

JIMMA UNIVERSITY



**COLLEGE OF SOCIAL SCIENCE AND HUMANITIES DEPARTMENT
OF ENGLISH LANGUAGE AND LITERATURE
EFL TEACHERS' AND STUDENTS' PERCEPTIONS AND PRACTICES
IN USING ACTIVE LEARNING STRATEGIES IN EFL CLASSROOM IN
THE CASE OF GRADE TEN IN SHEKO WOREDA SECONDARY
SCHOOLS**

BY: FATO FANTAW

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ACRONYMS

CLT: Communicative Language Teaching

EFL: English for Foreign Language

ESL: English as a Second Language

ETP: Ethiopian Educational policy

ELT: English Language Teaching

ICDR: Institute for Curriculum Development and Research

MOE: Ministry of Education

NETP: New Educational and Training Policy

REB: Regional Education Bureau

TGE: Transitional Government of Ethiopia

TESO: Teacher Education System Overhaul

Abstract

The purpose of this study was to investigate perceptions and practices of active learning strategies, to assess how the perceptions of teachers and students influence their practices of active learning strategies and to identify factors affecting the implementation of active learning strategies. To conduct the study, qualitative and quantitative method were employed. The study was conducted in Sheko woreda secondary schools and the data were collected from 95 students and 10 English teachers from the three secondary schools.

In the selection of the sample population purposive and simple random sampling were used. The main instruments for data collection were questionnaires, observation, and interviews and document analysis. The data were analyzed using frequency, percentage, mean and grand mean. The findings of the study revealed that the implementers of active learning strategies (teachers and students) have perceived active learning strategies negatively. Their practices of active learning strategies were rarely. Among the factors affecting the effective implementation of active learning strategies; teachers' and students' tendency to traditional/lecture methods, lack of students' interest, shortage of time, lack of teaching material and large class size were the major findings. Finally, recommendations were forwarded based on the findings so as to minimize problems encountered and maximize the implementation of active learning strategies.

CHAPTER ONE

1. INTRODUCTION

In this section, the background of the study and a statement of the problem followed by objective of the study, the main research questions, significance, delimitation and limitations of the study were discussed.

1.1 Background of the Study

It is indisputable that education plays a decisive and vital role in the overall development of any society. For an educational system to be efficient, a clear direction, which is compatible with the objective of socio-economic realities of a given country, needs to be revised. Governments and leading parties in all countries, therefore, attempt to design relevant education policies and strategies side by side to other sectors of social development. Such policies and their means of implementation would generally be based on the needs of the individual as well as the society at large.

As Chauhan (1978:78) noted: Education is a way of developing desirable habits, skills and attitudes, which make an individual a good citizen. In the process of education, we try to shape the behavior of young children aims and goals of national life.

Supporting this, Nardos (2000:87) has also pointed out that, in active learning the learners have a marked degree of freedom and control over the organization of learning activities. Usually these activities involve problem-solving, query and investigational work.

Similarly, Aggarwal (1996:96) has mentioned that the basic purpose of education is to enable the learners to adapt him/her in a society, which is full of problems. Not only social life is full of problems but there are problems and puzzling situations, which are a normal feature of a child's everyday life in school as well. Therefore, be encouraged in school learning. It is in light of these argument, the Education and Training policy of Ethiopia gives due emphasis to strengthening the individual's and society's problem solving capacities at all levels. As stated in the Ethiopian Educational Training Policy (ETP) :(1994:7) one of the objectives of education is "to develop the physical and mental potential and problem-solving capacity of individuals by expanding basic education for all".

From the above argument, it can be realized that active- learning is an essential component that can bring problem-solving capacity to a reality. Active learning is a broad strategy that includes such techniques a substituting active-learning exercises for lecture, holding students 'learning responsibility for the materials that have not been explicitly discussed in class assigning open-ended problems and problems requiring critical or creative thinking that cannot be solved by allowing text examples involving students in stimulating and role- plays (Leu, 2000).

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

Today, communicative language teaching (CLT) is viewed as the most effective and widely used approach in EFL/ESL teaching, and most modern methods and techniques emphasize it (Anderson 1993; Kumaravadivelu 1993; Cook 2001; Savignon 2002), and most textbooks and materials are designed for it. In Ethiopia, the modalities and approaches regarding the teaching of the language are not different from the current and widely used language teaching approaches elsewhere. It follows the communicative language teaching approach, with the learner at the center (ICDR 1994). As a result, CLT has its place in this country, and new English language teaching textbooks were produced for secondary schools on the basis of the communicative approach (Ministry of Education 1997). The 'New English for Ethiopia' books now seem to be in contrast to the traditional, structural, grammar-based materials which had been used in the country. The new syllabus seems to have been designed in such a way that enables the students to use English for social interaction where necessary. Thus, "the teaching and learning of English in our high

schools would be expected to follow the communicative approach to language teaching" (Surafel 2002: 71).

As an alternative way, active learning has become widely recognized as a a desired method for teaching 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 skills in using the language highly determines their academic successes

(Atkins, Baneyirga, & 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).

According to the constructivist learning theory, active learning is known by the name "discovery learning". Learning begins with the experiences of the students.

The social constructivist thinks that the concept follows the action rather than preceding it. In other words, the activity leads to the concepts. Moreover, the constructivist learning theory is based on the principle that through their involvement in various activities, students discover their way of learning (Aggrowal, 2006).

The main theoretical background that led to the growth of active-learning as stated by Nunan (1991:11) "... signifies a paradigmatic shift from the transmission model of teaching to a process-oriented, participatory model, seeing learners as active agents in their learning and teachers as researchers of their work."

From the above argument supported by different scholars, it can be realized that active-learning is an essential element in education that has received a universal importance and it is a method of educating students that allows them to participate in class. It takes them beyond passive listeners and makes them to take some direction and initiative during the class.

Effective teaching and learning require the use of different methodologies and strategies to meet the demands of the learners. The challenge is to find new ways and strategies to stimulate and motivate the creative abilities of today's generation who have varied set of orientations towards learning than the learners in the past.

In Ethiopia, likewise, the existing federal government has formulated an Education Training Policy (ETP). If citizens are to contribute efficiently to the overall society, they need to be cultivated in such a way that they have the capacity for problem solving and adaptability to their environment. Thus, it has been stated in the 'Education and Training Policy of Ethiopia' (ETP) that the general objective of education and training is "to develop the physical and mental

potential and problem-solving capacity of the individual" (TGE 1994: 7). Following such and other general objectives, we find a list of specific objectives, too.

We should think of active-learning first and for most in terms of students being intellectually active. By intellectually active we mean that teachers do not simply expect students to memorize and repeat facts. Teachers should expect students to use information critically and analytically.

The study was significant for English teachers to provide methodological insights to apply active learning strategies in teaching language; identify the problems and implement active learning strategies. In the light of these ideas, the study was to investigate the EFL teachers' and students' perceptions and practices in using active learning strategies. English teachers frequently use the traditional method of teaching, this reduces their achievements year to year; this initiated the researcher to conduct this study.

This study, thus intends to investigate EFL teachers' and students' perceptions and practices in using active learning strategies in the classroom.

1.2 Statement of the problem

It is quite evident that the active involvement of the students the classroom and outside the classroom enables them to develop critical thinking skills. Nardos, (2000:24) explains that active learning is likely to be enjoyed, offers an opportunity for progress, and thereby fosters positive students' attitudes towards the subjects' .

Similarly, Silberman (1996) reminds us that real learning is not memorization. Most of what we memorize is lost in hours. That is learning cannot be swallowed. To retain what has been taught students must put together what they hear and see into a meaningful whole .In this case, active-learning leads to effective teaching- learning to bring about the expected behavioral change. Research and experience indicate that this is the case.

The Education and Training Policy and the existing curriculum of Ethiopia call for active-learning. The curriculum reforms initiated imply a shift from passive-learning to more active education(Leu, 2000:13).In the literature on teaching/learning, several approaches, methods and styles to classroom practices are suggested and propounded. Each type of teaching approach or

method has got its own underlying philosophies and theories to support its viability. Proponents of this or that teaching or instruction have been debating for years now. But the most glaring contest in the area of teaching approaches, methods and styles seems to be the one between the teacher-centered and the learner-centered.

However, English language teachers in Sheko woreda secondary schools complain about active learning methods of teaching. Students rarely involve themselves in active learning strategies like pair and group work, role-playing, oral presentation. Teachers use the lecture method. The researcher observed problems in the experience.

Some studies conducted about the implementation of active learning. Among them Tirualem Ayalew (2003) << the classroom practice of learner-centered approach in second cycle primary schools of Addis Abeba. Her study revealed teachers should play dominant roles in the teaching - learning practice. >> The other study conducted by Taye Geressu (2008)" perceptions and practices of active learning in EFL classes of Dilla university."His study revealed that instructors perceived active learning positively. However, none of these studies are intended to examine EFL teachers' perception and practices about the use of active learning strategies in their EFL classroom. This study therefore, was an attempt to fill this gap by using on grade ten students in the Sheko wored secondary schools.

1.3 Objective of the study

1.3.1 General objective

The main purpose of this study is to investigate teachers' and students' perceptions and practices about the use of active learning strategies in EFL classrooms in Sheko woreda secondary schools.

1.3.2 Specific objectives

- 1 .To find out the perceptions of teachers' about active learning strategies use in the EFL classrooms.
2. To assesses teachers' practices in using active learning strategies in the EFL class rooms.
3. To examine students perceptions about active learning strategies in the EFL classroom.

4. To point out the extent to which students' practices active learning strategies in the **EFL** classrooms.
5. To identify barriers of using active learning strategies in EFL classrooms.

1.4 Research questions

This study was targeted at the following research questions.

1. How is teachers' perception of active learning strategies?
2. To what extent do teachers' implement active learning strategies?
3. What is the students' perception about active learning strategies?
4. To what extent do learners practice active learning strategies?
5. What are barriers that impede the practice of active learning strategies?

1.5 Significance of the study

This study is expected to have the following significance;

- Most importantly, provide methodological insights and information to EFL teachers which are helpful for them to implement the strategies of active learning appropriately.
- It is expected to provide pedagogical contribution and serve those who wish to develop Curriculum and design ELT materials as a reference to incorporate active learning strategies within the actual classroom practices.
- Problems that affect the implementation of active learning will be identified. So that both students' and teachers' will know about these problems.
- It will stimulate other researchers to conduct similar or further studies and serve as an initial work.

1.6 Delimitation of the study

This study was delimited in Sheko woreda secondary schools, these are Sheko, Eteka and Gizmeret. Because teachers and students do not aware of and practice active learning strategies in EFL classrooms in grade ten. The population of 380 students and 10 teachers was included in the study to fill the gap of perceptions and practices in using active learning strategies.

1.7 Limitation

Despite the researcher's efforts, there exist limitation in the study .The major one is a small sample of teachers to collect more data from the schools. The study area is not comfortable because of conflict and lack of transportation. This affects the generalization of the findings.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1 The Nature of Learning

It is said that decisions made by teachers in the classroom rest on some forms of learning assumptions or theories they already have. In other words, the learning theories that teachers hold, however albeit, serve as the basis for the instructional methods and techniques they apply during the classroom teaching-learning process. A reference to teaching and the approaches to such act, therefore, calls for some understanding of the concept of learning and the various theories that underlie this very educational construct. Besides, the proper understanding of learning is equally important for the researcher as well as the classroom practitioner (the teacher). In this regard Chauhan (1996:119) writes:

The teacher can be benefited by studying the psychology of learning in several ways. He can understand the individual differences in learning among learners and can adapt his teaching according to their requirements by using different teaching methods.

Thus, it would be quite appropriate to discuss in this section of the study some of the theories and definitions about learning as propounded by different authorities in the literature. The other reasons for dealing with learning at this juncture are because both teaching and learning are two sides of a coin when it comes to the actual classroom practice. In fact the whole purpose of studying or researching teaching/instruction, in the final analysis, is the quest for effective learning outcomes that would ensue as a result of the act of teaching/instruction.

2.2 Teacher-centered Teaching Methods

The teacher-centered method of instruction is one of the traditional approaches to class room teaching/instruction. It follows the direct-instruction model and puts the teacher at the center of the classroom teaching-learning process. It is one variation of didactic teaching styles and is concerned with the transmission of knowledge and skills from the "expert" teacher to the "apprentice" Pupil (Brandes and Ginnis,1986:2).

