

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

THE IMPLEMENTATION OF ACTIVE LEARNING STRATEGIES IN ENGLISH

CLASSES: ARBOYE SECONDARY SCHOOL IN FOCUS

BY

MEKONNEN DENEKE BOGALE

JULY, 2016

ADAMA

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

THE IMPLEMENTATION OF ACTIVE LEARNING STRATEGIES IN ENGLISH

CLASSES: ARBOYE SECONDARY SCHOOL IN FOCUS

A THESIS SUBMITTED TO ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

IN A PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF

MASTER OF ARTS

BY

MEKONNEN DENEKE BOGALE

JULY, 2016

ADAMA

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

THE IMPLEMENTATION OF ACTIVE LEARNING STRATEGIES IN ENGLISH

CLASSES: ARBOYE SECONDARY SCHOOL IN FOCUS

BY

MEKONNEN DENEKE BOGALE

APPROVED BY BOARD OF EXAMINERS

Name

Signature

Date

ADVISOR

EXTERNAL EXAMINER

INTERNAL EXAMINER

CHAIRPERSON

DECLARATION

Advisee:

I, *Mekonnen Deneke Bogale*, a Postgraduate student in TEFL, confirm that the thesis, entitled “*The Implementation of Active Learning Strategies in English Classes: Arboye Secondary School in Focus*” is my own work and has never been submitted elsewhere. I have incorporated all comments of my adviser and acknowledged all sources I have used accordingly. As a result of this, I request to be allowed to submit my Thesis for defense.

Signature

Date

Adviser:

I, *Dr. Yeshitla Habetmariam*, have gone through *Mekonnen Deneke's* Thesis, entitled “*The Implementation of Active Learning Strategies in English Classes: Arboye Secondary School in Focus*” and realized that he has incorporated my comments as appropriate. I, therefore, confirm that his work can be submitted for defense.

Signature

Date

ABSTRACT

The purpose of this study was to investigate the implementation of active learning strategies (ALS) in Arboye Secondary School of Eastern Arsi zone of Oromia. The study sought to find out the extent to which teachers and students implement ALS in English classes, to distinguish the dominant strategy used in English classes and the main factors that affect the its proper implementation in the school. In order to achieve this purpose, a descriptive survey design was employed along with quantitative and qualitative research methods. With this respect, teachers, students and school directors were the sources of data for the study. The data gathering instruments were questionnaires, interview and classroom observation. The questionnaires were disseminated to 80 students and five teachers. In addition, an interview was made with 15 students, five English teachers, and two school directors. Furthermore, observation was made in five sections of grade nine and ten. The data obtained through questionnaires were quantitatively analysed and interpreted in light of available literature whereas the information obtained through interview and observation were qualitatively described to supplement the quantitative data. The results of this study revealed that the extent to which teachers and students implement active learning strategies in English classes was found to be unsatisfactory and low. Teachers used dominantly the traditional teaching method (the lecture) and students remained passive recipient of knowledge throughout the entire period. Students have hardly spoken, discussed, read, written, debated, brainstormed, asked, and played a role in the English classroom settings. Moreover, the study revealed that teachers' and students' tendency to prefer traditional lecture method, students' poor background knowledge and negative attitude towards their learning, lack of adequate teaching resources and shortage of time to cover the portion, large class, lack of teachers' commitment, insufficient training and workshops of teachers on ALS, inaccessibility of facilities and teachers' high workload were among the main factors that hindered the implementation of active learning strategies in Arboye secondary school. Finally, based on the findings, some major recommendations were formulated.

ACKNOWLEDGEMENTS

*First and foremost, my gratitude goes to my advisor **Dr. Yeshitila Habtemaram** for his painstaking and continual effort in reading the paper thoroughly and giving me constructive and timely comments and proper guidance starting from the very out sets of the research design up to the end of the research report. Without his friendly and wonderful guidance, this work would not have been successful.*

*Next, my heartfelt thanks extend to all Arboye Secondary School teachers, directors, and students for their cooperation during data collection. The vice director, **Shimeleis Dereje**, deserves my apperception for his patience and all-round support for helping me in administering and collecting the questionnaires.*

My special thanks also go to my family and friends for their encouragement and support throughout my stay in the graduate school.

Finally, I would like to extend my sincere thanks to Arboye Preparatory School directors- Shimelis Legesse and Nebiyu Asrat, who supported me a lot in this study.

TABLE OF CONTENTS

Contents	Page
ABSTRACT.....	i
ACKNOWLEDGEMENTS	ii
TABLE OF CONTENTS.....	iii
LIST OF TABLES	vi
LIST OF ACRONYMS	vii
CHAPTER ONE: INTRODUCTION	1
1.1 Background of the Study.....	1
1.2. Statement of the Problem	4
1.3 Objective of the Study.....	6
1.3.1 General Objective	6
1.3.2 Specific Objectives	7
1.4 Research Questions	7
1.4.1 Broad Research Question.....	7
1.4.2 Specific Research Questions	7
1.5 Significance of the Study	7
1.6 Scope of the Study/Delimitation	8
1.7 Limitation of the Study	8
1.8 Organization of the Study	8
1.9 Operational Definitions of Concepts.....	9
CHAPTER TWO: REVIEW OF RELATED LITERATURE	10
2.0 Introduction.....	10
2.1 Active Learning.....	10
2.2 Importance of Active Learning	12
2.3 What is Learning Strategy?	13
2.4 Theoretical Framework of Active Learning.....	14
2.5 Research on Active Learning Implementation.....	15
2.6 The Role of Active Learning Strategies in Language Classes	16
2.7 Some Types of Active Learning Strategies.....	16
2.7.1 Cooperative Learning <i>versus</i> Group Work and Pair Work	17
2.7.2 Discussion	17
2.7.3 Writing in Class, Just-in-Time Teaching (JiTT) and Brainstorming	18
2.7.4 Role Playing.....	18
2.7.5 Mind Mapping, Debating and Jigsaw	18

2.7.6 Fish Bowl, Classroom Assessment Technique (CATs) & Questioning Purposefully	19
2.8 Challenges in the Implementation of Active Learning Strategies.....	19
2.8.1 Challenges from Teachers and Students	19
2.8.2 Challenges in Relation to the School Environment and Teaching Resources	20
CHAPTER THREE: METHODOLOGY OF THE STUDY	22
3.0 Introduction.....	22
3.1 Research Design.....	22
3.2 Sampling Procedure	23
3.2.1 Research Site.....	23
3.2.2 Population	23
3.2.3 Sampling Technique	23
3.3 Data Collection Instruments.....	24_Toc460111375
3.3.1 Questionnaire	24
3.3.2 Interviews.....	25
3.3.3 Observation	25
3.3.4 Checking the Validity and Reliability of the Instruments.....	26
3.4 Data Collection Procedure	27
3.5 Data Analysis	28
3.6 Ethical Issues.....	29
CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION.....	30
4.0 Introduction.....	30
4.1 Background Information of Respondents	30
4.1.1 Background Information of Teacher Respondents.....	30
4.1.2 Background Information of Student Respondents	31
4.2 Data on the Implementation of ALS from Teacher Questionnaire and Interview	32
4.2.1 Teachers' Response Regarding the Extent to Which They Practise ALS.....	32
4.2.2 Teachers' Response Regarding the Dominant ALS Implemented.....	38
4.2.3 Teachers' Response on Factors that Affect the Implementation of ALS.....	40
4.3 Data on the Implementation of ALS from Student Questionnaire and Interview	43
4.3.1 Students' Responses Regarding the Extent to Which They Implement ALS	43
4.3.2 Students' Response on the Frequently Used ALS	49
4.3.3 Students' Response on Factors Affecting the Implementation of ALS	51
4.4 Data on the Implementation of ALS from Observation.....	54
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	56
5.0 Introduction.....	56
5.1 Summary	56

5.1.1 The Extent to Which Teachers and Students in Implement ALS	57
5.1.2 The Dominant ALS Being Implemented by Teachers and Students	58
5.1.3 Factors Affecting the Implementation of Active Learning	59
5.2. Conclusion	60
5.3. Recommendation	61
5.3.1 The Woreda Educational Bureau	62
5.3.2 English Teachers	62
5.3.3 Students	62
5.3.4 The Government, Surrounding Societies and the School Management.....	63
REFERENCES.....	63
APPENDIX A	67
APPENDIX B	70
APPENDIX C	74
APPENDIX D	76
APPENDIX E	77
APPENDIX F.....	78
APPENDIX G	81
APPENDIX H.....	816
APPENDIX I.....	92
APPENDIX J	94
APPENDIX K.....	97
APPENDIX L	101

LIST OF TABLES

Table	Page
Table 2.1: The Amount of Learning through Language Skills	12
Table 2.2: The Learning Methods and Their Retention Rates.....	12
Table 3.1: Questionnaire Reliability.....	24
Table 4.1: Teachers' Sex, Teaching Experience, Qualification, Teaching Load....	27
Table 4.2: Sex, Age, and Grade Level of Student Respondents.....	28
Table 4.3: Teachers' Response on the Extent to Which They Implement ALS.....	32
Table 4.4: Teachers' Response on How Frequently ALS Being Implemented.....	39
Table 4.5: Teachers' Response on Factors Affecting the Implementation of ALS...	42
Table 4.6: Students' Response on the Extent to Which They Implement ALS.....	46
Table 4.7: Students' Response on How Often They Implement ALS.....	51
Table 4.8: Students Response on Factors Affecting the Implementation of ALS....	53
Fig 1: Some Uses of Active Learning Approach.....	13

LIST OF ACRONYMS

AL: Active Learning

ALS: Active Learning Strategies

ASS: Arboye Secondary School

BDU: Bahir Dar University

CATs: Classroom Assessment Techniques

CPD: Continuous Professional Development

JiTT: Just in Time Teaching

MoE: Ministry of Education

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

Until now several researchers have been devising various learning methods so as to improve learning. As our world is changing from time to time, it is essential to search different relevant teaching/learning strategies. However, any teaching method that has been considered to be effective at one time may not be effective in another time (Aschalew, 2012). Information technology such as electronic mail can be one factor that plays a significant role in changing human learning. For instance, it can facilitate the ability to access information and enhance collaborative learning among students (Cuseo, 1993). Therefore, the way today's generation learns and the way the previous generation learnt cannot be the same. That is why sound and innovative teaching/learning strategies are needed badly today.

In fact, how knowledge transfers from generation to generation is not the same. For example, up to the recent time, teachers have been considered to be the source and transmitter of knowledge in the classroom and students the recipients of knowledge. But today, situations have undergone considerable alterations. Considering teachers as the only source and transmitter of knowledge and students as recipients of knowledge appears to be less practical. There must be interaction. The mode of delivery of knowledge should be of two-ways. That means learners need to have their own say in the teaching and learning process. They should speak with a partner, write and discuss in small groups or with the whole class, give feedback and reflect upon the learning process in the classroom (Eison, 2010).

As many people recognise, the two well-known approaches are the teacher-centred approach and the student-centred approach. The teacher-centred (lecture) method makes teachers take more time in the classroom, whereas the student-centred (active learning) approach helps students to use more time. Recent studies have identified the pros and cons of each approach.

Chikering & Gamson (1987, p. 4) say, ‘‘Learning is not a spectator sport’’. According to them, just sitting in the classroom, listening and memorising throughout the entire period is not enough for the learners. Beyond mere listening, students need to write and speak about what they are learning and must apply it to their daily lives. Learning must be lifelong and meaningful to them. Sarkar (2009), for instance, states that the skills of athletes in a sport are attained by actively performing and taking part in that sport. Likewise, students learn by doing not just only by listening to their teachers passively throughout the period.

Therefore, the teacher-centred /lecturing/ approach has been found to be ineffective in several ways. For one reason, it makes learners passive. Gholami (2014, p. 193) points out, “active learning strategies promote critical thinking, creative learning, and corporative learning”. But in the teacher-centred approach students tend to lack these as they pass the entire period receiving knowledge rather than constructing. Next, the retention rate of lecturing is less. Some researchers, such as, Abhiyan & Nadu (2008) have indicated that the retention rate of lecture is about 5 %. Furthermore, lecture method fails to address learners having different learning styles. In relation to this, the Hendrien (2014) points out the following:

Each person learns differently and prefers a different learning style. Some prefer watching (pictures, demonstrations, graphs), others prefer listening a story, a discussion, a lecture), or learning by doing (... drawing, moving). If you vary the activities that you use in your lessons, you are sure to cater for learners with different learning styles (P.10).

From the above discoveries, it can be understood that students differ in their learning styles and need various teaching methods accordingly. Lecture method alone does not address students’ learning styles. For example, auditory learners prefer learning through listening while visual learners like to learn through watching. Visual learners are likely to learn more effectively with charts, demonstrations, videos, and other visual materials (Boersma, 2002).

On the other hand, kinaesthetic learners prefer learning through movement. They learn more effectively when they are able to touch things and/or move around. It is thought that introvert /shy/ students shall better learn in pairs to minimize their shyness whereas extrovert (*sociable*) learners can communicate and interact with others easily. For extrovert kind of learners, only lecture method is not adequate. They need discussion and interaction.

In one classroom, there is individual dissimilarity. Fast, average, and slow learners can be available. These students cannot learn in the same manner. The learning style and strategy they use have a strong connection. Therefore, in order to address the need of such learners, it is mandatory to use different and appropriate learning strategies.

Now-a-days the shift has come from the traditional teaching (lecturing) approach to the innovative active learning (student-centred) approach. It is highly believed that active learning engages learners in their learning. Several researchers have described active learning in various ways. For example, Cuseo (1993, 1) describes, “Active learning is an investment of a significant amount of mental energy and a high level of psychological

involvement in the learning process''. Prince (2004) also explains active learning (AL) as any teaching method that involves learners in the learning processes. In addition, Devlin et al. (2007, p. 1) point out the following:

Classroom environments that include active learning engage students in their learning, encourage “doing” with understanding, provide the students with opportunities to revise and improve their own thinking (formative assessment), and help the students to connect the information from the classroom to practice in the outside world.

The above assertion depicts that active learning serves in several ways. Active learning strategies (ALS) help learners involve in the process of learning more deeply, think critically and foster the development of self-directed learning. Besides, ALS makes students get the opportunities of practising the skills and asking questions. It is also suitable for teachers to assess students' understanding.

In view of this, the Ethiopian Educational System desires to assure the qualities of education in all schools. One way of assuring this quality is through adopting ALS in the schools. In order to attain this, teachers must consolidate their knowledge of teaching methods and approaches by participating in various school programmes such as continuous professional development (CPD), staff trainings, department meetings, workshops and other trainings. Moreover, teachers can search various active learning methods that could be implemented in their classrooms settings (Ministry of Education [MoE], 2009).

For instance, several local researchers such as Derebssa (2006), Betel (2011) and Berhanu (2014) have conducted studies to solve the challenges of active learning and its implementation. They also made studies to review the attitudes, perceptions and practices of teachers in different primary schools, colleges and universities. Nevertheless, their studies revealed that the problems pertinent have not been solved yet.

The researcher of this study, from his experience, often observed that teachers (in his site) are still using the traditional teaching approach rather than the student –centred approach. Most teachers put forwarded various reasons that hindered the practice of AL in the classroom and this issue, of course, requires careful study. That is why, investigating the implementation of active learning strategy and factors that affect the implementation has been found to be vital.

1.2. Statement of the Problem

In the recent years, researchers have studied on how students learn actively. They have clearly shown that learners must engage in their learning. According to them, students learn actively through observation, speaking, writing, listening, thinking, drawing, and doing. Thus, in effective teaching/learning environment, students are expected to be involved actively with the materials that are essential to their learning. In this way, they learn and retain better. However, a traditional lecture classroom that focuses on presentation of contents by teachers cannot typically promote active participation and engagement. In this kind of method, most students will likely be devoted to write down what the teacher writes on the board but may not be actively processing the information and few students are engaged in thinking, comparison, and analysis during the lecture (Cuseo, 1993; Johnson, 2011; Eison, 2010; Prince, 2004; Bonwell & Eison, 1991).

On the other hand, students have different learning styles. How they learn, receive and process information vary widely. If students learned the same way, it would be easy to choose teaching strategies to optimize learning. Nevertheless, one's learning styles may not match to those of the others in the class. In fact, it can be quite different even from the majority of the students. What works well for one may not work well for others (Oxford, 2003). Therefore, choosing and implementing only single teaching-learning strategy may put students at a disadvantage. Studying about students' learning styles helps in planning and using different active learning strategies in the classroom setting.

Indeed, the importance of implementing active learning strategies (ALS) in schools is not so debatable an issue. Various researches magnify the importance of ALS over that of the traditional lecture method. Applying ALS in classroom setting is believed to improve the quality of learning. That is why the Ethiopian government is calling for implementing various ALS in the educational system of the country.

Yet at the site of this study, the researcher normally observes many teachers using the traditional teaching method. The use of various ALS seems unsatisfactory, especially, in English classroom setting. However, according to Bonwell and Eison (1991), students could have read, write, discuss or engage in solving problems through analysing, synthesising and evaluating if ALS had been implemented.

Regarding active learning strategies, various local and international studies have been conducted. For example, Prince (2004), Bonwell and Eison (1991), Checkering and

Gamson(1987) are some of the researchers who have clearly shown the effectiveness of active learning approach. The researchers agree that active learning is beneficial. However, very few researchers such as Weltman (2010) have found that active learning is not universally effective. According to this researcher, AL may inhibit learning for certain types of students.

In Ethiopia, several studies on AL have been conducted (e.g. Berhanu, 2014, Betel, 2011 and Derebessa, 2006). They have found out different problems regarding the use of active learning and recommended some solutions. Nonetheless, the problems of active learning are still prevailing. Even though there are various active learning strategies, most teachers tend to focus on using the traditional methods of teaching. The present researcher assumes this may happen as a result of resource problems, lack of training on ALS, and negative attitude of most students towards learning.

Betel (2011) studied “The Practice and Perception of Bulbula School Community towards the Implementation of Active Learning in Teaching English at Bulbula Secondary School”. She used questionnaire, interview and observation tools to gather the required data. Some of her findings were teachers’ use few ALS, lack of training on ALS and the negative attitude of most teachers towards active learning.

On the other hand, Berhanu (2014) studied “Teacher Trainers’ and Trainees’ Perceptions, Practices, and Constraints to Active Learning Methods at Bahir Dar University in English Department” by using questionnaire, observation and interviews tools to gather the data. He found that both teacher trainers and teacher trainees had positive attitude and used active learning methods such as pair and group work better.

Yet the findings of some previous studies have been mixed and contradictory as evidenced by Betel (2011) and Berhanu (2010).The findings of Betel (2011) and Berhanu (2014) contradict to some extent. For instance, Betel (2011) found that teachers perceive active learning negatively and lack pre-service training in active learning and are unable to use different active learning strategies in their classroom setting whereas Berhanu (2014) found that teachers had positive attitude towards AL and used some ALS such as pair work and group work.

Gara and Asrat (2009) studied “Attitude of Teachers towards the Use of Active Learning Methods at Bahir Dar University” using interview tool alone. The finding has indicated that teachers had positive attitude towards active learning. So, Berhanu (2014) and Gara & Asrat

(2009) were similar in their findings. For example they found that the positive attitude of teachers towards active learning and the use of pair work and group discussion successfully. However they were different in their use of data gathering tools. Berhanu (2014) used multiple data gathering tools whereas Gara & Asrat used only interview.

On the other hand, Derebessa (2006) studied “Tension between Traditional and Modern Teaching-Learning: Approaches in Ethiopian Primary Schools” by using questionnaire and observation tools. By doing this, he found the domination of traditional lecture, inappropriate curricular materials and students’ unfamiliarity with the approach. Therefore, Betel (2011) and Derebessa (2006) agreed that teachers lack the needed knowledge and proficiency to implement ALS.

In relation to data gathering instruments, Gara & Asrat (2009) used only interview. The rest used two or more data gathering tools. Furthermore, the focus of most of these researchers was mainly in some universities and primary schools of Ethiopia.

Therefore, it is clearly seen that there is a gap in the aforementioned studies. In the first place, none of the researchers have conducted research on the practice of ALS in English classes in secondary schools. In addition, the most frequently used ALS should be identified, and the main factors that affect the implementation of ALS in secondary schools should be discovered. It is with this intention that the present researcher is initiated and motivated to conduct research in one of the secondary schools of Oromia Region. The researcher believes that the implementation of active learning strategies is not satisfactory in Arboye secondary school. Based on this, conducting a research on this subject is very helpful for the school. Hence, the main concern of this study was investigating the implementation of active learning strategies in English classes focusing Arboye secondary school in Eastern Arsi Zone.

1.3 Objective of the Study

The following general and specific objectives were set to guide the study.

1.3.1 General Objective

- The general objective of this study was to investigate the implementation of active learning strategies in English language classes in Arboye Secondary School (ASS).

1.3.2 Specific Objectives

The specific objectives of the study were to:

- find out the extent to which teachers and students implement ALS in English classes;
- distinguish the most frequently used ALS in English classes;
- identify the major problems that affect the implementation of active learning strategies in English classes

1.4 Research Questions

The following general and specific research questions were expected to be answered by the study.

1.4.1 Broad Research Question

The broad research question of this study was:

- How are active learning strategies implemented in English language classes at Arboye Secondary School?

1.4.2 Specific Research Questions

The specific research questions of this were:

1. To what extent do teachers and students implement ALS in English classes?
2. Which active teaching and learning strategies are dominantly used in English classes?
3. What are the principal factors affecting the implementation of ALS in English classes?

1.5 Significance of the Study

The researcher believes that the results of this research have some important inputs for students, teachers, policy and decision-makers and other responsible bodies. For example, teachers and students become aware of the main problems of implementing ALS and try to seek solutions for them. Based on the findings and recommendation, English teachers can devise appropriate and relevant ALS and use in their language teaching.

The study can also serve as a good source of information for school administrators, students' parents, and other responsible bodies about the problems and implementation of ALS in English classes. This understanding helps all bodies how to solve the challenge of ALS implementation. In addition, the results of this study inform policy and decision- makers to

design a system of applying ALS in secondary schools. The research will also benefit other researchers as a source of information.

