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APPENDICES

Appendix A

A background study about experience and perception of class size

How Large is a Large Class?

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Abstract

Large class sizes seem to be a common feature today in most ESL/EFL classes in many countries, including the majority of state sponsored primary and secondary schools in Thailand. To find out teachers' experiences and perceptions about large English class size in Bangkok state secondary schools, 120 questionnaires were randomly distributed to a sample of teachers who teach English at the secondary level in Bangkok, and 36 teachers were randomly asked to participate in semi-structured interviews. The findings of the quantitative data show that the usual classes that they normally teach are considered 'large' and contain 'problems.' Moreover, almost all of the teachers (94.9%) agreed that teaching large English classes is a problem, whilst 94.9% thought that teaching small English classes is never problematic.

1. Introduction

Large classes are the reality for most English language teachers. Throughout the world, and especially in developing countries, teachers are faced with classes larger than that which they believe facilitate effective teaching and learning. Also, in many situations, class size is growing. Pressure from increased student numbers and the need for educational institutions to be profitable has led to a doubling of class size in many schools and universities over the last few years, and the peak may not have been reached yet. For many teachers, large class size is one of the biggest, if not the biggest, challenges facing them in their work. Yet, the issue of large classes has been ignored (Allwright, 1989).

When one hears the word '*large class*,' the first thing that comes to mind is a clarification of the definition of a large class. Atkinson (2003: 1) defines it as any class that requires teachers to use different teaching techniques other than that which they are used to implementing. Meanwhile, Gedalof (2002: 1) does not believe that the magic number, the great divide between large and less-than-large, is fixed or constant. Gedalof explains that "a large class is one in which I cannot make individual, protracted eye contact with each student in the room over the course of a standard fifty-minute class." He concludes that "In a 50-minute class, I can engage or make a connection with about one student per minute, so for me, a large class is more than fifty individuals." In addition, Brown (2001: 196) claims that language classes should ideally have no more than around a dozen people. Classes should be large enough to give diversity as well as student interaction, and small enough to provide students a lot of opportunity to participate and get individual attention. According to several scholars, there is no exact number of students for a large class. "*How large are large classes?*," Nolasco & Arthur (1988: 4) suggest that the answer can vary. Teachers who are accustomed to groups of 12-14 students may find a group of 20 to be rather threatening. Others may be relieved when they have merely 40. Alternatively, Hess (2001) claims that the answer to this question is "it depends." For some instructors, anything over a seminar of a dozen students is large. Others do not call a class large until it is a lecture hall of 300 students. He, however, adds that it depends on the mode of instruction and the topic being taught; it depends on the support available and other resources like teaching assistants, graders, and technology; and it depends on the facilities available—moving to a well-designed

lecture hall from a long, narrow and flat “bowling alley” classroom can turn the same group of students from a class that feels too large into one that is effective. In conclusion, there is no exact number of students that distinguishes a class as “large”. It is clear that “large” means different things to different people. Therefore, a large class may be individually varied, which depends on considerable factors such as teaching experience and perception, teaching and learning activities, content of the course, etc (Watson Todd, 2006). Table 1 (Watson Todd, 2006: 2) shows the numbers of students mentioned in articles about large classes for English language teaching. A quick glance shows that all the authors agree that large classes have between 40 to 60 students. Although other teachers may have considerably different ideas, these figures give an idea of the general consensus among previous scholars on the definition of a large class.

Table 1: Minimum sizes of large classes

Author (Year)	Minimum size of large class
Barker (1976)	55
Long (1977)	60
Samuda & Bruton (1981)	40
Hubbard et al. (1983)	45
Chimombo (1986)	50
Dixon (1986)	40
Nolasco & Arthur (1986)	40
Finocchiaro (1989)	65
George (1991)	60
Safnil (1991)	60
Holliday (1996)	50
Hayes (1997)	50
Li (1998)	50
Touba (1999)	60

Generally, the literature reviews reveal that issues important in large classes are the same issues important in classes of any size, such as being systematic and organized, motivating students, maintaining quality of learning, and developing

authentic assessment. However, many of these issues and challenges are magnified with large groups. Most of the research on class size variations suggests that large classes lead to increased diversity and complexity. Diversity and complexity mean that, in many cases, the situation changes qualitatively. Much of the literature proposes that it is not favorable or sufficient to simply amplify what teachers do for smaller classes (<http://www.tedi.uq.edu.au/largeclasses/>).

Allwright (1989) also mentions that large classes indeed make classroom language teaching more difficult, or less effective. Additionally, Brown (2001: 196-197) raises some issues about large classes and presents certain problems arising in large classes such as that proficiency and ability vary widely across students, individual teacher-student attention is minimized, student opportunities to speak are lessened, and teacher's feedback on students' written work is limited.

Michaelsen (2004: 153) presents two typically problematic conditions of large classes: student anonymity and passivity that foster negative student attitudes and inhibit learning. He explains that in small classes, teachers generally know the majority of their students by name and students can interact with the teachers as well as with each other on a regular basis. As the classes become larger, individual students are lost in a sea of faces, and a smaller proportion of students are capable of engaging in discussion and interaction with both the teachers and each other.

Consequently, plenty of researches and studies about large classes have been conducted to find out the solutions and possible instructional strategies for large classes. Here are some examples.

Coleman (1989) studied large classes, and summarized in a report that the phenomenon of large classes is widespread. He found that there is a consensus that large classes are of particular concern to the teachers who must teach in such classrooms. However, he also adds that there is little theoretical attention given towards language learning and teaching in large classes since EFL teacher training programs are not generally concerned with language teaching under difficult circumstances. There is evidence, furthermore, that ELT development projects fail to take into consideration the existence of large classes.

McLeod (1989) conducted a research entitled "*What teachers cannot do in large classes?*" The report is based on a preliminary analysis of data collected from a total of 113 teachers in tertiary institutions in Japan, Nigeria and other African countries. The responses from a questionnaire about the difficulties encountered in

large classes are divided into three main categories: affective factors, effective factors and effort required.

Furthermore, the Teaching and Educational Development Institute at The University of Queensland (<http://www.tedi.uq.edu.au/largeclasses/>) presented a series paper about teaching large classes in 2001. According to its study, the research into the impact of increased class size on the learning experience of students shows that the quality of teaching and assessment provided are more important than class size. However, increasing class sizes unavoidably generates further problems because it increases the complexity of teaching. Finally, it included that academics must cope with a more diverse population of students, have more problems communicating with other members of the staff as well as students, suffer under a greater administrative burden, and face more difficulties in promoting active participation and monitoring student progress.

In 2003, the Teaching and Educational Development Institute conducted a research named “*Teaching large classes project 2001: Final report*” and raised two main problems that arise in large classes: teaching methodology and classroom management (<http://www.autc.gov.au/pr/sessional/tlc.pdf>).

In contrast to the previously discussed studies, Atkinson (2003: 1) suggested that large classes do not contain only disadvantages; but also some advantages. In fact, it is considered honorable for instructors to teach in large classes at some institutions, such as at Harvard University. In addition, although large classes cannot be run cheaply, they are cost effective on a per student basis. Some institutes can save upwards of \$7 million in ten years by using large classes.

