

Jimma University
College of Social Sciences and Humanities
Department of English Language and Literature
M.A in Teaching English as a Foreign Language (TEFL)

**EFL Teachers and Students' Perception and Classroom Practices of
Active Learning Method: The Case of Selected Preparatory Schools
in West Wollega Zone, Ethiopia**

By

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Principal Advisor: Yohannes Tefera (PhD, Associate Prof. of ELT)

Co-advisor: Yemanebirhan Kelemework (PhD, Associate Prof. of Applied Linguistics)

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

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Declaration, confirmation, approval and evaluation

Research Title: EFL Teachers and Students' Perceptions and Classroom Practices of Active Learning Method at Preparatory Schools in West Wollega Zone, Ethiopia

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.

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Abstract

This study is designed to investigate EFL teachers and students' perceptions and practices of active learning and the constraints to implementing it in the English classes of Enango, Boji Dirmeji and Guliso preparatory schools in West Wollega zone. From the total population of eight (8) EFL teachers of grade 11 and 1480 students in the three schools, 8(100%) and 148(10%) teachers and students were selected respectively. Accordingly, of the students and all grade eleven EFL teachers in the schools were included in the study. A total of 158 respondents were selected as a sample. All of them participated in the questionnaire. All (eight) EFL teachers were interviewed. All of them were also observed in the classroom three times each. Availability and stratified sampling techniques were used to select sample teachers and students respectively. A mixed study approach that involves a qualitative self administered questionnaire, lesson observation guide, and qualitative semi-structured interview were used to obtain relevant data. Information on what perceptions EFL teachers and students hold towards active learning, how often they use such methods, and what factors impede teachers and students from implementing active learning methods were obtained through the questionnaire. In-depth interview of teachers and classroom lessons observation were used to extrapolate the subjects' responses from the questionnaire. The collected data from the questionnaires and classroom observation were analyzed using frequency, percentage, mean value, and grand mean. Whereas, data obtained through teachers' interview were analyzed qualitatively. The study finding showed that though teachers positively perceived active learning method, the extent to which they practiced it was low; whereas, students perceived the method negatively. Active learning strategies such as problem solving, discussion were employed sometimes. And group work was rarely employed. The most frequently used strategy was lecture method. This shows that the teachers are still using traditional method of teaching. The major factors that affect the implementation of active learning in the school were, large class size, shortage of time, the mismatch between teachers' and students' perception and teachers' tendency to use traditional method of teaching. Based on the major findings, the school principals in collaboration with the woredas' education office and zonal education office were recommended to solve the facility problems and arrange in-service trainings for the teachers on issue of active learning so as to bring a paradigm shift from the teacher fronted method of teaching to the desirable one.

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List of Abbreviations and Acronyms

ALM: Active Learning Method

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

GM: Grand Mean

ICDR: Institute of Curriculum Development and Research

MoE: Ministry of Education

SPSS: Statistical Package for Social Science

TEFL: Teaching English as Foreign Language

T1, T2,...T8: Teacher one, Teacher two,...Teacher eight

CHAPTER ONE: INTRODUCTION

1.1. Background of the Study

Education is a broad single activity involving millions of students and teachers at all levels (Tibebu, 2006). The main purpose of education is to enable learners get knowledge, develop skills, and attitudes which are achieved through different methods. Methods are means of conveying ideas and skills to impart and acquire knowledge of different subject matters in a more concrete and comprehensive way. At different times, different methods of learning have been investigated and remained dominant for certain period of time such as teacher-centered methods (Bethel, 2011).

As an alternative way, active learning has become widely recognized as a desired method for teaching language since English language is being used as a medium of instruction from secondary to tertiary levels in Ethiopia, and the nature of language learning itself requires close interaction of students with their teachers and peer groups with various exposures in the classroom and outside (MoE, 2002, as cited in Berhanu, 2014,). Hence, learners are expected to have adequate proficiency in using the language. This is basically true because the students' skill in using the language highly determines their academic success (Atkins, Banteyirga, & Nuru, 1995). Therefore, students are expected to develop their English language proficiency through appropriate methodology, as it is obvious that the language has been considered as one of the most vital areas of focus in the school curriculum in our country (Taye, 2008; Girma, 2013; Ayele, 2014). Similarly, Aschalew (2012:74) stated that we live in a dynamic world where everything is changing. As a result, what we think true today may be false tomorrow and what we think false today may be true tomorrow. Hence, we have to adjust ourselves to the changing world or modify it to fit our needs. It is education that enables us to do so. This means that education enables us to lead a better life in this dynamic world. In this respect, education has passed through continuous changes. Due to the number of weaknesses with teacher-centered approach, active learning method was researched and supported by many scholars.

According to the constructivist learning theory, active learning is known by the name “discovery learning”. Learning begins with the experience of the student. The social constructivists think

that the concept follows the action rather than preceding it. In other words, the activity leads to the concepts. Moreover, the constructivists' learning theory is based on the principle that through their involvement in various activities, students discover their way of learning (Aggarwal, 2006). The idea that students are passive recipients of knowledge and that teachers are the transmitters of that knowledge is giving way to the notion that students learn better when they are involved in the process of creating knowledge for themselves. Moreover, the goals of education encompass not only the acquisition of knowledge, but also the guidance of the individual to his/her fullest potential (Clark, 2008).

It is obvious that using English language for communicative purpose is not at a satisfactory level in most high schools, colleges, and universities in Ethiopia. Learners' proficiency in language use in the schools is much lower than the level required of them (ICDR, 1999). In spite of the number of years the students have been exposed to English language instruction, their level of performance in using the language is very low. The researchers believe that this is due to the lack of practice of active learning method regularly in English lesson classes, as they have noticed the problems from their experience in teaching English at primary, secondary schools, colleges, and universities. The researchers also believe that one of the possible reasons for this is the inappropriateness of the methods and techniques employed in teaching English. As Mackey (1965:138) said the teaching methodology can be "...the cause of success or failure in language learning; for it is ultimately the method that determines the 'what?' and the 'how?' of language instructions."

According to Babitski (2011:1) perception is the process of attaining awareness or understanding of sensory information. Similarly, Aschalew (2008:24) defines it as "the ability of noticing something, thinking about/judging something. In short, it is the way people understand/think something. How people perceive something is influenced by their belief about that object (Borg, 2001). Teachers' and students' perceptions, and classroom practices have relationship and a direct or indirect impact on each other. Griffiths (2007) elaborated that mismatch between teachers' and students' perceptions and classroom practices as well as the mismatch between students' perceptions and teachers' perceptions "negatively affect what goes on in the classroom". Hence, the studies on these issues are very crucial in looking for improvement of classroom practices. As it can be understood from these discussions, perceptions and practices

are the two sides of the same coin and they are worth researching for their influential impact on teaching and learning process.

In addition to the above stated researches conducted in different areas of the world, there were also numerous studies that have been conducted in different corners of Ethiopia to solve problems in the implementation of active learning in schools. For instance, Taye (2008) and Bethel (2011) conducted their study on practices of ALM in Dilla University and Bulbula secondary school respectively, and their findings revealed that even school communities have positive perceptions in the implementations of active learning, its implementation in English lessons still needs further investigation. In their result, they disclosed that teachers and instructors have theoretical understandings about active learning. In relation to this, there were also other researchers who conducted their research regarding active learning method; among them were Moges (2007), Guta (2010), Binyam (2014), Wakgari (2016) and Mebratu and Woldemariam, (2018). Their studies focused on large class sizes, shortage of time, awareness problems, and readiness to implement active learning methodology which are among the challenges affecting its implementation in English classes. In the same way, Girma (2013) and Ayele (2014) conducted their research on the same issue, and their findings revealed that active learning failed to be practiced in schools due to scarcity of time to cover the portion, students attention on exam oriented topics and lack of adequate materials.

As we can see from either local or international researches, the findings mainly focused on the challenges that limit the proper implementation of ALM in EFL classes, because most of them tried to mention that the barriers to ALM practices in different levels are related to numerous responsible bodies in schools. However, some of them extended their work more specifically to teachers' and students' perceptions and practices which particularly play an important role in implementing ALM in EFL classes of preparatory school. Moreover, of these local researchers, some of them conducted their study at a university level, which might not have a significant impact at preparatory level; and some others limited the scope their study at a single secondary and preparatory school level.

To this end, the main intent of this study was to investigate EFL teachers' and students' perceptions and practices of active learning in EFL classes at governmental preparatory schools

in West Wollega Zone. More specifically, the study aimed to examine the EFL teachers' and students' perceptions of Active Learning; to identify how often they practice it in EFL classes, and find out the impeding factors of the practice of ALM in the schools.

1.2. Statement of the Problem

Education is an active and a social process geared towards changing the behavior patterns of the learners, since learners are the chief stakeholders in the process of learning (Firdissa, 2005:49). This implies that the relationship between teacher and students should not be master servant relationship. In traditional (teacher centered) learning, teacher is considered as the knower of all things necessary for the students and the students are assumed that they come to school with having nothing in mind 'tabularasa'. As a result, they passively sit in the class and wait for everything from the teacher. So it is referred a passive learning. In order to make learning active, learners should be at the center of learning and teacher alone should not dominate the teaching learning process. This can be done by applying the ' give and take' way of teaching. Nardos (1999:189) suggests that the assumption that teachers " have " the knowledge and children " have not " has to be changed. If the curriculum has to be meaningful, we have to design classroom instruction that promotes a child-centered progressive teaching process, where teachers largely take a facilitative role and are children may be free to choose one of several options to learn. Bransford, Brown and Cocking (2000:4) support this idea that learning takes place more rapidly and effectively, when a number of human faculties are brought into the action. Peterson and Walberg (1979) suggest that effectiveness in learning also depends up on a teacher's ability to select and use the appropriate teaching strategy of the appropriate time considering learners experiences and preferences.

In recent years, there has been an increasing interest in shifting the focus of the teacher centered classroom to a learner centered one. This view sees the learner as the active participant in the teaching-learning acts, and thus the effects of teaching will depend partly on what the learner knows, such as the learners' prior knowledge, and what the learner thinks about during learning, such as learner's active cognitive processes (Hasim and Sahil, 1994:1). Nevertheless, there are many impeding factors that affect the proper implementation of active learning in classroom. As a result, active learning is not fully implemented in many schools of our country. Alemu

(2004:75) suggests that it is almost ten years since a learner centered approach has been recommended for use in language classrooms in Ethiopia. However, traditional methodology still prevails in schools. This implies that obstacles have been encountered in the implementation of CLT and thus the intended changes are not taking place in ELT classrooms.

For the successful implementation of active learning in EFL classroom, there should be a positive perception of the method from both teachers and the potential learners. Perception plays a great role to facilitate or hinder individuals' activity. According to Morgan, *et al.* (1986) perception of an individual refers to the way any event in the world and the world itself looks sounds, feels, tastes or smells to him. Similarly, Babitski (2011:1) stated that perception is the process of attaining awareness or understanding of sensory information. Teachers and students' perceptions and classroom practices have relationship and influence on each other, and the mismatch between their perceptions negatively affect what goes on in the classroom (Griffiths, 2007). From this, one can understand that, perceptions and practices are the two sides of the same coin and they are worth researching for their influential impact on teaching and learning process.

There are numerous local studies on implementation of active learning method in English classroom, in the Ethiopian context, however, little attention has been given to EFL teachers' and students' perceptions, the extent to which they practice, and the impeding factors of their implementation of active learning at West Wollega zone governmental preparatory schools in particular. In line with this, For instance, Berhanu (2014) conducted a research on EFL teacher trainers' and trainees' perception and practice of active learning method at Bahir Dar University, and stated that, though there was no statistically significant difference noted between the perception of teacher trainers and teacher trainees towards active learning, the particular techniques of the method they used in their classroom tended to be dictated by the peculiarities of the classroom context they work in. Guta (2010) and Wakgari (2016) also conducted their study to assess the implementation of active learning method at Gimbi and Jarso preparatory schools in West Wollega zone, respectively and their findings disclosed that it was rarely implemented due to the impeding factors like lack of movable seats to arrange students for active learning, lack of interest from students side, and students' fear of committing mistakes during interaction with others.

Even though a little practice of active learning method is assumed to be practiced at West Wollega preparatory Schools, to the best of the researcher's knowledge, there has not been any research carried out and no adequate and systematically collected evidence on West Wollega preparatory schools, which shows the extent to which active learning method is being positively perceived and practiced by EFL teachers and students in classroom. The researcher believes that, to make the best pedagogic decisions for the students, a systematic study on EFL teachers' and students' perceptions and classroom practice of active learning method at preparatory level is important.

Thus, understanding the poor practice of active learning at Enango preparatory (the school where the researcher is teaching) and expecting the similar schools around the area might have exhibiting the same problem, as well as considering the existing research gap from the literature, the researcher has been provoked to conduct a research on EFL teachers' and students' perception of active learning method; point out the extent to which they practice the method and determine the factors that hinder its implementation in classroom at the selected governmental preparatory schools of West Wollega Zone, Oromia regional state.

1.3. Objectives of the Study

1.3.1. Main Objectives

The main objective of this study was to assess the EFL teachers' and students' perceptions of strategies of active learning and classroom practices at three selected governmental preparatory schools of Lalo Assabi, Boji Dirmaji, and Guliso districts in west Wollega zone.

1.3.2. Specific Objectives

In order to achieve the main objective, the following specific objectives were set.

1. To find out the perceptions of the selected preparatory schools' EFL teachers and students towards active learning;
2. To point out the extent to which EFL teachers and students of the selected schools practice ALM in the classroom;
3. To identify the knowledge of the selected schools' EFL teachers of active learning, and

4. To determine the factors that may affect the implementation of AL in EFL classroom of the selected preparatory schools.

On the basis of the above objectives, the following research questions were formulated.

1. How do EFL teachers and students of the selected preparatory schools perceive active learning?
2. To what extent do EFL teachers and students practice AL in EFL classes of the selected preparatory schools?
3. Are EFL teachers of the selected preparatory schools familiar with active learning?
4. What are the factors that affect the implementation of active learning in EFL classes of the selected preparatory schools?

1.4. Significance of the Study

The researcher aimed at investigating the teachers and students perceptions' and practices of active learning in English language classrooms of three selected governmental preparatory schools in West Wollega Zone, Oromia region. As active learning is the newly advocated and effective method, the investigation of the EFL teachers and students' perceptions and practices towards its implementation is very important to make it more effective. Hence, the researcher believes that the results of this study can be significant for the following beneficiaries.

To make learning effective and active, the learners' involvement in the teaching learning process is crucial. In a teacher-centered way of teaching, students passively sit in the classroom and their contributions to learning were limited. As a result of this, student centered (active learning) has come to improve the classroom teaching-learning process. So the result of this study creates awareness for students to know their roles (responsibilities) to make their contributions to the learning.

The importance of active learning is not only for the students. Teachers also can benefit from active learning in traditional way of teaching teachers dominate the classroom activities by making students passive listeners. But in the case of learner centered approach, teachers can identify their roles and the students' role. Therefore, the results of this study give awareness to teachers to know the importance of active learning and to implement it in their classroom.

As active learning is important issue for the effectiveness of teaching learning process, it needs further investigation. As a result of this, the researcher believes that the results of this study may be used as a reference for anyone willing to conduct further research on this area. It may also help course text book designers to give emphasis on active learning method in the text.

1.5. Limitations of the Study

Due to small sample taken from purposefully selected preparatory schools in West Wollega Zone, the findings of the study might not be generalized to all preparatory schools, and couldn't be replicated accurately under all conditions.

1.6. Delimitation of the Study

The study is delimited in both the number of populations that will involve and in its area of investigation. The populations for the study were to grade eleven English teachers and students drawn from three purposefully selected preparatory Schools in West Wollega zone. Moreover, the sample of the study was 156 (i.e., 8 EFL teachers and 148 students). Therefore, the study is confined to grade eleven EFL teachers and students' perceptions and classroom practices of active learning in English language classes. Furthermore, the study concerned with only the most commonly used of active learning strategies such as group work, classroom discussion, role playing, debate, question and answer, cooperative learning, and problem solving.

1.7. Definition of Key Terms

Active Learning Method: As to Bonwell and Elson (2003) it is an instructional method in which learners actively participate in their learning process via learner-centered activities that exercise the higher order thinking skills of analysis, syntheses, and evaluation rather than passively listening to a lecture It is any instructional method that engages students in the learning process (Prince, 2004).

Perception: According to Babitski (2011:1) Perception of an individual refers to the way any event in the world and the world itself looks, sounds, feels, tastes or smells to him. It is the process of attaining awareness or understanding of sensory information.

Classroom practices: Babitski (2011:1) defined that, classroom practices are what teachers and students are expected to do in the classroom.

