



ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY
SCHOOL OF HUMANITIES AND LAW
DEPARTMENT OF ENGLISH

**AN INVESTIGATION IN TEACHERS' PERCEIVED AND ACTUAL IMPLEMENTATION
OF ACTIVE LEARNING STRATEGIES IN ENGLISH CLASSES OF THE TWO
SECONDARY SCHOOLS IN BURE WOREDA**

MA Thesis

By:

SISAY ABDISA

SEPTEMBER, 2017
ADAMA, ETHIOPIA

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY
SCHOOL OF HUMANITIES AND LAW
DEPARTMENT OF ENGLISH

**AN INVESTIGATION IN TEACHERS' PERCEIVED AND ACTUAL IMPLEMENTATION
OF ACTIVE LEARNING STRATEGIES IN ENGLISH CLASSES OF THE TWO
SECONDARY SCHOOLS IN BURE WOREDA**

**A Thesis Submitted to Department of English in Partial Fulfillment of the
Requirements for Master of Arts in TEFL**

By: Sisay Abdisa

Advisor: Yeshitla Habtemariam (PhD)

September, 2017

Adama, Ethiopia

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY
SCHOOL OF GRADUATE STUDIES

AN INVESTIGATION IN TEACHERS' PERCEIVED AND ACTUALIMPLEMENTATION
OF ACTIVE LEARNING STRATEGIES IN ENGLISH CLASSES OF THE TWO
SECONDARY SCHOOLS IN BURE WOREDA

BY SISAY ABDISA

APPROVED BY BOARD OF EXAMINER

ADVISER

SIGNATURE

DATE

INTERNAL EXAMINER

SIGNATURE

DATE

EXTERNAL EXAMINER

SIGNATURE

DATE

STATEMENT OF THE AUTHOR

First, I declare that this thesis is my own work and that all sources of materials used for this thesis have been fully acknowledged. This thesis has been submitted in partial fulfillment of the requirements for degree of master of Art in TEFL at Adama University.

Name: _____

Signature: _____

Date: _____

ACRONYMS

ALM Active Learning Method

ALS Active Learning Strategy

Df Degree of Freedom

EFL English as Foreign Language

TEFL Teaching English as a Foreign Language

ICDR Institute for curriculum Development and Research

MoE Ministry of Education

ACKNOWLEDGEMENTS

First of all, I want to express my sincere appreciation and thanks to my advisor Yeshitla Habtemariam (PhD) for his kindly and professional support throughout my work from the beginning to the end by providing me valuable and constructive comments on this thesis. It was from his professional guidance, encouragement and frequent support that the realization of this MA thesis was made possible. Secondly, I would like to express my heartfelt thanks to Arsi University for its financial support for the completion of the study and Bure and Sibbo Secondary School students and English teachers for providing me helpful information for this thesis research. Finally, I would like to express my deepest appreciation to my family for their commitments in encouraging me and providing financial support for this study.

TABLE OF CONTENTS

CONTENTS	PAGE
TITLE.....	i
APPROVAL PAGE.....	ii
ACRONYMS.....	iv
ACKNOWLEDGEMENTS.....	V
TABLE OF CONTENTS.....	vi
LIST OF TABLES.....	ix
ABSTRACT	x
CHAPTER ONE: INTRODUCTION	1
1.1Background of the Study	1
1.2 Statement of the Problem	3
1.3 Research Questions	4
1.4 Objectives of the study.....	4
1.5 Significance of the Study.....	5
1.6 Delimitation of the Study	5
1.7 Limitation of the Study.....	5
1.8 Operational Definition of Key Terms.....	6
CHAPTER TWO: REVIEW RELATED LITERATURE	7
2.1 The Concept of Active Learning	7
2.2 Theoretical Framework.....	8
2.3 Features of Active Learning	9
2.4 The Importance of Active Learning Methods in English Language Classes.....	10
2.4.1 The Importance of Active Learning for Teachers	11
2.4.2 The Importance of Active Learning for Students.....	12
2.5 Types of Active Learning Methods.....	13
2.5.1 Group work.....	13
2.5.2 Role playing.....	13
2.5.3 Discussion method.....	14

2.5.4 The Project method.....	14
2.5.5 Problem solving.....	15
2.5.6 Peer teaching.....	15
2.5.7 Debating.....	15
2.6 Misconceptions about Active Learning.....	16
2.7 Teachers and Students Perception about Active Learning Methods.....	17
2.8 The Role of Teachers and Students in Implementing Active Learning	19
2.9 Instructional Materials in Active Learning.....	20
2.10 Factors that Affect the Implementation of Active Learning.....	21
2.10.1 Teachers' Attitude toward Active Learning.....	21
2.10.2 Students' Attitude toward active learning.....	21
2.10.3 Class Size.....	22
2.10.4 Classroom Condition.....	22
2.10.5 Shortage of Instructional Materials.....	22
2.10.6 Lack of Skill in Installing Active Learning... ..	23
2.10.7 Organization of Curriculum Materials.....	24
CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY.....	25
3.1 Research Design	25
3.2 Description of the Study Area	25
3.3 Sources of Data.....	25
3.4 Population and Sample Size	26
3.5 Sampling Techniques	26
3.6 Instruments of Data Collection.....	27
3.6.1 Questionnaire.....	27
3.6.2 Interview.....	28
3.6.3 Observation Checklist.....	28
3.7 Procedures of Data Collection.....	28
3.8 Methods of Data Analysis	29
CHAPTER FOUR: RESULTS AND DISCUSSION.....	30
4.1 The Characteristics of Respondents	30
4.2 Analysis of the Data	31

4.2.1 Analysis of Data Obtained from Students Questionnaire.....	31
4.2.2 Analysis of Data Obtained from Classroom Observation	40
4.2.3 Analysis of Data Obtained from Teachers Interview.....	44
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATION	58
5.1 Summary.....	58
5.2. Conclusions	61
5.3 Recommendation	62
Reference	63
Appendix I Students Questionnaire	66
Appendix II Students Questionnaire in afan oromo	69
Appendix III Checklist for class observation 1	72
Appendix IV Checklist for class observation 2	74
Appendix V Checklist for class observation 3	76
Appendix VI Checklist for class observation 4	78
Appendix VII Teachers Interview	80

LIST OF TABLES

Table 1: Summary of Population and Sample Size.....	26
Table 2: Summary of the Background of Respondents.....	30
Table 3: Percentage Value on Student's Awareness about the Importance of ALS.....	31
Table 4: Factors for the usage of lecture method more frequently than ALS.....	35
Table 5: Frequency value on the usage of ALS in English class.....	38
Table 6: Analysis of Classroom Condition Observation checklist.....	40
Table 7: Analysis of Activities of Teachers during the Lesson.....	41
Table 8: Analysis of Activities of Students during the Lesson.....	43

ABSTRACT

The purpose of this study was to identify perceptions of teachers' and students' in the use of active learning strategies, to identify reasons for EFL teachers and students favoring lecture method more than active learning and to explore the current implementation of ALS in Bure Woreda secondary schools. To achieve these purposes, the study adopted descriptive research study in which both qualitative and quantitative methods of studies were employed. Stratified random sampling was used for selection of students and availability sampling was used for selection of English teachers. A sample of 135 students and four English teachers from the two sample schools were included in the study. A questionnaire was prepared and distributed to a sample of 135 students and 132 copies were returned. Besides, interview was conducted with four English teachers and then the teaching learning process of four classes was observed. Then, the quantitative data was analyzed using, percentage, frequency and mean and the qualitative data was interpreted with narrative statements. The findings of the study revealed that lecture method and group discussion are teaching learning methods frequently used in English class. Teachers and students are aware of the importance of ALS but have perceived its application negatively. In spite of their good awareness, their practices and implementation of active learning were low. Among the factors affecting the effective implementation of active learning; teachers' and students' tendency to lecture method because of their negative perception, teachers' lack of right skill on using ALS, lack of enough instructional material and large class size were the major ones. Finally, recommendations were forwarded based on the major findings so as to minimize problems encountered and maximize the implementation of active learning.

CHAPTER ONE: INTRODUCTION

This chapter deals with background of the study, statement of the problem, basic research questions, objectives of the study, significance of the study, delimitation of the study and limitation of the study.

1.1 Background of the Study

Education is a universal practice in which society is engaged in all stages of development. It enables people to identify harmful traditions and replace them by useful ones. Hence education does not operate in isolation; rather, it has to be integrated with research, practice and development of the society. To get such result, an appropriate curriculum that can provide quality education must be designed and implemented properly at all levels of education. Furthermore, the instructional materials must realize the methods that encourage active participation of the learners (MOE, 1994).

Effective teaching and learning requires the use of different methodologies and strategies to meet the demands of the learners.

The traditional talk and chalk approach where students are considered as recipients of knowledge may not be suitable for today's generation. This is why in schools, throughout the world, there is a movement from learning made up of a new model that means active learning which emphasizes understanding, making connections of the world around us, collecting and using information in active manner (Leu, 2000, p.10).

Teachers in classroom teaching and curriculum designers in designing teaching material should think of the strategies in which students are being intellectually active. By intellectually active, we mean that teachers do not simply expect them to memorize and repeat facts. Teachers should expect students to use information critically and analytically. Supporting this, Nardos (2000) has also pointed out that in active learning; the learners have a marked degree of freedom and control over the organization of learning activities like problem solving, inquiry and investigational works.

Therefore,

Active learning is a kind of teaching approach which we find at the other side of the teacher-centered approach. Active learning is a kind of learning strategy which provides students with opportunities to work with concepts at higher cognitive levels. Moreover, the teacher is a facilitator and has a person to person relationship with each student. Furthermore, instructions designed based on the way it fits the needs of the students (Reed and Bergman, 1995, p.226).

On the contrary, in spite of all of its contribution discussed above, some teachers believe that, active learning takes too much time and covering the portion is difficult or impossible. Even, they come to the conclusion that active learning may be nice in theory but unrealistic in practice. These all show that there has been no enough orientation about how to install active learning in classroom, which lead to less application of active learning in EFL classes (Capel *et. al.*, 1995).

These misconceptions show that teachers have not understood as active learning enables them to spend more time with groups and individuals to give access to special needs of students and contribute to better and quality learning. This is not the only problem, but also due to excessive materials to be covered, heavy work load, and the assumption that it takes too much pre-class preparation, teachers neglect using active learning and are forced to make the teaching learning teacher centered in which AL is non- functioned and unimplemented (Derebssa,1999).

Moreover, from the other side, students may not have appropriate perception and have developed negative attitudes toward active learning from various reasons. For example, students may look shy and uncooperative at the beginning of student-centered class room activities. Because students are accustomed to the traditional instructional method where they are expected to listen attentively and try to memorize what they have learned for the purpose of examination. This discloses that they do not try and have no access to use their prior experience. They do not challenge their old assumption and creating new meaning (Dary and Terry, 1993).

From the above information, the researcher was initiated to investigate the perception of teachers and students on the use of AL in EFL classroom and its influence on the implementation of active learning in English language classes of the secondary schools in the researcher's local area to recommend the way in which active-learning can be implemented properly

1.2 Statement of the Problem

The current education and training policy of Ethiopia is guided by a new view of education that promotes active learning (MoE, 2002). Thus using strategies that promote active learning is believed to help students learn more than just memorizing of facts. This is because the goal in active learning is how to find out and use information in relation to their real lives, and understand what students learn, and make the world meaningful rather than just memorizing facts (Lue, 2000).

However, as presented in Lue (2000), teacher centered approach still dominates much of our curriculum and instructional materials which is intellectually none creative for young learners. According to this author, the less usefulness of this approach is it restricts young learners on the elementary thinking skills and does not help them develop higher order thinking and skills. From this, still EFL teachers and students do not perceive active learning but prefer using lecture method more than active learning or the product oriented than process oriented learning strategies.

From local study by Derebssa (1999), on teachers' and students' perception of the use of active learning, due to excessive materials to be covered, heavy work load, and the assumption of it takes too much pre-class preparation, teachers neglect using active learning and are forced to make the teaching learning teacher centered in which active learning is non- functioned and implemented.

However, Fleder and Bent (1999) stated that by using active learning one can cover abroad of material within a short period of time, but a proper active teaching method help to meet the objectives of the lesson. So, EFL teachers and students should aware and acquire the knowledge and skill on active learning. This is because it is not how much or how little knowledge they transfer to students, but is how they deliver knowledge to achieve the objectives of the lesson.

Moreover, another researcher Yonas (2006) conducted a case study on factors that affect the implementation of active learning in primary schools of West Hararge Zone. From his study, he recommended that large class size, shortage of instructional material; lack of skills in in selecting variety of methods and lack of awareness about active learning are the factors that affect the implementation of active learning.

However, similar studies were not conducted in secondary schools of Bure Woreda. Thus, the researcher wanted to examine the perception and implementation of Bure Woreda Secondary School teachers on the application of active learning methods in EFL class.

Accordingly, this study assessed the perception of teachers and students toward active learning method, to what extent is it being implemented, as well as identified the main reasons for why EFL teachers and students prefer using lecture method than active learning, and recommended for the implementation of active learning.

1.3 Research Questions

The study aimed to answer the following basic questions.

1. How do high school teachers and students of Bure Woreda perceive the use of active learning?
2. How does teachers' and students' perception influence the implementation of active learning strategies?
3. Why do some teachers prefer to use the traditional or lecture method more than active learning approach in EFL classroom?
4. What active learning strategies do EFL teachers use in teaching different content areas?

1.4 Objectives of the Study

1.4.1 General Objective

The general objective of the study was to investigate teachers' perceived and actual implementation of active learning strategies in Bure Woreda Secondary Schools EFL classroom.

1.4.2 The specific objectives

The specific objectives of this study are to:

1. identify perceptions of teachers and students in the use of active learning strategies.
2. examine how secondary school EFL teachers' and students' perception influence the implementation of active learning.

3. identify why EFL teachers and students prefer using lecture method more than active learning.
4. explore what active learning strategies do EFL teachers use in teaching different content areas.

1.5 Significance of the Study

The findings of this study would have different significances. Firstly, it contributes for curriculum developers and experts of education in the MoE to design instructional materials in line with the active learning methods. It also helps the secondary school English teachers and students to use active learning methods properly. In addition, it can indicate ways of implementing active learning in English classroom and makes teachers and students effectively use in their actual teaching learning process in the classroom. Finally, the finding of this study is used to promote effective use of active learning method in English language classes and also used as footstone for other researchers who want to conduct another research on this area. In general, it helps to develop and maintain quality education that provides satisfaction for school community.

1.6 Delimitation of the Study

In Bure worda there are 33 governmental secondary schools including one preparatory school, two secondary schools and thirty primary schools. The researcher believed that it was better if the study covered all schools in Bure worda for comprehensiveness of the study. However, due to various constraints particularly time and other resources, the study was restricted to the perception and implementation of active learning method in Bure worda secondary schools. These schools were selected for the study because they were familiar and nearer to the researcher's site to get relevant information and to collect appropriate data.

1.7 Limitation of the Study

As it is mentioned earlier, Active learning is a kind of learning strategy which provides students with opportunities to work with concepts at higher cognitive levels. The study would be more comprehensive if it was studied at all levels. However, this study will be restricted to teachers and

students of Bure Woreda secondary schools. So, the researcher was not sure that if the active learning related problems of the teachers and students of Bure Woreda secondary schools could represent the active learning related problems of other students in Ethiopia. Further research needs to be conducted with more comprehensive samples including the primary, secondary, and preparatory levels in order to get a complete picture of the problem.

1.8 Operational Definition of Key Terms

Active Learning Strategy: refers to active participation of students in question and answer, pair and group work, discussion, role play, debating and the other activities in the classroom.

Implementation: the process of using active;e learning strategies properly to achieve the objective of the lesson in the English language classroom.