In conclusion, according to a research entitled “*Is class size a problem?*,” Allwright (1989: 5-7) proposes four alternative interpretations about large classes as follows:

1. Perhaps class size is really not a problem, just a convenient excuse.
2. Perhaps class size really is a problem, but not an interesting one for article writers or researchers.
3. Perhaps class size really is a problem, but it is seen generally as a hopeless one, insoluble except by elimination.
4. Perhaps class size really is a problem, but one that it is in fact dangerous ‘politically’ to solve ‘pedagogically’.

As a consequence of the aforementioned literature, it is sagacious to conclude that reviews cite many descriptive papers and case studies that identify or describe ways in which colossal class size creates problems for staff and students, and successful strategies in terms of classroom management and administration, teaching methodology, as well as assessment and evaluation.

2. Research Methodology

The study was conducted at the beginning of January, 2004. The research objective of this study is to survey the teachers' experience and perception about large English classes in Bangkok state secondary schools.

There are three central research questions in the study. First, how large is a large class? Second, is teaching a large class a significant problem? Third, is teaching a small class problematic?

There were two research instruments used to collect the data. First, the Experience-Perception Questionnaire about Teaching Large English Classes was partially adapted from Lancaster-Leeds Language Learning in Large Classes Project (Coleman, 1989) and was translated into Thai. This version was validated by three experts. The questionnaire (Appendix B) was composed of eleven questions. Nine questions (questions 1-5, 7-8 and 10-11) are open-ended questions asking respondents to state the exact number of students in the largest and smallest classes in which they normally teach and the number of students in their regular classes, as well as the point at which they begin to think of classes as being large. The questionnaire also asks respondents to state what they believe to be the ideal class size; and to indicate the point at which problems begin because classes become intolerably small or large. The others (questions 6 and 9) are multiple-choice questions asking respondents to identify to what degree they think small and large classes are problematic. The questions in the questionnaire can be categorized into two groups. Questions 1-3 are in regard to the respondents' teaching experience with class size. The other section, questions 4-11, inquires about the respondents' perception of class size. The other instrument was a semi-structured interview used for eliciting more in-depth analysis on, and for confirmation of, the teachers' experience and perception about large English classes.

120 questionnaires were distributed throughout three education areas in Bangkok, according to the Ministry of Education (http://www.moe.go.th/main2/data/New_zone46.htm). Four schools in each area were randomly selected. Ten questionnaires were personally handed to each school and the responses were personally collected a week later. The response rate was 90% (108 questionnaires were returned). A preliminary analysis of the completed questionnaires clearly showed that 10 questionnaires were misunderstood, misinterpreted, or not fully completed. Thus, these were excluded from the analysis. Consequently, ninety-eight perfectly 'valid' questionnaires were employed as data for further analysis. In other words, the total valid response rate was 81.66%. In addition, 36 out of 120 teachers were randomly selected to participate in the one-on-one interviews on the day that the researcher picked up the questionnaires. The data from the questionnaires and the recorded interviews were employed for further analysis.

3. Research Findings

The data from the questionnaires have been quantitatively analyzed and descriptively presented in the following table.

Table 2: Minimum Students, Maximum Students, Mean, and Standard Deviation of Teachers' Opinions towards Class Size

Opinions towards a specific class size	N	Minimum students	Maximum students	Mean	S.D.
Q.1: The number of students in the usual class.	98	35.00	60.00	47.1735	5.4716
Q.2: The number of students in the largest class.	98	40.00	75.00	54.0408	6.3130
Q.3: The number of students in the smallest class.	98	8.00	58.00	37.2449	9.7156
Q.4: The number of students at which a class is considered large.	98	20.00	60.00	42.5714	7.8871
Q.5: The number of students in an ideal class.	98	10.00	50.00	26.5918	7.2337
Q.7: The number of students in a small class where problems begin.	5	2.00	5.00	3.2000	1.0954
Q.8: The number of students in a small class that is intolerable.	5	1.00	3.00	2.2000	0.8366
Q.10: The number of students in a large class where problems begin.	93	20.00	60.00	44.5161	7.7720
Q.11: The number of students in a large class that is intolerable.	93	20.00	80.00	54.9032	9.2432

The data above shows the statistic minimum, maximum, mean, and standard deviation of each question (except questions 6 and 9). For ease of interpretation, it is possible to present the data in which respondents' experience of class size relate to their perception in terms of the actual numbers mentioned. The mean scores, hence, are presented in the following table:

Table 3: Relationships between Teaching Experience with Class Size and Perceptions of Class Size

Teaching experience with class size	Mean (number of students in a class)	Perception of class size
	54.90 Q11*: large (intolerable)
Q2: largest	54.04	
Q1: usual	47.17	
	44.52 Q12*: large (problems begin)
	42.57 Q4: being large
Q3: smallest	37.24	
	26.59 Q5: ideal
	3.20 Q7**: small (problems begin)
	2.20 Q8**: small (intolerable)

Note: * N = 93, ** N = 5

Based to Table 3, it is prudent to conclude that the average 'largest class size' normally taught by the respondents is one with 54.04 students. This is slightly smaller than the mean figure of 54.90, which respondents give as the point at which classes become intolerably large, and it is larger than the figure of 44.52, which is the average of perceptions of the point at which problems begin because classes are large.

The average class size, in which all respondents normally teach, is 47.17 students. This is slightly below the size of the average largest class (54.04). Furthermore, the average usual class which these respondents teach is slightly larger than the point at which they begin to experience problems (44.52). The respondents, thus, are very much accustomed to teaching their usual classes, which are problematic because they are too large or intolerably large. Moreover, the average starting point at which the respondents begin to think of English classes as being large is 42.57, which is slightly below the point (44.52) at which problems begin. As a result, the average usual class that the respondents normally teach is higher than the point at which the respondents begin to think of the classes as being large. This is slightly higher than the point at which they begin to experience problems.

The average small class which the respondents teach is one with 37.24 students, whilst the average ideal class is one with 26.59. There are only five teachers who consider small classes problematic. The average small class at which five respondents begin to experience problems is 3.20, and the average figure at which the respondents consider a class as intolerably small is 2.20. That is to say, respondents are teaching classes which are dramatically larger than their ideal class size, but—yet more striking—the class size, which these respondents believe to be ideal, is even smaller than the size of the smallest class, which these teachers normally instruct.

