-tailed): .000</td>
</tr>
<tr>
<td></td>
<td>Mean Difference: 1.57500</td>
<td>Mean Difference: 1.57500</td>
</tr>
<tr>
<td></td>
<td>Std. Error Difference: .34579</td>
<td>Std. Error Difference: .34579</td>
</tr>
<tr>
<td></td>
<td>95% Confidence Interval of the Difference: [.87948, 2.27502]</td>
<td>95% Confidence Interval of the Difference: [.87426, 2.27574]</td>
</tr>
</tbody>
</table>

An independent-samples t-test was conducted to compare the post-test in the both two groups – the control and experimental ones. There was a significant difference in the scores for the post-test for group 1 (M=7.3, SD=0.99) and group 2 (M=5.72, SD=1.18). The results suggest that the students’ levels were slightly different when they finished their classes. The t-value is 4.555. The p-value is .000053. Therefore, the result is significant at p< .05.
Chapter 5
Discussion

5.1. Summaries of the study

5.1.1. The purpose of the study

Searching an effective teaching method plays a crucial role in the English classes. The study provided a specific insight into teaching methodology, especially Guided Discovery. The researcher aimed to find out the effectiveness of Guided Discovery when teaching English as a Foreign Language in Center for Foreign Languages and Informatics Science – University of Economics and Law. Therefore, the research was carried out to answer the research questions below:

- What are students’ perceptions about Guided Discovery Learning?
- After learning with Guided Discovery, is their performance about Reading and Grammar in the experimental group better than that in the control group?

For the first question, the researcher aimed to understand the students’ awareness about Guided Discovery by means of a list of open and Likert-scales questions. For the second one, the researcher provided the comparison of the scores between two groups, the experimental and the control one.

5.1.2. The hypotheses

The researcher intended to investigate the students’ motivation, autonomy and performance behind the teaching methodologies. Dickinson (1995) defines that the motivation is why the learners wish to learn and the effort that they make to absorb the knowledge, including intrinsic and extrinsic motivation. He also suggests that the autonomy is the ability of active and independent learning; it is linked to motivation in which they gain mutual support in the learning process. The integration
of motivation in teaching language is one of the crucial factors in teaching ESL. When the motivation is enhanced, the performance is also higher (Keller, 2000). Therefore, applying Guided Discovery to the lesson plans to boost students’ interests in learning English. Furthermore, the motivation and the autonomy are also developed to help the learners enrich their horizons during the lessons. After conducting the research, I realized that the result was exactly what I expected. It was clear that students in the experimental group outperformed students in the control group. In addition, students’ awareness of learning English in the experimental one was also better than that in the control group. They showed enthusiasm, motivation in the learning process.

5.1.3. Methods of data analysis
Mixed methods were applied to analyze the results of the questions. Data was collected from 40 students, including quantitative and qualitative data. For the quantitative data, the researcher used Microsoft Excel and SPSS version 20 to figure out the mean, the percentage, the standard deviation and the Confidence Interval. For the qualitative data, the coding explained the open questions that was collected by handing questionnaire to the students. The coding was transcribed to answer the questions and Microsoft Word was the tool of coding.

5.2 Discussion of the results

5.2.1. Student’s perception about Guided Discovery learning method
It is clear from the chapter 4 that students who learned with Guided Discovery felt confident and interested in the learning process. It means that the boredom was removed from the classroom with Guided Discovery. The students also mentioned that they could remember the lessons for long time. One of the elements contributed to the successful learners is the confidence (Keller, 2000). Some students in the experimental group have also experienced both the traditional method that
they learned from their high school and Guided Discovery which they studied in this semester. They confirmed that Guided Discovery stimulated their autonomy and the interaction with other students in the class. Dörnyei & Ushioda (2013) states that the learning achievement, students’ motivation and autonomy are related and complement each other during the learning process to form a circular process (as cited in Bravo, Intríago, Holguín, Garzon & Arcia, 2017). The students in the control group often felt bored about the methods that are taught inside the classroom where the teacher-centered method was applied. Compared to Guided Discovery, the traditional one focused too much on the role of the teacher; the problems were suggested and solved by the teacher. Therefore, students had very little chance to develop their critical thinking skill and problem-solving skill. Meanwhile, the students in the experimental group solved the problems themselves and formed the autonomy after the lessons. It is clear that the students with Guided Discovery had more fun and interaction between the students and between the students and the teacher. This action created the habit that the students applied what they had learned with their peers. The repetition could happen during the time of learning, when the learning took place. Guided Discovery also motivated their enthusiasm in widen their knowledge. Last but not least, their feeling and understanding about the lessons were positive and developed time after time thanks to Guided Discovery.

In contrast, the control group experienced no fun and also lost interests in learning English because of lacking student-centered method. The students in this group also lacked opportunities for analytical thinking because the teacher said the answers directly to them when they have problems. Meanwhile, the students in the experimental group were provided a variety of questions to help them clarify the meaning, the rules and the way of discovering the problems themselves.
5.2.2. The comparison of test scores between two groups

When comparing the pre-test of the two groups, we could see that there are no differences between the experimental and control group. After learning with the traditional one, the control group experienced better scores than the pre-tests. The experimental group experienced Guided Discovery show higher scores than the pre-test and also higher than the post-test of the control group. Specifically, for the pre-test, \( \text{Sig} = 0.497 > a = 0.05 \); it means that we have to accept that there were no differences in the students’ level in both groups. Meanwhile, for the post-test, \( \text{Sig} = 0.0 < 0.05 \) shows that there were differences in the students’ level in both groups. It means that the experiment group had the better result than the other.

Consequently, the outcomes and the autonomy are boosted in terms of awareness and the test scores. The effectiveness of Guided Discovery was identified in this situation, when compared with the control one.

5.2.3. Obstacles of applying Guided Discovery and traditional one

5.2.3.1. The obstacles with Guided Discovery

The teacher found out that it took time to prepare lesson plans for Guided Discovery. Moreover, during the teaching process, some good students might interfere with the critical thinking process of the other students because they said the answers directly to the problems to help their peers.

With regard to the students, they had to spend for quite a time to get used to learning with the new one – Guided Discovery. Additionally, some students did not cooperate with others during the learning process; they only wanted to communicate and interact with the ones they chose. This resulted in the negative effects to other students.
5.2.3.2. The obstacles with the traditional one

First and foremost, the teacher might feel bored with the teaching methodologies because the creativity was prevented in this circumstance. Also, when reviewing the previous lessons, the teacher realized that they could not remember the lessons for a long time.

In terms of the students, they depended too much on the teachers; therefore, they were not active at school and the autonomy was not formed. The students were not enthusiastic and eager when attending the learning process.
Chapter 6: Conclusion

6.1. The summary of the study

6.1.1. The purpose, research questions, method, and results of the study

In this paper, the researcher aimed to investigate the effectiveness of applying Guided Discovery in teaching language by comparing with the teaching methodologies in the traditional class. The effectiveness was realized by carrying out a survey which contains both open and Likert-Scales questions and by the scores from the tests. The students in both groups experienced the teaching methodologies in twelve sessions with the teacher and after that they completed the survey and tests. The teacher conducted the survey and tests to the student with a view to clarifying the answer these research questions: 1) What are students’ perceptions about Guided Discovery Learning? 2) After learning with Guided Discovery, is their performance about Reading and Grammar in the experimental group better than that in the control group?

Mixed methods were applied to analyze the results of the study. Microsoft Word and Microsoft Excel were the tools which helped the researcher to calculate and code the results into the final ones before taking the next steps to the discussion and conclusion.

The results of the study revealed that the students who experienced Guided Discovery expressed the positive attitudes to the learning process as well as the higher grade in the exams. Additionally, the outcomes showed that the students loved the learning with Guided Discovery while the students in the control group showed a negative attitude to the learning style and the teaching style. If the control group experienced more with the traditional method, their motivation and autonomy would be reduced and they would lose their interests in learning English with the teachers and themselves.
6.1.2. The relevance between the literature review and the results

From the findings of the study, it is no doubt that Guided Discovery had an effective impact on the learners’ awareness, motivation and performance. The lesson which uses Guided Discovery could develop students’ analytical thinking skills, problem-solving skills and autonomy (Saumell, 2012). It was clearly showed by the survey and the performance that the students in the experimental group experienced. The awareness was created during the learning process with Guided Discovery so that the students could enhance their autonomy and develop the analytical thinking skills by discovering and solving problems by themselves. Moreover, the autonomy is very important in their study path in the later because the learners could enhance their independent characteristic in learning English.

