

CHAPTER IV

RESEARCH FINDINGS

This chapter presents the research findings of the two phases:

Phase 1: The results of the development of the Active Learning Instructional (ALI) Model for enhancing secondary school students' English communicative abilities in large classes. There were two stages in this phase

Phase 2: The results of the evaluation of the effectiveness of the Active Learning Instructional (ALI) Model for enhancing secondary school students' English communicative abilities in large classes

Phase 1: The results of the development of the Active Learning Instructional (ALI) Model for enhancing secondary school students' English communicative abilities in large classes

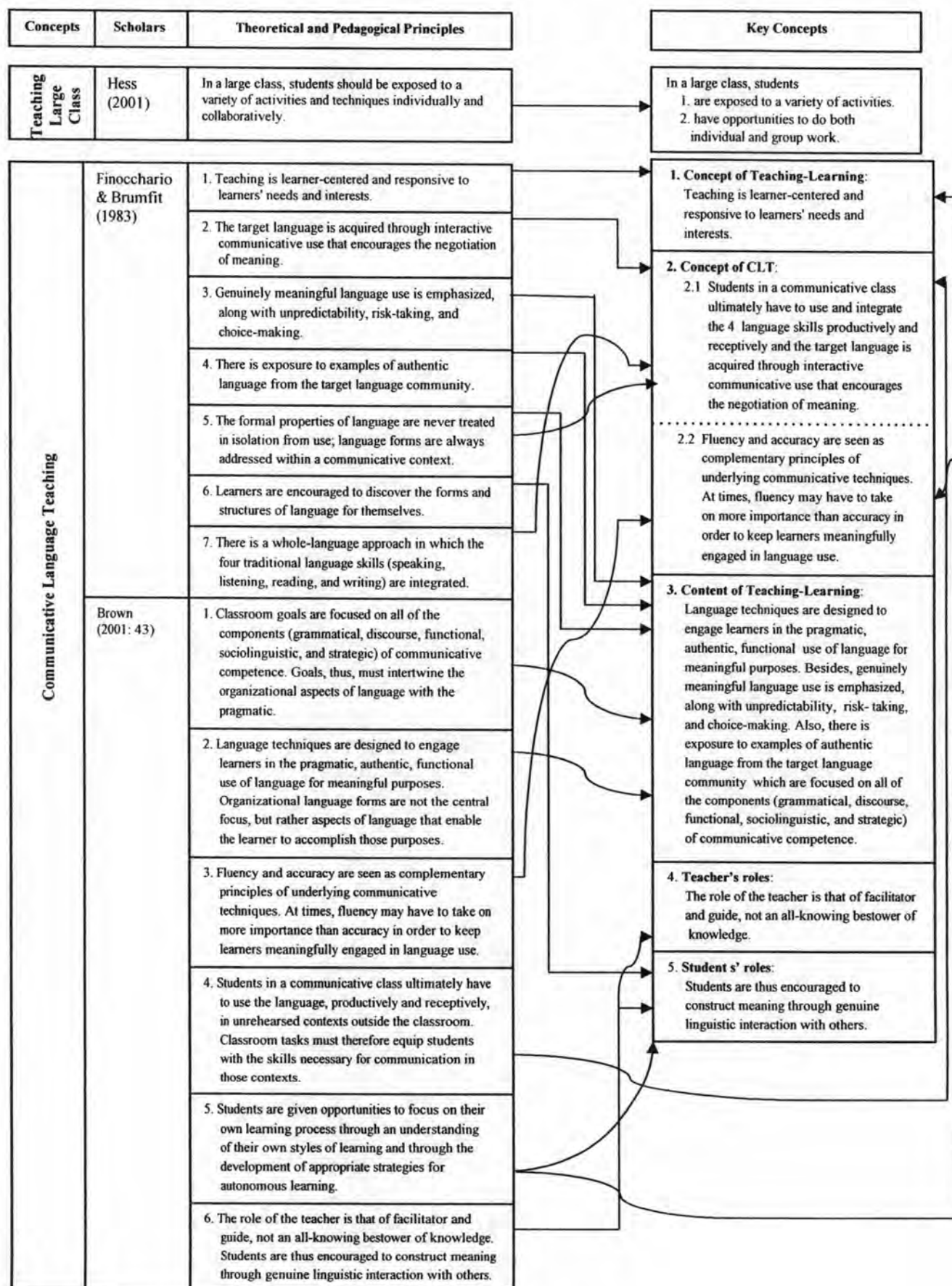
In phase one, the results of the development of the ALI Model for enhancing secondary school students' English communicative abilities in large classes will be presented as follows:

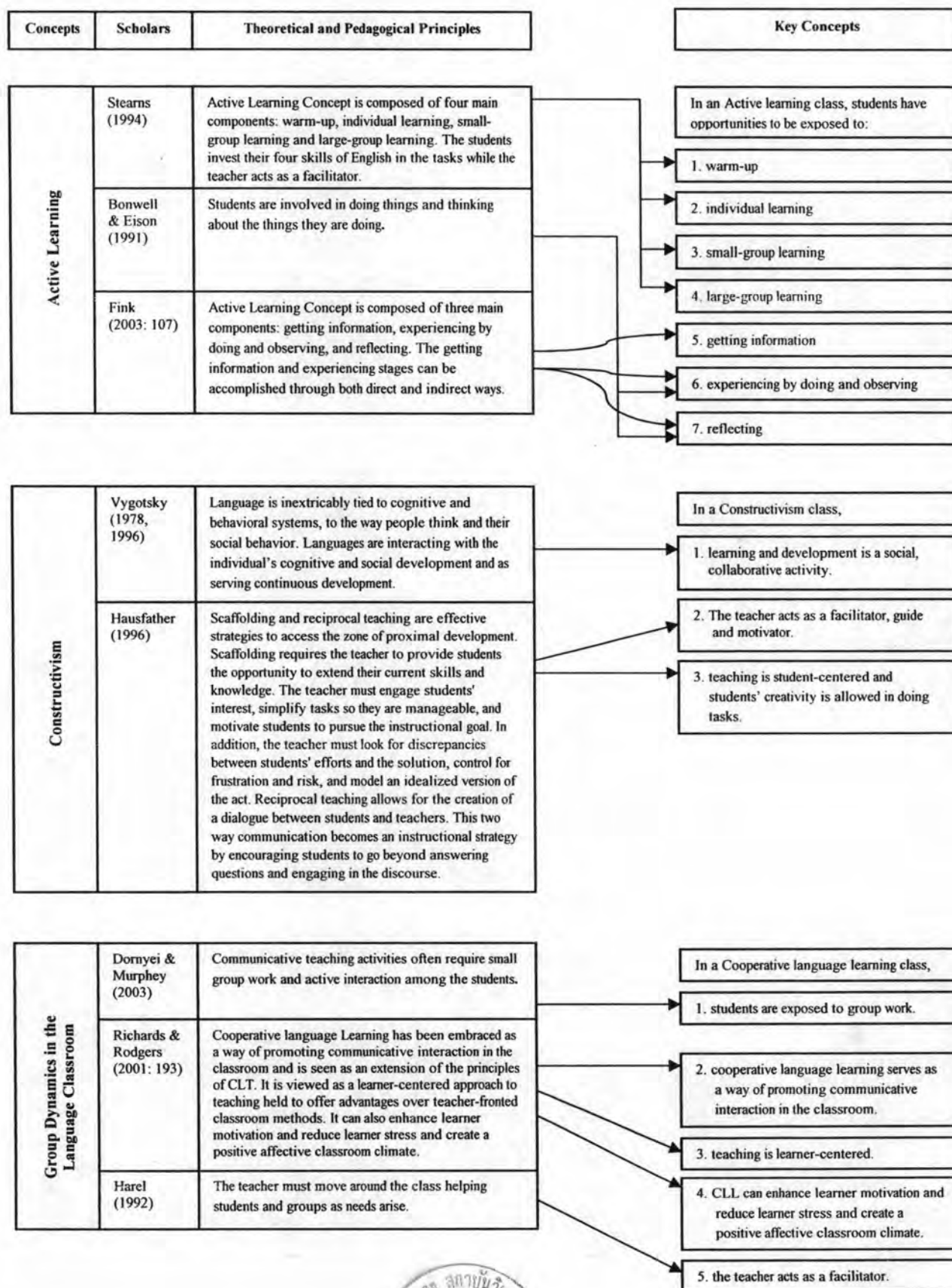
1. The results of the study, analysis and synthesis of the theoretical and pedagogical principles for teaching English communicative abilities in large classes via active learning
2. The results of developing the ALI Model rationales
3. The results of determining the ALI Model framework
4. The results of developing the ALI Model steps

The results of the study, analysis and synthesis of the theoretical and pedagogical principles for teaching English communicative abilities in large classes via active learning

The researcher studied the theoretical and pedagogical principles for teaching English communicative abilities in large classes via active learning from a number of textbooks, articles, journals and research studies. Based on the theoretical and pedagogical principles, the results from the study were analyzed and synthesized. The results from the study, analysis and synthesis are presented in Figure 4.1.