Teacher-centered instruction with all its variations does not encourage student participation in the classroom. According to Brandes and Ginnis (1986:27) it rests on the assumption that the

learner/student is an "empty vessel" and the role of the teacher is filling that empty vessel with knowledge. The teacher presents academic content in a sequenced and structured fashion. He/she decides on the syllabus, chooses the methods, selects the resources, creates exercises and tasks and decides when, where and how and even why things are to be done.

In such instruction, little consideration is given to student's interests and needs in the teaching-learning process. The interaction pattern in the teacher-centered classroom practice is one in which the teacher speaks and the students listen. The relationship is confined to "listening, perceiving and assimilation; and there is no interaction among the pupils themselves (Cohen, et.al, 1996:150). The same authorities elaborate the above assertion as follows (Cohen, et.al., 1996:151)

2.3 Student- Centered (Active Learning) Approach

2.3.1 Concept of active learning

Active learning is generally defined as any instructional method that engages students in the learning process. In short, active learning requires students to do meaningful learning activities and think about what they are doing. While this definition could include traditional activities such as homework, in practice, active learning refers to activities that are introduced into the classroom. The core elements of active learning are student activity and engagement in the learning process. Active learning is often contrasted to the traditional lecture where students passively receive information from the instructor.

In the traditional approach to college teaching, most class time is spent with the professor lecturing and the students watching and listening. The students work individually on assignments, and cooperation is limited.

Such teacher-centered instructional methods have repeatedly been found inferior to instruction that involves **active learning**, in which students solve problems, answer questions, formulate questions of their own, discuss, explain, debate, or brainstorm during class.

Example "active" activities include: class discussion, small group discussion, debate, posing questions to the class, think-pair-share activities, short written exercises and polling the class (Bonwell and Eison, 1991).

A **class discussion** may be held in person or an online environment. It is best that these discussions should be centered on an open-ended (occasionally controversial) topic (e.g. one that has no right or wrong answer).

A **small group discussion** is a similar activity between individuals groups, or teams of individuals. A presidential debate is a common debate format. But these also may center on the controversial or political topics.

A **think-pair-share** activity is when learners take a minute to ponder the previous lesson, later to discuss it with one or more of their peers, finally to share it with the class a part of a formal discussion.

A **short written exercise** that is often used is the "one minute paper." In these exercise students are asked to summarize the day's discussion in a short paper to be turned in before the end of class. This is a good way to review material.

Active Learning: Creating Excitement in the Classroom by Charles C. Bonwell and James A. Eison

Research consistently has shown that traditional lecture methods, in which professors talk and students listen, dominate college and university classrooms. It is therefore important to know the nature of active learning, the empirical research on its use, the common obstacles and barriers that give rise to faculty members' resistance to interactive instructional techniques, and how faculty, faculty developers, administrators, and educational researchers can make real the promise of active learning.

2.3.2. Features of Active-learning

In the new approach to education, often called active- learning, students not only receive the information they also record it, discuss it, compare it with their day to day life, analyze it, it conclude , and communicate about it (ICDR, 1999:71). When they are given sources of information and facts from their teachers or their textbooks, they are asked to do something active and creative with the information- analyze it, think about it, and make reports on it. Aggarwal, (1996).

Similarly, Sguazzin and Graan (1998:57) explained that active-learning is a social process and the emphasis in this process is on collaboration and the exchanging of ideas, experiences, values

and attitudes. It is a negotiated process where our understanding expands through interaction and active engagement with others. This is to say that the emphasis in viewing knowledge as something “out there”. Positivist idea has shifted to the view of constructing knowledge (Frazee, et al,1995:26).Thus the emphasis on teaching has shifted from the transmission of “facts” or information to teaching learners how to learn, how to find information for themselves etc.

Here learners are placed in the center of the learning process (Lue,2000:4). Concerning this idea Brophy (1992:69) as cited in Eggen and Kauchax 1996:83) puts the learner at the center of the learning process by stating:

Current research focuses on the role of the students. It recognizes that students do not passively receive or copy information from the teacher. Instead actively mediate by trying to make sense of it and to relate it to what they already know about the topic. Thus, students develop new knowledge through a process of active construction .In line with this, Plass (1998:310) has explained that the learner-centered classroom students are actively involved in the learning process, and their prior knowledge and experience an integral part of that process .They are encouraged to articulate their ideas and opinions. The teacher creates learning opportunities and encourages learner’s autonomy.

Lue (2000:11) and Plass (1998:312) stated that in active learning , previous knowledge and experiences are so crucial and valued since they help to construct new knowledge. The role of the teacher is to create conducive environment for learning and offering guide, stage setting, facilitating, observing and evaluating his/her students in a more objective way. In other words, the teacher, as a facilitator and co-worker, is not expected to give information only, but he is also expected to design instructions that would lead students learning for understanding through debating, interrogating, discussing, creating and explaining.

2.3.3 Importance of learning

Surprisingly, educators' use of the term "active learning" has relied more on intuitive understanding than a common definition. Consequently, many faculties assert that all learning is inherently active and that students are therefore actively involved while listening to formal presentations in the classroom. Analysis of the research literature (Chickering and Gamson

1987), however, suggests that students must do more than just listen: They must read, write, discuss, or be engaged in solving problems. Most importantly, to be actively involved, students must engage in such higher-order thinking tasks as analysis, synthesis, and evaluation. Within this context, it is proposed that strategies promoting active learning be defined as instructional activities involving students in doing things and thinking about what they are doing. The use of these techniques in the classroom is vital because of their powerful impact upon students' learning.

2.4 Research finding on active learning

Several studies have shown that students prefer strategies promoting active learning to traditional lectures. Other research studies evaluating students' achievement have demonstrated that many strategies promoting active learning are comparable to lectures in promoting the mastery of content but superior to lectures in promoting the development of students' skills in thinking and writing. Further, some cognitive research has shown that a significant number of individuals have to learn styles best served by pedagogical techniques other than lecturing. Therefore, a thoughtful and scholarly approach to skillful teaching requires that faculty become knowledgeable about the many ways strategies promoting active learning have been successfully used across the disciplines. Further, each faculty member should engage in self-reflection, exploring his or her willingness to experiment with alternative approaches to instruction.

The modification of traditional lectures (Penner 1984) is one way to incorporate active learning in the classroom. Research has demonstrated, for example, that if a faculty member allows students to consolidate their notes by pausing three times for two minutes each during a lecture, students will learn significantly more information (Ruhl, Hughes, and Schloss 1987). Two other simple yet effective ways to involve students during a lecture are to insert brief demonstrations or short, ungraded writing exercises followed by class discussion. Certain alternatives to the lecture format further increase student level of engagement: (1) the feedback lecture, which consists of two mini lectures separated by a small-group study session built around a study guide, and (2) the guided lecture, in which students listen to a 20- to 30-minute presentation without taking notes, followed by their writing for five minutes what they remember and spending the remainder of the class period in small groups clarifying and elaborating the material.

The discussion in class is one of the most common strategies promoting active learning with good reason. If the objectives of a course are to promote long-term retention of information, to motivate students toward further learning, to allow students to apply information in new settings, or to develop students' thinking skills, then discussion is preferable to lecture (McKeachie et al. 1986). Research has suggested, however, that to achieve these goals faculty must be knowledgeable of alternative techniques and strategies for questioning and discussion (Hyman 1980) and must create a supportive intellectual and emotional environment that encourages students to take risks (Lowman 1984).

Several additional strategies promoting active learning have been similarly shown to influence favorably students' attitudes and achievement. Visual-based instruction, for example, can provide a helpful focal point for other interactive techniques. In-class writing across the disciplines is another productive way to involve students in doing things and thinking about the things they are doing. Two popular instructional strategies based on the problem-solving model include the case study method of instruction and Guided Design. Other active learning pedagogies worthy of instructors' use include cooperative learning, debates, drama, role- playing and simulation, and peer teaching. In short, the published literature on alternatives to traditional classroom presentations provides a rich menu of different approaches faculty can readily add to their repertoire of instructional skills.

Johnson and Johnson (1989) have found that student-centered (active learning) instructions seem to motivate students to form a closer relationship with one another in working together. Each student- centered group not only scored high marks academically, but they also gained some social skills through cooperative work. On the other hand, the students in the teacher-centered classroom did not spend as much time working cooperatively and thus hoodless of working relationship with one another.

The teacher-centered classes were geared around lectures and the individual work of students. Both group studied the same content, though each interacts groups in radically different ways. The first T-test chart shows how each group did on their pre-test. The average of both groups 'pre-test scores was relatively going to the student-centered group. After giving tests for both

groups, it was found out that not only did the Student- centered group scored high; they also stated that learning was easier due to the review games and group assistance. Later, the roles had been reversed (the student-centered class received teacher-centered instruction and teacher-centered students received student-centered instruction); the student-centered group had a hard time in adjusting to their assignment. However, the results of the scores and the amount of participation indicated higher achievement and better attitudes in the student-centered group .Again for the last time the roles had reversed. Thus student-centered approach seems to yield better levels of achievements no matter what group received the treatment.

On the other hand; Halperin, (1994) comments on the domination the old instructional approach in most higher education. He suggests that most activities today, the majority of higher education continue to reflect an “old style of instruction where students sit quietly, passively receiving words of wisdom being professed by the lone instructor standing in front of the class.

In contrary to this finding, Amenu (2005) states that his research reveals that in different colleges of Oromia regional state, even though, lecture method is practiced occasionally, much of the time is devoted to active learning instructional approach.

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

On the other hand, passive learning occurs in a setting where the teacher is the focus, described as a teacher- centered instruction .In the teacher- centered (passive learning) approach the teacher becomes the manager of the classroom with the learning process heavily dependent up on the pronouncement and enforcement of rules. Here, note that little is required or expected from the students to the very end. The students are presumably expected to ride the assembly line quietly

and dutifully accepting all data transmission in a similar manner as an automobile's skeletal frame moves towards the new car dealer's show room. But practically, most cognitive psychologists and educators agree that instruction is effective when students are encouraged to become actively involved in their own learning. Besides, an allowance of time must be made for meaningful open interaction between students and teacher and group of students that nurture the student's natural curiosity.

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

2. 5 Active Learning in the Ethiopian Education Context

After the adoption of the currently working Education and Training Policy in Ethiopia, extensive changes have taken place in education. One of the changes in the paradigm shift in the model of teaching and learning which involves the shift from rote learning to active learning and the shift from a linear to an integrated curriculum (Leu, 1998). This change has brought a major paradigm shift in our thinking about education and the underlying ideas like active- learning approach, student-centered method, problem- solving, student-sensitive learning, the use of higher- order thinking skills etc have been introduced through this reform.

Similarly, in the teacher education system, there have been continuous changes in the curriculum and teacher's profile since the educational reform in the country. Particularly, at present, the teacher education program is guided by the Teacher Education System Over-haul (TESO) document (MoE, 2003). This document states that in the teacher education program, passive learning has to be replaced by active, learner-focused education. The document advocates, a Teacher Education System that develops and inculcates 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 Teacher Education Program intends prepare teachers who can confidently teach using an active learning approach and the development of problem-solving

skills through a learner- centered approach. In this assumption, teachers must be able to use a range of teaching strategies including active learning; interactive teaching, and independent study and thus, be able to select strategies according to students needs.

2.6. Knowledge and Attitude to Active Learning

For effective implementation of any new perspective, including active learning, a positive attitude to the issues and sound knowledge and skills in the area are very important. Particularly, the underlying ideas, concepts, merits, and demerits of the new approach should clearly be understood by teachers and students. In this review the knowledge and attitudes of teachers and students will be seen.

2.6.1 Teachers' Knowledge and Attitudes

It is critical that teachers/ instructors have a thorough understanding of the nature and characteristics of the appropriate teaching- learning methods to be used in conjunction with on curricular materials. Because, although to a certain extent some decisions may be determined for teachers/ instructors by official syllabi, students' textbooks or teachers' guide, it is the teachers/ instructors who is the ultimate implementer of the curricular materials (ICDR, 1999:60). But, unfortunately 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 must have to teach.