1.6 Scope of the Study/Delimitation

The major focus of this study was to investigate the implementation of active learning strategies in English classes. The study was designed to answer to what extent teachers and students implement ALS in their English classes, to find out ALS that are dominantly used and the main factors that affect the practice of the strategy.

The study was restricted or delimited to Arboye Secondary School which is located about 175 km away from our capital city Addis Ababa. It is found in Jeju district, Eastern Arsi Zone, Oromia Regional State. In the school, there were nearly 800 students and among them 10% were taken as sample participants together with five English teachers and two school directors. This was due to time and budget scarcity. The researcher conducted descriptive research including both qualitative and quantitative methods. Multiple data gathering tools such as questionnaire, interview and observation were also used to conduct the study.

1.7 Limitation of the Study

Understanding the implementation of ALS in all secondary schools of Arsi zone would be essential. However, due to time and finance constrain, the study focused only on ASS. Thus, the results obtained could not be fully generalized for all secondary schools in the zone.

In addition, in this study if other department teachers (natural and social science department) had been included, the result of ALS implementation would have remained the same or not. Yet this was not performed. Next, even though all respondents returned all the questionnaire paper, some of the respondents did not fill in the open-ended questions properly. However, the researcher has made great effort to diminish the effect of the limiting factors, for example, through effective interviews.

1.8 Organization of the Study

The paper of this study has been organized into five chapters. The first chapter is the introduction part. Under the introduction there are various sub-titles such as the background of the study, statement of the problem, the objective of the study, the research questions, delimitation and limitation of the study. Chapter two deals with some reviewed related literature and chapter three discusses the methodology of the study. Next, chapter four

discusses analyses and interprets the data gathered from respondents. In the end, chapter five entails the summary, conclusion and recommendation part.

1.9 Operational Definitions of Concepts

1. **Active learning:** refers to any instructional method that engages students in the learning processes. It refers to activities that are introduced into the classroom (Prince (2004: 1).
2. **Active learning strategy:** specific actions, behaviours, steps or techniques such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task used by students to enhance their own learning (Oxford: 2003).
3. **Implementation:** the act of putting a plan or system into operation such as teaching methods and strategies. “It is how teaching-learning activity put into practice in/out of the classroom by teachers/students in educational institutions” (Melese, 2011. p.7).

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.0 Introduction

In this part of review literature, the researcher has tried to explain active learning and its uses, the theories of active learning, the role of active learning strategies, the types of active learning strategies and about the major challenges of implementing AL strategies.

2.1 Active Learning

Nowadays, more emphasis is given to active learning methods than the traditional ones. Though high emphasis is given to this strategy, there are various challenges that prevent us from implementing it in the classroom setting. Even the attitude towards the understanding of these methods cannot be the same for everyone. For example, some people think that the traditional ways of instruction should be totally excluded and exciting classroom needs to be created at all. But is that possible? Felder (2009) suggests the following:

We are not about to propose that you throw out lecturing and make every class you teach a total active learning extravaganza. You know more than most of your students do about your subject, and you need to spend part of your class time teaching them what you know—explaining, clarifying, demonstrating, modelling, etc. What we are suggesting is to avoid making lecturing the only thing you do. (p. 2)

This reveals that even though we are not 100% sure that we can detach ourselves from the traditional ways of teaching and learning process, there are other methods that can be implemented in the classroom setting. Effective teaching and learning comes through utilization of various methodologies and strategies to meet the demands of students. It is believed that relevant and appropriate methodologies and strategies make learning interesting and valuable. However, there are so many challenges that prevent active learning strategies from being implemented.

According to Prince (2014, p. 1) active learning is “any instructional method that engages students in the learning processes”. This means active learning is a technique that helps learners to fully involve in the teaching and learning process. Active learning encompasses learners in a straight line. When there is an implementation of active learning strategy in classrooms, it means that almost all students are directly engaged in the teaching learning process through involving in all stages of planning, designing and evaluation.

Likewise, Bell & Kahrhoff (2006) state active learning as “a process wherein students are actively engaged in building understanding of facts, ideas and skills through the completion of instructor directed tasks and activities”(p. 35). This definition is similar to that of the previous scholar. According to Felder (2009, p. 2), “Active learning is anything course related that all students in a class session are called upon to do other than simply watching, listening and taking notes”.

In addition, other researchers show that it is possible to increase the ability of students’ learning or remembering through creating good learning environment and through applying various active learning strategies into one’s teaching. As a result, teachers are highly expected to help their learners by making them read, write, discuss and engage them in solving problems systematically (Runhse, 2010).

When educational methods make learners to think critically that means when students begin to analyse, synthesis and evaluate, we can say that active learning is taking place (Neal, 2010). This shows that the students must be active in the teaching and learning process in all aspects. Besides, students must engage in the material they study through reading, writing, speaking, listening and reflecting. However, using active learning doesn’t mean completely abandoning from the lecture method, but it does take class time. The learners themselves with the guidance of their teachers do most of the activities. Active learning should involve learners in the learning process. The core elements of AL are students’ activity and engagement in the learning process. Therefore, teachers can help their students to be active participant in different angles (Prince, 2004). English language teachers are also expected to help their students use active learning strategies in their classroom as much as possible.

Although lecture method has few advantages such as class management and teaching more contents at a time, it has several disadvantages. In this kind of teaching, teachers take the entire period lecturing (speaking) and students keep silent (listening) in the classroom. However, some researchers reveal that language skills in isolation benefit little. For example, the retention rate is found to be less. See the multidisciplinary and personal commitment approach by David Sousa (cited in Dereje, & Schippers, 2007).

Table 2.1 The Amount of Learning through Language Skills

Reading	Listening	Seeing	Seeing and hearing	Discussing with others	personal experience	Saying and Doing the real thing, dramatic presentation
10%	20%	30%	50%	70%	80%	95%
Passive Learning				Active Learning		

Table 2.2 The Learning Methods and Their Retention Rates by Freeman (2005, p. 5).

Types of learning methods	Lecturing	Reading	Audio visual	Demonstration	Discussion group	Practice by doing	Touch other immediate use of learning
Retention	5%	10%	20%	30%	50%	75%	90%
	Students Receive Information				Students Apply Their Learning		

The above tables indicate the impact of different methods on our learning. As it is seen from the tables, reading, seeing (audio-visual) and listening (lecturing) in isolation have less effect on learning or retention rate when compared to others such as discussion, practice by doing and explaining to others. Even though the percent of the two tables varies, it can be inferred that practice by doing, discussion, and immediate use of learning (explaining to others) are better ways of active learning strategies. Therefore, language teachers can select one or more appropriate and relevant active learning methods and apply in their classes.

2.2 Importance of Active Learning

Active learning has several advantages. Cuseo (1993) suggests that AL method involves learners more deeply in the process of learning course material by inspiring critical thinking and promoting the development of self-directed learning. That means it helps them to retain information, improve high order thinking, motivate and address different learning styles. Therefore, in active learning approach, the main focus is the learner and learning.

The following figure summarizes the major uses of implementing active learning strategies in the teaching and learning process.

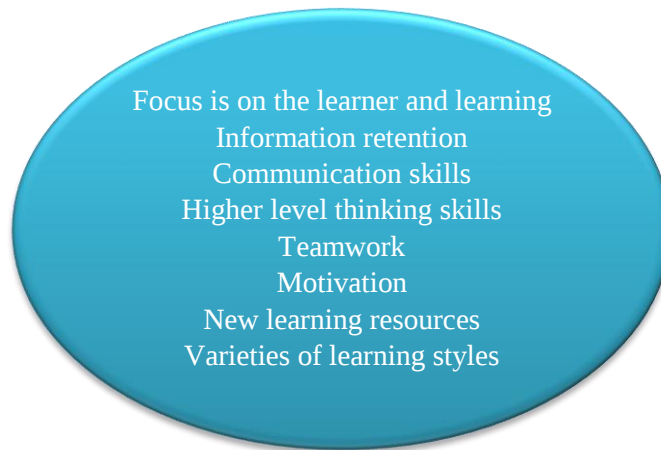


Fig 2.2 Some uses of Active Learning Approach (Freeman, 2005, p. 2).

In addition, Bonwell & Eison (1991) has identified some characteristics of the use of ALS in the classroom. These are: students' involvement in learning more than just listening, their involvement in higher-order thinking (analysis, synthesis, evaluation) and engaging in activities such as reading, discussing and writing. Greater emphasis is placed on students' exploration of their own attitudes and values. To sum up, implementing active learning strategies highly improves the quality of learning.

Thus, it is very essential to apply suitable learning - teaching strategies in either English or other classroom settings. It is essential that teachers establish good classroom environment and excitement that provide opportunities and encourage students to become active learning participants. With careful planning, teachers can create a learning environment that is conducive to their students. This environment would include use of relevant teaching strategies, accessible resource materials, and fairness by the teacher to all students, effective class management, and academically supportive student relationships. This means whenever teachers select and use suitable active teaching methods and manage their classroom, and have good attachment with their students in terms of their learning, they can create effective learning outcomes.

2.3 What is Learning Strategy?

According to Oxford, (2003) learning strategies are “specific actions, behaviours, steps or techniques such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task used by students to enhance their own learning”(p. 25). Other

scholars have defined learning strategies differently. Razi (2010) provides the following definitions for the learning strategies:

- a. *Techniques or devices which a learner may use to acquire knowledge.*
- b. *Behaviours or thoughts that a learner engages during learning.*
- c. *The special thought or behaviours that individuals use to help them comprehend learn or retrain new information.*
- d. *Operations employed by the learner to aid acquisition, storage, retrieval, and use of information.*
- e. *Mental procedures that assist learning. (p. 412)*

The above definitions have one thing in common; that is mechanism of effective way of learning. These techniques, procedures, behaviours or thought assist learners attain or retain skills or knowledge. Therefore, learners should be aware of appropriate active learning strategies that they may use. Besides, learners' and teachers' perceptions of strategies have an impact on the use of them. When both learners and teachers have positive attitude, belief, awareness and knowledge of these strategies, they try to use them in their everyday lives.

2.4 Theoretical Framework of Active Learning

It is obvious that learning occurs through doing things. This means it involves various things such as playing, working together, exploring, planning, initiating and communicating. Moreover, AL encompasses reading, writing, discussing, and listening, analysing, evaluating, thinking critically and so on.

To be clearer, it is essential to know the theoretical framework that ALS is built upon. During the last century, '*information processing*' or '*objectivism*' [often called '*traditional teacher-centred instruction*'] and '*constructivism*' [often referred as '*student-centred instruction*'] have been the two principal theories that have been commonly used to depict teaching and learning process. According to Objectivism, learning is "*a change in the learners' behaviour or in the learner's cognitive structure*". They believe that effective instruction occurs as the teacher conveys objective knowledge to the learner (Hendrien, 2014: 4; Merriam & Caffarella, 1999).

On the other hand, the foundation of constructivism was *cognitive psychology, social psychology, extensive research in education, and neurological science*. In the constructivist theory, "*learning occurs when students become engaged in activity that utilizes the content and skill they are learning*" (Bell & Kahrhoff, 2006, p. 4). It is because of the great influence of constructivism that the focus has shifted from the teacher-centred instruction to the student-centred instruction.

Rusbult (2007) points out that the theory of AL assists students by using what they know to build new understandings is effective in improving students' learning. This idea agrees with constructivists. Constructivists pay attention on how learners make sense of new information and how they construct meaning based on what they have already known. According to them, students develop new knowledge through the process of active construction. They have introduced the view that says knowledge is something that is constructed by the learners. As a result of this, the idea of active learning has trod on the constructivists' theory and become more acceptable learning approach.

2.5 Research on Active Learning Implementation

So far several foreign and local studies have been conducted concerning active learning methods. For example, Alansari (2006, p. 265) studied the “Implementation of Cooperative Learning” at Kuwait University and found that the majority of teachers had practiced cooperative learning successfully. Here, the importance of ALS through cooperation in the classroom becomes evident. In addition, Zwiers (2007) studied the “Professional Development for Active Learning in Sub-Saharan Africa at Stanford University in USA” and found that people learn more effectively when they actively use and discuss topics in practical and realistic ways.

On the other hand, Betel (2011), Derebessa (2006), Gara and Asrat (2009) and Berhanu (2014) are some Ethiopian researchers who have conducted studies on active learning (Berhanu, 2014). Betel (2011) has studied at Bulbula Secondary School under the title “Practice and Perception of Bulbula School Community towards the Implementation of Active Learning in Teaching English”. She used questionnaire, interview and observation tools to gather the required data and found that teachers use few ALS that lack variety. Most teachers have negative attitude towards active learning and lack pre-service training on active learning strategies. Large class size and lack of essential resources have been found to be other common problems.

Derebessa (2006) has studied under the title “Tension between Traditional and Modern Teaching-Learning: Approaches in Ethiopian Primary Schools”. He used questionnaire and observation tools. By doing this, he has found the domination of traditional lecture, the inappropriate Ethiopian child upbringing tradition and lack of institutional support. In addition, inappropriate curricular materials and students' unfamiliarity with the approach have been identified as problems.

Gara and Asrat (2009) also studied on “Attitude of Teachers towards the Use of Active Learning Methods at Bahir Dar University”. They used interview tool alone. The finding has indicated that teachers have positive attitude towards active learning.

In the end, Berhanu (2014) has conducted a research under the title “Teacher Trainers’ and Trainees’ Perceptions, Practices, and Constraints to Active Learning Methods at Bahir Dar University in English Department”. He used questionnaire, observation and interviews tools to gather the data. Both the teacher educators and trainee teachers were the participants. The study has found that both teacher trainers and teacher trainees use active learning methods such as pair and group work better.

To sum up, various researchers have studied the issues of active learning. Their findings, in fact, indicate that AL is useful method though different people perceive differently. Lack of AL training, resources and large class sizes are some of the problems identified. Be that as it may, most of the studies were not conducted in secondary schools. The practice of secondary school teachers and students regarding ALS needs further study.

2.6 The Role of Active Learning Strategies in Language Classes

Language, by its nature, requires interaction as it is a means of communication. If there is no interaction among students and teachers in any language classroom situation and if only teachers use much time presenting the lesson, active learning is not taking place there. It is not effective to use traditional lecture method throughout the entire periods. But selective active learning strategies give life to the English classes by motivating the learners and making them more active and productive learners. If AL is not implemented in the language classes, students hardly retain information. They forget soon what they have learnt. In contrast, if students learn by doing, speak, write, read and discuss in their classes, they think critically, take responsibility and solve problems by themselves. In general, using ALS is very essential in improving learning in language classes (Freeman, 2005).

2.7 Some Types of Active Learning Strategies

There are several types of ALS that enable teachers to select and use in their classrooms. For example, teachers can use ALS such as quizzes, interactive lecturing, questioning, in-class writing exercises, discussion, classroom assessment techniques and pair work which are low-risk ALS. On the other hand, they can also use ALS such as whole class discussion, debates,

role playing, case studies, games, and experiential learning (field work) which are complex ALS.

In addition to this, brain storming, group discussion, pair work, role play, cooperative learning, problem solving, fish bowl, classroom assessment technique (CATs), jigsaw, teamwork, questioning purposefully, in-class writing exercise, drama, peer survey, and round-table are among the very useful ALS that teachers and students can use in their classes. These active learning strategies are practised individually, in pairs, in groups or in cooperative student project forms. The choice depends on the topic and the purpose teachers and students have (Neal, 2010).

The aforementioned active learning strategies have great advantages regarding engaging students in their learning. Some of these strategies are discussed below.

2.7.1 Cooperative Learning *versus* Group Work and Pair Work

Group work and pair work help learners become active participant in their classes. In these kinds of ALS, students answer questions freely without any frustration. Introvert or shy learners can get better opportunity of participating. The strategies allows every student get the chance of speaking, sharing ideas and information, developing the skill of working with others and so on. (Frawly & Lemke, cited in Michael & Modell, 2003).

Whereas cooperative learning helps to reduce competition from the classroom by focusing on a group performance more than individual performance. It enhances students' learning and develops students' social skills like decision making, conflict management, and communication (Gleason et al. 2011). Collaborative learning activities (team, peer, or group) help students learn actively. According to Silberman (1996), the best collaborating method promotes students not only to learn but also to teach each other. Moreover, this strategy is very helpful for fast and extrovert learners. It gives the opportunity of using their natural skills.

2.7.2 Discussion

Discussion is an excellent way to engage students in thinking and analysing or in defending one side of an issue, rather than listening to lecture. Students need to respond to one another rather than interacting intellectually only with the teacher. So, when students discuss one another, they become active participant, not passive.

2.7.3 Writing in Class, Just-in-Time Teaching (JiTT) and Brainstorming

Writing in class is another new important strategy that can be implemented in the classroom. It incorporates different writing activities such as keeping journals, focusing thoughts on a particular topic, summarizing a lecture or assigned reading, or composing an essay describing the solution to a problem presented in class.

Furthermore, just-in-Time Teaching (JiTT) is a way of engaging students in course material before class and preparing them to come to class and participate actively during class. Brainstorming is another ALS that enables learners to bring their prior knowledge to the current topic and react to it. Through brainstorming, learners can generate various ideas from the given topics (Gholami, V. 2014).

2.7.4 Role Playing

In role playing students are asked to act out a part. In doing so, they get a better idea of the concepts and theories being discussed. Role play or simulation creates effective learning as well as cognitive understanding. In this technique, teacher creates the situation to be played and makes classroom conducive and learner should take time to prepare and play the roles. Role-playing and simulations in class can be excellent ways to engage students. A well-constructed role-playing or simulation exercise can emphasize the real world and require students to become deeply involved in a topic.

2.7.5 Mind Mapping, Debating and Jigsaw

Mind mapping is another important ALS that can be used in English language classes. It is used to activate prior knowledge or review content. Students put a key word in the centre of a clean piece of paper and place related words around the key word. Debating can also be a very useful strategy for engaging students in their own learning and improve their oral communication skills. It enhances students' promoting logical thinking, increasing oral communication skills, and motivating students (Bonwell & Eison, 1991).

Another helpful ALS in language classes is the jigsaw technique. In jigsaw technique, the class is divided into several teams, with each team preparing separate but related assignments. When all team members are prepared, the class is re-divided into mixed groups, with one member from each team in each group. Each person in the group teaches the rest of the group what he or she knows, and the group then tackles an assignment together that pulls all of the pieces together to form the full picture.

2.7.6 Fish Bowl, Classroom Assessment Technique (CATs) & Questioning Purposefully

The fish bowl, classroom assessment technique (CATs) and questioning purposefully are also other important active learning strategies. In fish bowl technique, students jot down several questions from what they are learning and deposit them in a fish bowl. After that either teacher answers the questions to their students or the class students themselves will answer the questions. By doing this, they get the opportunity of asking questions which is desirable active learning strategy and get clarification of more difficult lessons. Questioning purposefully and CATs share similar activities. However, teachers daily assess their students in the classroom using formative assessment methods in order to check their students' understanding of the topic and identify their strengths and weaknesses in CATs strategy. Whereas in questioning purposefully, either teacher ask questions to students or students to other students or students ask to their teachers. This is done intentionally to maximize students' participation and promote their critical thinking. The questions raised by teachers arouse students' knowing curiosity, evaluate students' knowledge, skills and attitude, and make them prepare for exams. Questions raised by students motivate the interaction between teachers and students, connect to the course contents, improve the cooperation of teachers and students, and increase the participation of all students. To achieve these, the questions should be balanced inviting all kinds of students- fast, moderate and slow (Gholami, V. 2014).

To sum up, there are various active learning strategies which play a significant role in improving students learning. As students have different learning styles, teachers should select appropriate ALS and implement them in their language classes.

2.8 Challenges in the Implementation of Active Learning Strategies

So many things can affect the implementation of active learning strategies. Most of these factors come from the teachers, students, the school administration, and the school environment. Even though their degrees vary, there are also other factors that affect the implementation of active learning methods. For instance, the economic states of the society, the development or civilization level of the country could be one factor.

2.8.1 Challenges from Teachers and Students

Regarding teachers and students, one reason could be having less awareness of these strategies. There are ample types of ALS; however, they seem not to be practised either in

classroom or outside the classroom. This may be because of both teachers 'and students' less perception of the strategies. Even they may not be interested in them due to several factors. To illustrate, some ALS require both teachers and students to prepare well. If teachers have no adequate time to do so, they may not be interested on them. If teachers lack classroom management skills and if students also have less interest in their learning, using various active learning strategies might be more difficult. Therefore, implementing these methods requires strong commitment and effort both from teachers and students. If they do so, they can solve one kind of problem regarding ALS. "Many things can be done to create a context for teaching, but it is teachers themselves who ultimately determine the success of a program" (Richards, 2001, p. 209). Having said this, the scholar amplifies the role of teachers. Unless we reshape ourselves to the contemporary, innovative and effective style of teaching and learning methods, it is very difficult to bring concrete change in our students' real life. Therefore, if teachers lack the necessary awareness, perception and commitment about active learning strategies, they may fail to implement them.

In addition to this, students may show negative attitude towards these methods. For example, they may not like working together. They could lack the necessary skills of discussing, speaking, reading and writing.

2.8.2 Challenges in Relation to the School Environment and Teaching Resources

Richards (2001, p. 210) points out, "Quality teaching is achieved not only as a consequence of how well teachers teach but work environments that can facilitate good teaching." In addition, teaching and learner related factors also have a great impact on the quality of education. Richards (2001) adds the following:

Schools may vary in the equipment they possess. Some schools make extensive investments in, for example computer, internet accesses, plasma TV, photocopier machine, LCD, and so on, but others may not. Where such investment is lacking; there may be a negative impact on teaching (p. 209).

From this, it can be understood that active learning needs various resources in schools. Unless schools equip with the necessary resources, active learning might be hindered. So, these and other problems such as large class size need to be considered.

