THE DEVELOPMENT OF LEARNING ACHIEVEMENT IN ENGLISH ONLINE COURSES BASED ON O-AMAS TEACHING FOR COLLEGE STUDENTS

FEICHI HE

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION
PROGRAM IN CURRICULUM DEVELOPMENT
AND INSTRUCTIONAL INNOVATION
FACULTY OF TECHNICAL EDUCATION
RAJAMANGALA UNIVERSITY OF TECHNOLOGY THANYABURI
ACADEMIC YEAR 2022
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วิทยานิพนธ์ฉบับนี้เป็นงานวิจัยที่เกิดจากการค้นคว้าและวิจัย ขณะที่ข้าพเจ้าศึกษาอยู่ในคณะครุศาสตร์อุตสาหกรรม มหาวิทยาลัยเทคโนโลยีราชมงคลธัญบุรี ดังนั้น งานวิจัยในวิทยานิพนธ์ฉบับนี้ถือเป็นลิขสิทธิ์ของมหาวิทยาลัยเทคโนโลยีราชมงคลธัญบุรี และข้อความต่าง ๆ ในวิทยานิพนธ์ฉบับนี้ ข้าพเจ้าขอรับรองว่าไม่มีการคัดลอกหรือนำงานวิจัยของผู้อื่นมานำเสนอในชื่อของข้าพเจ้า

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ลิขสิทธิ์ พ.ศ. 2565
คณะครุศาสตร์อุตสาหกรรม
มหาวิทยาลัยเทคโนโลยีราชมงคลธัญบุรี

Thesis Title	The Development of Learning Achievement in English Online Courses Based on O-AMAS Teaching for College Students
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ABSTRACT

The objectives of this research were to compare learning achievement in English online courses of Sichuan University of Science and Engineering students: 1) before and after learning by the O-AMAS teaching, 2) before and after learning by the traditional method, and 3) between two groups of students: the one learning by the O-AMAS teaching and the other learning by the traditional method. The study employed a quasi-experimental research design.

The samples were 80 students studying in the second semester of the academic year 2022 in the College of Education at Sichuan University of Science and Engineering. They were selected by cluster sampling technique. The research instruments included the O-AMAS lesson plans, traditional lesson plans, and learning achievement tests. The data were analyzed by using mean, standard deviation, and t-test.

The results revealed that: 1) the learning achievement in English online courses of Sichuan University of Science and Engineering students after learning by the O-AMAS teaching was significantly higher than that before learning management at .05 level.; 2) the learning achievement in English online courses of Sichuan University of Science and Engineering students after learning by the traditional method was significantly higher than that before learning management at .05 level., and 3) the learning achievement in English online courses of Sichuan University of Science and Engineering students learning by the O-AMAS was significantly higher than those learning by the traditional method at .05 level.

Keywords: O-AMAS teaching, learning achievement, English online courses

Acknowledgments

First and foremost, I express my sincere gratitude to the expert committee of Rajamangala University of Technology Thanyaburi, Thailand for their invaluable assistance. Without their unwavering support, this thesis would not have been completed.

As a graduate student, I dedicated 2.5 years of my life to my studies, and the challenges and efforts I faced are still vivid in my mind. Due to the global COVID-19 pandemic, I was unable to study in Thailand and meet my supervisor in person. Despite the physical distance, I felt the love and care from the education faculty at RMUTT, and I am deeply thankful to all of them. I extend special thanks to my thesis supervisors, Dr. Saiphin Siharak and Dr. Sutthiporn Boonsong, for their meticulous guidance and patient explanations. Their teachings enabled me, as a Chinese student studying in Thailand, to learn, understand, integrate, and develop a deeper appreciation for this beautiful country. Thank you.

Lastly, I am immensely grateful to my parents and family for their understanding, moral support, love, and encouragement throughout this lengthy study process. I dedicate this work to them with heartfelt appreciation.

Feichi He

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CHAPTER 1
INTRODUCTION

1.1 Background and Importance of the Problem

University English was an essential component of the university education system, combining knowledge of both Chinese and Western cultures. It not only imparted English language skills to students through classroom instruction but also deepened their understanding of the historical background, customs, and social landscape of English-speaking countries. Furthermore, it raised awareness of cultural differences between China and the West, providing students with a global perspective. High proficiency in English was crucial for college students, as it facilitated their pursuit of study abroad opportunities, communication with foreigners, access to literature, and academic research. Therefore, college English held a significant position in the daily studies of college students, and English language skills were a vital aspect of their overall abilities (Wang, 2016, pp.1-11).

In the past era of social development, the rapid advancement of network technology provided people with increasing channels for obtaining information. Traditional methods were no longer sufficient to meet the demand for personalized education in colleges and universities. Online teaching had gradually become integrated into the educational system, constantly updating teaching objectives and methods. The outbreak of the COVID-19 pandemic in 2020 greatly impacted normal classroom teaching at all levels of education, leading to the implementation of online teaching models in compliance with the "no class, to study" policy of the Chinese education department. Therefore, it was imperative to keep up with the times and actively introduce new teaching models and methods to further promote the effective implementation of all teaching activities.

The benefits of conducting college English online courses are as follows:

1) Breakthrough of Traditional method: The large-scale promotion of university English online teaching effectively breaks through the limitations of traditional method, transcending time and space constraints, and providing new ideas and methods for the efficient development of university English teaching. Online college

English classes offer high flexibility, allowing students to study in the classroom as long as there is an internet connection. On the corresponding live platform, students can actively communicate and evaluate each other's learning activities, broadening their thinking patterns and creating a relaxed and pleasant classroom learning atmosphere that stimulates their interest in learning English and promotes genuine happy learning (Liu, & Huang, 2018, pp.135-144).

2) Richer Teaching Resources: Traditional method mainly relied on textbook contents, which could lead to long-term monotonous learning and fail to effectively stimulate students' interest in learning English. However, in online college English classes, students can choose learning materials and contents that are suitable for their long-term development based on their own interests and English level. This can effectively meet the actual needs of students in the process of learning English in college and further promote personalized development. Additionally, college students are often curious about new things and have a strong receptive ability, making them more motivated to participate in online college English classes (Akbari, 2018, pp.17-35).

3) Alleviation of Educational Imbalance: In the current social development process, there are noticeable differences between teachers in rural schools and teachers in urban schools, even in the same area. Online college English teaching can serve as a supplement to traditional college English teaching, effectively alleviating the current social situation of educational imbalance and helping every student to enjoy equal educational opportunities as much as possible, thus laying a solid foundation for the healthy and sustainable development of Chinese education. Moreover, online college English classes are not easily affected by external factors, allowing students to study anytime and anywhere with internet access, which promotes the efficient implementation of various teaching activities (Wu, & Yuan, 2018, pp.32-45).

Of course, in the specific practice of conducting college English online classes, students are in a relatively free environment, which may lead to engagement in other activities unrelated to learning, hindering the efficient development of online college English teaching. In this situation, the use of scientific and efficient teaching modes has become one of the key issues that teachers should consider. In the process of teaching English online courses at Sichuan University of Science and Engineering, the author has

identified two problems: first, teachers face difficulties in carrying out online teaching according to specific requirements and lack reasonable teaching methods, which greatly affect the quality of English online teaching; second, students have a weak position in the teaching process, lacking interest and enthusiasm in learning English, and struggling to meet the teaching requirements, resulting in low efficiency of English online classroom teaching. These issues are also common in online courses in other subjects. Therefore, this paper proposes a model of college English online courses based on O-AMAS teaching, which focuses on improving the teaching quality of English online courses for college students and aims to enhance the teaching quality and effectiveness of the course (Sun, & Wang, 2019, pp.53-62).

O-AMAS teaching is an effective teaching model developed by the effective teaching team of Nankai University based on the current situation of teaching in schools. It explores how to better stimulate students' interest in learning, achieve effective teaching, and improve teaching quality in the classroom teaching process. The meaning of O-AMAS teaching can be summarized by the numbers 1, 2, 4, and 5. "1" referred to one center: student-centeredness in curriculum teaching, "2" referred to two concepts: goal-oriented education and reverse instructional design, "4" referred to "student-centered" classroom teaching, which included four things to be achieved in the classroom: smiles on the face, light in the eyes, fun in the process, and effectiveness in learning, "5" referred to the steps of O-AMAS teaching: Smart learning objectives were implemented for rapid classroom activation, diverse instructional approaches, effective classroom assessment, and brief classroom summaries (Chen, 2018, pp.122-126).

In this method of effective teaching, teachers' classroom instruction was divided into interrelated steps that emphasized a multidimensional, multi-level interactive classroom. Smart learning goals referred to the knowledge, skills, and emotional gains that students were expected to achieve upon completion of the appropriate course of study. Learning objectives should not be teacher-centered, but rather specific, measurable, attainable, realistic, and time-bound (SMART) goals, so that students' learning was more purposeful and directed. All curriculum content should be closely aligned with the learning objectives and oriented toward them. Only by clarifying the learning objectives of students could we better design and implement

instruction. Rapid classroom activation meant that teachers should focus on pre-classroom activation activities, or icebreakers, in every course. Teachers should develop effective activities tailored to students' specific learning situations to ensure that students were interested and curious about the content, and to stimulate their learning and thinking. Activation activities were like warm-ups before a competition; only when students were sufficiently warmed up could they become more engaged in the classroom and achieve better learning outcomes. A diverse classroom emphasized that teachers should not stick to a single teaching method, but should use a variety of effective teaching methods that took into account all students in the classroom to accommodate different learning styles. Combining multiple teaching methods helped teachers better develop students' knowledge, skills, and emotions in a holistic manner, which was a core component of classroom instruction. Effective classroom assessment was one of the most important elements of the teaching and learning process. The lack of effective classroom assessment in the classroom could lead to teachers' teaching becoming too rigid to optimize instruction in a timely manner based on students' specific learning. Through effective classroom assessment, teachers could obtain positive feedback from students on their classroom learning and thus optimize their teaching methods. A brief classroom summary was an activity that helped students review, reflect, and deepen their learning at the end of class (Wang, & Wang, 2017, pp.316-322; Locke & Latham, 2002, pp.705-717).

The importance of university English for students' linguistic and cultural development, as well as the challenges and opportunities posed by online teaching methods, have motivated the researcher to develop learning achievement in English online courses based on O-AMAS teaching to support college students.

1.2 Research Purposes

1.2.1 To compare learning achievement in the English online course of Sichuan University of Science and Engineering students before and after learning by O-AMAS teaching.

1.2.2 To compare learning achievement in the English online course of Sichuan University of Science and Engineering students before and after learning by traditional method.

1.2.3 To compare learning achievement in learning English online course of Sichuan University of Science and Engineering students between students who learned by O-AMAS teaching and students who learned by traditional method.

1.3 Research Hypothesis

1.3.1 learning achievement in the English online course of Sichuan University of Science and Engineering students after learning by O-AMAS teaching higher than before learning.

1.3.2 learning achievement in the English online course of Sichuan University of Science and Engineering students after learning by traditional method higher than before learning.

1.3.3 learning achievement in the English online course of Sichuan University of Science and Engineering students learned by O-AMAS teaching is higher than learned by traditional method.

1.4 Scopes of Research

1.4.1 Population and Samples scope

1) Population

The population was 200 students in the first year of education at the College of Education of Sichuan University of Science and Engineering.

2) Sample scope

The samples were two groups of first-year students in the second semester of the academic year 2022 at the College of Education of Sichuan University of Science and Engineering, randomly selected using the cluster sampling technique, with each group consisting of 40 students.

1.4.2 Variable scope

The Independent variable is teaching management with two values:

1) O-AMAS teaching

2) traditional method.

The dependent variable is learning achievement.

1.4.3 Content scope

This research utilized content related to caring for our earth in English online courses at Sichuan University of Science and Engineering.

1) Lesson 1: Pre-reading (Warm-up Practice; Global Reading) (2 hours)

2) Lesson 2: While-reading (Content Questions; Language points) (3 hours)

3) Lesson 3: While-reading and Post-reading (Language points; Using Language I) (3 hours)

4) Lesson 4: Post-reading (Using Language II; Activity) (2 hours)

1.4.4 time frame

The period of the teaching experiment was from January 2023 to March 2023.

1.5 Definition of Terms

1.5.1 Online course

An online course is a way of teaching a subject through the internet, using specific tools, resources, and activities to help students learn. An online course has teaching goals and methods that are suitable for the online environment. Online courses allow students and teachers to interact, share, cooperate, and learn independently. An English online course, specifically, is an online English class, which involves English teaching activities conducted through the internet.

1.5.2 O-AMAS teaching

O-AMAS teaching referred to the instruction based on O-AMAS teaching that was developed by the Nankai Effective Teaching and Learning (NKET) team at Nankai University, which was an effective instruction based on outcome

orientation. O-AMAS teaching included five components: instructional objective design (O), activation (A), multiple learning (M), assessment (A), and summary (S). O-AMAS teaching aims to enhance student learning outcomes and engagement through the following four steps: Step 1: Activation - The teacher designs clear and effective instructional objectives and plans classroom activities accordingly. Step 2: Multiple Learning - The teacher divides students into learning groups and facilitates interaction and discussion among group members to stimulate their interest in learning. Step 3: Assessment - The teacher evaluates the learning effectiveness of each group and provides feedback to optimize student interaction in the classroom. Step 4: Summary - The teacher summarizes the main points and key takeaways of the classroom activities to promote deeper student learning.

1.5.3 Traditional method

Traditional method referred to the teaching method in which the teacher helped students acquire a large amount of knowledge systematically, using the lesson plan guideline of Sichuan University of Science and Engineering.

1.5.4 Learning achievement

Learning achievement referred to the score that a student received after passing a final paper exam, which was used by teachers to evaluate the student's mastery of knowledge. Learning achievement was developed by researchers.

1.6 Research Framework

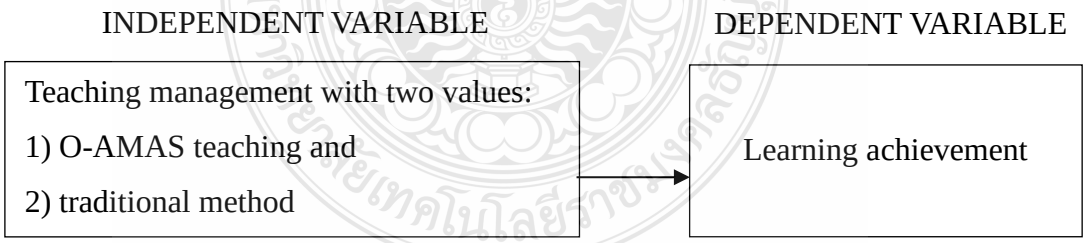

Figure 1.1 Research framework

1.7 Contribution to Knowledge (Expected Benefits)

1.7.1 The guideline on how to manage teaching by using O-AMAS teaching improved learning achievement in English online courses.

1.7.2 The guideline on how to manage teaching by using O-AMAS teaching improved learning achievement in other online courses.

CHAPTER 2
REVIEW OF LITERATURE

The researcher studied the development of learning achievement in English online courses based on O-AMAS teaching for college students which have studied the collection of documents and related research to be used as the basis for research on the following topics:

2.1 English Curriculum
- 2.1.1 Importance of English Curriculum
- 2.1.2 Strands and learning standards
- 2.1.3 Learning management guidelines

2.2 O-AMAS Teaching
- 2.2.1 Meaning and importance of O-AMAS teaching
- 2.2.2 What is O-AMAS teaching
- 2.2.3 Implementation of O-AMAS teaching
- 2.2.4 Advantages and disadvantages of O-AMAS teaching

2.3 Traditional Method
- 2.3.1 What is traditional method
- 2.3.2 Implementation of traditional method
- 2.3.2 Advantages and disadvantages of traditional method

2.4 Learning Achievement
- 2.4.1 Definition of Learning Achievement
- 2.4.2 Achievement component
- 2.4.3 Guidelines for measuring student achievement
- 2.4.4 Characteristics of a good achievement test

2.5 Relevant of the Research
- 2.5.1 Domestic research
- 2.5.1 Foreign research

2.1 English Curriculum

2.1.1 Importance of English Curriculum

In the 21st century, amidst the backdrop of multiculturalism and economic globalization, it became an inevitable trend to cultivate core literacy and intercultural communication skills among college students. Learning English, as an important carrier of Western culture, was inseparably linked to the culture it embodied. On one hand, learning English in college fostered students' intercultural communication skills and aligned with the societal demand for talent development at that time, enhancing students' professional competence and literacy. It also ignited their enthusiasm to participate in English teaching activities. On the other hand, college English possessed inherent humanistic qualities. English teachers, in the process of cultural education, focused on English language skills and knowledge transfer. They delved deeper into English cultural content during lesson preparation, imparting cultural knowledge along with English grammar, sentence patterns, and vocabulary to students. This enabled them to gain a profound understanding of Western cultural nuances and sparked their passion for foreign communication (Byram, 1997).

It was pointed out in previous research on the design of college English teaching, which was based on the development of intercultural communication skills, that by integrating English culture and creating a good learning atmosphere for students, it helped students feel the charm and interest of the English subject and effectively expanded their English knowledge while promoting their intercultural communication skills. Additionally, cultivating the intercultural communication ability of college students not only allowed the college English classroom to fully utilize the form of subject education and improve teaching quality but also used English culture as a teaching carrier to achieve the goal of enhancing cultural confidence and literacy of college students (Guo, 2019, pp.1257-1262).

Through the literature, this paper argued that cultivating students' intercultural communication skills in college English classroom teaching could not only improve students' English literacy but also help promote students toward globalization. Therefore, university English teachers were advised to clarify the importance of intercultural communication in the teaching process, improve their own intercultural

teaching level and intercultural communication literacy in a timely manner, innovate teaching methods in a reasonable way, optimize the content of English teaching materials, and promote students' overall development in the future.

2.1.2 Strands and learning standards

The learning standard for English in university aimed to enhance students' foreign language proficiency by valuing not only their theoretical learning achievements but also their practical application level and motivation to learn. The university standard for English learning encompassed mastery of listening, speaking, reading, writing, grammar, and other aspects of English, as well as the development of intercultural communication skills. In the college English classroom, teachers often incorporated knowledge of foreign English culture to help students understand and grasp the meaning of the text. Additionally, they compared and analyzed the traditional cognitive and cultural concepts of China and the West. Over time, universities helped students understand the cultural differences between China and the West, enhancing their motivation to learn foreign languages (Liu, 2019, pp.44-61).

