



ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

**TEACHER AND STUDENT PERCEPTIONS AND PRACTICES OF
ACTIVE LEARNING: TICHO PREPARATORY SCHOOL IN FOCUS.**

BY

WORKU TAYE G/SILASSIE

**THESIS SUBMITTED TO ADAMA SCIENCE AND TECHNOLOGY
UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENT
FOR THE AWARD OF THE DEGREE OF MASTERS IN TEACHING
ENGLISH AS A FOREIGN LANGUAGE (TEFL).**

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**Teacher and Student Perceptions and Practices of Active Learning: Ticho Preparatory
School in Focus.**

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**A Thesis Submitted to Adama Science and Technology University
in Partial Fulfillment of the Requirement for the Award of the Degree of Master in
Teaching English as A Foreign Language (TEFL)**

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Adama, Ethiopia

DECLARATION

I hereby affirm that my research work entitled “*Teacher and Student Perceptions and Practices of Active Learning: Ticho Preparatory School in Focus*”. A Thesis Submitted for the partial Fulfillment of the Requirement for the Award of the Degree of Masters in Teaching English as a Foreign Language (TEFL) is my own original work and has not been submitted for any assessment, degree, diploma or award at ASTU or any other University/Institutions.

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COUNTERSIGN

This is to certify that the above declaration by the candidate is true, the thesis embodies results of original work, and studies are carried out by the student himself to the best of my knowledge as advisor to the candidate.

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Abstract

The main purpose of the study was to assess teacher and student perceptions and practices of active learning and problems which hindered its implementation in EFL classes at Ticho Preparatory School. In order to undertake the study, the research questions asked were how teachers and students perceived the applications of active learning; what were the active teaching and learning practices implemented. And what were the major problems that hindered the implementations of active teaching and learning. Participants of the study were two English language instructors and 49 students from grade 11 and 12. The research tools used were questionnaire, classroom observation and interview. Questionnaire was administered to 44 students selected systematically from the list while interview was carried with two English teachers and five students purposively selected from grade 11 and 12. Classroom observation with the help of check list was employed to assess the practice of active teaching and learning. The information gained from questionnaire and through observation checklist was discussed using quantitative method which was through frequency (percentages) and mean value. The information gained through interviews was discussed qualitatively. The findings of the study indicated that teacher and student perception of active learning was weak. Besides, the implementations of active learning were limited to pair and group work and answering questions. The finding also indicated that problems that affected active learning were students' lack of interest to active learning strategies, shortage of time and large class size to implement active learning. Finally, based on the findings of the study recommendation were made to improve the .problems to concerned bodies, such as, teachers, parents, and school principal

Key words: active learning, class size, classroom setting, perception, practice, strategies,

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Abbreviation and Acronyms

ICDR	=	Institute for Curriculum Development and Research.
MOE	=	Ministry of Education
TESO	=	Teacher Education System Overhaul.
TGE	=	Transitional Government of Ethiopia
NETP	=	New Education and Training Policy
ELT	=	English Language Teaching
AL	=	Active Learning
EFL	=	English As a foreign Language
A.A.U	=	Addis Ababa University
BPL	=	Problem Based Learning
AL	=	Active- Learning.
SPSS	=	Statistical Package for Social Science

CHAPTER ONE

INTRODUCTION AND BACKGROUND

1. Introduction

This chapter deals with the background of the study, statement of the problem, objectives of the study and basic research questions. It also attempts to discuss the delimitation and limitation of the study. Finally, it provides the organization of the thesis and definition to basic terms and concepts used in the study.

1.1 Background of the Study

Education is a universal practice in which the society is engaged in all stages of its development. One of the major aims of education is to strengthen individuals and society's lives by enhancing the problem solving ability of citizens and by improving ways. Education can be used to serve this purpose. These-days the society also needs students to be creative, productive, problem solver, decision maker, critical thinkers, and to work efficiently within teams and groups. As a result, an appropriate curriculum that can provide the development of education must be designed (Aggrwal, 1996).

Active learning is based on a theory of learning called constructivism which emphasizes the fact that learners construct or build their own understanding. Learning is a process of making meaning. The theory of social constructivism says that learning happens primarily through social interaction with others, such as a teacher or a learner's peers (LevVygotsky, 1896-1934). One the active learning environments developed at the start of twenty-first century is the Scale-Up (Student-Centered Active Learning Environment (Beichner, et al., 2007). Our society today needs young people who are feasible, creative, and proactive-young people who can solve problems, make decisions, think critically, and communicate ideas effectively within teams and groups.

The curriculum reform initiated in Ethiopia after the implementation of the education and training policy, has led to the extensive change in education. One of the changes is the paradigm shift in the methods of teaching and learning which involves the shift from rote

learning to participatory (active) learning and a shift from a leaner curriculum to an integrated active learning methods (Lue, 1998). Effective teaching and learning requires the use of different methodologies and strategies. As stated in the MoE(1994), one of the objectives education is to develop the physical and mental potential and problem solving capacity of individuals by expanding basic education for all.

To promote effective teaching and learning various methodologies and strategies to meet the demands of learners is required. However, to maintain new methods and techniques that motivate learners and that enhance the creative abilities of new generation has problems. Among possible issues related to the implementation of new participatory system of active teaching and learning strategies include, the designing, testing and applications of theories, approaches and policies to do away with the related problems. A number of researchers, such as, Bonwell & Eison (1991), Nunan (1991), Leu (2000), Belcher (2005), and Frent.et al. (2005) have presented their approaches, policies and curriculum development through time for the application of participatory system of active-learning. All the issues raised in these studies are concerned about the participatory system of active-learning to promote/meet cognitive strategies that deal with planning, motivating, evaluation and self-learning capability while teachers are playing organizing and facilitating role.

For instance, the traditional way of teaching, which is a teacher-centered approach makes students' passive recipient of knowledge because it does not match with the demands of the new generation. And this was the reason for which educational systems, curriculum changes and development have been required from time to time. As a result, learning related to new ways of teaching and learning and to new models of educational approaches, that is, the implementation of active-learning has been widely introduced.

In line with this, the Ministry of Education of Ethiopia has begun to promote inquiry learning design to encourage students and teachers to teach and learn in more meaningful manner (MoE, 2003). This was because inquiry or active learning would enhance students' achievement and better understanding of the study materials, their involvement, and taking responsibilities for their own learning (Jose and Pedrosa, 2005). According to Meyers and Jones (1993), active learning involves providing opportunities for students to meaningfully talk and Listen, write and read, and reflect on the content, ideas, issues, and concerns of an

academic subject because active learning shifts the focus from the teacher delivery of course content to the students.

This new way/style of teaching and learning makes connection among course materials and transforming course materials from the teacher to the learner or ideas into something that learners can integrate into their own long term memory. Moreover, active learning is used to describe a classroom approach which acknowledges that learners are active in the learning process by building knowledge and understanding in response to learning opportunities provided by their teacher (Dori and Belcher, 2005). This contrasts with the model of instruction where by knowledge is transmitted from the teacher to student. Active learning means that learners take increasing responsibilities for their own learning, and that teachers are enablers and activators of learning, rather than lecturers or deliverers of ideas (Belcher, 2005).

Active learning approach leads learner to problem solving, inquiry, and creativity. Fern et al. (2005) stated that active learning implies the development of community of learners to communicate in the target language in order to share information, relate ideas and questions. As a result of this, it is an instrumental method in which students actively participate/interact in their learning process. Learner centered activities promote/lead them to higher order thinking skills of analysis, syntheses and evaluation rather than listening to a lecture. However, to implement effective teaching and learning requires better language learning approach and strategy in order to meet learners' language learning needs. The challenge is to find out and implement effective methods and strategies to stimulate and motivate the creative abilities of the new generation.

The implementation of active learning (AL) has faced various challenges due to different factors in different high schools (Biadgelign, 2009). Biadgelign indicated that Ethiopian teachers have been challenged to implement active learning in classrooms. This is because most academic instructors tend to adhere to traditional approaches or instead they go for lecture method rather than active learning method. The reason for this was lack of time due to the need to complete all required course materials and teaching in large groups does not permit active teaching. On the other hand, the current educational and training policy and existing curriculum of Ethiopia has been designed based on active-learning approach. This

implies that traditional way of teaching does not suit the need of the learner. This new approach will come to effect if and only if we teachers are able to implement active teaching and learning English as Foreign Language classrooms.

Moreover, in the education and training policy document of Transitional Government of Ethiopia (TGE, 1994), it has been stated that the previous or old curriculum design and instructional process has to be replaced by the application of active learning since active learning leads to conceptual, creative, comprehensive understanding and bring about behavioral changes. However, the current English language classrooms in the school are being partially influenced by old or tradition approach. Therefore, to identify the possible causes and problems require conducting studies thereby to suggest mechanisms and solutions to the research problems. In view of this, the present researcher intends to make a study on teacher and student perceptions and practices of active learning in Ticho Preparatory School.

1.2 Statement of the Problem

The teacher cantered classes are geared towards lecture and towards the individual work of students. However, active learning is asocial process and the emphasis in this process is on collaboration and exchange of ideas, experiences, values and attitudes. Sguazzin and Graan (1998) explained that active learning is a negotiated process where students' understanding expands through interaction and active engagement with peers. As a result, due to this and due to many of its advantages, now-a-days active learning methods are widely used around the globe and often associate with enhancing students' language and other subjects' development.

In response to the old or traditional language and other subject teaching and learning approach that continual curriculum revisions were made by the Ethiopian Education and Training Policy (1994). The current Ethiopian education and training policy has been formulated with the emphases of developing learners to have problem solving capacity and with a culture of finding ways of learning by themselves. Although active teaching and learning approach has variety of advantages and has been advocated for use in language classrooms, its classroom application seems neglected in many places around the globe and in Ethiopia.

In line with the above discussion, Bonwell and Eison (2003) note that the practice of active teaching and learning is being paid less attention in many ESL/EFL classrooms since the shift in classroom practices from static view of learning to more dynamic view through different activities has been lacking. For instance, a study made by Brad (2000) indicated that ESL/EFL teachers relay on the old / traditional method rather than using newly innovated (active) teaching and learning method in many schools in parts of Kenya. Dori and Belcher (2005) also noted that a wide range of evidence supported that the concept of active teaching and learning have been influenced by the traditional approach of teaching and learning and that students are dependent on their teachers to supply them with knowledge.

Similarly, in the Ethiopian context, it is assumed that teachers and students follow the old methods rather than using newly innovated method of teaching and learning even if the ELT materials like teacher guide and student textbooks have been designed and published based on principles of AL in contrast to traditional teaching approach. For example, a study made by Nardos (2000) revealed that the implementation of active learning was not in line with the design of ELT materials because of different factors, like attitudes of teachers and students towards active learning, large class size, the size of the course books (many units and exercise), fixed and immobile benches and desks, lack of motivation, lack of supplement materials/resources and shortage of time that exist in the preparatory school. Besides, a study made by Biadgelign, (2009) at some Addis Ababa high schools indicated that English teachers and students have been challenged to perform AL in the classroom. Instead teachers go for lecture method rather than using active teaching approach.

Moreover, according the teaching experience of the present researcher, at the school where he teaches, he has observed that students are partially involved in active learning. Students are not engaged in activities like group discussion, role playing, think- pair -share and the like. Furthermore, in English classroom more emphasis is on information transmission from teacher to students and less emphasis is made on developing student's language skills.

From these situations the researcher was motivated to study the perceptions and practices of teachers and students towards active learning in EFL classes of Ticho Preparatory School, Arsi zone. The above studies which were conducted on the practice of active teaching and learning in EFL classes are different from the present one in some ways. First, the focuses of

these studies were only on the practice of active teaching and learning. Second, these studies were concerned on assessing students' perceptions of active teaching and learning. Besides, the studies were also conducted at different contexts, that is, there has not been any study conducted at Tich Preparatory school on the same title.

From the researcher's English teaching experience, the method which teachers and students are involved partially teacher-centered. After observing English language teaching classes in the school, he decided to make research on the perceptions and practices of active learning. Therefore, in this study the researcher wanted to investigate the perceptions of teacher and students towards active learning and how it was put into practice and to identify barriers which could have hinder the implementation of active learning during instructional process.

1.3 Objective of the Study

The study had the following general and specific objectives.

1.3.1 General Objective

The general objective of the study was to:

- Find out teacher and student perceptions and practices of active teaching and learning in EFL classes at Ticho Preparatory School.

1.3.2 Specific Objectives

The specific objectives of the study were to:

- Assess the perception of EFL teachers and students about active teaching and learning.
- Examine what the current practice of active teaching and learning looked like in EFL classes.
- Identify the major problems that hindered the implementation of active teaching and learning in EFL classes.

1.4 Research Questions

In line with the above objectives, the following questions were formulated:

- How did teachers and students perceive the practice of active teaching and learning for the EFL lesson?
- What did the current practices of active teaching and learning look like in EFL classes?
- What were the major problems that hindered the implementations of active teaching and learning in EFL classes?

1.5 Significance of the Study

The aims of the study were to assess the perceptions of active teaching and learning In EFL classes. So, the findings of the study was hoped to provide information and insights to teachers, students, material producers and researchers.

Therefore, first, the finding was hoped to indicate what the practice and perceptions of teachers and students of the school was about active teaching and learning practice and what should be done to use active learning during EFL lessons.

Second, English teachers would benefit from the finding of the research in that the findings was expected to help them adjust their way of teaching and would support them prepare teaching materials in line with their students needs of active learning. Besides, the result was expected to help instructors/teachers in building motivational strategies into their plan to enhance students' interests to be involved in the teaching and learning process.

Fourth, it was also hoped to assist teachers manage the teaching learning process. The study was also believed to help students gain more insights about the responsibility expected of them in being part of the lesson and learning English as various reasons and it may make them involve in the active learning process.

Finally, the finding was hoped to give feedback to course developers in the development of materials for the teaching of English as a foreign language in order to make the teaching learning process more relevant to the immediate needs of the student, society and the nation

in large. The finding of the study would also serve researchers as a reference and as a starting point to conduct further studies.

1.6 Delimitation of the Study

The researcher believes it would be appropriate to conduct the study in large scale. However, the limited time, geographical location, shortage of other resources would not allow conducting the study at a large scale. Thus, the study was confined to EFL classes of Ticho Preparatory School and how the implementation of active teaching and learning had been carried out in EFL classes of grade 11 and 12. The study was also delimited in using two sampled teachers and 44 students and for the use of questionnaire, semi- structures interview and classroom observation as research instruments.

1.7 Limitation of the Study

Some of the challenges that were encountered during the study were lack of cooperation among the subjects of the study and lack of necessary materials and resources like audio visual recorders. Besides, the school principal and students were found to be reluctant to be recorded. Moreover, one of the major limitations seen was the unwillingness of students to fill out and return the questionnaire on the scheduled time and this delayed the data gathering process. Finally, the school principal was not very likely to appear for the interview. Work load was another critical problem to the researcher faced during the course of the study. To overcome the problem the researcher gave extra time and they returned it and he rented audio visual camera to recorded teachers' interview.

1.8 Organization of the Study

This research thesis was organized into five chapters. Chapter one contains background of the study, statement of the problem, objectives and research questions, significance of the study, the scope of the study, limitation of the study and definition of key terms. Chapter two discussed about the review of related literature, the concept of active learning, perceptions of teacher and students on active learning, teacher and students practices of active learning, the common types of active learning methods, active learning in Ethiopian educational context, and factors which affect the implementation of active learning. Chapter three presents the design of the study, the sampling procedure to obtain population and participants of the study,

the data collection instruments and procedures used for data collection and analysis. Chapter four presents discussion of data analysis, for questionnaire data, semi-structured interview data, and analysis of classroom observation data concerning teachers' role in active teaching and learning and about students' perception of active teaching and learning. Finally, Chapter five deals with summary and conclusion on the major findings of the study and recommendation for possible improvement based on the findings.

