


Declaration, confirmation, approval and evaluation

Research Title: An Assessment of the extent to which active learning strategies are Implemented in EFL Classes: the case of grade 9 students of Jiren High School, Jimma Town


Declaration

I, the undersigned, declare that this thesis is my original work, not presented for any degree in any Universities, and that all the sources used for it are duly acknowledged.


Salilew Abebe  18/6/14
Name Signature Date

Confirmation and Approval

Principal Advisor:

Yohannes Tefera  18/6/14
Name Signature Date

Co-Advisor:

Tesfaye Gebeyehu  19/10/14
Name Signature Date

Thesis Evaluators:

Yohannes Tefera  18/6/14
Principal Advisor Signature Date


Co-Advisor

Tesfaye Gebeyehu  23/6/14
Signature Date


External Examiner

Girma Wossane (PhD)  _____
Signature Date

Internal Examiner

Getachew Seyoum  19/10/14
Signature Date

Chairperson

Teshome Egerd (PhD)  18/6/14
Signature Date

Acknowledgments

My heart-felt gratitude goes to my Advisors Mr. Yohannes Tefera (Ass. Prof.) and Dr. Tesfaye Gebeyehu for their invaluable professional support and encouragement while conducting this study.

Participants of my study: Jiren High School teachers and students, the School Director, and the School community deserve acknowledgement for their support for providing me the necessary data that helped me for the accomplishment of this study.

I would also like to thank Jimma University for providing me the opportunity to conduct this thesis.

Eventually, I would like to thank my friend, Mr. Endalew Hailu for his devotion of time in reading my research and providing me constructive comments.

Abstract

The purpose of the study was to assess the extent to which active learning strategies are implemented in EFL classes at Jiren High School, grade nine students in the 2006 E.C. The study was conducted in Jimma town. Four hundred twenty-six (426) students that account 30% of the total population participated in the study. Besides, 8 (eight) English language teachers who teach grade nine students were purposively selected and included in the study. Additionally, 8(eight) students were selected by purposive sampling technique and included in the interview. Classroom observation, questionnaire and interview were used to collect the necessary information. Besides, students' text book overview was made. All the 8(eight) English teachers were observed twice and the results of the observation were summarized. Besides, the selected teachers responded to questionnaire and interview. The sampled students were also provided with questionnaire and responded to it. Apart from this, the 8(eight) purposively selected students were asked interview questions and reacted to it. The study was only delimited to Jiren High School, grade nine students, Jimma town. Besides, descriptive study design was used in the study. The data obtained was analyzed by using SPSS version 16.00 and the results are presented in tables and numerical descriptions. The result of the analysis shows that the majority of the indicated active learning strategies were used to some extent. Finally, summary and conclusions of the results obtained are provided and possible recommendations are forwarded.

List of tables

Presentation and Analysis of teachers' activities	28
Table: 1 Teacher's activities during introduction of the lesson.....	28
Table: 2 Teacher's activities during presentation of the lesson.....	29
Table: 3 Teacher's activities during conclusion of the lesson.....	32
Table: 4 Teacher's activities during evaluation of the lesson.....	33
Presentation and Analysis of Students' activities	35
Table: 5 Students' activities during introduction of the lesson.....	35
Table: 6 Students' activities during presentation of the lesson.....	36
Table: 7 Students' activities during conclusion.....	37
Table: 8 Students' activities during evaluation.....	38
Table: 9 Class organization.....	40
Table: 10 Factors affecting the implementation of active learning strategies.....	42
Table: 11 Awareness of teachers towards active learning strategies.....	47
Table: 12 Students' interest and motivation in using active learning strategies	51
Table: 13 Type of active learning strategies practiced in the classroom.....	54

Lists of Acronyms

The following are list of acronyms used in the study:

1. EFL - English as a Foreign Language
2. TEFL - Teaching English as a Foreign Language
3. PLB - Problem Based Learning
4. DRA- Directed Reading Activity

Table of Contents

Contents	Page
Acknowledgements.....	I
Abstract.....	II
List of Tables.....	III
List of Acronyms	IV
CHAPTER ONE	1
1. Introduction.....	1
1.1 Background of the study.....	1
1.2 Statement of the problem.....	3
1.3 Objective of the study.....	6
1.3.1 General objectives.....	6
1.3.2 Specific objectives.....	6
1.4 Research questions.....	7
1.5 Delimitation of the study.....	7
1.6 Limitation of the study.....	7
1.7 Significance of the study.....	8
1.8 Definition.....	9
CHAPTER TWO	10
Review of related literature.....	10
2.1 Why is active learning important?.....	10
2.2 Theories of learning.....	11
2.2.1 Cognitive theory.....	11

2.2.2 Behaviorism theory.....	11
2.2.3 Constructive theory.....	12
2.3 An overview of active learning strategies.....	15
2.3.1 Collaborative learning.....	15
2.3.2 Problem-based learning (PBL).....	15
2.3.3. Role playing.....	15
2.3.4 Close reading.....	16
2.3.5 Whole class debates.....	16
2.3.6 Think/pair/share.....	16
2.3.7 Write/pair/share.....	17
2.3.8 One minute paper/free write.....	17
2.3.9 Scenarios/case studies.....	18
2.3.10 Roundtable.....	18
2.3.11 Ten-two strategy	18
2.3.12 Shared brainstorming.....	18
2.3.13 Note check.....	19
2.3.14 Jigsaw team work.....	19
2.3.15 Rotating chair discussions.....	19
2.3.16 Directed reading activity (DRA)	20
2.3.17 Dual-entry diary.....	20
2.4 The classroom environment	20

CHAPTER THREE	23
Research methodology	23
3.1 Research Design.....	23
3.1.1 Research design.....	23
3.2 Sources of data and sampling technique.....	23
3.2.1 The sources of data.....	23
3.2.2 Sample population.....	23
3.2.3 Sample size.....	23
3.2.4 Sampling technique.....	24
3.2.5 Procedure.....	24
3.3 Instruments of data collection	25
3.3.1 Classroom observation checklist.....	25
3.3.2 Questionnaire.....	25
3.3.3 Interview.....	25
3.4 Validity and Reliability.....	26
3.5 Method of data analysis.....	26
3.5 Data collectors.....	26
3.6 Pre-test.....	27
3.7 Ethical consideration.....	27
CHAPTER FOUR	28
Results and discussion.....	28

4.1 Introduction	28
4.2 Findings of the observation.....	28
4.2.1 Presentation and analysis on teachers' activities.....	28
4.2.2 Presentation and analysis of students' activities.....	35
4.2.3 Organization of the classroom.....	40
4.3 Results of the questionnaire.....	42
4.4 Factors affecting the implementation of active learning	42
4.5 Awareness of teachers towards active learning strategies	47
4.5.1 Teachers' response to the questionnaire	47
4.6 Students' motivation in the use of active learning strategies.....	51
4.6.1 Teachers' response to the questionnaire on students' interest & participation...51	
4.7 Types of active learning strategies practiced in the classroom.....	54
4.7.1 Teachers' response to practice of various active learning techniques.....	54
4.8 Attitude of students towards active learning.....	59
4.9 An overview of students' text book	60
4.9.1 Availability.....	60
4.9.2 Contents	61
4.9.3 Activities.....	61
CHAPTER FIVE.....	62
Summary, conclusion and recommendations.....	62
5.1 Summary.....	62

5.2 Major Findings.....	63
5.3 Conclusion.....	64
5.4 Recommendations.....	64
References.....	65
Appendix-A Classroom observation checklist.....	68
Appendix-B Questionnaire to be filled by teachers.....	72
Appendix-C Questionnaire to be filled by students.....	75
Appendix- D Questionnaire to be filled by students (Afan Oromo).....	78
Appendix-E Questionnaire to be filled by students (Amharic).....	82
Appendix- F Interview questions for teachers.....	86
Appendix- G Interview questions for students.....	87
Appendix- H Interview questions for students (Afan Oromo).....	88
Appendix- I Interview questions for students (Amharic).....	89

CHAPTER ONE

1. Introduction

1.1 Background of the study

Education is a process by which man transmits his experiences, new findings, and values accumulated over the years, in his struggle for survival and development through generations. Education enables individuals and society to make all-rounded participation in the development process by acquiring knowledge, ability, skills and attitudes. For many years, the traditional teaching style or specifically, teacher-centered instruction has been dominant in many parts of the world. In a traditional classroom, students become passive learners, or rather just recipients of teachers' knowledge and wisdom. They have no control over their own learning. Teachers make all the decisions concerning the curriculum, teaching methods, and the different forms of assessment (Ahmed, 2013).

Duckwort (as cited in Ahmed, 2013) asserts that teacher-centered learning actually prevents students' educational growth. This means that students do not take responsibility for their own learning and are not directly involved in the learning process. Learner-centered teaching style on the other hand, focuses on how students learn instead of how teachers teach. Wohlfarth et.al,(as cited in Ahmed, 2013) also state that in a learner-centered classroom, teachers abandon lecture notes and power point presentations for a more active, engaging, collaborative style of teaching. Therefore, active learning strategies can be more implemented in student-centered classroom, in which students are active rather than passive recipients of knowledge.

Daniel (as cited in Daniel et.al. 2009) states that for long, the teaching-learning process in the Ethiopian education system has been teacher - dominated to the extent it appeared no learning takes place in the absence of a teacher talk and his/her writing. This proposition holds true at least in lower grades where children need more and close assistance of teachers to engage in successful learning of the contents of the formal curriculum. In the dominant tradition, the teaching learning processes followed behaviorist perspective where the teacher takes more of a directive position disseminating information to students who are considered recipients of

knowledge. Class discipline with silence, obedience, and convergent thinking have been thought as the best way to teach children.

Advocates of constructivist perspective in education, claim learning takes place best in a situation where students are encouraged to construct their own knowledge instead of having someone construct it for them. This perspective encourages students' autonomy and initiative to engage in critical thinking and inquiry through application of cognitive strategies of analysis, synthesis, evaluation and prediction (Daniel et. al, 2009).

Active learning is widely accepted nowadays as a quality form of education. Bonwell and Eison (as cited in Prince M, 2004), summarize the literature on active learning and conclude that it leads to better student attitudes and improvements in students' thinking and writing. They also explain that discussion, one form of active learning, surpasses traditional lectures for retention of material, motivating students for further study and developing thinking skills.

It is stated that learning is not a spectator sport. Students do not learn much just sitting in classes listening to teachers, memorizing prepackaged assignments, and spitting out answers. They must talk about what they are learning, write reflectively about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves.

Active learning is a process whereby students engage in activities, such as reading, writing, discussion, or problem solving that promote analysis, synthesis, and evaluation of class content. Cooperative learning, problem-based learning, and the use of case methods and simulations are some approaches that promote active learning

Learning systems that promote student-centered learning should among other things provoke independent reasoning, problem solving and critical thinking. This can only be achieved if teachers have ample or excellent ideas, knowledge, and examples in regard to how to create a classroom that is more active, interactive, and communicative. Brenda (as cited in Ogađimma, C, 2012: 243) explains that student centered learning is put in place to help students to find out their own learning styles, to know and understand their motivation, and to acquire effective study skills that will be valuable throughout their lives. Consequently, the focus of the student - centered is on student learning outcome rather than on teaching. There is therefore a conceptual

shift from the teacher-centered to the student-centered approach. This paradigm shift from teaching to learning has encouraged the empowerment of the student rather than the teacher. Whereas the teacher-centered learning emphasizes the teacher as an expert transmitting knowledge to a novice, the student centered learning in contrast focuses on the roles students play to achieve learning. This supports the assertion of Kember (1997) that knowledge is constructed by students and that the lecturer is a facilitator of learning rather than a presenter of information (Ogadimma C. 2012: 243).

One of the current approaches to language teaching is communicative language teaching, in which meaning is paramount and contextualization is a basic premise. To do so, learners must engage in meaningful activities like dialogues and they are encouraged to participate. The target linguistic systems can be learned through the process of struggling to communicate. Therefore, implementing active learning strategies in EFL class makes the lesson interesting and enjoyable for students to take part there by benefit the most out of it (Richards and Rodgers, 1986: 64).

The Education and Training Policy of Ethiopia (1994) stipulates the need to focus on problem-solving approach and student-centered teaching in order to improve the quality of education and tackle the old-aged teacher-centered approach.

1.2 Statement of the Problem

Given the significance of the need to improve teaching approaches, it is not surprising that many different teaching methods have been developed within the past thirty years. Bonwell & Eison, (as cited in Michel N., Cater J. and Verela O. 2009) state that although passive learning has been the dominant teaching method, many educators argue that students require more than a mere transfer of knowledge. Not surprisingly, the search for the best approach to education has led educators to explore many different teaching techniques, ranging from the traditional lecture class or passive learning approach to various experimental approaches, such as active learning (Bonwell and Eison. 1991). Active learning strategy requires the students to take part in different activities and thereby take responsibility for their own learning. Therefore, it promotes autonomous learning.

Active learning is a broadly inclusive term, used to describe several models of instruction that hold learners responsible for their own learning. Proponents of active learning describe it as a

process in which students engage in doing things and thinking about what they are doing in the classroom. Active learning encompasses various practices, such as pausing in lectures for students to consolidate their notes, giving short writing exercises in class, facilitating small group discussions within the larger class, incorporating survey instruments, quizzes, and student self-assessment exercises into the course, leading laboratory experiments, taking field trips, and using debates, games, and role play.

Vygotsky (as cited in Pritchard, 2008:115) explains that in social constructivism theory, children learn through being active and learning is a socially mediated activity. The teacher is a facilitator who provides the challenges that the child needs for achieving more. Development is fostered by collaboration. Therefore, students should take responsibility for their own learning if they are actively taking part in different activities. Van E. and Spencer (as cited in Michel, Cater and Verela, 2009) also explain that while the traditional lecture method is still predominant, some studies have shown that students fail to retain as much material after the class has been completed in comparison to classes taught in an active environment.

A similar study conducted by Ogadimma C. (2012) shows that students should be encouraged to have meaningful participation in classroom activities.

Jamie and James (2012) state that flexibility and differentiation to the needs of individual students is a core aspect of student-centered learning. Instructional strategies should combine new and innovative ideas as well as best practices but be based on the needs of the students. Differentiated instruction is “ensuring that what a student learns, how he/she learns it, and how the student demonstrates what he/she has learned is a match for what that student’s readiness, interests, and preferred mode of learning are”. In student-centered classrooms, teachers make use of differentiated instruction, as that may be what is best for the student. This will foster student success, as well as help to create a safe and secure classroom environment and trust in the teacher. As a result, the researcher has tried to look at whether teachers at Jiren High School are effectively implementing differentiated instruction or not.



Deneke (2009) conducted research on a similar study and found out that most of the teachers fail to implement active learning strategies effectively although active learning is a very important strategy to foster language learning.

Daniel (as cited in Daniel, et.al, 2009), found that active learning enhances quality of education and promotes successful teaching. As a result, it has been stated that active learning leads to improved quality and success in education and active participation of students in a class is an indicator of successful teaching. Good teaching involves students as participants. It provides an opportunity to extend learners' horizon of thinking. It encourages learners to generate their own ideas. This type of teaching and learning arrangement brings in ideas and knowledge, which could be new even to the teacher.

Yewulsew (2009) found that although many scholars in the field of education stress on the provision of necessary training for teachers in order to enable them to implement active learning, there is lack of in service trainings to practice active learning effectively. Therefore, EFL teachers also might face similar problems to apply active learning effectively in their classrooms.

Derebssa (2006) also found out that traditional lecture methods, in which teachers talk and students listen dominate most classrooms. The common obstacles and barriers to the employment of active learning in Ethiopian primary schools are the Ethiopian tradition of teaching and learning, lack of institutional support and learning resources, teachers' lack of expertise, inappropriate curricular materials and students' lesser preference to actively participate in learning due to lack of prior experience.

In spite of this fact, the researcher, while conducting practical attachment during undergraduate study and research, had an opportunity to observe the teaching- learning process in the target school. As result. failure of implementing active learning strategies effectively was seen in the observed classes. Some students were not actively taking part in activities like group work, pair work etc given to them by their teachers. One of the reasons might be the uncomfortable chairs in the classroom. The other might also be lack of interest to work collaboratively, losing agreement among the group members and the like.