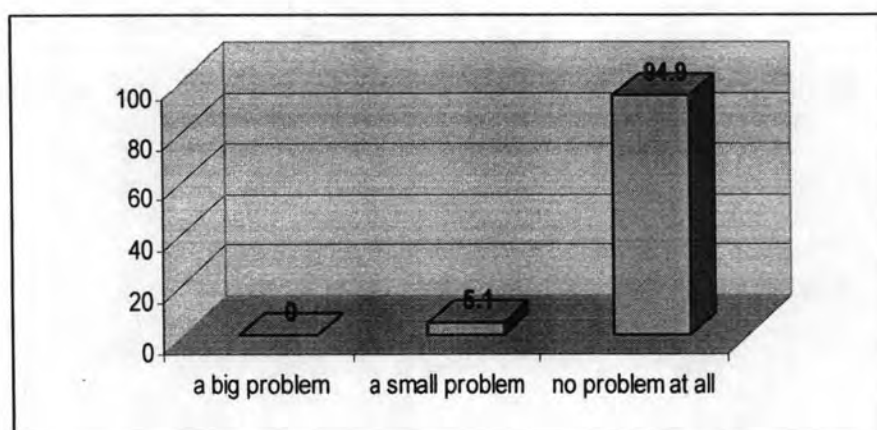
In conclusion, the respondents are teaching classes which are considered 'large.' In addition, their usual classes are very much larger than what they consider to be ideal, and indeed larger than the point at which they believe problems begin. Accordingly, large classes, as the respondents themselves define them, are well within their experience. In contrast, small classes, as the respondents define them, are not what they experience.

In question six, the respondents are asked to identify if teaching small English classes is either a big problem, a small problem, or no problem at all. From the data presented in Table 4 and Figure 1, most of the teachers responded that teaching small English classes is not problematic. Only 5.1 percent claim that teaching these classes is a small problem. However, no one affirms that teaching small English classes is problematic. A strong conclusion is that teaching small English classes is not problematic for the respondents.

Table 4: Question 6 (Is teaching small English classes your problem?)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A big problem	0	0	0	0
	A small problem	5	5.1	5.1	5.1
	No problem at all	85	94.9	94.9	100.0
	Total	98	100.0	100.0	
Total		98	100.0		

Note: N = 98

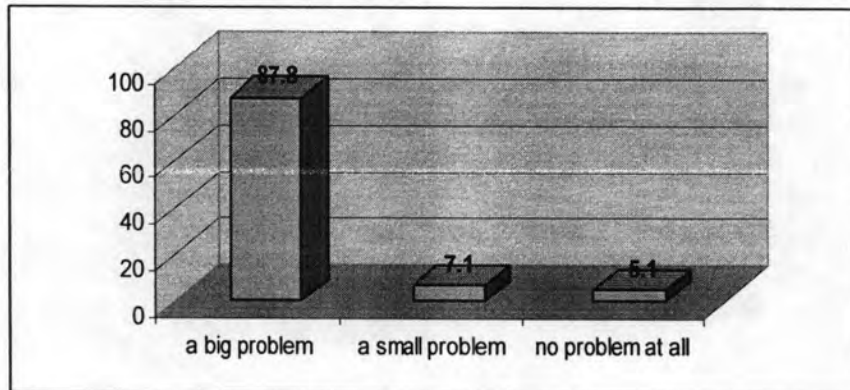
Figure 1: Percentage of the Question 6's Responses

In question nine, the respondents are asked to describe teaching large English classes as either a big problem, a small problem, or no problem at all. The data, presented in Table 5 and Figure 2, shows that 87.8% of all respondents believe that teaching large English classes is a big problem. Only 7.1 percent of the respondents consider those classes a small problem, while 5.1 percent of the respondents do not consider those classes problematic at all. In other words, most of the respondents believe that teaching large English classes is a big problem for them, which is considerably higher than the responses which describe those classes as slightly problematic or unproblematic. In conclusion, 94.9% of all respondents consider teaching large classes problematic, to a certain degree, while only few respondents deem these class sizes unproblematic.

Table 5: Question 9 (Is teaching large English classes your problem?)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A big problem	86	87.8	87.8	87.8
	A small problem	7	7.1	7.1	94.9
	No problem at all	5	5.1	5.1	100.0
	Total	98	100.0	100.0	
Total		98	100.0		

Note: N = 98

Figure 2: Percentage of the question 9's responses

4. Summary of the Study

According to the research questions of the study, three interesting points can be concluded as follows:

1. In Thailand, Thai teachers who teach English at the state secondary schools consider, on average, that the starting point at which they think a class is large is when it contains 42.57 students, while a class of 44.52 students is the average point at which they begin to experience problems; and 47.17 students is, on average, the size of class which they normally teach. Therefore, their usual classes are considered 'large' and contain 'problems.'

2. It can be seen that almost all of the teachers (94.9%) agree that teaching large English classes is a problem (87.8% a big problem and 7.1% a small one), while only 5.1% have no problems with large English classes.

3. 94.9% of the respondents agree that teaching small English classes is not their problem, while merely 5.1% have a small problem with these classes.

5. Discussion

The discussion of this study is presented in three main points according to the research questions and research findings.

According to the first finding, the number of students at which the respondents begin to think of classes as being large (42.57) is in accordance with the designation of the Basic Education Commission of Thailand which places 45 as the maximum number of students for a class in primary and secondary levels (Worrawan Na Ayuthaya, 2004). Because of the large number of students in Thailand, 45 is the optimal maximum number of students in a class so that teachers will not experience problems. Besides, at this point, it is still less than the point at which the teachers normally teach at this moment and experience problems. As mentioned, there is no exact number at which a class is defined as large since the teachers' experience and perception of class size are subjective and depend on a number of variables (Watson Todd, 2006). For instance, teachers tend to look at the largest size of class that they regularly teach when making judgments regarding what makes a large class (Coleman, 1989; Hess, 2001; Nolasco & Arthur, 1988). To illustrate, if a teacher gets used to teaching classes of 20 students, he or she will often say that a class of 30 students is large. On the contrary, to another teacher whose regular class size is 40, a large class might consist of 60 students. Furthermore, the content being taught and the mode of instruction influence teachers' judgments of the size of large classes (Hess, 2001). At many universities, in subjects other than English, classes for lectures may consist of several hundred students. Where the teaching involves the transfer of factual knowledge, such class sizes may not be problematic (Obanya et al., n. d.). However, for the teaching of English, which requires the learning of complex skills, these massive lecture classes are likely to cause a wide variety of problems (Brown, 2001). Similarly, within English language teaching, most teachers would view the minimum size of what would be considered a large class for teaching speaking to be smaller than for teaching reading (LoCastro, 1989). In addition to the teachers' regular class size and the content being taught, according to the interviews of the study, there are other variables; which can also influence perceptions of the size of large classes. These include the age of the students, their motivation, their learning styles, the level of their studies, their attitudes and interest, and the teachers' load of grading students' assignments. To sum up, according to the findings of question four, the minimum figure at which a class is considered large is 20 and the maximum is 60. This evidently confirms that the answer of "How large is a large class?" can vary. However, based on the results of this study, Thai teachers who teach English at state

secondary schools consider that the average starting point at which they think of a class being large is when it contains 43 students.