1.9 Definition of Key Terms

This section presents working definitions to some of the basic terms and concepts used as per the contexts they were used in the study.

Active learning: - it is student-centered which means that learners take increasing responsibilities for their own leaning by engaging in the activities.

Perception: -it is the attitudes of teachers and students towards the practical implementation of AL.

Practice:--it is students' regular engagement in activities in order to get better understanding in their learning.

Role: -a particular position and function that teachers and students have in teaching and learning process.

Teacher centered: -it is traditional or old lecture method of teaching where by knowledge is imparted or transmitted from the teacher to students.

Strategies: the art of planning the best way to gain an advantage or successes, especially using different methodologies to enhance students' involvement in the teaching and learning process.

Class-Size: it is overcrowded classroom that hold a number of students in a single classroom.

CHAPTER TWO

REVIEW OF RELATEDS LITERATURE

2. Introduction

In this chapter, literature related to active learning will be reviewed and the means with which they can be implemented is discussed. Then, barriers or obstacles considered hindering the implementation of active teaching and learning are discussed.

2.1 The Concept of Active Learning

Active learning is generally defined as instructional method/approach which acknowledges that learners are active in the learning process by building knowledge and understanding in response to learning opportunities provided by their teacher. This contrast with a model of instruction where by knowledge is imparted or transmitted from the teacher to students. In other words student centered /active learning/ classroom situation lead learner /students / to directly involve and investigate in the discovery of their own knowledge , through collaboration and cooperation with others, students engage in experiential learning that is authentic, holistic and challenging. Students are empowered to use their prior knowledge to construct new learning. Through the development of Meta cognitive process that students reflect their own thinking. Curriculum and assessment are centered on meaningful performances in real world contexts.

Moreover, according to Cambridge International Examination, active learning means that learners take increasing responsibility for their learning and that teachers are enablers and activators of learning, rather than lecturers and deliverers of ideas. A wide range of evidence supported the concept that in active learning students achieve higher conceptual understanding compared to other students who studied the same course according to the traditional approach (Dori and Belcher, 2005).

One of the most significant aims of the active learning approach is to develop high level of thinking skills. Students are asked to solve problems according to scientific method, they act, analyze, interpret and present data, and relying on the procedure they design a system, component or process to meet desired needs (Etkina and van Heuvelen, 2001).

Active engagement significantly impacts student learning, understanding, and critical thinking (Bonwell and Eison, 1991, Komaraju and Karau, 2008 Machimer and Rawford, 2007.)

As such endless lectures do not keep learner's mind engaged as many mentally check out after only a few minutes. To combat this, Bonwell and Eison (1991), Brook (2006), and Cavanaugh (2011) argue that at least every 10 - 15 minutes lectures should be punctuated by a diversity of learning activities to keep students focused and engaged which in turn will help them learn. When students Exert real control over the educational experiences they make important choices about what and how they will learn. Higher Education, emphasized Mansson (2013), is experiencing paradigm shift from teacher centered instruction to learner centered instruction. This learner centered instruction paradigm requires teachers who value maximizing opportunities for students to learn, while urging students to accept that what is learned in any course will always be their responsibility.

2.2 Teachers Perception of Active Learning

Active learning fosters students learning and their autonomy, giving greater involvement and control over their learning and giving them skills to foster lifelong learning in the future. Enquiry-based, problem based, or discovery learning where learner learn by addressing and posing scientific question. Analyzing evidenced, connective such evidences to pre-existing theoretical knowledge, drawing conclusion, and reflecting up on findings. Experiential learning, which broadly describes someone learning from direct experience the theory that active-learning relates with constructivism's which emphasizes the fact that learners construct or build their own understanding (Brainerd and Piaget, 2003).

As a result, some teachers perceive active learning as a form of progressive education, expecting learners to learn by themselves or in groups with the teacher acting solely as a facilitator. In classroom relatively limited resources, it is tempting to think that active-learning cannot take place. However, make learners to engage in group work activities providing careful learner focused questioning and instruction are still secure a classroom within which active learning happens.

According to Richard (1998), the knowledge base and language teacher education needs to account for the teacher as learner of teaching the social context of school and schooling with in which teacher learning and teaching occur, and the activities of both language teaching and language learning skilled teaching is therefore active by providing learning environment, opportunities interactions task based instructions that foster deep learning. The critical content of any learning experience is the method or process through which learning occurs (Eggen, 1996).

Active learning requires highly skilled teachers that use a wide range of instructions that incorporate scaffolding tasks, deep appreciation of how assessment can be used in support of learning. Learner centered teachers /active teachers /will set their teaching in real world context, and they will find out learners' starting point of understanding before they plan how to enable them to learn. Because of this learner centered teacher will focus on differentiation among learners and will use strategies associated with assessment for learning including; effective questioning, sharing of assessment criteria, provision of feedback, peer assessment and self assessment.

Generally, in student centered approach, teachers are activator, facilitator, and organizer, while learners are active participant in the activities during instructional process. Active learning requires highly skilled teacher. According to (Dulfver and Turnbull, 2012), active or student-centered learning is adopted when developing a school ethos which focused on student learning rather than simply attainment, is essential in enabling teachers to avoid an exam factory' mentality and to foster learner's greater enjoyment and ownership of their own learning. This requires strong leadership and the confidence that a focus on learning will yield good examination results in itself without examinations having to drive teachers practice.

Teachers make the best use of active learning to construct knowledge through the medium of language Learner-centered teacher should enable learners to build knowledge through talking reading and writing. The use of dialogue, discussion group works, brainstorming and collaborative work are important in fostering whole-class understanding.

2.3 Students Practice in Active learning

Active learning refers to the level of students' engagement in the instructional process. It emphasizes learners' collaborative work to develop their speaking, writing, listening and reading skills in EFL Classes. According to Fren et.al, (2005) Active learning implies the development of community of learners to communicate in the target language in order to share information, relate ideas, question, etc. As a result, the researchers understood that active learning is instructional methods which encourage learners actively participate /interact in the activities. Learner centered activities that exercise or promote them to higher order thinking skills of analysis, synthesis and evaluation rather than listening and jotting down factual knowledge. (Bonwell and Eison, 2003). These Scholars put /forward / place learners as the center of learning process. Thus, there has been a noticeable shift from passive learning to active or learner centered learning where students are in the constant involvement with the learning activities.

Hence in active learning, there is a shift in the classroom practices from static view of passive empty mind of the learner to more dynamic view through different activities (Brad, 2000). In this case, students influence the contents, activities, materials and a pace of learning and can only play a more crucial role in creating new knowledge to be applied to other professional and academic context. Similarly, Bonwell and Eison (2003), also claim that students must do more than they just listen. From this view point the researcher realized that students actively involved in reading, writing, discussing, solving problems by themselves.

Kyrincou (1998), Notes 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 autonomy and control over the organization, conduct and direction of the activity. Most usually activities in active learning involve problem solving and investigational work. It may be individualized or involved in small group collaboration. Thus, the constructivist perspectives of learning mainly initiate the need of active learning in the class room. The term active learning is meaningful 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 occur the pupil has learning process (Capel et.al. 1995).

To some up , in active learning students get a chance to practice , restating ideas in their own words , paraphrase what the teller has said, explain the concept or principle , discuss in small groups , role playing, brain storming ideas , analyze , judge or lead the discussion , and become experiential learners /learning from their direct experience/.

2.4 Teacher-Centered Approach

This approach provides the priority role and responsibility to teacher. Teachers are the dominant agent of the activity in most cases. He/she is the center of the class room activity and thought to hold most of knowledge necessary for the student to be successful (ICDR, 1999, Eggen and Kauchax, 1996). Full information is imparted for the student by the teacher and students are receptor of knowledge. Eggen and Kauchax (1996), noted teacher centered approach as, “Teacher centered approach instruction refer to academically focused, teachers directed the class room using sequenced and structured materials. It refers to teaching activities where goals are clear to students, time allocated for instruction is sufficient and continues, coverage of content is extensive, the performance of students is monitored, and feedback to the student immediate and academically oriented, moreover, teachers pay a crucial role in instructing content, explaining it, and using examples to increase students understanding.” (p. 180)

From above discussion the researcher viewed that instructors were more active than students.

- The teacher is dominant agent of teaching and learning process, and students are receptor.
- The tasks of the learners are listening to the lecture, jotting down notes from the chalk board, answer question when they are asked.
- There is usually no group work or extra assignments.

Scholars like Calahan (1992) and Plass (1998) have enumerated the outcome of direct method as follows: Most students do learn how to conform, obey and follow direction, but they are less likely to learn how to apply classroom skill to the problem to daily life they encounter outside the classroom. Hence, teacher oriented way of teaching is rigid, stereotyped patterns of behavior instead of flexible patterns that can be applied to variety of life.

2.5 The Practice of Active Learning in EFL Classes

In order to make teaching learning effective in EFL Classes, the concept of active learning approach should be applied and practiced in the class rooms. This approach relates learning to the students' day to day life. Organizing them in small groups, encouraging them to take active participation in the class discussion to resolve problems and at this situation learners use English by ignoring their mother tongue. This enhances their speaking skill through time. Teachers should encourage students to interact in the discussion to solve problems and to exchange information using the target language. Students who are confident and outgoing find it easier to learn second /foreign language. They have less fear of mistake and making mistake is their integral part of learning new skills (O'Neill, G. and McMahon, T., 2005).

English language teaching dates back many years. Starting from grammar translations, which focus on grammatical structures (Richard and Rogers, 1986), to communicative language teaching methods which pays attention to functional as well as structural aspects of language (Little wood, 1981). In line with the above expression Hymes (1972), stated that the goal of language teaching and learning is to develop communicative competence and language is a system for expression of meaning and its primary function is to allow interaction and communication among learners. The structure of language reflects its functional and communicative use. Hence, in active learning learners are actively involved in their learning EFL classes.

2.6 Common Types of Active learning Methods in EFL Classes

Effective and well trained teachers use different methodologies to enhance students' involvement in the teaching and learning process. This way of involvement is known as active learning. Active learning techniques are intended to help learners to make them have relevant connective among course materials , Transforming course materials from opaque Language or ideas in to something that learners integrate to their own long -term memory and knowledge bank. Besides this active learning provide students chance to practice and restating what they have heard in their own words. Some short writing Assignments asks students to restate what the instructor / teacher has said. Moreover, the benefit of active learning, more importantly academically weak students get assistance by academically

stronger students, and academically stronger students get the deepest understanding that comes from teaching something to someone else (Felder and Brent, 2003).

According to them, active learning constructive approach supporting students to be powerful in developing their skills and capacities in the most important practice of teachers in active learning. The common types of active learning methods are:

2.6.1 Group Work

Group work is a part of collaborative method of teaching-learning process .It is one of the ways of involvement in active learning by encouraging learners to work together in groups to discuss activities /exercises/ problems. It can be formed by random, gender, interest and ability group (Kyriacou, 1998).

2.6.2 Role Playing /Acting Out

It is another way of teaching strategies that fits the social family of models (Loyce and Weil, 2000). This strategy enhances social nature of learning and promotes cooperative behaviors towards learner. The typical role playing activity make students acting out like individual would do. Moreover, role-playing is one of the most important elements of active learning strategies and that fits social family of models (Loyee and Weil, 2000).

2.6.3 Brain Storming

Brain storming, in which students are encouraged to generate as many ideas on the topic as possible without judgment critique when they are made, and can be used in many learning context, whether solving a problem, generating questions to ask about presentations or summarizing the key parts of the lecture. It actively engaged students in the learning process and encourages full participation as one person's ideas speaks spark of ideas for another.

2.6.4 Discussion

Discussion is the most crucial way of learner centered activity (ICDR, 1999).It is a method that encourages students to involve in the activity. It develops the skill of speaking by using the target language. The purpose of discussion is to examine information by arguing to develop deeper understanding of the subject matter. Group discussion challenged students'

assumption and improved problem-solving skills by requiring students to interact with one another and course materials (Milles, 2012).

2.6.5 Collaborative Learning

Recent Research suggests that individuals in small groups learn better than they do their own in isolation. In light of research on Active Learning, students generate question, discuss and arrive at conclusions, turn through written or oral language, etc. Any class size can benefit from collaborative learning. In addition, Johnson, Johnson, R.T. and Sanne, M.B. (2000), state that cooperative learning is a relationship in a group of students that requires positive interdependence, individual accountability, interpersonal skills, face-to-face interaction, and processing. There for, cooperative learning method is an effective learning method in motivating low-skilled students and especially in helping them to be developed the learning (Grahm, 2001).

2.6.6 Debates

Debating is one of the most active learning strategies. That is an organized discussion on an issue which is usually controversial. In debates students might be in team to debate issues based on veritable evidence.

- Ask debaters /who might be a team / to debate issues based on verifiable evidence to clearly state points, to logically organize issues, and to be persuasive.
- Those not participating in the debate are judges. They should have or establish criteria upon which to base their discussion. It is an organized discussion on an issue which is usually controversial (Chet, et al., 1995).

2.6.7 Peer Teaching

Peer teaching is a participatory, active and democratic strategy intended in to the students own experience that results in deep learning. You never really know something until you try to teach it to someone else (Meyer, C., and Jones, T.B., 1993).

2.6.8 Think -Pair-Share

This activity starts with each student working individually on problem for a short time then student pair to compare, synthesizes, and finish the assignment. Latter they report to the

whole class. This can be expected to create a pyramid when those two students now work with two more at the same time report the class.

2.6.9 Problem Based Learning (PBL)

Problem Based learning (PBL) Begins with problem prepared by the instructor (teacher) that generally cannot be easily solved without data collection and mastery of subordinate skills. Students Search for resources. The theory is that by solving problems students learn to generate procedures that they can use again should they encounter another similar situation.

2.7 Active Learning in Ethiopian Educational Context

After the adoption of the currently applying education and training policy in Ethiopia, a number of changes have been taken place in education. One of the changes is a paradigm shift in the model of teaching and learning which involves the shift from rote learning to integrated curriculum (Leu, 1998). This change have brought considerable shift about education. As a result of this there have been continues changes in curriculum and teachers profile to act on the way. Student centered method leads learner to problem solving, student sensitive learning help to enhance higher -order thinking. Teachers Educational Training systems shows a continuous change and in parallel a number of schools are built and a great deal of student come to school since 1994 E.C. Moreover, the teacher education program is guided by the teacher education system overhaul (TESO), a document (MoE, 2003). This Document states that in the teacher education program direct method (passive learning) has to be replaced by active (learner focused approach).

To some up, teachers are considered as responsive agents to put in to practice the educational policy in order to fulfill the today's generation need. So active learning should be applied widely.

2.8 Factors Affecting the Implementation of Active Learning

Different scholars noted that the implementation of active learning can be affected by a multiple of factors. Some of these factors are discussed as follows.

2.8.1 Teachers and Students Perceptions of Active Learning

Teachers' and students' perceptions highly depend on the knowledge they adhere. This implies that teachers and students who strongly support the idea of traditional approach of teaching assumed that teacher is the only source of knowledge and knows all things in best way. This perspective can be obstacle to implement active learning.

Teachers' and students' perceptions highly depend on the knowledge they adhere. This implies that teachers and students who strongly support the idea of traditional approach of teaching assumed that teacher is the only source of knowledge and knows all things in best way. In addition, teachers do not make students to brainstorm and gather information, do not provide main points and so that students cannot learn themselves, do not let students to learnt the lesson individually, do not allow students get a chance, do not let them to monitor or evaluated their learning students wait their teacher for correction feedback. This perspective can be obstacle to implement active learning.

