CHAPTER V

SUMMARY, DISCUSSIONS, AND RECOMMENDATIONS

This chapter consists of four parts. The first part begins with a brief summary of the study. It reviews the research objectives, the research hypotheses, the research design, the research procedure, and the research findings. The second part relates to the conclusions that discuss the interpretations of the findings. The third part provides the implications drawn from the study. The last part presents recommendations for further research.

Summary of the Study

1. Research objectives

The objectives of this study were:

1.1 To develop the ALI Model (Active Learning Instructional Model) to be implemented in large classes to enhance secondary school students' English communicative abilities.

1.2 To evaluate the effectiveness of the ALI Model in a large authentic language classroom. The objectives of the experiment are described as follows:

1.2.1 To compare the students' posttest scores from the proficiency test between the experimental and control groups.

1.2.2 To compare the students' scores from the performance test between the experimental and control groups.

1.3 To study the secondary school students' opinions towards the ALI Model for enhancing their English communicative abilities in large classes.

2. Research hypotheses

To evaluate the effectiveness of the developed ALI Model for enhancing students' English communicative abilities in large classes and to study such students' opinions towards the ALI Model employed in large classes; the hypotheses are proposed as follows:

2.1 The English proficiency mean score of the students, who receive the treatment based on the ALI Model, is significantly higher than that of the students who are controlled to receive the conventional way of teaching. (H_1: $\mu_1 > \mu_2$)

2.2 The English performance mean score of the students, who receive the treatment based on the ALI Model, is significantly higher than that of the students who are controlled to receive the conventional way of teaching. (H_2: $\mu_3 > \mu_4$)

2.3 The secondary school students in the treatment group are likely to have positive opinions towards the ALI Model for enhancing their English communicative abilities in large classes.

3. Research design

This study is developmental and experimental research. The main purpose is to develop the Active Learning Instructional (ALI) Model in order to enhance secondary school students' English communicative abilities in large classes and to evaluate the effectiveness of the model. To evaluate the effectiveness of the model, the *quasi-experimental design* was implemented for comparing the English communicative ability scores (from the standardized English proficiency test and the performance test) of the students between the experimental group—receiving the treatment based on the ALI Model—and the control groups—obtaining the instruction based on the PPP method. Moreover, questionnaires, students' reflective journals, and interviews were employed to elicit students' opinions on the ALI Model instruction.

4. Research procedure

The procedure of this research consisted of two phases. The first one was relevant to the development of the Active Learning Instructional (ALI) Model for enhancing secondary school students' English communicative abilities in large classes. The other phase pertained to the evaluation of the effectiveness of the Active Learning Instructional (ALI) Model for enhancing secondary school students' English communicative abilities in a large class.

4.1 Phase I: The development of the Active Learning Instructional (ALI) Model for enhancing secondary school students' English communicative abilities in large classes

The instructional model development phase was composed of four stages: 1) studying, analyzing and synthesizing the theoretical and pedagogical principles for teaching English communicative abilities in large classes via active learning, 2) developing the ALI Model rationales, 3) determining the ALI Model framework, and 4) developing the ALI Model steps.

In stage one, the researcher studied, analyzed and synthesized the basic knowledge from various books, journals, websites and related research regarding current issues about class size of language classrooms (the researcher also conducted a background study about class size to ascertain whether class size was really a main problem and was significant enough to be worth studying), teaching large classes, active learning, communicative language teaching, Constructivism, and group dynamics in the language classroom. Besides this, information regarding the school curriculum and the national curriculum of the English subject for the secondary educational level in terms of objectives, content, pedagogical activities and assessment and evaluation were explored. From the analysis and synthesis of the aforementioned information, concepts, and principles, the key concepts were drawn.

In stage two, based on the key concepts obtained from the study, analysis, and synthesis of the theoretical and pedagogical principles for teaching English communicative abilities in large classes via active learning, the ALI Model rationales were developed accordingly.

In stage three, the ALI Model framework, which consisted of model rationales, objective, model steps and outcomes, was determined.

In stage four, the ALI Model steps were developed for enhancing secondary school students' English communicative abilities in large classes.

4.2 Phase II: The evaluation of the effectiveness of the Active Learning Instructional (ALI) Model for enhancing secondary school students' English communicative abilities in a large class

The model evaluation was composed of two stages: 1) validating the ALI Model by experts and 2) implementing the ALI Model in a large authentic classroom.