Perception: refers to the view of students and teachers toward the use of active learning.

Secondary School: refers to an educational institution consisting of grade 9-10.

CHAPTER TWO: REVIEW RELATED LITERATURE

This chapter explains the concept of active learning, the theoretical framework of active learning, types of active learning methods, features and advantages of active learning, students and teachers perception about active learning and factors that affect the implementation of active learning.

2.1 The Concept of Active Learning

Active learning is an instructional method in which learners actively participate in their learning process. It includes learner-centered activities that exercise the higher order thinking skills of analysis, syntheses, and evaluation rather than passively listening to a lecture (Bonwell and Elson, 2003). These scholars consider learners as processor of learning activities. Thus, there has been a noticeable shift from passive learning to learner centered learning where students are actively involved in the process of learning. In active learning, students influence the content, activities, materials, and pace of learning and can play a more crucial role in creating a new knowledge to be applied to another professional and academic context. Additionally, they claim that, in active learning students must do more than they just listen and they must read, write, discuss or be involved in solving problems.

Active learning can also be defined as any instructional method that engages learners in the learning process. Many educators have noticed that teachers have not used the term active learning with consistency because in relation to teaching methods or learning activities; it is sometimes used to refer to the “mental experience” of learning (Prince, 2004).

But, Kyraincou (1998), notice that in essence, active learning is “how pupils learn” which is as important as “the content of what they learn”. It consists of any learning activities where pupils are given a marked degree of freedom and control over the organization, conduct and direction of the activities. Most usually, activities in active learning involve problem solving, and investigational work. It may be individualized or involve small group collaboration. Thus basically, active learning is contrasted with expository teaching in which pupils are largely passive receivers of information, which is tightly under the teacher’s control.

Silberman (1996) states that, when learning is active, students perform most of the activities, using their brain, analyzing ideas, solving problems and applying in their daily life what they have learned. He further extended his idea by saying that active learning interactive, supportive, fun, fast-paced active learning and personally engaging every learner and become effective when employed.

In general, in order to make the teaching learning process active, EFL teachers should practice some basic points in their class room. These points may include connecting learning to the students' day to day life, organizing them to small groups, encouraging them to participate in the class discussion to solve problems and to change information from what they are learning.

2.2 Theoretical Framework

According to Bell and Kahrhoff (2006), it is important to understand the theoretical framework that active learning techniques are built up on. The two primary theories that have been commonly used to describe teaching and learning processes during the last half century are "Information Processing" or "Objectivism," which is often referred to as "traditional teacher-centered instruction," and "Constructivism," which is often referred to as "student-centered instruction."

Vrasidas (cited in Bell and Kahrhoff, 2006) suggests that; "Objectivists define learning as a change in the learner's behavior or in the learner's cognitive structure. There is one true reality and knowledge is the learner's exact reflection of that reality." From this effective instruction occurs when the teacher transfers objective knowledge to the learner. Effective teaching is occurred when the instructor accurately feeds the information to the students.

According to Adams& Burns (cited in Bell and Kahrhoff, 2006) Constructivism was founded on cognitive psychology, social psychology, extensive research in education, and neurological science. The biggest impact that Constructivism has had on education is that it moved the focus of learning from the teacher to the student. In the Constructivist theory, learning occurs when students become engaged in an activity that utilizes the content and skill they are learning. Any new information introduced during the activity that is consistent with current knowledge and understanding is assimilated easily. Any new information that is not consistent with past experiences and

understanding is either rejected as being wrong or is built in to new knowledge. New knowledge is constructed when students combine new information with existing knowledge through the process of reflection.

The constructivist perspectives of learning mainly initiate the need for active learning in the classroom. To them active learning is a meaningful of learning in which something of interest and value to the learner has been accomplished and understood. This implies that the teacher cannot do the learning for the pupil and that in order for understanding to make the pupil has to be active in the learning process (Capel et al 1995).

2.3 Features of Active Learning

According to Prince (2004), active learning is an instructional strategy in which students construct meaning, often working in collaboration with other students. In this strategy, knowledge is directly experienced, constructed, acted up on or revised by the learners. So, it is a multi-directional learning experience in which learning occurs in a teacher to student, student to teacher and student to student

People use with very different meanings and assumptions about the nature of learning and the aims and purposes of learning. Briefly active learning is “knowing how” as well as “knowing what” (MoE, 2003). It implies learner participation, involvement, thinking and doing what they think, and sharing responsibilities for their learning rather than passively absorbing the rich contents provided by their teachers. Moreover, according to Bonwell and Elson (2003), active learning is a process in which learners are actively engaged in the learning process, rather than passively absorbing lectures. Based on this, one can tell how teachers and students are viewed, what classroom participation looks like and how knowledge is gained in active learning method.

Furthermore,

students must do more than just listen. They must read, write, discuss or be engaged in solving problems. More to be involved in active learning can engage students in higher order thinking tasks as analysis, synthesis and evaluation. In this method, therefore, learning is not the only result of interaction. It is rather the result of unrestricted participation in a meaningful setting (Bonwell and Eison 2003, p.106).

Additionally, Bonwell & Eison (2003) suggest that; active learning strategies include a wide range of activities that share the common element of involving students in doing things and thinking about the things they are doing. It can be created and used to engage students in; thinking critically or creatively, speaking with a partner, in a small group or with the entire class, expressing ideas through writing, exploring personal attitudes and values, giving and receiving feedback. It should also be noted that active learning instructional strategies can be completed by students either in-class or out-of-class, be done by students working either as individuals or in group.

When teachers employs active learning strategies, he or she will typically spend greater proportion of time promoting deep learning, and a lesser proportion of time transmitting information. In addition, creating conducive environment for learning and offering guide, stage setting, facilitating, observing and evaluating his/her students in a more objective way. In other words, the instructor will provide opportunities for students to apply and demonstrate what they are learning and to receive immediate feedback from peers and/or the instructor, the teacher, as a facilitator and co-worker. Is not expected to give information only, but he is also expected to design instructions that would lead students learning for understanding through debating, interrogating, discussing, creating and explaining. So, students do not passively receive or copy information from the teacher. Instead, actively mediate trying to make sense of it and to relate it to what they already know about the topic. Thus, students develop new knowledge through a process of active construction (Lue, 2000, p.4).

2.4 The Importance of Active Learning Methods in English Language Classes

Active learning implies significantly changed roles for teachers and students. It encourage students to communicate and interact with course materials through reading, writing, discussing, problem solving, investigating, reflecting and engaging in the higher order thinking tasks of application, analysis, synthesis, evaluation and make students more responsible learners.

Moreover, as Silberman (1994), states active learning clearly addresses the different learning styles of the students, which may teachers have realized. Principles of learning style reveal that some students are visual, they like carefully sequenced presentations of information. They prefer to write down what a teacher tells them and they are quite in the class room and seldom distracted by noise.

But the auditory learners do not bother to look at what the teacher does or to take notes. They rely on their ability to hear and remember; whereas, kinesthetic learners learn mainly by direct involvement in activity.

Also practically, in the teaching learning process a teacher who tries to teach concepts directly is fruitless. Because a teacher who tries to do this way usually accomplishes nothing but empty verbalization, a parrot like repetition of words by the child simulating knowledge of the corresponding concept but actually covering up a vacuum (Capel et al.,1995).

In line with the above ideas ICDR (1999), lists some basic points on the importance of active learning methods. It explains that teaching is effective only when students are learning, as well as learning is effective only when it is meaningful to the students. It also states that learning is meaningful only when students can use it, connect it to their lives or actively participate in it. Moreover, it denotes that memorizing facts and bits of knowledge alone is not effective learning and hence we must encourage students to communicate effectively about what they are doing and what they are learning.

2.4.1 The Importance of Active Learning for Teachers

Active learning is also important for teachers. Motivational problems of teachers may disappear when students are more motivated and more active learners. Besides, teaching will become more intellectually challenging when students are learning actively and independently. It helps teachers to meet the students need by choosing specifically a level of difficulty which is appropriate for the target group and also gives the teacher time to perform the helping functions of coach, listener, and advocate.

In this paradigm, the way teachers enable students to construct new mental models is by presenting problems and providing support for students until they have achieved independent mastery of the new idea. Within their own class rooms many teachers are also experiencing greater need to center their lessons on students' concerns in order to motivate them. In recent years, teachers have increasingly been seen as learners, not only when they enter the profession but throughout their teaching career (Carter 1990).

Teacher's own learning may occur on several levels : acquisition of new knowledge about subject matter and how to teach it; development of pedagogical skills and met cognitive skills related to inquiry and self-evaluation; and changes in personality and identity in connection with changing interaction with students and changing beliefs and values related to teaching and learning. These processes are interconnected, as studies on teachers' own reflective diaries and portfolios have shown. Becoming a teacher and working as a teacher involves many layered learning process (Black and Ammon, 1992).

2.4.2 The Importance of Active Learning for Students

Active learning is important for the students because it gives opportunities for learners to learn. Students can learn how to learn by practicing how to do it. Giving them responsibility for parts of the decisions that can or should be made is one way to teach them how to learn.

According to Hattie .J (2009), Active learning develops students' autonomy and their ability to learn and gives them greater involvement and control over their learning. This means that students are better able to continue learning once they have left school and college. Additionally, it encourages students to take a central role in their own learning; it prepares them better for both higher education and for the workplace. Furthermore, it enables students to be better at problem solving and applying their knowledge.

Simmons & Distasi (2008) describes active learning activities that require students to use a variety of learning methods, promote retention of large amounts of information and encourage greater social interaction through peer discussion. Teachers across a wide range of subjects and grade levels are proposing and using active learning strategies, recognizing that by allowing students to be involved in their own learning. They are encouraging them to take greater responsibility for their own education.

In short, use of active learning methods in the class room is vital because of their power full impact up on students' learning. Student centered learning is more associated with the lifelong learning skills needed in the work force of the information age.

2.5 Types of Active Learning Methods

There are common types of active learning methods used in English class room. These methods used in English class room because they actively involve the learners in teaching learning process. There are a wide range of methods and techniques for active learning. However, only some of the commonly used in TEFL classes will be discussed as follows.

2.5.1 Group work

According to Kyraicou (1998) group work is part of collaborative strategies of teaching learning that encourage active learning by arranging the learner's work together in group. It can take many forms involving pairs of students working together or it can involve students who work individually and come together in groups to compare and discuss the results of their group. In group formation, teachers must mix the groups in two different ways based on two different purposes. The first method is homogeneous group (by ability levels) to encourage medium ability groups to learn at higher levels. The second method is heterogeneous grouping method (students of all levels) to help struggling students.

2.5.2 Role playing

According to Poorman (2002), role playing emphasizes the social nature of learning and sees comparative behavior as stimulating students to both socially and intellectually. It offers several advantages for both teachers and students. First, students' interest in the topic is raised. Integrating experiential learning activities in the classroom increases interest in the subject matter and understanding of course content. Secondly, there is increased involvement on the part of the students in a role playing lesson. Students are not passive recipient of the teacher's knowledge; rather, take an active part. A third advantage to using role play as a teaching method is that it teaches empathy and understanding of different perspectives (Poorman, 2002). A typical role playing activity would have students taking on a role of a character, learning and acting as that individual do in the typical setting when students are passive observers of the teaching process.

2.5.3 Discussion method

Discussion in the class room is an important kind of learner centered activity. It is a method that encourages students' hot participation. It gives a room for students to exchange, explore, and air out their views. However, they need to be managed and organized well to be effective. The purpose of discussion is to examine information in order to develop a deep and broader understanding of a topic. However, students should have prior knowledge and experience with a current topic for discussion to be successful (ICDR, 1999).

2.5.4 The Project method

A project is a learning activity involving the investigation and solving of problems by individuals or a group of students. Project based learning is a model for class room activities that shifts away from the class room practice of short, isolated, teacher-centered lesson and instead emphasizes learning activities that are long-term, inter-disciplinary, student-centered and integrated with real world issues and practices (ICDR, 1999).

One immediate benefit of project-based learning is the unique way that it can motivate students by engaging them in their own learning. It provides opportunities for students to pursue their own interest and question and make discussion about how they will find answers and solve problems.

Regarding this, Haile and Kinfu (as cited in Fesseha, 2001) have said that the project approach of instruction is "the do it yourself" learning lesson for the students. It encourages planning and carrying out investigations of real life situation in their immediate environment. Project based learning makes learning relevant and useful to students by establishing connection to life outside the class room, addressing real world concern and developing real life world skill.

In general, project-based learning promotes collaboration among students and teachers and between students and other community members as well. It addresses real world issues that are relevant to the students' lives and communities. The students' work which includes documentation of the learning process as well as the students' final project can be shared with other teachers and parents, mentors and the business community who all have stake in the students' education.

2.5.5 Problem solving

Problem solving is an instructional technique where teachers and students attempt in a conscious, planned and purposeful effort to arrive at some solution (Aggarwal, 1996). Learning through problem solving focuses on activities that are relevant and useful to the life of the learners than just learning by memorizing of facts that may have no connection with their life. According to Lue (2000), problem based learning is derived from the conviction that the learners is an active and creative individual and the ability to seek knowledge and self-development.

2.5.6 Peer teaching

Peer teaching is a participatory and active strategy integrated in to the students' own experience that results in deep learning. Extensive research over the past two decades has identified peer-teaching as a particular effective approach to stimulate learning in schools (Simmons, 1995, Rubbin and Herber, 1989 and Gordon 2005). These studies have found clear and convincing proof that having students teach, individually tutor or academically mentor each other can be an extremely effective tool for improving learning in the class room.

Goodland and Hirst (1989) suggested that peer-teaching develops students' self-esteem, particularly for the students acting as teachers. The range of specific benefits for students doing the peer-teaching is described by Rubbin and Herber (1989) as: an increase in social and intellectual awareness, significant gains in understanding, the clear recognition that students could change habitual patterns of behavior, and finally. Peer-teaching empowers students increasing their sense of their mastery and self-esteem. They conclude that it would be hard to think of another method that would enable so much intellectual, social and personal growth.

2.5.7 Debating

Debating is an organized discussion on an issue which is usually controversial. The class is divided in to two groups, each supporting a side of the issue: the people who are 'pro' and the people who are 'against'. Each side has a leader and supporters. There is also a chair person, who keeps order during the debate. Each side presents its arguments in an organized and clear manner. The chair

person then decides on who has won. This is decided by judging who had made the strongest, logical arguments who has refuted the other side's arguments successfully (Chet,et al 1995)

2.6 Misconceptions about Active Learning

According to Hattie .J (2009), in his educational research, there are some misconceptions about active learning strategies.

The first one is, “Active learning is all about doing a particular activity.” Active learning is about encouraging students to engage actively with their studies. The learning objective is more important than the task itself. For instance, many people think that a small-group task is automatically an active learning task. People also often think that a whole-class discussion cannot be an active learning task. In fact, whether something is an active learning task or not depends on the teacher's planning and style. Furthermore, all activities must be relevant to what you want the students to learn. Some learning objectives might lend themselves best to students engaging in small-group seminars or a collaborative project. Other objectives might be better with a more lecture-style approach.

Secondly, different individuals think that, “Active learning means taking away the teacher's influence.” But active learning does not mean reducing the role of the teacher. The teacher is still the director of their students' learning. Skillful planning is very important. For example, teachers need to consider: what their students are going to get from an activity, what resources they need to provide and how they are going to assess their students' progress.

The third misconception is, “Active learning means a complete change of teaching style and classroom layout.” But, active learning does not have to mean a complete change to classroom practice. You we think about how our students will learn in each activity. Occasionally, we might need to design a completely new activity or major classroom change. However, the changes required will often only be small ones. We might even realize that we are already promoting active learning but we did not recognize it.