With regards to the motivation, Guided Discovery brought the satisfaction to both the teacher and the students. While the students realized that they were eager and enthusiastic in the lessons, the teacher felt motivated when giving them the effective lessons with suitable instruction. Dickinson (1995, p.172) shows that learning success builds up the motivation and thus enhances the further success. In addition, increasing motivation means helping learners produce more positive learning outcomes (Lamb, 2002). Because the students came into the English class with the thoughts that English was a compulsory subject, it was hard to stimulate their interests in learning English, especially in Vietnam context. However, with Guided Discovery, the students’ motivation was clearly increased in this circumstance along with the teacher’s motivation.

In terms of the students’ performance, the students showed that their grades were also better when learning with Guided Discovery, compared with the students in the control group. In the same study, El-Kahlout(2010, p104) indicates that reading comprehension skills are improved thanks to the effectiveness of using Guided Discovery approach. Zahara (2018) conducted a study
in 2018 and showed that Guided Discovery helped students in reading comprehension and was obviously effective to teaching reading. The scores reflected their understanding about the lessons and indicated the relevance to the motivation. The combination of motivation, autonomy and performance makes the learning process effective.

6.2. The limitations of the study

6.2.1. To the students

Firstly, the number of students was limited because according to the CFIS center, each teacher only received two classes per semester, and one class has 20 students. Therefore, to make the results stronger, the research should carry out the study to a large number of students from different class with various teachers.

Second of all, the teacher found it hard to prevent the students from using the Vietnamese language during the learning process. Some students had problems with the tasks and then they were helped by the others by using their mother tongue. This might diminish the effectiveness of Guided Discovery during the teaching process. Obviously, when students rely too much on their mother tongue, it appeared that they could not think in English and limit the chance of logical and analytical thinking. Therefore, there should not be the overuse of mother tongue in the learning process.

Third of all, some students were used to with the methods when they learned at high school which lacked the interaction, communication and independent thinking skills; therefore, they relied too much on the teacher and their peers.
Fourth, there should be more observations from the researchers to other teachers who apply Guided Discovery and the traditional method in the classroom in order that the researcher could enhance the validity of the study.

Last but not least, several students did seem to have the prejudice with the English subject before, so they were not eager when learning English regardless of the teaching methodologies.

6.2.3. To the teacher (the researcher)

The teacher spent a large amount of time planning the lesson plans to instruct the students in the class; thus, this method forced both students and teachers to work hard during the learning and teaching time.

I would like to apply Guided Discovery in different contexts, not just in CFIS or in my class in the school, to achieve more robust results. Because my teaching skills are affected by some sources that I had learned before and the one I accumulated when I graduated until now, Guided Discovery and the traditional ones are more or less influenced by my personal styles.

I would rather that I had had a chance to expand the scope and the time of carrying the study. Nevertheless, the rules of the center and the amount of time I have spent for the subjects for the Master Degree did not allow me to achieve more classes to carry out the study.

Because the survey I handed to the students was the paper one, some students were absent from the class because of their personal reasons could not finish the survey and tests at the same time with the others. This made me have them finish the papers the days later. This led to the interruption of the effectiveness of the method.
Although there were a range of obstacles with the thesis process such as the literature review, the process of collecting data, the analysis of results, all of the parts were completed successfully.

6.3. The implications and recommendations

The study has shown the effectiveness of the teaching method in English learning in students in the context of Vietnam. Thereby, the study also contributes to making the students' cognitive and self-learning process more effectively. The use of Concept Checking Questions in Guided Discovery could build up students’ ability in learning and practicing. The approach focuses on the student-centered ways to help the students understand and become a self-study learner. By this way, teachers could apply Guided Discovery and the traditional method at the same time to make full use of the students’ capability.

It is clear that effective teaching methods will affect students' self-study and motivation. Therefore, Guided Discovery has shown its positive aspects in helping students overcome their shortcomings and become independent of their future learning.

In addition, this research can be a premise to contribute to the further development of Guided Discovery in a broader way. As a result, this method can replace many old methods that lack the interaction with students currently being applied in Vietnam.

After all, more research on Guided Discovery is done in Vietnam so that its popularity and effectiveness can be multiplied and become a model of future teaching methods.
REFERENCES


STUDENTS' USE OF THE ACTIVE AND PASSIVE VOICE IN ENGLISH. *College student journal*, 42(2).


Appendix A

Consent Form for Survey Research

How effective is applying Guided Discovery Method in teaching English in Vietnam?

**Background Information:** The purpose of this study is to gain students’ perception about Guided Discovery Method and how student’s performance is.

**Procedures:** Upon your agreement to participate in this study, you will complete a brief survey that will take less than 45 days.

**Risks and Benefits Associated with the Study:** This study does not have any known risks. The benefits in this study include having students’ perception about Guided Discovery and boost their motivation by this method.

**Confidentiality:** These surveys are anonymous. The records of this study will be kept in a locked office at the university, preventing any breach of confidentiality. Should the study ever become published material, your name will in no way be linked to the study, nor will it mention your personal involvement.

**Voluntary Nature of the Study:** Your decision whether or not to participate will not affect your current or future relations with this BU student researcher or with Benedictine University faculty. You are free to withdraw at any time without affecting your relationship with the researchers or Benedictine University.

**Contacts and Questions:** The researcher(s) conducting this study is Dong Nhu Tien with Olga Lambert/ Languages and Literature/MA in Linguistics. If you have any questions or concerns regarding this study, please ask the student researcher at this time. If questions or concerns arise at a later time, you may direct them to +84908236800 and B2403750@ben.desire2learn.com or to 630-829 6291/ olambert@ben.edu. Questions and concerns may also be addressed to Alandra Devall, Ph.D., Chair, Institutional Review Board, Benedictine University, 5700 College Road, Lisle, Il 60532, 630-829-6295 or adevall@ben.edu.

**Statement of Consent:**
By signing below, you have agreed to the above information in its entirety. Signing also indicates that you are 18 years of age or more and that you have agreed to participate.

Signature __________ (signed) ___________________ Date __04 December 2018_

**Letter of permission from CFIS – University of Economics and Law**

Nguyen Tuong Chau,

M.A. Director Center for Foreign Languages and Informatics Science (CFIS)

University of Economics and Law (UEL),

Vietnam National University Ho Chi Minh City (VNU-HCM)

October 1st, 2018

To Whom It May Concern,

This letter is to confirm that Center for Foreign Languages and Informatics Science (CFIS) has discussed with Mr. Dong Nhu Tien about his proposal to implement research on teaching methodologies (Guided Discovery Learning) in English at our center. After thoroughly examining and considering the potential advantages and problems of this tentative research study, we have finally reach the agreement to cooperate with Mr. Dong Nhu Tien.

Warm Regards,

(signed)

Nguyen Tuong Chau

Director of Center for Foreign Languages and Informatics Science

Quater 3, Linh Xuan Ward, Thu Duc District, Ho Chi Minh City
Appendix B

Questionnaire on Guided Discovery Method

Questionnaire:

This questionnaire is to answer the Research Question number 1:

1. What are students’ perceptions about Guided Discovery Learning?

Question 1: What are the differences between the method you have learned in this semester and the method that you have learned before?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Question 2: Have you ever learned anything subjects or lessons with the same method you are learning in this semester?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Question 3: Which of the two methods do you prefer learning in the future?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Question 4: How do you feel about your performance in this semester (with Guided Discovery Method or Traditional Method)?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
Question 5: How is your understanding about the lessons that you were delivered in the class with this method?

________________________________________

______________________________________

The next set of questions have a five-point answering scale. The numbers mean:

<table>
<thead>
<tr>
<th>strongly disagree</th>
<th>disagree</th>
<th>neutral</th>
<th>agree</th>
<th>strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>This teacher would expect students to finish all work set</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>by the end of the lesson by yourself with some guidance.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>This teacher would be quick to say something quickly to</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>show students’ answer when students do not understand</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>This teacher would let students do the tasks without</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>This teacher would help students to learn a lot in every</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>lesson</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>This method would have lots of fun in lessons.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>11</td>
<td>This method would encourage me to learn more in lessons.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>12</td>
<td>This method would always motivate and stimulate</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>students’ autonomy.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>This method would sometimes let students plan the work for the</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>class</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
This method would help students to remember the lessons for a long time

This method would let students help each other when working

This method would help the slower ones catch up in a nice way

This method would help students to save time and energy

This teacher along with the method makes students enthusiastic in lessons

Appendix C
Lesson Plans

LEsson Plans for the Control Group

Lesson Plan 1:

Unit 1B: Who knows you better?