Research on the design of college English teaching based on the development of intercultural communication skills indicated that such teaching effectively strengthened students' listening, speaking, reading, and writing skills, as well as their intercultural communication skills. A questionnaire was administered to a random sample of 80 students from 150 first-year college marketing students in the School of Management of Hunan Jiaotong University, and it confirmed that the strengthened learning standards, which were conducive to the development of language skills and intercultural communication literacy, promoted students' overall future development. Innovative teaching methods and optimized English textbook content supported this outcome (Liu, 2019, pp.44-61).

According to the literature, learning English at university included students' ability to listen, speak, read, and write, as well as their ability to communicate across cultures and their motivation to learn a foreign language.

2.1.3 Learning management guidelines

In accordance with the spirit of the Outline of China's Medium and Long-term Educational Reform and Development Plan (2010-2020) and the Ministry of

Education's Several Opinions on the Overall Improvement of the Quality of Higher Education and other documents, and on the basis of summing up the experience of college English curriculum construction and teaching reform, this guide was formulated (Yanning, & Jinjin, 2020).

The Outline of Medium and Long-term Education Reform and Development Plan (2010-2020) pointed out that "improving quality is the core task of higher education development." To improve the teaching quality of higher education required providing high-quality foreign language education for college students. College English courses offered by colleges and universities, on the one hand, met the national strategic needs and served the national reform and opening up and economic and social development; On the other hand, they could meet the needs of students in professional study, international exchange, continuing education, work and employment (Yanning & Jinjin, 2020)

College foreign language education was an important part of China's higher education, and it was of great significance to promote the coordinated development of college students' knowledge, ability, and comprehensive quality. College English, as an important part of college foreign language education, was a compulsory public basic course for most non-English majors at the undergraduate level. It played an irreplaceable role in talent training (Yanning, & Jinjin, 2020).

College English was a part of humanistic education in colleges and universities, which had dual characteristics of instrumentality and humanism. As far as instrumentality was concerned, college English curriculum was the improvement and expansion of English teaching in the basic education stage. Its main purpose was to further improve students' English listening, speaking, reading, writing, and translating abilities on the basis of senior high school English teaching. The instrumentality of college English was also reflected in English for specific purposes. Students could acquire communication ability in academic or professional fields by learning academic English or professional English related to their major or future work. As far as human beings were concerned, one of the important tasks of college English curriculum was to carry out intercultural education. Language was not only the carrier of culture but also a component of culture. In addition to learning and exchanging advanced science and technology or professional

information, students should also understand foreign society and culture, improve their understanding of different cultures, enhance their sense of similarities and differences between Chinese and foreign cultures, and cultivate their intercultural communication ability (Yanning & Jinjin, 2020).

The teaching goal of college English was to cultivate students' English application ability, enhance their cross-cultural communication awareness and communication ability, develop their autonomous learning ability, improve their comprehensive cultural literacy, enable them to effectively use English in their study, life, social interaction, and future work, and meet the needs of the country, society, school, and personal development (Zhang, 2020, pp.81-93).

In the career development path of college English teachers from the perspective of international talent cultivation, the research showed that the college English learning management guide could be divided into the general description and personal skill description. The general description included language skills and knowledge requirements, intercultural communicative competence, and learning strategies; Personal skill description further explained the three levels of teaching objectives from five aspects of listening, speaking, reading, writing, and translation. All colleges and universities should have determined their teaching objectives and needs according to the three-level teaching objectives and requirements proposed in this guide and in combination with the actual situation of schools, departments, and students (Zhang, 2020, pp.81-93).

Based on the literature review, this paper argued that the College English Learning Management Guide was mainly aimed at students who had passed the college entrance examination and was the basic requirement that most students should meet when they graduated from college. The teaching requirements of the improvement goals and development goals were aimed at students who had reached a good level of English when they entered the university and were also the requirements for students' English application ability. For students who had basically passed the college entrance examination, the school could appropriately adjust the teaching requirements of some basic goals.

2.2 O-AMAS Teaching

2.2.1 Meaning and importance of O-AMAS teaching

O-AMAS teaching was an effective and result-oriented approach that Nankai University's teaching team independently developed in 2017. O-AMAS teaching was based on the OBE teaching design concept and was divided into five parts: objective (O), activation (A), multi-learning (M), assessment (A), and a brief summar (S). O-AMAS teaching focused on achieving students' learning outcomes and fostering positive interactions between teachers and students. It encouraged students to engage in active learning by incorporating interactive activities into various teaching stages, enhanced students' autonomous learning abilities, and improved their overall learning experience. O-AMAS teaching was adaptable to a variety of professional disciplines and had been shown to significantly improve the teaching effectiveness of multiple professional fields, as confirmed by literature sources. O-AMAS teaching was guided by the teaching objectives of professional courses, and by using rule-based teaching methods, students were encouraged to participate actively in the classroom, resulting in visible and controllable teaching outcomes (Liu & Wang, 2018, pp.107-111).

In a study, 150 first-year high school students were randomly divided into a control group and an experimental group. After using the O-AMAS teaching, the experimental group showed an increased enthusiasm for software learning, and students were more willing to self-study outside of class. Learning habits improved, teaching methods were innovated and optimized, and the content of textbooks was updated (Liu & Wang, 2018, pp.107-111).

Based on the literature analysis, the author concluded that the flexible and diversified activation methods used in O-AMAS teaching effectively re-engaged students' attention in the classroom. The diverse learning activities enabled students to learn independently and revealed the communicative and interactive properties of language. Further research and exploration of O-AMAS teaching were warranted.

2.2.2 What is O-AMAS teaching

O-AMAS teaching of effective teaching and learning was a new teaching methodology developed by the Effective Teaching and Learning team at Nankai University in 2017. It was subsequently launched at the National Network Training

Center for College Teachers and extended to colleges and universities nationwide in the form of workshops. O-AMAS teaching was goal-oriented and had activation, multiple learning, assessment, and summation as the core elements of effective interaction. O-AMAS teaching was a concise summary of the key elements required for a successful classroom and was highly applicable. In recent years, research findings emerged from the application of O-AMAS teaching in courses such as college physics, microbial physiology, health assessment, and travel planning practices (Chen, 2018, pp.122-126).

The meaning of O-AMAS teaching could be summarized by the numbers 1, 2, 4, and 5. "1" referred to being student-centered in the curriculum; "2" referred to the concepts of goal-oriented education and reverse instructional design; "4" referred to achieving four things in the classroom: a smile on the face, light in the eyes, fun in the process, and effective learning; "5" referred to the steps of O-AMAS teaching: Smart learning objectives were implemented for rapid classroom activation, diverse instructional approaches, effective classroom assessment, and brief classroom summaries (Chen, 2018, pp.122-126).

The development of learning goals should not have been teacher-centered, but rather specific, measurable, achievable, realistic, and time-bound SMART goals so that students were more purposeful and directed in their learning through the development of SMART goals. All elements of the course should have paid close attention to the learning objectives and should have been oriented to them. Rapid classroom activation meant that teachers should have focused on pre-course activation activities, or icebreakers, in each course. Teachers should have tailored effective activities to students' specific learning situations to ensure that they were interested in the content and were motivated to learn and think about it. Activation activities were like warm-ups before a game; only when students were fully warmed up were they more engaged in the classroom and achieved better learning outcomes. The diverse classroom emphasized that teachers could not stick to a single teaching method, but rather use a variety of effective teaching methods. These methods took into account all students in the classroom to accommodate different learning styles. Combining multiple teaching methods helped teachers to better educate students holistically in terms of knowledge, skills, and emotions (thinking and management), which was at the heart of classroom

teaching and learning and was an important direction for classroom education reform. Effective classroom assessment was one of the most important elements of the teaching and learning process. The lack of effective classroom assessment in the classroom could lead to teachers' teaching becoming too rigid and unable to optimize instruction in a timely manner based on student's specific learning situations. Through effective classroom assessment, teachers could obtain positive feedback from students on their learning and optimize their teaching methods. Simple classroom summaries meant that at the end of class, teachers should have helped students review, reflect on, and deepen classroom content and incorporated appropriate instructional activities to promote deeper learning (Locke & Latham, 2002, pp.705-717).

In an online teaching practice based on O-AMAS teaching, a study on school English teaching showed that at the end of the course, teachers asked students for feedback. The students' feedback was positive. For example, Student A felt that the course was more organized and that online learning was not limited to the 90-minute class but rather accumulated and extended through post-class learning. Student B felt that online courses not only helped them gain knowledge but also developed three abilities: first, the ability to learn independently. The teacher required students to prepare and think through MOOC platforms before class and to solve problems encountered in learning on their own. Second, the ability to collect information and read literature. Third, the ability to integrate knowledge. At the same time, each ability was improved with each assignment. There were also some suggestions, such as some students hoping that the teacher could intersperse knowledge related to scientific research practices during class, share their experiences in the research process, and add some experimental operation videos or popular science videos related to the knowledge points, which could deepen their understanding of the knowledge points. According to the students' feedback, the course group further improved the course content (Chen 2018, pp.122-126).

In summary, this article believes that the study of challenges and strategies for online English teaching in universities has some reference value. In this teaching mode, they guided students based on their interests, exercised their learning ability and independent thinking ability, cultivated team spirit, and achieved the three teaching goals of knowledge and skills, process and method, and emotional attitude and

values. Throughout the entire online teaching process, the rapid launch of the online live classroom is more important in bringing teachers and students closer, enabling students to participate.

2.2.3 Implementation of O-AMAS teaching

The following is a summary of related research on the effective application of O-AMAS teaching, implemented in the following steps:

Step 1: Activation - Clear and effective instructional objectives were developed and classroom activities were designed with a focus on the knowledge, skills, and emotional (thinking and government) dimensions to develop feasible goals. In addition to setting specific teaching goals, teachers should consciously integrate the course's teaching goals into classroom teaching, systematically guiding students to learn course content and understand theory to apply it in-depth. Teachers should also focus on designing classroom activities to stimulate student interest. The start of classroom teaching is crucial to ensuring the effectiveness and quality of teaching. Therefore, teachers should carefully design classroom teaching activities, especially activation activities at the beginning of class. The activation principle requires the participation of all students in the activity. Secondly, the activation tool should be closely related to the content of the lesson. Finally, teachers should activate students' physical, emotional, and cognitive levels (Feng & Wang, 2018, pp.223-227).

Step 2: Multiple Learning - Students were divided into learning groups, and interaction and discussion among group members were encouraged to stimulate students' interest in learning. Effective student learning activities are based on five key principles: everyone participates, mutual learning, connecting content, full sensory participation, and confidence. In this regard, teachers need to enrich their teaching methods, incorporating various effective teaching methods. For example, teachers can use cooperative teaching methods, allowing students to study and discuss classroom topics in groups, and effectively improve students' communication skills and cultivate their team spirit and cooperation awareness (Feng & Wang, 2018, pp.223-227).

Step 3: Assessment - The teacher assessed the learning effectiveness of each group to optimize student interaction in the classroom. Effective classroom assessment can truly promote students' in-depth learning. When guiding students

to evaluate each other, the teaching should be oriented, and interaction should be used as a means, and the evaluation content should be consistent with the teaching goals. Student classroom evaluation refers to timely feedback between teachers and students, and among students during the classroom learning process, such as feedback on classroom performance. Feedback is one of the most effective factors in promoting learning progress. However, when giving feedback, teachers should guide students to master the six characteristics of effective feedback, namely, consistency with course objectives, specific feasibility, and timeliness. One feedback method is called the "feedback sandwich," which refers to three steps of feedback: first, identify what the student did well in the classroom, second, point out areas that need improvement, and third, provide overall praise. Combined with classroom evaluation, teachers can organize students to give feedback to each other at the end of the class, using the "feedback sandwich" to help students better understand their classroom performance. (Feng & Wang, 2018, pp.223-227).

Step 4: Summarized - Classroom activities were summarized to promote deeper student learning. The purpose of conducting evaluation activities in a timely manner in the classroom is to help students better understand their problems and areas in which they did well. However, if we want to promote students' in-depth learning, we should also do a good job of summarizing the classroom and help students actively summarize and reflect on the course content in a timely manner. Activities such as "three-sentence summary" or "my enlightenment" can be used. In the "three-sentence summary" activity, students are asked to write down the activities, ideas, and people that left the deepest impression on them in the classroom on a piece of paper. In the "my enlightenment" activity, students are asked to share their understanding and insights gained in the course with their group members. (Feng & Wang, 2018, pp.223-227).

In summarizing the conclusions drawn from the study, on one hand, teachers need to transform their teaching ideas and break away from traditional method. They should have a full understanding of O-AMAS teaching and be able to integrate theoretical knowledge into teaching practice, in order to truly optimize their teaching methods and achieve openness and acceptance in the classroom. On the other hand, teachers should actively stimulate students' learning interests and encourage them to

participate in classroom teaching reforms. When applying O-AMAS teaching to classroom teaching, teachers should know that this is not a simple matter of student cooperation. They should understand that O-AMAS teaching is not about simple imitation and application, but rather about bold experimentation and innovation that considers the characteristics of the course. Effective teaching not only makes teaching interesting and effective for teachers but also improves students' ability to absorb classroom material, creating a positive learning atmosphere and promoting deep learning that truly creates a classroom with smiling faces, bright eyes, interesting processes, and effective learning.

2.2.4 Advantages and disadvantages of O-AMAS teaching

The advantage of O-AMAS teaching was that it allowed for the design of extended learning activities, such as topic discussions, case studies, and lab projects. Students could choose these activities independently based on their interests and preferences. Meanwhile, teachers who implemented O-AMAS teaching could visit each other's classrooms and exchange feedback on teaching activities. They could also use this feedback to reform and improve the curriculum. As we can see, O-AMAS teaching was driven by the interaction between teachers and students. Through more than one hundred self-developed teaching activities, students were guided to learn actively and deeply, and the teaching organization and methods achieved the penetration of teaching objectives and the participation of teaching targets, with obvious teaching effects. This provided a new way of thinking about higher education teaching, breaking the time and space limitations of teaching and allowing for more diversified education and learning methods. It also promoted the realization of "higher-order" teaching objectives and the development of teaching methods and concepts in a deeper direction (Yao & Wang, 2020, pp.128-134).

However, there were some disadvantages to O-AMAS teaching. Multiple learning activities could be formal, the progress of learning activities could be disorganized, and effective assessment methods could be set as routine. In study, it was found that although the O-AMAS teaching was student-centered, the teacher's role was also very important. If teachers did not follow the design and implementation process of a specific curriculum or copied someone else's design, problems of formalized

meta - learning activities, disorganized learning activities, and standardized assessment methods could occur (Yao & Wang, 2020, pp.128-134).

Multiple learning activities were advised to avoid formalization: O-AMAS teaching advocated the use of attractive and popular topics and activities to activate students' learning interests. In the process of designing learning activities, teachers were expected to fully consider the characteristics of the curriculum, design one knowledge point at a time, use videos, and body language, draw, make posters, and other forms of activities that students liked. They were also advised to pay attention to stimulating students' awareness of independent learning and building a knowledge system. However, teachers were required to hold tightly to the main line of classroom teaching and carry out corresponding classroom activities around higher-order learning objectives. Depending on students' learning and the characteristics of the course taught and the length of the lecture, the form of the activity was chosen to suit the students. The design of learning activities took into account both the focus and the importance and difficulty of learning and paid attention to the development of students' cooperation, communication, and thinking skills. Teachers were warned to avoid focusing too much on the variety of learning activity formats at the expense of learning objectives (Yao & Wang, 2020, pp.128-134).

The progression of learning activities was advised to avoid falling into disorder: O-AMAS teaching advocated following a student-centered teaching philosophy that mobilized student participation and motivation. During the course of course activities, teachers were expected to leave more opportunities for student performance and take the initiative to play a supportive and guiding role by "asking questions" and directing the direction of the topic. At the same time, however, teachers were advised to see the forest for the trees. They were required to have an overall sense of the pace and timing of classroom activities, terminate topics for discussion at appropriate times, and maintain the pace of the class to avoid endless discussions. Teachers were advised to conserve the limited time available in the classroom and guide students to place unlimited reflection outside of class time (Yao & Wang, 2020, pp.128-134).

Effective assessment methods were advised to avoid being conditional. O-AMAS teaching advocated effective assessment along with orderly and varied learning activities. The assessment methods were required to break the traditional assessment methods such as single lecture listening, final submission of practical training reports, and practical training grades. Comprehensive assessment methods before, during, and after class such as mutual assessment, group assessment, submission of questions for review in the form of rain classroom, and post-class feedback were advised to be adopted according to the characteristics of the course. The assessment method could be designed by the teacher, or by the students, or by the teacher and the students together. On the one hand, the assessment focused on process evaluation, and on the other hand, the form of assessment was flexible and varied to avoid clichés (Yao & Wang, 2020, pp.128-134).

O-AMAS teaching, which is student-centered and emphasizes attractive and popular topics and activities to activate students' learning interests, can be an effective approach to teaching. However, teachers need to be cautious about potential disadvantages such as formalized learning activities, disorganized progression of learning activities, and standardized assessment methods. Teachers should follow the design and implementation process of a specific curriculum, avoid focusing too much on the variety of learning activity formats at the expense of learning objectives, have an overall sense of the pace and timing of classroom activities, and adopt flexible and varied assessment methods. Overall, the success of O-AMAS teaching depends on the teacher's ability to balance student-centered teaching with effective classroom management.

2.3 Traditional Method

2.3.1 What is traditional method

China's traditional method was influenced by the ancient teaching thoughts of Confucius and the educational thoughts of Western educators, such as Carl Rogers and Herbart. The teaching process was teacher-centered and adopted a five-step teaching structure of "organizing teaching, introducing new lessons, teaching new lessons, consolidating and reviewing, and assigning homework". This traditional method

has been in use since the early days of China's founding. The traditional method conforms to cognitive laws, is conducive to students' mastery of knowledge, and enables students to efficiently and effectively receive systematic knowledge imparted by teachers through consolidation exercises and the teacher's leading role and to improve and master knowledge and skills (Li, 2013, pp.1016-1020).

From the information: Traditional method, also known as the "classroom system", divides students of similar age and knowledge into a fixed number of classes, and teaches different subjects in a classified manner according to the requirements of the teaching syllabus, using a fixed schedule and designated textbooks. In the 17th century, Czech educator Johann Comenius first proposed the "classroom system" theory, which was further improved by Herbart and others, ultimately leading to the spread of the classroom teaching mode. This classroom teaching format is conducive to the teacher's leading role, but the disadvantage is that students are in a passive position, and it is not conducive to their initiative and creativity.

