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The Effect of Active Learning on Achievement and Attitude in Vocational English Course

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Abstract

The aim of the study was to determine the effect of active learning techniques applied in Vocational English Course on students' achievement and attitude. In the research, quasi-experimental design with pre-test and post-test control group model was used. The participants included the students majoring Tourism Management at a state university in Turkey and taking Vocational English Course in fall semester in 2017-2018 academic year. In the experimental group, instruction was carried out using active learning techniques, while in the control group, instruction was conducted in conventional lecture method. The techniques used in the study were writing poetry, concept mapping, simulation, role-play, writing e-mails, script writing and drama. Vocational English Course Achievement Test and Attitude Scale towards Vocational English Course were used to collect data. The findings of the study revealed that active learning techniques were more effective in acquiring the objectives of Vocational English Course with a large effect size. Similarly, the findings of study reflected that active learning techniques made a significant difference on students' attitudes towards Vocational English Course with a large effect size.

Keywords: Active learning, Achievement, Attitude, English for Specific Purposes (ESP), Vocational English Course, Faculty of Tourism.

Introduction

Learning occurs and endures when students experience and interact directly with physical, social and intellectual environments. Learning is “something an individual does when he studies and it is an active, personally conducted affair” (Dewey 1924, p. 390). Learning something and learning to do something with it are different from each other. Students learn by being engaged in the material. When students are involved in learning activities that require them to be intellectually, socially and physically engaged, they retain the content better than conventional lecture method. Active learning is more likely to lead to significant learning that will enrich students throughout their lives (Edwards, 2015).

Active learning is not only a theory which has developed generalized principles about the nature of teaching and learning but it is also associated with the application of practical instructional methodologies (Kane, 2004). It provides various instructional techniques that instructors may appropriately exploit in different learning situations. According to Bell and Kahrhoff (2006), active learning is a process where learners are actively involved in building consciousness of skills, ideas and facts via different tasks and activities directed by the instructor. It is any kind of activity that gets students engaged in the learning process. Brown (2007) defines active learning as a type of learning in which students make use of opportunities to decide which mental aspects to use in his/her learning process. In addition, he describes it as a mental activity that reflects the extent to which a student is required to use his/her mental abilities in the process of learning. Active learning requires students to be involved in a task or an activity which helps them think, comprehend and analyze the subject. It may be used at any stage or level of a course by instructors (Gholami, Attaran & Moghaddam, 2014).

Cooperation, but not competition, is fundamental in active learning. Active learning (a) involves encouraging independent and critical thinking, (b) promotes students to take liability for what they are learning, (c) involves students in several open-ended activities (role-play exercises, discussions, projects, etc.) to enable them to be more active and less passive in the teaching-learning process, (d) gives importance to the process as well as the product (Kane, 2004). Active learning is not only motivational and enjoyable but also effective in getting real life tasks to be completed. Active learning does not guarantee achievement, but it does enhance a student’s chances of doing well (Petress, 2008). Moreover, students are given opportunities to read, write, speak, discuss, connect new material with previous experiences, practice what is learned in everyday life and develop their own problem-solving processes as opposed to just listening to the instructor (Sönmez, 2015). Students learn how to work in a team, how to share tasks, how to help each other and how to reach a consensus through discussion (Demirel, 2004).

In comparison to conventional lecture method, active learning allows students to engage in interactions with each other so that their dependence on the instructor decreases. Active learning techniques enable students to maintain their interest and focus in the course (Petress, 2008). Learning by doing, practicing and researching have a vital role in active learning (Sönmez, 2015; Demirel, 2004). Furthermore, motivation is positive, stress is low and the courses are enjoyable when active learning techniques are used (Şahinel, 2011).

Active learning contains instructional activities involving students in doing things and thinking about what they are doing (Sönmez, 2015; Bonwell & Eison, 1991). In active learning, students are more inclined to develop their skills, such as higher-order thinking than just getting the information. Moreover, instructors can teach language well when students use it to transmit messages, not when instructors lecture consciously and explicitly (Krashen & Terrell, 1983). Students tend to learn and recall more when they are given opportunities to interact (Long, 1996). According to Glisan and Donato (2017), it is not appropriate to map instructional techniques onto specific approaches or methods, and instructor are encouraged to apply different techniques creatively and flexibly in a variety of contexts within the principles of language learning in order for students to learn, comprehend and recall the subject. From these points of view, I tried to improve students' achievement and attitude using active learning techniques in this study.