The present study is different from others in that it tried to investigate and fill the gap that whether active learning strategies are effectively implemented in the specified school setting in EFL classes and what factors are related with it. It also differs from others in that it was conducted at high school level while most of the aforementioned are undertaken at college level. The study also tried to find out whether teachers have sufficient training and awareness on active learning and related factors if not.

Therefore, in line with the aforementioned ideas, the present study tried to look at the assessment of the extent to which active learning strategies are implemented in EFL classes at Jiren High School, Jimma town.

1.3 Objective of the Study

The main objective of this study was to assess the extent to which active learning strategies are implemented in EFL classes at Jiren High School, Jimma town, South - West Ethiopia. In order to do this, the objectives were set and categorized into the following general and specific objectives:

1.3.1 General Objectives

The general objective of this study was to assess the extent to which active learning strategies are implemented in EFL classes at Jiren High School, Jimma town.

1.3.2 Specific Objectives

The specific objectives of this study were:

- to identify teacher's perceptions about active learning methods.
- to distinguish whether teachers frequently use active learning strategies in their EFL classrooms activities.
- to identify the types of active learning strategies used by English teachers in their classroom activities .
- to check whether students engage in different active learning strategies.
- to check students' perception about the use of active learning.

- to observe whether students are motivated to engage in pair and group works.
- to check teachers' awareness about active learning strategies and trainings taken (if any).

1.4 Research Questions

The following were the research questions:

1. What possible factors may affect the effective implementation of active learning strategies?
2. How are students motivated to engage in active learning strategies?
3. Which types of active learning strategies are most frequently used?
4. What is the attitude of students towards active learning?
5. What is the awareness of teachers towards active learning strategies and is there any training(s) taken?

1.5 Delimitation of the Study

This research was only limited to Jiren High School which is in Jimma town, South-Western Ethiopia. There are four governmental High Schools in Jimma town. Three of the schools are from grades 9-10 and one is a Preparatory School. Jiren High School is one of these schools which are from grades 9-10. The researcher chose the study area purposively. The target groups were grades 9th students of the school. Besides, the focus of the study was only on the assessment of the extent to which active learning strategies are implemented in English as a Foreign Language (EFL) classes due to time, energy and financial constraints.

1.6 Limitation of the Study

The limitation of this study was that active learning strategies are many in number but, this study tried to deal with only few of them due to shortage of time, finance and energy. Therefore, all active learning strategies were not included. The strategies are included based on students' text book and the literature read by the researcher. Besides, due to time, energy and financial

constraints, the study was only limited to Jiren High School, grade 9 students who are enrolled and learning in 2006 E.C academic year.

1.7 Significance of the study

This study tried to look at the assessment of the extent to which active learning strategies are implemented in EFL classes at Jiren High School, Jimma town. It also tried to investigate factors affecting its implementation. As a result, the researcher believes that it has the following significance:

Identifying the implementation of active learning strategies that are used in the school helps to strengthen the activity because the researcher tried to look at the challenges that teachers face in its implementation and came up with some possible solutions. Besides, the researcher differentiated whether active learning strategies are being implemented procedurally or not. This is important to take the necessary actions for improvement if there are any corrections.

The researcher hopes that it helps the curriculum designers, educators and other stake holders who are in the process of education to further revise the curriculum and include important inputs from the finding since active learning is the current strategy in teaching EFL.

Therefore, the finding of the current study is believed to be helpful to Jiren High School, especially English teachers to develop their awareness about active learning strategies, and also it helps students to perform or maintain the activities that are given for them using active learning techniques. It will also be the base line for other researchers who want to conduct research on similar topic.

1.8 Definition

Learning strategies are the thoughts and/or actions that students use to complete learning tasks. It is known that good teachers use numerous teaching strategies to help students learn.

Defining "active learning" is a bit problematic. The term means different things to different people, while for some, the very concept is redundant since it is impossible to learn anything passively.

However, active learning is generally defined as any instructional method that engages students in the learning process. Learning activities/processes/tasks/styles are actions performed by the learner; the focus is solely on learner actions (Neumann, & Koper, 2010). In short, active learning requires students to do meaningful learning activities and think about what they are doing. While this definition could include traditional activities such as homework, in practice active learning refers to activities that are introduced into the classroom. The core elements of active learning are student activity and engagement in the learning process. Active learning is often contrasted to the traditional lecture where students passively receive information from the instructor (Prince, 2004).

Active learning is defined as any strategy that involves students in doing things and thinking about the things they are doing. Active learning is a broadly inclusive term, used to describe several models of instruction that hold learners responsible for their own learning. The leaders in the field of active learning, Bonwell and Hison (as cited in Michel, John III, Varela, 2009) have contributed heavily to its development and to the acceptance of active learning as a viable approach.

Proponents of active learning describe a process in which students engage in "doing things and thinking about what they are doing" in the classroom. Active learning encompasses various practices, such as pausing in lectures for students to consolidate their notes, interspersing short writing exercises in class, facilitating small-group discussions within the larger class, incorporating survey instruments, quizzes, and student self-assessment exercises into the course, leading laboratory experiments, taking field trips, and using debates, games, and role play.

CHAPTER TWO

2. Review of Related Literature

Active learning has received considerable attention over the past several years often presented or perceived as a radical change from traditional instruction. Active learning has attracted strong advocates among scholars looking for alternatives to traditional teaching (Prince, 2004).

Active learning is widely accepted nowadays as a quality form of education. Silberman (as cited in O. Hazzan et al, 2011) states that in active learning, above all, students need to do it – figure things out by themselves, come up with examples, try out skills, and do assignments that depend on the knowledge they already have or must acquire.

A conceptual framework encompassing active learning might be a continuum that moves from simple tasks on one end to complex tasks on the other. This is, of course, an artificial, oversimplified construct, but it does provide both a visual and conceptual model that is useful for designing courses that maximize students' intellectual engagement. Neither end of the continuum is considered to be "better" or more "desirable" than the other. Simple tasks are defined as short and relatively unstructured, while complex tasks are of longer duration-- perhaps the whole class period or longer and are carefully planned and structured.

Simple tasks ----- Complex tasks

The Active Learning Continuum

(Charles, 2000)

2.1 Why is active learning important?

A. The amount of information retained by students' declines substantially after ten minutes. Teaching and Learning) concluded that:

- In those experiments, involving measures of retention of information after the end of a course, measures of problem-solving, thinking, attitude change, or motivation for further learning, the results tend to show differences favoring discussion methods over lecture.

B. Numerous researchers and national reports also discussed the use of active learning strategies in the classroom. Consider the following statements:

Adler (as cited in Charles, 2000), state that all genuine learning is active, not passive. It is a process of discovery in which the student is the main agent, not the teacher. Students learn what they care about and remember what they understand.

Chickering and Gamson (as cited in Charles, 2000) also explain that learning is not a spectator sport. Students do not learn much just by sitting in class listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, apply it to their daily lives. They must make what they learn part of themselves.

2.2 Theories of Learning

2.2.1 Cognitive Theory

As to cognitive theory, learning is a relatively permanent change in mental associations as a result of experience. The changes in mental associations are internal and cannot easily be observed (Pritchard, 2008).

2.2.2 Behaviourism Theory

Behaviourism is a theory of learning focusing on observable behaviours and discounting any mental activity. Learning is defined simply as the acquisition of new behaviour. Behaviourists call this method of learning 'conditioning'. Two different types of conditioning are described and demonstrated as viable explanations of the way in which animals and humans alike can be 'taught' to do certain things (Pritchard, 2008:6).

Behaviourism is based around the central notion of a reaction being made to a particular stimulus. This apparently simple relationship has been used to describe even the most complex learning situations. At its simplest, we can observe behaviour, which we can refer to as 'learnt behaviour', in a wide range of diverse situations. For example, a performing seal will respond to a particular stimulus -- the sound of a hooter or the presentation of a fish -- by raising itself up and slapping its flippers together as if clapping. A pet dog will respond to the stimulus of the spoken word, 'Beg', by doing just that, much to the delight of onlookers.

2.2.3 Constructive Theory

Cooperstein S. Weidinger (2004) states that although there are variations in definition and degree, there are four generally agreed upon aspects of constructivist lessons. Extensively explained, they include:

The first aspect is learners construct their own meaning. Students are not passive receptacles. They do not easily process or transfer what they passively receive. In order to make knowledge useful in a new situation, students must make a deliberate effort to make sense of the information that comes to them. They must own it. They must manipulate, discover, and create knowledge to fit their belief systems.

The second aspect is new learning builds on prior knowledge. In making an effort to make sense of information, students must make connections between old knowledge and new information. They must compare and question, challenge and investigate, accept or discard old information and beliefs in order to progress.

The third aspect is learning is enhanced by social interaction. The constructivist process works best in social settings as students have the opportunity to compare and share their ideas with others. Learning occurs as students attempt to resolve conflicting ideas. Although social interaction is frequently accomplished in small group activities, discussions within the entire class provide students the opportunity to vocalize their knowledge and to learn from others.

The last one is meaningful learning develops through “authentic” tasks. This aspect of constructivism is frequently misinterpreted. Using authentic tasks does not mean that we wait until a frog hops by to seize the opportunity to teach metamorphosis. It simply means that activities are chosen to simulate those that will be encountered in real life or in an assignment.

Constructivist learning usually begins with a question, a case, or a problem. In typical constructivist sessions, as students work on a problem the instructor intervenes only as required to guide students in the appropriate direction. Essentially, the instructor presents the problem and

lets the students go. Working collaboratively, in pairs or small groups, is an obvious socially constructive approach to learning.

What obstacles or barriers that prevent a school from using active learning strategies?

Six commonly mentioned obstacles to using active learning strategies include:

- A. You cannot cover as much course content in the time available.
- B. Devising active learning strategies takes too much pre-class preparation.
- C. Large class sizes prevent implementation of active learning strategies.
- D. Most instructors think of themselves as being good lecturers.
- E. There is a lack of materials or equipment needed to support active learning approaches.

F. Students resist non-lecture approaches. (Charles, 2000:4)

Apart from this, constructivist educators, Kilpatrick, Davis et al. and Confrey (as cited in O. Hazzan et al, 2001), also add that learning is an active acquisition of ideas and knowledge construction, rather than a passive process. In other words, learning requires the individual to be active and to be engaged in the construction of one's own mental models. Therefore, the more active learners are, the more meaningful is their understanding of what they learn.

However, Traditional approach to teaching views the instructors as omnipotent actors of the classroom responsible for transferring the pre-planned content to the students. In this respect, the learners are expected to be passive objects of the learning process. On the other hand, contemporary approach to learning points out the importance of deep learning and rejects the idea of memorizing the information presented by the instructor. For the constructivists, the learner is not the passive recipient of the transferred knowledge but he is the active participant of the learning process. So, constructivist instructors' main concern is providing the learners with learning environments in which they can engage in meaningful interactions and be an active participant of the process conducted by the instructor (Mustefa, 2012).

Hlaack (as cited in Mustefa, 2012) explains that active learning model developed on the principles of constructivist theory sets techniques and procedures to apply constructivist theory in the classroom. Active learning is a student-centered approach to learning and it assigns the responsibility of learning to the student. In order to ensure active learning in classrooms, students should be self-regulated and have an active role in decision making process while engaged in

cognitively challenging academic tasks. Active learning enhances the quality of student learning as students learn by creating meaning rather than memorizing information transmitted by the teacher. Active learning as a means to achieve qualitative, that is “deep,” learning has become an accepted form of learning and teaching in higher education.

Learner-centered instruction is most suitable for the more autonomous, and more self-directed learners who not only participate in what, how, and when to learn, but also construct their own learning experiences. The learner-centered approach reflects and is rooted in constructivist philosophy of teaching (Ahmed, 2013). Brown (as cited in Ahmed, 2013) also explains that in Constructivism, the learners are learning by doing and experiencing rather than depending on the teachers’ wisdom and expertise to transmit knowledge. As a result, Constructivism was strongly influenced by the writings of John Dewey who emphasized learning by doing and direct experience.

Active learning is anything course-related that all students in a class session are called upon to do other than simply watching, listening and taking notes.

Fedler R. (2009:2) explains that a teacher is doing active learning in his/her class when he/she asks a question, pose a problem, or issue some other type of challenge; tell his/her students to work individually or in small groups to come up with a response; give them some time to do it; stop them, and call on one or more individuals or groups to share their responses. A teacher is not doing active learning when he/she lectures, ask questions that the same few students always answer, or conduct discussions that engage only a small fraction of the class. Active learning is also important because the use of it influences the student’s level of social integration. To elaborate, students who experience active learning in their courses perceive themselves as gaining knowledge and understanding from their courses and view their course work as personally rewarding.

Therefore, since active learning is student-centered, constructivist theory was the base to frame this study.

2.3 An over view of active learning Strategies:

2.3.1 Collaborative Learning

Collaborative learning can refer to any instructional method in which students work together in small groups toward a common goal. As such, collaborative learning can be viewed as encompassing all group-based instructional methods, including cooperative learning. In contrast, some authors distinguish between collaborative and cooperative learning as having distinct historical developments and different philosophical roots. In either interpretation, the core element of collaborative learning is the emphasis on student interactions rather than on learning as a solitary activity (Crawford et.al, 2005).

2.3.2 Problem-based Learning (PBL)

Problem-based learning (PBL) is an instructional method where relevant problems are introduced at the beginning of the instruction cycle and used to provide the context and motivation for the learning that follows. It is always active and usually (but not necessarily) collaborative or cooperative using the above definitions. PBL typically involves significant amounts of self-directed learning on the part of the students (Prince, 2004).

2.3.3 Role-Playing

A simple definition of role-playing is a loose simulation in which students assume the roles of individuals or groups in a real-life situation. Contemporary issues in the social sciences are often appropriate for these kinds of simulations. In order to plan such an exercise, the instructor must clearly identify the situation, define the roles of the interest groups involved, and specify the task for each group. Therefore, students will be given different roles based on the context and practice it. As a result, they act it in the classroom in front of their classmates. So, all the students are active in that they have their own responsibilities to carry out (Prince, 2004).

Role playing is a popular pedagogical activity in communicative language-teaching classes. It frees students to be somewhat creative in their linguistic output. In some versions, role play allows some rehearsal time so that students can map out what they are going to say. And it has

the effect of lowering anxieties as students can, even for a few moments, take on the persona of someone other than themselves (Brown, 2004:174).

2.3.4 Close Reading

A time-honored technique that improves reading comprehension and provides a measure of engagement in the subject matter is the Close Reading Method. In class, the instructor models how to read and interpret a passage while the students follow in their books. After this demonstration, individual students may be called upon to read aloud and interpret similar selections. In a literature course, after reading particularly ambiguous passages of a novel or poem, students might be asked to discuss them in groups of two or three to decide what the selection means, paraphrasing it in their own words. The instructor can ask a few of the groups to give their interpretations before providing his or her own analysis.

2.3.5 Whole-Class Debates.

Frederick (as cited in Prince, 2004) states that taking advantage of the dividing aisle in large lecture halls, the instructor assigns sides of a debate to the two halves of the class (or, by pre-arrangement, students sit on the side of the room representing the point of view they wish to support. The instructor asks each side for five statements supporting their side of the issue. This process may be repeated, with rebuttals, until the instructor feels that the class has fully explored the issue. To end the debate and achieve closure, the instructor asks for two or three volunteers to make summary arguments for each side.

2.3.6 Think/Pair/Share

Have attendees turn to someone near them to summarize what they're learning, to answer a question posed during the discussion, or to consider how and why and when they might apply a concept to their own situations. It works well with pre-planned questions and with ideas that emerge during a workshop from a larger group discussion. The objectives are to engage participants with the material on an individual level, in pairs, and finally as a large group. The activity can help to organize prior knowledge; brainstorm questions; or summarize, apply, or integrate new information. Approximate time: six to eight minutes. The procedure is as follows:

1) individuals reflect on (and perhaps jot notes) for one minute in response to a question; 2) participants pair up with someone sitting near them and share responses/thoughts verbally for two minutes, or they may choose to work together to create a synthesis of ideas or come to a consensus; 3) the discussion leader randomly chooses a few pairs to give thirty-second summaries of ideas. This structure takes a bit more time than a simple group activity, but it includes individual thinking and so leads to greater learning (Fedler R. 2009).

