

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

**Challenges EFL Teachers face to implementing Active Learning
Strategies: The case of three government Secondary Schools in Jimma
Town.**

By
Yosef Hailu

**A Thesis submitted in partial fulfillment of the requirements for the
degree of Master of Arts in Teaching English as a Foreign Language
(TEFL)**

June, 2017

Challenges EFL Teachers face to implementing Active Learning Strategies: The case of three Secondary Schools in Jimma Town.

**By
Yosef Hailu**

A Thesis Submitted in Partial Fulfillment of the requirements for the degree of Master of Arts in Teaching English as a Foreign Language (TEFL)

**Department of English Language and Literature
College of Social Sciences and Humanities
Jimma University**

June, 2017

Declaration, confirmation, approval and evaluation

Research Title: Challenges EFL Teachers face in implementing Active Learning Strategies: The case of three Secondary Schools in 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.

Yosef Hailu

Name Signature Date

Confirmation and Approval

This thesis has been submitted for examination with my approval as a thesis advisor.

Principal Advisor:

Adege Alemu (PhD) _____
Name Signature Date

Co-Advisor:

Tewodros Zeleke (PhD) _____
Name Signature Date

Thesis Evaluators:

Principal Advisor Signature Date

Co-Advisor Signature Date

External Examiner Signature Date

Internal Examiner

Signature

Date

Chairperson

Signature

Date

ABSTRACT

The main objective of this study was to investigate the challenges EFL teachers face in implementing active learning strategies in EFL classrooms. Descriptive research method was used. In descriptive research method, both qualitative and quantitative approaches are vital. Three government secondary schools in Jimma town were selected to be the setting of the study and all the twenty English language teachers who have been teaching English in grade ten and 100 students of grade ten were the subjects of the study. In the selection of the sample population, simple random and availability sampling were used for students and teachers respectively. The results of the study showed that teachers had slightly positive perception and understanding on active learning. On the other hand, it was found that teachers lacked practical skills of implementing active learning method in EFL class rooms. Furthermore, it revealed that factors that hindered active learning method in the classrooms were: large class size, shortage of time, lack of students' interest and instructional material were the major ones. Based up on the conclusions drawn from the study, active learning was thus recommended to be integrated in to the English classroom. Finally, following recommendations were forwarded, it is important to conduct in-service training so that teachers' use of active learning strategies will be improved. Even if appropriate class size may not always be possible, the implementers of active learning should see alternative solutions such as, dividing students into groups, field trip, and others. In addition to this, government bodies and stake holders have to construct extra classes in order to solve the problems of teachers' commitment and lack of interest in the profession, school administrators, wereda educational leaders, education bureau and Ministry of Education have to do different awareness creation program.

ACKNOWLEDGEMENTS

Above all, praise and thanks to the Almighty God who is always there providing me with his blessing and guidance for accomplishing this work. Next, I express my gratitude for all English language teachers and students of Jiren, Seto and Ababuna secondary schools for their responses during data collection. I must thank in special way my thesis advisors, Adege Alemu (Ph.D) and Tewodros Zeleke (Ph.D) who provided me valuable assistance and advice. All the comments, suggestions and advice I received from them were extremely helpful and constructive for me. I am also indebted with those who helped me from the very beginning to the end .Such as: my beloved wife, Abaynesh Minda, Endalkachew W/mariam, Kenate Dugasa ,Bizuayehu Hussien are some of the most who gave me a vital advice and support in my research work.

Table of Contents	Pages
ABSTRACT.....	i
ACKNOWLEDGEMENTS.....	ii
List of Tables	vi
Acronyms.....	vii
CHAPTER ONE	1
1. Introduction.....	1
1.1. Background of the Study	1
1.2. Statement of the Problem	2
1.3. Objectives of the study	4
1.3.1. General objective	4
1.3.2. Specific objectives	4
1.4. Research Questions	4
1.5. Significance of the study	4
1.7. Limitation of the study	5
1.8. Definition of Terms	5
CHAPTER TWO	6
2. REVIEW OF RELATED LITERATURE	6
2.1. What is Active Learning?	6
2.2. Importance of Active Learning	6
2.3. Language Domains in Active Teaching Strategies and Learning Activities	7
2.4. Active Teaching Strategies and Learning Activities	7
2.5. Active Learning in the Ethiopian Education Context	8
2.6. Barriers to Use Active Learning Instructional Strategies	9
2.7. Teachers' Perception of Active Learning	11
2.8. Practice of Teachers in Active Learning	13
2.9. Teacher and Student Centered Approaches	14
2.10. The Role of Teachers in practicing Active Learning	15
2.11. The Role of the Learners in Active Learning Method	16
2.12. Major Types of Active Learning Strategies	17
2.12.1. Group Work	17
2.12.2 .Role-playing	18

2.12.3. Cooperative Learning	19
2.12.4. Think pair share	19
2.12.5. Participative Learning	20
2.12.6. Experiential Learning	20
2.12.7. Problem Solving Method	20
2.12.8. Debating	21
2.12.9. Question and Answer	21
2.12.10. Demonstration	22
2.12.11. Peer Teaching	22
2.12.12. Project Work	23
2.13. Research Findings on Active Learning	23
2.14. Challenges Face in Implementing Active Learning Strategies	24
2.14.1. Large Class Size	24
2.14.2. Unavailability of Authentic Materials	25
2.14.3. Sitting Arrangement	25
2.14.4. Lack of Resources	25
CHAPTER THREE	27
3. Research Methodology	27
3.1. Research Design	27
3.2. Sample Population	27
3.3. Sampling Technique	28
3.4. Data Collection Instruments	28
3.4.1. Questionnaires	28
3.4.2. Classroom Observation	29
3.4.3. Interview	29
3.5. Method of Data Analysis and Interpretation	29
3.6. Data Analysis Procedures	30
CHAPTER FOUR	31
4. Data Analysis and Interpretation	31
4.1. Introduction	31
4.2. Teachers' Questionnaires, Results and Interpretation	32
Table: 2 Analysis of Challenges Teachers Face in Implementing Active Learning	32

4.4. Presentation and Analysis of Data Obtained Through Teachers' Interview	40
4.6. Discussion of Results	44
4.6.1. Challenges Encountered by Teachers to Use Active Learning	44
4.6.2. Teachers' Practice of Active learning	46
4.6.3. Attitude of Teachers on Active Learning	47
CHAPTER FIVE	47
5. Recommendation and Conclusion	47
5.1. Recommendation	48
5.2. Conclusions	49
References	51
Appendices	58

List of Tables	Pages
Table: 1. Characteristic Features of the Participants	31
Table: 2. Analysis of the challenges teachers face in implementing active learning.....	32
Table: 3. Analysis of Teachers' Responses on the extent to which the following Active Learning Strategies Used by EFL teachers.....	33
Table: 4. Analysis of teachers' responses on the extent they understand the term "active learning" and how to practice it.....	34
Table: 5. Analysis of teachers' responses on the attitude EFL Teachers have toward Implementing Active Learning.....	35
Table: 6. Analysis of students' responses on teachers implementation of active learning strategies in the classrooms.....	37
Table: 7. Analysis of Students' Responses on the extent at which the following Active Learning Strategies are used by EFL Teachers.....	38

Acronyms

EFL– English as a Foreign Language

ELT- English Language Teaching

ICDR-Institute for Curriculum Development Research

MoE-Ministry of Education

TESO-Teaching Education System Overhaul

VSO- Volunteer service oversea

CHAPTER ONE

1. Introduction

1.1. Background of the Study

The learner-centered approach is a general orientation toward language teaching that has evolved since the 1970s in reaction to teacher-fronted, top-down language teaching classrooms and curriculums. (Brophy, 1999). Similarly Nunan (1988) explains that student-centered approach is based on the idea that learners can learn better when they have an awareness of their own goals.

Active learning fosters understanding (rather than rote learning facts), which students can then apply to diverse contexts and problems. Also active learning fosters students' learning and their autonomy, giving them greater involvement and control over their learning and giving them skills to foster life-long learning in the future. It is closely associated with learning how to learn.

Effective language teaching and learning requires the use of various strategies. Among these, active learning (learner-centered) approach is the one that provides opportunities for learners to express their views and ideas in the classroom. In explaining about active learning, Roose (2001:45) states that, "Students learn best about another culture by experiencing it, analyzing it and applying their knowledge to other situations. In teaching-learning process, teachers play a crucial role to implement active learning in the classroom. Checkering and Gamson (1997:91) say that teachers will need to change their own conceptual understanding at least as much as they implement this process in their schools.

In general, according to Nunan (1988) a learner-centered approach focuses on the background, needs, and expectations of students to create a more effective, authentic and focused language learning environment.

In Ethiopian context, the new Educational Training Policy emphasizes the development of problem solving capacity and culture in the context of education, curriculum structure and approach, focusing on the acquisition of scientific knowledge and practicum (MoE, 1994:4).The new education policy also calls for active learning method as the basis of the teaching and learning process in schools and universities in Ethiopia.

Though several works and studies have emphasized, that practicing active learning strategies and activities are of great importance in language classrooms and teachers serve as the facilitators of instruction in the actual teaching, students of EFL at Jimma secondary schools are usually given very little opportunity to learn/practices this approach. This observation has therefore motivated this researcher to investigate the challenges EFL teachers face to implementing active learning in the language classrooms. A number of studies have been conducted in different countries, but to the researcher knowledge no study has been done in Jimma to this title. The purpose of this study is therefore to investigate the challenges EFL teachers face in implementing active learning strategies.

1.2. Statement of the Problem

Developing student-centered (active learning) language classrooms is an essential life-skill, and has recently gained an extraordinary attention over the past two decades in secondary schools and universities in Ethiopia. (MoE, 1994:4)

Despite the widespread expressions of concern about active learners in EFL classrooms at secondary schools, observations, experiences and existing empirical studies have shown that most school teachers are neither implementing this approach nor helping students develop and play active roles to deal successfully with the subject matter. Besides, teachers still continue to provide students with the traditional teacher-centered and top-down classroom situations (lecture) Therefore; the EFL class appears to have a limited effect on students' participation.

Studies that have been conducted by different researchers (home) and scholars (abroad) identified problems EFL teachers face to practice active learning strategies. For instance,

Nolasco & Arthur (1986) list down some of the most common problems perceived by secondary school teachers such as: discipline, students' preference of grammar and exam practice, e.t.c. As some of the common factors that influence the implementation of active learning. Wright (2000) indicates that large class size, lack of supplementary materials, lack of confidence, to teach in the traditional fashion are some of the problems that affect implementation of active learning in EFL classroom.

Moreover, different local studies also show that the implementation of active learning was not adequate and satisfactory. For instance, Surafel (2002) reveals that large class size, inadequate background knowledge of the students; scarcity of textbooks, absence / scarcity of supplementary materials are some common problems English language teachers face while they are trying to implement this approach. Moreover, Amenu, (2005:23) states the old method of focusing on lecture, chalkboard, and textbook skill hinder the majority of teachers not to utilize the new approaches as intended.

Thus, taking in to account the situation discussed above, this study attempted to investigate the challenges EFL teachers face to practice active learning strategies to meet the desired objectives. So far, to the researcher's knowledge, no research of this kind has been conducted in this context.(secondary school).In fact studies related to the teaching of active learning have been undertaken.

The previous local studies related to this issue were conducted on college level and focused on factors affecting the implementation of active learning. There are not studies done at high school level on challenges face to implement active learning methods. So, the researcher of this study determines to explore grade ten English language teachers challenges to practice active learning strategies in EFL classrooms.

1.3. Objectives of the study

1.3.1. General objective

The main objective of this study was to investigate the challenges EFL teachers face in implementing Active Learning Strategies in the classroom.

1.3.2. Specific objectives

The specific objectives of this study are to:

1. Examine the problems that EFL teachers encounter to practicing Active Learning in the classroom.
2. Explore the extent to which active learning strategies used by teachers and students.
3. Identify the extent to which EFL teachers recognize active learning method and how to practice it in the classroom.
4. Determine EFL teachers' attitudes of active teaching/learning and their use of student-centered classrooms.

1.4. Research Questions

In order to achieve these objectives, the study has specifically attempted to answer the following questions:

1. What are the challenges encountered by EFL teachers to use active learning strategies in EFL classrooms?
2. To what extent are active learning strategies used by teachers and students in the target language settings?
3. To what extent do EFL teachers actually understand the term "active learning" and how to practice it?
4. What are the attitudes of EFL teachers about implementing active learning strategies?

1.5. Significance of the study

The findings of this study may provide the following practical implications for English language teachers and other bodies. The findings may help English language teachers to recognize the constraints for implementing active learning and devise their own

strategies to alleviate the problems. It is expected to give awareness for teachers for implementing active learning in EFL class. The study may also be used as a source for other researchers to conduct similar topic.