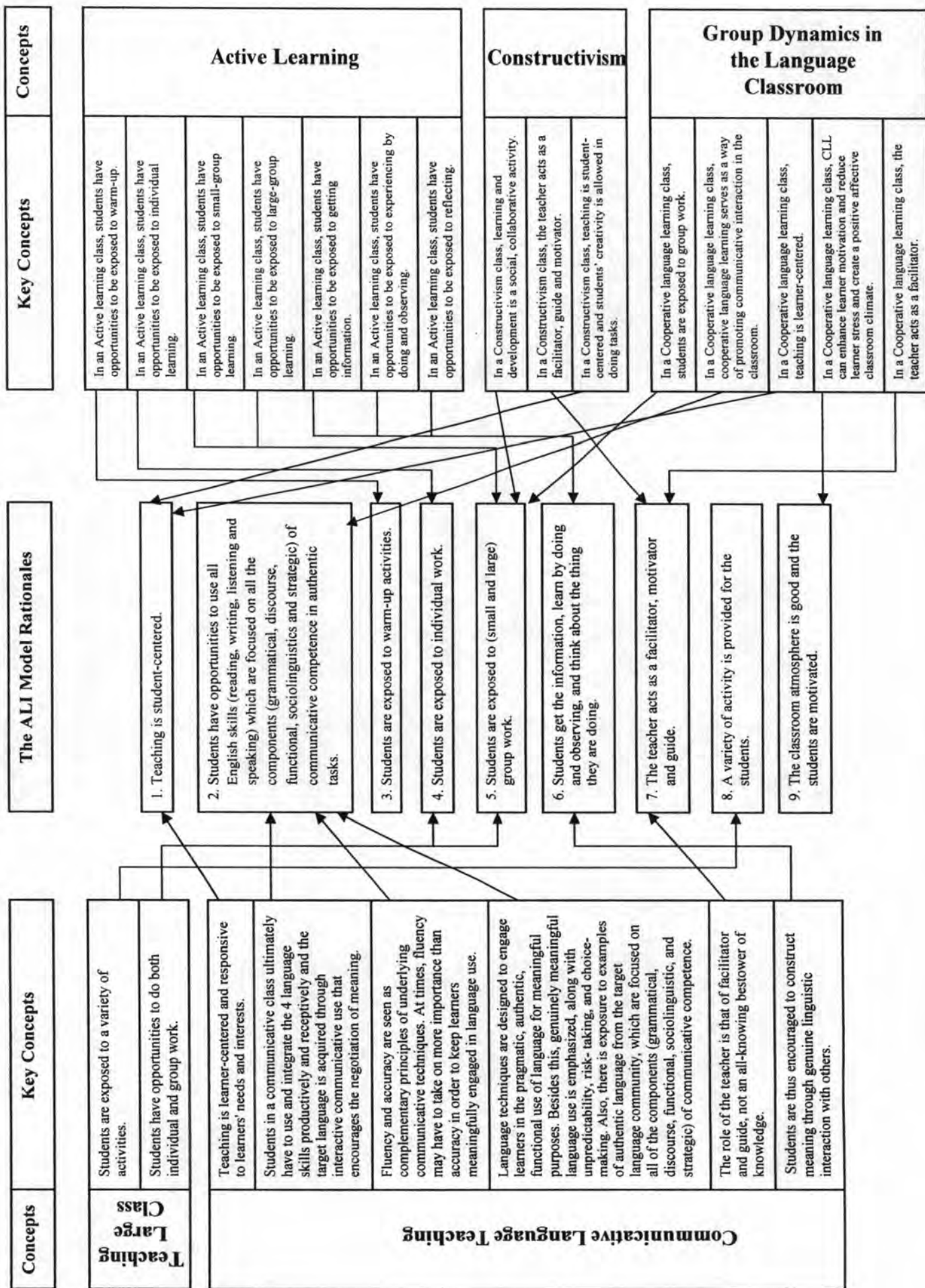
Figure 4.1: The key concepts of the ALI Model from studying, analyzing and synthesizing theoretical and pedagogical principles for teaching English communicative abilities in large classes via active learning





The results of developing the ALI Model rationales

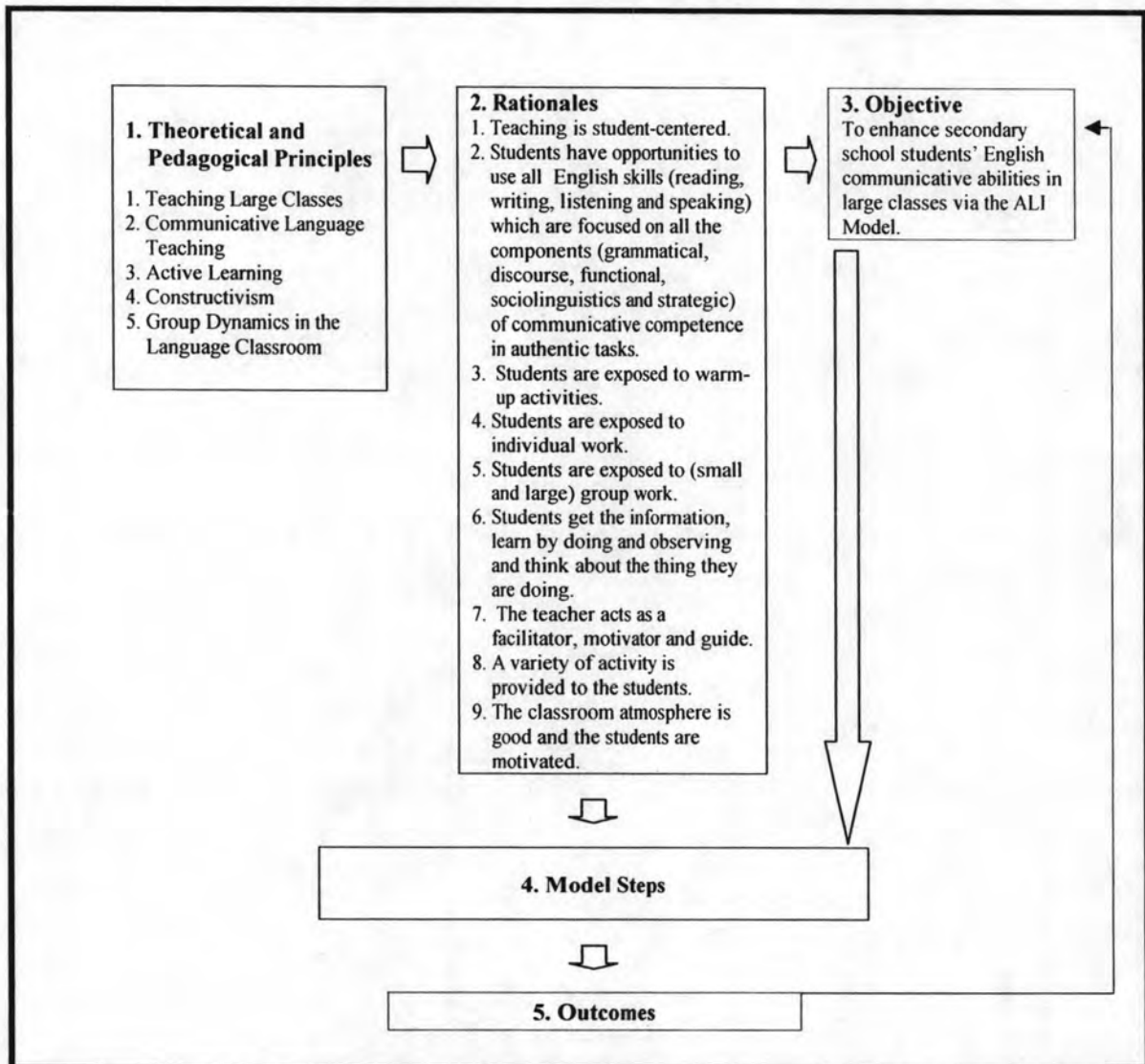
Based on the key concepts obtained from the study, analysis and synthesis of the theoretical and pedagogical principles for teaching English communicative abilities in large classes via active learning, the ALI Model rationales were developed and are presented in Figure 4.2.



The results of determining the ALI Model framework

The ALI Model framework, which consists of rationales, objective, model steps, and outcomes, was determined and is presented in the following figure.