1.8. Organization of the Study

This research paper is classified in to five major chapters. The first section is chapter one which is the introductory part that deals with the background, statement of the problem, objective, research questions, significance, delimitation, and limitation of the study as well as definition of key terms, and organization of the study. Chapter two deals with review of related literature, such as the concept of active learning, Theory of learning behind active learning, classification of instructional methods, active learning versus passive learning, ALM in English language teaching and learning and its importance of for EFL teachers and learners, the way active learning work in the classroom, ALM and teacher education, teachers' and students' belief and knowledge of active learning, teachers' and students' role in active learning, perception and its impact on classroom practices, teachers' and students' practice of active learning method in language learning, the practice of active learning in English language classes, the relationship between teachers and students in EFL classes, planning a lesson for active learning, the major techniques of active learning and the factors that impede practice of active learning in EFL classroom. The third chapter, methodology of the study, presents the research design used, study population and sampling, data collection tools employed, procedures of data collection, reliability and validity of the tools, data analysis and its procedures and code of ethics. The fourth chapter presents data analysis and interpretation, the study findings, and discussion of the results. The final chapter communicates summary of the study, conclusions drawn and recommendations forwarded based on the findings of the study.

CHAPTER TWO: REVIEW of RELATED LITERATURE

This chapter of the study focuses on review of related literature which discusses the theoretical and practical issues about the practice of active learning method. It also deals with the concepts of active learning, the importance of active learning for teachers and students, the major types of active learning used in English language classes, factors that can affect the practice of active learning method in the class room and practice of teachers on active learning.

2.1. The Concept of Active Learning

Active learning refers to the level of active engagement of student in the instructional process. It emphasizes the learners collaborative work to develop their speaking skills in EFL. According to Fren et al. (2005), active learning implies the development of a community of learners to communicate in the target language in order to share information, relate ideas, questions, etc. Therefore, it is an instructional method in which learners actively participate in their learning process via learner-centered activities that exercise the higher order thinking skills of analysis, syntheses, and evaluation rather than passively listening to a lecture (Bonwell and Elson, 2003). These scholars put learners at the center of the learning process. Thus, there has been a noticeable shift from passive learning to learner-centered learning where students are in constant involvement with the learning activities. Hence, active learning is defined as a shift in the classroom practice from a static view of learning in which knowledge is poured in to the passive empty mind of the learners to a more dynamic view through different activities (Brad, 2000). In this case, students influence the content, activities, materials, and pace of learning and can play a more crucial role in creating new knowledge to be applied to other professional and academic contexts. Similarly, Bonwell and Elson (2003), also claim that students must do more than they just listen. They must read, write, discuss or be involved in solving problems.

Active learning can also be defined as any instructional method that engages students in the learning process (Prince, 2004). Many educators have noticed that teachers have not used the term active learning with any consistency because in relation to teaching methods or learning activities; it is sometimes used to refer to the “mental experience” of learning. But, Kyrincou (1998), notice that in essence, active learning is “how pupils learn” which is as important as the “content of what they learn”. It consists of any learning activities where pupils are given a

marked degree of autonomy and control over the organization, conduct and direction of the activity. Most usually, activities in active learning involve problem solving, and investigational work. It may be individualized or involve small group collaboration. Thus basically, active learning is contrasted with expository teaching in which pupils are largely passive receivers of information, which is tightly under the teacher's control.

The constructivist perspectives of learning mainly initiate the need for active learning in the class room. To them active learning is a meaningful learning in which something of interest and value to the learner has been accomplished and understood. This implies that the teacher cannot do the learning for the pupil and that in order for understanding to occur the pupil has to be active in the learning process (Capel et al., 1995). These authors further explain that active learning is deep and meaningful by contrast to passive learning which is shallow and devoid of understanding on the part of the learners.

In the concepts of active learning, unless the activities that a learner does are seen to be individually important and are believed to possess purpose or those students' ideas, contributions and findings are valued, the learner will learn little of benefit. In other words, learning is active to the extent that the learner is an active partner throughout the activity, within the class and outside the classroom.

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

Bonwell and Elson (1991), also suggested learners work collaboratively, discuss materials while role playing, debating, engage in case study, take part in cooperative learning, or produce short written exercises etc. Another indigenous researcher, Temechegn (2002), explains active, student-centered learning in this way. He states that whether or not a given activity is learner centered depends largely on who is in charge; who decides what should be learned, who should learn it, what methods and resources should be used, and how the success of the effort should be

measured. To him, to the extent that the learner makes those decisions, is generally considered as learner centered method, for it promotes active involvement of the learners. The argument is when active learning exercises should be used during instruction. While it makes some sense to use these techniques as a follow up exercise or as application of known principles, it may not make sense to use them to introduce materials. Proponents argue that these exercises may be used to create a context of materials, but this context may be confusing to those with no prior knowledge.

In general, in order to make the teaching learning process active, EFL teachers should practice some basic points in their classrooms. These points may include connecting learning to the students' day to day life, organizing them to small groups, encouraging them to participate in the class discussion to solve problems and to exchange information from what they are learning and other sources. The teacher has also to move among the groups to ensure that the students are on the right track, and facilitate their discussions while they work in groups or pairs.

2.2. Theories of Learning behind Active Learning Method

Different schools of psychology have influenced concepts of teaching and learning. One could say that these orientations reflect different approaches or assumptions about the nature of learning and teaching. There have been three basic underlying theories of learning that laid the foundation for active learning. These are, behaviorism, cognitivism, humanism and constructivism (Glasgow and Seeiks, 1998).

2.2.1. Behaviorism

Much of the experimental data that serves as the basis for the behaviorist view was first generated by Skinner (1968). This view suggests that knowledge is universal, objective, and independent of the student. The behaviorist teaching approach is primarily focused on direct instruction because knowledge is transmitted to the student and received through the senses. The primary role of the teacher would be to break information and skills into meaningful packages, building them back together through a series of presentations or activities, and when finished, test to see if students have learned. Behaviorist classrooms tend to focus on teaching skill sequences; stress individualized rather than group work, and emphasize methods such as lecture,

teacher-directed questioning, skill worksheets, teacher led activities, and objective tests (Larson and Keiper, 2007:263). As Leul (1998) has described, in a positivist model, the learner's task is to absorb or memorize facts or pieces of information usually taken from the academic disciplines, for the purpose of repeating them. There is less emphasis on linking facts and making a coherent and meaningful whole. The teachers' task is to repeat or give those prescribed pieces of information from the syllabus or textbook as "efficiently" as possible. This is usually means using pedagogy of rote learning or "chalk and talk."

2.2.2. Cognitivism

In contrast to behaviorism, cognitive psychology is concerned with the way in which the human mind thinks and learns. Cognitive psychologists are, therefore, interested in the mental process that are involved in learning. This includes such aspects as how people build up and draw up on their memories and the ways in which they become involved in the process of learning (Williams and Burder, 1997:13). In this approach, the students are to some extent seen as active participant in the learning process. This paved the way to the advent of constructivism in which the emphasis and attention given to active learning approach reached its peak. This is because the need for active learning in the classroom comes out of a view of knowledge known as "constructivism"(ICDR,1999:63).

2.2.3. Constructivism

Constructivist theory has a different view of knowledge and therefore holds a different view of approaches to learning. While proponents of this theory hold a variety of opinions about knowledge and learning, they would agree with the underlining belief that knowledge is constructed by people through their personal prism of experiences. Constructivists believe that what a person knows is not a function of detached observation, but created through interaction with the world and that knowledge and realities are subjective (Fosnot, 1989).

Those holding this view give attention to the social context in which learning occurs. Learning environment similar to those in the real world is best suited to enhance learning. Constructivists support learning that focuses on the use of authentic tasks-that is, every day practices of a particular group such as scientists, historians, or film makers. Proponents of this view would have classrooms focus on problem solving, independent investigation, the pursuit of personal

interest, the utilization of higher order thinking skills (Larson and Keiper, 2007:263). Leu (1998) also states that the constructivist model emphasizes analysis and interpretation, out just memorization, since the world is not seen as being made up of fixed facts. Instead, all knowledge is seen as being rather unstable depending on the interpretation of the observer or subject areas; interrelationships rather than separateness are important. Although some facts are seen as being relatively fixed or stable, the instructional emphasis is o using those facts in creative, analytical or critical way rather than just absorbing them for the purpose of repletion. When we analyze and interpret, we also produce or construct knowledge or new ways of looking at the world. In this model, the learner's task is tom interact with the world around him/her, to understand, think critically, make linkages, interpret, draw conclusions and communicate about what he/she is learning not just to absorb or accurately repeat information. The teacher's task in this model is to use classroom methods that encourage the pupils to be as active as possible by analyzing and interpreting knowledge through the use of higher order thinking skills, active learning, problem solving and communication based methods in their teaching.

Driver and Bell (1986) list six features of a constructivist perspective that could have an impact on teaching and learning situations in school as follows: learners are not viewed as passive but are seen as purposeful and ultimately responsible for their own learning. They bring their prior conceptions to the learning situation; learning is considered to involve an active process on the part of learner, and it involves the construction of meaning and often takes place through interpersonal negotiation; knowledge is not 'out there' but is personally and socially constructed: its status is problematic. It may be evaluated by the individual in terms of the extent to which it fits with their experience and is coherent with other aspects of their knowledge; teaching is not the transmission of knowledge but involves the organization of the situations in the classroom and the design of tasks in a way which promotes learning; the curriculum is not what which is to be learnt, but a program of learning tasks, material and resources from which pupils construct their knowledge, and teachers also bring their prior conceptions to learning situations in terms of not only their subject knowledge but also their views of teaching and learning. These can influence their interaction in the classroom.

To sum up, constructivist theory is the best theory that supports student centered method of teaching. It encourages learners to learn how to learn, how to think, how to use facts and information. It also enables the learners to use higher order thinking skills (i.e. discovering, analyzing and solving the problems).It is the view of knowledge from which active learning in classroom came out.

2.3. Classifications of Instructional Methods

Different researchers use different types of classifications when referring to instructional methods. These different classifications can be confusing and hard to differentiate. The following are among the various types of classifications of teaching learning methods: teacher-centered versus student centered methods, direct instruction versus indirect instruction strategies, conventional versus non-conventional methods, or traditional versus modern (non-traditional) methods (ICDR, 1996:68).

Though these classifications of methods use different terminology, mostly they have a similar conceptual frame of reference, i.e. the degree of students' participation in the instruction process is the common basis of all these classifications. We will use teacher-centered versus student centered as the framework for our presentation here (Ibid: 68).

2.3.1. Teacher-centered Methods of Instruction

In the older model of education, often called teacher-centered education, the teacher was the center of classroom activity. The teacher was thought to hold all the knowledge necessary for students to be successful. In this model, the teacher used 'chalk' and 'talk' or other methods of teaching in which the teacher was active and the students passive. She or he either wrote notes on the board which the students passively copied in their exercise books or the students memorized the information from their textbooks (ICDR, 1999: 68). The teacher-dominated classroom (teacher-fronted) is characterized by the teacher's speaking most of the time, leading activities and constantly passing judgment on student performance (Zulkuf and Trombly, 2001).

According to Arends (1991), this method is not effective because of the following reasons: it is teacher oriented; not appropriate for teaching creativity, higher-level thinking skills, or abstract

concepts and ideas, nor for teaching attitudes and appreciation; very regimented, associated with a great deal of teachers talk and memorization, and emphasis on learning.

2.3.2. Learner-centered Methods of Instruction

In the new approach to education, often called learner centered education, the students are not passive recipients of knowledge; they are active learners. They not only receive information from lectures and books, they also collect information, record it systematically, discuss it, compare it, analyze it, draw conclusions from it and communicate about it. When they are given information and facts from their teacher or their textbooks, they are asked to do something active and creative with the information-analyze it, think about it, discuss it, make charts or pictures which show the information in different ways, make reports on it (ICDR, 1999:71).

In a highly student –centered classroom, students will be observed working individually or in pair and small groups, each on distinct tasks and project (Zulkuf and Trombly, 2001) . in learner centered classroom, students are actively involved in the learning process, and their prior knowledge and experience is an integral part of that process. They are encouraged to articulate their ideas and opinions. No one style of teaching dominates a variety of approaches, catering for different learning style, is used. The instructor creates opportunities for learning and encourages learns autonomy. Theory and practice are integrated, and students are assessed not only on their knowledge but also on their understanding of the subject matter. Students work in Paris and in small groups, collaborating, sharing their own and benefiting from each other’s Individual styles, strategies and skills (Plass, 1998:310).

2.4. Active Learning versus Passive Learning

Silberman (1996) and John (1967), make clear the fundamental difference between passive learning and active learning. Passive learning reveals several limitations like: students attention to decreases with each passing minute; it tends to promote lower-level learning (factual content); it appeals only to auditory learners and emphasizes memory, and it assumes that all students need the same information. Active learning, in contrast, challenges students to learn how to state information in their own words; illustrate ideas with their own examples; see connections between previous and present knowledge; learn how to ask real questions (that have the element of doubt), and seek information to solve problems about meaning.

Coming to know is an active process, in which the learner must be engaged in acts of discovery and inquiry; this process always takes place in interaction with others, but most classrooms isolate learner from that kind of interaction. The group in the classroom mirrors the way most people learn outside the classroom ... while teachers establish activities that actively engage students as individuals in their learning. While helping students become active learners and assume authority for their own learning, teachers must also create opportunities for them to share in knowing and coming to know (Kutz and Roskelly, 1991:365). When learning is passive, the learner comes to the encounter without curiosity, without questions, without interest in the outcome (except, perhaps, in the grade he /she will receive).when learning is active, the learner is seeking something. He/she wants an answer to a question, needs information to solve a problem, or is searching for a way to do a job (Mel Silberman, 1996:10).

2.5. Active Learning in English Language Teaching and Learning

Tudor, (1992:22) stats that in learner centered approach, students are seen as being able to assume a more active and participatory role than is usual in traditional approaches. Language learning is seen as an activity which involves students as complex human beings, not ‘simply’ as language learners. Language teaching should therefore exploit students’ affective and intellectual resources as fully as possibly, and be linked into their continuing experience of life. If language teaching is to be geared around students’ intentions and resources, then both the teacher and the students themselves need to understand what these intentions and resources are. From the students point of view this involves the development of awareness in at least the following areas (Tudor, 1992: 24).

- 1. Self-awareness as a language learner:** this relates to students’ motivation to learn the language, the amount of effort they are willing to put in, and their attitudes both to the target language (TL) and to the process of learning itself.
- 2. Awareness of learning options:** this involves students acquiring an understanding of what language learning entails, of the various learning strategies, study options, and resources they can use and of how different activities can advance learning-in both in class and self-study contexts.
- 3. Language awareness:** without having to become linguists, students need at least a basic idea of how language is structures and used e.g. certain grammatical or functional

categories, the ability to organize formulaic expansions, some notions of register and appropriacy.

It is also suggested that helping students develop awareness in these areas, a process often referred to as learner training, is a crucial part of the teacher's role in a learner centered approach. This will generally involve the teacher making suggestions and providing students with information (on alternative learning strategies or study options, for example). More importantly however, the teacher has to help students to look at themselves and at language learning in an open and constructive manner. This calls for skills which have little to do with language teaching in narrow sense. The skills involved are essentially educational. Skills designed to develop understanding and human potential (Tudor, 1992: 25).

A learner-centered approach in language instruction is found on the concept that the learner is central in the learning process. Learners learn primarily because of what they bring to their classroom experience, background knowledge, interests, and creative skills. Learners are active as opposed to passive recipients of knowledge. They may assume a decision making role in the classroom, often deciding what is to be learned, through which activities, and that what place learners can also produce materials and provide realia for the classroom. Teachers, on the other hand, are seen as facilitators, helpers and resources with a decentralized role (Campbell and Kryszewska, 1992). Mingguang (1999:29) suggests that to facilitate language acquisition, students need much practice so, teachers must ensure that classroom interactions are managed, not just by the teacher, but by all present. In order to avoid being the center of classroom interaction, teachers should arrange the desks in such a way that the students can look directly at one another. This helps create interactions among the students. The teacher does not act as leader of the class, but class leadership emerges from within the group. Communicative activities that emphasize interaction help students to use language (Rivers, 1987). The give-and-take of message exchanges enables them to retrieve and interrelate a great deal of what they have encountered in the target language.

The need for more and effective English language teachers is greater than ever before. Yet language education is particularly challenging in Turkey, than it is in other parts of the world, due to the traditional classroom in which teachers are considered authorities and the learning

environment is teacher centered. In traditional teacher centered classroom, some students are motivated to learn English. However, we believe that students progress more rapidly in learning English in more learner-centered environment (Altan and Trombly, 2001). In learner-centered environment, students become autonomous learners, which accelerates the language learning process. A learners centered environment is communicative and authentic. It trains students to work in small groups or pairs and to negotiate meaning in a broad context. The negotiation of meaning develops students' communicative competence (Canale and Swain, 1988) and provides comprehensive input (Long, 1980).

In designing language tasks that will increase students' confidence in the target language and create meaningful communication without teacher domination, problem solving approach is recommended. In pair work, one of the best ways to ensure that all the students both think and talk about the problem is to divide the information between the participants (A video cassette and print material program for teacher training, 1987:31). The language teacher has to be particularly aware of the special nature of classroom culture (Breen, 1985). This is because if we are to teach authentic language, we want to simulate authentic situations, or real life, as closely as possible, in order to prepare students for the situations they will encounter and use the language.