2.3.7 Write/Pair/Share

The format for this strategy is identical to the think-pair-share, except that students process the question asked of them by writing about it rather than reflecting. After a brief time to note their thoughts, each student turns to a partner to discuss. The activity closes with the instructor calling on random students to summarize their responses. As with the think-pair-share, the instructor may choose to skip the summary portion of the exercise depending on circumstances.

2.3.8 One Minute Paper/Free Write

Ask participants to write for 2-3 minutes on a topic or in response to a question that you've developed for the session. Again, this is particularly useful in those moments where facilitators/teachers are asking participants to move from one level of understanding to another, from presentation of new ideas to application of ideas, from considerations about self to situations involving others. The moments of writing provide a transition for participants by bringing together prior learning, relevant experience and new insights as a means of moving to a new aspect of the topic. The writing offers participants a moment to explore ideas before discussion, or to bring closure to a session by recording ideas in their minds at that moment. A minute of writing is also a useful thing when discussion takes a turn you didn't expect – when a particularly good question comes from the group, when discussion keeps circulating around a basic idea rather than inching its way into potential applications or deepening of ideas. It is useful with other active learning tools.

2.3.9 Scenarios/Case Studies

Provide participants with a "local" example of a concept/theory/issue/topic being covered in the discussion. Participants discuss and analyze the scenario/case provided by facilitator, applying the information covered in a presentation to some situation they may encounter outside of the workshop. Participants can briefly present their findings to other small groups or to the whole group or simply record ideas on an overhead/white board so that workshop leader can draw questions and synthesis from the material. Participants can also develop (individually, in pairs, groups) their own work-based case studies and exchange them with others for discussion and analysis. As students analyze and discuss the case, they retrace and critique the characters' actions, propose solutions, and try to deduce the outcome (Davis B, 2009).

2.3.10 Roundtable

A question is posed by a group leader, teacher/facilitator or another participant. Each person writes one answer (or another sort of response, as directed by group leader) on paper or flipchart or transparency that's passed around the group. Each group shares/presents their answer to the entire class.

2.3.11 Ten-Two Strategy

Presenter shares information for ten minutes and then stops for two minutes to encourage listeners to pair and share their ideas, fill in any gaps or misunderstandings, and allow each other to clarify information.

2.3.12 Shared Brainstorming

Presenter disseminates sheets of paper to each small group of 3-5 people. On each sheet is a different question. Team members generate and jot down answers to the given question. The presenter then instructs each group to rotate to another sheet containing a different given question to answer. Depending on the time available, this procedure is repeated, giving each group the opportunity to respond to as many questions as possible. At the end of this activity, each group returns to their original question sheet, reviews the given responses, generates a

summarization of ideas, and shares their conclusions etc. with the entire group (Crawford et.al, 2005).

2.3.13 Note Check

Students pair with a partner/small group to briefly (2-5 minutes) share notes. They can clarify key points covered, generate and/or resolve questions, generate a problem to solve, solve a problem posed by the instructor, or write a paragraph synthesizing key ideas as set out in partner's notes.

2.3.14 Jigsaw Teamwork

A Jigsaw is an active learning exercise in which (1) a general topic is divided into smaller, interrelated pieces (e.g., the puzzle is divided into pieces); (2) each member of a team is assigned to read and become an expert on a different piece of the puzzle (e.g., one person is given a Team Building Issues puzzle piece/article, another the Team Composition & Roles piece/article, and so on); (3) then, after each person has become an expert on their piece of the puzzle, they teach the other team members about that puzzle piece; and, finally, (4) after each person has finished teaching, the puzzle has been reassembled and everyone in the team knows something important about every piece of the puzzle. Functioning as a successful team requires the integration of many different activities. If any piece of the puzzle is missing, the team is generally a group and not a team. The Jigsaw technique helps all of the students to study and learn all of the material. They become "experts" as they teach each other parts of the material. Each student thus has an active (Crawford et.al, 2005).

2.3.15 Rotating Chair Discussions

The Rotating Chair group discussion method works well in several situations; groups well versed in the ordinary usefulness of this process of building ideas will comfortably engage rotating chair practices for handling difficult discussions. The ground rules for Rotating Chair are four: (1) When you would like to participate, raise your hand; (2) The person speaking will call on the next speaker (aiming to call on a person who has not/has less frequently contributed); (3) The person called on will first briefly restate/summarize what has been said then develop the idea

further; (4) As a speaker, if you wish to raise a new question or redirect the discussion, you will briefly summarize the points made in the prior discussion, and where possible create a transition from that thread to the one you're introducing.

2.3.16 Directed Reading Activity (DRA)

The Directed Reading activity (DRA) is a reading comprehension/critical thinking activity for building knowledge part of a reading lesson with either narrative or informational text. The DRA method is designed to support students' reading comprehension by guiding them to key points in the text and providing opportunities to discuss its meaning with their classmates. This activity can be done with eight to twenty-five students. It is possible to do with more, but their opportunities for participation are diminished. The method requires a sufficient number of texts for all students to read. They also need paper and pencils. Therefore, students will be given a narrative text for example, that tells story or texts that convey information (Crawford et.al, 2005: 42).

2.3.17 Dual-entry diary

A dual-entry diary is a strategy that permits students to read for comprehension and then to interact with ideas they encounter. The dual-entry diary is simple to make. Students make a vertical line down the middle of a blank sheet of paper. On the left side, they write a part of the text that affected them strongly. On the right side, they write a comment about the entry on the left side (Crawford et.al, 2005: 131).

2.4 The Classroom Environment

Mathews (as cited in Crawford et.al, 2005) states that classrooms that invite students to learn actively and think critically have the following features in common:

1. Teachers and students share responsibility for the classroom climate. For example, students may participate in developing class rules for conduct. Teachers invite students to take initiative for example, by using cooperative learning strategies in which each student is assigned his or her own role to play in helping classmates learn. As a result, students will take their responsibilities for their own learning. This in turn fosters autonomous learning.

2. Teachers model thinking for students and support students as they share their thinking strategies.

Teachers demonstrate how a person thinks critically, not by propounding ideas as if everything that came out of their mouths was a certainty, but by approaching ideas tentatively, conditionally, and promoting respect for different points of view in their lessons. Students have open discussions with each other, and learn not only each other's ideas, but each other's ways of thinking. Teachers may question their own, their students, and others' conclusions and knowledge, and encourage students to do likewise.

3. There is an atmosphere of inquiry and openness.

The teacher and students use high-level questions (That is, not just "What?" "Where?" and "When"; but "*Why?*", "*What if?*" and "*Why not?*") as they analyze problems and make decisions. Students take certain roles in activities as they practice different kinds of thinking: they make predictions, gather information, organize the information, and question conclusions. Teachers show students ways to carry out tasks in the classroom, and they give students more corrective advice than criticism and evaluation. Therefore, students are given constructive and corrective advices that motivate them do activities more and learn from their mistakes.

4. Students are given support, but just the right amount of it.

Teachers pay close attention to what students are learning and how they are thinking, investigating, and communicating as they go about learning. Students are taught to examine their own learning and to improve their own performance. Teachers vary the amount of guidance they give students, and offer them more independence as they show they are ready for it. There is an emotionally secure learning environment in which students feel free to try new tasks, and in which unsuccessful attempts may lead to eventual success.

5. The arrangement of the space makes it easy and natural for the students to work together and talk to each other.

Traditional classrooms are arranged so they resemble ceremonial places, where the students sit in rows like an audience or a congregation, and the teacher sits in the front, often on an elevated plane, like the mayor or the priest. If we want to stress the idea that the students are important, that what they have to say is interesting and should be shared, then, we should arrange the

classroom space to allow for them to talk to each other, and to work together (Crawford et.al, 2005:7).

Bonwell and Eison, (as cited in Braxton J. et al...2008) state that active learning entails any class activity that involves students doing things and thinking about the things that they are doing.

In order to implement active learning strategy in the classroom effectively,

- Use flexible room arrangements to encourage interaction and sharing of ideas and tasks.
- Specifically explain rules and procedures to students.
- Provide for small class sizes where possible.
- Make the teacher a guider and facilitator, rather than a disseminator of information.
- Encourage students to tap into each other's knowledge and experience and build networks for accomplishing goals.
- Incorporate out-of-school experiences into classroom practice.
- Be flexible and create in the use of resources, curricula, and teaching strategies.
- Use a variety of grouping strategies: small groups, pairs, individual.
- Monitor continuously to ensure students' engagement.

(Fern V. et al.....1993)

CHAPTER THREE

Research Methodology and Design

An Introduction

The researcher employed descriptive study design for this study. Therefore, the results of the study regarding quantitative part were described in tables using percentages. The responses of the open-ended questions were narrated. Besides, systematic sampling technique was used. So, the procedure was done using students' classroom attendance list.

3.1 Research Design

The research design that was used was descriptive study design since the researcher assessed the extent to which active learning strategies are implemented in EFL at Jiren High School, Jimma town.

3.2 Sources of data and sampling technique

3.2.1 The sources of data

As sources of data, both primary and secondary data were used. The primary sources of data was obtained from teachers who are teaching in the classroom, sampled students and the EFL classroom by using various data gathering instruments. Since the EFL classroom is where the actual teaching and learning process is carried out, an observation was conducted to gather important information. A secondary source of data was Student's Text Book to assess the over view of the types of activities that reflect active learning.

3.2.2. Population of the study

Among the four High Schools in Jimma town, Jiren High School was selected by purposive sampling technique. Based on the information obtained from the school, the total number of grade nine students who were enrolled and learning in 2006 E.C academic year was M=625, F=794, total=1,419 students. Besides, they were grouped in 24 sections.

3.2.3 Sample size

Thirty percent (30%) of Jiren High School grade nine students, and 8(eight) EFL teachers from the school were included in the study. Systematic sampling technique was used in the study. The first student was selected using a lottery method, from the sampling frame students' name list. An element of randomness is usually introduced into this systematic sampling by using random numbers to pick up the unit with which to start. This procedure is useful when sampling frame is available in the form of a list. In such design, the selection process starts by picking some random point in the list and then, every n^{th} element is selected until the desired number is secured (Kothari, 2009: 15). The selection was done in accordance with students' classroom name list. Besides, 10% (43 students) contingency was taken because some students were absent. Therefore, a total of 426 students that account 30% were involved in the study.

3.2.4 Sampling Technique

Systematic sampling technique, one of the probability sampling techniques, was used so that each member of the population had an equal chance of being selected, and the result of the study was described. Furthermore, since collecting information from each member of the population takes time and it is tiresome, systematic sampling was used. In systematic sampling, every n^{th} individual in the population list is selected for inclusion in the sample (Frankel, Wallen and Hyun, 2012:98).

3.2.5 Procedure

The sample was taken using the following systematic sampling formula: $K=N/n$, where N is the total number of students. n is the sample size and K is the interval, by determining the K^{th} interval, students were selected according to their attendance number and the first student was selected by lottery method. Then, every 'k' of the students was taken until the required sample size was reached. That is

$$\text{Sample interval} = \frac{\text{population size}}{\text{Desired sample size}}$$

(Frankel, Wallen and Hyun, 2012: 98)

Accordingly, the total number of grade 9 students at Jiren High School was 1,419. As a result, $K=N/n$, $N=1,419$, $n= 1.419 \times 0.3 = 425.7 \approx 426$. Then, $K=1,419/426=3.33 \approx 3$. Therefore, every 3rd student was included in the sample until the sample size was reached. The first student was selected using lottery method.

3.3 Instruments of data collection

3.3.1 Classroom Observation

The primary tool the researcher used was direct observation which is the most reliable method for gathering information related to the style, status, conduct, behavior or language, custom and tradition and the like. In addition to this, Solomon states that “it helps to make the researcher independent of the respondents.” The researcher observed the activities that the students engaged in and what their teachers did in the classroom. So, the researcher using observation checklist registered the event in the active learning activities while students work in the classroom. Eight (8) EFL teachers who teach grade nine students in the school were observed twice. The observation took place for two weeks.

3.3.2 Questionnaire

Questionnaire was the other main tool which the researcher used for data collection because of its convenience to assess information which couldn't be attained through observation. The questionnaire was distributed to the sampled grade nine students and their respective teachers. It incorporated both open-ended and close-ended questions. The open-ended questions allow the students to freely write what they feel while the close-ended questions contain choices which the researcher put as alternatives to be answered.

3.3.3. Interview

Interview was the other instrument which the researcher employed to collect the necessary information and triangulate the information obtained through observation and questionnaire. The interviewers interviewed 8(eight) EFL teachers using English language and 8(eight) students who were selected by purposive sampling techniques so as to gather the necessary information regarding their perception of active learning, what factors they think may affect the effective

implementation of active learning and the like.. The interview was recorded but, some of it was only written on paper because of some respondents' unwillingness to record their voice.

3.4 Validity and Reliability

For the validity and reliability of the questioners, the investigator adapted the tool from similar study done by Deneke (2009). The questionnaire was slightly modified in order to fit the purpose of this study. Besides, pre-test was conducted on 5% of students of similar grade at Seto Semro High School. The questions were checked for the relationships with variables and study objectives. The questionnaire addressed questions such as what activities do teachers employ, what possible factors may affect the implementation of active learning strategies, how students participate in active learning and the like.

3.5 Method of Data Analysis

In this study, both quantitative and qualitative data analysis procedures were used. Data gathered through close-ended questionnaire, was analyzed quantitatively using SPSS Version 16.00 and presented in tables and figures. Data that were obtained through observation was also presented in tables. The results of the open-ended questionnaire and interview were analyzed qualitatively by narration technique. Besides, the data obtained by overview of students' text book was presented by narration.

3.6 Data collectors

A total of four first year MA students were engaged in the data collection process and the interview. They were given an orientation by the researcher on the questionnaires that they were working with so as to minimize the problems or vagueness that may appear. Besides, the researcher supervised the whole activities.

3.7 Pre test

A week before the actual data collection time, pretest was carried out in Seto Semero High school on grade 9 students. The researcher conducted the pretest using structured questionnaires on 22(5%) of the actual sample size. This was done to check the appropriateness of both the research questions and questions to be raised, the methods used, to know the reaction and willingness of the research participants, student's performance and adequacy of data collectors and to determine the time required, for answering the questionnaire. Therefore, the researcher tried to accommodate the results of pre test e.g. questions which were not clear were made clear, the time required for the data collection was also revised and improved before the questionnaire was distributed for the main study.

3.8 Ethical consideration

A permission letter was written from Jimma University, Department of English Language and literature to both Jiren High School and Seto Semero High Schools. Therefore, the data were gathered after consent was obtained from the school. The data obtained were only used for research purpose. Participants were not forced to respond to the questionnaires/interview without their interest. Besides, the participants were informed that the confidentiality of their response will be kept to the maximum.

CHAPTER FOUR

Results and discussion

4.1 Introduction

This chapter analyses and discusses the data obtained through observation, questionnaire, interview and text book overview. Eight (8) English teachers were included in the observation, questionnaire and interview. Besides, 426 students that account 30% of the total population, were selected by systematic sampling technique and included in the study. Apart from this, 8(eight) students were selected by purposive sampling technique and included in the interview section. Among the 426 student respondents, 178(41.8) were males and 248(58.2%) were females. The selected eight (8) English teachers were observed twice. The observation was carried out to look at what was going on in the classroom during English period that is teachers' activities and students' activities as well so as to assess the extent to which active learning is implemented in English classes. The questionnaire and interview were also conducted to assess the extent to which active learning strategies are implemented in EFL classes and triangulate the data obtained by observation. Accordingly, the result is presented analyzed below:

4.2 Findings of the observation

4.2.1 Presentation and analysis on teachers' activities

Table 1: Teachers' activities during introduction of the lesson

No	Items	Frequency of the observation			
		Yes		No	
		#	%	#	%
1.	Asks questions about the previous lesson	4	25%	12	75%
2.	Introduces the daily lesson	16	100	-	-
3.	Clarifies the objective of the lesson	8	50%	8	50%
4.	Gives opportunities for students to ask and answer questions	8	50%	8	50%
5.	Guide students to discuss in small groups	6	37.5%	10	62.5%

As depicted in table 1 above, only in few of the observations teachers asked questions about the previous lessons that is 4(25%). Almost in all of the observations, (100%) of the teachers began their classes by introducing their daily lessons. This of course helps the students to identify the subject of discussion for that time. Regarding clarifying objective of the lesson, 8(50%) of the observation shows that teachers were observed clarifying objective of the lesson while the remaining 8(50%) of the observation shows that teachers did not clarify what the objective of the lesson was. Regarding giving opportunities for students to ask and answer questions, 8(50%) of the teachers observed did not. On the other hand, 6(37.5%) of the observations show that teachers were guiding students to discuss in small groups while most of the observations 12(62.5%) did not. So, this may not encourage the students to participate in group works since they are not given many opportunities (guidance).