To put it in a nut shell, active learning is a big issue that everybody should discuss. Through using effective and variety of active learning strategies, we can bring a positive and meaningful change in the teaching and learning process. However, it would appear that most teachers and students lack the use of various active learning strategies in their classrooms.

This indicates that there are several challenges that impeded them not to implement the strategies. Unless ALS is practised in/out of the classroom, students' learning won't be effective. Therefore, all responsible bodies are expected to work hard to solve the problem.

CHAPTER THREE: METHODOLOGY OF THE STUDY

3.0 Introduction

This chapter explains about the research design and methodology. That means the research type and design, sampling procedure, data collection instruments, data collection procedure, data analysis and ethical issues were discussed briefly.

3.1 Research Design

The study aimed to investigate the implementation of active learning strategies at Arboye Secondary School in Arsi, Oromia Regional state. The specific purposes were to find out the extent to which teachers and students implement ALS in English classes, distinguish the most frequently used ALS in English classes, and identify the major problems that affect the implementation of active learning strategies in English classes.

Therefore, in order to describe the problem clearly descriptive survey research type was employed. This was chosen because it helps the researcher to describe the current status of the study area and gather adequate information from many people. According to Koul (1996:405) descriptive survey research type is particularly used when one needs to understand some particular information and describe the characteristics of a particular individual, group or situations. Therefore, in order to describe the implementation of ALS in English classes at ASS and find out the problems rooted in the school, the researcher used descriptive research type.

In terms of research design, the researcher used mixed methods (quantitative and qualitative methods). According to Creswell, J. W (2009), these methods use both open- and closed-ended questions multiple forms of data drawing on all possibilities statistical and text analysis. Thus, the researcher believed that mixed methods had significant value to examine the issue of active learning problems rooted in Arboye secondary school. The type of mixed method used was concurrent type. Creswell (2009) stated that in concurrent design, the researcher collects both the quantitative and qualitative forms of data at the same time during the study and then integrates the information in the interpretation of the overall results. As a result of this, the present researcher used this design so as to collect the quantitative and qualitative data during the study and integrated the information in the interpretation of the overall results.

When the data were collected, the questionnaires took more time than interview and observation qualitative questions. It also took more time during the interpretation of each quantitative question. But explaining the interview questions thematically did not mean easy. The researcher of this study believed that all the used data gathering tools were equally helpful to identify the problems of ALS implementation in ASS.

3.2 Sampling Procedure

The following sub-section deals with the technique used for sampling the site and the participants of the study.

3.2.1 Research Site

The selected area for this study was ASS which is found in Jeju district, Eastern Arsi Zone, Oromia Regional State. The study site was selected purposefully. This was done intentionally because it is the place where the researcher works and the problems were selected. That helped the researcher to observe the problem in detail and gather the data from the representative samples easily.

3.2.2 Population

The population of this study were 800 students from all grade levels (470 male and 330 female students), five English teachers and two school administrators. That means the total number of students in the school was 800. Among 470 male students, 240 of them were grade nine and 230 of them were grade ten students. Among 330 students, 220 of them were grade nine and 110 of them were grade ten female students. Therefore, in terms of their grade level, there were 340 grade ten and 460 grade nine students. The numbers of teachers and directors were five and two respectively. From the above students, 80 students (10%) were selected as sample participants. Moreover, five English teachers and two school directors were included as participants. The researcher believed including these participants was reasonable and logical to investigate the problem as these participants are directly associated to the mentioned problem.

3.2.3 Sampling Technique

As it is indicated earlier, from the total 800 students ten percent that means 80 (47 males and 33 female) students, five available English teachers, and two directors were taken as participant samples for the study. This is because the researcher believed this helps to investigate the problem of implementing ALS in-depth through qualitative and quantitative

research methods. As both teachers and students often face active learning problems in their teaching and learning process, it was essential to gather information from these participants.

Since the population had two groups in terms of their grade level and sex, the researcher used the stratified simple random sampling technique to decide the sample participant of each group. Cohen, L., Manion, L. & Morrison, K. (2007: 111) state that stratified sampling involves dividing the population into homogeneous groups, each group containing participants with similar characteristics. In order to represent eight section of grade nine, 46(24 male and 22 female) sample participants were chosen using the lottery system. Likewise, from six sections of grade ten students, 34 (23 male and 11 female) students were selected using the same method.

With regard to teachers and school principals, five teachers and two directors were selected using available sampling technique. Available sampling techniques are used to select a sample based on small numbers. According to Vanderstoep and Johnston (2009:49), “availability sampling involves selecting people who are available or convenient for the study”. That is why, the researcher selected teachers and school directors using the indicated technique.

3.3 Data Collection Instruments

To gather the needed information from the sample participants, the researcher used three types of data collection instruments in this study. These were: questionnaires, interview and class-room observation.

3.3.1 Questionnaire

According to Kothari (2004) questionnaire is the heart of a survey operation. Therefore, questionnaire was used as the main instrument of data collection for this study as it allows gathering information from large number of participants in a short period of time (Cohen et al, 2007). Thus in the questionnaire, both open-ended and closed-ended questions were included. The closed-ended questions had five item Likert scale categories whereas the open ended items were meant to provide ideas freely for subjects. Finally, two types of questionnaires having related items were prepared for teachers and students on the bases of literature review and the research problem.

In each questionnaire, the first part of the questionnaire aimed at getting factual information. The second part entailed some behavioural questions. Behavioural questions help to find out information about the habit, experience, and actions of respondents (Dornyei, Z. 2007: 91).

80 students and five English teachers filled in the questionnaire and returned it back. The open-ended questionnaire enabled respondents to state their feeling without any limitations. The teacher questionnaire was prepared in English language as all teachers were able to understand the concepts of each question. However, for clear understanding, the researcher translated the questions for student sample participants into their mother tongue-Afan Oromo and Amharic.

The two groups or types of questionnaires were administered to teachers and students on two consecutive days. First, teacher questionnaire was administered at teachers' staffroom in ASS. The next day, student questionnaire was administered at ASS compound. Of the distributed 85 questionnaires all of them were collected due time.

This was done intentionally in order to know the characteristics of each teacher. Knowing the characteristics of teachers may help one to identify the impact it has on the practice of ALS. For example, teachers' good qualification and teaching experience has positive effect for classroom management and implementation of ALS. Balance number of male and female teachers also motivates both male and female students in the classroom. On the contrary, if teachers teach in large classes and have high teaching load, it has negative influence in practicing active learning. Therefore, the classification of teachers as such was useful.

3.3.2 Interviews

An interview was another instrument the researcher used. Interview helps to get in- depth information both from the teachers, school directors and students on their practice of active learning and the challenges of implementing it. This instrument was used to collect the data because it allows generating enough details when it is used in line with other data collection instruments like questionnaires time (Cohen et al, 2007). Semi-structured interview was used as it enables the researcher make the questions flexible and gives freedom of expressing ideas to the interviewee. Therefore, the researcher believed that this helps to get information that may not be obtained through other data gathering tools.

3.3.3 Observation

Using several methods of data collection in any study of some aspect of human behaviour can be termed as triangulation (Cohen, et al, 2007). Direct observation was used to triangulate and crosscheck the results of interview and questionnaires. Direct observation requires the presence of the observer. In addition, the role taken by the researcher was non-participant observation and the presence of the observer was overt that means the researcher

takes up a visible role in the school. Morrison as cited in (Cohen et al, 2007: 397) states, “Observation enables the researcher to gather data on the physical environment, the characteristics of the groups being observed, the interactions that are taking place, the resources, etc.”. Thus, the researcher used structured observation because structured observation is considered appropriate in descriptive studies. In addition, non-participant observation was selected because as the researcher observed without any attempt on his part to experience through participation what others feel (Kothari, 2004).

The researcher observed directly the setting, actions, interactions and relationships by preparing observation checklist beforehand. This is because the researcher wanted to collect data that could be used to triangulate and crosscheck the other data gathered easily and to see the situation in different aspect. Facts such as the number of students in a class and the teaching materials being used were observed. Some events that happened in the classroom, for example, the amount of teacher and student talk, the amount of conversation and group collaborative work were observed carefully.

3.3.4 Checking the Validity and Reliability of the Instruments

It is very necessary to give careful attention to reduce the threats of validity and reliability throughout a piece of study even though one can never eradicate it completely from any research (Cohen, et al, 2007. Both reliability and validity are very necessary things in research. Although reliability is insufficient condition for validity in research, it is a necessary precondition for validity. Generally, validity and reliability are important prerequisites for both quantitative and qualitative research.

Validity can be expressed as the degree to which an instrument measures what it is supposed to measure (Kothari, 2004). Reliability is about the consistency or dependability of an instrument. When a research is repeated on the same sample and gives the similar result, it is possible to say that there is high reliability.

Accordingly, first, to ensure validity of instruments, the researcher developed each tool under the guidance of the advisor. Some experienced teachers who teach in Arboye Preparatory School also made comments on each instrument. Moreover, in order to check the appropriateness of instruments and procedures of data collection, the researcher employed a pilot study on 30 students and two teachers before the actual data collection instruments were administered. The sample participants for the pilot study included 18 male and 12 female students from both grade nine and ten classes in the same school. These

students were not included in the actual sample of the study. The samples were well informed about the objective of the pilot test as well as how to fill in the questionnaire.

Second, having taken any necessary comments from co-workers and the students who took the pilot test, some modifications were made. Among 48 items of the questionnaire, four items were removed and slight correction was made on some other items. The researcher attempted to check reliability and validity of the tools carefully and administered 44 items to the actual sample participants.

Table 3.1 Questionnaire Reliability

Variables	No of items	Cronbach's Alpha
The extent to which teachers& students implement ALS	14	0.710
The frequency of implementing active learning strategies	18	0.735
The main problems that affect the implementation of ALS	12	0.709
Total	44	0.711

In this study, the reliability of the questionnaire was determined statistically by computing the Cronbach Alpha reliability coefficient by using SPSS 20.0 Program. According to the pilot test, the reliability coefficient of the instrument was found to be 0.711 (71.1%). Thus, the instrument can be considered reliable because statistical literature recommends a test result of ≥ 0.60 as reliable (George & Mallery, 2003).

3.4 Data Collection Procedure

The researcher implemented several steps in gathering the data that was used in the study. In the first place, various related literatures were reviewed to get sufficient information on the topic. Next, objectives and research questions were developed. Then, the researcher developed data gathering instruments and piloted them. The data gathering instruments were constructed by the researcher based on the literature review and some of them were adapted from other sources such as Berhanu (2014).

After that, the researcher administered the pilot test for 30 students and two teachers. Having made some modifications and corrections, the researcher developed the final questionnaire and administered it. Then, an interview was carried out by the researcher with the permission and willingness of the participants. Finally, the researcher observed five teachers two times each in ten classes.

3.5 Data Analysis

The data gathered using quantitative and qualitative methods were analysed both quantitatively and qualitatively. The information gathered through closed-ended items from the questionnaires were encoded, tabulated and analysed using descriptive statistics or numerical analysis such as percentages, frequency and mean. The additional information gained from interview and class observation was also coded, categorized and identified in order to support the qualitative data. Since teachers were small in number, the researcher tried to analyse them according to their numbers.

With regard to students, the data were analysed in terms of frequency, percentage and mean scores. Item scores for each category were arranged under five rating scales. The value of each rating scale was *Strongly Agree* = 5, *Agree* = 4, *Undecided* = 3, *Disagree* = 2 and *Strongly Disagree* = 1. For the purpose of convenience, the scores for each rating scales were analysed by reducing them into three categories i.e. *Agree*, *Undecided* and *Disagree*. To identify the most dominant ALS used in English classes, the researcher applied other rating scales. These were 5=*Very frequently*, 4=*frequently*, 3=*Sometimes*, 2=*rarely*, and 1=*Never*. In addition, in order to find out the most serious factors that affected the implementation of ALS, the researcher used four rating scales. These were: Most serious=4, Serious=3, Undecided=2, and Not serious=1. However, for the convenience of the analysis, the rating scales were categorized into three: *Not serious*, *Undecided*, and *Serious*.

Here, with regard to rating scales Kothari (2004) says, ‘‘In a Likert scale, the respondent is asked to respond to each of the statements in terms of several degrees, usually five degrees (but at times 3 or 7 may also be used) of agreement or disagreement’’ (p.86). The researcher mainly aimed to check whether the above 12 items were serious or not. Therefore, he believed that four rating scales were adequate for the respondents in order to identify the *most serious* and *serious* problems. If the respondents thought that the items have no problems, they could answer by saying ‘*Not serious*’. That was why the researcher preferred four rating scale rather than five.

3.6 Ethical Issues

When conducting this research, the researcher was aware of any essential research ethics because research ethics play a great role in facilitating the process of data gathering procedures. Therefore, the researcher tried to contact all students and teachers who were responsible to fill in the questionnaire and answer the interview questions logically. Before conducting the interview, all samples (teachers, students and school directors) were asked their informed consent to give their view regarding the interview guide. All in all, the communication was friendly and free from any harm or threat of personal wellbeing. The identity of the respondents was kept confidential.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter deals with the presentation, analysis and interpretation of data collected using questionnaire, interview and observation. To this end, the chapter has four sections. The first section deals with respondents' background information. The second section treats the data from teachers' questionnaire and interview. The third section deals with the data gained from student questionnaire and interview. The fourth section deals with the observation data.

4.1 Background Information of Respondents

This section deals with respondents' background information like sex and grade level.

4.1.1 Background Information of Teacher Respondents

The data for teachers' background such as sex is given in Table 4.1 below.

Table 4.1 Teachers' Sex, Teaching Experience, Qualification, Teaching Load and Class

Variables	Characteristics	Frequency	%
Sex	Male	5	100
	Female	-	-
Qualification	Diploma	-	-
	First Degree	5	100
	Master's Degree	-	-
Teaching load	6-10	-	-
	11-15	1	20
	16-20	4	80
	21-30	-	-
Class Size	31-40	-	-
	41-50	1	20
	≥51	4	80
	1-10	2	40
Teaching Experience	11-20	1	20
	≥21	2	40

As one can see from the above table, items were included in the questionnaire to obtain data on teachers' sex, qualification, teaching load, class size and teaching experience.

As for the data from the table, all teachers had their first degree and most teachers (*three teachers out of five*) had more than 10 years' experience of teaching English. Having long experience and receiving first degree training in the university might help high school teachers how to improve classroom management, identify students' learning styles, assess them and use various active learning strategies.

The characteristics of the respondents in terms of sex revealed that all teachers are males. From this, one can understand that there were no female English teachers in Arboye secondary school. This could have negative impact on female students on their motivation.

On the other hand, except one teacher, the other four teachers have work load of 16-20 and almost all teachers (*four out of five teachers*) have been teaching classes which have a large number of students. This depicts that teachers can face several challenges regarding the implementation of ALS, assessing students regularly, handling all students easily, and identifies their learning style in their classrooms.

4.1.2 Background Information of Student Respondents

Table 4.2 Sex, Age and Grade Level of Student Respondents

Variable	Characteristics	Frequency	%
Sex	Male	47	58.8
	Female	33	41.3
Grade Level	9 th	46	57.5
	10 th	34	42.5

Here, the characteristics of students in terms of their sex and grade level were shown. Classifying in such way might help one realize how students were grouped into various homogeneous groups in accordance with sex and grade level. In order to investigate the implementation ALS, representative students should have been taken from each sex and grade level. That is why the researcher classified the student respondents in such a way.

This table reveals that about 47(58.8%) students were males and 33(41.3%) students were females. So from this, it can be understood that the number of male students was a little more than that of girls'. With regard to grade level, 46(57.5%) were grade nine and 34(42.5%)

were grade ten students. This shows that the number of grade nine students a little bit exceeds that of grade ten students.

4.2 Data on the Implementation of ALS from Teacher Questionnaire and Interview

This section deals with the data gathered from questionnaire and interview from teachers in terms of the extent to which they implement ALS, the dominant used ALS and the main factors that affect the implementation of active learning strategies.

4.2.1 Teachers' Response Regarding the Extent to Which They Practise ALS

The fundamental concentration of this study was to investigate the implementation of active learning strategies in English classroom setting at ASS. In order to achieve this goal, the researcher administered questionnaires having 44 items to Arboye secondary school teachers regarding the implementing of ALS in English classes. Their responses on the first 14 items have been summarized in Table below.

Table 4.3: Teachers' Response Regarding the Extent to Which They Implement ALS (n=5)

№	Items	SA	A	U	D	SD	T	M
		f	f	f	F	f	f	
1	I practice various ALS in English classes successfully.	0	0	0	2	3	5	1.40
2	I use adequate teaching aids such as audio-visuals, pictures, photographs, charts and other resources.	0	0	0	2	3	5	1.40
3	I use lecture method in English classes less.	0	0	0	2	3	5	1.40
4	I give all my students the opportunity of writing or speaking.	0	1	1	2	1	5	2.40
5	I assess students continuously by preparing some questions.	1	2	0	2	0	5	3.40
6	Students prefer their teachers' lecture to other methods.	3	2	0	0	0	5	4.60
7	There are adequate resources for using ALS in our classes.	0	0	0	1	4	5	1.20
8	Students' classroom engagement in asking, discussing, and writing, and debating is satisfactory.	0	0	0	3	2	5	1.60
9	In the classroom, I let students prepare questions and ask their teachers or other classmates.	1	2	0	1	1	5	3.20
10	I often invite my students to brainstorm or generate ideas about the new topic they before I present it.	1	1	1	2	0	5	3.20
11	In cooperative learning, all students take responsibility and work together effectively.	0	0	1	2	2	5	1.80
12	I make my students get prepared a new topic before the class and make them actively participate	1	0	2	1	1	5	2.60
13	I give different writing activities /keeping journals, summarizing the main points of a lecture	0	1	0	2	2	5	2.00
14	I encourage students having different learning styles	0	1	0	2	2	5	2.00
G. Mean								2.3

As can be seen from Table 4.3, the mean value of teachers' responses on items 1, 2, and 3 was (1.4) which is nearest to the answer "Strongly Disagree". All teachers disagreed on the ideas which say "the practice of ALS in English classes is satisfactory" (item 1), "I use adequate teaching aids/resources" (item 2), and "I use of lecture method less" (item 3). No one agreed on these ideas.

From this it can be concluded that the practice of ALS in English classes was unsatisfactory. Active learning does not mean making students just receive information passively. They must be involved in processing the information being presented by the teacher. However, the experience of teachers had shown that they frequently used the traditional teaching method -the lecture. They hardly practiced other types of ALS such as JiTT, questioning,

brainstorming, and discussion in English classes in order to meet the need of students having different learning styles. They never used adequate teaching aids, as well.

Item 6 which had mean value (4.6) was related to item 3. It says, “students prefer their teachers’ lecture to other teaching/learning methods’. Its mean value (4.6) was nearest to strongly agree. Item 3 says “my use of lecture method in English classes is less”. It had mean value of (1.4). That means it is nearest to the response “Strongly Disagree”. Even though the mean value of item 6 is nearest to “Strongly Agree” and that of item 3 is nearest to “Strongly Disagree”, the two items have the same concept. Both teachers and students preferred the lecture method.

Item 7 has also connection to item 2. It says, “There are adequate learning resources for using active learning strategies in our classes”. The mean value of teachers’ response on this item was (1.2). Nearly all teachers strongly disagreed on this idea. Item 2 says, “I use adequate teaching aids such as audio-visuals, pictures, photographs, charts and other resources”. It had mean value of (1.4). Most teachers disagreed on this idea. This revealed that there had been scarcity of learning resources for using active learning strategies in English classes.

With regard to teaching resources, Richards (2001) has stated that the deficit of teaching equipment can negatively influence once teaching. Thus, wherever there is no adequate teaching resources and teachers often use the lecture method, getting exciting English classroom is unthinkable. If there is no exciting English classroom, students cannot be motivated and engaged in their learning.

Here, it can be deduced that both students and teachers had ample problems in practicing active learning strategies in their classes. They had kept on using the traditional teacher dominated teaching or learning method –the lecture. The classroom observation had depicted that almost all teachers did not practise ALS in their classes. For example, teachers never used brainstorming, debating, role plays, drama, in class-writing and so on. They tried to practise pair work and group discussion but not effective. Most students in the group did not take part in the discussion.

Item 4 says, “I give all my students the opportunity of writing or speaking during my lecture every 15 minutes for about two or three minutes”. The mean value of teachers’ response on this item was (2.4). This value is nearest to the response “Disagree”. The classroom observation and interview made by the researcher also confirmed this fact. Most teachers

had no sufficient time to make every student speak or write about what they have been teaching. However, several researches have depicted that the core elements of AL are doing and reflecting about what they are doing.

Item 5 asked whether English teachers have the experience of assessing their students continuously by preparing effective classroom questions or not. The mean value of teachers' responses (3.4) approaches to the response "Undecided". By the same token, item 9 and 10 have the same mean value (3.2). This means their response value is closest to the response "undecided. Item 9 says, "in the classroom, I let students prepare questions and ask their teachers or other classmates". Whereas item 10 says, "I often invite my students to brainstorm or present their prior knowledge and generate ideas about the new topic they will learn before I present it". Here most teachers couldn't decide on these items because probably they rarely used the strategies in their classes. And during the interview session, the teachers explained that the negative attitude and poor background of their students prevented them from doing this.

The classroom observation of the researcher also had shown that there was an attempt of making students ask questions but it was not adequate. However, through questioning students reflect their understanding and maximize participation and motivate in their learning. It also paves way to teachers to assess and evaluate the progress and understanding of their students from time to time.

Item 8, 11 and 13 have similar ideas. They ask the experience of students in terms of working cooperatively, discussing, writing, debating and taking part in their learning. The mean values of teachers response (1.6), (1.8) and (2.0) are almost nearest to the answer "Disagree". From this, it can be easily understood that students did not practise active learning strategies in English classes. Thus, not engaging in learning through discussing, asking, speaking, writing, debating and so on meant that they were not maximizing their high order thinking skills.

In the end, on item 14 teachers were asked whether they have the habit of giving attention to students with different learning styles or not. Most teachers disagreed on this question. Teachers' mean value is just (2.0). Teachers' mere dependence on using the traditional teacher-centred teaching method might have hindered them from giving great attention to students who have various learning styles.