2.3.2 Implementation of traditional method

The steps of implementation of traditional method were 4 steps:

Step 1: Plan development involves developing a teaching work plan through a "top to bottom, bottom to top" procedure that promotes "unified understanding, unified will, and unified action." The teaching goal management system includes school work goal management, teaching office work goal management, subject group work goal management, preparation group work goal management, and individual teacher work goal management (Wang, 2015, pp.553-557).

Step 2: Implementation is the central part of the teaching management process. At this stage, an effective teaching organization is established, and the rules and regulations of teaching management are established and improved, including standards and specific regulations and requirements for lesson preparation, class teaching, listening, and evaluation. The process of teaching management is specified (Wang, 2015, pp.553-557).

Step 3: Inspection and evaluation are a key part of traditional method. The main content of inspection and evaluation includes the progress and effect of the teaching work plan's implementation, the implementation of teaching rules and

regulations, the analysis of teaching work quality, and the situation of teaching management organizations at all levels and their managers playing their management functions (Wang, 2015, pp.553-557).

Step 4: Summarization and processing involve analyzing the teaching method implementation, affirming achievements, identifying shortcomings, and drawing conclusions. An important task during the summary is to recognize advanced teachers and promote advanced teaching experience. Processing involves applying the experience and lessons learned during the summary to the next cycle of management activities (Wang, 2015, pp.553-557).

In traditional method, the four basic links of planning, implementing, checking and evaluating, summarizing, and processing were closely connected, interpenetrating, and mutually reinforcing. Together, they formed an orderly and unified teaching management process that continued year after year and week after week. However, this process was a simple repetition of the previous one, without a spiral of development in a higher sense. After implementing traditional method in English classes for 200 sophomore students at the University of Science and Technology of China, it was found that traditional method aligned well with the traditional classroom setting. Whether it was the narrative, deductive, or other teacher-centered methods, students passively received knowledge.

2.3.3 Advantages and disadvantages of traditional method

Pros: Teaching content as the main theme with prominent objectives. The traditional method had a strong sense of goal, and the consistent principal teachers followed when preparing lessons was to teach knowledge as the goal. When organizing classroom teaching, the goal of knowledge teaching was everywhere, and every link and every step worked in the direction of achieving the goal of knowledge teaching. Although it was said that knowledge attainment played a certain role in guiding and motivating teaching, in essence, this teaching mode only put knowledge at the center and ignored students' inner experiences (Bloom & Krathwohl, 1956).

Disadvantages: Mechanical organization of teaching, neglecting students' emotional experience. Because of the clear objectives of knowledge teaching, teachers mechanically used the rules and regulations in the process of organizing

teaching, and completely manipulated classroom teaching as an authority, ignoring students' psychological characteristics and personality features. Students could only accept passively but could not think independently and innovate. This was the so-called "duck-filling" and "full of teaching", and students were like containers waiting for the teacher to fill them with knowledge. Although this approach might have allowed some students to remember a lot of basic chemistry principles, chemical terms, and even chemical calculations, once they encountered some practical problems, they were at a loss. For example, how to take samples to analyze the main components of the gas in the cellar, explain why the food made from yeast was fluffy and delicious, etc. Students might have studied chemistry for several years and still be unable to solve these problems because they had been taught to memorize basic concepts by rote and could not solve them apart from what they had been taught in class, in short, they could not apply their knowledge (Yang & Lin, 2020, pp.4279-4286).

Advantages of the traditional method: In the long history of education and teaching activities, human beings had basically adopted the traditional method of teachers speaking and students listening, and university education was no exception. The face-to-face teaching activities of teachers and students were beneficial to both teaching and learning. Teachers could quickly understand the learning difficulties of students, predict the learning effect, adjust the teaching progress and optimize the teaching methods; Classroom discussions between teachers and students were conducive to teaching. The classroom discussion between teachers and students was conducive to teaching and learning. The teacher's leading role in organization and management and the students' main role were also conducive to the formation of healthy competition among students and the learning atmosphere of catching up with each other. The teacher could also reflect on the design and shortcomings of the teaching content and provide a reliable theoretical and practical basis for future teaching. Teaching activities were carried out under relatively fixed time and space conditions and under the matching of teachers and students, which was conducive to both teaching and learning. It was conducive to improving students' concentration, forming good interpersonal relationships between teachers and students and between students, and creating a warm and cohesive classroom community. This good relationship and atmosphere could

promote the smooth development of teaching activities, which was beneficial to achieving good teaching results (Bloom & Krathwohl, 1956).

Limitations of traditional method: Of course, the teacher-centered traditional method had its shortcomings. It limited students' subjective initiative. Teachers taught a lot of content for, a long time, and students only passively participated in teaching activities, the subjective initiative was limited. In some university courses, the teaching content was difficult, the amount of class time was limited, and the teaching progress was fast. Some students could not keep up with the progress and could not digest and master the class content in time, resulting in more and more problems, and eventually, they might have lost confidence in the course, given up learning, or even failed or retaken the course. American learning expert Edgar Dale's "learning pyramid" theory believed that "listening, reading, auditioning and demonstrating" was passive learning (Yang & Lin, 2020, pp.4279-4286).

The traditional method has its advantages and disadvantages. The main advantage is that it focuses on teaching content as the main theme with prominent objectives. The goal of knowledge teaching is emphasized, and every step of the teaching process is directed toward achieving this goal. Classroom discussions between teachers and students and the formation of healthy competition among students can be beneficial for both teaching and learning. However, the traditional method also has its limitations. It neglects students' emotional experiences and limits their subjective initiative. It can lead to full of teaching, which means students only passively participate in teaching activities and cannot think independently and innovate. To overcome these limitations, teachers need to adopt more interactive and student-centered teaching methods to enhance students' participation and creativity.

2.4 Learning Achievement

2.4.1 Definition of Learning Achievement

The score that students received after passing a final paper examination was known as their Learning Achievement. Teachers used this score to evaluate the effectiveness of their teaching model in promoting learning and understanding in the course. As part of this teaching model, teachers regularly conducted formative and

summative assessments of students' knowledge and skills, providing feedback to help identify strengths, weaknesses, and problem areas in their learning. By evaluating Learning Achievement, teachers were able to supplement their teaching to help students improve (Postlethwaite & Willms, 1993, pp.359-374).

Learning Achievement also encouraged students to review their homework in a timely manner, promoting the consolidation and deepening of their mastery of knowledge. To a certain extent, Learning Achievement reflected the effectiveness of teachers' teaching modes and served as an important tool for teachers to obtain feedback, summarize their teaching experiences, and continuously improve their teaching methods. Careful and in-depth analysis of grades helped teachers effectively adjust and improve their teaching modes, leading to enhanced teaching quality (Postlethwaite & Willms, 1993, pp.359-374).

Learning Achievement, which is the score received by students on their final paper examination, serves as an essential tool for evaluating the effectiveness of a teacher's teaching model in promoting learning and understanding in the course. It enables teachers to conduct formative and summative assessments of student's knowledge and skills, providing feedback to identify strengths, weaknesses, and problem areas in their learning. Furthermore, Learning Achievement encourages students to review their homework and deepens their mastery of knowledge. By analyzing grades, teachers can improve and adjust their teaching methods, leading to enhanced teaching quality.

2.4.2 Achievement component

Learning achievement represented the outcomes and results of learning and was expressed as a fractional judgment. The overall assessment achievement of a course was composed of the usual achievement and the final exam achievement in proportion to each other. The usual achievement was based on various aspects such as classroom performance, homework, lab results, attendance, unit quizzes, and other factors. Generally, in Chinese universities, the usual achievement constituted 30% of the overall achievement, while the final exam achievement constituted 70%. The usual achievement was composed of three components: regular attendance, usual class performance (including answering questions), and 10% of the midterm achievement.

This applied to most courses, although some teachers, majors, and courses may have had slight variations (Mueller, 2003).

According to modern online course teaching data, the examination results of online education courses included the usual achievement, online learning achievement, and paper achievement. The usual achievement contributed 20%, the online learning achievement contributed 10%, and the final paper achievement contributed 70% (Palloff, & Pratt, 2001).

Learning achievement is a representation of the results and outcomes of learning, expressed as a fractional judgment. In Chinese universities, the overall assessment achievement of a course is based on the usual achievement and final exam achievement, with the usual achievement usually constituting 30% of the overall achievement, while the final exam achievement constituted 70%. The usual achievement is composed of various aspects such as classroom performance, homework, lab results, attendance, and quizzes. In modern online courses, the examination results consist of the usual achievement, online learning achievement, and paper achievement, with the usual achievement contributing 20%, the online learning achievement contributing 10%, and the final paper achievement contributing 70%.

2.4.3 Guidelines for measuring learning achievement

The observation method was used to assess classroom achievement as it was the most direct way to identify the behavior of the person being assessed. This method was applicable for evaluating behaviors that were difficult to quantify in teaching, such as interests, hobbies, attitudes, habits, personalities, and technical achievements like singing, painting, sports skills, and handicrafts. However, if the observed person knew they were being observed, their behavior could be different from usual, and therefore, the observation results might not have been completely reliable. To improve the reliability and accuracy of observation, it was conducted regularly, and some students' behaviors or anecdotes were recorded in the form of logs or reports to make the evaluation data more comprehensive. Rating scales could also have been used to achieve accurate observation. The test method could have been used to assess mid-term and final achievement, primarily in the form of written examinations. This method was the basic way to evaluate and measure students' achievement and was applicable

for evaluating their achievements in learning cultural and scientific knowledge. The advantage of this method was that it could test multiple objects with the same test paper at the same time and collect a large amount of valuable data for comparative research. It was simple to use, widely used, and relatively reliable. However, this method also had limitations, such as difficulty in measuring students' intelligence, abilities, and behavioral skills. Regarding the specific implementation of the observation method, observation logs or journal reports were generally used to record students' significant or abnormal behavior. These logs focused on factual descriptions of the course of action and might have included a brief explanation. The observation log could have been a book prepared by the teacher for the whole class, with each student occupying several pages to record their outstanding behavior (Johnson & Christensen, 2013).

The observation method was useful in assessing behaviors that were difficult to quantify in teachings, such as interests, hobbies, attitudes, and personalities, while the test method was more appropriate for evaluating achievements in learning cultural and scientific knowledge. However, observation results may not have been reliable if the observed person knew they were being observed. To improve the accuracy and reliability of observation, it was necessary to conduct it regularly, record behaviors or anecdotes in the form of logs or reports and use rating scales. Observation logs or journal reports were generally used to record significant or abnormal behavior, with each student occupying several pages to record their outstanding behavior.

2.4.4 Characteristics of a good achievement test

The Achievement Test was a significant tool for students to assess their cognitive learning. A good test had to contain two essential components: reliability and validity. Reliability pertained to the consistency or dependability of the test results. If a test was administered multiple times to students under different circumstances, and the outcomes were mostly similar, we considered the test to be highly reliable. Validity concerned the precision or correctness of the test results, i.e., whether the test could genuinely reflect the actual proficiency level of students (Johnson & Christensen, 2013).

Characteristics of a good achievement test include clear goals and objectives, appropriate content coverage, alignment with instructional objectives, appropriate test length, use of clear and concise language, appropriate format and

response options, validity, reliability, and fairness. Additionally, a good achievement test should provide useful feedback to both students and teachers (McMillan, 2001).

According to Nitko and Brookhart (2011), a good achievement test should have clear learning objectives and be aligned with the curriculum. It should also be reliable, and valid, and provide useful information to teachers and students.

The characteristics of a good achievement test are critical to ensure that the test is reliable and validity and provides useful feedback to both students and teachers. Such characteristics include clear goals and objectives, appropriate content coverage, alignment with instructional objectives, appropriate length, clear and concise language, appropriate format and response options, and fairness. In addition, the test should be aligned with the curriculum, be reliable and valid, and provide useful information to both teachers and students.

2.5 Relevant of the Research

2.5.1 Domestic research

Li (2021) found that online teaching practices based on O-AMAS teaching were effective. O-AMAS teaching is a method that involves designing teaching objectives based on the SMART principle, which stands for Specific, Measurable, Achievable, Realistic, and Timely. Before conducting online lectures, the overall course objectives and specific online teaching objectives for each lesson were clarified. Throughout the teaching process, the main objectives were to stimulate students' learning initiative, promote the internalization and absorption of knowledge, and cultivate their scientific and innovative thinking. Students were required to independently search, read, and summarize relevant literature, as well as engage in group work, presentations, literature reviews, experimental and process protocol designs, and other activities. This approach successfully stimulated students' interest in microbiology and other biological disciplines. The practical examples of online teaching of microbiology physiology courses based on O-AMAS teaching have implications for the online teaching of other biology courses as well. In this teaching model, students' interests served as a guide to cultivate their independent learning and thinking abilities, teamwork spirit, and achieve the triple teaching objectives of knowledge and skills,

process and methods, and emotional attitude and values. Throughout the entire online teaching process, quickly activating the online live classroom was crucial to bringing teachers and students closer, facilitating students' quick entry into the online learning state.

Wang and Wang (2020) conducted a study on the application of O-AMAS in the online teaching of a Tourism Management course with 44 enrolled students. The teaching content was divided into six class periods, each lasting 270 minutes, utilizing various facilities such as the internet, computers, smartphones, headphones, PPT, QQ groups, Tencent Classroom, and the UMOOC course supporting APP. Within these class periods, 10 minutes were allocated for class activation, 210 minutes for online diversified learning of tourism resource classification, investigation, and evaluation, 45 minutes for online effective assessment, and the remaining 5 minutes for a brief summary. The study found that O-AMAS teaching achieved the teaching objectives and produced positive results. After the teacher's lecture, group learning, individual self-study, report writing, PPT creation, and presentation, students not only mastered the knowledge and practical skills of tourism resource classification, investigation, and evaluation, but also shared knowledge and information through mutual teaching and learning. The learning outcomes were evident in the three levels of knowledge, skills, and practical skills. The essential knowledge content of tourism planning was covered, allowing students to apply their acquired knowledge in practical situations and meet industry requirements. The teacher also reinforced students' understanding of tourism planning industry skills through practical demonstrations of online cases. Overall, the students demonstrated commendable understanding and mastery of the subject matter.

Bingzheng et al. (2022) study highlights the transformation of community pharmacists' roles during the COVID-19 epidemic outbreak in Wuhan, where they played a crucial part in controlling and preventing SARS-CoV-2 while providing pharmaceutical care. Recognizing the lack of adequate knowledge and skills among community pharmacists, the study aimed to enhance their professional competence through a systemic training program in the post-COVID-19 era. The program, based on the O-AMAS teaching model and flipped classroom approach,

proved to be effective. A total of 25 trainees completed the training, showing a high satisfaction rate and significant improvement in test scores. The study emphasizes the advantages of online learning, such as flexibility, easy interaction, and the ability to overcome geographic constraints, making it a promising approach for on-the-job pharmacy continuing education, particularly in the post-pandemic era.

Shen et al. (2022) studied Background: Formerly, the community pharmacists' work was mainly focused on drug supply. However, during the COVID-19 epidemic outbreak, community pharmacists in Wuhan played an important role in control and prevention of SARS-CoV-2 and in providing pharmaceutical care. Due to a lack of adequate knowledge and skills, many community pharmacists were not able to cope with healthcare work timely and efficiently. To improve community pharmacists' specialized knowledge and enhance their professional competence through systemic training in the post-COVID-19 era. The study suggests that the O-AMAS model and the flipped classroom-based training program can enhance community pharmacists' specialized knowledge and professional competence in the post-COVID-19 era. Additionally, the study emphasizes the advantages of online learning, including flexibility, easy interaction, and the ability to overcome geographic constraints, making it a promising approach for on-the-job pharmacy continuing education, particularly in the post-pandemic era.

Based on the literature mentioned above, we can conclude that the O-AMAS teaching approach for effective teaching and learning can be summarized using the numbers 1, 2, 4, and 5. "1" represents the idea of being student-centered in curriculum teaching, while "2" refers to the concepts of goal-oriented education and reverse instructional design "4" pertains to the four objectives to be achieved in classroom teaching, which are having a smile on the face, light in the eyes, an interesting process, and effective learning. Finally, "5" refers to the steps of O-AMAS teaching: implementing smart learning objectives for rapid classroom activation, utilizing diverse instructional approaches, conducting effective classroom assessments, and providing brief classroom summaries.

2.5.2 Foreign research

The O-AMAS teaching model was an effective, result-oriented model of teaching that was independently developed by Nankai University in China in 2017. As a result, there was no relevant foreign research available. However, we could refer to some discourse on effective teaching and learning in foreign research.

Muijs and Reynolds (2017) studied effective Teaching: Evidence and Practice" presented a definition of effective teaching and learning as a multifaceted and complex concept that required a variety of skills, knowledge, and attributes. According to the authors, effective teaching went beyond mere transmission of information to students; it involved creating an atmosphere that motivated learners and enabled them to achieve their full potential. The book listed several critical features of effective teaching, such as subject knowledge, which required teachers to have a thorough understanding of the subject matter and be able to communicate it to students in a clear and engaging manner. Pedagogical content knowledge, on the other hand, necessitated the ability to connect subject knowledge to teaching style and adapt the approach to cater to individual students' needs. ffective teachers also established positive relationships with their students to foster a safe and supportive environment where students felt valued and respected. Additionally, they provided constructive feedback to students, helping them identify their strengths and weaknesses and guiding them towards improvement. Effective teachers used a variety of assessment strategies to track student progress and adjusted their teaching approach accordingly. Lastly, effective teachers differentiated their instruction to accommodate students with diverse learning styles, abilities, and backgrounds. Overall, the book's definition of effective teaching underscored the importance of a range of skills and attributes and the need for teachers to be adaptable and flexible in their teaching approach.

Harris (1998) reviewed studies that identified effective teaching strategies and examined the factors that contributed to successful teaching. She began by acknowledging that there was no single formula for effective teaching, but rather a range of strategies and approaches that could be effective depending on the context. She then reviewed research that had identified common characteristics of effective teachers, including a strong subject knowledge, an ability to create a positive learning

environment, and the use of a variety of teaching strategies to engage students. Harris also reviewed studies that had investigated the impact of teacher expectations on student achievement, finding that high expectations could have a positive effect on student performance. She noted, however, that expectations had to be realistic and based on student abilities. Harris went on to examine the role of teacher feedback in promoting student learning, discussing the importance of providing timely and specific feedback that was focused on areas where students needed to improve. She also discussed the use of assessment to monitor student progress and adjust teaching strategies as needed. Overall,

Harris concluded that effective teaching required a combination of factors, including strong subject knowledge, a positive learning environment, a range of teaching strategies, high expectations, timely feedback, and ongoing assessment. She noted that effective teachers were able to adapt their teaching approaches to meet the needs of their students and that they were committed to ongoing professional development to improve their practice.