The belief persists that active learning takes too much time and thus covering the portion is difficult or impossible. Even include, they come to the conclusion that active learning may be nice in theory but unrealistic in practice. These all show that there has been, no enough and concrete perception about how to install active learning in the classroom, which may lead to negative reactions Capel et al (1995:229-30). 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 the special needs of students and contribute to a better and quality learning.

2.6.2. Students' Knowledge and Attitude

Authors like Dary and Terry; (1993:88) have stressed the importance of students' experience, which is a transformative rather than passive accumulation of knowledge. They notice that unless learners consider the implication of the ideas there in their own lives and decide to act, know and believe in the ways; they are likely to adopt a passive acquiescence to the teachers' knowledge structure. And ultimately, this passive students' learning has not made a difference because, it has not been transformative and at best resulted in some accretion of knowledge.

Thus, it is possible to suggest that active learning seeks the emancipation of learners from the old belief that has dominated methods of teaching over the last century. Despite of all the contributions of active learning discussed earlier, the students may not have appropriate perceptions and may have developed negative attitudes for various reasons. For example, students may look shy and uncooperative at the beginning of active learning. Because, they are accustomed to the traditional instructional method where they are expected to listen attentively and try to memorize what has been learned for the purpose of learned for examination; this discloses that learners are not trying and/or have no access to use their prior experience. They do not challenge their old assumption or they do not create new meanings or perspectives that are more inclusive, integrative and open to alternative views, which can emancipate them from a strong a belief on stimulus-response mechanisms. (Dary and Terry, 1993:93)

2.7. Practices of Teachers in Active Learning

Eggen (1996:25) states that historically our great teachers learned both 'HOW' and 'WHAT' to teach from their teachers. The critical content of any learning experience is the method or process through which the learning occurs. What is that students do in the classroom? They sit and listen to the teacher. Mostly they are required to make an observation, formulate a definition or perform any intellectual operation that goes beyond repeating what someone else says is true. This is the case in the teacher-centered instructional approach.

In moving towards a constructive approach (active learning) to teach, Chickering and Gamson (1997:91) say that teachers will need to attend to their conceptual change at least as much they attend to this process in their schools. If our schools are to provide experience for students that fire their spirits identify their nature and capacities as learners and enable them to be independent

thinkers, then teachers should support students. Thus supporting students to be powerful in developing their skills and capacities is the most important practice of teachers in active learning.

What is essentially involved in active learning are the activities that are used in the process of learning. Many educators have strictly underlined that teachers play a crucial role in the implementation of these activities.

In this connection, Lue, (2000:5) has stated that teachers' practice in active learning is to use classroom methods that encourage the students 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.

Moreover, in an active learning classroom, we want the teachers to offer their students options and choices in their work. In addition, teachers should reject the common practices of telling students what to do, rather engage their students in their interest and invite them to participate in activities that allow them to be involved in decisions about their learning. Students' active involvement in their own learning is a vital reality in an active learning classroom. In addition, in an active learning classroom, the teacher has to structure the classroom so that students and teachers can share the control of their students are directly involved in all matters that occur in the classroom that affect their being there as learners and as people.

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

2.8. Teacher Education and Active Learning

Frazee et al. (1995:80) states that the training of teachers is a crucial factor among other factors that affect the implementation of active learning. Because the teacher is the final decision maker as regards 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, what Frazee et.al wants to say is, if teachers lack knowledge of the teaching (active learning) method which requires new roles and commitment, implementation will be seriously hampered. Hence, the provision of in-service

teacher training is essential to acquaint teacher trainers with new teaching-learning methodologies, which are learner-oriented (active learning).

If the expectation that learners should be the agents of change is taken seriously; the capacities this work requires of them be considered carefully, current practice; pre- service and in- service teacher education be examined critically and ways to enhance teachers' learning across their careers should be explored more. (Mukalel, et al, 1999:301).

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 levels of training, so that graduating teachers attain the necessary skills and a positive attitude in the application of a variety of methods (ICDR, 1998: 40).

In general, even though, the policy advocates active learning, there is a gap between theory and practice. Thus, teacher education needs to model class room teaching skills and methods that reflect and go in line with the Education and Training Policy.

2.9. Active Learning in English Language Teaching

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 1986:19) to Communicative Language Teaching method which pays systematic attention to functional as well as structural aspects of language (Littlewood 1981:73).

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 second/ 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, 1986:64).

In contrast to the grammar lessons-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 (Brumfit and Johnson 1979 and

Savignon 1983 in Richards and Rodgers 1986) In short; the target of CLT is communicative competence.

Different scholars argue that, unlike activities in a traditional setting, communicative activities are meaningful, motivating and purposeful. Larsen- Freeman (1986:133) explains that these 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 the meaning, nominate a topic, and to follow up.

Therefore, in CLT communicative activities are promoted which in turn develop learners' abilities to monitor the language as well as provide opportunities to engage them in using real communication. The communicative language classroom, the learner is more than a passive recipient. He/she is an active participant. The communicative teacher, in his part is an initiator of the situation which engages learners in language production; a facilitator of the process of communication as well as its participant (Harmer 1991); Littlewood (1981); Larsen- Freeman (1986) and Richards and Rodgers (1986). CLT, therefore promotes a cooperative learning environment where teachers and learners support each other, accept each other and work together (Savignon 1983) in Richards and Rodgers 1986).

In general, according to Brown (1994:226) communicative language teaching is teaching a second language for the ultimate goal of communication with other a speaker of a second language. In this method the learners have an active role in the teaching learning-process. Richards and Rodgers (1986:77) show this point as follows.

Communicative language teaching therefore, advocates active learning or student- centered learning. Finally, as can be seen from the discussion above, CLT and active learning have commonalities concerning 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. Exchange, explore and air their views (Nardos, 2000:196). However, they need to be managed and organized well to be effective.

2.10 Major Types of Active Learning Strategies

To be effective, in the teaching-learning process, teachers should use different active learning methods. Because current thinking and practice in education highly advocates the need to actively involve the learner in their learning. There are lots of strategies that help to implement active learning in the classrooms. However, the commonly used in EFL classes will be discussed in this section.

2.10. 1. Brain storming

This is when the students generate as many ideas as possible about a topic-an ideal storm! It can be a great way to start a class on any given topic. It may be done in several ways: in groups – recording their ideas on chart paper, in pairs, or as a whole class, with the teacher (or a student) writing the ideas on the board or chart paper. It is a great way of finding out of the students what they already know on a subject as well as an excellent review activity. (Bonwell and Eison, 2003:13]

2.10. 2.Role- playing

Role- playing is deliberate acting of a social role in a class room. During role-playing a small number of students present the content while others in the class observe. Students have the opportunity, to experience and analyze the specific situation being studied (Frazee, et al 1995:115).

Role- playing fosters small group interactions. It allows students the opportunity to act out selected text.

2.10. 3. Discussion

Discussion in the classroom is an important kind of active learning strategy (ICDR, 1999:92). This strategy gives room for the students to exchange, explore and air their views (Nardos, 2000:196). However, they need to be managed and organized well to be effective.

The purpose of the discussion is to examine information to develop a deep and broader understanding of a topic. However, students should have prior knowledge and experience with a current topic for discussion to be successful. In line with this idea, Frazee, et al (1995:79) argued that, through discussion there is an opportunity for higher-order thinking and increased interaction among all students.

2.10.4. Group Work

Group work is part of collaborative strategies of teaching-learning. It is one of the best ways of encouraging active learning by arranging the learners' work together in a group. It can take many forms involving pairs of students working together, up to ten learners together or it can involve students who work individually and come together in groups to compare and discuss the results of their group. If necessary, random, gender, interest and ability groups can be formed (kyriacou, 1998:39).

2.10.5 Peer-Teaching

Peer-teaching is a participatory, active and democratic strategy integrated into the students' own experience; that results in deep learning. Peer-teaching involves the occasional use of students in the class area. Peer-teaching is also an appropriate strategy to be applied in the teacher training program. It can solve the problem of large class size and it may release teacher educators' time for personal research or for Producing resource-based learning material (Benet et al., 1996:38].

2.10. 6. Demonstration

A demonstration activity is when the instructors demonstrate how to do something in front of their class. The purpose of doing a demonstration is to show the students HOW to do something in both words and actions. When an instructor demonstrates, he /she should point out the process, step by step. Having written instructions on the board or a piece of chart paper is also helpful. (Cpel, et.al, 1995).

2.10.7 Problem Solving

Problem-solving is an instructional technique where teachers and learners attempt in a conscious, planned and purposeful effort to arrive at some solution (Aggarwal 1996:91).

Learning; through problem-solving focuses on activities that are relevant and useful to the life of the learner than just learning by memorizing facts that may have no connection with the learners' life. According to Lue, (2000:22) problem based learning is derived from the conviction that the learner is an active and creative individual with the will and ability to seek knowledge and self-development.

In working with a problem, students can formulate a hypothesis, gather relevant data, and organize the data to conclude.

2.10.8 Project method

A project is a natural, life-like learning activity involving the investigation and solving of problem by individuals or a group of students (ICDR,1999:84). Ideally, project work should consist of a task to achieve some definite goal of real personal value. The project method involves cooperative investigation of real life situation or problem under the supervision of the teacher. It encourages students to plan and carry out investigations of a real-life situations in the students' 2000:17).

In general this approach produces close contact with real-life situations, encourages co-operation in between learners; offers opportunities to play a leadership role.

2.10.9 Debating

Debating is an organized discussion on an issue that is usually controversial. The class is divided into two groups, each supporting a "side" of the issue: the people who are "pro" and the people who are "against". Each side has a leader and supporters. There is also a chair person, who keeps order during the debate. Each side presents its argument in an organized, clear, and intelligent manner. The chair person or chairing committee then decides on who has won. This is decided by judging who has made the strongest, logical arguments and who has refuted the other side's arguments most successfully. (Chet, et.al.1995)

2.11 Factors Affecting Implementation of Active Learning

Different educators have noted that the effective implementation of active learning can be influenced by multiple factors. Some of them are discussed below.

2.11.1 Teachers' and students' perception of active learning

Teachers' and students' perceptions of active learning largely depend on the knowledge they adhere to. This means 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 teachers and students teaching takes predominant role over learning. Indeed students are assumed "empty vessels" to be filled by the teacher .O'Hara and O'Hara (1998:78). The authors further write "due to their perceptions many teachers and students tend to avoid active learning."

2.11.2 Class size

It is not suitable to provide different experiments and group works having many students in an overcrowded classroom. Sguazzin and Graan,1998:54) in their study have indicated that schools in many parts of Africa are composed a large number of students. Thus giving students enough attention and meeting the need of every student to engage actively in the learning process is difficult.

2.11.3 The physical environment

A number of several schools confirmed that the physical environment (classroom arrangement, furniture arrangement, classroom appearance and lay out etc) contribute a lot to promote active learning. A clean and well-kept room with appropriate resources and well-aired room help to establish a positive contribution to implementing active learning. (Sguazzin andGraan1998:77)

2.11.4 The design of the teaching module

Most text books and modules do not incorporate active learning. They only serve one-way instruction. In one-way communication the learner reads what has been written but in no way responds to the material. This greatly reduces the creativity of the learners and the implementation of active learning. (Leu, 2000:86).

CHAPTER THREE

3. RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter discussed research design, study site and population, source of data, sample size and sampling techniques, data collection instruments, data collection procedure and methods of data analysis.

3.2 Research design

The design of this study is a descriptive research design. The researcher employed this method because it is suitable and relevant for the study which looks into what happened in the classroom in the teaching learning- process. This kind of research involves a collection of techniques used to specify, delineate or describe naturally occurring phenomena without experimental manipulation (Slinger and Shahomy 1989). It is used to establish the existence of phenomena by explicitly describing them.

This study employed quantitative and qualitative research methods. Quantitative research methods are used for summarizing a large amount of data and reaching generalizations based on static estimation. And, qualitative research is used to tell the story from the participant's viewpoints providing the rich. Descriptive detail that sets quantitative results in to their human context (Torchim, 2005)

3.3 Study setting and population

This study was carried out three governmental secondary schools in Bench Sheko Zone Sheko woreda Sheko, Eteka, and Gizmeret in focus. The schools were selected through purposive sampling based on its convenience and the feasibility to the study. The participants of the study were 380 grade ten students who enrolled in the academic year 2011E.C and 10 EFL teachers of the schools.