1.6 Scope of the study

This study was conducted on three secondary schools found in Jimma town. Grade 10 English language teachers and students were participants of the study.

1.7. Limitation of the study

The researcher encountered problems while collecting data. The problem faced was time since it was conducted side by side with regular work .The researcher also believes the importance of including content analysis on the study is more reliable and stronger in its evidences but due to time and other resources constraints the study data have been limited on questionnaires, interviews and classroom observations.

1.8. Definition of Terms

Active learning: refers to active involvement of the learner on different learning tasks within and out of the classroom. It includes group work, role-playing discussion, etc.

Learner-centered approach: In language teaching, a belief that attention to the nature of learners should be central to all aspects of language teaching, including planning teaching, and evaluation. Learning is dependent upon the nature and will of the learners.

Strategy: procedures used in learning, thinking, etc., which serve as a way of reaching a goal.
(Jack C. R.& Richard S.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

This chapter focuses on prior studies and researches by other scholars. In so doing, relevant literature and theoretical framework of this study are presented: which include the definition of active learning, the importance of active learning, the strategies of active learning, active learning in the Ethiopian education context, barriers to implement active learning e.t.c and other similar issues of active learning strategies have been discussed.

2.1. What is Active Learning?

Different scholars define active learning in different ways. According to prince (2004), active learning is an instructional method that requires students to do meaningful learning activities and think about what they are doing. McKinney (2007), also explained active learning as follows: Active learning is defined as learning in which the child, by acting on objects and interacting with people, ideas, and events, constructs new understanding. He also stated that, active learning is a situation where students are active participants in their own learning rather than passive receivers of knowledge.

2.2. Importance of Active Learning

Smith (1993:198) notes the following benefits of students who are cooperatively taught. When learners apply active learning, they develop stronger critical thinking and problem solving skills, and develop more positive attitudes towards the subject; they will have great motivation to learn, and acquire better interpersonal and communication skills and higher self-esteem.

In addition, Newman (2002) states, there are various reasons why active learning is important. In so doing, learners can:

Communicate effectively about what they are doing and what they are learning. And they use facts and knowledge critically and connect it to the world they know. They can also use higher order thinking skills (analyzing, synthesizing, comparing and evaluating)

and not just lower order skills (memorizing).And they use language in a meaningful and effective way to express ideas and share information.

2.3. Language Domains in Active Teaching Strategies and Learning Activities

Echevarria, Vogt & Short (2004) says when creating or selecting teaching strategies and learning activities in language classroom, teacher should consider four language domains.

1. **Reading:** students are able to comprehend written or printed material information, such as letters, numbers, figures and signs.
2. **Writing:** students are able to communicate information in written or printed words.
3. **Listening:** students are able to actively comprehend oral language from a variety of speakers.
4. **Speaking:** students are able to say words, talk, express ideas and converse in a variety of settings.

Hence, in language classroom teachers are encouraged and expected to select teaching strategies and learning activities that support multiple language domains. By focusing the teaching strategies and learning activities on one or more of the four language domain teachers are able to provide both the necessary language assistance and content support simultaneously.

2.4. Active Teaching Strategies and Learning Activities

Active learning refers to the level of academic student engagement in and out of the classroom. These teaching techniques are intended to make the students active participants in learning. Learning important health knowledge and skill is not unlike many new skills, be it a physical skill (e.g. Kicking a ball) a mental skill (e.g. decision making) or a social skill (e.g. communication).Many individual learn best and become proficient in skills by practicing them rather than merely being a spectator to the skills such as listening to teachers talk about the skill, reading about the skill, or watching others perform the skill Hermin & Toth, (2006).

The important points mentioned above are the terms teaching strategies and learning activities. Teaching strategies refer to the structure, system, methods, techniques, procedures and processes that a teacher uses during instruction. Learning activities refer to the teacher guided instructional tasks or assignments for students. These are student activities.

2.5. Active Learning in the Ethiopian Education Context

In case of Ethiopia, currently working education and training policy focuses on active learning. Previously the model of teaching and learning were rote learning. Now, it is shifted to active learning and the shift from a linear to an integrated curriculum Leu,(1998).This changes has brought a major paradigm shift in our thinking about education and the underlying ideas like active-learning approach, student-centered method, problem solving, student sensitive learning, the use of higher-order thinking skills etc. have been introduced this reform. In line with this idea, the reform also brought changes in the curriculum and teacher's profile. At present, the teacher education program is guided by the Teacher Education System Over-haul (TESO) document (MOE, 2003).

This document states that in the teacher education program, passive learning has to be replaced by active learner-focused education. The documents encourage a teacher education system that develops and inculcate higher-order thinking skills also, strongly criticizes the previous teacher education system, which was traditional.

Hence; the intention of the new teacher education program is to prepare teachers who can confidently teach using active learning approach and the development of problem solving skills through a learner-centered approach. In this assumption, teachers must be able to use a range of teaching strategies including active learning; interactive teaching and independent study and select strategies according to students needs.

2.6. Barriers to Use Active Learning Instructional Strategies

The effective implementation of active learning can be influenced by a multiple of factors. Some commonly mentioned barriers to use active learning strategies include:

1. You cannot cover as much course content in class within the time available.

The uses of in class-active learning strategies reduces the amount of available lecture time that can be devoted to instructor provide content coverage.

2. Devising active learning strategies takes too much pre-class preparation.

Though the preparation time needed to create new active learning instructional strategies often will be greater than the preparation time needed to “recycle old lectures, “it will not necessarily take grater time than the preparation time needed to create thoughtful lectures for new courses.

3. Large class sizes prevents implementation of active learning strategies

Large class size decreases the possibility of individual participation, some instructors ask for written questions, while others successfully use various options for holding discussions with the small portion of students in the class and the spatial configuration of large classrooms emphasizes the role of the students as spectators. Therefore, it may restrict the use of certain active learning instructional strategies.

4. Most instructors think of themselves as being good lecturers

Though many view lecturing as a useful means of transmitting information attending a lecture does not necessarily give rise to student learning. Evidence of this can be seen clearly in the disparity between what an instructor thinks he/she has taught effectively and the actual preparation of course content his/her students successfully demonstrate they have understood and remember on their examination papers.

5. Lack of materials or equipment needed to support active learning approaches

The lack of materials or equipment needed to support active learning can be a barrier to the use of some active learning strategies but certainly not all. For e.g., asking students to

summarize in writing the material they have read or to form pairs to evaluate or assertions does not require any equipment.

6. Students resist non-lecture approaches

Students resist non-lecturing approaches because active learning alternatives provide a sharp contrast to the very familiar passive listening role to which they have become accustomed with explicit instruction in how to actively participate and learn in less-traditional modes, students soon to come favors new approaches.

7. Teachers' and students perception of active learning

Teachers' and students' perception of active learning largely depend on the belief they have about active-learning. O'Hara and O'Hara (1998:78) say "due to their perception many teachers and students tend to avoid active learning." This implies that, teachers and students who strongly support the traditional method of teaching assume that the teacher is the only source of knowledge and knows best. (Eison2010:3-4).

In addition to these factors/variables, instructor argues that difficulties occur in the assimilation of active learning when students lack background knowledge in the studied subject. Active learning also demands more work from both instructors and students than traditional teaching (scheyvens, Army and Griffin, 2008). Similarly, Peirce cited in Ambissa (2009), identified reasons for students' lack of interest in active learning approach. These are:

- 1-Learner centered approaches are more threatening. Students who lack confidence in themselves as learners become filled with anxiety at the prospect of becoming responsible for decisions that might be wrong. Students who are not used to questions with no single authority-approved right answers are fear full of being wrong.
- 2-Learner centered approach involves losses. Moving from one stage to another requires a loss of certainty and the comfort that certainly brings.

3-Learner-centered approaches may be beyond students. Some students' lack of self confidence or intellectual maturity may prevent their accepting responsibility for their own learning.

4-Students delay, seek easy options, and prefer extra credit points over deep learning

Therefore, active learning instructional strategies are influenced by different factors.

Some factors are created by the teachers and students.

2.7. Teachers' Perception of Active Learning

For effective implementation of active learning, positive attitude to the issues and sound knowledge and skills in the area are very important. The fundamental ideas, concepts the pro and cons of active learning should clearly be understood. ICDR (1999:60) noted that "teachers have a thorough understanding of the nature and characteristics of the appropriate teaching-learning methods to be used in conjunction with curricular materials." As stated above the teacher should equip himself or herself by the knowledge and skills of active learning strategies to improve the classroom practices. However, some teachers avoid engaging students with active learning activities because of different reasons. Some of the reasons teachers choose to stay with lecture methods and other traditional teaching strategies rather than using active learning teaching strategies include the following. (Meeks, Heit and Page, 2009).

I spend time in class on active learning exercises will never get through the content that I am expected to cover. If I don't lecture, I will lose control of the class. And I have difficulty getting my students to work in teams. Some students do all the work and some do none at all. How do I grade them? My students do not know how to deal with higher-level questions. They just want to give simple low-level answers. Also my students do not like active learning; they would rather just listen and take notes. But I have some special students in class. I do not know what to do with them during group or other active learning activities. It needs an extra demand in the planning and preparation of lessons.

According to Johnson,(1994:439). There are three basic assumptions in studying teacher's belief systems. These are:

1. Teacher's beliefs influence both perception and judgment which in turn affect what teacher's said and do in the classrooms.
2. Teachers' belief play a critical role in how teachers learn to teach, that is how they interpret new information about learning and teaching and how that information is translated in to classroom practice.
3. Understanding teachers' beliefs is essential to improve practices and professional teacher programs.

Teachers' classroom practice and interaction at classroom level seem to have vital importance in learning improvement. The following idea confirms this point."In all educational systems, the performance of teachers is one of the handful factors determining school effectiveness and learning outcomes for teachers interaction with learners is the axis on which educational quality turns" (VSO, 2002:10). Therefore, with the changing educational reforms new ways of practice, new ways of working, different ways of instructional practice demand continuous improvement and updating of teachers. In line with this idea, Craft (2000) states that the current change in instructional practice demands new knowledge, new skills and increasing commitment to lifelong learning. According to Hargreaves & Fullan (1991) teachers' belief or conceptual base of the issue what teachers think, what teachers believe, and what teachers do at the classroom that ultimately shapes the kind of learning. Teachers' beliefs and understandings about learning and teaching, their beliefs about the nature and purpose of the curriculum, their current classroom practices, and teachers 'and/or administrators' perceptions of changes in the school culture all have potential to contribute to enhance learning.

Thus, to enhance learning as a result of change in school culture needs time and is a process not one time activities. According to Fullan (1990), development is a process not an event of one time and states that it will take time to show up in students learning. The process necessitates that changes in student learning are preceded by changes in teachers' beliefs, understandings and practices. This implies that much has to be done on awareness rising to improve classroom practice. This implies, teachers' belief and understanding about active learning have potential contribute to enhance active learning

in the class room. So much has to be done on awareness rising to improve classroom practice.

2.8. Practice of Teachers in Active Learning

When students learn actively, they retain more content for a longer time and are able to apply that material in a broader range of contexts. According to Meyers and Jones (1993) if you teach large lecture sections that actively involving your students in the learning process is not feasible. It may be a bit more difficult to conceptualize how you can make it work but most active learning techniques, with some modifications can be applied in large classes. The guiding principles can be applied to any learning situation. In addition, chikering & Gamson (1997) state that teachers will need to attend to their conceptual change at least as much they attend to the process in their schools. If the schools are to provide experience for students that fire their spirits identify their nature and capacities as learners and enable them independent thinkers, then teachers should support students. Thus, the role of the teacher changes from leader and presenter to coach and facilitator. Students are doing most of the work. Supporting students to be active participants in developing their skills and capacities is the most important practice of teachers in active learning.<http://www.ncpublicschools.org/docks/curriculum/bpracticesnoteddown> implementing active learning strategies helps students:

Engaging in higher-order thinking tasks as analysis, synthesis and evaluation solve problems and apply what they have learned. Construct hypothesis and make decision, provide meaning and organization to experiences, work collaboratively with others, connect real-life work between school and what will take place in the rest of their lives and address cultural influences and individual learning styles.

To sum up, the effective implementation of active learning is one of the basic criteria to be an effective teacher. If teachers are in a position to help students to learn they must be able to select and use teaching strategies that produce learning.

2.9. Teacher and Student Centered Approaches

Historically there are different types of instructional methodologies among the current dichotomy according to Mutass and Wills (1994) are teacher and student approaches.