Fourthly, it is believed that, “Active learning will cause bad behavior.” If students are actively engaged in a group discussion, the classroom will be noisier than if you are the only one talking. However, as with any activity, we will still be in charge of the class. We will need to decide what

levels of noise we are happy with. Students will want to engage with you in discussion. Sometimes they will want to discuss our interpretations and ideas. Healthy discussion is beneficial for students and teachers. However, we are still in charge of the class, and need to decide when things are available for discussion, and when the class needs to move onto the next topic or task.

The other misunderstanding is, “Students have to be physically active.” But, active learning is about making the brain active, not the person. Active learning does not mean that students have to move around the room. While students can move around the classroom if appropriate, they can also remain seated at their desks.

Finally, according to this scholar, it is believed that, “Active learning makes students less respectful.” A student who is engaged in thinking for themselves might not always agree with their teacher. However, healthy discussion in a respectful environment does not mean that the students will respect their teacher less. Healthy discussion means that students are engaging with their teacher as a partner in their learning.

Retrieved from: <https://www.cambridge-community.org.uk/professional-development/.../index.htm>.

2.7 Teachers’ and Students’ Perception about Active Learning Methods

It is critical that teachers have a thorough understanding of the nature and characteristics of the appropriate teaching learning methods to be used in conjunction with curricular materials. Because, although to a certain extent some decision may be determined for teachers by official syllabi, students’ text books or teachers guide, it is the teacher who is the ultimate implementer of the curricular materials (ICDR, 1999). But, knowingly or unknowingly, some teachers discourage active learning with the ground that it brings an extra demand in the planning and preparation of lessons.

According to Capel et al. (1995), some teachers’ feel active learning takes too much time and for this reason, covering the portion is difficult or impossible. Even, they come to the conclusion that active learning may be nice in theory but unrealistic in practice. These all show that there has been no enough perception about how to install active learning in class room, which lead to negative

creation. These misconceptions show that teachers have not understood as active learning enables them to spend more time with groups and individuals to give access to special needs of students and contribute to better and quality learning.

On the other hand Capel et al. (1995) stated that, active learning methods encourage students to autonomous learning and problem solving skills. It provides pupils with greater personal satisfaction, more interactions with peers, promotion of shared activities and team work, greater opportunities to work with a range of pupils, and for all members of the class, to contribute and respond. Furthermore,

the importance of student's experience is a transformative rather than passive accumulation of knowledge notice that, unless learners consider the implication of the ideas there in their own lives and decide to act, know and believe in the ways; they are likely to adopt a passive acquiescence to the teachers' knowledge structure (Dary and Terry 1993, p.163).

From the above reference, passive students learning has not made a difference because, it has not been transformative and at best resulted in some addition of knowledge. Thus, it is possible to suggest that active learning seeks the emancipation of learners from the old belief that has dominated methods of teaching over the last century.

On the contrary, Dary and Terry (1993) indicated that, in spite of all of its contribution discussed above, the students may not have appropriate perception and have developed negative attitudes toward active learning from various reasons. For example, students may look shy and uncooperative at the beginning of student-centered class room activities. Because students are accustomed to the traditional instructional method where they are expected to listen attentively and try to memorize what they have learned for the purpose of examination. This discloses that they do not try and have no access to use their prior experience. They do not challenge their old assumption and creating new meaning or perspectives that are more inclusive, integrative and open to alternative views, which can release them from strong belief on stimulus response mechanisms

2.8 The Role of Teachers and Students in Implementing Active Learning

Postman & Weingarten (1969) stated that, “historically our great teachers learned both how and what to teach from their own teachers. The critical content of any learning experience is the method or process through which learning occurs.” Teachers copy their teaching style from their former teachers which is mostly teacher centered. They sit and listen to their teachers. Mostly they are required to believe in authorities. They are almost never required to make observation, formulate definition or perform any intellectual operation that go beyond repeating whether what someone else says is true.

According to Maclaughn (1996), “In moving towards constructive approach (active learning) to teaching, teachers will need to all ends to their own conceptual change at least as much they attend to this process in their students.” From this quotation, if our schools are to provide experience for students that fire their spirits identify and nurture their capacities as learners and enable to be independent thinkers, then teachers must support students to be powerful thinkers. Powerful thinkers make powerful discussion makers and problem solvers. Thus, supporting students to be powerful in developing the skills and capacities they need to take change of their own thinking and their own lives is the most important role of teachers in active learning.

He also suggested that, learning is a constructive process that students must be mindfully engaged in; no longer are lectures to fill intellectual vessel adequate to the task. Rather incremental learning that develops in an activity context is needed to enable students individually and together to construct knowledge

Generally, the implementation of effective strategies is one of the basic criteria to be effective teacher. Responsible teaching then, fully committed to the role of effective activities orchestra, talking responsibility for the process and outcomes.

According to Littlewoods (1996), active English foreign learning learner is one, who is willing to strive for his goals, ambitions and ideals, to accept responsibility for his own life, and to cooperate with other people for a common good. Accepting responsibility for his life is another characteristic of an active language learner; active language learners readily take chances or opportunities which they believe to be beneficial or promising for their life and/or career.

Moreover, He stated that, active language learners are ready to cooperate with other people so that they can support others and be supported. While cooperating with others, an active learner is ready to see himself as one among others and to do unto those others as he would have them to do to him. In addition, an active learner also ready to accommodate himself to the conflicting interests of others, to learn to live in a social world.

In an educational setting, an active learner is ready to work collaboratively and cooperatively with his peers in different learning activities in pairs and/or teams. He is also willing to cooperate with his teacher in the process of teaching and learning so as to make the learning environment a more democratic one. To sum up, activeness in learning is supported through willingness to struggle for one's ideals, to take responsibility for one's own life, and to cooperate with other people for a common good.

2.9 Instructional Materials in Active Learning

The important of teaching and learning materials cannot over emphasize, it is clear than the point of a teacher as well as of the learner that effective teaching and learning cannot take place without them. Namasthaka et al (2000) stated that, teaching and learning materials helps the teacher to explain abstract ideas, motivate learners, arouse their interest and develop psychomotor skills. In the end, learners cultivate in the subject, develop various skills and get an understanding of concepts. As a result, active learning requires textbooks, library books, wall charts, note books, maps and if possible computers and network connections.

As Dale (1969),

instructional materials facilitate active-learning, encourage creative thinking, overcome the limitation of time and place, create the access to the invisible reliable, teach and entertain, relate theory with practice, make learning more functional by increasing retention, assist learning of a method of learning, encourage responsibility (cited in Amare 1995, p.55)

Though the instructional materials have these advantages, selection of inappropriate materials may lead to the redundant directions. Therefore, teacher must consider different variables. On this issue, Firdissa (2005) suggested that selection of a right instructional method for a particular lesson depends on many things. Among them, the age and developmental level of the students, what the

students already know and what they need to know to succeed in the lesson, the lesson-situation, the objective of the lesson, material resources and the physical setting also need to be considered.

To this effect, to prepare sufficient instructional materials, it is quite evident that the school should provide financial support. Based on the above facts the active learning methods of teaching can be highly affected or facilitated by the shortage or availability of instructional materials. Thus instructional materials are one of the most important factors that challenge the application of active-learning method.

2.10 Factors that Affect the Implementation of Active Learning

Different scholars put their assumption on the common factors that affect the implementation of active learning.

2.10.1 Teachers' Attitude toward Active Learning

Teachers' attitude toward active learning can influence the implementation of active learning. Teachers who strongly support the traditional method of teaching assume that:

The teacher is the only source of knowledge and knows best and they think of themselves as being good lecturers. To such teachers teaching takes predominant role over learning. Indeed students are assumed "empty vessels" to be filled by the teacher. And they believe that, "You cannot cover as much course content in class within the time available. The use of active learning strategies in class reduces the amount of available lecture time that can be devoted to instructor-provided content coverage (Rowe 1974, p.81).

According to this author some teachers' neglect active learning since they think it is a learning strategy which needs too much pre-class preparation. They assume that, the preparation time needed to create active learning strategies often will be greater than the preparation time needed for teacher centered approach.

2.10.2 Students' Attitude toward active learning

From the other side, according to Dary and Terry (1993), students may not have appropriate perception and have developed negative attitudes toward active learning from various reasons. For

example, students may look shy and uncooperative at the beginning of student-centered class room activities. Because students are accustomed to the traditional instructional method where they are expected to listen attentively and try to memorize what they have learned for the purpose of examination. This discloses that they do not try and have no access to use their prior experience. They do not challenge their old assumption and creating new meaning.

2.10.3 Class Size

Sguazzin and Graan (1998), suggest that, large class size may restrict the use of certain active learning strategies. It is not suitable to provide different experiments and group works having many students in overcrowded classroom. In their study, they indicated that schools in many parts of Africa are composed of large number of students. Thus giving students enough attention and meeting the need of every student as to engage actively in learning process is difficult. So class size should be determined properly to create meaningful active learning strategies in classroom

2.10.4 Classroom Condition

Furthermore, Sguazzin and Graan (1998), states that the physical environment (classroom arrangement, furniture arrangement, classroom appearance and layout etc.) contribute a lot to promote active learning. A clean and well-kept room with appropriate resources and well aired room help to establish a positive contribution to implement active learning.

2.10.5 Shortage of Instructional Materials

As explained by Mukalel (1998), instructional materials are all those materials that the teacher brings to the classroom from time to time to facilitate his/her teaching and to make the work more creative and effective. The same author classifies instructional materials that help the teacher and the students as resourceful devices in the teaching learning practices in to three categories: 1) visual aids 2) audio aids and 3) audio-visual aids.

Mukalel (1998), further noticed that instructional materials help the teacher add a new and concrete dimension to class room teaching. Because, teachers and students dependence on the materials in the text book and supplementary books can easily lead to stereotyped mode of teaching, and introducing teaching aids to the classroom helps to add a new dimension to teaching. Thus, to

make learning more concrete and enhance students' participation, a conscientious teacher has to develop confidence with regard to the usefulness of instructional aides of a feasible kind.

In broader terms, the problems of instructional materials may involve shortage of text books, teacher's guide, pedagogical centers, libraries, reference books, laboratories, audio visuals etc. The presence or absence of these materials may facilitate or affect the practice of active learning methods in the teaching learning classroom.

2.10.6 Lack of Skill in Installing Active Learning

Basically not only in active learning strategies, but in any activity that one can be involved to practice certain task the importance of having an adequate skill about the activity is no doubt. Therefore, the skill which usually be developed through different exposure like training work shop is believed to lay a foundation to promote active learning. Klionsky (2004) declared that faculty members do not know that there are alternatives for effective teaching and learning and they teach the way they were taught, which was usually through a lecture and note taking format.

Scholars have confirmed that instructional strategies contribute a lot to promote effective learning. Nevertheless, this depends largely up on the role and quality of the teachers who play a key role in the teaching learning process. Mutassa and Wills (1995) have explained that instructional methods by themselves cannot much to improve learning and thus their value lies on the professional skills of the teacher in using or handling them. Moreover, these authors further extended their argument by saying there is nothing as dangerous as using a method one can't use well indeed. It is better to use a poor method which one can handle well rather than a good method clumsily done. Therefore, the teacher is increasingly becoming the focus of interest because of the key role he/she plays in the delivery of quality education to the learner.

However, educators have noted that there is a problem in teacher training programs because they failed to relate theory to practice. In this regard Amare, (2000), has explained that one could speculate a possible student exposure to the new perspective in a teacher training program. The difference could, however, be explained partly by the conflict between what perspective teachers are told to do and by what their instructors actually do. Clearly, there is a gap between theory and practice, i.e. in theory a teacher may advocate a two way communication but in practice he/she may

not employ. In fact, there are arguments that support the idea that students imitate more of what they see than what they hear and read. They imitate the action of their teachers and exercise selectively on what their teachers told them to do.

2.10.7 Organization of Curriculum Materials

According to Leu (2000), most text books and modules do not incorporate active learning. They only serve one-way instruction. In one way communication the learner reads what has been written but in no way responds to the material. This greatly reduces the creativity of the learners and the implementation of active learning.

Supporting this, Yonas (2006) conducted a case study on factors that affect the implementation of active learning in primary schools of West Hararge Zone. From his study he recommended that large class size, shortage of instructional material; lack of skills in selecting variety of methods and lack of awareness on what active learning are the factors that affect the implementation of active learning.

In addition to the above factors, most text books and modules do not incorporate active learning. They only serve one-way instruction. The designed materials do not engage students in thinking critically or creatively, speaking with a partner, in a small group, or with the entire class, expressing ideas through writing, exploring personal attitudes and values, giving and receiving feedback, and reflecting up on the learning process. This greatly reduces the creativity of the learners and the implementation of active learning (Leu, 2000)

Generally from the above scholars' suggestion, teachers and students attitude, physical environment, large class size, shortage of instructional materials and lack of well-organized instructional materials are some of common factors that hinder the implementation of active learning strategies.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

This chapter explains research design, description of the study area, sources of data, population and sample size, sampling techniques, instruments of data collection and methods of data analysis.

3.1 Research Design

The study adopted a descriptive research design in which mixed method (both qualitative and quantitative methods) of studies were employed. It was chosen as it is used to describe a phenomenon without conducting an experiment, so the researcher believed that this method was appropriate to answer the formulated research questions.

3.2 Description of the Study Area

BureWoreda is located in Oromia Regional State, in Ilu Abba Bora Zone, at a distance of 668km from Addis Ababa. The Woreda has 33 governmental schools (one Preparatory School, two Secondary Schools and 30 first and second cycle Primary Schools). From these schools, this study was conducted on the two secondary schools namely Bure secondary school and Sibbo secondary school.

3.3 Sources of Data

The researcher used primary sources of data because primary data sources provide first-hand information for the particular purposes on which one is particularly working (Knipe 2002). This primary data for this study was collected from students and English teachers of the selected sample schools.

3.4 Population and Sample Size

The population of the study included students and English teachers of Bure and Sibbo Secondary School. The total population of the two secondary schools was 682. From this total population, 678 were students' and 4 (four) were English teachers'. From this population, the researcher selected for the study a sample of 135 students (62 students from Sibbo secondary school and 73 students from Bure secondary school) and 4 English teachers (two teachers from Sibbo secondary school and two teachers from Bure secondary school). Descriptive research typically use large samples, it is sometimes suggested that one should select 10-20 percent of the accessible population for the sample (Singh 2006). So the researcher used 20% of the population as participants of the study. This means, only 135 students (62 Female and 73 male) were considered as the sample.

Table 1: Summary of Population and Sample Size

No	Sample Schools	Respondents	Population			Sample Size		
			Male	Female	Total	Male	Female	Total
1	Bure Secondary School	Students	198	170	366	39	34	73
		Teachers	2	-	2	2	-	2
2	Sibo Secondary School	Students	171	141	312	34	28	62
		Teachers	1	1	2	1	1	2
Total		Students = 678 Teachers= 6				Students= 135 (20% of 678) Teachers= 6 (100% of 6)		

3.5 Sampling Techniques

In order to make the research manageable, the researcher selected two (2) secondary schools considering the number of population by using different sampling techniques. For the selection of the students, the researcher used stratified random sampling techniques where the researcher divided his population in strata on the basis of the respondents' characteristics and from each of

these smaller homogenous groups (strata) drawn at random a predetermined number of units because the researcher wanted to take respondents proportionally from different section and sexes. But for the selection of teachers the researcher used availability sampling techniques because their number was manageable. Therefore the researcher used 20% of students by using stratified random sampling techniques and 100% of teachers by using availability sampling techniques

3.6 Instruments of Data Collection

The relevant data required for this study was collected through questionnaire, interview and classroom observation. This is because these instruments were crucial for the research to collect appropriate and reliable data from the respondents.

