

**THAI NGUYEN UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES**

NGUYEN THI LIEN

**THE INFLUENCES OF EXTRA CLASSES ON STUDENTS'
ACADEMIC PERFORMANCE AT QUE VO NO. 1 HIGH SCHOOL
IN BAC NINH PROVINCE**

**(Ảnh hưởng của việc học thêm đến kết quả học tập của học sinh
trường Trung học Phổ thông Quế Võ 1 Bắc Ninh)**

**M.A. THESIS
(APPLICATION ORIENTATION)**

Field: English Linguistics

Code: 8220201

THAI NGUYEN – 2019

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Supervisor: Assoc. Prof. Dr. Hoang Tuyet Minh

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CANDIDATE'S STATEMENT

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I hereby certify that the thesis entitled

**THE INFLUENCES OF EXTRA CLASSES ON STUDENTS'
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IN BAC NINH PROVINCE**

is the result of my own research for the Degree of Master at School of Foreign Languages, Thai Nguyen University, and this thesis has not been submitted for any other degrees.

Thai Nguyen, 2019

Nguyen Thi Lien

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Thai Nguyen, 2019

ABSTRACT

Private tutoring is a widespread phenomenon in both developed and developing countries. In Vietnam, a country where education reforms are at its height, tutoring classes are proliferating and have become a concern to society and the government. Although the government has banned tutoring classes that are independent of school administration, in some cases the classes have been "organized" in some schools as a means to supplement some teachers' emoluments. Extra classes are creating a lot of stress and tension to the students and teachers who have to come early in the morning and late in the evening. This issue has led to a lot of problems like stress and tension of teachers and students being overburdened. This study is therefore conducted to find out the exact requirement of extra classes and whether it is the real reason behind students' academic performance. Descriptive research was adopted using non probability convenience method from Que Vo No.1 High School in Bac Ninh with a sample of 80 students, of whom 40 students took an extra course in English while other 40 did not. In this study, the data was collected through observation, questionnaires and tests. By doing this, we can find out the attitudes of students and teachers towards extra classes and its influence on students' academic performance in English. The researcher also gives some suggestions to help teachers at Que Vo No.1 High School enhance students' achievements.

Key words: Vietnam, extra classes, high school students, academic performance.

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LIST OF ABBRIVIATIONS

Cont	: Control
Exp	: Experimental
G	: Grade
MOET	: Ministry of Education and Training
MOF	: Ministry of Finance
L	: Language
No.	: Number
S	: Student
SD	: Standard Deviation
Ss	: Students
T	: Teacher

PART I: INTRODUCTION

1. Rational for the study

Together with recent economic growth, Vietnam's educational sector has been steadily expanding, with gross enrolment rates more than doubling from 32% to 73% at the secondary level, and increasing fivefold from 2% to 10% at the tertiary level from 1991 to 1994 (World Bank, 2006). However, one recent and growing phenomenon of the Vietnamese education system is a "shadow" education system that exists alongside the official education system. In this system, students attend extra classes to acquire knowledge that they do not appear to obtain during their hours in school. These extra classes or private tutoring sessions have become widespread in both urban and rural areas in Vietnam (Dang, 2007). According to Prinsloo (2008), these two systems are obviously neither mutually exclusive nor completely sequential or serial. They are interactive, but along a course where the first is gradually accomplished more and more and at a decreasing pace as one reaches higher and higher levels of skill, while the second starts off slowly but accelerates as the tools for achieving it are becoming more and stronger.

Extra classes involve additional instruction in core academic subjects, are usually given by children's regular teachers and normally take place within children's regular schools. They can therefore be seen as a private supplement to Vietnam's public schooling, and are related to but distinct from the phenomenon of private tutoring that is common elsewhere in Asia (Bray and Lykins 2012; Dang and Rogers 2007). Behind the supply of extra classes is the need to supplement teachers' poor salaries. On the demand side, reasons for taking the extra classes include the prevalence of half-day schooling, and fierce competition for the limited number of places in upper and post-secondary education. In addition, most of the high school graduates in Vietnam prefer to continue their education at college rather than do something else (Dang & Le, 1999); consequently, they are fully prepared to attend extra classes to get admitted to college. This has led to a booming business of 'extra

classes' (Chau, Ry, and Dam, 2000; Dan, 2000; Edu.Net Forum, 2004; Hanoi Department of Training and Education, 2000). To attend extra classes, students have to pay fees, which have become burdens to many countries. In South Korea, Kim and Lee (2004) find that parents spent an amount approximately equal to 2.9% of the nation's GDP on private tutoring for primary and secondary students. A survey of the extent of private tutoring in selected countries can be found in Dang (2006).

Despite the widespread nature of extra classes, to date there have been few quantitative studies on their influences, and even fewer studies seem to employ adequately rigorous econometric models to evaluate the influences of extra classes on a high school student's academic performance. To further complicate matters, most of the data employed so far are not nationally representative data. Lack of official statistics or researcher's attention may be two reasons for this situation. A third reason is that private tutoring can be a sensitive issue; some governments may be reluctant to make public the data for fear of political pressure (Dang, 2007). Full-time teachers and parents may also want to keep private tutoring a secret, for various reasons. In the United Kingdom, the reasons for limited information about private tutoring can be teachers' fear of harming their school's image, their promotion prospects or tax avoidance purposes, or parents' fear of their children's school teachers misinterpreting private tutoring as a lack of confidence in their abilities (Gordon, 1990). Some other factors affecting the students' results would include the socio-economic status of families, parental education levels, exposure to reading and writing opportunity in many ways, teacher pedagogy, assessment practices and feedback, facilities and learning materials, and including the quality and availability of textbooks, among many more (Prinsloo, 2008). Up to now, the effectiveness of extra classes followed by the students, especially the high school students, is still a question. That is the reason why this study is conducted.

2. Aims of the study

The study is aimed at finding out the influences of English extra class on students' academic performance in English at a high school in Bac Ninh province.

In order to gain the aims of the study, the following objectives are put forwards:

- Finding out the attitudes of teachers and students at Que Vo No.1 High School towards extra classes.
- To examine the extent of the influences of extra classes in English on students' academic performance at Que Vo No.1 High School in Bac Ninh.

3. Research Questions

1. What are teachers' and students' attitudes at Que Vo No.1 High School towards extra classes in English?

2. To what extent do English extra classes influence on Que Vo No.1 High School students' academic performance?

4. Scope of the study

The scale of the study was limited to Que Vo No.1 High School on 50 teachers and 80 students, of whom 40 students took extra classes in English while 40 others did not so that this study was able to control external variance better, and to empirically pilot procedures under tight and limited control conditions before deciding on the implications of scaling up any possible interventions to more districts, provinces, or otherwise.

5. Significance of the study

This study is conducted with the expectation that its finding will provide readers with useful information. Specifically, this study will bring evidence to support if there are any effects of extra classes on the improvement of students' academic results. In addition, it is expected that the thesis will better inform the teaching and learning approach to gain students' achievement.

6. Methods of the study

Descriptive and experimental research was adopted using non probability convenience method to find out the exact requirement of extra classes and whether extra classes are the real reason behind high school students' success. Based on the purposes of the study, the researcher used both qualitative and quantitative data in this research. The qualitative data will be collected with the use of questionnaires for students to identify the students' attitudes toward extra classes. Observation is also used to find out the real effects of extra classes. In addition, the researcher uses Microsoft Excel to analyzed quantitative data which were gained through assessing students' academic performances. This program was used to find out the mean scores of students' tests based on the matrix and the rubric used for Speaking skill. The analysis was done for both pre-test and post-test scores. Hence, the result of the analysis was used to find out if there was any improvement in the students' performance. Also, all comments, recommendations and conclusions will be made based on the data analysis. Hopefully, the data collected will contribute to the confirmation and support of the results which have been gained from the previous studies.

7. Organization of the study

The study is divided into three main parts as follows:

Part I: Introduction includes the rational, aims, research questions, scope, significance, methodology and organization of the study.

Part II: Development includes three chapters

Chapter 1: Literature review presents various concepts most related to the study including definitions of academic performance, extra classes. Literature review elaborates the private tutor situation and previous studies on the effectiveness of extra classes.

*Chapter 2: **Methodology*** is a detailed discussion of the method used in the study. It gives a thorough description of the research's components, as well as the research program including research design, the context of the study, participants, data collection instruments and description of procedures.

*Chapter 3: **Findings, Discussion and Recommendations*** reports the main findings obtained from the data collection, discusses the prominent aspects and presents some recommendations.

Part III: Conclusion is the summary of the whole study. The limitations of the study and suggestions for further study are also recommended in this part.

PART II: DEVELOPMENT

CHAPTER 1: LITERATURE REVIEW

1.1. Theoretical background

1.1.1. Academic performance

The definition of academic performance extends to achievement inside the classroom. According to Shirley Lesch (1998), academic performance or learning outcome describes significant and essential learning that learners have achieved, and can reliably demonstrate at the end of a course or program. In other words, academic performance identifies what the learner will know and be able to do by the end of a course or program. It reflects essential knowledge, skills or attitudes and focuses on *results* of the learning experiences. In this study, academic performance (which is digitized into scores) relates to the results of 5 aspects: Language Use, Listening, Reading, Writing and Speaking.

1.1.2. Extra classes

Definition of extra classes: According to Ha & Harpham (2005), the issue of extra classes is not new. It is an educational, economic and social one. Educationally, it is widely called ‘shadow education’ on the grounds that much of its scale and shape is determined by mainstream schooling (Stevenson & Baker, 1992; Bray, 1999; Lee, Park, & Lee, 2009). For all children do not learn at the same rate and have different level of understanding, especially slow ones, need extra time to get to know the content compared to the fast learners in order to achieve their goal or target. They come to extra classes as a means to meet the end. Globally, this trend is observed in both developed and developing countries.

Types of extra classes

Although many students made individual arrangements with self-employed tutors, the researcher offers the four main modes of extra classes as follows:

- One-on-one extra class
- Small-group extra class
- Lecture-type extra class
- Online extra class

In this study, the experiment was conducted on extra class in form of Lecture-type one, which consists of the teacher and 40 grade 10 students from Que Vo No.1 High School.

1.1.3. Factors affecting students' academic performance

According to Radhika (2018), there are numerous factors that influence the academic performance of the students. These have been divided into objective factors and subjective actors. The author based on these factors to design items in questionnaire and observation. These factors are stated as follows:

1.1.3.1. Subjective factors

Attitude of the Students

High school students may possess the ability to distinguish between what is appropriate and what is not. Targeted students often have positive feelings about school experience; they have the characteristics of discipline, diligence and resourcefulness, aspiring readers and tend to spend less time with leisure and entertainment activities. It is necessary for students to have positive thoughts about their schools, teachers and subjects. With a positive attitude, they will be able to devote themselves to learning and creating the desired learning outcomes (Maina, 2010).