2.8.2 Classroom Condition

Social environment of a given school /institution, the location, size shape and construction of the classroom, the absence of different instructional materials/ facilities like: furniture, resource center /mini-pedagogical center, laboratory and library services have great impact words instructional methods. Lue (2000) explains that "Teachers who teach many students in overcrowded classrooms it is certainly not suitable to provide activities and group work for such classes"

2.8.3 The Physical Environment

It refers to classroom arrangement, furniture arrangement (fixed/immobile seats), classroom appearance or layout etc can affect to promote active learning. On the other hand clear and well kept classroom, with appropriate resources, flexible chains for group and a pair activities have positives contribution to implement active learning (Sguazzin and Graan, 1998).

2.8.4 Class Size

In overcrowded classroom it is difficult to promote effective teaching and learning. Lue (2000) explains that teachers who teach many students in overcrowded classrooms are certainly not suitable to provide activities and group works for such classes. It is not suitable to provide different experiments and group works having many students in over crowded classroom (Sguazzin and Graan 1998). Their studies have indicated that schools in many parts of Africa are composed of large number of students. Thus giving students enough attention and meeting the need for every student so as to engage actively in learning process is difficult.

2.8.5 Shortage of Time (Period)

Shortage of time is one of the main obstacles to implement active learning relating to design of the text book size and a number of contents to cover or four periods a week is not enough to promote active teaching and learning. In other words, you cannot cover as much course content in the time available (Bowell, 1991). Thus, the teacher is forced to use traditional teaching methods in the school since the textbook has excessive units.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

1. Introduction

In this chapter, attempts are made, first, to present the research design and the sampling techniques used in the study. Next, the research instruments and data collection procedures are discussed. Finally, the methods used for the data collection analysis and ethical procedures are discussed.

3.1 Research Design

Research design is plan for investigation conceived to obtain solution to research questions. Thus, the research design used for the study was descriptive survey design. According to (Kothari, 2004), descriptive design is used in educational studies where the need is to describe the actual events to be studied. This is because descriptive design describes naturally occurring phenomena without experimental manipulation. So, the descriptive design adopted in this study employed both quantitative and qualitative methods to collect data to investigate the practice and active teaching and learning.

Creswell (2012) stated that using both quantitative and qualitative methods provides better understanding of the research problem than using a single method which is not capable of addressing the research problem or answering the research question. Therefore, quantitative method was used to collect data using questionnaire and classroom observation whereas the qualitative method was used to collect data by employing interview.

3.2 Sampling

The sampling procedure used for the study deals with the population, the site and participants of the study and the sampling techniques.

3.2.1 Population

The study site was Ticho town, found in Tena Woreda, Arsi zone, Oromia Region. In this town, there is Ticho Preparatory School having two grade levels, namely grade 11 and 12.

The numbers of students found in the school as of 2009E.C were 220. Of them, 24 students were from grade 11 while 25 students were from grade 12. In addition the numbers of EFL teachers in the school were two.

3.2.2 Participants and Sampling Technique

The target populations of the study were 220 grade 11 and 12 students, two EFL teachers and 4 classrooms. First, from 220 grade 11 and 12 students, 44 were selected using systematic sampling from the two grade levels. Those is 21 students from grade 11 and 23 students from grade 12 for questionnaire. .

Next, the two EFL teachers were selected using comprehensive sampling techniques from the non probability sampling category. Thirdly, both grade were also sampled using purposive sampling techniques were used for the interview. Finally, the two grade levels were used for classroom observation and the teachers and students were used for the interview data collection.

3.3 Instruments

Three types of data collection instruments, i.e. questionnaire, classroom observation and interview were used. The detail of each instrument is given hereunder.

3.3.1 Questionnaire

Questionnaires are printed self-report forms designed to elicit information that can be obtained through the written results of the respondents. According to Gura and Gura (2009) and Zikmund et al. (2010), questionnaires are more convenient instrument when the sample to be studies is larger and that they can be administered any time. Therefore, for the study, questionnaire was used to collect quantitative data from the students as their size was larger. According to Kotheri (2004), questionnaires are effective means of quantitative data collection where the size of the sample to be studied is larger and when the aim is to collect data for a short time.

The student questionnaire, which was used in the study, consisted of close ended Likert scale items. The questionnaire had three parts. Part one dealt with the purpose of the study and concerning the instructions needed to complete the instrument. Part two, which had two sub-

parts consisted of 27 question items. These 27 items were prepared to collect data about students' perception (12 Items) and teachers' practices (15 Items) of active learning. However, Part three, which consisted of 17 question items using two sub-parts, was prepared to collect data about students' practices and on problems related to active teaching and learning. Thus, from the total 17 items of this section, 10 of them were focused on students' practices, while the focus of the seven items was on factors affecting active learning.

Items of the questionnaire were prepared on the basis of review literature and related studies. This instrument was initially prepared in English and then it was translated into Afan Oromo for ease of students understanding of the items. Therefore, the research with the help of teachers from the Department of Afan Oromo translated the English version into Oromiffa.

3.3.2 Classroom Observation

The second data collection instrument used in the study was classroom observation. Lewy (1977) noted that "Classroom observation is useful to indicate how the lesson is divided in a variety of activities, such as, group work, individual work, pair work, think-aloud pair-work, discussion and others" (p.163). Moreover, Hancock (1998, 89) noted that "Because of the richness and credibility of information classroom observation can provide observation is being used as a desirable part of data gathering instrument."

. In line with the above discussion, the classroom observation used for the study was carried out using a checklist which had six sections. The checklist was prepared to collect data based on review of related literature and the other data collection instruments. Thus, with the help of the checklist, data from EFL lesson on active teaching and learning was collected from four classrooms with co observer until the required data were obtained. The validity and reliability the check list checked using frequency and percentage,

3.3.3 Interview

According to Wilkinson and Bhandarkor (1999), interviewing is necessary to get deep feeling, perceptions, values or how people interpret the world around them. It also provides data on past events that are impossible to replicate. Thus, to supplement data obtained through questionnaire, the researcher conducted interview with two instructors and five students using open-ended questions. Hence, the third instrument used for data collection was

semi-structured interview guide to obtain qualitative data. Thus, an interview which had ten items were prepared based on the literature review and related studies to address the objectives and to answer the research questions. This interview was carried out with the two EFL teachers and five purposively selected students. These five top students purposively selected due to they are supposed they have better understanding about interview questions,

3.4 Data Collection Procedures

To collect the required data, first, permission was requested from the school principals by presenting the letter from Adama Science and Technology University. Then aim of the study and how to provide data was discussed with students, teachers, and school principals. Following this, questionnaires were personally distributed by the researcher to students. Questionnaire data was collected from students in their classrooms. Next, classroom observation was carried out for six days. Finally, face to face interview data was collected from two instructors in the teachers' staff room.

3.5 Data Analysis

Data analysis was carried out using several statistical tools and methods with the aid of computer assisted analysis procedures known as statistical package for social science (SPSS). SPSS is a computer application that provides statistical analysis of data. It allows for depth data access and preparation, and analytical reporting. As a result, the method used for data analysis was descriptive statistics where frequency, percentage, means and standard deviations were used to analyze quantitative data. However, descriptive qualitative method was used to analyze the interview data.

For the quantitative questionnaire data, the five scale Likert scale (for strongly agree to strongly disagree and from always to never) was calculated to assess the class width. Sullivan (2001) points out the data analysis can be the most challenging and interesting aspect of research. It refers to driving meaning from the data that has been collected in the study. To do so, the class width of the five scales were computed using the formula $5-1/5= 0.80$ as given in Table 3.1 below.

Table 3. 1 Class Width of Likert Scale Responses

Strongly agree = 5	Agree = 4	Undecided = 3	Disagree = 2	Strongly Disagree = 1
5.00 - 4.21	4.20 - 3.41	3.40 - 2.61	2.60 - 1.81	1.80 - 1.00
Always = 5	Sometimes = 4	Undecided = 3	Rarely = 2	Never = 1
5.00 - 4.21	4.20 - 3.41	3.40 - 2.61	2.60 - 1.81	1.80 - 1.00

Having found the mean values of each class width, the research interpreted the width for each class or responses using the above formula to get the width of each class interval. Next, the class size for each of the 5- class intervals was assigned as given in the above table. Then, the sum of strongly agree and agree was taken as positive result, the sum of disagree and strongly disagree was taken as negative result while the score from undecided was rejected due to the fact that very few students used it.

3.6 Ethical Considerations

During the data collection phase, the following ethical considerations were made. To start with, the researcher requested permission from the school authorities, that is, by contacting the principal of the school, the head of the English Language Department and unit leaders. When permission was obtained, the researcher explained the aim of the study and the major activities that would be conduct in the school to those people who would be included in the study. That is, the researcher discussed the specific tasks he would conduct in the school with respondents, such as, administering questionnaires, making classroom observations and undertaking interview. Next, the time and place for the study was discussed with the selected English teachers and students. Based on the time and place agreed up on, the data collection procedures were carried out.

Finally, every ethical issue was explained to participants. To do this, the English teachers and students or participants of the study were informed that the data collected would be used only for the purpose it was collected for but not for any other purpose what so ever. To maintain the anonymity of respondents, they were also informed that their names (participants' names) would be kept secret or would be represented using numbers (codes). Besides, during the data collection phase, respondents were also treated as humans by keeping their dignity and by providing due respect to their privacy and by making due attention to their interests.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

4. Introduction

This chapter presents the data analysis and discussion based on the findings. So it first presents the analysis of the quantitative data obtained from questionnaire and classroom observation. Next, thematic analysis was made to discuss qualitative data obtained from teachers' interview.

4.1 Response Rate

Before discussing the data related to the major questions, summary of the characteristics of the subject is presented. As it was mentioned in Chapter Three, the required data or information for this study was gathered from two groups, instructors and students of Ticho Preparatory School. A total of 51 respondents were included in the study. That means 44 of the students were used to provide questionnaire data whereas 5 top students were purposively selected and 2 instructors who provided interview data.

The questionnaire distributed to the 44 students was filled out and all of them were returned. Then when each of the questionnaires was checked, they were correctly filled out. Next, the five students and two teachers who were selected for interview also provided data. As a result, this made the response rate 100%.

4.2 Quantitative Data Analysis

In this section the quantitative data obtained from questionnaire and classroom observation is analyzed and the findings are presented.

4.2.1 Data from Questionnaire

To collect quantitative data, close- ended questionnaire were distributed to students. Based on the students' questionnaire responses their perceptions about active learning were calculated in percentage and mean values to show the results. The data taken from the survey was analyzed in line with the research questions.

4.2.1.1 Data on Student Practice of Active Learning

Under Part Two, Sub-Part 2.1 of students' questionnaire, twelve questions were asked to assess respondents' perceptions on active learning as given below in Table 4.1.

Table 4. 1: Items on Students' practice of Active Learning

No.	Students are given chance	N	M	SD	Responses
1.1	To plan their learning,	44	2.77	1.198	Disagree
1.2	To monitor or evaluate their learning,	44	2.75	1.163	Disagree
1.3	To learn by discussion in pairs,	44	2.91	1.290	Disagree
1.4	To learn by discussion in small groups,	44	2.50	1.320	Disagree
1.5	To learn by collaborating with their teacher,	44	2.68	1.475	Disagree
1.6	To get help from teachers on problems of lessons,	44	2.61	1.450	Disagree
1.7	To get help from teachers on problems doing tasks,	44	2.52	1.355	Disagree
1.8	Wait for their teacher for instructions,	44	3.98	1.131	Agree
1.9	Wait for the teacher for correction/ feedback,	44	3.68	1.342	Agree
1.10	Wait for teacher for approval or removals of words,	44	3.71	1.212	Agree
1.11	To investigate solution,	44	2.53	1.245	Disagree
1.12	To communicate with peers effectively,	44	2.64	1.416	Disagree
Valid (N) list wise		44			

As can be seen in Table 4.1, to the twelve questions asked on students' perception of active learning, respondents showed disagreement to the nine items, that is, Items 1.1 to 1.7 and to Items 1.11 and 1.12 whereas they showed agreement to the three items, Item 1.8 to Item 1.10.

Thus, first, when asked if students were given chance to plan their own lesson they

showed disagreement (mean = 2.77 and SD = 1.198), second, if they were given chance to monitor or evaluate their learning they indicated that they disagree (mean = 2.75 and SD = 1.163), third, they also disagreed that they were not allowed to learn by discussing in pairs (mean = 2.91 and SD = 1.290), fourth, they disagreed that they were not given the chance to learn by discussing in small groups (mean = 2.50 and SD = 1.320), fifth, the respondents indicated that they disagree that they were not allowed to learn by collaborating with their teacher (mean = 2.68 and SD = 1.475), sixth, they also indicated they disagree that they did not get help from teachers on problems of lessons (mean = 2.60 and SD 1.450), and seventh, they showed that they disagree students could not get help from teachers on problems of doing tasks or activities (mean = 2.52 and SD = 1.355).

On the other hand, respondents indicated agreement to three items (Item 1.8 to 1.10) dealing with if they would wait for teachers to give instructions, feedback and approvals. Thus, when

students were asked they would wait for the teachers to give them instructions for tasks or activities the respondents indicated that they agree (mean = 3.98 and SD = 1.131). Next, when requested if they would wait for the teacher for correction/ feedback they agreed (mean = 3.68 and SD = 1.342) and students also showed they agreed when asked if they would wait for the teacher for approval or removal of words (mean = 3.71 and SD = 1.212).

However, in the end, respondents again also showed disagreement to two items (Items 1.11 and 1.12, Table 4.1 above) related to solution making. Thus, when students were requested (Item 1.11) if they were given chance to investigate solutions to problems, they showed that they disagree (mean = 2.73 and SD = 1.245) and they also showed they disagree asked if they were given chance communicate with peers effectively (mean = 2.64 and SD = 1.416).

Active learning demands not only teacher to be experts in the field, but also they understand how students learn actively. It is not only instructor's perceptions that affect the effective implementation of active learning in instructional process / methods. The perceptions and practices of students affect how learning is viewed and teaching is organized (Derebsa, 2006). Hence, to promote active learning, learners should be self assessor, stimulating class discussion, promoting question, collaborative learner, team builder, and develop their critically thinking. One of the most significant aims of the active learning approach is to develop high level thinking skills. Students are asked to solve problems according to the scientific method. They have to collect, analyze, interpret, and presented data, relying on the procedure they design a system, component, or process to meet desired needs (Etkina and Van Herven, 2001).

4.2.1.2 Data on Teacher Practice of Active teaching

Under Part Two, Section 2.2 of students' questionnaire, fifteen questions were asked to assess the practices teachers' were making for active learning as given below in Table 4.2. As a result, students indicated that they disagree to most questions, that is, to eleven items (Item 2.1, Item 2.3 to 2.4, and Item 2.6 to 2.12 and Item 2.15); yet students showed agreement to four questions items (Items 2.2, 2.5, 2.13 and 2.14) as it has been given in Table 4.2 next page below.