3.6.1 Questionnaire

The questionnaire was employed as a major instrument to collect information from the data sources of the study. It was prepared to be provided the students. The questionnaire was selected not only because it is the most common data gathering tool, but also it helps to reach large group of research respondents. This instrument was used to obtain truthful information and opinion from respondents about the active learning related information. The questionnaire contained close ended questions which had three parts. The first part was used to identify perceptions of teachers and students on the effectiveness of active learning strategies, the second part intended to identify factors that affect the implementation of active learning and the third part intended to identify active learning strategies teachers frequently use in English language classes.

For the quantitative data, likert scale weight according to the degree of the respondents' agreement. The five point likert scaling approach adapted as: (1) disagree, (2) strongly disagree, (3) undecided, (4) agree, and (5) strongly agree to consider factors that influence the practice of ALS. And also point rating scales (1) always, (2) often, (3) sometimes, (4) rarely and (5) not at all forms were used to assess how active learning strategies used frequently in English language classes.

3.6.2 Interview

In addition to questionnaire, the researcher used interview to strengthen the responses gained through questionnaire. The interview contained open ended questions and was under taken to get views and opinions of the respondents. The interview was prepared and conducted to collect data from English teachers who are the sample of the study from the selected sample schools of the study. The interview had three parts. The first one focused on respondent's personal information, the second part dealt with the teachers and students perception on the use of active learning, what challenges teachers encounter during the implementation of active learning, what teaching methods frequently used in English class and what do teachers think should be done for the successful implementation of active learning strategies.

3.6.3 Observation Checklist

The researcher used observation Checklist to collect data in relation to teaching learning process and classroom condition. The researcher used class room observation to strengthen the data obtained from questionnaire and interview. From the two selected sample schools the researcher observed the actual teaching learning process and the classroom condition of the four (4) English classes from two different sample schools. These classes observed two times each. The researcher prepared observation check list having the form of yes/no to observe the classroom condition and teachers and students activities in relation with active learning strategies.

3.7 Procedures of Data Collection

After reviewing relevant literature to get adequate information about the topic, formulating the objectives and research questions, describing the data gathering tools and defining the sample of the study during writing this proposal, the researcher prepared adequate number of questionnaire and interview guide for respondents and a checklist for the observation of teaching learning process in the actual classroom. Then the researcher translated the questionnaire in to Afaan Oromo to make conducive condition for the students to answer it easily with clear understanding and distributed it for 135 students and 132 copies were returned from respondents. Then the researcher observed the teaching learning process by using the observation checklist prepared.

Finally the researcher conducted an interview with teachers. This is the procedure that the researcher adopted from the conducted local research in collecting the data for the study.

3.8 Methods of Data Analysis

After gathering the relevant information through the data gathering tools mentioned above, the analysis was employed systematically for the qualitative and quantitative types of data. Quantitative data was coded, tabulated and analyzed by using quantitative methods such as frequency, percentage and mean. The data collected by interview and observation (Qualitative data) supplemented and strengthen the information obtained through questionnaire. This qualitative data was analyzed by using narrative form and logically interpreted by the researcher in the way to answer the research question.

CHAPTER FOUR: RESULTS AND DISCUSSION

The fourth chapter, results and discussion of data, have two parts. The first part presents the characteristics of the respondents and the second part analysis the main data gathered by the different data gathering tools.

4.1 The Characteristics of Respondents

Table 2: Summary of the Background of Respondents

No	Items		Respondents Category	
			Students	Teachers
1	Sex	A/ Male	73	4
		B/ Female	62	2
2	Age	A/ 20-30 years		-
		B/ 31-40 years		4
		A/ 41 and above years		2
3	Qualification	A/ Diploma		-
		B/ Degree		6
		C/ MA/MSc		-
4	Service year	A/ 1-5 years		-
		B/ 6-10 years		1
		C/ 11-15 years		3
		D/ 16 years and above		2
5	Teaching load Per week	A/ 10-14		-
		B/ 15-20		5
		C/ 21-30		-

As indicated in the above Table 2, students and English teachers were the major categories of respondents involved in this study. This is because the researcher believed that the respondents were direct stakeholders and as a result, they were considered as the main source of information

for the study. 141 was the total number of respondents included in the study. Of these, 135 (73 male and 62 female) were students and six (4 male and 3 female) were English teachers and were all qualified with first degree.

4.2 Analysis of the Data

Three main issues were analyzed under this analysis of the data. The data collected through the questionnaires and classroom observations were presented with the help of tables. But the results of the interview were analyzed qualitatively in the form of narrative statements.

4.2.1 Analysis of Data Obtained from Students Questionnaire

Table 3: Percentage and Frequency Value on Student's Awareness about the Importance of Active Learning

(1= disagree, 2= strongly disagree, 3= undecided, 4=agree, 5= strongly agree, Df = Degree of freedom)

No	1		2		3		4		5		Mean value	Df
	F	%	F	%	F	%	F	%	F	%		
1	10	7.57	9	6.81	11	8.33	44	33.33	58	43.93	3.9	132
2	11	8.3	12	9.09	2	1.3	47	35.6	60	45.5	3.9	132
3	10	7.57	19	14.39	20	15.15	52	39.4	31	23.48	3.56	132
4	11	8.33	20	15.15	13	9.24	45	34.09	43	32.5	3.67	132
5	19	14.39	16	12.12	—	—	57	43.18	40	30.3	3.61	132
6	20	15.1	16	12.12	—	—	55	41.6	41	31	3.6	132
7	53	40.1	40	30.3	—	—	20	15.1	19	14.39	2.33	132
8	56	42.42	42	31.81	—	—	15	11.36	19	14.39	2.23	132
9	43	32.57	39	29.54	—	—	21	15.9	29	21.96	1.55	132

The items in the table are presented in appendix I

Item 1 says that, “Active learning enables students understand and solve their problems.” The item was supported by the majority of the students. About 33.33 and 43.93 of the students

showed their agreement and strong agreement respectively, 8% of the respondents did not decide their assumption. But only 7.57 and 6.81 of the students expressed their disagreement and strong disagreement for the item respectively. Generally the mean value of students' agreement (3.9) indicates students know active learning enables them understand and solve their problem.

Item 2 of the same Table says, "Active learning method provides room for the students to participate actively and share their experiences." 47 (35.6%) agreed and 60 (45.5%) strongly agreed with this idea. Only 11 (8.3%) and 12 (9.09%) respondents disagreed and strongly disagreed respectively with this idea. This shows that students know active learning method gives them opportunity to discuss actively in a group and share their experience.

In contrast to the first and the second item, large group of respondents indicated that, Active learning method creates problems to classroom management and is not advisable to use it. Almost 52 (39.39%) and 31 (23.48%) of the students showed their agreement and strong agreement respectively and 10 (7.57%) and 19 (14.39%) of them said that they disagree and strongly disagree to the item. The rest 20 (15.15%) of respondents indicated that they didn't decide about the idea. And the mean value of this item (3.56) indicates students negatively perceived that ALM is not appropriate for classroom management.

Item 4 says that, "Active learning method creates a heavy load on the part of the student, and it is difficult to practice." Regarding this item 45 (34.09%) and 32 (24.24%) respondents agreed and strongly agreed respectively with this idea. Only 22 (16.6%) and 20 (15.15%) of the respondents replied that they disagree and strongly disagree to the issue respectively. About 13 (9.24%) of the students said that they have no suggestion on the issue. And the mean value (3.67) sounds to students agreement and this implies that a large group of students thought active learning needs more effort because they devote too much time on preparing themselves to practice it.

Item 5 says that, "Active learning methods consume much of teachers' time and results in difficulty to cover the content." In responding to this item, about 57 (43.18%) and 30 (22.72%) respondents agreed and strongly agreed respectively with this idea. Only 19 (14.39%) and 16 (12.12%) respondents expressed as they disagree and strongly disagree to the item respectively. The rest 10 (7.57%) responded as they do not decide about the issue. And the mean value of

these agreements is 3.61. This indicates that the large number of respondents suggested active learning method is not appropriate to cover the portion within prearranged time.

Item No. 6 which says “Active learning methods related to the objectives of the lessons and the activities given are good to make the classroom teaching learning interesting.” was supported by the majority of respondents. 55 (41.6%) and 41 (31%) of the respondents expressed their agreement and strong agreement respectively to the issue. On the other hand, 20 (15.1%) and 16 (12.12%) respondents disagreed and strongly disagreed to the issue respectively. And the mean value of the agreements (3.6) shows a large number of students believed that active learning methods related to the objectives of the lessons are good to make the classroom teaching learning interesting.

Item No. 7 says that, “We think that when we do activities by ourselves we learn better than simply listening to your teacher.” Regarding this item, 53 (40.1%) and 40 (30.3%) respondents replied that they strongly disagree and disagree to the issue respectively. On the contrary, a small number of respondents 20 (15.1%) and 19 (14.39%) of the students said they agree and strongly agree to the issue respectively. This indicates that the majority of students are accustomed to the traditional instructional method where they are expected to listen attentively and try to memorize what they have learned.

Generally, from the above analysis, students are aware of active learning enables them understand and solve their problems and it can provide room for them to participate actively and share their experiences. But they did not perceive its implication in the actual teaching learning process. They perceived that active learning method creates problems to classroom management, it creates a heavy work load on the part of the student, and it is difficult to practice, it consumes much of teachers’ time and results in difficulty to cover the contents and they assume that, they learn better when they listen to their teacher than doing activities by themselves.

Concerning to Item 8, while 15 (11.36%) and 19 (14.39%) of students agreed and strong agreed respectively with teachers good interest to implement active learning in English class, 56 (42.42%) and 42 (31.81%) of them disagreed and strongly disagreed respectively to the issue.

And the mean value of the agreement is 2.23. And this indicates that English teachers are not interesting in the use of active learning strategies in English lesson.

The last item says that, “My teacher is using different instructional methods and implementing it in English class.” Concerning to this item, about 43 (32.57%) and 39 (29.54%) respondents indicated their disagreement and strongly disagreement respectively on this issue. The remaining 15.9% and 21.96% of respondents replied they agreed and strongly agreed with this item. This indicates that different instructional methods are not used and implemented by teachers.

From the analysis of these two items, one can conclude that, teachers do not have a good interest to implement active learning in English class and are not using different instructional methods to implement active learning.

Table 4: Why do some teachers seem to use lecture method more frequently than active learning? Please rate the following suggested reasons.

(1= disagree, 2=strongly disagree, 3= undecided, 4=agree, 5=strongly agree, Df = Degree of freedom)

N o	Items	1		2		3		4		5		Mean value	Df
		f	%	f	%	f	%	F	%	f	%		
1	Shortage of time	21	15.9	16	12.2	–	–	51	38.6	44	33.3	3.61	132
2	Poor classroom condition	10	7.57	14	10.6	–	–	61	46.2	47	35.6	3.9	132
3	Organization of text book	23	17.42	12	9.09	–	–	56	42.42	41	31.06	3.6	132
4	Lack of instructional Materials	9	6.8	19	14.3	7	5.03	53	40.1	46	34.8	3.86	132
5	Teachers' lack of skills about AL	46	4.84	43	32.57	8	6.06	20	15.15	15	11.36	2.35	132
6	Portion coverage	18	13.63	21	15.9	5	3.78	40	30.3	48	36.36	3.6	132
7	Teachers lack of interest on ALM	13	9.84	22	16.6	6	4.5	49	37.1	42	31.8	3.64	132
8	students lack of interest on ALM	12	9.09	18	13.65	–	–	53	40.15	49	37.12	3.8	132

As it is indicated in Table 4, 51 (38.66%) and 44 (33.3%) of respondents agreed and strongly agreed respectively with item number 1. But 21 (15.9%) and 16 (12.2%) respondent disagreed and strongly disagreed respectively with the item. And the mean value of the respondents (3.6) indicates the allotted time for English class is not sufficient to practice active learning activities and this can result teacher centered classroom.

Poor classroom conditions also assumed to affect the use of active learning. Accordingly, 61 (46.2%) and 47 (35.6%) of the respondents agreed and strongly agreed respectively that Poor classroom conditions are the common reasons that enforce teachers to use the traditional approach lecture method than active learning strategies. But only 10 (7.57%) and 14 (10.6%) disagreed and strongly disagreed with the item. Generally, the mean value of respondents' agreement (3.9) indicates that the physical environment in the classroom can make or break active learning.

In addition, Organization of text books (Curriculum Materials) is also mentioned as the reasons why teachers prefer lecture method and neglect using active learning in English language class. 56 (42.42%) and 41(31.06%) respondents agreed and strongly agreed respectively with the item. But only 23 (17.42%) and 12 (9.09%) respondent disagreed and strongly disagreed with the item. To sum up, the mean value (3.6) of the item indicates that the majority of respondents are against the appropriateness of the organization of their text books and instructional materials.

Moreover, 53 (40.1%) and 46 (34.8%) respondents agreed and strongly agreed respectively that lack of instructional materials is the problem in using ALM in English class. But 9 (6.08%) and 19 (14.3%) respondents disagreed and strongly disagreed respectively with the item. In general, from the mean value (3.86) there is lack of instructional materials in their school.

Students' lack of interest to ward active learning methods and their unwillingness to practice it in the class room is another indicated reason for why Active Learning is disregarded by teachers. About 53 (40.15%) and 49 (37.12%) students agreed and strongly agreed respectively with this idea. But only 12 (9.09%) and 18 (13.65%) respondents were against the item. So, the mean value (3.8) sounds the agreement with the item.

In opposite to these, 46 (4.84%) and 43 (32.57%) respondents disagreed and strongly disagreed respectively that, teachers' lack of skill about active learning method is the reason why teachers usually apply the traditional approach lecture methods than active learning in English language class. But while 8 (6.06%) respondents didn't decide their agreement, 20 (15.15%) and 15 (11.36%) respondents agreed and strongly agreed that their teachers are not using active learning

strategies in English class because of their lack of skill about ALS. And based the mean value of the item (2.35), teachers have the skill of using active learning strategies in English class.

From the table it can be seen, even though Teachers' do have skill about active learning method, they are not interested in using active learning regularly. This is shown in the Table that, 49 (37.1%) and 42(31.8%) respondents agreed and strongly agreed with the idea. But only 13(9.84%) and 22(16.6) respondents disagreed and strongly disagreed with the item. This indicates that teachers have low interest in using active learning methods.

To sum up, shortage of time, poor classroom condition, organization of text book , lack of instructional materials, portion coverage, unwillingness of students to practice ALM in the class room, teachers and students lack of interest on active learning method are factors for English teachers disregard using active learning strategies in English class.

Table 5: Analysis of the Frequency for Teaching Methods Used by English Teachers

1 = always, 2 = often (many times), 3 = sometimes, 4 = rarely, 5 = not at all, DF = degree of freedom)

No	Items	1		2		3		4		5		Over all mean	DF
		F	%	F	%	F	%	F	%	F	%		
1	Lecture method	50	37.87	38	28.78	28	21.2	10	7.57	6	4.54	2.1	132
2	Group work	48	36.4	40	30.3	30	22.72	12	9.1	2	1.51	2.3	132
3	Role playing	15	11.36	10	4.57	31	23.48	50	3.78	28	21.21	3.54	132
4	The project method	10	7.57	14	14.39	32	24.24	33	25	43	32.57	3.64	132
5	Problem solving	13	9.84	9	6.81	26	19.69	43	32.57	41	31.06	3.6	132
6	Peer teaching	14	10.6	14	10.6	24	18.18	38	28.78	42	31.8	3.6	132
7	Debating	18	13.63	21	15.9	29	21.96	41	31.06	23	17.42	3.2	132
8	Question and answer	14	10.6	15	11.36	25	18.93	48	36.36	30	22.72	3.49	132
9	Brain storming	26	19.69	32	24.24	42	31.81	18	13.63	14	10.06	2.7	132

In responding to item 50 (37.87%), 38 (28.78%), and 28 (21.2%) of respondents said lecture method has been always, often and sometimes used respectively by their teacher. Contrarily, 10 (7.57%) and 6 (4.54%) of the respondents indicated that, lecture method was rarely and never used respectively. Generally the mean value of this item is 2.12 and this shows that teachers often use lecture method in English class.