Development of Study Skills

To improve the academic achievement of another person, individuals should develop learning skills within themselves. Students themselves need to create

awareness of study skills, so that they can create the desired learning outcomes. Some study skills include, memorizing textbooks or other materials, taking notes, practicing writing essays and articles, etc. One of the important areas is, when a person is studying, it is crucial to fully focus on one's study. Memorization is considered to be one of the rare techniques; therefore, teachers encourage students to acquire understanding of concepts instead of memorization.

Time Management

High school students have a busy schedule, so it is necessary for them to create awareness about effective time management. Student's regular school schedule includes class time and time to complete homework. They also participate in a number of extracurricular and sporting activities. Playing and participating in creative activities, not only helps them focus better, but they can also stimulate their thinking. It is very important for students to participate in extracurricular activities for this purpose; they need to implement appropriate time management skills. It is vital for students to create a balance between all tasks and activities. More important activities should be spent more time than less important activities. The important thing for students is to take fun and look towards the activities of the school and the classroom in a positive perspective. Students need to maintain their physical and psychological health. When a student is healthy, then he will be able to play an active role in learning.

1.1.3.2. Objective factors

School Resources

In schools, it is important to provide resources that can be used to improve the academic performance of students. Textbooks, notes, learning materials, hands-outs, technology, library facilities and laboratories, especially in science subjects should include the necessary materials. When students will be provided with the necessary tools and equipment, they will be able to better understand academic concepts and

how to perform experiments. In some cases, especially students from disadvantaged, marginalized, and economically outdated parts of society cannot afford the books and materials needed for learning, so they depend on library facilities and other students for books and other materials (Maina, 2010).

Skills and Abilities of the Teachers

Teachers have a mandatory role in influencing the academic performance of the students. They are given the authority to direct all activities in the classroom and manage their studies. It is important for teachers to have the characteristics of professionalism and conscience. They need to possess an accessible nature, listen and provide solutions to problems faced by students. They need to have adequate knowledge and information about the subjects they are teaching, using technology, modern and creative methods in the teaching and learning process, disciplining and directing all classes as well as school activities and functions in a well organized manner. Teachers in some cases are strict, but rigor should be maintained within limits. The main goal of teachers should only be to increase the academic performance of the students and lead to their effective development (Maina, 2010).

Classroom Environment

Academic concepts are made known to the students by teachers in the classroom. The teachers have the main task of completing the course syllabus. Therefore, it is important that the classroom environment should be disciplined and well ordered (Kudari, 2016). In the classroom, it is important for teachers and students to implement the traits of morality and ethical characteristics. It is important to promote mutual understanding, sociability and cooperation between teachers and students as well as among the fellow students. The efficiency in classroom management introduces an effective and organized management of lesson plans, teaching strategies, teaching and learning processes, etc. When there is discipline and

effective interpersonal communication, it will help students learn better and improve their academic performance.

Role of Parents

Home is considered as the place where learning and education platform takes place. In order to create good academic results, it is important for parents, children and other family members to encourage a learning atmosphere within homes. For example, when students have problems in certain subjects, parents are responsible for providing help. This help may be in the form of private tuition or they may teach their children. They provide technology and other learning materials at home to enhance their children's academic performance. Parents play an important role in leading to the growth and development of their children (Kudari, 2016). In school, whatever problems children have to go through with academics and other fields, they often communicate with their parents. Parents are a source of security, encouragement and help for their children in providing solutions to their problems.

Interactions

Children are enrolled in schools not only to learn academic concepts, but also to learn, interact and communicate with others. Students often form friendly terms and relationships with other students. Forming a social circle and friendship has a positive impact on the academic outcomes of the students. As when a student has to work on a project or prepare for a test, group study is beneficial in most cases. It also causes social satisfaction and happiness in one's student life (Kudari, 2016). Forming a social circle proves to benefit individuals in many ways, such as, solving academic problems, participating in recreational activities, sharing one's joy and sadness, etc.

Teaching Methods

Teaching methods must be appropriate and encouraging to the students. The school teachers are a part of the mandatory one of promoting learning among

students. It is essential for them to ensure that the teaching methods used must prove to be beneficial to their students. The teachers in the school are required to be approachable and professional in their behavior. They are the ones that students approach, in case they have any problems and difficulties. When teachers are friendly and generous, the students will feel comfortable not only in approaching them, but also in clarifying their doubts. It is important for parents and teachers to ensure that effective teaching methods are implemented, which can encourage learning among students and help them better understand.

In conclusion, there are many factors that can affect to the academic performance of students. The researcher finds it necessary to base on these factors to design questionnaires and decide what should be observed to answer the two research questions.

1.1.4. Private tutor situation

There has much public debate about the widespread private tutoring situation in Vietnam. The topic has come up not just in the media, including television broadcasting and newspapers and journals, but also in the National Assembly's hearings of the Minister of Education and Training. Indeed, private tutoring has become so serious a problem that the Vietnamese government has issued several legal documents at the ministerial levels prohibiting compulsory and mass-scale extra classes at school (Decree No. 242, OPM, 1993), and stipulating the ranges for extra class fees that schools can charge students (Circular No. 16, MOET & MOF, 1993). However, after the promulgation of these regulations, private tutoring classes still developed such that the Ministry of Education and Training had to issue some more legal documents regulating it, notably among them Circular No. 15 (MOET, 2000) providing guidance on urgent measures to be taken to control private tutoring. Extra classes are creating a lot of stress and tension to the students and teachers who have to come early in the morning and late in the evening. This issue has led to a lot of problems like resignation of teachers and students being overburdened. This study is

therefore conducted to find out whether extra class is the real reason behind students' academic performance.

1.2. Previous studies on the effectiveness of extra classes

There are many students who attend classes at the tuition center or extra classes at school, but its effectiveness against achievement of the performance of students is still a concern. This phenomenon is explained if two students from the same school, attended tuition but get the same results of different examinations. However, it cannot be denied that the attitudes, interests and learning styles of different students also affect the effectiveness of additional classes attended by these students. Studies have been done by Jaafar et al., (2008) of UPSR students have shown the positive effect that there is a significant difference between pre test and post-test showed that there is effective implementation of intensive classes under the guidance of the Sekolah Angkat Maktab Perguruan project (SAMP). However, for students in secondary school, this was necessary matter given more in-depth study. There are many factors that influence the effectiveness of student learning for academic achievement, including the teaching methods of teachers (Mahzan, 2004). This is because the teaching style that is not consistent with the learning styles may confuse students and thus interfere with the process of teaching and learning in schools. In such circumstances, students become the next victim and become weak in the subjects involved. So, one alternative to improve the students' learning process is to attend extra classes organized by schools.

Among the existing studies, private tutoring was found to be a good with income elasticity ranging from highly inelastic in Greece (Psacharopoulos & Papakonstantinou, 2005) to unit elastic in Turkey (Tansel & Bircan, 2006). The common pattern is that richer and more educated household in urban areas spend more on private tutoring classes compared to other households in more remote areas (Ha & Harpham, 2005; Kim & Lee, 2004; Tansel & Bircan, 2006).

There have been mixed results among the few studies seeking to determine the influences of private tutoring on students' academic achievement. For a sample of 8-year-old children in Vietnam, after controlling for other characteristics, the researchers find that private tutoring does not significantly increase the children's writing and multiplication test scores (Ha & Harpham, 2005). Le (2012) finds that that participation in extra classes is generally not associated with higher cognitive test scores, but a number of other factors (parental education, household wealth, ethnicity and gender) do influence children's test scores. Karin Guill & Wilfried Bos (2014) concluded that while the majority of the parents as well as of the students stated that private tutoring had improved the students' mathematics achievement there was neither a significant improvement of math marks of tutored students compared to the entire sample of non-tutored students nor an improvement in math achievement test results due to private tutoring. In Singapore, private tutoring is found to have a negative effect on secondary students' grades (Cheo & Quah, 2005). However, contrary evidence is found, too. Using data from Rounds 1 and 2 of Young Lives, Ko and Xing (2009) showed there was an association between taking extra classes and the subjective well-being of children in Vietnam. Dang (2007) worked with nationally representative household survey data from 1997– 1998 and found that 31 per cent of primary school, 56 per cent of lower secondary and 77 per cent of upper secondary school students attended extra classes. Using internal school grades, this study also found that private tutoring had a significant impact on a student's academic performance and the influence is larger for lower secondary students. The paper also found that private tutoring is a necessity in the household budget for primary and lower secondary students in Vietnam, and the trend to attend private tutoring is stronger at higher education levels. There remained, however, a number of unanswered questions about the effect that extra classes had on the development of children's cognitive ability. Moreover, little research paid attention to the influences of extra classes on high school students. It is therefore clear that more research needs to be done on this topic.

1.3. Summary

In conclusion, this chapter presents background knowledge of extra classes, students' academic performance, factors affecting students' academic performance, extra class discussion of issues and aspects concerning the topic of the study. There has much public debate about the widespread private tutoring situation in Vietnam. The topic has come up not just in the media, including television broadcasting and newspapers and journals, but also in the National Assembly's hearings of the Minister of Education and Training. Indeed, there are many factors that affect students' results. Hence, the study is conducted to find out if extra class is the real factor behind the academic achievement in English of students at Que Vo No.1 High School.

CHAPTER 2: METHODOLOGY

2.1. Research Design

Descriptive and experimental research was adopted using non probability convenience method to find out the exact requirement of extra classes and whether extra classes are the real reason behind high school students' success. The scale of the study was also limited to a single high school in Bac Ninh to be able to control external variance better, and to empirically pilot procedures under tight and limited control conditions before deciding on the implications of scaling up any possible interventions to more districts, provinces, or otherwise.

2.2. The context of the study

The research was conducted at Que Vo No.1 High School for 15 weeks (from January 1st to April 12th 2019).

2.2.1. The textbook

The textbook for the students is introduced by MOET, published in 2018. It includes 10 units; however, only the last five units were chosen for the second semester. The teacher had to cover the tutorial course with these five units in 45 periods with 45 minutes for each period in 15 afternoons. The tests were designed basing on the content of the textbook considered as academic curriculum of English 10 in the school year 2018-2019 (Table 2.1).