The second finding ascertains that large class is really a significant problem. From the percentages found, most of the respondents consider a large ESL/EFL class problematic, whereas only a few have no problems with a large class. According to the interview, a small group of teachers who have no problems dealing with large ESL/EFL classes reveal that they just stand and give lectures in front of the class. If the students do not pay attention to the lesson, the teachers just deduct points from them and punish them. They say that a microphone can help keep students' attention. As for assignments, they say that they just check for the submission of the students, but rarely give feedback to them. Alternatively, they can assign group works or projects. Besides, a conclusion that this researcher can draw from the interview of this group of teachers exhibits that their point of view toward large classes is merely a general phenomenon of secondary prestigious schools in Thailand. In this researcher's opinion, this idea seems to be widely seen in large schools in Thailand, and these teachers' actions seem to be generally done as well. As far as this researcher is concerned, they claim that class size is really not a problem because, according to the alternative interpretations of Allwright (1989: 5-7), it is just a convenient excuse. They used to consider class size problematic, but it was seen generally as a hopeless, insoluble one. Therefore, they did nothing about it. After a few years of repetitive teaching under the same conditions, they got used to it and finally began to feel that it is not really their problem.

The third finding explicates that almost all of the respondents agree that teaching small English classes is not their problem (94.9%), and no one claims that teaching those classes is a big problem. This is a general opinion toward a small English class. Nevertheless, a small point in this finding surprised this researcher at first since she had not expected any responses saying that teaching a small class is a problem, even if it is a very small one. After interviewing some respondents who have a minor problem with teaching a small class, the researcher got a consensus of opinion from their responses that they are uncomfortable with assigning students to do group work or even work in pairs. To illustrate, from question seven, 3.20 is the average figure at which the teachers claim that they begin to face problems when teaching a small class. They reveal that with this number of students, it is very difficult to assign group work because one group is the only possible scenario and it is

not possible to compare students' work with others. What's more, it is impossible to do work in pairs because three students in a class make it impossible to pair. Especially in a class of two students, there is no means to do group works (pair works are only one alternative). As a consequence, 2.20 is the average figure at which the respondents consider a class as intolerably small.

According to the data found in the study, it is prudent to conclude that Thai teachers who teach English at state secondary schools in Bangkok agree that an English class, which they begin to think of as being large, contains 43 students; they experience problems teaching their usual English classes, which are considered large classes; and they have no problems with teaching small classes.

6. Conclusion

The dynamics and effectiveness of a large class and other related topics regarding large classes have been growing in interest in many parts of the world. A large class is not a problematic phenomenon only in Thailand, but also in other countries (Cloeman, 1989). The results from the study make it clear that Thai teachers at state secondary schools in Bangkok experience problems in teaching their usual English classes, which are considered large. The overall finding of the study confirms that the problems exist and sheds light on conducting further research on large ESL/EFL classes.

7. Suggestion for further studies

This study can reassure that having large classes is really a significant problem and worth studying. Because most teachers teach class sizes larger than that which they consider ideal, it can be concluded that most teachers think that large class sizes have adverse negative effects on learning. Nevertheless, there is a lack of research evidence showing that large classes are prejudicial to learning (Allwright, 1989).

Part of the reason for this lack of research evidence is the difficulties in actually showing that large classes adversely affect learning (Watson Todd, 2006). For further studies, the effects of class size, which may be affected by many additional influential variables, should be taken into account. For example, we may

compare the learning of some students when they are grouped together in a large class with that when they are split into smaller classes. Alternatively, we may try to compare the learning of two different sized groups of students with the same teacher. Finally, a proper instructional model can be developed and proposed as an alternative way for being implemented in large ESL/EFL classes.

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Appendix B
The Experience-Perception Questionnaire about
Teaching Large English Classes

Directions: Please answer the questions and follow the specific directions (if required).

1. On average, the number of students in your usual classes is _____.
 (Please specify the exact number of students, e.g. 10; **do not** give a range of numbers, e.g. 20-30)
2. The number of students in your largest class is _____.
 (Please specify the exact number of students, e.g. 10; **do not** give a range of numbers, e.g. 20-30)
3. The number of students in your smallest class is _____.
 (Please specify the exact number of students, e.g. 10; **do not** give a range of numbers, e.g. 20-30)
4. The number of students at which you consider a class to be large is _____.
 (Please specify the exact number of students, e.g. 10; **do not** give a range of numbers, e.g. 20-30)
5. The number of students in an ideal class is _____.
 (Please specify the exact number of students, e.g. 10; **do not** give a range of numbers, e.g. 20-30)
6. Is teaching small English classes a problem for you?
 (Please mark \checkmark only one answer in the box provided.)
 a big problem (If you choose this answer, go to question 7.)
 a small problem (If you choose this answer, go to question 7.)
 no problem at all (If you choose this answer, go to question 9.)
7. The number of students in a small class at which problems begin to arise is _____.
 (Please specify the exact number of students, e.g. 10; **do not** give a range of numbers, e.g. 20-30)
8. The number of students in a small class that is ineffective is _____.
 (Please specify the exact number of students, e.g. 10; **do not** give a range of numbers, e.g. 20-30)
9. Is teaching large English classes a problem for you?
 (Please mark \checkmark only one answer in the box provided.)
 a big problem (If you choose this answer, go to question 10.)
 a small problem (If you choose this answer, go to question 10.)
 no problem at all (If you choose this answer, skip the remaining questions.)
10. The number of students in a large class where problems begin to arise is _____.
 (Please specify the exact number of students, e.g. 10; **do not** give a range of numbers, e.g. 20-30)
11. The number of students in a large class that is intolerable is _____.
 (Please specify the exact number of students, e.g. 10; **do not** give a range of numbers, e.g. 20-30)

----- End of the Questionnaire -----

Appendix C
Research Instrument Evaluation (For the Model)

Directions: There are two parts in this evaluation form. Please give your comments in the blanks provides.

Part 1

Directions: Please indicate how you evaluate (appropriate, not sure or not appropriate) each of these statements by ticking (✓) for the appropriate degree.

Items	Appropriate (+1)	Not sure (0)	Not Appropriate (-1)
1. Are theoretical and pedagogical principles underlying in the model clearly explained?			
2. Has the model rationale been well summarized from the theoretical and pedagogical principles?			
3. Has the ALI Model been well synthesized?			
4. Are the sequences of the ALI Model instruction properly applied for large EFL Classes?			
5. Is the ALI Model clear and user-friendly?			

Part 2

Directions: Please give your additional comments and recommendations on the ALI Model.

Lesson Plan 2: Cooking

- Time: 100 mins. Experimental group
- Aim: To enhance the students' English communicative skills in reading, listening, writing and speaking.
- Level: Grade 10
- Objectives: By the end of the session, students are able to:
1. understand some vocabulary related to cooking methods and preparation
 2. read some recipes
 3. write a recipe with appropriate sequence markers
 4. present methods of cooking and recipes orally
 5. listen to the cooking methods with understanding
- Materials: The materials for this lesson compose of:
1. A worksheet of *Food Preparation and Cooking Methods*
 2. Six recipes composed of pictures, ingredients of various kinds of Thai food and cooking methods in jumbled orders
 3. A picture of SOM TUM
 4. Strips of the cooking process of SOM TUM
- Evaluation: The evaluation is in the reflecting stage of each ALI Model's procedure and is based on the answer keys of the tasks and the rubric set.