Table 4. 2: - Items on Teachers Practice of Active teaching

No.	During the lesson the English teacher	N	Mean	SD	Responses
2.1	Brainstorm ideas to gather information for lesson,	44	2.14	1.139	Disagree
2.2	Introduce the aims and purpose of the lesson,	44	3.65	1.381	Agree
2.3	Gives main part of the lesson so that student can learn themselves,	44	2.32	1.337	Disagree
2.4	Asks questions on the topic so that students learn by discussion themselves,	44	2.40	1.279	Disagree
2.5	Writes new vocabularies on the board,	44	3.41	1.317	Agree
2.6	Sets the stage to students for activities to learn,	44	2.45	1.304	Disagree
2.7	Sets the stage for short class demonstration,	44	2.09	1.328	Disagree
2.8	Organizes students in groups to learn the lesson,	44	2.39	1.404	Disagree
2.9	Lets students learn the lesson individually,	44	2.39	1.263	Disagree
2.10	Lets students learn according to their learning style,	44	2.55	1.262	Disagree
2.11	Considers students problems to help them during the lesson,	44	2.40	1.246	Disagree
2.12	Considers students' problems to help them during class activities,	44	2.17	1.243	Disagree
2.13	Does not allow students for their learning assessment,	44	3.68	1.359	Agree
2.14	Does not encourage students' efforts during activities,	44	3.82	1.547	Agree
2.15	Is teacher the source of knowledge,	44	3.23	1.395	agree
Valid (N) list wise		44			

As it has been presented in Table 4.2 above, the fifteen questions asked were on those practices teachers were making to maintain active teaching and learning. Therefore, for the purpose of discussing the data analysis, these fifteen questions were grouped into three areas, such as, on assessing teachers' practices to introduce the lesson (Items 2.1 to 2.5), to identify teachers practices to set stages and to organize students for the lesson and for activities (Items 2.6 to 2.10) and to assess teachers' practice to help or assist students during the lesson and activities (Items 2.9 to 2.15).

Thus, first, when students were asked if teachers were providing brainstorming questions to gather information for the lesson, students showed that they disagree (mean = 2.14 and SD = 1.139) to reveal that teachers were not providing brainstorming questions. Second, when students were requested if teachers introduce the aims and purpose of the lesson, they indicated that they agree (mean = 3.63 and SD = 1.381) this showed that teachers introduced the aims and purpose of the lesson. Third, when students were requested if teachers give the main part of the lesson so that student can learn themselves, they indicated that they disagree (mean = 2.32 and SD = 1.337) to reveal that teachers did not give the main part of the lesson. Fourth, when respondents were requested if teachers were asking questions on the topic so

that students can learn themselves, they showed that they disagree (mean = 2.40 and SD = 1.279) this indicate that teachers were not asking questions. Fifth, respondents were also requested if teachers introduce new vocabularies by writing on the board, they showed that they agree (mean = 3.41 and SD = 1.317) this confirm that teachers were introducing new vocabularies.

Active Learning demands more work from both instructors and students than traditional teaching. (Schuyvens, Amy, and Grittin, 2008). From students' responses we understood that they didn't get the chance to brainstorm ideas on new topics and ask questions on the topics. However, the major characteristics of active learning strategies are students' involvement in activities during their learning. Students are engaged in activities (e.g. small group discussion reading, writing and reflection. Therefore, less emphasis is given on information transmission and greater emphasis is placed on developing active learning. In addition, brainstorming is a method used with a group to generate a large number of ideas quickly it actively engages students in the learning process and encourages full participation as one persons' ideas spark of ideas for another. According to Meyers' and Jones (1993, 35), "active learning involves providing opportunities for students to meaningful talk and listen, write, read and reflect on the content, ideas, issues and concerns of academic subject. Therefore, teachers should let students to involve/ engage in the activities.

Coming to the second groups of questions (Items 2.6 to 2.10) which aimed at identifying teachers practices used to set stages and to organize students for the lesson and for activities, the findings were the following. First, when students were requested (Item 2.6) if teachers tired to set the stage for activities so that students could learn, they indicated that they disagree, (mean = 2.44 and SD 1.304). Next, respondents were also asked (Item 2.7) if teachers tired to set the stage for short class demonstrate, students also indicated that they disagree (mean = 2.09 and SD = 1.328) to show teachers did not do this. Third, to the item asked (Item 2.8) if teachers were organizing students in groups to learn the lesson, respondents indicated that they disagree (mean = 2.39 and SD = 1.404). Fourth, using Item 2.9 students were also asked if teachers let students learn the lesson individually, they also showed disagreement (mean = 2.39 and SD = 1.363). Fifth, Item 2.10 was used to assess if teachers let students learn according to their learning styles, respondents indicated to the

question that they disagree (mean = 2.55 and SD = 1.262) to reveal that teachers did not let them learn according to their learning styles.

On the other hand, the critical content of any learning experience is the method or process through which the learning occurs (Eggen, 1995). Hence, active learning is constructivist approach. Supporting students to be powerful in developing their skills and capacities is the most important practice of teachers in active learning. For learning to be active, students must do more (Than listen). In contrast to this researchers noted that students learn through talking about what they are learning, writing about it, relating it to their exercises, and applying in their daily lives rather than sitting in class and listening to teachers and memorizing (Checkering and Gamson, 1987).

Finally, the data analysis carried out for the third groups of questions, which aimed at assessing the practices teachers made to help or assist students during the lesson and activities (Items 2.11 to 2.15), showed these results. First, when respondents were requested (Item 2.11) if teachers consider students' problems to help them during the lesson, the respondents indicated that they disagree (mean = 2.40 and SD = 1.246). Next, to the question asked (Item 2.12) if teachers would consider students' problems to help them during class activities, respondents also indicated they disagree (mean = 2.17 and SD = 1.243). Third, to the question used (Item 2.13) to assess if teachers do not allow students for classroom assessment, they indicated that they agree (mean = 3.68 and SD = 1.539) to reveal that teachers did not allow students to take part in classroom assessments. Fourth, asked if teachers (Item 2.14) do not encourage students for their efforts, respondents answered that they agree (mean = 3.82 and SD = 1.547) to show that teachers did not encourage students for their efforts. Fifth, when students were asked (Item 2.15) if they consider teachers as the source of knowledge, respondents indicated that they agree (mean = 3.23 and SD = 1.395).

Other research noted that active learning empowers learners to participate, allows more engagement, meaningful and autonomous learning, and leading them to the development of higher order thinking skills such as comparison, recall, definition, analysis and evaluation (Bonwell and Eison, 1991). From the above information one could conclude that most of the time teacher use traditional (teacher- centered) approach rather than learner centered approach. Traditional approach to teaching views the instructors as omnipotent actors of the

classroom responsible for transferring the preplanned content to students. On the other hand contemporary approach to learning points out the importance of deep learning and rejects the idea of memorizing information presented by their instructors (Steffe and Gale, 1995). Hence, grasping the principles of active learning to develop activities to students that best reflects both your own teaching style and the materials, types of thinking, and approaches to the subject to comprehend the topic.

4.2.1.3 Data on Students Practice of Active Learning

As it can be seen in Table 4.3 below, eleven questions were asked using Part 3.1 of student questionnaire to identify those active learning practices which students would like to participate during the English lesson thereby to suggest their perception of active learning. According to the data analysis results, students showed that they did want or that they did have the interest to take part in half the questions asked (Items 1.1 to 1.5) while they did show that they did not like to take part in half the questions asked (Items 1.6 to 1.11) as given below.

Table 4. 3: - Items on Students Perception of Active Learning

No.	I am interested to participate in	N	Mean	SD	Responses
1.1	Lecture/Explanation,	44	4.40	.988	Always
1.2	Problem solving activity,	44	4.31	1.322	Always
1.3	Group discussion,	44	4.36	1.416	Always
1.4	Group work,	44	4.27	1.108	Always
1.5	Question and Answer,	44	4.25	.963	Always
1.6	Role-play,	44	1.43	.974	Never
1.7	Peer teaching,	44	1.41	1.085	Never
1.8	Think pair share,	44	1.29	1.212	Never
1.9	Brain storming activity,	44	1.80	1.171	Never
1.10	Cooperative learning,	44	1.24	1.299	Never
1.11	Debate,	44	1.71	1.053	Never
Valid (N) list wise		44			

First, when students were asked if they were interested in lecture they showed they always were interested in lecture (mean = 4.40 and SD = .988). Next, asked if they would like to participate in problem solving activity, they indicated they always liked to participate in problem solving activity (mean = 4.31 and SD = 1.322). Third, asked if they would like to participate in group discussion, they claimed that they always (mean = 4.36 and SD = 1.416) would like to participate in group discussion. Fourth, when requested if they would like to

participate in group work, respondents indicated that students always liked to participate in group work (mean = 4.27 and SD = 1.108). Fifth, when respondents were requested they were interested to participate in question and answer, they also showed that they were always interested to participate in question and answer (mean = 4.25 and SD = .963). Therefore, taking apart in question answer method is one ways of active learning strategies.

Next, students were asked six questions (Items 1.6 to 1.11) to identify their interest to participate in some forms of active learning activities. Therefore, using Item 2.6, students were asked if they were interested to participate in role play, they indicated that they were never interested to participate in role play (mean = 1.43 and SD = .974). Next, in Item 2.7, students showed they were not interested in peer teaching (mean = 1.41 and SD = 1.085). Third, to Item 2.8, students showed they were not interested in think pair share (mean = 1.29 and SD = 1.212). Fourth, in Item 2.9, respondents indicated that they were not interested in brainstorming activity (mean = 1.80 and SD = 1.171). Fifth, in Item 2.10, when students were asked if they were interested in cooperative learning, they indicated they were never interested in cooperative learning (mean = 1.24 and SD = 1.299). Finally, in Item 2.11, when students were asked if they were interested in debates, students indicated they were not interested in debates (mean = 1.71 and SD = 1.053). Hence, debating is one ways of implementing active learning strategies students should participate in debating.

4.2.1.4 Data on Factors Affecting the Implementation of Active Learning

To identify possible causes hindering the implementation of active learning in English classes, seven question items were included under Part 3.2 of students' questionnaire. Thus, the aims of the items were on possible factors related to teachers, students, resources, textbooks and class size. Thus, in this section attempts are made to present and discuss the result of the data analysis as given in Table 4.4 below.

Table 4. 4: - Items on Factors Affecting Active Learning

No.	I think that the.....	N	Mean	SD	Responses
2.1	English teacher tends to use traditional method,	44	4.48	1.157	Always
2.2	English teacher has shortage of time to use active learning,	44	4.36	.807	Always
2.3	Students do not have the interest for active learning,	44	4.56	1.429	Always
2.4	There is lack of resource to implement active learning,	44	4.41	1.166	Always
2.5	Large class size is a problem,	44	4.21	1.067	Always
2.6	Design of the text book is the problem,	44	4.52	1.389	Always
2.7	Diversity of students abilities are the problem.	44	4.25	1.291	Always
Valid (N) list wise		44			

As given in Table 4.4, first, respondents were asked if they considered that the English teachers tend to use traditional method. Thus, respondents indicated that English teacher tended to use traditional method always (mean = 4.48 and SD = 1.157). Second, when students were requested if English teachers faced shortage of time to use active learning, respondents revealed that teachers always faced shortage of time to use active learning (mean = 4.36 and SD = .807). Third, to the item that requested if students did not have the interest for active learning, they indicated that they always did not have the interest for active learning (mean = 4.56 and SD = 1.429).

Fourth, using Item 2.4, respondents were also asked if there was lack of resource to implement active learning. To this question, respondents showed that there was always lack of resource to implement active learning (mean = 4.41 and SD = 1.166). Fifth, when students were requested if large class size could be a problem to implement active learning, they revealed that large class was always problem to implementing active learning (mean = 4.21 and SD = 1.067).

Sixth, using Item 2.6 students were requested to suggest if the design of student textbook could have been problem to implement active learning. To this question, students indicated that the design of student textbook could be a problem always (mean = 4.52 and SD = 1.389). Finally, using Item 2.7, students were requested to suggest if the diversity of students learning style was a problem. Hence, respondents indicated that diversity of students learning style could be a problem always (mean = 4.25 and SD = 1.291). Hence, this implies that diversity of students learning factors which hinder to implement active learning.

4.2.2 Data from Classroom Observation

For the study, the other instrument used for data collection was classroom observation using checklist. So, the classroom observation data were collected from four classrooms lesson (grade 11A, 11B, 12A and 12B Both grade 11 sections observed twice and both grade 12 sections observed once). The data obtained was analyzed using descriptive statistics, such as, frequency and percentage. The highest data was used to show the finding of the study. Therefore, in this section data from classroom observation has been presented using six sub-sections.

4.2.2.1 Data on Teachers' Role in Active Teaching and Learning

To assess teachers' role in active teaching and learning, 19 items were used to collect data. The intents of these 19 items were on introducing and presenting the lesson (Item 1.1 to 1.5), concerning classroom activities (Item 1.6 to 1.10), on monitoring post lesson activities (Item 1.11 to 1.15) and on encouraging students for performance (Item 1.16 to 1.19) as given in Table 4.5 below.

Table 4. 5: - Items on Teachers Role in Active Teaching and Learning

No.	Teachers' role in active teaching (Fr.) and Percent (%)						
	The English teacher.....	Yes		No		Total	
		Fr.	%	Fr.	%	F	%
1.1	Introduces the new lesson,	5	83.3	1	16.7	6	100
1.2	Brainstorm on new ideas	2	33.3	4	66.7	6	100
1.3	Explains clearly the aims / purpose,	2	33.3	4	66.7	6	100
1.4	Provides examples when he gives exercises	6	100	-	-	6	100
1.5	Relates new words to students prior knowledge during vocabulary lesson.	2	33.3	4	66.7	6	100
1.6	Explains/shows how to do activities /exercise to students	6	100	-	-	6	100
1.7	Organize students in to groups,	2	33.3	4	66.7	6	100
1.8	Encourage students to participate in the lesson,	2	33.3	4	66.7	6	100
1.9	Encourage students to participation in activities,	4	66.7	2	33.3	6	100
1.10	Monitor students learning in the lesson,	4	66.7	2	33.3	6	100
1.11	Monitor students doing activities,	3	50	3	50	6	100
1.12	As questions for reflections,	2	33.3	4	66.7	6	100
1.13	Participate in the group formed,	-	-	6	100	6	100
1.14	Moves in class,	-	-	6	100	6	100
1.15	Use mother tongue most of the time,	4	66.7	2	33.3	6	100
1.16	Give valves for students effort,	4	66.7	2	33.3	6	100
1.17	Praises student performance (good, very good...)	2	33.3	4	66.7	6	100
1.18	Praise students effort even for wrong answer,	-	-	6	100	6	100
1.19	Tell students making mistakes a part of learning,	-	-	6	100	6	100

As shown in Table 4.5 above, using the first five items (Item 1.1 to 1.5) attempts were made to see how teachers introduces and the new lesson. Thus, concerning introduction of the new lesson, teachers were observed while they introduce the new lesson were by 5 (83.3%). In Item 1.2, the teacher did not provide activities to brainstorm on the new lesson by 4 (66.7%). Third, teachers were not observed explaining the aims or purpose of the lessons by 4 (66.7%). However, teachers were not seen providing examples (Item 1.4) on how to do activities by 6 (100%). Finally, from the observation, it was not possible to observe teachers relating new words to students' prior knowledge by 4 (66.7%). Therefore, the finding showed that the

teacher only introduced the new lessons and provided examples during the activities/exercises. However, according to the data obtained, teachers did not provide activities those used for brainstorming ideas; did not explain clearly the aims of the lesson and did not relate new words to students' prior knowledge.