3.4 source of data

Primary and secondary data were used to collect data for the study. The primary source of data for this study was including three secondary schools teachers and students. The secondary source was current grade 10 English text book. These sources are believed to have adequate information and knowledge about the perception towards and practice in using active learning strategies.

3.5 sample size and sampling technique

3.5.1 Sample size

Sheko woreda constitutes three secondary schools. In these schools there are 10 grade ten English language teachers and 380 grade ten students. Out of the total population of 380 grades ten students 95 students were selected through Simple random sampling, i.e a lottery method. The researcher used simple random sampling because; it is suitable for giving equal chance for selecting students. Ten English teachers were used through purposive and available sampling. Because, all selected teachers are particularly informative about the subject and issues.

3.5.2 Sampling techniques

To get samples from the population, the researcher used purposive and available sampling for English teachers because all of the samples are important for the study and simple random sampling i.e a lottery method to give equal chance for the students.

Table .1. Distribution of sample

No	Woreda	Secondary school name	Teachers	Sample	Students	Sample	Remark
1	Sheko	Sheko	6	6	200	50	
		Gizmeret	2	2	100	25	
		Eteka	2	2	80	20	
^		3	10	10	380	95	

3.6 Data gathering instruments

Four instruments were used to collect data from the respondents. These are questionnaires, interviews, observation and document analysis. Questionnaires were used for the teachers and students, observation was used for teachers, interviews were used for teachers and students and document analysis. The researcher used a Likert scale to measure the extent of active learning strategies and the perceptions of the respondents towards active learning strategies. The Likert scale is a means of self-report measurement. Fernald and Fernald (2007:450) state that, " typically an attitude scale is constructed according to Likert method in which different statements concerning the issue assembled each one accompanying by a scale of three to seven intervals ranging from extremely negative by marking a position on the scale."

3.6.1 Questionnaire

Best and Kahan (1989) and Sharma (2000) state that a questionnaire enables a researcher to collect data from large groups of individuals within a short period, and it is also easy to administer to several subjects in one place at a time. Using this instrument some aspects such as the practice of active learning strategies, students learning, the challenges implementing active learning strategies, the role of the teacher and the role of the students during the lesson, were focused. The questionnaires for the respondents were designed in English and the researcher used closed-ended item. Close-ended is more appropriate, effective; elicit a short, quick response. And also close-ended item form helps to obtain almost all required information from the respondents based on the likert scale (Strongly Disagree-Strongly agree, Not at all-Always and, Not Serious-Most serious).

The researcher prepared 39 questions for teachers and 28 questions for students. The questionnaires had three parts. The first part consists of perceptions; the second part consists of practices in using active learning strategies for teachers and students. The third part consists of factors affecting the implementation of active learning strategies for teachers. The questionnaires were adopted from Taye, G. (2008), and Tirualem, A. (2003) based on the objective of the study.

In short, in order to obtain sufficient data for this study 105 copies of questioners were delivered to gather information about teachers' and students' perception and practices, 105 copies were returned back.

3.6.2 Classroom observation

According to Best and Kahan (1989), observation gives the firsthand account of the situation under study; and combined with other data collecting tools, it allows for a holistic interpretation of the situations that are being studied. Robson (2002:310) further states: “Data from direct observation contrast with and can often usefully complement information obtained by virtually any other techniques”. Observation is considered a major data collection tool among second language acquisition, because it allows the study of the phenomena at close range with many of the contextual variables present (Selinger and Shahomy, 1989). The researcher adopted checklists from Taye,G (2008). The checklists were structured checklists. Structured checklist helps the researcher arrive at objective outcomes; guide line for recording the information collected to serve as the research data and easier to analyze. It contained classroom conditions, teachers and students activities during the lesson, utilization of teaching materials, class evaluation.

To get more in depth information the researcher used three teachers by available sampling. Available sampling helps to get more informative respondents about the issues, topics and experience. A total of 9 days of 3 class observation three times per class in each school were made. The observation carried out in 3 steps first observation, second observation, and third observation. In short, the researcher carried out class room observation of three week of 9 periods of teaching and learning English. In doing so, the researcher wrote every event which took place in the checklist and gather the related data.

3.6.3 Interview

The interview is a means of interaction in which the interviewees give information orally. The information gained by interviews is personal and it helps to get detailed information (Lynch, 1996). It is used to get information concerning feeling, attitude, or emotion to certain questions which are not possible to answer through questionnaires, and classroom observation (Koul, 1984 and Selinger and Shahomy, 1989). Hence, five semi-structured interviews were prepared for the English language teachers. Semi- structured interview often used in qualitative analysis (Gray, 2004:216). It helps for adeptest investigation of views and opinion where it is desirable for respondents to expand on their answers (Ibid). The interview question adopted from(Taye,G.2008).The researcher selected 4 teachers using availability sampling because they are particularly informative about the topic and long experience, and also nine students were selected by simple random sampling and translate the questions in to Amharic. Each interview took 45 minutes. The interview took 9 hours and 75 minutes and took place in the school. The interviewer took notes while the interview was going on, then key ideas were summarized by the researcher herself. The overall aim of the interview was to get more in depth information being face to face about teachers and students perceptions and practices about active learning strategies.

3.6.4 Document analysis

The document analysis focused on the grade ten English text book and daily lesson plan. The focus was on how much the content of text book invites teachers to implement active learning strategies in the class room. To collect necessary data from the documentary sources, the researcher prepared a check list and analyzed it qualitatively. The chick list adopted from the school document. To secure information that could not be obtained through questionnaires and interviews. Documentary sources will help to triangulate findings from the questionnaires and interview (Anderson, 2007:104).

3.7 Data gathering procedures

In order to gather the necessary data or information, first, the researcher asked the respondents' volunteers and informs them how to complete the questionnaire and then distributed papers to them. Then stay up with them to complete the questionnaires. Next, the researcher gathered them by checking whether completed or not and checked the reliability and validity of questionnaires by conducting a pilot study. Then the researcher conducted observations by using check lists and

then asked respondents to give information on interviews. Finally, gathered information by analyzing the current grade ten English text book and daily lesson plan.

3.8 Pilot Study

Before the final distribution of the questionnaire, a pilot study was carried out to assess the content, logical flows, clarity of the questions, and reliability and validity of the questionnaire. Accordingly, the teachers' questionnaire is piloted by two teachers and five students from the given schools. Based on the inputs obtained in the pilot study from both respondents of teachers and students, some adjustments were made. For instance, some questions were left out from the teachers' questionnaire.

3.9 Reliability and Validity

The two most important and fundamental characteristics of any measurement procedure are reliability and validity. Reliability and validity approach because it is used to determine the strength and weakness of a certain research undertaken. Therefore, reliability, validity, & triangulation have to be defined in order to reflect the multiple ways of establishing truth (Thomas & Nelson, 2001).

Table 2: Reliability Statistics

	Cronbach's Alpha	Number of items
Teachers' perceptions about active learning strategies use in the EFL classroom	.887	16
Teachers' practices in using active learning strategies in the EFL classrooms	.812	12
Students perceptions about active learning strategies in the EFL classroom	.834	16
Students 'practices in using active learning strategies in the EFL classrooms	.845	12
Barriers of using active learning strategies in EFL classrooms	.792	11
Overall	.941	67

Thus, as shown in table 2 the reliability of the scores was evident by strong Cronbach's alpha coefficients for all variables, which used as independent and dependent variables of the study. The Cronbach's alpha ranged from 0.792 to 0.887, indicating that the items were highly reliable to measure the variables they were expected to measure.

3.10 Methods of data analysis

The data obtained from teachers and students through questionnaires were analyzed qualitatively and quantitatively. The data obtained from teachers and students through interviews analyzed qualitatively. And data obtained through observation and document analyses were analyzed qualitative method with thematic analysis. The result of the study was reported using frequency and percentage for teachers' responses, frequency, percentages, mean, and grand mean for students' response.

3.11 Ethical Issues

In planning research work involving human participants, it is important to consider the ethical guide to lines designed to protect the participants (Best and Kahn 1999:250). Hence, in this study particular consideration is given to ethical principles that are developed by different researchers (Johnson 2012; Anderson 2007; Chotari 2004). Participation in the study is voluntary and anonymity is assured. Participants are informed that all data would be treated as confidential and only the researcher had access to the data collected. Consent is given to participate with the return of the questionnaire. Thus, as much as possible effort is made by considering ethical issues in conducting this research.

CHAPTER FOUR

4. PRESENTATION AND ANALYSIS OF THE DATA

This chapter presented characteristics of the subjects and their background knowledge on active learning strategies, analysis and interpretation of data, and result and discussion. In doing so, the data collected through the questionnaires and classroom observation are presented with the help of tables. Questionnaires were analyzed quantitatively and qualitatively; classroom observation was analyzed in frequency and percentage. Following these, interviews and document analysis were presented qualitatively.

4.1 Characteristics of the subjects and their background knowledge on active learning.

Before discussing the data related to the major questions, a summary of the characteristics of the subjects is presented here. As mentioned in chapter three, the intended information for this study has been gathered from two groups; namely, teachers and students of Sheko woreda secondary schools. A total of 105 respondents were included in the study. Ninety- five of them were students and ten of them were teachers. All teachers are qualified with first degree. All teachers had taken the general method of teaching.

4.2 Data obtained through questionnaire

Using the teachers' questionnaires responses about their perceptions and practices in using active learning strategies were presented in frequency, percentage. Students questionnaires responses about their perceptions and practices in using active learning strategies were presented in frequency, percentage, mean and grand mean and interpreted the result of each item. The data taken from the respondents were analyzed in line with the research questions. In analyzing the perceptions of teachers and students on active learning strategies questionnaire entitled “Knowledge and experience on active learning strategies” entitled (See Appendices A and B) served as the primary source of information.

Table 4.2.1 Frequency Distribution of Data Collected on Perceptions of teachers about active learning strategies.

Item	1.S.Disagree		2.Disagree		3.undecided		4.Agree		5.S.agree	
	F	%	F	%	F	%	F	%	F	%
1	6	60	3	30	1	10	--	-	--	--
2	--	-	2	20	2	20	6	60	--	--
3	4	40	--	--	6	60	--	-	--	--
4	--	--	8	80	2	20	--	--	--	--
5	3	30	---	--	7	70	--	--	--	--
6	---	--	---		--	--	5	50	5	50
7	--	--	7	70	3	30	--	--	--	--
8	2	20	5	50	1	10	2	20	--	--
9	7	70	1	10	1	10	1	10	--	--
10	--	--	6	60	3	30	1	10	--	--
11	8	80	--	---	--	--	2	20	--	--
12	--	--	3	30	5	50	2	20	--	--
13	--	--	--	--	--	--	6	60	4	40
14	--	--	1	10	--	--	1	10	8	80
15	--	--	--	--	--	--	3	30	7	70
16	2	20	1	10	3	30	4	40	-	--

Items 1-16 in Table 4.2.1 are presented in Appendix 'A'.

Active learning strategies demands not only teachers to be experts in their fields, but also that they should understand how students learn. It is a challenge for teachers to accept active learning strategies. Thus it is not easy to make teachers active learning strategies. (Derebssa, 2006:136). It was in cognizance of this fact that teachers were asked about their knowledge and experience on active learning. Accordingly, items related to assumptions about advantages of active learning and their views were presented.

In response to item 1 "The teaching experience holds most of the knowledge necessary for the students."

Six (60%) of them supported strongly disagreed and three (30%) of them disagreed and one said undecided. This implies that the teaching experience of most teachers did not hold most of knowledge necessary for the students.

The other item of the same table says. "Current knowledge depends on the previous knowledge." Eight (80%) of them disagreed, two of them undecided. This implies that most teachers did not believe that current knowledge depends on previous knowledge.

Item 3 says "Students learn when there is interaction." Six (60%) teachers encountered undecided and four (40%) teachers strongly disagree. This implies that almost all teachers did not support students learn when there is interaction.