The second item is group work. While 48 (36.4%), 40 (30.3%) and 30 (22.72%) shown that their teacher always, often and sometimes use group work respectively, 12 (9.1%), 2 (1.51%) students said group discussion is rarely and never used respectively. To conclude the mean value of this item (2.31) implies teachers often use group work in English class.

From Table 6, 15 (11.36%), 10 (4.57%) and 31 (23.48%) respondents said their teacher always, often and sometimes use role playing respectively. But 50 (3.78%) and 28 (21.21%) respondents

indicated that this method is rarely and never used respectively by their teacher. The mean value of this item is 3.54 and this implies teachers rarely use role playing method.

Concerning to project work, 10 (7.57%), 14 (14.39%) and 32 (24.24%) made known that role playing is always, often and sometimes used respectively. But 33 (25%) and 43 (32.57%) indicated it is rarely and never used respectively. From the mean value (3.6) of this item it can be understood this method is rarely used.

In relation to Problem solving, 13 (9.84%), 9 (6.81%) and 26 (19.69%) indicated that role playing is always, often and sometimes used respectively. Contrarily, 43 (32.57%) and 41 (31.06%) shown it is rarely and never used respectively. To sum up, the mean value of this item is 3.2 and this shows problem solving method is sometimes used by teachers.

The next method is Peer teaching. While 14 (10.6%), 14 (10.6%), and 24 (18.18%) shown that their teacher always, often and sometimes use peer teaching respectively, 38 (28.78%) and 42 (31.8%) students said peer teaching is rarely and never used respectively. so, the mean value (3.6) indicates that it is rarely used by teachers.

Concerning Debating 18 (13.63%), 21 (15.9%) and 29 (21.96) respondents said they were always, often and sometimes practicing role playing respectively. In opposite to this, 41 (31.06%) 23 (17.42%) students said that this method is rarely and never used respectively by their teacher. The mean value of this item is 3.2. From this English teachers sometimes use debating in English class.

The other method is Question and answer. 14 (10.6%), 15 (11.36%) and 25 (18.93%) students indicated that this method is always, often and sometimes used respectively. But 48 (36.36%) and 30 (22.72%) said it is rarely and never used respectively in their English class. From the mean 3.49 it can be conclude that this method is sometimes used by English teachers.

The last is brainstorming. 26 (19.69%), 32 (24.24%) and 42 (31.18%) students shown it is always, often and sometimes used respectively. But 18 (13.63%) and 14 (10.06%) respondents

indicated it is rarely and never used respectively by their teacher. Generally the mean of this item is 2.7 and this indicates brainstorming is used sometimes.

To sum up, from this analysis the researcher inferred, while lecture method and group work are often used, English teachers sometimes use role play, brainstorming, debating, question and answer and brainstorming. Contrarily project work, problem solving and peer teaching are used rarely. And this indicates that teachers are not frequently use ALS in English class because of shortage of time, poor classroom condition, organization of text book , lack of instructional materials, portion coverage, unwillingness of students to practice ALM in the class room, teachers and students lack of interest on active learning method

4.2.2 Analysis of Data Obtained from Classroom Observation on the Implementation of AL Methods

In addition to questionnaire and interview, the researcher observed English language classrooms condition and activities of Teachers and Students during the actual teaching learning process to triangulate the results of the data.

Table 6: Analysis of Classroom Condition Observation checklist

(No. = number of observed classes)

No.	Items	Yes		No	
		No.	%	No.	%
1	The classroom environment is favorable for the students	4	100	–	0
2	The number of student in the class is optimum.	2	50	2	50
3	Cooperative environment is built up	4	100	–	0
4	All students have the access of teaching learning materials (for example, text book)	3	75	1	25

As indicated in Table 6, the classroom environment of the four observed classes was not favorable for the students and cooperative environment was not built up. Furthermore, in three (75%) of the observed class, students have no access of text book. In contrast, from the above Table 6 concerning the manageable number of students, only the two classes have optimum

number of students. From this the researcher infer the classroom condition in not suitable for implementation of ALS, a good rapport between teachers and students and students among themselves was not established and students have no access of text book.

Table 7: Analysis of Activities of Teachers during the Lesson

(No. = number of teachers)

No	Items/ Activities	Yes		No	
		No.	%	No.	%
II	Activities of Teachers During the Lesson				
1	Teachers arrange the students for different classroom activities.	3	75	1	25
2	Teachers give their students directions about the procedures of activities.	3	75	1	25
3	Teachers encourage students to actively participate in the classroom.	3	75	1	25
4	In classroom activities teachers go round each group and give guidance.	1	25	3	75
5	Teachers have good interaction with their students.	2	50	2	50
6	Teachers give students time for reflection of the activities.	3	75	1	25
7	Teachers' motivate students to practice confidently although there is weakness /mistakes/ to be improved.	3	75	1	25
8	Teachers tolerate students' mistakes for a while and give generalizations after groups have finished their discussion.	3	75	1	25
9	The teacher incorporates different active learning methods in his/ her lesson plan.	4	100	–	–
10	The teacher gives problem solving, debating, role play and pair work activities for the students to practice.	1	25	3	75
11	Teachers have a good skill in using ALS with appropriate content areas.	2	50	2	50

During class room observation the researcher observed the teaching learning process of four English teachers to examine the activities accomplished by teachers and students in active learning classes.

As indicated in Table 7, 3(75%) teachers arrange the students for different classroom activities; give the students directions about the procedure of activities, give students time for reflection on what they have discussed and motivate students to practice confidently. But only 25% of teachers were going round each group and give guidance in classroom activities and have good interaction with their students.

From this one can conclude that teachers are simply ordering the students how and what is to be done, and expecting a reflection. By having a good interaction with each students going round each group, they are not encouraging students to participate actively with their group members. This this can results the dependency of the group members on their group representative.

The next item is concerning to teachers skill in using active learning strategies with appropriate content areas. From the observation of actual teaching learning process, teachers have lack of skill in installing active learning strategies with the appropriate content areas. For example during class room observation the teacher was teaching about “stressed syllables”, what the teacher did is defining stressed syllables and gives example. This means the teacher taught about stressed syllables through lecture method but it is speaking lesson and students should practice how to pronounce syllables.

The second problem that the researcher experienced during classroom observation is, although the lesson allows the students to practice different active learning activities, teachers cannot promote them to these activities. The teacher was teaching speaking lesson “Express your feeling about being in secondary school.” What this teacher did is listed down common expressions used to express feeling on the board, instructed students to write their feeling about being in secondary school and checked what the students had done, finally stabilized the day’s lesson. From this it can be seen that, the teacher was teaching sentence construction but the objective of that lesson was to make students practice speaking.

To sum up, the researcher infers some good efforts from the side of teachers although some improvement is still needed. Teachers haven't a right skill of using ALS with appropriate content areas, they didn't encourage all group members to be involved in group discussion and give reflection, and they didn't achieve the objective of the lesson.

Table 8: Analysis of Activities of Students during the Lesson

(No. = Number of observed classroom)

No	Items/ Activities	Yes		No	
		No	%	No	%
	Activities of Students During the Lesson				
1	Students feel happy and relaxed when their teacher asks them to do activities in pairs, groups or individuals.	-	0	4	100
2	Students are participating in problem solving, debating and role play activities	-	0	4	100
3	Students are discussing issues in groups	4	100	-	0
4	Students are taking part in pair work	-	0	4	100

From the side of students, the researcher observed the involvement of students in active learning activities. From Tale 8 it is indicated that in the four observed class room students were not feeling happy and relaxed when their teacher asks them to do activities in pairs, groups or individuals. This indicates unwillingness of students to ward active learning activities.

In relation to Students participation in problem solving, debating and role play activities, they are not presented to the class during the period of classroom observation. But students discuss issues in group in the observed classes. But from the researcher's observation, all group members were not involving in the discussion and there was an indication of students' dependency on their group representatives because after discussion reflections were being given by only one person from each group. And some students from the group were not disciplined; use their mother tongue and talk out of the topic. This indicates that there is less classroom management.

The last item is about students' involvement in pair work. As indicated in table 6 in four observed classes' pair work activity was not used. Some of the lessons were suitable for this method but teachers didn't use it. This shows that teachers need a good skill of using different teaching methods in different content areas.

4.2.3 Analysis of Data Obtained from Teachers Interview

In this topic, the researcher have attempted to gather data from teachers about the teachers and students perception on the use of active learning, what challenges teachers encounter during the implementation of active learning, what teaching methods frequently used in English class and what do teachers think should be done for the successful implementation of active learning strategies.

1. What types of teaching learning strategies do you regularly use in your English language class and why?

T1 said that,

I regularly use Lecture method because except group discussion particularly for comprehension questions and language focus related activities; students do not try to play the role, to teach each other in peer, to do project work, to be involved in group work activities, to debate each other etc. Even when I enforce them to do these, they never say something they keep silent. So, the only option I have is to deliver the lesson simply through explanation.

From this idea, this teacher often use lecture method and group discussion because students may not have interest to practice the other types of active learning strategies. Rather than creating awareness about the importance of active learning and encouraging students to practice it, this teacher prefer to make the class passive.

T2 said that, "I use lecture method frequently because from my experience of teaching I couldn't finish the content of the book with in the allotted period of time. This is because the content of the book is too vast." This indicates that this teacher has less awareness about how to use active learning.

T3 told that,

I often use Lecture method because from my experience, active learning strategies are important for only highly talented students. Secondly, Textbooks do not incorporate all active learning strategies. They only serve one-way instruction particularly group discussion. The majority of instructions in the textbook instruct the students to brainstorm, discuss in group and reflect to the class.

This indicates that teachers haven't right knowledge of forming a collaborative work in which experience is shared among students with different ability level and adapting their own instruction based on learners need rather than simply using the instruction of the text book.

According to Kyraicou (1998) active learning involves pairs of students working together or it can involve students who work individually and come together in groups to compare and discuss the results of their group. It is suggested that, teachers must mix the groups in two different ways based on two different purposes. The first method is homogeneous group (by ability levels) to encourage medium ability groups to learn at higher levels. The second method is heterogeneous grouping method (students of all levels) to help struggling students. These can help students to share their experience among the students with different ability level.

In relation to the organization of curriculum materials, they contribute a lot to promote effective learning. Nevertheless, this depends largely up on the role and quality of the teachers who play a key role in the teaching-learning process. Mutassa and Wills (1995) have explained that instructional methods by themselves cannot much to improve learning and thus their value lies on the professional skills of the teacher in using and selecting them.

T4 replied that,

I regularly use group work and sometimes use lecture method because lecture method is importance simply to teach the grammar rules, Problem solving particularly to solve and different verbal reasoning activities given at the end of the units.

From this one can understand this teacher is considering lecture method as the only method to teach grammar. Contrarily according to Hemandez and Blank (2008), all kinds of active learning

teaching methods can be used to teach grammar in a short class time or a whole course and all these methods can be easily applied to the grammar class for non-native English speakers in EFL. This indicates that this teacher doesn't have the skill of teaching grammar through active learning method.

Generally, from the above analysis one can understand the majority of teachers use lecture method more frequently than ALS due to students' unwillingness from various reasons, teachers' lack of right skill on the use of ALS, and their negative perception toward the implication of active learning.

2. How do students perceive the use active learning? If negatively, how it influence the implementation of active learning strategies?

T1 answered that, "My students' have good feeling to practice active learning in the classroom." This is a positive idea on students' perception toward active learning strategies.

T2 responded that,

Students perceived active learning creates a work load on their part more than teachers. So they do not want to devote much of their time to be prepared for active learning activities but they concentrate on grammar part. This results students' unwillingness to participate to practice it.

From this quote, the main reason for students inactive to practice active learning activities is they think it is them who should carry load of activities to be done, but not the teacher, and this misconception creates a negative perception to ward ALM in the mind of students.

T3 reacted that "The majority of students feel unhappy when active learning strategies are presented to them. This is because of their low language competence which results dependency and less interest to participate." This indicates they carry on only the passive (teacher centered) teaching method.

T4 replied that,

students perceived ALS consume the time, this is because they were facing the challenge of inability to cover the portion at the end of the year. They tell

us to focus on grammar parts but not activities designed to improve students speaking and listening skill.

This indicates that the majority of students want to learn English for the sake of exam but not to develop their language competence.

3. As far as teachers' perception with regard to the use of active learning,

T1 answered that,

Active learning plays a great role for students' language competence in English. As we know, skills can be developed only through practicing." So, in order to improve students' language skill, they should get more opportunity or chance to talk in class. To mean, the more they talk, the more they will be competent.

This teacher positively aware that, by using active learning strategies teachers can help students to develop their language skills because these strategies allow students practice all English language skills.

T2 said that, "Active learning is kind of learning strategy which provides students with opportunities to work with concepts at higher cognitive levels." The teacher indicated, students' language proficiency can be enhanced by facilitating different active learning strategies during English class.

T3 replied that, "Personally, Active learning strategies help students to speak more by using target language, so they particularly develop their communicative competence easily." This teacher directly forwarded one of the goals of ALM.

T4 responded that, "Due to lack of enough instructional materials it is very difficult to practice and implement active learning." This indicates that the school of this teacher doesn't provide sufficient teaching instructional methods to the teachers and students.

4. Do you think using active learning has advantages in the teaching learning process?

T1 said that, "Yes, if it is practiced and implemented well it can promote an effective teaching process to develop student's language skills and to interact freely with their peers and

classmates.” In relation to question number 2 this teacher indicates that, if it is implemented well ALM can be fruitful but there are factors that hinder its implementation.

T2 answered, “Yes, active learning has a great role in implementing the improvement of learner’s language skills competence.” This shows that this teacher is aware of the importance of ALM.

T3 replied that,

Yes, students learn new things from each other than just listening to their teacher, students have the chance of practicing the language, it creates competition among students and this improves their knowledge, students become creative, self-reliant, and it creates good relation with their classmates.

T4 responded that, “Yes, active learning can engage students in higher order thinking tasks and learners are actively engaged in the learning process, rather than passively absorbing lectures.” This implies that this teacher knows about uses of ALM. From this, we can conclude that teachers have a good awareness about the importance of active learning strategies to achieve effective learning in English class.

5. During the implementation of active learning, what challenges do you encounter? What are the major sources of these challenges?

T1 said that,

From my experience of using active learning strategies, I have been encountering challenges like some students disturb their friends and talk out of the topic, and try to use their mother tongue more than to practice by target language. This is resulted from Students background knowledge in using active learning.

From this, students do have low English language proficiency and the teacher himself is not handling students’ misbehavior.

T2 responded that, “Lack of sufficient teaching materials such as textbooks and teaching aid like language laboratory are the main challenges that I am facing during the implementation of active

learning.” This means there is no sufficient teaching materials and the school administrators are not supplying these supplementary materials.

T3 responded that, “in the implementation of active learning I am encountering a challenge of only higher achievers want to practice active learning strategies in English class but lower achievers are not.” From this idea, this teacher is not aware of methods of group formation in which students with different abilities can be contributed equally.

T4 replied that, “Less interest from majority of the students toward active learning strategies is the core challenge I am usually facing. This is because of student’s inability to use the target language proficiently.” From this their language proficiency is the cause for students less interest toward ALM.

6. What is your feeling about current implementation active learning?

T1 relied that, “It is impossible to implementation active learning since there was no good classroom organization.” The physical environment (classroom arrangement, furniture arrangement, classroom appearance and layout etc.) contribute a lot to promote active learning.

T2 told that, “In my English language teaching classroom the implementation of active learning is better. Anyway, short training regarding the use of active learning is needed for teachers.” This is something positive idea on the current implementation of active learning.