Students are not passive recipient of what is taught in active learning. Allwright and Hanks (2009) assert five crucial characteristics of students in active learning:

- (a) Students can learn on their own ways and develop what they have learned because they are unique individuals.
- (b) Students can learn and develop what they have learned in a mutually supportive environment because they are social beings.
- (c) Students can take learning into account seriously.
- (d) Students can make decisions independently while learning.
- (e) Students can develop themselves as practitioners of learning.

Taking Allwright and Hanks (2009)'s assertion into account, I used active learning techniques in the study to compare it to conventional lecture method. As I carried out this study with junior students studying at the Department of Tourism Management, I paid attention to the first six units to design the instruction in the experimental group. The units included (1) taking phone calls, (2) giving information, (3) taking room reservations, (4) taking restaurant bookings, (5) giving polite explanations and (6) receiving guests. Considering these units in Vocational English Course, I tried to choose the active learning techniques as appropriate to the units as possible. I used writing poetry, role play, concept mapping, simulation, writing e-mails, script

writing and drama as active learning techniques in this study. I explained the active learning techniques I used in the study in detail below:

Writing poetry: The technique writing poems in groups is stronger in using language skills and creativity than other techniques. Students are divided into small groups in writing poetry. A sheet of paper is given to each member of the groups. Everyone writes a line about the given topic on the paper and passes it to the one who is next to him/her. In the second round, second lines are written on the paper, and the sheet of paper is given to the next person. This process continues until the time is out and each group will have poems as many as the group members. Finally, the poems are presented in the class (Tok, 2011; Ün Açıkgöz, 2011). I modified writing poetry as writing dialogues in this study.

Role play: Role play is among of the most commonly used classroom activities in language classes that enables students to practice the language and develop their proficiency in using the language (Blatner, 2009). Role play normally engages students in playing imaginary roles in imaginary situations (Davies, 1990). Furthermore, it is very important as a speaking activity as it helps students to go beyond the classroom practices and to reach real-life language use (Nguyen & Do, 2017). Role play activities provide a motivating, entertaining and stress-free atmosphere in the classroom that leads to not only more cooperation but also better learning (Mollazamani & Ashtiani, 2008).

Concept mapping: A concept map is a pictorial representation of the group's thinking which shows all the ideas of the group members about a topic at hand and which displays how these ideas are related to each other, and optionally, which reflects which ideas are more relevant, important, or appropriate than the others (Trochim, 1989). In addition, concept mapping is a relational tool, which has a hierarchical tree structure with primary, secondary and tertiary ideas and super-ordinate and sub-ordinate parts of a topic (Davies, 2011). Concept mapping is an active learning technique which serves as an elaborative study activity for students. It requires learners to enrich the material and encode significant links among concepts within an organized knowledge structure (Karpicke & Blunt, 2011).

Simulation: In simulation activities, students discuss a problem (or a series of related problems) within a defined setting. Students may either act as themselves or as someone else. Any kind of problem-solving activity may form a basis for simulation (Davies, 1990). Students have three main status in simulation. First, they take a role. Second, they step into the event. Finally, they shape the event by doing their responsibilities and duties which they would do in that problematic situation in their real lives (Jones, 1982).

Writing letters, e-mails or telegraphs: In this technique, students are divided into two groups of 6 or 8 students. One of the groups writes one aspect of the

subject to the other group as a letter, an e-mail or a telegraph, the other group is expected to read it and write back to the first group. The second group should write the answer within a period. Finally, the first group members comment on the second group's e-mail and vice versa (Köksal and Atalay, 2016). I used writing e-mails in this study.

Script writing: In script writing, students are encouraged to produce a text using their own words to dramatize an event. This technique allows students to concentrate on all the basic language skills as well as language components (Davies, 1990). It may be a script to be practiced individually, in pairs or in groups in front of the class. It gives all students the chance to take part in classroom activities (Tajareh & Oroji, 2017). In script writing, a situation which will provide student interaction is chosen. The right scene is set by describing and discussing the situation and roles may be reviewed by either the students themselves or the instructor. Then, the roles are written onto cards and the role cards are allocated. Finally, as students prepare for their roles, they may act the script dramatically (Davies, 1990).