In stage one, the developed ALI Model was validated by three experts using IOC and giving additional comments and suggestions.

Stage two of phase II was about the implementation of the ALI Model in a large authentic classroom. There were four sub-stages: 1) preparation of the experiment, 2) experimentation of the ALI Model, 3) analysis of the effectiveness of the ALI Model, and 4) conclusion.

There were three steps for preparing the experiment: specifying the population and samples, conducting a needs analysis, and developing and validating the research instruments.

The experiment was prepared by specifying the population and samples. The population of this study included 240 Grade-10 students who were studying Foundation English 2 in semester two, academic year 2005 at a secondary school in Nakhon Pathom Province, Thailand. The samples of the main study, ninety-six M.4 students, were purposively and randomly selected for the experimental and control groups. Each group contained 48 students. The Secondary Level English Proficiency (SLEP) Test form 4 was administered to ensure that the two groups were comparable.

A needs analysis was conducted in semester one of academic year 2005 in order to obtain ten topics of the lessons. 56 topics from five main areas in the theme generator wheel (Estaire & Zanon, 1994) were translated into Thai and presented to the samples (96 students in the course "Foundation English 1" in semester one of academic year 2005). The samples were asked to choose ten out of fifty-six topics which they were interested in. Finally, the top ten most selected topics were made to serve as topics for a ten-unit English communicative course. Ten topics obtained from the needs analysis were rearranged according to the five main areas in the theme generator wheel ranging from the innermost part of the wheel, which represented themes which were most relevant to the students' background, to the outermost part, which represented themes which were the least relevant to the students' background.

The next step was developing and validating the research instruments. There were two main types of research instruments in the study: instruments for the experiment—including ten lessons plans based on the ALI Model instruction and ten lesson plans based on the conventional way of teaching (PPP Method)—and the instruments for collecting the data—including proficiency test (SLEP test forms 4 and 5), performance test, questionnaire for eliciting students' opinions, interviews, and students' reflective journals. The checklists and evaluation forms were constructed and presented to the experts in the fields of ESL/EFL, Language Instruction, and Language Assessment and Evaluation for evaluating the effectiveness of the instruments. The revisions and modifications were made according to the experts' comments.

After the stage of preparing the experiment, the experiment itself was conducted. The duration of the experiment was 14 weeks. The SLEP test form 4 was administered to the students in the first week, and then the students were

exposed to 10 lessons of a Communicative English course named Foundation English 2. Each lesson lasted 100 minutes. Each week, the students in the experimental group received an instruction based on the ALI Model, while those in the control group obtained an instruction based on the PPP Method. By the end of each unit, the students in the experimental group were asked to write students' reflective journals to express their feelings and voice their suggestions regarding the steps of the instruction. In week eight, the teacher assigned the students in both groups to individually search for an article they were interested in and write a paragraph showing their opinions toward the selected article. On the twelfth week, the presentations of the students' written paragraphs and selected articles of both groups were made. In week 13, the data from the questionnaire and interviews were collected. The SLEP test form 5 was administered to the students in both groups in week 14 and the scores were collected.

To analyze the data, both quantitative and qualitative approaches were taken into consideration. A t-test was employed to quantitatively analyze the students' mean scores of the posttest scores of the proficiency test between groups as well as the students' mean scores of the performance test between groups. Moreover, the data from the questionnaires was analyzed by content analysis and percentage. The data from the students' reflective journals was analyzed using means and content analysis. The data from the interviews was analyzed by the content analysis and percentage.

The last but most important stage was drawing conclusion from the experiment. The findings from the instructional model development and the hypothesis test were concluded.

5. Research findings

The findings were presented in two parts. The first one was the findings from the instructional model development. The other was the findings from the hypothesis test.

5.1 The findings from the instructional model development

The instructional model development in this study was the Active Learning Instructional (ALI) Model. There are four steps in this model: warm-up, individual learning, small-group learning, and large-group learning. In each step, there are three sub-steps: getting information, experiencing by doing and observing, and

reflecting. This model was developed for enhancing secondary school students' English communicative abilities in large classes.

Based on the experts' opinions towards the ALI Model, it can be said that they all agreed with the steps and sequences of the model as well as the theories and principles supporting the model. They share one consensus that the ALI Model is easy to apply in language teaching and is possibly usable and applicable.