Lesson Plan: Communicative English

Procedures: ALI Model

1. Warm-up (10-15 mins.)

Purposes	Tasks	Stages	Materials	Outcome/Evaluation
To elicit Ss' vocabulary related to cooking methods and preparation	<ol style="list-style-type: none"> 1. Ask Ss about their favorite foods. 2. List them on the board. 3. Show Ss a picture of a dish (SOM TUM) 4. Let the Ss tell the ingredients and the process of cooking. 5. Jot down the words on the board. 6. Let Ss divide the words into two groups: ingredients and cooking process. 7. Let Ss give the meaning and pronunciation of the unfamiliar words. 	<p>G G G + O O + D G R R</p>	1. A picture of SOM TUM	Vocabulary and pronunciation evaluated by peers & teacher

2. Individual Learning (20-25 mins.)

Purposes	Tasks	Stages	Materials	Outcome/Evaluation
<p>TASK 1 (10-12 mins.) To introduce vocabulary related to food preparation</p> <p>TASK 2 (10-12 mins.) To introduce vocabulary related to cooking methods</p>	<p>TASK 1</p> <ol style="list-style-type: none"> 1. Distribute Ss a worksheet food preparation. 2. Ss match the words with the correct picture. 3. Peer correction and discussion. <p>TASK 2</p> <ol style="list-style-type: none"> 1. Distribute Ss a worksheet cooking methods. 2. Ss match the words with the correct picture. 3. Peer correction and discussion. 	<p>TASK 1</p> <p>G D R</p> <p>TASK 2</p> <p>G D R</p>	<p>TASK 1</p> <p>1. A worksheet of <i>Food Preparation</i></p> <p>TASK 2</p> <p>1. A worksheet of <i>Cooking Methods</i></p>	<p>TASK 1</p> <p>Correct matching evaluated by the peers' & teacher's feedback</p> <p>TASK 2</p> <p>Correct matching evaluated by the peers' & teacher's feedback</p>

Lesson Plan: Communicative English

3. Small-Group Learning (30-45 mins.)

Purposes	Tasks	Stages	Materials	Outcome/Evaluation
<p>TASK 1 (10-15 mins.) To introduce and learn sequence markers in describing cooking methods</p>	<p>TASK 1 (Groups of four)</p> <ol style="list-style-type: none"> 1. Introduce sequence markers on the board. 2. Show a picture of a dish (SOM TUM). 3. In groups, Ss describe the cooking methods of SOM TUM using proper sequence markers. 4. After the task, ask each S in each group to give a sentence of describing the cooking methods of SOM TUM with a proper sequence marker. 5. Write each sentence on the board. 6. Let Ss discuss and correct the description on the board. 7. Raise a discussion of the usage of sequence markers. 	<p>TASK 1</p> <p>G G D</p> <p>R</p> <p>G + O R R</p>	<p>TASK 1</p> <p>1. A picture of SOM TUM</p>	<p>TASK 1</p> <p>Correct using of sequence markers evaluated by the peers' & teacher's feedback</p>
<p>TASK 2 (5-10 mins.) To provide Ss an opportunity to rearrange the order of cooking methods</p>	<p>TASK 2</p> <ol style="list-style-type: none"> 1. There are 6 recipes to be distributed to the students. Two groups will get the same recipe, so there are 2 sets of 6 dishes. Each recipe is composed of ingredients and jumbled cooking steps. 2. Each group is asked to rearrange the cooking steps. 3. Compare the answers with their counterparts. 	<p>TASK 2</p> <p>G</p> <p>D R</p>	<p>TASK 2</p> <p>1. 6 recipes with ingredients and jumbled cooking steps</p>	<p>TASK 2</p> <p>Correct arrange the cooking step orders evaluated by the peers' & teacher's feedback</p>
<p>TASK 3 (15-20 mins.) To provide Ss an opportunity to write a recipe</p>	<p>TASK 3</p> <ol style="list-style-type: none"> 1. Write the whole cooking process in a paragraph using proper sequence markers. 2. Exchange the recipes with their peers for the correction, then rewrite. 	<p>TASK 3</p> <p>D</p> <p>R</p>	<p>TASK 3</p> <p>1. Correctly arranged cooking step orders.</p>	<p>TASK 3</p> <p>A paragraph of describing cooking methods evaluated by the writing rubric.</p>

Lesson Plan: Communicative English

4. Large-Group Learning (40-50 mins.)

Purposes	Tasks	Stages	Materials	Outcome/Evaluation
To give Ss an opportunity to present their recipes orally	<ol style="list-style-type: none"> 1. Tell Ss that we are going to make a Thai recipe book. 2. Gather 6 dishes into one book. 3. A representative of each dish presents the paragraph in front of the class. 4. During presentation, the audience must answer these two questions: what is the name of each dish and how many steps are there in each recipe? 5. Let Ss vote for the interesting recipe book. 	<p>G D D O + R R</p>	1 Students' paragraphs of recipe	<ol style="list-style-type: none"> 1. Ss' presentation evaluated by the presentation rubric. 2. Two recipe books evaluated by the writing rubric evaluated by the peers' & teacher's feedback

5. Writing a reflective students' journal (5-10 mins.)

Note: G = Getting information
D = Learning by doing
O = Learning by observing
R = Reflecting

Lesson Plan: Communicative English

Lesson Plan 2: Cooking

- Time: 100 mins. Control group
- Aim: To enhance the students' English communicative skills in reading, listening, writing and speaking.
- Level: Grade 10
- Objectives: By the end of the session, students are able to:
1. understand some vocabulary related to cooking methods and preparation
 2. read some recipes
 3. write a recipe with appropriate sequence markers
 4. present methods of cooking and recipes orally
 5. listen to the cooking methods with understanding
- Materials: The materials for this lesson compose of:
1. A worksheet of *Food Preparation and Cooking Methods*
 2. Six recipes composed of pictures, ingredients of various kinds of Thai food and cooking methods in jumbled orders
 3. A picture of SOM TUM
- Evaluation: The evaluation is based on the answer keys of the tasks and the rubric set.