Drama: Drama not only involves listening, observation, concentration, memorization, interaction, and interpretation but it also extends students' vocabulary and increases their agility, fluency and flexibility (Davies, 1990). Students who are involved in drama activities can contextualize their word power and gain proficiency in speaking (Peregoy & Boyle, 2008).

When I reviewed the literature, I found several studies related to the effect of active learning on achievement and attitude both in teaching different courses and in teaching English (Kardaş, 2019; Yenen & Dursun, 2019; Bulut & Dursun, 2019; Aytan, 2017; Kardaş & Yıldırım, 2016; Shraiber & Yaroslavova, 2016; Yıldız et al., 2016; Türkben, 2015; Edwards, 2015; Maden, 2013; Özbay & Akdağ, 2013; Aydede & Kesercioğlu, 2012; Aytan, 2011; Koç, 2011; Ün Açıkgöz, 2011; Aydede & Matyar, 2009; Akbulut, 2004; Kalem & Fer, 2003; Silberman, 1996; Bonwell & Eison, 1991). They all found out that active learning techniques had a significant and positive effect on both achievement and attitude of students in primary and secondary school. Therefore, the study may serve to confirm what seminal research in the field of active learning and language acquisition have demonstrated over the past few decades. In addition, I encountered few studies investigating the effect of active learning in terms of English for Specific Purposes (ESP) and teaching vocational English (Ekroos, Bester & Wahi-Gururaj, 2020; Işık-Taş & Kenny, 2020). Therefore, in this study, I aimed to determine the effect of active learning techniques applied in Vocational English Course on students' achievement and attitude. To achieve this aim, I sought answers to the following questions:

1. Is there a significant difference between the achievement mean scores of the experimental group in which active learning techniques were

applied and the control group in which conventional lecture method was applied?

2. Is there a significant difference between the attitude mean scores of the experimental group in which active learning techniques were applied and the control group in which conventional lecture method was applied?

Methodology

Research Design

I examined the effect of active learning techniques on achievement and attitude in Vocational English Course using a quasi-experimental design with pre-test and post-test control group model in this study. The participants included the students studying at the Department of Tourism Management at the Faculty of Tourism at a state university in Turkey. I applied the intervention during the first half of fall semester in 2017-2018 academic year. In the experimental group, I used active learning techniques, while in the control group, I lectured conventionally. I applied Vocational English Course Achievement Test and Attitude Scale towards Vocational English Course to both groups before the experimental process as the pre-test. I carried out the experimental process in the 2-hour part of the Vocational English Course, which was 6 hours a week. The process continued for 6 weeks and 12 hours. I lectured in both groups. At the end of the experimental process, I applied achievement test and attitude scale to both groups as the post-test. The diagram of quasi-experimental design I used in the research was given in Table 1.

Table 1. The diagram of quasi-experimental design used in the research

Groups	Pre-Test	Method	Post-Test
G _E	O ₁	X	O ₂
G _C	O ₁		O ₂

Participants

I conducted the research during the first half of fall semester in 2017-2018 academic year with junior students studying at the Department of Tourism Management at the Faculty of Tourism at a state university in Turkey. I determined experimental and control group randomly from the existing classes before the experimental process. In the study, I included the students who attended all courses during the experimental process, and I excluded the students who were absent during the course hours when pre-test or post-test were applied. Therefore, the study group consisted of 29 students. There were 14 students (7 female and 7 male) in the experimental group and 15 students (4 female and 11 male) in the control group.

Neutrality of the Groups

In order to investigate the neutrality of the groups, I compared the pretest means scores for achievement and attitude of both groups using independent samples t-test. The findings were given in Table 2.

Table 2. Independent samples t-test results for pre-test achievement and attitude scale scores

	Groups	N	X	SD	Df	t	p
Achievement	Experimental	14	11.21	2.32	27	-.331	.743
	Control	15	11.53	2.82			
Attitude	Experimental	14	92.36	3.89	27	.475	.639
	Control	15	91.20	8.29			

As seen in Table 2, the mean pre-test achievement score of the students in the experimental group was 11.21, the mean pre-test achievement score of the students in the control group was 11.53. The mean pre-test attitude score of the students in the experimental group was 92.36, while the mean pre-test attitude score of the students in the control group was 91.20. In other words, there was no significant difference between the pretest mean scores of the experimental and the control group in terms of achievement ($t=-.331, p>.05$) and attitude ($t=.475, p>.05$). Based on these results, I considered that the experimental and the control group were neutral.