Based on the foreign research above, it can be concluded that effective teaching included the characteristics of an effective teacher, effective classroom management, lesson planning, assessment and evaluation, and the use of technology in teaching and learning. It was important for effective teaching to build positive relationships with students. Effective teachers were those who were able to establish a supportive and respectful learning environment in which students felt valued and engaged. Moreover, teachers needed to adapt their teaching methods to the individual needs and abilities of their students. The importance of differentiated and personalized learning was emphasized, with teaching strategies that met the diverse needs of students.

CHAPTER 3
RESEARCH METHODOLOGY

The researcher conducted detailed research on the development of learning achievement in English online courses based on O-AMAS teaching for college students using research methodology as follows:

3.1 Research Design

3.2 Population and Sample

3.3 Research Instrument

3.4 Instrument Development

3.5 Data Collection

3.6 Data Analysis

3.1 Research Design

The research design was quasi-experimental. The researcher conducted experiments based on the Pretest-Posttest Nonequivalent-Group Design (Best & Kahn, 2003, p.178)

Table 3.1 Pretest-Posttest Nonequivalent-Group Design

The Pretest-Posttest Nonequivalent-Group Design		
O1	X	O2
O3	C	O4

Symbols used in experimental design.

O1, O3 = Pretest

O2, O4 = Posttest

X = O-AMAS teaching (Experimental group)

C = traditional method (Control group)

3.2 Population and Sample

3.2.1 Population

The population consisted of 200 first-year students in the College of Education at Sichuan University of Science and Engineering.

3.2.2 Sample scope

The samples were two groups of first-year students in the second semester of the academic year 2022 in the College of Education at Sichuan University of Science and Engineering. They were selected randomly using the cluster sampling technique, with each group consisting of 40 students.

3.3 Research Instrument

The research instruments were classified into two types: those used in the experiment and those used for data collection. The details are as follows:

3.3.1 The English online classroom was taught using the traditional method, and the content covered was 'Caring for Our Earth' with a duration of 10 hours.

1) Pre-reading (Warm-up Practice; Global Reading) (2 hours)
2) While-reading (Content Questions; Language points) (3 hours)
3) While-reading and Post-reading (Language points; Using Language I) (3 hours)
4) Post-reading (Using Language II; Activity) (2 hours)

3.3.2 The English online classroom was taught using the O-AMAS teaching, and the content covered was 'Caring for Our Earth' with a duration of 10 hours.

1) Pre-reading (Warm-up Practice; Global Reading) (2 hours)
2) While-reading (Content Questions; Language points) (3 hours)
3) While-reading and Post-reading (Language points; Using Language I) (3 hours)
4) Post-reading (Using Language II; Activity) (2 hours)

3.3.3 Learning achievement test on English online courses. The test paper contains 20 multiple-choice questions. Each multiple-choice question has 4 options.

3.4 Instrument Development

3.4.1 The research tool for teaching the online English course was the use of traditional method. The topic was Caring for Our Earth (8 hours) The steps of creation were as follows.

1) A study was conducted on the teaching style and management of teaching using the traditional method. The following concepts were summarized: a traditional method is a teaching approach that emphasizes the role of the teacher and pedagogical knowledge.

2) Create an instructional plan using traditional method.

Lesson Plan 1: Pre-reading (Warm-up Practice; Global Reading) (2 hours)

Lesson Plan 2: While-reading (Content Questions; Language points) (3 hours)

Lesson Plan 3: While-reading and Post-reading (Language points; Using Language I) (3 hours)

Lesson Plan 4: Post-reading (Using Language II; Activity) (2 hours)

3) Submission of the researcher-developed instructional management plan to the dissertation advisor to verify the effectiveness of the content and to provide suggestions for improvements and corrections.

4) The Instructional Management Plan was presented to the specialists for validation, and an IOC (Index of Objective Congruence) compliance index of greater than or equal to 0.05 was sought for the elements in the plan. The plan was evaluated by three experts, including two curriculum staff and one measurement and assessment staff, and improvements were made. The evaluation criteria were as follows:

+1: Elements in instructional management programs are consistent

0: Not sure about the elements in the instructional management program are consistent

-1: It is not consistent in the instructional management program

Take the expert's score and calculate the Conformity Index. If equal to or greater than.50 considered valid but if it is lower, bring it to improve which in this research has a conformity 1(IOC=1).

5) The revised instructional management plan was tested with students who were not part of the classroom sample group. Based on the results of the test, the plan was further improved, and actual data was collected before it was implemented.

6) Use a learning plan for a control group.

3.4.2 The research tool for teaching online English courses involved the use of O-AMAS teaching for the topic 'Caring for Our Earth', with a duration of 8 hours. The creation process consisted of the following steps:

1) Study the course and subjects and analyze O-AMAS teaching. the following concepts are outlined: The O-AMAS teaching is based on the result orientation and adopts the OBE teaching design idea, including the design of teaching objectives (objective. O), activation (A), multiple learning (M), evaluation (A), and summary (S). The model is driven by students' learning achievements and active teacher-student interaction to improve students' achievement and enthusiasm.

2) Create an instructional management plan using O-AMAS teaching. The instructional management plan includes the following elements.

Lesson Plan 1: Pre-reading (Warm-up Practice; Global Reading) (2 hours)

Lesson Plan 2: While-reading (Content Questions; Language points) (3 hours)

Lesson Plan 3: While-reading and Post-reading (Language points; Using Language I) (3 hours)

Lesson Plan 4: Post-reading (Using Language II; Activity) (2 hours)

3) Submission of an instructional management plan to the dissertation advisor using O-AMAS teaching created by the researcher to verify the effectiveness of the content and to provide suggestions for improvement and correction.

4) Submit an instructional management plan to the specialist using O-AMAS teaching. Validated and found that the IOC (Index of Item Objective Congruence) conformance index was greater than or equal to 0.05 in the instructional management plan. five experts evaluated the plan, including two curriculum staff, one measurement and assessment staff, and two technical staff, and made improvements. The evaluation criteria were as follows:

+1: Elements in instructional management programs are consistent

0: Not sure about the elements in the instructional management program are consistent

-1: It is not consistent in the instructional management program

Take the expert's score calculate the conformity Index. If equal to or greater than .50 considered valid but if it is lower brough it to improve which in this research have a IOC equal 1.

5) The revised instructional management plan is taken to a trial with students who are not part of the classroom sample group, and then the plan is used to improve the instructional management plan and collect actual data before it is put into use.

6) Use a learning plan for an experiment group.

3.4.3 The process of creating and ensuring the quality of the learning achievement test is as follows:

1) Study English online courses at Sichuan University of Science and Engineering and study the content used in learning management.

2) Analyze the learning objectives of the content used in the test design to measure learning achievement.

3) Determinate the number of exams in the learning achievement test, 30 items using subjective multiple-choice tests.

4) The creation of the learning achievement test was processed.

5) The created learning achievement test is presented to the thesis advisor for consideration validation. and receive suggestions for improvements.

6) Take the learning achievement test the revised version was presented to 3 experts to verify the accuracy of the language used and the content validity of the Item -Objective Congruence Index (IOC) obtained from the assessment of the learning achievement test. Take the expert's score and calculate the Conformity Index. If equal to or greater than .50 considered valid but if it is lower brought it to improve which in this research has an IOC equal to 1.

7) A test was taken to measure learning achievement. A revised tryout was conducted with 20 students who had not used the sample.

8) The test results from the trial were taken to check the quality of the test. The discrimination index was analyzed, followed by the analysis of difficulty and value. Items with a difficulty value between 0.20-0.80 and a discrimination power of 0.20-0.80 were selected.

9) A test was taken to measure learning achievement, and 20 out of the 30 selected questions were used to check the test's confidence level, which was 0.8.

10) Take a test to measure learning achievement selected and updated, then presented it to the thesis advisor for approval again.

11) Use the learning achievement test for experiments.

3.5 Data Collection

The research data was collected. The researchers collected the data in the following sequence:

3.5.1 Preparation steps

3.5.1.1 Contact to obtain official documents from Sichuan University of Science and Engineering. Request the assistance and cooperation of the head of the university for permission to collect the data.

3.5.1.2 Two groups of 40 students each were randomly selected from all the Year 1 student groups using the cluster sampling technique. The treatments (teaching methods) were randomly assigned to groups. One group was taught using O-AMAS method (Experimental group), while the other group was taught using Traditional method (Control group).

3.5.2 Experimental steps

3.5.2.1 The pre-test, subject: English ability test.

3.5.2.2 The teaching model consisted of two teaching classes: The experimental group used O-AMAS teaching, and the control group used traditional method.

3.5.2.3 After that the post-test, subject: learning achievement test.

3.5.3 Analyze steps

The scores obtained from the learning achievement test were analyzed by statistical methods to test the hypotheses.

3.6 Data Analysis

In the data analysis, the researchers used a software program to analyze the data, following this data analysis process:

3.6.1 Analysis of teaching quality of O-AMAS teaching:

3.6.1.1 IOC method was used to check the validity of the learning management plan content.

3.6.1.2 IOC method was used to check the validity of the learning achievement test.

3.6.1.3 Cronbach's alpha was used to test the reliability of the learning achievements test.

3.6.2 Analysis used in hypothesis testing:

3.6.2.1 To compare the learning achievement in English online courses before and after the implementation of traditional method of learning management, a dependent t-test was used.

3.6.2.2 To compare the learning achievement in English online courses before and after learning through O-AMAS teaching, a dependent t-test was used.

3.6.2.3 To compare the learning achievement in English online courses between the traditional method of learning management and O-AMAS teaching, an independent t-test was used.

CHAPTER 4
RESEARCH RESULT

This research developed the learning achievement in English online courses based on O-AMAS teaching for college students in the College of Education at Sichuan University of Science and Engineering. The aims of this study were 1) to compare learning achievement in the English online course of Sichuan University of Science and Engineering students before and after learning by O-AMAS teaching, 2) to compare learning achievement in the English online course of Sichuan University of Science and Engineering students before and after learning by the traditional method, and 3) to compare learning achievement in learning English online course of Sichuan University of Science and Engineering students between students who learned by O-AMAS teaching and students who learned by traditional method. The researchers analyzed the data and presents the results of the data analysis in three parts, as follows:

Part I: Comparative analysis of learning achievement in the English online course of Sichuan University of Science and Engineering students before and after learning by O-AMAS teaching.

Part II: Comparative analysis of learning achievement in the English online course of Sichuan University of Science and Engineering students before and after learning by traditional method.

Part III: Comparative analysis of learning achievement in learning English online course of Sichuan University of Science and Engineering students between students who learned by O-AMAS teaching and students who learned by traditional method.

Part I: Comparative analysis of learning achievement in the English online course of Sichuan University of Science and Engineering students before and after learning by O-AMAS teaching.

The data was analyzed to compare the learning achievement of Sichuan University of Science and Engineering students in the English online course before and after learning through O-AMAS teaching, using a dependent t-test. The results of the analysis are presented in Table 4.1.

Table 4.1 Comparative analysis of learning achievement in the English online course of Sichuan University of Science and Engineering students before and after learning by O-AMAS teaching.

Learning achievement	n	$\overline{X}$	SD	$\overline{D}$	Sd	t	p
before learning	40	13.25	2.03	5.55	2.19	15.99*	.000
after learning	40	18.80	1.34				

* $p<0.05$

Analysis of data from Table 4.1 Significant differences was found in t-tests. ($t=15.99$, $p<.05$) When considering the average learning achievement of in the English online course of Sichuan University of Science and Engineering students who were taught with O-AMAS teaching, it was found that students had a statistically significantly higher learning achievement after learning ($\overline{X}=18.80$, $SD=1.34$) than before learning ($\overline{X}=13.25$, $SD=2.03$) at .05 level.

Part II: Comparative analysis of learning achievement in the English online course of Sichuan University of Science and Engineering students before and after learning by traditional method.

The data was analyzed to compare the learning achievement of Sichuan University of Science and Engineering students in the English online course before and after learning through the traditional method, using a dependent t-test. The results of the analysis are presented in Table 4.2.

Table 4.2 Comparative analysis of learning achievement in the English online course of Sichuan University of Science and Engineering students before and after Learning through traditional method

Learning achievement	n	$\overline{X}$	SD	$\overline{D}$	Sd	t	p
before learning	40	13.30	1.59	2.73	2.64	7.61*	0.000
after learning	40	16.02	1.67				

* p<.05

Analysis of data from Table 4.2 Significant differences was found in t-tests. (t=7.61, p<.05) When considering the average learning achievement of the English online course of Sichuan University of Science and Engineering students who were taught through the traditional method, it was found that students had a statistically significantly higher learning achievement after learning ($\overline{X}$=16.02, SD=1.67) than before learning ($\overline{X}$=13.30, SD=1.5) at .05 level.

Part III: Comparative analysis of learning achievement in learning English online course of Sichuan University of Science and Engineering students between students who learned by O-AMAS teaching and students who learned by traditional method.

The data were analyzed to compare the learning achievement of Sichuan University of Science and Engineering students in the English online course between those who learned through O-AMAS teaching and those who learned through the traditional method, using an independent t-test. The results of the analysis are presented in Tables 4.3 - 4.4.

Table 4.3 Comparative analysis of learning achievement in learning English online course of Sichuan University of Science and Engineering students before learning between students who learned through O-AMAS teaching and students who learned by the traditional method

Learning Management by using	n	$\overline{X}$	SD	t	p
O-AMAS teaching	40	13.25	2.04	-.122	.903
Traditional method	40	13.30	1.59		

Analysis of data from Table 4.4 The significant difference was not found in t-tests (t=-.122, p>.05). When considering before learning, the achievement score of Sichuan University of Science and Engineering students between students who will learn by O-AMAS teaching and the students who will learn by the traditional method.

Table 4.4 Comparative analysis of learning achievement in learning English online course of Sichuan University of Science and Engineering students after learning between students who learned by the O-AMAS teaching and students who learned by the traditional method

Learning Management by using	n	$\bar{X}$	SD	t	p
O-AMAS teaching	40	18.80	1.34	8.14*	.000
Traditional method	40	16.02	1.67		

* p<.05

Analysis of data from Table 4.4 The significance was found in t-tests. (t=8.14, p<.05).When considering learning achievement in learning English online course of Sichuan University of Science and Engineering students after learning between the students learning by using O-AMAS teaching and the students learning by using the traditional method, it was found that the students learning by O-AMAS teaching had a statistically significantly higher learning achievement ($\bar{X}$=18.80, SD=1.34) than the students learning by the traditional method ($\bar{X}$=16.02, SD=1.67) at .05 level.

CHAPTER 5
DISCUSSION AND RECOMMENDATION

The research aimed to improve the learning achievement of first-year students in the College of Education at Sichuan University of Science and Engineering in English online courses by managing their learning with O-AMAS teaching. The purposes of the study were threefold: 1) to compare the learning achievement of Sichuan University of Science and Engineering students in the English online course before and after using O-AMAS teaching, 2) to compare the learning achievement of Sichuan University of Science and Engineering students in the English online course before and after using the traditional method, and 3) to compare the learning achievement of Sichuan University of Science and Engineering students in the English online course between those who learned using O-AMAS teaching and those who learned using the traditional method. The sample for the research consisted of first-year students in the second semester of the 2022 academic year in the College of Education at Sichuan University of Science and Engineering. The research instruments used were the O-AMAS lesson plan, traditional lesson plan, and learning achievement test.

5.1 Summary of Findings

Learning management of English online courses for first-year students at the College of Education, Sichuan University of Science and Engineering, using O-AMAS teaching, improved learning achievement as follows:

5.1.1 Based on hypothesis 1, the learning achievement of Sichuan University of Science and Engineering students in English online courses significantly increased at the .05 level after using O-AMAS teaching compared to before.

5.1.2 Based on hypothesis 2, the learning achievement of Sichuan University of Science and Engineering students in English online courses significantly increased at the .05 level after using traditional method compared to before.

5.1.3 Based on hypothesis 3, the learning achievement of Sichuan University of Science and Engineering students in English online courses who were taught by

O-AMAS was significantly higher at the .05 level than that of another group of students who were managed through traditional method."

5.2 Discussion

The research results were discussed by dividing them into the following three hypotheses and using O-AMAS teaching for first-year students to improve their learning achievement:

5.2.1 Based on the research findings, it was found that students who received O-AMAS teaching of learning management demonstrated higher learning achievement after the study than before, which was statistically significant at the 0.05 level. This was attributed to the fact that O-AMAS was divided into five components: Objective (O), Activation (A), Multiple Learning (M), Assessment (A), and Summary (S). O-AMAS was oriented towards students' learning achievement and driven by positive interaction between teachers and students. It stimulated students' interest in active learning, improved their independent learning ability, and enhanced their learning experience by designing effective interactive activities in each teaching session. The O-AMAS teaching had a clear hierarchy and could significantly improve the teaching effectiveness of several professional disciplines. It was guided by the teaching objectives of professional courses and achieved a high degree of penetration. By using rule-based pedagogy, students were motivated to participate in the classroom, ultimately achieving visible and controllable teaching and learning outcomes. Additionally, the O-AMAS teaching was student-centered in its approach and possessed the concept of goal-oriented education and reverse instructional design. The classroom achieved a smile on the face, a light in the eyes, a fun process, and effective learning. Its steps, such as smart learning objectives, were implemented for rapid classroom activation, diverse instructional approaches, effective classroom assessment, and brief classroom summaries, allowing teachers to divide their classroom instruction into interrelated but relatively independent teaching steps. This helped students achieve the intellectual, skill, and emotional (thinking and management) requirements necessary upon completion of the appropriate course (Chen, 2018, pp.122-126).

5.2.2 According to the research, it was discovered that a significant number of students who were taught using the traditional method demonstrated higher learning achievements after their studies as compared to before, with statistical significance at a level of .05. This can be attributed to the teacher-centered teaching structure, which includes introducing new lessons, delivering lectures, reviewing and revising, and assigning homework. China has been using this traditional method since the founding of the country, and it conforms to cognitive laws. This method is conducive to students' mastery of knowledge, and through the teacher's leading role, students can effectively and competently receive systematic knowledge transfer. In addition, consolidation exercises help students proficiently improve and master knowledge and skills.