In general, the overall mean value of teachers' response (2.3) which is nearest to "Disagree" indicates that the experience of teachers' on implementing ALS was less. Teachers' responses to the closed ended questions and interview also confirmed that active learning strategies in English classes were not fully being implemented.

Almost all teachers, students and school directors agreed on the idea of the implementation of active learning strategies in their school to be unsatisfactory. During the interview session, English teachers forwarded various points. For example, an English teacher coded as T₁ said the following:

To my mind active learning strategies are absolutely essential for our students. But I don't think that this method is being practised in our school. This is because of various problems.

One big problem is that most students are not in their right level. You can see huge gap among students. The majority of our students have negative attitude and poor background knowledge in their learning. What can you say when you find high school students who cannot write the English alphabet, their names and even a single English sentence about themselves? Yet most of our grade 9 and 10 students cannot perform this. On the other hand, absenteeism and cheating in exams are being considered as legal right of students in our school, which is a great disease for the quality of education. So, when you have such kinds of students in your school, how can you implement active learning strategies in the classroom? Do you keep up teaching the high school English courses or start teaching the English alphabet of the primary course? No matter how clever you are, you can't practise ALS easily in this situation.

Interview (T₁, March 25, 2016)

From this one can easily understand that because of the poor background knowledge, absenteeism and cheating in exams, students have not shown the required involvement in their learning.

Another English teacher (T₁) added the following during the interview session:

I have positive attitude towards the use of ALS. However, so many things hinder me from implementing it. For example, students' English textbooks never match our students' level. The books have wider reading passages, listening texts, too many new words, and other language patterns. But most of our students are not in their right level. This means, there is great mismatch between our students' level (interest) and the contents of the textbooks. In order to practise ALS, the level of our students must match with the contents of the textbooks.

With regard to teachers, most teachers have less commitment in practicing ALS in their classes. This is because they teach in a large class, over 65 students and work against shift. They must tutor students according to their levels. They should also participate in various department duties. Beyond this, teachers' monthly income is forcing them to find other ways of improving their lives to

fulfil their basic needs. Generally, teachers are busy people having great burden. As a result of this, most teachers have less commitment in practicing active learning strategies.

Interview (T₂ March 28, 2016)

The above comment reveals that the mismatch of the contents of high school English textbooks and students' level of knowledge does not allow teachers to implement active learning strategies in their classrooms. In addition, large class and teachers' work load and life burden have not permitted them to have good commitment and preparation for ALS implementation.

On the other hand, the third teacher (T₃) said the following:

I personally prefer active learning methods for my students. Nevertheless, our experience of practising ALS is very poor. There are different reasons that prevent us from implementing ALS in English classrooms. One reason is that teachers' inadequate training on the strategies. We have less training on various active learning strategies. There is less experience sharing programmes among teachers and students in our district. Due to this fact most teachers, including myself, have less preparation on how to practise ALS.

*On the other hand, the deep respect and admiration of teachers in our surrounding seems declining. Most people evaluate you not depending on the knowledge and contribution you have but depending on the money you have. In addition, students' negative attitudes towards learning have brought scary effect on teachers' commitment. Thus, most of our teachers seem less content with their work. **Interview (T₃, April 2, 2016)***

Here it, is possible to conclude that teachers' training, experience and commitment to implement active learning strategies was very low. The negative attitude of students towards their learning and the less respect of teachers also prevented them not to implement various active learning strategies in their classrooms.

The other teacher interviewee (T₄) also pointed out the following:

Active learning strategy is good for our students. It has so many advantages. The problem is, it is not being practised in our school. I sometimes practice ALS such as pair work and group discussion in my classes but it is not adequate. All in all, my experience of implementing ALS is unsatisfactory. This is because of different reasons. In the first place, our school has great scarcity of resources. There are no adequate library equipment, computers, drawing papers, parkers, ink and the internet access. This has its own impact on the implementation of active learning strategies. If we need to implement ALS in our classes, the school should have adequate resources.

The second great problem is that the attitude and situation of the surrounding society towards education and their children. Most parents of our students have less attitude towards education. This can be confirmed by their less follow up

of their children when they are absent from school for too many days. And many parents do not come to school meeting and discuss about learning issues. Very few parents support their children on their learning. The others are pessimist about their children in terms of learning.

Interview (T₄, March 21, 2016)

From the above interview response, it can be realized that inadequate teaching resources and the negative attitude of the surrounding society and students' parents in controlling their children and supporting the school had its own negative influence on implementing ALS.

Finally, the school director (D₁) forwarded the following comments during the interview time:

In our schools, implementing active learning strategies is our responsibility as it has so many advantages for our students. But we have different problems to achieve this. The first problem is lack of facilities. The facilities that you see in city students, you cannot see here. For example, there is no any kindergarten school here in our town. Parents never send their children to such kind of schools. There is no additional weekend and night language schools. So, students have no opportunities of practicing the English language out of their school. The attitudes of the surrounding society towards education seem very less. The poor background of students and their negative interest is another great problem. So, this and other problems have their own influence on the actual English classroom settings to implement ALS.

Interview (D₁, April 7, 2016)

The above comment depicted that the lack of school facilities, the negative attitude of the surrounding societies and students' parents and students' poor background were the main problems that impeded teachers from applying active learning strategies in their classrooms.

To sum up, all teachers and the school director agreed that active learning strategies were not implemented in English classes. The experience of teachers in practicing active learning strategies was inadequate. This was because of various factors. The poor background of students, the scarcity of teaching resources and the negative attitude of students and their problems were some of the reasons that impeded ALS implementation.

4.2.2 Teachers' Response Regarding the Dominant ALS Implemented

In the following table, teachers responses with regard to the active learning strategies dominantly used were summarized. Teachers were asked to rate how frequently used the indicated 18 active learning strategies in their English classes. The rating scales used are: 5=very frequently, 4=frequently, 3=sometimes, 2=rarely, and 1=never. Next the data were analysed in terms of their mean value.

Table 4.4 Teachers' Response Regarding the Dominant ALS Implemented (n=5)

No	Items	1=N	2=R	3=S	4=F	5=VF	Total	Mean
		F	F	F	F	F	F	
1	Pair work	0	0	2	2	1	5	3.80
2	Individual work	0	1	1	2	1	5	3.60
3	Group discussion	1	1	1	1	1	5	3.00
4	Just in time teaching /JiTT/	1	1	2	1	0	5	2.60
5	Debating	1	2	2	0	0	5	2.20
6	Role playing	1	2	1	1	0	5	2.40
7	Lecture	0	0	1	2	2	5	4.20
8	Brainstorming	1	1	3	0	0	5	2.40
9	Jigsaw	1	3	1	0	0	5	2.00
10	Interactive Lecture	1	1	3	0	0	5	2.40
11	Drama and Game	2	2	1	0	0	5	1.80
12	Presentation	0	3	1	1	0	5	2.60
13	In-class writing exercise	1	2	1	1	0	5	2.40
14	Cooperative learning	0	2	2	1	0	5	2.80
15	Mind map or webbing	0	2	2	1	0	5	2.80
16	CATs	2	1	1	1	0	5	2.20
17	Questioning purposefully	0	1	2	1	1	5	3.40
18	The Fish Bowl	2	2	1	0	0	5	1.80
G. Mean								2.68

The frequency and mean value of Table 4.4 depicts that lecture method (4.2), pair work (3.8), and individual work (3.6) were the most frequently used learning strategies. According to the teachers' response, questioning purposefully, group discussion, mind map, collaborative learning, and presentation and just in time teaching (JiTT) were sometimes used by the teachers. Researcher's classroom observations also confirmed that teachers used the questioning and discussion strategies to some extent but they couldn't use other methods. Most teachers prefer using the traditional method of teaching-the lecture. Even though teachers' responses indicated that there were ALS that were used sometimes like par work

and group discussion, they were not fully being practiced in the classroom beyond the students' mere group sitting. All students were not taking responsibility in their learning. Just a few students in a group took part in the discussion.

Drama and games, the fishbowl, jigsaw and debate were the least frequently practised active learning techniques by the teachers. Evidence from the classroom observation depicted that teachers use none of these strategies. The rest of the active learning techniques remained somewhere under rarely. In general, the teachers' responses have shown that most of the ALS, which are desired, were not frequently being used in English classes.

The grand mean value (2.68) is nearest to the response "sometimes". Therefore, various active learning strategies such as pair work, group discussion, cooperative work, debating, brainstorming, jigsaw, presentation, in class writing, summary, drama, role playing, questioning purposefully, fish bowl and JiTT have not frequently being implemented in English classrooms in ASS.

With regard to how frequently teachers implement active learning strategies, an English teacher interviewee (T₅) has given the following comments:

I know there are various active learning strategies but I have not used most of these ALS in my English classes. I frequently use the lecture method and sometimes I use pair work and group discussion. However, I rarely use debating, presentation, jigsaw, questioning and brainstorming methods. The reason behind is shortage of time to cover the portion, the poor background knowledge, and negative attitude of the students towards learning. We have also shortage of teaching aids and resources in order to implement active learning strategies in our English classes.

Interview (T₅, March 30, 2016)

From this, it can be concluded that teachers preferred using the lecture method. They seldom used other active learning strategies. The frequently practised active learning strategies were pair work and group discussion. However, these strategies were not observed during the classroom observation session. Questioning purposefully, CATs and fish bowl are some of the very important active learning strategies that make students engage in their learning. All these have not been practiced in the actual English classroom setting.

4.2.3 Teachers' Response on Factors that Affect the Implementation of ALS

Table 4.5 Teachers' Response on Factors Affecting the Implementation of ALS (n=5)

№	Items	1 NS	2 U	3 S	4 VS	T	M
		f	F	F	F	F	
1	Time consuming	0	0	3	2	5	3.40
2	Large class size	1	1	2	1	5	2.60
3	Teachers' less commitment	1	1	2	1	5	2.60
4	Negative attitude of students	0	0	1	4	5	3.80
5	Students' textbooks	3	2	0	0	5	1.40
6	Students' preference of their teachers' lecture	1	1	2	1	5	2.60
7	Poor background knowledge Students	0	0	1	4	5	3.80
8	Teachers' preference of lecture method	0	2	2	1	5	2.80
9	Less interest of students in working together/in teams & collaboration	1	1	2	1	5	2.60
10	Scarcity of teaching resources	0	0	3	2	5	3.40
11	In appropriate arrangement of desks	1	2	1	1	5	2.40
12	Teachers' assessment technique	2	2	1	0	5	1.80
G. Mean							2.76

Table 4.5 summarises the data obtained from teachers to the questions which asked them to rate the most serious factors that had been hindering the practice of active learning strategies in Arboye Secondary School.

As it was indicated in the Table, item 4 which says, “negative attitude of students” and item 7 which says, “poor background knowledge of students” had equal response mean value (3.8). This mean value is nearest to (4.0) which is *most serious*. This had shown that negative attitude of students towards learning and their poor background knowledge were the most serious factors that affected the implementation of active learning.

In line with this, item 1 and item 10 have also the same response mean value that is (3.4). Item 1 says, “time consuming” and item 10 says, “scarcity of teaching materials and resources”. Thus the scarcity of teaching resources and the time taking of ALS were rated

to be serious factors that hindered the implementation of active learning strategies in Arboye secondary school.

Appropriate teaching materials can facilitate the implementation of active learning strategies in the classrooms. On the contrary, lack of adequate teaching resources impedes the implementation of ALS. With regard to ASS, there had been scarcity of teaching resources such as library equipment's, computers, photocopier machines, posters, diagrams, photos and so on. Hence, teachers have had great problems that could impede them from implementing active learning strategies in their classes.

Item 8 which says, "Teachers' preference of lecture method" was the next serious problem that impeded the implementation of ALS in English classrooms. Its response mean value was (2.8). The interview conducted with teachers and students also confirmed this reality.

The Table also reveals that items 2, 3, 6 and 9 have same response mean value of (2.6). Each item was about large class, less commitment of teachers in implementing active learning strategies, students' choice of their teachers' lecture, and students' lack of showing interest in working together or collaboration respectively. This response mean value (2.6) is nearest to the response "*serious*". Regarding this, Irvine (2011:4) says "the smaller the class, the more students learn". According to this researcher large class is commonly considered as classes with more than 60 students or sometimes more than 100 students. Hence, it is believed that small classes provide more opportunities for feedback and discussion than large classes. For example, in small classes, teachers can isolate one's learning style easily. On the contrary, the scholar says what counts is the quality of instruction, not large class. The significant point to successful teaching is engaging students in active learning. In order to apply this, teachers must equip themselves with the necessary knowledge, interest and experience with the subject they teach and various active learning strategies. In addition, they ought to assist their students so as to improve the learning process and the presentation of the course material all together.

However, item 11 which says, "Inappropriate arrangement of desks" and item 12 which says, "Teachers' assessment technique" have response mean value (2.4) and (1.8) respectively. This is nearest to the response "*undecided*". Although teachers said nothing here, the desks were arranged traditionally as they were seen during the observation. This could not suit to practise ALS in the classroom.

Item 5 which says, “Students’ textbooks” has response mean value of (1.4). This is nearest to the response “Not serious”.

From this it can be concluded that students’ textbooks have no problems regarding encouraging students and teachers to use and practice various active learning strategies. However, the interview conducted among teachers, students and school directors indicated that students’ English textbooks were not suitable regarding other aspects. For example, an English teacher (T₃) said the following:

Students’ textbooks have their own problems regarding their sizes and contents. Their sizes are too big. Students never like to carry and come to school such big books as most of them need to travel some kilometres away from their homes. Unless students bring their textbooks to their classes, they cannot get chance of reading passages in the classroom. On the other hand, the contents of the books are not manageable. They are too vast and never match our students’ abilities. There are too many vocabularies which cannot be covered within the year. The listening texts are too long and some of the passages do not attract the interest of our students. Each textbook should be prepared in manageable size and the contents also should be revised.

Interview (T₃ March 28, 2016)

The overall teachers’ response mean value (2.76) approaches to the response “serious”. Therefore, from this it can be concluded that almost all the mentioned points have hindered the implementation of active learning strategies in English classes at Arboye secondary school. In the class observation session there were large class problems in most cases. Desks should have been arranged to suit ALS but almost all classes had no arranged desks for group discussion. The poor background of students and the scarcity of teaching resources were among the most serious factors which affected the implementation of ALS in ASS.

4.3 Data on the Implementation of ALS from Student Questionnaire and Interview

This section deals with the data gathered from questionnaire and interview from students in terms of the extent to which they implement ALS, the dominant used ALS and the main factors that affect the implementation of active learning strategies.

4.3.1 Students’ Responses Regarding the Extent to Which They Implement ALS

The researcher administered similar questionnaire to Grade 9 and 10 students like that of their English teachers. Students were asked to express their level of agreement or disagreement on their experience of practicing active learning strategies. Their responses were analysed in Table 9 below. The scale ranges from strongly “Agree” to “strongly Disagree”. However, in order to make the analysis manageable enough, the researcher has

grouped respondents' responses into three rating scales. These were: “*Agree*”, “*Undecided*” and “*Disagree*”. The responses were analysed using percentage and frequencies. In addition to this, the response mean value of each response was put on the right corner hand. The item numbers can be referred from the Appendix B at the end of this paper.

Table 4.6 Students' Response Regarding the Extent to Which They Implement ALS (N=80)

No	Items	5=S A		4=A		3=U		2=D A		1=S D		Total		Mean
		F	%	F	%	F	%	F	%	F	%	F	%	
1	We practice ALS in English classes is satisfactory.	2	2.5	3	3.8	4	5.0	29	36.3	42	52.5	80	100	1.68
2	English teachers use adequate teaching aids/resources.	2	2.5	6	7.5	7	8.8	29	36.3	36	45.0	80	100	1.86
3	Teachers' use of lecture method in English classes is less.	3	3.8	3	3.8	10	12.5	24	30.0	40	50.0	80	100	1.81

Item 2 is about English teachers' use of adequate teaching aids such as audio-visuals, pictures, photographs, charts and other resources. 36(45.0%) and 29(36.3%) respondents strongly disagreed and disagreed on this item, respectively. This brings a total of 65(81.3%) of disagreement on the idea. 7(8.8%) respondents never decided their answers. Nonetheless, 6(7.5%) respondents agreed and 2(2.5%) strongly agreed on this idea. The number of respondents who have positive idea was very less. This reveals that English teachers couldn't use teaching aids and other necessary recourses so as to create exciting English classrooms. The interview and classroom observation also confirmed that no one was seen using any teaching aids during the English classroom settings beyond students' textbooks. Concerning this, most teachers have suggested the reason behind. For example, English teacher (T₂) said the following:

Active learning strategies require ample use of teaching materials beyond students' textbooks. There should be adequate posters, drawings, parkers, hard paper, ink, drawing cloths, computers, and the internet and so on. But we are in short of these teaching materials. The school has few computers but couldn't give them to departments. It simply keeps them in the store. So how can we use adequate teaching recourses in our English classes?

Interview (T₂ March 20, 2006)

From this it can be concluded that teachers have no opportunities of using various teaching aids. This means most students cannot benefit in meeting their learning styles as most teachers use the traditional lecture teaching method.

Similarly the responses of items 7, 8, 3, 9, 12, 4 and 13 inclined to negative response. That means most respondents either strongly disagreed or disagreed on the ideas indicated in each item.

Item 7 says, "In English classes, teachers assess us continuously by preparing effective classroom questions". 65(83.3%) respondents disagreed, 8(10.0%) didn't decide, and 7(8.8%) agreed on the item.

Item 8 is about students' classroom engagement in asking, discussing, and writing, presenting, working cooperatively and debating. 65(81.3%) respondents disagreed, 7(8.8%) never decided, and 8(10.0%) agreed on the idea.

Item 3 says, "Teachers' use of lecture method in English classes is less". About 64(80.0%) respondents disagreed, 10(12.5%) didn't decide and 6(7.6%) agreed on the item. From this it can be understood that English teachers use of lecture method was high. The classroom observation and students' and teachers' interview also assured that teachers used lecture

method frequently. Most students also preferred to learn using lecture method. Concerning this one student interviewee (S₁) said the following:

In our classroom, there are so many students-more than 65 students. There is no enough space to move here and there. The classroom is absolutely packed. Because of large number of students, teachers cannot manage the classroom. In addition, many students are absent from their learning. As a result of this, they fail to attend their lessons properly. Another point is, many students have poor background knowledge in their lessons. Majority of the students have no interest towards their learning. If any teacher tries to practice active learning strategies, for example, by making students speak, ask, present, discuss, debate, etc., no one wants to perform this. So, they simply prefer to listen to their lessons passively the entire period.

Interview (S₁₂ April 15, 2016)

Item 9 is about whether teachers let students prepare questions and ask their teachers or other class mates or not. 61(76.3%) respondents disagreed on this idea, whereas 9(11.3%) never decided and 10(12.5%) agreed on the item. From this it can be concluded that most students were not asking their teachers or their classmates using the language. The classroom observation confirmed that almost all students never asked either their teachers or their classmates. Only teachers were observed asking questions.

With regard to this, several literatures strengthen the idea of questioning. According to Gholami, V. (2014), questions can be asked either by teachers or students. If this is done intentionally, students' critical thinking will be promoted and their participation will be increased. Teachers' questions arouse knowing curiosity of the students, evaluate their understanding and make them prepare for exams. Questions raised by students motivate the interaction between teachers and students, connect to the course contents, improve the cooperation of teachers and students, and increase the participation of all students.

Item 12 sought students to rate the level of their agreement or disagreement whether English teachers make them get prepared a new topic before the class and actively engage in the classroom or not. 60(75.0%) students responded by disagreeing the item, while 9(11.5%) respondents failed to decide their responses. But few respondents 11(14.1%) agreed on the idea. From this one can recognize that the preparation and active participation of students in English classes was less. This could be because of the poor background knowledge and negative attitude of the students and less motivation of the teachers.

Item 13 asked students whether teachers give different writing activities such as keeping journals and summarizing the main points of a lecture and reading materials or not.

53(66.3%) respondents disagreed on the item, 9(11.3%) kept on responding undecided and 18(22.5%) agreed on the item. From this it can be understood that most teachers never used various writing activities in English classrooms beyond their class work and homework exercises.

Item 4 is about whether students write or speak about their teachers' lecture every 15 minutes for about two or three minutes. 52(65.1%) respondents disagreed, 13(16.3%) never decided and only 15(18.8%) agreed on this idea. This reveals that teachers' lecture was not injected to be active lecture method.

Item 6 asks whether students prefer their teachers' lecture to other teaching/learning methods or not. Only 13(16.3%) respondents disagreed on this idea and 10(12.5%) did not decide their agreement. However, 57(71.3%) of the respondents agreed on the item. This depicts that most students have not taken responsibility for their own learning yet. They still depend on their teachers' lecture.

Item 5 is about whether teachers assess students continuously by preparing effective classroom questions or not. On this item, 46(57.5%) respondents disagreed, 10(12.5%) never decided and 24(30.0%) agreed. Here also more respondents never agreed on the idea.

Item 14 asks students whether teachers give attention to students having different learning styles /auditory, kinaesthetic, introvert, extrovert.../ or not by using various ALS. 42(52.5%) respondents disagreed, 15(18.8%) did not decide and 23(28.8%) agreed on this item. Still the majority of the respondents did not agree on the idea. Item 11 is about whether students take responsibility in cooperative learning and work together effectively or not. On this item, 38(47.6%) respondents disagreed, 12(15.0%) kept undecided and 30(37.5%) agreed on the item. This shows that students' cooperative work was not satisfactory. Most students preferred working individually. Even though respondents who disagreed exceed than who agreed, the response mean of the three items (items 5, 14 and 11) approaches to the response undecided. The classroom observations revealed that though teachers strived to implement these items, it cannot be generalized to be adequate.

Generally, the grand mean value (3.69) of this table has shown students' disagreement on the implementation of ALS in their English classes and having less experience of practicing the strategy.