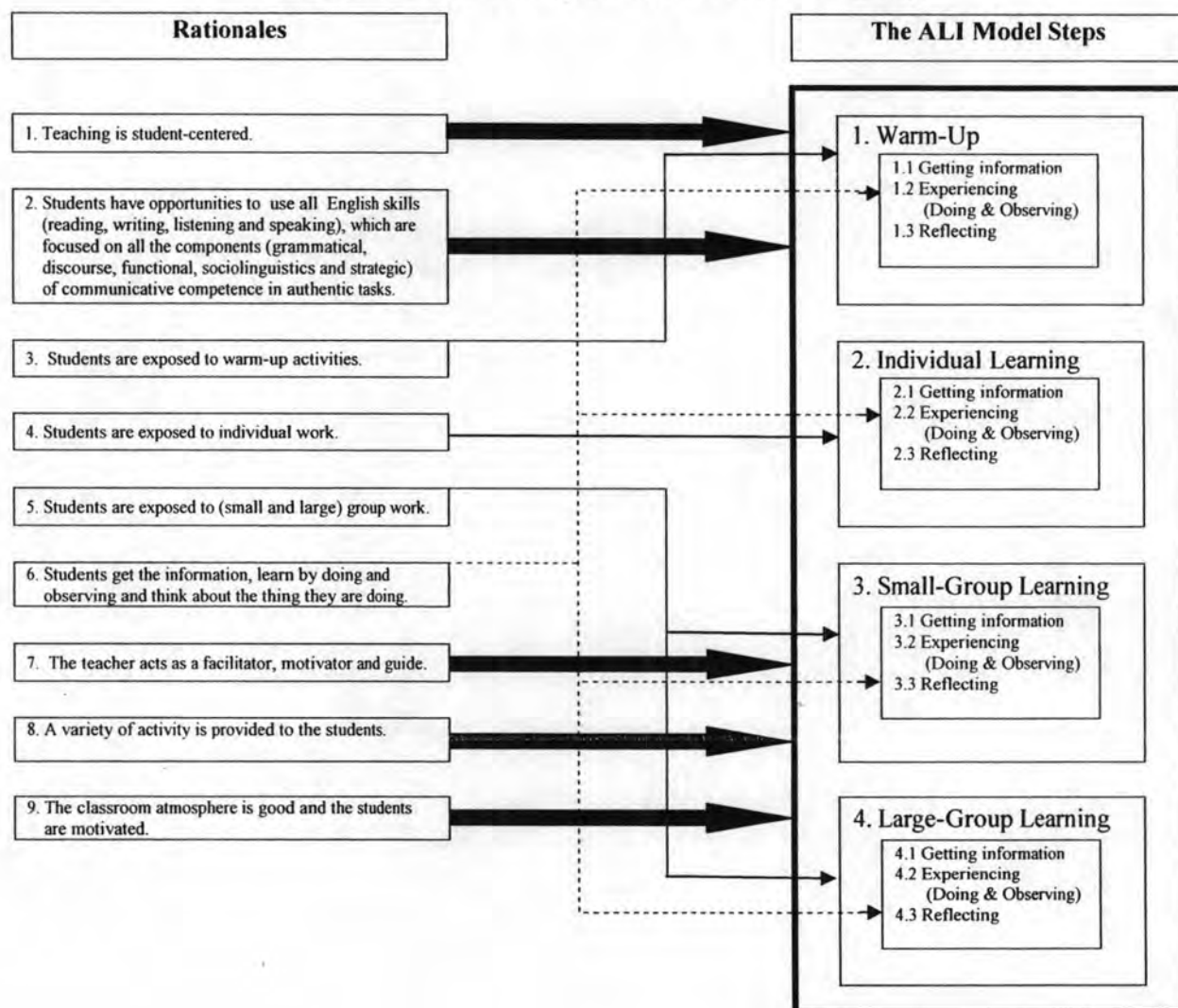
Figure 4.3: The ALI Model framework



The results of developing the ALI Model steps

From the model rationales synthesized from the theoretical and pedagogical principles, the ALI Model steps were developed for the purpose of enhancing secondary school students' English communicative abilities in large classes. The development of the ALI model steps is presented in the following figure.

Figure 4.4: The development of the ALI Model steps



Note: **—————→** shows the influence on all steps of the model
 —————→ shows the influence on each step of the model
 - - - - -→ shows the influence on the sub-steps of the model steps

After the ALI Model steps had been developed, the guideline for designing the lesson plans based on the ALI Model was set up and presented in Table 4.1.

Table 4.1: The guideline for designing lesson plans based on the ALI Model

STEPS / OBJECTIVES	SUB-STEPS	STRATEGIES
1. Warm-up: To motivate Ss, to prepare Ss for the lesson by eliciting their schemata and introducing new vocabulary, 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.
	Experiencing 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 some important words relevant to the topic to Ss.
2. Individual Learning: To give Ss an opportunity to individually practice reading and listening skills	Getting information	1. T provides Ss an individual task focusing on reading and/or listening skills.
	Experiencing 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, fill-in-the-blank, cloze test, matching, drawing, etc.).
	Reflecting	1. T asks Ss for their understanding about the content of the reading, listening, and/or writing tasks. 2. T asks for correct answers of the writing tasks, and also gives Ss the 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 <i>Individual Learning</i> step.
	Experiencing by doing/observing	1. T lets Ss do a group work through focusing on reading, 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. 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).
	Experiencing by doing/observing	
	Reflecting	1. T rechecks Ss' understanding of each presentation based on the questions provided beforehand.

Phase 2: The results of the evaluation of the effectiveness of the Active Learning Instructional (ALI) Model for enhancing secondary school students' English communicative abilities in large classes

The results of the evaluation of the effectiveness of the model derived from two stages: validating the ALI Model by experts and implementing the ALI Model in a large authentic classroom.

The results of validating the ALI Model by experts

Four instructional steps—Warm-up, Individual Learning, Small-Group Learning and Large-Group Learning—of the ALI Model has been developed and proposed. Each of these contains four sub-steps: Getting information, Experiencing by Learning and/or Observing and Reflecting.

After the model had been developed, three experts in the field of ESL/EFL were asked to verify the model using the evaluation form (Appendix C) designed by the researcher. There were two parts of the evaluation form: 5 three-point attitude scale questions and an open-ended question. The responses of the first part of the evaluation form obtained from the experts were calculated by Item-Objective Congruence Index (IOC) (Turner & Carlson, 2003) and presented in Table 4.2.

Table 4.2: The percentage of the experts' opinions on the ALI Model

Items	Experts' Opinions			IOC
	Appropriate	Not sure	Not Appropriate	
	(+1)	(0)	(-1)	
1. Are theoretical and pedagogical principles underlying the model clearly explained?	2 (66.7%)	1 (33.3%)	0.67	0.67
2. Has the model rationale been well summarized from the theoretical and pedagogical principles?	2 (66.7%)	1 (33.3%)	0.67	0.67
3. Has the ALI Model been well synthesized?	3 (100%)	0 (0%)	1	1
4. Are the sequences of the ALI Model instruction properly applied for large EFL Classes?	3 (100%)	0 (0%)	1	1
5. Is the ALI Model is clear and user-friendly?	3 (100%)	0 (0%)	1	1
Grand Mean Score of IOC				0.868

Note: N = 3

From Table 4.2, every statement got an Item-Objective Congruence Index value that was higher than the criterion set (IOC > 0.5). In other words, two out of

three experts agreed on each item. This therefore shows that overall, the experts were satisfied with the model and no modification was made.

From the open-ended question, the experts gave some comments and suggestions as follows:

Expert 1: "The ALI Model is valid and consistent with the Basic Information and Model Rationales."

Expert 2: "The model provides a procedural framework for how lessons will be planned and material developed."

Expert 3: "I like the eclectic way you've brought together various schools of thought in language acquisition and teaching. It's also very practical to address one of the major concerns of teachers in Thailand: overcrowded classes."

Expert 3: "The model of active learning is a valid interpretation of this concept."

However, all raised the awareness of the distinction when designing the lesson plans based on the ALI Model instruction and on the PPP Method. As a result, when designing the lesson plans, the researcher tried to make this distinction clear by studying the features and characteristics as well as the components of both instructions, and then proposing the revised lesson plans to the experts for their consideration and finally asking for their consensus.

To conclude, the proposed ALI Model was accepted by the experts according to their comments. They all agreed that this model was suitable for being implemented to enhance secondary school students' English communicative abilities in large classes.

The results of implementing the ALI Model in a large authentic classroom

To evaluate the effectiveness of the ALI Model for enhancing secondary school students' English communicative abilities in large classes, the findings from the proficiency test and those from the performance test are taken into account. In addition, the findings from the questionnaires, interviews and students' reflective journals are answerable for the students' opinions on the ALI Model instruction.

In this stage, the findings will be reported based on the three hypotheses of the study, which are:

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 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. ($H_2: \mu_3 > \mu_4$)

3 The students in the treatment group are likely to have positive opinions towards the ALI Model for enhancing secondary school students' English communicative abilities in large classes. (H_3 : Mean of opinion scale ≥ 3.5 from the 5-point scale on the questionnaire)

Findings from the Proficiency Test

This part is concerned with the scores of English proficiency of the students who obtained the treatment based on the ALI Model instruction and those who obtained the treatment based on the PPP Method instruction. The data from the posttest scores of the proficiency test between both groups were quantitatively analyzed.