2.6. The Importance of Active Learning Methods for Teachers and Students

Active learning implies significantly changed roles for teachers and students. Active learning is important for the students because it gives opportunities for learners to learn. Students can learn how to learn by practicing how to do it. Giving them responsibility for parts of the decisions that can or should be made is one way to teach them how to learn. Simmons & Distasi (2008) describes active learning activities that require students to use a variety of learning methods, promote retention of large amounts of information and encourage greater social interaction through peer discussion. It encourage students to communicate and interact with course materials through reading, writing, discussing, problem solving, investigating, reflecting and engaging in the higher order thinking tasks of application, analysis, synthesis, evaluation and make students more responsible learners. Students work to develop and explore their own unique academic and career interests and produce factual, professional quality, work to demonstrate their learning (Clarke, 2003, Keefe & Jenkins, 2008) .

Active learning is also important for teachers. Simmons & Distasi (2008) stated that motivational and burn out problems of teachers may disappear when students are more motivated and more active learners. Besides, teaching will become more intellectually challenging when students are learning actively and independently. It helps teachers to meet the students need by choosing specifically a level of difficulty which is appropriate for the target group and also gives the teacher time to perform the helping functions of coach, listener, and advocate.

In this paradigm, the way teachers enable students to construct new mental models is by presenting problems and providing support for students until they have achieved independent mastery of the new idea. Within their own class rooms many teachers are also experiencing greater need to centre their lessons on students' concerns in order to motivate them. To support students in their new roles, teachers act as coaches, advisors and facilitators of students learning. Instead of lecturing to a whole class as a primary mode of instruction, teachers provide opportunities for students to take charge of their own learning (Clarke, 2003, Keefe& Jenkins, 2008).

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

2.7. How does Active Learning Work?

Learner centered environment can be achieved in any classroom situation (context). In fact, learner centered classroom set up does not rely on present formula or magical recipes; rather it requires involving students in the teaching process (Zulkuf and Trombly, 2001:33).Success means slowly implementing new techniques and there by adapting students so they would understand lesson goals and objectives, values communication tasks and activities, generate topics and choose materials, work cooperatively, and identify their own learning strategies and styles. A successful learner-centered environment also requires frequent student feedback. We should help students who are accustomed to a teacher fronted classroom to accept a change in classroom organization so they may gain the benefits of being at the center of learning process (Ibid:33).

Active learning increases the effectiveness and efficiency of the teaching and learning processes. Teachers want students to leave a class with knowledge and/or skills they did not have which they began the class. Teachers want students to retain the learning, apply it to new situations, build up on that learning to develop new perspectives, and continue the learning process (Online).

2.8. Active Learning and Teacher Education

Teacher educators' education is based on the assumption that students will eventually teach in the way they were taught (Johnson, 1995). Since the students study to become teachers, it is important early in their careers to impart the notion of learner centered education. This means organizing a class so that students are more involved in the teaching and learning process and the teacher is less likely to dominate classroom events (Nunan, 1995). In line with this idea the Education and Training policy of Ethiopia emphasizes new pre-service training packages which are strongly practice-oriented at all level of training, so that graduating teachers attain the necessary skills and a positive attitude in the application of variety of methods (ICDR, 1998:40).

In Ethiopian context also there have been continuous changes in the curriculum and teachers' profile since the educational reform in the country particularly, at present, the teacher education program is guided by the Teacher Education system over all (MoE, 2003). The document states that in the teacher education program, passive learning has to be replaced by active, learner-focused education. The document also advocates, a Teacher Education system that develops and includes higher order thinking skills in graduates and emphasizes that teachers are essentially agents for positive societal change. This document also strongly criticizes the previous teacher education system, which was traditional; where the subject content has been treated in a theoretical way. As a result according to the document, it has produced teachers who are not necessarily good at teaching in schools using active learning. Thus, 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 thus, be able to select strategies according to students' needs.

2.9. Teachers' and Students' Belief and Knowledge about Active Learning

O'Hara and O'Hara (1998:78) suggest 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. To such teacher and students teaching takes predominant role over learning. Indeed students are assumed "empty vessels" to be filled by the teacher. Due to their perceptions many teachers and students tend to avoid active learning. Kasambira (1993) also suggests that teachers as well as learners are said to prefer the lecture method for it demands little of their efforts.

2.9.1. Teachers' belief and Knowledge on Active Learning

ICDR (1999:60) suggests 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. But unfortunately teachers may choose lecturing as an opportunity to show their knowledge. They tend to be overtly formal and authoritative and their lectures overtly structured with low or no receptivity to student's comments and questing (Kasambira, 1993).

The training of teachers is a crucial factor among other factors that affect the implementation of active learning. Because the teacher is final decision maker as regard to the actual learning opportunities provided to the students. The best designed curriculum as well as the poorest owes the ultimate success or failure to the quality of the teachers' planning and implementation. In other words if teachers lack knowledge of the teaching (active learning) method which requires new roles and commitment, implementation will be seriously hampered. Hence, provision of in-service teacher training is essential to acquaint teacher trainers with new teaching-learning methodologies, which are learner oriented (active learning) (Frazee et al., 1995:85).

2.9.2. Students' belief and Knowledge on Active Learning

It is obvious that learners have their own beliefs about language teaching and learning that they bring to language classrooms from their past language learning experience. Thus, they may resist innovation in the classrooms because of their belief systems, needs and interests (Alemu, 2004).Learners' beliefs about language learning constitute a sort of inner logic, which directs, consciously or unconsciously, what they do to promote their own learning. Learners' beliefs also influence their reaction to teaching activities (Tudor,1996:50). Kasambira (1993) states that

students prefer lecture method to active learning. The main reason for students' preferring the lecture method is that it demands of them little participation and involvement. Less capable students tend to favor the lecture over other methods of teaching that place more responsibility on them.

Recent research in china gives us some excellent in sigh in to the differing expectations for language classes held by teacher and students (Schaetzl and Chan, 2003:17). The researcher examined three activities in the language classroom in which conflicting expectations lead to confusion, group discussion in class, asking for help, and student questions. Students who were interviewed saw discussion as fruitless'; they through it wasted their time and that they risked learning and reinforcing errors from their peers. They also found asking for classification or help embarrassing; they felt it creating a burden for someone else. Finally students reported several reasons they did not want to ask questions during class: " foolish" questions make the questionnaire look stupid;" smart" questions make them stand out from their peers; and questions for which the teacher may not know the answer make them and the teacher lose face. Flowers and Miller (1992:17), in their research with Hong Kong students, show that students may not feel comfortable asking a question in front of a large class because of their anxiety and insecurity using English. For all these reasons, and others, it is often very difficult initially for students to actively participate in their English classes. Bennet et al (1996) noticed that most students fall in to " old" curriculum and expect their teachers to lecture to them in traditional classroom manner.

2.10. The roles of Teachers and Students in Active Learning Classroom

A learner-centered approach requires a shift in roles and consequent shifts in responsibility, a different set of rights and obligations on the part of teachers and students (Plass, 1998). Learner-centeredness represents what could be called a 'partnership model' (Elisler, 1987) of language teaching, decisions regarding the content and form of teaching being shared between teachers and students.

2.10.1. The Roles of Teacher in Active Learning

Confucius has said "give a man a fish and you feed him for a day, teach a man to fish and you feed him for a life time." (A video cassette and print material program for teacher training,

1987:22). Tudor (1992:22) states that in learner centered mode of teaching, as in any other, the teacher remains ultimately responsible for ensuring that effective learning takes place. Assessing how much and which areas of responsibility to transfer to students is thus a key aspect of the teacher's role.

In the learner centered classroom, the teacher is not less important. In fact, the teacher is much more important. She/he has even greater responsibilities and the role of the teacher is somewhat different. It is her or his role to organize the activities through which students will gather or use information, guide the students through these activities, help them find additional sources of information, make sure they are really thinking and analyzing, and check their progress to make sure that all students are learning (Hillary, 1988:71).

The role of the teachers using learner-centered methods is often misunderstood. It would be inaccurate to say that trainees or students are simply handed a problem and allowed to use their own devices to solve it. This is not so, nor would it be desirable. Students cannot discover things unless they have the skills and knowledge necessary to do so. In other words, one common mistake made by teachers and students using learner-centered methods is to assume that no direction is required (Hillary, 1988:72). There can be little doubt that opting for a learner centered approach adds to the responsibilities of the teacher. The teacher, in the role of learning counselor, needs at least three main sets of skills in addition to those required in traditional modes of teaching (Tudor, 1992:29).

1. Personal skills- Evaluating students' potential and negotiating their involvement in a sensitive manner calls for an array of human and interpersonal skills. Maturity and human intuition are key qualities.

2. Educational skills- In learner-centered mode of teaching, the teacher has to develop students' awareness and shape their ability to make the most of their knowledge and experience. Language teaching thus becomes an educational endeavor far more than a matter of skills training.

3. Course planning skills- Being open to student input and participation can make advance planning more difficult, and requires the teacher to live with more uncertainty than is usual in

traditional approaches. Furthermore, coordinating goal-setting and choice of methodology assumes a solid facility with course design and with the various methodological available.

Instead of being the dominating authority in the classroom, the teacher facilitates the communicative process among all the learners and between the students and the various tasks, giving guidance and advice when necessary. Furthermore, teacher acts as independent participants within the learning teaching group (Mingguang, 1999).

Creating a learner-centered classroom is a response to the problem created when students' learning style differs from the teachers' teaching style. The way a teacher presents subject matter may conflict with student' idea about learning, thus resulting in no learning. Therefore, it is teachers' duty to respect individual learner differences and to assist the students in discovering their own learning processes and preferences. It requires putting students at the center of classroom organization and respecting their needs, strategies, and styles (Zulkuf and Trombly, 2001). According to the constructivist view, the role of the teacher in active learning classroom can be considered in the following ways, to encourage pupils to be involved and own the purpose of the lesson or task; if pupils are to take responsibility for their learning, to design learning experiences that allow pupils to investigate processes and outcomes; allowing and valuing pupils' own descriptions and hypothesis of what has taken place or assumed learnt (Capel, Leask and Turner, 1995:223).

Generally, as supported by different scholars, student centered (active learning) method unlike that of teacher centered method, enables the teacher to identify his/her roles from students' role to accomplish in the classroom. The teacher is expected to carry out various roles in promoting active learning in teaching the English language. The basic ones are as director, monitor, facilitator, model, guide and counselor in the teaching and learning process.

2.10.2. Students' Roles in Active Learning Classroom

Students need opportunities to develop the inquiring mind. As they go through school, they should learn to react critically to what they read and hear and to approach problems with the curiosity, the will, and the techniques to solve them. Students need to learn the skills of effective discussion. More opportunities are needed for them to examine together issues within a subject

area. such examination lead to critical thinking and stimulate further inquiry. Discussion in today's schools is too often limited to a few remarks between the teacher and a few pupils willing to speak (Trump, 1998:179).

Learning is not the mirror image of teaching. The extent to which teaching achieve its goal will also dependent on how successfully learners have been considered in the planning and delivery process. According to Richard, (2001:223) course may assume a variety of different learner roles, such as manager of his/her own learning; independent learner; need analyst; collaborator and team member, and peer tutor.

Theories can provide ideas about the type of activity or interaction which encourage pupils to have positive mental approach to their learning. There is a distinction between the nature and context of the learning intended by the teacher and the learning actually experienced by the pupils. Pupils have to be both interested and actively involved in what they do to maximize learning (Capel, Leask and Turner, 1995:223). In the learner centered classroom, the learners are expected to contribute, to draw upon their own knowledge, beliefs and experience (Plass, 1998).

To sum up, students should perform their roles in order to learn effectively. They should not wait for everything from the teacher only. They are expected to engage themselves in the teaching and learning process so that they can be successful learners. This is because effective learning is the collaborative effort of both teachers and students.

2.11. Perception and its Impacts on Classroom Practices

The concept of perception has got a considerable attention in second/foreign language teaching as it is seen that many researches are being conducted on teachers and students' perceptions including their impacts on classroom practices both at international and our local levels. According to Babitski (2011:1) perception is the process of attaining awareness or understanding of sensory information. Similarly, Aschalew (2008:24) defines it as the ability of noticing something, thinking about/judging something. In short, it is the way people understand/think something. How people perceive something is influenced by their belief about that object (Borg, 2001).

The information is taken from the outside world through our senses and this information is analyzed and processed in line with the belief we have toward that information. After analysis, we come up with a decision as an output which is influenced by the way it is processed or perception (Babitski, 2011). Borg (2001) explains that the teachers belief and classroom pedagogy influence the way they perceive language teaching and learning.

However, students' perceptions are equally important. For instance, Peacock (1998) in Hawkey (2006) says "... certain learner perceptions may be detrimental to language learning". To sum up, since teachers and students are co-workers in classroom, for learning to take place, how these two entities perceive language learning and teaching methodology influence what they practically do in the classroom. Regarding this, Griffiths (2007) argues that since they have impact on the quality of the teaching learning process, teachers' and students' perceptions and practices are very important.

In addition to this, research findings by Hawkey (2006), (Nunan,1987 as cited in Hawkey, 2006) and Griffiths (2007) show that, teachers' and students' perceptions, and classroom practices have relationship and influence on each other. They elaborated that mismatch between teachers' and students perceptions and classroom practices as well as the mismatch between students' perceptions and teachers' perceptions "negatively affect what goes on in the classroom" . Hence, the studies on these issues are very crucial in looking for improvement of classroom practices. As it can be understood from the above discussions, perceptions and practices are the two sides of the same coin and they are worth researching for their influential impact on teaching and learning process.

Hawkey (2006:245) states the relevance of such studies as follow. "There is no doubt that the more we know about what is perceived to be happening in the classroom the better our chances are of improving the quality of language learning and use". Besides, this area is one of the concerns of research of applied linguistics and used as a contribution for the improvement of language classroom activities (Nazari, 2007).

2.12. Teachers and Students' Perception towards the Practice of Active Learning

Methods in Language Learning

It is critical that teachers have a thorough understanding of the nature and characteristics of the appropriate teaching learning methods to be used in conjunction with curricular materials. Because, although to a certain extent some decision may be determined for teachers by official syllabi, students' text books or teachers guide, it is the teacher who is the ultimate implementer of the curricular materials (ICDR, 1999). But, knowingly or unknowingly, some teachers discourage active learning with the ground that it brings an extra demand in the planning and preparation of lessons. Some teachers feel as it is bounded by overcrowded subject matter and thus pressurized by the limited time they have to teach. The belief is that active learning takes too much time and thus covering the portion is difficult or impossible. Even, they come to the conclusion that active learning may be nice in theory but unrealistic in practice. These all show that there have been no enough and concrete perception about how to install active learning in class room, which may lead to negative reactions (Capel *et al.*, 1995). These misconceptions show that teachers have not understood as active learning enables them to spend more time with groups and individuals to give access to special needs of students and contribute to better and quality learning.

Studies have pointed out that teacher's negative personal and professional behavior and poor social image of the teacher and teaching profession are serious factors responsible for teacher's low status. Various research findings confirmed that there is a strong tie between teachers' perception towards active learning and their effort in practicing it. For instance, a survey study carried out in Botswana in (2009) proved that teachers who had a positive attitude towards active-learning showed a better effort in implementing and using active learning than those teachers who perceived active learning negatively .

On the other hand active learning methods encourage student's autonomous learning and problem solving skills. It provides pupils with greater personal satisfaction, more interactions with peers, promotion of shared activities and team work, greater opportunities to work with a range of pupils, and for all members of the class, to contribute and respond (Capel *et al.*, 1995). Similarly, other authors (Dary and Terry, 1993) have stressed the importance of students' past experience, which was a transformative rather than passive accumulation of knowledge. They

notice that unless learners consider the implication of the ideas for them in their own lives and decide to act, know and believe in new ways; they are likely to adopt a passive agreement to the learners' knowledge structure. And ultimately, this passive students learning has not made a difference because it has not been transformative and at best resulted in some accumulation of knowledge. Thus, it is possible to suggest that active learning approach seeks the emancipation of learners from the old belief that has dominated methods of learning over the last century.

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

2.13. The Practice of Active Learning Methods in English Language Classes

In the history of English language teaching, different methods of language teaching have been observed. These methods vary from grammar translation method which focuses on lesson organized around grammar points (Richard and Rodgers 1986), to communicative language teaching method which pays systematic attention to functional as well as structural aspects of language (Littlewood, 1981).

The origins of communicative language teaching (CLT) are to be found in the changes in the British language teaching tradition dating from the late 1960s and CLT marked a new phase in foreign language teaching. This is because it is the first method that begins from what the language does, not from what it is (Richards and Rodgers 1986). In contrast to the grammar based methodology in which primary emphasis is on mastering grammatical rules, the main concern of the communicative methodology is how to use those grammatical rules to produce a meaningful language. In short, the target of CLT is communicative competence.