Item 4 (see Appendix A) Eight (80%) of teachers encountered disagreement and two (20%) of them undecided. This means that teaching discourages students to communicate easily. Items 5 (see Appendix A) Three (30%) of them said strongly disagree and seven (70%) of them said undecided.

Item 6 (see Appendix A). Five (50%) of them said strongly agree and five (50%) of them responded agree. This indicates that teachers strongly agreed on the issues which say teachers did not prepare students to communicate.

Item 7 says "Active learning is intellectually more stimulating" Seven (70%) of them respond disagree and three (30%) of them undecided. This shows teachers did not supported the item.

Item 8 (see Appendix A) Two (20%) of the respondents said strongly disagree, five (50%) of them respond disagree and three of them undecided. Most teachers did not support the item.

Item 9 says "Active learning makes students responsible for their own learning." Regarding this item, seven (70%) of them said strongly disagree one (10%) teacher disagree and another is

undecided and the other agree. Item10 indicates that six (60%) of them disagree, three (30%) teachers undecided and one agreed.

Item 11 says "I believe the teaching facts alone is enough to prepare students to understand their environment" Regarding this item eight (80%) of the respondents strongly disagreed and two (20%) of them agreed the item. Item 12 indicates three (30%) of them said disagree, five (50%) of them undecided and two (20%) of them agreed. This implies respondents did not support the item.

On the other hand item 13 says "I know that active learning adds work load on teachers". Encountered

Six (60%) of them agreed and four (40%) strongly agree on this item. This indicates when teachers support the implementation of active learning strategies it creates work load on teachers. Item 14 of the same table is about the active learning require a lot of time. Eight (80%) of them said strongly agreed, one (10%) of them responded agreed and one of them said disagreed.

Item 15 "The implementation of active learning required well-trained teachers" Regarding this 7(70%) of them strongly agreed and three (30%) of them responded agreed. This indicates that most teachers supported the implementation of active learning strategies required well-trained teachers. Item 16 indicates that two (20%) of them strongly disagreed one of them responded disagreed three of them said undecided and four (40%) of the respondent agreed on the item. The general analysis of all the items indicates that most teachers seem to have a negative attitude towards active learning strategies. Hence, all can deduce that teachers have perceived active learning strategies negatively. The teachers negative perception on active learning strategies is strengthened by the interview conducted with them.

Table 4.2.2 Frequency distributions of teachers use Active Learning Strategies in the classrooms.

Item	1.Not only at all		2.Rarely		3.Sometimes		4.Frequent ly		5.Always	
	F	%	F	%	F	%	F	%	F	%
1	--	--	7	70	3	30	--	-	-	-
2	7	70	2	20	1	10	--	-	-	-
3	8	80	2	20	--	--	--	-	-	-
4	7	70	-	-	3	30	-	-	-	-
5	6	60	3	30	1	10	-	-	-	-
6	--	--	4	40	6	60	-	-	-	-
7	8	80	--	--	2	20	-	-	-	-
8	3	30	5	50	1	10	1	10	-	-
9	--	--	--	--	--	--	1	10	9	90
10	-	-	-	-	-	-	4	40	6	60
11	7	70	3	30	-	-	-	-	-	-
12	-	-	5	50	4	40	1	10	-	-

As can be seen from Table 4.2.2 different active learning strategies were provided as representatives. Accordingly, the frequency distribution of the use of these strategies by respondents is presented as follows. The first item is the brainstorming method; it was reflected by six (60%) respondents and four (40%) of them respond sometimes. This shows that teachers did not use this method frequently.

Item 2 Active learning strategy favored by the teachers was 'Discussion.' On this item seven (70%) of them responded not at all, two (20%) of them respond rarely and one respondent used some times. This implies that most teachers did not implement discussion. Item 3 is another commonly used active learning strategy is, 'Group work' (100%) this implies the method did not use by teachers not at all. Because eight (80%) of the respondents answered not at all and two (20%) of them said rarely. This shows the answer lie between not at all and rarely. In the same

way item 4 'Peer teaching' is implemented not at all by the teachers. Seven (70%) of them responded not at all and three (30%) of them respond sometimes. This implies that most teachers did not support implementing peer teaching.

The other active learning strategy (item 6) is 'Demonstration' Six (60%) of the respondents answered not at all, three (30%) of them rarely and one respondent said sometimes. This implies the method was used by teachers rarely. Item six 'Problem-solving' it was answered rarely by four (40%) respondents, six (60%) of them said sometimes. This implies most teachers did not use this method.

Another commonly used strategy (item 7) is 'Project work' it was reflected by eight (80%) of them not at all and two (20%) of them responded sometimes. This implies most teachers did not use this method. The other method (item 8) is 'Debating' It indicated that three (30%) of them respond not at all, five (50%) rarely and one some times and the other one is frequently. This shows that most teachers did not employ debating. The other commonly used teacher centered method (item 9) is lecture or explanations. Ten (100%) of them always used lecture or explanation. Item 10 'Field trip' it was reflected by most teachers. It lies on frequently and always. In item 11 70% of the respondents replied not at all and item 12 indicates 50% of respondents answered rarely and 40% of them responded sometimes. This implies teachers did not implement it.

From the teacher's responses, therefore, one can say that active learning strategies are rarely employed in the secondary schools. The items are presented in Appendix 'B' part I.

Table 4.2.3. Frequency distribution of factors affecting teachers' implementation of active learning strategies.

Item	1.Not serious		2.Undecided		3.Serious		4.Most serious	
	F	%	F	%	F	%	F	%
1	-	-	-	-	1	10	9	90
2	-	-	-	-	6	60	4	40
3	-	-	2	20	1	10	7	70
4	-	-	-	-	8	80	2	20
5	1	10	-	-	1	10	8	80
6	-	-	2	20	1	10	7	70
7	-		-	-	-	-	10	100
8	-	-	-	-	7	70	3	30
9	-	-	-	-	2	20	8	80
10	-	-	1	10	3	30	6	60
11	-	-	2	20	-	-	8	80

As can be seen factors affecting teachers implementation of active learning strategies. In this part there were eleven factors assumed to be affecting the implementation of active learning strategies. Item.1 'Teachers tendency to use traditional/ lecture.' One (10%)of the respondent replied serious and nine (90%) of them most serious. This implies most respondents had positive tendency on the item. Item 2 'Shortage of time to practice active learning strategies in classroom.' Six (60%) of the respondents responded serious and four (40%) of them most serious. The other factor is ' Students lack of interest in active learning.' Two (20%) of the respondent said undecided, one serious and seven (70%) of them answered most serious. This implies that most students did not have interest in active learning. Item 4 'Teachers lack of interest.' Eight (80%) of them responded serious and two of them most serious. This indicates teachers have not

interested to implement the strategies. The other factor is 'time table' most respondents replied most serious. The other item is 'Teachers perception/belief' the entire respondent answered most serious. This implies that ten (100%) of them didn't have positive perception/belief. Item 8 'Large class size' Seven (70%) of the respondents answered serious and three (30%) of them most serious. The other item ' Students belief /perception' Two of the respondents answered serious and eight (80%) of them answered most serious. This implies students have negative belief and perception to practice. Item 10 ' Diversity of students ' One respondents answered undecided, three of them serious and six (60%) of them most serious. The other item.' The design of the text book' two of them answered undecided and eight (80%) of them most serious. This implies that almost all teachers did not accept the preparation of the text book.

Among these factors, the researcher has selected four of the factors to discuss. The factors are selected because they are indicated by the respondents to be significantly affecting factors in the implementation of active learning strategies.

1. Teachers tendency to use traditional method is most serious.
2. Teachers' and students' belief and perception is negative.
3. Shortage of time is highly affected.
4. The design of the text book affected.

There is no question that interest, belief and perceptions, large class size are crucial factors in implementing active learning strategies in classrooms.

As can be seen from the above table one of the hindering factors for the implementation of active learning strategies is the lack of teachers' interest in active learning strategies. This factor is proposed by most teachers. Another negatively affecting factor of the implementation of active learning proposed by the teachers is lack of resources and time table. According to the teachers' interview, students do not like to be taught by active learning strategies. Hence, teachers face difficulties to implement active learning strategies.

It is also very difficult to apply active learning strategies to large classes and in a situation where there is a negative perception for the teachers become reluctant. To conclude this teachers tendency, lack of resources, large class size ,time table, the design of text book are highly affected the implementation of active learning.

Table 4.2.4 Frequency Distribution of Data Collected on Perceptions of students

Item	1.S. disagree		2.Disagree		3.Undecided		4.Agree		5.S. agree		Total	Mean
	F	%	F	%	F	%	F	%	F	%		
1	30	31.5	5	5.2	30	31.5	30	31.5	-	-	266	2.8
2	77	81	10	10.5	8	8.4	-	-	-	-	121	1.2
3	-	-	70	74	15	18	5	5.2	5	5.2	230	2.4
4	20	21	15	15.8	50	53	10	10.5	-	-	240	2.5
5	9	9.5	16	17	40	42.1	15	16	15	16	296	3.1
6	70	74	8	8.4	9	9.4	8	8.4	-	-	145	1.5
7	60	63.1	35	36.8	-	-	-	-	-	-	130	1.3
8	-	-	70	74	20	21	5	5.2	-	-	220	2.3
9	65	68.4	20	21	10	10.5	-	-	-	-	135	1.4
10	75	80	13	13.6	7	7.3	-	-	-	-	122	1.2
11	-	-	17	18	43	45.2	22	23.1	13	13.6	316	3.3
12	-	-	6	6.3	5	5.2	57	60	27	28.4	390	4.1
13	-	-	-	-	2	2.1	70	74	23	24.2	401	4.2
14	8	8.4	10	10.5	25	26.3	50	53	12	12.6	363	3.8
15	76	80	18	19	1	1	-	-	-	-	115	1.2
16	-	-	5	5.2	5	5.2	76	80	9	9.4	374	3.9

Grand Mean

2.5

It is not only teachers' perception that affects the effective implementation of active learning strategies but the perception and expectations of students also affect how learning is viewed and how teaching is organized (Derebssa, 2006:133). Concerning this, 16 items were presented to students to find out their perceptions and their prior knowledge about active learning. In responding to item 1 "The teachers hold most of the knowledge necessary for the students", 65% of the students showed their strong disagreement whereas 31.5% of them expressed their agreement and the mean value is (2.8). This indicates that most respondents did not support the idea. Another assumption of active learning says "The current knowledge depends on the previous understanding." This shows 81% of the respondents replied their disagreement. The

mean value is (1.4). This indicates that the students did not have good understanding of the assumption forwarded.

Item 3 states 'Students learn when there is interaction.' The statement did not supported by almost all the respondents. 74% of the respondents showed their disagreement and 18 % of them have undecided about the idea. The mean value is (2.4).

Item4 states 'Teachers must encourage students to communicate easily. This shows 53% replied undecided 36.8% strongly disagree to disagree this generally showed 89% indicates between undecided to disagree. The mean value is (2.5). This shows most respondents did not support the assumption. Item 5 says that 'Teaching must prepare students to solve the problem' 42% of respondents have said undecided 26% strongly disagree to disagree. The mean value is (3.1). This shows most respondents did not support this idea. Item 6 says 'Active leaning enhance the development of sense of commitment'. This shows 74% strongly disagree. The mean value (1.5) shows most respondents did not support the idea. Item 7 says 'Active learning is intellectually more stimulating.' This shows 63% strongly disagree 36.8 disagree this leads to strongly disagree and the mean value is (1.3). Item 8 says 'Active learning offers opportunities for progress. This shows 74% of the respondents disagree indicates most of the respondents did not support the idea and the mean value is (2.3). Item 9 'Active learning makes students responsible for their own learning '. This shows 68.4% strongly disagreed and 21% disagreed. The mean value is (1.4). This shows most respondents did not support this idea. Item 10 says that 'Active learning prepares students for participation'. This shows 80% of the respondents strongly disagreed. The mean value is (1.2). This indicates most respondents have not supported this idea.