Therefore, from the above table, one can understand that asking questions about the previous lessons and guiding the students to discuss in small groups is practiced to a lesser extent. Besides, clarifying the objective of the lesson and giving opportunities to ask and answer questions were practiced by half of the teachers. As result, students did not interact and learn from each other. In line with this, Chickering and Gamson (as cited in Charles, 2000), state that learning is not a spectator sport and students should be given ample opportunities and encouraged to talk to each other and share their ideas.

Table 2: Teacher's Activities during presentation of the lessons

No	Items	Frequency of the observation			
		Yes		No	
		#	%	#	%
1.	Implements chalk and talk method	10	62.5%	6	37.5%
2.	Asks questions	16	100%	-	-
3.	Gives them brainstorming activities	2	12.5%	14	67.5%
4.	Provides opportunities to involve students in the problem solving and discovery learning	4	25%	12	75%
5.	Asks the students to work independently	14	87.5%	2	12.5%
6.	Asks the students to work in groups	2	12.5%	14	87.5%

7.	Asks the students to work in pairs	3	18.75%	13	81.25%
8.	Asks students to discuss or debate in groups	2	12.5%	14	87.5%
9.	Uses games and discussions in presenting a lesson	4	25%	12	75%
10.	Involve students in active listening and writing activities	2	12.5%	14	87.5

Table 2 shows that while presenting a lesson, the majority 8(62.5%) of the observation shows that the teachers were observed implementing talk and chalk method while in few of the observations, that is 6(37.5%) teachers were using other methods. So, using talk and chalk method for a longer time, cannot give the opportunities for students to be autonomous learners. Rather, it makes them dependent on their teachers.

Contrary to the above result, Constructivist educators, Kilpatrick 1987, Davis et al, 1990; Confrey, 1995 (as cited in O. Hazzan et al, 2001), explain that learning is an active acquisition of ideas and knowledge construction, rather than a passive process. In other words, learning requires the individual to be active and to be engaged in the construction of one's own mental models. Therefore, the more active learners are, the more meaningful is their understanding of what they learn. In line with this, it was observed that the students were passively following to teachers' explanations. Therefore, the result shows that during presentation of the lesson, the teacher didn't give many opportunities for the learners. As a result, one can conclude that this has great impact on the effective implementation of active learning.

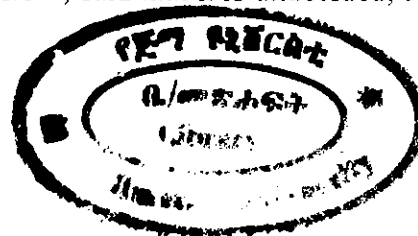
As to asking students questions, in all the 16(100%) of the observations, teachers were observed asking questions repeatedly. Regarding giving students brainstorming activities, only 2(12.5%) of the observations show that teachers were giving students' brainstorming activities while in the majority of the observations, 14(87.5%) teachers did not. This is similar to the result obtained by students' questionnaire that majority of the respondents 162(38%) prefer individual work where as the least number of respondents that is 80(18.8%) are interested in whole class discussion.

Since brainstorming questions are vital to cultivate students' critical thinking, it should be practiced in the classroom. However, it was not practiced by the majority of the observed teachers. Providing opportunities to involve students in the problem solving and discovery learning was observed only in 4 observations of teachers which accounts 25%. However, the

majority of the observations 12(75%) did not show providing students such opportunities. Regarding asking students to work independently, it was common that is shown by 14(87.5%) of the observations while only in 2 (12.5%) of the observations, teachers did not practice it. However, asking the students to work in groups and pairs were observed only by 2 (12.5%) of the observations and 3(18.75%) of the observations respectively while in the majority of the observations, 14(87.5%) and 13(81.25%) teachers were not observed practicing it respectively. Similarly, asking the students to discuss or debate in groups was observed only by 2(12.5%) of the observations while in the majority of the observations, that is 14(87%) teachers were not. While presenting a lesson, only 4 (25%) of the observations show that teachers were using games and discussions but, the majority of the observations did not. Regarding involving students in active listening and writing activities, 6(37.5%) of the observations show that teachers were observed practicing it while 10(62.5%) of the observations show that the observed teachers were not involving students actively.

The results obtained from student questionnaire also support the above idea in that regarding questions on practice of various active learning techniques, in response to Q1, the extent to which their teachers use active learning techniques over the traditional one, among the total respondents, 28(6.6%) said that it is never, 133(31.2%) said to some extent, 59(13.8%) said that it is undecided, 91(21.4%) said to great extent and 115(27%) said that it is to very great extent. From this result, it is clear that the majority of the respondents said that their teachers use active learning techniques over the traditional one to some extent where as the least 28(6.6%) said that is never. So, here the majority of the respondents 133(31.2%) responded that their teachers use active learning methods over the traditional one to some extent.

Students' response on questionnaire to item 10 also supports the above idea in that students are not given many chances to the activities that involve them in group and pair works because the majority of the activity indicated above which account 14(87.5%) of the observation result is independent work. However, in response to item 10, the degree to which their English teacher gives them activities that engage them in individual, pair and small groups, among all the respondents, 31(7.3%) said that their teachers do not give them such activities, 129(30.3%) said that it is given to some extent, 94(22.1%) said that it is undecided, 96(22.5%) said that it is given



for them to great extent and 76(17.8%) replied that it is given for them to very great extent. From this data, it can be understood that such kind of interactive activities are given to some extent.

In general, from the above table and students' response to the questionnaire, one can understand that students were not given many opportunities on activities that engage them in active learning like brainstorming, group work etc.

In contrast to the above result, Haack (as cited in Mustefa, 2012) explains that active learning model developed on the principles constructivist theory sets techniques and procedures to apply constructivist theory in the classroom. Active learning is a student centered approach to learning and it assigns the responsibility of learning to the student. In order to ensure active learning in classrooms, students should be self - regulated and have an active role in decision making process while engaged in cognitively challenging academic tasks.

Therefore, students should be given ample opportunities to practice in active learning so as to take responsibility for their learning.

Table 3: Teacher's Activities during conclusion of the lesson

No	Items	Frequency of the observation			
		Yes		No	
		#	%	#	%
1.	Informs students' mistake indirectly/gives feedback	5	51.25%	11	68.75%
2.	Gives chances for students to share their work in groups or pairs	7	43.75	9	56.25
3.	Order students to do class work and exercises	16	100	-	-
4.	Follows students while working in groups	8	50%	8	50%
5.	Gives students summarized points of what has been presented	6	37.5%	10	62.5%
6.	Gives chance for students to summarize what they have learnt	4	25%	12	75%

Table 3 shows teacher's activities during conclusion of the lesson. Five (31.25%) of the observations show that teachers were observed informing students' mistake indirectly (gives feedback) while in 11(68.75%) of the observations, they did not. Similarly, in 7(43.75%) of the observations, teachers were observed giving chances for students to share their work in groups or pairs while in 9(6.25%) they did not. However, in 16(100%) of the observation, teachers were observed while ordering students to do class work and exercises. Besides, 8(50%) and 6(37.5%) of the observations show that teachers were observed following the students while working in groups and giving students summarized points of what was presented respectively. On the other hand, it is only in 4(25%) of the observations that teachers were observed while giving chances for students to summarize what they have learnt while in the majority of the observations 12(75%), they did not.

From the above data, once can conclude that even if students were given class work and exercises, they were not observed being given majority of the activities to be performed by them in the classroom. .

Chickering and Gamson (as cited in Charles, 2000) also explain that learning is not a spectator sport. Students do not learn much just by sitting in class, listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves. Therefore, students should have to perform well the activities given to them.

Table 4: Teacher's activities during evaluation of the lesson

No	Items	Frequency of observation			
		Yes		No	
		#	%	#	%
1.	Encourages students to report their activities	8	50%	8	50%
2.	Encourages students to ask what is not clear	8	50%	8	50%
3.	Requests the students to reflect on what they have learned	2	12.5%	87.5%	

4.	Gives class works, assignments and home work exercises	14	87.5%	2	12.5%
5.	Encourages students' peer correction	6	37.5%	10	62.5%
6.	Asks students to do activities and discuss on activities given before	6	37.5%	10	62.5%
7.	Monitors learners' participation and gives constructive comments	7	43.75%	9	56.25%
8.	Elicits correct responses from learners instead of supplying answers	7	43.75%	9	56.25%

Table 4 depicts that in 8(50%) of the observations, teachers were observed encouraging the students to report their activities while in the remaining 8(50%) of the observations, they did not. In 8(50%) and 2(12.5%) of the observations, teachers were observed encouraging students to ask what is not clear and requesting the students to reflect on what they were learning respectively while in their respective 8(50%) and 14(87.5%) observations, they did not. Fourteen(87.5%) of the observation results show that teachers were giving class works, assignments and home work exercises while in 2(12.5%) of the observations, they were not. Six (37.5%) of the teachers were observed encouraging students' peer correction while 10(62.5%) of the observations, they were not. Besides, in 7(43.75%) of the observations, teachers were monitoring learners' participation and giving constructive comments and eliciting correct responses from learners instead of supplying answers while in 9(56.25%) of the observations, they did not.

In general, although students were given class works, assignments and the likes encouraging students' peer correction, requesting students to reflect on what they have learned were given to lesser extent. Therefore, providing fewer opportunities to reflect on what they have learned and giving less encouragement for peer correction strongly affects the effective implementation of active learning strategies.

In line with this, Fedler R. (2009:2) explains that a teacher is doing active learning in his/her class when he/she asks a question, pose a problem, or issue some other type of challenge; tell his/her students to work individually or in small groups to come up with a response; give them

some time to do it; stop them, and call on one or more individuals or groups to share their responses. A teacher is not doing active learning when he/she lectures, ask questions that the same few students always answer, or conduct discussions that engage only a small fraction of the class. Active learning is also important because the use of it influences the student's level of social integration.

4.2.2. Presentation and analysis of students' activities

Table 5: Students' activities during introduction of the lesson

No	Items	Frequency of observation			
		Yes		No	
		#	%	#	%
1.	Ask and answer the questions asked from the previous lesson	7	43.75%	9	56.25%
2.	Discuss in small groups	2	12.5%	14	87.5%

Table 5 shows that during classroom observation, in 7(43.75%) of the observations, students were asking and answering the questions asked from the previous lesson while in the majority of the observations that is 9(56.25%), they did not. Besides, 2(12.5%) of the observation result shows that students were discussing in small groups while in majority of the observations which is 14(87.5%), they did not. This result shows that students' participation was less. If the students' participation is less, then, the class teaching strategy will be traditional in which teachers dominate the classroom activities and this in turn makes the students passive.

The learner-centered approach reflects and is rooted in constructivist philosophy of teaching (Ahmed, 2013). Brown 2008 (as cited in Ahmed, 2013) also explains that in Constructivism, the learners are learning by doing and experiencing rather than depending on the teachers' wisdom and expertise to transmit knowledge. However, the above result is not in line with this idea in that student's discussion in small groups was observed only in very few observations and this shows students' involvement in the activity was low. Therefore, students are more of passive

recipients of knowledge than being active. This indicates that the implementation of active learning strategy in such activity was low.

Table 6: Students' activities during presentation of the lesson

No	Items	Frequency of observation			
		Yes		No	
		#	%	#	%
1.	Take notes	10	62.5%	6	37.5%
2.	Ask and respond to questions	7	43.25%	9	56.25%
3.	Participate in problem-solving	6	37.5%	10	62.5%
4.	Do activities by their own	6	37.5%	10	62.5%
5.	Discuss in pairs or small groups	4	25%	12	75%
6.	Take part in debates	2	12.5%	14	87.5%
7.	Give/take feed back	7	43.75%	9	56.25%
8.	Express their ideas being with other classmates	8	50%	8	50%
9.	Participate in role playing, games, puzzles etc	6	37.5%	10	62.5%
10.	Participate in peer-teaching	-	-	16	100%

Table 6 shows that during presentation of the lesson, in 10(62.5%) of the observations, students took note while in 6(37.5%) of the observations, they participated in other activities. In 7(43.25%) of the observations, students asked and responded to questions while in 9(56.25%) of the observations, they did not. This shows that there was less involvement on the part of the students. Six(37.5%) and 6(37.5%) of the observation results show that students participated in the problem-solving and did activities by their own respectively while in their respective 10(62.5%), they did not. The number of observations that show students discussing in pairs or small groups was 4(25%) while in 12(75%) of the observations, students were simply seating and observing the active ones. Only in 2(25%) of the observations the students took part in debates while in the majority that is 14(87.5%) of the observations, they did not. This could be mainly due to lack of English Language proficiency and shyness. In 7(43.75%) of the observations, students gave/took feedback during the observation while in their counterpart that

is 9(56.25%) of the observations, they did not. Eight(50%) and 6(37.5%) of the observation results show that students were expressing their ideas with other classmates and participating in role playing, games and puzzle while in their respective observations which are 8(50%) and 10(62.5%), they did not. Nevertheless, in 16(100%) of the observations, students were not taking parts in peer teaching.

So, from the above table, one can conclude that the students were expecting many things from the classroom teacher. Besides, teacher respondents' response to item 2, the extent to which students are interested in group work over lecture, the majority of the respondents 4(50%) said that students are interested to some extent, while 2(25%) said that it is undecided and the remaining 2(25%) replied that students are interested to great extent. As to the participation of learners, among all teachers respondents' response to item 8, only 1(12.5%) respondent replied that they participate to very great extent. Therefore, this shows that there is less students' involvement.

Students' response to item 10, that is the degree to which their English teachers give them activities that engage them in individual, pair and small groups, among all the respondents, 31(7.3%) said that their teachers do not give them such activities, 129(30.3%) said that it is given to some extent, 94(22.1%) said that it is undecided, 96(22.5%) said that it is given for them to great extent and 76(17.8%) replied that it is given for them to very great extent.

Table 7: Students' activities during conclusion

No	Items	Frequency of observation			
		Yes		No	
		#	%	#	%
1.	Present reports and practices orally or in written form	6	37.5%	10	62.5%
2.	Share their ideas in groups	6	37.5%	10	62.5%
3.	Reflect on what has been learned	2	12.5%	14	87.5%
4.	Actively involved in debates	6	37.5%	10	62.5%
5.	Take summarized notes	9	56.25%	7	43.75%
6.	Tell the general idea of what they have learned in the class	4	25%	12	75%

Table 7 shows that during conclusion of the lesson, in 6(37.5%) of the observations, the students presented their reports and practices orally and in written form while in majority that is 10(62.5%) of the observations, they did not. Six (37.5%) and 2(12.5%) of the observation results show that students shared their ideas in groups and reflected on what was learned respectively. However, in 10(62.5%) and 14(87.5%) of the observations, they did not respectively. Besides, the students were observed actively involving in debates in 6(37.5%) of the observations in the classrooms while in the majority 10(62.5%) of the observations, they simply sat and listened to the actively participating students. In 9(56.5%) of the observations, students took summarized notes while in the remaining 7(43.75%) of the observations, they simply discussed with their classmates. Finally, only in 4(25%) of the observations, students told the general idea of what they were learning while in the majority 12(75%) of the observations, they were simply listening to what others were saying.