Different scholars argue that, unlike activities in traditional setting, communicative activities are meaningful, motivating and purposeful. Larsen-Freeman (1986), explains that communicative activities incorporate many features of authentic communication such as information gap, choice and feedback. This means that as opposed to mechanical drill which allows learners little more than responding, such kind of activities enable learners to negotiate meaning, to nominate a topic and to follow up. Therefore, in CLT communicative activities are promoted which learners have active role in the teaching learning process. Richards and Rodgers (1986), shows the point as follows. The role of the learner as negotiator between the self, the learning process , and the object of learning emerges from and interacts with the role of joint negotiator within the group and with in the classroom procedure and activities which the group undertakes. The implication of CLT for the learner is that he/she should contribute as much as he/she gains and thereby learn in independent way.

Communicative language teaching therefore advocates active learning. Finally, as can be seen from the discussion above, CLT and active learning have commonalities with respect to the role the teacher and the students play in the classroom. Therefore, it can be said that the underlying methodological assumption of CLT goes in line with the active learning method.

2.14. The Relationship between Teacher and Students in EFL classes

Aggrawal (1994:242) states that the relationship between teacher and students can have impacts on students to have negative attitude on the subject. A teacher of English, with his defective methods of teaching or improper behavior may be disliked by a particular students or a group of students. She or he may have developed the habit or rebuking children while returning the checked assignment or listening to their answer. Gradually the students develop hatred for the subject as well as the teacher. On the other hand, a friendly and sympathetic teacher will have a positive impact on the students through the process of conditioning. The students develop positive attitudes towards the subject and the teacher. The main reason for the students' reluctance is that they feel too much anxiety about language learning. They are not accustomed to a communicative classroom and feel insecure about speaking in English (Kirsten and Chan, 2003).

2.16. Lesson Planning for Active Learning

It is important to distinguish between ‘activities’ and ‘active learning’. It is relatively easy to fill a lesson with a series of activities which keep pupils busy and apparently enjoying it, yet may provide insufficient learning challenge, such work may be well within the pupils grasp and so they do not have to think much about what they are doing or why. Many pupils take seriously copying from the board, book or worksheet but such activities are often superficial and should be used very sparingly, even though they can keep a noisy class quiet (Capel, Leask and Turner, 2005). Some lesson planning in the early stage of learning to teach may be to ensure that all your learning outcomes are addressed, or that your discipline is effective; this requirement may lead to a lesson that is teacher dominated. For example, you may have explained orally the lesson and its purpose and have asked some bridging questions; you may have then used a video and asked the pupils to complete a worksheet in response to watching the videos; finally, you may have given out homework based on the class work. You, as the teacher, have been very active in the lesson and may well feel exhausted at the end of it! From the pupil’s point of view, however, the lesson may have been quite passive. Because they were told what to do at every step, with little or no input into what they were to do and learn. In these circumstances many pupils may not fully engage in learning except in a superficial sense (Capel, Leask and Turner, 2005:269).

Planning for learning requires you to focus on what the pupil is doing as well as what you are doing. To encourage pupils to participate fully in the lesson and hence promote meaningful learning there are some important features to bear in mind when planning your lesson. As well as planning strategies to include input from pupils into the development of the lesson you should share the learning outcomes with pupils and give an example of what your pupil’s finished work will look like, i.e. what counts as a successful piece of work; focus some learning outcomes on process rather than content, i.e. on pupil action and contribution to their own learning; illustrate your criteria for assessment; link the lesson to the pupil’s prior knowledge and include your strategies for eliciting it; Prepare contingency plans for both faster and slower pupils, and think about ways to help pupils in difficulties, i.e. give support (ibid:270).

The authors also suggest that active learning goes hand in hand with an approach to teaching which encourages pupils to develop and progress as individuals and not merely to receive

information from the teacher. Active learning therefore, is a process that is: structured and organized, a purposeful activity through which pupils can achieve the intended learning outcomes as you have planned it; transformational, enables pupils to consider alternatives, to think differently develops attitudes and values; communicative, involves engagement with others within and beyond the classroom and develops higher order skills such as analysis, communication, investigation, listening; generative, pupils are engaged in the process of their own learning and generates deeper understanding by challenging pupils' understanding; supportive of meaningful learning. if this description is correct then a lesson must invite pupils to participate in the work, contribute to its development and consequently begin to shape their own learning (Capel, Leask and Turner, 2005:271).

2.17. The Major Techniques of Active Learning

To implement active learning in the classroom, it is very important to know different techniques of active learning. The use of important techniques can facilitate active learning in classroom. Some of these types are discussed below.

2.17.1. Group Work

One of the characteristic techniques used in learner centered classroom is group work. The organization of effective group work requires careful planning on the part of the teacher. Just putting students in groups does not in and of itself ensure the effective, active learning is going on. To ensure that active learning is going on, students should be engaged in meaningful learning using higher order thinking skill (ICDR, 1999:90). In schools almost all teaching is done in groups. It is most effective when the climate of the group is positive; that is when the pupils and teachers know and accept each other and work harmoniously together toward common group goals (Joseph and Leonard, 1988:11).

2.17.2 Classroom Discussion

During discussions, students and teacher interact with one another by listening, thinking, and sharing classroom discussion serves several educational purposes because it is a unique form of classroom talk. Discussion requires students and teachers to talk back and forth at highly cognitive and effective level (Larsen, and Keipper, 2007:234). Gall (1985) has reported that discussion is an effective way to promote higher-level thinking, develop student attitudes, and

advance student capability formal reasoning. In short, discussion provides opportunities for student thoughtfulness about a chosen topic or issue. Discussion involves members of the group contributing from their different perspectives, opinions or understanding. Discussion cannot exist if everybody is saying the same thing or nobody is saying anything. Discussion involves general dispositions on behalf of members of the group to listen to consider and to be responsive to what others are saying (Bridges, 1987:34).

2.17.3 Role Playing

It has become a fad word, in the same way as ‘communicative competence’. It is a convenient term for group of related activities and it represents a shift of emphasis to more realistic conversation and communication in general. The activity may range from telling a story to acting out a situation, such as finding accommodation . what is essential is that the role-playing should be useful and that all members of the class should participate (Peter, 1981:385). It encourages interaction among the learners as they relate to each other through their new identities and roles. It breaks the ice and is enjoyable. It constitutes a significant breakthrough in language learning. If the student sees the identity, role and situation as real, then his role-playing is the equivalent of ‘ real life’, and he will be motivated to produce ‘ real-life language (Peter, 1981).

2.17.4. Debate

This is the act or orally presenting two sides of an argument or topic. It can be used to generate ideas, thought, concepts, notions and opinions about any topic under the focus (Adewumi, 1992). Debate is a very formal approach consisting of set speeches by participants of two opposing teams and a rebuttal by each participant. It also provides depth study of a controversial matter; gives two sides of an issue (Joseph, and Leonard, 1988).

2.17.5. Questioning and Answering

Is by far the most communication behavior used in teaching ? to question well is to teach well (Degrmo, 1991:179). Teachers use questioning strategies to review, to check on learning, to probe through processes, to pose problems, to seek out alternative solutions, and to challenge students to think critically and reflect on issues or values they have not previously considered. It is not surprising that questions have been labeled as ‘ the single most influential teaching act’ (Taba, and Elzey, 1964). Questions are used to help students move between what is commonly

referred to as higher and however- order thinking or as an attempt to encourage students' participation and investment in learning (Larson and Keeper, 2007:144).

2.17.6. Cooperative Learning

Cooperative requires students to accomplish shared goals. During cooperative learning activities, students work to complete tasks that help them learn individually, and that help group members learn as well. In short, cooperative learning places students in groups to maximize their learning. In the process, students learn to use critical social skills. Cooperative learning groups typically range from three to seven students with the ideal number being four or five. Research studies consistently find that cooperative learning has positive effect on students' achievement because the process of interacting with others promotes learning (Larson and Keiper, 2007:183). Students in cooperative learning groups often learn more and learn more quickly when compared to students working alone, or not working in cooperative groups (Johnson, Johnson and Holubec, 1994).

2.17.7. Problem Solving

The problem-solving approach is not a single strategy; rather it is a general strategy in which many different techniques are found. Problem solving is a process of producing or closing a perceive problem gap. When a solution is proposed, its effect on reducing the gap can be evaluated and adjustments made accordingly, which is known as means –end analysis. In the process of problem solving activity, the most important thing is that pupils should generate more ideas about the stated problem of the process (Newell and Simon, 1972).

2.18. Factors that Affect the Proper Implementation of Active Learning

Some of the factors that may affect the proper implementation of active learning are concerned with the pressure of syllabus, improper classroom organization and management, lack of trained teachers, and the problem with the students (Lue, 2002, Plass, 1988). Moreover, the following are some other factors.

2.18.1. Classroom Environment

A number of schools confirmed that the physical environment (classroom arrangement, furniture arrangement, classroom appearance and layout etc) contribute a lot to promote active learning. A clear and well kept room with appropriate resources and well aired room help to establish a positive contribution to implement active learning (Squazzin and Grann, 1998:77).

2.18.2. The Mismatch between Teachers and Students' Perception of ALM

How people perceive something is influenced by their belief about that object (Borg, 2001). Teachers' and students' perceptions, and classroom practices have relationship and influence on each other. Griffiths (2007) elaborated that mismatch between teachers' and students' perceptions and classroom practices as well as the mismatch between students' perceptions and teachers' perceptions "negatively affect what goes on in the classroom". Hence, the studies on these issues are very crucial in looking for improvement of classroom practices. As it can be understood from these discussions, perceptions and practices are the two sides of the same coin and they are worth researching for their influential impact on teaching and learning process.

2.18.3. Shortage of Instructional Materials

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

Mukalel (1998), further noticed that instructional materials help the teacher add a new and concrete dimension to class room teaching. Because, teachers and students dependence on the materials in the text book and supplementary books can easily lead to stereotyped mode of teaching, and introducing teaching aids to the classroom helps to add a new dimension to teaching. Thus, to make learning more concrete and enhance students' participation, a conscientious teacher has to develop confidence with regard to the usefulness of instructional aides of a feasible kind.

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

2.18.4 Teachers' Resistance to Change

Most often, resistance to change is natural, but in the application of active learning, perhaps, it is the greatest challenge. These resistances may come from all corners; from the external pressure, from the internal psychological drives of teachers and teachers' perceptions about "who does what" in the classroom (Plass, 1998:317).

2.18.5. Inadequate Teachers' Training

There is a strong need for training teachers in how to apply the active learning (learner-centered) method in classrooms (Temechegn, 2001:40). He has suggested that even the theoretical background of learner-centered method is not yet clear to most of Ethiopian teachers. It is suggested that many of a practicing teachers seem not to be able to meet the classroom requirements. They are either demotivated or incompetent . Thus, if classroom learning is to be effective, teacher educators must be well trained and should be ready to assume the responsibility of teaching. They require adequate knowledge in the subject areas they teach and the necessary training in methodology (Hailom, 1998:401).

2.18.6. Time Constraints

Time constraint is other influential problem to the implementation of new approach in the classroom. When student's work in pairs or in groups, the amount of time that each student spends on practicing the language is significantly increased when compared to teacher fronted mode of teaching (Girma, 2005:157).

Generally, it is oblivious that active learning is very important method in teaching English language. It plays a pivotal role in making teaching and learning process effective. As clearly explained in this section, using active learning method means nothing but engaging students in classroom activities so as to enable them learn independently. English teachers can do this in their classroom by overcoming the impeding factors.

CHAPTER THREE: RESEARCH METHODOLOGY

This chapter deals with methodology of the study. Thus, the research methods and materials used to achieve the objective of the study treated in this chapter were, design of the study, study population and sampling, data collection instruments, data collection procedures, data analysis, reliability and validity of instruments, data analysis procedures, and ethical considerations

3.2. Design of the study

The Descriptive survey design was used to conduct this study. That is to describe the current EFL teachers' and students' perceptions and classroom practices of active learning method. Descriptive research design was chosen as it allows the researcher to describe the current status of the issue under study. The Descriptive research uses systematic procedures to discover the relationship between existing variables (Cohen and Manon, 1994).

3.3. Study Population and Sampling

3.3.1. The Study Population

This study was conducted in governmental preparatory schools of West Wollega Zone. Thus, the populations of the study were grade 11 EFL teachers and students in public preparatory schools of West Wollega Zone, Oromia region.

3.3.2. Sample of the Study

Due to time constraints only three governmental preparatory schools were purposefully selected for the study out of twenty governmental preparatory schools in West Wollega Zone. This was because the researcher is very familiar and near to those schools. From these schools, the study focused on grade eleven (11) students and their respective English teachers. As grade twelve (12) students were the candidates of national examination, they were not included in the study. This was because of the fear that they would be busy to avail themselves in order to give the intended information during data collection. As a result, the researcher focused only on grade eleven students and their respective English teachers as target population. Hence, grade eleven students and their respective English teachers of the schools were the sources of data.

As the information obtained from the directors of the schools shows, the total number of grade eleven (11) students and their English teachers were 1480 and 8 respectively. Accordingly, 148 (10%) of the students and 8 (100%) of the teachers were included in the study. The sample size was manageable in size, which supported the researcher to gather the relevant data effectively. According to Dornyei (2007:115), a well designed qualitative study usually requires a relatively small number of respondents to yield saturated and rich data that is needed to understand even subtle meanings in the phenomenon under focus. All sample students (148) and teachers (8) filled in the questionnaire. In order to substantiate the questionnaire, each teacher's class was observed three times. And all sample teachers were interviewed. All together, 156 people were included in the study.

3.3.3. Sampling Technique

In order to get sample population, both probability and non probability sampling methods were employed. In Enango preparatory school, there are four English language teachers who teach grade eleven. Three of them were selected for the study since one of them became the researcher of this study. These three of the EFL teachers teach eight sections of grade eleven. In addition, there are two and three grade eleven EFL teachers who teach six and nine sections at Boji Dirmaji and Guliso preparatory schools respectively. Totally, eight grade 11 EFL teachers (coded T1, T2, T3, T4, T5, T6, T7, and T8) for the sake of their privacy were selected through availability sampling as the researcher assumed that they would provide the best information to address the basic research questions. In availability sampling, the researcher selected all individuals because they would particularly informative about the topic and it may be most informative to obtain thorough information from the teachers who have the experiences in the issue under study (McMillan, 2008).

Unlike the sampling technique used for the teachers, stratified and simple random sampling, which are a kind of probability sampling method were employed to select sample students. Stratified sampling involves dividing the population into homogenous groups, each group containing subjects with similar characteristics (Cohen, et al., 2005, p.100). Thus, the students were selected by grouping them in to strata based on their 2010 E.C. first semester achievements: higher, average and lower achievers. Then, the students who represented each stratum were

selected through simple random sampling technique. High achievers—students who are categorized as best students of the schools whose average score is above 80 % based on the first semester result. However, the results are different depending on the schools and students. Average achievers are those with average point of 50-79 on their first semester result. Low achievers—students whose averages are below 50 and failed with more than one subject according to the first semester result. Note that, the name high achievers (HA), average achievers (AA) and low achievers (LA) is not given by the researcher, rather by the schools' administration based on their 2010 E.C first semester result.

3.4. Data Collection Instruments

The researcher used three instruments namely, questionnaire, classroom observation and interview for this study.

3.4.1. Questionnaire

The data were mainly gathered through questionnaire. This is because questionnaire is very important in that the flow of data is quick and from many people within a short period of time (Gillham, 2000). The researcher used questionnaires composed of close-ended questions by using a five-point Likert Scales (strongly agree, agree, undecided, disagree and strongly disagree) as suggested by Best (2003) and Kothari (2004) for both teachers and students. This is because close-ended questions as they provide 'ready made' categories within which respondents reply to the questions asked by the researcher, help to ensure that the information needed by the researcher is obtained. Because the possible responses are already categorized, they are easy to analyze (Kumar, 1996:119). The questionnaire helped me answer questions in relation to EFL teachers' and students' perceptions of active learning, the extent to which they employ it in teaching and learning English and the factors that affect their use of active learning in classroom.

All sample students and teachers filled in the questionnaire and turned it back. The questionnaires had five parts. The first part was prepared to elicit background information of the participants, the second part contain the items prepared to obtain information about the teachers' and students' perception of active learning, the third part dealt with the teachers knowledge of active learning, the fourth part contain the questions which ask the extent to which teachers and

students use active learning strategies in the classroom. The last part contains the questions which ask the respondents about the factors that impede the implementation of active learning.

Finally, teachers' and students' questionnaires were administered according to the schedule. Furthermore, two sets of questionnaires (one set for the teachers and the other for students) were adapted, designed, and administered. The questionnaires were adapted from Guta (2010) and Mebratu and Woldemariam (2017) based on the objectives of the study.

3.4.2. Classroom Observation

In order to get actual information on teaching learning process, classroom observation is very important. Hancock (1998:89) suggests that observation is a desirable part of data gathering instrument because of the richness and credibility of information it can provide. Hence, observation was used to obtain information on teaching learning process. For the purpose of observation, observation checklist was used. This is because the presence or absence of the behavior may be indicated by checking yes or no (Best, 1999:298). This observation checklist was adapted from Adugna (2015). The observation checklist has five parts: The first part deals with classroom condition, and the second part on teachers' activities. The third part related to students' activities; the fourth part deals with the use of instructional materials, and the last part deals with classroom evaluation. Accordingly, all sample EFL teachers' classes were observed three times each. Therefore, a total of twenty four (24) observations were conducted. Classroom observations were conducted in order to check whether the teachers are practicing active learning and students participating in it based on the principles that it is to be implemented during teaching and learning process in English classroom.