Next, concerning class room activities, the results of the data analysis for the five items, (Item 1.6 to 1.10) were as follows as given in Table 4.5 above. First, the teachers were able to show how activities were done (Item 1.6) by 6 (100%). Next, according to Item 1.7, the teachers did not organize students for group work 4 (66.7%). Third, in Item 1.8, teachers did not encourage students to participate in the lesson by 4 (66.7%) but (Item 1.9) teachers were able to encourage students to participate in activities/exercises by 4(66.7%). Finally, in Item 1.10, teachers were able to monitor students' engagement in the lesson by 4 (66.7). In conclusion, in these activities, the teacher explained/showed how to do activities/exercises, encourage students to participate in the activities/exercises and monitored students learning.

Third, the result of data analysis on post lesson activities from the five items, that is, Item 1.11 to 1.15 has been discussed as follows. First, according to Item 1.11, has the teachers 3 (50%) were able to monitor students' engagement. Next, in Item 1.12, teachers did not ask questions for reflection by 4 (66.7%). Third, in Item 1.13, teachers were not seen participating in groups formed. Fourth, according to Item 1.14, teachers did not move in class by 6 (100%). Finally, according to Item 1.15, teachers were using mother tongue by 4 (66.7%).

Finally, the results of the data analysis for the four items (Item 1.16 to 1.19) on encouraging students for their performances were as follows. First, according to Item 1.16, the instructors gave value for the students' effort by 4 (66.7%). Next, in Item 1.17, teachers did not encourage students for correct answer by saying (Good, Very good...) by 4 (66.7%). Next, according to Item 1.18, teachers were not praising students' effort even wrong answer by 6 (100%) and teachers did not tell students that making mistake is a part of learning (Item

As a result, one could conclude that in most cases teachers were not ask students for reflection, did not make them participate in groups formed, did not move in the class to check the students work, did not praise students for correct answer as well as did not tell students making mistakes is a part of Learning.

2.2.2 Data obtained from materials used for classroom activities 4.

To identify the materials used for classroom activity, three questions item were included in the questionnaire. The result of data analysis for these three items is presented in Table 4.6 below.

Table 4. 6: - Materials used for Classroom Activity

No.	Item	Materials used for classroom activity in Frequency (Fr.) and Percent (%)					
		Yes		No		Total	
		Fr.	%	Fr.	%	Fr.	%
2.1	Students textbook,	6	100	-	-	6	100
2.2	Other textbooks,	2	33.3	4	66.7	6	100
2.3	Teaching aids,	-	-	6	100	6	100

As can be seen in Table 4.6 above, first, attempts were made during the classroom observation if student's textbook was used. Thus, the results of the observation indicated that instructors and students used student's textbook by 6 (100%). On the other hand, instructors and students did not use as many supplementary materials, such as, other textbooks to promote effective teaching by 4 (66.7%) and teaching aids during the teaching and learning process by 6 (100%). Hence, from the observation carried out, one could possibly understand that very few materials were used during the classroom activities. Materials have the advantage of being easy to deliver most classroom lessons.

4.2.2.3 Data on Students' Engagement in Activity

To review student engagement in activity during the lesson, 10 questions items were used in the observation checklist. Results of data analysis for these ten items are presented in Table 4.7 below.

According to the observation results in Table 4.7 next page, in Item 3.1, it was observed that students were doing activities only individually by 6 (100%). However, according to the result of the data analysis from Table 4.7, Items 3.2 to 3.10, students were not observed participating in group work by 4 (66.7%), problem solving by 6 (100%), debating by 6 (100%), presentation by 4 (66.7%), role-playing by 6 (100%), brainstorming by 6 (100%), think –pair- share by 6 (100%), pair work by 4 (66.7%) and discussion by 4 (66.7%).

According to the classroom observation data, from the required activities students should be provided for their own learning, that is, from the six observed sessions, it was only by 1 (33.3%) where students were observed participating in activities, such as, pair work, presentation and discussion. Hence, the observation results from Table 4.7 indicated that students were not portraying the required behavior for their own learning. In other words, one could conclude that the main reason for this poor participation might be related to the teachers' and students' failure of perceptions of active teaching and learning.

Table 4. 7: - Activities of Students during the Lesson

No.	Students were engaged in....	Activities students performed in Frequency (Fr.) and Percent (%)					
		Yes		No		Total	
		Fr.	%	Fr.	%	Fr.	%
3.1	Individual work,	6	100	-	-	6	100
3.2	Group work,	2	33.3	4	66.7	6	100
3.3	Problem solving,	-	-	6	100	6	100
3.4	Debating,	-	-	6	100	6	100
3.5	Presentation,	2	33.3	4	66.7	6	100
3.6	Role play,	-	-	6	100	6	100
3.7	Brainstorming,	-	-	6	100	6	100
3.8	Think- pair- share,	-	-	6	100	6	100
3.9	Pair work,	2	33.3	4	66.7	6	100
3.10	Discussion,	2	33.3	4	66.7	6	100

For learners to be active they must engage in activities than listening to teachers' lecture. Hence, they must read , write, discuss or be engaged in solving problems. To be actively involved, students must be engaged in higher order thinking tasks, such as, analysis, synthesis and evaluation. Students must also be doing things and then thinking about why they are doing them. The activities needed are cooperative, like learning debates, drama, role playing, discussion, simulation, peer teaching (Bonwell and Eison, 1991).

4.2.2.4 Data on Amount of Activity Provided to Students

To identify the amount of activities provided during the lesson each day, two question items were included in the questionnaires. Thus, the results of the data analysis for these two questions are provided using Table 4.8 below.

Table 4. 8: - Items on Amount of Activity Provide

No.	Amount of activity provided in Frequency (Fr.) and Percent (%)						
	The numbers of activities that are provided during the lesson...	Yes		No		Total	
		Fr.	%	Fr.	%	Fr.	%
4.1	Once Only	4	66.7	2	33.3	6	100
4.2	More than Once	2	33.3	4	66.7	6	100

The observation result data analysis two the two items (Item 4.1 and 4.2 in Table 4.8 above) shows that, first, students were given activities only once by 4 (66.7%) but it was possible that activities were not given more than during each lesson by 4 (66.7%). Active learning requires highly skilled teaching that uses a wide range of instruction and activities several times during the lesson that incorporates scaffolding of tasks, a deep appreciation of how assessment can be used in support of learning and recognition of the need for differentiation learners are at different level (Bonwell and Eison, 1991).

4.2.2.5 Data on Suitability of Classroom Environment for Active Learning

To identify how suitable the classroom setting could be for active learning, 17 questions items were included in the questionnaire. To suite the discussions of the result of the data analysis, these seventeen questions are grouped into four, namely on classroom space (Items 5.1 to 5.3), on suitability of seats to form groups (Items 5.4 to 5.8), on teaching materials and class size (Items 5.9 to 5.13) and on students seating arrangement (Items 5.14 to 5.17) thereby to assess the suitability of the classroom setting and environment for active learning. The results of the data analysis have been given in Table 4.9 below.

As shown in Table 4.9 next page, in the first three items (Item 5.1 to 5.3) attempts were made to identify how the classroom setting were suitable for the instructional process. First, according to the data from Item 5.1, it was indicated by 6 (100%) that students could see the teacher from anywhere in the class and according to Items 5.2, and 5.3 concerning the classroom setting space, the data obtained from classroom observation by 6 (100%) respectively indicated that there was not enough space for teacher and students' movement, the students could not easily face to other students, respectively.

Table 4. 9: - Items classroom Layout/Environment

No.	Classroom setting (Fr.) and Percent (%)						
		Yes		No		Total	
		Fr.	%	Fr.	%	Fr.	%
5.1	Students can see the teacher from anywhere in class,	6	100	-	-	6	100
5.2	There is enough space for teacher & student movement,	-	-	6	100	6	100
5.3	Students can easily face other students,	-	-	6	100	6	100
5.4	Seats are moveable or flexible,	-	-	6	100	6	100
5.5	Seats are suitable to form small groups,	4	66.7	2	33.3	6	100
5.6	Seats are suitable to form medium groups,	-	-	6	100	6	100
5.7	Seats are comfortable to from large groups for the discussion,	-	-	6	100	6	100
5.8	Seats are adequate,	-	-	6	100	6	100
5.9	Teaching aids are placed on the wall,	-	-	6	100	6	100
5.10	Teaching material (TV, Radio, Tape recorder, etc are available in the classroom),	-	-	6	100	6	100
5.11	Class size is small	-	-	6	100	6	100
5.12	Class size is medium	-	-	6	100	6	100
5.13	Class size is large	6	100	-	-	6	100
5.14	Students arranged (weak and strong) for active learning	2	33.3	4	66.7	6	100
5.15	Students are arranged for help and support	2	33.3	4	66.7	6	100
5.16	Students are arranged to share materials	6	100	-	-	6	100
5.17	Any other	-	-	-	-	-	-

Next, as shown in Table 4.9 below, in the second five items (Item 5.4 to 5.8) attempts were made to assess how the classroom setting was suitable to form various types of groups for the teaching and learning process. So, the data from the four items (Items 5.4, 5.6, 5.7, and 5.8) it was indicated by 6 (100%) that seats were not moveable or flexible (Items 5.4), seats were not suitable to from medium groups (Items 5.6), seats are not suitable to from large groups (Items 5.7), seats are suitable adequate (Items 5.8) respectively. However, the data from Item 5.5 indicated that seats were suitable to from medium groups by 4 (66.7%).

Following this, concerning the data from the third group, dealing with teaching aids and the class size (Items 5.9 to 5.13), it was revealed by 6 (100%) respectively that teaching aids were not placed on the wall (Item 5.9), teaching material, such as, TV, radio, tape recorder, etc were not found (Items 5.10), class size was not small (Items 5.11), and class size was not medium either (Items 5.12). But the data from the observation showed by 6 (100%) that class size was large (Items 5.13).

Finally, according to items on students classroom arrangement (Items 5.14 to 5.17), it was indicated by 4 (66.7%) that students were not arranged (weak and strong) for active learning (Item 5.14), and students were not arranged for help and support (Item 5.15) respectively. But the data from Item 5.16 indicated that students were arranged to share materials by 6 (100%).

In line with the above information, there were certain obstacles associated with the use of active teaching and learning. The observation results indicated that the classroom layout; seats, teaching aids, teaching materials, students' arrangement, and large class size were not convenient to implement active learning. In conclusion, limited class time, little practice time, difficulty in using active learning in large classes, lack of necessary materials and resources; and unsuitable seats to form different kinds of groups were the major obstacles which prevented implementation of active learning. One may reasonably think that if you teach large class (lecture sections) that actively involving your student in learning the process is not feasible (Fredevick, 1987).

4.2.2.6 Data on Students Practice of Active Learning

To identify students roles in active learning, thirteen items were included in the observation checklist. The data from the observation checklist has been presented in Table 4.10 below.

Table 4. 10: - Items on Students Practice for Active Learning

No.	Students Practices in Frequency (Fr.) and Percent (%)						
	Students were engaged in ...	Yes		No		Total	
		Fr.	%	Fr.	%	Fr.	%
6.1	Speaking,	2	33.3	4	66.7	6	100
6.2	Reading	4	66.7	2	33.3	6	100
6.3	Writing,	4	66.7	2	33.3	6	100
6.4	Listening,	2	33.3	4	66.7	6	100
6.5	Asking questions,	2	33.3	4	66.7	6	100
6.6	Answering question,	2	33.3	4	66.7	6	100
6.7	Taking notes,	6	100	-	-	6	100
6.8	Helping other students,	2	33.3	4	66.7	6	100
6.9	Providing correction to other work,	1	16.7	5	83.3	6	100
6.10	Showing interest to active learning,	1	16.7	5	83.3	6	100
6.11	Showing interest teachers' lectures,	6	100	-	-	6	100
6.12	Most students have come to class,	4	66.7	2	33.3	6	100
6.13	Students have brought textbook to class,	2	33.3	4	66.7	6	100

As shown in table 4.10, in the first five items (Item 6.1 to 6.6), attempts were made how student role in active learning was carried out. As can be seen in items 6.1, 6.4, 6.5 and 6.6, it was indicated by 4 (66.7%) in each that students did not make speaking, listening, asking question and answering questions.

However, in Item 6.7, students were listening to their teacher to take notes and in Item 6.11, they were also showing interest to teachers' lecture by 6 (100%) respectively. That is they were similar way, they were taking notes and showing interest during teachers' lecture. Moreover, according to Items 6.2, 6.3 and 6.12, the students were reading, writing and had come to class early by 4 (66.7%) respectively.

To sum up, the observation results in Table 4.10 showed that in most cases students didn't engage in the required activities. Attitude of teacher and students may be a major factor in determining whether or not learner centered pedagogy would take place in school. Teacher should promote learning through interactive decision making and are a reflection of ongoing learner. The problem was some students may not be willing to abandon their passive roles and some teacher did not recognize the need for a change in their roles and apply the same strategies and behavioral patterns in traditional teaching (Bonwell and Eison, 1991).

4.3 Data from the Interview

For qualitative data, semi-structured interview was used to make a face-to-face interview with the two teacher respondents. The data obtained was analyzed using qualitative method. The data obtained from the interview were provided in the order the interview questions were presented to respondents as follows.

The first question that asked was please tell me your view (the usefulness or not) about traditional way of teaching and learning? Thus, both respondent, that is, by 2 (100%) answered that traditional way of teaching and learning is a method which makes learners passive receiver of the lesson and it does not motivate students to be involved in the activities. T1 said, *"In traditional way of teaching and learning, teachers are the main agents of the lesson"*.

In Item 1.2 active learning promotes the creativity of the learner, give learners' opportunity to speak, listen, read, write and instruct actively within lesson. For example, T2 said, *"In active learning, the core element of the learning processes is students' engagement in the activity and students are active agents of the lesson. And teacher, on the other hand, are activators of learning rather than instructors"*.

The second interview question was, "Telling me about the implementation of the active teaching and learning?" Here, both the instructors' responses were the same, which was by 2 (100%). They indicated that the implementation of active teaching and learning was almost poor and that it was highly influenced by traditional method. T1 indicated, *"The poor implementation of active learning was the result of classroom layout, fixed seats, limited time or short period, students poor interest practice towards active learning and large class size makes weak the implementation of active learning"*. From the above response one could conclude that although the instructor knows the usefulness of active teaching and learning the implementation was poor due to the reasons mentioned above.

In the third question, 'How often do you think you will implement active teaching and learning?' Both instructors by 2 (100%) of the response showed that they sometimes made students involved in the activities. The fourth question: 'Tell me the list of active teaching and learning techniques you use?' Here, both the instructors indicated or listed that some of the active learning strategies. They were group work, pair work, individual work and questions and answers.

From both instructors' responses one could conclude that they sometimes tried to implement active teaching and learning activities, but they were not effective for learner to be involved in active learning. The theory of social constructivism says the learning happens primarily through social instruction with other learner best when they can see the influence and what they learn and connect it to the real world. Active learning fosters students' learning and their autonomy, giving greater involvement and control over their learning and giving them skills to foster lifelong learning in the future (Neill and McMahon, 2005),

In Question Item 5.1, respondents were asked to tell conditions that forced them to use traditional way of teaching. Both instructors replied that the conditions which influenced or

forced them to use traditional way of teaching were large class size, poor students' attitude to active learning, fixed seat arrangements, and that students were more familiar with traditional ways of learning. In Item 5.2, respondents were asked to discuss the kind of teaching they used for the lesson. Here, both interviewees revealed that the kind of lesson they used four active learning were speaking, listening, group work and pair work. Thus, from their responses, someone could understand that large class size, students attitudes, limited or shortage of time, students familiarity with traditional ways of learning were some of the conditions which influenced the implementation of active learning.