Ogadimma C. (2012) explains that students should be encouraged to have meaningful participation in classroom activities. But, from the above table, one can understand that the participation made by the students observed is negligible. Therefore, students' less participation affects the effective implementation of active learning strategies as students' should take their own responsibilities.

Table 8: Students' activities during evaluation

No	Items	Frequency of observation			
		Yes		No	
		#	%	#	%
1.	Present reports of their activities	2	12.5%	14	87.5%
2.	Give their own comments and feedback on what has been learned	2	12.5%	14	87.5%
3.	Do the assignments and home work	14	87.5%	2	12.5%
4.	Get corrections and feedback	7	43.75%	9	56.25%
5.	Attempt answering questions	7	43.75%)	9	56.25%
6.	Evaluate their own progress	2	12.5%	14	87.5%

From Table 8 above, one can see that during evaluation time, it was only in 2(12.5%) of the observations that the students presented reports and their activities and these were only the active once. On the other hand, in the majority of the observations, that is 14(87.5%), students were simply following what was presented. In 2(12.5%) of the observations, students were giving their own comments and feedback on what was learning while in the majority 14(87.5%) of the observations, they were keeping silent. Although it was almost individual activity, in 14(87.5%) of the observations, students were doing their assignments while in 2(12.5%) of the observations, they did not. Seven (43.75%) of the observation result shows that students were getting corrections and feedback while in the majority that is 9(56.25%) of the observations, they did not. This could be due to the large class size holding 60 students. In the same way, in 7(43.75%) of the observations, the students were attempting to answer different questions while in 9(56.25%) of the observations, they did not. Finally, it was only in 2(12.5%) of the observations that the students evaluated their own progress by asking questions each other while in the majority of the observations that is 14(87.5%), they did not.

In general, even if the students were doing their individual assignments, they were not promoting active learning as such in presenting their reports, giving their own comments, attempting to answer questions and evaluating their own progress. This has a significant effect on the effective application of active learning strategies.

Mathews (as cited in Crawford et.al, 2005) explains that students should take their responsibilities for their own learning. This in turn fosters autonomous learning. However, in presenting reports of their activities and giving their own comments and feed back for example, the observation result shows students' engagement was negligible. As a result, less engagement of the students affects the implementation of active learning strategies.

4.2.3 Organization of the classroom

Table 9: Classroom organizations

No	Items	Frequency of observation			
		Yes		No	
		#	%	#	%
1.	Are the chairs easy to manipulate	-	-	16	100
2.	Does the classroom arrangement facilitate active learning	-	-	16	100
3.	Is there adequate space in the classroom for moving chairs?	-	-	16	100
4.	Does the class have ideal class size?	-	-	16	100
5.	Are there teaching materials to be used?	6	37.5%	10	62.5

Table 9 shows how the classroom was organized. The chairs in the classroom were not totally easy to manipulate in all the observations. This could be due to the fact that the chairs were made with a fixed desk which was prepared for three students at the same time. Regarding the classroom arrangement, it in all the observations made, it did not facilitate active learning as it confined. As to class size, 16(100%) of the observation results show that it didn't have ideal class size because there were 60 students in each class. Teaching materials to be used are observed in 6(37.5%) of the observations while in the majority of the observations that is 10(62.5%), they were not.

The response to Students' questionnaire item 8, is also similar in that majority of the students 108(25.4%) responded that it is suitable to some extent where as 57(13.4%) said that it is never suitable. Eighty-three (19.5%) said that it is undecided and 87(20.4%) explained that it is suitable to great extent. Besides, 91(21.4%) of the respondents replied that it is suitable to very great extent. So, from this result, the majority of the respondents that is 108(25.4%) said that it is suitable to some extent.

Besides, in response to item 3, the conduciveness of classroom environment to engage students in active learning, 3(37.5%) the teacher respondents said that it is conducive to some extent,

3(37.5%) said that it is undecided. However, 2(25%) of the respondents responded that it is conducive to great extent. None of them replied never and to very great extent.

Crawford et.al (2005:7) state that if we want to stress the idea that the students are important, that what they have to say is interesting and should be shared, then, we should arrange the classroom space to allow for them to talk to each other, and to work together. However, the result of the observations show that the classroom arrangement does not have adequate space so as to facilitate active learning.

Apart from this, Fern V. et al, (1993) states that in order to implement active learning strategy in the classroom effectively, the classroom should use flexible room arrangements to encourage interaction and sharing of ideas and tasks, and a teacher should provide for small class sizes where possible. However, the result of Table 9 above shows that the class observed does not have ideal class size, there are no sufficient teaching aids and the chairs are not as such easy to manipulate. As a result, one can conclude that these uncomfortable situations partly affect the implementation of active learning.

4.3 Results of the questionnaire

Students' response to the questionnaire on factors affecting the implementation of active learning is summarized in the table below:

4.4. Factors affecting the implementation of active learning

Table: 10 Factors affecting the implementation of active learning strategies

No	Items	Respondents in	Alternatives				
			1 =never	2 =to some extent	3 =undecided	4 =to great extent	5=to very great extent
1.	To what degree do you think your lack of interest and motivation can affect the use of active learning techniques in the classroom? (item 2)	#	41	85	96	101	103
		%	9.6	20	22.5	23.7	24.2
2.	To what extent are adequate teaching materials important to practice active learning?(item 3)	#	18	66	73	78	191
		%	4.2	15.5	17.1	18.3	44.8
3.	To what extent are your text books interactive and interesting?(item 4)	#	46	84	77	71	148
		%	10.8	19.7	18.2	16.7	34.7
4.	To what extent are the exercises on active learning in your text book adequate? (item 5)	#	20	122	91	96	97
		%	4.7	28.6	21.4	22.5	22.8
5.	To what extent do you think that the time required for active learning is longer than lecture methods?(item 6)	#	32	100	117	114	63
		%	7.5	23.5	27.5	26.8	14.8
6.	To what extent (degree) do you think that large class size affects the effective	#	28	65	74	74	185
		%	6.6	15.3	17.4	17.4	43.4

	implementation of active learning?(item 7)						
7.	To what extent do you like your English class?(item 9)	#	30	82	88	92	134
		%	7	19.2	20.7	21.6	31.5
8.	To what extent are you motivated to carry out pair and group works that are given to you?(item 11)	#	25	51	74	93	183
		%	5.9	12	17.4	21.8	43

The above table shows that in response to questions on practice of active learning techniques, the question on the degree to which lack of interest and motivation can affect the use of active learning (item 2) , among all the respondents, 41(9.6%) said never, 85(20%) said it is to some extent, 96(22.5%) said that it is undecided, 101(23.7%) said that lack of interest and motivation affects the use of active learning to great extent and the majority that is 103(24.2%) responded that it affects the use of active learning to very great extent.

In the same way, teacher respondents' 5, 6, &7 share similar ideas to the interview questions. That is they said that active learning involves learners and it is important. However, students' participation is low. So, this shows that if students are not motivated, it affects their level of engagement in different activities.

Regarding the students' response to the extent to which adequate teaching materials are important to practice active learning (item 3), the least 18(4.2%) said that it is never important, 66(15.5%) said that it is important to some extent, 73(17.1%) said that it is undecided, 78(18.3%) said that it is important to great extent. However, the majority of the respondents that is 191(44.8%) responded that adequate teaching materials are important to very great extent to practice active learning. Besides, lack of enough teaching aids, time, class size and the classroom setting were raised as factors affecting the implementation of active learning by teacher respondents 5, 6 and 7 to the interview questions.

In the same way, teacher respondent-8 responded to the interview questions saying that active learning is using group work, round table discussion etc. Furthermore, the respondent said that

the way the respondent is teaching now has not been influenced by the way taught. Lack of interest, time and class size was among the factors raised by the respondents as factors affecting the implementation of active learning strategies. Besides, the respondent suggested that it is good to have 30-40 students in the classroom.

As to item 4, the extent to which students' text books are interactive and interesting, 46(10.8%) replied that it never interests them, 84(19.7%) said that it is interesting them to some extent, 77(18.2%) explained that it is undecided, 71(16.7%) responded that it is interactive and interesting to great extent but the majority 148(34.7%) told that it is interactive and interesting to very great extent.

In response to item 5, the extent to which the exercises on active learning in the text book is adequate, 20(4.7%) of the respondents said that it is never adequate, 122(28.6%) said that it is adequate to some extent, 91(21.4%) explained that it is undecided, 96(22.5%) told that it is adequate to great extent and 97(22.8%) responded that it is adequate to very great extent. So, here, the majority of the respondents responded that it is adequate to some extent.

Among all the student respondents to item 6, the extent to which the time required for active learning is longer than lecture methods, 32(7.5%) said that it is never longer than lecture methods, 100(23.5%) said that it is longer to some extent, 117(27.5%) said that it is undecided, 114(26.8%) said that it is longer great extent and 63(14.8%) said that it is longer to very great extent. This result shows that the majority of the respondents replied that it is undecided.

As to the students' response to the questionnaire, the extent(degree) to which large class size affects the effective implementation of active learning (item 7), 28(6.6%) of the respondents said that it never affects the implementation of active learning, 65(15.3%) responded that it affects to some extent. 74(17.4%) said that it is undecided, 74(17.4%) said that it affects the implementation of active learning to great extent and 185(43.4%) of the respondents which account the majority explained that large class size affects the implementation of active learning to very great extent. In line with this the observation result shows that the class size was not ideal. It was comprised of 60 students. This created crowded environment and majority of the students were not observed making active participation.

Charles (2000:4) also states that large class sizes prevent implementation of active learning strategies. As a result, the large class size had an effect on the effective implementation of active learning as students were not most of the time grouped and they were not performing different activities accordingly.

Similarly, in response to the teachers' questionnaire item 3, the conduciveness of classroom environment to engage students in active learning, 3(37.5%) said that it is conducive to some extent, 3(37.5%) said that it is undecided. However, 2(25%) of the respondents responded that it is conducive to great extent. None of them replied never and to very great extent. So, this shows that the majority of the respondents said that it is conducive to some extent.

In response to item 7 of the interview about classroom setting, teacher respondent said that the classroom is not as such appropriate to engage students in active learning. In response to factors affecting the implementation of active learning (item 8) explained class size (large class size that is the number of students is 60), lack of enough educational materials and etc.

Besides, Student- respondents 4, 6, & 8 said on the interview that shyness to speak in English is a challenge to involve in active learning in the class. Similarly, the other factor raised is that students' participation is low; it is only the active students that involve most of the time in active learning activities. Besides, lack of sufficient teaching aids and time were also raised as factors affecting the implementation of active learning.

For item 9, the extent to which the respondents like their English classes, 30(7%) replied that they never like their English classes, 82(19.2%) replied that they like their English classes to some extent, 88(20.7%) said that it is undecided, 92(21.6%) responded that they like their English classes to great extent and 134(31.5%) of the respondents replied that they like their English classes to very great extent.

Regarding item 11, the extent to which the respondents are motivated to carry out pair and group works that are given to them, among all the respondents, 25(5.9%) said that they are never motivated, 51(12%) said that they are motivated to some extent, 74(17.4%) said that it is undecided, 93(21.8%) replied that they are motivated to a great extent and 183(43%) explained

that they are motivated to very great extent. But, in response to this idea, the researcher found only few students who were actively motivated and participated in class activities.

Regarding students' response to the interview questions, student-respondent-1 said,

“I enjoy learning English because it is an International Language. I also learn Grammar, conversation and etc and active learning is important because it enables one to be independent learner but, all students should participate to make it meaningful....”

Besides, the respondent explained that active learning is used in the classroom sometimes and that learning through it makes happy even if the majority of the students have less participation. Question and answer and grammar exercises are usually given to them as to the respondent. It was said that one of the challenges the respondent face when participating in group work is all students don't take part.

Similarly, student respondent 2 said that the respondent likes learning English and believes that active learning is important. The respondent told that their teacher uses active learning methods like individual work occasionally however; the students' participation was told that it is low because it is usually the active students who participate most of the time. As a result, students less participation was told as a challenge.

Student' respondents 3 responded that the respondent enjoys learning English classes and their teacher employs active learning occasionally. Pair work was told as the strategy used by their teacher in the classroom. Noise was told as a challenge to implement active learning.

Likewise, another student-respondent said,

“I like my English classes. I think active learning that involves all students is also important. Our English teacher gives us reading activities...”

Besides, the respondent told that the chairs in the classroom are challenges since they cannot be moved easily and some students also disturb in the classroom.

Student-repondnet-5 also told that the respondent likes learning English classes and believes that active learning is important. The respondent told that sometimes their teacher employs debate. However, the respondent said that there is no challenge when learning in active learning.

Student respondents 4, 6, & 8 share similar ideas to the response of interview questions. That is they all said that they enjoy learning English classes and believe that active learning is important (items 1& 2). Reading, writing, group work and debate were told to be practiced sometimes by their classroom teacher. Shyness was raised as a challenge to involve in active learning in the class. However, it can be minimized by giving steady speaking practice activities for students.

Therefore, from the above analysis, one can understand that the classroom’s poor organization, large class size, shyness on the part of the students, students’ less involvement, lack of adequate teaching aids, lack of interest and motivation and time can affect the implementation of active learning.

4.5 Awareness of teachers towards active learning strategies

4.5.1 Teachers’ response to the questionnaire

Table: 11 Awareness of teachers towards active learning strategies

No	Items	Respondents in	Alternatives				
			1 =never	2 =to some extent	3 =undecided	4 =to great extent	5 =to very great extent
1.	To what extent does involving students in pair and group discussions help to improve their language proficiency? (item 1)	#	-	1	-	6	1
		%	-	12.5	-	75	12.5
2.	To what extent does participating in training (s) related to active learning is important for your current classroom	#	-	1	1	2	4
		%	-	12.5	12.5	25	50

teaching? (item 5)							
3.	To what extent have you participated on trainings on active learning (if any)? (item 6)	#	-	2	1	2	3
		%	-	25	12.5	25	37.5
4.	To what extent do you think the workshops, trainings or seminars (if any) have helped you practice active learning in your class?(item 7)	#	-	1	-	4	3
		%	-	12.5	-	50	37.5
5.	If learners participate on their own learning in the classroom, to what extent do they participate? (item 8)	#	-	2	2	3	1
		%	-	25	25	37.5	12.5

Regarding questions on their approach of teaching English and trainings obtained that is related to active learning, as to item 1, that states to what extent does involving students in pair and group discussions help to improve their language proficiency, 1(12.5%) said that it helps to some extent, 6(75%) of them said that it helps to great extent and 1(12.5%) said that it helps to very great extent. None of them responded to 'never' and 'undecided' options.

Regarding the teacher participants response to the importance of participating in trainings related to active learning to current classroom practice (item 5), 1(12.5%) of the respondents responded that it is important to some extent, and 1(12.5%) replied that it is undecided. On the other hand, 2(25%) and 4(50%) of the respondents explained that participating in such trainings is important to great extent and to very great extent respectively.

In response to item 6, which states the respondents' participation on trainings of active learning, 2(25%) replied that they didn't participate, 1(12.5%) replied that it is undecided, 2(25%) said that they participated to some extent. However, 3(37.5%) responded that they participated to great extent.

As to the response for the extent to which workshops, trainings or seminars (if any) have helped them practice active learning in class (item 7), 1(12.5%) replied that it helped to some extent but, 4(50%) replied that it helped them to very great extent and 3(37.5%) explained that it helped them to great extent.

As to item 8, the participation of learners in the classroom, 2(25%) replied that they participate to some extent, 2(25%) said that it is undecided, 3(37.5%) said that they participate to great extent and 1(12.5%) said that learner's participate to very great extent.

A teacher respondent's response to the interview questions "what is active learning? was that that it is a way of teaching students using group discussion, pair work etc. and also the respondent said that the way the respondent is teaching now is of course influenced by the way the respondent was thought. The respondent explained that active learning is very important. (item 3). However, in response to item 4, the respondent said,

"Well.....students' participation is very weak because they do not know how to speak English very well and even they fear their friends to speak in English..."