Hypothesis 1: The English proficiency mean score of the students, who received 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. ($H_1: \mu_1 > \mu_2$)

To test the hypothesis, the scores gained from the posttest of the proficiency test (SLEP Test from 5) in the control and experimental groups were compared in terms of descriptive statistics: the minimum and maximum scores, mean scores, and S.D., and analyzed by t-test to determine the differences between the posttest scores of both groups.

Table 4.3: Descriptive statistics of the proficiency test scores

	N	Minimum	Maximum	Mean	S.D.
Posttest: Control	48	30.00	60.00	46.08	7.031
Posttest: Experimental	48	37.00	60.00	48.25	5.815

In Table 4.3, the mean score of the posttest of 48 students in the control group is 46.08 (S.D. = 7.031) with the highest score of 60 and the lowest score of 30.

On the other hand, the average score of the posttest of those 48 students in the experimental group is 48.25 (S.D. = 5.815) with the highest score being 60 and the lowest one being 37.

To analyze the differences of the posttest between both groups, *Independent-Samples Test* is employed.

Table 4.4: Comparison of the posttest scores between the control and experimental groups

Group	n	\bar{X}	S.D.	t	P
Control	48	46.08	7.031	-1.645	.103
Experimental	48	48.25	5.815		

*p < .05

Based on Table 4.4, on average, the scores from the posttest of the control and those in experimental groups are not significantly different at the level of 0.05. In other words, on average, the scores from the posttest of both groups are more or less the same.

In conclusion, research hypothesis 1 has been rejected. That is to say, English proficiency of the students, who received the treatment based on the ALI Model instruction, is not significantly higher than that of the students who were controlled to receive the PPP Method instruction.

Findings from the Performance Test

This part is concerned with the scores of English communicative performance of students who obtained the treatment via the ALI Model instruction and those who obtained the controlled treatment via the PPP Method instruction. The data from the performance test between two groups were quantitatively analyzed.

Hypothesis 2: The English performance mean score of the students, who received 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. ($H_2: \mu_3 > \mu_4$)

To test the hypothesis, the scores gained from the performance test in the control and experimental groups were analyzed by descriptive statistics to obtain the minimum and maximum scores, mean scores, and S.D. Moreover, the t-test was employed to determine the differences between the performance test scores of both

groups. For the control group, the correlation value of the performance test between two raters, using Pearson Correlation, is 0.899 at the significance level of 0.01. As for the experimental group, the correlation value of the performance test between two raters is 0.839 at the significance level of 0.01.

Table 4.5: Descriptive statistics of the performance test scores

	N	Minimum	Maximum	Mean	S.D.
Control	48	10.00	19.50	14.27	2.378
Experimental	48	13.50	19.50	16.57	1.836

It can be interpreted from Table 4.5 that there are 48 students in the control group. On average, the score of the performance test is 14.27 (S.D. = 2.378). The highest score is 19.50 and the lowest one is 10.00.

On the other hand, the experimental group contains 48 students whose average score of the performance test is 16.57 (S.D. = 1.836). The highest score is 19.50 whereas the lowest score is 13.50.

Table 4.6: Comparison of the performance test scores
between the control and experimental groups

Group	n	\bar{X}	S.D.	t	P
Control	48	14.27	2.378	-5.307	.000*
Experimental	48	16.57	1.836		

*p < .05

Table 4.6 shows the comparison of the scores from the performance test between the control and experimental groups attained from the *Independent-Samples Test*.

The table shows that the scores from the performance test of the control and experimental groups are significantly different at the level of 0.05. This means that the mean score of the performance test in the experimental group ($\bar{X} = 16.57$) is statistically significantly higher than that of the control group ($\bar{X} = 14.27$).

In conclusion, research hypothesis 2 has been accepted. That is to say that English performance of the students, who received the treatment based on the ALI Model, is significantly higher than that of the students who were controlled to receive the conventional way of teaching.

Findings from Students' Opinions

This part is concerned with the students' opinions regarding the implementation of the ALI Model for enhancing secondary school students' English communicative abilities in large classes. The data was obtained from three instruments: questionnaire, students' reflective journals, and interviews. The results of data obtained from the questionnaire were analyzed to test the hypothesis. Also, additional data elicited from the students' reflective journals and interviews were analyzed to triangulate and confirm the hypothesis.

Hypothesis 3: The students in the treatment group are likely to have positive opinions towards the ALI Model for enhancing secondary school students' English communicative abilities in large classes. (H_3 : Mean of opinion scale ≥ 3.5 from the 5-point scale on the questionnaire)

1. Findings from the Questionnaire for Eliciting Students' Opinions

The opinions of 48 participants are shown in Table 4.7. The data were analyzed using \bar{X} and S.D. There are two main categories in the questionnaire. Items 1-15 are positive questions, whereas items 16-26 are negative. The negative questions help confirm the reliability of the students' responses. The level of agreement for the positive questions (items 1-15) was rated using a five-point Likert scale: 1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree, and 5 = strongly agree. As for the negative questions (items 16-26), the level of agreement was rated as 1 = strongly agree, 2 = agree, 3 = undecided, 4 = disagree, and 5 = strongly disagree. Every item and the directions of the questionnaire were presented in Thai so that the students could understand and express their opinions fully without any language barrier. The data obtained from the questionnaire is presented in the following table.

Table 4.7: \bar{X} and S.D. of students' opinions toward the ALI Model instruction

Question Items (Positive Questions)	Opinions					\bar{X}	S.D.
	5 Strongly agree	4	3	2	1 Strongly disagree		
1. The activities are interesting.	20	26	2	-	-	4.38	0.570
2. I like doing warm-up activities.	25	21	2	-	-	4.48	0.583
3. I like doing individual-learning activities.	8	17	20	1	2	3.58	0.710
4. I like doing small-group-learning activities.	26	14	7	1	-	4.35	0.812
5. I like doing large-group-learning activities.	18	22	6	2	-	4.17	0.808
6. Warm-up activities help me understand the lessons better.	17	25	6	-	-	4.23	0.660
7. Individual-learning activities help me develop my English communicative abilities (listening, speaking, reading, and writing).	14	18	15	2	-	3.94	0.836
8. Small-group-learning activities help me develop my English communicative abilities (listening, speaking, reading, and writing).	18	26	4	-	-	4.29	0.617
9. Large-group-learning activities help me develop my English communicative abilities (listening, speaking, reading, and writing).	21	16	8	3	-	4.15	0.922
10. The students are centered and have chances to present their ideas.	29	17	2	-	-	4.56	0.580
11. Activities in each lesson enhance students to develop English communicative abilities (listening, speaking, reading, and writing).	22	21	5	-	-	4.35	0.668
12. The activities in the classroom are various.	29	12	7	-	-	4.46	0.743
13. The atmosphere in the classroom is more enjoyable and active than that in the traditional classroom.	32	14	2	-	-	4.63	0.570
14. The teacher is a supporter and adviser for studying English.	38	9	1	-	-	4.77	0.472
15. The teacher facilitates students' learning.	36	10	2	-	-	4.71	0.544

Question Items (Negative Questions)	Opinions					\bar{X}	S.D.
	1 Strongly agree	2	3	4	5 Strongly disagree		
16. I get bored in each lesson.	-	-	5	26	17	4.25	0.636
17. Warm-up activities do not help me understand the lessons better.	1	1	1	25	20	4.29	0.798
18. Individual-learning activities do not help me develop my English communicative abilities (listening, speaking, reading, and writing).	1	2	5	20	20	4.17	0.834
19. Small-group-learning activities do not help me develop my English communicative abilities (listening, speaking, reading, and writing).	-	1	2	28	17	4.27	0.644
20. Large-group-learning activities do not help me develop my English communicative abilities (listening, speaking, reading, and writing).	-	2	3	22	21	4.29	0.771
21. The classroom activities are not interesting.	-	-	1	21	26	4.52	0.545
22. I do not like doing warm-up activities.	-	-	1	16	31	4.63	0.531
23. I do not like doing individual-learning activities.	2	2	2	20	22	4.21	0.762
24. I do not like doing small-group-learning activities.	-	-	2	22	24	4.46	0.582
25. I do not like doing large-group-learning activities.	-	1	2	21	24	4.42	0.765
26. The teacher does not allow students to express their ideas.	-	-	-	7	41	4.85	0.357
Grand Mean Score						4.36	0.666

Note: N= 48

The Cronbach Alpha Reliability Estimate obtained from the main study is 0.808, indicating a satisfactory level of the reliability estimate. The mean scores of all items are higher than 3.5, producing the grand mean score of 4.36. Hypothesis 3 stipulates that 3.5 points from the 5-point scale indicates positive opinions of the students toward the implementation of the ALI Model instruction in a large class for enhancing secondary school students' English communicative abilities. Consequently, hypothesis 3 is accepted, based on the questionnaire results.