In Question Item 6.1, respondents were asked to tell problem related students about active learning. Both instructors responded that problem related to students were lack of interest to participate in the group discussions, weak participation and disparity of students ability. For example, T1 said, *"I think that the most crucial problem is that students resist the use of non-lecturer method."* T2 added, *"It seems to me that some students ideas that lecture is best way of teaching dominates others in class and this is the cause."*

From instructors' responses to question Items 5.2 and 6.1 above, two kinds of inferences should be taken to implement active learning. For Example, in class with relatively limited resources, it is tempting to think that active learning can take place. However, group work, careful learner focused questioning can still be secured as classroom instruction in which active learning can happen. Carefully planned direct instructions, involving whole class instruction can be one way of active teaching methodology, associated with active learning. Learner centered teachers set their teaching in real world contexts, and they will find active learners' standing points of understanding before they plan how to enable them to learn. As result, learner centered teachers will focus on differentiation, and will use strategies associated with assessment and self assessment etc (Meill and McMahon, 2005)

Using Question 6.2, respondents were asked to discuss the problem related to the classroom to implement active learning. Both instructors indicated that in the classroom desks are attached and this impedes the use of larger groups. Besides, as the number of students in one classroom is too large, it was not conducive to implement active learning strategies. In addition, T1 explained, *"Among the problems, fixed desks and benches (seats), shortage of time, that is, (40 minutes) were factors which hinder the implementation of active learning."*

From both instructors' responses problem related with the school and class room were fixed desks and benches, limited time (period).

In Question 6.3, respondents were asked to state problem related the school to apply active learning. Both respondents revealed that seats in the classroom associated with large class size were not conducive to move and to form groups for activities. Beside this, lack of awareness about active teaching and learning and lack of facilities to implement active learning effectively were the main obstacles. Using Question 6.4, teachers were asked to indicate problem related to contents of the course material (textbook). Thus, both instructors revealed that problem related to the contents of the course material were the demand to complete excessive contents of the course book in a limited time, course contents which are unfamiliar to students and the difficulty level of the language used in the course books.

Using Question 7, respondent were asked to tell about the roles they play as a teacher in the classroom. To this question, T1 said, *"He sometimes tried to implement conditions that promote or facilitate active learning, such as, giving students pair and group exercise but he was unable to do this more due to time shortage and due to students' lack of interest"*. On the other hand, T2 responded, *"He usually gives students lecture and makes explanation on points that are new to students and he also gives notes"*. From both responses one could conclude that both of them relied on traditional method. But Richards (1998, 397) noted that the "knowledge base of language teachers' education needs to account for the teacher as a learner of teaching the social context of the school and schooling with in which teacher learning and teaching occur, and the activities of both language teaching and language learning."

Using Question 8, respondents were asked to tell the roles students' played for active learning in the classroom. Both instructors by 2 (100%) answered that students roles were listening to the teachers' lecture, answering questions, reading, writing and doing exercises. In Question 9, asked to indicate about students' awareness of active teaching and learning, both instructors replied that the students were not aware of active learning. They indicated that students were resisting non-lecture approach. In Question 10, respondents were asked to tell about students' interest towards active learning. As a result, both instructors replied that students did not have the interest and that students only depend on teachers' lecture.

4.3.1 Data from Student Interview

To assess the extent to which active learning was perceived and practiced in the school, the following semi-structured interview questions were presented to student respondents. The data obtained from the interview is presented and discussed hereunder.

Question 1: In your view what is active learning?

Student A: It is teaching learning process and active participation guided by a teacher.

Student B: It is a process of teaching-learning in which the students are actively followed the teacher's instruction and his explanation.

Student (C): It is a method of teaching and learning that is concerned or a student center and a teacher as observant or assistant.

Student (D): It is the way of teaching and learning in which students actively attend their lesson.

Student E: In my view active learning means the teacher shows direction and highlight points the students capture what the teacher says.

Question 2: Which methods of teaching do you prefer lecture or active learning? Way?

Student A: I prefer lecture because we could cover text book within intended time and cover so many units. Beside this there is no conducive classroom environment to go through active learning in our school.

Student B: lecture because it gives students the chance of covering textbooks in time scheduled.

Student (C): Active learning because during active learning most of my time interval (period) with me. As a result I didn't forget what I did. But in lecture method most of the time is in the hands of the instructor and students are simply learning.

Student (D) ; .Lecture Because the teacher gives us brief explanation in order to understand the lesson and we can cover the textbook or cover all unites so that we can prepare for exam since we are taking entrance exam.

Student E: Lecture, because it provides us teacher's special notes and brief explanation so that we understand the lesson we learn easily and cover many units. It also made us ready for entrance.

Question 3: Which method (active or lecture) do you think that motivate to learn English language effectively?

Student A: I motivated by lecture because I can get many hints and accents from my teacher' speaking.

Student B: I motivated by lecture because I easily understand the teacher' explanation.

Student (C): Active learning, because it makes me active participant and interact using the language effectively.

Student (D): lecture because the teacher provides us special notes and explanation so we understand easily what we learn..

Student E: lecture because English language text book has many activities to cover in a year..

Question 4: Do you practice learning by discussion group work, pair work or other method of learning?

Student A: Yes, some times but not often.

Student B: Yes, but not very often.

Student (C): Yes sometimes learning by discussing

Student (D): Sometimes we practice learning by discussion group work and pair work.

Student E: not very often sometimes we practice in group activities discussion and pair work.

Question 5: Do you practice listening, speaking reading and writing with your partner without depending on your teacher?

Student A: No. not with my partner. I read different books and take (write) notes myself from them.

Student B: No, but I read different books and take (write) notes from them myself.

Student (C): Oh! That is too difficult. Even if active learning is better than lecturing style in different ways, without teachers guide is a little difficult. Of course practice listening by TV and Radio, I also read different reference books which relate to our course book.

Student (D): No. students as well as teacher prefer lecture method.

Student E: I practice writing by taking notes, but I don't practice speaking with peers.

Question 6: Do you know the major challenges which influence active learning?

Student A: Yes, there is no comfortable environment for teaching and learning.

- Lack of material, lack of interest in a few teachers, lack of encouragement these are which influence active learning.

Student B: Yes, there is no conducive environment for teaching learning.

- Lack of material, lack of interest in a few teachers, lack of encouragement these are which influence active learning.

Student (C): Active learning is influenced in various ways. For example, the layout or students' seat, absence of display, and immoderate number of students in the class, shortage of time (period) for the subject per-week and per-day.

- Disagreement of students up bringing with the activities (active-learning) teachers' and students' perception on active learning.

Student (D): There are many challenged that interrupt the active learning.

- Absence of moveable chairs. Projector. Students and teacher prefers lecture than active learning.

Student (E): Shortage of time (period), Shortage of timetable (only 4 periods per week).

- Lack of motivation students do not have interest in the discussion activities
- Lack of supportive materials (aids).

From the students' response one could conclude that students in most case prefer lecture than active learning. They marked they could get special notes from their teachers' explanation and beside this they could cover textbooks that have many course units with time scheduled in a given year. From their response large class size, classroom lay out, immovable seats, lacks of supportive materials, learners' interest, focusing on exam based study habit and perceptions are another factor that affects the implementation of active learning.

4.4 Results and Discussion

In this part of the study, attempts are made to discuss the results of the study obtained from the analysis carried out on the quantitative and qualitative data. The discussion on the results of the data analysis has been made with references to the basic questions presented in Chapter One, Section 1.4.

To begin with the first research question was: ***“Q1. How did teachers and students perceive the practice of active teaching and learning during EFL lesson?”*** Accordingly, the results gained from questionnaire, classroom observation and interviews indicated that teachers and students had weak attitude or perceptions to implement active teaching and learning, instead they focus on partially traditional and partially active teaching and learning methods. Some of the active learning strategies that teachers and students implemented in classrooms were group work, question and answer, individual work, and pair work. These limited activities could not that much full fill active learning strategies. But on the other hand,(Bonwell and Eison, 1991), explained that to be actively involved in activities, students must engage in their higher order thinking tasks as analysis, synthesis, and evaluation students must be doing things, and then thinking about why they are doing them.

Various research findings confirmed that there were strong link between instructors' and students' perceptions towards active learning and their attempt in implementing it. Perceptions of the teachers and students may be a major factor in determining whether or not learner cantered pedagogy would take place in school. Although several measures have been

taken in the Ethiopian educational system to improve the quality, the progress achieved is still limited.

To improve this quality active learning methods are the best methods. However, it has not been known what attitudes and perceptions instructors and students do have. The main objective of modern education is to produce an active learner who is responsible for their own learning. Most responses from questionnaire and interviews showed that teachers had perceptions about active teaching, but they didn't make strong effort to persuaded learners and actively participate in active learning. Teachers or instructors use more lecture, question answer, note taking and sometimes reflection.

The second research question was: ***“Q2. What did the current practices of active teaching and learning look like in EFL classes?”*** To assess the current practices of active learning and how it has been implemented in the school, questionnaire, classroom observation and interview were developed to instructors and students. On the other hand Instructors and students marked to show how often they practiced in active learning strategies. From the response of these assessment the researcher hadn't get that much satisfactory practice of active learning in the school. For example, as professor Elizabeth Rata (2012) stated that “Active learning require highly skilled teaching that uses a wide range of instruction that incorporates scaffolding of takes, deep appreciation of how assessment can be used in support of learning, and recognition of the need for differentiation of learners at different levels.” To be actively involved, students must engage in higher order thinking tasks as analysis, synthesis, and evaluation. Students must be doing things and then thinking about why they are doing them(Bonwell and Eison, 1991). Hence, learners construct knowledge when teacher should enable learners to build knowledge through talking, reading, writing, and reflect what they did. The use of dialogue, discussion, group work, question answer and think pair share is important in fostering whole-class involvement and understanding.

The third research question was: ***“Q3. What were the major problems that hindered the implementations of active teaching and learning in EFL classes?”*** There were various problems or constraints that hinder the implementation of active learning strategies in the classroom. As could be seen in table 4.4 the constraints are selected on the basis of their frequencies and mean values that affect the implementation of active learning were teachers'

lecture method, limitation of time, students' lack of interest, lack of resources, large class size, design of text book (excessive content) less periods per week and diversity of learning style were considered as obstacle to implement active learning strategies in the classroom. . The classroom environment must be supportive of active learning and teaching. Allocated time table also great for the implementation of active learning and a large space needed for ease of movement and interaction. The active and participatory classroom also had the implication of teachers' role. In learner centered approach there is shift from product driven learning to process driven learning Teachers' role must be organizer and facilitator of learning.

In line with the above description Hailom (1998) explains the tendency of teachers to traditional lecture method. He stress that, many teachers perceived teaching as a transmission where the teacher transmits knowledge to students and the students receive that knowledge based on specified official syllabus. In active classroom environment the role of a teacher is often that of a facilitator, supporting pupils as they learn and develop skills, for example, assessing evidence, negotiation, asking information, make decisions, solving problems working independently, and working with others. Students' participation and involvement in their learning is essential.

However, Bennet et.al (1996) noticed that most students fall into old curriculum and expect their instructors to lecture to them in traditional classroom activities manner. The main question is why teachers/ instructors tend to use traditional methods of teaching. This is why instructors considered or tends to adhered traditional teaching approaches according to which the principal function of the instructors is to convey knowledge. In traditional teaching the students generally remain passive and they are not intended to express their opinion cope with problems or consider possible solutions (Harmin, 2006; Redish, 2003). Regarding to this instructors assumption factors those hinder the implementation of active learning were, lack of time due to the need to complete all required course content packed in the curriculum, teaching in large groups does not permit active learning, lack of meta cognitive skills and motivation on the part of the students. Instructors feel that students perform traditional learning (Niemi, 2002) were another additional obstacle to implement active learning in the school. Thus, to achieve the goals, teachers must selectively use active learning methods in English language classrooms for engaging students in active learning and must create a supportive intellectual and emotional environment that encourage students learning.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5. Introduction

This chapter deals with summary, conclusion and recommendations. In the first section, a brief summary of major activities carried out during the study are given. The second section presents conclusion on the major findings of the study. The final section deals with recommendation made based on the findings of the study.

5.1 Summary

The main purpose of the study was to find out the perceptions and practices of active teaching and learning in EFL classes at Techno Preparatory School. In line with the aim of the study, attempts were made to integrate different sections of the thesis.

First, in Chapter One background of the study, statement of the problem, objectives of the study, significance of the study, delimitation and limitation of the study and organization of the study were discussed. Secondly, in Chapter Two, attempts were made to include review of related literature concerning the concept of active learning, what teachers' practices should be for active learning, students practice in active learning, the common type active learning methods in EFL classes. Finally, what active teaching and learning in Ethiopian context look like and possible factors affecting the implementation of active learning are discussed.

Thirdly, in Chapter Three of the study, efforts were made to discuss, the study's design and its significance to the study, the sampling procedure employed to obtain the study site, participants and classrooms. Then, the instruments used for data collection and how they were prepared, and the amount of items included in each instrument were discussed. Following this, the procedures and steps used for data collection and the type of data analysis method employed and the procedures followed for data analysis were discussed.

Fourthly, in Chapter Four, the quantitative and qualitative data collected from students' questionnaire, from classroom observation and teachers' interview were analyzed. First,

analysis was made on quantitative data and then the qualitative data analysis was carried out. Following the data analysis phase, data interpretation and discussions were made to provide the findings of the study. In the final chapter, that is, in Chapter Five, summary of the study procedure, conclusions of the main findings and recommendations were made.

Accordingly, the findings of the study indicated that teachers' and students' perceptions towards active learning needs improvement, and those strategies carried out for active learning was pair and group work, answering questions and answers. Finally, factors affecting active learning were students' lack of interest to employ active learning procedures, shortage of time, large amount of course contents and large class size, among others.

5.2 Conclusion

Based on the findings of the study the following conclusions were drawn to show clear evidences about the statement of the problem and research questions. Although active learning demands not only teachers to be experts in the instructional process, it also demands students to understand how to learn actively. It is not only instructors' perceptions that affect the effective implementation of active learning methods; the perceptions and practices of students also affect how learning is viewed and teaching is organized.

Moreover, perceptions play a great role to promote or hinder one's activity. Thus, the study indicated; however, that teachers perceived the usefulness of active learning strategies, they didn't implement or there was poor implementation of active learning by teachers and students. Both teachers and students in most cases were accustomed to lecture methods. In other words, teachers did not plan, monitor or evaluate, active teaching methods and students did not discuss in pair or groups, were not involved in collaborative work. Teachers and students did not investigate solution to problems and students were never observed communicating with peers effectively.

The study had found out that both teachers and students were not incorporating scaffolding tasks and were relying on traditional methods. The most commonly employed active learning strategies were question and answer, reading and writing. The study also revealed that there were different factors which hinder the implementation of active learning strategies. These were large class size, students' lack of interest to be engaged in activities: teachers focus on

lecture to cover course book or textbook, instructors' poor perceptions of active learning, lack of or shortages of necessary materials or resources. The finding also showed that learners' had poor interest to active learning strategies; the design of the textbook was not suitable for active teaching and learning. Besides, the seats arrangement and that the seats were fixed, and lack of spaces in the classrooms to display or to move easily was other problems. Thus, all the above mentioned situations created problems for the implementation of active learning and as a result teachers were forced to use traditional teaching and learning approaches.

5.2 Recommendation

On the basis of the results and findings of the study and the conclusions drawn, the following recommendations were forwarded. Since active learning is an important teaching and learning method which shift from traditional teaching to active learning; instructors should consider the new role of teacher and students should follow modern educational environment that is learner-centered approach to promote active teaching and learning styles.

For this reason, instructors should change their assumptions from being transmitter of knowledge to becoming multi role educator who involves students to be engaged in different activities.