Lesson Plan: Communicative English

Procedures: (PPP)

1. Presentation (35-45 mins.)

Purposes	Tasks	Materials	Outcome / Evaluation
<p>TASK 1 (10-12 mins.) To introduce vocabulary related to food preparation</p>	<p>TASK 1 1. Distribute Ss a worksheet food preparation. 2. T randomly asks a S to read aloud a word in the word list. 3. T also teaches the pronunciation of that word. 4. T asks another S to match the word with the correct picture. 5. T gives the feedback and answer 6. Redo steps 2-5 until finishing TASK1.</p>	<p>TASK 1 1. A worksheet of <i>Food Preparation</i></p>	<p>TASK 1 Correct matching evaluated by the teacher's feedback</p>
<p>TASK 2 (10-12 mins.) To introduce vocabulary related to cooking methods</p>	<p>TASK 2 1. Distribute Ss a worksheet cooking methods. 2. T follows the steps in TASK1.</p>	<p>TASK 2 1. A worksheet of <i>Cooking Methods</i></p>	<p>TASK 2 Correct matching evaluated by the teacher's feedback</p>
<p>TASK 3 (15-20 mins) To introduce sequence markers in describing cooking methods</p>	<p>TASK 3 1. Introduce sequence markers on the board. 2. Show a picture of a dish (SOM TUM). 3. Describe the cooking methods of SOM TUM with sequence markers and write the methods on the board. 4. Highlight the sequence markers used.</p>	<p>TASK 3 1. A picture of SOM TUM</p>	<p>TASK 3 Correct using of sequence markers evaluated by the teacher's feedback</p>

2. Practice (15-20 mins.)

Purposes	Tasks	Materials	Outcome / Evaluation
<p>To practice using words and sequence markers learned from the <i>Presentation</i> Stage to create sentences of cooking process</p>	<p>1. Ask every S to create a sentence of cooking process using words and sequence markers learned from <i>Presentation</i> Stage. 2. Ask 10 Ss to write their sentences on the board. 3. T corrects the mistakes with other Ss.</p>	<p>-</p>	<p>Sentences of cooking methods from students evaluated by the teacher's feedback and peers.</p>

Lesson Plan: Communicative English

3. Production (40-50 mins.)

Purposes	Tasks	Materials	Outcome / Evaluation
<p><u>TASK 1</u> (7-12 mins.) To provide Ss an opportunity to rearrange the order of cooking methods</p>	<p><u>TASK 1</u> 1. In pairs, distribute each pair a recipe. 2. Let each pair study the ingredients of the recipe. 3. Let each pair rearrange the jumbled cooking methods. 4. After the task, give the answers, feedback to Ss.</p>	<p><u>TASK 1</u> 1. Recipes</p>	<p><u>TASK 1</u> The correct rearranged cooking methods evaluated by the teacher's feedback</p>
<p><u>TASK 2</u> (20-25 mins.) To provide Ss an opportunity to write a recipe</p>	<p><u>TASK 2</u> 1. In pairs, let Ss write the cooking methods with proper sequence markers.</p>	<p><u>TASK 2</u> 1. A space provided in the recipe</p>	<p><u>TASK 2</u> The Ss' writing tasks evaluated by the rubric.</p>
<p><u>TASK 3</u> (13-20 mins.) To provide Ss an opportunity to practice oral presentation</p>	<p><u>TASK 3</u> 1. In pairs, let Ss present their recipes in front of the class.</p>	<p><u>TASK 3</u> 1. Ss' recipes</p>	<p><u>TASK 3</u> Presentations of the recipes evaluated via the rubric</p>

Appendix F
Research Instrument Evaluation (For Lesson Plans)

Directions: Please give your comments in the blanks provided

The Lesson Plans Based on the ALI Model VS The Lesson Plans Based on the PPP Method

Items	COMMENTS	
	The lesson plans based on the ALI Model (The experimental group)	The lesson plans based on the PPP method (The Control Group)
1. Objectives of the lesson plans		
2. Materials used in the lesson plans		
3. Evaluation used in the lesson plans		
4. Language used in the lesson plans		

5. Pedagogical procedures in the lesson plans (e.g. Are the activities interesting and do they foster students' English communicative skills?)	5.1 Warm-up	5.1 Presentation
	5.2 Individual learning	5.2 Practice
	5.3 Small-group learning	5.3 Production
	5.4 Large-group learning	
6. The clear difference of the lesson plans between the experimental and control groups		

Additional comments/recommendations

Appendix G
SLEP TEST



SLEP

TEST FORM
5
3YEP2

Secondary Level English Proficiency Test

**THIS TEST BOOK MUST NOT
BE TAKEN FROM THE ROOM.**

**READ THE DIRECTIONS
ON THE BACK COVER BEFORE
OPENING THE TEST BOOK.**

Listening.
Learning.
Leading.



Appendix H

The Performance Test

This test is an accurate reflection of authentic language use. The tasks will be assessed on the end result of the student's work. The performance test provides more accurate measures of progress toward communication proficiency goals. The tasks will be assigned in the test as follows:

TASK 1

Objectives	Tasks	Outcome/Evaluation
To provide students information of the task	<ol style="list-style-type: none"> 1. Distribute the task description to the students. 2. Also give some samples to the students. 	Students' understanding to the task

TASK 2

Objectives	Tasks	Outcome/Evaluation
<p><u>TASK 2.1</u> To provide students an opportunity to practice information searching and reading</p> <p><u>TASK 2.2</u> To provide students an opportunity to practice writing</p>	<p><u>TASK 2.1</u></p> <ol style="list-style-type: none"> 1. Students select an article depending upon their interest (about 150-300 words in length). 2. Read through the article <p><u>TASK 2.2</u></p> <ol style="list-style-type: none"> 1. Write a well-organized paragraph of 120-150 words in length showing the opinions toward the selected article. 2. Design the format of the article and the writing paragraph according to their styles. 3. Print the article in an A4 paper, and the writing paragraph on the other side of the paper. 	<p><u>TASK 2.1</u> A selected article</p> <p><u>TASK 2.2</u> A well-organized paragraph</p>

TASK 3

Objectives	Tasks	Outcome/Evaluation
To provide students an opportunity to discuss and do group work	1. Group the articles into categories according to topics.	Students' paper grouped
To provide students an opportunity to discuss and write a paragraph in groups	1. In each group, students study their peers' work. 2. Students help each other write an editorial. 3. Gather all of the papers and create them as a class magazine.	1. Groups' editorials 2. A class magazine

TASK 4

Objectives	Tasks	Outcome/Evaluation
To provide students an opportunity to practice oral presentation	1. Present the writing paragraph in front of the class according to the categories.	Students' presentations
To provide students an opportunity to practice listening skills	1. During the presentation, other students must jot down three reasons presented by the presenters.	Students' notes

Appendix I
Analytic Scoring Rubric for Writing

CRITERIA	SCORE			Total (8 ÷ 2)
1. Organization (4 points)	2	1	0	
- Have an appropriate title				
- Organize ideas into 3 opinions				
- Use proper transitional words and connectors				
- Arrange idea logically and smoothly with no redundancy and choppiness				

CRITERIA	2	1	0	Total (8 ÷ 2)
2. Content (8 points)				
- Have an effective introducing sentence				
- State the 1 st opinion clearly				
- Show the clear and logical supporting ideas for the 1 st opinion				
- State the 2 nd opinion clearly				
- Show the clear and logical supporting ideas for the 2 nd opinion				
- State the 3 rd opinion clearly				
- Show the clear and logical supporting ideas for the 3 rd opinion				
- Have an effective concluding sentence				

CRITERIA	2	1	0	Total (8 ÷ 2)
3. Grammar (8 points)				
- No fragments (incomplete sentences)				
- No run-on sentences and comma splices				
- No word order errors				
- No word choice errors				
- No form errors				
- No missing or unnecessary words				
- No verb tense and voice errors				
- No minor errors (spelling, capitalization, punctuation marks, articles, pluralization, etc.)				