Intervention in the Experimental Group

“Highly Recommended I” was determined as the coursebook by Materials Development Unit at School of Foreign Languages to be used at the Department of Tourism Management. Considering the units in the student’s book, I prepared an instructional design to be conducted in the experimental group. An academic from the Department of Curriculum and Instruction examined the draft instructional design. I made some arrangements in line with the suggestions of the expert and I created the final version of the instructional design. I carried out the same instruction by following the student’s book in both groups in the 4-hour part of Vocational English Course. In the 2-hour part of the course, I applied the instructional design that I prepared for the study in the experimental group, while I checked the exercises in the workbook in the control group. A summary of active learning techniques I used in the experimental group and the units included in the student’s book were given in Table 3.

Table 3. Units, active learning techniques and processes in the experimental group

Units	Active learning techniques	Processes
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Unit 1 Taking phone calls	Writing poetry (modified as writing dialogues)	I divided the students into groups of 4. I gave a sheet of paper to all students. I asked them to write meaningful telephone dialogues. Each student wrote a sentence. When everybody finished the first sentence, they gave the sheet of paper to the student on his/her left. The next student wrote the next sentence that the next speaker would say. The process continued until the dialogue was completed meaningfully. Each group had 4 telephone dialogues at the end of the process. Finally, students, in pairs, roleplayed the dialogues.
Unit 2 Giving information	Concept mapping	I divided the students into groups of 4. I gave a sheet of paper to each group. Each group created a concept map. The concept map included general headings (location, general facilities, room facilities, services, etc.) to introduce a hotel with detailed information under each heading. Finally, the groups shared their ideas.
	Simulation	I divided the students into groups of 4. I told each group that they were “prospective owners of a hotel”. Four students in each group were partners on “the administrative board” of the hotel; they determined how to found the hotel as well as its facilities and services. They then prepared a brochure of their dream hotel as the owners.
Unit 3 Taking room reservations	Role-play	I divided the students into groups of 2. I gave each student a role card (a receptionist or a guest). They discussed about the information, they created and wrote their dialogues. When all students were ready, they roleplayed their dialogues in front of the class.
Unit 4 Taking restaurant bookings	Writing poetry (modified as writing dialogues)	I divided the students into groups of 4. I gave a sheet of paper to all students. I asked them to write meaningful restaurant reservation dialogues. Each student wrote a sentence. When everybody finished the first sentence, they gave the sheet of paper to the student on his/her left. The next student wrote the next sentence that the next speaker would say. The process went on until the

	Role-play	dialogue was finished meaningfully. Each group had 4 dialogues at the end of the process. Finally, students, in pairs, roleplayed the written dialogues.
Unit 5 Giving polite explanations	Writing e-mails	I divided the students into 4 groups as A, B, C and D. One of the students in Group B and D gave their e-mail addresses to Group A and C. Group A and C wrote an e-mail (a guest wanted to reserve a room or rooms) and sent it to Group B and C. Then, Group B and D wrote a confirmation e-mail and sent it to Group A and C. At the end of the process, each group read their e-mails and other students commented on them.
Unit 6 Receiving guests	Script writing Drama	I divided the students into groups of 4. The students watched a video of a couple checking into a hotel and meeting a receptionist and a porter. I stopped the video and asked what the students thought would happen. The students discussed about it, wrote the script, assigned roles (a receptionist, a porter and two guests) and each group dramatized it in front of the class. Then, I played the video to completion. Finally, the students compared their version to the original video.

Instruction in the Control Group

The common assumption about conventional lecture method is that this method involves an instructor talking to the students most of the time. However, I just lead the students in the control group. The students were not simply passive recipients of the knowledge at all times. They actively applied or demonstrated what they have learned because I checked the exercises in the workbook in the 2-hour part of the course. There were different exercises in the workbook such as crossword puzzles, matching, rewriting, making questions, putting the sentences into the correct order, filling in the blanks and completing the dialogues using the picture prompts.