5.2 The findings from the hypothesis test

The findings from the hypothesis test indicated the effectiveness of the ALI Model as follows:

5.2.1 The mean scores of the posttest of the proficiency test between the control and experimental groups were not significantly different at the level of .05.

5.2.2 The mean scores of the performance test between the control and experimental groups were significantly different at the level of .05.

5.2.3 Overall, the students in the experimental group, receiving the ALI Model instruction, had positive opinions on the ALI Model instruction, according to the findings from the questionnaires, interviews, and students' reflective journals.

Discussions

After the ALI Model had been developed, proposed, and verified, and the instructional lesson plans as well as the materials were designed based on the ALI Model and administered to the students, the effectiveness of the ALI Model was shown. The findings of the research entitled "A Development of the Active Learning Instructional Model for Enhancing Secondary School Students' English Communicative Abilities in Large Classes" are going to be discussed on two main aspects: the ALI Model instruction and the levels of students' English communicative abilities in a large class.

1. The ALI Model instruction

The ALI Model contains two significances. The first one is that the ALI Model shows the relationship of the components from various theories and concepts promoting active learning, student centeredness, cooperative language learning, communicative language teaching, and optimal language learning environment. The

other is that the model provides the apparent ALI Model steps, which can be implemented in large classrooms in order to enhance secondary school students' English communicative abilities. Alternatively, these model steps can be applied in other class sizes, subjects, and levels.

1.1 The first significance of the ALI Model components

Researchers (Cronbach & Snow, 1977; Glaser, 1968; Miller, Wilkes, & Cheetham, 1993) have noted that no single teaching approach or course structure is optimal for all students. Student diversity in terms of cognitive style, personality, individual preferences for teaching style, achievement, motivation, and other variables suggests that attention to structure and its influence on learning and student satisfaction is critical to successful implementation of teaching strategies (Miller et al., 1996). Therefore, an eclectic approach, selecting principles and techniques from many theoretical perspectives, plays a primary means for analyzing and synthesizing various instructional theories and principles that result in the creation of an ALI Model.

1.2 The second significance of the ALI Model components

The ALI Model is composed of four main steps: Warm-up, Individual Learning, Small-Group Learning, and Large-Group Learning. Each of these contains three sub-steps: getting information, experiencing by doing and observing, and reflecting. Each of the main steps of the ALI Model will be discussed as follows:

1.1.1 Warm-Up

Warm-up activities get the students stimulated, relaxed, motivated, attentive, or otherwise engaged and ready for the lesson. It does not necessarily involve use of the target language (Brown, 2001: 134). According to the quantitative data from the questionnaires and students' reflective journals, the students tended to prefer this step most compared with other steps. Some students claimed that they learned some (new) vocabulary in this step, and warm-up activities paved the way for the lessons. In addition, the students felt motivated and enthusiastic to learn especially when the activities were designed to be competitive games. From the interviews, we can conclude that the activities in the warm-up step satisfied the purposes that were set in the ALI Model. These were to motivate students, to prepare students for the lesson by eliciting their schemata and introducing new vocabulary, and to create a positive atmosphere for learning.

Interactions and relationships between students and the teacher and among students create the classrooms' social climate (Sutherland, 1996: 87). Environments are supportive according to the extent to which people are involved in the setting, support and help each other, and express themselves freely and openly (Moos, 1979). Moos (1987) also reports consistent findings that social climate has significant effects on a variety of learning outcomes. Building a supportive social climate requires establishing expectations that students become accustomed to interacting early in the lesson (Sutherland, 1996).

1.1.2 Individual Learning

Among four steps of the ALI Model, the students tend to prefer Individual Learning least, according to the quantitative findings from students' reflective journals and questionnaires, because the students felt that "The reading texts and listening tasks are difficult for me." Some students claimed that they could not ask or discuss with their friends when they had problems dealing with the reading or listening tasks in the individual learning step. After the students feel bad with the task, they feel bored and unmotivated. These reasons, obtained from the interviews, came from some lower-intermediate students. In contrast, some upper-intermediate students tended to prefer this step because "I can practice doing reading and listening tests that I must face in any English examination in my day-to-day life." Also, "I can evaluate my reading and listening abilities from doing the tasks in this step."