T3 said that, “I am not implementing even not practicing active learning methods effectively in English language classrooms because of students’ negative attitude toward active learning.” Students may have less interest to be involved in active learning activities because of their low English proficiency and they want to memorize what they have learned for the purpose of examination.

7. What do you think should be done for the successful implementation of active learning in EFL classroom?

T1 recommended that, “Intensive training should be given for teachers so as to implement active learning effectively and students should be motivated to take part in the discussion, role playing and the like.” This indicates that, teachers have no good skill of installing or using ALS in English class and students have low involvement in practicing AL activities.

T2 suggested that, “Some teachers may not have the skill and awareness which helps to perform active learning method. So in my opinion giving course or training for them helps much.” From suggestion of this teacher, it is difficult to say all secondary school English teachers have equal awareness about active learning.

T3 said that, “Before presenting active learning activities to the class, teachers should select an appropriate material.” Selection of inappropriate materials may lead to less effective direction. Therefore, teacher must consider different variables. On this issue, Firdissa (2005) suggested that selection of a right instructional method for a particular lesson depends the age and developmental level of the students, what the students already know and what they need to know to succeed in the lesson, the lesson-situation, the objective of the lesson, material resources and the physical setting also need to be considered.

T4 suggested that, “Teachers should give awareness and encourage students to practice active learning activities.” Students may not have appropriate perception and have developed negative attitudes toward active learning from various reasons. For example, students may look shy and uncooperative at the beginning of student-centered class room activities. Because students are accustomed to the traditional instructional method where they are expected to listen attentively and try to memorize what they have learned for the purpose of examination. (Dary and Terry, 1993)

The Overall Discussion of Data from the Three Instruments

A) Students awareness and perception toward active learning method

On the importance of active learning strategies for EFL learners, more than 75% students agreed that active learning enables them understand and solve their problems and active learning method provides room for the students to participate actively and share their experiences.

However, they negatively perceived that, active learning method creates problems to classroom management, active learning method creates a heavy load on the part of the student, and it is difficult to practice.”, active learning methods consume much of teachers’ time and results in difficulty to cover the content but the remaining. Supporting this from teachers’ interview, students perceived ALS is time consuming because they were facing the challenge of inability to cover the portion at the end of the year. This indicates that, the majority of students want to learn English for the sake of exam. However, Fleder and Bent (1999) stated that by using active learning one can cover a huge amount of material within a short period of time, but a proper active teaching method should be used to meet the objectives of the lesson. So EFL teachers and students should aware and acquire the knowledge and skill on active learning.

Generally, from the above analysis, students are aware of active learning enables them understand and solve their problems and it can provide room for them to participate actively and share their experiences. But they negatively perceived its implication in the actual teaching learning process. They perceived that active learning it creates a heavy work load on the part of the student, it consumes much of teachers’ time and results in difficulty to cover the contents and these are the reasons for why students think wrongly they learn better when they listen to their teacher than doing activities by themselves.

B) The impacts of students’ negative perceptions on the implementation of ALM

The study indicates that, the students’ negative perceptions toward active learning strategies include: 1) Students perceived active learning creates a work load on their part more than teachers. This results students’ unwillingness and less participation in participating active learning activities. Supporting this, from classroom observation the researcher found that,

during group discussion the majority of the group members have low participation in their group and reflection. This indicates that this negative perception of students can directly affect the implementation of active learning strategies.

2) Students perceived active learning consume much of teachers' time and results difficulty of covering the contents. From teachers' interview, this results student less interest in participating active learning activities, even some of them prefer missing a class in which these activities employed. Supporting this from class room observation, from the beginning of instruction by teachers, they show involuntary act, and during activities is given in group some of students disturb and talk out of the content in their mother tongue. This means, they are not practicing and this results less implementation of active learning strategies.

Supporting this, Jacob & chase (1992) stated that, Participation usually means students speaking in class: answer and ask questions, make comments, and join in discussions. Students who do not participate in those ways mentioned above are often considered to be passive.

From the idea of these scholars, the classroom with students' less participation is passive classroom, and if the classroom is passive, we can conclude that active learning strategies are not being implemented. So, from this one can understand that students' negative perception can influence the implementation of active learning strategies.

To sum up, these negative perceptions of student toward ALS result students reluctance in participating and being involved in active learning activities. And if there is less students' participation and involvement, one cannot implement active learning strategies in EFL class.

C) Teachers awareness and perception toward active learning method

Concerning to teachers' awareness about ALM, the mean value of students agreement (2.35) indicates that teachers' have a good awareness about active learning method. Supporting this, from teachers' interview they think AL plays a great role for students' language competence in English, active learning provides students with opportunities to work with concepts at higher cognitive levels. In this connection, Bonwell and Elson, (2003), stated that, active learning is an instructional method in which learners actively participate in their learning process via learner-

centered activities that exercise the higher order thinking skills of analysis, syntheses, and evaluation rather than passively listening to a lecture.

Furthermore, teachers suggested that, active learning strategies help students to speak more by using target language and it has a promising value on students' language competence. Supporting this, Fren et al. (2005) state that, active learning implies the development of learners to communicate in the target language in order to share and receive information. From this it is revealed that, teachers have a right awareness about the importance and effectiveness of ALS.

In contrast to this, teachers negatively perceived that, 1) Active learning strategies are important for only talented students. 2) ALM is not appropriate to cover the portion. But according to Kyraicou (1998) active learning involves group of students working together or it can involve students who work individually and come together in groups to compare and discuss the results of their group. It is suggested that, teachers must mix the groups in two different ways based on two different purposes. The first method is homogeneous group (by ability levels) to encourage medium ability groups to learn at higher levels. The second method is heterogeneous grouping method (students of all levels) to help struggling students. This indicates that teachers haven't right knowledge of forming a collaborative group in which experience is shared among students with different ability level.

Furthermore, during the observation the researcher experienced some problems concerning how teachers use teaching methods in relation to the objectives of the lesson. One teacher was using lecture method to teach speaking lesson, the other teacher was assessing students writing skill but the aim of the lesson was teaching speaking. Supporting this, Mutassa and Wills (1995) have explained that instructional methods by themselves cannot much to improve learning and thus their value lies on the professional skills of the teacher in using or handling them. From this teachers do not have correct skill in installing active learning strategies with the appropriate content areas.

Moreover, Capel et al. (1995) stated that, some teachers suggest that, active learning takes too much time and covering the portion is difficult or impossible. Even, they come to the conclusion that active learning may be nice in theory but unrealistic in practice. But the problem is teachers

are not well oriented about how to install active learning in classroom which leads to less application of active learning in EFL classes.

To sum up, although teachers have a right awareness about the importance and effectiveness of active learning method but they negatively perceived active learning strategies are important for only talented students and it is not appropriate to cover the portion within allotted period of time.

D) The impacts of teachers' negative perceptions on the implementation of ALM?

It is indicated that, teachers' negative perception toward active learning strategies is one of the factors for why they disregard using these strategies in English class. So since active learning strategies are not frequently used, one can say it is not implemented. Bonwell and Elson (2003) stated that, in active learning, learners are considered as processor of learning activities. And they claim that, in active learning students must do more than they just listen and they must read, write, discuss or be involved in solving problems. To do this, students should be involved in different active learning strategies. From this the researcher inferred teachers' perception can directly influence the implementation of AL.

E) Frequency to the application of active learning strategies in Bure Woreda secondary school English classes

from the students questionnaire the researcher inferred, based on the mean value while lecture method (2.1) and group work (2.1) are often used, English teachers sometimes use role play (2.54), brainstorming (2.7), debating (3.2) and question and answer (3.49). Contrarily project work (3.6), problem solving (3.64) and peer teaching (3.6) are used rarely. Supporting this, from the speech of interviewees the researcher determined that, lecture method and group discussion were teaching methods that frequently used during English class but the remain strategies are not. Furthermore, from classroom observation it is indicated that teaching methods like problem solving, debating, and role play and question and answer were not presented to the class during the period of classroom observation.

To sum up, from this analysis the English teachers use lecture method and group discussion frequently. English teachers sometimes use role play, brainstorming, debating and question and answer. Contrarily project work, problem solving and peer teaching are rarely used. This implies that English teachers are not using active learning strategies frequently.

This is because, from students' questionnaire it is agreed and strongly agreed by 38.6% and 33.3% of respondents respectively that, shortage of time is one of the common reasons. Poor classroom condition is also agreed and strongly agreed by 46.2% and 35.6% of the respondents respectively. In addition 25.75% and 31.06% respondents agreed and strongly agreed respectively against the appropriateness of the organization of their text books and instructional materials. Moreover, 40.1% and 34.8% respondents agreed and strongly agreed respectively that there is lack of instructional materials in their school.

As Dale (1969)

instructional materials facilitate active-learning, encourage creative thinking, overcome the limitation of time and place, create the access to the invisible reliable, teach and entertain, relate theory with practice, make learning more functional by increasing retention, assist learning of a method of learning, encourage responsibility (cited in Amare, 1995, p.55).

Lastly about 53 (40.15%) and 49 (37.12%) students agreed and strongly agreed respectively with the idea of students less interest can hinder the practice of active learning methods.

Moreover, from teachers' interview, the researcher asked the respondents the challenges that they face while you are trying to practice active learning in the classroom. In responding to this item, T1 forwarded that unwillingness of students, shortage of time to cover the contents of the lesson, lack of sufficient teaching materials such as textbooks and teaching aids were the main challenges. T2 on his part said that the large number of the students in the classroom and organization of the textbook were other challenges. T3 also added that students' negative attitude towards active learning and inappropriate classroom organization were major challenges that was facing during the implementation of active learning. And the fourth respondent indicated student's inability to use the target language proficiently was also another challenge.

Moreover, from the data obtained from classroom observation the classroom environment of the four observed classes were not favorable for the students, a number of students were not manageable in some of the observed classes, cooperative environment was not built up in the whole observed classroom and insufficiency of teaching learning materials was observed.

Supporting this Yonas (2006) conducted a case study on factors that affect the implementation of active learning in primary schools of West Hararge Zone. From his study he recommends that large class size, shortage of instructional material; lack of skills in selecting variety of methods and lack of awareness on what active learning are the factors that affect the implementation of active learning.

To sum up, from the above analysis it can be seen that; Shortage of time, Poor classroom conditions, organization of text books or curriculum materials, lack of enough instructional materials and students' lack of interest toward active learning methods are the common factors for why ALM method was not frequently used by English teachers. Furthermore, it is indicated by teachers' respondents that, these factors can hinder the current implementation of active learning as follows.

F) Current implementation of active learning strategies in the area of the study

From student's questionnaire 43 (32.57%) and 39 (29.54%) respondents agreed and strongly agreed that their teachers were not using different instructional methods and implementing it in their English class. Supporting this from classroom observation, it is indicated methods like problem solving, debating, and role play and pair work activities were not practiced and implemented. Additionally, from the speech of the four interviewees three of them responded that they were not implementing active learning strategies in their English class because of Poor classroom condition, lack of enough instructional materials and organization of text books or curriculum materials and students attitude.

In relation to these factors, different scholars forwarded their ideas in different ways. Regarding class room condition, Sguazzin and Graan, (1998) state that, a clean and well-kept room with appropriate resources and well aired room help to establish a positive contribution to implement

active learning. This indicates that the physical environment (classroom arrangement, furniture arrangement, classroom appearance and layout etc.) contribute a lot to promote active learning

Dary and Terry (1993) indicated that, the students may not have appropriate perception and have developed negative attitudes toward active learning from various reasons. For example, because of their students may look shy and uncooperative in student-centered class room activities.

Because students are accustomed to the traditional instructional method where they are expected to listen attentively and try to memorize what they have learned for the purpose of examination

As Dale (1969),

instructional materials facilitate active-learning, encourage creative thinking, overcome the limitation of time and place, create the access to the invisible reliable, teach and entertain, relate theory with practice, make learning more functional by increasing retention, assist learning of a method of learning, encourage responsibility (cited in Amare 1995, p.55)

Most instructional materials only serve one-way instruction and do not engage students in thinking critically or creatively, speaking with a partner, in a small group, or with the entire class, expressing ideas through writing, exploring personal attitudes and values, giving and receiving feedback, and reflecting up on the learning process. This greatly reduces the creativity of the learners and the implementation of active learning (Leu, 2000)

Generally, active learning strategies were not being implemented in the secondary schools of Bure worda because of Poor classroom condition, lack of enough instructional materials and organization of text books or curriculum materials, teachers and students' negative perception toward active learning and lack of teachers' right skill on the use of ALS properly.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATION

This chapter mainly deals with the major findings, conclusions and recommendations based on the results obtained from the data analyzed and interpreted in chapter four. In this section first, a summary of the study and the major findings were made. Second, conclusions were drawn the major findings. Lastly, on the basis of the findings of the study some possible recommendations were forwarded.

5.1 Summary

The purpose of this study was to assess to which extent the active learning method is being implemented, the perception of teachers and students and how these perceptions influence the implementation of ALM, as well as to identify the main reasons for why EFL teachers and students prefer using lecture method more than active learning, and to recommend for the implementation of active learning. In order to attain this purpose the following four basic questions were formulated to the specific research objectives.

1. How do high school Teachers' and students' of Bure Woreda perceive the use of active learning?
2. How do teachers' and students' perception of AL influence its implementation?
3. Why some teachers and students prefer to use the traditional or lecture method more than active learning approaches in EFL classroom?
4. What active learning strategies do EFL teachers use in teaching different content areas?

Following this, data gathering instruments like questionnaire, interview guides and classroom observation checklists were developed and employed. The study was conducted in secondary schools of Bure Woreda and the data was collected from the sample students and English teachers of these schools. Descriptive research design was employed. The samples of students were taken by stratified random sampling. As the sample, English teachers were taken by using availability sampling methods. The questionnaire was translated to students' mother tongue and 135 copies of questionnaire were distributed to the students; six English teachers were interviewed and four English classes were observed.

Finally, the quantitative data was encoded, tabulated, and analyzed and interpreted by using frequency and percentage and the qualitative data was analyzed using narrative forms. The result of the study generally indicates that although teachers' and students understanding about the importance of active learning method is good, their actual classroom performance was unsatisfactory. As the result of this study, the following findings were drawn.

Finding on what active learning strategies do EFL teachers use in teaching different content areas

- English teachers use lecture method and group discussion frequently but they sometimes use role play, brainstorming, debating and question and answer. Contrarily project work, problem solving and peer teaching are rarely used.

Finding on why do some teachers seem to use lecture method more frequently than active learning in English language classes

- The findings of the study indicated that, poor classroom condition, lack of enough instructional materials, teachers and students perception toward the application of active learning strategies

Findings on the awareness and perception of students and teachers of Bure Woreda high Schools toward the use of active learning

Students are aware of:

- Active learning enables them understand and solve their problems.
- Active learning can provide room for them to participate actively and share their experiences.

But they negatively perceived that:

- They learn better when they listen to their teacher more than doing activities by themselves.
- Active learning method creates a heavy work load on the part of the student, and it is difficult to practice.
- Active learning methods consume much of teachers' time and results in difficulty to cover the contents.

These students negative perception results:

- They do not want to devote much of their time to be prepared for AL activities.
- They want to learn English rules (grammar) for the sake of exam more than AL activities that help them develop their language skills

These lead to students' reluctance and less participation in AL activities. So, this results less implementation of ALM.

Teachers are aware of:

- Active learning plays a great role for students' language competence in English.
- In order to improve students' language skill, they should get more opportunity or chance to talk in class. To mean, the more they talk, the more they will be competent.
- Teachers should use different strategies to enhance students' language proficiency by facilitating different active learning strategies during English class.
- Active learning strategies help or force students to speak more by using target language, so they particularly develop their communicative competence easily in English.