Skill: Reading + Speaking

Length of class: 60 minutes

1. Description of the group of learners:
   - Class size: 20 students
   - Language proficiency: pre-intermediate level
   - Age: 18-19 years old
   - Frequency: threefold a week

2. Recent works: simple present tense, skimming and scanning skills
3. Aims and objectives:
   a. Aims:
      - Present new words and phrases necessary for students to understanding the passage
      - Improve students’ skills in reading: skimming and reading by guided questions
      - Engage students in real life situation and enhance their persuasive skill.

   b. Objectives: Upon the completion of the lesson, students are able to:
      - Understanding meaning and how to use new words and phrases relating to relationship
      - Develop two sub skills in reading: skimming and scanning.
      - Enrich experience in the real life situation, particularly in their relation with friends and family, and improve the persuasive skill.

4. Method: communicative approach

5. Modes of classroom organization: individual, group and whole class.

6. Procedure:

<table>
<thead>
<tr>
<th>Timing/ stages</th>
<th>Teacher’s activities</th>
<th>Students’ activities</th>
<th>Why</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Warm-up</td>
<td>Game: describing and guessing vocabulary. - Teacher shows 2 pieces of paper listing 5 words about</td>
<td>- to raise atmosphere in class -help students</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Family topic and some adjectives in each.</td>
<td>- One student from each group describes words in his/her paper.</td>
<td>- One student from each group comes to the board and describes the words delivered from teacher.</td>
</tr>
<tr>
<td>2. Lead-in (9’)</td>
<td>- The rest of each group will guess the words, who guess correctly and fastest will be the winner.</td>
<td>- Other students guess the words.</td>
<td>have an interest in words and their meaning.</td>
</tr>
<tr>
<td>Paper 1: Grandmother, cousin, uncle, daughter, fat</td>
<td>Paper 2: tall, niece, mother in law, husband, family</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Pre-reading (10’)</td>
<td>Teacher shows a clip about friendship.</td>
<td>Students watches clip, listen to teacher carefully, work in pair, then give their own opinions.</td>
<td>Engage students in what they are going to learn.</td>
</tr>
<tr>
<td>- Teacher raises a question and elicits students’ opinions</td>
<td>Q: Who do you think knows you better, your family or your friends? Why?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Lead-in (9’)</td>
<td>Students follow teacher.</td>
<td>- Students work in pairs to do the</td>
<td>develop guessing meaning skill based on context.</td>
</tr>
<tr>
<td></td>
<td>Teaching vocabulary</td>
<td>to match them with their definitions based on context</td>
<td>matching exercise.</td>
</tr>
<tr>
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</tr>
<tr>
<td></td>
<td>to match them with their definitions based on context</td>
<td>- Teacher explains meaning of vocabulary and asks students to take note.</td>
<td>- students pay attention to teacher’s explanation and take note</td>
</tr>
<tr>
<td>4.</td>
<td>While reading (30’)</td>
<td>- Teacher asks students to read in 3’ and point out the introduction of the passage, then answer questions 1-4 in pairs.</td>
<td>- Student point out the introduction and read it, then discuss with partner to answer 4 questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Who is Richard?</td>
<td>- Students follow teacher’s correction and check their answers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Who is Danny?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. What do Richard’s mum and Danny try to do?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. What does Richard have to do?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Teacher checks students’ answer.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Keys:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. He’s a musician. He’s 26. He lives in Southampton.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>2. Danny is Richard’s best friend.</td>
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<tr>
<td></td>
<td></td>
<td>3. They try to find a partner/ girlfriend for Richard.</td>
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<tr>
<td></td>
<td></td>
<td>4. He goes on a date with the girls to see who he prefers.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- enhance students’ scanning skill</td>
<td></td>
</tr>
</tbody>
</table>
- Teacher asks students to read the rest of the passage, focus on what Richard said to mark the sentences True or False and correct sentences which are false

1. He sometimes travels with his job.
2. He’s friendly and extrovert.
3. He likes music and parties.
4. He prefers women who are shorter than him.
5. He likes women who talk a lot.
6. He doesn’t talk to his family about girls.
7. His mother doesn’t think he’s good at choosing girlfriends.

- Teacher listens to students’ answer and corrects them

- Students read the rest of the passage, concentrate on Richard’s saying to answer teacher’s questions

- Students answer questions and correct if wrong

- Keys:
  1 T.
  2. F (He’s friendly but sometimes quite shy)
  3.F (He likes music but he doesn’t like parties)
  4. T
  5. F (He likes women who are good listeners)

- Enhance students’ scanning skill
- Support writing skill
5. Post-reading (10’)

6.T
7.T

- Teacher gives students a situation to discuss in group of five: you would like to have a tattoo of rose in your arm but your parents claim that it is a sign of rebel, while your close friends support you. Do you think who knows you better, and how can you persuade your parents allow you to do that?
- Teacher listens to students’ opinions and discuss with them

- Students listen carefully teacher’ situation and discuss in group of five to deal with the situation
- Students give their own opinions

- improve persuasive skill for students
- practice speaking by a minor activity
- develop powers of imaginatio

Homework: learn by heart new words, phrases and read the passage again.

7. Potential problems and solutions:

<table>
<thead>
<tr>
<th>Potential problems</th>
<th>Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students may have difficulty in describing the words in warm-up</td>
<td>- Teacher may give students meaning in L1</td>
</tr>
</tbody>
</table>
activities if he/she forget their meaning

- Students may struggle with having strong persuasion so that their parents allow them to have a taboo.
- Teacher may go around and help students by giving them some questions or ideas

8. Extra activities/materials:

1. Teacher shows students a video about gap generation
   [http://www.youtube.com/watch?v=WfJqZchfG9k](http://www.youtube.com/watch?v=WfJqZchfG9k), then gives students definition of the generation gap and explains about that. Ask students to find the solutions for this problem
   Definition: Generation gap is the difference in the thinking of the people of the older and younger generation which is generally connoted with the lack of understanding or misunderstanding between them.
   Some suggested solutions: people in a family should:
   - Discuss openly about all issues in their life.
   - Not develop a very high feeling about themselves
   - Learn more about the other generation to understand more about each other.

2. Ask students rearrange the following jumbled up sentences into meaningful ones.

   1. abroad/ but/ sometimes/ work/ England/ in/ usually/ I/ I/ too/ work/
   2. too/ but/ I’m/ shy/ on/ well/ with/get/ most/ I/ people/ quite/
   3. I/ who/ make/ laugh/ intelligent/ funny/ women/ like/ and/ love/ music/ who/ ideally/ me
   4. kind of/ say/ always/ girl/ what/ mothers/ that’s/ my mum/ always/ look for/ wrong/ the/ that/ says/ that/ I
Keys:

1. I usually work in England but sometimes I work abroad too.

2. I think I’m open and friendly – I get on well with most people – but I’m sometimes quite shy too.

3. I like intelligent, funny women who make me laugh, and ideally who love music.

4. My mum always says that I look for the wrong kind of girl but that’s what mothers always say.

Appendix

**Matching activity**

| 1. partner | a. separately, rather than as a group |
| 2. go on a date | b. to have a good relationship with somebody |
| 3. prefer | c. in or to a foreign country |
| 4. abroad | d. the person that you are married to or having a sexual relationship with |
| 5. sporty | e. in a way that is connected with a person's body rather than their mind |
| 6. get on well with | f. liking or good at sport |
7. individually  
g. To go out with somebody who might become your boyfriend or girlfriend
8. physically  
h. to like one thing or person better than another

Keys: 1-d, 2-g, 3-h, 4-c, 5-f, 6-b, 7-a, 8-e.

LESSON PLAN 2

Unit 1B: WHO KNOWS YOU BETTER?

Skill: LISTENING + SPEAKING + PRONUNCIATION

Length of class: 60 minutes

7. Description of the group of learners:
   - Class size: 20 students
   - Language proficiency: pre-intermediate level
   - Age: 18-19 years old
   - Frequency: threefold a week

8. Recent works: simple present tense, listening for gist and listening for detail

9. Aims and objectives:
   b. Aims:
      - Present new words and phrases necessary for students to understanding listening audio file
      - Improve students’ skills in listening
      - Engage students in describing people
      - Understand and use simple present effectively
   b. Objectives: Upon the completion of the lesson, students are able to:
      - Understanding meaning and how to use new words and phrases relating to relationship
      - Develop two sub skills in listening: listen for main ideas and listening for detail.
- Enrich experience in the real life situation, particularly in their relation with friends and family, and improve the persuasive skill.