Moreover, from the students' reflective journals and the interviews, some students preferred to be taught grammar points directly in a lecture mode. They said that they did not like the way the teacher gave them some activities and summarized the grammar points at the end of the session. They preferred their teacher to give them a grammar lecture and teach them step by step. Although the lecture format induces passive learning (Fink, 2003: 103) and does not promote optimal environment conditions for successful language learners (Egbert et al., 1999: 4), it is by no means forbidden in an active learning class containing a number of students. Certainly, there is still a place for lecture in the active learning course because some materials would be very difficult for students to assemble and synthesize for themselves (Miller et al., 1996: 23). Lecture can also be an alternative for teaching in a large class (Davis, 1993) since it provides human contact and it contains some advantages (Wallace, 1991). For instance, lectures are a great way to spread lots of information to a large group of people (Jordan, 1997). Darasawang and

Srimavin (2006) suggest that a lecture mode may be implemented with an English class if the focus is on delivering the content. Nevertheless, it is not likely to be suitable if the focus of the class is on communication where interaction to enhance language competence is prompted. Watson Todd (1997) adds that if the lecture mode is to be offered in an English class where communication is highlighted, it can be used when the teacher explains a certain concept such as introducing new language, context, aids or content, objectives, goals, or rationale; or can be used when clarifying and dealing with students' problems. Therefore, a brief lecture, which is never more than 15-20 minutes long (Bonwell, 1996: 34; Miller et al., 1996: 23), will be added in the first sub-step of the Individual Learning step. Moreover, a lecture mode makes it difficult for the teacher to provide feedback to the learners. The teacher may be able to give feedback to the whole group but not individually (Darasawang & Srimavin, 2006).

Based on the students' interviews and the aforementioned literature, the researcher decided to modify some strategies used in this step with the influence of form-focused instruction within the communicative framework, ranging from explicit treatment of rules to noticing and consciousness-raising (Fotos & Ellis, 1991; Fotos, 1994). The focus here will be on grammar and vocabulary in language teaching (Brown, 2001). For the first sub-step—getting information, a pre-reading or pre-listening task in terms of introducing some unfamiliar words in the reading or listening texts using an individual word-meaning-matching task and some interesting grammar points will be presented in the mode of brief lecture. Then in the second sub-step—experiencing by doing and observing, a reading and listening task is provided to every student. The tasks here focused on reading and listening based on the multiple-choice questions, true-false, fill-in-the-blanks, cloze test, matching, or drawing due to the time constraints and the convenience to give feedback to the whole class (Darasawang & Srimavin, 2006). For the last sub-step—reflecting, a small activity of jumble sequences from the reading or listening tasks is provided to the students to rearrange the correct sequence of the texts. This can provide students a chance to reflect on what they have just done. This activity may be done via a power point presentation in order to give feedback on the individual task(s) to the whole class. Obviously, the activities done in this step must be objectively evaluated because of the number of students and the need for convenience in giving feedback to the whole class (Darasawang & Srimavin, 2006).

1.1.3 Group work (Small-Group Learning and Large-Group Learning)

Between the steps of Small-Group Learning and Large-Group Learning, the students prefer Small-Group Learning step ($\bar{x}$ = 4.35) to Large-Group Learning step ($\bar{x}$ = 4.17) according to the questionnaires. Nevertheless, from the students' reflective journals, the grand mean scores of the large-group learning step ($\bar{x}$ = 2.728) is a little bit higher than that of the small-group learning step ($\bar{x}$ = 2.709). Considering the mean scores of both steps of the figures, the differences are not much. When compared with another two steps of the ALI Model, these two kinds of group work are more preferable than the individual learning step. The main reason is that they could ask and discuss with their group members when they had some problems; but when they did an individual task, if they did not understand the text, they failed. This can confirm that "discussions are superior to lectures in improving thinking and problem solving" (McKeachie et al., 1986: 81). Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each others' learning (Johnson et al., 1991). Most students said that they liked doing group work because they could share their ideas with friends and discuss for the best solution or answer of the task. Working with fellow students, solving problems together, and talking through materials together have other benefits: student participation, teacher encouragement, and student-student interaction positively relate to improved critical thinking (McKeachie et al., 1986).