Herbart's educational ideas, regarded as traditional methods in Western education, revolutionized teaching by incorporating psychology into the study of educational and teaching problems. He emphasized the importance of arranging teaching based on students' psychological activities, with concepts serving as the foundation for all human psychological processes. Herbart's transmission-reception model of teaching, consisting of four stages (clear, association, system, and method), corresponded to psychological activities such as attention, expectation, exploration, and action. Herbart's application of psychological principles to the teaching process marked a significant breakthrough in teaching research, paving the way for subsequent advancements. Rein, one of Herbart's disciples, further expanded the model into five steps to meet the evolving needs of knowledge transfer at the time. This evolution highlighted the continuous refinement of Herbart's teaching model and its enduring influence on educational theory and practice. By integrating psychology and education, Herbart provided a comprehensive framework for understanding how students acquire knowledge and develop their own psychological processes. His ideas continue to shape modern teaching practices, serving as a foundational pillar in the field of education. (Woodhouse, 1991).

The Soviet educator Kallov inherited and developed Herbart's educational ideas. He emphasized the teacher's leading role in the teaching process and based on the "four-stage" teaching theory, proposed the "five-step" classroom teaching structure. This structure includes organizing teaching, introducing new lessons, teaching new lessons,

reviewing and consolidating, and assigning homework. Kallov's educational ideas greatly influenced the teaching of primary and secondary schools in China. The traditional transmission-reception teaching model and its corresponding five-step classroom structure have had a profound impact. This model allows the teacher's leading role to be fully exerted, which is conducive to the efficient and effective transmission of systematic culture and scientific knowledge. The teacher's clear explanation helps students quickly overcome cognitive barriers, and a large number of exercises help students master skills and techniques. "The arrangement of the five steps is not only conducive to mastering knowledge but also conforms to cognitive laws. In a relatively stable period of technological and social development, it can quickly cultivate a large number of knowledgeable and skilled people. Therefore, its historical significance is beyond doubt (Shneer, 1990).

5.2.3 Based on the research, it was discovered that first-year university students who utilized the O-AMAS learning management achieved higher learning outcomes than those managed through traditional methods. The statistical significance was observed at the 0.05 level. This was due to O-AMAS teaching that incorporated extended learning activities, such as topic discussions, group analysis, and interactive communication in the lesson plan. The teacher also engaged with the students' groups and provided feedback on the activities during the implementation of the O-AMAS lesson plan. It was evident that O-AMAS teaching focused on interactions between teachers and students and among students, which fostered active and in-depth learning, achieving the teaching objectives and participation of teaching subjects through effective teaching techniques and organization. Compared to traditional method, O-AMAS teaching did not solely rely on rules and regulations, manipulate classroom teaching as an authority, ignore students' psychological characteristics, or personality traits. It promoted independent and innovative thinking among students, which broke traditional method of "duck-filling" and "full classroom" learning. As a result, it provided a new perspective for higher education teaching that broke the temporal and spatial limitations of teaching and promoted diversified education and learning methods with flexible teacher-student interactions. It also promoted the realization of higher-order teaching objectives and the development of teaching methods and concepts in a deeper direction.

The study found that after teaching with O-AMAS, students' motivation to learn English improved, and they were willing to communicate with the teacher in English after class. The scores in listening, speaking, reading, and writing in English tests also improved, and teaching methods were rationalized, and the content of English teaching materials was optimized. The study concluded that O-AMAS teaching could quickly draw students' attention back to the classroom through flexible and diverse activation sessions. Diverse learning sessions could guide students to learn independently with a variety of instructional activities, making O-AMAS teaching applicable to higher education (Feng & Wang, 2018, pp.223-227).

5.3 Recommendation

5.3.1 Recommendations for the implementation of research results:

5.3.1.1 Based on the research findings, teachers who utilized O-AMAS teaching prioritized summarizing at the end of their classes. During the initial and middle stages of the lesson plan, when students were actively engaged in discussing, analyzing, and absorbing new information, student interaction was the primary teaching tool. At this stage, students may not have had sufficient time to reflect on the inherent logical connections, cause-and-effect relationships, and hierarchy of important and challenging concepts they had learned. Effective teacher summaries helped students clarify their thinking and concentration by analyzing information and refining key points. This ultimately assisted students in mastering their knowledge more effectively.

5.3.1.2 Based on the research, teachers who used O-AMAS teaching were advised to avoid designing learning activities that lacked organization. O-AMAS teaching advocates for a student-centered teaching philosophy that fosters student participation and motivation. Teachers were expected to provide ample opportunities for students to express themselves during the lesson while taking on a supporting and guiding role by asking questions and steering the direction of the topic. However, teachers also needed to maintain a holistic view of the progress and timing of classroom activities, concluding discussions at appropriate times, and keep the pace of the class moving to avoid prolonged discussions. Teachers used limited time in the classroom to guide students toward generating unlimited ideas and thoughts outside of class time.

5.3.2 Recommendations for next research:

5.3.2.1 Apply O-AMAS teaching to other courses to verify its effectiveness in improving learning achievement.

5.3.2.2 Apply O-AMAS teaching to other courses to verify its effectiveness in increasing motivation.

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APPENDIXS

APPENDIX A

Letter to Experts and Specialists for Research Instruments Validation

No. 0649.02/ 0119

Faculty of Technical Education
Rajamangala University of Technology
Thanyaburi
39 Moo 1, Rangsit-Nakhon Nayok Road,
Klong Hok, Khlong Luang, Pathum Thani
Postal Code 12110, Thailand

27 January 2023

Subject Invitation letter inviting experts to validate research instruments

Dear Supervisor Mou Ling

Due to Mr. Feichi He , a student who is taking up Master of Education Program in Curriculum Development and Instructional Innovation, Faculty of Technical Education, Rajamangala University of Technology Thanyaburi (RMUTT), is currently processing a thesis for this semester entitled "The Development of Learning Achievement in English Online Courses Based On O-Amas Teaching for College Students "with Asst.Prof. Dr. Saiphin Siharak , a research advisor.

In relation to this, the researcher has a strong desire to be assisted with regard to the validation of the instruments required studies. The curriculum administration committee consider that you are the most qualified professional with knowledge and capabilities to provide such, the researcher has chosen and would like to ask approval from your good office to be the evaluator. I would like to invite you to be an expert to the validation research instruments for Mr.Feichi He for the benefit of further education. I am highly anticipating your kind approval regarding this matter.

Thank you for your kind consideration.

Sincerely Yours,

(Asst. Prof. Arnon Niyomphol)
Dean, Faculty of Technical Education

Department of Education
Tel: +66-2549-3207
Fax: +66-2577-3207

No. 0649.02/ ๐๓๑

Faculty of Technical Education
Rajamangala University of Technology
Thanyaburi
39 Moo 1, Rangsit-Nakhon Nayok Road,
Klong Hok, Khlong Luang, Pathum Thani
Postal Code 12110, Thailand

27 January 2023

Subject Invitation letter inviting experts to validate research instruments

Dear Supervisor Li Yongmei

Due to Mr. Feichi He , a student who is taking up Master of Education Program in Curriculum Development and Instructional Innovation, Faculty of Technical Education, Rajamangala University of Technology Thanyaburi (RMUTT), is currently processing a thesis for this semester entitled "The Development of Learning Achievement in English Online Courses Based On O-Amas Teaching for College Students "with Asst.Prof. Dr. Saiphin Siharak , a research advisor.

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Klong Hok, Khlong Luang, Pathum Thani
Postal Code 12110, Thailand

27 January 2023

Subject Invitation letter inviting experts to validate research instruments

Dear Assoc. Prof. Dr. Dowroong Watcharinrat

Due to Mr. Feichi He , a student who is taking up Master of Education Program in Curriculum Development and Instructional Innovation, Faculty of Technical Education, Rajamangala University of Technology Thanyaburi (RMUTT), is currently processing a thesis for this semester entitled "The Development of Learning Achievement in English Online Courses Based On O-Amas Teaching for College Students "with Asst.Prof. Dr. Saiphin Siharak , a research advisor.

In relation to this, the researcher has a strong desire to be assisted with regard to the validation of the instruments required studies. The curriculum administration committee consider that you are the most qualified professional with knowledge and capabilities to provide such, the researcher has chosen and would like to ask approval from your good office to be the evaluator. I would like to invite you to be an expert to the validation research instruments for Mr.Feichi He for the benefit of further education. I am highly anticipating your kind approval regarding this matter.

Thank you for your kind consideration.

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APPENDIX B

Lesson plans 1 - 4

Lesson Plan 1

Lesson Plans No.1 Name： Pre-reading Class Level： First-year college students Online Classroom Time： 2 hours.

1. Learning Standards / Indicators

Standard: The standard requires students to master key language points and grammatical structures in a text.

Indicator: The indicator of their proficiency is their ability to comprehend the main ideas presented in the text.

2. Learning Objectives (K P A) (Objectives of O-AMAS teaching)

Students are able to explain the key language points and grammatical structures. (K)

Students complete activity 1 in the worksheets. (P)

Students enjoy engaging in pre-reading activities. (A)

3. Content

Article title: Title of the article: School and Education Preparation is essential to thrive in the 21st century life and education plays a vital role in it.

4. Learning Activity/ Learning Management Process

Step 1: Activation

1. Teacher introduces O-AMAS teaching

2. Teacher leads the reading of the text to the students, and then the teacher organizes activities for the students.

3. Activity 1: Take students to read the text aloud and ask them to explain the general idea of the article according to their understanding.

Step 2: Multi-learning

1. Teacher asks the question: Why do national leaders everywhere pay more attention to the education of young people? (Standard answer: Life in the twentieth century requires preparation. All individuals in a country must receive some schooling to prepare them for their civic responsibilities).

2. Teachers encourage students to answer questions or share their opinions.

3. Teacher asks the question: When do children enter middle school? (Standard Answer: They enter middle school after six years of elementary school. They enter middle school after six years of elementary school).

4. Teachers encourage students to answer questions or share their opinions..

5. Teacher asks the question: What are you? What do most high school graduates do after they graduate from high school? (Standard Answer: They continue their education at many colleges or universities. They continue their education at one of the many colleges or universities across the country).

6. Teachers encourage students to answer questions or share their opinions.

7. Activity 2: Organize students to share their understanding of the article in groups and answer the above three questions as a single group, while the teacher patrols the groups for guidance.

8. Activity 3: The teacher reviews the group responses and organizes the groups to evaluate each other.

Step 3: Assessment

1. Teacher organizes students to complete worksheet 1 in groups, completes to announce answers in groups, teacher patrols groups for guidance

2. Teacher reviews each group's answers.

Step 4: Summary

1. Have student representatives from each group summarize the key language points and grammatical structures in the text and how they arrived at the general idea of the text.

2. Teacher reviews students' responses and summarizes key language points and grammatical structures

5. Materials & Resources

- PPT
- Article title: Title of the article: School and Education Preparation is essential to thrive in the 21st century life and education plays a vital role in it.
- Worksheet1
- Test 1
- Teacher log

6. Measurement and Evaluation

Learning Objectives	How to measure	Measuring Instruments/ Tools	Measurement and Evaluation Criteria
1. Students are able to explain the key language points and grammatical structures. (K)	Testing	Test 1	Correctly more than 70%
2. Students complete activity 1 in the worksheets. (P)	Observing that students could do activities in worksheet 1.	- Teacher log	Students could do activities with a group in worksheet 1 for at least 70% of activities.
3. Students enjoy engaging in pre-reading activities. (A)	Observing students' reflections on how much they enjoy learning a new article, of pre-reading	- Teacher log	Students participated and enjoy the activities.

Article title: Title of the article: School and Education Preparation is essential to thrive in the 21st century life and education plays a vital role in it.

Preparation is essential for thriving in 21st-century life, and education plays a vital role in achieving that. Life in the 20th century required preparation, and today, it's even more crucial for individuals in a country to receive schooling to prepare them for the responsibilities of citizenship. Thus, national leaders worldwide are giving more emphasis to educating young people. In the United States, government officials, parents, and teachers are striving to provide the best possible education for children who are tomorrow's decision-makers. While there is no national school policy, each state in the US sets its regulations and rules for its schools, but there are many similarities among them. Public schools in all states are funded by the citizens' taxes, and children start elementary school at six years old. After six years of elementary school, they move on to middle school, where they stay for three years. The final three years of public school education are spent in high school, where they graduate at age 18. Many high school graduates continue their education at one of the country's numerous colleges or universities, earning a bachelor's degree after four years. Some pursue higher education to earn a master's degree and possibly a doctorate.

Worksheet 1
Pre-reading worksheet

Passage one

More than a hundred years ago, early one morning, an American inventor named Elias Howe finally fell asleep after working all night on the design of a sewing machine. However, he had encountered a difficult problem: it seemed impossible to get the thread to run smoothly around the needle. Although tired, he slept restlessly and had a dream. In his dream, he was caught by terrible savages whose king demanded he build a perfect sewing machine. But, Howe ran into the same problem as before - the thread kept getting caught around the needle. The king threatened to kill him, and his soldiers raised their spears to execute the inventor. However, just before they attacked, he noticed something peculiar: there was a hole in the tip of each spear. Upon awakening from the dream, Howe realized he had just found the answer to the problem. Instead of trying to get the thread to run around the needle, he decided to make it run through a small hole in the center of the needle. This simple idea helped Howe design and build the first truly practical sewing machine.

Elias Howe was not the only inventor who found the answer to his problem in a dream. Thomas Edison, the inventor of the electric light, and the great physicist Albert Einstein both claimed that their best ideas came to them while dreaming. Charlotte Bronte also drew inspiration from her dreams when writing Jane Eyre. To appreciate the value of dreams, one must understand what happens when you are asleep. Even when you are asleep, a part of your mind is still working. This unconscious but active part understands your experiences and works on the problems you've had during the day. It stores all sorts of information that you may have forgotten or never have really noticed. Only when you fall asleep does this part of the brain send messages to the part you use when you are awake. However, the unconscious part works in a unique way, using strange images that the conscious part may not understand at first. This is why dreams are sometimes called "secret messages to ourselves."

Answer the question

1) to the passage, Elias Howe was_____.【C】

A. the first person we know of who solved problems in his sleep

B. much more hard-working than other inventors

C. the first person to design a sewing machine that really worked

2) problem Howe was trying to solve was_____.【A】

A. how to prevent the thread from getting caught around the needle

B. how to design a needle that would not break

C. where to put the needle

3) Edison is spoken of because_____.【B】

A. he also tried to invent the sewing machine

B. he got some of his ideas from dreams

C. he was one of Howe's best friends

4) are sometimes called"secret messages to ourselves" because___.【A】

A. strange images are used to communicate ideas

B. images that have no meaning are used

C. we can never understand the real meaning

Passage two

The lives of women have undergone significant changes in recent times. Throughout the twentieth century, there was a remarkable decrease in the amount of time women spent caring for children. A woman who married at the end of the 19th century would typically have been in her mid-twenties and would have had around seven or eight children, of which four or five would have survived until age five. By the time the youngest child was fifteen, the mother would have been in her early fifties and could expect to live another twenty years during which it was uncommon for her to work for pay due to custom, chance, and health. Nowadays, women marry earlier and have fewer children. Typically, a woman's youngest child is fifteen when she is forty-five and she is likely to work for pay until retirement at sixty. Even while taking care of children, her work is made easier by household appliances and convenience foods.

This significant change in women's lifestyles has only recently begun to have a full impact on their economic status. Only a few years ago, most girls left school as soon as possible and took up full-time jobs, but upon marriage, they usually quit working and never returned. Nowadays, the school-leaving age is sixteen and many girls continue their studies after that age. Although women tend to marry younger, more married women continue working at least until shortly before their first child is born. Many more return to work full or part-time afterward. These changes have resulted in a new kind of marriage relationship, with both spouses sharing more equally in the responsibilities and pleasures of family life, and with both contributing more equally to earning money and running the household according to their respective abilities and interests.

Answer the question

1) are told that in an average family about 1990_____.【D】

A. many children died before they were five

B. the youngest child would be fifteen

C. seven of eight children lived to be more than five

D. four or five children died when they were five

2) When she was over fifty, the late 19th century mother_____.【D】

A. would expect to work until she died

B. was usually expected to take up paid employment

C. would be healthy enough to take up paid employment

D. was unlikely to find a job even if she is now likely

3) Many girls, the passage says, are now likely to _____.【D】

A. marry so that they can get a job

B. leave school as soon as they can

C. give up their jobs for good after they are married

D. continue working until they are going to have a baby

4) According to the passage, it is now quite usual for women to _____.【C 】

A. stay at home after leaving school

B. marry men younger than themselves

C. start working again later in life

D. marry while still at school

Test 1

Name: _____ Number_____

Please read the article and answer the most accurate questions.

Swimming is an activity that can be learned early in life. Even little children can learn to swim as soon as they start walking. Actually, walking and swimming require the same skills. However, in my opinion, five years old is the best age to start learning. At this age, a child is aware of the fear of water, which is an important thing to understand. It's wise to be afraid of water and to recognize its potential danger. Young ones can comprehend that water can be dangerous.

To truly benefit from swimming, every swimmer should learn these four basic strokes as soon as possible: butterfly, backstroke, breaststroke, and crawl. I think that the breaststroke is different from the others because some young swimmers can use this stroke naturally without any formal training.

In swimming, there are certain rules that every swimmer should follow:

Never swim alone! No matter how skilled you are in the water, do not risk drowning by swimming alone. If you swim alone without lifeguards or friends around, you might get into trouble.

Don't go beyond your abilities. Most swimmers know that they shouldn't swim too far from the shore. Showing off by doing dangerous stunts is not a good idea.

Swim safely and you will stay alive to swim another day.

1) Little children can learn to swim as soon as _____.【B】

A. they can talk B. they start walking

C. they have no fear of the water D. they are five or six years old

2) The author believes that fear of water is_____.【B】

A. stupid B. sensible C. dangerous D. not smart

3) The stroke that some young swimmers use first is_____.【A】

A. breaststroke B. backstroke C. Butterfly D. crawl stroke

4) According to the passage, you should not swim alone because_____.【A 】

A. you might drown

B. the water is too cold

C. your parents would not be happy

D. something in the water might attack

Teacher log for first-year college students

Activity Details: _____ Date: _____

Student's no./name	Comments	
	(Process, or Practice)	Attitude
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Lesson Plan 2

Lesson Plans No.2 Name: While-reading Class Level: First-year college students Online Classroom Time：3 hours.

1. Learning Standards / Indicators / Learning Outcomes

Standard: Students master the linguistic points and grammatical structures of the example sentences taught by the teacher.