3.4.3. Interview

In this study, interview was also used as a tool for data collection. It was used to answer questions related to EFL teachers' knowledge, perceptions and practice of active learning method, and the factors that affect their use of it in the classroom. Best and Kahan (1989) suggest that interview is the way in which the researcher seeks to understand the perception, feelings and knowledge of people in program in-depth. Thus interview was used only for teachers. The researcher used semi-structured interview. This is because semi-structured interviews are often used in qualitative analysis (Gray, 2004:216). The semi-structured interview

helps for a deepest investigation of views and opinions where it is desirable for respondents to expand on their answers (Ibid). The researcher documented the responses by note-taking the interview. Gray (2004) suggests that responses of the interviewees should be documented by note-taking or possibly by tape recording the interview.

3.5. Data Collection Procedures

Regarding data gathering procedures, the researcher followed a series of procedures in the study. After ensuring the appropriateness of questionnaires by his thesis advisors and, the researcher made discussion with school directors, selected EFL teachers and students regarding the purpose of data he was going to gather and how it would have been done. First, the researcher collected data through classroom observation from (April 20 to June 5 E.C.) so as to assess the teachers' and students' actual practices of different techniques of active learning method in EFL; then from June 7-8 E.C., he conducted interview with all sample EFL teachers, more specifically to determine their perceptions and classroom practices of active learning method, and point out the factors that hinder its implementation. Finally, the questionnaires were distributed to the respondents on June 8, collected on June 10, 2010 E.C. The reason that the researcher sequenced the data gathering tools accordingly was that if teachers responded to questionnaires early, they might have arranged their lesson as required, which they might have not been practicing in the usual time. So, it helped the researcher to get valid and reliable information regarding practices of active learning in English classes. All of these data gathering procedures ensure the reliability and validity of data in the study.

3.5.1. Reliability and Validity of Instruments

In order to maintain, the reliability and validity of the questionnaire, a pilot study was done with different sample. The questionnaire was piloted on 20 students at Gimbi preparatory School and the procedure of the pilot study lasted for one week and it was done in the classroom. To see the validity of the questionnaire, the researcher employed expertise comments. Thus, the questionnaire was given to the experts (English instructors) who work at Wollega University, Gimbi campus and considering their comments and suggestions, some items were modified. Next, the tool was sent to the thesis advisors for their professional judgments. After it was passed through comments and correction and proved to be valuable by the advisor, students' questionnaire was translated into their mother tongue (Afaan oromoo). The translation was done

in order to get appropriate information from the students. The translated questionnaires were given to some experienced teachers of the language to get comments on the language used. Based on the comments, the language of some of the items were refined.

Thus, the students were told to fill in the questionnaires by the researcher in the separated room when they were free of their class. It was found that the open ended item was totally rejected by 16 students and 4 students tried to fill in all the items provided irrelevant information. Based on the result of the pilot study, the researcher has decided to discard the open ended item and also made some sort of modification on the close ended items.

In order to check the reliability of the questionnaire, the researcher employed cronbach alpha. Accordingly, the results were (.801) which implies that high internal contingency coefficient. This indicates that the questionnaire is reliable and valid for the actual research.

3.6. Data Analysis

The data obtained from teachers and through questionnaire and classroom observation were analyzed quantitatively. Whereas, data gathered from teachers through semi-structured interview were analyzed using qualitative method with textual/thematic analysis.

3.7. Data Analysis Procedures

Both quantitative and qualitative methods of data analysis were employed in order to answer the research questions and to attain the objectives. The quantitative data were collected, coded, tabulated, analyzed, described, and interpreted in a manner that supports findings obtained from the study. First, the data were gathered through close-ended questionnaires by using a five-point Likert Scales (strongly agree, agree, undecided, disagree and strongly disagree) as suggested by (Best,2003 and Kothari, 2004). Then, they were tabulated in terms of frequency, percentage, and mean value (to compute the proportionality of individual response of the items) by assessing the scale value to each of the five scale responses. Classroom observation was also analyzed using frequency and percentage. Thus, the data processing and analysis were employed by the Statistical Package for Social Sciences (SPSS) version 20.0 computer software to analyze the quantitative data. Next to that, data gathered through semi-structured interview were analyzed by

using qualitative method with textual/thematic analysis. Finally, conclusions and recommendations were made based on the findings.

3.8. Ethical Considerations

After receiving official letter of cooperation from the selected Districts' Educational Office, the researcher communicated with the school directors and individual participants (EFL teachers and students) legally and smoothly. The purpose of the study was made clear and understandable for all respondents. Any communication with the concerned bodies was accomplished on a voluntary basis without harming and threatening the personal and institutional wellbeing. In addition, all information obtained from individual respondents was kept confidential. The Code of Ethics supplies the study participants with details about what you intend to do with the information they give and it shows that you intend to treat both the respondents and their information with respect and honesty (Dawson, 2002:151).

CHAPTER FOUR: DATA ANALYSIS

This study aimed at assessing the EFL teachers' and students' perception and practice of active learning method in the classes of the selected preparatory schools of West Wollega Zone. To do this, the questions on teachers' and students' perceptions and classroom practices of active learning method, teachers' knowledge of the method, and also the impeding factors of its implementation in EFL classroom were devised. With regard to its components, the results of data analysis, findings and discussions of the study were treated under this section respectively.

4.1. Analysis and Interpretation of Data

The data obtained through questionnaire and classroom observation are presented with the help of tables, whereas, the information obtained through interview are described thematically. The chapter starts with the background information of the subjects before analyzing the main data.

4.1.1 Background Information of the Subjects

As indicated in chapter three, 148 sample students and all (8) grade eleven English teachers in the selected schools were included in the study. Totally 156 participants were selected as a sample for the study. With regard to the sample teachers' sex, all of them are males. Two teachers are M.A holders; three of them are M.A candidates and the remaining three are qualified in first degree. Their age ranges from 25 to 45. Four of the teachers have taught for more than 15 years where as the other two have less than 6 years of teaching experiences. All of the teachers are loaded with more than 20 periods in a week. With regard to students', 90 (60.81%) of them are males, and the rest 58 (39.19) are females. The majority of them range from 15-20 years of age.

4.1.2. Analysis and Interpretation of Data obtained through Questionnaire

Teachers' and students' responses on questionnaire about their perceptions of active learning, the extent to which they use active learning methods in the class and the factors that affect their use of active learning were analyzed and presented.

Table 4.1. Frequency and mean value of teachers' perception of Active Learning

No.	Items	1=SDA		2=DA		3=NS		4=A		5=SA		Sum	Mean value
		F	%	F	%	F	%	F	%	F	%		
1	Classroom interaction contributes for active learning	-	-	-	-	-	-	4	50	4	50	36	4.5
2	Teaching facts alone is enough to prepare students to understand their environment	2	25	4	50	2	25	-	-	-	-	16	2
3	Students should be given the opportunity to participate in the classroom activities	-	-	-	-	-	-	2	25	6	75	38	4.75
4	Students should take responsibility for their own learning	-	-	-	-	-	-	-	-	8	100	40	5
5	Students can solve problems if they are active in learning	-	-	-	-	-	-	2	25	6	75	38	4.75
6	Active learning adds work load on teachers	4	50	4	50	-	-	-	-	-	-	12	1.5
7	Effective teaching is the collaborative effort of both teachers and students	-	-	2	25	-	-	-	-	6	75	34	4.75
8	Teaching is the sole responsibility of teachers	4	50	2	25	-	-	2	25	-	-	16	2
9	Using active learning in the classroom is the mechanism wasting time	6	75	2	25	-	-	-	-	-	-	10	1.25
10	Teacher holds most of the knowledge necessary for the students	2	25	2	25	-	-	4	50	-	-	22	2.75
<i>Grand Mean (GM)</i>												3.325	

SDA= Strongly Disagree DA=Disagree A= Agree SA= Strongly Agree

In order to find out teacher's perception of active learning, 10 questions were prepared for the teachers as indicated in the above table. The responses of the teachers on the items are analyzed and presented below.

Regarding the importance of classroom interaction for active learning, 4 teachers showed their strong agreement and the remaining 4 indicated their agreement with the assumption. The responses of the teachers on this item ranges from agree to strongly agree. The mean value (4.5) shows that all of the teachers agreed with the importance of classroom interaction in using active learning strategies. In responding to the assumption which says "Teaching facts alone is enough to prepare students to understand their environment", 6 teachers indicated their disagreement, and 2 teachers stated as they are not sure about the idea. Six and eight teachers strongly agreed respectively, that students should be given the opportunity to participate in the classroom activities and be responsible for their own learning. If students are given the opportunity to participate in the classroom, they can solve problems. This was supported by majority (6) teachers.

More than half of the teachers (6) supported by showing their strong agreement that effective teaching is the collaborative efforts of both teachers and students. Besides, some (2) teachers indicated that teaching is not the sole responsibility of teachers. This shows that the teachers believe in that the students have their own roles to play in teaching and learning process. Moreover, six (6) teachers indicated their strong disagreement concerning the assumption which says "using active learning in the classroom is the mechanism of wasting time." Half (4) of the teachers responded that they agreed with the ideas on item 10 that says "Teacher holds most of the knowledge necessary for students". From this, it is possible to infer that some teachers still have the old taught that says 'teachers have knowledge, but students have no.'

As we can see from the above analysis of teachers' responses, teachers seem that they positively perceived the active learning instructional method and they used (implemented) it in their classrooms. Nevertheless, their positive perception did not help them to use the method in the classroom. The result from classroom observation checklist also showed that active learning was rarely practiced in the classroom.

Table 4.2. Frequency and mean value of teachers' knowledge of active learning

No.	Items	1=SDA		2=DA		3=NS		4=A		5=SA		Sum	Mean value
		F	%	F	%	F			%	F	%		
1	I have attended in service training (work shop and seminars) on the implementation of active learning	2	25	2	25	-	-	4	50	-	-	36	4.5
2	I have taken methodology courses in pre service program	-	-	2	25	-	-	6	75	-	-	28	3.5
3	The way I have been taught affects the way I am teaching now	-	-	2	25	-	-	4	50	2	25	30	3.75
<i>Grand Mean (GM)</i>												3.916	

SDA=Strongly Disagree DA=Disagree NS=Not Sure A=Agree SA=Strongly Agree

In order to assess whether teachers have necessary knowledge of active learning method, four (4) questions were included in teachers' questionnaire as indicated in the above table. Teachers' responses on the questions were analyzed and presented as below.

Regarding the knowledge of active learning method, only 4 teachers agreed that they had attended in-service training on the importance and implementation of active learning method whereas the other 4 teachers showed their agreement. Moreover, another statement asks whether the teachers attended methodology courses during pre-service programme. Concerning this, 6 teachers responded that they had taken it and one teacher responded that he did not take it. From these, we can understand that some of the teachers had no necessary knowledge on how to implement active learning method. As a result, the majority (6) of the teachers indicated their agreement that the way they were taught affects the way they were teaching then.

Table 4.3. Frequency and mean value of teachers' practice of techniques of ALM

No	Item	1=N		2=R		3=S		4=U		5=A		Sum	Mean value
		F	%	F	%	F	%	F	%	F	%		
1	Group work	-	-	6	75	-	-	2	25	-	-	20	2.5
2	Debate	2	25	2	25	4	50	-	-	-	-	18	2.25
3	Problem solving	2	25	2	25	4	50	-	-	-	-	18	2.25
4	Role play	-	-	-	-	8	100	-	-	-	-	24	3
5	Lecture	-	-	-	-	-	-	8	100	-	-	32	4
6	Question and Answer	-	-	-	-	2	25	6	75	-	-	30	3.75
7	Discussion	-	-	-	-	8	100	-	-	-	-	24	3
8	Cooperative learning	-	-	2	25	6	75	-	-	-	-	22	2.75
<i>Grand Mean (GM)</i>												2.93	

N= Never R=Rarely S=Sometimes U=Usually A=Always

In order to assess the extent to which teachers use active learning strategies, 8 important strategies were chosen and included in the questionnaire. They are indicated in the above table. The responses of the teachers on the strategies are analyzed and presented below.

The first strategy is 'Group work'. More than half (6) of the teachers indicated that they rarely used group work in the classroom. This clarifies that group work is rarely employed in the classroom.

The other strategy is 'Debate'. In responding to this item, 4 teachers indicated that they sometimes used this strategy, where as 2 teachers responded that they never used it. At the same time, the other 2 teachers showed that they rarely used 'Debate'. The mean value (2.25) implies that students were rarely given the opportunity to participate in the classroom activities. Four (4) teachers indicated that they sometimes employed Problem solving in the classroom where as two (2) teachers indicated that they rarely used it and the other two (2) teachers indicated that they

never used problem solving in their classrooms. The mean value (2.25) showed that problem solving was rarely employed. On the other hand, all eight (8) teachers indicated that they sometimes employed role play in the classroom.

All (8) teachers indicated that they usually used lecture in their classroom. This is also supported by teachers' response to item 10 of table one in that some of them indicated that teacher holds most of the knowledge necessary for students. Even though lecture is poor in developing students' higher order thinking skill, teachers indicated that they usually used it in their classroom. This was also proved by observation that teachers were more active than students in the classroom.

Question and answer is another strategy which was usually used in the classroom as indicated by the majority of the teachers (6). As observation checklist indicates, students had no contribution even in question and answer. This is because the teachers were observed asking the question and supplying the answer by themselves (see discussion in table 4.11). As a result, students passively sat in the classroom.

Discussion is the other strategy which all (8) teachers showed that they sometimes used it. On the other hand, 6 teachers responded that they sometimes used 'cooperative learning'. Nevertheless, the result of classroom observation indicated that there were no discussion and cooperative learning in the classroom. It was observed that only 25% of the students were discussing issues in group (see discussion in table 4.10). This shows that what teachers said and what they did in the actual classroom were not the same.

Table 4.4. Frequency and mean value of the factors that affect teachers implementation of active learning method in EFL classes

No	Items	1=Never		2=Rarely		3=Undecided		4=To some extent		5=To much		Sum	Mean value
		F	%	F	%	F	%	F	%	F	%		
1	Shortage of time	-	-	-	-	-	-	8	100	-	-	32	4
2	Your tendency to use traditional method of teaching	-	-	2	25	-	-	2	25	4	50	32	4
3	Students' lack of interest	-	-	-	-	-	-	-	-	8	100	40	5
4	Large class size	-	-	-	-	-	-	2	25	6	75	38	4.75
5	The ways you give feedback for the students	-	-	4	50	-	-	4	50	-	-	24	3
6	Diversity of students' interest	2	25	-	-	-	-	2	25	4	50	30	3.75
7	Dominance of some students during group activities	-	-	2	25	-	-	4	50	2	25	30	3.75
8	The mismatch between you & your students' perception of AL	-	-	-	-	-	-	2	25	6	75	38	4.75
9	Students' belief about active learning	-	-	2	25	-	-	-	-	6	75	34	4.25
10	Lack of instructional resource	2	25	-	-	-	-	-	-	6	75	32	4
<i>Grand Mean (GM)</i>												4.125	

Teaching by using active learning method is very important in encouraging students to participate in classroom activities. Nevertheless, there are many constraints which hinder its implementation. Regarding this, 10 main common factors were selected and included for the teachers. The responses of the teachers on these factors are analyzed and presented below.

As the above table indicates, all (8) teachers responded to item 1 that shortage of time affected their implementation of active learning 'to some extent'. This is because 40 minutes is allotted

for one period and this is not sufficient to organize students for different classroom activities. This was taken as a reason for the teachers used active learning only ‘sometimes’ in the classroom.

The other factor is ‘teachers’ tendency to use traditional method of teaching’. This assumption was supported by half (4) of the teachers that it affected the implementation of active learning ‘too much’. The mean value (4) also showed that teachers’ tendency to use traditional method of teaching affected the implementation of active learning. This implies that the way they were taught affected the way they are teaching now. They confirmed this by their earlier responses on item 5 of table 2 in that all teachers (8) indicated that they usually used lecture method in their classroom. This may be resulted from lack of knowledge of the new curriculum (student centered) as some of them indicated that they did not take any training or workshop on active learning.

On the other hand, all (8) of the teachers responded to item 3 (students’ interest) that it affected their practice of active learning too much. The result of the interview with teachers also supports this response. Their responses on both questionnaire and interview show that the students had not positively perceived active learning instructional approach.

Item 4 states ‘large class size affects the practice of active learning. The majority of the teachers (6) responded that large class size affected too much. Interview results with students and teachers support this idea that it was a serious problem for the effectiveness of teaching and learning process. Half of the teachers (4) indicated that the ways they gave feedback on the students’ performance affected students’ participation. This shows that their feedback was not constructive.

Diversity of students’ interest may also affect the practice of active learning. This is supported by the majority of the teachers. 4 teachers responded that it affects “too much” and 2 teachers responded as ‘to some extent’. Whether too much or to some extent, the majority of the teachers agreed that it affected the practice of active learning. The mean value (3.75) also proved that it affected.