Astin (1992) found that two environmental factors were by far most predictive of positive change in students' academic development, personal development, and satisfaction. These two factors—interaction among students and interaction between teacher and students—carried by far the largest weight and affected more general education outcomes than any other environmental variable studied, including the curriculum content factors.

Smith (1996: 72) makes a conclusion that "the more students work in cooperative learning groups the more they will learn, the better they will understand what they are learning, the easier it will be to remember what they learn, and the better they will feel about themselves, the class, and their classmates."

However, from the teachers' observations, it turned out that the students did not participate in the group works enough. Obviously, certain students sometimes did not speak English when discussing and doing group work. One significant factor, mentioned by Nunan (1993, cited in Lazaraton, 2001: 110), is that the students lack

competence or confidence in speaking English, particularly if the teacher is a non-native speaker of English. Therefore, it has been recommended that carefully planned tasks or activities should be used as the pedagogical intervention to expose and motivate students to use the target language (Prapphal, 2003: 7).

According to the teachers' observations, interviews, and students' reflective journals, one big problem arose when the students did a large-group presentation: some did not pay attention to their peers' presentations. Miller, et al. (1996: 24) suggests that the peer-graded oral reports are non-controversial and seem to promote attendance at the oral report sessions. With this strategy, students can also receive feedback from their peers. In fact, peer critique is often more effective than teacher generated feedback since students often need greater levels of acceptance and praise from peers than they need from teachers (Hobson, 1996: 55).

From the overall viewpoints of the students, the ALI Model instruction meets their satisfaction when compared with other EFL classes that they used to learn from. They claim that "the classroom atmosphere is very lively and we are motivated to learn." Some say that "I have no chance to sleep because I have many things to do in the class and I can talk to my friends instead of only listening to the teacher." In addition, "I like this class because we have opportunities to critically and creatively think and do as we wish." These responses are supported by Bonwell and Eison's conclusion (1991) that active learning is preferable to traditional lecture. Also, some students say "the teacher is kind and she lets us create the tasks freely." Although timing and unequal participation were listed by some students as problems limiting the effectiveness of active learning, the conclusion has been drawn from all interviewees that "these four steps of the ALI Model are a perfect combination."

According to the experiment's results and students' opinions, the model's strategies have been modified, especially in the individual learning step; these are presented in the following table.

Table 5.1: Designing lesson plans based on the ALI Model

STEPS / OBJECTIVES	SUB-STEPS	STRATEGIES
1. Warm-up: To motivate Ss, elicit Ss' schemata, introduce new vocabulary, prepare Ss for the lesson and to create a positive atmosphere for learning	Getting information	1. T shows picture(s), wording, or video clip(s) relating to the topic of the lesson.
	Learning by doing/observing	1. T elicits vocabulary from Ss. 2. T also asks for the correct pronunciation and meaning of those words elicited.
	Reflecting	1. T rechecks Ss' understanding in terms of meaning and pronunciation of the vocabulary 2. If necessary, T may give Ss some more important words relevant to the topic.
2. Individual Learning: To give Ss an opportunity to individually practice reading and listening skills	**Getting information**	**1. T provides Ss an individual word-meaning-matching task focusing on unfamiliar words from the reading and/or listening texts. 2. T points out some grammar points regarding the content via a brief lecture mode.**
	Learning by doing/observing	**1. T asks Ss to do some exercises relevant to the reading or listening tasks via writing task (s) (e.g. multiple-choice questions, true-false, fill-in-the-blank, cloze test, matching, drawing, etc.).**
	Reflecting	**1. T shows jumbled sentences summarizing the reading / listening texts via the power point presentation. 2. T asks Ss to rearrange the jumbled sentences in a correct chronological order and T gives feedback.**
3. Small-Group Learning: To give Ss an opportunity to use their creativity to collaboratively work in a group and to use communicative abilities in discussing with peers	Getting information	1. T gives Ss an assignment regarding the content from the *Individual Learning* step.
	Learning by doing/observing	1. T lets Ss do a group work focusing on writing, speaking, and listening (e.g. discussion, role-play, debate, simulation, etc.)
	Reflecting	1. T asks Ss for some grammar points used in the assignment. 2. T asks Ss to edit their work.
4. Large-Group Learning: To give Ss an opportunity to practice listening, speaking, and presentation skills	Getting information	1. Ss get information from the other groups' presentations; meanwhile, they learn by observing. This is to say, T asks the audience to evaluate and jot down some information asked by the T (T writes some questions on the board before starting presentations and lets Ss find out the answers from their peers' presentations). 2. The presenting group learns by doing (presentation).
	Learning by doing/observing	
	Reflecting	1. T rechecks Ss' understanding of each presentation based on the questions provided beforehand.