At the end of the questionnaire, there was a section of an open-ended question asking for the comments and suggestions on the instruction based on the ALI Model that the students have studied all throughout the ten units. Nevertheless, it was evidently observed that some of the respondents tended to skip this part; only 30 out of the 48 respondents (62.5%) provided the open-ended comments. The following are the responses given by the students. The researcher and another rater helped each other tally the responses in order to avoid bias. The number and percentage in parentheses are added to indicate the number of students giving that comment.

Strengths:

1. I like this class. (12/30 or 40%)
2. I have a lot of fun studying in this class (10/30 or 33.33%)
3. The activities are interesting. (10/30 or 33.33%)
4. The classroom atmosphere is good and lively. (7/30 or 23.33%)
5. I learn a lot of new vocabulary from the warm-up activities. (4/30 or 13.33%)
6. I have a chance to create and think when doing activities. (4/30 or 13.33%)
7. In the class, I learn and can use English in real situations. (3/30 or 10%)
8. I can pronounce English words more correctly. (2/30 or 6.67%)
9. I have no chance to sleep in the class. (1/30 or 3.33%)
10. I have a chance to present in front of the class. (1/30 or 3.33%)
11. I like doing activities in a small group. (1/30 or 3.33%)
12. I can ask my friends when I have some problems. (1/30 or 3.33%)
13. The teacher is kind. I dare to ask the teacher. (1/30 or 3.33%)

Weaknesses:

1. Timing was too short; we needed some more time to think and do the activities. There is not enough time. (10/30 or 33.33%)
2. I would like the teacher to teach grammar points directly. (9/30 or 30%)
3. The teacher should teach us how to tackle and cope with English exams. (5/30 or 16.67%)
4. The grouping technique should be more varied. (4/30 or 13.33%)
5. We need some more listening activities. (4/30 or 13.33%)
6. The activities in some parts are too much and need much time. (3/30 or 30%)
7. We needed some more writing practice. (2/30 or 6.67%)
8. I wished to have some outdoor activities. (2/30 or 6.67%)

9. I don't like individual work. (1/30 or 3.33%)
10. The teacher should give a ten-minute interval between two periods (1/30 or 3.33%)
11. Some lessons are too easy for me and don't motivate me. (1/30 or 3.33%)
12. There should be short articles or short stories provided for me to read. (1/30 or 3.33%)
13. I prefer some more individual tasks. (1/30 or 3.33%)
14. Sometimes, the teacher talks too fast. (1/30 or 3.33%)

From the answers to the open-ended question in the questionnaire, it can be seen that students tend to be satisfied with the ALI Model instruction mainly because of the pleasant classroom atmosphere and interesting activities. Nevertheless, the timing for doing class activities and teaching grammar were the obvious flaws indicated by the students.

2. Findings from the students' reflective journals

By the end of each unit, the students were asked to write a 5-minute reflective journal. There were four questions asking them to show their opinions on each step of the model. The students were allowed to write their opinions in Thai in order to make students feel free and comfortable to express their opinions. The students' opinions were needed to verify the reliability. The results from the tally were divided into two main parts. The first part was about the students' preference for each step of the ALI Model. After reading the students' journals, the researcher and another rater made a consensus of the students' opinions on each step of the ALI Model by marking as follows: like (3), indifferent (2), and dislike (1). The percentage and \bar{x} were calculated and presented in Table 4.8, 4.10, 4.12 and 4.14 respectively, according to the steps of the model. In each table, the grand mean score indicating the students' preference to the ALI Model steps was calculated and stipulated: 1.00-1.50 = dislike, 1.51-2.50 = indifferent, and 2.51-3.00 = like. The other part was their opinions in detail on the ALI Model's steps. Those were tallied and categorized into strengths and weaknesses by two raters, and then only the top three responses of each were presented in Table 4.9, 4.11, 4.13 and 4.15 respectively, according to the steps of the model. The number and percentage in parentheses are added to indicate the number of students giving that comment. The findings from the 10-unit students' reflective journals are presented in the following tables according to the ALI Model's steps.

2.1 Warm-Up Step

The students' responses from the reflective journals were analyzed and tallied to show their overall impression to the warm-up step of the model. The percentage and mean scores are presented in Table 4.8.

Table 4.8: The overall impression from students' reflective journals
(Warm-Up Step)

UNITS	Students' Preferences			\bar{X}
	Like (3)	Indifferent (2)	Dislike (1)	
1	41 (85.4%)	7 (14.6%)	-	2.85
2	35 (72.9%)	13 (27.1%)	-	2.73
3	33 (68.8%)	13 (27.1%)	2 (4.2%)	2.69
4	41 (85.4%)	7 (14.6%)	-	2.85
5	34 (70.8%)	13 (27.1%)	1 (2.1%)	2.69
6	40 (83.3%)	8 (16.7%)	-	2.83
7	44 (91.7%)	3 (6.3%)	1 (2.1%)	2.90
8	42 (87.5%)	5 (10.4%)	1 (2.1%)	2.85
9	38 (79.2%)	10 (20.8%)	-	2.79
10	42 (87.5%)	5 (10.4%)	1 (2.1%)	2.85
Grand Mean Score				2.803

Note: N = 48

According to the findings from the students' reflective journals, the mean score of the warm-up step of the ten units is higher than 2.65, with the grand mean score of 2.803. This implies that the students like the warm-up step.

The students' opinions on the warm-up step of the ALI Model were analyzed, tallied and categorized into strengths and weaknesses. The top three frequent opinions on the warm-up step are reported in Table 4.9.

Table 4.9: The specific opinions from students' reflective journals
(Warm-Up Step)

Unit	N	Strengths	Weaknesses
1	39 (81.25%)	1. I've learned about my friends' ideas. (11/39 or 28.21%) 2. It motivates me to keep studying. (7/39 or 17.95%) 3. It is fun since I can run around the class. (5/39 or 12.82%)	1. - 2. - 3. -
2	36 (75%)	1. I learn some new vocabulary. (3/36 or 8.33%) 2. I can fully show my ideas. (2/36 or 5.56%) 3. I feel enthusiastic. (1/36 or 2.78%)	1. - 2. - 3. -
3	33 (68.75%)	1. I learn about other people's problems. (4/33 or 12.12%) 2. I know what "Agony Aunt" is. (3/33 or 9.09%) 3. I have a chance to search the Internet. (2/33 or 6.06%)	1. There is a technical (the Internet) problem. (2/33 or 6.06%) 2. - 3. -
4	31 (64.58%)	1. I enjoy imaging and setting my own ideas (rules). (16/31 or 51.61%) 2. The activity motivates me to think and speak out. (5/31 or 16.13%) 3. The activity motivates me to learn more. (2/31 or 6.45%)	1. - 2. - 3. -
5	26 (54.17%)	1. I have a chance to think and share ideas with peers. (8/26 or 30.77%) 2. I have a chance to see and get to know many beautiful places in the world. (4/26 or 15.38%) 3. I am motivated to learn. (2/26 or 7.69%)	1. There is nothing much to do. (1/26 or 3.85%) 2. - 3. -
6	32 (66.67%)	1. I have a chance for brainstorming. (6/32 or 18.75%) 2. The advertisements are interesting. (5/32 or 15.63%) 3. I learn new vocabulary. (4/32 or 12.5%)	1. - 2. - 3. -
7	39 (81.25%)	1. It is a competitive game, so I feel enthusiastic. (11/39 or 28.21%) 2. The pictures motivate me to participate in the task. (3/39 or 7.69%) 3. I have a chance to brush up my vocabulary about animals and learn new words. (3/39 or 7.69%)	1. I get few vocabulary items, compared with other lessons. (1/39 or 2.56%) 2. - 3. -
8	35 (72.92%)	1. I learn more vocabulary items. (9/35 or 25.71%) 2. The activity is like a game. (3/35 or 8.57%) 3. The classroom atmosphere is lively. (1/35 or 2.86%)	1. I am confused. (1/35 or 2.86%) 2. - 3. -
9	29 (60.42%)	1. I learn about mysterious places (Seven Wonders of the Ancient World). (14/29 or 48.28%) 2. The beautiful pictures motivate me to learn. (8/29 or 72.59%) 3. I like starting the lesson with an easy task. (1/29 or 3.45%)	1. - 2. - 3. -
10	41 (85.42%)	1. I learn and get some new words about types of movies. (24/41 or 58.54%) 2. The task motivates me to think and answer orally. (7/41 or 17.07%) 3. This task is a good introduction for the lesson. (3/41 or 7.32%)	1. I hardly watch a movie, so I know a few movies. (1/41 or 2.44%) 2. - 3. -

Note: N = numbers of students giving the opinions and comments

The findings from the students' opinions were categorized into two parts: strengths and weaknesses. For the strengths, the students mainly agreed that the tasks in this step intrigued them and made them eager to learn more. Besides this, they reported that they learned more vocabulary and they also liked the competitive activities, like games. As for the flaws, only very few weaknesses of this step were reported, compared with other steps.

2.2 Individual Learning Step

The students' responses from the reflective journals were analyzed and tallied to show their overall impression to the individual learning step of the model. The percentage and mean scores are presented in Table 4.10.