In teacher centered approach control of primary importance and “authority is transmitted hierarchically” (Dollard & Christensen, 1996:3).It means the teacher exerts control over the students. This approach gives the priority role and responsibility of the teacher. The teacher is considered as the center of classroom activity and is thought to hold most of the knowledge necessary for the students to be successful. In addition, teachers exert their control through a system of clearly defined rules, routines and punishments that are mandated rather than developed with the students (Freiberg,H.J, 1999).

Today in education, there is an emphasis on teaching student-centered education. The student is seen as actively involved in the learning process, another name for this type of teaching strategy is active learning. Educators are now encouraged to implement an instructional approach based on constructivist principle of learning (Brophy, 1999). Similarly, Nunan (1988) explains, student-centered approach is based on the idea that learners can learn better when they have an awareness of their own goals.

Hence, the language curriculum developer shifts from what should be done in a course of study to what is specifically done by language teacher in their classes, though negotiation between teachers and learners in the planning, implementation and evaluation of language courses. However, it is difficult to assume all learners will have the potential to make their own choices about their learning process (Nunan & Lamb, 1996).Thus, negotiation is between teachers and learners are very important but the level and degrees of negotiation vary depending on the characteristics of the learners.

When we compare with traditional instruction, student-centered approach focuses on meaning making inquiry and authentic activity. The aim of student-centered approach is to create a learning environment where knowledge is constructed by the teacher and students rather than transmitted directly by the teacher. Broophy, (1999) explains that in these classroom students are expected to “strive to make sense of what they are learning

by relating it to prior knowledge and by discussing it with others” (p 49).This implies that students construct knowledge through gathering and synthesizing information and integrating it with the general skills of inquiry, communication, critical thinking, problem solving and so on.

2.10. The Role of Teachers in practicing Active Learning

The role of the teacher in active learning is different from that of the traditional language teaching. Active learning creates a learner-centered classroom environment of social learning where teachers provide opportunities for students, rather than taking an authoritative role and having power over their learning Richards,(2006),and also Sreehari (2012) says that teachers would find themselves talking less, listening more and becoming active facilitator of their students. In addition Breen & Candlin (1980:77) describes the roles language teacher plays as follows:

The teacher has three main roles: the first role is to facilitate the communication process between all participants in the classroom and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching group. A third role for the teacher is that of researcher and learner, with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning and organizational capacities.

In addition to the above explanation, scholars like Littlewood (1981:19), Harmer (1991:235-242), Richards and Rodgers (1986:77-78) have put the role the language teacher plays in active learning method as summarized as follows:

Need analyst-takes the responsibility for determining and responding to the learners' language needs.

Counselor-It exemplifies an effective method seeking to maximize students learning.

Group process manager-organize the classroom as setting for active learning.

Resource (Knowledge provider)-offers help if it is needed (when the learners are missing and they wish help).

Generally, we can see from the points raised about teachers' role that teachers do not have direct teaching role in active learning (student-centered) method, i.e. teachers are not dominant as they could be in the traditional (teacher-centered) method. There will be an activity, of course, in which teachers can take part as a co-coordinator they can maintain these roles without becoming dominant; it enables them to give guidance and stimuli inside the activity.

According to Williams & Burden (1997), teacher's actions are highly influenced by their beliefs and attitudes; even more than they are determined by their knowledge. These views imply that what teachers actually do in their classes play a decisive role in the success of a language teaching program. If teachers do not develop the right conceptions of active learning, they do not able to execute the method into the classrooms. Therefore, teachers need to create conducive learning environment and enhance learning by doing at least some of the above mentioned roles.

2.11. The Role of the Learners in Active Learning Method

It is true that those learners are not empty vessels when coming to language classrooms and are expected to play a number of roles in active learning method. Legutke & Thomas (1991), confirm this idea and state:

The learner does not come into the project classroom knowing nothing. Rather he/she brings with him/her a range of previous learning experiences ,of values, views and expectations not only have rather fixed idea about which activities are most appropriate them but also how the teacher should go about his/her teaching.

Breen & Candlin (1980) as cited in Richards and Rodgers (1986) describes the learners' role in active learning method as negotiator between the self, the learning process, and the objective of learning. To achieve the goal of foreign language learning/teaching the learner should have positive attitude and motivation towards the learning activities triggered by the teacher's facilitative role in the class. If so, one can hope that the students would conduct the activities needed in the active learning methods either in-

group or in-pair. It is therefore, very important for the teachers to identify their roles, to integrate with that of the learners, and to help the learners know their distinctive roles.

Richard (2001) also points out the primary role of learner as a member of a group who must work collaboratively on tasks with other group members teamwork skills, plan, direct, monitor and evaluate their own learning which is viewed as a compilation of lifelong learning skills.

Generally, the type of active learning method proposed in the classroom also implied new roles for teachers and learners. Learners need to participate in classroom activities that are based on a cooperative rather than individualistic approach to learning. Students should become comfortable with listening to their peers in-group work or pair work tasks, rather than relying on the teacher for a model. They are expected to take on a greater degree of responsibility for their own learning. On the other hand, teachers also need to assume the role of facilitator and monitor. Rather being a model for correcting speech when they do different activities in pairs and in groups.

2.12. Major Types of Active Learning Strategies

In the teaching learning process, it is important to recognize that methods link thoughts and actions. Effective teacher use different active learning methods. There are lots of strategies that help to implement active learning in the class rooms. Some of the commonly used in class rooms will be discussed in this section.

2.12.1. Group Work

Many writers (Todd, 1997; Wallace, 1991; Long, 1990; Bejerano, 1987) refer to ‘Group work as a form of language activity done by a group of students without a direct involvement of the teacher. This implies that all language learning tasks carried out by a pair of students and those which are done a group of more than two students. Similarly, Nunan & Lamb (1996) Storch,(2002),refers’ group work’ to denote all kinds of language learning tasks accomplished by usually a group of three to six students without much intervention from a teacher.

It allows every student the chance to speak, to share ideas and information, and to develop the skill of working with others. Cooperative work groups require all students to work together to complete a given task. Typical cooperative group tasks include articles to read, questions to answer and discuss, information to share, subjects to teach to other groups, the creation of projects, problem solving and decision making. Assigning and rotating various student roles are often helpful with this activity.

Therefore, the definitions are essentially similar in that they show that group work is independently done by learners without direct control from their teachers. It is part of collaborative strategies of teaching learning and the best ways of encouraging active learning.

2.12.2 .Role-playing

It is a common strategy where the teacher asks several students to take on the roles in the situations. This strategy can be used to demonstrate problem solving and decision making skills.

Depending on the topic, the role play can be spontaneous, or students might need some time to prepare. In more elaborate role-plays, students may require a few days to research and prepare for their roles. It is often important to remind students of the specific purpose of this activity. During role-playing a small number of students present the content while others in the class observe. Students have the opportunity to experience and analyze the specific situation. Fredric (2002) explains “role -playing is a loose simulation in which students assume the roles of individuals or groups in a real life situation”.

When skillfully designed and facilitated, classroom role plays are an effective active learning instructional strategy for arousing student interest and engagement, provide a realistic and relevant way for students to connect essential course content to their personal and/or professional lives, teaching students to develop and apply critical thinking skills, creating opportunities for knowledge transfer as well as developing deeper

self awareness and understanding and helping students develop increased empathy for others and a valuing of and respect for cultural diversity. In order to plan such an exercise the teacher must clearly identify the situation, define the roles of the interest groups involved, and specify the task for each group.

2.12.3. Cooperative Learning

It is based on the premise that cooperation is more effective than competition among students for producing positive learning outcomes. It provides a natural environment in which to promote effective team work and interpersonal skills. Cooperative learning is effective in explicitly training students in the skills to be needed to be effective team members when using cooperative learning. This strategy involve the use of small groups so that students work together to maximize their own and each other learning (Johnson, Johnson and Smith, 1998). Similarly, learning is enhanced when they have many opportunities to elaborate on ideas through talk.

Therefore, it is assume that the opportunity to practice interpersonal skills coupled with explicit instructions in these skills is more effective than traditional instruction

2.12.4. Think pair share

It is widely used and highly effective form of promoting brief structured group interaction in the classroom. Mills, Lyman, & Davidson (1995) described a think-pair-share exercise often begins with information that provided initially through a reading assignment, a short lecture, a video tape, etc. The teacher then poses single question and students are instructed to reflect (i. e, think) about the question and to note their responses in writing. Students then turn to a partner and share their responses. This can end the sharing or the pair may turn to another pair and share again in groups of four. Provide sufficient time for each participant to speak with his or her partner; the teacher however, can determine the total time required for the activity by limiting the number of pairs invited to share their responses with the whole class.

Think pair share is a collaborative learning strategy that is:

Effective in very large classes, encourages students to be reflective about course content, allows students to privately formulate their thoughts before sharing them with others and they can foster higher-order thinking skills.

This implies that, first the students working individually for a short time then, pair up to compare and synthesize, later they report to the whole class. This makes the students do their exercises with higher-order thinking skills.

2.12.5. Participative Learning

Participative learning is defined as engaging the student in the learning process by giving him or her opportunity to take part in selecting activities and/or assignments in the class Mills Jones, (1999). For example, students may be allowed to choose elements in the syllabus, to write exam questions, or to participate in the grading of some class projects. By involving students in choosing some direction for the course, students should take on responsibility and become accountable for positive outcomes in the class.

2.12.6. Experiential Learning

Experiential learning is an associated concept in which students learn from relevant experiences provided in the course of instruction (Kolb, 1984). Management educators should be aware of two cautions. First, experiential exercises alone may not be sufficient to induce learning and, secondly, students will need time to reflect on the experience. Kolb (1984) explains that learning is a process, not an outcome; that learning comes from experience; that learning requires resolution of dialectically opposed demands; that learning is holistic and integrative; that learning requires interplay between a person and an environment; and that learning results in knowledge creation.

2.12.7. Problem Solving Method

Aggrawal, (1996) explains problem solving is an instructional technique. Both teachers and learners make a conscious, planned and purposeful endeavor to reach at a solution. In addition, Woods explains on :

Once a problem has posed different instructional methods may be used to facilitate the subsequent learning process lecturing instructor facilitated discussion, guided decision making or cooperative learning. As part of the problem solving process, student groups can be assigned to complete any of the learning tasks listed above either in or out of class.

Hence learning through problem solving, focuses on activities that are relevant and useful to the life of the learner than just learning by memorizing facts that have no connection with the learner life. By working with a problem, students can formulate hypotheses, gather relevant data and organize the data to arrive a conclusion.

2.12.8. Debating

Debating is an organized discussion on an issue which is usually controversial. The teacher assigns sides of a debate to the two halves of the class who are the supporter and against the issue. Bonwell & Eison,(1991) say “debates have several benefits for students, including possibly reducing the bias an instructor might bring to the course, forcing students to deal with their own biases, enhancing students’ skill in research, promoting logical thinking, increasing skill in oral communication and motivating students.”Similarly, “debates prove as valuable to those students who listen as to those who actually participate.” (Moeller, 1985).

Therefore, students will often find creative ways to overcome the constraints in order to have the opportunity to exercise their minds more actively in the classroom.

2.12.9. Question and Answer

It is a method of teaching which can be used in many ways. First, teachers can use questions to revise material from a previous class as a starter activity lasting 5-10minutes.Teachers can also use questions at different intervals throughout their lecture to check whether the students have learned the material being taught. Another use of questioning is to stimulate minds of students by asking a difficult question at the beginning of class to promote discussion. Ellner & Barnes (1983) as cited in Bonwell & Eison (1991) effective questioners know the different types of question that can be asked

and when it is most appropriate to ask them. The most commonly used questions divides in to four categories:

1. Cognitive memory questions
2. Questions that call for convergent thinking
3. Questions that call for divergent thinking
4. Evaluative questions

Having said these, the teacher should be sure to ask all sorts of questions of the students and think about using open and close ended questions as well as test different thinking skills: knowledge, comprehension, application, synthesis, analysis and evaluation.

2.12.10. Demonstration

Demonstration is to provide a means by which the teacher can explain or clarify certain parts of the context quickly and economically .Similarly, the teacher helps the students learning by showing how to use materials, special tools or how to accomplish a particular task (Garret,2008).In addition, Shakhshiri (1984) explains’ “demonstration can also serve as a vehicle for instructors to share attitudes about the tentative and changing nature of knowledge in their discipline with a goal of motivating students to engage in experimentation on their own.

In general, it can be used to stimulate students’ curiosity and to improve their understanding of conceptual processes. This implies that, students can use this session as an opportunity to recognize that they have been engaging with the topic. It is a great way of finding out of the students what they already know on a subject as well as an excellent review activity.