10. **Method**: communicative approach

11. **Modes of classroom organization**: individual, group and whole class.

12. **Procedure**:

<table>
<thead>
<tr>
<th>Timing/stages</th>
<th>Teacher’s activities</th>
<th>Students’ activities</th>
<th>Why</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Warm-up (6’)</td>
<td>Game: telling a story based on: What, When, Where, Who, Why -Teacher chooses two students to tell a story that contains information including what, when, where, why, who. -Teacher would demonstrate one example</td>
<td>-Students follow teachers’ instruction and the others have to ask questions relating to the topic</td>
<td>- to raise atmosphere in class -help students think and react quickly -to stimulate students’ interests about telling a story</td>
</tr>
<tr>
<td>6. Lead-in (9’)</td>
<td>-Teacher lets students do the exercise 3a and then give them the answers. Teacher may let them work in pair and check answer together.</td>
<td>- Students do the exercise listen to the teacher carefully, work in pair, then check their answer</td>
<td>- Engage students in what they are going to learn</td>
</tr>
<tr>
<td>7. Pre-teaching (10’</td>
<td>- The Teacher explains the grammar rule, page 126, to the students and let them do the exercise 1B page 127. - The teacher checks their answer in front of the class. - The teacher explains meaning of vocabulary and asks students to take note.</td>
<td>- Students follow teacher. - Students work in pairs to do the grammar exercise page 127. - Students pay attention to teacher’s explanation and take note.</td>
<td>- develop writing skill based on grammar.</td>
</tr>
<tr>
<td>b. Teaching grammar</td>
<td>8. While reading Teaching Listening Skill (25’)</td>
<td>- The teacher asks students to look at the photos of Nina and Claire and answer the questions: 1. Who do you think is more Richard’s type? 2. Why? - Teacher checks students’ answer.</td>
<td>- Students look at the photos and answer the teacher’s question. - Students express their opinion why they think about Richard’s mom and friend’s choice.</td>
</tr>
</tbody>
</table>
Teacher asks students to listen to the rest of the listening and answer these questions:

1. What happened when Richard met Claire and Nina?
2. Does he like them?
3. What are the problems

**Keys:**

Claire: He likes her as a friend but not as a girlfriend. The problem is she talked a lot about herself (and not about him).

Nina: Richard likes her very much and wants to see her again. The problem is Nina does not think he’s her type.

Teacher lets the students listen to the second time and ask them to list all the adjectives to describe people in the listening audio.

Teacher listens to students’ opinions and discuss with them. Answer keys:

Claire: friendly, extrovert, slim, not very tall, long dark hair, pretty, funny, a great sense of humor, talkative

Nina: attractive, short dark hair, tall, Hungarian, fantastic (English), shy, beautiful Hungarian accent

<table>
<thead>
<tr>
<th>concentrate on Richard’s saying to answer teacher’s questions</th>
<th>- enhance students’ listening skill for main ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students answer questions and correct if wrong</td>
<td>- support writing skill</td>
</tr>
<tr>
<td>Students listen carefully teacher’s situation and discuss in group of five to deal with the situation</td>
<td>- stimulate students’ in using adjectives in describing people</td>
</tr>
<tr>
<td>Students give their own opinions</td>
<td>- improve telling-story skill for students</td>
</tr>
</tbody>
</table>
5. Post-reading (15’)

Practice pronunciation and speaking

- Teacher explain the vocabularies which appear in the listening
- Finally, the teacher asks them to find out Who knows Richard better? And find out if students are surprised
- The teacher lets students listening to the audio 1.5 with the pronunciation /s/ /iz/ /z/ and then repeat.
- Teacher explain the rules about the way to pronounce /s/ /iz/ /z/ and the rules of plural nouns
- Students then, work in pair to ask questions about name, age, job/studies, lives in, physical appearance, personality, smokes, likes, doesn’t like….
- Students follow the teacher’s instruction and imitate the audio

- practice speaking by a minor activity
- develop powers of imagination
- develop pronunciation and the rules of grammar in writing
- enhance communication in asking and answer

Homework: learn by heart new words, phrases and read the passage again.

7. Potential problems and solutions:

<table>
<thead>
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<th>Potential problems</th>
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<tbody>
<tr>
<td>- Students may have difficulty in describing the words in listening activities if he/she forget their meaning</td>
<td>- Teacher may give students meaning in L1</td>
</tr>
<tr>
<td>- Students may struggle with having trouble with plural nouns</td>
<td>- Teacher may give them more examples and exercise to help them understand</td>
</tr>
</tbody>
</table>

9. Extra activities/ materials:
1. Teacher shows students a video about people personalities to enhance their vocabulary 
https://www.youtube.com/watch?v=Wae_M8I4UYg then ask students to have discussion 
with their friends about these adjectives, try to make questions and answer the questions 
about friends and family. 
Some suggested solutions:
- Students should describe people and use the learned vocabulary above
- Try to use persuasive skills and the vocabulary in describing people’s personality
- Learn more about the other students’ personality to understand more about each other.

2. Try to put the verbs in right column

Works, lives, leaves, runs, knows, teaches, laughs, does, dresses, starts, rains, cooks, watches, 
relaxes, washes, thinks, likes, misses

Keys:
/s/: works, laughs, starts, thinks, likes, cooks
/iz/ teaches, dresses, watches, relaxes, washes, misses
/z/ lives, leaves, runs, knows, does, rains

3. Complete the sentences with who, which, or where.

Example: A pilot is a person who flies a plane.
1 A hotel is a place ________ people stay when they’re on holiday.
2 A dictionary is a book ________ gives definitions of words.
3 That’s the girl ________ works in the café.
4 A restaurant is a place ________ you can eat.
5 Lions are animals ________ live in Africa.
6 A pharmacy is a shop ________ you can buy medicines.

Keys:

LESSON PLANS FOR THE EXPERIMENTAL GROUP

LESSON PLAN 1

LESSON PLAN UNIT 1B-1
LESSON FOCUS *may be more than one*  
(circle the systems and/or skills you intend to focus on in your lesson)  

**SKILLS**  
**READING** **LISTENING** **SPEAKING** **WRITING**

**SYSTEMS**  
**GRAMMAR** **VOCABULARY** **FUNCTIONAL LANGUAGE** **PHONOLOGY**

MAIN AIM(S)  
*For students to be able to...*  
- reading for specific information and main ideas  
- telling a story

SUB AIMS(S)  
*For students to be able to...*  
- use useful language to talk about people  
- vocabulary about family and friends

PERSONAL AIMS  
*Based on recent feedback, I intend to work on ...*

1) effectively explain meaning the ideas of reading
2) clarifying meaning of language by various ways
3) keeping tasks more student-centered

ACTION PLAN  
*I've planned to address these by ...*

1) Using CCQs to check their understanding
2) Using pictures and body language to clarify meaning
3) Letting students to the tasks themselves, explaining when needed

FRAMEWORK (circle one)  
Receptive Situational Skills  
Test-Teaching Test  
TBL Other

CONTEXT FOR LANGUAGE  
e.g. personal story about a robbery, an article on technology trends, etc.

A man talks about his mom and friend’s choice about his ideal girlfriend

Length: 60 minutes

MATERIALS (list materials/resources and acknowledge sources)  

ASSUMPTIONS (what do the students already know about the topic and the language? What previous learning may help them in this lesson?)  
*For this lesson I assume the students...*  
- have had basic vocabulary about telling a story  
- already knew about simple past as well as regular and irregular verbs for simple past
ANTICIPATED PROBLEMS
(List expected problems with skills work, classroom management issues, setting up and managing tasks, etc.)
*problems with language go in Language Analysis section

-Students might have difficult in understanding new words in reading for specific information.
-Students might not talk in speaking about their event

SUGGESTED SOLUTIONS
(Provide actionable solutions to the problems you have anticipated/identified. There should be one solution for each problem.)

-using pictures to clarify meaning and check CCQs
-using pictures to show them, give them some clues, some questions.

LANGUAGE ANALYSIS FOR TEACHING
- What Context(s) will be used?
- What’s the Meaning (simple definition, etc)?
- What’s the Pronunciation (stress, IPA, intonation, etc)?
- What’s the Form (spelling, POS, structure, etc)?