Table 4.10: The overall impression from students' reflective journals
(Individual Learning Step)

UNITS	Students' Preferences			\bar{X}
	Like (3)	Indifferent (2)	Dislike (1)	
1	31 (64.6%)	14 (29.2%)	3 (6.3%)	2.58
2	24 (50.0%)	22 (45.8%)	2 (4.2%)	2.46
3	28 (58.3%)	18 (37.5%)	2 (4.2%)	2.54
4	25 (52.1%)	20 (41.7%)	3 (6.3%)	2.46
5	23 (47.9%)	24 (50.0%)	1 (2.1%)	2.46
6	32 (66.7%)	15 (31.3%)	1 (2.1%)	2.65
7	32 (66.7%)	10 (20.8%)	6 (12.5%)	2.50
8	31 (64.6%)	12 (25.0%)	5 (10.4%)	2.54
9	35 (72.9%)	13 (27.1%)	-	2.73
10	45 (93.8%)	3 (6.3%)	-	2.94
Grand Mean Score				2.586

Note: N = 48

Based on the students' reflective journals, the mean scores of the individual learning step among the ten units are between 2.46-2.94, producing the grand mean score of 2.586. This implies that the students like the individual learning step.

The students' opinions on the individual learning step of the ALI Model were analyzed, tallied and categorized into strengths and weaknesses. The top three frequent opinions on the individual learning step are reported in Table 4.11.

Table 4.11: The specific opinions from students' reflective journals
(Individual Learning Step)

Unit	N	Strengths	Weaknesses
1	39 (81.25%)	<ol style="list-style-type: none"> 1. I can practice reading skills. (14/39 or 35.90%) 2. I learn some new vocabulary. (9/39 or 23.08%) 3. I get the idea of birthday planning. (5/39 or 12.82%) 	<ol style="list-style-type: none"> 1. The reading text is quite long. (3/39 or 7.69%) 2. It is difficult for me. (3/39 or 7.69%) 3. I don't understand the text. (2/39 or 5.13%)
2	36 (75%)	<ol style="list-style-type: none"> 1. I can learn how to use words in real life. (5/36 or 13.89%) 2. I learn some new vocabulary. (4/36 or 11.11%) 3. It's interesting having pictures. (1/36 or 2.78%) 	<ol style="list-style-type: none"> 1. Some vocabulary is difficult. (3/36 or 8.33%) 2. I don't know the vocabulary. (1/36 or 2.78%) 3. I get confused and scared. (1/36 or 2.78%)
3	33 (68.75%)	<ol style="list-style-type: none"> 1. I can practice listening skills. (6/33 or 18.18%) 2. It is fun and challenging. (2/33 or 6.06%) 3. - 	<ol style="list-style-type: none"> 1. I don't know what the speakers are talking about. (3/33 or 9.09%) 2. The tape is not clear or loud enough. (1/33 or 3.03%) 3. The speakers speak a little bit fast. (1/33 or 3.03%)
4	31 (64.58%)	<ol style="list-style-type: none"> 1. I can practice reading and writing. (5/31 or 16.13%) 2. I have a chance to show my own idea and feeling. (3/31 or 9.68%) 3. The reading text is interesting. (1/31 or 3.23%) 	<ol style="list-style-type: none"> 1. I get the article that I don't agree with. (3/31 or 9.68%) 2. I get confused with grammar usage. (1/31 or 3.23%) 3. I can't express my feelings into a written paragraph. (1/31 or 3.23%)
5	26 (54.17%)	<ol style="list-style-type: none"> 1. The activity reminds me of traveling. (3/26 or 11.54%) 2. The reading text is interesting. (2/26 or 7.69%) 3. I can practice reading. (2/26 or 7.69%) 	<ol style="list-style-type: none"> 1. The reading text is difficult. (1/26 or 3.85%) 2. Much time is allowed in this step. (1/26 or 3.85%) 3. -
6	32 (66.67%)	<ol style="list-style-type: none"> 1. I have a chance to think and interpret the advertisements. (6/32 or 18.75%) 2. I have a chance to show my ideas. (5/32 or 15.63%) 3. I have a chance to write sentences. (4/32 or 12.5%) 	<ol style="list-style-type: none"> 1. Some advertisements are difficult to guess what information they want to express to the audience. (2/32 or 6.25%) 2. - 3. -
7	39 (81.25%)	<ol style="list-style-type: none"> 1. I can practice the reading and vocabulary skills and grammar usage that can be used in the real exams. (4/39 or 10.26%) 2. I can evaluate my English ability from the task. (2/39 or 5.13%) 3. It is a good test. (2/39 or 5.13%) 	<ol style="list-style-type: none"> 1. The text is too difficult for me to understand. (3/39 or 7.69%) 2. I am bored and confused. (2/39 or 5.13%) 3. I don't know the meaning of unfamiliar words. (1/39 or 2.56%)
8	35 (72.92%)	<ol style="list-style-type: none"> 1. The reading text is interesting. (5/35 or 14.29%) 2. The task is more or less the same as the reading test that I can find in a real life. (5/35 or 14.29%) 3. I can practice doing the reading test. (2/35 or 5.71%) 	<ol style="list-style-type: none"> 1. The reading text is difficult. (9/35 or 25.71%) 2. I get bored with doing reading test. (1/35 or 2.86%) 3. There is not enough time for me. (1/35 or 2.86%)
9	29 (60.42%)	<ol style="list-style-type: none"> 1. I can practice speed reading which can be found in real exams. (12/29 or 41.38%) 2. The task is challenging since the time is limited. (4/29 or 13.79%) 3. I can evaluate my scanning skill from the task. (2/29 or 6.90%) 	<ol style="list-style-type: none"> 1. I need some more time. (3/29 or 10.34%) 2. Some vocabulary is difficult. (1/29 or 6.45%) 3. I am bored. (1/29 or 6.45%)
10	41 (85.42%)	<ol style="list-style-type: none"> 1. I can practice speed reading—a kind of reading test in real life. (24/41 or 58.54%) 2. I can evaluate my speed-reading ability from the task. (5/41 or 12.20%) 3. I feel active for I am challenged to finish the task in the limited time. (4/41 or 9.76%) 	<ol style="list-style-type: none"> 1. The test is difficult. (1/41 or 2.44%) 2. I can't finish the task in time. (1/41 or 2.44%) 3. -

Note: N = the number of students giving the opinions and comments

According to Table 4.11, most of the students said that the reading and listening texts were too difficult for them. Nevertheless, some students preferred this step of the instruction since they could practice and evaluate their reading and listening skills. Besides, the tasks in this step were also more or less the same as the general English proficiency tests that they must face in their day-to-day life. However, some students complained that the reading texts were too difficult and they needed more time to finish the tasks.

2.3 Small-Group Learning Step

The students' responses from the reflective journals were analyzed and tallied to show their overall impression to the small-group learning step of the model. The percentage and mean scores are presented in Table 4.12.

Table 4.12: The overall impression from students' reflective journals
(Small-Group Learning Step)

UNITS	Students' Preferences			\bar{X}
	Like (3)	Indifferent (2)	Dislike (1)	
1	39 (81.3%)	8 (16.7%)	1 (2.1%)	2.79
2	31 (64.6%)	17 (35.4%)	-	2.65
3	33 (68.8%)	14 (29.2%)	1 (2.1%)	2.67
4	31 (64.6%)	15 (31.3%)	2 (4.2%)	2.65
5	26 (54.2%)	20 (41.7%)	2 (4.2%)	2.50
6	38 (79.2%)	10 (20.8%)	-	2.79
7	36 (75.0%)	6 (12.5%)	6 (12.5%)	2.63
8	41 (85.4%)	7 (14.6%)	-	2.85
9	37 (77.1%)	10 (20.8%)	1 (2.1%)	2.75
10	41 (85.4%)	5 (10.4%)	2 (4.2%)	2.81
Grand Mean Score				2.709

Note: N = 48

Based on the findings in Table 4.12, the mean score of the small-group learning step among the ten units are between 2.50-2.85, producing the grand mean score of 2.709. This shows that the students like the small-group learning step.

The students' opinions on the small-group learning step of the ALI Model were analyzed, tallied and categorized into strengths and weaknesses. The top three frequent opinions on the small-group learning step are reported in Table 4.13.