Table 2.1. Academic curriculum of English 10 by Pearson 2018

Unit	Topic	Vocabulary	Pronunciation	Grammar
Unit 6	Gender Equality	Words and phrases related to gender equality	Stress in two-syllable words	The Passive voice with modals
Unit 7	Cultural Diversity	Words and phrases related to traditions, cultural characteristics and superstitions	Stress in three-syllable words with derivatives	-Comparative and superlative adjectives - Articles
Unit 8	New Ways to Learn	Words and phrases related to electronic devices that can help us learn and using the Internet to learn English	Stress in three-syllable adjectives and verbs	Relative clauses: defining and non-defining clauses with 'who', 'that', 'which' and 'whose'
Unit 9	Preserving the Environment	Words and phrases related to environmental impacts and ways to protect the environment	Stress in three-syllable nouns	Reported speech
Unit 10	Ecotourism	Words and phrases related to the importance, benefits and principles of ecotourism	Stress in words of more than three syllables	Conditional sentences types 1 and 2

Reading	Speaking	Listening	Writing	Project
Reading for general ideas and specific information about gender equality in employment	Talking about equal job opportunities	Listening for specific information about wage discrimination	Writing about the disadvantages of working mother	Do a survey about gender equality in the class / school
Reading for specific information about superstitions in Vietnam	Comparing traditions and customs in two countries and discuss those of Vietnam	Listening for specific information about the wedding traditions of a small community in the USA	Writing about some typical characteristics of the Vietnamese people	Prepare a presentation about some aspects of Vietnamese culture
Reading for general ideas and specific information about new ways to learn English	Talking about how electronic devices can help us learn	Listening for specific information about instructions on how to access and use online English language materials	Writing about the advantages of electronic devices as learning tools	Do a survey to find out how students use electronic devices to learn English
Reading for general ideas and specific information about threats to the environment	Talking about the environmental impacts of human activities	Listening for specific information in a student's talk on environmental impacts and their effects	Writing about environmental problems and give some practical advice on how to preserve the environment	Prepare a presentation about environmental problems of the local area and an action plan to deal with them
Reading for general ideas and specific information about the benefits and principles of ecotourism	Talking about what tourists can do on an eco tour	Listening for gist and specific information about ecotourism	Writing a travel brochure promoting an eco tour	Do a survey to find out students' experience in ecotourism

2.2.2. The students

In the year 2018-2019, the school has 1830 students ranged from grade 10 to grade 12. They have to go extra classes for many subjects, such as Math, Literature, Biology, Chemistry, Physics, Geography, English and History. A large number of students (73%) take part in at least three extra classes. Some of them even don't have any day off. Three main subjects studied by students in extra classes are Math, Physics and Chemistry (Figure 2.1).

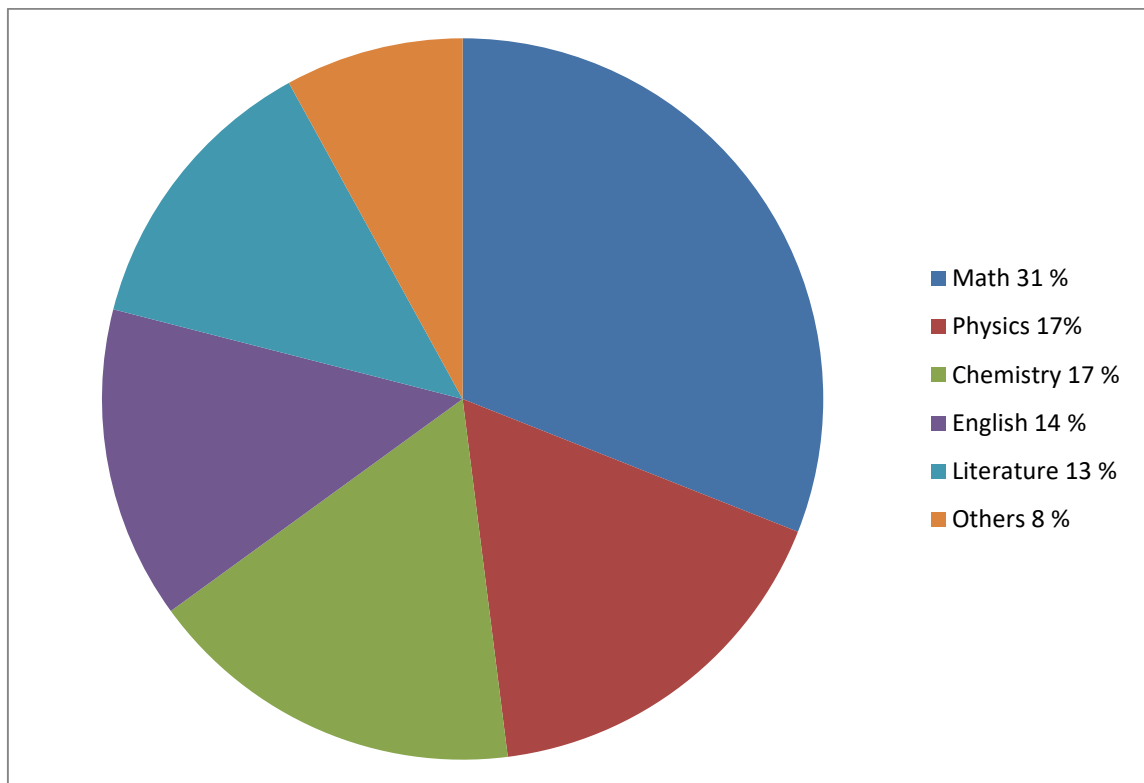


Figure 2.1. The subjects studied in extra classes

2.2.3. The teachers

The school consists of 103 teachers. Most of them (64%) have the experience between 6 to 15 years (6 out of 103). Also, the majority of the male teachers (72%) have an experience of 11 to 20 years whereas, majority of the female teachers (39%) are with 11 to 15 years of experience (Table 2.2).

Table 2.2. Teachers with experience and sex

Experience (in years)	Male	Female
0-5	2	10
6-10	3	18
11-15	8	31
16-20	10	15
21-30	2	4
Total	25	78

2.3. Description of the subjects

The sample consists of individuals from Que Vo No. 1 High School in Bac Ninh province consisting of teachers (50) and students (336) who have at least 3 extra classes at school. 80 students whose majors are Math, Physics and Chemistry from Grade 10 were selected and divided in two groups of 40 each and were randomly distributed to an experimental and a control group. The experimental took the tutorial course while the control one did not.

The questionnaires were distributed to 50 teachers (21 male, 29 female) aged from 24 to 50 years old and 336 students, aged from 16 to 18 years old at different classes and taken back afterwards. The author also observed the tutoring lessons of the teacher who was running the experimental course to have a comprehensive observation. The teacher has taught English for over 10 years and has a lot of achievements in teaching English with innovative and effective teaching methods. Also, the author observed 40 students in the tutorial class. All of them provided the author with necessary information about extra classes and their teaching and learning methods.

2.4. Data collection instruments

In this study, data collection involving multiple instruments was gathered to enable information to be changed and interpreted meaning of data (Tuckman, 1988).

The main data collection instruments consist of questionnaire, class observation, interview and tests. The quantitative data were obtained from students' pre-test and post-test scores. They all were the effective tools to help the author gather the information for the study.

2.4.1. Questionnaire

In this study, questionnaires were selected as one of the important data collection instruments because it not only provides information collected from a large number of participants but also helps to obtain information about different kinds of problems.

According to Saphier (Saphier, 1993:411), there are a lot of advantages for using a questionnaire. If carefully planned, it is a useful method for gathering a large number of general data and opinions from a large number of people relatively quickly. Questionnaires are easy to analyze. Data entry and tabulation for nearly all surveys can be easily done with many computer software packages.

Another good point is that questionnaires are familiar to most people. Nearly everyone has had some experience completing questionnaires and they generally do not make people apprehensive. As a result, it will be easier to carry out an investigation using questionnaires. In addition, questionnaires can reduce bias. There is uniform question presentation and no middle-man bias. The researcher's own opinions will not influence the respondent to answer questions in a certain manner. There are no verbal or visual clues to influence the respondent. And one more advantage of using questionnaire method is that questionnaires are less intrusive than telephone or face-to-face surveys. When a respondent receives a questionnaire, he or she is free to complete the questionnaire on his/her own time-table. Unlike other data collection instruments, questionnaires can help the Major focuses in the questionnaires will be submitted and each section contains items that must be answered by respondents.

In this study, the focus of the questionnaire is the implementation of extra classes, willingness of teachers, students' acceptance and effectiveness of extra classes. Each questionnaire submitted is believed able to answer the questions in this study. The questionnaire for students consists of 15 questions conducted in Vietnamese, of which 5 questions will be delivered to 50 teachers and 10 questions will be delivered to 336 students of three Grades from Que Vo No.1 High School. Specifically, the questionnaires will put more focus on the students' and teachers' attitudes towards the effectiveness of extra classes. Also, the questionnaires will aim at exploring factors influencing on the students' academic performance.

2.4.2. Observation

The other data collection instrument used in this study is observation. Observation is a way of gathering data by watching behavior, events, or noting physical characteristics in their natural setting. Observations can be overt (everyone knows they are being observed) or covert (no one knows they are being observed and the observer is concealed). The benefit of covert observation is that people are more likely to behave naturally if they do not know they are being observed. However, you will typically need to conduct overt observations because of ethical problems related to concealing your observation.

As we know, students at high school are sometimes spontaneous, sometimes reserved; joyful now, sad later; friendly and reserved; competent and naive; talkative and quiet. Students are unique and complex and thus often difficult to comprehend. And they do not readily engage us in dialogue in order to explain the reasons for their caprice as they explore the world that surrounds them. Yet, it is important for us to know our students deeply, to flow with their currents, and to extend their nascent theories about how the world works. So using observation is necessary when we want to study about them. Furthermore, observation is a really effective data collection instrument. When using it, the ability to record and report all findings that are true to the topic is at hand. A key advantage of observation research is that often the

respondent or consumer is unaware that they are being observed, allowing the behavior to be observed naturally. It helps in overcoming issues of validity and is useful when the subject cannot provide information or when the subject is feared to provide inaccurate information. With this data collection instrument, the author can observe something that may not come out in a questionnaire, survey or interview. The author can observe things that may not be easily explained by the participants using another data collection instruments.

The classroom observations lasted for four weeks in the second semester of the 2018-2019 academic year. Classroom situation were also observed to gain a better picture of teacher's feedback and wrote field-notes for teacher feedback on students' performances which received the teacher feedback as well. The writer would be a non-participant observer who sits on the back of the class in order not to disturb the naturalness of the class as well as the students' attention to the teacher. During the lesson all the observation checklists were fulfilled and some other observation notes were taken by the researcher.

2.4.3. Tests

The researcher used tests as an important instrument for this study. Based on the content of the textbook, the test consisted of 5 aspects: Language focus, Listening, Reading, Writing and Speaking. They were considered the criteria to evaluate if there was any improvement in students' academic results after the treatment. The tests were given before and after treatments or tutorials. The pre-test was intended to know initial knowledge level of the sample and the post test was intended to check whether the tutorials had effect or not toward students' academic performance.

Pre-test was carried out before giving treatment, while the post-test was given after 12-week treatments. Basing on the content of the textbook, the matrix is designed for the pre-test and post-test (Table 2.3).

Table 2.3. The matrix for the pre-test and post-test

Category	Content	Form	Awar eness	Unde rstan ding	Utiliz ation	High Utiliz ation
L. Focus 2.0 pts	- Pronunciation: Stress in 2 syllable words related to the topics	MC Qs	2			
	Gap-fills with the vocabulary related to the topics	MC Qs	1	1	1	
	Gap-fills related to Grammar points: - Passive voice with modals - Conditional sentence - Reported speech - Comparative and superlative adjectives - Reported speech	MC Qs	2	1	1	1
Listening 2.0 pts	Listen to a passage about one of the topics in the textbook and choose the correct answer	MC Qs	1	1	1	
	Listen to a passage about one of the topics and tick the correct column	T/F	2	2	1	
Reading 2.0 pts	Reading a passage about one of the topics in the textbook and answer the questions	Open Qs	1	2	1	
Writing 2.0 pts	Sentence transformation related to: - Conditional sentence - Reported speech - Relative clauses	Open Qs		1	2	1
Speaking 2.0 pts	Talk about the ways to protect our environment	Sts have 5 minutes to present their topic and answer two questions from the teacher.				