PLAN FOR CHECKING UNDERSTANDING
- How will you confirm that the Ss’ understand the correct meaning and/or form of the item(s) using CCQs, timelines/clines, or other means?
- Include expected answers for all CCQs!

Context: Reading an article about a friend and family and guess who knows you better.

Meaning:
Thin (adj) (of a person or part of the body) not covered with much flesh

Slim (adj) (approving) (of a person) thin, in a way that is attractive

Fat (adj) (of a person’s or an animal’s body) having too much flesh on it and weighing too much

Sister-in-law (n) the sister of your husband or wife; your brother’s or sister's wife; the wife of your husband or wife’s brother

Niece (n) the daughter of your brother or sister; the daughter of your husband’s or wife’s brother or sister

Uncle (n) the brother of your mother or father; the

Using pictures to check understanding
-Using pictures to check understanding
Using CCQs to check students’ understanding between thin and slim
+Is Angelina Jolie thin or slim? (slim)
+Do you like her? (yes)
+Is she beautiful? (yes)
+Do people like her? (yes)
+Is the word “slim” positive or negative? (positive)
husband of your aunt
*Cousins* (n) (also first cousin) a child of your aunt or uncle
*Abroad* (adv) in or to a foreign country
*Get on well* (v) to have a friendly relationship with somebody
*Too* (adv) also; as well
*Laugh* (v) to make the sounds and movements of your face that show you are happy or think something is funny
*Wrong* (adj) not right or correct

Vocabulary Bank Adjectives
Personality Adjectives

**Talkative** (adj) /ˈtɔːkətɪv/ liking to talk a lot

**Generous** (adj) /ˈdʒenərəs/giving or willing to give freely; given freely

**Lazy** (adj) /ˈlezi/unwilling to work or be active; doing as little as possible

**Funny** (adj) /ˈfʌni/making you laugh; amusing

**Friendly** (adj) /ˈfrendli/behaving in a kind and pleasant way because you like somebody or want to help them

**Shy** (adj)/ʃaɪ/(of people) nervous or embarrassed about meeting and speaking to other people

**Quiet** /ˈkwətɪt/making very little noise, tending not to

+Are you slim or thin? (slim)

-Using picture to check understanding

-Using picture to check understanding

-Using picture to check understanding

-Does a talkative person like to talk? (yes)

-Does a talkative person like to keep silent? (No)

-Does a generous person readily share you everything? (yes)

-Does a generous person often help you and give you something freely? (Yes)

-Does a generous person often keep everything for himself? (No)

-Is a generous person selfish? (No)

-Does a lazy person like to work? (No)

-Does a lazy person like to be passive? (yes)

-Does a lazy person not like doing actively? (Yes)

-Does a funny person often make you laugh? (yes)

-When a person makes you laugh, you call him or her ____? (Funny)

-Are you happy when you are with a funny person? (yes)

-Does a friendly person have a lot of friends? (yes)

-Does a friendly person not have a lot of friends? (No)

-Is it easy to make friends with a friendly
**Mean** (adj) /miːn/ not generous, not willing to give or share things, especially money

**Hard-working** (adj) /ˌhaːrd ˈwɜːrkɪŋ/ putting a lot of effort into a job and doing it well

**Serious** (adj) /ˈsɪriəs/ bad, important, sincere about something; not joking or meant as a joke

**Unfriendly** (adj) /ˈʌnˈfrendli/ not kind or pleasant to somebody

**Extrovert** (adj) /ˈekstrəvɜːrt/ a lively and confident person who enjoys being with other people

**talk very much**

**Mean** (adj) /miːn/ not generous, not willing to give or share things, especially money

- Does a shy person like to talk? (no)
- Does a shy person like to go to party? (no)
- Does a shy person like to go out with a lot of people? (No)

**Hard-working** (adj) /ˌhaːrd ˈwɜːrkɪŋ/ putting a lot of effort into a job and doing it well

- Does a quiet person make a lot of noise? (No)
- Does a quiet person like to talk a lot? (no)

**Serious** (adj) /ˈsɪriəs/ bad, important, sincere about something; not joking or meant as a joke

- Does a mean person like to share everything? (No)
- Does a mean person unwillingly give you money? (yes)
- Is a mean person generous? (No)

**Unfriendly** (adj) /ˈʌnˈfrendli/ not kind or pleasant to somebody

- Is a hard-working person lazy? (No)
- Does a hard-working person like to work? (Yes)
- Does a hard-working person like to put effort on jobs? (yes)

**Extrovert** (adj) /ˈekstrəvɜːrt/ a lively and confident person who enjoys being with other people

- Does a serious person like to joke when he or she is saying? (No)
- Does a serious person often make you laugh? (No)
- Does a serious person often say anything in an important way? (Yes)

**ANTICIPATED PROBLEMS WITH MEANING, SOLUTIONS TO PROBLEMS**
PRONUNCIATION, AND FORM

What specific challenges can you expect these students may have with your item(s) (confused meanings/partial understanding, unclear POS, omitted structure words, etc)? Include at least two problems and solutions for each item.

- Students might have problems in pronouncing new vocabulary
- Students might not get the correct answer of the listening task

How will you be prepared to further clarify these specific problem areas with the meaning, pronunciation, and/or form of the language?

- Teacher drills their pronunciation and get other students to help the others
- Teacher stops the audio at the answer and get them to listen the second time.

<table>
<thead>
<tr>
<th>Stage Name/ Objective</th>
<th>Time</th>
<th>Interaction</th>
<th>Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lead-in</td>
<td>10’</td>
<td>Group</td>
<td>- Teacher writes up on the board: Direct family: mother Other relatives: grandmother Husband/wife’s family: mother-in-law - Students in pairs run to the board and put more words to teach category. - Let them check the vocabulary together and get the feedback</td>
</tr>
<tr>
<td>For students to engage their guessing skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Vocabulary</td>
<td>20’</td>
<td>Group</td>
<td>- Teacher lets students focus on the puzzle and complete the puzzle in pairs - Teacher tells students to go to Vocabulary P.145 and do Part 1. - Teacher goes around and listen their answers. - Teachers use CCQs to check their understanding the meaning, usage and pronunciation of each word: fat, niece, cousins, tall, sister-in-law, uncle, dark, family, talkative, generous, lazy, funny, friendly, shy, quiet, mean, hard-working, serious, unfriendly, extrovert - Let them correct each other before giving the answers</td>
</tr>
<tr>
<td>For students to understand and enrich vocabulary (family and personality adjectives)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Reading</td>
<td>30’</td>
<td>Group</td>
<td>a. Ask students to answer these questions:</td>
</tr>
</tbody>
</table>
-For students to express their opinion about the topic “who knows you better?”
-For students to develop scanning and skimming skills.
-For students to understand and use the new vocabulary

<table>
<thead>
<tr>
<th>Individual</th>
</tr>
</thead>
<tbody>
<tr>
<td>+Who do you think knows you better, your family or your friends? Why? Students answer the questions and give explanation.</td>
</tr>
</tbody>
</table>

b. Let student read the introduction to the article and answer these questions:
1. Who is Richard?
2. Who is Danny?
3. What do Richard’s mum and Danny try to do?
4. What does Richard have to do?

Keys:
1. He is a musician. He’s 26. He lives in Southampton.
2. Danny is Richard’s best friend.
3. They try to find him a partner/girlfriend.
4. He goes on a date with the two girls to see which one he likes best.

Students follow teacher’s instruction and answer the question in group of two. Teacher goes around and take note their answer => later will correct in front of the class.

c. Teacher asks students to read what Richard says and then mark TRUE or FALSE
1. He sometimes travels with his job. (T)
2. He’s friendly and extrovert. (F)
3. He likes music and parties. (F)
4. He prefers women who are shorter than him. (T)
5. He likes women who talk a lot. (F)
6. He doesn’t talk to his family about girls. (T)
7. His mother doesn’t think he’s good at choosing girlfriends. (T)

-Teacher lets students do the exercise individually and then ask them to check in group of two and then group of 4.
-Teacher checks their answer in front of the class.
-Teacher asks them to clarify the highlight words and to guess the meaning from context. Help them where necessary by CCQs.
-Students follow the instructions the finish the task.
-Teacher asks students if there were any new vocabularies or had problems with something that they want to clarify.