Item 11 says 'I believe teaching facts alone is enough to prepare students to understand their environment'. Concerning this item 18% disagree 45.2% undecided this leads to (63.3) this is close to undecided. The mean value is (3.3). This indicates most respondents have supported. On the other hand Item 12 says 'Active learning is not economical to use instructional aids' In responding to this item 60% agreed and 28.4% strongly agreed. The mean value is (4.1). This shows most respondents did not support the idea and item 13 says 'I know that active learning adds work load on teachers' In responding to the item 74% of the respondents agreed and 24.2 of them strongly agreed. The mean value (4.2) shows close to agreed. Item 14 says 'Active learning require lots of time.' In responding to this item 53% agreed and 12.6% strongly agreed and the mean value shows that close to agreed. Item 15 says 'The implementation of active

learning require well-trained teachers.' Concerning this 80% of the respondents strongly disagreed. The mean value is (1.2). This shows most teachers did not support the idea. On the other hand item 16 says.' In using active learning teaches find it difficult to cover the prescribed syllabus.' In responding to this item80% agreed. The respondents did not support the idea. The mean value is (3.9). Item1-16 shows that students' perception is negative because the grand mean value is (2.5).

Table 4.2.5 Frequency and Mean values of students use of Active Learning Strategies

Item	1.Not only at all		2.Rarely		3.Sometimes		4.Frequentl y		5.Always		Total	Mean
	F	%	F	%	F	%	F	%	F	%		
1	70	73.6	15	15.7	5	5.2	5	5.2	-	-	135	1.4
2	27	28.4	68	71.5	-	-	-	-	-	-	163	1.7
3	-	-	76	80	10	10.5	9	9.4	-	-	218	2.2
4	-	-	18	18.9	72	75.7	5	5.2	-	-	272	2.8
5	76	80	10	10.5	9	9.4	-	-	-	-	123	1.2
6	71	74.5	24	25.2	-	-	-	-	-	-	119	1.2
7	-	-	72	75.7	15	15.7	8	8.4	-	-	221	2.3
8	78	82.1	17	17.8	-	-	-	-	-	-	112	1.1
9	-	-	50	52.6	45	47.3	-	-	-	-	235	2.4
10	-	-	-	-	-	-	-	-	95	100	475	5
11	-	-	80	84.2	11	11.57	4	4.2	-	-	209	2.2
12	12	12.6	14	14.7	64	67.3	3	3.1	2	2.1	316	3.3

Grand mean

2.2

The pedagogical shift from, teacher- centered approach, to student- centered/ active learning, requires a fundamental change in the role of the educator from that of a didactic teacher to that of a facilitator of

learning. The common element in the active learning approach is that teachers are removed from their role of standing at the front of a classroom and presenting the material. The students are placed in the

position of teaching themselves and the teacher is converted into a coach and a helper in the process. Chet et al (1993).

Items in table 4.2.5 try to find out whether students are placed in the position of teaching themselves in participating in active learning strategies. The first item in the list is 'The brainstorming method'. The students were asked how often they see their teacher using the strategy. In response to the item 73.6 % and 15.7% of the respondents said 'not at all and rarely'. The mean value of the responses (1.4), shows that 'method is not at all and is rarely employed.

Item 2 says 'Role-playing.' In response to this item 75% of the respondents are rarely used this method and the mean value showed (1.7).

Item 3 says 'Discussion' concerning to this item 80% of the respondents used rarely and 28.4 sometimes use the strategies the mean value is (2.2).

The other strategy in Item 4 is ' Group work'. In respond to this item 75.7% of the respondents said sometimes and 18.9 rarely use the strategy. The mean value is (2.8). Item 5 and says 'Peer teaching' and

Item 6. 'In responding to the item 80% of the respondents use not at all. The mean value is (1.2). This indicates that the respondents not use the strategy at all.

Item 7 says 'problem- solving'. In response to this item 75.7% respondents rarely use problem-solving and the mean value is (2.3). This indicates students rarely use this strategy. The other is item 8 ' project method'. To this item 82.1% of the respondents did not use this strategy. The mean value is (1.1). And item 9 'Debating' respondents do 50% rarely, 43.7% sometimes shows rarely use debating. On the other hand item 10 say ' Lecture/explanation.' Concerning this item 100% of the respondents use this strategy. The mean value is 5. This indicates students use this strategy always.

Item 11 and 12 showed students rarely and sometimes practice the strategies in the class room. The mean value is (3.3).

In the next part, a comparison between the teachers and the students use active learning strategies presented in percentage in the following table.

Table 4.2.6 A comparison of Percentages of teachers and students indicating the use of Active Learning Strategies.

No	Item	Students	Teachers
		Frequent use of active learning strategies in percent (%)	Frequent use of active learning strategies in percent (%)
1	Brain storming	76.5	70
2	Role playing	71.5	70
3	Discussion	80	80
4	Group work	75.7	70
5	Peer teaching	80	90
6	Demonstration	74.5	70
7	Problem solving	75.7	80
8	Project	82.1	80
9	Debating	90	90
10	Lecture/explanation	100	100
11	Field trip	84	100
12	Question and answer	70	100

A comparison between the responses of teachers and that of students was made to determine the relationship between their implementation of active learning strategies in their classrooms. The researcher also compared the responses of teachers and students responses (in percentage) for each of the specified questions as shown in Table 4.2.6 according to the percentage obtained; there is a slight difference in the implementation and practices of active learning strategies between teachers and students.

For example, Demonstration, lecture or explanation, field trip were implemented by teachers and students not at all, rarely, and sometimes. Brainstorming is again implemented not at all by the teachers and students. The interview conducted with teachers and students however, revealed

that demonstration, lecture, field trip used not at all, problem solving and brain storming were implemented rarely and not at all in the classrooms. The other strategy is debating is implemented and practiced not at all and rarely by teachers and students.

In looking at the above table the implementation and practices of active learning strategies is not as expected to be.

4.3 Presentation and Analysis of Data Obtained through Observation.

The analysis and presentation of the data collected through classroom observation are presented below. To fulfill the purpose of the observation, three teachers were selected with their experience and availability. The researcher observed three times. The data based on the requirement of the classroom checklist (see appendix “C”) were collected. They were analyzed in separate tables. The observation was conducted by the researcher and the result of observed cases were added up and presented in the following table.

Table 4.3.1 Classroom condition

No	Item	Observation one		Observation two		Observation three	
		Yes	No	Yes	No	Yes	No
1.1	Is there enough sitting space for all students?	--	3	1	2	---	3
1.2	Is the classroom layout arranged to facilitate active learning strategies?	--	3	--	3	--	3
1.3	Is there enough space for movement between desks?	--	3	--	3	--	3
1.4	Are sits moveable?	--	3	--	3	--	3
1.5	Is the class size appropriate?	1	2	1	2	1	2

As depicted in Table 4.3.1 the data obtained from classroom first observation proved that the classroom condition and seating arrangement were not convenient to implement active learning strategies. One major problem observed in the classroom is the lay-out of the classes and, the sitting space. The second observation result indicates that the classroom lay-out is not arranged, sitting space, and sits were not moveable to facilitate active learning strategies. The third

observation result indicates spaces between spaces where as the physical environments of the classroom did not reflect the required condition for practicing active learning strategies. To conclude this, the sitting arrangement, the nature of desks affect the implementation of active learning strategies.

Table 4.3.2 Teachers' activity

No	Item	Observation one			Observation two			Observation three		
		Never	Some times	Frequently	Never	Some times	Frequently	Never	Some times	Frequently
1.1	Arranging the students for different classroom activity	3	-	-	2	1	-	3	-	-
1.2	Giving direction about the procedures and activities	-	3	-	1	2	-	1	2	-
1.3	Clarifying learning objective	3	-	-	3	-	-	3	-	-
1.4	Using different instructional methods to implement active leaning strategies	3	-	-	1	2	-	3	-	-
1.5	Encouraging students to become active participant	1	2	-	2	1	-	-	3	-
1.6	The teacher is more active than students	-	-	3	-	-	3	-	-	3
1.7	The teacher is active in explaining, monitoring and describing	-	-	3	-	-	3	-	-	3
1.8	Managing the class for active learning strategies implementation	3	-	-	3	-	-	2	1	-
1.9	Using an exercises to elicit students ideas, knowledge and skill	-	3	-	3	-	-	-	3	-

In Table 4.3.2 above, the classroom observation result indicated that majority of the activities were expected to be practiced by the teachers. Whereas in the observed classes did not show the

implementation of active learning strategies. In the first observation teachers did not facilitate, explain issues, using exercises, encouraging students and clarifying objectives, but frequently active in monitoring instead of facilitating. The second observation result indicates teachers did not use active learning strategies. Whereas the third observation result indicates teachers sometimes encouraged their students, teachers are frequently active than students but students are passive participants, teachers frequently monitoring and describing issues.

In the interview conducted with the teachers, some of the teachers confirmed that applying all the activities in the classroom is difficult. This indicated that the teachers implement the traditional/teacher-fronted approach to teaching. The reasons for not applying the activities mentioned in the above table may be a lack of interest in using active learning strategies and classroom conditions such as large class sizes and fixed desks.

Table 4.3.3 Activities of students during the lesson

No	Item	Observation one			Observation two			Observation three		
		Never	Someti mes	Frequ ently	Never	Someti mes	Frequ ently	Never	Someti mes	Frequ ently
1	Students are participating in problem-solving activities.	-	3	-	1	2	-	1	2	-
2	Students are playing roles.	3	-	-	2	1	-	3	--	-
3	Students are discussing issues in groups.	2	1	-	1	2	-	-	3	-
4	Students are practicing demonstration.	3	-	-	3	-	-	2	1	-
5	Students are taking part in peer teaching.	3	-	-	2	1	-	-	-	1

The observation result of Table 4.3.3 shown students are not portraying the required behavior for their learning. Among 9 observed sessions, none of them were discussing issues in their groups,

teachers never implemented problem-solving, peer teaching, role-playing, practicing discussion and demonstration issues have not implemented. The main reason for their poor participation may be the failure of their teachers to use active learning strategies in their respective classes.

Table 4.3.4 Utilization of Teaching Materials

No	Item	Observation one		Observation two		Observation three	
		Yes	No	Yes	No	Yes	No
1.1	Are there charts, posters, diagrams?	--	3	--	3	1	2
1.2	Does the teacher use these teaching materials other than books?	--	3	--	3	--	3
1.3	Does the teacher illustrate ideas, concepts or points with the help of different teaching materials?	--	3	--	3	--	3

Availability of teaching materials in the classroom is the major factor to enhance the whole process of teaching and learning. Whereas in the Table, 4.3.4 the first and second observation result indicated the observed classes, teachers never use teaching materials other than text book. Teacher did not illustrate ideas, concepts or points by using teaching material. Moreover in the observed classes, the teachers did not use teaching materials, posters, and diagrams to implement active learning strategies.

To sum up, the utilization of teaching materials in the observed classes was found to be at a minimum level. This is might be due to a lack of interest.

Table 4.3.5 Classroom evaluation

No	Item	Observation one			Observation two			Observation three		
		Never	Someti mes	Freque ntly	Nev er	Some times	Freq uentl y	Nev er	Some times	Freq uentl y
1	Teachers give group work and asking questions.	1	2	--	2	1	--	1	2	--
2	Teachers follow up students participation and activities	2	1	--	3	--	--	1	2	--
3	Teachers evaluate students group cooperation	3	--	--	2	1		1	2	--
4	Teachers elicits responses from learners instead of supplying answers	3	--	--	1	2	--	2	1	--
5	Teachers checks and gives constructive feed back to the students work	2	1	--	1	2	--	1	2	--

Table 4.3.5 above indicates that all classroom activities are not well-performed by the teachers. For example, many teachers never give group work activities, ask questions or give exercises. Moreover almost all of the teachers never follow up students’ participation and activities. According to the observation result, sometimes teacher check and give constructive feedback to students’ work whereas the other two teachers never follow students’ activities. In an active learning classroom however, classroom assessment motivates the learners towards their learning.

4.4 Data obtained through interview

4.4.1 Presentations and analysis of Data Obtained through Interview

The analysis of data gathered through interview has also shown consistent results with findings of the questionnaire and observation. It has also indicated that teachers and students employ active learning strategies rarely.

4.4.2 Teachers perceptions of Active learning

The interview with the teachers examined how they perceived active learning and using active learning strategies. Generally affective statements indicating negative or positive feelings towards active learning measured an individual's perception.