2 The Level of Students' Communicative Abilities in a Large Class

The Level of Students' Communicative Abilities in a Large Class can be evaluated through two kinds of tests: the SLEP test serving as a proficiency test and the performance test.

2.1 The Level of Students' Communicative Abilities from the Proficiency Test

Analysis of all the mean scores in the pretest (SLEP test: Form 4) and posttest (SLEP test: FORM 5) of each group showed that the mean scores from both tests of the students within each group were significantly different (See appendix N). This shows that both instructions, based on the ALI Model and PPP Method, are effective. However, regarding only the posttest, the students' mean scores in both groups were not significantly different. Nevertheless, when considering the posttest mean scores of both groups, the mean score of the experimental group ($\overline{X}$ = 48.25) is higher than that of the control group ($\overline{X}$ = 46.08) (See appendix N). This is likely to show the positive effects of the ALI Model instruction. In addition, language can be learned gradually through repeated exposures (Nagy & Herman, 1997). Therefore, longitudinal studies are needed to confirm the effects of the ALI Model for enhancing secondary school students' English communicative abilities in large classes. The instruction should be extended for a longer and continuous period in order to provide the students the opportunity for learning, and develop as well as enhance their English communicative abilities.

On the contrary, the findings from the questionnaires, interviews, and students' reflective journals show that the students had positive opinions on the ALI Model instruction. All of the interviewees agreed that they liked the ALI Model instruction and were motivated to learn (McKeachie et al., 1986). Moreover, they said that they had good opportunities to use and integrate English communicative abilities (listening, speaking, reading and writing) to interact with their friends via authentic tasks in various situations. Besides this, they could use their creativity to do the task both individually and collaboratively, which supported learner autonomy. From the students' opinions, it can be concluded that the ALI Model can promote the optimal environment conditions for successful language learners (Egbert et al., 1994) which are: 1. learners have opportunities to interact and negotiate meaning;

2. learners interact in the target language with an authentic audience;

3. learners are involved in authentic tasks;

4. learners are exposed to and encouraged to produce varied and creative language;

5. learners have enough time and feedback;

6. learners are guided to attend mindfully to the learning process;

7. learners work in an atmosphere with an ideal stress /anxiety level; and

8. learner autonomy is supported.

The results of the study were in accordance with the study of Samiullah (1996). He had serious doubts about the efficacy of active learning and believed that he could challenge its proponents' claim through a rigorous, quantitative study. Accordingly, in his introductory physics course, he taught two sessions; to provide both experimental and control groups. An active learning instruction was employed in the experimental group through a brief lecture, small-group work on the problem worksheets, and sharing the group answers with the class. In contrast, a conventional instruction was implemented in the control group through lectures and individual work on problem worksheets. At the end of the course, the instructor analyzed the pretest and posttest scores, student performance on a standardized physics examination, and results of an attitudinal survey given at the beginning, middle, and end of the semester. He concluded that there was no statistical difference in the performance of the two groups with regard to their understanding of Newtonian mechanics. He did find, however, a significant difference (both statistically and educationally) in how the students reacted to the course. The motivation level of the control group remained the same throughout the semester while the motivation level of the experimental group rose approximately 50 percent during the course of the semester. Besides this, McKeachie et al. (1986) found that active methods focusing on discussion motivated students more than straight lecture.

2.2 The Level of Students' Communicative Abilities from the Performance Test

The performance test was constructed to measure students' English language abilities via authentic tasks. Because language performances varied with both context and test tasks, the interpretation of a test taker's language ability must vary from performance to performance (Douglas, 2000: 7-15). The information from this assessment was used to indicate the extent to which the learners had mastered the communicative objectives of the course (Brindley, 1991: 154). The findings turned out showing that the mean scores of the performance tests of the experimental and control groups had a statistically significant difference. In other words, the mean score of the students' performance test in the experimental group was significantly higher than that of the control group. According to Dale's Cone of Learning (1969), students who have a chance to learn actively show higher ability than those who learn passively. Besides, students in the experimental group had more opportunities to learn cooperatively and individually, which promoted group discussion, critical thinking

and problem solving skills. These skills are superior to lectures (McKeachie et al., 1986: 81) because "the more students work in cooperative learning groups the more they will learn, the better they will understand what they are learning, the easier it will be to remember what they learn, and the better they will feel about themselves, the class, and their classmates" (Smith, 1996: 72). Also, the use of differing active learning techniques can reach a broad range of student learning styles (Bonwell, 1996: 33).