LESSON PLAN 2

LESSON PLAN UNIT 1B-2

LESSON FOCUS *may be more than one
(circle the systems and/or skills you intend to focus on in your lesson)
SKILLS
READING LISTENING SPEAKING WRITING
SYSTEMS
GRAMMAR VOCABULARY FUNCTIONAL LANGUAGE PHONOLOGY
MAIN AIM(S)
For students to be able to...
-listening for gist and for detail
-telling a story
-describe people’s personality

SUB AIMS(S)
For students to be able to...
-use useful language to talk about people
-vocabulary about family and friends
-pronunciation -s

FRAMEWORK (circle one)
Receptive Skills
Situational Test
Situational Test-Teach
Text-Based Test
TBL Other

CONTEXT FOR LANGUAGE
e.g. personal story about a robbery, an article on technology trends, etc.
A man talks about his two meetings with Nina and Claire
Length: 60 minutes

PERSONAL AIMS
Based on recent feedback, I intend to work on ...

ACTION PLAN
I've planned to address these by ...

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4) effectively explain meaning the ideas of listening  
4) Using CCQs to check their understanding

5) clarifying meaning of language by various ways  
5) Using pictures and body language to clarify meaning

6) keeping tasks more student-centered  
6) Letting students to the tasks themselves, explaining when needed

MATERIALS (list materials/resources and acknowledge sources)

ASSUMPTIONS (what do the students already know about the topic and the language? What previous learning may help them in this lesson?)
For this lesson I assume the students...
- have had basic vocabulary about telling a story
- already knew about simple past as well as regular and irregular verbs for simple past

ANTICIPATED PROBLEMS
(List expected problems with skills work, classroom management issues, setting up and managing tasks, etc.)
*problems with language go in Language Analysis section

- Students might have difficult in understanding new words in listening for specific information.

- Students might not talk in speaking about describing people’s personality

SUGGESTED SOLUTIONS
(Provide actionable solutions to the problems you have anticipated/identified. There should be one solution for each problem.)

- using pictures to clarify meaning and check CCQs

- using pictures to show them, give them some clues, some questions.

LANGUAGE ANALYSIS
For All Target Language & Vocabulary
LANGUAGE ANALYSIS FOR TEACHING
• What Context(s) will be used?
• What’s the Meaning (simple definition, etc)?
• What’s the Pronunciation (stress, IPA, intonation, etc)?
• What’s the Form (spelling, POS, structure, etc)?

PLAN FOR CHECKING UNDERSTANDING
• How will you confirm that the Ss’ understand the correct meaning and/or form of the item(s) using CCQs, timelines/clines, or other means?
• Include expected answers for all CCQs!

Context: Listening two audios from the two meetings: one with Nina and one with Claire

Blocking Lexis:
**Impression** (n) /ɪmˈpreʃn/ an idea, a feeling or an opinion that you get about somebody/something, or that somebody/something gives you

**Humor** (n) /ˈhjuːmər/ the quality in something that makes it funny or amusing; the ability to laugh at things that are amusing

**Attractive** (adj) /əˈtræktɪv/ very pleasing in appearance or sound:

**Fantastic** (adj) /fænˈtæstɪk/ (informal) extremely good; excellent

**Have sth in common** : to have the same interests, ideas, etc. as somebody else

PRESENT SIMPLE

The simple present is used to describe habits, unchanging situations, general truths, and fixed arrangements at present.

Key words: every (morning, day, week, month, year..),

When you have impression on somebody, are you easy to forget him or her? (NO)
When you have impression on somebody, is it good or bad feeling? (Good feeling)
When you meet people with sense of humor, are you happy? (yes)
Do people with sense of humor always make you cry? (no)
Do people with sense of humor always make you laugh? (yes)
Do people with sense of humor always create something funny to you? (yes)
When you see somebody attractive, do you want to look at them? (yes)
Do you know Tom Cruise, is he attractive? (yes)

When you see something fantastic, is it good or bad? (Good)
Is the opposite meaning of the word “fantastic” the word “boring”? (No)
When you and your friend have something in common, is it the same or difference? (the same)
When you have something in common with somebody, is it easy to make friends? (yes)
usually, often, sometimes, usually, never, rarely..

Form:
1. With to be:
   S+ am/is/are……
   S+ am/is/are not…..
   Am/ is/are + S……?
2. With regular verb
   S+ V1(s/es)
   S+ do/does + not + V1
   Do/Does+ S + V1?

Pronunciation
/iz/ ch, s, x, z, sh, ce
/s/ t, p, f, k, th
/z/ the rest
Examples:
/s/ streets, lamps, books
/iz/ couches, buses
/z/ trees, farmers, tables

CCQs:
1. Is this something I do every day? (yes)
2. Is it a routine/habit? (Yes)
3. Is it on a timetable? (yes)
4. Does this happen at the same time every Monday? (yes)

ANTICIPATED PROBLEMS WITH MEANING, PRONUNCIATION, AND FORM
What specific challenges can you expect these students may have with your item(s) (confused

SOLUTIONS TO PROBLEMS
How will you be prepared to further clarify these specific problem areas
meanings/partial understanding, unclear POS, omitted structure words, etc)? **Include at least two problems and solutions for each item.**

- Students might have problems in pronouncing new vocabulary
- Students might not get the correct answer of the listening task
- Students might have problems with simple present tense

- Teacher drills their pronunciation and get other students to help the others
- Teacher stops the audio at the answer and get them to listen the second time.
- Give more examples

<table>
<thead>
<tr>
<th>Stage Name/ Objective</th>
<th>Time</th>
<th>Interaction</th>
<th>Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lead-in</td>
<td>15’</td>
<td>Group</td>
<td>-Teacher give students 3 minutes to complete the questions.</td>
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<tr>
<td></td>
<td></td>
<td>Individual</td>
<td>1. Does he</td>
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<tr>
<td>For students understand and practice simple present</td>
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<td>2. does he work</td>
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<td>3. does he</td>
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<td>4. Does he do (any)</td>
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<td>5. does he like</td>
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<td>6. does he talk</td>
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<td>Present the rules that are presented in the language analysis part.</td>
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<td>Ask students to go to Grammar Bank 1B, p126</td>
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<td>Ask them do the exercise a and b.</td>
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<td></td>
<td></td>
<td>a.</td>
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<td>1. Does Anna like music?</td>
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<td>2. She has a lot of hobbies?</td>
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<td>3. I don’t get on very well with my sister.</td>
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<td>4. My brother doesn’t know me very well.</td>
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<td>5. Do they have any children?</td>
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<td>6. Does the film finish late?</td>
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<td>7. He goes out twice a week.</td>
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<td>8. We don’t often talk about politics.</td>
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<td>b.</td>
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<td>1. Do…open</td>
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<td>2. doesn’t have</td>
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<td>3. listen</td>
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<td>4. doesn’t talk</td>
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<td>5. Does….get on</td>
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<td>Activity</td>
<td>Time</td>
<td>Group</td>
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<tr>
<td><strong>2. Listening</strong>&lt;br&gt;For students to understand and enrich vocabulary (family and personality adjectives)&lt;br&gt;For students to listen for gist and listen for detail</td>
<td>25’</td>
<td>Group</td>
<td>Individual</td>
</tr>
<tr>
<td>- Teacher lets students focus on the listening 1.3 and 1.4&lt;br&gt;- Ask students to look at the photos of Nina and Claire, and guess what is more Richard’s type? Why?&lt;br&gt;- Now let them do the listening 4a, turn on the radio and ask students answer two questions:&lt;br&gt;  a. Does he like them?&lt;br&gt;  b. What are the problems?&lt;br&gt;Claire: He likes her as a friend but as a girlfriend.&lt;br&gt;The problem is she talked a lot about herself (and not about him).&lt;br&gt;Nina: Richard likes her very much and wants to see her again. The problem is Nina doesn’t think he’s her type.&lt;br&gt;- Ask students in groups of two, write down adjectives or expressions that Richard uses. Get students compare their answers with a partner’s&lt;br&gt;Possible answers:&lt;br&gt;  Claire: friendly, extrovert, slim, not very tall, long dark hair, pretty, funny, a great sense of humor, talkative&lt;br&gt;  Nina: attractive, short dark hair, tall, Hungarian, fantastic, shy, beautiful Hungarian accent&lt;br&gt;Finally ask the students answer the question: Who knows Richard better? Find out if students are surprised.</td>
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<tr>
<td><strong>3. Pronunciation &amp; Speaking</strong>&lt;br&gt;- For students to express their opinion about the topic “who knows you better?”</td>
<td>20</td>
<td>Group</td>
<td>Individual</td>
</tr>
<tr>
<td>5. Pronunciation&lt;br&gt;  a. Teacher lets them listen to the audio and find out the rules, try to give them more examples so that they can form the rule by themselves&lt;br&gt;  Ask them to practice the pronunciation with the audio.</td>
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</table>
-For students to develop the way to pronounce -s in English
-For students to understand and use the new vocabulary

b. Let them practice the exercise b individually and then check in group of two
/s/cooks, stops
/iz/chooses, teaches
/z/ goes, knows
c. The same as practice c
/s/ books, parents
/iz/ languages, nieces
/z/ friends, girls, parties
Let students listen the repeat the words in b and c

6. Speaking
Students in pairs make some notes about a person they know well, using the vocabulary in 1B, based on some clues in 6a
(Name, Age, Job/studies, lives in, physical appearance, personality, smoke, likes, doesn’t like)
Teach goes around and check their notes, help when necessary.
In Pairs, student A describes his/her person and B listens and ask for more information.