4.3.2 Students' Response on the Frequently Used ALS

Students were given questionnaires to rate on how frequently ALS being implemented in their English classroom setting. The data gathered through closed-ended method about how often they practice various active learning strategies were summarized in the following table. For the items refer to Appendix B at the back of this paper.

Table 4.7 Students' Response Regarding the Dominant ALS Implemented (N=80)

Item	N=1		R=2		S=3		F=4		VF=5		Total		Mean
	F	%	F	%	F	%	F	%	F	%	F	%	
1 Pair work	3	3.8	7	8.8	26	32.	20	25.	24	30.	80	100	3.6
2 Individual work	3	3.8	12	15.	18	22.	18	22.	29	36.	80	100	3.7
3 Group discussion	6	7.5	8	10.0	24	30.0	16	20.0	26	32.5	80	100	3.60

that most teachers are still stitched to the traditional teaching styles. Pair work and group discussion are not being used effectively.

On the other hand, the fish bowl leaning strategy was almost never used in English classrooms. Its response mean value is 1.44. The response mean value approaches to the response never. About 60(70.0%) respondents said never. Drama and game (1.65), role playing (1.91), debating (1.95), presentation (2.08), in-class writing exercise (2.15), mind map (2.22), just in time teaching (2.30), and jigsaw (2.42) in their ascending order were found to be learning strategies that were used rarely. This revealed that most of the active learning strategies, which are desired, have not been implementing in English classes at ASS. The observation result also confirmed this fact.

The other learning strategies such as classroom assessment techniques (2.94), brainstorming (2.78), questioning purposefully (2.77) and interactive lecturing (2.65) in their response mean value descending order were found to be active learning strategies that were implemented sometimes. However, most of these strategies were not seen during the classroom observation session. Accordingly, it can be said that most ALS have not been used in English classes.

According to Prince (2004), the fundamental elements of active learning are student activity and engagement in the learning process. However, from the above discussion, it can be concluded that ASS teachers and students hardly used various active learning strategies. They focused using the traditional lecture method rather than active learning approach. Although they have used some active learning strategies such as pair work, group discussion and questioning, it was not satisfactory.

4.3.3 Students' Response on Factors Affecting the Implementation of ALS

In this part there were twelve factors that assumed to affect the implementation of active learning strategies. Students were asked to rate the seriousness of each factor and the responses of the students were summarized in the table below. For the detail of the items refer to Appendix B at the back of this paper. For the convenience of analysis, the result of serious and most serious were added and considered as serious factors. So, the responses had been analysed based on three types. These were: "serious", "undecided" and "not serious". According to the high percentage and mean value of the respondents, the most serious factors had been identified.

Table 4.8 Students' Response on Factors Affecting the Implementation of ALS (n=80)

№	Items	1=NS		2=U		3=S		4=MS		Total		Mean
		F	%	F	%	F	%	F	%	F	%	
1	Time consuming	1	1.3	4	5.0	24	30.0	51	63.8	80	100	3.56
2	Large class size	15	18.8	10	12.5	36	45.0	19	23.8	80	100	2.74
3	Teachers' less commitment	7	8.8	11	13.8	33	41.3	29	36.3	80	100	3.05
4	Negative attitude of students	1	1.3	4	5.0	20	25.0	55	68.8	80	100	3.61
5	Students' textbooks	57	71.3	11	13.8	8	10.0	4	5.0	80	100	1.49
6	Students' preference of their teachers' lecture	6	7.5	7	8.8	24	30.0	43	53.8	80	100	3.30
7	Students' poor background knowledge	1	1.3	4	5.0	19	23.8	56	70.0	80	100	3.63
8	Teachers' preference of lecture method	7	8.8	8	10.0	28	35.0	37	46.3	80	100	3.19
9	Less interest of students in working together/in teams & collaboration	12	15.0	9	11.3	30	37.5	29	36.3	80	100	2.95
10	Scarcity of teaching resources	1	1.3	4	5.0	21	26.3	54	67.5	80	100	3.60
11	Inappropriate arrangement of desks	25	31.3	16	20.0	24	30.0	15	18.8	80	100	2.36
12	Teachers' assessment technique	15	18.8	10	12.5	31	38.8	24	30.0	80	100	2.80
	G. Mean											3.02

As it can be seen from Table 4.8, respondents had identified four items to be the most serious factors that hindered the implementation of active learning strategies. These were item 1, 4, 7, and 10. Item 1 says, ‘‘time consuming’’. Item 4 was about the students’ negative attitude of learning. Item 7 asked about the students’ poor background knowledge. And item 10 was about the scarcity of teaching materials and resources in the classroom.

For the 1st item 51(63.8%) students responded *most serious* and 24(30.0%) of them serious. These make a total of 75(93.8%). With regard to the 4th item, 55(68.8%) responded by saying *most serious* and 20(25.0%) *serious*. The total of most serious and serious becomes 75(93.8%). For the 7th item, 56(70.0%) respondents said *most serious* and 19(23.8%) said

serious. The sum of most serious and serious becomes 75(93.8%). For the 10th item, 54(67.5%) respondents said *most serious* and 21(26.3.0%) said *serious*. These make a total of 75(93.8%). Therefore, it can be seen here that all the above items have equal frequencies and percentages i.e. 75(93.8%). In addition the mean values of these items are almost equal. The mean values of item 1, 4, 7, and 10 are (3.56), (3.61), (3.63), and (3.60) respectively. Based on this, it can be said that shortage of time to cover the portion, students' poor background knowledge and negative attitude towards their learning, and lack of adequate teaching resources were identified as the most serious factors that affected the implementation of active learning strategies in English classes in ASS. Moreover, these problems have been seen during teachers' interview and classroom observation. Most teachers used lecture method so that they could cover the portion. Lack of adequate teaching resources, poor background knowledge of the students and absenteeism were some of the main problems observed.

The next four identified serious problems that hampered the practice of ALS were item 6, 3, 9, and 8. Their mean value were (3.56), (3.61), (3.63), and (3.60) respectively; that means almost equal. However, these items had equal frequency and percentage. The first item, item 6, asked students to rate how much their teachers preferred using lecture method. 43(53.8%) students said this was most serious problem and 24(30.0%) serious. The total becomes 67(83.8%). Only 6(7.5%) responded not serious. The rest 7(8.8%) answered undecided. The second item, item 3, asked whether teachers had less commitment of using ALS or not. 29(36.3%) respondents said it was most serious problem and 33(41.3%) said serious. The total frequency and percentage of most serious and serious makes 62(77.6%). Third, item 9 requires students whether they lack showing interest in working together and in collaboration or not. 29(36.3%) said it was most serious problem and 30(37.5%) said serious. The sum becomes 59(73.8%). Here 7(8.8%) students responded not serious and 11(13.8%) were kept saying undecided. In the end, item 8 asked if teachers preferred using lecture method rather than using other ALS or not. 37(46.3%) students responded as most serious problems and 28(35.0%) serious. Only 7(8.8%) of them said the problem was not serious. However, 8(10.0%) students were unable to decide.

Item 2 and 12 were identified as the third serious problems affecting the implementation of ALS. Item 2 was about large class problems. 19(23.8%) students answered most serious and 36(45.0%) said serious. The total of serious and most serious becomes 55(68.8%). Here 15(18.8%) students responded the problem was not serious and 10(12.5%) students said undecided. With regard to item 12 which asked about the assessment technique of some

teachers 24(30.0%) students said it was most serious problem and 31(38.8%) serious. The sum becomes 55(68.8%). But 15(18.8%) students said it was not serious problem. And the rest 10(12.5%) said undecided. In addition to these, item 11 was found as the least factor that affected the implementation of ALS. This item was about the arrangement of desks in the classroom. 25(31.3%) students responded by saying not serious and 16(20.0%) undecided. Whereas 15(18.8%) and 24(30.3%) students responded most serious and serious respectively. The total of most serious and serious becomes 39(48.8%). Of course, during the observation session more than 65 students were seen learning in one class. Assessing in the classroom can be carried out by making students ask questions either their teachers or their classmates. And giving fair points for their work also motivates students. But assessment technique of teachers was observed as one way and exam-oriented.

Finally, only one item was found as *not serious* problems to ASS students. This item was item 5. The item asked whether students' textbooks have been suitable to implement ALS or not. 57(71.3%) students said the problem was *not serious*, 11(13.8%) students kept *undecided*. But 4(5.0%) and 8(10.0%) said *most serious* and *serious* respectively. During teachers' interview, some teachers had indicated that though students' texts invited students to practise various ALS in terms of all language skills equally, it had several drawbacks. In the first place, it has too big size. Second, it has too many contents in terms of reading passages and vocabulary that cannot be covered within the given academic year.

Generally, the above table revealed that there were several factors that impeded the implementation of active learning strategies in ASS. Lack of adequate teaching resources, shortage of time to cover the portion, students' poor background knowledge, and negative attitude of students towards learning were some of the most serious problems that hindered the implementation of active learning strategies in English classes in Arboye secondary school. The grand mean value of the total items on this table which was (3.0) also revealed that almost all the items were serious factors that affected the implementation of active learning strategies in English classroom settings in the school.

4.4 Data on the Implementation of ALS from Observation

In this section, the analysis of the data gathered through observation will be presented. Based on the prepared observation checklist five English teachers were observed each twice in different class levels. The observation was conducted on its program by the researcher himself. And as all teachers were voluntary to be observed, the observation had been successful. .

The observation checklist entails four major focuses. These were conducive classroom condition for the implementation of active learning situation, teacher' and students activities in using ALS in English classrooms and the availability of adequate teaching resources. The observation checklist can be seen at the back of this paper which is on Appendix C.

With regard to the conducive condition of the classroom, the data gathered showed that the classroom condition and seating arrangement was not convenient to implement active learning. The desk arrangement and students' sitting arrangement was not appropriate in order to implement active learning strategies. Almost all of the observed classes indicated that the classroom desk arrangement and students' sitting arrangement was like that of the traditional one. From this it can be understood that ALS had not been facilitated in such condition. There was no conducive classroom situation.

The second observed point was teachers' practice of ALS in English classroom. Here the most important practices that were expected to be practiced by secondary school teachers were not observed. Among five of the observed teachers four of them did not use various active learning strategies to meet the need of their students. Active learning strategies like debating, drama, presentation, questioning purposefully, brainstorming, jigsaw, asking of students, discussion, working cooperatively in teams were not observed.

Almost all observed teachers used the lecture method. Very few teachers tried to use pair work and group discussion strategies. In the interview conducted with the teachers, some of them confirmed that they could not implement active learning strategies in their classroom setting due to various factors. Large class and fixed desks, poor background of students, lack of resources and other facilities, negative attitude of students towards their learning, and less commitments of teachers were some of the reasons for not applying the activities.

The third observation conducted was in terms of students activities in the classroom. The researcher has attempted to check whether most students in the English classroom were interested, motivated and involved in their learning, whether they could ask, speak, write, do, present, debate or discuss in the classroom, and whether there was interaction among teachers-students and students-students in the classroom. In addition, the researcher tried to observe students use of the target language without more interference of their mother tongue. Most teachers and students were observed using their mother tongue frequently. Most students had kept silent without showing enthusiasm and motivation in their learning. Very few students interact in the classroom. Therefore, the observation shows that students did not give responsibility to their own learning. Most of them expect from their teachers lecture.

Among ten observed sections, only 20% of them were observed working in groups. The main reason for their poor participation may be their poor background knowledge and teachers' more use of the traditional method.

The other observed point was the availability of teaching aids in classroom. These are major factors that strengthen or weaken the teaching and learning process. However, the observation result indicated 100% of the observed teachers never used teaching aids. The employment of teaching aids in the observed classes was found to be at a minimum level. No adequate teaching aids such as audio visuals, pictures, charts, posters photographs, models, real objects and other displaying materials were observed in the all classes. This could be due to lack of adequate resources in the school.

Some resources such as plasma TV, computers, library equipment and the internet have significant role in improving the implementation of active learning strategies in the schools. Nevertheless, no plasma TV and internet access was observed in the school. The library had no adequate reading materials. There were few computers but were not adequate for the school. With regard to teaching aids 100% observed teachers and classes never used. The teaching and learning process was one way-lecture. There were some English textbooks in the classroom but it was below the expected number. All students should have got the chance of using their textbooks book in the classroom.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter deals with summary, conclusions and recommendations based on the analysis and interpretation of the data gathered through questionnaire, interview and observation.

5.1 Summary

The main purpose of this study was to investigate the implementation of active learning strategies at ASS. Accordingly, the specific objectives were to:

- find out the extent to which teachers and students implement ALS in English classes;
- distinguish the dominant frequently ALS being implemented in English classes;

- identify the major problems that affect the implementation of ALS in English classes

In order to achieve these objectives, the following specific research questions were forwarded:

1. To what extent do teachers and students implement/practice ALS in English classes?
2. Which active teaching and learning strategies are dominantly used in English classes?
3. What are the principal factors affecting the implementation of ALS in English classes?

A descriptive research with qualitative and quantitative method was employed so as to answer these research questions. The participants of the study were teachers, students and directors. The needed information was collected using multiple data collecting instruments such as questionnaires, interviews and observation. Questionnaires were distributed to 80 students and five teachers. To substantiate this, interview was conducted with two school directors, five teachers and seven students. In addition, classrooms observations were made on five English teachers twice in 10 sections. The data obtained through these instruments were analysed using statistical tools such as frequency, percentages and mean. Consequently, the following major findings were identified:

5.1.1 The Extent to Which Teachers and Students in Implement ALS

When students engage in the learning process, effective learning to take place is inevitable. The engagement of students in their learning can be manifested by asking questions, using various visual aids, by making students read, speak, write, discuss, work cooperatively, debate, brainstorm, and so on. Yet the analysis of the data revealed that the use of the above learning strategies in English classes was not satisfactory; it was low. Both teacher and student respondents confirmed that the practice of ALS has been insufficient in their secondary school. The response mean value of teachers (2.3) confirmed their disagreement on practising ALS. The students' response mean value (2.31) also disclosed the same result. This shows that there was no significance difference between teachers' and students' response.

Active learning classrooms can be made up by devising various assessment techniques and by making students prepare and ask questions either their teachers or classmates. However, ASS students were not encouraged to do so in the classrooms. The data analysis showed that most of them preferred their teachers' lecture to using other various ALS.

According to Bonwell and Eison (1991), active learning entails the involvement of learners in doing things and thinking about what they are doing. Students must engage in activities

that involve reading, writing, discussing, or problem solving. For example, if teachers had used just in time teaching method and given their students the chance of speaking or writing about what they have learnt every 15 minutes, they would have made students think about what they are learning and engage in their learning. Nevertheless, the analysis of the gathered data revealed that the involvement of students in their learning was almost none. Most student respondents' result confirmed this fact.

Teachers' excessive use of lecture method has made many students be only passive learners. Students didn't get chance of working and discussing cooperatively. They did not get prepared on a new topic and present it their classrooms. Furthermore, they were not even given chances of brainstorming their prior knowledge and generating ideas about the new topic before teachers present the new topic. All this can hamper them from involving actively in the classrooms.

Generally, the analysis of the data disclosed that the extent to which teachers and students implement ALS in their English classrooms was not satisfactory; it was very low. This might be because of various reasons. For instance, it could be because of the negative attitude and poor background of students, their less commitment of using ALS, lack of continuous training on ALS, lack of resources and so on.

5.1.2 The Dominant ALS Being Implemented by Teachers and Students

The analysis of the data disclosed that the responses mean value of teachers and students were (2.68) and (2.64) respectfully. This revealed that various active learning strategies in ASS were being used sometimes. Based on the finding, the two respondent groups confirmed that the practice of ALS has not been implemented frequently. The response mean value of teachers depicted that lecture method (4.2), pair work (3.8), and individual work (3.6) were the most frequently being used learning strategies in descending order. Whereas questioning purposefully, group discussion, mind map, collaborative learning, and presentation and just in time teaching (JiTT) were learning strategies that were sometimes used by the teachers. However, none of these strategies were not observed during the classroom observation session.

On the contrary, drama and games, the fishbowl, jigsaw and debate were the least frequently used active learning techniques by the teachers. Evidence from the classroom observation depicted that teachers use none of these strategies. In general, the teachers' responses

disclosed that most of the ALS, which are desired, were not frequently being used in English classes.

With regard to students' respondents, the most frequently being used learning strategies in English classrooms were lecture method 52(65.0%), individual work 29(36.3%), group discussion 26(32.5%), and pair work 24(30.0%). The mean value of each method was (4.42), (3.73), (3.69) and (3.60) respectively. The observation and interview result also indicated that English teachers mostly preferred using the lecture method. Sometimes they tried to use pair work and group work learning strategies but little time was given to students. Therefore, from this it can be understood that most teachers are still stitched to the traditional teaching styles.

Pair work and group discussion were being used sometimes, but the analysis of the data showed that the fish bowl leaning strategy was almost never used in English classrooms. Its response mean value is (1.44).

Drama and game (1.65), role playing (1.91), debating (1.95), presentation (2.08), in-class writing exercise (2.15), mind map (2.22), just in time teaching (2.30), and jigsaw (2.42) in their ascending order were found to be learning strategies that were used rarely. This revealed that most of the active learning strategies have not been implementing in English classes at ASS. The observation result also confirmed this fact.

According to students' response, learning strategies such as classroom assessment techniques (2.94), brainstorming (2.78), questioning purposefully (2.77) and interactive lecturing (2.65) were found to be active learning strategies that were implemented sometimes. However, most of these strategies were not seen during the classroom observation session. Accordingly, it can be said that most ALS has not been used in English classes in ASS. The findings revealed that the most preferred learning strategies by both teachers and students was the traditional teaching method-the lecture. Although they had used some active learning strategies such as pair work, group discussion and questioning, it was not adequate.

5.1.3 Factors Affecting the Implementation of Active Learning

The analysis of data of the study revealed that the implementation of active learning strategies in Arboye secondary school was affected by various factors. Teachers' respondents confirmed that negative attitude of students towards learning (3.8), poor background knowledge (3.8), the shortage of time to practice active learning in classroom

(3.4) and scarcity of teaching materials and resources (3.4) were rated as the most serious factors that have been negatively affecting the implementation of active learning strategies.

According to teacher respondents, teachers' and students' preference of using lecture method, large class, less commitment of teachers in implementing active learning strategies, and students' lack of interest in working together or collaboration were the next serious problems which affected the practice of ALS in Arboye secondary school.

Student respondents also revealed four items were the most serious factors that hindered the implementation of active learning strategies. These were students' poor background knowledge, negative attitude of students towards learning, scarcity of teaching materials and resources, and shortage of time to cover the portion. Each had frequency and percentage of 75(93.8%) but different responses mean value- (3.64), (3.63), (3.60) and (3.56) respectively.

The next serious problems which have been affecting were students' preference of their teachers' lecture, 67(83.8%) (3.3), teachers' use of lecture method 65(81.3%) (3.19), commitment of teachers to implement active learning strategies, 59(77.6%), students' less interest of working together- in teams and collaboration 59(73.8%), large class 55(68.8), assessment technique of some teachers 55(68.8).

Only students' textbooks 57(71.3%) and the arrangement of desks 25(31.3%) were not indicated as serious problems. However, the grand mean value (3.0) revealed that almost all the items were serious factors that affected the implementation of active learning strategies in English classroom settings at ASS.

To put it in a nut shell, the data analysis of the questionnaires, interview and observation disclosed that there had been several major problems that hindered the implementation of active learning strategies in English classes at Arboye Secondary School. These problems could be associated with teachers, students, school administration, surrounding societies & students' parents, resources, and so on.

5.2. Conclusion

Based on the above findings of the study, the following conclusions were drawn:

Active learning helps students learn by doing things and reflect on what they have done. It also encourages them to work cooperatively in pairs or groups.

- However, the finding of the study revealed that active learning strategies have not been implemented in Arboye secondary school. Both teachers and students were not effective in

practising the strategies in their English classes. Lecture method has been dominantly used in the classes. Students have not been given chances of speaking, discussing, writing, debating, and brainstorming.

- The experience of teachers and students in ASS implies that they were not applying various ALS adequately in English classes and engage students in their learning in order to enhance their higher-order critical thinking abilities. It can be concluded that the level of students' participation in the English classes was very less.
- In addition, the study result disclosed that inadequate teaching resources, less commitment of both teachers and students, lack of skills in assessing students have been negatively affecting the practice of ALS.
- With regard to teaching methods, lecture method was dominantly used in Arboye Secondary School in English classes. Individual and whole class discussions were the next methods being frequently used. Pair work and group discussion were used sometimes. The other desirable ALS such as mind mapping, brainstorming, just in time teaching, debating and drama, role playing, jigsaw, classroom assessment techniques /CATs/, cooperative learning, presentation, in class writing, questioning purposefully and fish bowl were never or rarely used.
- According to the finding, the most serious factors that have been affecting the implementation of ALS were poor background of the students, negative attitude/interest of the students, excessive use of lecture method, and lack of teaching aids / resources.

5.3. Recommendation

The experience of teachers with regard to implementing ALS was found to be unsatisfactory. Teachers dominantly used the lecture method. Their use of various teaching aids and other useful resources was poor. Thus, there was less involvement of students in their learning. Asking, discussing, writing, presenting, working cooperatively and debating were the main students' problems in their English classrooms. Most students were unable to speak, discuss and write during their teachers' lecture.

Questioning purposefully, fish bowl and classroom assessment are very important active learning strategies. They encourage students participate in the classroom, improve the relationship of students and teachers, and evaluate students' understanding of the contents and confusion areas. When students ask questions purposefully, they become active participant in the classroom. Audio visuals, pictures, charts, photographs and other resources also play a great role in improving students' participation and motivation. However, the

experience of teachers and students confirmed that these were rarely used in their English classes.

Besides, there were major factors that affected the implementation of active learning strategies in Arboye Secondary School. The poor background knowledge and negative attitude of students, lack of adequate teaching aids/resources, shortage of time to cover the portion, teachers' and students' preference of the traditional teaching methods, and less commitment of teachers to use various ALS were some to mention.