The data were organized by presentation and discussion on teachers' perceptions of using active learning strategies. Perception plays a great role to facilitate or hinder an individual's activity. According to Morgan, et al (1986:1580) 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. Therefore, it seems apparent that teacher's perception of active learning strategies has an important role in influencing the effective implementation of active learning strategies in the classroom either positively or negatively. These conditions were conducted in the interview with the teachers group about their perception of active learning strategies. The teachers participated in a detailed interview. They perceived the active learning negatively and they did not employ it effectively in their classroom.

Teacher one responded that using active learning strategies in the classroom needs experience and he has four years experience. He has not interested and believes in the views of active learning strategies. Even it is the exact way in which one can learn, He is not volunteer to employ it.

In his view using active learning strategies has an advantage in teaching-learning process from this save teachers burden, enhance students participation but, he believes it takes time; the class size is not available, the sitting arrangement is not comfortable and it is costly.

In addition to this, the way he has been taught was teacher- centered and more lecture method. I had not got a chance for learning by doing. This affects his teaching method.

Teacher two responded his perception of active learning strategies by saying no and explained in detail. The teacher thought active learning strategies differently. Some think as if it is totally practical "TESO" guide line for assessment for example, is theoretically very useful, but practically impossible for several reasons like large class size ,work load of teachers, lack of teaching material, lack of interest and some complaints of both the teachers and students. Provision of teaching materials, budget and technology should be considered to make it effective. In addition to the above factors, teacher's lack of interest and training on such

methodology may affect its practicability. In his view lack of interest is a big problem to implement active learning strategies.

Teacher three said that the implementation of active learning strategies in her classroom was poor because of its costliness, student's interest, lack of text book, poor prior knowledge and poor language performance, and needs more support from their teacher. The biggest problem is the size of the text book.

She has not experienced using active learning strategies because of the challenges she said before.

Although she has taken in Higher Diploma Program, also taken training on teaching methodologies and attended workshops and seminars, she did not implement it.

The ways she has been taught affect the way you teach now why because people learn more from what they see.

Teacher four said active learning strategies were difficult to implement because of shortage of text book. Contents are unfamiliar to the students. There are also challenges in work load and teaches in two shifts. The number of teachers is limited in each school.

4.4.2 Students Perception of Active learning

Most students have perceived active learning negatively. There appeared to disagree about the importance of active learning. Most of them felt that active learning is not helpful. They have not experienced success in grades because they have not learned through this approach. Moreover, students expressed its negative implication more than its positive implication. The following view from students highlights the above ideas.

Student one said as to me the assumptions of active learning are useful for students learning. But regarding its practicability, it depends on some factors like shortage of time, interest of teachers to teach using active learning, lack of modules, etc. Such factors make its practicability less even though it is useful.

Student two told active learning helped me to explain my feeling with confidence. Especially; during group work and project work but she does not apply it in her own learning situation. Because, most students feels nervous.

Student three said as explained by friends, active learning strategies in principle is a good way of learning. But it has also some short comings. For instance, in the name of continuous

assessment teachers give unfair grades. Furthermore activities given to students are too boring and make students very busy. A disagreement of students during group discussion is also another short coming of active learning strategies. Besides those problems, there had been discouraging clever students and carried a lot of burdening on them.

Student four told it is useful for students' learning. But it depends on some factors like, lack of text book, interest of teachers to teach in using active learning strategies, lack of desks, etc.

Student five told active learning helped him to explain his feeling, ideas with confidence. He does not apply it in his own learning situation. Because teachers did not motivate the students during the lesson.

Student six said active learning strategies dominated medium students and make them dependent on clever student. Medium students have not got a chance to express their own feelings better than clever students. Especially during group work, pair work and project work. It invites teachers to follow only clever students.

Student seven told active learning strategies like group work takes time and create frustrations to explain her feelings. In group work teachers follow only clever students but female students can be dominated by male. They felt shy.

Student eight and nine said teachers used the same teaching style daily. They were not volunteer to use different methods of teaching. Disagreements of students during group discussion were discouraged students.

4.4.3 Practices of active learning

The interview results of teachers and students showed they practiced active learning strategies rarely. Teachers' questionnaire showed eighty percent of them did not implement active learning strategies in the classroom. And also students' questioners indicated that they practiced rarely. The grand mean is also (2.2). To conclude from this, teachers and students did not implement active learning strategies frequently because of different factors. The interview result is match with the questioner.

Table 4.6 Data obtained through document analysis

No	Criteria	Yes	No
1	Does the book contain language skills?	✓	
2	Does each skill initiate the teacher to implement active learning strategies?		✓
3	Are the objectives in the text book indicating active learning strategies?	✓	
4	Is the daily lesson containing different active learning strategies?		✓
5	Is the form of the lesson plan learner - centered?		✓
6	Does the text book allow direct students to practice active learning strategies?	✓	
7	Do the teacher guides invite the teacher to implement active learning strategies?	✓	

Book is a back bone of one institution or country Educational program to be succeed according to its drown object and goal, it must checked timely weather it contains an important issues that helps the teacher as well the learner to achieve the objectives and the goal. The researcher analyzes the grade ten English language text books. In the above table criteria 1 grade 10 English language text books contain the language skills, reading, speaking, writing and listening but English teacher never implement by using active learning strategies. The tendency is traditional method and they are not volunteer to implement. The other criteria 'objectives in the text book invites teachers to implement active learning' concerning this objectives are presented in two parts and touches each contents but teachers never implemented. Another important material in teaching and learning is lesson plan the preparation of lesson plan did not invites teachers to implement active learning strategies instead directs teacher to use lecture method.

The text book allows students to practices in group work, role play, debating. Whereas students had not interest to practice and teachers did not encourage their students. The other guideline for teacher is teacher guide the preparation is interested to implement in the classroom. In short, the

text book invites teachers to implement and students to practices in the classroom but there are factors that impede the implementation and practices these are teachers and students interest and also the preparation of the lesson.

Discussion of the Result

In this part of the paper, an attempt is made to explain the results of the study to the basic questions formulated understatement of the problem. The major ideas or theme of the discussion are:

- A. EFL teachers' and students' perceptions of using active learning strategies,
- B. EFL teachers' and students' practices of active learning strategies, and
- C. The factors that impede the practices of active learning strategies.

Perception of teachers and Students

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

Various research findings confirmed that there is a strong tie between teacher and students attitudes towards active learning strategies and their effort in implementing them.

Sguazzin and Grann (1998) showed that teachers' attitudes have a great influence on the effective implementation of active learning strategies. In line with these ideas, sixteen statements for the teachers and sixteen statements for the students were included in the questionnaires assess their knowledge or perceptions of active learning used. Teachers and students responded the same answer; they perceived active learning strategies negatively. This was proved by classroom observation and document analysis. Moreover, interview results with teachers showed that they perceived active learning negatively; they rarely employed it in the classroom.

Majority of the students responded that they negatively perceived active learning strategies. Effective teaching and learning is the collaborative effort of teachers and students, their response showed that the same attitude towards active learning strategies. In short, the response of teachers and students showed negatively perceived active learning strategies. This is approved by questionnaires and interviews, observation.

Practices of active learning in EFL classroom

In order to assess the extent to which teachers and students use active learning strategies both teachers and students were made to participate in questionnaires and interviews. Classroom observation was also used to substantiate the response of the two groups on questionnaires and interview. In the questionnaires twelve (12) active learning strategies were selected and included for both teachers and students to determine the frequency of using the strategies.

The data obtained from questionnaires and interview showed that the teachers and students rarely implemented and practiced active learning strategies in the classroom. Almost all teachers used lecture or traditional method. The grand mean (2.2) from the students' response indicated active leaning was used rarely 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 response on questionnaires the most frequently used strategy was lecture or explanation. It is argued that teachers as well as learners are said to prefer the lecture method for it demands little of their effort (kasambira,1993). The document analysis was indicated that teachers never use the strategies but the text book contains all skills the skill directs teachers to implement and students to practices. And also the preparation of teacher guide is interesting to implement in the class room but teachers are not volunteer to use it. In addition to this, teacher did not prepared learner centered lesson plan. Accordingly,

1. Teachers used lecture method in their classrooms frequently which mean it is a teacher-centered method.
2. Discussion and group work are the two predominantly active learning strategies in the next to lecture method the teachers use rarely.
3. Project work and peer-teaching are the third active learning strategies that employed some times.
4. Although problem-solving strategy as active learning strategy is believed to promote learners critical thinking ability, it has been employed rarely. Role-playing and brain storming are not frequently employed in secondary schools.

Factors affecting the implementation of active learning strategies

Like any other educational issues in the teaching-learning process, it is also possible to think that active learning strategies may have shortcomings or constraints during its implementation in the

real classroom conditions. These factors are selected on the basis of the responses of the teachers and students.

Teachers' tendency, students' interest, shortage of time, work load, class size, and lack of teaching material are the major factors that affect the implementation of active learning strategies. Concerning this, the two groups of respondents agreed that the time table was the major problem affects the implementation of active learning strategies. Supporting this fact, Farant (1980) explains the effect of time. In this study, teachers' tendency towards traditional lecture method and field trip is blamed as an obstacle in the implementation of active learning strategies by the students and teachers. This is proved by classroom observation and by teachers and students response on questionnaires that showed the teacher always used lecture method in the classroom. Interview result with students proved that teachers usually use lecture or explanation in the classroom.

Teacher tendency to traditional method, students interest were the major factor that affect the implementation of active learning. Shortage of time to use active learning in the class room affects the teaching learning process. In supporting this, Capel et al (1995) suggest that the belief persists that active learning takes too much time and thus covering the portion is difficult or impossible. Learning is not a 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).

Larges 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 also indicated teachers as a problem that impedes them. To sum up teachers tendency to traditional method, students' interest, shortage of time and large class size affects the teaching learning process.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENADTION

This chapter deals with a summary, conclusions and recommendations. In this section, summary of the study and the findings are presented. Second, conclusions made from findings. Lastly some possible recommendations are forwarded based on the conclusion made.

5.1 Summary

The purpose of this study was to investigate perceptions and practices of active learning strategies in sheko woreda secondary schools in EFL classes. In order to achieve this purpose, the following specific questions were raised in the study.

1. How is teachers' perception towards the use of active learning strategies?
2. To what extent do teachers implement active learning strategies?
3. What is the students' perception about active learning strategies?
4. To what extent do learners practice active learning strategies?
5. What are barriers that impede the practice of active learning strategies?

The data were gathered through questionnaire, observation and interview and document analysis from all the respondents. The data obtained were analyzed in frequency, percentages, mean values and grand mean values. Based on the analysis of the data, the following findings were obtained from the study.

Perceptions of teachers and students

The analysis of the data indicated that almost all of the subjects of the study have perceived that using active learning strategies negatively. The extent of perception was not varied between the teachers and students; i.e. almost the same. Moreover, it was indicated that:

- a. The participant groups assured that the teachers did not use active learning strategies, and also the students did not get a chance to practices active learning strategies.
- b. The participants viewed that using active learning strategies in the class room takes time, needs more resources.
- c. The respondents developed negative feelings towards active learning strategies answered that using active learning strategies adds more work and requires additional effort.

Practices of active learning strategies

The analysis of the data disclosed that the extent of the practices of active learning strategies in secondary schools was found to be low. The two groups of the respondents confirmed that they practiced active learning strategies in their classrooms “rarely” which leads to the conclusion that the practices of active learning strategies are low.

The practices of active learning strategies varied as indicated in the analysis of the data. Accordingly,

1. Most teachers used the lecture method in their classrooms frequently which mean it is a teacher-centered or traditional method.
2. Discussion and debating are employed rarely in the classroom.
3. Project work, peer-teaching, questioning and answering is employed sometimes.
4. Although problem-solving strategy as active learning strategies is believed to promote learners critical thinking ability, it had been employed rarely.
5. Field trip, role-playing and brain storming are not frequently employed in the selected secondary schools.

Factors affecting the implementation of active learning strategies

The findings on factors indicated how active learning strategies are affected in various ways. Some of them are presented below.

1. The majority of the respondents in the two groups asserted that teachers and students lack of interest in participating in active learning strategies greatly affected the implementation of active learning strategies in their classrooms.
2. The other factors suggested as problem for the effective implementation of active learning strategies were a shortage of time and lack of resources.
3. Large class size is also indicated as the major problem in implementing active learning strategies.
4. The design of the text book and size of the text book is another major problem in implementing active learning strategies in the class room.