Indicator: Students can analyze the linguistic points and grammatical structures of the sentences of the post-lesson work.

2. Learning Objectives (K P A) Objectives of O-AMAS teaching)

1. Students can describe the language points and grammatical structures. (K)
2. Students do activities in worksheets 2. (P)
3. Students develop the habit of analyzing language points and grammatical structures in reading. (A)

3. Content

Language points

1) end: purpose, aim
2) means (often treated as singular): method, way, by which a result may be obtained
3) fit: make (sb.) suitable or competent (for sth., to do or to be sth.)
4) as soon as
5) as a result
6) none: not any; no one
7) ashamed adj. (predicative only): feeling shame
8) on the other hand also, on the one hand, (and/but) on the other hand,…: to indicate contrasted opinions, viewpoints, etc.
9) be suited (for, to): be fitted, have the right qualities
10) look down upon sb. (sth.): despise; consider oneself more important than
11) know-how: knowledge of how to do sth.
12) so + aux. V. + (pro) noun, meaning “also”
13) It is + adj. + to do
14) no matter whether (who, what, how, where, etc.)
15) whether … or …

4. Learning Activity/ Learning Management Process

Step 1: Activation

1. Teacher tells the learning objectives of this lesson plan
2. Teacher explains feeling the language points
3. Activity 1: Review the LESSON1 short text in small groups and try to get students to analyze the language points in the short text to stimulate their interest in learning pairs of language points.

Step 2: Multiple Learning

1. Teacher explains the 15 language points of the lesson and gives examples of the usage of these 15 language points. And randomly check the questions.

2. Activity 2: Organize students to share their understanding of the language points in groups and summarize them in small groups, while the teacher goes around the groups and gives guidance.

3. Activity 3: The teacher comments on each group's answers and organizes groups to evaluate each other.

Step 3: Assessment

1. Teacher organizes students to complete worksheet 2 in groups and announces their answers in groups when they are finished, and the teacher goes around the groups and gives instructions.

2. Teacher reviews the answers of each group.

Step 4: Summarize

1. Let students in each group discuss the above 15 sentence patterns and each group practice them in a class by making up some sentences and summarizing them.

2. Teacher check if students have done other after-class exercises at the end of class time, and if they have, summarize and discuss some questions

5. Materials & Resources

- PPT
- Worksheet 2
- Test 2

6. Measurement and Evaluation

Learning Objectives	How to measure	Measuring Instruments/ Tools	Measurement and Evaluation Criteria
1. Students can describe the language points and grammatical structures. (K)	Testing	Test 2	Correctly more than 70%
2. Students do activities in worksheets 2. (P)	Observing that students could do activities in worksheets 2.	-Teacher log	Students could do activities with a group in worksheet 1 for at least 70% of activities.
3. Students develop the habit of analyzing language points and grammatical structures in reading. (A)	Observing students' reflections on learning	-Teacher log	Students participated the activities.

Language points

1) end: purpose, aim

Examples: She spared no efforts to win her end.

He wants to buy a house and is saving money to that end.

gain (win, achieve) one's end(s) for (to) this end

2) means (often treated as singular): method, way, by which a result may be obtained

Examples: You'd better try every possible means to get the job done.

Thoughts are expected by means of words.

3) fit: make (sb.) suitable or competent (for sth., to do or to be sth.)

Examples: The young man tried his best to fit himself for his new duties.

Can we make the punishment fit the crime?

4) as soon as

Examples: He left for home yesterday as soon as he received the letter.

As soon as I saw him I told him the news.

5) as a result

Examples: As a result of his carelessness, he failed in the final examination.

He lost one leg as a result of that car accident.

6) none: not any; no one

Examples: None of these books is (are) mine.

It is none of your business.

None of us are (is) afraid of difficulties.

7) ashamed adj. (predicative only): feeling shame

Examples: You should be ashamed of yourself.

He was ashamed to ask for help.

He felt ashamed that he had done so little.

8) on the other hand also, on the one hand,…(and/but) on the other hand,…: to indicate contrasted opinions, viewpoints, etc.

Examples: The price is low; but on the other hand, the quality is poor.

On the one hand I have to work, on the other hand I have to study.

9) be suited (for, to): be fitted, have the right qualities

Examples: Western democracy is not necessarily suited to (for) China.

Jack and his wife seem well suited to one another.

10) look down upon sb. (sth.): despise; consider oneself more important than

Examples: We don't like him because he always looks down upon us.

Intellectuals should never look down upon farmers.

11) know-how: knowledge of how to do sth.

Examples: All jobs are necessary to society, so we must master all the necessary know-how to do our jobs well.

He never hesitates to pass his technical know-how to others.

12) so + aux. V. + (pro) noun, meaning “also”
Examples: You are so young and so am I.
Tom speaks French and so does his brother.
John has read that book and so has Mary.
13) It is + adj. + to do
Examples: It is necessary to study English well.
It was interesting to hear him talk about his life at university.
14) no matter whether (who, what, how, where, etc.)
Examples: No matter what he days, I do not believe him.
You should live in the countryside, no matter where.
15) whether … or …
Examples: Whether man or woman, young or old, all have to learn.
Whether you like it or not, you will have to do it.

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Worksheet 2

While-reading Worksheet

1）Using Language

Useful expressions

Put the Chinese expressions into English:

（1） 必要的技能　　（2）服务人员

（3） 社会问题　　（4） 保持低水平

（5） 我们的目的　　（6）大学学位

Answer：（1） the necessary know-how （2）service people（3）the problems of society/the social problems （4） remain low （5）our purpose （6）university degree)

2）Sentence making

Make sentences with the following:

（1）should understand that, very important, a proper system of education, we, it is, to choose

（2）a chance, at universities, everyone, to study, has

（3）work with one's hands, it is bad, to look down upon

（4）to mast, to do the jobs, well, all must be educated, all the necessary know-

3）Verb patterns

Put the Chinese into English, using Verb patterns (1-4):

（1）乞丐比以前更穷了。

Answer：The beggar is even poorer than before.

（2）她看起来比过去漂亮多了。

Answer：She looks much more beautiful than before.

（3）他的梦想实现了。

Answer：His dream has come true.

（4）我们现在就走吗？

Answer：Shall we go right now?

Test 2

Name: _____ _____ Number_____

Please describe the language points and grammatical structures and write 15 sentences using these words

1. end: purpose, aim

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……

2. means (often treated as singular): method, way, by which a result may be obtained

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……

3. fit: make (sb.) suitable or competent (for sth., to do or to be sth.)

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4. as soon as

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5. as a result

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6. none: not any; no one

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7. ashamed adj. (predicative only): feeling shame

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8. on the other hand also, on the one hand,…(and/but) on the other hand,…: to indicate contrasted opinions, viewpoints, etc.

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9. be suited (for, to): be fitted, have the right qualities

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10. look down upon sb. (sth.): despise; consider oneself more important than

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11. know-how: knowledge of how to do sth.

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12. so + aux. V. + (pro) noun, meaning “also”

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13. It is + adj. + to do

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14. no matter whether (who, what, how, where, etc.)

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15. whether … or …

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Teacher log for first-year college students

Activity Details: _____ Date: _____

Student's no./name	Comments	
	(Process, or Practice)	Attitude
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Lesson Plan 3

Lesson Plans No.3 Name： While-reading and Post-reading

Class Level： First-year college students Online Classroom Time：3 hours.

1. Learning Standards / Indicators / Learning Outcomes

Standard: Students master the linguistic points and grammatical structures of the example sentences taught by the teacher.

Indicator: Students can analyze the linguistic points and grammatical structures of the sentences of the post-lesson work.

2. Learning Objectives (K P A) Objectives of O-AMAS teaching)

1. Students can describe the usage of such important words and expressions. (K)
2. Students do activities in worksheets 3. (P)
3. Students enjoy the fun of expressing themselves in English and participate in class with strong passions. (A)

3. Content

1. Vocabulary to be mastered
   1) aid n. & vt.
   2) treat v. & n.
   3) vital adj.
   4) injure v.
2. Phrase collection
   1) fall ill
   2) get injured
   3) in place
   4) if necessary
   5) stick to (stick-stuck-stuck)

4. Learning Activity/ Learning Management Process

Step 1: Activation

1. Teacher tells the learning objectives of this lesson plan

2. Teacher presents the language point and example sentences of lesson 2 and arouses students' interest in the language point by reading the example sentences aloud and showing the usage of the language point.

Step 2: Multiple Learning

1. Teacher arranges students' independent learning to understand the example sentences of LESSON 2, and based on the example sentences.

2. Student in each group constructs a knowledge tree of vocabulary, summarizes the usage of vocabulary, strives for the connection between old and new knowledge, and develops independent learning ability.

3. Activity 1: Self-learning time in groups. Let students observe the example sentences in the table and try to summarize their usage by consulting dictionaries or reference books. And mark the doubtful places. 15 minutes later, present the answers of each group, show and pay special attention to them, and select the best self-study group.

Step 3: Assessment

1. Teacher organizes students to complete worksheet 3 in groups, and when they finish, they announce their answers in groups, and the teacher goes around the groups and gives instructions.

2. Teacher reviews the answers of each group.

Step 4: Summarize

1. Students discuss the above 9 vocabulary points and practice them in a class by making up some sentences and summarizing.

2. Teacher checks if students have done other after-class exercises at the end of class time, and if they have, summarizes and discusses some questions

5. Materials & Resources

-PPT

- Worksheet3

6. Measurement and Evaluation

Learning Objectives	How to measure	Measuring Instruments/ Tools	Measurement and Evaluation Criteria
1. Students can describe the usage of such important words and expressions. (K)	Testing	Test 3	Correctly more than 70%
2. Students do activities in worksheets 3. (P)	Observing that students could do activities in worksheets 3	-Teacher log	Students could do activities with a group in worksheet 1 for at least 70% of activities.
3. Students enjoy the fun of expressing themselves in English and participate in class with strong passions. (A)	Observing students' reflections on learning	-Teacher log	Students participated in the activities.

Vocabulary to be mastered

(1) aid n. & vt.

Textbook original sentence： First aid is a very important first step in the treatment of burns.

Observe and think :

Example Sentences: With the aid of the teacher, all of us in our class has made great progress.

Example Sentences: She came quickly to his aid.

Example Sentences: They collected money in aid of the college students from Qinghai Province.

Example Sentences :The doctor gave first aid on the injured man.

Example Sentences: We aided the poor girl in continuing her study.

Example Sentences: They aided the poor country with money.

Summary:

aid As nouns, common phrases are：

with the aid of

come to one’s aid

in aid of…

give first aid on sb.

aid As verbs, common phrases are：

aid sb. in (doing) sth., aid sb. with sth.

aid sb. with sth.

(2) treat v. & n.

Textbook original sentence ： First aid is a very important first step in the treatment of burns.

Observe and think :

Example Sentences : It’s my treat.

Example Sentences : The hospital gave treatment to forty cases of cancer last year.

Example Sentences : In this family the parents treat their child as a friend.

Example Sentences : She treated him to lunch.

Example Sentences : You should treat this problem seriously.

Summary:

treat When used as a noun, it means "hospitality", and when treat is used as "treatment", the noun form is.

Treatment:It is one’s treat;give treatment to

Treat: treat sb. As;treat sb. to sth;treat sth. Seriously.

(3) vital adj.

Textbook original sentence： it is vital to get the victim to the doctor or hospital at once.

Observe and think :

Example Sentences :As far as I am concerned, reading is vital to/for language learning.

Example Sentences :It is vital to remember vocabulary if you want to learn English well.

Summary:

sth. is vital to/for

it is vital to do sth.

(4) injure v.

Textbook original sentence :First aid is a temporary form of help given to someone who suddenly falls m or gets injured before a doctor can be found.

Observe and think :

Example Sentences :He injured his knee playing basketball.

Example Sentences :Too much use of the drug can result in injury to the body.

Example Sentences :An injured man lay there, very painful.

Summary:

verb injure, noun injured, adjective injured phrase: injured get/be injured

Identification.

Distinguish between hurt/wound/injure: hurt hurts feelings/body, can be used as an intransitive verb to indicate where it hurts; wound the injury of a sword or a gun or a sword, wounded on the battlefield; injure for accidental injury.

Phrase collection

(1) fall ill

Textbook original sentence :First aid is a temporary form of help given to someone who suddenly falls ill or gets injured before a doctor can be found.

Observe and think :

Example Sentences :His son suddenly fell ill last week.

Example Sentences :She has been ill for a week.

Summary:

fall ill denotes action, cannot be used in conjunction with a period of time

(2) get injured

Textbook original sentence : First aid is a temporary form of help given to someone who suddenly falls ill or gets injured before a doctor can be found.

Observe and think : get hurt; get fired; get killed; get caught; get paid; get married

Summary:

get + past participle can replace "be + past participle" to form a passive sentence, indicating action

(3) in place

Textbook original sentence :Hold the bandage in place with tape.

Observe and think : Phrases related to place

Prepositional phrases:

not in the proper place, unsuitable out of place

first, first point in the first place

Verb phrase:

happen to take place

take a seat, take one's place instead

(4) if necessary

Textbook original sentence :Remove clothing using scissors if necessary unless it is stuck to the burn.

When the subject of the subordinate clause is it and the predicate verb contains the tense verb be, it can be omitted along with the tense verb be to form the "conjunction if, unless, when, whenever + adjective" as the gerund.

Observe and think :

if possible

if so

if not

if any

(5) stick to (stick-stuck-stuck)

Textbook original sentence :Remove clothing using scissors if necessary unless it is stuck to the burn.

Observe and think :

I don，t want to listen to your opinions. Stick to the facts.

You should stick to a task until it is finished.

Summary:

not abandon or change sth.; keep to sth.

continue doing sth.

Worksheet 3

While-reading and Post-reading

1. Fill in the blanks with phrases related to place according to the meaning of the sentence

1) You'd better put things back____. Otherwise, it will be difficult to find them.

2) 1 felt completely____ among all those rich people and left before the party was over.

3)____, he has all the qualifications for the job. What's more, he is interested in it.

2. use "if so, if not, if necessary, if possible, if any" Fill in the blanks

l) Please finish the reading part in five minutes.____, refer to your dictionary.

2) Get up early tomorrow.____, you will catch the first bus.

3) He may be at home then.____, leave him a note.

4) ____, try to speak English as often as you can

5) He seldom visited his grandfather.____, it was two years ago.

3. Fill in the blanks with the appropriate form of wound, injure, hurt

1) You'll____her feelings if you forget her birthday.

2) His leg____when he walks.

3) The soldier was____in the arm.

4) He was badly____in the accident.

4. fill in the blanks with the appropriate form of insist on; stick to

l) Once a decision has been made, all of us should____it.

2) They____leaving that day.

3) He always____his promise.

5. Fill in the blanks with the appropriate preposition

l) We don't want to listen to your excuse. Stick____ the facts.

2) As soon as all the chairs are____place, we can let the people in.

3) ____the aid of our teacher, we got through all the difficulties.

Suggested answers:

1) (l) in place (2) out of place (3) In the first place

2) (l) If necessary (2) If so (3) If not (4) If possible (5) If any

3) (1) hurt (2) hurts (3) wounded (4) injured

4) (1) stick to (2) insisted on (3) sticks to

5) (1) to (2) in (3) With

Step into life

Assuming you are Li Hua, you have recently read a news report about a girl who used the first aid knowledge she learned to help her father out of danger, and you are deeply impressed by the significance of first aid knowledge. Write a diary entry about your feelings. The word count is 100-120.

Suggested answer:

Dear Diary,

I recently came across a news report that deeply touched me. It was about a girl who used her first aid knowledge to save her father's life when he suddenly fell ill. Her quick thinking and action made all the difference in the situation. It made me realize how significant first aid knowledge is and how it can truly make a difference in someone's life.

I believe that having a basic knowledge of first aid is crucial in our daily lives. It enables us to help someone who has been injured in an accident or needs medical attention before a doctor can be reached. If necessary, schools can offer first aid courses to equip students with these essential skills.

I am convinced that possessing knowledge of first aid makes us more valuable members of society. Who knows, one day we may even save someone's life. I am inspired to learn more about first aid and use my knowledge to help others.

Yours truly,
Li Hua

Test 3

Name: _____ _____ Number_____

Please describe the usage of such important words and expressions said, vital, injure, treat, fall ill, get + PP, in place, if necessary, stick to, and write 15 sentences by using these words

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Teacher log for first-year college students

Activity Details: _____ Date: _____

Student's no./name	Comments	
	(Process, or Practice)	Attitude
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Lesson Plan 4

Lesson Plans No.4 Name： Post-reading Class Level： First-year college students Online Classroom Time：2 hours.

1. Learning Standards / Indicators / Learning Outcomes

Standard: Test students' mastery of lesson 1 to lesson 3 knowledge points.

Indicator: Students will be able to use the knowledge points proficiently in the activity.

2. Learning Objectives (K P A)

1. Students retell the main idea of Lesson 1 short texts and master the language points extracted from Lesson 2-3 for review. (K)

2. Students do activities in worksheets 4. (P)

3. Students feel confident about English. (A)

3. Content

1) Short article of lesson1:

2) Extracted language points for lesson2

(1) be suited (for, to): be fitted, have the right qualities

(2) look down upon sb. (sth.): despise; consider oneself more important than

(3) so + aux. V. + (pro) noun, meaning “also”

3) Extracted language points for lesson3

(2) get injured

(3) in place

(4) if necessary

4. Learning Activity/ Learning Management Process

Step 1: Activation

1. Teacher tells the learning objectives of this lesson plan

2. Teacher groups up and has each group review the knowledge points taken from lessons 1-3, then each group summarizes and presents.

Step 2: Multiple Learning

1. After the grouping activity, the teacher assigns students, using class time, to complete Worksheet 4, a short 200-word essay.

Step 3: Assessment

1. Teacher randomly selects students to share the Worksheet 4 they have written and critique them.

2. Students share ideas about the essay.

Step 4: Summarize

1. Students discuss the shared short essay

2. Teacher check if students have done other after-class exercises during an after-class time, and if they have, summarize and discuss some questions

5. Materials & Resources

- PPT
- Worksheet4

6. Measurement and Evaluation

Learning Objectives	How to measure	Measuring Instruments/ Tools	Measurement and Evaluation Criteria
1. Students retell the main idea of Lesson 1 short texts and master the language points extracted from Lesson 2-3 for review. (K)	Testing	Test 4	Correctly more than 70%
2. Students do activities in worksheets 4. (P)	Observing that students could do activities in worksheets 4.	-Teacher log	Students could do activities with a group in worksheet 1 for at least 70% of activities.
3. Students feel confident about English. (A)	Observing students' reflections on learning	-Teacher log	Students participated in the activities.