Based on the findings of the study and the conclusions drawn, the following recommendations have been forwarded in order to improve implementation of active learning strategy in Arboye secondary school.

5.3.1 The Woreda Educational Bureau

- The Woreda Educational Bureau should arrange AL training, work shop and experience sharing programmes among teachers and schools. In addition, it should follow up and encourage primary school English teachers so as to help their students identify the English alphabet and read and write some English sentences at their level.

5.3.2 English Teachers

- English teachers must encourage students to engage in their learning by making them speak, discuss, ask, debate, brainstorm, read and write in English classes. Hence, lecture method should be minimized and ALS must be maximized.
- It is also advisable that teachers assess their students regularly in order to maximize the participation of all students in the classroom. Teachers should also make their students come to class being prepared on a new topic in order to make them active participant in the classroom.
- They should adapt and adopt the textbooks and use suitable strategies.
- Teachers must be encouraged and motivated so that they can implement various ALS and improve the quality of education.

5.3.3 Students

- Students had better take risk or responsibility on their learning. They had better work cooperatively rather than individual work.

- Wherever there is lack of interest, there cannot be good involvement of learning. So, students ought to show good attitude towards their learning. In addition, they should be aware of various ALS and try to apply in their English classes.
- Cheating in exams and being absent from school for many days has great negative impact on the quality of education. It should be improved.

5.3.4 The Government, Surrounding Societies and the School Management

- The government, the surrounding societies and other responsible bodies should attempt to fulfil the necessary facilities and resources to teachers, students and the school.
- The school management should find ways of solving the problems of teaching aids/resources and improving English in the school.

REFERENCES

- Abhiyan, S. & Nadu, T. (2008). *Active learning Methodology*. India: Krishnamurti Foundation.
- Alansari, M. (2006). Implementation of Cooperative Learning in the Centre for Community Service and Continuing Education at Kuwait University: *Australian Journal of Adult Learning*. Vol. 46(2) July 2006.
- Aschalew, T. (2012). Teachers' Perceptions and Practices of Active Learning in Haramaya University, Eastern Ethiopia. *Star Journal*, 1(4), 74-83.
- Bell, D., & Kahrhoff. (2006). *Active Learning Handbook*. Institute for Excellence in Teaching and Learning. Faculty Development Centre: Webster University.
- Berhanu, E. (2014). Teacher trainers' and trainees' perceptions, practices, and constraints to active learning methods: The case of English Department in Bahir Dar University. *Academic Journals*, 9(20), 981-990.
- Betel, B. (2011). *Practice and Perception of Bulbula school community towards the implementation of Active Learning in teaching English: Bulbula Secondary School in focus*. MA Thesis: Addis Ababa University.

- Boersma, J. (2008). *Ethiopian Instructors' Experience with Accommodating EFL Students' Learning Styles at Bahir Dar University*. Oklahoma: Oklahoma State University.
- Bonwell, C. C., & Eison, J. A. (1991). Active learning: Creating excitement in the classroom. ASHE-ERIC Higher Education Report No. 1. Washington, D.C.: The George Washington University, School of Education and Human Development
- Brent, R., & Felder, R. (2003). Learning by Doing. The philosophy and strategies of active learning. *Chem. Engr. Education*, 37(4), 282- 283.
- Cohen, L., Manion, L. & Morrison, K. (2007: 111); *Research Methods in Education Sixth edition*: London and New York. Routledge.
- Chickering, A. & Gamson, Z. (1987). *Seven Principles for Good Practice in Undergraduate Education*. Washington Centre News.
- Cresswell, J.W. (2009). *Research Design: Qualitative, Quantitative and Mixed Approaches*. Los Angeles. CA, Sage.
- Cuseo, J. (1993). *Active learning: Definition, Justification, and Facilitation*.
- Derebssa, D. (2006). Tension between traditional and modern teaching-learning approaches in Ethiopian primary schools. *Journal of International Cooperation in Education*, (9) 1, 12-18, April.
- Dereje, A., Schipers, K. & Maria, A. (2007). Student-centred Teaching and Learning Experience from the External World: *Ethiopian Journal Education and Science*, 2 (2).
- Devlin, J etal (2007). A Tool for Measuring Active Learning in the Classroom: *American Journal of Pharmaceutical Education*, 71 (5).
- Dornyei, Z. (2007). *Research Methods in Applied Methods. Quantitative, Qualitative and Mixed Methodology*. Oxford University Press
- Eison, J. (2010). *Using Active Learning Instructional Strategies to Create Excitement and Enhance Learning*. Department of Adult, Career & Higher Education University of South Florida, 4202 East Fowler, EDU 162 Tampa, FL 33620-5650.
- Felder, R. (2009). Active Learning: An Introduction. [File:///c:/users: new/document/ Alpaer \(ASQ\). Pdf](File:///c:/users/new/document/Alpaer(ASQ).Pdf)

- Freeman, H. (2005). Active Learning & Teaching Methodologies: *Leaving Certificate Applied*. Retrieved from: [http://C:/Users/new/Documents/active learning/active methodology](http://C:/Users/new/Documents/active%20learning/active%20methodology)
- George, D. and Malley, P. (2003). *Calculating, interpreting, and reporting Cronbach's Alpha Reliability Coefficient for Likert Scales*. Middle West Research to Practice Conference in Adult, continuing, and Community Education, p. 87-88
- Gholami, V. (2014). Towards an Interactive EFL Class: Using Active Learning Strategies: Iran. University of Tabriz.
- Gleason et al. (2011). An Active Learning Strategies Primer for Achieving Ability-based Educational Outcomes. *American Journal of Pharmaceutical Education* 2011; 75 (9) Article 186.
- Hendrien, M. (2014). *Working paper: The active teaching & learning method*: Netherlands: University of Amsterdam.
- Irvine, U. (2011). *Large Classes: A Teaching Guide*- Teaching, Learning & Technology Centre
- Johnson, P. (2011). Actively pursuing knowledge in the college classroom. *Journal of College Teaching & Learning*, 8(6):17.
- Kothari, C.R, (2004). *Research Methodology: Methods & Techniques*. New Delhi: New Age International (P) LIMITED.
- Koul, L. (1996). *Methodology of Educational Research*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Learning Certificate Applied: Active learning & teaching methodologies. Retrieved from the Internet on 08/08/2015.
- Melese, T. (2011). *The Implementation Status of Active-Learning Strategy in Upper Primary Schools of North Western Zone of Tigray: Challenges and Opportunities*. Addis Ababa.
- Michael, J. & Modell, H. (2003). *Active Learning in Secondary and College Science Classrooms*. London: Lawrence Erlbaum Associates.

- Ministry of Education. (2009). *Continuous Professional Development for Primary and Secondary School Teachers, Leaders and Supervisors in Ethiopia*. Addis Ababa: Artistic Printing Enterprise.
- Neal, E. (2010). How to Wake up Your Student: Getting Started in Active Learning. *Journal of Faculty Development*.
- Oxford, R. (2003). *Language learning styles and strategies: An Overview*. Oxford.
- Prince, M. (2004). Does Active Learning Work? A Review of the Research. *J. Engr. Education*, 93(3), 223-231.
- Razi, S. (2010). *Effects of a meta cognitive reading program on the reading achievement and meta cognitive strategies*: Doctorate Thesis. Republic of Turkey.
- Richards, J. (2001). *Curriculum Development in Language Teaching*: Singapore. Cambridge University Press.
- Runshe, D. (2010). *Best practice in college teaching: Creating an Active Learning Environment*.
- Rusbult, (2007). *Area Homepages for Effective Teaching Methods and Problems Solutions in Education*.
- Sarkar, A. (2009). *Active Teaching Strategies and Learning Activities*. Jones and Bartlett Publishers
- Silberman, M. (1996). *Active Learning 101 Strategies to Teach Any Subject*. Temple University. Boston.
- Vanderstope, S. W. and Johnston, D. D. (2009). *Research Method for Everyday Life: Blending Qualitative and quantitative Approaches*. San Francisco: John Wiley & Sons, Inc.
- Welt man, D. (2010). Comparing the Effectiveness of Traditional and Active Learning Methods in Business Statistics: Convergence to the Mean. *Journal of Statistics*
- Zwiers, J. (2007). Professional Development for Active Learning in Sub-Saharan Africa: Reflectively Practicing a Community-Centred Approach. *Journal of Education for International Development* 3(1) Stanford University, USA

APPENDIX A

Dear teachers: First of all, I would like to express my heartfelt thanks for your willingness to fill in this questionnaire. The main purpose of this questionnaire is to gather valuable information for the research entitled “***The Implementation of Active Learning Strategies in English Language Classes at Arboye Secondary School***”. The success of this study will highly depend on your qualified and trustful response and so I hope you will give accurate and honest response for the questions presented. And be informed that your response will be kept confidential and used only for this research purpose.

Thank you in advance again!

The Researcher

General Directions: Do not write your name and follow the directions given in each part.

Part I: Background Information

1. Sex: 1. Male ☐ 2. Female ☐
2. Age range: 1. 21-30 ☐ 2. 31-40 ☐ 3. 41-50 ☐ 4. ≥ 51 ☐
3. Qualification: 1. Diploma ☐ 2. Degree ☐ 3. MA ☐
4. Teaching load per a week: 1. <6 ☐ 2. 6-10 ☐ 3. 11-15 ☐ 4. 16-20 ☐ 5. ≥ 21 ☐
5. Number of students per a class: 1. 21-30 ☐ 2. 31-40 ☐ 3. 41-50 ☐
4. 51-60 ☐ 5. >60 ☐
6. Teaching experience in years: 1. 1- 10 ☐ 2. 11- 20 ☐ 3. 21- 30 ☐ 4. >30 ☐

Part II

Direction: This part of the questionnaire has 14 items related to your experience of practicing active learning strategies in your classes. Please, show your level of agreement on each of the following statements by putting a (✓) in one of the columns in the Table below.

Strongly agree=5 Agree=4 Undecided=3 Disagree=2 strongly Disagree=1

No	Items	5	4	3	2	1
I	How do you express your extent of practicing ALS in your classes?					
1	I practice various ALS in English classes successfully.					
2	I use adequate teaching aids such as audio-visuals, pictures, photographs, charts and other resources.					
3	I use lecture method in English classes is less.					
4	I give all my students the opportunity of writing or speaking					
5	I assess students continuously by preparing some questions.					
6	Students prefer their teachers' lecture to other methods.					
7	There are adequate resources for using ALS in our classes.					
8	Students' classroom engagement in asking, discussing, and writing, and debating is satisfactory.					
9	In the classroom, I let students prepare questions and ask their teachers or other classmates.					
10	I often invite my students to brainstorm or generate ideas about the new topic they before I present it.					
11	In cooperative learning, all students take responsibility and work together effectively.					
12	I make my students get prepared a new topic before the class and make them actively participate					
13	I give different writing activities /keeping journals, summarizing the main points of a lecture					
14	I encourage students having different learning styles					

Do you think active learning is fully being implemented in your classes? If not, why?

Part III: Direction: This part of the questionnaire has 18 items related to the frequency of active learning implementation. Please indicate the extent to which you use them in your

classroom and rate according to the following scale by putting a (✓) in one of the columns in the Table below.

Very frequently=5 frequently=4 sometimes=3 rarely=2 never =1

№	Items	5	4	3	2	1
II	How frequently do you implement the following active learning strategies?					
1	Pair work					
2	Individual work					
3	Group discussion					
4	Just in time teaching (JiTT)					
5	Debating					
6	Role playing					
7	Lecture					
8	Brainstorming					
9	Jigsaw					
10	The Pause Procedure or Interactive Lecture					
11	Drama and Games					
12	Presentation					
13	In-class writing exercises					
14	Cooperative or collaborative learning /team, peer, or group/					
15	Mind map or webbing					
16	Classroom Assessment Techniques or CATs					
17	Questioning Purposefully					
18	The Fish Bowl					

Please, list here if there are other active learning strategies being implemented in your English classroom. _____

If you haven't implemented most of the above active learning strategies in your classes so far, what problems hindered you from implementing them?

Part IV: Direction: This part of the questionnaire has 14 items related to factors that affect the implementation of active learning strategies in your classes. Please, rate the following factors according to their seriousness: from “most serious” to “not serious” by putting a “√” in one of the columns in the Table below.

Most serious=4 Serious=3 Undecided=2 Not serious=1

№	Items	4	3	2	1
III	What are the main problems that affect the implementation of ALS?				
1	Time consuming				
2	Large class size				
3	Teachers’ less commitment				
4	Negative attitude of students				
5	Students’ textbooks				
6	Students’ preference of their teachers’ lecture				
7	Poor background knowledge of Students				
8	Teachers’ preference of lecture method				
9	Less interest of students in working together/in teams & collaboration				
10	Scarcity of teaching resources				
11	Inappropriate arrangement of desks				
14	Teachers’ assessment technique				

Would you list other factors that affect the implementation of active learning strategies?

Thank you!

APPENDIX B

Dear students: First of all, I would like to thank you for your genuine interest to fill in this questionnaire. The main purpose of this questionnaire is to gather valuable information for the research entitled “***The Implementation of Active Learning Strategies in English Language Classes***”. The researcher strongly wants you to devote your time, pay great

attention and fill in the given questionnaire honestly. Your honest, careful and accurate response will contribute to the quality of the study. The researcher will assure that all the responses will be kept confidential and used only for the research purpose.

Thank you in advance again!

General Directions:

- Avoid writing your name on the paper.
- Attempt all the questions as much as possible.
- For the items that have options put a (✓) in the space provided.

Part I: Background Information

7. Sex: 1. Male ☐ 2. Female ☐
8. Age: 1. 14-115 ☐ 2. 16-17 ☐ 3. 18-19 ☐ 4. above 19 ☐
9. Grade: 1. 9th ☐ 2. 10th ☐

Part II

Direction: This part of the questionnaire has 14 items related to your experience of practicing active learning strategies in your classes. Please, show your level of agreement on each of the following statements by putting a “✓” in one of the columns indicated in the Table below.

Strongly agree=5 Agree=4 Undecided=3 Disagree=2 Strongly Disagree=1

No	Items	5	4	3	2	1
I	How do you express your extent of practicing ALS in your classes?					
1	The practice of various ALS in English classes is satisfactory.					
2	English teachers use adequate teaching aids such as audio-visuals, pictures, photographs, charts and other resources.					
3	Teachers' use of lecture method in English classes is less.					

4	In English classes, we write or speak about our teachers' lecture every 15 minutes for about two or three minutes.					
5	In English classes, teachers assess us continuously by preparing effective classroom questions.					
6	I prefer my teachers' lecture to other teaching/learning methods.					
7	There are adequate learning resources for using ALS in our classes.					
8	Our classroom engagement in asking, discussing, and writing, presenting, working cooperatively and debating is satisfactory.					
9	In the classroom, teachers let us prepare questions and ask their teachers or other classmates.					
10	We brainstorm our prior knowledge and generate ideas about the new topic before teachers present it.					
11	All students take responsibility and work cooperatively effectively.					
12	English teachers make us get prepared a new topic before the class and actively participate or engage in the classroom.					
13	Teachers give different writing activities such as keeping journals, summarizing the main points of a lecture and any reading materials.					
14	Students having different learning styles /auditory, kinaesthetic, introvert, extrovert, etc. / are given attention by using various ALS.					

Do you think active learning is fully being implemented in your classes? If not, why?

Part III: Direction: This part of the questionnaire has 18 items related to the frequency of active learning implementation. Please indicate the extent to which you use them in your classroom and rate according to the following scale by putting a “√”.

Very frequently=5 frequently=4 sometimes=3 rarely=2 never =1

№	Items	5	4	3	2	1
II	How frequently do you implement the following active learning strategies?					
1	Pair work					

2	Individual work						
3	Group discussion						
4	Just in time teaching (JiTT)						
5	Debating						
6	Role playing						
7	Lecture						
8	Brainstorming						
9	Jigsaw						
10	The Pause Procedure or Interactive Lecture						
11	Drama and Games						
12	Presentation						
13	In-class writing exercises						
14	Cooperative or collaborative learning /team, peer, or group/						
15	Mind map or webbing						
16	Classroom Assessment Techniques or CATs						
17	Questioning Purposefully						
18	The Fish Bowl						

Please, list here if there are other active learning strategies being implemented in your English classroom.

If you have not implemented the above active learning strategies in your classes so far, what problems hindered you from implementing them?

Part IV: Direction: This part of the questionnaire has 12 items related to the factors that affect the implementation of active learning strategies in your classes. Please, rate the following factors according to their seriousness: from “most serious” to “not serious” by putting a “√” in one of the columns indicated in the Table below.

Most serious=4 Serious=3 Undecided=2 Not serious=1

№	Items	4	3	2	1
III	What are the main problems that affect the implementation of ALS?				
1	Time consuming				
2	Large class size				
3	Teachers’ less commitment				
4	Negative attitude of students				
5	Students’ textbooks				
6	Students’ preference of their teachers’ lecture				
7	Poor background knowledge of Students				
8	Teachers’ preference of lecture method				
9	Less interest of students in working together/in teams & collaboration				
10	Scarcity of teaching resources				
11	Inappropriate arrangement of desks				
12	Teachers’ assessment technique				

Please, list other factors that affect the implementation of active learning strategies?

Thank you!

APPENDIX C

Classroom Observation Check List on the Practice of Active Learning Strategies

The main purpose of this observation checklist is to observe the activities and situations happening in the classroom concerning the implementation of active learning strategies. The activities will be marked in the following categories on the bases of their happening.

Yes = (√)

No=(X)

Part I. General Information

Name of the School: Arboye Secondary School Date: _____ Time begin: _____

Lesson being observed: English Grade & sec: _____ Time end: _____

Part II: Observation Checklist on the Implementation of ALS

No	Items	Yes	No
1	Classroom condition for implementing ALS		
1.1	The classroom desk arrangement is suitable.		
1.2	Students' sitting arrangement is conducive.		
1.3	Class size or the number of the students is appropriate.		
1.4	The classroom is attractive and suitable having enough space, light and air.		
2	Teacher's activities in the classroom		
2.1	Teachers pose every 15 minutes and make their students speak or write about what they have learnt.		
2.2	Teachers use lecture method and students listen to their teachers' lecture the entire period.		
2.3	Teachers use ALS to meet the need of students having different learning styles.		
2.4	Teachers encourage participation of students.		
2.5	Teachers gives cooperative or group work and ask various questions.		
2.6	They use the English properly without more interference of mother tongue.		
3	Students' activities in the classroom		
3.1	Most students are interested, motivated and involved in their learning.		
3.2	Students ask, speak, write, do, present, debate or discuss in the classroom.		
3.3	There is interaction of teachers-students /students-students/ in the classroom.		

3.4	Students listen passively the entire period.		
3.5	They use the target English properly without more interference of mother tongue.		
4	Use of teaching materials		
4.1	There are various teaching aids such as audio visuals, pictures, charts, posters photographs, models, real objects and other displaying materials.		
4.2	There are adequate students' textbooks in the classroom.		
4.3	There are resources like TV, computers, library equipment's, and the internet.		

APPENDIX D

Interview Guides for Arboye Secondary School Directors

1. Which method do you prefer to students, lecture method or ALS? Why?
2. To what extent is ALS being implemented in your school? Is it satisfactory?
3. Which ALS are frequently being used by teachers and students?
4. How often do teachers use electronic devices (computers, photocopiers, internet...) and teaching aids (pictures, photographs, models, charts)?
5. What kind of support do you give to teachers and students regarding the implementation of AL?
6. To what extent do you have relationship with students' parents and other bodies such as NGOs?
7. Do you think your teachers have sufficient experience, skills and knowledge towards ALS?
8. Do you think most students speak, write, discuss, debate, and make drama using the target language?
9. How often do you conduct in-service training, workshop, seminars, etc. on the application of active learning approach? If not, why?
10. What are the main factors that affect the implementation of ALS in your school?

Thank you!

APPENDIX E

Interview Guides for Arboye Secondary School Teachers

1. Which method do you prefer for your students, lecture method or ALS? Why?
2. To what extent is ALS practiced in your classes? Is it satisfactory?
3. Which active learning strategies do you frequently use in your classes?
4. How do you evaluate your students' practice of speaking, writing, discussing, debating, making drama, brainstorming, and so on using the target language?
5. Which kinds of teaching methods do you frequently use in your classes? Why?
6. What major problems do you and your colleagues encounter in implementing active learning strategies?
7. How do you express your commitment (responsibility, dedication, devotion) to use active learning methods?
8. How often do you use teaching aids and other resources such as, pictures, photographs, models, computers, photocopiers, and the internet?
9. Do you think lecture method can address students having different learning styles?

Thank you!

APPENDIX F

Interview Guides for Arboye Secondary School Students

1. Could you tell me the difference between lecture method and ALS?
2. Which teaching/learning method do you prefer? Why?
3. To what extent is ALS practiced in your classes? Is it satisfactory?
4. Which ALS do you frequently practice in your English classes?
5. What experience of AL have you had so far starting from primary school?
6. How often do your teachers use the lecture method in the classroom? How about other subject teachers?
7. How often do your teachers use teaching aids /resources/ such as, pictures, photographs, charts, computers, photocopiers, and the internet?
8. How do you evaluate your competency of speaking, writing, asking, discussing, debating, making drama, brainstorming and using the target language?
9. What are the main problems that affect your use of active learning strategies?

Thank you!

APPENDIX G

በአርባዬ 2ኛ ደረጃ ተማሪዎች የሚሞላ መጠይቅ

ውድ ተማሪዎች ፡ በመጀመሪያ ይህን መጠይቅ ለመሙላት ፈቃደኛ ስለሆናችሁ ከፍተኛ ምስጋናን አቀርባለሁ። የዚህ መጠይቅ ዋና አላማ “በእንግሊዘኛ ቋንቋ ትምህርት የአሳታፊ መማር ዘዴ ተግባራዊነት” በሚለው ርእስ ጥናትና ምርምር ለማካሄድ ይቻል ዘንድ መረጃን ለማሰባሰብ ነው። ለጥናቱ ውጤማነት የርስዎ እውነተኛ እና ቀና መልስ በጅግ እስፈላጊ ስለሆነ ባለው እውነታ ላይ በመመርኮዝ ጥያቄዎቹን ትመልሱ ዘንድ በአክብሮት እየጠይቃለሁ። ሁሉም መልሶች በሚስጢር የሚጠበቁና ለጥናቱ ዓላማ ብቻ የሚውሉ መሆኑንም ላረጋግጥላችሁ እወዳለሁ።

በድጋሚክልብአመሰግናለሁ !