The findings from the performance test of the students in the experimental group show that the students can master their communicative abilities which can confirm their abilities in English proficiency that were improved.

In conclusion, from the research findings, it can be said that although the ALI Model may not be able to distinctively enhance students' English proficiency in a large class compared with the PPP Method, it does not mean that it has failed. The study showed three strong evidences that the ALI Model is effective: 1) the ALI Model instruction was able to enhance secondary school students' English communicative abilities in a large class (implied from the pretest-posttest scores in the experimental group), 2) the students in the experimental group showed higher English communicative abilities that those in the control group (implied from the students' performance test scores between both groups) and 3) the ALI Model instruction was able to also obviously promote the optimal environment conditions for successful language learners (Egbert et al., 1994) as well as motivate the students' affective domains (implied from the findings from questionnaires, students' reflective journals and interviews), which can help them in life-long language learning (Brown, 2001).

Implications of the Study

The present study provides a complete picture of how the ALI Model can be implemented in large ESL/EFL classes. This study is an example of implementing active learning strategies in a large class for enhancing secondary school students' English communicative abilities in large classes. The researcher hereby encourages scholars in the field to attempt more of this kind of research. Several implications were drawn from the findings.

First and foremost, although the findings from the proficiency test reveal that the students' posttest scores in the experimental and control groups are not

significantly different, it by no means implies that the ALI model instruction is not effective. This is because of three significant evidences. First, comparing the pretest and posttest scores from the students' proficiency tests in the experimental group who received the instruction based on the ALI Model, the researcher found significant improvement. This is to say, the posttest scores of the students in the experimental group were significantly different from their pretest scores. Second, the students' performance mean score in the experimental group, who received the instruction based on the ALI Model, was significantly higher that that in the control group, who received the instruction based on the PPP Method. Third, according to the questionnaire, students' reflective journals, and interviews, the findings show that the students who received the instruction based on the ALI Model claimed that they could use and integrate their English communicative abilities (listening, speaking, reading and writing) to interact with their friends via many authentic tasks in various situations. Besides, they had opportunities to individually and collaboratively work and they could use their creativity in the tasks. Also, they had positive opinions on the ALI Model instruction. This obviously shows that the ALI Model instruction promotes some of the eight optimal environment conditions for successful language learning, introduced by Egbert and others (1999). For instance, the students had opportunities to use their English communicative abilities in doing authentic tasks and communicating with audiences. Moreover, the students had opportunities to use their creativity in doing tasks both individually and cooperatively. These scenarios are hardly found in general EFL classes, especially large ones, taught by traditional lecture format. Therefore, it can be said that the developed ALI Model can be an alternative means for designing English communicative courses and can be implemented in large EFL classes at the secondary education level to enhance the students' English communicative abilities.

Second, in handling a large EFL class, the instruction mode is primarily and generally based on lecture. However, using only lecture mode in a large class might not make the English language learning successful as it is difficult to give feedback to individual students and also to offer tasks which cater to interaction (Darasawang & Srimavin, 2006). For while developing teaching strategies that are less heavily based on the lecture methods is certainly important, it is not the case that the lecture must be abandoned or that all faculty must begin using only groupwork in their classes. A lecture mode may be implemented with an English class if the focus is on delivering

the content. Nevertheless, it is not likely to be suitable if the focus of the class is on communication where interaction to enhance language competence is prompted, according to Darasawang and Srimavin (2006). If the lecture mode is to be offered in an English class where communication is highlighted, it can be used when the teacher explains a certain concept such as introducing new language, context, aids or content, objectives, goals, rationale; or when clarifying and dealing with students' problems (Watson Todd, 1997). Moreover, a brief lecture, which is never more than 15-20 minutes long (Bonwell, 1996: 34; Miller et al., 1996: 23) can be applied with some active learning approaches. What is important is for instructors to find approaches that fit their personal style of teaching and meet their educational objectives, while at the same time actively engage students as they learn in the classroom (Bonwell & Sutherland, 1996). We are convinced by the research that all instructors should be using active learning strategies. It is also believed that a wide variety of active learning strategies can be equally effective in the classroom (Johnson et al., 1991).