Dominance of some students during group work (item 7) was indicated by 4 teachers that it impeded the use of the method. The mean value is (3.75). Item 8 states ‘the mismatch between teachers' and students' perception affected the practice of active learning’. In responding to this item, 6 teachers indicated that it affected ‘too much’ and 2 teachers responded ‘to some extent’. This is also supported by the results of teachers’ interview. It is also indicated by the mean value (4.75) that it was a serious problem to use of active learning.

The other factor is “students’ belief about active learning” (item 9). The majority of the teachers (6) showed that it hindered the practice of active learning ‘too much’. Here it is indicated that the students had negative attitude towards the approach. This may be the reason for the students to have no interest in student centered instructional approach as indicated on item 3 of the above table.

Lack of resource (item 10) is another factor to hamper the practice of active learning. The majority of the teachers (6) responded that it impedes ‘too much’. Teachers also supported this by their responses during interview.

Table 4.5. Frequency and mean values of students' perception of ALM

	Items	1=SDA		2=DA		3=NS		4=A		5=SA		Sum	Mean value
		F	%	F	%	F	%	F	%	F	%		
1	Lectures are the best way of learning	7	4.7	34	22.97	-	-	82	55	25	16.89	528	3.57
2	I learn best when I participate in classroom interaction	50	50.7	40	27.02	3	2.02	20	13.51	8	5.4	284	1.91
3	I learn best when I participate in group discussion	65	43.91	40	27.02	10	6.75	20	13.51	13	8.78	320	2.16
4	Teacher holds most of the knowledge necessary for us	42	28.38	6	4	4	4.7	89	60	4	2.7	442	2.98
5	Group discussion is the means of making us busy	1	0.68	11	7.43	5	3.38	37	25	94	63.5	656	4.4
6	I participate in class-room activities when I am praised by the teacher	8	5.4	16	10.8	17	11.48	54	36.49	53	35.8	572	3.86
7	Using group work or pair work is wasting time	6	4	3	2	21	14.19	57	38.5	61	41.2	608	4.1
8	I learn more when I listen to the teacher than when I discuss with other students	29	13.6	20	13.5	9	6.08	60	40.6	30	20	486	3.28
9	I like discussion because it is learning by doing	61	41.21	63	42.56	4	2.7	6	4.05	14	9.45	293	1.97
10	Our teacher provides detailed feedback on time	13	8.9	20	13.51	5	3.3	64	43.2	46	31	554	3.74
<i>Grand Mean (GM)</i>												3.19	

SDA= Strongly Disagree DA=Disagree NS=Not Sure A= Agree SA= Strongly Agree

Perception of the students can also affect the practice of active learning. If they have negative attitude towards the method, its implementation can be hindered. Therefore, ten (10) items were included in students' questionnaire in order to assess their perception of active learning. The responses of the students on these items are analyzed and presented below.

Significant number, 82(55%) of the students indicated that they agree with the assumption that says “Lectures are the best way of learning” and 25 (16.8%) of the students showed their strong agreement. The responses of the majority ranges from agree to strongly agree in that 71.89% of the respondents indicated their agreement regarding the assumption. The mean value (3.57) also tends to show agreement. The responses clarifies that the majority of the students prefer lecture to other method of teaching. The majority of the students also confirmed their responses on the importance of lecture by supporting the assumption that says “Teacher holds most of the knowledge necessary for the students to learn from him/her”. In responding to this item, 89(60%) of the students showed their agreement and 4 students showed their strong agreement. More than half of the respondents (students) (93) indicated their agreement with the idea. This can be the reason why they prefer lecture to other methods of teaching.

Concerning group discussion, the majority of the students indicated that it is the means of making them busy. More than half (25%) and (63.5%) of the students showed their agreement and strong agreement with the assumption. The mean value 4.4 also shows their agreement. Moreover, 61(41.2%) and 57(38.5%) strongly agreed and agreed respectively that using group work or pair work is wasting time. These show that the students have negatively perceived active learning approach.

Very significant number of students, 30 (20.27%) showed their strong agreement and 60 (40.54%) their agreement that they learned best when they listened to the teacher than when they discussed with other students. The responses range from agree to strongly agree in that 60.81% showed their agreement regarding the assumption.

More than half of the students supported that their teacher provides detailed feedback on time. 46 (31.08%) and 64 (43.2%) respectively indicated their strong agreement and agreement on the assumption. Nevertheless; some teachers indicated that they do not give feedback on the students performance on time. These two contrasting ideas were reconciled by the classroom observation that there were no feedback and follow ups in the classroom (see discussion for table 4.10).

Table 4.6. Frequency and mean values of students' participation in techniques of ALM

No.	Items How often do you participate in techniques of ALM in EFL class?	1=Never		2=Rarely		3=Some-times		4=Usual ly		5=Alwa ys		Sum	Mean value
		F	%	F	%	F	%	F	%	F	%		
1	Group work	37	25	8	5.4	69	46.6	24	16.2	10	6.75	406	2.74
2	Debate	68	45.9	36	24	40	27	2	1.35	2	1.35	278	1.88
3	Problem solving	60	40.5	46	31.3	20	13.5	14	9.45	8	5.04	308	2.08
4	Role play	65	43.9	35	23.6	20	13.5	10	6.75	8	5.4	275	1.85
5	Lecture	11	7.43	17	11.4	36	24	40	27	44	29.7	513	3.46
6	Question & Answer	60	40.5	35	23.6	25	16.9	18	12.1	8	5.4	317	2.1
7	Discussion	58	39.1	56	37.8	18	12.1	10	6.75	6	4.05	294	1.98
8	Cooperative learning	48	32.4	68	45.9	12	8.1	5	3.37	5	3.37	266	1.79
<i>Grand Mean (GM)</i>												2.23	

In order to assess students participation in classroom activities, 8 important active learning strategies were included in students' questionnaire. Their responses on the strategies are analyzed and presented below to show the extent to which they use them.

The first strategy is 'Group work'. Only 10(6.75%) and 24(16.2%) of the sample students responded that they always and usually used it respectively. More than half 69(46.6%) showed that they sometimes used it. The other remaining 8 (5.4%) responded that they rarely used it. The mean value 2.74 shows that it is sometimes used. Here also the students' response contrasts with teachers' response on the same item in that majority of the teachers indicated that they rarely used group work in the classroom. Classroom observation supported teachers' response that group work is rarely used. The result of classroom observation indicated that, only 1(12.5 %) were observed frequently using group work (see discussion for table 4.3).

The second technique is 'Debate'. In responding to this item, 40(27%) indicated that they participate in debate 'sometimes' and 36(24%) showed that it is rarely used. Important number 68(45.95%) of the sample students responded that they never use it in the classroom. The responses of the majority on this item range from rarely to never. But the mean value (1.88)

indicates that Debate is used rarely in the classroom. This has consistency with teachers' response on the same item.

The other strategy is 'problem solving'. 8(5.04%) and 14(9.45%) responded that they always and usually used it respectively. 20(13.5%) responded that they sometimes used it. 46(31.3%) and 60(40.5%) indicated that they rarely and never used it respectively. The mean value (2.08) indicates that problem solving is sometimes used. However, 100% of the observation results showed that there was no problem solving activities in the classroom.

'Lecture' is indicated by 44(29.7%) of the students that it is always used and by 40(27%) that it is usually used. 36(24%) showed that they use it 'sometimes' where as rarely and never are respectively indicated by 17(11.48%) and 11(7.43%). The responses on this strategy range from usually to always. This has consistency with their responses on item 1 of table 5 in that majority of them supported that the lectures are the best way of learning. Moreover, the discussion for table three indicated that all teachers use lecture usually in their classroom. Discussion for table 4.1.3.3. also showed that teachers are more active than students in the classroom.

The other strategy is 'Question and answer'. 8(5.4%) showed that it is always employed and 18(12.16%) responded that it is usually employed. 25(16.9%) indicated that it is used sometimes. 35(23.6%) and 60(40.5%) showed that this technique is used rarely and never respectively. The responses range from sometimes to never. The mean value (2.1) tends to indicate that this strategy is rarely used in the classroom. Besides, 62.5% of the observation results showed that the students had no any role in the question and answer. It witnessed that teachers ask questions and give responses by themselves (see discussion for table 4.2).

'Discussion' is the other strategy that is indicated by 6(4.05%) that it is always used and by 10(6.75%) that it is usually used. 18(12.1%) indicated that they sometimes participate in discussion. 56(37.8%) and 58(39.1%) revealed that discussion is employed rarely and never respectively. The mean value (1.98) tends to show that they use discussion 'rarely'. The observation results proved this that discussion was rarely used in the discussion in classroom.

The other strategy 'cooperative learning' is indicated by 68(45.9%) and 48(32.4%) of respondents that it is used rarely and never respectively. The mean value (1.79) indicated that it is used rarely. Generally, the grand mean 2.23 indicated that, the magnitude of students' practice of AL in the classroom is low in the schools.

Table 4.7. Frequency and mean value of factors that affect students' participation in active learning method

No	Item	1=Never		2=Little		3=Undecided		4=To some extent		5=Too much		Sum	Mean value
		F	%	F	%	F	%	F	%	F	%		
1	Shortage of time	14	9.46	9	6	3	2	44	29.7	78	52.7	607	4.1
2	Teachers' tendency to use traditional method of teaching	24	16	22	14.86	13	8.78	38	25.68	51	34.46	514	3.47
3	Teachers' lack of interest	17	11.48	17	11.48	10	16.76	27	18	77	52	574	3.88
4	Large class size	10	6.7	10	6.7	6	4	8	5	114	77	650	4.39
5	The ways teacher gives feedback	22	14.86	27	18	15	10	40	27	44	29.7	501	3.39
6	Diversity of your interest	70	47	27	18	16	10.8	20	13.5	15	10	327	2.2
7	Dominance of some students during group activities	11	7.4	24	16	31	20.9	32	21.6	50	33.78	530	3.6
8	The mismatch between you & your teachers	8	5	19	12.8	5	3.38	38	25.68	78	52.7	603	4
9	Teachers' belief about your participation	21	14.19	21	14.19	9	6	25	16.89	72	48.6	550	3.7
10	Lack of resource	3	2	11	7.43	5	3.38	7	4.7	122	82	678	4.6
<i>Grand Mean (GM)</i>												3.9	

There are many problems (factors) that may affect students' classroom participation. From these, some ten (10) factors which are assumed to hinder students' participation are selected and included in students' questionnaire. Below are the results of the analysis of the students' response on the issue.

More than half of the students 78(52.7%) responded that shortage of time affected their classroom participation too much where as 44(29.7%) gave their responses that it affected to some extent. The responses of the majority on this item range from to some extent to too much. It is indicated by mean value (4) that it affected the use of active learning. This clearly implies that shortage of time impeded their participation in the classroom. This is also witnessed by interview with teachers.

Teachers' tendency to use traditional method of teaching is also one factor to affected students' participation. Majority of the students 89(60.14%) indicated that it affected their classroom participation.

Teachers' lack of interest (item 3) is also another factor that affected students' participation as majority of the students indicated. 77(52%) and 27(18%) respondents gave their response on the item that it affected their independent learning too much and to some extent respectively. The responses indicated that teachers had no interest to encourage students to participate in the classroom activities. Therefore, the mean value (3.88) clearly showed that teachers' lack of interest affects students' participation in the classroom. This may be resulted from the tendency to use traditional method of teaching as discussed above.

Very significant number of students 114(77%) gave their responses on item 4, that, large class size affected their classroom participation 'too much'. This implies that large class size is the serious problem to hindered students' participation in classroom activities. This is also witnessed by the results of classroom observation that the class size was not appropriate for active learning (see discussion for table 8) and interview results with teachers indicated that large class size was the serious problem to hinder them to use active learning.

The ways teacher gives feedback on the students' performance was indicated by students that it affected their classroom participation. In responding to this item, 44(29.7%) indicated their

response that it affected them ‘too much’ where as 40(27%) showed their responses that it hindered to some extent. 84 (56.7%) students supported that the assumption is the hampering factor. It is also proved by classroom observation that there is no detailed feedback from the teacher. And some teachers themselves supported the issue that they do not give detailed feedback for the students.

Diversity of students’ interest (item 6) does not affected the participation of the students as the majority of them 70(47%) indicated that it never affects them. It is indicated by the mean value (2) that it affects little. This contrasts with teachers’ response on the same item.

Dominance of some active students during group work affected classroom participation. In responding to this item, 50(33.78%) gave their response that it hindered them ‘too much’ and 32(21.6%) indicated it hindered to same extent. More than half (55.38%) agreed that it impeded. This was proved by the mean value (3.6) which indicated that it impeded classroom participation of the students. 78(52.2%) responded on item 8 showed that, it impeded students’ practice of active learning ‘too much’ where as to some extent is indicated by 38(25.68%) of the students. 77.88% of the students indicated that it hampered their independent learning to some extent. For this item, the mean value is (4). It indicated that the mismatch between teachers' and students' perception affects students’ independent learning. In responding to their questionnaire, teachers also indicated that the way text book is designed affects their practice of active learning and students’ participation.

Teacher’s belief about students’ classroom participation (item 9) is indicated by almost half of the students as impeding factor. 72(48.6%) gave their responses on the item that it impedes them ‘too much’ and 25(16.89%) showed their responses that it affected ‘to some extent’; mean value 3.7 also indicates that teachers’ belief is a factor that affected students’ classroom participation. This is because teachers believe that they hold most of the knowledge necessary for the students to learn from them as some of them indicated in their earlier responses on item 10 of table one.

Lack of resource (item ten) is also another problem that impeded the participation of the students in classroom. This is showed by very significant number of students 122(82%) that it impeded their participation ‘too much’. This also supported by teachers’ response on the same item of

table 3 (see appendix A) that it impeded their implementation of active learning. This is also witnessed by classroom observation and interviews with teachers.

4.1.3. Presentation and analysis of data obtained through observation

In order to assess classroom situations (teaching and learning process), three purposely selected teachers were observed. To get appropriate information from the observation, observation checklist was used (see appendix E). The checklist was divided into four (4) sections. Each section was indicated in separate table and analyzed below.

Table 4.8. Classroom Condition Observation result

No	Item	Yes		No	
		<i>F</i>	%	<i>F</i>	%
1	The classroom has adequate number of chairs and desks for the students	5	62.5	3	37.5
2	There is enough space between the desks so that the teacher freely moves in the lass and help the students during classroom activities	1	12.5	7	87.5
3	The number of students in the classroom is manageable for the teachers to apply active learning	2	25	6	75
4	The classroom sitting arrangements are convenient to apply active learning	2	25	6	75
5	The chairs and desks are easily moveable	5	62.5	3	37.5

As can be seen in table 9, the data obtained from classroom observation proved that there were adequate number of chairs and desks which were easily moveable however, there was not enough space between the desks for teachers freely moves in the class for helping students and the number of students in the class was not manageable for teachers. Moreover the classroom sitting arrangements were not convenient for the practice of active learning. Therefore the information given in table above indicated that physical class room conditions of the observed schools did not reflect the required condition for active learning practices. This was also supported by teachers during interview. For example, the following are the responses of some teachers:

T1: Class size is one factor that affects the implementation of this method.

T2: The other factor that affects me not to implement active learning is large class size. That means around more than 70 students learn in a single classroom. As a result it impossible to employ active learning. The other is shortage of time. In 40 minutes it is difficult to apply active learning for more than 70 students. So large class size and time can be the factors to affect my implementation of active learning.

Table 4.9. Observation result on the roles of the classroom teachers in practicing ALM

No	Item	Frequently		Rarely		Not at all	
		F	%	F	%	F	%
1	Teachers arrange their students for different classroom activities	1	12.5	6	75	1	12.5
2	Teachers give directions about the procedures and activities	2	25	5	62.5	1	12.5
3	Teachers encourage students to actively participate during a lesson	3	37.5	4	50	1	12.5
4	In classroom activities, teachers go round groups and give supports	1	12.5	2	25	25	62.5
5	Teachers have good interaction with their students	2	25	5	62.5	1	12.5
6	Teachers give students time for reflection of the activities	1	12.5	5	62.5	2	25
7	Teachers motivate students to practice confidently although there are weakness/mistakes	1	12.5	6	75	1	12.5
8	Teachers tolerate students' mistakes and give generalization after groups have finished their discussion	2	25	5	62.5	1	12.5
9	The teacher incorporate different active learning methods in his/her lesson plan	-	-	3	37.5	5	62.5
10	The teachers give group and pair work activities for the students	1	12.5	6	75	1	12.5
11	The teacher checks their work and gives constructive feedback to students	3	37.5	4	50	1	12.5
12	The teacher evaluates students' group cooperation	1	12.5	4	50	3	37.5
13	Teachers elicit questions and answers from students	1	12.5	5	62.5	2	25

As can be seen in table 5 above the classroom observation result indicated that most of the roles expected to be practiced by the English teachers were not observed. For instance, teachers were rarely arranging their students for different class room activities and did not have good interaction with their students. Majority (62.5%) of the teachers did not incorporate different active learning methods in their lesson plan and 37.5% of the teachers did not evaluate students' group cooperation at all. In addition, significant number (62.5 %) of the teachers were observed using 'Group work' rarely. Moreover, only 12.5% of the teachers were observed moving round the groups and give supports. The teachers role observed as shown in the above table were mainly encouraging students to actively participate and checking students work and giving constructive feedback for students' activities.