Appendix D

PRE-TEST

PART 1: GRAMMAR

Tick (✓) A, B, or C to complete the sentences.

Example: My brother _____ Russian.
A speak ☐ B speaks ✓ C do speak ☐

1 Where _____ work?
A you ☐ B you do ☐ C do you ✓

2 What time _____ to come?
A she’s going ☐ B is she going ✓ C going she ☐

3 _____ away last weekend?
A Did you go ✓ B Did you went ☐ C Went you ☐

4 He _____ a shower before breakfast.
A usually have ☐ B has usually ☐ C usually has ✓
5. She _____ men who talk a lot.
   A. not likes  [ ]
   B. doesn’t like  [✓]
   C. don’t like  [ ]

6. My brother _____ law at university.
   A. studies  [✓]
   B. studys  [ ]
   C. studyes  [ ]

7. Be careful! You _____ a mistake.
   A. are makeing  [ ]
   B. making  [ ]
   C. are making  [✓]

8. A. Why _____?
   B. Because I’m happy.
   A. are you smiling  [✓]
   B. do you smile  [ ]
   C. you smile  [ ]

9. How often _____ your grandparents?
   A. are you seeing  [ ]
   B. you see  [ ]
   C. do you  [✓]

10. That’s the shop _____ I bought my computer.
    A. which  [ ]
    B. where  [✓]
    C. who  [ ]

11. What _____ you do last weekend?
    A. were  [ ]
    B. did  [✓]
    C. are  [ ]

12. A. What are you talking _____?
    B. It’s a secret.
    A. for  [ ]
    B. with  [ ]
    C. about  [✓]

13. We have classes twice _____ week.
    A. an  [ ]
    B. a  [✓]
    C. –  [ ]

14. My parents _____ work. They’re retired.
    A. don’t  [✓]
    B. not  [ ]
    C. aren’t  [ ]

15. What time _____ the shop open?
    A. do  [ ]
    B. does  [✓]
    C. are  [ ]

16. A. Why are you _____ a jacket?
    B. Because I’m cold!
    A. wear  [ ]
    B. to wear  [ ]
    C. wearing  [✓]

17. My computer _____ . It’s broken.
    A. isn’t working  [✓]
    B. doesn’t working  [ ]
    C. isn’t work  [ ]

18. I’ve bought a new machine _____ makes fantastic coffee.
    A. who  [ ]
    B. which  [✓]
    C. where  [ ]

19. Is this the restaurant _____ we had dinner last month?
    A. who  [ ]
    B. which  [ ]
    C. where  [✓]

20. They’re the children _____ live next door to us.
    A. who  [✓]
    B. which  [ ]
    C. where  [ ]

PART 2: VOCABULARY

a. Tick (✓) the opposite word or phrase.

Example: shy
A. extrovert  [✓]
B. funny  [ ]
C. lazy  [ ]

1. generous
   A. unfriendly  [ ]
   B. serious  [ ]
   C. mean  [✓]

2. hard-working
   A. lazy  [✓]
   B. serious  [ ]
   C. shy  [ ]
PART 3: READING

1 Read the article and tick (√) A, B, or C.

Looking for love

*Looking for Love* is an agency that finds partners for single people of any age. Read about Lisa.

My name’s Lisa. I’m 25 years old and I’m from Manchester. I’m single and I’m looking for love.

I’m a journalist on a local newspaper, which means I write stories about local issues and sometimes I interview politicians. I like my job, but I’d like to work on a national newspaper one day. That’s because I want to have the opportunity to work abroad.

I have a small group of friends who I’ve known for years. I even went to school with some of them! I’m not really extrovert but I do like going out and having fun. We usually go out to parties, nightclubs, and restaurants. I also like cooking and I make great pasta! My ideal night in is a good meal, a glass of wine, and a DVD. I like thrillers much more than I like romantic comedies!

I’m not very sporty, but I like to keep fit. I stopped smoking last year and now I go running twice a week and I sometimes go to the gym at weekends. I eat lots of fruit and vegetables and I try not to have red meat or too much coffee. At work, I drink water or tea.
I prefer men who are interested in serious issues because I like talking about politics and what’s happening in the world. However, I also like men with a good sense of humour. These characteristics are more important to me than physical appearance.

Please contact Looking for Love if you think you’re the kind of person I’m looking for!

Example: Lisa is ____.
A married  B divorced  C single  ✓

1 In her job, Lisa has to ____.
A travel to other countries  B write about politics  ✓
C interview politicians abroad  

2 Lisa met all her friends ____.
A at school  B at work  C a long time ago  ✓

3 Lisa goes out ____.
A every night  B to quiet places  C with her friends  ✓

4 Lisa doesn’t like ____.
A politics  B love stories  ✓  C Italian food  

5 Lisa does exercise ____.
A every weekend  B more than once a week  ✓
C rarely  

6 Lisa doesn’t often have ____.
A vegetables  B red meat  ✓  C tea  

7 Lisa prefers ____ men.
A good-looking  B hard-working  C funny  ✓

8 Lisa doesn’t want to change her job.
A True  B False  ✓  C Not Given  

9 She goes out with some of her school friends.
A True  ✓  B False  

10 She thinks she is extrovert.
A True  ✓  B False  ✓  C Not Given  

PART 1: GRAMMAR

Tick (✓) A, B, or C to complete the sentences.

Example: My brother _____ Russian.
A speak  B speaks  ✓  C do speak  

1 They _____ their holiday.
1. A didn’t enjoyed  □  B don’t enjoyed  □  C didn’t enjoy  □

2. _____ to the bank this morning?
   A Did you go  □  B Did you went  □
   C Were you  □

3. When the bus _____ we got off.
   A stoped  □  B stopped  □
   C stop  □

4. When I woke up it ______.
   A was rain  □  B were raining  □
   C was raining  □

5. What _____ when I phoned you?
   A were you doing  □  B was you doing  □
   C you were doing  □

6. When I ______ her she was working in a cybercafé.
   A meet  □
   B met  □
   C was meeting  □

7. Who ______ to?
   A he wrote  □
   B did he write  □
   C he was writing  □

8. Who ______ the tickets?
   A bought  □
   B did buy  □
   C did bought  □

9. It was really hot in Oslo, _____ it’s normally cold there.
   A because  □
   B although  □
   C so  □

10. I was really tired _____ I decided not to go to the gym.
    A so  □
    B but  □
    C because  □

11. A Why _____ you come to the party?
    B I wasn’t invited!
    A don’t  □
    B didn’t  □
    C wasn’t  □

12. What _____ the weather like when you were there?
    A was  □
    B did  □
    C is  □

13. _____ you buy the paper this morning?
    A Do  □
    B Was  □
    C Did  □

14. I usually go by bus, but yesterday I _____ by train.
    A went  □
    B go  □
    C goed  □

15. When I saw him he _____ running, he was walking.
    A was  □
    B wasn’t  □
    C isn’t  □

16. A Were the children watching TV?
    B No, they  □
    A weren’t  □
    B wasn’t  □
    C aren’t  □

17. A ______ jacket do you prefer?
    B I think I prefer the black one.
    A Why  □
    B Whose  □
    C Which  □

18. A Who _____ the match?
    B Liverpool. It was 1–0.
    A won  □
    B win  □
    C was winning  □

19. We were very late, _____ we took a taxi.
    A because  □
    B but  □
    C so  □

20. _____ she isn't very tall, she’s very good at basketball.
    A Because  □
    B Although  □
    C But  □
PART 2: VOCABULARY

a  Tick (√) the correct past simple verbs.