Third, according to the students' reflective journals, interviews, and even teacher's observation, when the teacher used some electronic materials like e-mail and the Internet as well as audio-visual materials such as movies and video clips, these materials perfectly caught students' attention. Nowadays, basic electronic tools are available in many schools to virtually everyone, allowing students, faculty, and staff to access the Internet, use e-mail, and participate in electronic conferences. When these tools are in place, and with an initial commitment of time, most faculty can consider using them to encourage active learning in their classes. These approaches may offer particular promise for overcoming barriers; all students have equal access and opportunity for involvement. In many classes, the motivation level of the entire class is enhanced by using electronic tools (Sutherland, 1996: 93). For example, faculty using electronic conferencing in foreign language classes find that students appreciate the access and flexibility of the conference as opposed to a language lab and enjoy actually using the language to converse with fellow students. Without the pressure of time or concern with accent and pronunciation, students can relax and concentrate on interpreting messages and developing their replies. From the findings of this study, the students participating in electronic conferencing in foreign language classes also excel in oral performance in class (Ehrmann, 1995).

Last but not least, the degree of structure is a core issue to consider when attempting to create successful active learning approaches. Manipulating of the

structure of course requirements, learning activities, tasks, and evaluation procedures greatly impacts student satisfaction and performance. The effect of structure, nonetheless, is influenced and mediated by many factors. Cognitive style is one of many manifestations of student diversity that contributes to different individual and group experiences in any active learning situation.

Structuring learning environments based on student characteristics raises important ethical and philosophical questions. The most basic question is: Is it feasible to take into account all students' characteristics that influence learning when designing an active learning course? (Miller et al., 1996: 28). This question highlights the difficulty of creating the perfect course (Miller, et al., 1993). Tailoring course structure to accommodate the strengths of one type of student may happen at the expense of another, or at the risk of decreasing satisfaction, group harmony, or performance. Manipulation of course structure to improve learning is not an easy task. Mixing the nature of learning tasks may be a solution to the challenges presented by student diversity. In any case, the teacher must be cognizant of the impact of structure on successful course development. At the same time, identification and awareness of student characteristics that may influence the effectiveness of these efforts should also be taken into account. The interplay and symbiosis of these issues should be thoughtfully considered when attempting to structure an active learning class.

In conclusion, the evidence that active learning approaches are an effective way to facilitate learning, especially in a large ESL/EFL class, is too compelling to ignore. While understanding the concepts, it is believed that with consideration of course objectives, teaching styles, and students' level of experience, it is possible for all teachers to find active learning strategies that can work for them. The ALI Model presented in this study is intended to guide instructors through a series of questions that will help them define the kinds of alternatives that will be both comfortable and enjoyable, and that will support students' learning in large classes.

Recommendations for Further Research

Based on the results and findings from the study, the following are a number of areas that could be investigated in future studies:

First of all, longitudinal studies are needed to confirm the effects of the ALI Model for enhancing secondary school students' English communicative abilities in

large classes. The instruction should be extended for a longer and continuous period in order to provide the opportunity for learning English using communicative abilities.

Second, this study can be extended in order to conduct such with larger groups of participants who could also assist in confirming the effects of the ALI Model instruction for a large class. Furthermore, the study should be replicated with different groups of participants. It could provide distinctive insights to this field of study. The replicated studies with international schools adopting different curriculum, bilingual schools, private schools, and government schools should be carried out to gain different perspectives for comparison.

Third, the same study could be done with other levels of students such as those from the primary level, lower secondary level, or even university level. Alternatively, a variety of class size from these mentioned educational levels can serve as participants for further research. This can confirm the effectiveness of the ALI Model instruction for enhancing students' English communicative abilities in a variety of class size at different education levels.

Lastly, it is recommended that the ALI Model instruction be used for teaching some specific skills of English such as teaching grammar, teaching writing, teaching English phonetics and phonology, etc. Besides this, this developed model is recommended for implementation in teaching languages other than English such as Thai, Japanese, French, etc. and other subjects like Literature.