In response to item 5, the respondent explained that some active learning methods like group work and pair work are used. In response to question to students' interest to work collaboratively (item 6), the respondent said that not that much and even if they are given activities, they are those clever students who can do the activities. In response to item 7, classroom setting, the respondent said that the classroom is not as such appropriate to engage students in active learning.

In response to item 8, factors affecting the implementation of active learning, the respondent explained that large class size (large class size that is the number of students is 60), lack of enough educational materials and etc are some of them. Respondents 2 and 3 also share similar views to the above respondents that active learning engages students to the maximum. However, they responded that the participation of students is low.

Besides, Teacher respondent- 4 said,

"Active learning is a modern way of learning which encourages students. I am not teaching the way I have learned. I am using active learning or student-centered approach in the classroom because I think active learning is very important to implement in the classroom as it engages the students..."

Besides, the respondent explained that participation of the students is good. The students' interest, the curriculum if it does not allow active learning etc can affect the implementation of active learning.

In general, even if the teachers have some awareness about the use of active learning strategies in the classroom, most of them were not observed implementing it effectively. This could be due to different factors that affect the implementation of active learning strategies and lack of training as well.

Jamie and James (2012) states that in student-centered classrooms, teachers make use of differentiated instruction, as that may be what is best for the student. This will foster student success, as well as help to create a safe and secure classroom environment and trust in the teacher.

However, the traditional approach to teaching views the instructors as omnipotent actors of the classroom responsible for transferring the pre-planned content to the students. In this respect, the learners are expected to be passive objects of the learning process (Mustefa, 2012).

Therefore, if the teachers don't have a good awareness about the importance of the use of active learning strategies, they are unlikely to implement it successfully. As a result, this affects the successful implementation of active learning.

4.6 Students' motivation in the use of active learning strategies

4.6.1 Teachers' response to the questionnaire on students' interest and participation

Table: 12 Students' interest and motivation in using active learning strategies

No	Items	Respondents in	Alternatives				
			1 =never	2 =to some extent	3 =undecided	4 =to great extent	5 =to very great extent
1.	In your class, to what extent are students interested in group work over lecture? (item 2)	#	-	4	2	2	-
		%	-	50	25	25	-
2.	If learners participate on their own learning in the classroom, to what extent do they participate? (item 8)	#	-	2	2	3	1
		%	-	25	25	37.5	12.5

Motivation is very important in the students' classroom participation. In line with this, table 12 shows that teacher respondents' response to the extent to which students are interested in group work over lecture (item 2), is that the majority of the respondents 4(50%) said that students are interested to some extent, while 2(25%) said that it is undecided and the remaining 2(25%) replied that students are interested to great extent.

Besides, during observation, the researcher also observed that the majority of the students were taking notes rather than participating in different activities. As to the participation of learners, among all teacher respondents' response to question (item 8), only 1(12.5%) respondent replied that they participate to very great extent.

Students' response to the questionnaire is also similar. In response to the degree to which lack of interest and motivation can affect the use of active learning (item 2), among all the respondents, 41(9.6%) said never, 85(20%) said it is to some extent, 96(22.5%) said that it is undecided.

Besides, 101(23.7%) said that lack of interest and motivation affects the use of active learning to great extent and the majority that is 103(24.2%) responded that it affects the use of active learning to very great extent.

Regarding students' response to the interview questions, a student-respondent said,

"I enjoy learning English because I watch films, communicate in English but, all students do not participate..."

Besides, the respondent explained that active learning strategy is used in the classroom sometimes and that learning through it makes happy even if some students have less participation. Question and answer and grammar exercises are usually given to them (item 5) as to the respondent and it was explained that one of the challenges the respondent faces when participating in group work is that all students don't take part.

In addition to what has been explained, student respondent 2 had similar ideas in that the respondent likes learning English and believes that active learning is important. The respondent told that their teacher uses active learning methods like individual work occasionally however, the students' participation was told it is low because it is usually the active students who participate most of the time. As a result, students' less participation was told as a challenge by the respondent.

Student' respondents 3 responded to the interview that the respondent enjoys learning English classes and their teacher employs active learning strategy occasionally. Pair work was told as the strategy used by their teacher in the classroom. Noise was told as a challenge to implement active learning.

As to item 8, the participation of learners in the classroom, 2(25%) replied that they participate to some extent, 2(25%) said that it is undecided, 3(37.5%) said that they participate to great extent and 1(12.5%) said that learner's participate to very great extent.

So, from this result, one can understand that the students who participated to very great extent are very few. If the students' participation is low, they are at disadvantage in that active learning is learning by doing pedagogy since students must interact and share ideas and learn from each

other. In line with this, Bonwell and Eison (as cited in Braxton J. et al, 2008) state that active learning entails any class activity that involves students doing things and thinking about the things that they are doing. Therefore, students need to be active participants. Otherwise, it may affect the effective implementation of active learning strategies.

Regarding the students' response to perception and observation on practice of active learning, the type of activity they are interested in to be used by their teachers when they learn English, among all the respondents, 91(21.4%) said that they are interested in pair work, 162(28%) individual work, 93(21.8%) small group and 80(18.8%) are interested in whole class discussion. As a result, we can understand that majority of the respondents that is 162(28%) prefer individual work where as the least number of respondents that is 80(18.8%) are interested in whole class discussion.

Regarding item 2, which type of teaching methods were often used when you were in the primary school, among all the respondents, 89(20.9%) said that it was teacher-centred, 88(20.7%) said it was student centered(active-learning) and the majority that is 249(58.5%) said both methods. However, during the observation to current practice, it was observed that teachers usually dominate the classroom lecture.

4.7 Types of active learning strategies practiced in the classroom

4.7.1 Teachers' responses to practice of various active learning techniques.

Table: 13 Type of active learning strategies practiced in the classroom

No	Items	Respondents in	Alternatives		
			Not at all	Sometimes	Always
1.	Collaborative Learning	#	0	6	2
		%	0	75	25
2.	Problem-based Learning (PBL)	#	1	7	0
		%	12.5	87.5	0
3.	Role-Playing	#	0	7	1
		%	0	87.5	12.5
4.	Close Reading	#	0	8	0
		%	0	100	0
5.	Whole-Class Debates.	#	2	5	1
		%	25	62.5	12.5
6.	Think/Pair/Share	#	2	2	4
		%	25	25	50
7.	Write/Pair/Share	#	2	5	1
		%	25	62.5	12.5
8.	One Minute Paper/Free Write	#	2	4	2
		%	25	50	25

9.	Scenarios/Case Studies	#	2	6	0
		%	25	75	0
10.	Roundtable	#	2	5	1
		%	25	62.5	12.5
11.	Ten-Two Strategy	#	3	4	1
		%	37.5	50	12.5
12.	Shared Brainstorming	#	2	1	5
		%	25	12.5	62.5
13.	Note Check	#	1	3	4
		%	12.5	37.5	50
14.	Jigsaw Teamwork	#	1	4	3
		%	12.5	50	37.5
15.	Rotating Chair Discussions	#	1	3	4
		%	12.5	37.5	50
16.	Directed Reading Activity (DRA)	#	1	5	2
		%	12.5	62.5	25
17.	Dual Entry Diary	#	1	5	2
		%	12.5	62.5	25

From the above table, regarding the teacher respondents' responses to questions on the practice of various active learning techniques in the classroom, as to collaborative learning, 6(75%) responded that they use it sometimes and 2(25%) of the respondents replied that they use it always.

Here, we can understand that most of the time, students were not exposed to collaborative learning which enables them share ideas and learn from each other. In line with this, Crawford et.al, (2005) states that collaborative learning can refer to any instructional method in which students work together in small groups toward a common goal. Therefore, if students are not given many chances to learn together like in small groups, this makes them less interactive there by affecting the extent of implementing active learning strategies.

As to problem-based learning (PBL), 1(12.5%) replied that the respondents do not use it at all and 7(87.5%) of the teachers responded that they implement it sometimes.

Prince (2004) explains that Problem-based learning (PBL) provides the context and motivation for the learning that follows through introducing relevant problems. This enables students to develop their problem solving skills. However, the above result shows that majority of the students are not exposed to such activities. Therefore, this shows problem-based learning strategy was not exercised well.

Seven (87.5%) of the respondents replied that they use role-playing sometimes where as 1(12.5%) said that they use it always. Therefore, from this result, we can understand that role playing is not practiced always. However, Brown (2004:174) states that role playing is a popular pedagogical activity in communicative language-teaching classes and frees students to be somewhat creative in their linguistic output. Therefore, the more the students are exposed to role-playing, the better they will be free and motivated to learn.

Besides, Prince (2004) states that in role-playing all the students are active in that they have their own responsibilities to carry out. However, the above result shows that majority of the students were given role-playing sometimes. As a result, this makes the students less interactive and responsible as they are not given such chances.

As to close reading strategy, 8(100%) of the respondents replied that they use it sometimes. This result shows that students are not frequently given close reading activities by which they improve their reading which is one of the macro language skills.

Besides, whole class debate was responded by 2(25%) that it is not practiced at all, 5(62.5%) sometimes practiced and 1(12.5%) responded that they practice it always.

Think/pair/share was responded by 2(25%) of the respondents that it is not practiced at all, 2(25%) responded that it is sometimes practiced. However, 4(50%) of the respondents replied that it is practiced always.

Fedler R. (2009) explains that think/pair/share takes a bit more time than a simple group activity, but it includes individual thinking and so leads to greater learning. The result given here shows

that half of the teachers implement think/pair/share. However, to give greater opportunity which leads to greater learning, the majority of the teachers should have practiced it.

As to Write/pair/share, 2(25%) replied that it is not practiced at all, 5(62.5%) replied that it is sometimes practiced and 1(12.5%) responded that they practice it always.

Regarding the strategy of one minute paper/Free write, 2(25%) of the respondents explained that they do not practice it at all, 4(50%) briefed that they practice it sometimes. On the other hand, 2(25%) responded that they practice it always.

Scenarios/case study strategy was responded by 2(25%) of the respondents that they do not use it at all and 6(75%) explained that they use it sometimes. Davis B. (2009) briefs that in case studies, as students analyze and discuss the case, they retrace and critique the characters' actions, propose solutions, and try to deduce the outcome. Therefore, the students should have given many times to be exposed to many cases there by develop their skills.

As to roundtable, 2(25%) of the respondents responded that they do not use this strategy at all, 5(62.5%) they use it sometimes. However, the majority 1(12.5%) responded that they use it always.

Ten-Two strategy was responded by 3(37.5%) of the respondents that it is not practiced at all, 4(50%) that is practiced sometimes but, 1(12.5%) responded that it is used always.

As to shared brainstorming, 2(25%) of the respondents responded that they do not use it at all, 1(12.5%) they use it sometimes and 5(62.5%) of the respondents responded that they use it always.

Note check was responded by 1(12.5%) of the respondents that it is not practiced at all, 3(37.5%) of the respondent replied it is practiced sometimes and 4(50%) of the respondents said that they use it always.

As to Jigsaw team work, 1(12.5%) of the respondents responded that the respondent do not use it at all, 4(50%) the respondents use it sometimes and 3(37.5%) they use always. In line with this, Crawford et.al, (2005) sates that the Jigsaw technique helps all of the students to study and learn all of the material. They become "experts" as they teach each other parts of the material. Each

student thus has an active role to play. Here, the majority of the respondents responded that they implement Jigsaw team work sometimes. However, to make students more participants in their activities, majority of the teachers should have implemented it always. Otherwise, this could affect the successful implementation of jigsaw team work in the classroom.

Rotating chair discussions was responded by 1(12.5%) of the respondents that it is not practiced at all and 3(37.5%) of the respondents use it sometimes and 4(50%) responded that they use it always.

As to Directed Reading Activity (DRA), 1(12.5%) of the respondents replied that it is not practiced at all, 5(62.5%) replied that they use it sometimes. 1(12.5%) of the respondents said that they use it always.

Regarding the last one that is dual entry diary, 1(12.5%) of the respondents replied that it is not practiced at all, 5(62.5%) responded that they use it sometimes. 2(25%) of the respondents responded that they use it always. However, students should have exposed to dual entry diary so as to improve their writing skill well.

As to the students' response to the interview questions, most of them replied that group work is used although not always. They also said that debate, question and answer are used.

Generally, the above table shows that most of the active learning strategies mentioned were not always practiced. Brown (as cited in Ahmed, 2013) also explains that in Constructivism, the learners are learning by doing and experiencing rather than depending on the teachers' wisdom and expertise to transmit knowledge. Therefore, in order to apply this idea, students should be exposed to different techniques of active learning strategies. However, from the above result, one can understand that students were not actively participating. This means that the students didn't learn by doing which is against the principle of constructivism. Furthermore, if students are not actively participating, it means that they are passive recipients of knowledge.

4.8 Attitude of students towards active learning

Student-respondent-1 explained to the interview question that the respondent enjoys learning English (item 1). The respondent said,

“I enjoy learning English because it is an International Language. I also learn Grammar, conversation and etc and active learning is important because it enables to be independent learners...”

Besides, the respondent explained that active learning is used in the classroom sometimes and that learning through it makes happy even if some students have less participation. Question and answer and grammar exercises are usually given to them (item 5) as to the respondent and it was explained that some of the challenges the respondent face when participating in group work are all students may not participate actively, some students may be absent, and it is usually only top ranking students that take part in the activities.

Student responded 2 briefed that the respondent likes learning English and believes that English is very useful. Besides, it was told that sometimes they use active learning. Besides, during active learning, it is told that there is less participation because they leave it only to top scorers. Similarly, the researcher observed only few students actively taking part in pair work. The respondent explained that engaging in activities that require cooperation is good although some are unwilling to participate. As to the respondent, individual work is used in the classroom. The challenge the respondent faces in group work, pair work etc is similar to that of respondent one that is some students are active while many are passive.

Respondent 3 briefed to the interview questions that the respondent enjoys learning English because learning English can help the respondent to learn all subjects and active learning is important. The respondent explained that their teachers occasionally give them pair work. Taking part in activities that require collaboration is interesting as to the respondent. . The respondent also briefed that their teacher uses individual, group work etc. In response to item 6, the respondent said that the respondent participates in group work, pair work etc. However, it was mentioned that the class becomes noisy.

Similarly, students-respondents 4,5,6,7 and 8 told that they like their English classes because it can help them to learn all other subjects and since it is an International language, they communicate with every foreigner.

In response to the questionnaire the students responded to, the extent to which the respondents like their English classes (item 9), 30(7%) replied that they never like their English classes, 82(19.2%) said that they like their English classes to some extent, 88(20.7%) said that it is undecided, 92(21.6%) said like their English classes to great extent and 134(31.5%) of the respondents replied that they like their English classes to very great extent.

In response to the open-ended question that states what active learning is, many students replied that active learning is how a teacher teaches and making teachers' way of teaching clear to the students. Besides, the respondents explained that it is working collaboratively. E.g in groups. Similarly, the respondents explained that active learning is very important to be implemented in EFL classes. However, in practice, the researcher observed only few students who were active while majority of the students were passively waiting for their teachers.

4.9 An overview of Students' Text Book

Nunan (as stated in Deneke, 2009) explains that materials which are designed according to the learner-centered curriculum should have authenticity. This authenticity should relate to the text sources as well as to students activities and tasks. Besides, it was added that the materials should foster independent learning.

As a result, Students' Text Book for grade 9 was selected to be overviewed in order to look at whether active learning is promoted throughout this material. The assessment of the material ranged from their availability to their contents and tasks or activities.

4.9.1 Availability

Teaching materials are very important in implementing active learning strategies in the classroom. One of those materials is Students' text book. As the researcher obtained information from the EFL teachers, all students are given text books on individual basis. However, during classroom observation, it was observed that only few students brought their text books to the classroom. While some of them were doing their activities, majority were sitting idle. Therefore,

all students were not observed participating actively. On the other hand, additional teaching aids like Audio-video materials (films, role - plays), pictures and the likes were not provided in the classroom.

4.9.2 Contents

Regarding the contents of the text book, the book has 12 units and 246 pages. The text book contents have different exercises that help to promote active learning and all the topics are also interesting to work on.

4.9.3 Activities

As to the activities which are included in the text book, activities like listening, matching pictures with words, talking to a partner(conversation), reading, writing, grammar, word games etc which help the students engage actively are included. So, the activities are interesting to engage the students.