2.12.11. Peer Teaching

According to Bonwell & Eison (1991) peer teaching promotes active learning in the class room. Students are organized into learning cells and students would individually prepare for class by reading assignment and generating questions focused on the major points or issues raised, be assigned randomly to pairs at each class meeting alternately

ask questions of each other and provide corrective feedback on a response where necessary, and receiving coaching from an instructor .

Hence, it is a participatory active and democratic strategy integrated into the students own experiences that result in deep learning. And also it is an appropriate strategy to solve the problem of large class size.

2.12.12. Project Work

The project method involves cooperative investigation of real life situation or problem under the supervision of the teacher. The teacher should make sure that students have sufficient back ground information before they embark on project work according to ICDR, (1999) a project is a natural life like learning activity involving the investigation and solving of problem by individuals or a group of students.

Thus, project method produces a close contact with a real life situation and it strengthen co-operation between learners and create an opportunity to practice the role of leadership

2.13. Research Findings on Active Learning

Halperin,(1994), comments on the domination of old instructional approaches in most high schools. He suggests that most activities today in majority of high schools continue to reflect an old style of instruction where students sit quietly, passively receiving words of wisdom being professed by the lone teacher standing in front of the class. On the other hand, Johnson and Johnson (1989) have found that student centered (active learning) instructions seem to motivate students to closer relationship with one another in working together. Each student-centered group not only scored high marks academically but they also gained some social skills through cooperative work. The students in the teacher centered classroom did not spend as much time working cooperatively and the classes were geared around lecture and individual work of students.

According to Amenu (2005) states that in different colleges of Oromiya regional state, even though, lecture method is practiced occasionally, much of the time is devoted to

active learning instructional approach. Silberman, (1996:44) delivers a key note that addresses a challenging issue to develop an environment in which students become actively engaged in learning. Thus, after decades of research on teaching and learning strategy, the effectiveness of active learning has been clearly documented. However, in the institution of higher learning there have been challenges to incorporate the new model of active learning in to their classrooms. Thus, some have embraced this approach to instruction with enthusiasm while others seem more cautions in moving towards adoption. Clearly, active learning occurs in an environment where the students are at the center and the instruction is student-centered.

On the other hand, passive learning occurs in a setting where the teacher is the focus, described as teacher-centered instruction. In the teacher-centered (passive learning) approach the teacher becomes the manager of the classroom with the learning process heavily dependent up on the pronouncement and enforcement of rules. Here, note that little is required or expected from the students to the very end. The students are presumably expected to ride the assembly line quietly and dutifully accepting all data transmission in a similar manner. But practically, most cognitive and psychologists and educators agree that instruction is effective when students are encouraged to become actively involved in their own learning.

Finally, though some have criticized the effectiveness of active learning method /instructional approach more study show the true effectiveness of active learning on academic achievement and classroom participation.

2.14. Challenges Face in Implementing Active Learning Strategies

2.14.1. Large Class Size

Class size is one of the major instructional challenges that hinder the implementation of active learning (student-centered) method. Holliday, (1994) point out that; it is very difficult to ensure classes over a certain size. Similarly, Eison (2010) says, “Large class size may restrict the use of certain active learning instructional strategies (e .g it is

difficult to involve all students in class discussion in groups larger than 40) but certainly not all.”

Therefore, if the class size increases, teachers and students will face many challenges that impede them not to create interactive classrooms. Moreover, disciplinary issues were seen to dominate large classes.

2.14.2. Unavailability of Authentic Materials

Rao’s study (2002) shows that lack of authentic materials prevent students from getting exposed to the active learning method. The availability of authentic materials as well as the adoption and adaption of materials to teaching activities are vital. The materials prepared high school level are only text books no other materials like video, cassettes, magazines, newspaper prepared in English. Hence, the lack of materials or equipment needed to support active learning can be a barrier to the use of some active learning strategies.

2.14.3. Sitting Arrangement

Active learning (student-centered) method needs a flexible sitting arrangement and movable desks as to the nature of the method. According to Silber man (1996) if the classroom sitting arrangement is not appropriate, it is difficult to have active and communicative environment. He further explains that if the physical environment or the classroom condition is favorable, it facilitates interactive learning. Therefore, sitting arrangement of the students in the classroom should be arranged in such a way that students can look directly one another to help and create interaction among students.

2.14.4. Lack of Resources

The practice of active learning (student centered) needs resource with less number of students in a class to insure the involvement of all students and to monitor and to manage each and every student in a class. Larsen-Freeman (2000) says that a wide variety of instructional materials should be used in language teaching to support active learning approaches. Therefore, school facilities like adequate classrooms, enough number of

desks, tables and appropriate instructional materials must be fulfilled to support the implementation of active learning.

Summary

All these points, therefore, I think are central to the current study and this is the reason why the researcher has carried out this study. It is hoped that, with more empirical evidence yielded in the current study, active learning could and would enjoy more popularity and receive more attention in EFL classrooms.

CHAPTER THREE

3. Research Methodology

This chapter deals with the research methods that were used in this study. It discusses the research design, the subject of the study, sampling technique, data collection instruments, development of instruments and data analysis used in carrying out the study.

3.1. Research Design

The main purpose of this study was to investigate the challenges EFL teachers face in implementing active learning strategies. Descriptive survey design was used as a method of this study. At times descriptive survey is the means through which opinions, attitudes & suggestions for educational practices can be obtained. In this descriptive survey method, quantitative and qualitative approaches were used for the study. Quantitative was used for the data that were collected through close ended questionnaires. As Sharma (2000) explains quantitative survey is helpful to identify present condition and showing immediate status of a phenomenon and qualitative approach was used for class room observations and interviews. The research was conducted in Jimma town secondary schools From 15, February2017 up to 24, May 2017.The reasons behind selecting this particular setting area were; the researcher has been doing this research with regular job side by side so that it was suitable to collect data at near distant.

3.2. Sample Population

The subjects of the study were 20 English language teachers and 100 grade ten students (out of 2025 total number of students) in Jimma secondary schools were the target group. The numbers of students in Jiren were 1000 students, in Seto 500 students and Ababuna 525 students. Among the total population, 100 students (50 students from Jiren, 24 from Seto and 26 students from Ababuna Secondary Schools) were selected proportionally as a sample by using simple random sampling technique used since the sample respondents were selected from different secondary schools. In order to get pertinent information, 20 English language teachers were used for questionnaire, observation and interview.

Among 20 teachers, 8 teachers were selected by using simple random sampling (lottery method) for observation and interview.

3.3. Sampling Technique

Sample design is a definite plan for obtaining a sample from a given population. It refers to the technique or the procedure the researcher would adopt in selecting items for the sample. Sample design may as well lay down the number of items to be included in the sample i.e., the size of the sample. Sample design is determined before data are collected. There are many sample designs from which a researcher can choose. Some designs are relatively more precise and easier to apply than others. Researcher must select/prepare a sample design which should be reliable and appropriate for his research study. Kothari, (2004:62).

In order to get sample population students from three secondary schools, simple random sampling was used to select students and availability (all the available EFL teachers in the three secondary schools) to select teachers.

3.4. Data Collection Instruments

For the purpose of gathering information, different instruments were used. These include questionnaire, classroom observation and semi-structured interview. Details of these instruments are presented as follows.

3.4.1. Questionnaires

Questionnaires were the major data collection instrument in this study. Best and Khan(1989) and Sharma (2000) state the questionnaire enables a researcher to collect data from larger groups of individuals within a short period of time; and it is also easy to administer to a number of subject in one place at a time.23 questions were administered for both students and teachers, those questions were took place in the mentioned three high schools. It lasted for 3 days to gather the data all these questionnaires were closed ended. Before administering the questionnaire, short orientation was given about filling the questionnaire. The purpose of the questionnaire was to look for data on challenges encountered by EFL teachers to use active learning, teacher's practice of active learning

in the EFL class and the attitudes of EFL teachers to implementing active learning strategies.

3.4.2. Classroom Observation

According to Robson (2002:310), "data from direct observation often has complement information obtained by virtually and other techniques". To this end, 5(five) teachers were observed twice for forty minutes in the actual classroom by using observational protocols (checklists).It was prepared based on the review of related literature and the format was adapted from Nolasco & Arthur (1988) & Parott (1993).

3.4.3. Interview

Interview were conducted with 3 (three) English language teachers. Interview is necessary to get attitudes about how teacher implement active learning in EFL classrooms. Interview is suitable for the study for different reasons. According to Nunan (1992), it can be employed for securing pertinent data. Therefore, a semi structured interview was set to collect pertinent information. In addition, Nunan (1992) explains semi structured interview allows a wider freedom to ask the interviewee to obtain further information about their implementation of active learning and also helps control the direction of the interview to elicit the desired data.

3.5. Method of Data Analysis and Interpretation

The collected data were analyzed through quantitative and qualitative analysis. The data obtained from teachers' and students' questionnaire were tabulated by descriptive statistical analyses in terms of frequencies and percentages. In addition, a Statistical Package for Social Sciences (SPSS) was employed for teachers' questionnaire. The results obtained through classroom observation with the help of observation checklist were categorized into different domains for data interpretation. Finally, the data gathered through teachers' interview were summarized and analyzed by qualitative analysis.

3.6. Data Analysis Procedures

Data analysis means to "find meanings from the data and a process by which the investigator can interpret the data" (Burns, 2000, p.430). To analyze the data of the study, the researcher has gone through all the information gathered from the completed questionnaires, observation and the interview transcripts attentively. Questionnaire data analysis involves the analysis of close-ended questions. These questions were analyzed through the themes and categories prompted by the questions. In analyzing the interview data, the scheme of categories was created to suit the collected data and the concerns of the study. The ultimate aim in the coding and analysis of the data has gained a better understanding of how teacher of English implementing active learning strategies. Finally, the results of the observation were crosschecked with the results of the questionnaire and interview in order to have reliable data.

CHAPTER FOUR

4. Data Analysis and Interpretation

4.1. Introduction

As noted earlier in chapter one, the main purpose of this study was to investigate challenges EFL teachers face to implementing active learning strategies. Based on the purpose of the study, an attempt has also made to answer the following research questions:

1. What are the challenges encountered by EFL teachers to use active learning strategies in EFL classrooms?
2. To what extent are active learning strategies used by teachers and students in the target language settings?
3. To what extents do EFL teachers actually understand the term “active learning” and how to practice it?
4. What are the attitudes of EFL teachers about implementing active learning strategies?

The analysis of data and interpretation was thus made based on these questions.

Table: 1 Characteristic Feature of the Participants

No.	Characteristic features		Total	Percent (%)
1.	Sex	M	12	60
		F	8	40
		Total	20	100
2.	Qualification	B. Ed /BA	17	85
		MA	3	15
3.	Area of specialization	English Major	19	95
		English Minor	1	5
4.	Total years of experience	5-15 Years	1	5
		16-25	7	35
		26and above	12	60

As shown in the table above, (60%) are male and (40%) female. The teachers qualification is concerned, (85%) of them are B.ED holders and (15%) of them are masters. From qualification point of view, almost all of them graduated majoring in English except one. As far as the teachers experience in teaching English language is concerned, (5%) of the teachers have taught English from 5 to 15 years and, (35%) of the teachers have taught from 16 to 25 years and (60%) of the teachers have taught above 26 years.

The findings of the questionnaires are presented in the tables (2 - 7) below.

4.2. Teachers' Questionnaires, Results and Interpretation

Table: 2 Analysis of Challenges Teachers Face in Implementing Active Learning

No.	Items	Responses			
		Yes		No	
		No.of Resp.	%	No. of Resp.	%
1.	Class room conditions like, class size, sitting arrangements and controlling students activities	19	95	1	5
2.	Shortage of instructional materials	18	90	2	10
3.	Lack of time in active learning	11	55	9	45
4.	Usage of text book contents	11	55	9	45
5.	Lack of skill in materializing active learning in EFL class	17	85	3	15

Five items (Table 2) were designed to collect data from teachers on the challenges that teachers faced in implementing active learning in the EFL class at secondary schools in Jimma town. Thus, the responses that collected on the basis of these items indicted that (95%) of the responses (Item1) showed that class room conditions were challenging. Also (90%) of the responses (Item 2) indicted that shortages of instructional materials

were affecting and (55%) of the responses (Item 3) indicated that impact of time in active learning was demanding. And (55%) of the responses also showed that organization of text book contents were challenging and the last item (85%) of the responses have shown that lack of skill in materializing the active leaning in the EFL class was demanding the active learning method. However, insignificant percent of responses like, class room conditions (5%), shortage of instructional materials (10%) and below half of the responses lack of time in the active learning (45%) and organizations of text book contents (45%) and lack of skill in materializing active learning (15%) indicated that active learning were not challenging during the EFL class in the secondary schools of Jimma town.