Worksheet 4

Post-reading

Instructions: You are advised to write a short essay of at least 80 words in English based on the topics and outline given below in 30 minutes.

My Favorite Season

The content should include the following aspects.

1. a description of your favorite season.
2. state the reason why you like this season, either by describing the scenery of this season or by describing the most memorable experience in this season.

Example: My Favorite Season - Autumn

Autumn is my favorite season. As the summer heat subsides, the cool air ushers in the transition to autumn. The leaves change from bright green to a spectrum of yellow, orange, and red, creating a beautiful scenery. The rustling of the leaves beneath my feet provides a sense of tranquility.

What I love most about autumn is the sense of comfort it brings. The air is crisp, yet not too cold, and the warm colors of autumn make everything feel cozy. I also enjoy the seasonal activities, such as pumpkin picking and apple cider drinking. I cherish the memories of walking with my family, collecting leaves, and making pumpkin pies.

Autumn reminds me of the beauty of change and the importance of letting go. As the leaves fall, it is a reminder to embrace change and let go of the past, while looking forward to new beginnings. Autumn is truly a magical season that fills my heart with joy and happiness.

Test 4

Name: _____ _____ Number_____

Please write the essay about yourself by using the word that the student has studied. (200-word essay)

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Teacher log for first-year college students

Activity Details: _____ Date: _____

Student's no./name	Comments	
	(Process, or Practice)	Attitude
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Traditional lesson plans

Lesson Plan 1

Lesson Plans No.1 Name： Pre-reading Class Level： First-year college students Online Classroom Time： 2 hours.

1. Learning Standards / Indicators

Standard: The standard requires students to master key language points and grammatical structures in a text.

Indicator: The indicator of their proficiency is their ability to comprehend the main ideas presented in the text.

2. Learning Objectives (K P A)）

Students are able to explain the key language points and grammatical structures. (K)

Students complete activity 1 in the worksheets. (P)

Students enjoy engaging in pre-reading activities. (A)

3. Content

Article title: Title of the article: School and Education Preparation is essential to thrive in the 21st century life and education plays a vital role in it.

4. Learning Activity/ Learning Management Process

Introduction to lessons Steps

1) Warm-up exercise.

2) Global Reading

Teaching Steps

Step 1： Warm-up exercise

1) The teacher reads the following passage to the students, and then asks some questions for them to answer.

2) Questions after reading.

Questions: Why are national leaders everywhere placing greater emphasis on the education of young people?

Answer: Life in the twentieth century requires preparation. All individuals in a country must receive some schooling to prepare them for the responsibilities of citizenship.

Questions: When do children enter middle school?

Answer: They enter middle school after six years of elementary school.

Questions: What do most high school graduates do after they graduate from high school?

Answer: They continue their education at one of the many colleges or universities across the country.

Step 2：Global Reading

Skim the main ideas.

Question: Skim the text and come up with the main ideas of the text.

Answer: Education is not an end, but a means to an end. Education should be as diverse as life is diverse.

Summary Steps

Steps : At the end of the lesson three students are selected to summarize the key language points and grammatical structures in the text and how they arrived at the general idea of the text.

Steps 2: Teacher reviews students' responses and summarizes key language points and grammatical structures

5. Materials & Resources

- PPT
- Article title: School and Education
- Worksheet1
- Test 1
- Teacher log

6. Measurement and Evaluation

Learning Objectives	How to measure	Measuring Instruments/ Tools	Measurement and Evaluation Criteria
1. Students are able to explain the key language points and grammatical structures. (K)	Testing	Test 1	Correctly more than 70%
2. Students complete activity 1 in the worksheets. (P)	Observing that students could do activities in worksheet 1.	-Teacher log	Students could do activities with a group in worksheet 1 for at least 70% of activities.
3. Students enjoy engaging in pre-reading activities. (A)	Observing students' reflections on how much they enjoy learning a new article, of pre-reading	-Teacher log	Students participated and enjoy the activities.

Article title: Title of the article: School and Education Preparation is essential to thrive in the 21st century life and education plays a vital role in it.

Preparation is essential for thriving in 21st-century life, and education plays a vital role in achieving that. Life in the 20th century required preparation, and today, it's even more crucial for individuals in a country to receive schooling to prepare them for the responsibilities of citizenship. Thus, national leaders worldwide are giving more emphasis to educating young people. In the United States, government officials, parents, and teachers are striving to provide the best possible education for children who are tomorrow's decision-makers. While there is no national school policy, each state in the US sets its regulations and rules for its schools, but there are many similarities among them. Public schools in all states are funded by the citizens' taxes, and children start elementary school at six years old. After six years of elementary school, they move on to middle school, where they stay for three years. The final three years of public school education are spent in high school, where they graduate at age 18. Many high school graduates continue their education at one of the country's numerous colleges or universities, earning a bachelor's degree after four years. Some pursue higher education to earn a master's degree and possibly a doctorate.

Worksheet 1
Pre-reading worksheet

Passage one

More than a hundred years ago, early one morning, an American inventor named Elias Howe finally fell asleep after working all night on the design of a sewing machine. However, he had encountered a difficult problem: it seemed impossible to get the thread to run smoothly around the needle. Although tired, he slept restlessly and had a dream. In his dream, he was caught by terrible savages whose king demanded he build a perfect sewing machine. But, Howe ran into the same problem as before - the thread kept getting caught around the needle. The king threatened to kill him, and his soldiers raised their spears to execute the inventor. However, just before they attacked, he noticed something peculiar: there was a hole in the tip of each spear. Upon awakening from the dream, Howe realized he had just found the answer to the problem. Instead of trying to get the thread to run around the needle, he decided to make it run through a small hole in the center of the needle. This simple idea helped Howe design and build the first truly practical sewing machine.

Elias Howe was not the only inventor who found the answer to his problem in a dream. Thomas Edison, the inventor of the electric light, and the great physicist Albert Einstein both claimed that their best ideas came to them while dreaming. Charlotte Bronte also drew inspiration from her dreams when writing Jane Eyre. To appreciate the value of dreams, one must understand what happens when you are asleep. Even when you are asleep, a part of your mind is still working. This unconscious but active part understands your experiences and works on the problems you've had during the day. It stores all sorts of information that you may have forgotten or never have really noticed. Only when you fall asleep does this part of the brain send messages to the part you use when you are awake. However, the unconscious part works in a unique way, using strange images that the conscious part may not understand at first. This is why dreams are sometimes called "secret messages to ourselves."

Answer the question

1) to the passage, Elias Howe was_____.【C】

A. the first person we know of who solved problems in his sleep

B. much more hard-working than other inventors

C. the first person to design a sewing machine that really worked

2) problem Howe was trying to solve was_____.【A】

A. how to prevent the thread from getting caught around the needle

B. how to design a needle that would not break

C. where to put the needle

3) Edison is spoken of because_____.【B】

A. he also tried to invent the sewing machine

B. he got some of his ideas from dreams

C. he was one of Howe's best friends

4) are sometimes called"secret messages to ourselves" because___.【A】

A. strange images are used to communicate ideas

B. images that have no meaning are used

C. we can never understand the real meaning

Passage two

The lives of women have undergone significant changes in recent times. Throughout the twentieth century, there was a remarkable decrease in the amount of time women spent caring for children. A woman who married at the end of the 19th century would typically have been in her mid-twenties and would have had around seven or eight children, of which four or five would have survived until age five. By the time the youngest child was fifteen, the mother would have been in her early fifties and could expect to live another twenty years during which it was uncommon for her to work for pay due to custom, chance, and health. Nowadays, women marry earlier and have fewer children. Typically, a woman's youngest child is fifteen when she is forty-five and she is likely to work for pay until retirement at sixty. Even while taking care of children, her work is made easier by household appliances and convenience foods.

This significant change in women's lifestyles has only recently begun to have a full impact on their economic status. Only a few years ago, most girls left school as soon as possible and took up full-time jobs, but upon marriage, they usually quit working and never returned. Nowadays, the school-leaving age is sixteen and many girls continue their studies after that age. Although women tend to marry younger, more married women continue working at least until shortly before their first child is born. Many more return to work full or part-time afterward. These changes have resulted in a new kind of marriage relationship, with both spouses sharing more equally in the responsibilities and pleasures of family life, and with both contributing more equally to earning money and running the household according to their respective abilities and interests.

Answer the question

1) are told that in an average family about 1990_____.【D】

A. many children died before they were five

B. the youngest child would be fifteen

C. seven of eight children lived to be more than five

D. four or five children died when they were five

2) When she was over fifty, the late 19th century mother_____.【D】

A. would expect to work until she died

B. was usually expected to take up paid employment

C. would be healthy enough to take up paid employment

D. was unlikely to find a job even if she is now likely

3) Many girls, the passage says, are now likely to _____.【D】

A. marry so that they can get a job

B. leave school as soon as they can

C. give up their jobs for good after they are married

D. continue working until they are going to have a baby

4) According to the passage, it is now quite usual for women to _____.【C 】

A. stay at home after leaving school

B. marry men younger than themselves

C. start working again later in life

D. marry while still at school

Test 1

Name: _____ Number_____

Please read the article and answer the most accurate questions.

Swimming is an activity that can be learned early in life. Even little children can learn to swim as soon as they start walking. Actually, walking and swimming require the same skills. However, in my opinion, five years old is the best age to start learning. At this age, a child is aware of the fear of water, which is an important thing to understand. It's wise to be afraid of water and to recognize its potential danger. Young ones can comprehend that water can be dangerous.

To truly benefit from swimming, every swimmer should learn these four basic strokes as soon as possible: butterfly, backstroke, breaststroke, and crawl. I think that the breaststroke is different from the others because some young swimmers can use this stroke naturally without any formal training.

In swimming, there are certain rules that every swimmer should follow:

Never swim alone! No matter how skilled you are in the water, do not risk drowning by swimming alone. If you swim alone without lifeguards or friends around, you might get into trouble.

Don't go beyond your abilities. Most swimmers know that they shouldn't swim too far from the shore. Showing off by doing dangerous stunts is not a good idea.

Swim safely and you will stay alive to swim another day.

1) Little children can learn to swim as soon as _____.【B】

A. they can talk B. they start walking

C. they have no fear of the water D. they are five or six years old

2) The author believes that fear of water is_____.【B】

A. stupid B. sensible C. dangerous D. not smart

3) The stroke that some young swimmers use first is_____.【A】

A. breaststroke B. backstroke C. Butterfly D. crawl stroke

4) According to the passage, you should not swim alone because_____.【A 】

A. you might drown

B. the water is too cold

C. your parents would not be happy

D. something in the water might attack

Teacher log for first-year college students

Activity Details: _____ Date: _____

Student's no./name	Comments	
	(Process, or Practice)	Attitude
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Lesson Plan 2

Lesson Plans No.2　Name: While-reading

Class Level: First-year college students　Time：3hours.

1. Learning Standards / Indicators / Learning Outcomes

Standard: Students master the linguistic points and grammatical structures of the example sentences taught by the teacher.

Indicator: Students can analyze the linguistic points and grammatical structures of the sentences of the post-lesson work.

2. Learning Objectives (K P A)

1. Students can describe the language points and grammatical structures. (K)
2. Students do activities in worksheets 2. (P)
3. Students develop the habit of analyzing language points and grammatical structures in reading. (A)

3. Content

Language points

1) end: purpose, aim
2) means (often treated as singular): method, way, by which a result may be obtained
3) fit: make (sb.) suitable or competent (for sth., to do or to be sth.)
4) as soon as
5) as a result
6) none: not any; no one
7) ashamed adj. (predicative only): feeling shame
8) on the other hand also, on the one hand,…(and/but) on the other hand,…: to indicate contrasted opinions, viewpoints, etc.
9) be suited (for, to): be fitted, have the right qualities
10) look down upon sb. (sth.): despise; consider oneself more important than
11) know-how: knowledge of how to do sth.
12) so + aux. V. + (pro) noun, meaning “also”
13) It is + adj. + to do
14) no matter whether (who, what, how, where, etc.)
15) whether … or …

4. Learning Activity/ Learning Management Process

Introduction to lessons Steps

1) Content Questions
2) Language points

Teaching Steps

Step1: The teacher explains the lesson 1 assignment for the first period and checks the students' overall understanding of the reading assignment.

Step2: The teacher will explain the 15 language points in this lesson, and give examples of the usage of the 15 language points. And a random sample of questions

Summary Steps

Step1: Students discuss the above 15 sentence patterns and practice them in class by making up some sentences and summarizing them.

Step2: T check if students have done other after-class exercises after class time, and if so, summarize and discuss some questions.

5. Materials & Resources

- PPT
- Worksheet 2
- Test 2

6. Measurement and Evaluation

Learning Objectives	How to measure	Measuring Instruments/ Tools	Measurement and Evaluation Criteria
1. Students can describe the language points and grammatical structures. (K)	Testing	Test 2	Correctly more than 70%
2. Students do activities in worksheets 2. (P)	Observing that students could do activities in worksheets 2.	-Teacher log	Students could do activities with a group in worksheet 1 for at least 70% of activities.
3. Students develop the habit of analyzing language points and grammatical structures in reading. (A)	Observing students' reflections on learning	-Teacher log	Students participated the activities.

Language points

1) end: purpose, aim

Examples: She spared no efforts to win her end.

He wants to buy a house and is saving money to that end.

gain (win, achieve) one's end(s) for (to) this end

2) means (often treated as singular): method, way, by which a result may be obtained

Examples: You'd better try every possible means to get the job done.

Thoughts are expected by means of words.

3) fit: make (sb.) suitable or competent (for sth., to do or to be sth.)

Examples: The young man tried his best to fit himself for his new duties.

Can we make the punishment fit the crime?

4) as soon as

Examples: He left for home yesterday as soon as he received the letter.

As soon as I saw him I told him the news.

5) as a result

Examples: As a result of his carelessness, he failed in the final examination.

He lost one leg as a result of that car accident.

6) none: not any; no one

Examples: None of these books is (are) mine.

It is none of your business.

None of us are (is) afraid of difficulties.

7) ashamed adj. (predicative only): feeling shame

Examples: You should be ashamed of yourself.

He was ashamed to ask for help.

He felt ashamed that he had done so little.

8) on the other hand also, on the one hand,…(and/but) on the other hand,…: to indicate contrasted opinions, viewpoints, etc.

Examples: The price is low; but on the other hand, the quality is poor.

On the one hand I have to work, on the other hand I have to study.

9) be suited (for, to): be fitted, have the right qualities

Examples: Western democracy is not necessarily suited to (for) China.

Jack and his wife seem well suited to one another.

10) look down upon sb. (sth.): despise; consider oneself more important than

Examples: We don't like him because he always looks down upon us.

Intellectuals should never look down upon farmers.

11) know-how: knowledge of how to do sth.

Examples: All jobs are necessary to society, so we must master all the necessary know-how to do our jobs well.

He never hesitates to pass his technical know-how to others.

12) so + aux. V. + (pro) noun, meaning “also”
Examples: You are so young and so am I.
Tom speaks French and so does his brother.
John has read that book and so has Mary.
13) It is + adj. + to do
Examples: It is necessary to study English well.
It was interesting to hear him talk about his life at university.
14) no matter whether (who, what, how, where, etc.)
Examples: No matter what he days, I do not believe him.
You should live in the countryside, no matter where.
15) whether… or …
Examples: Whether man or woman, young or old, all have to learn.
Whether you like it or not, you will have to do it.

Worksheet 2

While-reading Worksheet

1）Using Language

Useful expressions

Put the Chinese expressions into English:

（1） 必要的技能　　（2）服务人员

（3） 社会问题　　（4） 保持低水平

（5） 我们的目的　　（6）大学学位

Answer：（1） the necessary know-how （2）service people（3）the problems of society/the social problems （4） remain low （5）our purpose （6）university degree)

2）Sentence making

Make sentences with the following:

（1）should understand that, very important, a proper system of education, we, it is, to choose

（2）a chance, at universities, everyone, to study, has

（3）work with one’s hands, it is bad, to look down upon

（4）to mast, to do the jobs, well, all must be educated, all the necessary know-

3）Verb patterns

Put the Chinese into English, using Verb patterns (1-4):

（1）乞丐比以前更穷了。

Answer：The beggar is even poorer than before.

（2）她看起来比过去漂亮多了。

Answer：She looks much more beautiful than before.

（3）他的梦想实现了。

Answer：His dream has come true.

（4）我们现在就走吗？

Answer：Shall we go right now?

Test 2

Name: _____ Number_____

Please describe the language points and grammatical structures and write 15 sentences using these words

1. end: purpose, aim

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2. means (often treated as singular): method, way, by which a result may be obtained

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……

3. fit: make (sb.) suitable or competent (for sth., to do or to be sth.)

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4. as soon as

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5. as a result

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6. none: not any; no one

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7. ashamed adj. (predicative only): feeling shame

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8. on the other hand also, on the one hand,…(and/but) on the other hand,…: to indicate contrasted opinions, viewpoints, etc.

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9. be suited (for, to): be fitted, have the right qualities

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10.look down upon sb. (sth.): despise; consider oneself more important than

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11. know-how: knowledge of how to do sth.

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12. so + aux. V. + (pro) noun, meaning “also”

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13. It is + adj. + to do

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14 .no matter whether (who, what, how, where, etc.)

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15. whether … or …

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Teacher log for first-year college students

Activity Details: _____ Date: _____

Student's no./name	Comments	
	(Process, or Practice)	Attitude
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Lesson Plan 3

Lesson Plans No.3　Name：While-reading and Post-reading

Class Level：First-year college students　Time：3hours.

1. Learning Standards / Indicators / Learning Outcomes

Standard: Students master the linguistic points and grammatical structures of the example sentences taught by the teacher.

Indicator: Students can analyze the linguistic points and grammatical structures of the sentences of the post-lesson work.

2. Learning Objectives (K P A)

1. Students can describe the usage of such important words and expressions. (K)
2. Students do activities in worksheets 3. (P)
3. Students enjoy the fun of expressing themselves in English and participate in class with strong passions. (A)

3. Content

1. Vocabulary to be mastered
   1) aid n. & vt.
   2) treat v. & n.
   3) vital adj.
   4) injure v.
2. Phrase collection
   1) fall ill
   2) get injured
   3) in place
   4) if necessary
   5) stick to (stick-stuck-stuck)

4. Learning Activity/ Learning Management Process

Introduction to lessons Steps

1) Language points
2) Using Language

Teaching Steps

Step 1: Review

Review lesson2.