CHAPTER FIVE

Summary, Conclusion and Recommendations

In this chapter, summary, conclusions and recommendations are presented. First, summary of the major findings are presented. Second, conclusions are made based on the findings. Eventually, possible recommendations are forwarded based on the findings.

5.1 Summary

The purpose of this study was to assess the extent to which active learning strategies are implemented in EFL classes by grade nine students of Jiren High School students and their respective teachers. To achieve the purpose of the study, the following research questions were formulated:

- What possible factors may affect the effective implementation of active learning strategies?
- What are the awarenesses of teachers towards active learning strategies?
- How are students motivated to engage in active learning strategies?
- Which type(s) of active learning strategies is (are) most frequently used?
- What is the attitude of students towards active learning?
- What is the awareness of teachers towards active learning strategies and is there any training(s) taken?

In this study, observation, questionnaire and interview were used as instruments to collect the necessary data from the respondents. Besides, Student's Grade Nine English Text book was overviewed. Based on the analysis, the following major findings were obtained:

5.2 Major Findings

- Students are guided to engage in small group to some extent.
- Students are not frequently given activities that engage them in active learning. That is it is only given to them to a lesser extent.
- Students were not given many chances to share their work in groups or pairs as compared to others. So, there is less interaction and cooperation between the students in doing class activities.
- Students' participation in reflecting on what they have learned was less.
- Mostly, students were supplied correct answers than eliciting correct responses.
- During presentation of the lesson, most students tend to take note than participating in different activities. This makes the students passive.
- Totally, there was no peer-teaching among the students in this study.
- As the result of the observation and questionnaire shows, there were only few students who were actively engaging in presenting reports both oral and in written form.
- The classroom organization and the class size were found to be inappropriate to facilitate active learning. Since there are many students in the classroom, the class is crowded and students did not interact freely. Moreover, the chairs are not made in a way that it can be easily manipulated to engage students in different shared activities.
- The class size was not found ideal. There are about 60 students in the classroom.
- Shyness to speak in English among their friends, lack of interest and motivation, lack of participation, lack of sufficient teaching aids, time and large class size were among factors that affect the implementation of active learning.
- Students' participation in active learning was found to be low.
- Teachers' awareness on the practice of active learning was found to be average.
- Pair work was found relatively frequently used active learning strategy than others.
- Most students were found to have positive attitude towards group work provided that they work with clever students. However, in practice, as the result of the observation shows, there were only limited students who were actively engaging in such activities.

5.3 Conclusion

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

- Students' participation on active learning strategies is less.
- Even if majority of the students had positive attitude towards active learning, they were not observed practicing it.
- Classroom setting was found inappropriate to practice active learning.
- Most active learning strategies were not implemented frequently but to some extent.
- Lack of additional teaching aids, time, and class size were found as factors that affect the implementation of active learning.

5.4 Recommendations

To engage in meaningful learning, students should learn using active learning strategies that make them autonomous learners and problem-solvers. In order to use active learning strategy effectively, it is must to tackle factors that affect its implementation. In order to do this, the researcher wants to recommend the following:

- Students should be encouraged to minimize shyness when speaking in English whatever the level of their proficiency is.
- Necessary supporting teaching aids like audio-videos, pictures etc should be provided.
- The Oromia Educational Bureau should work in collaboration with Jiren High School to minimize the number of students in the class and provide chairs that are easy to manipulate.
- Teachers should be given additional training on the use of active learning in EFL classes.
- Students' participation should be increased. This can be done by creating awareness and continuously monitoring their activities in the classroom.
- Students should be ordered to bring their individual text books to the school all the time during English classes.

References

- Ahmed Khaled A. (2013). *Teacher-Centered Versus Learner –Centered Teaching Style*: Al Ain University of Science and Technology, College of Education
- Braxton J., Jones W. , Hirschy A. & Harold V. Hartley III (2008). *The Role of Active Learning in College Student Persistence: New directions for teaching and learning*, no. 115, Fall 2008 © Wiley Periodicals, Inc.
- Brown D. (2004). *Language Assessment: Principles and Classroom Practices*. USA: Pearson Education Inc.
- Charles C. Bonwell, Ph.D. (2000) *Active Learning: Creating Excitement in the Classroom*. Green Mountain Falls
- Cooperstein S. and Wedinger E. (2004). *Beyond active learning: a constructivist approach*. Emerald Group Publishing Limited.
- Crawford et.al (2005). *Teaching and Learning Strategies for the thinking classroom*. The International Debate Education Association, New York.
- Daniel Desta, et.al (2009). *Enhancing Active Learning through Self- and- Peer Reflections: The Case of Selected Schools in Ethiopia*. *Journal of International Cooperation in Education*, Vol.12 No.1 (2009) pp.71 ~ 87 CICE Hiroshima University.
- Davis B. (2009). *Tools for Teaching*: Second Edition. Wiley & Sons Inc, Jossey-Bass
- Stern D. & Huber G. (1973). *Active Learning for students and teachers*. Reports from eight countries, OECD, New York.
- Degu.G, Yigzaw.T. (2005). *Research Method, Lecture Notes for Health Science Students*.
- Deneke Lefcbo (2009). *The Implementation of Active Learning Methods at College level: the case of Hossana College of Teachers' Education*. Addis Ababa University.

- Derebssa Dufera (2006). *Tension between Traditional and Modern Teaching-Learning Approaches in Ethiopian Primary Schools*. Journal of International Cooperation in Education, Vol.9, No.1.
- Felder R. (2009). *Active learning: An Introduction*. ASQ Higher Education Brief, 2(4), August 2009. North Carolina State University
- Fern V. Anstrom K and Silcox B (1993). *Directions in Language and Education National Clearinghouse for Bilingual Education* Vol. 1 No. 2
- Frankel, Wallen and Hyun (2012). *How to Design and Evaluate Research in Education*: McGraw-Hill, New York, San Francisco State University.
- Jamie Myers and James Nolan (2012). *Student-centered learning in the Elementary Classroom* Department of Curriculum and Instruction: the Pennsylvania State University Schreyer Honors College
- Kothari C. (2009). *Research Methodology: Methods and techniques (second revised Edition)*, New age International Limited Publishers, New Delhi, India.
- Michel, John James C. III, Varela O. (2009). *Active versus Passive Teaching Styles: An Empirical Study of Student Learning Outcomes*. Human Resource Development Quarterly, Wiley Periodicals, Inc.
- Michel N., John Cater J. III, and Varela O. (2009). *Active versus Passive Teaching Styles: An Empirical Study of Student Learning Outcomes*. Human Resource Development Quarterly, vol. 20, no. 4, Wiley Periodicals, Inc.
- Ministry of Education (2002). *The Education and Training Policy and Its Implementation*. AA

- Mustefa Er. (2012). *The effects of active learning on foreign language self-concept and reading comprehension achievement*: International Journal on New trends in Education and their Implications October 2012 Volume: 3 Issue: 4 Article 04
- Neumann, S., & Koper, R. (2010). *Instructional Method Classifications Lack User Language and Orientation*. Educational Technology & Society. Veina, Austria.
- Ogadimma Emenyconu (2012). *Student-Centered Learning in Oman: Challenges and Pitfalls*. International Journal of Learning & Development ISSN 2164-4063
- O. Hazzan et al (2011). *Guide to Teaching Computer Science: An Activity-Based Approach*. Springer-Verlag London Limited, London.
- Prince M. (2004). *Does active learning work? A review of the research*. J. Engr. Education, (93), 223-231.
- Pritchard A. (2008). *Ways of Learning: Learning Theories and Learning styles in the classroom*. USA, Canada, Routledge Inc.
- Richards J. and Rodgers T. (1986). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press
- Solomon Worku (2009). *Exploring the status of the Learner-centered Approach in EFL classes: grade 8 in focus*. AA

Appendix-A

Jimma University

College of Social Sciences and Law

Department of English Language and Literature

Classroom observation checklist to be filled by the observer

The purpose of this checklist is to collect information on the assessment of the extent to which active learning strategies are implemented in EFL classes by grade 9th students of Jiren High School students and their respective teachers.

I. Teacher's Activities during Introduction of the lesson

No	Items	Alternatives	
		Yes	No
1.	Asks questions about the previous lessons		
2.	Introduces the daily lesson.		
3.	Clarifies the objective of the lesson.		
4.	Asks questions to determine on the previous lesson		
5.	Gives opportunities for students to ask and answer questions.		
6.	Guide students to discuss in small groups.		

II. Teacher's Activities during presentation of the lesson

No	Items	Alternatives	
		Yes	No
1.	Implements chalk and talk method		
2.	Asks questions		
3.	Gives them brainstorming activities.		
4.	Provides opportunities to involve students in the problem-solving & discovery learning		
5.	Asks the students to work independently.		
6.	Asks the students to work in groups.		
7.	Asks students to work in pairs.		
8.	Asks students to discuss or debate in groups.		
9.	Uses games and discussions in presenting a lesson.		
10.	Involve students in active listening and writing activities.		

III. Teacher's Activities during Conclusion of the lesson

No	Items	Alternatives	
		Yes	No
1.	Informs students' mistake indirectly /gives feedback/.		
2.	Gives chances for students to share their work in groups or pairs.		
3.	Order students to do class work and exercises.		
4.	Follows students while working in groups.		
6.	Gives students summarized points of what has been presented.		
6.	Gives chance for students to summarize what they have learnt.		

IV. Teacher's Activities during evaluation of the lesson

No	Items	Alternatives	
		Yes	No
1.	Encourages students to report their activities.		
2.	Encourages students to ask what is not clear.		
3.	Requests the students to reflect on what they have learned.		
4.	Gives class works, assignments and home work and exercises.		
5.	Encourages students' peer correction.		
6.	Asks students to do activities and discuss on activities given before.		
7.	Monitors learners' participation and gives constructive comments.		
8.	Elicits correct responses from learners instead of supplying answers.		

V. Students' Activities during introduction of the lesson

No	Items	Alternatives	
		Yes	No
1.	Ask and Answer the questions asked from the previous lesson		
2.	Discuss in small groups.		

VI. Students' activities during presentation of the lesson

No	Items	Alternatives	
		Yes	No
1.	Take notes.		
2.	Ask and respond to questions		
3.	Participate in problem solving learning.		
4.	Do activities by their own.		
5.	Discuss in pairs or small groups		
6.	Take part in debates		
7.	Give/take feedback		
8.	Express their ideas being with other classmates		
9.	Participate in role playing, games, puzzles, etc		
10.	Participate in peer -teaching		

VII. Students' Activities during Conclusion

No	Items	Alternatives	
		Yes	No
1.	Present reports and practices orally or in written form.		
2.	Share their ideas in groups.		
3.	Reflect on what has been learned.		
4.	Actively involve in debates.		
5.	Take summarized notes.		
6.	Tell the general idea of what they have learned in the classroom.		

VIII. Students' Activities during evaluation

No	Items	Alternatives	
		Yes	No
1.	Present reports of their activities.		
2.	Give their own comments and feedback on what has been learned.		
3.	Do the assignments and home work.		
4.	Get corrections and feedback.		
5.	Attempt answering questions.		
6.	Evaluate their own progress.		

IX. Classroom Organization

No	Items	Alternatives	
		Yes	No
1.	Are the chairs easy to manipulate?		
2.	Does the classroom arrangement facilitate active learning?		
3.	Is there adequate space in the classroom for moving chairs?		
4.	Does the class have ideal class size?		
5.	Are there teaching materials to be used?		
6.	Do students have groups in the classroom?		

Appendix-B

Jimma University
College of Social Sciences and Law
Department of English Language and Literature

Questionnaire to be filled by teachers

Dear teachers,

The purpose of this questionnaire is to assess the views of English Language teachers on the assessment of the extent to which active learning strategies are implemented in EFL classes by grade 9th students of Jiren High School. Since there is no right or wrong answer, your genuine response is valuable in order to attain the objective of the study. Therefore, you are kindly requested to give genuine answers to the questions.

Thank you in advance!

Background Information:

Name of the School: _____

Age: 18-23 26-31 32-37 38-43 above 44

Sex: Male Female

Qualification:

Diploma B.A BED BSC M.A/MSc Ph.D

Area of qualification: _____

Total years in teaching English language: _____

Direction II: Below are items related to your approach of teaching English and training obtained that is related to active learning. Please, choose and put a tick mark (✓) on the correct alternative that represents your response.

Key: 5 = To very great extent

4 = To great extent

3 = Un decided

2 = To some extent

1 = Never

No	Items	Alternatives				
		1	2	3	4	5
1.	To what extent does involving students in pair and group discussions help to improve their language proficiency?					
2.	In your class, to what extent are students interested in group work over lecture?					
3.	To what extent does the classroom environment in which you teach is conducive to engage students in active learning?					
4.	In order to develop your students' communicative competence, to what extent do you employ learner-centered approach over teacher-centered approach?					
5.	To what extent does participating in training (s) related to active learning is important for your current classroom teaching?					
6.	To what extent have you participated on trainings on active learning (if any)?					
7.	To what extent do you think the workshops, trainings or seminars (if any) have helped you practice active learning in your class?					
8.	If learners participate on their own learning in the classroom, to what extent do they participate?					

II. Practice of various active learning techniques

Direction II: Below are items that contain active learning techniques. Please, choose and put a tick mark (✓) on the correct alternative that represents how often the techniques are implemented in your language classes.

Key: 5 = Always

4 = Frequently

3 = Some times

2 = Rarely

1 = Not at all

No	Items	Alternatives				
		1	2	3	4	5
1.	Collaborative Learning					
2.	Problem-based Learning (PBL)					
3.	Role-Playing					
4.	Close Reading					
5.	Whole-Class Debates.					
6.	Think/Pair/Share					
7.	Write/Pair/Share					
8.	One Minute Paper/Free Write					
9.	Scenarios/Case Studies					
10.	Roundtable					
11.	Ten-Two Strategy					
12.	Brainstorming					
13.	Note Check					
14.	Jigsaw Teamwork					
15.	Rotating Chair Discussions					
16.	Directed Reading Activity (DRA)					
17.	Dual Entry Diary					

Appendix-C

Jimma University

College of Social Sciences and Law

Department of English Language and Literature

Questionnaire to be filled by students

Dear Students,

The Purpose of this questionnaire is to assess the views of students on the assessment of the extent to which active learning strategies are implemented in EFL classes by grade 9th students of Jiren High School. Hence there is no right or wrong answer, your genuine response is valuable in order to attain the objective of the study. Therefore, you are kindly requested to give genuine answers to the questions.

Thank you in advance!

Background Information:

Name of the School: _____

Gender: Male Female

Part I: the Implementation of active learning

Direction: Listed under are questions related to your perception and observation on practice of active learning (student-centered) method in classrooms. Please, show you response by circling your choice.

1. What type of activity are you interested to be used by your teachers when you learn English?
A. Pair work B. Individual work C. Small group D. Whole class discussion

2. Which of the following teaching methods were often used when you were in primary school?
A. teacher-centered B. student-centered (active learning) C. Both methods

Part II: The practice of various active learning techniques

Direction: Below are questions on factors affecting the implementation of active learning. Please, choose and put a tick mark (✓) on the correct alternative that represents your response.

Key: 5 = To very great extent

4 = To great extent

3 = Un decided

2 = To some extent

1 = Never

No	Factors affecting active learning implementation	Alternatives				
		1	2	3	4	5
1.	To what extent do your teachers use active learning techniques over the traditional one?					
2.	To what degree do you think your lack of interest and motivation can affect the use of active learning techniques in the classroom?					
3.	To what extent are adequate teaching materials important to practice active learning?					
4.	To what extent are your text books interactive and interesting?					
5.	To what extent are the exercises on active learning in your text book adequate?					
6.	To what extent do you think that the time required for active learning is longer than lecture methods?					
7.	To what extent (degree) do you think that large class size affects the effective implementation of active learning?					
8.	To what extent is the seating arrangement suitable to work in groups so that it allows you to move freely and do different activities?					
9.	To what extent do you like your English class?					
10.	To what degree does your English teacher give you activities that engage you in individual, pair and small groups?					
11.	To what extent are you motivated to carry out pair and group works that are given to you?					