5.3 Conclusion

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

1. The lack of the necessary commitment to implement active learning strategies, the teachers of EFL in the class room seem to be unaware of the importance of active learning strategies. Thus, it can be concluded that the teachers perceived active learning strategies negatively. Active learning strategies are practiced rarely and not at all by teachers in the EFL classes of the schools.

2. Active learning strategies are practiced rarely by students in the EFL classes of the schools. The grand mean is (2.2). Students perceived active learning strategies negatively. The mean value is (2.5).

3. The quality and design of the text book are one major factor in the implementation of active learning strategies. The finding of the study has shown that there is shortage of time and the size of the book used in active learning strategies in classrooms.

4. Concerning the key factors that affect the implementation of active learning strategies', the following are found to be negatively affecting.

- Teachers and students tendency to favor traditional/lecture method.
- Shortage of time
- Design of text book
- Lack of recourses.

To sum up, the finding of the study showed that all of the teachers seemed that they have negatively perceived active leaning strategies. Some of them have no necessary knowledge on how to implement it.

And also majority of the students negatively perceived active learning strategies which are resulted from their misconception of the use of active learning strategies.

As a result, active learning strategies are used rarely in the classes of the schools. This was proved by the grand mean (2.5) that showed active learning strategies used rarely. Therefore strong commitment is expected from the English teachers to bring more active learning strategies to the classroom. The study indicates that students were not frequently discussing issues in groups, role playing, brainstorming activities, and discussions.

The classroom condition to implement active learning strategies tends to be low. The major reasons appear to be, large class size, seating materials lack of resources and other teachers and

students related factors. Hence, an overall assessment and discussion is needed between implementers of active learning strategies (teachers and students) to enhance the implementation of active learning strategies. Based on the finding of the study; the concerned bodies were recommended to play their roles so as to alleviate the hindering problems of the proper implementation of the method.

5.4 Recommendations

Based on the findings of the study, therefore the following recommendations were given:

- It is difficult to realize the intended objectives and practices without considering various factors that could contribute in one way or the other to enhancing learning at any level. This is because educational achievements are the outcomes of interwoven factors. Based on the findings of the study, the researcher would like to forward the following recommendations for the improvement of the practices of active learning strategies. From the background information of teachers it was observed the majority of them did not have interest to implement active learning strategies. This hinders their implementation of active learning strategies. Therefore, it is important to conduct in- service training so that their use of active learning strategies will be improved. The background information of the teachers shows that some of them did not get training on the general method of teaching. This leads the magnitude of practicing active learning strategies to be low. In short, teachers must train how to teach lessons and incorporate active learning strategies in the class room.
- Teacher-training help teachers to implement active learning strategies. Then Zone Education Bureau and Woreda Administration Office should give short- term training through seminars and workshops to develop their skills and knowledge to implement active learning strategies. Cluster supervisor, school directors should prepare short-term training and support teachers by supervision. Teachers must update themselves by doing continuous professional development (CPD) and new teachers should take induction course. Teachers should supervise other English teachers and learn from them. Teachers must have subject matter knowledge and think about what kind of active learning strategies are suitable for the lesson.

In short, all responsible bodies should work hand in- hand and strengthened commitment with the implementation and used unreserved effort to minimize the gaps of using active learning strategies in the class room and teachers should know their students.

- Teachers and students tendency, shortage of time, class size and, lack of resources were the major factors which hinder the implementation of active learning strategies. The condition of the classrooms and the number of students do not match in the study area and these affects the implementation of active learning strategies. Having an appropriate class size may not always be possible. Therefore, the implementers of active learning strategies should see alternative solutions such as, dividing students into two groups, using halls, language laboratories and fields.
- The teaching material development should not be the task one or two experts. It should be the result of cooperative effort of different knowledgeable and skilled professionals. Pedagogical, language and subject editors should be involved in the process of designing of a text book. Therefore the module writers should include activities, exercises, group works, pair works, debating and consider the students background knowledge, language proficiency, culture during the design of the modules since teaching materials have a great role in the implementation of active learning strategies.
- English as foreign language teachers should inform their students about the importance of participating in group work, pair work, debating and other strategies. Teachers constantly motivate their students towards the perception and practices of active learning strategies in the classroom.
- In order to make the teaching learning process more active English teacher should practice some basic points by connecting learning to students' day to day life, organizing them in groups, pair work, and role play. Furthermore, all the main factors that impede their proper implementation of active learning strategies in EFL classes of the selected secondary schools; teachers tendency to use traditional method of teaching; large class size; shortage of time; students perception of active learning and the dominance of some students during group work and pair work. Based on the finding of the study; the concerned bodies were recommended to play their role so as to alleviate the hindering problems of the proper implementation of active learning strategies.

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Appendix A

Questioner 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 practice of active learning method and the factor that hinder its implementation in EFL classrooms of secondary schools. There are no rights or wrong answers. The information you supply would be used for academic purpose only and kept confidential.

Thank you in advance for your co-operation!

The reasercher

Part I

Your response could vary from "strongly agree" to "strongly disagree" use tick mark to give your responses.

Key: 5.Strongly agree

4. Agree

3. Undecided

2. Disagree

1. Strongly disagree

No	Items	5	4	3	2	1
1	The teacher holds most of the knowledge necessary for the students					
2	Current knowledge depends on the previous knowledge					
3	Students learn when there is interaction					
4	Teachers must encourage students to communicate easily					
5	Teaching must prepare students to solve problems					
6	Active learning enhances the development of sense of commitment					
7	Active learning is intellectually more stimulating					
8	Active learning offers opportunities for progress					
9	Active learning makes students responsible for their own learning					
10	Active learning prepares students for participation					
11	I believe that teaching facts alone is enough to prepare students to understand their environment					
12	Active learning is not economical to use instructional aids					
13	I know that active learning adds work load on teachers					
14	Active learning requires a lot of time					
15	The implementation of active learning requires well-trained teachers					
16	In using active learning, teachers find it difficult to cover the prescribed syllabus					

Part II

Items related to your practices of different active learning strategies are listed below. please indicate the extent to which you use them in your classroom and rate according to the following scale.

Key 5.Always

4. Frequently

3. Sometimes

2. Rarely

1Not at all

No	Items	5	4	3	2	1
1	Brain storming					
2	Role playing					
3	Discussion					
4	Group work					
5	Peer teaching					
6	Demonstration					
7	Problem solving					
8	Project					
9	Debating					
10	Lecture/explanation					
11	Fieldtrip					
12	Question and answer					

Part III

Instruction: To what extent have the following factors impeded your use of active learning strategies in your class room. Please, rate them from “serious” to “not serious” based on the seriousness of the problem and use tick mark to indicate your response.

Key: 4 = Most serious

3 = Serious

2 = Undecided

1 = Not serious

No	Factors Affecting Implementation of Active learning	4	3	2	1
1	Teachers tendency to use traditional /lecture method				
2	Shortage of time to practice active learning in classroom				
3	Students lack of interest in active learning				
4	Teachers lack of interest				
5	Lack of interest				
6	Time table				
7	Teachers perception and belief				
8	Large class size				
9	Students belief and perception				
10	Diversity of the student				
11	The design of the text book				

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Appendix B

Questioners to be filled by students

Dear EFL students,

The purpose of these questionnaires 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. There is no right or wrong answers. The information you provide will be used only for a research purpose contribute most to the successful completion of this study. The information you supply would be used for academic purpose only and kept confidential.

Thank you very much for cooperation!

The researcher

PART I

Instruction: Items related to your knowledge and experiences on active learning strategies are provided below. Please give your appropriate response to each item based on your understanding and experiences. Your response could vary from "strongly agree" to "strongly disagree" use tick mark to give your responses. Put a tick mark.

Key: 5.Strongly agree

4. Agree

3. Undecided

2. Disagree

1. Strongly disagree

No	Items	5	4	3	2	1
1	I believe that learning depends on the previous understanding					
2	I believe that the teacher holds most of the knowledge necessary for us to learn					
3	As to me lectures are the best ways of getting knowledge					
4	I learn more when I discuss in group with students					
5	I believe that active learning motivates us to learn					
6	I believe that it is helpful teachers tell us exactly what we need you do to learn					
7	I believe that active learning is learning by doing					
8	I feel that active learning is a mechanism to make us busy all the time					
9	I believe that active learning prepare us for participation					
10	I believe learning is self-initiated					
11	I learn more when I engage in open-ended activities					
12	Active learning enhances passiveness instead of active involvement in learning					
13	Active learning enhances self confidence					

PART II

Instruction: Items related to your practices of different active learning strategies are listed below. Please indicate the extent to which you use them in your classroom and rate according to the following scale.

No	Items	5	4	3	2	1
1	Brainstorming					
2	Role playing					
3	Group work					
4	Discussion					
5	Peer teaching					
6	Demonstration					
7	Problem solving					
8	Project					
9	Debating					
10	Lecture/explanation					
11	Field trip					
12	Question and answer					

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Appendix C

Observation

The main purpose of this observation checklist is to assess the activities practiced in the classroom in relation to the implementation of active learning strategies. The activities will be marked in the category of Yes/No and never, sometimes and frequently on the basis of whether they happen or not in the classroom. Classroom Observation Check list for Active learning practices.

Part I. General Information

Name of the school_____

Lesson being observed _____Number of students in the class: Male_____

Female _____ Total____

No	List of observation	Yes	No	
1	Classroom condition			
1.1	Is there enough sitting space for all students?			
1.2	Is the classroom lay out arranged to facilitate active learning strategies?			
1.3	Is there enough space for movement between desks?			
1.4	Are sits moveable?			
1.5	Is the class size appropriate?			
2	Teachers activity	Never	someti mes	Frequ ently
2.1	Arranging students for different classroom activity			
2.2	Giving direction about the procedures and activities			

2.3	Clarifying the learning objectives			
2.4	Using different instructional methods to implement active learning			
2.5	Encouraging students to become active participant			
2.6	The teacher is more active than the students			
2.7	The teacher is active in explaining, monitoring and describing			
2.8	Managing the class for active learning strategies implementation			
2.9	Using exercise to elicit students ideas, knowledge and skill			
3	Activities of the students during the lesson			
3.1	Students are participating in problem solving activities			
3.2	Students are playing roles			
3.3	Students are discussing issues in groups			
3.4	Students are practicing demonstration			
3.5	Students are taking part in peer teaching			
4	Utilization of teaching material	Yes	No	
4.1	Are there charts, posters, diagrams?			
4.2	Does the teacher use these teaching materials other than books?			
4.3	Does the teacher illustrate ideas, concepts or points with the help of different teaching materials?			
5	Class room evaluation	Never	Someti mes	Frequ ently
5.1	Teacher gives group, ask question ,give for leaner			
5.2	Teacher follows up students participation and activities			
5.3	Teacher evaluates students group cooperation			
5.4	Teacher elicits response from learners instead of supplying answers			
5.5	Teacher checks and gives constrictive feed back to the students work			

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Appendix D

Interview guides for teachers and students

Dear EFL teachers and students,

Good Morning /Good After noon this is interview kindly requested you to give information about your perception and practice in using active learning strategies , as well as the factors that impede its implementation in the EFL classroom. The information you provide will be used only for a research purpose contribute most to the successful completion of this study. The information you supply would be used for academic purpose only and kept confidential.

Thank you very much!

Listen and answer the question

1. How do you feel implementation of active learning strategies in your classroom?
2. Do you think using active learning strategies has advantages in the teaching – learning process? What advantages do they have?
3. Do you practice these strategies in your class room always?
4. What are the challenges you faced in the practices of active learning strategies?
5. Do you think the way you had been taught affect the way you teach now?

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Appendix E

Document analysis

Check lists to document analysis

No	Criteria	Yes	No
1	Does the text book contain the language skills?		
2	Does each skill initiated teachers to implement active learning strategies?		
3.	Are the objectives in the text book indicating active learning strategies?		
4.	Is the daily lesson plan containing different active learning strategies?		
5.	Is the form the lesson plan learner centered?		
6.	Does the text book directs students to practice active learning strategies?		
7.	Are the teacher guide invites teachers to implement active learning strategies?		