The quantitative data were obtained from students' pre-test and post-test scores in 5 sections: Language focus, Listening, Reading, Writing and Speaking. Especially, Speaking section was evaluated by using rubrics as the instrument.

In short, although every data collection instrument has both good points and drawbacks, questionnaire, observation and tests seem to be the best choice for this study. And the combination of all these instruments can ensure reliable data.

2.4.4. Data synthesis

After data were collected from questionnaires, pre- test, post- test, and class observations, a plan for synthesizing and analyzing these data was quickly and thoroughly designed by the researcher to get the results.

2.5. Description of the procedures

In order to find out the attitudes of students and teacher towards extra classes and the influences of extra classes on students' academic performance, the study was carried out as follows.

Firstly, the experimental group consisting of 40 students took part in the extra course which lasted for 45 periods. (Table 2.4)

Table 2.4. The contents of the extra course

Session	Period	Contents
1	1-3	The Passive Voice with Modals
2	4-6	Comparative adjectives
3	7-9	Superlative Adjectives
4	10-12	Speaking and Listening about Aspects of Vietnamese Culture

Session	Period	Contents
5	13-15	Articles
6	16-18	Relative Pronouns
7	19-21	Defining Relative Clauses
8	22-24	Speaking and Listening about how to learn English with electronic devices
9	25-27	Non-Defining Relative Clause
10	28-30	Reported Speech
11	31-33	Reported Speech
12	34-36	Speaking and Listening about environmental problems of the local area
13	37-39	Conditional Sentence type 1
14	40-42	Conditional sentence type 2
15	43-45	Word Stress

Before and after the extra course, both the experimental group and the control group had to complete the pre-test and post-test

The Pre-test

The pretest which appeared to take in 60 minutes for the whole test was conducted on the January 2nd 2019. The pretest was administered on the sample of the study for two groups. The researcher tested the sample of the study and scored. The aim behind carrying out the pre-test is to compare the students' achievement scores in the pre-test with that of the same students in the post-test.

The Post-test

At the end of the teaching period, the students of the experimental group were post tested on the April 12th 2019. The same testing procedures were followed in conducting the pretest. The students' oral performance in the post-test was scored under the same conditions as that of the pretest. The time requiring was 60 minutes for the whole test. The researcher conducted the pretest and the posttest under the same conditions.

At the same time, to get the data, classroom situation and specifically the teachers' reaction toward students' performance during the teaching process were observed. The sixty minutes classroom observations were conducted in four different classes on the same grade with different ability (high achiever- lower achiever group) on the same material and the same teacher. This school classified the students for each group based on their ability. Four sessions interview after each observation were also conducted to gain the data about the reason of the teacher in giving certain type of feedback for students' performance in the classroom.

Next, the students were given a questionnaire survey to complete. The questionnaire survey was adapted from Cheng (2006) and contained fifteen questions with five different scales. The questionnaire survey assessed the students' and teachers' attitudes towards extra classes for some specific modules.

Finally, the researcher began to classify the data to give answers to the two research questions. The results were presented in two main categories, namely:

- + Students' and teachers' attitudes towards extra classes.
- + The influences of extra classes on high school students' academic performance.

The results of this analysis were converted into statistics, numbers and percentage in the form of tables and figures for the purpose of comparing and analyzing.

2.6. Summary

This chapter has presented the methodology applied in this paper, characteristics of participants, and research setting. Data collection instruments, procedures of data collection and data analysis were also provided. All of the participants provided the author with necessary information about extra classes and their teaching and learning methods. Data collection involving multiple instruments was gathered to enable information to be changed and interpreted meaning of data. The main data collection instruments consist of questionnaire, class observation, interview and tests. The quantitative data were obtained from students' pre-test and post-test scores. They all were the effective tools to help the author gather the information for the study.

CHAPTER 3: FINDINGS, DISCUSSION AND RECOMMENDATIONS

3.1. FINDINGS

The data for the study consists of both primary data and secondary data. The primary data was collected by designing two sets of questionnaire of which is one for students and the other for teachers. The questionnaire was administered to the teachers and students separately. The secondary data was collected from school policy manual, journals and books. After all data and information obtained are categorized according to their codes, researcher will make further analysis and assessment of the overall combined data collected using statistical tools like percentage method, graphical method and cross tabulation. Once analysis is completed, researcher has concluded as a whole and determines whether the data obtained answer the research questions from the class aspects of the requirement of extra classes and the influences of extra classes on high school students' academic performance.

3.1.1. Research question 1: The students' and teachers' attitudes towards extra classes

3.1.1.1. Results from questionnaires

3.1.1.1a. Teacher's attitudes

Preparation of lesson plan and course material

Table 3.1. Lesson plan preparation at the beginning of the academic year with experience

Lesson plan	Experience (years)					Total
	0-5	6-10	11-15	16-20	21-30	
Strongly agree	6	3	3	2	1	15
Agree	4	10	9	4	3	30
Neutral					1	1
Disagree		1			1	2
Strongly Disagree				1	1	2

Table 3.1 exhibits that the respondents prepare the lesson plan and course material at the beginning of the academic year. Irrespective of the experience, majority of the teachers prepare lesson plan and course material (90%) at the start of the academic year. It also shows that in case of adhering to the schedule given in the lesson plan, the respondents with 11 to 15 years and 21 to 30 years of experience strongly agree that they go in par with the schedule.

Completion of syllabus without extra class

Table 3.2. Completion of the syllabus within the school time with experience

Lesson plan	Experience (years)					Total
	0-5	6-10	11-15	16-20	21-30	
Strongly agree	4	5	4	4	3	20
Agree	2	6	5	1	1	15
Neutral	1	1	1			3
Disagree	2		1	2	1	6
Strongly disagree	1	2	1		2	6

Irrespective of the experience 70% of the teachers strongly agree that they can complete the syllabus within the school time without extra classes (Table 3.2).

Teaching theory and practical

Table 3.3. Preference in having practical lessons outside the classroom with experience

Outside Activities	Experience (years)					Total
	0-5	6-10	11-15	16-20	21-30	
Strongly agree	3	1	1			5
Agree	3	1	2			6
Neutral			1	1		2
Disagree	2	8	5	4	1	20
Strongly disagree	2	4	3	2	6	17

Majority (74%) of the teachers prefer having their lessons in the classroom because prepare for a lesson outside costs them a lot of time and energy. A few teachers prefer taking the students to laboratory during their practical session and feel that it would be a waste of time to teach the same topic in the class once again. The duplication can be avoided so that more concentration can be given to other topics (Table 3.3).

Assignments

Irrespective of the experience majority of the teachers strongly agree that giving assignments to students will make them to think, use library and browse Internet. This would help the students go beyond the syllabus and not bookworm. Majority of the teachers (53.33%) strongly agree that they encourage students to come prepared for the class with topic to be taught next day to have an interactive teaching.

Interaction with the students

Majority of the teachers (54.13%) have not answered, neutral (8.56%) and disagree (10%) which constitute in total approximately to 73%, do not interact with the students. Interaction with the student is reducing with increase in experience. Outside the class interaction is less between teachers and students. Interaction with students would help in increasing the morale of the students.

Interactive teaching

A lot of the teachers (47%) feel that interactive teaching is the best method of teaching. Teachers with less experience strongly agree with the statement whereas the teachers above 11 years of experience just agree to it. So, it can be inferred that interaction with the students as well as interactive method of teaching reduces with experience.

Usage of teaching aids

Majority of the teachers (79.17%) irrespective of the experience use teaching aids for handling classes.

Producing result

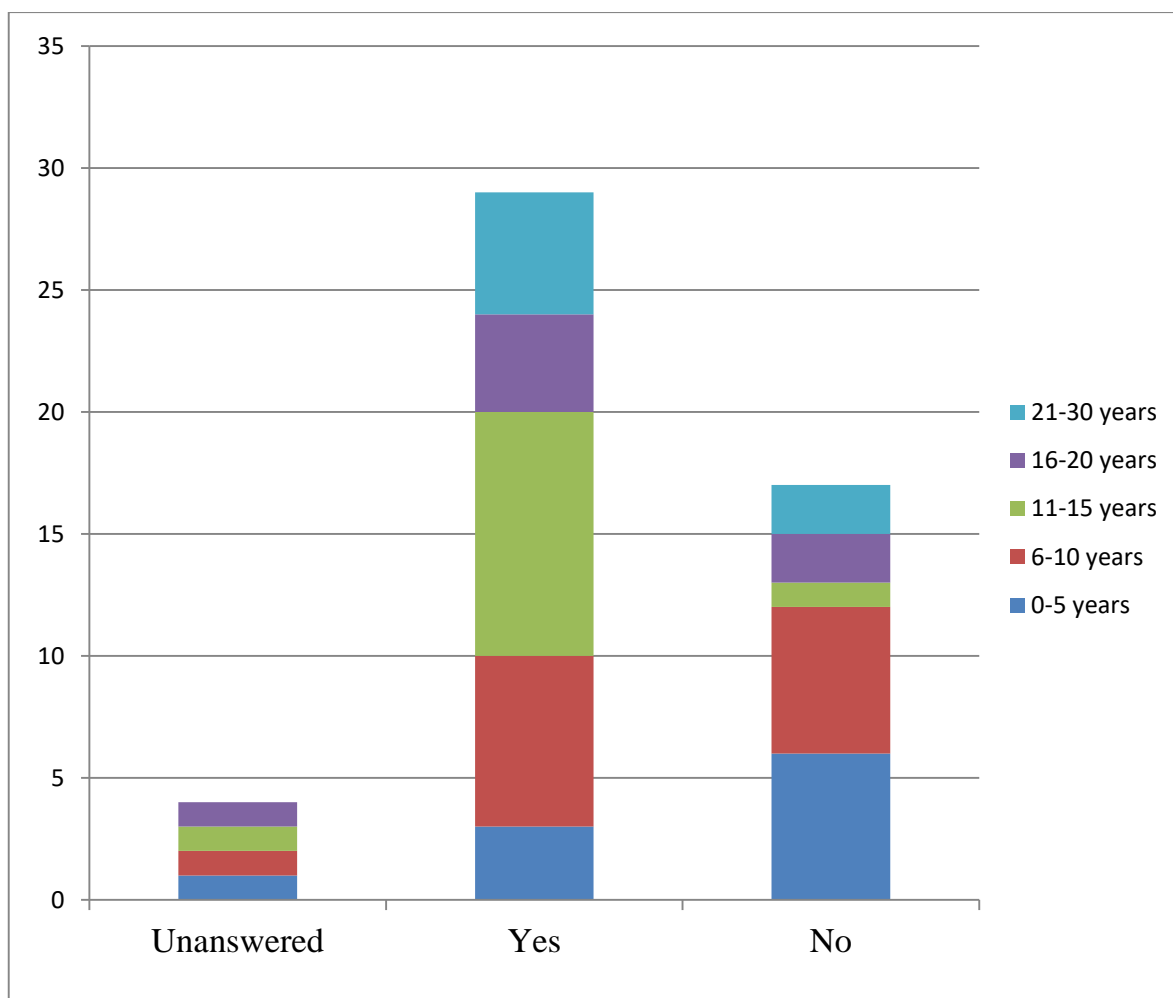


Figure 3.1. Extra classes (before and after school) - the success behind the current results with experience (years)

This figure indicates that teachers (58%) are confident of producing the expected results even if extra classes are cancelled. It can also be inferred there is a difference of opinion with increase in experience. The teachers with an experience below 5 years feel that they cannot produce the results expected if extra classes are cancelled whereas more experienced teachers are confident. It can also be inferred

from male teachers (69.79) who feel that extra classes are the real success behind the results compared to female teachers (60.27%). This statement is contradictory because the male teachers in the above case feel that they can produce the results without the extra classes. So there is a dilemma which is created among themselves whether extra classes are required or not.