Remarks:**1. Organization and 2. Content**

Score 2 → for the presence and excellence in the evaluated items

Score 1 → for the presence and need for some changes

Score 0 → for the absence

3. Grammar

Score 2 → no such errors

Score 1 → not more than 5 mistakes

Score 0 → more than 5 mistakes

Appendix J

Analytic Scoring Rubric for Presentation

Presenters: _____ Date & Time: _____

Topic: _____

CRITERIA	SCORE	
1. Plan Content	Yes	No
1.1 Knowledge	(1)	(0)
- Apparent strong knowledge of content and subject.		
- Able to answer relevant, appropriate questions if asked		
1.2 Objectives		
- Does the topic have clear goals?		
- Are the activities presented engaging?		
- Does the presentation hold together?		
- Were these objectives carried out satisfactorily?		
- Were visual aids provided? If yes, were they helpful?		
1.3 Organization		
- Is the presentation logical, with sequential order?		
- Is it interesting at the beginning?		
- Is it informative in the middle?		
- Is there a strong conclusion?		
- Is it well planned?		
- Is it an interactive presentation (audience involvement)?		
- Is it adequate in terms of timing?		
2. Presentation Skills		
- Excellent eye contact with entire audience		
- Clear articulation (spoken clearly)		
- Clearly audible (easily heard)		
- Appropriate hand gestures and expressions		
- Good supportive materials (e.g. charts, diagrams, poster)		
- Demonstrate confidence		

What I like best about the presentation:

.....

.....

What needs to be improved:

.....

.....

Other comments:

.....

.....

Appendix K

The Questionnaire for Eliciting Students' Opinions on the ALI Model Instruction

แบบสอบถามเกี่ยวกับรูปแบบการสอนที่เน้นการเรียนรู้เชิงรุกเพื่อพัฒนาทักษะภาษาอังกฤษเพื่อการสื่อสาร
ของนักเรียนในห้องเรียนขนาดใหญ่ระดับมัธยมศึกษา

คำชี้แจง

1. แบบสอบถามชุดนี้สำหรับนักเรียนระดับชั้นมัธยมศึกษาปีที่ 4
2. โปรดตอบแบบสอบถามทุกข้อ เพื่อความสมบูรณ์ของข้อมูล ขอให้นักเรียนตอบตามความคิดเห็น
หรือตามความเป็นจริงมากที่สุดเท่าที่จะเป็นไปได้ คำตอบของนักเรียนจะไม่มีผลใดๆ ต่อตัวนักเรียน
และโรงเรียน และจะถูกเก็บรักษาเป็นความลับ ผลการประเมินนี้จะนำไปใช้ในการพัฒนารูปแบบการ
สอนที่เน้นการเรียนรู้เชิงรุกเพื่อพัฒนาทักษะภาษาอังกฤษเพื่อการสื่อสารของนักเรียนในห้องเรียน
ขนาดใหญ่ระดับมัธยมศึกษา
3. แบบสอบถามนี้มีสองตอน ซึ่งประกอบไปด้วย
 - ตอนที่ 1: แบบสอบถามรายละเอียดเกี่ยวกับตัวนักเรียน
 - ตอนที่ 2: แบบสอบถามทัศนคติของนักเรียนต่อรูปแบบการสอนที่เน้นการเรียนรู้เชิงรุกเพื่อพัฒนา
ทักษะภาษาอังกฤษเพื่อการสื่อสารของนักเรียนในห้องเรียนขนาดใหญ่ระดับมัธยมศึกษา

ตอนที่ 1: แบบสอบถามรายละเอียดเกี่ยวกับตัวนักเรียน

คำชี้แจง: แบบสอบถามตอนที่ 1 นี้มีสามข้อ โปรดทำเครื่องหมาย ลงใน ตามความเป็นจริง

1.1 เพศ

ชาย

หญิง

1.2 คะแนนเฉลี่ยสะสม

2.00-2.50

2.51-3.00

3.01-3.50

3.51-4.00

1.3 เกรดวิชาภาษาอังกฤษในภาคการศึกษาหลังสุด

เกรด 4

เกรด 3.5

เกรด 3

เกรด 2.5

เกรด 2

เกรด 1.5

เกรด 1

เกรด 0.5

ตอนที่ 2: แบบสอบถามทัศนคติของนักเรียนต่อรูปแบบการสอนที่เน้นการเรียนรู้เชิงรุกเพื่อพัฒนาทักษะภาษาอังกฤษเพื่อการสื่อสารของนักเรียนในห้องเรียนขนาดใหญ่ระดับมัธยมศึกษา

คำชี้แจง: 1. แบบสอบถามนี้มี 26 ข้อ

2. ให้นักเรียนอ่านข้อความทางซ้ายมือ แล้วทำเครื่องหมาย \surd ลงในช่องที่ตรงกับความคิดเห็น หรือความรู้สึกรักของนักเรียนมากที่สุดเพียงช่องเดียว

รายการ	มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
1. รูปแบบของกิจกรรมในการเรียนการสอนมีความน่าสนใจ 2. ข้าพเจ้าชอบทำกิจกรรมนำเข้าสู่บทเรียน 3. ข้าพเจ้าชอบทำกิจกรรมรายบุคคล 4. ข้าพเจ้าชอบทำกิจกรรมกลุ่มเล็ก 5. ข้าพเจ้าชอบทำกิจกรรมกลุ่มใหญ่ 6. กิจกรรมนำเข้าสู่บทเรียนช่วยให้ข้าพเจ้าเข้าใจบทเรียนได้ดีขึ้น 7. กิจกรรมรายบุคคลมีส่วนช่วยให้นักเรียนพัฒนาทักษะภาษาอังกฤษเพื่อการสื่อสาร (ฟัง พูด อ่าน เขียน) 8. กิจกรรมกลุ่มเล็กมีส่วนช่วยให้นักเรียนพัฒนาทักษะภาษาอังกฤษเพื่อการสื่อสาร (ฟัง พูด อ่าน เขียน) 9. กิจกรรมกลุ่มใหญ่มีส่วนช่วยให้นักเรียนพัฒนาทักษะภาษาอังกฤษเพื่อการสื่อสาร (ฟัง พูด อ่าน เขียน) 10. นักเรียนเป็นศูนย์กลางในการเรียน และมีโอกาสเสนอความคิดเห็นของตัวเอง 11. รูปแบบกิจกรรมในแต่ละคาบเรียนส่งเสริมให้นักเรียนได้ใช้และพัฒนาทักษะภาษาอังกฤษเพื่อการสื่อสาร (ฟัง พูด อ่าน เขียน) 12. กิจกรรมต่างๆ ในห้องเรียนมีความหลากหลาย 13. บรรยากาศในการเรียนสนุกสนานกว่าการเรียนตามปกติ 14. อาจารย์เป็นผู้สนับสนุนและให้คำแนะนำในการเรียนภาษาอังกฤษ 15. อาจารย์อำนวยความสะดวกในการเรียนรู้ภาษาอังกฤษของนักเรียน 16. ข้าพเจ้ารู้สึกเบื่อหน่ายกับการเรียนการสอนในแต่ละคาบ 17. กิจกรรมนำเข้าสู่บทเรียนไม่ช่วยให้ข้าพเจ้าเข้าใจบทเรียนได้ดีขึ้น 18. ข้าพเจ้าไม่ได้พัฒนาทักษะภาษาอังกฤษเพื่อการสื่อสาร (ฟัง พูด อ่าน เขียน) จากกิจกรรมรายบุคคล					

(ต่อ)

Appendix L

Research Instrument Evaluation (For the Questionnaire)

Directions: There are two parts in this evaluation form. Please give your comments in the blanks provided.