Table: 3. Analysis of Teachers' Responses on the extent to which the following Active Learning Strategies Used by EFL teachers.

No.	Item	Always (5)		Freq. (4)		Some times. (3)		Rarely (2)		Never (1)		Mean
		F	%	F	%	F	%	F	%	F	%	
1.	project work	2	10	5	25	6	30	5	25	2	10	3.0
2.	Problem solving	4	20	6	30	6	30	4	20	-	-	3.5
3.	Role playing	3	15	8	40	4	20	3	15	2	10	3.35
4.	Discussion	8	40	6	30	6	30	-	-	-	-	4.1
5.	Peer Teaching	7	35	6	30	5	25	2	10	-	-	3.9
6.	Cooperative learning	4	20	8	40	5	25	1	5	2	10	3.55
7.	Brain storming	-	-	2	10	1	5	4	20	13	65	1.6
8.	Group work	9	45	5	25	4	20	1	5	1	5	4.0
9.	Question & answer	9	45	7	35	3	15	1	5	-	-	4.2
10.	Demonstration	6	30	4	20	4	20	3	15	3	15	3.35
11.	Debating	1	5	2	10	12	60	3	15	2	10	2.7

The above table has given data for question No. 2 about how often the subject teacher uses active learning strategies in EFL classroom. Almost all items except item 7(brainstorming) and item 11(debating), the other active learning strategies are applied in EFL classroom at average level. The average mean is 3.38, so they are almost near to the average level. This implies that the majority of the respondents use these active learning strategies frequently. Though the teachers' replied show this figure, there are some mismatches have been seen through classroom observation. On the other hand, item 7(brainstorming) to some extent item 11(debating) are below average mean. Bonwell & Eison,(1991) say “debates have several benefits for students, including possibly reducing the bias an instructor might bring to the course, forcing students to deal with their own biases, enhancing students' skill in research, promoting logical thinking, increasing skill in oral communication and motivating students. Although debating has many advantages to implement active learning, the teachers use this active learning strategy rarely. From this point of view, we can deduce that most of the strategies are applied in EFL classroom at a medium level whereas the rest are applied rarely.

Table: 4. Analysis of Teachers' Responses on the Extent they understand the Term “Active Learning” and How to practice it.

No.	Items	Responses			
		Yes		No	
		No.of Resp.	%	No.of Resp.	%
1.	Teachers have enough knowledge about active learning method to engage the students in the active learning process at medium level	10	50	10	50
2.	Teachers have clear understanding that student centered method is the base for the implementations of active learning at medium level	9	45	11	55
3.	Teachers have highly understood that Learning is an active process that the learner is an active involvement throughout the activity, with in the class and outside the classroom.	18	90	2	10
4.	Teachers have good knowledge in using different techniques to implement active learning method	9	45	11	55
5.	Teachers have moderately played a great role in the implementation of active learning through planning and guiding their roles	9	45	11	55

Table 4.As it was shown in the above table that whether EFL teachers well understand the term “active learning” and how to practice it or not. The results of the analysis indicated that (50%) of the responses (Item 1) have shown that teachers have no enough motivation on active learning. And (55%) of the responses (Item 2) showed teachers did not have clear understanding about active learning. Also (10%) (Item 3) indicated that lack of understanding in learning is not active process and involvement.(55%) of the response (Item 4) indicated that teachers did not have good knowledge of active learning. The last item (55%) of the responses indicated that teachers did not play a great role in the implementation of active learning through planning students’ role and guiding their roles.

However, (50%) of the responses (Item 1) indicated that teachers have enough knowledge of active learning and (45%) of the responses (Item 2) indicated that teachers

have understanding of active learning. Also (90%) of the responses (Item 3) showed that learning is active process and involvement. The rest (45%) of the response showed that teachers have good knowledge of active learning and the same (45%) of the response replied that teachers play a great role in the implementation of active learning through planning and guiding their roles.

Table: 5. Analysis of teachers' responses on the attitude EFL Teachers have toward Implementing Active Learning.

No.	Items	Responses			
		Yes		No	
		No.of Resp.	%	No.of Resp.	%
1	EFL teachers have positive attitude toward implementing active learning method.	6	30	14	70
2	Implementing active learning method is increasing work load on teachers	14	70	6	30
3	I don't like implementing active learning method because I don't find it creative.	8	40	12	60

Table5. As it was revealed in the above table three items were designed to collect data on the attitude of teachers toward the active learning in the EFL class. Data were collected and analyzed based on these three items. The analyzed data has indicated that (30%) of the responses showed EFL teachers have positive attitude towards active learning, also (70%)of the responses have shown that implementing active method is increasing workloads on teachers and the rest (40%) of the responses replied that teachers did not like implementing active learning method because they don't find it creative.

However,(70%) of the responses showed that EFL teachers did not have positive attitude towards active learning, (30%) of the responses replied that implementing active learning method is not increasing workloads on teachers and (60%) of the responses showed that teachers like implementing active learning method because they find it as it was important to teach in the EFL class room.

4.3. Students' Questionnaires, Results and Interpretation

Active learning demands not only teachers to be experts in their fields students also take part in the teaching learning process to be active participant in the classroom (Derbessa, 2006). In relation to this, 15 items were presented to students to find out their knowledge and experience about active learning.

Table: 6. Analysis of students' responses on the Implementation of Active Learning Strategies in EFL classrooms

No.	Items	Responses			
		Yes		No	
		No,of Resp.	%	No.of Resp.	%
1.	Classroom conditions like, class size, sitting arrangements and controlling students activities challenges our participations	90	90	10	10
2.	Shortage of instructional materials affects our involvement	74	74	26	26
3.	Impact of time in active learning influences our participation.	64	64	36	36
4.	Lack of skill in materializing active learning in the teachers side influenced the EFL class	80	80	20	20

Five items were designed for sample students to collect responses of students on the challenges that teachers faced in implementing active learning in the EFL class at secondary schools of Jimma town. The responses that were collected on the basis of these items (90%) of the responses (Item 1) indicted that the class room conditions were challenging and (74%) of the response (Item 2) indicted that shortages of instructional materials were demanding. Also (64%) of the responses (Item 3) indicated that impact of time in active learning was challenging. And the other (80%) of the responses has shown that lack of skill in materializing the active leaning in the EFL class was challenging.

However, insignificant percent of responses (10%), (26%) and below half of the responses (36%), (20%) and insignificant responses (20%) indicated that class room conditions, shortages of instructional materials, impact of time, organization of text book contents and lack of skill in materializing active learning were not challenging the active learning during the EFL classes in the secondary schools of Jimma town respectively.

Table: 7. Analysis of Students' Responses on the extent at which the following Active Learning Strategies are used by EFL Teachers

No.	Item	Always (5)		Freq. (4)		Some ti. (3)		Rarely (2)		Never (1)		Mean
		F	%	F	%	F	%	F	%	F	%	
1.	Project work	15	15	18	18	23	23	24	24	30	30	2.94
2.	Activities that are relevant and useful to the life of the learner(Problem solving Method)	17	17	15	15	37	37	22	22	9	9	3.09
3.	Role playing	17	17	14	14	22	22	30	30	17	17	2.84
4.	Discussion	25	25	26	26	35	35	11	11	3	3	3.59
5.	Peer Teaching	23	23	28	28	33	33	9	9	7	7	3.51
6.	Cooperative Learning	27	27	23	23	36	36	9	9	5	5	3.58
7.	Brain storming	22	22	15	15	19	19	27	27	17	17	2.98
8.	Group work	28	28	25	25	22	22	20	20	5	5	3.51
9.	Question & answer	36	36	21	21	13	13	17	17	13	13	3.50
10.	Demonstration	11	11	10	10	11	11	46	46	22	22	2.42
11.	Debating	14	14	13	13	16	16	29	29	28	28	2.52

An effective teacher uses different active learning methods. The above table tried to find out how the teachers practices different active learning strategies.

Concerning project work (item 1) and problem solving method (item 2), majority of the respondents replied from “sometimes” to” Not at all”. The mean values (M=2.94 and M=3.09 respectively) indicated that the teachers sometimes use these methods in the

classroom. Out of 100 respondents were asked whether the teacher uses a deliberate acting of a social role in the classroom (role play) or not, (14%) of them responded that the teacher uses frequently, (22%) said sometimes and (30 %) replied rarely. The mean value (M=2.84) has showed that the teacher employed this method sometimes. Regarding discussion, (25%) of the respondents responded that they discussed in groups always, (26%) of them replied frequently and the rest (49%) make discussion from sometimes up to rarely. The mean values for discussion (M=3.59) revealed that the teachers use discussion sometimes. In response to item 6(cooperative learning) which was about the opportunity to practice team work, (27 %) of the subjects replied always, (23 %) of them responded frequently and (36%) of them said sometimes and the rest (14%) replied rarely and not at all .The mean value (M=3.58) indicated that the teachers use the strategy sometimes. Regarding brain storming, majority of the respondents (i.e 63%) replied from sometimes to not at all, whereas, the rest 37% of them replied frequently. Its mean value (M=2.98) shows most of the teachers did not practice the strategy. As can be seen in the above table concerning group work, majority of the respondents (28 %) replied used this method always and (25 %) responded frequently and (22%) replied sometimes. The mean value of the item (M=3.51) indicated that the method was used by the teachers frequently. Regarding the use of question and answer method 36 % of the total subjects responded always and (21%) of them replied frequently. The mean value of the item (M=3.5) revealed that the teachers use the strategy frequently.

As far as giving students an opportunity to set up certain procedures (demonstration) is concerned, the above table shows that (11 %) of the respondents responded always and (10 %) of them frequently and the rest (69%) of the students replied between sometimes and never. The mean value 2.42 shows the teachers use demonstration rarely. On the other hand, using an organized discussion on an issue (debating), majority of the respondents (63 %) replied from sometimes up to never. But the rest (37%) replied between always and frequently. Thus, the mean value of the items 2.52 suggests that the teachers use debating in the classroom rarely. To sum up, based on the students' response regarding the practice of active learning strategies, we can deduce that teachers' use of active learning strategies wasn't encouraged.

4.4. Presentation and Analysis of Data Obtained Through Teachers' Interview

One source of data used for this study as discussed in chapter three is teachers' interview. To gain relevant information about teachers' experience and practice of active learning, six interview items were developed. The questions are listed below.

1. What is your belief about active learning?
2. How do you feel the applicability of active learning in your classroom?
3. Do you think using active learning has advantages in the teaching learning process?
4. Do you practice active learning strategy in your classroom? If yes, mention some of the strategies you employ. If No, mention the reason.
5. What are the challenges you faced in the practice of active learning?
6. Do you think the way you have been taught affects the way you teach now?

Three English language teachers were interviewed about their experience and practices of active learning. Their responses to the six open ended interview questions are presented and analyzed as follows.

The first question of the interview focused on teachers' beliefs about active learning. All the interviewees believed that active learning is an effective method of teaching English as a second language. One of the respondents (T 2) stated as "it helps students to work cooperatively, as it involves pair and group work". Similarly, (T1) expressed her idea as "active learning provides students different roles and responsibilities which provides opportunities to develop different skills, such as: skill of leadership, secretary e.t.c. The other interviewee (T 3) further explained his views as" it facilitates learning, shares teacher's burden. Moreover it also improves students' confidence in learning and using language."

As the above responses demonstrate that, active learning helps to work jointly and share their ideas and also decreases teacher's load.

With regard to the applicability of active learning in EFL classroom, one of the respondents (T3) reflected his views as” it is difficult to apply active learning in English classes”. The other two respondents (T 1&T 2) said,

though, the text books are designed according to communicative language teaching; there are some factors that affect its practicality, such as: their background is low, have no equal proficiency level in group discussion i.e. some of them are active whereas majorities are passive in group activities.

The third question refers to teachers’ opinion about the advantage of using active learning in EFL classroom. All the interviewees said that it has many advantages. Among the advantages, one of the interviewee (T 2) mentioned that “active learning provides learners the chance to share responsibility with their friends, to take responsibility for their own learning”. The other two respondents (T 1&T 3) shared similar views as,” It helps to use language in a meaningful and effective way to develop higher critical thinking and problem solving skills. These advantages are also found in studies by Smith (1993), Brent & Felder (1996) and Newman (2000).Therefore; it seems that the teachers have the awareness of the advantages of using active learning.

The fourth question refers to the information about the practice of active learning strategies in the classroom. Two of the respondents(T 2&T3) said that they rarely use different types of active learning methods; for example, pair work, group work, role play discussion and question and answer. However, one teacher(T 1) replied even though active learning is preferable and fruitful method, he couldn’t use the method in the classroom because the students were less interested in practicing in those ways. From this we can deduce that most of the active learning strategies were not used as expected.