But, they perceived that:

- Active learning strategies are important for only talented students.
- Active learning strategies are time consuming and not appropriate to cover the portion.

These teachers' perceptions results disregarding of teachers to apply active learning activities in English class and this can influence the implementation of active learning method.

Findings on current implementation of active learning strategies

Currently active learning strategies are not being implemented in Bure Woreda secondary schools because of:

- The classroom condition of the schools is poor.
- There is lack of enough instructional materials in these schools.
- Teachers do not have the right skill of installing active learning strategies
- Teachers negatively perceived the application of active learning strategies.
- Teachers disregarded using ALS frequently in English class.
- Students negatively perceived to practice active learning activities.

5.2. Conclusions

Based on the findings of the study, the following conclusions were made.

While English teachers use lecture method and group discussion frequently, they sometimes use role play, brainstorming, debating and question and answer. Contrarily project work, problem solving and peer teaching are rarely used. This is because of poor classroom condition, lack of enough instructional materials and teachers' lack of right skill on using active learning strategies and teachers and students perception toward the implication of active learning strategies.

Although Teachers are aware of the importance of active learning strategies, they perceived active learning strategies are important for only talented students and are time consuming and not appropriate to cover the portion. This negative perception is resulted from teachers' skill on installing active learning strategies in parallel to the objectives of the lesson. This leads to teachers disregard to apply active learning activities in English class and this result less implementation of these strategies.

Furthermore, Students are aware of active learning enables them understand and solve their problems and it can provide room for them to participate actively and share their experiences. But they think they learn better when they listen to their teacher more than doing activities by themselves. This is resulted from their negative perception of active learning method creates a heavy work load on their part and it consumes much of teachers' time and results difficulty to cover the contents. The emphasis of students with these perceptions is to cover the portion and be prepared for exam without devoting more time on language learning process but passively absorbing from teachers lecture. And this develops the students reluctance to practice active learning and results less implementation of active learning strategies in English class.

Generally, active learning strategies are not being implemented in Bure worda secondary schools because of teachers and students negative perceptions toward the appropriateness of ALS, lack of teachers' right skill in installing active learning strategies and other non-human factors like poor classroom condition and lack of enough instructional materials.

5.3 Recommendation

Based on the findings, the researcher forwarded the following recommendations

- Curriculum designers and textbook writers should have to prepare the teaching learning materials in the way it helps the English teachers to facilitate the practice of active learning.
- Schools should provide adequate instructional materials and teaching aids to help students learn better.
- Schools should create physical class room conditions to reflect the required condition for active learning practices.
- Short training regarding the use of active learning is needed for teachers for the effective use of active learning.
- Teachers should not be dependent only on instructional materials, but they should adapt their own instruction based on learners need.
- The students should be convinced that they shouldn't learn English only for the sake of exam, but also to develop their English language skills.
- Students should give more emphasis to their communicative skill development more than being concentrated on grammar rules for the sake of exam.

Reference

- Aggarwall, J.C. (1996). *Principles, Methods, Techniques of Teaching*. New Dellis S.n. Printers.
- Amare Asgdom. 2000. *Communication and Media Studies in Curriculum Studies: A Study*
Guide Unpublished Teaching Material, A.A.U, Addis Ababa
- Amenu Oljira (2005). *The implementation of Active Learning Approach in the Teachers*
College of Oromia. Unpublished thesis.
- Bell.D. and Kahrhoff.J. (2006). *Active Learning Handbook*: Institute for Excellence in
Teaching and Learning. Retrieved from <http://www.webster.edu/fdc/alhb/alhb>.
- Black, A., and Ammon(1992). *A developmental Constructivist Approach to Teacher*
Education. Journal of Teacher Education. Volume No. 16, pp. 1-15.
- Bon Well & Eison, A. (1991). *Active Learning*: Creating Excitement in the class-
room. ERJC learning house on Higher Education. London: Routledge Falmar.
- Bonwell.C and A. Elson. (2003). *Active Learning*: Creating Excitement in the Classroom.
Grips, Rheni.
- Capel. (1995). *Learning Teaching in the Secondary Schools*. London. Root ledge 5th Ed.
- Carter.K. (1990). *Knowledge and learning to teach*. In W.R. Houston (Ed.), Hand book of
Research on Teacher Education. New York: Macmillan.
- Chet, Jones, Meyers and Thomas. B. (1993). *Promoting active learning strategies for the*
College classroom. Sanfransisco: Jossy-Base.
- Dale, E. (1969). *Audiovisual Method in Teaching*. New York: The Dryden Press.
- Dary, N. and Terry, E. (1993). *Reforming open and distance Education*: Critical Reflection
Practice London: Kegan Page.
- Derebssa Duffera. (1999). *Principles of Curriculum Design and Development*. Addis
Ababa, A.A.U (Distance Education Material).
- Firidissa Jebessa. (2005). *Active Learning versus the Traditional Methods of Teaching at Higher*
Education Institutions: A Case Study of Learners preferences at the Department of
Business Education, Addis Ababa University.
- FessihaAbreha. (2001). *Hampering Factors to implement active learning in some selected*
second cycle secondary schools of central Tigray. Unpublished MA thesis A.A.U school
of graduate Studies. Pp: 10-20.

- Felder, R.M. and Bent, R. (1999). *Active learning vs conversing the syllabus: Dealing with the large classes*. Retrieved from <http://www.nscuedu/Felderpublic/columns/Faqs-2htm>.
- Fern, V., K. Anstrom and B. Silcox. 2005. *Directions in Language Education: Active Learning and the Limited English Proficient Student*. Vol.1 No.2:3.
- Goodlad J.I. (1984). *A Place called School. Prospective for the Future*. Policy New York; McGraw Hill.
- Gordon, E. (2006). *Peer Tutoring: A Teachers Resource guide: Curriculum foundations, principle and issues*. New Jersey: Prentice Hall.
- Hattie, J. (2009) *Visible Learning for Teachers: Researcher in Education*. Cambridge international examination.
- ICDR. (1999). *Teachers education hand book*. Addis Ababa: Finfine Printing and publishing.
- Jacob, L. C., and Chase, C. I. *Encouraging Student Participation: A Guide for Faculty*. San Francisco: Jossey-Bass, 1992.
- Johnson B. and Johnson B. (1989). *Cooperative Learning: A New Direction in Education*.
- Hernandez-Gantes, V. M. & Blank, W. (2008). *Teaching English Language Learners in Career and Technical Education Programs*. New York, NY: Routledge.
- Klionsky, D.J. 2004. Talking Biology: Learning Outside the Book and the Lecture. American Society for cell Biology. educ. (3):204-211.
- KinfeAbraha. (2002). *Basic statistics: A text book for quantitative method II*.
- Kyriacou, C. (1998). *Essential of teaching Skill* (2nd Ed.). London Nelson Tharnes. PP38-39.
- Leu, E. (2000). *The role of Curriculum integration in basic Education*. Tigrai Education Bureau (unpublished).
- Little Wood, W. 1981. *Communicative Language Teaching*. Cambridge: Cambridge University Press.
- McLaughlin, T. (1996). *Improving academic performance through self-management: Intervention in School and Clinic*, 32, 113–119.
- MoE. (1994). *Education and Training Policy*: ST. George Printing Press. Addis Ababa.
- MoE. (2003/04). *Higher Diploma Program for Educators course book* (Unpublished).
- Mukalel, J. 1998. *Creative Approaches to class room teaching*. New Delhi: Discovery.
- Mutassa, N.G. and Wills G.M. (1995). *Modern Practice in Education and Science*.

- Gaborone. Bostwara.
- Namasthaka et al. (2000). *Teacher Training Resource Hand Book: Innovative Approach to Teaching and Learning*. Malawi: Save Children Fede
- Nardos Abebe. (2000). *Issues and methods and materials in teaching primary school subject* Addis Ababa Ethiopia.
- Poorman, P.B. (2002). *Biography and Role Playing: Fostering Empathy in Abnormal Psychology: Teaching of Psychology* .Boston MA Mc Grow Hill publisher.
- Postman, N., & Weingarten, C. (1969). *Teaching as a subversive activity*. NY: Dell.
- Prince, M.(2004). *Does active learning work?* Review of the Researcher Journal of Engineering Education, 93(3), 223-231.
- Reed Arthea and Bergaeman, Verna (1995). *In the classroom: An Introduction to Education* (2nded). New York. The Dushkin publishing Group Inc.
- Rowe M.B. (1974). *Wait time and rewards as instructional variables: Their influence on language, logic, and fate control*. Journal of Research in Science Teaching, 11(2), 81-94.
- Rubin, J. and Harbert, M. (1998). *Peer Teaching Model for Active Learning Collage teaching*. Paris UNESCO publishing.
- Silberman, M. (1996). *Active Learning: 101 Strategies to Teaching any Subject*. Needham Heights, MA: Allyn and Bacon.
- Simmons, K. and Distasi, A. (2008). *Active Learning Techniques Engaging Students on the road to Success*, Athletic Therapy Today, 13(6), 6-8
- Simmons, K. (1995). *Effects of Explicit Teaching and Peer Tutoring on the Reading Achievement of Learning Disabled and low performing students in regular classroom: The Elementary School Journal* Vol.95, no.5.
- Singh, Y.K. (2006). *Fundamental of research Methodology and Statistics*. A Sen Road: Newage International Pvt Ltd Publisher.
- Squazzin, T. and Grann, M.V. (1998). *Education Reform and Innovations in Namibia*. Okahandja: Namibia.
- Taye Geresu, (2000). *Perception and Practice of ALM in Dilla University*. MA Thesis.
- Yonas, A. (2006). *Factors affecting the Implementation of Active Learning in Secondary Schools of West Harerge*. A.A. university Unpublished MA Thesis

APPENDIX I
ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY
SCHOOL OF HUMANITIES AND LAW
DEPARTMENT OF ENGLISH

Questionnaire to be filled by students

The main purpose of this questionnaire is to gather some valuable information regarding Students' perception and implementation of active learning in your English classroom. This is a part of my MA thesis research. You are kindly requested to respond to every item in the questionnaire. Your responses are highly valuable for the success of my thesis and will not be used for any purpose other than this.

Thank you in advance for your co-operation!

General Direction:

Don't write your name anywhere on this paper.

Follow the directions given in each part.

PART I Background information

1. Name of the school _____
2. Grade and section _____
3. Sex: Male ☐ Female ☐

Direction I: Indicate your degree of agreement to each of the following statements using tick mark (✓).

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

No	Items	Alternatives				
		5	4	3	2	1
	Students' awareness about the effectiveness and importance of active learning methods and their opinion on their teacher's contribution to implement AL in English class.					
1	Active learning enables students understand and solve their problems.					
2	Active learning method provides room for the students to participate actively and share their experiences.					
3	Active learning method creates problems to classroom management and is not advisable to use it.					
4	Active learning method creates a heavy load on the part of the student, and it is difficult to practice.					
5	Active learning methods consume much of teachers' time and results in difficulty to cover the content.					
6	Active learning methods related to the objectives of the lessons and the activities given are good to make the classroom teaching learning interesting.					
7	We think that when we do activities by ourselves we learn better than simply listening to your teacher.					
8	My teachers have good interest to implement active learning in English class.					
9	My teacher is using different instructional methods and implementing it English class.					

Direction II: Indicate your degree of agreement to each of the following statements using tick mark (✓)

1= disagree 2= strongly disagree 3= undecided 4= agree 5= strongly agree

No.	Why do some teachers seem to use lecture method more frequently than active learning? Please rate the following suggested reasons.	Alternatives				
		5	4	3	2	1
1	Shortage of time					
2	Poor classroom condition					
3	Organization of text book					
4	Lack of enough instructional materials					
5	Teachers' lack of skills about active learning method					
6	Portion coverage					
7	Teachers lack of interest on active learning method					
8	Students lack of interest on active learning method					

Direction III: Indicate your degree of agreement to each of the following statements using tick mark (✓)

1 = always 2 = often (many times) 3 = sometimes 4 = rarely 5 = not at all

Alphabets	To what extent do your teachers use the following teaching methods in your English classroom?	5	4	3	2	1
A	Lecture method					
B	Group work					
C	Role playing					
D	Discussion method					
E	The project method					
F	Problem solving					
G	Peer teaching					
H	Debating					
I	Question and answer					

APPENDIX II

YUNIVERSIITII SAAYINSIIFI TEKNOLOGII ADAAMAA MANA BARNOOTAA NAMUMMAA FI SEERAA MUUMMEE AFAAN INGILIFFAA

Gaafannoo barattootaan guutamu

Faayidaan gaafannoo kanaa inni ijoon, odeeffannoo waa'ee ilaalcha barataa mala si'aa'inaa barachuu irratti qabuu fi daree afaan ingliffaa keessatti hojii irra oolmaa mala kanaa ilaalchisee odeeffannoo barbaachisaa funaanuu ta'a. kuni qaama qorannoo digirii lammaffaa kooti. Yaadota gaafannoo kana keessa hunda qixa sirriitiin akka deebistan kabajaan isin gaafadha. Deebiin keessan milkaa'ina qorannoo kanaatiif bu'aa qabeessa. Akkasumas dhimma qorannoo kana irraa kan hafe dhimma biraaf akka hin oolle ibsuun barbaada.

Tumsa keessaniif galannikoo guddaadha!

Qajeelfama waliigalaa:

- ❖ Waraqaa kana irratti maqaakee akka hin barreessine.
- ❖ Qajeelfamoota tokko tokkoo kutaawwanii keessatti kennaman hordofi.

KUTAA I Odeeffannoo dhuunfaa

1. Maqaa mana barumsaa _____
2. Kutaa _____
3. Saala : Dhiira ☐ Dhalaa ☐

KUTAA II

Qajeelfama I: Tokko tokkoo yaadota armaan gadii irratti sadarkaa itti walii galuukee mallattoo (√) fayyadamuun ibsi.

1= Walii hin galu 2= Cimsee walii hin galu 3= Murteessuu hin danda’u 4= Walii ni gal 5= Cimsee walii ni gala

Lak k	Yaadota/Himoota	Filannoo				
		5	4	3	2	1
	Hubannoo barattootaa bu’a qabeessummaa fi faayidaa mala si’aa’inaan barachuu irratti qabaniifi yaada isaanii gahee barsiisaan isaanii hojii irra oolchuu mala kanaa keessatti taphatan					
1	Malli si’aa’inaan barachuu barattootni akka hubataniifi rakkoo isaanii furan ni taasisa.					
2	Malli si’aa’inaan barachuu daree barnootaa barattootni keessatti si’aa’inaan hirmaataniifi muuxannoo waliif qoodan taasisa.					
3	Malli si’aa’inaan barachuu to’annoo daree irratti rakkoo ni uuma.					
4	Malli si’aa’inaan barachuu gama barataa irratti ulfaatina hojii ni uuma, akkasumas shaakala irratti ulfaataadha.					
5	Malli si’aa’inaan barachuu yeroo barsiisaa baayyee fudhata, akkasumas qabiyyee barnootaa xumuruuf ulfaataadha.					
6	Malli si’aa’inaan barachuu kayyoo barnootaafi gilgaalota kennaman waliin wal simu haala baruuf barsiisuu hawwataa taasisa.					
7	Akka yaada kootti yeroo gilgaalota ofii shaakallu caalaa yeroo barsiisaa keenya dhaggeeffannu beekumsa arganna.					
8	Barsiisaan keenya yeroo hunda gilgaalota hirmaannaa ho’aa nu affeeran qabatanii gara daree dhufu.					
9	Daree barnootaa afaan ingliffaa keessatti mala si’aa’inaan barachuu hojii irra oolchuuf barsiisaan keenya fedha qabu.					

Qajeelfama II: Tokko tokkoo yaadota armaan gadii irratti sadarkaa itti walii galuukee mallattoo (✓) fayyadamuun ibsi.