Instruments

In this study, I collected the data via Vocational English Course Achievement Test and Attitude Scale towards Vocational English Course. I explained the instruments I used in the study in detail below:

Vocational English Course Achievement Test

In order to prepare the achievement test, I determined all the objectives (knowledge, comprehension and application level) of the Vocational English Course. I selected the objectives covering the six units to be studied for a period of 6 weeks and I created table of specifications. I wrote multiple choice test items taking the table of specifications into account. I identified five choices for each question in the test. In order to increase content validity, two lecturers of English and one academic from the Department of Curriculum and Instruction examined the draft test. I modified some questions and some choices in line with the suggestions of the experts. Then, I analyzed item discrimination and difficulty of each question. I included the questions with higher item discrimination than .30 in the test and I omitted the questions with lower item difficulty than .20 and higher item difficulty than .80 from the test. After the procedures, the achievement test included 33 questions and KR-20 reliability was .84.

Attitude Scale towards Vocational English Course

The attitude scale, developed by Özer and Yılmaz (2018), consisted of 17 positive and 11 negative items. Exploratory factor analysis implied that it was a one-factor scale and the Cronbach's Alpha value was .96 (Özer, 2016; Özer & Yılmaz, 2018). One-factor structure of the scale was tested by confirmatory factor analysis in a different study and the fit indices of the model ($\chi^2=727.55$, $df=336$, $\chi^2/df=2.17$, $RMSEA=.06$, $SRMR=.06$, $IFI=.90$, $CFI=.90$) were acceptable. After the confirmatory factor analysis, the Cronbach's Alpha value of the scale was calculated as .93 (Özer & Yılmaz, 2016). In this study, I evaluated pretest and posttest measurements of attitude scale together as a single instrument and I found out that Cronbach's Alpha was .93.

Data Analysis

I used SPSS 20 for statistical analysis of the data. I applied independent samples t-test to compare the achievement and attitude mean scores of the two groups. In addition, I calculated the effect size to determine the degree of effect of the significant difference in the study. Effect size has been increasingly used in educational literature in recent years. Kotrlik and Williams (2003) suggested that a researcher should indicate both statistical significance test results and an appropriate measure of effect size when presenting their studies. According to Cohen (1988), in order to determine the effect size in t-tests, Cohen's d should be calculated (Cohen, 1988; Kotrlik & Williams, 2003; Özsoy & Özsoy, 2013). In this study, since I used independent samples t-test to examine the mean difference, I used Cohen's d to calculate the effect size. The effect size is regarded to be small if d is .20 and less, medium if it is between .21 and .50, and large if it is .80 and higher (Cohen, 1988; Kotrlik & Williams, 2003; Işık, 2014).

Findings

1. Is there a significant difference between the achievement mean scores of the experimental group in which active learning techniques were applied and the control group in which conventional lecture method was applied?”

Since both groups were neutral in terms of achievement pre-test mean scores, I used independent samples t-test to determine whether there was a significant difference between the achievement mean scores of the experimental and the control group after the experimental process. The findings were given in Table 4.

Table 4. Independent samples t-test results for pre-test, post-test and overall achievement

Group	Pre-test			Post-test		Overall Achievement		t	p	Effect size Cohen's <i>d</i>
	N	X	SD	X	SD	X	SD			
Experimental	14	11.21	2.32	27.71	1.97	16.50	1.40	5.87	.000	2.17
Control	15	11.53	2.82	25.40	2.53	13.87	.99			

As seen in Table 4, the overall achievement mean score of the experimental group was 16.50 and that of the control group was 13.87. The independent samples t-test showed that there was a significant difference between the achievement mean scores of the experimental and the control group in favor of the experimental group ($t=5.87$; $p<.05$). The achievement mean score of the experimental group in which active learning techniques was applied was higher. Based on this finding, it can be stated that active learning techniques are more effective in acquiring the objectives of Vocational English Course. In addition, Cohen's *d* calculated to determine the effect size was found to be 2.17. In the effect size, Cohen's *d* is considered small if *d* is .20 and less, medium if it is between .21 and .50, and large if it is .80 and higher (Cohen, 1988; Kotrlik & Williams, 2003; Işık, 2014) and this finding accounts for a large effect size. In other words, the effect size can be interpreted that the difference between the achievement mean scores of the students in the experimental and the control group is due to the group variable; and thus, it is due to the instructional design applied in the experimental group.

2. “Is there a significant difference between the attitude mean scores of the experimental group in which active learning techniques were applied and the control group in which conventional lecture method was applied?”