Regarding the challenges teachers faced in the practice of active learning, all of the interviewees responded that active learning has constraints during its implementation in the real classroom. Two of the respondents (T1&T2) listed some of the factors as: shortage of time, large class size, lack of adequate instructional materials and domination of some students. Similarly, (T 3) mentioned classroom conditioned negative attitude of

students and the imbalance of their level of proficiency adversely affected the implementation of active learning method.

The last question of the interview deals with the method teachers have been taught affects the way they teach now. Two of the teachers (T 1 &T 3) said, ” it doesn’t affect our teaching practices because, the training we have received and the way the textbook provided assist us to use active learning” .On the other hand,(T 3) explained as it has some influence in his teaching for instance, the way I have been taught was mainly focused on grammar oriented, so I was favored on teacher-centered approach.

Generally, the teachers’ response show that, most of the time teachers couldn’t implement active learning in the classroom that is why, they want to finish the course with high speed. When we see the extent of applicability, it is not as such a satisfactory. Many teachers still teach using only lecture method.

4.5. Presentation and Analysis of Data Obtained Through Observation

Classroom observation is the other tool for this study. It was conducted to find out whether teachers implement active learning strategies in English language classroom or not and factors that affect its implementation. Thus a carefully developed checklist was used to observe the teaching and learning practices. The checklist contains classroom condition, teachers’ activity, and activities of student during the lesson, utilization of instructional material and class evaluation (see the observation check list in App. C). Five English language teachers were observed twice in different English language lessons. The classes were chosen according to the willingness of the teachers. The observation was conducted by the researcher. The data were collected and analyzed based on contents. Regarding the classroom condition, the layout and sitting arrangement were not convenient to implement active learning. The sitting arrangement in the classrooms seemed to be inappropriate for active learning methods. That is to say, in all the observed classrooms the desks were arranged in fixed rows, there is no enough space to move desks and there was no option for sitting arrangement.

For effective teaching/learning to take place in language classrooms, students need to be organized in different groupings: in pairs, in small groups and in whole class (Atkins, Hailom and Nuru, 1996). As I have observed in most of the lessons the teachers did not effectively organize the students in different groupings. However, two teachers encouraged students to do their best to express their ideas in their groups while teaching language skills and also tried to clarify the learning objectives during both the observation periods. Thus, the classroom observation asserted that the teachers do not use different instructional methods to implement active learning.

Concerning student's activities during the lesson, all the teachers asked questions, explained the lesson and gave instructions but the students did not exercise the expected behavior for their own learning. Again the teachers gave additional explanation but there was no change on the part of the students. The main reason for their poor participation may be because the teacher ignored to use active learning methods such as role playing, debating, peer teaching demonstration, problem solving, e.t.c. according to their importance.

Regarding utilization of material, in the process of education, availability of instructional materials in classrooms plays an important role. The classroom observation; however, indicates that in all the observed classes there was no instructional material. The teacher did not use the instructional materials other than the text book. Even if the lessons need instructional materials for clarity, the teachers did not show any attempt to use the materials. This might be because of the absence of pedagogical center in the school.

Concerning lesson, from all the observed classes, two of the teachers tried to give oral and written exercises for students and followed up their participation by eliciting ideas from the learners and finally checked students' performance and gave constructive feedbacks in the observed periods while the other three teachers hardly ever evaluated the students and gave feedbacks. To this end, more than half of the teachers did not check and give constructive feedbacks to students work in the times of observation. Nevertheless, the scholars Ur (1996),Prabhu (1987),and Seed house (1999) express that in active learning classroom checking and giving feedback to students work on a friendly atmosphere motivates the learner towards their learning.

4.6. Discussion of Results

In this part of the paper an attempt was made to explain the results of the study with reference to the basic questions formulated. The results of the study obtained through questionnaire, interview and classroom observation on the basis of major ideas that is:

1. Challenges encountered by teachers to use active learning
2. Teachers practice of using active learning
3. Teachers' attitudes toward active learning and its implementation

4.6.1. Challenges Encountered by Teachers to Use Active Learning

During the implementation of active learning in the real classroom conditions, there are different factors that affect the methods. From the response of teachers' interview questions, classroom observation and students' questionnaire, the researcher has put, large class size, lack of time, dominant use of lecture method, physical condition of the classroom, students lack of interest, absence of instructional material, dominancy of some students and lack of designed evaluation system were the most serious features touching the implementation of active learning in the EFL classroom.

Eison (2010) explains large class size decreases the possibility of individuals participation, some instructors ask for written questions, while other successfully use various options for holding discussions with the small portion of students in the class. Therefore, it may restrict the use of certain active learning instructional strategies. During classroom observation, in all the observed classes the numbers of students were large and the teacher faced problems to participate all students in the implementation of active learning.

In the practice of active learning, time is the major factor reported by the participants of the study. The collected data show all the interviewees considered lack of time as a major challenge facing them in their efforts to practice active learning. The main reason for these teachers to see this as a major challenge is the contents of the book. The contents are very large and bulky to cover in one academic year. Teachers were supposed to cover too many language items in a very limited period of time. Furthermore, in all of the observed classes the researcher witnessed that the students are

given no time to practice the given activities in the classrooms. In line with this idea, Frant (1980) explains that shortage of time limits teachers and students from implementing active learning.

The dominant use of explanation or lecture method influences the effective implementation of active learning. In line with this idea, Hailom (1988) describes that many teachers perceived as a transmission process where the teacher transmits knowledge to students and the student receive that knowledge based on specified syllabus. All the interviewed respondents indicated that they use lecture method sometimes. But, the classroom observation and students questionnaire reveal that they tend to use lecture method frequently. The question here is why teachers tend to use traditional method of teaching. All the interviewed respondents said that most of them did not get in service training on active learning. Moreover, the physical condition of the classroom (the desks are fixed) and lack of pedagogical center also forces them to inclined to lecture method.

Students' lack of interest in participating different activities was highlighted by the respondents as a significant constraint to make effective use of active learning in EFL classroom. All the interview respondents identified low motivation to use the method actively. During observation when the teachers gave them pair and group work activities, they discussed their own issue out of the given topic and most students sit simply without interaction with others or the lesson. As Breen and Candlin, (1980) describe that learners should have positive attitude and motivation towards the learning activities activated by the teacher's facilitative role in the class.

Instructional materials are helpful for supporting the teaching learning process. According to Eison (2010) the lack of materials or equipment needed to support active learning can be a barrier to the use of some active learning strategies but certainly not all. In all of the observed classrooms there were no adequate instructional materials to support active learning.

Regarding domination of students in the classroom, all the respondents of the interview expressed during pair and group work some students performed the activity without

participating others they dominate the students who are shy. This makes them passive and not to participate in activities and hinders the teacher to implement active learning in the classroom.

In the teaching-learning processes, evaluation is the part and parcel of the prepared plan to know how much the students practiced or grasped the lesson according to the given objective. All the interviewees expressed to implement different types of active learning method such as debating, role play, demonstration, problem solving etc there were no designed evaluation system in students or teachers book. This makes them not to apply the method in the EFL classroom.

4.6.2. Teachers' Practice of Active learning

The effective implementation of active learning is one of the basic criteria to be an effective teacher. Chikering and Gamson (1997) explained that students are doing most of the work. Supporting students to be active participants in developing their skill and capacities is the most important practice of teachers in active learning.

To assess the extent to which active learning has been practically implemented in the school, the teachers were observed in the classroom and gave their responses for the interview questions. To substantiate the data, students' questionnaire was made. To this end, the teachers interview and classroom observation were developed to determine the rate at which using various active learning methods.

During the interview they reported that they usually use different types of active learning methods in the classroom for example: pair work, group work, lecture, role-play, discussion, and question and answer; nevertheless, during observation they use only lecture and question and answer method frequently. The remaining active learning strategies are rarely practiced.

Based on the observation made by the researcher, the teachers do not use different instructional method to implement active learning. Responses of the students' questionnaire related to teachers' use of active learning validated the classroom observation.

4.6.3. Attitude of Teachers on Active Learning

Teachers' and students' belief have a vital importance in learning improvement. Hargraves & Fullan (1991) explain teachers' belief or conceptual base of the issue what teachers think, what teachers believe, and what teachers do at classroom ultimately shape the kind of learning. Similarly, Johnson (1994) showed that teachers believe influences both perception and judgment. Which in turn affect what teachers said and did in the classroom? In line with this idea, six interview questions for the teachers were presented.

The students' questionnaire gives emphasis for the intention of assessing their knowledge or perception of active learning. Hence, it appeared that all of the students showed their agreement and strong agreement with the assumption of active learning raised in the students' questionnaire. Similarly, all the interviewed teachers also expressed that active learning is an effective method of teaching second language.

This indicated that, the level of their agreement with assumption of active learning shows us that the students and teachers have perceived active learning positively.

CHAPTER FIVE

Conclusions and Recommendations

This part deals with conclusions and recommendations. The study was carried to find out challenges EFL teachers' face in implementing active learning strategies in EFL classroom in secondary schools in Jimma. In the first section major findings are drawn. Then, some possible recommendations are forwarded on the basis of the findings of the study

5.1. Conclusions

The main objective of this study was to assess challenges EFL teachers' face in implementing active learning strategies in EFL classroom in secondary schools. To achieve the intended objective of this study, quantitative and qualitative data were collected from teachers and students and analyzed quantitatively and qualitatively. On the basis of the analyzed and interpreted data of this study, the findings of this study were identified and presented with basic questions side by side as follows.

The first research question asked was to identify the challenges encountered by EFL teachers to use active learning strategies in EFL classrooms. Regarding the challenges encountered by EFL teachers to use active learning, the following factors are found to be moderate in challenging the active learning in EFL class were: large class size, shortage of time, lack of interest in practicing active learning method, tendency towards using lecture method, the absence of instructional materials, dominancy of some students, e.t.c. are some of the major challenges unable to use active learning strategies in EFL classroom as expected.

The second research question asked was to identify the extent to which active learning strategies are used by teachers or students or both, in the target language settings. The common types of active learning methods were not frequently practiced as expected during the EFL class.

The third research question asked was to identify the extents of EFL teachers' actual understanding of the term "active learning" and how to practice it. Concerning the classroom practice of active learning, most teachers used lecture and question and answer method in their EFL classrooms frequently which mean it is a teacher centered method. The other active learning methods (debating, project work, and think pair share e.t.c.) were not frequently used. Thus, we can conclude that the other active learning methods were rarely practiced in EFL classroom.

The last research question asked was to identify the attitudes of EFL teachers about implementing active learning strategies. The significant numbers of responses indicated that teachers feeling of implementing active learning method is challenging in that the attitude of teachers towards implementing active learning method is not as such encouraged.

5.2. Recommendations

Based on the findings identified above, the following recommendations are given.

1. To reduce and avoid these challenges, EFL teachers and other stake holder should work jointly in that the teachers should be concerned to use different techniques to manage the class size through using group involvement. The department should be concerned to share experiences in designing active learning method. And supervisors should be concerned to provide information and feedback .School principals should be concerned in fulfilling necessary instructional materials and the curriculum designers should give more emphasis on the organization of text book.
2. Active learning refers to the level of active student engagement in the instructional process .It emphasis the learners' collaborative work to develop different language skills in the EFL classroom. Therefore, EFL teachers should use and implement active learning method during EFL class in the secondary schools frequently.

3. The confidence of teachers in the knowledge of active learning methods and techniques motivate teachers to practice active learning method during EFL class in secondary schools. Therefore, teachers should update themselves in the knowledge of the term active learning and its implementation techniques and practices.

4. The positive attitudes of teachers towards the active learning method in EFL class have significant role to implement active learning method. Therefore, the teachers should have positive attitudes towards the active learning through internalizing the techniques of implementing in the actual class.

5. Further investigations should be carried out on this issue which will consist of large number of samples of EFL teachers at the secondary school level; hence, it could help to re-assure the reliability and validity of this research paper.