Table 4.10. Observation result on students' practice of ALM in the classroom

No	Item	Frequently		Rarely		Not at all	
		<i>F</i>	%	<i>F</i>	%	<i>F</i>	%
1	The students are participating in different learning activities	1	12.5	6	75	1	12.5
2	Students are participating in question and answer	1	12.5	5	62.5	2	25
3	Students give answer for the question raised by their teacher	1	12.5	5	62.5	2	25
4	Students concentrate on the activities given by their teacher and finish it timely	1	12.5	4	50	3	37.5
5	Most of the students are shy when different activities are given and only a few active learners are participating	3	37.5	3	37.5	2	25
6	Students feel good and relaxed when their teacher asks them to do activities in pairs, groups	2	25	4	65.5	2	25

The observation result of table 6 shows that 60% of the students were rarely participating in different learning activities; 50% rarely concentrate on the activities given by their English teachers and finish the activities timely, and 37.5% not at all. 12.5% and 62.5% of the students were frequently and rarely participating in question and answer, and the rest 25% of the students were rarely participating in asking and giving answer for the questions. On the other hand 25% did not feel good and relaxed when their teacher asks them to do activities in groups, pairs or

individuals at all. From the observed sessions 37.5% of the students were frequently shy when different activities were given and 37.5% were rarely participating in different learning activities. With regard to these ideas Nardos (2000) pointed out that in active learning learners have obvious degree of freedom and control over the organization of the learning activities. The same author also forwarded that active learning is likely to be enjoyed, offers opportunity for progress, and there by encourage positive students' attitudes towards the subjects.

Table 4.11. Observation result on utilization of teaching aids

No	Item	Yes		No	
		<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>
1	Are there charts, posters, diagrams, etc?	2	25	6	75
2	Does the teachers use these instructional materials other than books?	1	12.5	7	87.5
3	Does the teachers illustrate ideas, concepts, or points with the help of different instructional materials?	1	12.5	7	87.5

Teaching aids are very important to aid the teaching and learning process in the classroom. Nevertheless, as indicated in the above table (table 4.11.) 75% of the observation results showed that there was no teaching aids in the classroom to facilitate active learning. Besides, 87.5% of the observation results showed that teachers were not using teaching aids. Thus, only 12.5% of observation result showed that teachers illustrate ideas and concepts with the help of teaching aids. This may be because of the lack of resources as both teachers and students indicated in their responses on questionnaires in general, and teachers' interviews in particular.

4.1.4. Presentation of data obtained through interview

Interview was conducted only with EFL teachers on the topic under study. It was used to substantiate the results of questionnaires and classroom observations. The interview questions dealt with teachers' knowledge, perceptions and practice of active learning method, and the factors that affected their use of it in the classroom.

4.1.4.1. Teachers' and students' perception and practice of active learning

Perception is one of the main factors to affect the implementation of active learning. If teachers and students do not have positive attitude towards the method, they cannot be willing to use it in the classroom. Moreover, if only teachers and students have negative attitude towards the method, the implementation can still be difficult. On the other hand, positive attitude towards active learning from both teachers and students contribute to the proper implementation of the method. Interview results indicated that, EFL teachers have positively perceived active learning method. Moreover, the results from questionnaires proved this by indicating that EFL teachers have positively perceived active learning though their positive perception did not help them to practice the method in the classroom. The majority of the students did not have positive perception towards active learning method as to their response to the questionnaire. As a result, the magnitude of implementation of active learning in EFL classroom was found to be low. For example, see the following sample interview responses of two teachers:

T1: I rarely use active learning method in my classes for the reason that the students have no interest to participate in different techniques of active learning method. For example, if you order them to arrange themselves in a small group to do an activity, they show as they have no interest to do it. This is one of the reasons why I rarely use active learning method in my classroom. T2: I usually use lecture method by giving notes for the students. But, sometimes I use group and individual work.

This was also witnessed by classroom observation that there was a rare attempt to use techniques of active learning method in the classroom. For instance, discussion for table 9 shows that teachers were active in explaining and describing the points than the students.

4.1.4.2 Factors affecting the implementation of active learning method in EFL classroom

Teachers said that there were many problems which hindered their practice of active learning in the classroom. For example, they suggested that discipline problem, shortage of students' text book, the mismatch between teachers' and students' perception of active learning, large class size, shortage of time and students' misconception and lack of interest in active learning were the impediments of their implementation of active learning in EFL classroom.

4.3. Discussion of the Results

This part deals with the explanation of the results of the study in response to the research questions. The main points to be discussed are:

- EFL teachers' knowledge of an active learning method,
- EFL teachers' and students' perception of active learning,
- EFL teachers' and students' practice of active learning, and
- The factors that impede the practice of active learning method in EFL classroom.

4.3.1. Teachers' Knowledge of Active Learning

IDCR (1999:60) suggests that it is critical that teachers have a thorough understanding of the nature and characteristics of the appropriate teaching learning methods to be used in conjunction with curricular materials. Because, although to certain extent some decisions may be determined for teacher by official syllabi, students' textbooks or teachers' guide, it is the teacher who is the ultimate implementer of curricular material. If classroom learning is to be effective, teachers must be well trained and should be ready to assume the responsibility for teaching. They require adequate knowledge in the subject areas they teach and the necessary training in methodology (Hailom, 1998:401).

Accordingly, some questions were included in the teachers' questionnaires in order to assess their knowledge of active learning. Hence, some of the teachers showed that they did not have necessary knowledge on the implementation of active learning. They indicated that they did not get adequate lessons on the importance and the ways of utilizing active learning method in methodology courses. On the other hand, the rest of the teachers indicated that they had knowledge on active learning method of teaching. Nevertheless, their knowledge is at theory level, but not at practical level. They did not utilize their knowledge of active learning in their classrooms. This was witnessed by classroom observation.

4.3.2. Teachers' and Students' Perception of Active Learning

In order to implement active learning, having knowledge about the method alone is not enough. Teachers' and students' attitude towards the method plays a significant role in influencing the practice of active learning positively or negatively. As teachers' beliefs, goals, attitudes and

decisions influence how they approach their teaching; learners too bring to learning their own beliefs, goals, attitudes, and decisions, which in turn influence how they approach their learning (Richards and Lockhart, 1994:54).

In line with this assumption, ten statements for the teachers and ten statements for the students were included in the questionnaires in order to explore teachers' and students' perception of active learning. Teachers and students responded differently to the assumption. All teachers showed that they positively perceived the method (active learning). Nevertheless, their positive perception of the method did not enable them to practice active learning in the classroom. This was proved by classroom observation. Moreover, interview results with teachers showed that although they perceived active learning positively, they rarely employed it in the classroom.

On the other hand, majority of the students responded that they negatively perceived the method. Even though effective teaching and learning is the collaborative effort of teachers and students, their responses showed that they have different attitudes towards the method. The difference between teachers' and learners' beliefs can lead to (a) a mismatch between their assumptions about what is useful to focus on in a lesson; and (b) students under valuing an activity assigned by the teacher (Richards and Lockhart, 1994).

4.3.3. Practice of Active Learning in EFL classroom

In order to assess the extent to which teachers and students use active learning both teachers and students were made to participate in questionnaires and only teachers participated in interview. Classroom observation was also used to substantiate the responses of the two groups on questionnaires and interview. In the questionnaires eight (8) active learning strategies were selected and included for both groups (teachers and students) to determine the frequency of using the strategies.

The data obtained from questionnaires and interview showed that the teachers sometimes implemented active learning in the classroom. The grand mean (3) also indicated active learning was used only sometimes in the classroom. This shows that the magnitude of practicing active learning was low in these schools.

As both groups (teachers and students) indicated in their responses on questionnaires, the most frequently used strategies were lecture and question and answer. It is argued that teachers as well as learners are said to prefer the lecture method for it demands little of their efforts (Kasambira, 1993).

The majority of the teachers and students indicated that they use the strategies believed to develop students' critical thinking, 'sometimes' and lecture and question and answer 'always'. But classroom observation indicated that strategies which develop students' critical thinking were used rarely. Lecture method was found to be less effective in stimulating interest, promoting creativity, or helping students develop responsibility, imagination and skills synthesizing, internalizing, or self expressions (Firdisa, 2005). The responses of two groups show that the magnitude of practicing active learning was low in those schools.

4.3.4. Factors Impeding the Practice of Active Learning in EFL Classroom

It is obvious that teachers encounter different problems in making teaching learning effective. In line with this, the researcher selected ten (10) possible factors that affect the practice of active learning for both teachers and students and included in the questionnaires. From the ten (10) possible factors, six (6) of them were indicated by both teachers and students as serious factors to impede the use of active learning in classroom. Hence, the researcher also focused only on the six (6) factors to discuss.

The first problem indicated by teachers and students was shortage of time to use active learning in the classroom. In supporting this, Capel et al (1995) suggests that the belief persists that active learning takes too much time and thus covering the portion is difficult or impossible.

Learning is not the mirror image of teaching. The extent to which teaching achieve its goal will also depend on how successfully learners have been considered in the planning and delivery process (Richards, 2001:223). In spite of this fact, teachers usually tended to use traditional method of teaching. This was indicated by teachers and students that it was affecting their use of active learning in the classroom. This was also proved by classroom observation and by teachers' and students' responses on questionnaire that showed the teacher always used lecture method in

the classroom. Interview result with teachers also proved that they usually use lecture in the classroom. The following interview response can be an example:

T1: I usually use lecture by giving notes to the students. But sometimes I use group work and individual work.

Large class size makes language teaching extremely difficult for students to get to know one another and for the teacher to get to know all of the students, an obvious deterrent to building a sense of community (Schaeffel, and Ho, 2003). This was also indicated by both teachers and students as a problem that impeded them.

In the group work which was rarely implemented, only some students participated. Others did not say anything by being dominated by some active students. This was also indicated as a problem for participation. Classroom observation also revealed this as a problem.

Mukalel (1998) suggests that teaching materials play a major role in effective teaching practices, in that these materials have a multi-dimensional function to perform. This implies that the nature and quality of the teaching materials considerably affect the learning process and the achievement of the learners whatever creative and resourceful the teacher may be. The problems of instructional materials may involve a shortage of textbooks, teachers guide, pedagogical centers, libraries, reference books, laboratories, audiovisuals etc. The presence or absence of these materials may facilitate or hinder the implementation of active learning in the classrooms.

Concerning this assumption, teachers and students indicated that lack of resource (instructional materials) affected their use of active learning in EFL classroom. Classroom observation revealed that there were few instructional materials in the classroom to facilitate active learning. Moreover, students through questionnaire indicated that there were no enough important books (references) in their library. The mismatch between the teachers' and students' perception, as indicated in the response to both teachers and students questionnaire also affected their practice of active learning method.

CHAPTER FIVE

Summary, Conclusions and Recommendations

This chapter presents the summary, conclusion and recommendations drawn based on the presentation, analysis, and interpretation of data and discussion of results made in chapter four.

5.1. Summary

This study, as mentioned in the previous chapters, was intended to assess EFL teachers' and students' perception of active learning and determine the extent to which they practice the method in the EFL classroom. In order to achieve the objective of the study, the research questions (a) How do EFL teachers and students of the selected preparatory schools perceive active learning? (b) To what extent do EFL teachers and students practice AL in EFL classes of the selected preparatory schools? (c) Are EFL teachers of the selected preparatory schools familiar with active learning? (d) What are the factors that affect the implementation of active learning in EFL classes of the selected preparatory schools? were prepared and employed. To arrive at the whole purpose of the study, the researcher used descriptive research design, and devised three types of data collection instruments (interview, questionnaire, and classroom observation). Thus, the data were gathered through these instruments and were presented, analyzed, interpreted, and the findings were discussed in chapter four. Finally, based on the major findings, conclusions were drawn and then possible recommendations forwarded.

5.1.1. Major Findings

In order to gather data, three instruments namely, questionnaire, observation and interview were used. The data obtained through questionnaires were analyzed in percentage and mean value. Based on the results of the analysis of the data, the following findings were made from the study.

5.1.1.1. Do EFL teachers have necessary Knowledge on Active Learning method?

The results of the data (study) indicate that some of the teachers had no necessary knowledge on how to implement active learning. This was resulted from two reasons that, they had not trained the importance and the ways of implementing active learning method adequately in methodology

courses during pre service training; no any workshop or training has been given for the teachers on the importance and how to implement active learning method.

5.1.1.2. How did EFL Teachers and Students Perceive Active Learning Method?

The analysis of the data revealed that the majority of the teachers have positively perceived active learning. Nevertheless, their positive perception did not enable them to practice active learning in the classroom. On the other hand, the majority of the students have perceived the method negatively. It was indicated by the students that, using active learning in the classroom is the means of making them busy, and the use of active learning in the classroom is wasting time (it has no advantage).

5.1.1.3. To what extent do EFL teachers Practice Active Learning in classroom?

Teachers and students showed that they used active learning in the classrooms 'sometimes'. From this result it is possible to conclude that the magnitude of practicing active learning in their classes was low. Moreover, analysis of the data indicated that the practice of active learning varied as following. Lecture and is the most frequently used method in the classroom by the teachers; group work is the method that is used sometimes in the classroom, and the other methods such as problem solving, discussion cooperative learning and debate, role play and question and answer are used rarely.

5.1.1.4. What are the Factors Affecting the Implementation of ALM in EFL classroom?

From the possible factors selected by the researcher, the respondents indicated the followings were the major factors to impede their practice of active learning. Teachers' tendency to use traditional method of teaching was indicated by the two groups that it affected the implementation of active learning; the mismatch between teachers' and students' perception of active learning; shortage of time to cover the lesson was also indicated as a serious problem; majority of the respondents disclosed that large class size is the main problem to hinder their practice of active learning, and both groups (students and teachers) indicated that the dominance of some students in the group work is also impeding factor even though group work is used sometimes.

5.2. Conclusion

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

As thoroughly discussed in different sections of the research, the main purpose of this study was to assess the EFL teachers' and students' perception and classroom practices of ALM. The Descriptive survey design was employed to conduct the study. The data were gathered using questionnaires, classroom observations, and interviews. Purposive, availability, and stratified sampling techniques were employed select participants of the study. The qualitative and quantitative methods were used to analyze the obtained data.

The major findings of the study showed that even though all of the teachers seemed that they have positively perceived active learning method, some of them have no necessary knowledge on how to implement it. In addition to this, even some other teachers who indicated that they have knowledge of active learning were proved that their knowledge was at theory level not at practical level. The study also disclosed that, unlike the teachers, the majority of the students negatively perceived active learning, which is resulted from their misconception of the use of active learning. As a result, active learning is used only sometimes in the classes of the schools. This was proved by the grand mean three (3) that showed active learning was used sometimes. Therefore, strong commitment is expected from the English teachers to bring more active learning to the classroom. The study indicated that Students were not frequently discussing issues in pairs or groups in their English language classrooms even if their teachers were arranging them to practice activities given. Only a few dominant groups of students were participating and this implies that still there is a tendency to rely on the traditional lecture method. The remaining students were passive listeners of the few. Therefore, in order to make the teaching learning process more active English teachers should practice some basic points by connecting learning to students' day to day life, organizing them to small groups. Moreover, the main factors that impede their proper implementation of active learning in EFL classes of the selected preparatory schools in West Wollega Zone include, teachers' tendency to use traditional method of teaching; shortage of time; large class size; the mismatch between the teachers' and students' perception of active learning, and dominance of some (active) students during group/pair work. Based on the major findings of the study, the concerned bodies were

recommended to play their role so as to alleviate the hindering problems of the proper implementation of the method.

5.3. Recommendations

Based on the findings of the study, the researcher forwarded the following recommendations that he thought are important to improve the practice of active learning.

- ✚ The findings showed that some of the teachers had no necessary knowledge on active learning method. Teachers' tendency to use traditional method of teaching was also revealed in the study's finding. This implies that the way they are taught affects the way they are teaching now. Thus, they impeded their practice of the method. To alleviate this problem, zonal educational office in collaboration with regional educational bureau should arrange time and offer short term training and in service training concerning the implementation active learning for the teachers.
- ✚ The other problem indicated as hindering factor for the practice of active learning was shortage of time. In order to overcome this problem, it is important for the teachers to consider the following things: avoiding lost time; avoiding late starts and early finishes; avoiding interruption; handling routine procedures smoothly and quickly, and minimizing time spent on discipline. These can be done by planning in advance. Hence, it is important for the teachers to plan for active learning in order to mitigate the problem of time.
- ✚ This study revealed that, the mismatch between the teachers' and students' perceptions of active learning method hinder its practice in the classroom. To alleviate this problem, the teachers should do their best to let the students understand as active learning method is employed not to make them busy, rather to facilitate things for them in order to learn actively, using possible mechanisms like in school trainings and so on.
- ✚ Large class size is the main factor that affects the use of active learning. To overcome (minimize) this problem, the teachers should plan in advance to use alternative solutions.