Table 4.13: The specific opinions from students' reflective journals
(Small-Group Learning Step)

Unit	N	Strengths	Weaknesses
1	39 (81.25%)	<ol style="list-style-type: none"> 1. I can use my imagination doing the tasks. (11/39 or 28.21%) 2. I can share my ideas with peers. (10/39 or 25.64%) 3. I can practice working in a group. (3/39 or 7.69%) 	<ol style="list-style-type: none"> 1. There are many contradictions. (4/39 or 10.26%) 2. Most prefer their own ideas. It is hard to decide which idea is the best. (2/39 or 5.13%) 3. There is not enough time. (1/39 or 2.56%)
2	36 (75%)	<ol style="list-style-type: none"> 1. I can practice working in groups and share my ideas and imagination with peers. (11/36 or 30.56%) 2. I have a chance working in a group. (6/36 or 16.67%) 3. I have fun discussing and talking with peers in English. (4/36 or 11.11%) 	<ol style="list-style-type: none"> 1. I am confused. (1/36 or 2.78%) 2. I don't cook. (1/36 or 2.78%) 3. I need some more time. (1/36 or 2.78%)
3	33 (68.75%)	<ol style="list-style-type: none"> 1. I can use my imagination doing the tasks in a group. (2/33 or 6.06%) 2. I can share my ideas with peers. (2/33 or 6.06%) 3. I enjoy pretending to be an Agony Aunt. (1/33 or 3.03%) 	<ol style="list-style-type: none"> 1. There is not enough time. (2/33 or 6.06%) 2. There are many contradictions. (1/33 or 3.03%) 3. I'm scared to speak English in the group. (1/33 or 3.03%)
4	31 (64.58%)	<ol style="list-style-type: none"> 1. I can share my ideas with peers and listen to theirs. (7/31 or 22.58%) 2. I can practice working in a group. (4/31 or 12.9%) 3. The task promotes critical thinking. (1/31 or 3.23%) 	<ol style="list-style-type: none"> 1. Some of my friends don't speak in English. (1/31 or 3.23%) 2. It is difficult to find out the best solution among my group' ideas for the task. (1/31 or 3.23%) 3. -
5	26 (54.17%)	<ol style="list-style-type: none"> 1. The task promotes students' creativity. (9/26 or 34.62%) 2. I can practice working in a group. (6/26 or 23.08%) 3. I can share ideas with peers in the group. (3/26 or 11.54%) 	<ol style="list-style-type: none"> 1. I need a lot of time to finish the task. (3/26 or 11.54%) 2. The task is difficult for me. (1/26 or 3.85%) 3. -
6	32 (66.67%)	<ol style="list-style-type: none"> 1. I can critically think and create an advertisement. (10/32 or 31.25%) 2. The activity promotes group work where I can share my ideas with peers. (6/32 or 18.75%) 3. - 	<ol style="list-style-type: none"> 1. There is not enough time. (1/32 or 3.13%) 2. I have no idea which product I will advertise. (1/32 or 3.13%) 3. -
7	39 (81.25%)	<ol style="list-style-type: none"> 1. I can practice working in groups and share ideas with peers. (10/39 or 25.64%) 2. I have a chance to see animals I have never seen before. (6/39 or 15.38%) 3. I have a chance to search for the information from the Internet. (3/39 or 7.69%) 	<ol style="list-style-type: none"> 1. I am confused with the many ideas of the group members. (2/39 or 5.13%) 2. I need some more time. (2/39 or 5.13%) 3. I don't like some members in the group. (1/39 or 2.56%)
8	35 (72.92%)	<ol style="list-style-type: none"> 1. I have fun describing my friends' characteristics. (14/35 or 40%) 2. I can practice working in groups and share ideas with peers. (6/35 or 17.14%) 3. I can practice listening skills via the authentic task and materials. (3/35 or 8.57%) 	<ol style="list-style-type: none"> 1. I can't get the idea of the listening text. (1/35 or 2.86%) 2. The accent of some speakers in the tape is difficult to understand. (1/35 or 2.86%) 3. The teacher allows too much time for describing a friend. (1/35 or 2.86%)
9	29 (60.42%)	<ol style="list-style-type: none"> 1. I can practice working in groups and share ideas with peers. (10/29 or 34.48%) 2. Places in the task are interesting. (3/29 or 10.34%) 3. I can practice reading and summarizing skills. (2/29 or 6.90%) 	<ol style="list-style-type: none"> 1. The task is difficult. (2/29 or 6.90%) 2. There is not enough time. (1/29 or 3.45%) 3. -
10	41 (85.42%)	<ol style="list-style-type: none"> 1. I can show my imagination and creativity to do the tasks and share my ideas with friends in the group. (27/41 or 65.85%) 2. I can practice writing skills. (5/41 or 12.20%) 3. - 	<ol style="list-style-type: none"> 1. There is not enough time. (2/41 or 4.88%) 2. There are many contradictions and we waste much time meeting to get a group consensus. (1/41 or 2.44%) 3. -

Note: N = the number of students giving the opinions and comments

Based on Table 4.13, it can be said that the students were in favor of this step since they could share their ideas with friends and they could practice doing group work. Moreover, they reported that they were able to use their imagination and creativity to do the tasks. However, they claim that there was not enough time for them to complete some tasks and they always wasted a lot of time discussing proposed optimal solutions when doing group work. In addition, each student mostly

had his own idea; therefore, when doing group work, there were always many different ideas which made it hard to get a consensus agreement leading to a conclusion.

2.4 Large-Group Learning Step

The students' responses from the reflective journals were analyzed and tallied to show their overall impression of the large-group learning step of the model. The percentage and mean scores are presented in Table 4.14.

Table 4.14: The overall impression from students' reflective journals (Large-Group Learning Step)

UNITS	Students' Preferences			\bar{X}
	Like (3)	Indifferent (2)	Dislike (1)	
1	34 (70.8%)	13 (27.1%)	1 (2.1%)	2.69
2	33 (68.8%)	15 (31.3%)	-	2.65
3	29 (60.4%)	16 (33.3%)	3 (6.3%)	2.54
4	38 (79.2%)	9 (18.8%)	1 (2.1%)	2.77
5	28 (58.3%)	20 (41.7%)	-	2.58
6	39 (81.3%)	9 (18.8%)	-	2.81
7	34 (70.8%)	10 (20.8%)	4 (8.3%)	2.63
8	44 (91.7%)	4 (8.3%)	-	2.92
9	37 (77.1%)	10 (20.8%)	1 (2.1%)	2.75
10	45 (93.8%)	3 (6.3%)	-	2.94
Grand Mean Score				2.728

Note: N = 48

From the findings of the students' reflective journals, the mean scores of the large-group learning step among the ten units are between 2.54-2.94, producing the grand mean score of 2.728. This means that the students like the large-group learning step.

The students' opinions on the large-group learning step of the ALI Model were analyzed, tallied and categorized into strengths and weaknesses. The top three frequent opinions on the large-group learning step are reported in Table 4.15.

Table 4.15: The specific opinions from students' reflective journals
(Large-Group Learning Step)

Unit	N	Strengths	Weaknesses
1	39 (81.25%)	<ol style="list-style-type: none"> 1. I can share our group's idea with others. (4/39 or 10.26%) 2. I can do (present) what I have never done before. (3/39 or 7.69%) 3. It is challenging since I have little time preparing for the presentation. (1/39 or 2.56%) 	<ol style="list-style-type: none"> 1. I feel embarrassed. (2/39 or 5.13%) 2. I have to do what I have never done before. (1/39 or 2.56%) 3. Some students are talking while the others are presenting. (1/39 or 2.56%)
2	36 (75%)	<ol style="list-style-type: none"> 1. I can share our group's idea with others. (10/36 or 27.28%) 2. I can practice presentation skills. (9/36 or 25%) 3. It is fun listening to other groups' ideas. (3/36 or 8.33%) 	<ol style="list-style-type: none"> 1. Some students don't pay attention to the presentations. (2/36 or 5.56%) 2. Some presenters speak softly. I can't understand what they are talking about. (1/36 or 2.78%) 3. -
3	33 (68.75%)	<ol style="list-style-type: none"> 1. I can practice speaking and listening skills. (10/33 or 30.30%) 2. I can listen to other groups' ideas. (5/33 or 15.15%) 3. I feel excited. (3/33 or 9.03%) 	<ol style="list-style-type: none"> 1. I feel embarrassed when speaking English in front of the public. (2/33 or 6.06%) 2. I can't finish my task in the small-group step, so I have nothing to present. (1/33 or 3.03%) 3. I don't understand what my peers are presenting. (1/33 or 3.03%)
4	31 (64.58%)	<ol style="list-style-type: none"> 1. I can share our group's idea with others and listen to other groups' ideas. (8/31 or 25.81%) 2. I can practice debating (speaking). (6/31 or 19.35%) 3. - 	<ol style="list-style-type: none"> 1. I am confused. (1/31 or 3.23%) 2. I have nothing to speak out. (1/31 or 3.23%) 3. -
5	26 (54.17%)	<ol style="list-style-type: none"> 1. I can share our group's idea with others and listen to other groups' ideas. (5/26 or 19.23%) 2. I can get to know interesting places. (3/26 or 11.54%) 3. It is a good chance to practice presentation and listening skills. (3/26 or 11.54%) 	<ol style="list-style-type: none"> 1. Some students are not interested in the presentations. (1/26 or 3.85%) 2. - 3. -
6	32 (66.67%)	<ol style="list-style-type: none"> 1. It is fun to see my friends acting in the advertisements. (20/32 or 62.5%) 2. The activity promotes presentation skills. (2/32 or 6.25) 3. I can practice listening and speaking English. (2/32 or 6.25) 	<ol style="list-style-type: none"> 1. I can't remember my script. (1/32 or 3.13%) 2. I am too excited. (1/32 or 3.13%) 3. -
7	39 (81.25%)	<ol style="list-style-type: none"> 1. The task encourages me to speak out. (9/39 or 23.08%) 2. It is a good chance to practice listening ability. (5/39 or 12.82%) 3. I get new knowledge from peers' presentations. (2/39 or 5.13%) 	<ol style="list-style-type: none"> 1. I don't understand the presentations in English. (3/39 or 7.69%) 2. I have less preparation time, so I'm not confident. (1/39 or 2.56%) 3. I can't read my handwriting. (1/39 or 2.56%)
8	35 (72.92%)	<ol style="list-style-type: none"> 1. I enjoy listening to my friends' descriptions and guessing who they are. (18/35 or 51.43%) 2. I can totally practice my listening skills. (3/35 or 8.57%) 3. I can review the vocabulary learned. (2/35 or 5.71%) 	<ol style="list-style-type: none"> 1. I am nervous when speaking. (2/35 or 5.71%) 2. The presenter speaks too softly. (1/35 or 2.86%) 3. -
9	29 (60.42%)	<ol style="list-style-type: none"> 1. I can practice speaking and presentation skills. (7/29 or 24.14%) 3. I can practice listening from my friends' presentations. (7/29 or 24.14%) 2. I get more information about the Seven Wonders in the Ancient World from friends' presentations. (5/29 or 17.24%) 	<ol style="list-style-type: none"> 1. It's boring. Some students don't pay attention to the presentation. (2/29 or 6.9%) 2. The voice of the presenter is not loud enough. (1/29 or 3.45%) 3. I can't get the main ideas from my friends' presentations. (1/29 or 3.45%)
10	41 (85.42%)	<ol style="list-style-type: none"> 1. I like seeing my friends' ideas via their acting on stage. (30/41 or 73.17%) 2. Everybody takes part in their movies. (2/41 or 4.88%) 3. I am proud to act on stage. (2/41 or 4.88%) 	<ol style="list-style-type: none"> 1. There is not enough time. (2/41 or 4.88%) 2. I feel embarrassed when acting and speaking English in front of the public. (1/41 or 2.44%) 3. I can't remember my script. (1/41 or 2.44%)