Step 2: Independent learning

(Design intention: Students learn independently, understand the example sentences on the guide, and, according to the example sentences, build a knowledge tree of vocabulary, summarize the usage of vocabulary, strive for the connection between old and new knowledge, and develop independent learning ability.)

T: In this lesson, we will learn the important vocabulary and expressions of this unit and their usage. First, it's time for self-study. Please observe the example sentences in the table and try to summarize their usage by consulting a dictionary or a reference book. Mark the places where you have problems. Then, in 15 minutes, we will see who is the best self-learner. Please start now.

Step 3: Presentation and special attention

(After 15 minutes) T: Time is up. Let's see how you learned the words and expressions one by one.

Summary Steps

Step1: Students discuss the above 9 vocabulary points and practice them in class by making up some sentences and summarizing them.

Step2: T check if students have done other after-class exercises during after-class time, and if so, summarize and discuss some questions.

5. Materials & Resources

-PPT

- LESSON 2

- Worksheet3

6. Measurement and Evaluation

Learning Objectives	How to measure	Measuring Instruments/ Tools	Measurement and Evaluation Criteria
1. Students can describe the usage of such important words and expressions. (K)	Testing	Test 3	Correctly more than 70%
2. Students do activities in worksheets 3. (P)	Observing that students could do activities in worksheets 3.	-Teacher log	Students could do activities in worksheet 1 for at least 70% of activities.
3. Students enjoy the fun of expressing themselves in English and participate in class with strong passions. (A)	Observing students' reflections on learning	-Teacher log	Students participated in the activities.

Lesson 2

Vocabulary to be mastered

(1) aid n. & vt.

Textbook original sentence： First aid is a very important first step in the treatment of burns.

Observe and think :

Example Sentences: With the aid of the teacher, all of us in our class has made great progress.

Example Sentences: She came quickly to his aid.

Example Sentences: They collected money in aid of the college students from Qinghai Province.

Example Sentences :The doctor gave first aid on the injured man.

Example Sentences: We aided the poor girl in continuing her study.

Example Sentences: They aided the poor country with money.

Summary:

aid As nouns, common phrases are：

with the aid of

come to one’s aid

in aid of…

give first aid on sb.

aid As verbs, common phrases are：

aid sb. in (doing) sth., aid sb. with sth.

aid sb. with sth.

(2) treat v. & n.

Textbook original sentence ： First aid is a very important first step in the treatment of burns.

Observe and think :

Example Sentences : It’s my treat.

Example Sentences : The hospital gave treatment to forty cases of cancer last year.

Example Sentences : In this family the parents treat their child as a friend.

Example Sentences : She treated him to lunch.

Example Sentences : You should treat this problem seriously.

Summary:

treat When used as a noun, it means "hospitality", and when treat is used as "treatment", the noun form is.

Treatment:It is one’s treat;give treatment to

Treat: treat sb. As;treat sb. to sth;treat sth. Seriously

(3) vital adj.

Textbook original sentence： it is vital to get the victim to the doctor or hospital at once.

Observe and think :

Example Sentences :As far as I am concerned, reading is vital to/for language learning.

Example Sentences :It is vital to remember vocabulary if you want to learn English well.

Summary:

sth. is vital to/for

it is vital to do sth.

(4) injure v.

Textbook original sentence :First aid is a temporary form of help given to someone who suddenly falls m or gets injured before a doctor can be found.

Observe and think :

Example Sentences :He injured his knee playing basketball.

Example Sentences :Too much use of the drug can result in injury to the body.

Example Sentences :An injured man lay there, very painful.

Summary:

verb injure, noun injured, adjective injured phrase: injured get/be injured

Identification.

Distinguish between hurt/wound/injure:hurt hurts feelings/body, can be used as an intransitive verb to indicate where it hurts; wound the injury of a sword or a gun or a sword, wounded on the battlefield; injure for accidental injury.

Phrase collection

(1) fall ill

Textbook original sentence :First aid is a temporary form of help given to someone who suddenly falls ill or gets injured before a doctor can be found.

Observe and think :

Example Sentences :His son suddenly fell ill last week.

Example Sentences :She has been ill for a week.

Summary:

fall ill denotes action, cannot be used in conjunction with a period of time

(2) get injured

Textbook original sentence :First aid is a temporary form of help given to someone who suddenly falls ill or gets injured before a doctor can be found.

Observe and think :get hurt; get fired; get killed; get caught; get paid; get married

Summary:

get + past participle can replace "be + past participle" to form a passive sentence, indicating action

(3) in place

Textbook original sentence :Hold the bandage in place with tape.

Observe and think : Phrases related to place

Prepositional phrases:

not in the proper place, unsuitable out of place

first, first point in the first place

Verb phrase:

happen to take place

take a seat, take one's place instead

(4) if necessary

Textbook original sentence :Remove clothing using scissors if necessary unless it is stuck to the burn.

When the subject of the subordinate clause is it and the predicate verb contains the tense verb be, it can be omitted along with the tense verb be to form the "conjunction if, unless, when, whenever + adjective" as the gerund.

Observe and think :

if possible

if so

if not

if any

(5) stick to (stick-stuck-stuck)

Textbook original sentence : Remove clothing using scissors if necessary unless it is stuck to the burn.

Observe and think :

I don，t want to listen to your opinions. Stick to the facts.

You should stick to a task until it is finished.

Summary:

not abandon or change sth.; keep to sth. continue doing sth.

Worksheet 3

While-reading and Post-reading

1) Fill in the blanks with phrases related to place according to the meaning of the sentence

(1) You'd better put things back____. Otherwise, it will be difficult to find them.

(2) 1 felt completely____ among all those rich people and left before the party was over.

(3) ____, he has all the qualifications for the job. What's more, he is interested in it.

2) use "if so, if not, if necessary, if possible, if any" Fill in the blanks

(l) Please finish the reading part in five minutes.____, refer to your dictionary.

(2) Get up early tomorrow.____, you will catch the first bus.

(3) He may be at home then.____, leave him a note.

(4) ____, try to speak English as often as you can

(5) He seldom visited his grandfather.____, it was two years ago.

3) Fill in the blanks with the appropriate form of wound, injure, hurt

(1) You'll____her feelings if you forget her birthday.

(2) His leg____when he walks.

(3) The soldier was____in the arm.

(4) He was badly____in the accident.

4) fill in the blanks with the appropriate form of insist on; stick to

(l) Once a decision has been made, all of us should____it.

(2) They____leaving that day.

(3) He always____his promise.

5) Fill in the blanks with the appropriate preposition

(l) We don't want to listen to your excuse. Stick____ the facts.

(2) As soon as all the chairs are____place, we can let the people in.

(3)____the aid of our teacher, we got through all the difficulties.

Suggested answers:

1) (l) in place (2) out of place (3) In the first place

2) (l) If necessary (2) If so (3) If not (4) If possible (5) If any

3) (1) hurt (2) hurts (3) wounded (4) injured

4) (1) stick to (2) insisted on (3) sticks to

5) (1) to (2) in (3) With

Step into life

Assuming you are Li Hua, you have recently read a news report about a girl who used the first aid knowledge she learned to help her father out of danger, and you are deeply impressed by the significance of first aid knowledge. Write a diary entry about your feelings. The word count is 100-120.

Suggested answer:

I recently came across a news report that deeply touched me. It was about a girl who used her first aid knowledge to save her father's life when he suddenly fell ill. Her quick thinking and action made all the difference in the situation. It made me realize how significant first aid knowledge is and how it can truly make a difference in someone's life.

I believe that having a basic knowledge of first aid is crucial in our daily lives. It enables us to help someone who has been injured in an accident or needs medical attention before a doctor can be reached. If necessary, schools can offer first aid courses to equip students with these essential skills.

I am convinced that possessing knowledge of first aid makes us more valuable members of society. Who knows, one day we may even save someone's life. I am inspired to learn more about first aid and use my knowledge to help others.

Yours truly,
Li Hua

Test 3

Name: _____ _____ Number_____

Please describe the usage of such important words and expressions said, vital, injure, treat, fall ill, get + PP, in place, if necessary, stick to, and write 15 sentences by using these words

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Teacher log for first-year college students

Activity Details: _____ Date: _____

Student's no./name	Comments	
	(Process, or Practice)	Attitude
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Lesson Plan 4

Lesson Plans No.4 Name： Post-reading

Class Level：First-year college students Time：2hours.

1. Learning Standards / Indicators / Learning Outcomes

Standard: Test students' mastery of lesson 1 to lesson 3 knowledge points.

Indicator: Students will be able to use the knowledge points proficiently in the activity.

2. Learning Objectives (K P A)

1. Students retell the main idea of Lesson 1 short texts and master the language points extracted from Lesson 2-3 for review. (K)
2. Students do activities in worksheets 4. (P)
3. Students feel confident about English. (A)

3. Content

1) Short article of lesson1:
2) Extracted language points for lesson2
   (1) be suited (for, to): be fitted, have the right qualities
   (2) look down upon sb. (sth.): despise; consider oneself more important than
   (3) so + aux. V. + (pro) noun, meaning “also”
3) Extracted language points for lesson3
   (2) get injured
   (3) in place
   (4) if necessary

4. Learning Activity/ Learning Management Process

Introduction Steps

1) Using Language
2) Activity

Teaching Steps

Step 1: Review

Review the knowledge points taken from lessons 1-3.

Step 2: Activity

(Design Intention. Students will summarize the usage of reading and language points through the activity)

T: In this lesson, we will review the points taken from lessons 1-3 and use the class activity time to write a short 200-word essay. Paragraphs as Worksheet 4 Assignment.

Step 3: Demonstration and special attention

Students will be drawn to share the short essay they have written and critique it.

Summary Steps

Step1: Students discuss the shared short essay

Step2: T checks if students have done other after-class exercises at the end of class time, and if they have, summarizes and discusses some questions.

5. Materials & Resources

- PPT
- Worksheet4

6. Measurement and Evaluation

Learning Objectives	How to measure	Measuring Instruments/ Tools	Measurement and Evaluation Criteria
1. Students retell the main idea of Lesson 1 short texts and master the language points extracted from Lesson 2-3 for review. (K)	Testing	Test 4	Correctly more than 70%
2. Students do activities in worksheets 4. (P)	Observing that students could do activities in worksheets 4.	-Teacher log	Students could do activities in worksheet 4 for at least 70% of activities.
3. Students feel confident about English. (A)	Observing students' reflections on learning	-Teacher log	Students participated in the activities.

Worksheet 4

Post-reading

Instructions: You are advised to write a short essay of at least 80 words in English based on the topics and outline given below in 30 minutes.

My Favorite Season

The content should include the following aspects.

1. a description of your favorite season.

2. state the reason why you like this season, either by describing the scenery of this season or by describing the most memorable experience in this season.

Example: My Favorite Season - Autumn

Autumn is my favorite season. As the summer heat subsides, the cool air ushers in the transition to autumn. The leaves change from bright green to a spectrum of yellow, orange, and red, creating a beautiful scenery. The rustling of the leaves beneath my feet provides a sense of tranquility.

What I love most about autumn is the sense of comfort it brings. The air is crisp, yet not too cold, and the warm colors of autumn make everything feel cozy. I also enjoy the seasonal activities, such as pumpkin picking and apple cider drinking. I cherish the memories of walking with my family, collecting leaves, and making pumpkin pies.

Autumn reminds me of the beauty of change and the importance of letting go. As the leaves fall, it is a reminder to embrace change and let go of the past, while looking forward to new beginnings. Autumn is truly a magical season that fills my heart with joy and happiness.

Test 4

Name: _____ Number_____

Please write the essay about yourself by using the word that the student has studied. (200-word essay)

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Teacher log for first-year college students

Activity Details: _____ Date: _____

Student's no./name	Comments	
	(Process, or Practice)	Attitude
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Appendix C Learning Achievement Test
Learning Achievement In English Online Courses
Pre-test and Post-test

Read the following sentences and choose the best option from A, B, C, and D, and choose the correct answer and write the symbol on the answer sheet.

1. The little girl is looking forward to …… her father.
A. seeing B. see C. have seen D. be seeing
2. The strong wind prevents the students …… outdoor activities.
A. for doing B. with going C. into doing D. from doing
3. Miss May, I am calling to …… my appointment with Mr. Li.
A. know B. see C. confirm D. hear
4. I'm afraid he is not …… at the moment, he is at a meeting.
A. occupied B. available C. able D. movable
5. Mr. Zhang is on another line. May I …… a message to her?
A. leave B. take C. send D. get
6. Please……me to introduce my sister to you.
A. give B. have C. allow D. ask
7. My family will …… to Shanghai next year.
A. come B. go C. change D. move
8. Our English Professor is very ……in using chopsticks.
A. skilled B. qualified C. experienced D. good
9. The monitor is …… charge …… the class.
A. at … on B. on … of C. in … of D. in …on
11. He has become …… his study, so he often daydreams in class recently.
A. lost in B. lost with C. bored with D. bored of
12. Whenever I …… someday …… at the airport, I feel very sad.
A see … away B. see … off C. send … away D. send … off
13. When she asks him …… help, he is always…… to give a hand.
A. to … due B. for … due C. to … ready D. for …ready
15. You can make a lot of new friends if you ……this club.
A. join B. take part in C. enter D. come in

Part II. Reading Comprehension

Read the following short text and choose one correct answer from the four options A, B, C and D. Write the letter symbol of your choice on the answer sheet.

Passage

When planning to repaint the walls of a hospital within an elementary school, I suggested a pale orange or peach color. White walls can increase the uneasiness of sick children waiting in beds for their parents to pick them up, whereas the peach color may remind them of their mothers' skin and reduce their discomfort. Today, an increasing number of schoolchildren are absent or prefer staying in school hospitals rather than classrooms. I believe that changing the color of hospital walls can help these children brighten their moods.

Orange is a color that can be recognized even in the dark or from a distance, and is therefore used for lifesaving equipment. Additionally, bright orange is often used for packaging health drinks. It represents life and encourages happy, joyful social gatherings, making it a great choice for dining rooms or family rooms. When feeling extremely tired, orange can help heal your mind and recover your strength, just as vitamins do.

16. Why did the speaker suggest pale orange for the school hospital?
    A. Because the walls inside were too dirty.
    B. Because the sick children asked him to do so.
    C. Because it could reduce sick children's uneasiness.
    D. Because it was the color of the clothes the sick children wore.
17. What is true about schoolchildren today?
    A. They dislike the color of their classrooms.
    B. Most schoolchildren prefer staying in hospitals.
    C. More and more schoolchildren are absent from school.
    D. An increasing number of them need help with their studies.
18. What purpose is orange often used for?
    A. It is often used for life belt.
    B. It is often used to show distance.
    C. It is often used to pack health drinks.
    D. It is often used to warn people of danger.
19. What is true about the influence of orange on people?
    A. It can change your lifestyle
    B. It can make you more energetic.
    C. It can make you feel more tired.
    D. It can cure your illness as medicine does.
20. Which of the four choices is true according to the passage?
    A. Vitamins can be used to heal people's mind.
    B. The use of orange shows people's living standards.
    C. The best color for the walls of the hospital is orange.
    D. Some people can only recognize orange from a distance

APPENDIX C

Learning Achievement Test

Learning Achievement In English Online Courses

Pre-test and Post-test

Read the following sentences and choose the best option from A, B, C, and D, and choose the correct answer and write the symbol on the answer sheet.

1. The little girl is looking forward to …… her father.

A. seeing B. see C. have seen D. be seeing

2. The strong wind prevents the students …… outdoor activities.

A. for doing B. with going C. into doing D. from doing

3. Miss May, I am calling to …… my appointment with Mr. Li.

A. know B. see C. confirm D. hear

4. I'm afraid he is not …… at the moment, he is at a meeting.

A. occupied B. available C. able D. movable

5. Mr. Zhang is on another line. May I …… a message to her?

A. leave B. take C. send D. get

6. Please……me to introduce my sister to you.

A. give B. have C. allow D. ask

7. My family will …… to Shanghai next year.

A. come B. go C. change D. move

8. Our English Professor is very ……in using chopsticks.

A. skilled B. qualified C. experienced D. good

9. The monitor is …… charge …… the class.

A. at … on B. on … of C. in … of D. in … on

11. He has become …… his study, so he often daydreams in class recently.

A. lost in B. lost with C. bored with D. bored of

12. Whenever I …… someday …… at the airport, I feel very sad.

A see … away B. see … off C. send … away D. send … off

13. When she asks him …… help, he is always…… to give a hand.

A. to … due B. for … due C. to … ready D. for … ready

15. You can make a lot of new friends if you ……this club.

A. join B. take part in C. enter D. come in

Part II. Reading Comprehension

Read the following short text and choose one correct answer from the four options A, B, C and D. Write the letter symbol of your choice on the answer sheet.

Passage

When planning to repaint the walls of a hospital within an elementary school, I suggested a pale orange or peach color. White walls can increase the uneasiness of sick children waiting in beds for their parents to pick them up, whereas the peach color may remind them of their mothers' skin and reduce their discomfort. Today, an increasing number of schoolchildren are absent or prefer staying in school hospitals rather than classrooms. I believe that changing the color of hospital walls can help these children brighten their moods.

Orange is a color that can be recognized even in the dark or from a distance and is therefore used for lifesaving equipment. Additionally, bright orange is often used for packaging health drinks. It represents life and encourages happy, joyful social gatherings, making it a great choice for dining rooms or family rooms. When feeling extremely tired, orange can help heal your mind and recover your strength, just as vitamins do.

16. Why did the speaker suggest pale orange for the school hospital?

A. Because the walls inside were too dirty.

B. Because the sick children asked him to do so.

C. Because it could reduce sick children's uneasiness.

D. Because it was the color of the clothes the sick children wore.

17. What is true about schoolchildren today?

A. They dislike the color of their classrooms.

B. Most schoolchildren prefer staying in hospitals.

C. More and more schoolchildren are absent from school.

D. An increasing number of them need help with their studies.

18. What purpose is orange often used for?

A. It is often used for life belt.

B. It is often used to show distance.

C. It is often used to pack health drinks.

D. It is often used to warn people of danger.

19. What is true about the influence of orange on people?

A. It can change your lifestyle.

B. It can make you more energetic.

C. It can make you feel more tired.

D. It can cure your illness as medicine does.

20. Which of the four choices is true according to the passage?

A. Vitamins can be used to heal people’s mind.

B. The use of orange shows people’s living standards.

C. The best color for the walls of the hospital is orange.

D. Some people can only recognize orange from a distance.

Biography

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