Lakk	Maaliif barsiisonnii tokko tokko mala si'aa'naan barachuu caalaa mala ibsaa irra deddeebiidhaan fayyadamu? Maaloo sababoota armaan gadiitti kennaman sadarkeessaa.	5	4	3	2	1
1	Hanqina yeroo					
2	Hanqina qindoomina daree barnootaa					
3	Qindoomina kitaaba barataa/ meeshaalee sirna barnootaa					
4	Hanqina meeshaalee deeggarsa barnootaa (kitaaba barataa)					
5	Haqina ga'umsa barsiisaa mala si'aa'inaan barsiisuu irratti qaban					
6	Qabiyyee barnootaa xumuruu					
7	Mala si'aa'inaan barachuu irratti fedha dhabuu barsiisaa					
8	Mala si'aa'inaan barachuu irratti fedha dhabuu barattootaa					

Qajeelfama III: Tokko tokkoo yaadota armaan gadii irratti sadarkaa itti walii galuukee mallattoo (✓) fayyadamuun ibsi.

1 = yeroo hunda 2 = yeroo baayyee 3 = yeroo tokko tokko 4= darbee darbee 5 = gonguma hin fayyadaman.

Tartiiba qubee	Daree afaan Ingiliffaa keessatti barsiisonni keessan maloota armaan gadiitti tarreeffaman hangam fayyadamu?	5	4	3	2	1
A	Mala ibsaa					
B	Mala hojii garee					
C	Mala gahee taphachuu					
D	Mala maree garee					
E	Mala hojii projektii					
F	Mala rakkoo furuu					
G	Mala hojii nam-lamee					
H	Mala falmii daree					
I	Mala gaaffiif deebii					

APPENDIX III

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

Classroom Observation Check list

Checklist for Class observation 1

The main purpose of this observation check-list is to assess the teaching learning classroom condition, the role of teachers and students in the practice of active learning methods in the English language teaching class room

Part I: Background Information of the observe

Teacher's name: Teacher 1 Date: 04/ 07/09 Topic: Speaking Grade and Section: 10th A

No of student's: 51 period 5th

Part II: Classroom Condition Observation Checklist

No	Items/ Activities	Availability	
		Yes	No
I	Classroom Conditions		
1	The classroom environment is favorable for the students.		✓
2	The number of student in the class is optimum.		✓
3	Cooperative environment is built up.		✓
4	All students have the access of teaching learning materials.		✓
II	Activities of Teachers During the Lesson	Yes	No
1	Teachers arrange the students for different classroom activities.		✓
2	Teachers give students directions about procedures and activities.	✓	
3	Teachers encourage students to actively participate in the classroom.		✓
4	Teachers go round each group and give guidance during group work.		✓
5	Teachers have good interaction with their students.	✓	
6	Teachers give students time for reflection of the activities given	✓	
7	Teachers' motivate students to practice confidently although there is		✓

	weakness /mistakes/ to be improved.		
8	Teachers tolerate students' mistakes for a while and give generalizations after groups have finished their discussion.		✓
9	The teacher incorporates different ALM in his/ her lesson plan.	✓	
10	The teacher gives problem solving, debating, role play and pair work activities for the students to practice.	✓	
III	Activities of Teachers During the Lesson	Yes	No
1	Most of the students are shy when different activities are given and only a few are participating.	✓	
2	Students feel happy and relaxed when their teacher asks them to do activities in pairs, groups or individuals.		✓
3	Students are participating in problem solving, debating and role play activities.		✓
4	Students are discussing issues in groups	✓	
5	Students are taking part in peer teaching		✓

APPENDIX IV

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

Classroom Observation Check list

Checklist for Class observation 2

The main purpose of this observation check-list is to assess the teaching learning classroom condition, the role of teachers and students in the practice of active learning methods in the English language teaching class room

Part I: Background Information of the observe

Teacher's name: Teacher 2 Date: 05/ 07/09 Topic: Speaking Grade and Section: 9th B

No of student's: 42 Period: 2nd

Part II: Classroom Condition Observation Checklist

No	Items/ Activities	Availability	
		Yes	No
I	Classroom Conditions		
1	The classroom environment is favorable for the students.		✓
2	The number of student in the class is optimum.		✓
3	Cooperative environment is built up.		✓
4	All students have the access of teaching learning materials.		✓
II	Activities of Teachers During the Lesson	Yes	No
1	Teachers arrange the students for different classroom activities.		✓
2	Teachers give students directions about procedures and activities.		✓
3	Teachers encourage students to actively participate in the classroom.	✓	
4	Teachers go round each group and give guidance during group work.		✓
5	Teachers have good interaction with their students.	✓	
6	Teachers give students time for reflection of the activities given	✓	

7	Teachers' motivate students to practice confidently although there is weakness /mistakes/ to be improved.	✓	
8	Teachers tolerate students' mistakes for a while and give generalizations after groups have finished their discussion.	✓	
9	The teacher incorporates different ALM in his/ her lesson plan.	✓	
10	The teacher gives problem solving, debating, role play and pair work activities for the students to practice.		✓
III	Activities of Teachers During the Lesson	Yes	No
1	Most of the students are shy when different activities are given and only a few are participating.	✓	
2	Students feel happy and relaxed when their teacher asks them to do activities in pairs, groups or individuals.		✓
3	Students are participating in problem solving, debating and role play activities.		✓
4	Students are discussing issues in groups	✓	
5	Students are taking part in peer teaching		✓

APPENDIX V

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

Classroom Observation Check list

Checklist for Class observation 3

The main purpose of this observation check-list is to assess the teaching learning classroom condition, the role of teachers and students in the practice of active learning methods in the English language teaching class room

Part I: Background Information of the observe

Teacher's name: Teacher 3 Date: 07/ 07/09 Topic: Grammar Grade and Section: 10th B

No of student's: 53 period 4th

Part II: Classroom Condition Observation Checklist

No	Items/ Activities	Availability	
		Yes	No
I	Classroom Conditions		
1	The classroom environment is favorable for the students.		✓
2	The number of student in the class is optimum.		✓
3	Cooperative environment is built up.		✓
4	All students have the access of teaching learning materials.	✓	
II	Activities of Teachers During the Lesson	Yes	No
1	Teachers arrange the students for different classroom activities.		✓
2	Teachers give students directions about procedures and activities.		✓
3	Teachers encourage students to actively participate in the classroom.		✓
4	Teachers go round each group and give guidance during group work.	✓	
5	Teachers have good interaction with their students.		✓
6	Teachers give students time for reflection of the activities given	✓	

7	Teachers' motivate students to practice confidently although there is weakness /mistakes/ to be improved.	✓	
8	Teachers tolerate students' mistakes for a while and give generalizations after groups have finished their discussion.	✓	
9	The teacher incorporates different ALM in his/ her lesson plan.	✓	
10	The teacher gives problem solving, debating, role play and pair work activities for the students to practice.		✓
III	Activities of Teachers During the Lesson	Yes	No
1	Most of the students are shy when different activities are given and only a few are participating.	✓	
2	Students feel happy and relaxed when their teacher asks them to do activities in pairs, groups or individuals.		✓
3	Students are participating in problem solving, debating and role play activities.		✓
4	Students are discussing issues in groups	✓	
5	Students are taking part in peer teaching		✓

APPENDIX VI

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

Classroom Observation Check list

Checklist for Class observation 1

The main purpose of this observation check-list is to assess the teaching learning classroom condition, the role of teachers and students in the practice of active learning methods in the English language teaching class room

Part I: Background Information of the observe

Teacher's name: Teacher 1 Date: 08/ 07/09 Topic: Writing Grade and Section: 9th A

No of student's: 51 period: 5th

Part II: Classroom Condition Observation Checklist

No	Items/ Activities	Availability of the items/ activities	
		Yes	No
I	Classroom Conditions		
1	The classroom environment is favorable for the students.		✓
2	The number of student in the class is optimum.	✓	
3	Cooperative environment is built up.		✓
4	All students have the access of teaching learning materials.	✓	
II	Activities of Teachers During the Lesson	Yes	No
1	Teachers arrange the students for different classroom activities.		✓
2	Teachers give students directions about procedures and activities.		✓
3	Teachers encourage students to actively participate in the classroom.		✓
4	Teachers go round each group and give guidance during group work.	✓	
5	Teachers have good interaction with their students.		✓

6	Teachers give students time for reflection of the activities given		✓
7	Teachers' motivate students to practice confidently although there is weakness /mistakes/ to be improved.	✓	
8	Teachers tolerate students' mistakes for a while and give generalizations after groups have finished their discussion.	✓	
9	The teacher incorporates different ALM in his/ her lesson plan.	✓	
10	The teacher gives problem solving, debating, role play and pair work activities for the students to practice.		✓
III	Activities of Teachers During the Lesson	Yes	No
1	Most of the students are shy when different activities are given and only a few are participating.	✓	
2	Students feel happy and relaxed when their teacher asks them to do activities in pairs, groups or individuals.		✓
3	Students are participating in problem solving, debating and role play activities.		✓
4	Students are discussing issues in groups	✓	
5	Students are taking part in peer teaching		✓

APPENDIX VII

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

Interview to Be Conducted On English Teachers

The main purpose of this interview is to assess the view of secondary school English teachers on the use and implementation of teaching learning process from the active learning prospective. This is part of my MA thesis research. You are kindly requested to respond to every item in the interview. Your responses will not be used for any purposes other than this research. Hence your honest responses, whatever it is, are solicited.

Thanking you in advance!

Part I: Background Information

1. Sex: M ☐ F ☐
2. Age: A/ 20-30 years B/ 31- 40 years C/ 41 years and above
3. Qualification: A/ diploma B/ BA/BSC/BED C/ MA/MSE/MED
4. School Name _____
5. Teacher's Name _____
6. Service year in teaching A/1-5 years B/6-10 years C/11-15 years D/16years and above
7. Teaching load per week A/5-15 B/ 20-30
8. Average number of students in your class A/below 50 B/50-60 C/ above 60

Part II: Interview Guides and Transcription of the Entire Interview

Direction: I would like you to briefly provide me your own opinions on the following questions based on your experience in the teaching learning process.

1. What types of teaching learning strategies do you regularly use in your English language class? And why?

Teacher 1 replied that,

Lecture method and group discussion are teaching learning strategies that I usually use in English class. This is because except group discussion particularly for comprehension questions and language focus related activities; students do not try to play the role, to teach each other in peer, to do project work, to be involved in group work activities, to debate each other etc. Even when I enforce them to do these, they never say something they keep silent. So, the only option I have is to deliver the lesson simply through explanation.

Teacher 2 responded that,

I often use Lecture method because from my experience, active learning strategies are important for only highly talented students. I don't know which concerning body should be blamed; either first cycle primary teachers or second cycle primary teachers or we first cycle secondary school teachers. I have tried my best to implement active learning strategies in English class, but I was always suffering unwillingness of students to say something orally in front of their classmates.

Teacher 3 reacted that,

I often use Lecture method because, in my experience of teaching English, I couldn't finish the content of the book within the allotted period of time. This is because the content of the book is too vast. So as to me, to cover the portion I was expected to use explanation for language focus or grammar parts, encourage students practice reading comprehension in group, and sometimes leave for the students to read the study skills (the common strategies used to develop English language skills) at home.

Teacher 4 replied that,

I use sometimes lecture method because its importance is simply to teach the grammar rules. As a result of unwillingness of students to be involved in activities that require oral speaking (debating, role play, peer teaching, project work and question and answer) I often use group discussion, problem solving particularly to solve activities like puzzle, and different verbal reasoning activities given at the end of the units.

2. How do students perceive the use active learning? If negative, why?

Teacher 1 answered that, “my students’ have good feeling to practice active learning in the classroom.”

Teacher 2 responded that,

The tudents perceived active learning creates a work load on their part more than teachers. So they do not want to devote much of their time to be prepared for active learning activities but they concentrate on grammar part. This results students’ unwillingness to participate to practice it.

Teacher 3 reacted that,

The majority of students feel unhappy when active learning strategies are presented to them. This is because more than half of the students in the class are dependents. Students are not interested to participate. They carry on only the passive (teacher centered) teaching method.

Teacher 4 replied that,

The students perceived ALS consume the time, this is because they were facing the challenge of inability to cover the portion at the end of the year. They tell us to focus on grammar parts but not activities designed to improve students speaking and listening skill.

3. As far as teachers’ perception with regard to the use of active learning,

Teacher 1 answered that,

Active learning plays a great role for students’ language competence in English. As we know, skills can be developed only through practicing.” So, in order to improve students’ language skill, they should get more opportunity or chance to talk in class. To mean, the more they talk, the more they will be competent.

Teacher 2 said that,

Active learning is kind of learning strategy which provides students with opportunities to work with concepts at higher cognitive levels so we teachers are expected to use different strategies to enhance students’ language proficiency by facilitating different active learning strategies during English class.

Teacher 3 replied that, “Personally, Active learning strategies help students to speak more by using target language, so they particularly develop their communicative competence easily.

Teacher 4 reacted that “If we properly use the approach it has a promising value on students’ language competence.”

4. What is your feeling about current implementation active learning?

Teacher 1 relied that, “It is impossible to implementation active since there was no good Classroom organization and every hierarchy should systematically arrange and organize this program.”

Teacher 2 told that “In my English language teaching classroom the implementation of active learning is better. Anyway, short training regarding the use of active learning is needed for teachers.”

Teacher 3 said that, “I am not implementing even not practicing active learning methods effectively in English language classrooms because of students’ negative attitude toward active learning.”

Teacher 4 responded that, “Due to there is no enough supplementary instructional materials like language laboratory, it is very difficult to practice and implement active learning.”

5. Do you think using active learning has advantages in the teaching learning process?

Teacher 1 said that, “Yes, if it is practiced and implemented well it can promote an effective teaching process to develop student’s language skills and to interact freely with their peers and classmates.”

Teacher 2 answered, “Yes, active learning has a great role in implementing the **improvement** of learner’s language skills competence.”

Teacher 3 replied that,

Yes, students learn new things from each other more than just listening to their teacher, students have the chance of practicing the language, it creates competition among students and this improves their knowledge, students become creative, self-reliant, and it creates good relation with their classmates.

Teacher 4 responded that, “Yes, active learning can engage students in higher order thinking tasks and learners are actively engaged in the learning process, rather than passively absorbing lectures.”

6. During the implementation of active learning, what challenges do you encounter? What are the major sources of these challenges?

Teacher 1 said that,

From my experience of using active learning strategies, I have been encountering challenges like some students disturb their friends and talk out of the topic, and try to use their mother tongue more than to practice by target language. This is resulted from Students background knowledge in using active learning.

Teacher 2 responded that,

Lack of sufficient teaching materials such as textbooks and teaching aid like language laboratory are the main challenges that I am facing during the implementation of active learning. The source for this challenge is the concerning is not supplying these supplementary materials.

Teacher 3 responded that,

In the implementation of active learning I am encountering a challenge of only higher achievers want to practice active learning strategies in English class but lower achievers are not. This is because lower achievers fear to speak in front of the class.

Teacher 4 replied that, “Less interest from majority of the students toward active learning strategies is the core challenge I am usually facing. This is because of student’s inability to use the target language proficiently.”

7. What do you think should be done for the successful implementation of active learning in EFL classroom in Bure Woreda secondary schools?

Teacher 1 recommended that, “Intensive training should be given for teachers so as to implement active learning effectively and students should be motivated to take part in the discussion, role playing and the like.”

Teacher 2 suggested that, “Some teachers may not have the skill and awareness which helps to perform active learning method. So in my opinion giving course or training for them helps much.”

Teacher3 said “before presenting active learning activities to the class, teachers should select an appropriate material.”

Teacher4 suggested that, “Teachers should give awareness and encourage students to practice active learning activities.”