For example, the following can be alternative solutions: discussing the issue with the principal of the school so as to find solution; dividing the class in to two or using laboratory classes or meeting hall; sometimes using active lecture (gapped lecture) which can make students active.

- ✚ Since the current study was completed using a small sample from the purposefully selected preparatory schools in West Wollega Zone, a similar study should be planned within the same zone that uses a large sample from all the preparatory schools in the zone to determine if changes over time become perceptible.

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Appendix: A
Jimma University
College of Social Sciences and Humanities
Department of English Language and Literature
Graduate Program (M.A in TEFL)
Questionnaire to be filled by teachers

Dear EFL teachers,

First of all, I would like to thank for your consent to answer my research questions. The purpose of this questionnaire is to acquire information about your perception and classroom practice of active learning method and the factors that hinder its implementation in EFL classrooms of preparatory school. It is NEITHER an evaluation of you as a teacher NOR a test. There are NO right or wrong answers. All your responses are confidential. Feel free to respond what you have in your mind.

Thank you in advance for your co-operation!
The researcher,

Part one: Background Information

Name of the school: _____

Direction 1: Please give information about yourself for each of the categories below. Put a tick (✓) mark in the appropriate box where necessary.

1. Sex: Male Female
2. Age: 20 -25 26-30 31-35 36-40 41-45 above 46
3. Educational level: B.A B.Ed. M.A M.Ed. Other (specify)_____
4. Year of service? 1-5 6-10 11-15 21 and above years
5. Periods you teach per week: 10-15 15-20 20-25 25 and above

Part 2: EFL teachers' perception, knowledge and practice of beliefs about Active Learning in Teaching English

Direction: Think about the extent to which you agree or disagree with the statements below and put a tick (√) in relevant boxes

	Items	1= Strongly Disagree	2= Disagree	3=Not sure	4= Agree	5= Strongly Agree
1	Teachers' perception of Active Learning Method					
1.1	Classroom interaction contributes for active learning					
1.2	Teaching facts alone is enough to prepare students to understand their environment					
1.3	Students should be given the opportunity to participate in the classroom activities					
1.4	Students should take responsibility for their own learning					
1.5	Students can solve problems if they are active in learning					
1.6	Active learning adds work load on teachers					
1.7	Effective teaching is the collaborative effort of both teachers and students					
1.8	Teaching is the sole responsibility of teachers					
1.9	Using ALM in the classroom is the mechanism of wasting time					
1.10	Teachers hold most of the knowledge necessary for the students					
2	Teacher's Knowledge of Active Learning					
No.	Item	1=Never	2=Rarely	3=Sometimes	4=Usually	5=Always
2.1	I have attended in-service training (work shop and seminars on the implementation of					

	ALM)					
2.2	I have taken methodology courses in pre-service program					
2.3	The way I have been taught affects the way I am teaching now					
3	Teacher's practice of Active Learning Method					
3.1	Group work					
3.2	Debate					
3.3	Problem solving					
3.4	Role play					
3.5	Lecture					
3.6	Question and Answer					
3.7	Discussion					
3.8	Cooperative learning					
4	Factors that affect teacher's implementation of Active Learning Method					
No	Item	1=Never	2=Little	3=Undecided	4=To some extent	5=Too much
4.1	Shortage of time					
4.2	Your tendency to use traditional method of teaching					
4.3	Students' lack of interest					
4.4	Large class size					
4.5	The ways you give feedback for the students					
4.6	Diversity of students' interest					
4.7	Dominance of some students during group activities					
4.8	The mismatch between you & your students' perception of AL					
4.9	Students' belief about Active Learning					
4.10	Lack of resource					

Appendix: B
Jimma University
College of Social Sciences and Humanities
Department of English Language and Literature
Graduate Program (M.A in TEFL)
Questionnaire to be filled by students

Dear EFL student,

The purpose of this questionnaire is to gather information about your perception and the extent to which you participate in active learning method, as well as the factors that impede its implementation in the EFL classroom. It is NEITHER an evaluation of you as a student, NOR is it a test. There are no right or wrong answers. The information you provide will be used only for a research purpose and will remain highly confidential. There is no need to write your name. As your genuine responses contribute most to the successful completion of this study, you are kindly requested to provide genuine information.

Thank you very much for your cooperation!

Gemechis Dereje (the researcher)

Part one: Background Information

Name of your school: _____

Direction 1: Please give information about yourself for each of the categories below. Put a tick (✓) mark in the appropriate box where necessary.

1. Sex: Male Female

2. Age: 15 -20 21-30 31 and above

Part Two: Students' perception, practice and factors that negatively affect their participation in Active Learning Method in EFL classes

Direction1: Think about the extent to which you agree or disagree with the statements below and put a tick (√) in relevant boxes

	Items	1= Strongly Disagree	2= Disagree	3=Not sure	4= Agree	5= Strongly Agree
1	Student's perception of Active Learning Method					
1.1	Lectures are the best way of learning					
1.2	I learn best when I participate in classroom interaction					
1.3	I learn best when I participate in the group discussion					
1.4	Teacher holds most of the knowledge necessary for us					
1.5	Group discussion is the means of making us busy					
1.6	I participate in classroom activities when I am praised by teacher					
1.7	Using group/pair work is wasting time					
1.8	I learn more when I listen to the teacher than when I discuss with other students					
1.9	I like discussion because it is learning by doing					
1.10	Our teacher provides detailed feedback on time					
2	How much do you participate in Active Learning Method?					
No.	Item	1= Never	2=Rarely	3= Some-Times	4=Usually	5=Always
2.1	Group work					
2.2	Debate					
2.3	Problem solving					

2.4	Role play					
2.5	Lecture					
2.6	Question and Answer					
2.7	Discussion					
2.8	Cooperative learning					
3	To what extent do the following affect your participation in Active Learning Method?					
No	Item	1=Never	2=Little	3=Undecided	4=To some extent	5=Too much
3.1	Shortage of time					
3.2	Teacher's tendency to use traditional method of teaching					
3.3	Teacher's lack of interest					
3.4	Large class size					
3.5	The ways teachers give us feedback					
3.6	Diversity of your interest					
3.7	Dominance of some students during group activities					
3.8	Mismatch between and your teacher's perception of active learning					
3.9	Teacher's belief about Active Learning					
3.10	Lack of resource					

Appendix: C

Yuuniivarsiitii Jimmaa

Kolleejjii Saayinsii Hawaasaa fi Namoomaa

Muummee Afaan Ingilizii fi Ogbarruu

Gaafannoo Barattootaa

Kabajamoo barattootaa,

Kaayyoon qorannoo kanaa mala si'aayinaan barachuu afaan Ingilizii barattoota kutaa 11 ffaa mana barumsaa qophaa'inaa Innaangoo, Boojjii Dirmajii fi Gullisoo ilaalchisee yaadaa fi shaakala barsiisotaa fi barattoota irratti xiyyeeffata. Gaafannoon kun kutaa lama qaba. Kutaan jalqabaa odeeffannoo haala dhuunfaa qabata. Kutaan lammataa immoo gaaffilee qoranicha ilaalchisee dhiyaatan irratti xiyyeeffata/fuulleffata.

Kanaaf, gaafannoo dhiyaate kanaaf yaada yookiin deebii keessan akka kennitaniif kabajaan gaafatamtaniittu. Hirmaannaan keesan milkaa'ina qoranichaaf gumaacha ol'aanaa qaba. Deebiin isin kennitan dhimma qorannoo kana qofaaf oola. Maqaa keessan barreessuun barbaachisaa miti.

Hirmaannaa keessaniif galatoomaa!

Kutaa tokko: Odeeffannoo haala dhuunfaa

Qajeelcha: Odeeffannoo haala dhuunfaa keetii saanduqa kenname keesatti mallattoo (✓)
fayyadamuun agarsiisi.

1. Saala: Dhiira Dhalaa

2. Umurii: A. 15-20 B. 21-30 C. 31 fi isaa oli

Kutaa lama:

Qajeelcha: Gaaffileen (himootni himamsaa) armaan gadii yaadaa fi shaakala barattootni mala si'aayinaan (Active learning) barachuu Afaan Ingilizii irratti qaban irratti xiyyeeffata. Deebii kee, deebiwwan filannoof dhiyaatan: "Cimseen walii gala", "Waliin gala", "Hin murteessine", "Nan morma", fi "Cimseen morma" jedhan kessaa filadhu.

Ibsa

Safartuu	Koodii	Qabxii
Cimseen walii gala	CWG	5
Waliin gala	WG	4
Hin murteessine	HM	3
Nan morma	NM	2
Cimseen morma	CM	1

1. Yaada barattootaa mala si'aayinaan Afaan Ingilizii barachuu ilaalchisee

T/L	Yaada barattootaa mala si'aayinaan Afaan Ingilizii barachuu ilaalchisee	Deebii				
		CM	NM	HM	WG	CWG
1.1	Ibsi (lallabni) karaa ittiin ciminaan baratan isa ol'aanaa dha					
1.2	Kan ani caalaatti baradhu yeroo barattoonni daree keessatti qindaa'anii waliin hojjetanii, anis hirmaannaa taasisuu dha					
1.3	Hirmaannaa ani daree keessatti gareen qindoofnee mari'annu keessatti taasisuun baay'ee (irra caalaatti baradha)					
1.4	Beekumsa nuuf barbaachisu baay'ee isaa barsiisaatu qabatee jira					
1.5	Mareen gareen taasifamu karaa ittiin barattoota ko'oommachiisaniidha					
1.6	Yeroon barsiisaa dhaan galateeffamu himaannaan koo ni dabala					
1.7	Hojii garree fi nam-lamee fayyadamuun barachuun yeroo qisaasessuu dha					
1.8	Ani yeroon gareen mari'adhu caalaa yeroon barsiisaa dhageeffadhun irra caalaa baradha					
1.9	Mari'achuun dalaganii barachuu waan ta'eef nan jaalladha					
1.10	Barsiisaan duub-deebii (calaqqee) gadi fageenyaan nuuf laata					

2. Mala si'aayinaan Afaan Ingilizii barachuu keessatti hirmaannaa hirmaatte

Qajeelcha: Himootni himamsaa armaan gadii hirmaannaa mala si'aayinaan afaan Ingilizii barachuu keessatti taasifamu irratti fuulleffata. Deebii kee, deebiiwwan filannoof dhiyaatan: "Gonkumaa", "Darbee darbee", "Yeroo tokko tokko" "Yeroo baay'ee", fi "Yeroo hunda" jedhan keesaa filadhu.

Ibsa

Safartuu	Koodii	Qabxii
Yeroo Hunda	YH	5
Yeroo Baay'ee	YB	4
Yeroo Tokko Tokko	YTT	3
Darbee Darbee	DD	2
Gonkumaa	G	1

2. Mala si'aayinaan Afaan Ingilizii barachuu keessatti hirmaannaa hirmaatte

T/L	Hirmaannaa barattootaa mala si'aayinaan afaan Ingilizii barachuu keessatti taasifamu irratti gaafilee xiyyeeffatan	Deebii				
		G	DD	YTT	YB	YH
2.1	Hojii garee					
2.2	Wal-fammii (mormmii)					
2.3	Rakkoo furuu					
2.4	Garee keessatti gahee dhuunfaa baruu					
2.5	Ibsa/lallaba					
2.6	Gaaffii fi Deebii					
2.7	Waliin mari'achuu					
2.8	Waliin/qindoominaan barachuu					

3. Gaaffilee sababoota hirmaannaa mala si'aayinaan barachuu irratti dhiibbaa geessisan irratti xiyyeeffata

Qajeelcha: Himootni himamsaa armaan gadii wantoota hirmaannaa mala si'aayinaan barachuu irratti dhiibbaa geessisan irratti xiyyeeffatanii dha. Deebii kee, deebiiwwan filannoof dhiyaatan keessaa filadhu. Deebiiwwan filannoof dhiyaatanis: "Gonkumaa", "Xiqqoo Xiqqoo", "Hin Murteessine", "Hamma Tokko", fi "Baay'ee".

Ibsa

Safartuu	Koodii	Qabxii
Baay'ee	YH	5
Hamma Tokko	YB	4
Hin Murteessine	YTT	3
Xiqqoo Xiqqoo	DD	2
Gonkumaa	G	1

3. Sababoota hirmaannaa barattoota mala si'aayinaan barachuu irratti dhiibbaa geessisan

T/L	Saaboota/wantoota hirmaannaa barattoota mala si'aayinaan barachuu irratti dhiibbaa geessisan	Deebii				
		CM	NM	HM	WG	CWG
3.1	Hanqina yeroo					
3.2	Barsiisaan mala barachuu durii (hin ammayyannoofnetti) fayyadamuu					
3.3	Mala si'aayinaan barachuu ilaalchisee fedhii dhabuu barsiisaa					
3.4	Baay'inni barattoota mala si'aayinaan barachuuf kan hin mijoofne ta'uu					
3.5	Haalli ittiin barsiisaan duub-deebii kennu gahaa ta'uu dhabuu					
3.6	Fedhiin barattoota garaagarummaa qabaachuu					
3.7	Hojiin garee hirmaannaa barattoota ciccimoo ta'an qofaan dhuunfatamuu					
3.8	Haalli kitaabni ittiin qophaa'e mala si'aayinaan barachuutiif mijaawaa ta'uu dhabuu					
3.9	Yaada/ilaalcha barsiisaan mala si'aayinaan barachuu irratti qabu					
3.10	Meeshaaleen deeggarsaa mala si'aayinaan barachuu tumsan dhabamuu					

Appendix: D

Jimma University

College of Social Sciences and Humanities

Department of English Language and Literature

Graduate Program (M.A in TEFL)

Interview with EFL teachers

Good morning/good afternoon? My name is Gemechis Dereje. I came from the department of English Language and Literature, Jimma University to collect information on the teachers and students Perception of towards Active Learning Method and its implementation in teaching and learning English. This interview is one of the instruments which the researcher uses to gather the necessary data for his MA thesis in the teaching English as a foreign language (TEFL). Thus, the researcher kindly requests you to give the required information based on the provided questions. Your contribution is highly important for the success of this study. The researcher would like to thank again for spending your valuable time and effort in this interview. I would like to let you know that any information will be kept confidential and used only for this study.

Thank you in advance for your co-operation!

The researcher,

Answer the following Questions briefly

1. How do you perceive Active Learning Method in teaching English language?
2. What do you know about Active Learning Method ?
3. To what extent do you employ Active Learning Method to teach English?
4. Is there any factor that hinder the implementation of Active Learning in EFL classes? If yes, what are they?
5. Have you participated in any training or workshop concerning Active Learning Method? If yes, what are the impacts of the training on its implementation in EFL classes?

Appendix: E
Jimma University
College of Social Sciences and Humanities
Department of English Language and Literature
Graduate Program (M.A in TEFL)

Checklist for Classroom observation

The main purpose of this observation check-list is to assess the actual teaching and learning process, the role of EFL teachers and students in the practice of active learning methods in the English language teaching classroom and the classroom conditions.

Teacher's code: _____ Date: _____ Grade __ Section ____ No of students: _____
 period _____ T o p i c : _____

No.	Items	Availability on the lesson		
		Yes		No
1	Classroom situations			
1.1	The classroom has adequate number of chairs and desks for the students .			
1.2	There is enough space between the desks so that the teacher freely moves in the class and help the students.			
1.3	The number of students in the classroom is manageable for the teachers to apply active learning.			
1.4	Classroom sitting arrangements are convenient to apply active learning.			
1.5	The chairs and desks are easily moveable.			
2	The role of classroom teacher during the lesson	Freque ntly	Rare ly	Not at all
2.1	The teacher arrange the students for different classroom activities			
2.2	The teacher give their students directions about the procedures and activities.			
2.3	The teachers encourage students to actively participate in the classroom.			

2.4	During classroom activities, the teacher go round each group and give guidance.			
2.5	The teacher has good interaction with their students.			
2.6	The teacher give students time for reflection of the activities given for them.			
2.7	The teacher motivate students to participate confidently although there is weakness/mistakes to be improved.			
2.8	The teacher tolerate students' mistakes for a while and give generalization after groups have finished their discussion.			
2.9	The teacher incorporate different active learning techniques in the lesson plan			
2.10	The teacher gives group work and pair work for the students to practice.			
2.11	The teacher checks and gives constructive comments to students work.			
2.12	The teacher evaluates students' group cooperation.			
2.13	The teacher elicit questions and answers from the students.			
3	Students' activities during the lesson			
3.1	Students are participating in different learning activities.			
3.2	Students are participating in questioning and answering.			
3.3	Students give answer for the questions raised by their teacher.			
3.4	Students concentrate on the activities given by their teacher and finish it timely.			
3.5	Most of the students are feel shy to participate in different activities and only a few are participating.			
3.6	Students feel happy and relaxed when their teacher asks them to do activities in pairs, or groups.			
4	Utilization of instructional materials			
4.1	There are charts, posters, diagrams etc.			
4.2	The teacher use these instructional materials other than books.			
4.3	The teacher illustrate ideas, concepts or points with the help of different instructional materials.			