References

- Aggrawal, J.C. (1996). *Principles, Methods and Techniques of Teaching*. New Delhi: S.n. Printers.
- Ambissa Kenea. (2009). *Students Reactions to Active Learning Methods in Selected Classrooms* Addis Ababa University: The Ethiopian Journal of Education. \ Volume xxi, No 1.
- Amenu Oljira. (2005). *The Implementation of Active Learning Approach in the Teachers College of Oromia* M.A Thesis (Unpublished).
- Atkins, J., Hailom Bantayerga and Nuru Mohammed. (1996). *Skills Development Methodology (part 2)*. Addis Ababa: Addis Ababa University press.
- Bejarano, Y. (1987). "A cooperative Small Group Methodology in Language Classroom." *TESOL Quarterly* 21, 3P482-485.
- Best, J. & Kahan, V. (1989). *Research in Education*. (6th ed). New jersey: Prentice Hall.
- Bizuayehu Hussien (2015) MA Thesis unpublished. Arbaminch University.
- Bonwell, C. & Eison, A.J. (1991). *Active learning, Creating Excitement in the Classroom*. Washington DC: Washington University.
- Breen, M.P. & Candlin. (1980). *The Essentials of Communicative Curriculum in Language Teaching*. *ELT Journal*, 1(2) 89-99.
- Brent & Felder, (1996). *Navigating the Bumpy Road to Student Centered Instruction*.
- Brophy, J. (1999). *Perspective of Classroom Management*. Yesterday, Today and Tomorrow. In H Freiberg (Ed). *Beyond behaviorism changing the classroom*

- management Boston: Allyn and Bacon.
- Burns, R.B. (2000). *Introduction to research methods*. London: Sage.
- Candlin, C. (1981). *Teaching of English Principles and Exercise Typology*. London: Longman.
- Chikering & Gamson.(1971).*Seven Principles for Good Practice in Under Graduate Education*. The wing spread Journal, vol 9, No 2.
- Craft,A. (2000).*ContinuingProfessional Development*.A practical Guide for teachers and school.2nd ed.London: Roul Edge Falmers.
- C.R.Kothari. (2004).*Research Methodology* (2nd Edition): New Age International Publishers.
- Derbesa Dufera.(1999).*Principles of Curriculum Design and Development*. Addis Ababa: AAU. (Distance Education Material).
- Dollard,N.&. Christensens,L.(1996).*Constructive Classroom Management*. Focus on Exceptional Children.
- Echevarria,J.M.E,Vogt&D,Short.(2004). *Making Content Comprehensible for English LanguageLearners*.(2nd ed).need ham heights,MA:Allyn& Bacon.
- Ellis, R. (2009). *Communication Skills*. Step ladders to Success for the Professional (2nded.). Gutenberg Press: Malta.
- Ellner,Carolyn,L & Carol,P.Barnes.(1983) *Studies of College Teaching*. Lexington: Mass. DC Health & Co.
- Farant, J.S. (1980).*Principle and Practice of Education*.(New edition).Singapore:

Longman.

Frederic, P.J. (2002). *Engaging Students Actively in Large Lecture Settings*. In C.A. Stanley, & M.E Parter (eds) *English Large Classes Strategies and Techniques for college faculty* (pp. 58-66) Bolton, MA: Anker Publishing Company.

Freiberg, H.J. (1999). *Beyond behaviorism, changing the Classroom Management Paradigm*. Boston: Allyn and Bacon.

Fullan, M. (1990). *The New Meaning of Educational change*, (2nd ed). New York: Teachers College Press.

Goodlad. (1984). “ *Trained Teachers do make Difference*”. In *Journal of Education*

Goodman, Jane E, (2010). *Active Research on Active Learning Strategies*. (unpublished MA Thesis): University of Wisconsin

Hailom Banteyerga. (1998). “ *Exploration towards an Alternative Model in Teacher Education Classroom in focus*” in *Quality Education in Ethiopia*. vision of 21st century Addis Ababa: IER.

Halperin, D. (1994). *Changing College Classrooms*. San Francisco: Jersey-Bass

Harmer, J. (1991). *The Practice of English Language Teaching*. London: Longman.

Hargreaves, A. & Fullan, M. (1991). *What is Worth Fighting for in your School*. New York: Teachers College press.

Hermin, M & M. Toth. (2006). *Inspiring Active Learning*. A complete handbook of teachers. Alexandria, VA: Association for Supervision & Curriculum

Development (ASCD). <http://WWW.chemeng.mcmaster.ca/pbl/pb/.htm>.

Holliday, A. (1994). *Appropriate Methodology and Social Context*. Cambridge: Cambridge University Press.

ICDR. (1999). *Teacher Education Handbook*. Addis Ababa: Finfine printing and

- publishing.
- Jack, C. Richards and Richard Schmidt with Heidi Kendrick and Youngkyu Kim
*Longman
 Dictionary of Language Teaching and Applied Linguistics.*
- Jim, Eison. (2010). *Using Active Learning Instructional Strategies to Create Excitement
 Enhance Learning*: University of South Florida.
- Johnson, D.R, Johnson & K, Smith. (1998). *Active Learning Cooperation in the College
 Classroom*
- Johnson, K.E. (1994). *The Emergency Beliefs and Instructional Practices of pre service
 English as Second Language Teachers*. Teaching and Teacher Education: an
 International Journal of Research and Studies 6/1p 439. oom.2nd ed.
 International Book Co: Edina MN.
- Kolb, D. 1984. *Experiential Learning: Experience as the source of learning and
 development*. Englewood Cliffs NJ: Prentice-Hall.
- Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching* (2nd ed).
 Oxford: Oxford University Press.
- Legutke, M & Thomas, H. (1991). *Process and Experience in the Language Classroom*.
 Harlow: Longman.
- Leu, E. (1998). *Designing Integrated Curriculum Materials for Primary Education*: a
 paper presented at the work shop in Oromia Education bureau (Un published)
- Littlewood, W. (1981). *Language Teaching an Introduction*. Cambridge: Cambridge
 University Press.
- Jack C. R. and Richard S. *Longman Dictionary of Language Teaching and Applied
 Linguistics*. Third Edition
- McKinney, K. (2007). *Enhancing Learning through the Scholarship of Teaching and
 Learning* Anker Publisher: San Francisco, CA.

- Meeks, L., P. Heit, & R. Page. (2009). *Totally Awesome Strategies for Teaching Health*, 5th ed. Boston: McGraw-Hill.
- Meyers, C. & Jones, T.B. (1993). *Promoting Active Learning Strategies for the College Classroom*. San Francisco: Jossey-Bass.
- Mills, B., Lyman, F.T., & Davidson, N. (1995). In H.C. Foyle (Ed). *Interactive Learning in the Higher Education Classroom*. (P204-225). Washington, DC: National Education Association.
- Mills, J. (1999). *Cooperative Learning*. In *Journal of Education*
- MOE (2003). *TESO pre-service committee a national curriculum Guide line for pre Service Teacher Education Program*.: Addis Ababa (Un published)
- Moeller, Thomas, G. (1985). *Using Classroom Debates in Teaching Developmental Psychology*.
- Mutassa, N.G. & Wills, G.M. (1994). *Modern Practice in Education and Science*. Gaborone: Botswana.
- Nadirangu, W, C. (No date). *Teaching Methods*. : Africa virtual University.
- Newman, J. (2002). *Effective English Language Teaching*. San Francisco, CA: San Francisco State University
- Nolasco, R. & L, Arthur. (1986). "You try doing it with a class of forty!" *ELT Journal* 40(2), 100-106.
- Nunan, D. (1992). *Research Method in Language teaching*. Cambridge: CUP.
- _____ (1988). *The Learner-Centered Curriculum: A study in second language teaching*. Cambridge/Newyork/Melbourne. CUP.

- Nunan,D.&Lamb,C.(1996). *The Self Directed Teacher Managing the Learning Process.*:Cambridge.CUP.
- O'Hara, M.& O'Hara,J.A. (1988).*Cooperative learning: A paradigm for Learning in 21st Century: American Secondary Education.*
- Parrott. (1993).*Tasks for Language Teachers.* Cambridge: Cambridge University press
- Prabhu, N.S. (1987). *Second Language Pedagogy* .Oxford: Oxford University Press.
- Prince, M. (2004).*Does Active Learning Work? A Review of the Research.*vol 93(3) p 223-231.
- Rao,Z.H.(2002).*Chinese Students' Perception of Communicative and Non-Communicative Activities in EFL Classroom.* System,30(1)85-105.
- Reid, J. (1995). *Learning styles in the ESL/EFL classroom.* NY: Heinle & Heinle.
- Richard,J.C.(2006).*Communicative Language Teaching Today:* Cambridge University Press.
- Richard,J.C&T.S.Rodgers.(1986).*Approaches and Methods in Language Teaching.* Cambridge:Cambridge University Press.
- Robsen,C.(2002).*Real World Research* (2nd ed.) London: Black well Publishing.
- Roose,D.(2001).*White Teachers Learning about Diversity and Otherness: The effects of Undergraduate internal education internship on subsequent teaching practices*
Equality and Excellence in Education 34.43-49.
- Scheyvens, A .Amy,L.&Griffn,B.(2008).*Experimenting with Active Learning in Geography, Dispelling the Myths that Perpetuate Resistance:* Journal Geography in Higher Education,32(1) 51-69.

- Seedhouse,P.(1999).”*Task based Interaction.*”ELT Journal Vol 53 No 3 pp 149-151.
- Sharma. (2000).*Fundamentals of Educational Research.*Mceruut:Inter publishing house.
- Shakhashiri, Bassam, Z. (1984). *Lecture Demonstrations.*Journal of Chemical Education
61:10
- Smith,K.A.(1993).*Cooperative Learning in Engineering Classes*, proceedings of the
23rd Annual Frontiers in Education Conference.
- Sreehari, P. (2012).*Communicative Language Teaching. Possibilities and Problems.*
Department of English.Al-Jouf University: Saudi Arabia.
- Storch, N.(2002). *Pattern of interaction in ESL pair work*“Language Learning”,52,1 p
119-120.
- Surafel Zewdie. (2002). "*The Effects of the 'new' English Language Teaching
Methodology in the First Cycle Secondary Schools.*" Educational Journal6/13: 70-
86.
- Todd, R.W. (1997).*Classroom Teaching Strategies.* Newyork: Prentice-Hall.
- Transitional Government of Ethiopia. (1994).*New Education and Training Policy
(NETP)* Addis Ababa.: EMPDA.
- Ur, P. (1996).*A Course in Language Teaching.* Cambridge: Cambridge University Press.
- Volunteer service oversea (2002).*What Makes Teachers Tick?*A policy research report on
Teachers Motivation in developing countries.:London.VSO.
- Walace, J.M. (1991).*Training Foreign Language Teachers.* A reflective approach.
Cambridge:CUP.
- Williams,M.&R.L.Burden.(1997).*Psychologyfor Language Teachers. A Social
Constructivist Approach.*Cambridge:Cambridge University Press.
- Wright,T.(2000).*Communicative Language Teaching.* Can it work for us? In EELT
NET. Addis Ababa: British Council

Appendices

APPENDIX –A

Jimma University

College of Social Sciences and Humanities

Department of English Language and Literature

Questionnaire to be filled by students

This questionnaire is designed to gather Information to investigate the Challenges EFL Teachers' face in implementing Active Learning Strategies at secondary schools. The data to be collected through the questionnaire is highly valuable to meet the objectives of this study. Therefore, you are kindly requested to fill in the questionnaire genuinely. The information you supply would be used for or research purpose only and will be kept confidential.

Thank you in advance

General Instruction

- Do not write your name on the questionnaire.
- Follow the directions given in each part.

Part-I

Personal Information

1-Sex_____ 2.Age_____ 3Grade level_____

Part-II

Instruction: Items (1 to 8) relate to your knowledge and experience about active learning (student-centered) strategies are provided below. Please give appropriate response for each item. Your responses could vary from “strongly agree”; to “strongly disagree”. Use a tick (√) or an “ X” mark to respond.

Key-

- 5=Strongly Agree 3= Un decided 1.Strongly disagree
4=Agree 2=Disagree

No.	Items	5	4	3	2	1
1.	Classroom conditions like class size, sitting arrangement e.t.c. challenges implementing active learning.					
2.	Shortage of instructional materials affects the implementation of active learning.					
3.	Time allowed isn't enough to practice active learning in EFL class.					
4.	Lack of skills in coinciding materials that fits to active learning strategy.					

Instruction: Items (1 to 11) relate to your **teachers' practices** of different active learning (Student-centered) strategies. Please indicate the extent to which your teacher uses them in the classroom and rate according to the following scale.

Key

5=Always 3=sometimes 1=Not at all

4=Frequently 2=Rarely

No.	How often does your teacher use these teaching methods in your classroom?	5	4	3	2	1
1.	Teacher engages students in investigation in an area of their interest(project work)					
2.	Teacher focuses on activities that are relevant and useful to the life of the learner (problem solving method)					
3.	Teacher uses a deliberate act of a social role in a classroom (Role playing)					
4.	Teacher allows students to share their ideas(Discussion)					
5.	Teacher uses participatory and active strategy integrated to the students own experience(Peer					

	Teaching)					
6.	Teacher gives students opportunity to practice team work and inter personal skills.(Cooperative learning)					
7.	Teacher uses a way of finding out the students what they already know(Brain storming)					
8.	Teacher uses cooperative approach of teaching learning(Group work)					
9.	Teacher transfers knowledge by asking and answering questions(Question and answer)					
10.	Teacher gives students an opportunity to set up certain procedure(Demonstration)					
11.	Teacher uses an organized discussion on an issue(Debating)					

Appendix B
Jimma University

College of Social Sciences and Humanities
Department of English Language and Literature

Questionnaires to be filled by teachers

This questionnaire is designed to gather Information for the purpose of Master of Arts (M.A) degree in English language teaching. Its main purpose is to obtain information to investigate the Challenges EFL Teachers' face in implementing Active Learning Strategies at secondary schools. The data to be collected through the questionnaire is highly valuable to meet the objectives of this study. Therefore, you are kindly requested to fill in the questionnaire genuinely. The information you supply would be used for or research purpose only and will be kept confidential.