Part 1: The Overall of the ALI Model Questionnaire

Directions: Please indicate how you evaluate (excellent, good, moderate or poor) each of these statements by ticking (✓) the appropriate degree.

Items	Excellent	Good	Moderate	Poor	Comments
1. Instrument's explanation is clear.					
2. Instruction is clear.					
3. Questions are purposeful and support the study.					
4. The language used is appropriate to participants.					
5. The format of questionnaire is appropriate to participants.					

Additional comments/recommendations

Part 2: The Individual Questions in the ALI Model Questionnaire

Directions: Please give your comments for each statement in the blanks provided.

Items	Rational of the questions in accordance with the ALI Model's rationale	Comments
1. รูปแบบของกิจกรรมในการเรียนการสอนมีความน่าสนใจ	To elicit students' opinions toward the activities developed based on the ALI Model	
2. นักเรียนชอบทำกิจกรรมรายบุคคล	To evaluate the ALI model's rationale 2: Individual works	
3. นักเรียนชอบทำกิจกรรมกลุ่มเล็ก	To evaluate the ALI model's rationale 3: Group works (small-group works)	
4. นักเรียนชอบทำกิจกรรมกลุ่มใหญ่	To evaluate the ALI model's rationale 3: Group works (large-group works)	
5. กิจกรรมรายบุคคลมีส่วนช่วยให้นักเรียนพัฒนาทักษะภาษาอังกฤษเพื่อการสื่อสาร (ฟัง พูด อ่าน เขียน)	To evaluate the ALI model's rationale 2: Individual works	
6. กิจกรรมกลุ่มเล็กมีส่วนช่วยให้นักเรียนพัฒนาทักษะภาษาอังกฤษเพื่อการสื่อสาร (ฟัง พูด อ่าน เขียน)	To evaluate the ALI model's rationale 3: Group works (small-group works)	
7. กิจกรรมกลุ่มใหญ่มีส่วนช่วยให้นักเรียนพัฒนาทักษะภาษาอังกฤษเพื่อการสื่อสาร (ฟัง พูด อ่าน เขียน)	To evaluate the ALI model's rationale 3: Group works (large-group works)	
8. นักเรียนเป็นศูนย์กลางในการเรียน และมีโอกาสเสนอความคิดเห็นของตัวเอง	To evaluate the ALI model's rationale 1: Student-centeredness	
9. รูปแบบกิจกรรมในแต่ละคาบเรียนส่งเสริมให้นักเรียนได้ใช้และพัฒนาภาษาอังกฤษเพื่อการสื่อสาร (ฟัง พูด อ่าน เขียน)	To evaluate the ALI model's rationale 4: Learning by doing and thinking about the things they are doing; and rationale 6: Four language skills (speaking, listening, reading, writing) are integrated in the active authentic communicative tasks.	
10. กิจกรรมต่างๆ มีความหลากหลาย	To evaluate the ALI model's rationale 5: Variety of activities	

Appendix M

Students' Reflective Journal

คำชี้แจง

1. กรุณาตอบคำถามทุกข้อ เพื่อความสมบูรณ์ของข้อมูล
2. ขอให้นักเรียนตอบตามความคิดเห็นหรือตามความเป็นจริงมากที่สุดเท่าที่จะเป็นไปได้

คำถามที่ 1: กรุณาแสดงความรู้สึกที่มีต่อการเรียนในวันนี้ในชั้นนำเข้าสู่บทเรียน

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คำถามที่ 2: กรุณาแสดงความรู้สึกที่มีต่อการเรียนในวันนี้ในชั้นเรียนรู้เป็นรายบุคคล

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คำถามที่ 3: กรุณาแสดงความรู้สึกที่มีต่อการเรียนในวันนี้ในชั้นเรียนรู้เป็นกลุ่มเล็ก

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คำถามที่ 4: กรุณาแสดงความรู้สึกที่มีต่อการเรียนในวันนี้ในชั้นเรียนรู้เป็นกลุ่มใหญ่

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Appendix N

Descriptive Statistics and Dependent-Samples Test of the Proficiency Test Scores

Table A: Descriptive Statistics of the Proficiency Test Scores

		N	Minimum	Maximum	Mean	S.D.
Pretest	Control	48	31.00	60.00	44.46	7.478
	Experimental	48	31.00	62.00	43.65	6.183
Posttest	Control	48	30.00	60.00	46.08	7.031
	Experimental	48	37.00	60.00	48.25	5.815

In Table A, the mean score of the pretest of 48 students in the control group is 44.46 (S.D. = 7.478). The highest score is 60 and the lowest one is 31. As for the posttest, the mean score 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 pretest of those 48 students in the experimental group is 43.65 (S.D. = 6.183). The highest score of the pretest is 62, whereas the lowest score of the pretest is 31. As for the posttest, the average score is 48.25 (S.D. = 5.815) with the highest score of 60 and the lowest one of 37.

To analyze the differences between the mean scores of the pretest and posttest within the control and experimental groups, *Dependent-Samples Test* is implemented.

Table B: Comparison of the pretest and posttest mean scores
within the control group

Tests	n	\bar{X}	S.D.	t	P
Pretest	48	44.46	7.478	2.153	.036*
Posttest	48	46.08	7.031		

*p < .05

From Table B, the scores from the pretest and those from the posttest in the control group are significantly different at the level of 0.05. This means that the mean score from the posttest ($\bar{X} = 46.08$) is statistically significant higher than that of the pretest ($\bar{X} = 44.46$).

Table C: Comparison of the pretest and posttest mean scores
within the experimental group

Tests	n	\bar{X}	S.D.	t	P
Pretest	48	43.65	6.183	8.947	.000*
Posttest	48	48.25	5.815		

*p < .05

Table C shows the comparison of the pretest and posttest scores within the experimental group. The scores from the pretest and those from the posttest in the experimental group are significantly different at the level of 0.05. In other words, the mean score from the posttest ($\bar{X} = 48.25$) is statistically significant higher than the mean score from the pretest ($\bar{X} = 43.65$).



BIOGRAPHY

Satit Watanapokakul graduated from the Faculty of Arts in the English major at Chulalongkorn University in 1997 and obtained the Master's degree in Teaching English as a Foreign Language from Thammasat University in 2002.