አጠቃላይ ትእዛዞች

- እባክዎትን ስምዎን በወረቀቱ ላይ አይጻፉ።
- አማራጭ መልሶች ላላቸው ጥያቄዎች ይህን ምልክት (✓) በመጠቀም ይመልሱ።

ክፍልI: የግል ሁኔታ

- ጾታ: 1. ወንድ ☐ 2. ሴት ☐
- እድሜ: 1. 14-15 ☐ 2. 16-17 ☐ 3. 18-19 ☐ 4. ከ19 በላይ ☐
- የክፍልደረጃ: 1. ዘጠኝ ☐ 2. አስር ☐

ክፍልII: ትእዛዝ:

ይህ የመጠይቅ ክፍል በክፍላችሁ ውስጥ አሳታፊ የመማር ዘዴዎችን ተግባራዊ የማድረግ ልምዳችሁን በማስመልከት 14 ነጥቦችን ይዟል። እባክዎትን በሚከተሉት ሃሳቦች ላይ የመስማማት ደረጃዎን ይህንን (✓) ምልክት በማድረግ አሳዩ።

በጣም አልሰማማም=5 አልሰማማም==4 አልወሰንም=3 እስማማለሁ=2 በጣም እስማማለሁ=1

ተቁ	ዝርዝር	5	4	3	2	1
I	አሳታፊ የመማር ዘዴን ተግባራዊ የማድረግ ልምዶችን እንዴት ትገልጹታላችሁ?					
1	በክፍላችን ውስጥ አሳታፊ የመማር ዘዴ በበቂ ሁኔታ ተግባራዊ እየሆነ ነው።					
2	መምህራኖቻችን ብዙ ጊዜ የተለያዩ የማስተማሪያ መርሃ መሳሪያዎችን ይጠቀማሉ።					
3	መምህራኖቻችን የገለጹ የማስተማር ዘዴን የሚጠቀሙት አልፎ አልፎ ነው።					
4	መምህራኖቻችን ገለጹ በሚያደርጉበት ጊዜ በየ 15 ደቂቃው ስለተማርነው ትምህርት አጠገባችን ላለው ሰው እንድንናገር አልያም በግላችን እንድንጽፍ እድሉን ይሰጡናል።					
5	በክፍል ውስጥ መምህራኖቻችን አግባብነት ያላቸውን ጥያቄዎች በማውጣት በየጊዜው ይገመገሙናል ፤ በጥቅሉ የተማሪዎችን ተሳትፎ ከፍ ያደርጋሉ።					
6	የክፍላችን ተማሪዎች በአሳታፊ የመማር ዘዴ ከመማር ይልቅ መምህሩ የሚጠቀመውን የገለጹ ዘዴ ይመርጣሉ።					
7	አሳታፊ የመማር ዘዴዎችን የሚረዱ በክፍላችን ውስጥ በቂ የማስተማሪያ መሳሪያዎች አሉ።					
8	ጥያቄ በመጠየቅ፣ ክፍል ውስጥ በመናገር፣ በመጻፍ፣ ክርክሮችንና ጭውውቶችን በማድረግ፣ ክፍል ውስጥ ወጥቶ በማስተማር እና የተማርነውን በተግባር በማሳየት የምናደርገው ተሳትፎ አርኪ ነው					
9	በክፍላችን ውስጥ ብዙውን ጊዜ ተማሪዎች ጥያቄ አዘጋጅተው መምህራንን አልያም ሌሎች ተማሪዎችን እንዲጠይቁ እድል ይሰጣቸዋል።					
10	መምህራኖቻችን አንድን አዲስ አሰከ ማስተማራቸው በፊት ስለዘ አዲስ ርእስ ያለንን ዳህራዊ እውቀት ወይም ያለንን አዳዲስ ሃሳቦች ብዙ ጊዜ እንድንናገር ወይም እንድናመነጭ ያደርጋሉ።					
11	እኔና ሌሎች ተማሪዎች፣ በቡድንና በሌሎች የትብብር ስራዎች ውስጥ አብረን በመስራት የራሳችንን ድርሻና ሃላፊነት እንወስዳለን፣ መረዳታችንና እውቀታችንን ከሌሎች ተማሪዎች ለናንጸጽራለን፣ ልምዳችንንም ለሌሎች እናካፍላለን።					
12	መምህራኖቻችን አንድን አዲስ ርእስ ከመማራችን በፊት ተዘጋጅተንበት እንድንመጣ በማድረግ ክፍል ውስጥ በበቂ ሁኔታ እንድንሳተፍ ያደርጉናል።					
13	መምህራኖቻችን በክፍል ውስጥ የተለያዩ የጽሑፍ ስራዎችን ጽፈን እንድናቀርብ ያደርጉናል። (እንደጀርናሎች፣ ማስታወሻዎች፣ ስለተማርነው ገለጻ ወይም ስለ አነብነው ነገር ማጠቃለያ መጻፍ)					
14	መምህራን የተለያዩ የመማር ስታይል ያላቸውን ተማሪዎች የሚያግዙና የሚያበረታቱ የማስተማር ስልቶችን ይጠቀማሉ። (ለምሳሌ፡_ በማየት ለሚማሩ፣ ዓይናፋር እና ተግባቢ ለሆኑ፣)					

አሳታፊ የመማር ዘዴ በእንግሊዘኛ ክፍል ጊዜ በተሳካ ሁኔታ እየተተገበረ ነው ማለት ይቻላል? ካልሆነ ለምን?

ክፍል III ትእዛዝ:

ይህ መጠይቅ በክፍላችሁ ውስጥ አሳታፊ የመማር ስልቶች ለምን ያህል ጊዜ እየተተገበሩ መሆኑን የሚመመለከት 18 ነጥቦችን ይዟል፡፡ እባክዎትን እነዚህን ዘዴዎች የምትጠቀሙት እስከምን ድረጃ እንደሆነ በሚከተሉት ስኬል መሰረት ይህን (✓) ምልክት በማድረግ አሳዩ፡፡

በጣም አዘውትሮ = 5 አዘውትሮ = 4 አንዳንድ ጊዜ = 3 አልፎ አልፎ = 2 የለም=1

№	ዝርዝር	5	4	3	2	1
II	በክፍላችሁ ውስጥ የሚከተሉት አሳታፊ የመማር ዘዴዎች ለምን ያህል ጊዜ ነው ተግባራዊ እየሆኑ ያሉት?					
1	Pair work /በጥንድ መስራት/					
2	Individual work /በግል መስራት/					
3	Group discussion: ሁሉም ተማሪዎች የመናገር፣ የመጻፍ፣ ሃሳብ የመለዋወጥ፣ በትብብር አብሮ የመስራት፣ ልምዳቸውን የሚያካፍሉበት ስልት ነው፡፡ /					
4	Just in time teaching (JiTt): / በዚህ ስልት ተማሪዎች ወደ ክፍል ከመምጣታቸው በፊት ቀደም ብለው አዲስ ሊማሩባሉት ት/ት ላይ በቂ ዝግጅት ያደርጋሉ፡፡ ከዚያም እክፍል ውስጥ ከገቡ በኋላ ሁሉም ተማሪዎች በብቃትና በንቃት ተሳትፎ የሚያደርጉበት ሂደት ነው፡፡					
5	Debating: በአንድ ሃሳብ ላይ አሳማኝ ወይም አፍራሽ ሃሳብን ይዞ በመከራከር በቃል የመግባባት ክህሎትን፣ ተጠየቅነት ያለው /logical/ አስተሳሰብንና ተነሳሽነታቸውን የሚያጠናክሩበት ዘዴ					
6	Role playing: / ይህ ዘዴ የሌላ ሰውን ተግባር በመወከል መጫወት ሲሆን የተማሪን ፍላጎት ለማሳሳት ወይም የተማሩትን ት/ት ከግል ህይወታቸው ጋር ለማያያዝ ይረዳል፡፡ /					
7	Lecture / መምህራን ብዙዎቹን ደቂቃዎች በገለጻ የሚያስተምሩበት ዘዴ ነው፡፡ /					
8	Brainstorming: / ተማሪዎች በአዲሱ ርዕስ ላይ ያላቸውን ዳህራዊ እውቀት/ prior knowledge/ እንዲያንጸባርቁ እና የተለያዩ ሃሳቦችን እንዲያመነጩ የሚደረግበት ዘዴ ነው፡፡					
9	Jigsaw: / በዚህ ስልት በመጀመሪያ ተማሪዎች በተለያዩ ቡድኖች ይከፋፈሉና ለያንዳንዱ ቡድን የተለያዩ ግን ዝምድና ያላቸው ጥያቄዎች ወይም ስራዎች ይሰጣቸዋል፡፡ ከዚያም በድጋሜ በእያንዳንዱ ቡድን ውስጥ ያሉ ተማሪዎች በመሰባጠር ሌሎች ቡድኖችን መስርተው ለቡድኑ እንዲያስተምሩ የሚደረግበት ሂደት ነው፡፡ /					
10	The Pause Procedure or Interactive Lecture: / በዚህ ዘዴ ተማሪዎች በየ 15 ደቂቃ ውስጥ የተሰጣቸውን ገለጻ / lecture/ ለ2 ወይም ለ3 ደቂቃዎች እንዲጽፉና ተማሪ ከተማሪ ጋር እንዲወዩ ወይም በግላቸው እንዲሰሩ ወይም ማጠቃለያ / summary/ እንዲጽፉ የሚደረግበት ሁኔታ ነው					
11	Drama and Games: ይህ ዘዴ በድራማና በልዩ ልዩ ጨዋታዎች ተማሪዎች ትምህርታቸውን አዝናኝና በሚያስደስት ሁኔታ የሚማሩበት መንገድ ነው					
12	Presentation: / በዚህ ዘዴ ተማሪዎች ወጥተው የተወሰነ ርዕስ እንዲያስተምሩ ይደረጋል፡፡					

13	In-class writing exercises: / በዚህ ስልት ተማሪዎች በክፍል ውስጥ የተለያዩ የጽሁፍ ስራዎችን እንዲጀርናል፤ ማስታወሻዎች፤ የመምህሩን lecture እናያነበቡትን ዋና ፍሬ ሃሳብ ባጭሩ በመጻፍ መልሰው እንዲናገሩ የሚደረግበት ሂደት ነው፡፡ /					
14	Cooperative or collaborative learning /team, peer, or group: / በዚህ ስልት ተማሪዎች እርስ በርስ ይማማራሉ፤ አብረው ይወያያሉ (ይሰራሉ)፤ ችግሮችን በጋራ ይፈታሉ፤ ለጎን መቀመጥ ብቻ ሳይሆን ሁሉም ተማሪዎች የስራ ክፍፍል በማድረግ ሃላፊነትና ተጠያቂነት ይኖራቸዋል፡፡					
15	Mind map or webbing: /የሃሳብ ድር/ ተማሪዎች ቀደም ሲል ያካበቱትን እውቀት ለማነሳሳት ወይም የተማሩትን ት/ት ለመከለስ አንድ ንጹህ ወረቀት መሃል ላይ አንድ ቃል ወይም ሃረግ በመጻፍ ዙሪያውን ተዛማጅ ሃሳቦችን የሚጽፉበት ሂደት ነው፡፡ /					
16	Classroom Assessment Techniques or CATs: /የክፍል ውስጥ ግምገማ ቴክኒኮች/ አንድ ተማሪ ምን ያህል እንደተረዳና እንዳወቀ ለመወሰንና ብቃቱንና ችሎታውን ለማወቅ በአመቱ መጨረሻ ብቻ ሳይሆን በየጊዜው በክፍል ውስጥ በተለያዩ ስልቶች እየተገመገመ የሚለይበት ዘዴ ነው፡፡					
17	Questioning Purposefully: በክፍል ውስጥ በተደጋጋሚ ጥያቄዎችን መጠየቅን ይመለከታል፡፡ ተማሪዎች ለሌሎች ተማሪዎች፤ ተማሪዎች ለመምህራኖቻቸው፤ አልያም መምህራኖች ለተማሪዎች ጥያቄዎችን አውጥተው የሚጥይቁበት ስልት ነው፡፡					
18	The Fish Bowl: ተማሪዎች የሚማሩትን ት/ት አስመልክቶ ጥያቄዎችን በማውጣት መምህራኑ ወይም የክፍሉ ተማሪዎች እንዲመልሱ ይደረጋል፡፡					

እባክዎትን በክፍላችሁ ውስጥ እዚህ ላይ ያልተጠቀሱ ሌሎች አሳታፊ የመማር ስልቶች እየተተገበሩ ከሆነ ከዚህ በታች ጻፍዎቻቸው፡፡በዚህ ሴሜስተር በክፍላችሁ ውስጥ በብዛት ተግባራዊ እየሆኑ ያሉትን ሶስት የመማር ዘዴዎች በቅደም ተከተል ጻፉ፡፡

ከላይ የተጠቀሱት አብዛኛዎቹ አሳታፊ የመማር ዘዴዎች በክፍላችሁ ውስጥ ተግባራዊ እየሆኑ ካልሆነ ይህ እንዳይከናወን እንቅፋት የሆኑት ነገሮች ምን ይሆናሉ ብላችሁ ታስባላችሁ?

ክፍል IV ትእዛዝ፡

ይህ የመጠይቅ በክፍላችሁ ውስጥ አሳታፊ የመማር ስልቶች ተግባራዊ እንዳይሆኑ እንቅፋት የሆኑ ነገሮችን አስመልክቶ 12 ነጥቦችን ይዟል። እባክዎትን እንደ ችግሮቹ አሳሳቢነት **እጅግ አሳሳቢ**” እስከ **“አሳሳቢ አይደለም”** እስከሚለው ድረስ ልኬታችሁን ይህንን “√” ምልክት በማድረግ አሳዩ።

እጅግ አሳሳቢ=4 አሳሳቢ=3

አልወስንም=2

አሳሳቢ አይደለም=1

№	ዝርዝር	4	3	2	1
III	አሳታፊ የመማር ዘዴዎች ተግባራዊ እንዳይሆኑ እንቅፋት የሆኑ ዋና ዋና ችግሮች ምንድን ናቸው?				
1	የጊዜ እጥረት				
2	የተማሪዎች ቁጥር መብዛት				
3	የመምህራን ተነሳሽነት አናሳ መሆን				
4	የተማሪዎች የት/ት ፍላጎት አናሳ መሆን				
5	የመማሪያ መጻህፍት ምቹ አለመሆን				
6	ተማሪዎች ከአሳታፊ የመማር ዘዴዎች ይልቅ የመምህራንን የገለጸ ዘዴ መምረጥ				
7	የተማሪዎች ዝቅተኛ ዳህራዊ እውቀት /poor background /				
8	መምህራን ከአሳታፊ ዘዴ ይልቅ በገለጸ ማስተማርን መምረጥ				
9	ተማሪዎች በትብብርና በህብረት መስራትን አለመምረጥ				
10	የ ት/ት መርጃ መሳሪያዎች እጥረት				
11	ዴስኮችና ወንበሮች ለአሳታፊ የማስተማር ዘዴዎች ምቹ አለመሆን				
12	የአንዳንድ መምህራን የምዘና ስልት ምቹ አለመሆን				

አሳታፊ የመማር ዘዴዎች ተግባራዊ እንዳይሆኑ እንቅፋቶች የሚሆኑ ሌሎች ነገሮች ካሉ በዝርዝር ጻፏችሁ።

በድጋሜ በጣም አመሰግናለሁ

APPENDIX H

Gaaffiilee Barreeffamaa Kan Barattootaan Guuttamu

Jaalatamtoota barattoota, duraan dursee gaaffiilee barreeffamaa kana deebisuuf fedhii guutuu qabaachu keessaniif baay’iseen isiin galatefadha. Gaaffiileen kun kan qophaa’an odeeffannoo qorannoo fi qu’annoo mata-duree “**Hojii Irra Oolmaa Mala Barachu Hirmaachisaa Kutaa Luga Ingiliffa Keessatti M/B Arbooyyee sad. 2^{ffaatti}**” dha. Galma ga’iinsa qorannichaatiif deebiin keessan dhugaa ta’e murteessaa dha. Deebiin isin kennitanis qorannoo kanaaf qofa kan oluu dha

Qopheessa Qorannichaa!

Ajaja Waligalaa

- Maqaa ofii barreessun barbaachisaa miti::
- Gaffilee fillannoo qabaniif mallattoo (✓) fayyadamaa.

Kutaa I: Odeeffannoo Dhuunfaa

- Saala: 1. Dhira ☐ 2. Dhalaa ☐
- Umrii: 1. 14-15 ☐ 2. 16-17 ☐ 3. 18-19 ☐ 4. >19 ☐
- Sadarkaa Kutaa: 1. Sagal ☐ 2. Kudhan ☐

Kutaa II: Ajaja: Bargaaffiin kun kutaa barnootaa keessatti haala barnoonni hirmaachisaa ta’e hojii irra olchuu irratti muxannoo isin qabdan ilaalchise qabxilee 14 qabate jira. Yaadota armaan gadii irratti waliigalte kee mallattoo kana(✓) gochuun agarsiisi.

5:Baayisee walii hingala 4:Walii hingala 3:Hin murteessu 2:Walii galu 1:Baay’ee walii-galu

TL	Tarreefama Yaadaa	5	4	3	2	1
I	Muxannoo barachu hirmaachisaa ta’e qabdun akkamiin ibsitu?					
1	Barattoonni haala ga’aa taheen hirmaanaa waan godhaniif, wal-deeggarani waan hojjetaniif, waan gaafataniif, mariidhaan waan barataniif, kutaa keenya keessatti raawwiin mala barachu hirmaachisaa ta’e qubsaa dha.					

2	Barsiisoonni keenya yeroo baay'ee ye meshaalee deeggarsa barnootaa adda addaa: fkn suuraa, fakkiiwwan, pilaazimaa, koompiyutaraa fi intarneetitti ni fayyadamu.				
3	Barsiisoonni keenya mala baru-barsiisuu ibsatti kan fayadaman darbe darbe waan ta'eef yeroo baay'e kan fudhatan barattoota.				
4	Barsiisoonni keenya yeroo ibsa godhan daqiiqaa 15 keessatti daqiiqaa lama ykn sadiif wanta baranne akka hiriyyaa keenyati himnu ykn oftii barresiinu carraa nuuf laatu.				
5	Gola keenyaa keestii barsiisoonni gaafilee madaalawaa ta'an qopheesuun yeroo yeroon nuu madaalu.				
6	Barattoonni gola keenyaa mala baru-barsiisuu himaachisaa ta'e irraa ibsa barsiisaan fayyadamu filatu.				
7	Mashaaleen deeggarsa barnootaa mala baru-barsiisuu hirmaachiisaa ta'e deegaran gahaan kutaa keenya keessatti argamu.				
8	Gaaffii gaafachuun, kutaa keessatti dubachuun, barreessuun, wal-falmii fi taphoota gochuun, kutaa keessatti ka'ani barsiisunfi waan baranne gochaan agarsiisun hirmaannaan gonu qubsaa dha jedhani ibsuun ni danda'ama.				
9	Gola keenya keessatti, barattoonni gaaffii qopheessanii barsiisota ykn barattoota biro akka gaafatan carraan ni kennamaaf. Haala kanaanis fedhiin barachuu fi beeku barattootaa kaka'era, waan jechaan baratan gochaan akka agarsiisan godhame jira, hariiroon barataa-barsiisaa ykn barataa-barataa cimee jira, hirmaanaan barattootaa daran dabalee jira.				
10	Barsiisoonni mata duree haaraa osoo hin barsiisin dura mata duree sana irratti beekumsa qabnu ykn yaada haraa qabnu akka dubbanu fi burqiisifnu ni godhu.				
11	Barattoonni hojii garee fi hojeelee waliini baay'e irratti wal-deeggarun bu'aa qabeessummaan ni hojjetu.				
12	Barsiisoonni mata duree haaraa osoo hin barsiisin dura itti qophoofne akka dhufnu fi kutaa keessatti haalaan akka hirmaannu godhu.				

13	Barsiisonni gola keessattii barreefamoota adda adda akka barreessinu fi dhiyeesinu nu godhu.(Fkn, Barruullee, yaadannoowwan adda addaa, wanta baranne ykn dubiisne ilaalchise yaada walii gala barressu fi dhiyessu)					
14	Barsiisonni toftaa barsiisuu haala simannaa barnootaa barattootni qaban kan deeggarani fi jajjabeesanitti ni fayyadamu. (Fkn. Harkaan hojachu kan baratan, ijaan laaluludhaan kan baratan, ...)					

Toftaan baru-barsiisuu hirmaachisaa milkaa'a ta'e wayiti barnoota Ingliiffatti hojii irra olaa jira jechuu ni dandeenya? Yoo ta'u baate maaliif?

Kutaa III Ajaja: Bargaafiin kun kutaa keessatti haali baru-barsiisuu hirmaachiisaa ta'e hammam raawwatamaa akka jiru kan hubachiisu qabxiilee 18 qabate jira. Kanaafuu, toftaa kana sadarkaa hammiiti akka tahe mallatto(✓) gochuun agarsiisaa.