Suitability of extra class

Table 3.4. Extra classes (before and after school) - the success behind the current results with sex

Extra class-current results	Male	Female	Total
Unanswered	1	1	2
Yes	15	21	36
No	5	7	12

Majority of teachers (72%) say that extra classes can result in students' achievement. Irrespective of the experience and gender the response is the same (Table 3.4).

Table 3.5. Suitability of extra classes with experience

Suitability of extra classes	Experience (years)					Total
	0-5	6-10	11-15	16-20	21-30	
Unanswered		1				1
Below average	4	6	6	3	3	22
Average	4	5	5	2	2	18
Above average	1	1		2	1	5
Extra ordinal	1	1	1		1	4

Majority of the teachers (44%) feel that the extra classes can be arranged for below average students, followed by 36% who feel that concentration can be given to average students. So, it is better to have extra classes to those who need rather than all the students (Table 3.5).

Sufficiency of class

Table 3.6. Sufficiency of periods in extra classes for each section per week with experience

Sufficiency of periods	Experience (years)					Total
	0-5	6-10	11-15	16-20	21-30	
Unanswered		1				1
Extra	6	9	7	6	5	33
Sufficient	4	3	4	1	1	13
Not sufficient		1	1		1	3

Majority of the teachers (66%) feel that the number of periods given to them per week for each section is more than sufficient even overloaded (Table 3.6).

3.1.1.1b. Student's attitudes

Revise the daily portion

Table 3.7. Time at home to revise the daily portions taken in the class with sex and grade

Revise the daily portions	Male	Female	G. 10	G. 11	G. 12
Strongly agree	30	9	8	19	12
Agree	42	31	19	40	14
Neutral	22	33	15	32	8
Disagree	58	41	27	62	10
Strongly disagree	50	20	18	35	17
Total	202	134	87	188	61

We can see that quite a lot of students (50.3%) feel that they do not have time to revise the daily portion, followed by 33.3% who feel that they have time to revise the daily portion and 16.4% stay neutral. Most of the students feel that they have to spend lot of time in understanding some topics, as a result of which they do not find time to study other topics (Table 3.7).

Time for entertainment

Majority of the students (63%) feel that they do not get time for entertainment and they are not getting sufficient time to do their personal work. Only 10% of them agree that they do have time for entertainment. 23.31% stay neutral.

Producing results

Table 3.8. The influence of extra classes on students' results

Extra classes- influence on result	Male	Female	G. 10	G. 11	G. 12
Unanswered	7	4	6	3	2
Yes	59	70	47	70	12
No	139	57	34	128	34
Total	205	131	87	201	48

Majority of the students (58.33%) are confident that they can produce good results even if extra classes are removed. Irrespective of gender this response is the same. Moreover, when analyzed in terms of grade, 11 and 12 students are more confident of producing the good results even if extra classes are removed than grade 10 students (Table 3.8).

Extra class success for result

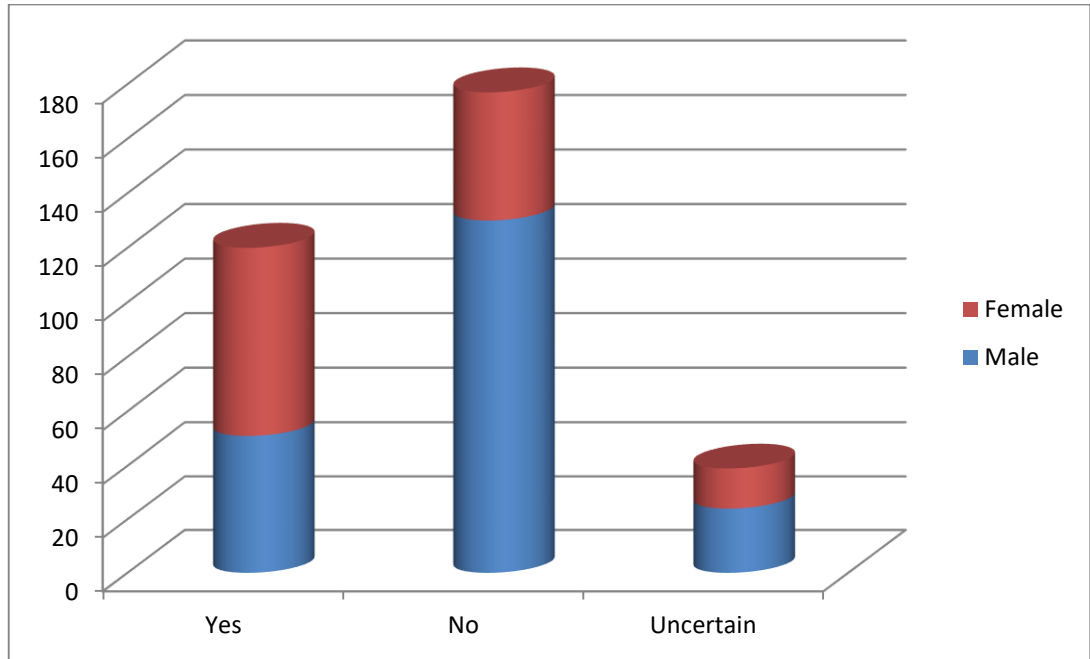


Figure 3.2. Whether extra classes help students to produce good marks or not

When being asked if extra classes can help to get good marks, 35.71% of the students (more female than male) confirmed that extra classes are the main reason for them to produce the good results. Whereas, majority (52.68%) of the students do not agree that extra classes are the main reason for their success. Instead, they mentioned lots of other factors that influence their results such as learning method, learning motivation, cognitive abilities, teacher’s teaching method and so on.

Table 3.9. Requirement for extra classes

Extra classes	Male	Female	G. 10	G.11	G.12
Yes	80	70	50	62	25
No	125	61	37	139	15
Total	205	131	87	201	48

Majority (55.36%) of the students don't want extra classes because they feel over burdened (Table 3.9). They are not happy with the schedule because they have lessons all day from Monday to Saturday, even Sunday.

Table 3.10. Students' reasons for taking extra classes

Reasons for taking extra classes	Grade 10	Grade 11	Grade 12
It's the school's schedule	81	79	90
Parents' request	71	68	79
Attracted by friends	30	25	20
To improve examination scores	26	30	35
To learn school subjects better	20	27	30
Others reasons	10	14	16

As can be seen, the most popular reasons why students are taking part in extra classes are that it is obligatory because it's the school' schedule and students' parents require them to do. There are not many students go to extra classes to learn better or to improve their results.

3.1.1.2. Results from Observation

In addition to the questionnaire, classroom observation was done during four lessons to collect data comprehensively for the study. The observation covered the classroom procedures, the students' behavior and performance in the lessons. Though the teacher was enthusiastic and prepared for the lessons carefully, the students did not show their motivation on learning. The researcher's observation was noted down in the diary after each lesson (Table 3.11).

Table 3.11. The checklist for observation

Observation Items	Yes	No
Teacher		
<ul style="list-style-type: none"> • The teacher has lesson plan and prepares the lesson carefully • The teacher’s instructions are clear • The teacher is enthusiastic • The teacher interacts with the students • The teacher has a broaden knowledge • The teacher is well prepared and well organized in the class. • The teacher gives the students assignments • The teacher has the lessons outside the classroom 	v v v v v v v	 v
Students		
<ul style="list-style-type: none"> • The students listen to the teacher carefully • The students are ready to learn the materials • The students interact with others • The students understand the lesson • The students do their homework • The students are tired • The students are absent from the class 	v v v v v v	v v v v v v

It is concluded that though the teacher has a good method and qualification of teaching English, most of the students are not ready and seem to be too tired to listen to the lecturer. Some of them do not understand the lesson and do not do their homework. Some even do not take part in the class.

3.1.2. Research question 2: The influences of extra classes on academic performance of 10th grade students at Que Vo No.1 High School.

To answer the question, the researcher gave a pre-test at week 1 and a post-test at week 12 in the second term. First, the researcher told the students about the topic and explained the language features briefly. A matrix was designed and applied to both pre-test and post-test. The tests which were based on the academic curriculum of Bac Ninh Education and Training Department consisted of 5 parts: Language Focus, Listening, Reading, Writing and Speaking. For the Speaking part, the researcher used a speaking rubric which is adapted from Brown (2001) to assess the students' speaking performances. After that, the researcher analyzed the scores of the tests to find the mean score of each aspect through Microsoft Excels. The students' pre- test and post test mean scores can be seen below.

The results from Pre-test and Post Test

The data of the current study were analyzed by applying the following statistical methods: a t-value (t-test) in Excel was calculated between the post-test scores as well as the scores between pre-test and post-test of all skills in the two groups of students to show the impact in the hypothesis of the study. The mean scores of the post-test of the two groups have been compared; where the mean score of the experimental group is 6.92, while the mean score of the control group is 6.74. This means that the experimental group got higher marks in the post-test than the control group. However, the difference between the pre-test and the post-test of the experimental and the control group of the study is alike. This indicates that there is no significant difference in the total scores of post-test between students who were taught more in the extra class (experimental group) and those who were taught without a tutorial course (control group). This confirms that the experimental group is not any better than the control group. The Standard Deviation values mean that the extra course only makes the post-test scores in the experimental group closer to each other than those in the control group (Table 3.12).

Table 3.12. The total scores of the post-test compared with the pre-test

GROUP	No.	MEAN		SD	
		Pre-test	Post-test	Pre-test	Post-test
Experimental	40	6.27	6.91	1.09	0.66
Control	40	6.09	6.74	1.01	1.09

In details, the scores of all skills of the experimental group do not vary a lot except for Speaking. It may be common fact to obtain this result because students of experimental group had chance to practice speaking under the control of the tutor. Students could also practice the repetition of the same words or expressions many times to understand their conversation. As a result, students could have paid more attention to accent and improved their speaking score. Comparing the scores obtained from the pretest and post-test of the two groups of participants before and after the extra course, the results are revealed that it is not the extra course that helps to improve the academic results of the learners. The results of the analysis are shown in Figure 3.3 below.