Example:  speak
   A  spoke  √  B  spokeed  □  C  speak  □

1  break
   A  break  □  B  broke  √  C  brocke  □

2  buy
   A  bought  √  B  buyed  □  C  brought  □

3  tell
   A  telled  □  B  told  √  C  tell  □

4  take
   A  taken  □  B  toke  □  C  took  √

5  choose
   A  chosen  □  B  choosed  □  C  chose  √

b  Tick (√) A, B, or C to complete the expressions.

Example:  _____ photos
   A  take  √  B  have  □  C  get  □

6  _____ on the door
   A  try  □  B  open  □  C  knock  √

7  _____ a car
   A  hire  √  B  take  □  C  go  □

8  _____ a flat
   A  stay  □  B  go  □  C  rent  √

9  _____ camping
   A  stay  □  B  go  √  C  rent  □

10  _____ in a hotel
    A  stay  √  B  go  □  C  rent  □

PART 3: READING

Read the extract from a travel book and tick (√) A, B, or C.

I arranged to stay in a farmhouse outside a village in southern Italy. My itinerary said that
the plane arrived in Italy at five o’clock in the afternoon and it was a thirty-minute drive
from the airport to the village. I wanted to get to my destination before it got dark, so I
could have a drink, watch the sunset, and enjoy an evening meal!

The problems began at Heathrow airport. My plane was three hours late. I walked around
the airport, looked in the shops, and drank coffee in the cafés. I didn’t eat anything. That
was a mistake! When the plane finally took off, they gave me a cold, tasteless meal which I couldn’t eat.

We arrived in Italy in the early evening. The sun was setting as I was collecting my bags! I missed it completely! I went to the desk to find my hire car and that’s when I discovered the next problem. The receptionist couldn’t find my name on the computer and there were no more cars. There were no buses or trains to the village, and the taxis were on strike.

The receptionist felt sorry for me. She phoned her brother, Alessandro, who agreed to take me to the village. Alessandro arrived in a very old car and we set off. Fifteen minutes later … we broke down. I was tired, depressed, and very, very hungry. Luckily, Alessandro was a mechanic. After an hour, he fixed the car and we started driving again.

It was nearly midnight when we arrived at the farmhouse. A man opened the door and smiled. ‘Come in,’ he said. ‘We waited for you.’ I sat with a group of the friendliest people I’ve ever met and had an absolutely wonderful meal.

Example: It was the writer’s first trip to Italy.
   A True  B False  C Doesn’t say ✓

1 The writer planned to catch a bus to the village from the airport in Italy.
   A True  B False ✓
2 He stayed in the airport while he was waiting for his plane.
   A True ✓  B False
3 He didn’t like the food at the airport.
   A True  B False
4 He didn’t eat anything on the plane.
   A True ✓  B False
5 The receptionist couldn’t find his hire car.
   A True  B False ✓
6 There wasn’t a train station at the village.
   A True ✓  B False
7 The receptionist asked a friend to help the writer.
   A True  B False ✓
8 Alessandro had a fast new car.
   A True  B False ✓
9 When the car broke down, Alessandro was surprised.
   A True  B False
10 The writer had an evening meal.
   A True ✓  B False

FINAL TEST
PART 1: GRAMMAR

Tick (✓) A, B, or C to complete the sentences.

Example: My brother _____ Russian.
   A speak ☐ B speaks ✓ C do speak ☐
1 _____ you ever bought anything in that shop?
   A Did ☐ B Have ✓ C Has ☐
2 He’s never _____ a suit in his life.
   A wear ☐ B wore ☐ C worn ✓
3 _____ finished your homework yet?
   A Are you ☐ B Have you ✓ C Did you ☐
4 I’ve _____ had three meetings this week.
   A already ✓ B just ☐ C yet ☐
5 Jane isn’t here. She has just _____ out.
   A go ☐ B went ☐ C gone ✓
6 I’m _____ in my new job than in my old job.
   A busy ☐ B busier ✓ C more busy ☐
7 You drive _____ than me.
   A more slowly ✓ B more slow ☐ C more slower ☐
8 My boss isn’t _____ stressed as I am.
   A more ☐ B as ✓ C the ☐
9 It’s the _____ city in the world.
   A crowded ☐ B most crowded ✓ C more crowded ☐
10 This is the _____ summer we’ve ever had.
   A worse ☐ B baddest ☐ C worst ✓
11 Have you ever _____ to New York?
   A been ✓ B gone ☐ C went ☐
12 My mother _____ never flown.
   A is ☐ B has ✓ C was ☐
13 I haven’t finished _____ . I need two more minutes.
   A already ☐ B just ☐ C yet ✓
14 Don’t touch that wall. I’ve _____ painted it.
   A already ☐ B just ✓ C yet ☐
15 I’ve already _____ this film three times.
   A saw ☐ B see ☐ C seen ✓
16 Your flat is bigger _____ mine.
   A than ✓ B then ☐ C as ☐
17 I don’t speak German _____ well as my wife.
   A than ☐ B so ☐ C as ✓
18 This car is _____ expensive than that one.
   A more ✓ B most ☐ C the most ☐
19 Venice is _____ beautiful city I know.
   A most ☐ B the most ✓ C more ☐
20 It was the best holiday I’ve _____ had.
   A ever ✓ B just ☐ C yet ☐
PART 2: VOCABULARY

a Tick (√) A, B, or C to complete the sentences with words about clothes.

Example: Put your coat on. It’s cold.
A belt  B coat  C tie

1 My sister can’t wear a short _____ to school.
A skirt  B hat  C cap

2 He was wearing a baseball _____ on his head.
A hat  B cap  C scarf

3 I always wear a hat and _____ in the winter.
A top  B cap  C scarf

4 She’s going to wear her long black _____ to the party.
A dress  B shoes  C pyjamas

5 I wear _____ on my feet when I go running.
A boots  B trainers  C shorts

6 I always _____ on new clothes in the shop.
A put  B take  C try

7 I am going to wear my _____ for my interview.
A suit  B tracksuit  C scarf

8 _____ off your boots when you come in.
A Put  B Take  C Try

9 I always wear _____ in bed.
A pyjamas  B a suit  C a sweater

10 I usually get _____ before I have breakfast.
A dress  B wear  C dressed

PART 3: READING

Read the article and tick (√) A, B, or C.

I have often thought about moving from my country town to a big city like London. Life in a country town is quiet and I’ve always found the bright lights and crowded streets of a city very exciting. However, after a recent visit to London to do some Christmas shopping and see the Christmas lights, I was very happy to get back home!

There are more people in London than ever before! It was crowded everywhere I went. The streets, the pavements, the shops, the cafés and the Underground. Everyone was trying to get somewhere quickly.

I travelled to London by train and the train was so full that I had to stand for the whole journey. Then I wanted to go on the Underground. That was a big mistake! There were hundreds of people on the platform and when the train arrived it was full! But the people on the platform just pushed
and pushed and got into the train! I didn’t. I went back into the street and walked to Oxford Street. It was raining and freezing cold but it was better than the crowded Underground.

After an expensive coffee I did my shopping. Well, I tried to do my shopping. There were so many people on the pavements I had to walk in the road and everyone was in a hurry. They were pushing and knocking each other with their bags. No one talked or smiled. Then, of course, it was time to go home! My feet were hurting and it was raining again so I decided not to walk. I got a taxi but it took forty-five minutes because there was so much traffic. I can’t remember the train journey home. I slept.

Now I know why I live in the country. Life may not be as exciting or as fast as in the city, but there’s more room on our buses and in our shops, and the people talk to you. But the Christmas lights in London were beautiful!

Example: The writer went to London to buy some things for Christmas.

A True ✓ B False C Doesn’t say

1 The writer lives in a city.

A True B False ✓ C Doesn’t say

2 The writer thought London was busier than before.

A True ✓ B False C Doesn’t say

3 She lives in a quiet area.

A True ✓ B False C Doesn’t say

4 There were a lot of people waiting for the Underground train.

A True ✓ B False C Doesn’t say

5 The weather in London was very good.

A True ✓ B False C Doesn’t say

6 She took a taxi to Oxford Street.

A True ✓ B False C Doesn’t say

7 She didn’t buy many things.

A True B False ✓ C Doesn’t say

8 She thinks people in the countryside are unfriendly.

A True ✓ B False C Doesn’t say

9 Her train journey was expensive.

A True B False ✓ C Doesn’t say

10 After her recent visit to London the writer has decided to move there.

A True B False ✓ C Doesn’t say
THESIS APPROVAL

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