Note: N = the number of students giving the opinions and comments

From Table 4.15, we can summarize that the students enjoyed sharing their ideas with friends and listening to their friends' ideas via the presentations. Also, they had opportunities to practice listening and speaking skills. However, some students

claimed that they did not like this step since their listening skills were so weak that they did not understand their friends' presentations, and some of their friends did not pay attention to their peers' presentations.

To summarize from the findings of the 10-unit students' reflective journals, it turns out that the students tend to prefer the warm-up step most. The large-group learning, small-group learning, and individual learning steps are ranked respectively. The sequence of the students' preference to the ALI Model steps is summarized and presented in the following table.

Table 4.16: The summary of the sequence of students' preference to the ALI Model

Sequence	Model Step	Grand Mean Score
1.	Warm-Up Step	2.803
2.	Large-Group Learning Step	2.728
3.	Small-Group Learning Step	2.709
4.	Individual Learning Step	2.586

3. Findings from the interviews

This part of the research findings focuses on the interview with participants using open-ended questions in order to elicit their opinions toward the ALI Model instruction used for enhancing secondary school students' English communicative abilities in large classes. Twelve out of 48 students were randomly selected as the interviewees. The following are the responses given by the interviewees. The researcher and another rater helped each other tally the responses in order to avoid bias. The number and percentage in parentheses are added to indicate the number of students giving that comment.

T: How do you find our English class?

- I had fun and enjoyed the class very much. (10/12 or 83.33%)
- The classroom atmosphere was very good and lively. I felt active during the class. (8/12 or 66.67%)
- The classroom was so active that there was no chance to sleep. (2/12 or 16.67%)
- There were various kinds of activity provided for the students and I liked them all. (1/12 or 8.33%)

T: Did you have any chance to use English communicative abilities throughout the session?

- Of course, we could integrate 4 skills (reading, writing, speaking and listening) in every unit via various activities. (12/12 or 100%)
- We had opportunities to read some texts and listened to both monologues and dialogues in the individual session; wrote some paragraphs in the small-group learning; and also spoke and listened via presentation in large-group learning. (10/12 or 83.33%)

T: How did you like the four steps of learning throughout the session?

- I like them all. I could practice my English skills in the four steps. (6/12 or 50%)
- I liked the warm-up activities most because the teacher used various kinds of activities to elicit our vocabulary relating to the lessons and to provide us some background knowledge about the lessons. For the individual learning, we had a chance to practice reading by skimming and scanning the read texts. In the small-group learning, the teacher gave us a task (I think it was pretty challenging for students) and let students brainstorm, discuss, and finish the task via writing. Finally, we presented our tasks in front of the class for large-group learning. In this step, we could practice speaking, presentation, and listening skills. (4/12 or 33.33%)
- We had fun in warm-up sessions, but I don't like individual tasks. I could not do it by myself and sometimes I think it was difficult. I am not good at reading and vocabulary skills. However, I like small-group work better since I could share my ideas with my friends and sometimes my advanced peers in the group could help me and I could learn a lot from them. For the large-group sessions, it was OK. We could show our group's ideas and could simultaneously listen to others. (2/12 or 16.67%)

T: Among the four steps, do you think that we should delete any step in the lessons?

- These four steps are a perfect combination for each lesson since we have opportunities in using English skills both individually and collaboratively. I love these four steps. (10/12 or 83.33%)
- Although I don't like individual learning, I think you should not delete it. (2/12 or 16.67%)

T: Compared with the traditional way of teaching with a lot of teacher talk, which one do you prefer and why?

- I like this style because it is more enjoyable and active than the traditional way of teaching. That is to say, in the traditional way, we just sit still and listen to the teacher talk. We can do nothing; just listen to the teacher and do some exercise in the coursebook. However, in this class, we can learn by thinking and doing various kinds of activities; and I do not fall asleep either. (6/12 or 50%)
- I like the class being mixed with lecture from the teacher (such as in the grammar session) and doing some activities (such as group discussions). (4/12 or 33.33%)
- I like the way we learned because I could use communicative abilities in real situations that can happen in my daily life, which I cannot do in a traditional classroom. I would like to learn English for use in my daily life and not just for taking exams. (1/12 or 8.33%)
- I like the lecture class because I get a lot of content in that class and there is no activity to do. Doing activities is a waste of time. (1/12 or 8.33%)

T: Can you give me some weaknesses that should be addressed?

- The timing was not proper. I need some time for prolonging our activities. For example, we had about 25-30 minutes for doing a small-group task, which was too limited for brainstorming, creating, discussing, finding a solution, and finally writing the complete finalized task. (11/12 or 91.67%)

- I need the teacher to present some grammar points related to the lessons or tasks. For each unit, I prefer that the teacher give a grammar lecture to pave the way for doing the following tasks. (4/12 or 33.33%)
- During the presentation session, some students did not pay attention to the presentation. (1/12 or 8.33%)
- Some reading texts were too difficult. (1/12 or 8.33%)

A strong conclusion can be made from the students' interviews that they had positive opinions on the ALI Model instruction. Although some students might not prefer the individual-learning step, they all agreed that this step should not be eliminated from the model components since this step provided them some benefits. However, their comments for the model improvement obviously fell into two main points: inappropriate timing and lack of grammar point lessons.

Summary

This chapter presented the findings under two main phases: 1) the results of the development of the Active Learning Instructional (ALI) Model for enhancing secondary school students' English communicative abilities in large classes and 2) the results of the evaluation of the effectiveness of the Active Learning Instructional (ALI) Model for enhancing secondary school students' English communicative abilities in large classes.

Based on the theoretical and pedagogical principles, the ALI Model for enhancing secondary school students' English communicative abilities in large classes was developed. From the experts' validation in terms of IOC and their comments, they all agreed that the ALI Model is suitable for implementation in order to enhance secondary school students' English communicative abilities in large classes.

According to the t-test, the results showed that the students' posttest mean scores in both the control and experimental groups were not significantly different. Therefore, the students' English communicative abilities in the experimental group receiving the ALI Model instruction all throughout 10 units of the course Foundation English II were not significantly higher than those in the control group receiving the

traditional way of teaching in the same course. Research hypothesis one has been rejected accordingly.

As for the students' performance, research hypothesis two has been accepted because the statistical value showed a significant difference of the mean scores between both groups. This is to say that the students' mean score of the performance test in the experimental group was significantly higher than that of the control group.

With regard to the students' opinions on the ALI Model instruction, the analysis showed a positive degree of satisfaction towards the model. Findings from the questionnaire, students' reflective journals, and interviews showed that the students had positive opinions on the ALI Model instruction and provided some useful comments for the instruction. Consequently, research hypothesis three has been accepted.