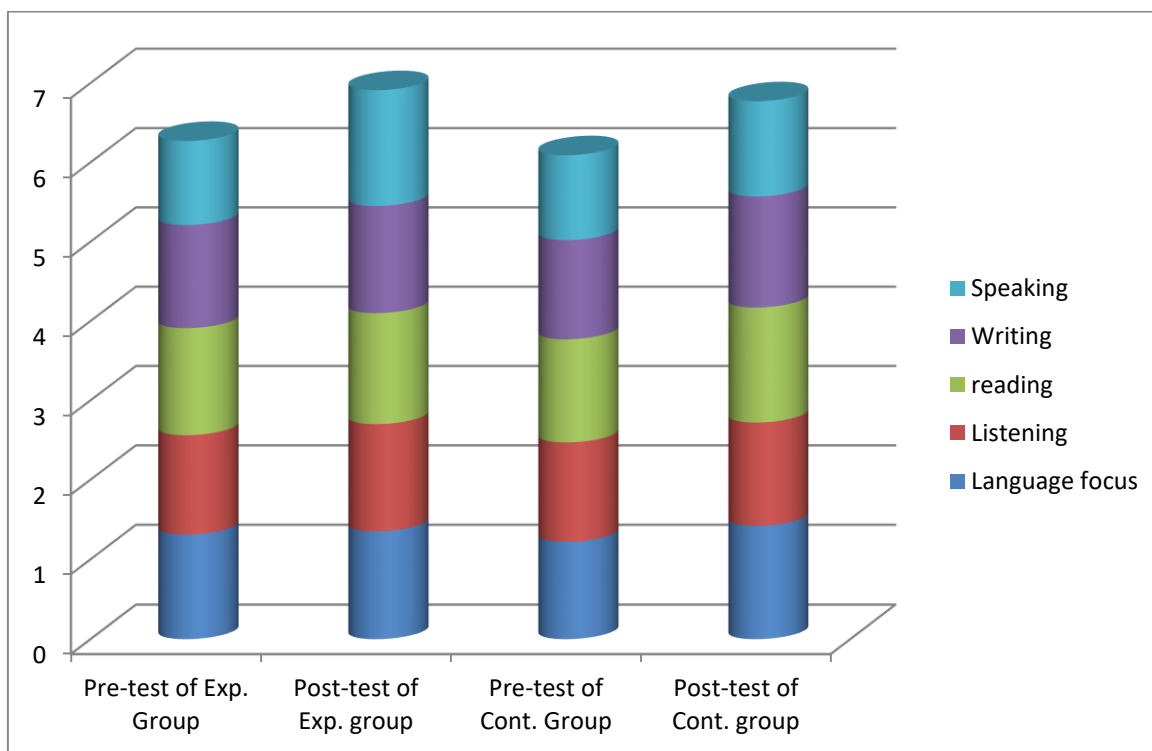


Figure 3.3. Students' achievement in the pre-test and post-test

3.2. DISCUSSION

The previous statistical analyses achieve the main purpose of the present study which was to investigate the attitudes of students and teachers at Que Vo No.1 High School. Most of the students wanted to learn better and improve their results but they did not want to attend extra classes. They took part in extra classes only because it was the school's schedule and their parents wanted them to do that. Most of the teachers thought that extra classes could help. The school organized a lot of extra classes to meet the students' and their parents' demand. However, it was revealed from the survey that both teachers and students were overloaded. They had classes all day from Monday to Saturday even Sunday. So they did not have time to revise what they had learned on class. They did not also have time to relax and do other activities. The results of the pre-test and post-test helped to find out whether there were any influences of extra classes on high school students' academic performance. The mean value of the experimental group was (6.5) while the mean for the control group was 6.6. This means that the effectiveness of extra classes on these students' academic performance could not be made. In other words, extra classes could not improve the performance among Grade 10 students at Que Vo No. 1 High School in Bac Ninh. There was a little improvement in students' speaking skill only. Accordingly, the students under experimental group seemed to benefit only because they have opportunity to interact with each other and have a speaking environment to practice their skill. In the contrary, students in experimental group did worse in the Language Focus part than those in control one. This could be explained that they had too many extra classes to take part in. Besides English, they also had extra classes for Math, Physics and Chemistry. It was overloaded for them and they did not have time to revise what they had learned. As a result, the total scores were alike and the difference between two groups was not a significant in terms of their academic performance. This finding is consistent with the results of previous studies showing that extra classes do not have any positive but negative effects on students' test scores in specific and on students' academic performance in general (Le, 2012; Ha & Pham, 2005; Cheo & Quah, 2005).

3.3. RECOMMENDATIONS

The scale of the study was also limited to a single high school in Bac Ninh to be able to control external variance better, and to empirically pilot procedures under tight and limited control conditions before deciding on the implications of scaling up any possible interventions to more districts, provinces, or otherwise. Based on the results of the study, the researcher suggests the following recommendations for teachers to gain achievement in teaching English as follow:

3.3.1. Preparation of lesson plan

Teachers can prepare lesson plan at the beginning of the academic year without taking extra classes in the mind. They should be in a position to complete their syllabus within school timing. It is vital for teachers to prepare timetable in such a way that the teachers handling the subject can accompany the students, instead of the lab assistant. This saves time and the teachers need not handle the topics taught in the laboratory again in the classroom. Also, teachers should avoid giving assignments all the time. Timetable should be prepared so that students will feel comfortable and get time to do their work and revise the daily portions.

3.3.2. Organize your classroom

Improved classroom organization can save time and increase professional productivity. It is advisable to set up a catalog system for materials, tests, and instructional techniques as well as organize the classroom so that students can function independently by preparing work folder learning centers or student contacts may free you to attend more directly to individual student needs. Giving students access to classroom materials such as books, paper, pencils, audiovisual equipment, and self-correcting materials, and training them can likewise improve the learning environment. Therefore, teachers can involve the student in regular and extra-class activities whenever possible, which will help the students to relax instead making them sit from morning to evening in the classroom.

3.3.3. Keep yourself motivated

It is important to keep motivated. Seeking out new experiences can be one way to maintain professional interest and prevent stagnation. Teachers can try new instructional techniques, implement alternative programs, or develop new materials according to the needs and understanding level of the students.

3.4. SUMMARY

In this chapter, the author analyzed the results from questionnaires and observation to find out the attitudes of students and teachers towards extra classes. The results from tests were also analyzed to answer the second research question if extra classes improved Que Vo No.1 High School students' academic performance. Besides, the results and causes of the issue were discussed and some suggestions for teachers and students to gain achievements in teaching and learning were presented in this part.

PART III: CONCLUSION

This part will deal with the recapitulation, concluding remarks and limitations of the study and suggestions for further study.

1. Recapitulation

This study was carried out with the purposes of answering two main questions:

1. What are teachers' and students' attitudes at Que Vo No.1 High School towards extra classes in English?
2. To what extent do English extra classes influence on Que Vo No.1 High School students' academic performance?

In order to explore the influence of extra classes on students' academic performance, the researcher collected data through interviews, classroom observations and tests. The participants consisted of 80 students and 50 teachers at Que Vo No.1 High School. The results of the study were shown clearly through charts and tables.

2. Concluding remarks

This study has shown the real situations of extra classes at Que Vo No.1 High School. Most of the students wanted to learn better and improve their results but they did not want to attend extra classes. They took part in extra classes only because it was the school's schedule and their parents wanted them to do that. Most of the teachers thought that extra classes could help. The school organized a lot of extra classes to meet the students' and their parents' demand. However, it was revealed from the survey that both teachers and students were overloaded. They had classes all day from Monday to Saturday even Sunday. So they did not have time to revise what they had learned on class. They did not also have time to relax and do other activities. The results of the pre-test and post-test helped to find out whether there were any influences of extra classes on high school students' academic performance. The mean value of the experimental group was (6.5) while the mean for the control

group was 6.6. This means that the effectiveness of extra classes on these students' academic performance could not be made. In other words, extra classes could not improve the performance among Grade 10 students at Que Vo No. 1 High School in Bac Ninh. This finding is consistent with the results of previous studies showing that extra classes do not have any positive but negative effects on students' test scores in specific and on students' academic performance in general (Le, 2012; Ha & Pham, 2005).

The main conclusion is that for mostly class 10 learners, it is probably too late for meaningful treatment and that mastering basic content of these subjects should be accomplished at the foundation phase of schooling. There appears to be no such a thing like extra classes as a single solution for everyone, everywhere, at the same time. There are a lot of things that can be done to help students themselves to gain success at school. The provision of extra classes as a norm should be restricted, as it places great pressure on the students and also on the teachers. Extra classes should only be conducted for the below average students (in other words slow learners) in the morning hours. In case, if the teachers are not able to complete the portions then extra classes can be taken according to the convenience of the teachers and students. Extra classes can be conducted in the morning hour when the students mind will be fresh to grasp things but this is impossible because they have to take their main course. Extra classes should be internal (home-grown) to the school in a convenient, neutral and fun venue with facilities, thus avoiding extra costs and practical difficulties. The classes should make use of a senior school coordinator and be run by the school's best teachers/tutors, who are proficient in all aspects of their subject and are highly motivated. Extra classes should not be simultaneous and overloaded to ensure high attendance and high quality. Extra classes could have a positive impact on children if they facilitated the learning process, engaged and motivated children and maximized their learning potential. One thing must be readdressed that too many extra classes can lead to stress in children and thus have a negative impact on their physical and mental development. The perception changes from person to person

with respect to extra classes, but a good quality of classroom teaching during the regular working hours can tackle the growth of extra classes.

3. Limitations and suggestions for further study

Although the study has certain strengths, such as the triangulation of data collection methods, namely observation, survey questionnaires for learners, and rich data, due to the researcher's ability, it is obvious that the study has some drawbacks. Firstly, the number of students involved in the survey is still limited, so the findings may, to some extent, not be generalized to all students. Secondly, the study only considers the teachers' and students' feedback in particular pedagogical classes at Que Vo No.1 High School. Further research should widen the settings to other high schools on a larger scale. Researchers are advised to expand the scope of this study from limited students of a single school to more students with different levels of language proficiency at different schools, institutes and linguistic situations. The present study can be repeated across genders (male and female) in terms of student participants and teacher participants. Also, the validity of the study can well-founded if the sample size ($n = 40$) can be converted into a larger size of Que Vo No.1 High School students to find out whether or not the results can be the same. Finally, extra classes can be suitable for both low and high level of students and it will be helpful if eventual extra-tuition interventions would first have to evaluate contextual factors and other situational conditions pertaining to the intended delivery sites. Once that is understood well, some choices have to be made about the elements of the tuition approach that would be basic everywhere and special foci for specific audiences.