- Teachers should give students support and guide, and should act to be facilitator and organizer rather than transmitter of knowledge passively.
- The English teacher should give awareness to students about the benefits of active learning strategies and motivate them to implement it.
- The English teacher should create conducive environment for students to take apart in the lesson, such as, by organizing students into groups and arrange seats which are comfortable for the discussion.
- The English teachers have to monitor and assess the students' achievement continuously by providing exercises and test.
- The instructors' should be given in-service training in order to be proficient active teacher.

Learners as they are parts of the teaching and learning process they have to be ready to be active by engaging in activities and in group works.

- Teachers should give the opportunity to students to learn by themselves from the classroom activities and from groups discussions. Learners have to be given the opportunity to learn by themselves. Students learning difficulties have to be identified and developed. The appropriate teaching materials should be used in order to assist learner.
- Syllabus designers should care when preparing course books/ text books in relation to time/ period because as much course content couldn't cover with the time scheduled.
- The school principal, teachers-parent associations, supervisor and teachers should create conducive classroom environment that help to implement active learning strategies
- The school has to provide adequate seats and resources, materials, references, and teaching aids to promote effective teaching and learning process.
- For further study, the perceptions and practices of active learning in relation to the teaching and learning of the four skills should be studied.

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Appendix 1

STUDENT QUESTIONNAIRE

Part I: - Aims and Instructions of the Questionnaire

Dear students, this questionnaire are designed for the purpose of educational research for post graduate study at Adama Science and Technology University (ASTU), School of Social Science and Humanities, Department of English. Its main aim is to assess the perception and practice of teachers and students towards active learning in EFL classes at Ticho Preparatory and Secondary School. Therefore, your genuine responses to the entire questions are extremely valuable for the study.

The questionnaire has **three (3)** pages, which are composed of instructions and different questions under **three (3)** parts. **Part One** deals with the purposes of the study and instructions on how to complete the questionnaire. **Part Two and Three**, which has **27 (twenty-seven)** and 17 (seventeen) questions respectively, are prepared to collect data for the study about the perception, practice and problems related to active teaching and learning in EFL classes. So, you are politely requested to read all questions carefully and to respond honestly to provide the required data. You can provide your answer by making an “X” or “√” mark in the boxes given in front of the choices.

Finally, the producer of the questionnaire likes to disclose that she/he is greatly indebted to all people, who will take part in providing information to the study by filling out the questionnaire. Moreover, the help received will be greatly acknowledged in the paper.

Thank You!

Part II: - Student and Teacher Perception of Active Learning

Direction: - The following groups of questions are procedures or methods used for active learning in the English class. So, please indicate whether you agree or disagree to each item by making an “X” or a “√” mark to show your answer under only in one of boxes in front of the choices numbered ‘5 to 1’. The numbers given **5 to 1** represent the following scales.

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

2.1 Items on Students’ Perception of Active learning

No.	The Students are given the chance	5	4	3	2	1
1.1	To plan their learning,					
1.2	To monitor or evaluate their learning,					
1.3	To learn by discussing in pairs,					
1.4	To learn by discussing in small groups					
1.5	Their To learn with by collaborating with their teacher,					
1.6	To get help from the teacher when they face problem on the lesson,					
1.7	To get help from the teacher when they face problem on activities,					
1.8	Wait for the teacher for instructions,					
1.9	Wait for the teacher for correction/feedback,					
1.10	Wait for the teacher for approval remarks (words),					
1.11	To investigate solutions,					
1.12	To communicate with peers effectively,					

2.2 Items on Teachers’ Practice of Active learning

No.	During the lesson, the English teacher	5	4	3	2	1
2.1	Brainstorm students to gather information for lesson,					
2.2	Introduce the aims and purpose of the lesson,					
2.3	Gives main part so that student can learn themselves,					
2.4	Ask questions on the topic for students to learn themselves,					
2.5	Writes new vocabularies on the board,					
2.6	Sets the stage to students for activities to learn,					
2.7	Sets the stage for short class demonstrate,					
2.8	Organizes students in groups to learn the lesson,					
2.9	Lets students learn the lesson individually,					
2.10	Lets students learn according to their learning style,					
2.11	Considers students problems to help them during the lesson,					
2.12	Considers students’ problems to help them during class activities,					
2.13	Does not allow students for classroom assessment,					
2.14	Does not encourage students for their efforts,					
2.15	Is the source of knowledge,					

Part III: - Student and Teacher Practice of Active Learning

Direction: - The following groups of questions are prepared to assess students' participation in classroom activities during the English lesson. So, please indicate your answer by making an "X" or a "√" mark only in one of boxes in front of the choices.

3.1 Items on Students Practice of Active Learning

No.	I am interested to participate in	Always	Sometimes	Undecided	Rarely	Never
1.1	Lecture/Explanation,					
1.2	Problem solving activity,					
1.3	Group discussion,					
1.4	Group work,					
1.5	Question and Answer,					
1.6	Role-play,					
1.7	Peer teaching,					
1.8	Think pair share,					
1.9	Brain storming activity,					
1.10	Cooperative learning,					
1.11	Debate,					

3.2 Items on Factors Affecting the Practice of Active Learning

No.	I think that the	Always	Sometimes	Undecided	Rarely	Never
2.1	English teacher tends to use traditional method,					
2.2	English teacher has shortage of time to use active teaching,					
2.3	Students don't have the interest for active learning					
2.4	There is lack of resource to implement active learning					
2.5	Large class size the problem					
2.6	Design of the textbook is the problem					
2.7	Diversity of students' learning style is the problem					

THE END

Appendix 2

CLASSROOM OBSERVATION CHECKLIST

On Active Teaching and Learning Practices

School: - _____ Academic Year: - _____

Semester: - _____ Grade Level: - _____ Section: - _____ Shift: - _____

Chapter: - _____ Topic: - _____ Page: - _____

Period: - _____ Duration: - _____ minutes, Date of Observation: - _____

Class Teacher (Code): - _____ Observer: - _____

R.N	Detail of Classroom Observation Items	Presence		Remark
		Yes	No	
1.	On Teacher Role for Active Teaching ...			
1.1	Introduces the new lesson,			
1.2	Brainstorms on the new lesson,			
1.3	Explains clearly the aims / purposes,			
1.4	Provides examples for use during the exercises,			
1.5	Relates new words to students prior knowledge,			
1.6	Explains/shows how to do activities/exercises,			
1.7	Organizes students in groups,			
1.8	Encourages students to participate in the lesson,			
1.9	Encourages students to participate in activities/exercises,			
1.10	Monitors students learning the lesson,			
1.11	Monitors students doing activities,			
1.12	Asks students for reflection,			
1.13	Participates in groups formed,			
1.14	Moves in class,			
1.15	Uses mother tongue most of the time,			
1.16	Gives value for students efforts,			
1.17	Praise students for correct answers (says great, good...)			
1.18	Praises students for even for wrong answers,			
1.19	Tells students making mistakes is part of learning,			
1.20	Any other,			
2.	Materials Used for Lesson and Activity....			
2.1	Students' textbook,			
2.2	Other textbooks,			
2.3	Teaching aids,			
2.4	Any other,			
3.	On Activity Type....			
3.1	Individual work,			
3.2	Group work,			
3.3	Pair work,			

	3.4	Problem solving,			
	3.5	Debating,			
	3.6	Presentation,			
	3.7	Role play,			
	3.8	Brainstorming,			
	3.9	Think pair-share,			
	3.10	Discussion,			
	3.11	Any other,			
4.	On Amount of Activity Provided....				
	4.1	Once only,			
	4.2	More than once,			
5.	On Classroom Environment				
	5.1	Student can see the teacher from anywhere in the class,			
	5.2	There is enough space for teacher and student movement,			
	5.3	Students can easily face other students,			
	5.4	Seats are movable or flexible,			
	5.5	Seats are suitable to form small groups,			
	5.6	Seats are suitable to form medium groups			
	5.7	Seats are suitable to form large groups			
	5.8	Seats are adequate,			
	5.9	Teaching aids are placed on the wall			
	5.10	Teaching material (TV, radio, tape recorder, etc)			
	5.11	Class size is small			
	5.12	Class size is medium			
	5.13	Class size is large			
	5.14	Student are arranged (weak & strong) for active learning			
	5.15	Student are arranged for help and support,			
	5.16	Student are arranged to share materials,			
	5.17	Any other,			
6.	On Student's Role in Active Learning				
	6.1	Speak,			
	6.2	Read,			
	6.3	Write,			
	6.4	Listen,			
	6.5	Ask questions,			
	6.6	Answer questions,			
	6.7	Take notes,			
	6.8	Help other students,			
	6.9	Provide corrections to others work,			
	6.10	Show interest to active learning,			
	6.11	Show interest to teacher lecture,			
	6.12	Most students have come to class,			
	6.13	Students have brought textbooks to class,			
	6.14	Any other,			

Appendix 3

INTERVIEW CONSENT FORM

Teacher Interview Agreement Form on Practice & Perception of Active Teaching

Dear interviewee, this form is prepared to get your informed consent thereby to take part and provide data to the interview prepared for educational study for post graduate program at ASTU, School of Social Sciences and Humanities, Department of English. The aim of this face-to-face interview is to obtain data to assess the perception and practice of teachers and students towards active learning in EFL classes at Ticho Secondary and preparatory School.

Therefore, your genuine responses to the entire interview are extremely valuable. So, when you are taking part in this interview session, you will be asked questions about the perception and practice of teachers and students towards active learning in EFL classes. The information you provide will be kept confidential and you won't be identified. You are also free to withdraw from the interview any time without any penalty. If you have any enquiry about the study and the procedures of providing data (answering questions), you are at liberty to ask the researcher at any time. You can also contact ASTU for any information on the study.

I understand that the data collected will be used to examine the perception and practice of teachers and students towards active learning in EFL classes. So, I consent that the data is going to be used in this manner only and I also saw the researcher sign to use the data for the purpose indicated.

If you wish to take part in this study please put your name and sign below.

Name _____, Sign _____,

Date _____.

I, the researcher, consent to use the interview data as described above.

Name _____, Sign _____,

Date _____.

Appendix 4

TEACHER INTERVIEW GUIDE

Dear teacher, welcome to this face-to-face interview session!

1. Please tell me your view (the usefulness or not) about....?

1.1 Traditional way of teaching and learning?

1.2 Active method of teaching and learning?

2. Tell me also about the implementation of active teaching and learning in the school?

3. How often do you think you will implement active teaching and learning?

4. Now, tell me the list of active teaching and learning techniques you will use?

5. Let me ask you about conditions that force you to use the traditional way of teaching..?

5. 1 what are these conditions?

5.2 What are the types of lessons you use it for?

6. Tell me the problems you faced in implementing active teaching and learning?

6.1 Problems related to students?

6.2 Problems related to the classroom?

6.3 Problems related to the school?

6.4 Problems related to lesson or to the program?

7. Let me ask you about the roles you play as a teacher in the classroom?

8. Tell me also about students' role they play in the classroom?

9. Tell me about students' awareness of the active teaching and learning?

10. How about their interests towards using active learning methods?

I have finished my questions. Let me give you the chance if you have any comments or questions about the interview.

Thank you!

Appendix 5

INTERVIEW CONSENT FORM

Students' Interview Agreement Form on Practice & Perception of Active Learning

Dear interviewee, this form is prepared to get your informed consent thereby to take part and provide data to the interview prepared for educational study for post graduate program at ASTU, School of Social Sciences and Humanities, Department of English. The aim of this face-to-face interview is to obtain data to assess the perception and practice of teachers and students towards active learning in EFL classes at Ticho preparatory School.

Therefore, your genuine responses to the entire interview are extremely valuable. So, when you are taking part in this interview session, you will be asked questions about the perception and practice of teachers and students towards active learning in EFL classes. The information you provide will be kept confidential and you won't be identified. You are also free to withdraw from the interview any time without any penalty. If you have any enquiry about the study and the procedures of providing data (answering questions), you are at liberty to ask the researcher at any time. You can also contact ASTU for any information on the study.

I understand that the data collected will be used to examine the perception and practice of teachers and students towards active learning in EFL classes. So, I consent that the data is going to be used in this manner only and I also saw the researcher sign to use the data for the purpose indicated.

If you wish to take part in this study please put your name and sign below.

Name _____, Sign _____,

Date _____.

I, the researcher, consent to use the interview data as described above.

Name _____, Sign _____,

Date _____.

Appendix 6

STUDENTS INTERVIEW GUIDE

Dear student, welcome to face to face interview session!

1. In your view, what is active learning?

2. Which method do you prefer lecture or active learning? Why?

3. Which method (active learning, speaking, reading and writing without depending on your teacher?)

4. Do you practice learning by discussion, group work, pair work or other method of learn

5. Are you interested to practice active learning in English language classroom?

6. What are the major challenges which influence the implementation of the active learning in the classroom?

Appendix 7

TEACHER INTERVIEW DATA TRANSCRIPT

Researcher: please tell me your view (the use fullness or not) about traditional way of teaching and learning?

Instructor (T1): it is a method of teaching which make learners passive receiver of the lesson it doesn't motivate them in the activity.

Another instructor (T2): it is a method of teaching but teacher centered.

The researcher (1.2): please tell me (the use fullness or not) about active method of teaching learning?

Instructor (T1): active learning promotes the creativity of the learner, gives learner's opportunities to speak, listen, read write and interact actively within the lesson. The core elements of active learning are students' engagement in the activity.

Another instructor (T2): it is student centered method of teaching and students are active agents of the activity and with teachers as an activator of learning rather than instructor.

Researcher (2) Tell me about the implementation of active teaching and learning in the school?

Instructor (T1): it is highly influenced by traditional method due to limited period of time, large class size and the arrangement of seats and the like.

Instructor (T2): it almost poor implementation of active teaching and learning. These were the result of classroom layout, seats are fixed, limited time, students' poor interest practice towards active learning and large class size makes weak the implementation of active learning.

As can be seen from the above information provided by the instructors although they know the usefulness of active teaching and learning, the implementation was poor.

Researcher (3): how often do you think you will implement active teaching and learning?

Instructor (T1): I sometimes make them involve in a group discussing.

Instructor (T2): sometimes here both instructors replayed that they implement active learning sometimes. Hence, the practice of active learning in the school is almost poor. Which means it may be influenced by traditional way of teaching.

Researcher (4): now, tell me the list of active teaching and learning techniques you are?

Instructor (T1): group work, pair work, individual activity.

Instructor (T2) group work, pair work, question answer etc.

From both instructors' responses, they sometimes tried to implement active teaching and learning activities, but these were not effective for learners to be involved in active learning. The theory of social constructivism says that learning happens primarily through social interaction with others learners learn best when they can see the usefulness of what learn and connect it to the real world. Active learning fosters students' learning and their autonomy, giving greater involvement and control over their learning and giving them skills to foster life-long learning in the future (Neill, G. and McMahon, T. (2005).

Researcher (5): let me ask you conditions that force you to use traditional way of teaching?

And (5.1): what are these conditions?

Instructor (T1): large class size, students' attitude towards active learning was poor fixed seats arrangement and students were familiar with traditional way of learning.

Instructor (T2): students attitudes towards active learning and they were familiar with traditional way of teaching, limited time.

From the above responses someone could understand that large class size, students attitudes, limited time, students familiarity with traditional way of learning were condition which influence the implementation of active learning but it is certainly not because teacher could change the students attitude and could implement active learning.

Researcher (5.2): what kind of lessons you use it for?

Instructor (T1): sometimes speaking activity, others like listing and writing rarely use it.

Instructor (T2): lecture, question and answer group work, pair work language use, etc.