5: Yeroo baay'ee 4: Baay'ee 3: Yeroo tokko tokko 2: Darbee darbee 1: Hinjiru

№	Tartiiba yaadaa	5	4	3	2	1
II	Kutaa keessatti malii baru-barsiisuu hirmaachisaa ta'e armaan gadii yeroo hammaniif raawwatamaa jiru?					
1	Pair work /Dachaan hojjechuu (nama laman hojjechu) /					
2	Individual work / Dhunfaan hojjechuu/					
3	Group discussion /marii garee/: toftaan kun barattoonni hundi dubbachuu, barreessuufi, yaada wal-jijjiiru, wal-deegaranii hojjechuu, muxannoo kan itti wal-jijjiirani dha.					
4	Just in time teaching (JiTT): /mala kanaan baratooni gara dareetti dhufun dura barumsa barachu qaban irratti qophi ni taasiisu. Sana boodaa baratooni gara dareetti irga seenan booda hirmaanna ho'a ni taasiisa.					
5	Debating/ Wal-mormii/ toftaan kun yaada tokko irratti yaada amansiisu ykn diigu qabachuun wal-mormanii dandeeti afaaniin walii galu, kan itti gaafatamani fi yaadaa fi kaka'umsa itti cimsatani dha.					
6	Role playing: toftaan kun gocha nama biro bakka bu'un taphachuu yoo tahu hamilee barattootaa kakaasuf fi jiruf jireenya isaanii wajiin walqunamsiisuf ni fayada.					

7	Lecture/ Ibsa/: Barsiisoonni daqiiidaa baay'ee fudhachuun kan itti barsiisanii dha.					
8	Brainstorming: Barattoonni mata duree haaraa irratti beekumsa duraa /prior knowledge/ qaban akka calaqiisani fi yaadota madiisisan toftaa itti godhamu.					
9	Jigsaw: /dura barattoonni garee adda addaatti hiramuuu garee tokko tokkoof gaafileen walitti dhufeenya qaban ni kennamaaf. Barattoonni gare tokkon tokko keessatti jiran walitti makuun gareen biro waliin hojachu					
10	The Pause Procedure or Interactive Lecture: barattoonni waan itti keenname daqiiqaa 15 keessatti, ibsa itti kenname daqiiqaa 2f ykn 3f akka barreessanii fi waliin akka mari'atan ykn dhunfaan akka hojjetan dha.					
11	Drama and Games: haala diraamaafi taphattin barumsa isaanii mala bashanansisaa kan ittin baratan dha.					
12	Presentation/Dhiyeessuu/: malli kun mala barattooni muraasni fuuduratti bahuun mata duree murasa itti barsisani.					
13	In-class writing exercises: mala kanan barattooni daree kessatti bareefamoota adda adda nannaan akka barruulee, yaaddannoo, yaada ibsa barsiisaa (leekacharaa) yaadicha gabaabsani bareessudhaan deebisanii ni dhiyeesu.					
14	Cooperative or collaborative learning: malli kun mala barattooni walira baratan, waliin mari'atan /hojatan/, rakko waliin hikan, wal bira taa'u qofa oso hinta'in hojii walii qoodanii, itti gafatamumma ni fudhatu					
15	Mind map or webbing: malli kun mala barattooni hubannoo kana dura qaban agarsisuuf ykn barumsa baratan irra deebi'uf, waraqa qulqullu jiddutti jechaa ykn hima barreessdhaan naannawa isaatti immoo yaada walfakaata ittin bareesani dha.					
16	Classroom Assessment Techniques /CATs/: mala hordofii daree kessa /barataan tokko hangam akka hubateefi beekke addaan baasufi beekumsa fi dandeetii isaa addaan baasuf dhuma wagga irratti qofa osoo hinta'in yaroo yaroon daree keessatti toftaale gara garaa itti fayadamudhaan addan ittin bafamu dha. Malli kun barataan fedhidhaan akka hojatu kara ni bana.					

17	Questioning Purposefully: mali kun mala toftaan kun daree keessatti gaaffi irra deedabudhaan gaafachu ilaallata.					
18	The Fish Bowl: mala kanan barattooni barumsa isaanii ilaalchise gaaffile tokko tokko qopheesudhaan meeshaa saandhuqa fakkaatu keessatti ni kufatu. Sana booda barsiisoonni gaaffile saanduqa keessa fudhachuun deebii ni keennu ykn barattooni akka deebisan ni taasifama.					

Daree keessan kessatti maloota hirmaachisaa armaan olitti ibsaman alaatti hojii irra kan olan yoo jiraatan yaa ibsamu. Seemeestera kana kessatti maloota baruuf barsiisu hoji irra olan keessaa sadii tartibaan ykn akkaataa irra deedebee isaanitin/ tarreessi.

Malootaa armaan olitti ibsaman keessa mala baayee hirmaachisa taa'e hojii irra akka hin olle wantoota guufuu ta'an maalfa dha jeetani yaaddu?

Kutaa IV Ajaja: Bargaaffiin kun mala baru-barsiisu kutaa keessatti raawwachuuf guufuuwwan wantoota ta'an ilaalchisee qabxiilee 12 qabate jira. Kutaa keessatti akkaataa rakkoon itti jiru haala qabxiilee ta'aniin mallatto “√” kaa'un agarsiisaa.

Baay'ee yaachisaa: 4 yaachiisaa: 3 hin murteessuu: 2 yaachisaa miti: 1

№	Tartiiba yaadaa	4	3	2	1
III	Malii baru-barsiisuu hirmaachisaa ta'e hojii irra akka hin olee guufuuwwaan gurguddoon maal faa dha?				
1	Dhibini yeroo				
2	Lakkoofsi barattootaa baay'achuu				
3	Kutannoo fi fedhii barsiisoonni qaban xiqqaachuu				
4	Kutannoo fi fedhii barattootni qaban xiqqaachuu				
5	Kitaabileen barnootaa barattootaa mijatoo taa'u dhabu				
6	Barattootni ibsa barsisaan kennamu filachu isaani				
7	Ka'umsa dandeetti/gahumsa/ barattootaaxiqqaachu				

8	Barsiisoonni ibsan barsisuun filachu isaani				
9	Barattoonni waliini fi wal-deeggaruun hojjechuu filachu dhabu.				
10	Hir'inni meshaaleen deegarsa barnoota kanneen akka koompiyutaraa, footokopii, pilaazimaa, intarneeti fi kkf jiraachu dhabu				
11	Teessoowwan mijatoo taa'u dhabu				
12	Toftaalee madaallii barsiisota tokko tokkoo mijatoo taa'u dhabu				

Malli baru-barsiisuu hirmaachisaa ta'e hojii irra akka hin olee gufuu kan ta'an wantoonni biro yoo jiraatan tarreessii._____

Galatoomaa! -

APPENDIX I

Interview Transcription for the School Official 1

Interviewer: well, thank you very much for coming for this interview according to our program. Now, let us just start our interview by asking the first question. Which method do you prefer to students, lecture method or ALS? Why?

Interviewee: oh... active learning because according to the new policy, it is our duty to teach our students in this method.

Interviewer: To what extent is ALS being implemented in your school? Is it satisfactory?

Interviewee: oh...(He surprised) students have given so many chances but they do not use this method. Mm... some teachers are not commitment to implement this...you know this.

Interviewer: Which ALS are frequently being used by teachers and students?

Interviewer: mm...but I don't usually see. But during internal supervision, most teachers use lecture method and students sit in groups but only one student answer question.

Interviewer: How often do teachers use electronic devices (computers, photocopiers, internet...) and teaching aids (pictures, photographs, models, charts)?

Interviewee: our plasma TV doesn't function and we have very few computers. But teachers can use pictures, charts and other teaching aids. ...uh...in fact there is shortage of resources.

Interviewer: What kind of support do you give to teachers and students regarding the implementation of AL?

Interviewer: we can do what we can.

Interviewer: To what extent do you have relationship with students' parents and other bodies such as NGOs?

Interviewee: oh...this a great problem. As you know students' parents do not come to school for meeting. So we cannot share ideas about the school and students problems. But the NGOs sometimes support us by offering books. But uh...this not enough.

Interviewer: Do you think your teachers have sufficient experience, skills and knowledge towards ALS?

Interviewee: most of them are degree holders and experienced teachers but most of them have no interest to use active learning because most students have poor background knowledge and absent from schools.

Interviewer: Do you think most students speak, write, discuss, debate, and make drama using the target language?

Interviewee: aa...yi... (He was disappointed) this impossible... uh... you cannot get even two students from each class to perform this. There are so many students who cannot write the English alphabet.

Interviewer: How often do you conduct in-service training, workshop, seminars, etc. on the application of active learning approach? If not, why?

Interviewer: mmm... of course we haven't conducted this formally...but in our team meeting we raise this issue sometimes.

Interviewer: What are the main factors that affect the implementation of ALS in your school?

Interviewer: so many factors...the main factors are students' poor background and negative attitude towards learning, shortage of time, resources, and school facilities. There is no kindergarten in our town...so children have no base. But if you take children in big cities, they are like native speakers in English language. They can express their ideas without any problem. But here, even parents have no interest to send their children to school and they do not control their children when they are absent from school.

Interviewer: Thank you very much again for this interview. Good bye!

Interviewer: You are welcome. Good bye!

APPENDIX J

Interview Transcription for English Teacher 1

Interviewer: well, thank you for your coming for this interview according to our program. Now let us start our interview by asking the first question. Which method do you prefer for your students, lecture method or ALS? Why?

Interviewee :(the teacher smiled)...active learning. Students are motivated, they become critical thinker and be creative. In addition, they share knowledge and experience. They become sociable when they work together. Uh... and they remember what they have learnt easily.

Interviewer: To what extent do you practiced ALS in your classes? Is it satisfactory?

Interviewee: I absolutely believe active learning is important for our students. But I don't think it is implemented in our school. So, my practice of this strategy is very low. I frequently use lecture method in my classes ... (he became a bit furious) how can you teach high school students who cannot identify the English alphabet? In addition, they have no interests towards their learning, they become absent for many days without permission, for example I can show you a student who have learnt only four days in the semester but he took sat for the final exam. Most students prefer passing exams through cheating.

Interviewer: Which active learning strategies do you frequently use in your classes?

Interviewee: lecture method and individual work, sometimes pair work

Interviewer: How do you evaluate your students' practice of speaking, writing, discussing, debating, making drama, brainstorming, and so on using the target language?

Interviewee: the majority of my students can't speak, write paragraphs, discuss and debate. (He spoke hopelessly) u.h... You may get one or two students who can do this in each class.

Interviewer: What major problems do you and your colleagues encounter in implementing active learning strategies?

Interviewee: many...many...teaching resources, students poor background, absenteeism, shortage of time to cover the portion and so on.

Interviewer: How do you express your commitment (responsibility, dedication, devotion) to use active learning methods?

Interviewee: oh... first in order to apply active learning strategies in my classes, it takes time of preparation and budget. The number of students should also be suitable. But we teachers are very busy people. For example, I teach in large class and against shift. I have no

adequate time for AL preparation. Students are also not voluntary to learn in this method...so I prefer lecture method. My commitment is less.

Interviewer: How often do you use teaching aids and other resources such as, pictures, photographs, models, computers, photocopiers, and the internet?

Interviewee: rarely, almost no.

Interviewer: Do you think lecture method can address students having different learning styles?

Interviewee: mmm... (he smiled) how?...it can't. Students have diverse learning styles and various abilities. Lecture method cannot be appropriate for all kind of students who have different learning styles and abilities.

Interviewer: Thank you very much again for this interview. Good bye!

Interviewer: You are welcome. Good bye!

Interview Transcription for English Teacher 2

Interviewer: Alright, thank you for coming for this interview according to our appointment. Now let us start our interview by asking the first question. Which method do you prefer for your students, lecture method or ALS? Why?

Interviewer: (smiled) ...don't you ALS? I hope AL is very essential because it has several for students. For example, when they discuss in groups, they retain information and learn one another. They don't expect their teacher as the only source of knowledge.

Interviewer: To what extent do you practiced ALS in your classes? Is it satisfactory?

Interviewee: I sometimes practise ALS but it is not satisfactory.

Interviewer: Which active learning strategies do you frequently use in your classes?

Interviewee: lecture method and individual work, sometimes pair work

Interviewer: How do you evaluate your students' practice of speaking, writing, discussing, debating, making drama, brainstorming, and so on using the target language?

Interviewee: it is less than you expect from their level. Most of my students have problems in communicating using the target language in terms of all language skills. Many students cannot identify the English alphabet. So, can you really implement ALS in this situation?

Interviewer: What major problems do you and your colleagues encounter in implementing ALS?

Interviewee: many...many...teaching resources, poor background, absenteeism, time short

Interviewer: How do you express your commitment (responsibility, dedication, devotion) to use active learning methods?

Interviewee: oh...very less. I have life burden. In addition, students and the society have less respect for teachers and for the profession as a whole. Lack of interest for learning.

Interviewer: How often do you use teaching aids and other resources such as, pictures, photographs, models, computers, photocopiers, and the internet?

Interviewee: almost no.

Interviewer: Do you think LM can address students having different learning styles?

Interviewee: mmm... it can't. Using only lecture method is a disadvantage.

Interviewer: Thank you very much again for this interview. Good bye!

Interviewee: You are welcome. Good bye!

APPENDIX K

Interview Transcription for Student 1

Interviewer: well, first of all I thank you very much for you are voluntary for this interview. Let us start our interview by asking the first question. Could you tell me the difference between lecture method and ALS?

Interviewee: lecture...is for the teacher. Lecture means if something is not clear for us the teacher makes clear for us. But active learning means when students help each other.

Interviewer: Which teaching/learning method do you prefer? Why?

Interviewee: I want the discussion and debating method because when I discuss with my friends the lesson becomes easier for me and I don't forget it.

Interviewer: To what extent is ALS practiced in your classes? Is it satisfactory?

Interviewee: it is not enough...it's less.

Interviewer: Which ALS do you frequently practice in your English classes? **Interviewer:** lecture

Interviewer: What experience of AL have you had so far starting from primary school?

Interviewee: our English teacher used to make us sing a song... and she explained to us.

Interviewer: How often do your teachers use the lecture method in the classroom? How about other subject teachers?

Interviewee: usually...mmm...but our biology teacher makes us discuss, draw pictures, and present in the classroom.

Interviewer: How often do your English teachers use teaching aids /resources/ such as, pictures, photographs, charts, computers, photocopiers, and the internet?

Interviewee: never

Interviewer: How do you evaluate your competency of speaking, writing, asking, discussing, debating, making drama, brainstorming and using the target language?

Interviewee: all subjects are given in English language; so it is difficult to use English in the classroom. I am afraid and the teacher not give us chance...

Interviewer: What are the main problems that affect your use of active learning strategies?

Interviewee: we have no interest in working together...we like our teachers' lecture. Again many students are absent from school. They prefer cheating exams rather than taking responsibility to their own learning. Our books are very big so we not bring to class.

Interviewer: Thank you very much again for this interview. Good bye!

Interviewee: Okay. Good bye!

Interview Transcription for Student 2

Interviewer: well, first I thank you for you are voluntary for this interview. Let us start our interview by asking the first question. Could you tell me the difference between lecture method and ALS?

Interviewee: mmm...in lecture, teachers use more time. He teaches us. But in active learning teacher sits and students discuss the whole period.

Interviewer: Which teaching/learning method do you prefer? Why?

Interviewee:...active learning method because when I discuss with my friends the lesson becomes easier for me and I don't forget it.

Interviewer: To what extent is ALS practiced in your classes? Is it satisfactory?

Interviewee: sometimes...it's not effective.

Interviewer: Which ALS do you frequently practice in your English classes? **Interviewer:** lecture

Interviewer: What experience of AL have you had so far starting from primary school?

Interviewee: Most of our English teacher used to lecture and explain to us we used to write short not.

Interviewer: How often do your teachers use the lecture method in the classroom? How about other subject teachers?

Interviewee: usually...mmm...but our civics teacher makes us discuss.

Interviewer: How often do your English teachers use teaching aids /resources/ such as, pictures, photographs, charts, computers, photocopiers, and the internet?

Interviewee: rarely

Interviewer: How do you evaluate your competency of speaking, writing, asking, discussing, debating, making drama, brainstorming and using the target language?

Interviewee: the medium of instruction has been changed and except reading am not good at speaking and writing so I cannot debate and make drama in English. I am afraid and the teacher not give us chance...

Interviewer: What are the main problems that affect your use of active learning strategies?

Interviewer: most students have no sense for learning and have no knowledge. We like our teachers' lecture. Again students are absent from school. Our book is very difficult.

Interviewer: Thank you very much again for this interview. Good bye!

Interviewee: Okay. Good bye!

Interview Transcription for Student 3

Interviewer: well, first I thank you for you are voluntary for this interview. Let us start our interview by asking the first question. Could you tell me the difference between lecture method and ALS?

Interviewee: lecture is explaining by the teacher or the student. But active learning is discussing each other.

Interviewer: Which teaching/learning method do you prefer? Why?

Interviewee: lecture method because when teachers explain, it becomes easier for me.

Interviewer: To what extent is ALS practiced in your classes? Is it satisfactory?

Interviewee: sometimes....it's not effective.

Interviewer: Which ALS do you frequently practice in your English classes?

Interviewer: lecture sometimes there is discussion but it kills time.

Interviewer: What experience of AL have you had so far starting from primary school?

Interviewee: most of our English teacher used to lecture and explain to us.

Interviewer: How often do your teachers use the lecture method in the classroom? How about other subject teachers?

Interviewee: always...mmm...but our chemistry teacher makes us do a project.

Interviewer: How often do your English teachers use teaching aids /resources/ such as, pictures, photographs, charts, computers, photocopiers, and the internet?

Interviewee: sometimes

Interviewer: How do you evaluate your competency of speaking, writing, asking, discussing, debating, making drama, brainstorming and using the target language?

Interviewee: the medium of instruction has been changed but I try little... I cannot debate and make drama in English. I am afraid.

Interviewer: What are the main problems that affect your use of active learning strategies?

Interviewer: most students have no sense for learning and have no knowledge starting from grade one. No hope of learning and getting job. They are absent from school. Our book is very difficult. The does not give us chance of asking each other in the classroom. There is shortage of time. No facilities.

Interviewer: Thank you very much again for this interview. Good bye!

Interviewee: Okay. Good bye!

Interview Transcription for Student 4

Interviewer: well, first I thank you for you are voluntary for this interview. Let us start our interview by asking the first question. Could you tell me the difference between lecture method and ALS?

Interviewee: lecture is explaining by the teacher or the student. But active learning is discussing each other.

Interviewer: Which teaching/learning method do you prefer? Why?

Interviewee: lecture method because when teachers explain, it becomes easier for me.

Interviewer: To what extent is ALS practiced in your classes? Is it satisfactory?

Interviewee: rarely less....it's not effective.

Interviewer: Which ALS do you frequently practice in your English classes?

Interviewer: lecture but sometimes pair work.

Interviewer: What experience of AL have you had so far starting from primary school?

Interviewee: most of our English teacher used to lecture and explain to us.

Interviewer: How often do your teachers use the lecture method in the classroom? How about other subject teachers?

Interviewee: always...mmm...but our chemistry teacher makes us do a project.

Interviewer: How often do your English teachers use teaching aids /resources/ such as, pictures, photographs, charts, computers, photocopiers, and the internet?

Interviewee: never

Interviewer: How do you evaluate your competency of speaking, writing, asking, discussing, debating, making drama, brainstorming and using the target language?

Interviewee: the medium of instruction has been changed but I try some.

Interviewer: What are the main problems that affect your use of active learning strategies?

Interviewer: most students have no sense for learning and have no knowledge starting from grade one. They are absent from school and hopeless of getting job. No chance of asking each other in the classroom. There is shortage of time. No facilities.

Interviewer: Thank you very much again for this interview. Good bye!

Interviewee: Okay. Good bye!

APPENDIX L

Classroom Observation Transcription on the Implementation of ALS

The main purpose of this observation checklist was to observe the activities and situations happening in the classroom concerning the implementation of active learning strategies. The activities were marked in the following categories on the bases of their happening.

Yes = (√)

No=(X)

Observation Checklist on the Implementation of ALS

№	Items	1 st round					2 nd round				
		Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5	Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5
1	Classroom condition for implementing ALS										
1.1	The classroom desk arrangement is suitable.	X	X	X	√	X	X	X	X	√	X
1.2	Students' sitting arrangement is conducive.	X	X	X	√	X	X	X	X	√	X
1.3	Class size or the number of the students is appropriate.	√	X	X	X	X	√	X	X	X	X
1.4	The classroom is attractive and suitable having enough space, light and air.	X	X	X	√	X	X	X	X	√	X
2	Teacher's activities in the classroom										
2.1	Teachers pose every 15 minutes and make their students speak or write about what they have learnt.	X	X	X	√	X	X	X	X	√	X
2.2	Teachers use lecture method and students listen to their teachers' lecture the entire period.	√	√	√	X	√	√	√	√	X	√
2.3	Teachers use ALS to meet the need of students having different learning styles.	X	X	X	√	X	X	X	X	√	X

2.4	Teachers encourage participation of students.	X	X	X	√	X	X	X	X	√	
2.5	Teachers gives cooperative or group work and ask various questions.	X	X	X	√	X	X	X	X	√	X
2.6	They use the English properly without more interference of mother tongue.	X	√	X	√	X	X	√	X	√	X
3	Students' activities in the classroom										
3.1	Most students are interested, motivated and involved in their learning.	X	X	X	√	X	X	X	X	√	X
3.2	Students ask, speak, write, do, present, debate or discuss in the classroom.	X	X	X	√	X	X	X	X	√	X
3.3	There is interaction of teachers-students /students-students/ in the classroom.	X	X	X	√	X	X	X	X	√	X
3.4	Students listen passively the entire period.	√	X	√	X	√	√	X	√	X	√
3.5	They use the target English properly without more interference of mother tongue.	X	√	X	√	X	X	√	X	√	X
4	Use of teaching materials										
4.1	There are various teaching aids such as audio visuals, pictures, charts, posters photographs, models, real objects and other displaying materials.	X	X	X	X	X	X	X	X	X	X
4.2	There are adequate students' textbooks in the classroom.	√	X	X	√	X	√	X	X	√	X
4.3	There are resources like TV, computers, library equipment's, and the internet.	X	X	X	X	X	X	X	X	X	X