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APPENDIX 2: QUESTIONNAIRE FOR TEACHERS

Personal information

Name:

Gender:

Teaching experience:

1. You always prepare lesson plan at the beginning of the academic year.
A. Strongly agree B. Agree C. Neutral D. Disagree
2. You can complete the syllabus within the school time without extra classes.
A. Strongly agree B. Agree C. Neutral D. Disagree E. Strongly disagree
3. Do you prefer to have practical lessons outside the classroom? Why?
A. Strongly agree B. Agree C. Neutral D. Disagree E. Strongly disagree
4. You often give assignments to students.
A. Strongly agree B. Agree C. Neutral D. Disagree E. Strongly disagree
5. You often interact with your students.
A. Strongly agree B. Agree C. Neutral D. Disagree E. Strongly disagree
6. You can produce the expected results without extra classes.
A. Strongly agree B. Agree C. Neutral D. Disagree E. Strongly disagree
7. Extra classes can help students improve their results.
A. Yes B. No
8. Which students are extra classes suitable to?
A. Below average B. Average C. Above average D. Extra ordinal
9. Are periods in extra classes for each section per week sufficient?
A. Extra B. Sufficient C. Not sufficient
10. Do you use teaching aids for handling the classes?
A. Yes B. No

APPENDIX 3: SPEAKING RUBRIC

Category	Excellent 0.4 pt	Good 0.3 pt	Satisfactory 0.2 pt	Needs improvement 0.1
Grammar	Student was able to express their ideas and responses with ease in proper sentence structure and tenses.	Student was able to express their ideas and responses fairly well but makes mistakes with their tenses, however is able to correct themselves.	Student was able to express their ideas and responses adequately but often displayed inconsistencies with their sentence structure and tenses.	Student was difficult to understand and had a hard time communicating their ideas and responses because of grammar mistakes.
Pronunciation	Pronunciation was very clear and easy to understand.	Pronunciation was good and did not interfere with communication	Student was slightly unclear with pronunciation at times, but generally is fair.	Student was difficult to understand, quiet in speaking, unclear in pronunciation.
Vocabulary	Rich, precise and impressive usage of vocabulary words learned in and beyond of class.	Student utilized the words learned in class, in an accurate manner for the situation given.	Student was able to use broad vocabulary words but was lacking, making him/her repetitive and cannot expand on his/her ideas.	Student had inadequate vocabulary words to express his/her ideas properly, which hindered the students in responding.

Comprehension	Student was able to comprehend and respond to all of the questions and the topics that were being discussed with ease.	Student was able to comprehend and respond to most of the questions and topics that were being discussed.	Student fairly grasped some of the questions and topics that were being discussed	Student had difficulty understanding the questions and topics that were being discussed.
Fluency	Students spoke smoothly, with little hesitation.	Students spoke with some hesitation but it does not usually interfere with communication.	Students spoke with some hesitation which often interfere with communication	Students hesitated too often when speaking which often interfere with communication.
Total	2.0 pts	1.5 pts	1.0 pt	0.5 pt

Adapted from Brown (2001)

<https://www.rcampus.com/rubricshowc.cfm?code=L47B46&sp=y>

APPENDIX 4: THE PRE-TEST

A. LISTENING (2.0 pts)

I. There are three questions in this part. For each question, circle the correct answer A, B, or C. You will listen to the recording twice.

1. What's the topic of the conversation?
 - A. immediate actions
 - B. environmental pollution
 - C. our planet
2. Why should we reduce the use of plastic bags?
 - A. The burning of plastic bags contaminates the air.
 - B. Plastic bags cannot be recycled like paper bags.
 - C. Plastic bags carry toxic substances that pollute the air.
3. Why did the speakers mention the use of refrigerators?
 - A. They contain CFC gas.
 - B. They carry herbicide.
 - C. They may erode the soil.

II. There are 5 questions in this part. For each question, decide whether the statement is True or False. Tick (✓) the correct boxes. You will listen to the recording twice.

TRUE FALSE

1. The name “Ha Long Bay” is the translation of a dragon’s action.
2. The total length of the Ha Long Bay’s coastline is 1553 km.
3. There are 650 different islets in Ha Long Bay.
4. Some islands in Ha Long Bay are hollow with huge caves.
5. There are many lakes inside the limestone islands.

B. LANGUAGE FOCUS (2.0 pts)

I. Choose the word (A, B, C, or D) that differs from the other three in the position of the primary stress.

1. A. influence B. legend C. preserve D. damage
2. A. adapt B. confuse C. device D. flora

II. Choose the best option A, B, or C to complete the sentence.

1. Scientists are studying the _____ effects of global warming.
A. ecological B. ecology C. ecosystem
2. The students told the teacher they _____ the protection of the natural environment.
A. were discussing B. are discussing C. discuss
3. The easiest way to _____ of waste is to bury it in landfills.
A. consist B. compose C. dispose
4. The environmental pollution needs to be taken care of as soon as possible _____ the environment and people that live in it.
A. on behalf of B. for the sake of C. in terms of
5. I am not sure but I think they are _____ and you have to spend more time _____ things.
A. more slowly/ cook B. slower/ cooking C. slowest/ cooking
6. The girl _____ father is a chef at a famous restaurant can't cook.
A. who B. whom C. whose
7. He _____ with an award for his hard work on gender equality.
A. might be presented B. might present C. might be present
8. If I could speak Spanish, I _____ next year studying in Mexico.
A. will spend B. would have spend C. would spend

C. READING (2.0 pts)

Read the passage and answer the questions that follow.

Ecotourism aims to reduce the impact that tourism has on naturally beautiful environments. This type of tourism is very fashionable today and you can apply the principles of ecotourism wherever you go for your holiday. Just remember these basic rules.

- Be prepared. Learn about the place that you're going to visit. Find out about its culture and history. Learn a little of the native language, at least basics like "Please", "Thank you", and "Good Morning". Think of your holiday as an opportunity to learn something.
- Have respect for local culture. Wear clothes that will not offend people. Always ask permission before you take a photograph. Remember that you are a visitor.
- Don't waste resources. If the area doesn't have much water, don't take two showers every day.
- Remember the phrase "Leave nothing behind you except footprints and take nothing away except photographs." Take as much care of the places that you visit
- as you take of your own home. Don't buy souvenirs made from endangered animals or plants.
- Walk or use other non-polluting forms of transport whenever you can.
- Be flexible and keep a sense of humor when things go wrong.
- Stay in local hotels and eat in local restaurants. Buy local products whenever possible and pay a fair price for what you buy.

Choose your holiday carefully. You don't have to fly to exotic locations for your "eco" holiday. There are probably places of natural beauty and interest in your own country that you've never visited.

(Adapted from "Ecotoursim", British Council Learn English) <http://learnenglish.britishcouncil.org/en/magazine/ecotourism>)

Answer the following questions, using information from the passage.

1. What kind of products shouldn't visitors buy?
2. How should visitors travel around the local area?
3. Where should visitors stay and eat during their "eco" holiday?
4. Should visitors buy souvenirs made from ivory?

D. WRITING (2.0 pts)

Rewrite the following sentences as guided

1. I think you should talk to our teacher about the plan first. (Change into Conditional sentence type)
2. If we don't protect the environment, we will suffer from serious consequences of environmental pollution. (Use Unless)
3. "What do you think of our school?" Hoa asked me. (Change into Indirect sentence)
4. The men work for the company. This company makes good laptops and tablets. (Combine with a relative pronoun)

E. SPEAKING (2.0 pts)

Talk about your free time activities. (5 minutes)

LISTENING TAPESCRIPT

Task 1:

A: What environmental issues are you concerned about?

B: I'm concerned about environmental pollution.

A: Why are you concerned about that?

B: Our planet becomes worse and worse, and that makes me worry.

A: And what can we do about it?

B: I think we must take immediate actions, before it's too late.

A: Yes! What actions should we do first?

B: Firstly, we must reduce using plastic bags and recycle things like paper, plastic, or bottles.

A: Yes! I agree with you, because if we burn the plastic bags, the toxic gas can contaminate our atmosphere, and the remaining of the bags can hardly dispose.

Task 2:

Ha Long Bay is located in Quang Ninh Province, Vietnam. The bay was named after the translation of "where the dragon descended". The bay features thousands of limestone karsts and isles in various sizes and shapes. The bay has a 120 kilometre long coastline and is approximately 1,553 square kilometres in size with 1969 islets. Several of the islands are hollow, with enormous caves, other support floating villages of fishermen, who ply the shallow waters for 200 species of fish and 450 different kinds of mollusks. Another specific feature of Ha Long Bay is the abundance of lakes inside the limestone islands, for example, Dau Be Island has six enclosed lakes. All these island lakes occupy drowned dolines within fengcong karst.

APPENDIX 5: THE POST-TEST

A. LISTENING (2.0 PTS)

Task 1: There are four questions in this part. For each question, choose the correct answer A, B, or C. You will listen to the recording twice. (1.0 pt)

1. What did Karen like about Uluru in Australia?

A. its amazing culture B. its beautiful scenery C. its incredible history

2. What is Machu Picchu according to Karen?

A. an ancient Peruvian town B. an old music palace C. an old Inca relic site

3. Where is the Alhambra?

A. in South America B. in Australia C. in Europe

4. Which place in Asia does Karen like best?

A. Hokkaido B. Bangkok C. Granada

Task 2: Listen to the tape and fill the blank with NO MORE THAN TWO WORDS OR NUMBERS from the recording. You will listen to the recording twice. (1.0 pt)

I've learned several foreign languages as (1) _____. I was able to learn French to make conversation fluently in 17 days using the following techniques.

I set up a routine where I did the same thing every day. In the morning, I woke up and wrote out the regular and irregular verb tables for 1.5-2 hours. I managed to get through an entire pad of paper in two weeks. I still think that writing things out (2) _____ is the best way to memorise things.

I would run for 45 to 60 minutes in the early afternoon in the French countryside listening to catchy French music. Music is a great way to learn the intonation of a language and train your facial muscles as you (3) _____. In the afternoon, I read "Charlie and the Chocolate Factory" in French. Reading children's books is a great way to learn new languages.

I spent at least one hour a day writing basic essays about myself which I had my French friend check for errors. Another good tip is to learn the filler words. These are words or phrases people say all the time between sentences but have no (4) _____

like *alors*, *en fait*, etc. These allow you to buy time in a conversation and increase your confidence.

After 17 days I left the small town and went to Paris. I met a girl in a coffee shop and we started talking. After a few minutes, she asked how long I had lived in France. When I told her I had been learning French for 17 days, she swore that I had lived in France for at least a year.