Thank you in advance.

PART I: Personal Information □: Please give information about *yourself* for each of the categories below. Put a tick (√) mark in the appropriate box where necessary.

1. Name of the school: _____

2. Sex: a) Male b) Female

3. Qualification:

a) Diploma c) MA

b) BA d) other (specify) _____

4. Field of study:

• Major _____

• Minor _____

5. Total years of teaching experience:

a) 0-5 years c) 16-25 years

b) 6-15 years d) more than 25 years

6. Average number of students in one class

a) 40 and less than 40 c) 51-60

b) 41-50 d) 61-70 e) above 70

General Instruction

- Do not write your name on the questionnaire.

-Follow the directions given in each part.

Part-II

- ✓ **Instruction:** Items (1 to 6) relate to your knowledge and experience about active learning (student-centered) strategies are provided below. Please give appropriate response for each item. Your responses could vary from “strongly agree”; to “strongly disagree”. Use a tick () or an” X” mark to respond.

Key-

5=Strongly Agree 3= Un decided 1.Strongly disagree
 4=Agree 2=Disagree

No.	Items	5	4	3	2	1
1.	Classroom conditions like class size, sitting arrangement e.t.c. challenges implementing active learning.					
2.	Shortage of instructional materials affects the implementation of active learning.					
3,	Time allowed isn't enough to practice active learning in EFL class.					
4.	The textbook isn't well organized to implement active learning.					
5.	Lack of skills in coinciding materials that fits to active learning strategy.					
6.	Teachers play a great role in the implementation of active learning through planning and guiding students role..					
7.	Teachers have enough knowledge about active learning method to engage the students in the active learning process					
8.	Teachers have clear understanding that student centered method is the base for the implementations of active learning.					
9	Learning is an active process that the learner is an active involvement throughout the activity, with in the class and outside the classroom.					
10	Teachers have good knowledge in using different techniques to implement active learning method					

Instruction: Items (1 to 11) relate to your **practices** of different active learning (Student-centered) strategies. Please indicate the extent to which how often use them in the classroom and rate according to the following scale. Key

5=Always 3=sometimes 1=Not at all

4=Frequently 2=Rarely

No.	How often do you use these teaching methods in your classroom?	5	4	3	2	1
1.	I engage students in investigation an area of their interest(project work)					
2.	I focuses on activities that are relevant and useful to the life of the learner (problem solving method)					
3.	I use a deliberate act of a social role in a classroom (Role playing)					
4.	I allow students to share their ideas (Discussion)					
5.	I use participatory and active strategy integrated to the students own experience (Peer Teaching)					
6.	I give students opportunity to practice team work and inter personal skills.(Cooperative learning)					
7.	I use a way of finding out the students what they already know(Brain storming)					
8.	I use cooperative approach of teaching learning (Group work)					
9.	I transfer knowledge by asking and answering questions (Question and answer)					
10.	I give students an opportunity to set up certain procedure (Demonstration)					
11.	I use an organized discussion on an issue (Debating)					

Source: Adopted from Joy Reid (1995), also Bizuayehu Hussen used this format in his thesis and became successful.

Appendix C

Jimma University

College of Social Sciences and Humanities

Department of English Language and Literature

Classroom observation checklist

The main purpose of this observation checklist is to assess the activities practiced in the classroom in relation to the implementation of active learning. The activities will be marked in the category of Yes/No on the basis of whether they happen or not in the classroom.

Part-I

General information:

Name of the school _____

Lesson being observed _____

Number of students in the class: Male ____ Female ____ Total ____

No.	List of observation		
1.	Classroom condition	yes	no
1.1.	Is there enough sitting space for all students?		
1.2.	Is the classroom layout arranged to facilitate active learning?		
1.3.	Is there enough space for movement between desks?		
1.4.	Is the class size appropriate?		
2.	Teacher's activity	yes	no
2.1.	Arranging students for different classroom activity		
2.2.	Clarifying the learning objective		
2.3.	Giving direction about the procedures and activities		
2.4.	Using different instructional methods to implement active learning		
2.5.	Encourage students to become active participant		
2.6.	The teacher is active in explaining, monitoring and describing		
2.7.	Managing the class for active learning implementation		
2.8.	Using an exercise to elicit students ideas, knowledge and skill		
3.	Activities of students during the lesson	yes	no
3.1.	Are students participating in problem solving activities?		
3.2.	Are students playing roles?		
3.2.	Are they discussing issues in groups?		
3.3.	Are they taking part in peer teaching?		

3.4.	Are students practicing demonstration?		
4.	Utilization of instructional material	yea	no
4.1	Are there charts, posters diagrams?		
4.2.	Does the teacher use these instructional materials other than books?		
4.3.	Does the teacher illustrate ideas, concepts or points with the help of different instructional materials?		
5.	Class evaluation	yes	no
5.1.	Does teacher gives group work; ask questions, gives exercises for the learner?		
5.2.	Is the teacher follows up students' participation and activities?		
5.3.	Is the teacher elicits response from learners instead of supplying answers?		
5.4.	Is he evaluates students' group activity?		
5.5.	Is the teacher check and gives constructive feed back to the students?		

This format adapted from Nalsco and Arthur (1988)

APPENDIX-D

SEMI-STRUCTURED INTERVIEW FOR EFL TEACHERS

Dear Respondent;

The major purpose of this interview is to come up with possible evidence(s) on your involvement in undertaking English language teaching as EFL professionals. As already indicated in the questionnaire, the data gathered will be used for research Purpose at the level of Master of Arts in Teaching English as a foreign Language

Therefore, your gentle participation in giving genuine responses on your attitudes, beliefs, feelings, and opinions to all the questions of the interview is hoped to be of great help in seeing the practicability of active learning in Teaching English as a Foreign Language within the context of three secondary school in Jimma town.

Dear Interviewee; before starting the interview, the researcher wants to reassure you the anonymity of your names and responses. As a result, you will not be asked to reveal your names during the interview.

Thank you for your kind cooperation!

Interview Questions for Teachers'

- 1- What is your belief about active learning?
- 2- How do you feel the practicability of active learning in your classroom?
- 3- Do you think using active learning has advantages in the teaching learning process?
- 4- Do you practice active learning strategy in your classroom? If yes, mention some of the strategies you employ. If No, mention the reason.
- 5- What are the challenges you faced in the practice of active learning?
- 6- Do you think the way you have been taught affects the way you teach now?

Thank you once again for your kind participation!

APPENDIX-E

ጅም ዩኒቨርሲቲ የህብረተሰብ ሰነድ ማህበረሰብ የእንግሊዘኛ ቋንቋና ስነ-ጽሑፍ/ትክፍል

በተማሪዎች የሚሞላ መጠይቅ

ይህ መጠይቅ የተዘጋጀው በጅም ህዝብ ትምህርት ስርዓት ለተማሪዎች የሚሰጠውን የሥነ-ምግባር ስነ-ምግባር ስርዓት ለማረጋገጥና ለማረጋገጥ ነው። በዚህ መጠይቅ የሚሰጠው መረጃ የጥናቱን አላማ ለማሳካት ያለው ሚና ከፍተኛ ስለሆነ ይህን መጠይቅ በመሙላት እናት ክክለኛ መረጃ በመስጠት መልካም ትብብር ያለውን ስርዓት ለማረጋገጥና ለማረጋገጥ ያለውን ሚና ለማረጋገጥ ነው።

አጠቃላይ መረጃ

- በመጠይቅ ላይ ስምዎን አይጻፉም
- በእያንዳንዱ ክፍል ስር ያሉትን ትኩረት መስጠት (ጽ)

ክፍል አንድ
የግል መረጃ

1- ጾታ ----- 2- ዕድሜ -----

ትዕዛዝ:-

ከዚህ በታች ተማሪዎች ዕውቀት እና ልምድ ጋር የሚገናኙትን ተማሪ ተኮር የሆኑ ስልቶች ተሰጥተዋል እያንዳንዱ ጥያቄ ግንዛቤ ያቸውን እና ልምዶች ሁን መሰረት በማድረግ ማረጋገጥ ነው። የሚሰጠው ማረጋገጫ ስርዓት ለማረጋገጥ እና ስርዓት ለማረጋገጥ ስርዓት ለማረጋገጥ ነው።

5- በጣም አስማማለሁ 4- አስማማለሁ 3- አልወሰንኩም 2- አልሰማም 1- በጣም አልሰማም

No.	Item	5	4	3	2	1
1.	የክፍሉ ሁኔታ መጠባበቅ የተማሪዎች አቀማመጥ ዘ. ተማሪ ተኮር/ትኩረት ለማካሄድ አመቺ አይደለም።					
2.	የመማሪያና ማጣቀሻ መጻሕፍት እጥረት ተማሪ ተኮር የሆኑ ስልቶች/ትኩረት ዘይቤን ለማከናወን እንቅፋት ነው።					
3.	ተማሪ ተኮር የሆኑ ስልቶች/ትኩረት ዘይቤን በአግባቡ ለመከናወን ክፍሉ ሊሆን ይችላል።					
4.	የመማሪያ መጻሕፍት አዘገጃጀት ለተማሪ ተኮር/ትኩረት ለማረጋገጥ የተዋቀረ አይደለም።					

ትዕዛዝ:-

ከዚህ በመቀጠል መምህር ህብረት ስርዓት ለማረጋገጥ የሚሰጠውን ስልቶች ተሰጥተዋል። ከዚህ ስርዓት ለማረጋገጥ የሚሰጠውን ስልቶች ተሰጥተዋል።

መፍቻ

- 5- ሁልጊዜ
 - 3- አንዳንድ ጊዜ
 - 1- ምንም ጊዜ አይጠቀምም
- 4- አብዛኛውን ጊዜ 2- አልፎ አልፎ

ተ. ቁ	የሚከተሉትን የማስተማሪያ ዘዴዎች በምን ያህል መጠን መምህር/ሽብክፍል ውስጥ ይጠቀማል።	5	4	3	2	1
1.	ተማሪዎች በሚፈልጉት መስክ የጥናት ተሳትፎ እንዲያካሄዱ ያደርጋል።					
2.	ከተማሪዎች ጋር የተገናኝ/የተያያዘ እና ለህይወታቸው ጠቃሚ የሆኑ መልመኛዎች (activities) ላይ ትኩረት ይሰጣል (ችግር ፈቺ ዘዴ ይጠቀማል)።					
3.	የሌላ ሰው ንስራ ድርሻ/ባህሪ ወይንም የሌላው ስጦት ግባር እና በንግግር እንዲሳዩ ያደርጋል (role play)					
4.	ተማሪዎች ሀሳባቸውን ለሌላ ተማሪ እንዲያካፍሉ በማድረግ የማስተማር ዘዴ ይጠቀማል።					
5.	በተማሪዎች ልምድ ላይ የተመሰረተ አሳታፊ እና ንቁ የማስተማር ዘዴዎችን ይጠቀማል።					
6.	የቡድን ስራ እና ከሌሎች ጋር የመስራት ሎታን ለመተግበር እድል ይሰጣል።					
7.	ት/ትኩረት መጀመሩ በፊት ተማሪዎች በሚያስተምረው ነገር ላይ ምን ያህል ዕውቀት እንዳላቸው ለማወቅ ጥረት ያደርጋል።					
8.	በመረዳት መማር / እርስ በእርስ እንዲማማሩ በማድረግ የማስተማር ዘዴ ይጠቀማል።					
9.	ጥያቄና መልስ ዘዴን በመጠቀም ተማሪዎች ዕውቀት እንዲያገኙ ያደርጋል።					
10.	ተማሪዎች በራሳቸው ስር ተው እንዲሳዩ እና የአሰራር ዘዴዎችን እንዲያዘጋጁ ዕድል ይሰጣቸዋል።					
11.	በአንድ ርዕስ ላይ የተቀናጀው ይይዘት በማድረግ ልምዳቸውን እንዲያዳብሩ የማድረግ ዘዴን (debating) ይጠቀማል።					