As both groups were neutral in terms of attitude pre-test mean scores, I used independent samples t-test to determine whether there was a significant

difference between the attitude mean scores of the experimental and the control group after the experimental process. The findings were given in Table 5.

Table 5. Independent samples t-test results for post-test attitude

Group	N	X	SD	Df	t	p	Effect size Cohen's <i>d</i>
Experimental	14	125.86	5.41	27	3.119	.004	1.17
Control	15	118.20	7.54				

As seen in Table 5, the attitude post-test mean score of the experimental group was 125.86 and that of the control group was 118.20. The independent samples t-test reflected that there was a significant difference between the attitude mean scores of the experimental and the control group in favor of the experimental group ($t=3.119$; $p<.05$). The attitude mean score of the experimental group in which active learning techniques was applied was higher than the control group. In line with this finding, it can be expressed that active learning techniques positively affect students' attitudes towards Vocational English Course. Cohen's *d* was found to be 1.17, which stands for a large effect size. In other words, the effect size can be inferred that the difference between the attitude mean scores of the students in the experimental and the control group is because of the group variable, and hence it results from the instructional design applied in the experimental group.

Discussion

The aim of the study was to determine the effect of active learning techniques applied in Vocational English Course on achievement and attitude. The first finding of the study reflected that active learning techniques were more effective in acquiring the objectives of Vocational English Course because there was a significant difference between the experimental and the control group in terms of students' achievement mean scores after the intervention. The results revealed a statistically significant difference in favor of the experimental group. In other words, instruction with active learning techniques enabled students to be more successful. Moreover, when the effect size was examined, it was observed to be large. Therefore, the difference for achievement between the experimental and the control group resulted from the group variable; and it was due to the instructional design applied in the experimental group. The finding of the study is line with previous findings in language teaching literature (Yenen & Dursun, 2019; Bulut & Dursun, 2019; Kardaş & Yıldırım, 2016; Maden, 2013; Özbay & Akdağ, 2013; Aydede & Kesercioğlu, 2012; Aytan, 2011; Koç, 2011).

Another finding of the study showed that the attitude mean score of the experimental group was higher than that of the control group. This finding revealed that active learning techniques positively affected students' attitudes

towards Vocational English Course. In addition, when the effect size was examined, it was observed to be large. In other words, the difference for attitude between the experimental and the control group resulted from the group variable, and hence it was because of the instructional design applied in the experimental group. The finding of the study overlaps previous findings in language teaching literature (Kardaş, 2019; Aytan, 2017; Shraiber & Yaroslavova, 2016; Türkben, 2015; Aydede & Matyar, 2009; Gökçe, 2004; Kalem & Fer, 2003).

Conclusions, Limitations and Recommendations

There are three major conclusions of the study. First of all, it provided insights into using active learning techniques for junior students of Tourism Management in teaching vocational English. Second, the students learned easily and achieved more in Vocational English Course by means of active learning techniques. Third, active learning techniques lead the students to have more positive attitudes. In other words, active learning techniques enabled students both enjoy and learn.

Active learning techniques in Vocational English Courses provided a notable way for learning the language. Active learning techniques ensured significant and practice-based learning experiences for students that would serve to advance not only their language competence but also their employability and personal development in the future. Therefore, active learning techniques may be considered as valuable means to acquire linguistic and non-linguistic competences for the students' professional life.

The study has some limitations. First of all, writing poetry (modified as writing dialogues), concept mapping, simulation, role-play, writing e-mails, script writing and drama were used as active learning techniques in this study. In further research, other active learning techniques not used in the study may be implemented. Second, participants were limited to the students majoring Tourism Management and taking Vocational English Course. Thus, the number of students may also be considered as a limitation. The students studying in different departments and taking Vocational English Course may be included in further studies and the findings may be compared with the findings of this study. In addition, active learning techniques may be conducted in teaching General English at undergraduate level in further studies. Finally, quasi-experimental design with pre-test and post-test control group model was used for six weeks. To eliminate this limitation, students' opinions may be dealt with in a qualitative study.

Active learning techniques helped students to achieve more and have more positive attitudes towards Vocational English Course. Based on the findings of the study, curriculum developers are recommended to include more active learning activities in language curriculums and instructors of English are

recommended to use active learning techniques in teaching English and more specifically in teaching vocational English. Instructors of English are also recommended to guide students in activities.

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