Hopefully there are some useful tips you can use in your learning. Let me know and *bonne chance!*

B. LANGUAGE FOCUS (2.0 pts)

I. Choose the words whose main stressed syllable is different from that of the others.

1. A. century B. description C. heritage D. national
2. A. progress B. adapt C. protect D. reserve

II. Choose the best answer A, B, C or D for each of the following sentences.

1. We choose _____ hotel of all to stay overnight.
A. more expensive B. most expensive C. the most expensive
2. There is a wedding _____ for all the guests after the wedding ceremony
A. reception B. proposal C. engagement
3. _____ is the belief that particular events happen in a way that cannot be explained by reason or science.
A. Mystery B. Superstition C. Legend
4. Water pollutants are things such as detergents, pesticides, oil and many other _____ that make the water contaminated.
A. rubbishes B. chemicals C. pollutions
5. Nam said to me that he (join) _____ the army the following month.
A. will join B. would join C. joined
6. She (not lose) _____ any weight unless she eats less
A. will not lose B. doesn't lose C. don't lose

7. Recently, some coastal areas in central Viet Nam (contaminate) _____ by the disposal of toxic waste.

A. contaminated B. have been contaminated C. have contaminated

8. It is believed that the man _____ in a stolen car.

A. escapes B. is escaping C. escaped

C. READING (2.0 pts)

Read the passage and answer the questions that follow.

British women often have to pay more than men for almost the same things. According to a study by The Times newspaper, many products for women cost twice as much as similar things for men. The findings show that female clothes, beauty products and toys are on average 36 per cent more expensive than those for men and boys. For example, buyers are charged \$7 more for a pink scooter aimed at girls than for a black one. The Times refers to this phenomenon as “sexist pricing”, while other call it “gender tax”. To explain for the gap between two genders, Britain’s Financial Times newspaper argues: “Perhaps women tend to be busier and have less time to shop around. Or perhaps they care more about quality..., whereas men just want something cheap”. However, the Financial Times claims that men do pay more for some things and questions why journalists do not look at price differences for things that are more **appealing** to men.

(Adapted from *Women Have to Pay More in shop*, breakingnewsenglish.com, 2016)

Circle the best answer A, B or C to each of the following questions.

1. Which products do buyers have to pay \$7 more for?

A. women’s clothes B. a beauty product C. a pink scooter

2. Which word can best replace the word “appealing” in the last line?

A. suitable B. attractive C. unpleasant

Fill in the blank with NO MORE THAN THREE words and/or a number from the passage.

3. On average, beauty products for women cost _____ higher than those for men.
4. An explanation for the phenomenon is given by _____ newspaper.

D. WRITING (2.0 pts)

1. He said, "I know a better restaurant." (Change into Indirect sentence)
2. If you don't practice your writing, you'll have trouble in the exam. . (Change into Conditional sentence type)
3. My father has two elder sisters. They are living in Germany. (Combine with a relative pronoun)
4. If she doesn't apologize to me first, I won't talk to her. (Use Unless)

E. SPEAKING (2.0 pts)

Talk about the ways to protect our planet. (5 minutes)

APPENDIX 6: PRE-TEST AND POST-TEST SCORES OF EXP. GROUP

Aspect No.	L. Focus		Listening		Reading		Writing		Speaking		Total Score	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
S1	1	1.6	1	1	1.5	1	1	1	1	1.5	5.5	6.1
S2	1.4	1.8	1.5	1.5	1.5	1.5	1.5	1.5	1	1.2	6.9	7.5
S3	0.8	1	1.5	1.5	1	1	1	1.5	1.2	1.5	5.5	6.5
S4	1.6	1.2	1.5	1.5	2	2	0.5	0.5	1	1.5	6.6	6.7
S5	1.2	1.2	1	1.5	1	1.5	1	1	1	1	5.2	6.2
S6	1	1.6	1.5	1.5	1.5	1.5	1	1	1.2	1.5	6.2	7.1
S7	0.6	1.4	1	1.5	1	1.5	1	1	0.8	1	4.4	6.4
S8	1.8	1.8	1.5	1.5	1.5	1.5	1.5	1.5	1	1	7.3	7.3
S9	1.8	2	1.5	1.5	2	1.5	1.5	1.5	1.2	2	8	8.5
S10	1.2	2	1	1	2	1.5	1.5	1.5	1	1.5	6.7	7.5
S11	1.4	1	1.5	1.5	1.5	2	2	2	1.4	1.5	7.8	8
S12	1.6	1.6	1	1	1	1.5	1	1	0.8	1.5	5.4	6.6
S13	1	1	0.5	1.5	0.5	1	1	1.5	0.8	1.5	3.8	6.5
S14	0.8	1.6	0.5	1.5	1	1.5	1	1.5	1	1.2	4.3	7.3
S15	0.4	1	1	1	1.5	2	1	1	1	1.5	4.9	6.5
S16	1.4	1.2	1.5	1.5	1	1.5	1.5	1.5	1	1.6	6.4	7.3
S17	1.4	1.4	1	1	1	1	1	1.5	1.2	1.8	5.6	6.7
S18	1.6	1.6	1.5	1.5	1.5	1.5	1	1	1	1.4	6.6	7
S19	1.8	1.8	1.5	1.5	1.5	1	1.5	1.5	1.2	1.6	7.5	7.4
S20	1	1	1	1	1	1.5	1	1	0.8	1.2	4.8	5.7
S21	1.2	1.2	1.5	1.5	1.5	1.5	1.5	1.5	1	1.6	6.7	7.3
S22	1.6	1.6	1.5	1.5	1	2	1.5	1.5	1	1.2	6.6	7.8
S23	1	1	1.5	1	1	2	1	1	1.2	1.6	5.7	6.6
S24	1.2	1	1	1.5	1.5	1.5	1.5	1.5	1	1.2	6.2	6.7
S25	1.8	1.6	1.5	1	2	1	2	1.5	1	1.6	8.3	6.7
S26	1.6	2	1	1	1.5	1.5	2	1.5	1	1.5	7.1	7.5
S27	1.2	1.4	1	1	1	1	1.5	1	1	1.5	5.7	5.9
S28	1.2	1	1	1.5	1	1.5	1	1.5	1	1	5.2	6.5
S29	1.6	1	1	1	2	1.5	1	1	0.8	1.6	6.4	6.1
S30	1.6	1.2	1.5	1	1	1.5	1.5	1.5	1	1.2	6.6	6.4
S31	1.6	1.2	1.5	2	1	1	1.5	1.5	1.4	2	7	7.7
S32	1.8	1	1.5	1.5	1.5	1	1.5	2	1	2	7.3	7.5
S33	1	1	1	2	1	0.5	1	1.5	1	1.5	5	6.5
S34	1	1	1	1.5	1	1	1.5	1.5	1.4	1.6	5.9	6.6
S35	1.4	0.8	1.5	1.5	1.5	1	1	1	1.4	2	6.8	6.3
S36	1.6	1.2	1.5	1.5	1.5	1.5	1	1	1	1.5	6.6	6.7
S37	1.2	1.2	1	1	1.5	2	1.5	2	1	1.2	6.2	7.4
S38	1.6	1.4	1.5	1.5	2	1.5	2	2	1.4	1.6	8.5	8
S39	1.6	2	1.5	1.5	1.5	1.5	1.5	1.5	1	1	7.1	7.5
S40	0.8	1.4	1.5	1	1.5	1	1.5	1	1.2	1.5	6.5	5.9

**APPENDIX 7: PRE-TEST AND POST-TEST SCORES
OF CONTROL GROUP**

Aspect No.	L. Focus		Listening		Reading		Writing		Speaking		Total scores	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
S1	1.2	2	1	1.5	1	1.5	1.5	1	1.2	1	5.9	7
S2	1.2	1.6	1.5	1	1	1.5	1.5	1.5	1.2	1.2	6.4	6.8
S3	1	1	1.5	1.5	1.5	1.5	1	1	1	1	6	6
S4	1.6	1.8	1.5	1	2	2	0.5	1	1.2	1.2	6.8	7
S5	1	1	1	1	1	1	1	1	1.4	1.4	5.4	5.4
S6	1.4	1.4	1.5	1.5	1	1	1.5	1.5	1.2	1	6.6	6.4
S7	0.6	1	1	1	1	1	1	1	0.8	0.8	4.4	4.8
S8	1.4	2	1.5	1.5	1.5	2	1.5	1.5	1	1.6	6.9	8.6
S9	1.8	1.8	1.5	1.5	2	2	1.5	1.5	1.2	1.2	8	8
S10	1.2	1.4	1	1	2	2	1.5	1.5	1	1	6.7	6.9
S11	1.4	2	1.5	1.5	1.5	1.5	2	2	1.4	1.4	7.8	8.4
S12	1.6	1.6	1	1	1	1	1	1	0.8	0.8	5.4	5.4
S13	1	1.4	0.5	1	0.5	1.5	1	1	0.8	1	3.8	5.9
S14	0.8	1	0.5	1	1	1.5	1	1	1	1	4.3	5.5
S15	0.4	1	1	1	1.5	2	1	1.5	1	1	4.9	6.5
S16	1.2	1.8	1.5	1.5	1	1	1.5	1.5	1	1.6	6.2	7.4
S17	1.4	1.4	1	1	1	1.5	1	1.5	1.2	1.2	5.6	6.6
S18	1.6	1.4	1.5	1.5	1.5	1.5	1	1	1	1.4	6.6	6.8
S19	1.8	1.8	1.5	1.5	1	2	1	1	1.2	1.4	6.5	7.7
S20	1	1.4	1	1	1	1	1	1	0.8	1.2	4.8	5.6
S21	1	1.4	1.5	1.5	1.5	1	1.5	1.5	1	1.4	6.5	6.8
S22	1.6	2	1.5	1.5	1.5	1.5	1.5	2	1	1.2	7.1	8.2
S23	0.6	1	1.5	1	1	1	1	1	1.2	1.2	5.3	5.2
S24	1.2	1.6	1.5	1.5	1.5	1.5	1	1.5	1	1.4	6.2	7.5
S25	1.6	1.2	1.5	2	1.5	2	1.5	1.5	1	1.6	7.1	8.3
S26	1.4	1.6	1	2	1.5	1.5	2	2	1	1.4	6.9	8.5
S27	1.2	1.2	1	1.5	1	1	1.5	1.5	1	1	5.7	6.2
S28	1	1	1.5	1.5	1.5	1.5	1	1	0.6	1	5.6	6
S29	0.6	1	1	1	1	1	1	1.5	0.8	1.4	4.4	5.9
S30	1.2	1.6	1.5	1.5	1.5	1.5	1.5	1.5	1	1	6.7	7.1
S31	1.2	1.2	1	1	1	1	1	1	1.4	1.4	5.6	5.6
S32	1.8	1.6	1.5	1	1.5	1.5	1.5	1.5	1	1.6	7.3	7.2
S33	1.2	1	1	1	1	1	1	1	1	1	5.2	5
S34	1.4	1.4	1	1	1	1.5	0.5	0.5	1.2	1.2	5.1	5.6
S35	1	1	1.5	1.5	1.5	1.5	1	1.5	1.4	1.4	6.4	6.9
S36	1	1.4	1.5	1.5	1.5	2	1	2	1	1.4	6	8.3
S37	1	1	1	1.5	1.5	1	1.5	1.5	1.4	1	6.4	6
S38	1.6	1.8	1.5	1.5	1.5	2	2	2	1.4	1.4	8	8.7
S39	1.2	1.2	1.5	1	1.5	1.5	1.5	1.5	1	1.2	6.7	6.4
S40	1.4	1.8	1	1.5	1.5	1.5	1.5	1.5	1	1.2	6.4	7.5