Part III: Knowledge of active learning

Direction: Below are open-ended questions. Please read the questions and write your responses on the space provided.

1. How do you explain active learning?

2. To what extent do you think active learning is important in English classes?

Appendix - D

Yuuniivarsiitii Jimmaa

Kolleejjii Saayinsii Hawaasaa fi Seeraa

Damee Barnootaa fi Og-barruu Afaan Ingliffaa

Bar-gaaffii barattootaan guutamu

Barattoota jaalatamo,

Kaayyoon bar-gaaffii kanaa ilaalcha barattootni waa'ee barattootni kutaa 9^{ffaa} Mana Baruumsaa Sad. Lammaffaa Jircenii fi barsiistootni isaanii mala barsiisuu barataa sirritti hirmaachisuu fi giddu-galeessa godhatee (Active learning) kutaa barnoota Afaan Ingliffaa kessatti hagam hojii iraa olchuu isa jedhu xinxaluufi.

Kanaafuu, galma ga'uumsa qo'annoo kanaaf debiin isin laattan waan murteessaa ta'eef, gaaffilee armaan gaditti dhiyaataniif deebii keessan akka laatan kabajaaniin gaafadha.

Duraan dursa galatoomaa!

Odeeffanoo Waliigalaa:

Maqaa Mana Baruumsaa : _____

Salaa: Dhi Dha

Kutaa I: Hojii irra oolmaa mala barsiisuu barataa sirritti hirmaachisuu fi giddu-galeessa godhatee (Active learning)

Qajeelfama: Gaaffileen armaan gaditti tarreeffaman waa'ee hubannoo fi ilaalcha isin hojii irra olmaa mala barsiisuu barataa sirritti hirmaachisuu fi giddu-galeessa godhatee (Active learning) kutaa keessaa ilaalata. Kanaafuu, filannoo deebii keessanii itti maruudhan agarsiisa.

1. Yeroo Afaan Ingliffaa barattuu, barssisan/tuun kee hojii akkami yoo sii kenne/te itti gammadda?
 - A. Hojii cimdii
 - B. Hojii dhuunfaa
 - C. Hojii garee xiqqootiin hojjetamu
 - D. Marii kutaa guutuutiin gaggeefamu
2. Yeroo Sad. 1^{flaa} barachaa turtee, mala kamtu baayinaan hojii irra olaa ture?
 - A. Mala barsiisaa giddu-galeessa godhate (teacher-centered)
 - B. Mala barataaa giddu-galeessa goghate (student-centred)
 - C. Lammanuu

Kutaa II: Barsiifata maloota mala barsiisuu barataa sirritti hirmaachisuu fi giddu-galeessa godhatee (Active learning) itti fayyadamuu.

Qajeelafama: Gaaffileen armaan gadiitti caqafaman waa'ee wantoota mala barsiisuu barataa sirritti hirmaachisuu fi giddu-galeessa godhatee (Active learning) hojii irra akka hin oolchine godhan ilalata. Kanaafuu, deebii filannoo keessan irrattii malattoo (√) gochuudhaan agarsiisa.

- Furtuu:**
- 5= Baayyee, baayyee (to a very great extent)
 - 4= Baayyee (to great extent)
 - 3= Hin murtoofne (undecided)
 - 2= Muraasaa ykn xiqqoo (to some extent)
 - 1= Homaa (never)

Lakk.	Waantoota mala barsiisuu barataa sirritti hirmaachisuu fi giddu-galeessa godhatee (Active learning) akka hojii irra hin oolle ittisan.	Filannoo				
		5	4	3	2	1
1.	Barsiisan/tuun kee maloota barsiisuu barataa sirritti hirmaachisuu fi giddu-galeessa godhatee (Active learning) malaa durii irraa hagam itti fayyadama/ti?					
2.	Fedhii fi kaka'uumsa dhabuun kee itti fayyadama mala barsiisuu barataa sirritti hirmaachisuu fi giddu-galeessa godhatee (Active learning) kutaa keessatti akka hin taaneef					

	hagam rakkoo fiduu danda'a jette yaadda?					
3.	Malli barsiisuu barataa sirritti hirmaachisuu fi giddu-galeessa godhattee (Active learning) ti fayyadamuudhaaf meeshaalee barsiisuu ga'oon hagam barbaachisoo dha?					
4.	Kitaabni ati itti barattuu hiriyoota kee waliin hojjechuudhaaf hagam nama harkisaa/namatti tola?					
5.	Gilagaalootni mala barsiisuu barataa sirritti hirmaachisuu fi giddu-galeessa godhattee (Active learning) kan kitaaba kee irra jiraan hagam ga'oo dha?					
6.	Akka ati yaaddutti, sa'aatiin mala barsiisuu barataa sirritti hirmaachisuu fi giddu-galeessa godhattee (Active learning) barbaachisu isa barsiisaa giddu-galeessa godhate irra hagam dheerata?					
7.	Kutaa tokko keessatti, baratootni hedduun barachuun isaanii hagam malli barsiisuu barataa sirritti hirmaachisuu fi giddu-galeessa godhattee (Active learning) akka hojii irra hin oollee godha jette yaadda?					
8.	Teessoon (barcumni) kee hagam oliif gadi sosochootee hojii garee fa hojjechuudhaaf mijataa dha?					
9.	Kutaa Afaan Ingiliffaa kee hagam jaallatta?					
10.	Barssisaan/tuun kee gilgaloota dhuunfaa, cimdii fi gareedhaan hojjetaman hagam sii laata/tti?					
11.	Hojii cimdii fi garee siif kenname hojjechuudhaaf hagam kaka`uumsa qabda?					

Kutaa :III Gaffii hubannoo mala barsiisuu barataa hirmaachisuu fi giddu-gallessa godhate (Active learning) hubachuuf gargaaru.

Qajeelfama: Gaaffilee armaan gadii ibsi.

1. Mala barsiisuu barataa sirritti hirmaachisuu fi giddu-gallessa godhate (Active learning) akkamittin ibsita ?

2. Malli barsiisuu barataa sirritti hirmaachisuu fi giddu-gallessa godhate (active learning) Afaan Ingliffaa barachuuf hagam fayyada ajette yaada?

ጅማ ዩኒቨርሲቲ

የህብረተሰብ ሳይንስ እና ህግ ኮሌጅ

የእንግሊዘኛ ቋንቋ እና ስነ-ጽሑፍ ት/ት ክፍል

በተማሪዎች የሚሞላ መጠይቅ

ወደ ተማሪዎች የዚህ መጠይቅ ዓላማ የጅሬን ሁለተኛ ደረጃ ዘጠነኛ ክፍል ተማሪዎች ተማሪዎችን በንቃት የሚያሳትፍ እና ማዕከል ያደረገ የማስተማሪያ ዘዴ (Active learning) በእንግሊዘኛ ትምህርት ክፍል ጊዜያቸው ምን ያህል ተግባራዊ እንደሚሆን ለማየት ነው። ትክክል ወይም ትክክለኛ ያልሆነ የሚባል መልስ ስለሌለው የምትጠቀሙበትን የመማሪያ ዘዴ ታሳቢ በማድረግ ጥያቄዎቹን እንድትመልሷቸው በትህትና እጠይቃለሁ።

ለትብብራችሁ በቅድሚያ አመሰግናለሁ።

መሠረታዊ መረጃ (Background Information)

የትምህርት ቤቱ ስም: -----

ፆታ: ወንድ ሴት

ክፍል አንድ:- ተማሪዎችን በንቃት የሚያሳትፍ እና ማዕከል ያደረገ የማስተማሪያ ዘዴ “Active learning” ትግበራ

መመሪያ :- ከታች የተዘረዘሩት ጥያቄዎች “Active learning” (የተማሪን ማዕከል ያደረገ) መማማርን በተመለከተ እናንተ ያላችሁን ግንዛቤ እና ዕይታ ይመለከታል። እባካችሁ ምርጫችሁን በማክበብ አመልክቱ።

- 1. እንግሊዘኛ ቋንቋን ስትማሩ መምህራኖቻችሁ ምን አይነት የክፍል ስራ ቢሰጧችሁ ደስ ይላችኋል ?

ሀ. የጥንድ ሥራ ለ. የግል ሥራ

ሐ. በትንሽ ቡድን መ. የሁሉም ተማሪዎች ወይይት

2. አንደኛ ደረጃ ትምህርት ስትማር/ሪ ከዚህ በታች ከተገለጹት የመማሪያ ዘዴዎች በይበልጥ በየትኛው ነበር የተማርከው/ሺው

ሀ. መምህርን ማዕከል ያደረገ ለ. ተማሪን ማዕከል ያደረገ ሐ. ሁለቱም

ክፍል ሁለት:- የተለያዩ ተማሪዎችን በንቃት የሚያሳትፉ እና ማዕከል ያደረገ የማስተማሪያ ዘዴዎችን (Active learning) የመጠቀም ልምድ

መመሪያ:- ከዚህ በታች የተዘረዘሩት ጥያቄዎች (Active learning) ሥራ ላይ እንዳይወጡ የሚያደርጉ እንቅፋቶች ናቸው:: እባክህ/ሽ የመረጣክው/ሺው ምርጫ ተክ (✓) በማድረግ አሳይ/ዩ.

ቁልፍ:- 5= እጅግ በጣም (To A very great extent)

4= በጣም (To great extent)

3= አልተወሰነም (Undecided)

2= በጥቂቱ (To Some extent)

1= በፍጹም (Never)

ተ. ቁ.	ተማሪዎችን በንቃት የሚያሳትፍ እና ማዕከል ያደረገ የማስተማሪያ ዘዴ (Active learning) የሚሆኑ ምክንያቶች	ምርጫ				
		5	4	3	2	1
1	መምህራኞቻችሁ ተማሪዎችን በንቃት የሚያሳትፍ እና ማዕከል ያደረገ የማስተማሪያ ዘዴ (Active learning) ምን ያህል ይጠቀማሉ ?					
2	“Active learning” ለመጠቀም ያለህ/ሽ ፍላጎት እና ተነሣሽነት ምን ያህል (Active learning) ን ለመተግበር እንቅፋት ይሆናል ብለህ/ሽ ታስቧልህ/ሽ ?					
3	ተማሪዎችን በንቃት የሚያሳትፍ እና ማዕከል ያደረገ የማስተማሪያ ዘዴ (Active learning) ን ለመተግበር በቂ የሆነ ማስተማሪ መሣሪያ ምን ያህል ጠቀሜታ አለው?					
4	የመማሪያ መጽሐፎቻችሁ ምን ያህል ደስ ይላሉ ለመማር(ሰውን ያነሳሳሉ) ?					
5	በመማሪያ መጽሐፍ/ሽ ውስጥ ያሉትን የ“Active learning” መልመጃዎችን እንዴት ትገመግመዋለህ /ትገመግሟልህ?					
6	ለ “Active learning” የሚያስፈልገው ጊዜ ለገለጸ (lecture) ከሚሰጠው ጊዜ ጋር ሲወዳደር ምን ያል ረጅም ነው ብለህ/ሽ ታስቧልህ/ሽ ?					
7	በአንድ ክፍል ውስጥ ብዙ ቁጥር ያላቸው ተማሪዎች መማራቸው ምን ያህል የ “Active learning” ዘዴን ትግበራን ያደናቅፋል ብለህ/ሽ ታስቧልህ/ሽ ?					
8	የምትቀመጥበት /የምትቀመጧበት ወንበር ከቦታ ቦታ በቀላሉ ተንቀሳቅሶ የተለያዩ የቡድን ስራዎችን ለመስራት ምን ያህል አመቺ ነው?					
9	የእንግሊዘኛን ክፍል ጊዜ ምን ያህል ትወደዋለህ/ሽ ?					
10	መምህርህ/ሽ የሚሠሩ የክፍል ስራዎችን በግል፣ በጥንድ እና በትንሽ ቡድን ምን ያህል ይሠጥላል/ሻል ?					
11	የሚሠጥሽ/ህን የጥንድ እና የቡድን ስራ ለመስራት ምን ያህል ተነሣሽነት አለህ/አለሽ ?					

መመሪያ፡ ከዚህበታችየተጠቀሱትንጥያቄዎችአብራሩ፡፡

1. ተማሪዎችንበንቃትየሚያሳትፍእናማዕከልያደረገየማስተማሪያዘዴን (Active learning)ን እንዴትትገልጽዋለህ/ሽ ?

2. ተማሪዎችንበንቃትየሚያሳትፍእናማዕከልያደረገየማስተማሪያዘዴን (Active learning)እንግሊዘኛቋንቋንለመማርምንያህልይጠቅማልብለህ/ሽ ታስባለህ/ሽ

Appendix-F

Jimma University

College of Social Sciences and Law

Department of English Language and Literature

Interview questions for teachers

1. What is active learning?
2. Do you think the way you are teaching now has been influenced by the way you were taught? How?
3. How do you see the practice of active learning in your classes? Do you think it is important? How?
4. What does the participation of your students look like when they engage in active learning?
5. Can you tell me some of the active learning methods that you use in your class?
6. Do students show less interest to work cooperatively? If so, how can you overcome it?
7. What does classroom setting look like in your school? Is that appropriate to engage students in active learning?
8. What do you think are factors that affect the implementation of active learning techniques in your classroom?
9. What is your comment on the effective application of active learning at high school?
10. What do you think about the effect of large class size on the implementation of active learning?

Appendix - G

Jimma University

College of Social Sciences and Law

Department of English Language and Literature

Interview questions for Students

1. Are you enjoying in learning English classes? Why? /Why not?
2. What do you think about the importance of active learning? Is it important?
3. Does your English teacher give you activities that engage you in individual, pair and small groups?
4. What do you think about engaging in activities that require cooperation with your classmates?
5. What method (s) does your teacher use in the classroom and why?
6. When you participate in group work, pair work etc do you face any challenges?

Gaaffiiwwan af-gaaffii baratootaaf,

1. Baruumsa Afaan Ingliffaa barachuu keetti ni gammaddaa? Maaliif?
2. Waa'ee barbaachisummaa mala barsiisuu barataa giddu-galeessa godhatee fi sirritti hirmaachisuu (active learning) maal yaaddaa? Ni barbaachisa jettaa?
3. Barsiisaan/tuun kee hojiiwwan isin hirmaachisan kan akka hojii dhuunfaa, cimdii fi garee xiqqoodhaan hojjetaman isinii laata/tii?
4. Waa'ee hojiiwwaan gareedhaan (hiriyoota kee biro wajjin) irratti hirmaachuu maal yaadda?
5. Barsiisaan/tuun kee daree kessatti mala barsiisuu akkami fayyadam/fayyadamti? Maalif?
6. Yeroo hojii daree cimdii, garee fi kkf taniin hojjetan rakkoon su mudatu jira?

የህብረተሰብ ሳይንስ እና ህግ ኮሌጅ

የእንግሊዘኛ ቋንቋ እና ስነ-ጽሑፍ ት/ት ክፍል

የቃል መጠይቅ ጥያቄዎች (Interview question for students)

1. የእንግዘኛ ትምህርት ክፍል በመማርህ/ሽ ደስተኛ ነህ/ሽ? ለምን ?
2. ስለ “Active learning” ጠቀሜታ ምን ታስባለህ/ሽ አስፈላጊ ነው ትላለህ/ትያለሽ ?
3. መምህር/ሽ በግል፣ በጥንድ ወይም በትንሽ ቁጥር የያዘ የቡድን ሥራ ይሠጥሃል/ሻል ?
4. በህብረት(ከጓደኛ ጋር) የክፍል ሥራዎችን ስለመስራት ምን ታስባለህ/ታስቢያለሽ ?
5. መምህርህ/ሽ ሲያስተምር/ ስታስተምር ምን ዓይነት የማስተማሪያ ዘዴ ይጠቀማል/ ትጠቀማለች ?
6. የቡድን፣ በጥንድ እና በመሳሰሉት የክፍል ስራዎች ላይ ስትሳተፍ/ ስትሳተፈ የሚያጋጥምህ/ የሚያጋጥምሽ ችግር አለ?