Researcher (6): Tell me the problem you faced in implementing active learning?

(6.1): problem related students?

Instructor (T1): disparity of students' ability and most of the students resist non-lecture method. They didn't like to participate in group discussing and dominated by a few strong active ever students.

Instructor (T2): Their lack of interest, and weak motivation in participating in group discussing and other activities.

Researcher (6.2): problem related classroom?

Instructor (T1): in the classroom desks were attached, large numbers of students in one classroom were not conducive to implement active learning.

Instructor (T2): large class size, fixed desks and benches shortage of time were factors those hinder the implementation of active learning.

Researcher (6.3): problem related to the school?

Instructor (T1): seats of the classroom were not conducive to move and suitable for group activities.

Instructor (T2) lacks of awareness about active-learning and there is no facilities.

From the response of both instructors problem related with the school those hinders to implement active learning were the arrangement of seats, lack of awareness about active learning and lack of or shortage of facilities in the school.

Researcher (6.4): problem related the contents in the course material (book)

Instructor (T1): limited time and excessive contents in the course book.

Researcher (7): Let me ask you about the roles you play as teacher in the classroom?

Instructor (T1): I tried to facilitate condition to promote active learning, give them exercises.

Instructor (T2): give lecture, explain notes and give awareness about active learning.

Researcher (8): Tell me also about students' role they play in the classroom?

Instructor (T1): Listen the lecture, answer questions discuss in groups and do individual and group activities.

Instructor (T2): Following the lesson, read, write and listen the lecture or listing activity.

Researcher (9): Tell me about the students' awareness of active teaching and learning?

Instructor (T1): They do not well aware about active learning. They prefer lecture method and note taking from the lecture.

Instructor (T2): They do not have awareness about active learning. They resist non-lecture approach.

Researcher (10): How about their interest towards active learning

Instructor (T1): They are not interested.

Instructor (T2): They do not have interest to practice rate in group activities they mostly like teacher lecture.

Appendix 8

STUDENT INTERVIEW DATA TRANSCRIPT

To assess the extent to which active learning perceived and practiced in the school the following semi-structured interview were developed.

Semi structured interview for students

Data from Student Interview

To assess the extent to which active learning was perceived and practiced in the school, the following semi-structured interview questions were presented to student respondents. The data obtained from the interview is presented and discussed hereunder.

Question 1: In your view what is active learning?

Student A: It is teaching learning process and active participation guided by a teacher.

Student B: It is a process of teaching-learning in which the students are actively followed the teacher's instruction and his explanation.

Student (C): It is a method of teaching and learning that is concerned or a student center and a teacher as observant or assistant.

Student (D): It is the way of teaching and learning in which students actively attend their lesson.

Student E: In my view active learning means the teacher shows direction and highlight points the students capture what the teacher says.

Question 2: Which methods of teaching do you prefer lecture or active learning? Way?

Student A: I prefer lecture because we could cover text book within intended time and cover so many units. Beside this there is no conducive classroom environment to go through active learning in our school.

Student B: lecture because it gives students the chance of covering textbooks in time scheduled.

Student (C): Active learning because during active learning most of my time interval (period) with me. As a result I didn't forget what I did. But in lecture method most of the time is in the hands of the instructor and students are simply learning.

Student (D); .Lecture Because the teacher gives us brief explanation in order to understand the lesson and we can cover the textbook or cover all unites so that we can prepare for exam since we are taking entrance exam.

Student E: Lecture, because it provides us teacher's special notes and brief explanation so that we understand the lesson we learn easily and cover many units. It also made us ready for entrance.

Question 3: Which method (active or lecture) do you think that motivate to learn English language effectively?

Student A: I motivated by lecture because I can get many hints and accents from my teacher' speaking.

Student B: I motivated by lecture because I easily understand the teacher' explanation.

Student (C): Active learning, because it makes me active participant and interact using the language effectively.

Student (D): lecture because the teacher provides us special notes and explanation so we understand easily what we learn..

Student E: lecture because English language text book has many activities to cover in a year..

Question 4: Do you practice learning by discussion group work, pair work or other method of learning?

Student A: Yes, some times but not often.

Student B: Yes, but not very often.

Student (D): Sometimes we practice learning by discussion group work and pair work.

Student E: not very often sometimes we practice in group activities discussion and pair work.

Question 5: Do you practice listening, speaking reading and writing with your partner without depending on your teacher?

Student A: No. not with my partner. I read different books and take (write) notes myself from them .

Student B: No, but I read different books and take (write) notes from them myself.

Student (C): Oh! That is too difficult. Even if active learning is better than lecturing style in different ways, without teachers guide is a little difficult. Of course practice listening by TV and Radio, I also read different reference books which relate to our course book.

Student (D): No. students as well as teacher prefer lecture method.

Student E: I practice writing by taking notes, but I don't practice speaking with peers.

Question 6: Do you know the major challenges which influence active learning?

Student A: Yes, there is no conducive environment for teaching and learning.

- Lack of material, lack of interest in a few teachers, lack of encouragement these are which influence active learning.

Student B: Yes, there is no conducive environment for teaching learning.

- Lack of material, lack of interest in a few teachers, lack of encouragement these are which influence active learning.

Student (C): Active learning is influenced in various ways. For example, the layout or students' seat, absence of display, and immoderate number of students in the class, shortage of time (period) for the subject per-week and per-day.

- Disagreement of students up bringing with the activities (active-learning) teachers' and students' perception on active learning.

Student (D): There are many challenged that interrupt the active learning.

- Absence of moveable chairs. Projector. Students and teacher prefers lecture than active learning.

Student (E): Shortage of time (period), Shortage of timetable (only 4 periods per week).

- Lack of motivation students do not have interest in the discussion activities
- Lack of supportive materials (aids).

From the students' response one could conclude that students in most case prefer lecture than active learning. They marked they could get special notes from their teachers' explanation and beside this they could cover textbooks that have many course units with time scheduled in a given year. From their response large class size, classroom lay out, immoveable seats, lacks of supportive materials, learners' interest, focusing on exam based study habit and perceptions are another factor that affects the implementation of active learning.

Appendix 9

Gaafannoo Barattootaa

Maxantuu 1

Kutaa 1: Kaayyoo fi Ajaja Gaafannichaa

Kabajamtoota barattoota ,gaafannoon kun kan qophaa'eef qo'annoo fi qorannoo barnootaaf yunvaarsitii Adaamaa sayinsii fi teeknolojiitti mana barnoota saayinsii hawaaasa fi namummatti fi deparatimeentii Afaan Ingiliffaa tiif. Kaayyoon guddaa gaafannoo kanaa ilaachaa fi gochaalee barattonni fi barsiisonni si'inaan barachuu afaan Ingiliffaa mana barumsa Xichoo sad .2ffaa fi Qophaa'inatti qaban addaan baasuuf . kanafu,deebiin keessan dhugaan isiini gaaffii keenyaaf kennitan qo'annoo keenyaaf baa'yee bu'aa qabeessa.

Gaafannoon kun fuula 4 /afur/ kan qabu ta'e kan inni of keessatti hammatee ajaja fi gaaffilee adda addaa kutaa dhan addaan bahee .Kutaa 1ffaa waa'ee kaayyoo qorannichaa fi ajaja haala gaafinnicha itti guutamu kan ibsuudha. Kutaa 2ffaan gaaffilee 5 /shan/ fi durdubee kennitoota argachuuff jecha.

Itti aansuun ,kutaa 3ffaa fi kutaa 4ffaa kutaalee xixiqqaa adda addaa fi gaaffilee kan of keessatti qabatee fi kan qophaa'ees raga qo'annoof ooluu ittiin argachuu fi akkasumas,ilaalchaafi gochaalee barattootaa fi barsiisoonni si'inaan barachuu Ingiliffaa “EFL” daree keessatti barachuu irratti kan xiyyeeffatee dha.

Waan kana ta'ef Gaaffilee jiraan hunda obsaan fi ofeegganoon dubbisuun deebii amansiisaa fi odeeffanno barbaachisuu akka nuuf keennitaan ni abadanna. Deebii keessaan kan kennitan mallattoo “X” ykn “√ “ saanduqaa keennamee fulduraatti filannoo keessan filachuun . Dhummaa irratti namooni gaafannoo kana qopheesee namoota gaaffilee kan guutuu fi yaada isaanii nuuf kennitaan ifa nuu gootani hirmaatan hundaaf galanni kenya guddadha. Kana males, gargaarsaa nuuf gootaniif baay'inaan galatnni keessanii waraqaa keessati kan ta'udha.

Galatooma.

Kutaa 2

Gaafile yaada ka’umsa deebii keennitoota

Ajaja :- gaafilee armaan gadii yaada deebii kennitootaa argachuuf waan ta’eef deebii jkeessani mallattoo “X” ykn “√” lachuun sanduuqa fuldura keessaa filachhun .

2.1 saala

A. dhiira [] B. dubaara []

2.2kutaa barnootaa

A. 9ffaa [] B. 10ffaa [] C. 11ffaa [] D. 12ffaa []

2.3 wayitii barnoota Afaan Ingliffaa barsiisaa afaan Ingliffaa qofaan barachuu barbaadauu ?

A. eeyee [] B. Lakkii []

2.4 Carraa wayitii afaan Ingliffaa irratti hojjachuu ofi keettiin argatee jirtaa ?

A. eeyee [] B. lakkii []

2.5 wayitii barnoota afaan Ingliffaa iratti v barsiisaan Ingliffaa barsiisuu waliin hojjachuu jaalataa ?

A. eeyee [] B. lakkii []

2.6 yeroo hangam wayitii afaan Ingliffaa hordofta ?

A. yeroo hunda []

B. yeroo baay’ee []

C. yeroo tokkotokko []

D. darbee darbee []

2.7 yeroo hangam (meeqaaf) daree irraa barfataa ?

- A. yeroo hunda []
- B. yeroo baay'ee []
- C. yeroo tokkotokko []
- D. darbee darbee []

Kutaa 3 gahee barsiisaa fi barataa wayitii /baranoo / keessatti qaban

Ajaja :- gareewwan gaafii armaan gadii tartiiba ykn maloota si'inaan barachuu afaan Ingliffaa daree keessaattiif kan faayadauu dha.

Kanafuu, tokkon tokkon gaaffiwwaan dhiyyataniif lakkofsii 5 hanga 1 kennameef jirakanaafuu, irratti walgaluu fi walgaluu dhabuu keessanii ibsuuf mallatto “X” ykn “√” ka'un deebii keessan saanduqaa tokko qofa keessatti fuldura gaaffi lakk filannoo keennamee 5 hanga 1 tiif laadhuu/ keenni. Lakkoofsawwaan 5 hanga 1 kan ibsaan iskeelii armaan gadditti jiran .

5.Baay'ee itti waliigala

4.Itti waligala

3.Hin murteessinee

2.Itti wali hin galu fi

1.Baay'ee itti walii hin galu kan jedhamandha.

3.1 Gaaffilee gahee barattoonni barannoo keessatti qaban

T/L	Barattootaaf carraan akka	5	4	3	2	1
1.1	Ofii barachuuf akka karoosataan keennamaaf?					
1.2	Ofii barachuu isaanii akka of madaalan ?					
1.3	Gareen akka mar’atan keennamaf ?					
1.4	Garee xixiqaan mar’itan baratan keennamaf?					
1.5	Barsiisaa waliin mar’iachuun baratu ?					
1.6	Yeroo barannoo irratti rakkoon isaa muddatee barsiisaa irraa gargaarsa argatuu?					
1.7	Yeroo gocha irratti rakkoon isaan qunname gargaarsa barsiisaa gaafatu?					
1.8	Ajaja barsiisaa ni eegatuu ?					
1.9	Duub –deebii /sirreeffama barsiisaa ni eegatuu?					
1.10	Jechaa sirreeffama barsiisaa yeroo kennu ni eegatuu ?					
1.11	Deebii ni barabaaaduu?					
1.12	Hirriyoota waliin walqunnamitti ni gootuu ?					

3.2 .Gahee barsiisaan barannoo irratti qaban

T/L	Yeroo barannoo, barsiisaa Ingiliffaa-----	5	4	3	2	1
1.1	Barannoo irratti daddamaqina sammuu barattootaa irratti odeeffannoo sassabu?					
1.2	Kaayyoo fi galama ni ibsuu ?					
1.3	Barattoonni ofii akka barataan qabxii ijoo ni dhiyyeessuu ?					
1.4	Barattoonnii ofii akka barataan mataduree keessaa gaaffii ni gaafatuu /					
1.5	Gochaan barachuu irratti ce'umsii yeroo ni keennamaf?					
1.6	Agarsiisaa gabaabaa daree keessatti yeron ce'umsa jiraa?					
1.7	Rakkoo barattoonni qaban hubatanii gargaarsa barannoo irratti kennuu?					
1.8	Rakkoo barattoonnii qaban hubataanii hirmannaa daree keessatti ni gargaaruu ?					
1.9	Barattonni gareen akka barataan ni qindeessuu?					
1.10	Barattonni dhuunfaan akka barataan ni eeyama?					
1.11	Hiikaa jechoota haaraa gabaatee irratti ni barreessuu ?					
1.12	Madda beekumsaatti ?					
1.13	Barattonni madaalii ittifufa keessatti hin hirmaachisuu ?					
1.14	Barattoonni akka ofiin tattafataan ni jajjabeessuu ?					
1.15	Barattoonni akkaataa dandeetti isaanii akka barataan ni deegaruu?					

Kutaa 4

Hirmaannaa barattoota hojii keessatti

Ajaja :- Gareewwan gaaffii armaan gadii kan qohaa'ee hirmaannaa barattoota yeroo ingliffaa daree keessatti barataan maal akka fakkaatuu beekuuf. Kanafuu, yeroo gaaffii keenyaaf debii kennitaan mallattoo “X” ykn “√ “ fayyadamuunkan agarsiistanii fi kunis sanduuqa jiran keessaa isa tokko filachuun ta'a.

4.1 Hirmaannaa barattotni gocha keessatti qaban akkakuun

Lakk	Ani fedhiin keessatti hirmaachuuf-----	Yeroo hunda	Yeroo baay'ee	Hin murteessine	Darbe darbee	gonkumaa
1.1	Ibsa gochuu/explanation/					
1.2	Gocha rakkoo hiikuu keessatti ni hirmaadha					
1.3	Gahee taphachuu keessatti feedhiin hiraamaataa					
1.4	Marii garee keessatti hirmaachuuf					
1.5	Hirriyyootan barachuuf					
1.6	Gocha daddamaqina sammuu					
1.7	Gamtaan barachuu					
1.8	Hojii garee					
1.9	Gaaffii fi deebii					
1.10	Falmiin barachuu					

4.2 Hojii irraa oolmaa si'ainaan barachuu irratti wantoota dhiibbaa geesisan

Lakk	Akka nati fakkatuutti	Yeroo hunda	Yeroo baa'yee	Hin murteessine	Darbe darbee	gonkumaa
2.1	Barsiisaan inglifaamala baruu-barsiisuu boodaatti hafoo fayyadamu					
2.2	Barsiisaan Ingfliffaa mala si'ainaan barachuu fayyadamuuf yeroon itti xiqqaata					
2.3	Barattoonni mala sia'inaan barachuu irratti fedhii hin qaban					
2.4	Mala si'inaan barachuu fayyadamuuf hanqinni qabeenya ni jira					
2.5	Rakkoo guddina hamma daree barnoota jiraachuu					
2.6	Hallii qophii kitaabaa rakkoo ta'uu					
2.7	Barattoonni akkaataa danddeetti isaanii itti barataan gargaar ta'uu					

Xumura